ANNUAL PLAN TO

THE MINISTER OF EDUCATION

ON THE PROVISION OF SPECIAL EDUCATION PROGRAMS

AND SPECIAL EDUCATION SERVICES

FOR

THE MOOSONEE DISTRICT SCHOOL AREA BOARD

2026-2027 School Year

Moosonee District
School Area Board

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Notice of Motion

That the Special Education Advisory Committee of the Moosonee District School Area Board recommends for Board approval the following report to the Minister of Education on the Provision of Special Education programs and services; that is the Board's Special Education Plan inclusive of S.E.A.C. recommendations, in accordance with the requirements of Regulation 306 and in keeping the Standards for School Boards' Special Education Plans, 2000 document.

_____	_____
Chairperson	Date
_____	_____
Chairperson	Date
_____	_____
Member	Date
_____	_____
Member	Date

Notice of Motion

That the Board approve the Report to the Minister of Education on the provision of Special Education Programs and Special Education Services as presented to the Board.

_____	_____
Chairperson	Date
_____	_____
Member	Date
_____	_____
Member	Date
_____	_____
Member	Date

Consultation Process

Annual Review Process:
In compliance with Regulations 464/97, Education Act, by April of each school year, at a Special Education Advisory Committee meeting (SEAC), the current Special Education Policy will have been reviewed. Additions and amendments to the policy will have been passed by motion through SEAC. The approved policy shall then be forwarded to the Board for review.

Majority and Minority Reports:
In cases where policy reports originate within the SEAC committee, they shall be incorporated into the policy submitted to the Board. In cases where the Committee as a whole does not agree, a Minority report can be submitted to the Board. This Minority Report shall be written on a separate paper and shall be headed as follows:
*Minority Report: The undersigned, a minority of the Special Education Advisory Committee (*followed by the report comments).

Board Response to Majority and Minority Reports:
The Board shall provide SEAC with a response by May of each school year. The Board shall be aware that July 31st is the deadline for an approved Policy to be submitted to the Ontario Ministry of Education District Office.

Community Response:
Community members, including parents, are provided with public notice of the dates and locations of SEAC meetings and shall be allowed to provide input into Board Policy at any one of these SEAC meetings. Where a parent or community member wishes to attend a Board meeting with concerns about Special Education, they should first be referred to a SEAC meeting. Their concerns will be entered into the Minutes of the Meeting of SEAC and will then be reviewed by the Board. Feedback will be provided through the Board Representative on SEAC.

Summary of Community Feedback:
In cases where a community member has attended SEAC meetings and provided feedback to the Board, a summary of their concerns plus any resolutions or changes to Board Policy, shall be noted within the body of the Policy.

Review of Board Policy:
The Board plan has been reviewed for the 2026-2027 school year. It will continue to be reviewed on an annual basis, especially in light of any Ministry of Education feedback.

Special Education Programs and Services

The Board's General Model for Special Education:
In accordance with the Education Act and within the limits of the Board's resources, the Board recognizes that:

- Each Ontario school-age pupil is entitled to access publicly supported education regardless of the pupil's special needs.
- Pupils who are exceptional are entitled to Special Education programs and services suited to those needs.

- Parents or guardians of exceptional pupils are given an opportunity to be consulted regarding assessment, identification, and placement of such pupils.

The Board, within the limits of existing resources, will attempt to ensure that most exceptional students will be placed in a regular classroom with the support necessary to provide meaningful programs based on the strengths and needs of individual pupils.

The Board recognizes that because of the nature of their exceptionalities, some students will not function effectively in the regular classroom. Within the limits of existing resources, the Board will attempt to provide partial withdrawal from a regular classroom, or placement within a special class with the fullest degree of inclusion possible.

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

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

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

Roles and Responsibilities in Special Education:

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

- Legislative and policy framework
- Funding
- School system management
- Programs and curriculum

It is important that all involved in special education understand their roles and responsibilities, which are outlined below:

The Ministry of Education:

- Defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services and prescribes the categories and definitions of exceptionality.
- Ensures that school boards provide appropriate special education programs and services for their exceptional pupils.

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

The District School Board or School Authority, within the Resources available to the Board:

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda.
- Monitors school compliance with the Education Act, regulations, and policy/program memoranda.
- Requires staff to comply with the Education Act, regulations, and policy/program memoranda.
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board.
- Obtains the appropriate funding and reports on the expenditures for special education.
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board.
- Reviews the plan annually and submits amendments to the Minister of Education.
- Provides statistical reports to the ministry as required and as requested.
- Prepares a parent guide to provide parents with information about special education programs, services, and procedures.
- Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them.
- Establishes a Special Education Advisory Committee.
- Provides professional development to staff on special education.

The Special Education Advisory Committee:

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

The School Principal:

- 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 members are assigned to teach special education classes.

- Communicates board policies and procedures about special education to staff, students, and parents.
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies.
- Consults with parents and with school board staff to determine the most appropriate program for exceptional pupils.
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements.
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP.
- Ensures the delivery of the program as set out in the IEP.
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Teacher:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda.
- Follows board policies and procedures regarding special education.
- Maintains up-to-date knowledge of special education policies.
- Where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil.
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP.
- Communicates the student's progress to parents.
- Works with other school board staff to review and update the student's IEP.

The Special Education Teacher (in addition to the responsibilities listed above under "the teacher":

- Holds qualifications, in accordance with Regulation 298, to teach special education.
- Monitors the student's progress with reference to the IEP and modifies the program, as necessary.
- Assists in providing educational assessments for exceptional pupils.

The Parent/Guardian:

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

The student:

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

Early Identification Procedures and Intervention Strategies:

The Board recognizes that parents/guardians may have concerns, assessment reports or medical recommendations that they need to communicate to the school. At present, a registration package is given to parents before their child enters Junior Kindergarten. It contains forms that parents must complete and provides opportunities for parents to communicate any information to the school concerning the health and needs of an entering student. A form is also provided when students have transferred from another school system. This information is placed in the Ontario School Record (OSR) and is readily accessible to the classroom teacher and Special Education teacher. Parents, Guardians, and pupils also have access to the OSR. With parental consent, it can be made accessible to outside specialists.

Special Education Teachers and Classroom Teachers, with the assistance of Educational Assistants, will implement additional early identification and prevention procedures. In the fall and late spring of each school year, every five- or six-year-old will be assessed using relevant assessment programs to address students' progress during the Early Learning Kindergarten program**.** The Special Education Teacher, in conjunction with the Kindergarten and Grade one teachers, will provide intervention for students who fall below the norm. In some cases, students may be referred for assessments by specialists.

In the second year of Early Learning students will be assessed using Acadience Reading; a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills.

The schedule for assessing students in all grade levels is as follows: Fall, End of Term 1, End of Term 2. The results of the Kindergarten and early learning screens are analysed by the Special Education Teacher and Kindergarten Teachers. The results of the school-wide testing are analyzed by each individual classroom teacher. The Board recognizes that test results are only one assessment result and should be used in conjunction with a variety of other means of assessment.

Students may be assigned 1:1 or small group support through the placement of an educational assistant in the classroom or through working with a Special Education Resource Teacher.

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.

Approaches to Solving Problems Prior to IPRCs:

All approaches are to be applied equally, within the limits and constraints of the resources of the Board.

Referral Process:

1. Teachers will follow a tiered approach when seeking assistance for students who demonstrate areas of need with the curriculum, and/or behaviour. Teachers must demonstrate that they have documented and monitored student progress for at least six weeks prior to referring students to Special Education. This includes the demonstration of differentiated strategies that have been tried within the regular classroom and aspects of universal design have been attempted by the classroom teacher. As well, teachers will demonstrate that they have contacted parents or guardians of the student and advised them of the needs of their child and what steps are being taken to support their learning (Tier I).

2. Once enough data has been collected, the student will be formally referred to the special education department and steps will be taken to see what additional strategies may be tried in the regular classroom and/or with some withdrawal support as agreed upon by the classroom teacher and special education resource teacher. The SERT may also conduct further testing, such as the Woodcock Johnson IV to gain further insight to the needs of the student (Tier II).

3. If the new interventions and strategies do not show improvement within the next six-week period, further strategies may be suggested, or this may be the time when, with consultation from the SERT and parent/guardian(s) a non-identified IEP can be developed to help support the student. The classroom teacher will identify information concerning the student's learning style, and apparent strengths and needs. Furthermore, the teacher, with the guidance of the special education resource teacher will choose appropriate accommodations and modifications as necessary for the student.

4. In conjunction with the IEP, this may also be the time where a student is considered for referral to the educational psychologist for further testing when Tier II interventions are unsuccessful (Tier III). Further testing may be completed by the SERT in preparation for the visit from the psychologist.

5. Once all data is collected, and the psychologist or medical professional has made a recommendation to do so, students will move into the IPRC process. An Assessment Report will be compiled by the SERT, where applicable, and shared with the classroom teacher. The teacher will share this with the parents/guardians. The recommendations of this report may include the referral of the child to other specialists for assessment. Only children with an appropriate Medical or Psychological Assessment Report will be referred for an IPRC.

Types of Assessment Tools/Strategies Employed:

Classroom Teacher:
- Observation and Anecdotal Records
- Provincial Report Cards
- Samples of student work
- School-wide Testing results
- Classroom based assessment instruments/tests/quizzes
- Student self-assessment/Peer assessment
- Parent/Guardian observations/comments
- Curriculum Based Measurement (writing)
- Acadience Screener (reading)
- IXL Diagnostic Assessment (math)

SERT: Informal Inventories:
- WJ IV or other formal assessments
- Previous reports (SLP, OT, PT, behaviour, Ed-Psych, etc)
- Behaviour checklists
- Classroom observations/anecdotal notes Tests
- ABLLS-R (Assessment of Basic Language and Learning Skills)

The Identification, Placement and Review Committee (IPRC) Process and Appeals (per Regulation 181/98)

1. Parent(s) must have signed a consent form to allow the school to conduct an assessment and/or to obtain information regarding assessments conducted by outside specialists. If a child is in the care of Payukotayno James & Hudson Bay Family Services, the consent form must be signed by the child's case worker.

Mandatory Assessments for all students before the IPRC process:

- Educational Assessment by a Special Education Teacher.
- An appropriate medical report and/or psychological report outlining the student's exceptionality.

The parents will be notified of their responsibility to provide the school with the following assessment reports, as appropriate:

a) Medical Health Assessment
b) Vision Assessment
c) Hearing Assessment

Optional assessments depending upon the results of the mandatory assessments:

a) Speech and Language Assessment by a qualified Speech-Language Pathologist
b) Any other assessment deemed necessary by the IPRC members

Once the child's Special Education Report has been completed, the parent(s) or guardians will be advised of a date, time, and location for an initial IPRC meeting. Notification will be provided 10 calendar days before the convening of the IPRC meeting. A copy of Moosonee Public School's Parent Guide to Special Education will be forwarded to the parent(s) or guardian(s). (See Appendix 1)

2. The IPRC will conclude that the student is either Exceptional or not Exceptional. Placement and Program recommendations will be made to address the needs of the student. A definition of the exceptionality in accordance with Ontario Ministry of Education guidelines will be included in the IPRC report. A statement of strengths and needs will also be included in the IPRC report. The purpose of this is to provide specific information for the development of the Individual Education Plan. The IPRC report will also include the recommended placement for the pupil. A child's placement in the Special Education Resource Program is only changed if the child is no longer considered Exceptional by an IPRC or the child has an IPRC recommending change in Placement.

3. The results of an IPRC will be provided to the parents by hand delivery or by registered mail, along with a copy of the MPS IPRC/IEP pamphlet. A copy of the report will be forwarded to the Moosonee District School Area Board within 10 working days of the IPRC.

4. At least once every year, normally in the month of June, the IPRC will be reviewed, unless a parent requests otherwise in writing. After the student has been in the placement for three months, the parent(s) or school may request an interim review.

5. In compliance with the Education Act and accompanying regulations, an IPRC will be appointed to respond to the needs of exceptional students.

6. The IPRC report will be based on an initial Psychological Assessment report and an educational assessment, with ongoing educational assessments at least once each school year.

Board Appointed Membership:

1. Chief Executive or Education Officer, or designate
2. Principal of Moosonee Public School, or designate
3. Special Education Teachers

Non-Appointed Membership:

1. Referring Classroom Teacher
2. Parent/Guardian and their representatives
3. Student (16 years of age or older)

Appeal Process:

If parent(s)/guardian(s) disagree with the IPRC's identification of the pupil, they may, within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns; or within 30 days of receipt of the decision, file a notice of appeal with the Secretary of the Moosonee District School Area Board. If the second meeting is held, and the parent(s)/guardian(s) still do not agree with the decision, they may file a notice of appeal within 15 days of receipt of the decision following the second meeting. 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.

The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear the appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal (one of whom is to be selected by the parent(s)/guardian(s).
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents/guardians and Board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- The parent(s)/guardian(s) and the pupil, if he or she is 16 years of age or older, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting. It may: agree with the IPRC and recommend that the decision be implemented or disagree with the IPRC and make a recommendation to the Board about a pupil's identification and/or placement.
- The appeal board will report its recommendation in writing, to the parent(s)/guardian(s), and to the Board, providing reasons for the recommendation.
- Within 30 days of receiving the appeal board's written statement, the Board will decide what action it will take with respect to the recommendations (the Board is not required to follow the appeal board recommendation).
- The parent(s)/guardian(s) may accept the decision of the Board, or they may appeal to a Special Education Tribunal. They may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the appeal board's decision.

Moosonee District School Area Board IPRC Statistics:

Exceptionality	2026-2027
Behaviour	0
Communication: Learning Disabled	6
Communication: Language Impairment	1
Communication: Deaf and Hard of Hearing	1
Communication: Autism	15
Intellectual: Gifted	0
Intellectual: Mild	2
Intellectual: Developmental	0
Physical: Blind/Low Vision	0
Multiple	13
Total	**39**

Non-Identified students with Special Education needs and supported by the Special Education Department	**28**

Educational and Other Assessments:

Educational Assessments:
All educational assessments are carried out by Special Education Resource Teachers appointed by the Board. Special Education Resource Teachers are registered with the Ontario College of Teachers and have additional qualifications in Special Education. A SERT must have the minimum of Part 1 in Special Education recorded on his or her Certificate of Qualification, in accordance with the Education Act and Regulations of Ontario.
The Assessment instruments currently utilized at by Special Education Resource Teachers at Moosonee Public School are:
Letter/Sound Identification
Acadience Reading
Heggerty Phonemic Awareness
Core Phonics
The Woodstock Johnson IV Tests of Achievement (WJIV)
Curriculum Based Measurement for Writing

Assessment of Basic Language and Learning Skills (ABLLS-R)

And any other well-established tests as they become available, especially tests that can be considered culturally and linguistically relevant to children of the Mushkegowuk area.

Speech, Language and Hearing Assessments:

All Speech and Language assessments are conducted by qualified Speech and Language Pathologists employed by outside agencies, including the Inspire Centre, Cochrane Temiskaming Children's Treatment Centre and the Child Development Centre of Hotel Dieu Hospital/Weeneebayko Hospital. All hearing tests are conducted by Audiology Technicians or Audiologists. Audiology Technicians are employed by the Weeneebayko Hospital and are supervised by qualified Audiologists employed by Weeneebayko Hospital or Hotel Dieu Hospital. Parents/Caregivers are responsible for having their children assessed. Parents are also responsible for Audiological and Vision assessments of their children.

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

The Testing Instruments generally employed by Speech Language Pathologists include:
The Goldman Fristoe Test of Articulation (GFTA)
Examining for Aphasia (EFA-3)
Peabody Picture Vocabulary Test (PPVT-III)
Expressive Vocabulary Test (EVT)
CELF 5
And any other established test deemed suitable by the SLP.
Any established tests and equipment used by Audiologists.
It should be noted that only referred students are screened by the Speech Language Pathologist. Referrals can be made by educators or parents/caregivers, always with parent/caregiver consent. As well, CTRC only provides this service to their clients, who are generally diagnosed with a developmental delay.

Educational Psychological Assessments:

These assessments are currently carried out by Psychologists with PhD's and 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.

Average Waiting Lists
The average waiting list for a pupil to be assessed by a:
Special Education Teacher is 2 Weeks or less.
Speech Language Pathologist is 1 Year or less.
Audiologist is 1 Year or less; (note: responsibility for having a child's hearing tested rests with the parents or guardians).

Educational Psychologist is 1 year or less.

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 Resource Teachers and will be fast-tracked for referrals to outside Specialists.

Consent Forms

1. The OSR consent form is renewed annually or upon expiration if the child is still receiving services.

2. Other consent forms include permission forms for specific assessments as well as consent forms to transmit specific information or reports to agencies outside the school, as well as consent forms that allow outside agencies to transmit specific information and reports to the school.

Placement Decisions

Placement in other than a regular classroom will be sought if a physician or educational psychologist (in writing):
a) Recommends placement in a setting other than a regular classroom; and
b) Recommends placement in a Day Treatment Program (e.g., Section 23); or
c) Recommends placement in a Residential Treatment Program; or
d) Recommends placement in a Provincial or Demonstration School; or
e) Recommends placement in another school jurisdiction where an appropriate program and residential option is available.

If the parent wishes a placement other than the regular classroom and does not have a written recommendation from a Physician or Educational Psychologist, the parent will be advised to pursue a medical recommendation. Alternatively, the parents will be informed as to the next available date for assessment and/or consultation with the school contracted Educational Psychologists.

Privacy of Information

Except for information on Young Offenders, 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/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/guardian also has the right to make inquiries and be given information concerning the child's education under the Children's Law Reform Act and the Divorce Act. Information in an OSR can also be used to assist in the preparation of a report required under the Education Act or Regulations (for example: an IPRC).

In addition, under the Child and Family Services Act, 1984, a court order may require the OSR to be inspected or copied by a Children's Aid Society, such as Payukotayno James & Hudson Bay Family Services, if it is felt that the OSR contains information that a child is suffering abuse, or likely to suffer abuse, and the person controlling the OSR has refused to permit a Family Services director to examine the OSR.

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 parents or guardians.

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.

All Special Education Records contained in the Documentation File of an OSR must be retained for five years after a student retires from the school, in accordance with the Freedom of Information and Protection of Privacy Act, 1987.

All changes made to information contained in an OSR must be done in accordance with the Ministry of Education Ontario Student Record (OSR) 2000.

Information Sharing between School Officials and Young Offenders Personnel

Canadian School Boards Association Protocol and Guidelines: Information Sharing Between School Officials and Young Offenders Personnel

Sharing Information to Young Offender Personnel (e.g., Youth Workers)

Information disclosed about students to Young Offender personnel should follow the guidelines set out by the Canadian School Boards Association. A request 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 Young Criminal Justice Act under which the report is authorized
- Any timelines or deadlines in respect to providing the information
- A specific description of the type of information requested
- Whether the information being requested pertains to the school attendance records of the student
- Whether the information being requested pertains to the program or courses in which the student is enrolled
- Whether the information being requested pertains to the performance of the student (academic or otherwise)
- Whether the information being requested pertains 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.
- Requests for information should be made to the principal of the school.

Application of School Personnel for Information regarding a student who is a Young Offender.

School Personnel cannot make an application for disclosure of information under the Young Criminal Justice Act; however, the School Board or Principal could request the following personnel to make an application on behalf of the school: provincial director, Attorney General or his/her agent (i.e., youth worker), or a peace officer.

Disclosure should take place 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 Young Offender may be necessary to ensure compliance with a Court Order and/or to ensure the safety of students and staff. New provisions of the Young 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 educational matter.

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

- Arson
- Illegal possession of firearms or offensive weapons
- Drug trafficking (under the Food and Drug Act or the Narcotics Control Act)
- Possession of explosives
- Criminal negligence
- Extortion
- Intimidation
- Procuring for the purposes 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 or 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 not to be stored in the OSR. 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 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.

Specialized Health Support Services

Specialized Health Support Service	**Agency or Position of Person who performs the service (e.g., CCAC, board staff, parent, student**	**Eligibility criteria for students to receive the service**	**Position of person who determines eligibility to receive the service and the level of support**	**Criteria for determining when the service is no longer required**	**Procedures for resolving disputes about eligibility and level of support (if available)**
Nursing	CCAC	By written order of a Physician	CCAC	By written order of a Physician CCAC	Parent appeals to board administration
Occupational Therapy	Inspire Centre	By written order of an Occupational Therapist and Paediatrician	Occupational Therapist	By written order of an Occupational Therapist and Physician	Parent appeals to board administration
Physiotherapy	Weeneebayko Hospital, Inspire Centre	By written order of a Physician	Physician	By written order of a Physician	
Nutrition	Weeneebayko Hospital Moose Factory	By written order of a	By written order of a Physician	By written order of a Physician	

		Physician and Dietician			
Speech and Language Therapy	Inspire Centre, CTRC	Speech Language Pathologist Report Recommend ations	Speech Language Pathologist	By written order of a Speech and Language Pathologist	
Speech Correction Remediation	As above	As above	As above	As above	As above
Administering of Prescribed Medication	Parent/Admini stration with parent consent and written order of a physician	By written order of a Physician	Physician	By written order of a Physician	
Catheterizatio n	CCAC	Necessity for student	Physician	By written order of a Physician	
Suctioning	CCAC	Necessity for student	Physician	By written order of a Physician	
Lifting and Positioning	Trained Educational Assistant	Necessity for student	Physician	By written order of a Physician	
Assistance With Mobility	Trained Educational Assistant	Necessity for students	By written order of a Physician	By written order of a Physician	
Feeding	Trained Educational Assistant	Necessity for students	By written order of a Physician	By written order of a Physician	
Toileting	Trained Educational Assistant	Necessity for student	Physician or CTRC personnel	Parent/Caregiver	
Other					

Categories and Definitions of Exceptionalities

Behaviour

A learning disorder characterized by specific behaviour problems over such a period, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:
a) an inability to build or to maintain interpersonal relationships
b) excessive fears or anxieties
c) a tendency to compulsive reaction
d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

IPRC considerations:
How severe is the behavioural disturbance? Does the student's behaviour threaten the safety of students and staff? Does the child's behaviour alter in response to management techniques that can be implemented within a regular classroom? If the student has access to weekly counselling, will this provide the pupil with enough support? Does the child require placement in a Section 20 classroom due to behavioural severity, safety issues, and the student's need for access to daily counselling?

Communication

Autism
A severe learning disorder that is characterized by:
a) disturbances in:
    -rate of educational development
    -ability to relate to the environment
    -mobility
    -perception, speech, and language
b) lack of representational symbolic behaviour that precedes language.

IPRC Considerations:
How severe is the Autistic disorder? Will the child benefit from placement in a regular classroom? Is an educational assistant with specialized training available? What medical recommendations are there concerning identification and placement options?

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.

IPRC Considerations:
Does the child wear hearing aides? Does the child require an FM System? Is this specialized equipment available for use in the regular classroom? Is the severity of the hearing loss such that the student requires specialized instruction (.i.e., sign language)? Will the child benefit from placement in a Provincial School? What are the Audiologist/Medical/Speech-Language Pathologist recommendations for identification and placement?

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:

a) involve one or more of the form, content, and function of language in communication; and
b) include one or more of the following:

- language delay
- dysfluency
- voice and articulation development, which may or may not be organically or functionally based.

IPRC Considerations:
What are the Speech Language Pathologist's diagnosis and recommendations? Has a language program been provided for the child which can be delivered by either the classroom teacher, educational assistant, or Special Education Resource Teacher?

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.

IPRC Considerations:
What are the Speech Language Pathologist's diagnosis and recommendations? Has a speech program been provided for the child which can be delivered by either the classroom teacher, educational assistant or Special Education Resource Teacher?

Learning Disability
A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:
a) is not primarily the result of:

- impairment of vision
- impairment of hearing
- physical disability
- developmental disability
- primary emotional disturbance
- cultural difference; and

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:

- receptive language (listening, reading)
- language processing (thinking, conceptualizing, integrating)
- expressive language (talking, spelling, writing)
- mathematical computations

c) may be associated with one or more conditions diagnosed as:

- a perceptual injury
- a brain injury
- minimal brain dysfunction
- dyslexia
- developmental aphasia

IPRC Considerations:
Has an educational psychologist made a diagnosis of a Learning Disability? Was a WISC III administered, and the results indicated a discrepancy between performance and verbal IQ?

Have hearing, sight, physical, emotional, cultural, and developmental factors been completely ruled out? Has the student been diagnosed with Attention Deficit Disorder, with or without Hyperactivity? Is the pupil on regular medication, such as Ritalin? Can the child benefit from placement in a regular classroom without an educational assistant, or does the child require assistance from an educational assistant? Is the learning disability severe enough to warrant placement in a Demonstration School?

Intellectual

Giftedness

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

IPRC Considerations:

Has the student been diagnosed as Gifted by an educational psychologist? Is the level of intellectual advancement greater than the 98th percentile, as measured on the WISC III? Does the child require a program that is beyond the capability of the classroom teacher to provide? Will an enrichment program within the regular classroom, or delivered through Resource Withdrawal, be sufficient to meet the needs of the student and ensure that the pupil reaches full potential? Will the child's particular interests and gifts be able to be catered to by the school, considering the limitations of the Board's resources?

Mild Intellectual Disability

A learning disorder characterized by:
a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
b) an inability to profit educationally within a regular class because of slow intellectual development
c) a potential for academic learning, independent social adjustment, and economic self-support.

IPRC Considerations:

Do the results of the WISC-III indicate that the student has a probable IQ between 60 and 80?
Have the child's adaptive behaviour skills been assessed? Have other factors, such as vision, hearing, emotional disturbance, cultural difference been ruled out? Is the child capable of functioning in a regular classroom, with a modified program, if an educational assistant is not available?

Developmental Disability

A severe learning disorder characterized by:
a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
b) an ability to profit from a special education program that is designed to accommodate slow intellectual development
c) a limited potential for academic learning, independent social adjustment, and economic self-support.

IPRC Considerations:

Has an educational psychologist or developmental paediatrician diagnosed the student with a developmental disability? Has the child's Adaptive Behaviour Skills been assessed? What is the severity of the child's learning delay? Will the child require full time assistance? Are there safety issues? Will the child be able to meet any of the expectations of the Ontario Curriculum, or will the pupil require a fully differentiated program? What support services are available to this child?

Physical

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

IPRC Considerations:
Does the child have a medical condition, which will require the administration of specialized health services? Is the condition degenerative? Will medical interventions improve the child's ability to learn or to participate in educational activities? Is the child's physical condition such that only a few modifications must be made (for example, the child is in good health but is in a wheelchair)? Will any physical changes to school structure be required to fully accommodate this pupil?

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

IPRC Considerations:
Does the pupil require specialized teaching that is not available at the school (i.e., Braille)? Have the parent's considered placement in a Provincial School? If the child is able to see well enough to read print, what sort of supports will be required within the regular classroom? Will medical interventions improve the pupil's sight enough to increase the student's ability to excel academically?

Multiple

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

IPRC Considerations:
Will this pupil be able to function in a regular classroom with the support of an educational assistant? Are there safety issues? Is the training and qualifications of Special Education personnel sufficient to deal with this student? What sort of staff development will be required to provide an appropriate program for this child?

Special Education Placements Provided by the Board

Placement Options
As part of its regular duties, our SEAC has input at the end of each school year into the placement options that the school will attempt to have in place in the following year. These options are, of course, tied closely to the board's ability to fund them.

The Moosonee District School Area Board considers the regular classroom as the first option for placement of all students. All pupils, even those with Exceptionalities, are to be placed in a regular classroom. In many cases, pupils with Exceptionalities will also have the support of a Special Education Resource Teacher,

either within the regular classroom or through the Resource Withdrawal Program. In addition, some students may also receive support from Educational Assistants.

Moosonee District School Area Board recognizes that in some extreme circumstances, students may need to be provided with a placement other than the regular classroom. However, it should be noted that all placements, other than the regular classrooms, are subject to availability and to the limits of the resources of the Board.

- **Differentiated Learning Class (DLC)** The student will attend a specialized program for the entire school day and receives direct instruction from the DLC teacher and dedicated support staff and consultative services from the special education teachers.
- **Differentiated Learning Class with Partial Integration** The student will attend a specialized program for a portion of the school day with integration into a regular class with continued direct, specialized support.

In cases of students with severe to profound emotional and behavioural disorders, admission may be sought for placement in a Section 23 classroom, when available. However, all students should have attended a regular classroom for at least 6 weeks before admission is sought. The classroom teacher must provide documentation that they have implemented strategies, programs or methods recommended by an Educational Psychologist, Psychiatrist, Psychometrist, Special Education Teacher or Identification, Placement and Review Committee, for at least a continuous period not less than 6 weeks.

In addition, the classroom teacher must demonstrate that there has been ***no*** improvement in the pupil's behaviour. It should be noted that admission to a Section 23 classroom is dependent upon available space as well as the acceptance of a candidate by an Admissions Committee.

The SEAC or IPRC cannot admit pupils to a Section 23 program. All applications are subject to the requirements set out by the Section 23 Admissions Criteria. Criteria for De-admission are also set out by the Section 23 Committee. *(See Appendix 4)*

Before any pupil can be placed in a program, other than the regular classroom, written consent must be obtained from the parents or guardians. In the case of pupils in the care of Payukotayno, the child's caseworker must sign the consent form.

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 requirements for placement in the Sagnonaska Demonstration School for students with Learning Disabilities. *(Please see section on Provincial and Demonstration Schools in Ontario)*

Placement in the Regular Class

The IPRC placement decision for students with special education needs for whom more than 50% of instructional time is delivered by a regular class teacher in a regular classroom is considered a regular class placement. The IPRC can choose from three Regular Class support settings – Indirect Support, Resource Assistance and Withdrawal Assistance.

- **Regular Class with Indirect Support** The student will attend a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.
- **Regular Class with Resource Assistance** The student will attend a regular class and receive direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.
- **Regular Class with Withdrawal Assistance** The student will attend a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.

Modifications to a student's program depends upon each individual pupil's strengths and needs. These strengths and needs are determined through educational assessments conducted by Special Education Resource Teachers, 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. In addition, students may be placed in a classroom with an educational assistant assigned to the classroom for 50 – 100% of the day.

When students are withdrawn from the classroom for remedial assistance, it may be in a small group or individual setting depending on student needs.

Individual Education Plans (IEPs)

Implementation of Ministry Standards for IEPs

- IEPs are created using the template provided by Clevr.
- Consultation with Parents: Prior to submitting their IEPs to the SERT, the classroom teacher must have attempted contact with the parents regarding the content for a students' IEP. This should be done each term and should be noted on the parent consultation page of the IEP. Any subsequent communication with regards to the IEP should also be noted with corresponding date and results of communication.
- Dispute Resolution: It should be noted that an IEP is not a contract of services, but a plan for a pupil's education and is always subject to change. All parental requests will be given serious consideration within the restraints of the resources available to the Board. In addition, since the Board's position is that all students should be allowed to attempt the Ontario Curriculum, requests outside the scope of the Curriculum Expectations will not be considered except for students who have been officially diagnosed with profound delays. In cases where the school team and the parents disagree on the content of the IEP, a process of informal negotiation will follow until such time as a consensus is reached, or it is agreed that an impasse has been met. In the case of an impasse, the parties may agree to proceed to an informal mediation process. Mediation will involve the appointment of a mediator that is agreed upon by both the parents and the school team. The Process for a mediation session is as follows:

1. Mediator will open the session.
2. Mediator will explain the ground rules.
3. Mediator will gather information about the dispute.
4. Mediator will assist in identifying the problem and the feelings behind it.
5. Mediator will assist in determining the common interests.
6. Mediator will facilitate the generation of 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.

Source: OSSTF, Managing Conflict, Toronto, 1992.

See Appendix 5 (IEP)

Revision of Special Education Board Plan

It is the policy of SEAC to review the Special Education Policy every year and to ensure that all information is current and follows Ministry of Education standards. Revisions were undertaken in response to Ministry of Education feedback, as well as the changing needs of the students.

Provincial and Demonstration Schools in Ontario

Provincial Schools and provincial Demonstration Schools:
- are operated by the Ministry of Education
- provide education for students who are deaf or blind, or who have severe learning disabilities
- provide an alternative education option
- serve as regional resource centres for students who are deaf, blind, or deaf-blind
- provide preschool home visiting services for students who are deaf or deaf-blind
- develop and provide learning materials and media for students who are deaf, blind, or deaf- blind
- provide school board teachers with resource services
- play a valuable role in teacher training.

School for the Blind and Deaf-Blind

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:
- a provincial resource centre for the visually impaired and deaf-blind
- support to local school boards through consultation and provision of special learning materials,
- such as Braille materials, audiotapes, and large print textbooks
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis

Programs are tailored to the needs of the individual student and:
- are designed to help these students learn to live independently in a non-sheltered environment
- are delivered by specially trained teachers
- follow the Ontario curriculum developed for all students in the province
- offer a full range of courses at the secondary level
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- are individualized, to offer a comprehensive 'life skills' program

- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education

Provincial Schools for the Deaf

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

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

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

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

Schools for the deaf:

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

Transportation to Provincial Schools for students is provided by school boards.

Each school has a Resource Services Department which provides:

- consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parents, school boards, and other agencies
- an extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education

Provincial School Contacts

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

Provincial Schools Branch 255 Ontario Street East Milton, Ontario L9T 2M5 (905) 878-2851 Fax (905) 878-5405	The Robarts School for the Deaf 1090 Highbury Avenue London, Ontario N5Y 4V9 (519) 453-4400 Fax (519) 453-7943

Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, Ontario L9T 2M5 (905) 878-2851 Fax (905) 878-1354	Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, Ontario K8P 1B2 (613) 967-2823 Fax (613) 967-2857
W. Ross MacDonald School 350 Brant Avenue Brantford, Ontario N3T 3J9 (519) 759-0730 Fax (519) 759-4741	Amethyst Demonstration School 1090 Highbury Avenue London, Ontario N5Y 4V9 (519) 453-4409 Fax (519) 453-2160
Trillium Demonstration School 347 Ontario Street South Milton, Ontario L9T 3X9 (905) 878-8428 Fax (905) 878-7540	School for the Deaf, Blind and Deaf-Blind (Francophone) and Provincial Demonstration School Centre Jules-Leger 281 rue Lanark Ottawa, Ontario K1Z 6R8 (613) 761-9300 Fax: (613) 761-9301
(For children with Severe Learning Disabilities) Sagonaska School 350 Dundas Street West Belleville, Ontario K8P 1B2 (613) 967-2830 Fax: (613) 967-2482	

There are a total of four Demonstration Schools in Ontario. The Sagnonaska School delivers services to the Moosonee District School Area Board. Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Leger, instruction is in French. 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. 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 the ages of 5 and 21 years
- enhance the development of each student's academic and social skills
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.
Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at https://specialneedsproject.ca/resources/85-resources/resource-directory/275-special-needs-opportunity-windows-snow

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

Special Education Staff (Elementary Panel Only/MDSAB does not operate a Secondary School)

Special Education Staff (June 2024)	Full Time Equivalents **(FTEs)**	**Staff Qualifications**
1. Teachers of exceptional students:		
1.1 Teachers for Resource Programs	3	3.0 Specialists in Special Education
1.2 Teachers for self-contained Classrooms		
2. Other Special Education Teachers:		
2.1 Itinerant Teachers		
2.2 Teacher Diagnosticians		
2.3 Coordinators		
2.4 Consultants		
3. Educational Assistants in Special Education:	2	
3.1 Educational Assistants	9	No specific qualifications in place
4. Other Professional Resource Staff:	3 Personal Support Worker 1 Behaviour Support Worker 2 Early Childhood Educators	No specific qualifications in place Qualified All Qualified and Regulated
4.1 Psychologists	0.07 (Contract Services)	Doctorate in Psychology/Registered
4.2 Psychometrists		

4.3 Psychiatrists		
4.4 Speech-Language Pathologists	Provided by CTCTC and CTRC	
4.5 Audiologists		
4.6 Occupational Therapists	Provided by CTCTC	
4.7 Physiotherapists	Provided by CTCTC	
4.8 Social Workers		
Subtotal:	**16.07**	
5. Paraprofessional Resource Staff:		
5.1 Orientation/Mobility Personnel		
5.2 Oral Interpreters (for the Deaf)		
5.3 Sign Interpreters (for the Deaf)	2	
5.4 Transcribers (for the Blind)		
5.5 Interveners (for the Deaf-Blind)		
5.6 Auditory-Verbal Therapists		
Subtotal:	**2**	

Staff Development

- The overall goal of the special education 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 staff therefore, require the following types of in service opportunities: general information about Exceptionalities; assistive strategies for students with a variety of learning strengths and needs; specific training to deal with intensive needs, such as Autism (as the need arises); direct instruction and training in the use of specialized methods, programs and materials; collaborative planning experiences; and information about Ministry of Education standards for Special Education.

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

- Staff development is offered through a variety of avenues, including:

- *Workshops offered by Ministry of Education Demonstration School Staff*
- *Training offered within the school setting*
- *Workshops and Training Sessions offered through partnerships with other area School Authorities or First Nation Education Authorities*
- *Training Sessions offered by the North Bay/Sudbury District Office of the Ontario Ministry of Education*
- *Regional Special Education Coordinator Meetings offered in partnership with the School Board Special Education Departments of the School Boards and School Authorities of North-Eastern Ontario*
- *Behaviour Management Systems Trainer and Practitioner training was offered in partnership with the James Bay Lowlands Secondary School Board*
- *Professional Development Funds which can be accessed by individual staff members for attendance at workshops and conferences pertaining to Special Education*
- *Dissemination of information pertaining to Additional Qualification Courses for Teachers and Summer Session courses for paraeducators. The Board also offers a Professional Development Subsidy for Teachers for up to four courses per year.*

- The Moosonee District School Area Board allocates specific professional development funds for Special Education. Special Education staff submit paperwork related to the use of these funds to the Finance & HR Administrator.

- SEAC Consultation re: Staff Development: A communication goal and a PD goal was established, thus ensuring communication and consultation with SEAC is included on each SEAC meeting agenda. SEAC members are encouraged to attend PD opportunities that are hosted locally.

Equipment

Specialized Equipment for individual students is purchased by the Board and/or parent and/or supporting agencies upon the recommendation of a Specialist, as outlined in the chart below:

Specialist	***Equipment***
Audiologist	Hearing Aides, FM Systems and other hearing devices
Speech Language Pathologist	Augmentative Communication Devices
Occupational/Physical Therapist	Equipment required for student mobility or for therapy sessions that must be conducted at school May also require an endorsement by a Physician
Physician	Equipment for use by students with Physical Impairments (for example: special desks/computerized equipment/Braille machines.
Psychologist	Specialized Computer Equipment

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

Equipment that does not fall within the mandate of SEA funding, 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 Devices Program of the Ontario Ministry of Health), or funds may be sought from private sources (e.g. Lion's Club).

At the present time, Moosonee Public School has Google Read and Write, Lexia, IXL and Knowledgehook to support student learning.

Accessibility of School Buildings - *Summary of Board's Multi-Year Capital Expenditure Plan for Improving Accessibility to the School Buildings, Grounds, and Administration Offices on Board website* [*www.mdsab.ca*](http://www.mdsab.ca).

Existing Accessibility:
Moosonee Public School is outfitted with an elevator that provides access to upper-level classrooms, and the library. Use of the elevator is available upon request, by staff, students, parents, and community members. The elevator is inspected on an annual basis. Signs were posted to indicate the location of the elevator and the accessible washrooms located on the Second Floor. The Board built an accessible concrete ramp to the front entrance of the school in October 2002. During 2015, the ramp to the main entrance of the school was upgraded and new front doors with push buttons were installed to increase accessibility to the school.

Future Accessibility:
- Partner with Northern College to investigate if the floors and doors between JBEC and the Primary wing could be modified to increase accessibility.
- Recommended that white boards with non-toxic markers replace the use of some chalkboard (to reduce chalk dust).
- That the use of chemical cleaners be reduced where possible
- New HVAC system project was completed in December 2024
- The school is scent free and peanut free.

Transportation

Students with exceptionalities ride the school bus if they are eligible to do so. A wheelchair accessible school van is available for students with permanent or temporary physical impairments. Students with severe or profound exceptionalities, may be accompanied by an Educational Assistant, on the school van or school bus.

Students who attend Provincial, Demonstration or other approved programs, will have their transportation costs covered by the Board, upon approval by the District Office of the Ministry of Education. Frequency and type of travel will be determined by the Board, after consultation with the parents/guardians and the Provincial, Demonstration or Program School.
The Board does not provide transportation to summer school programs (when available).

School Bus Services are contracted out by the Board. The Board has contacted the Contractor to ensure that all School Bus Drivers have first aid training. All School Buses are presently supplied with a first aid kit and a fire extinguisher.

Transportation of children is determined by the following criteria:

School Bus	***School Van***	***Walking***
No safety concerns	If safety or access concerns	No safety concerns
Supervision is provided for children with safety concerns or severe/profound needs	Child has severe to profound needs and is not capable of riding on the school bus/walking unsupervised – use of van transportation and extra supervisions will be considered	Child is capable of walking to school/or parent provides ride or escort/
No behavioural considerations	Behavioural Considerations – use of van transportation and extra supervision will be considered	No behavioural considerations that could impair the safety of the child or of other children
No physical impairments that prevent student from accessing bus	Physical impairments – use of van transportation and extra supervision will be considered	No physical impairments that impede walking

THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

Selection of Members

Community organizations operating locally, are asked to forward the name of their selected members. Each association or organization may have a different process for this selection. The parent representative is an interested parent/guardian of an Exceptional Child who is enrolled at Moosonee Public School. Generally, this parent is selected by the Parent Council. Board Resolution may add representatives from more than two local organizations, and these members will officially be Members-At-Large.

Fulfilment of Roles and Responsibilities

- The approved minutes of each SEAC meeting are forwarded to the Board office for review by the Board at their monthly meetings
- SEAC clarified the protocol for information sharing between school personnel and Payukotayno James & Hudson Bay Family Services
- SEAC was active in recommending to the Board that the revised Board Policy, be adopted

SEAC Member and Email Contact:

Name	Organization	Email
Angela Bellaire	Community Support Worker – James Bay Region *Cochrane Temiskaming Resource Centre*	abellaire@ctrc.on.ca
Jessica Carter	Occupational Therapist *Inspire Centre*	jcarter@inspirecentre.ca
Andrea Haule	Special Education Teacher *Moosonee Public School*	a.haule@moosoneepublic.ca
Shawn Klingenberg	Principal *Northern Lights Secondary School*	sklingenberg@nlss.on.ca
Yvonne Morrison	Special Education Teacher *Northern Lights Secondary School*	ymorrison@nlss.on.ca
Brian Panaligan	James Bay Association for *Community Living*	brian.panaligan@jbacl.org
Denise Plante-Dupuis	Mental Health Lead *JBLSSB & MDSAB & MFIDSAB*	denise.plante@jblssb.ca
Charlene Reuben	Board Trustee *Moosonee District School Area Board*	charlene.reuben@mdsab.ca
Pauline Sackaney	Board Trustee *James Bay Lowlands Secondary School Board*	pauline.sackaney@jblssb.ca
Veronica Shortt	Special Education Teacher *Moosonee Public School*	v.shortt@moosoneepublic.ca
Kelly Tomatuk	Special Education Teacher *Moosonee Public School*	k.tomatuk@moosoneepublic.ca
Eric Fredrickson	Chief Executive Officer JBLSSB & MDSAB	eric.fredrickson@mdsab.ca
Dorinda Vincent	Supervisor CYMS Payukotayno	dorinda.vincent@cyms.ca

Community Input:

Copies of the Policy is available for all to access on the Board website www.mdsab.ca. Responses and concerns of parents and community members should be forwarded in writing to the following address:

Special Education Program Concerns
Moosonee District School Area Board
P.O. Box 250,
Moosonee, Ontario, P0L 1Y0.

Special Education personnel will bring the written concern to the attention of SEAC at the next scheduled meeting. The correspondent will be invited to attend in person or may decline to attend. A copy of the minutes of the meeting will be forwarded to the correspondent within a reasonable period of time. Members of the public should note that these minutes are also forwarded to the Board for review at their monthly minutes.

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

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

Registered Psychologists or Psychometrists working under the supervision of a Psychologist
Audiologists
Speech Language Pathologists
Physical or Occupational Therapists
Physicians
Teachers with Special Education Qualifications
Social Workers with recognized Bachelor of Social Work University Degrees/Community College Diplomas
Probation Officers
Family Court Judges

All incoming students must be reassessed by the school's Special Education personnel. It is the duty of classroom teachers to refer incoming students through the tiered process. These students will then be reassessed according to apparent individual needs and strengths. Students with previously diagnosed severe to profound exceptionalities will be given priority over other students. Severe to Profound pupils with Autism, Developmental Delays, the Deaf and Hard-Of-Hearing, the Blind and Low Vision, and those with Physical Disabilities are given priority. Students with Behavioural Difficulties must be given at least six weeks to adjust to their new environment, before any reassessment can be conducted.
Outside agencies may request information from an Ontario School Record, if accompanied by the 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 students in care or treatment programs. Agencies outside of the school must request this information from Payukotayno, Children's Mental Health, or the Treatment Program and access to this information may be restricted.

Other School Authorities, School Boards or First Nation Education Authorities in Ontario, may make a written request for the Ontario School Record of a student who transfers into their jurisdiction. 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*.

The principal of the school 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 Special Education personnel or teachers of the school.

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, a consent for release of information from the nursery school will be obtained. A consultation with the nursery school staff will then be held to discuss the needs and strengths of the child. However, it should be noted that under the mandate of the Early Identification Program, the school will conduct an assessment of the child and if there is a conflict between the 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 Cochrane Temiskaming Children's Treatment Centre (CTCTC) provides Health, Assessment and Referral Services for preschool children. There are no special preschool programs for deaf students in Moosonee, however an educational assistant can be provided through the Ontario Ministry of Community and Social Services until a child enters Junior Kindergarten. In the case of children incoming from preschool, or from other areas who have attended preschool programs for the Deaf, a Special Incidence Portion (SIP) funding application will be made immediately to ensure that 1:1 support is provided for qualified students. Assessment reports conducted by qualified personnel will be utilized by Special Education personnel for any SIP applications or planning and programming for students.

Preschool Speech and Language Programs

Preschool Speech and Language assessments are provided by CTCTC Speech Language Pathologists. Reports are available with the signed consent of the parent/guardian of an incoming student. Parents 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 Pathologists will be utilized by Special Education personnel in planning and programming for students.

Intensive Early Intervention Programs for Children with Autism

The Cochrane Temiskaming Children's Treatment Centre (CTCTC) provides Health, Assessment and Referral Services for preschool children with Autism. There are no special early intervention programs for children with Autism in Moosonee, however an educational assistant can be provided for children through the Ontario Ministry of Community and Social Services for preschool programs other than Kindergarten. In the case of incoming students to Kindergarten or Grade Levels, Special Incidence Portion funding applications will be made to ensure that 1:1 support is provided for qualified students. Assessment reports conducted by qualified personnel will be utilized by Special Education personnel in applications for funding and for planning and programming purposes. Incoming Students should be referred immediately to Special Education personnel by the principal.

Care, Treatment and Correctional Programs

Students arriving from Care or Correctional Programs must be referred to the Special Education Teachers. Students who are to be integrated and who previously attended a school operated by another Board or School Authority must be referred to SERTs. These students will require a reassessment and an IPRC may have to be convened.

Submission and Availability of School Board Plans

- The availability of the Board's Plan will be made public at the same time that it submits the plan to the Ministry. Copies of the Plan will be available for community scrutiny at the Board's Administrative Offices; at the Principal's Office of Moosonee Public School; at the Special Education Coordinator's Office of Moosonee Public School. Copies will also be distributed to SEAC members and the Parent Council of Moosonee Public School. A copy of the Special Education Board Plan is posted on the Board website www.mdsab.ca. Upon request, the Special Education Board Plan can be made

available in Braille, Large Print, audio-cassette format, Cree or French. Please contact the Board Office, 22 Second Street, (P.O. Box 250), Moosonee or telephone at 705-336-2300.

- Current copy of the Special Education Board Plan is posted on Board website as well as submitted to the Regional Ministry of Education office in accordance with the requirements of Regulation 306 and in keeping with the "Standards for School Boards' Special Education Plans, 2000 and with the Memorandum of January 16, 2003, entitled: *Instructions for the Submission of School Boards'/School Authorities' 2003 Special Education Plans,* and the School Board Special Education Plan Report-2015.

- The copies of the Policy must also be accompanied by a copy of the Board's motion of approval of the plan, including the date of approval. In addition, a copy of any related motions or recommendations from SEAC must be enclosed.

ANNUAL REPORT TO THE SPECIAL EDUCATION ADVISORY COMMITTEE

Identification of Exceptional Students: 39
Enrolled Students identified in September 2026

Please see IPRC Statistics in Board Plan for a more complete breakdown of categories of exceptionalities.

The Principal and/or Vice Principal in overseeing Special Education Portfolio, during 2026-2027 school year:

- Worked with students and teaching assistants on a support basis
- Assisted in developing and implementing all Individual Education programs (IEPs) for students in consultation with parents, students and teachers
- Reviewed IEP progress at school reporting times
- Prepared timetables and giving resource support and programs to Educational Assistants
- Ensured assistive technology was maintained and utilized
- Supported the preparing and submitting of referral packages to the Education Psychologists
- Hosted and ensured documentation was in place for IPRC meetings
- Maintained Clevr platform, and communicating necessary changes
- Assisted in the annual review of the Special Education Board Plan
- Participated in SEAC meetings
- Assisted to administer school wide assessment practices (EQAO) and providing accommodations, when needed, for some identified students
- Investigated secondary programs for students with exceptionalities
- Supervised resource support periods for a number of identified students
- Assisted parents, if needed, in making referrals for Speech/Language, Audiological, Vision, and Medical Assessments

2026-2027 Special Education Support Positions:

Moosonee Public School has on staff 11 Educational Assistants, 3 Personal Support Worker, 2 Sign Language Acquisition Worker and 1 Behaviour Support Worker funded through the approved Special Education grants from the 2026-2027 school year. These positions supported special needs students in regular classroom settings and offered additional well-being school-wide programming needs.

2026-2027 Special Education Programs / Services:

Most exceptional students at Moosonee Public School are fully integrated and have been working towards meeting learning goals as outlined in their Individual Education Plans in a regular classroom settings. Students in the Differentiated Learning Class work toward alternate education and lifeskills goals as outlined in their Individual Education Plans.

Current SEAC Recommendations

1. SEAC recommendations align with the goals and priorities identified in the JBLSSB & MDSAB 2024-2027 Multi-Year Strategic Plan.

2. That Northern Lights Secondary School (NLSS) continues to take an active role in working with and informing the feeder schools about programs and services offered at the high school. NLSS continue transition processes for the Grade 7 and 8 students with a focus on the implementation of:
    - Applicable strategies from "Education for All" document
    - Student Success support for students at risk
    - The recommendations from the Transitions 8-9 document.

3. SEAC will continue to investigate ways to get more parents involved in the Special Education process at NLSS and MPS, as well as encourage community involvement in SEAC.

4. That the Boards continue to explore options for the development of specific alternative programs and alternative curriculum as a means of supporting the personal and social development, and/or life skills of students at-risk or in-need of an alternative learning environment.

5. That the Boards continue to support student early reading screening and early reading interventions as identified in the Right to Read Inquiry report.

6. That the Boards continue to explore ways to have SEAC participate in in-service and discussion (e.g. workshops on Autism and FASD) and partner with parents and community agencies.

7. That the Boards maintain the services of two full time Well-being Counselors to support the well-being needs of our students at both the elementary and secondary panel.

8. That the Boards continue to prioritize a commitment to the use of and access to up-to-date assistive technology and training to support learning / teaching in our schools.

9. That the Boards continue to partner with other agencies and other school boards to co-ordinate and cost share for the provision of psycho-educational services.

10. That the combined JBLSSB & MDSAB SEAC commit to meeting in September, November, February and May of each year and explore options of hosting meetings in different locations.

APPENDIX – PARENT'S GUIDE TO SPECIAL EDUCATION

PARENT'S GUIDE TO
SPECIAL EDUCATION

Including
Parent Guide to the Individual Education Plan

MOOSONEE DISTRICT SCHOOL AREA BOARD

MOOSONEE PUBLIC SCHOOL PARENTS' GUIDE TO SPECIAL EDUCATION

Notes:
1. If you wish to receive this parents' guide in Braille, large print, audio version, Cree or French, please contact the Board at the address or telephone number shown on the last page of this guide.
2. When used in this guide, the word "parent" includes guardian.

The Education Act requires that School Boards provide, or purchase from another Board, Special Education programs and services for their exceptional students. The purpose of this guide is to provide you with information about the Identification, Placement and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the Board's list of contacts at the end of the document.

What is an IPRC?
Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least 3 people, one of whom must be a principal or a supervisory officer of the board.

Members:
1. MPS Principal
2. MPS, Vice Principal
3. MPS, Special Education Resource Teacher(s)

***Parents and Guardians are encouraged and invited to attend IPRC meetings

What is the role of the IPRC?
The IPRC will:
-Decide whether your child should be identified as exceptional.
-Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education.
-Decide an appropriate placement for your child (regular classroom with or without a partially or fully modified program/regular classroom with a partially or fully modified program and resource or resource withdrawal support/self-contained classroom for students with Behavioural difficulties (Section 23); and review the identification and placement at least once in each school year.

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program…" Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

What is a special education program?
A special program is defined in the Education Act as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What are special education services?
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.

What is an IEP?
The IEP must be developed for your child, in consultation with you. It must include:

- specific educational expectations
- an outline of the special education program and services that will be received
- a statement about the methods by which your child's progress will be reviewed
- a transition plan, transitions may include: entry to school; transition between activities and settings or classrooms; transitions between grades; moving from school to school or from an outside agency to a school; transition from elementary to secondary school; transition from secondary school to postsecondary destinations and/or the workplace.

The IEP must be completed within 30 days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

How is an IPRC meeting requested?
The principal of your child's school:

- must request an IPRC meeting for your child, upon receiving a written request
- may, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

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

Can parents attend the IPRC meeting?
Regulation 181/98 entitles parents and pupils 16 years of age or older:

- to be present at and participate in all committee discussions about your child; and
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the principal or your child's school
- other Resource people such as your child's teacher; special education staff, board support staff, or the representative of an agency, who may provide further information or clarification

- your representative–that is, a person who may support you or speak on behalf of you or your child
- an interpreter if one is required. (You may request the services of an interpreter through the principal of your child's school.) Interpreters include Cree Language; French Language; Sign Language)
- representative from NLSS for grade 8 students transitioning to secondary school

Who may request that they attend?
Either you or the principal or your child's school may make a request for the attendance of others at the IPRC meeting.

What information will parents receive about the IPRC meeting?
At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

What if parents are unable to make the scheduled meeting?
If you are unable to make the scheduled meeting, you may:

- contact the school Principal to arrange an alternate date or time; or
- let the school Principal know that you will not be attending.

Parents/guardians can also choose to attend by telephone or virtually if they would prefer. As soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the initial IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

What happens at an IPRC meeting?
- **T**he IPRC will review all available information about your child. The members will:
  1. consider an educational assessment of your child, 2. consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner, 3. interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and 4. consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
- The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request or at the request of your child, if the child is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What will the IPRC consider in making its placement decision?
Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:
- meet your child's needs; and
- be consistent with your preferences.

If, after considering all the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If a committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

What will the IPRC's written statement of decision include?
The IPRC's written statement of decision will state:

- whether the IPRC has identified your child as Exceptional:
- where the IPRC has identified your child as Exceptional,
  -the categories and definitions of any Exceptionalities identified, as they are defined by the Ministry of Education
  -the IPRC's description of your child's strengths and needs
  -the IPRC's placement decision; and
  -the IPRC's recommendations regarding a special education program and special education services
- where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?
- If you **agree** with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC.
- If the IPRC has identified your child as an exceptional pupil and if you **agree** with the IPRC identification and placement decisions, the Board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

What happens in an IPRC Annual Review?
- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP.
- It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What can parents do if they disagree with the IPRC decision?
- If you **do not agree** with either the identification or the placement decision made by the IPRC you may:

-within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns or
-within 30 days of receipt of the decision, file a notice of appeal with:

Director of Education / Secretary of the Board
Moosonee District School Area Board
P.O. Box 250
Moosonee, Ontario, P0L 1Y0

The notice of appeal must:

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

What happens in the appeal process?
The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting's ending. It may:
  -agree with the IPRC and recommend that the decision be implemented; or
  -disagree with the IPRC and make a recommendation to the board about your child's identification or placement or both.
- The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school Board will decide what action it will take with respect to the recommendations (Boards are not required to follow the appeal board recommendation).
- You may accept the decision of the school board or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

What special education programs and services are provided by the board?
The Moosonee District School Area Board offers placement in the regular classroom with or without a partially or fully modified program. The Board also offers placement in the regular classroom with a partially or fully modified program and Resource support or Withdrawal. In some cases, students may be eligible for support from an Educational Assistant. For students with severe emotional and behavioural needs, a self-contained class (Section 20) may also be considered as a placement option.

What organizations are available to assist parents?
Many parent organizations are available to provide information and support to parents of exceptional children, including the following:

- Payukotayno James & Hudson Bay Family Services
- Children and Youth Milopemahtesewin Services
- CYMS Prevention House
- James Bay Association for Community Living
- Timmins Native Friendship Centre
- Children's Mental Health Centre
- Cochrane-Temiskaming Resource Centre
- Cochrane Temiskaming Children's Treatment Centre
- Child Development Centre, Hotel Dieu Hospital, Kingston & Weeneebayko Hospital
- Porcupine Health Unit
- Moosonee Health Centre
- Cochrane Community Care Access
-Learning Disabilities Association of Ontario
- Canadian Hearing Society
- HANDS - The Family Help Network

For more information about support organizations, contact Moosonee Public School.

What are the Ministry's Provincial and Demonstration Schools?

The Ministry operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools for English-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

Amethyst School
1090 Highbury Avenue
London, Ontario, N5Y 4V9
Telephone: (519) 453-4408

Sagonaska School
350 Dundas Street West
Belleville, Ontario, K8P 1B2
Telephone: (613) 967-2830

Trillium School
347 Ontario Street South
Milton, Ontario, L9T 3X9
Telephone: (905) 878-8428

Schools for the Deaf

Ernest C. Drury School
255 Ontario Street South
Milton, Ontario, L9T 2M5
Telephone: (905) 878-2851
TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue
P.O. Box 7360, Station “E”
London, Ontario, N5Y 4V9
Telephone and TTY: (519) 453-4400

Sir James Whitney School
350 Dundas Street West
Belleville, Ontario, K8P 1B2
Telephone and TTY: (613) 967-282

School for the Blind and Deaf-Blind
W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario, N3T 3J9
Telephone: (519) 759-0730

French-language school for the Deaf and Demonstration School for French-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

Centre Jules-Leger
281 rue Lanark
Ottawa, Ontario, K1Z 6R8
Telephone: (613) 761-9300
TTY: (613) 761-9302 and 761-9304

Where can parents obtain additional information?
Additional information can be obtained from:

School Principal
Moosonee Public School,
P.O. Box 250,
Moosonee, Ontario, P0L 1Y0
Telephone: (705) 336-2365

Chief Executive Officer
Moosonee District School Area Board,
P.O. Box 250,
Moosonee, Ontario, P0L 1Y0
Telephone: (705) 336-2300