ANNUAL PLAN TO

THE MINISTER OF EDUCATION

ON THE PROVISION OF SPECIAL EDUCATION PROGRAMS

AND SPECIAL EDUCATION SERVICES

FOR

THE JAMES BAY LOWLANDS SECONDARY SCHOOL BOARD

James Bay Lowlands
Secondary School Board

2026-2027 School Year

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NOTICE OF MOTION

That the Special Education Advisory Committee of the James Bay Lowlands Secondary School 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
_____	_____
Trustee	Date
_____	_____
Trustee	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 Plan will be reviewed. Additions and amendments to the plan will be passed by motion through the SEAC. The approved plan will then be forwarded to the Board for review.

Majority and Minority Reports:
In cases where reports originate within the SEAC committee, they will be incorporated into the plan submitted to the Board. In cases where the Committee as a whole do not agree, a Minority report can be submitted to the Board. This Minority Report will be written on a separate paper and will 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 will 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 will be allowed to provide input into the Board Plan 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 the Board Plan, will be noted within the body of the Plan.

Review of Board Plan:
The Board Plan was reviewed in the 2026-2027 school year. In addition, the Board's Special Education Plan will be shared by way of an information item for the School Council and their feedback will also be referred to a SEAC meeting and similarly referred through the provision of minutes to the Board. In 2026-2027, the SEAC recommended a review and revision of the Parent Guide, which is included in this Board Plan. The Board remains prepared to receive such recommendations through the channels and process of the SEAC as described above.

MISSION STATEMENT OF THE BOARD

The James Bay Lowlands Secondary School Board is committed to providing a safe, positive student focused environment for all students, which respects all cultures and Indigenous heritage, and promotes the development of skills, knowledge and attitudes necessary for life-long learning.

STATEMENT OF BOARD'S PHILOSOPHY OF EDUCATION

The James Bay Lowlands Area Secondary School Board recognizes and accepts certain basic concepts pertaining to education. These include the following propositions:

a) That each child is unique;
b) That each child has a right to an education which will enable them to achieve their potential in life; and
c) that their growth should involve all areas of their being including moral, physical, intellectual, emotional, social, and cultural development.

In order to provide a milieu in which every child may reach their full potential, the James Bay Lowlands Area Secondary School Board commits itself to providing the opportunity for each child to develop in those areas noted below:

To develop as a person by:

a) Living their cultural heritage;
b) Learning to associate personal decisions and consequences;
c) Becoming aware of the relationships between privilege and responsibility, and between authority and discipline;
d) Developing a respect for and acceptance of one's human sexuality;
e) Developing a deep respect for the person.

To develop physically by:

a) Practising physical fitness;
b) Developing good health habits; and
c) Practising habits of safety.

To develop intellectually by:

a) Responding to the dynamic process of learning; and
b) Gaining basic knowledge and skills necessary to comprehend and express ideas through words, numbers, and other symbols.

To develop emotionally by:

a) Developing a sense of self-worth;
b) Learning skills and attitudes that will lead to satisfaction and productivity in the world of work;
c) Developing resourcefulness, adaptability and creativity in learning and living and;
d) Learning skills that contribute to self-reliance in solving practical problems in everyday life.

To develop socially by:

a) Understanding the role of the individual within the family and the role of the family within society;
b) Accepting personal responsibility in society at the local, national and international levels and;
c) Appreciating the customs, cultures and beliefs of a wide variety of societal groups.

To develop culturally by:

a) Gaining satisfaction from sharing with and participating with others in various forms of artistic expression and;
b) Acquiring a respect for the environment and a commitment to the wise use of resources.

In this way, through excellence in teaching, through personal commitment and through moral growth, each student will develop to their fullest potential.

STATEMENT OF BELIEFS AND PRINCIPLES FOR INTEGRATION

The James Bay Lowlands Secondary School Board believes that each student in its jurisdiction is entitled to the best school placement possible with their peers. Everyone needs to function as part of a society, exceptional students need to have the opportunity to interact with their peers in order to develop the necessary social skills to facilitate successful interaction with society. Accordingly, as stated in Regulation 305, "Integration will be considered as the placement of first choice whenever possible by I.P.R.C's when such a placement meets the pupil's needs and is in accordance with parental wishes."

For some exceptional students, integration may occur on a more gradual basis. After an individual has had the opportunity to develop their independent work skills, social skills and basic skills via a partial withdrawal, from regular classes up to no more than .5 of any given day, that student will be further integrated once all members of the I.P.R.C. agree that such a placement would be the most appropriate for that individual student. Short time periods of resource withdrawal would serve to reinforce, maintain, and expand upon skills in either individual or small groups settings once this new placement was implemented.

Full integration is the optimum goal at James Bay Lowlands Secondary School Board, because this is in the best interest of the of all students to be part of their community / society.

SPECIAL EDUCATION PROGRAMS AND SERVICES

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 destination route 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 be able to function effectively in a regular classroom setting. Within the limits of existing resources, the Board will attempt to provide supports through the use of their Learning Resource Room or placement within a special class (Alternative Education Program, Individualized Life Skills Programs) with the fullest degree of inclusion possible.

The Board recognizes that in 2010, the Ontario Government introduced *Growing Success. The* Board believes that all students should be given the opportunity to meet the expectations of this document. Support for this position is also found in *Ontario Schools K-12: Policy and Program Requirements 2016* document as follows:

> *"Students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations, and/or modifications to the curriculum expectations, and/or alternative expectations developed as part of an alternative program or course." (Section 3.3.1)*

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 legislation, the Board recognizes and affirms that Special Education policy is designed in accordance with all legal requirements. Changes to policy will occur if, and when, the Board is notified that their policy is in conflict 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 (SEAC's);
- 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 (SEAC):

- 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 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 Co-ordinator (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

James Bay Lowlands Secondary School Board and the teaching staff of Northern Lights Secondary School work closely with the three feeder Schools / Boards in sharing current functioning levels of all incoming grade 9 students based on established early intervention strategies / assessment data and existing programs in place to support student needs. Consistent, clear communication with parents of new grade 9 students and other new to our Board students is built into practice to ensure the needs of all new students to our Board / school are identified and supported. The Board's goal is for the student to make a successful transition to a high school level program based on their individual strengths and needs and placement options available.

Modifying and Accommodating for At-Risk Students Prior to a IPRC Referral

The following are sample indicators of the need for program accommodations and modifications:

- the child has limited background experience and general knowledge
- the child is experiencing learning difficulties in one or more areas of the program
- the child is exhibiting behavioural difficulties
- the child has difficulties attending
- the child is having difficulties relating to/getting along with others
- the child is overly shy or overly compliant
- the child has speech or language difficulties
- the child has a vision or hearing deficit
- the child displays gross or fine motor difficulties
- the child's first language is other than English

Students who demonstrate any of the above characteristics will likely require some general accommodations and possibly some modifications to the regular classroom program in order to experience success. Therefore, it is the responsibility of the classroom teacher, in conjunction with the special education resource teacher and the parent, to decide what needs to be included in the student's Individual Education Plan (IEP) to ensure that the student's needs are being met.

In the Intermediate and Senior Divisions, the Individual Education Plan (IEP) will be several pages long. The reason for this is that accommodations and/or modifications may be required in all subject areas. Goals will be tailored specifically to the needs of students and

linked to Ontario curriculum expectations.

Please keep in mind that the information contained in the Individual Education Plan (IEP) is legally binding. Do not include too many expectations in any one term so that you are able to provide the instruction required to meet these goals. This will help the student meet with success. *Individual Education Plans must be reviewed once per term.* Parents must be notified in person and actively consulted regarding the development of the Individual Education Plan in accordance with Board Policy No. GOV-19, 4.5.

Modifying and Accommodating for Advanced Students

Program accommodations and modifications may also be required for the child who is advanced in one or more areas and displays some of the following characteristics:

- the child is socially adept and demonstrates maturity in interpersonal relationships
- the child displays acute curiosity and is rarely satisfied with superficial explorations
- the child learns rapidly and easily with very little repetition
- the child becomes engrossed in a single activity for an extended period of time and requires little or no direction
- the child has learned to read early and possesses a sound understanding of the nuances of language
- the child utilizes advanced thought processes and has the capacity for perceiving unusual and diverse relations
- the child understands skills and concepts not formally taught
- the child is able to deal with abstractions (e.g., time, cause & effect) better than age peers
- the child demonstrates advanced physical skill development

Early Intervention Strategies to be Used Prior to Referral to IPRC

Language and Literacy Development - Oral Language

Provide the child with increased opportunities to*:*

- be immersed in meaningful and relevant experiences which involve language and the need to communicate;
- engage freely in all program activities without the teacher or children focussing on the language difficulty;
- experiment with language and various other means to communicate (accept all approximations of the intended speech);
- participate in activities with adults and peers which involve books, reading, conversation, etc.;
- use the tape recorder or listening centre for taping conversations, following stories and repeating songs, etc.;
- interview each other and adults to develop questioning skills.

The advanced child should also be provided with opportunities to:

- expand their vocabulary through modelling by the teacher or other adults;
- discuss topics within and beyond the curriculum with adults or peers;
- participate in activities or discussions that involve more advanced language

comprehension (e.g., analogies, humour, satire, metaphors);

Language and Literacy Development - Reading

- develop strategies for comprehending complex texts;
- read to others;
- read for both enjoyment and information;
- discuss with peers' stories/magazines that have been read;
- keep a record of books read;
- choose books from a wide variety of genres and a range of reading levels.

Language and Literacy Development - Writing

Provide the child with increased opportunities to:

- use word processing;
- write to other age peers with similar abilities;
- keep a personal dictionary and journal;
- extend the writing process through probing, questioning, and feedback;
- be encouraged to use advanced vocabulary and detailed description.

Cognitive and Mathematical Development

Provide the child with increased opportunities to*:*

- extend topics in depth, breadth, or complexity;
- pursue topics or ideas outside of the regular program on her/his own initiative;
- be encouraged in creativity and intellectual risk-taking;
- utilize questioning that stimulates thought-provoking responses;
- relate activities to real-life issues, problems, or themes;
- engage in cross-grade learning opportunities and mentor ship;
- discover complex patterns, relationships and rules in number, time, and space;
- create mathematical problems for others to solve;
- explore probability;
- find more than one solution to a problem;
- design original games for class use;
- explore patterns and relationships with the calculator.

Social & Emotional Development - Self Esteem

Provide the child with increased opportunities to:

- experience a non-judgmental and affirming environment;
- work at a level where they can achieve success;
- engage in a variety of experiences which are meaningful and challenging without
- being excessively difficult;
- help other students in areas of their strengths;
- receive encouragement and feedback which is authentic and appropriate to the situation;
- recognize and celebrate their achievements.

Social & Emotional Development - Aggression

Provide the child with increased opportunities to:

- experience an environment characterized by stability, consistency, and firm limits;
- engage in relaxation activities such as listening to music, breathing exercises, etc.;
- develop conflict resolution skills;
- regain control through appropriate time-out procedures.

Social & Emotional Development - Attention Span

Provide the child with increased opportunities to:

- participate in a classroom environment with clearly established and simple rules;
- set realistic goals and be provided with frequent feedback on progress toward them;
- be provided with a variety of rewards and privileges for goals accomplished;
- be in close proximity to the teacher in large group situations;
- be involved in small-group activities which include appropriate peer role models;
- work in a quiet area which is free of non-essential and potentially distracting stimuli;
- work on particular tasks with specific time limits;
- work on tasks that have been divided into discrete steps;
- use a timer to pace themselves more effectively;
- respond to specific and brief directions which are given after the child's attention is obtained.

Social & Emotional Development - Independence

Provide the child with increased opportunities to:

- participate in activities which are appropriate to their interest and level of ability;
- interact with supportive and nurturing adults/peers;
- evaluate their own ideas and choices rather than depending on external feedback;
- learn self-help skills (e.g., strategies for simplifying the dressing process);
- learn appropriate strategies for seeking help when necessary;
- ease into new situations gradually;

Social & Emotional Development - Social Skills

Provide the child with increased opportunities to:

- have appropriate behaviour modelled;
- practice conversational skills through role-playing;
- learn conflict resolution skills;
- participate in activities which necessitate sharing and cooperating;
- role-play situations in which participants offer and receive criticism appropriately.
- participate in shared decision-making;
- provide leadership and positive modelling for other students;
- extend the time given to work on a project;
- accept their own abilities and develop an appreciation for self and others;
- engage in activities which promote tolerance and acceptance of intellectual diversity.

Physical Development - Fine Motor Skills

Provide the child with increased opportunities to:

- demonstrate particular skills to the class;
- encourage participation in physical education and sports activities

- provide leadership to small group by assisting others who are experiencing difficulty in learning and applying some skills;
- referee games;
- develop skills at an increasingly advanced level and apply them according to their interests and abilities. Assessment and evaluation are integral parts of the education process that identify the needs of students and measure effectiveness of programs presented.

Screening and Assessment tools that may be used:

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.

The Goldman Fristoe Test of Articulation (GFTA)
Examining for Aphasia (EFA-3)
Peabody Picture Vocabulary Test (PPVT-III)
Expressive Vocabulary Test (EVT)
And any other established test deemed suitable by the SLP.
Any established tests and equipment used by Audiologists.

IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE

The Ministry of Education, in an effort to support the appropriateness of special education identification and placement, requires Boards of Education to maintain Identification, Placement and Review Committee (IPRC).

The purpose of this committee is to ensure the identification and placement of exceptional students and to adhere to established Board procedures concerning the identification and placement of exceptional students and the review of such placement.

The committee shall consist of a minimum of three of the following members, the Principal or Superintendent's designate, the Guidance Counsellor, a First Nation's Counsellor (For Tuition Agreement Students Only) and the Special Education Coordinator. One member shall act as secretary.

The specific responsibilities of the committee shall be as follows:

- consider and determine if a student is exceptional;
- decide placement;
- review, at least once a year, the placement of each student;
- ensure that the chairperson of the IPRC informs the parent/guardian or the student if an adult, of the committee's determination;
- have the chairperson of the IPRC forward a copy of the committee's determination to the Secretary of the Board and to the parent/guardian of the student.

To determine whether or not a student has exceptional needs, the IPRC shall consider

information from all or some of the following sources:

- educational assessment
- psychological assessment
- parent and teacher interviews
- medical assessment

All educational, medical, and psychological assessments shall be conducted by personnel qualified to perform such assessments with the written permission of the parent or guardian. All information will remain confidential and will not be disclosed to outside agencies without the written consent of the parent or guardian. Results of all assessments shall be placed in the student's Ontario School Record.

Identification, Placement and Review Committee (IPRC) Membership:
Identification, Placement and Review Committee membership is determined and approved by the James Bay Lowlands Secondary School Board. IPRCs are functioning with mandates and membership as set forth on the following page.

Placement within the jurisdiction of the James Bay Lowland S.S. Board

- Principal (Chairperson) or Superintendent's Designate
- Special Education Coordinator
- Guidance Counselor
- School Counselor

External Placement (Provincial Schools)

<u>Provincial Schools for the Blind or Deaf:</u>
Placement in these schools requires a consultation with the Resource Services Personnel from the appropriate school. The Provincial School determines the application procedure. The IPRC would include:

- The Principal of the sending school or Superintendent
- The Special Education Resource personnel
- The Head of Student Services

The Provincial School will be invited to send a representative to present a recommendation, or that recommendation may be forwarded to the Principal of the sending school prior to the IPRC meeting.

<u>Provincial Schools for the Learning Disabled:</u>
Placement in schools such as Trillium, Sagonaska, Amethyst or Centre Jules-Leger requires an assessment by the Resource Services Personnel from the designated school. From that assessment a recommendation will be made. The IPRC would include:

- The Principal of the sending school or Superintendent
- The Special Education Resource Teacher
- The Head of Student Services

The Provincial School will be invited to send a representative to review the assessment and to

present a recommendation, or they may be forwarded to the Principal of the sending school prior to the IPRC. Following an IPRC decision to proceed with a Demonstration school application, the Special Education Resource Teacher will follow the standard application format as set out by the Regional Ministry of Education.

Non-Committee Members of an IPRC:
Resource persons may be consulted and/or invited to attend IPRC meetings as non-committee members. This is done at the discretion of the chairperson. Parents/Caregivers or Guardians are specifically requested to participate in IPRC meetings. Resource people may include school personnel, Payukotayno personnel, Health Unit and/or Home Care personnel, staff from Integrated Services for Northern Children (ISNC), and/or other agency representatives as required and consented to by the parent or guardian.

Committee Responsibilities:

General Responsibilities:
- to identify a referred student as either exceptional or not;
- to recommend placement of exceptional students; and
- to review placements of exceptional students

Specific Responsibilities:
An Identification, Placement and Review Committee;
- shall review referral information and reports prepared for the Committee;
- shall consider an educational assessment of the pupil;
- may consider a psychological assessment of the pupil;
- may, with the consent of the parent/guardian, interview the pupil;
- shall interview the parent/guardian, unless this right is waived or refused by the parent/guardian;
- may consider a health assessment of the pupil;
- shall make a decision as to the identification of the student's needs;
- shall make a determination of the appropriate placement for the child;
- shall set a date for notification of their determinations to the Board;
- shall send to the parent a written statement of the Committee's determinations and the date of notification to the Board;
- shall notify the Board of their determinations on or after the date set at the meeting or after further discussion requested by the parent;
- shall review the placement of any identified exceptional student at least every twelve months, or upon appropriate request for review;
- shall, when reviewing a placement, consider an educational assessment, written reports, and other evidence including that of the parents;
- shall when reviewing a placement determine if that placement appears to meet the needs of the pupil;
- shall report to the parent/guardian, in writing, of committee confirmation of placement, or change of placement;
- shall, within fifteen days of receipt of a written request of the parent/guardian of the pupil, meet with the parent/guardian to discuss the review report.

Review Procedures:

a) In accordance with the philosophy behind the operation of identification and placement, the committee shall meet on an "ad hoc" basis to review the placement of each student.

b) A review shall occur:
   i) when the appointed review date arrives; or
   ii) when, after the student has been placed in a program for not less than three months, the Principal receives, in writing, a request for a review from a parent or guardian; or
   iii) when after the student has been placed in a program for not less than three months, the Principal deems a review is necessary.

c) Parent/Guardian shall be informed in writing of the meeting at least two weeks in advance, inviting their attendance and input.

d) Agencies or other relevant parties which are involved with the student may, with parent/guardian permission, be invited to attend the meeting.

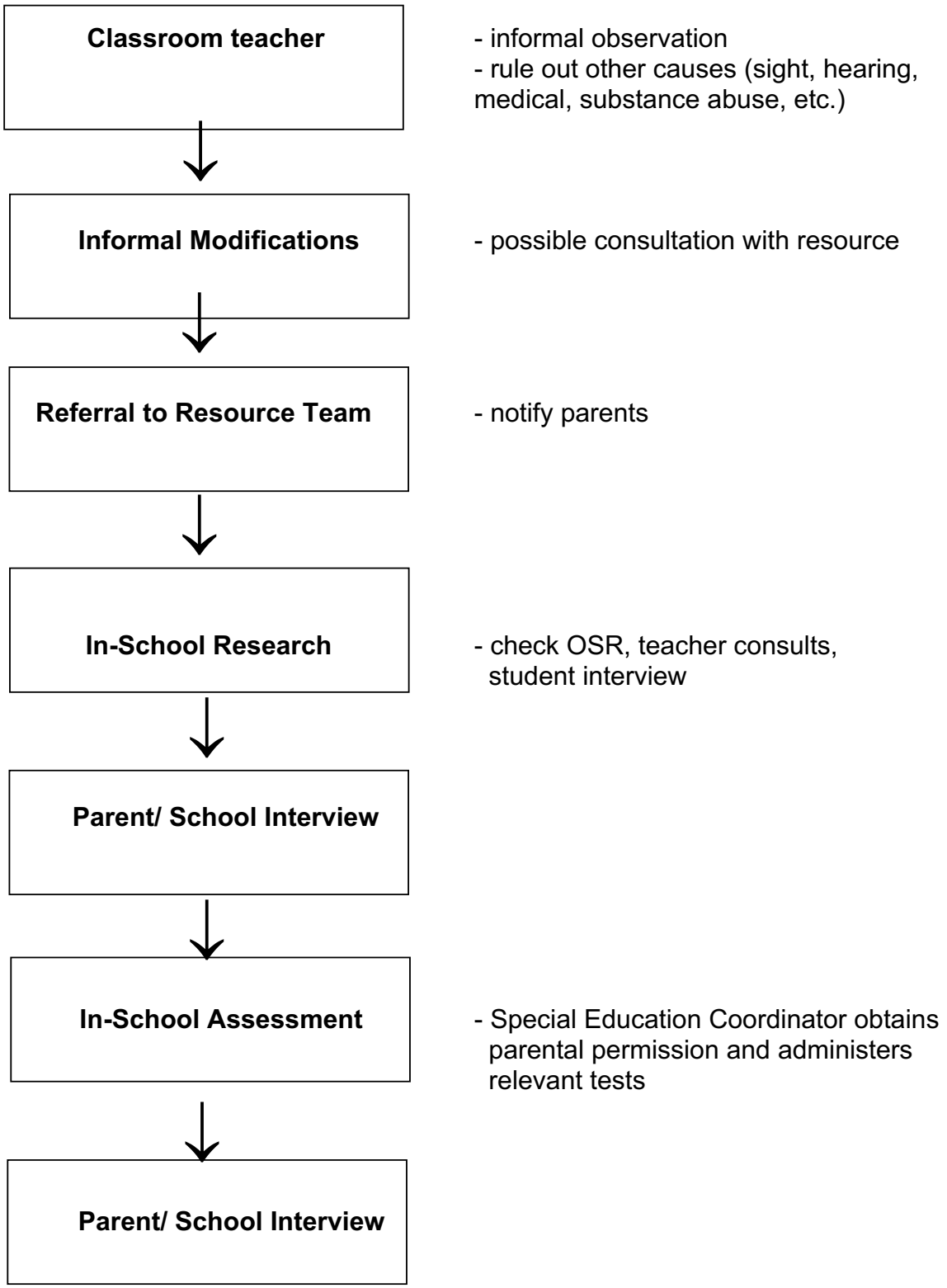
e) Copies of available documentation on the student such as academic records, assessment reports, etc. shall be made available to the chairperson of the committee through the Principal of the student's school.

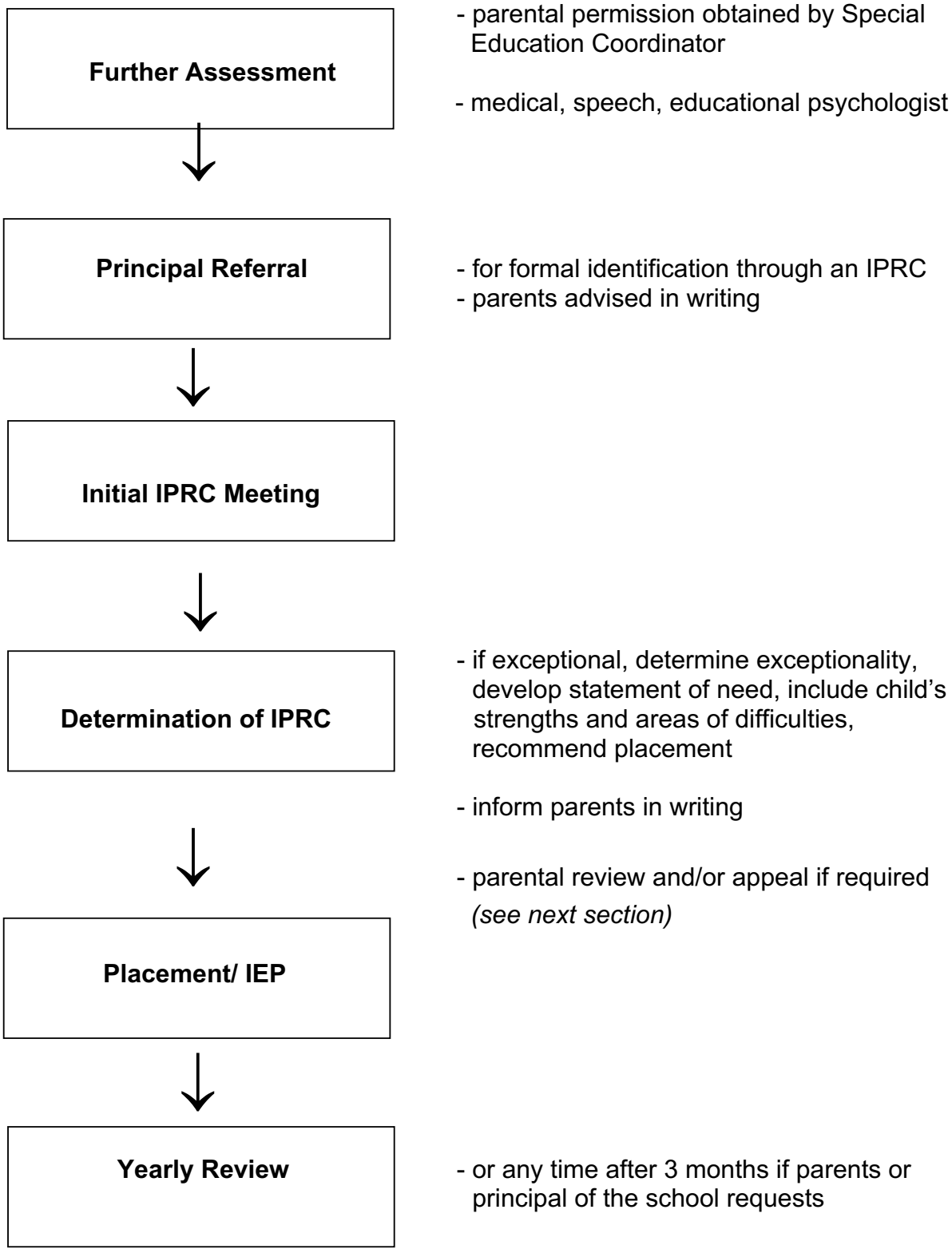
f) The meeting shall operate in two sections:
   i) the identification and placement discussion involving the committee and invited parties; and
   ii) the committee shall meet to make the determination

g) Subsequent to the meeting, the parent/guardian of the student and the Secretary of the Board shall be informed, in writing, by the chairperson of the IPRC, of the committee's determination. Other parties invited to the meeting may receive a copy of the determination at the discretion of the chairperson of the IPRC.

REFERRAL PROCESS

(When initiated by the school)




Further Assessment
- parental permission obtained by Special Education Coordinator
- medical, speech, educational psychologist
Principal Referral
- for formal identification through an IPRC
- parents advised in writing
Initial IPRC Meeting
Determination of IPRC
- if exceptional, determine exceptionality, develop statement of need, include child's strengths and areas of difficulties, recommend placement
- inform parents in writing
- parental review and/or appeal if required
(see next section)
Placement/ IEP
Yearly Review
- or any time after 3 months if parents or principal of the school requests

Identification, Placement, and Review Committee (IPRC) APPEALS

Parents/Caregivers or Guardians may request a review of the IPRC's recommendations by applying in writing through the principal to meet with the committee to discuss its decision. Parents or guardians may appeal if they disagree with any part of the IPRC's recommendation. An appeal may be made on the following grounds:

- disagreement with the identification of the pupil as exceptional;
- disagreement with the identification of the pupil as not exceptional;
- disagreement with the placement of the pupil.

A notice of appeal must be forwarded in writing, to the Secretary of the Board, within fifteen days of the discussion with the IPRC. The notice of appeal must indicate the grounds on which the appeal is being made, and the reasons for disagreement. Within thirty days of the receipt of notice of appeal by the Secretary of the Board, the board shall establish an Appeal Board consisting of three people, one of which is to be selected by the parent. The Chairperson of the Appeal Board will contact the parent regarding further procedures to be followed.

The Appeal Board may:

1. agree with the IPRC and dismiss the appeal, recommending the decision be implemented;
2. disagree with the IPRC and make recommendations to the board about identification, placement, or both.

School boards are not required to follow Appeal Board recommendations. A parent/caregiver or guardian may accept the decision of the school board, or they may appeal to a Special Education Tribunal. Parents/caregivers or guardians must apply in writing to the Secretary of the Special Education Tribunal for leave to appeal to a regional tribunal.

When leave is granted to appeal to a regional tribunal, the Minister shall establish the tribunal. Alternately, the Special Education Tribunal can decide to hear the case itself. The decision of the tribunal is binding, unless it is established that the tribunal has made an error in applying the law and/ or rules of procedure amounting to a miscarriage of justice.

If the parent/caregiver or guardian and their advocate, who may be but not necessarily be a lawyer, believes that the law has been misapplied, they may apply to the Divisional Court for a judicial review. If the court decides in their favor, the case goes before a new tribunal composed of new people, and a different decision may or may not result.

James Bay Lowlands Secondary School Board IPRC Statistics:
(October 2026)

Exceptionality	**Total Identified**	**Referral**	**Review**	**Appeal**
Behaviour	7	0	0	0
Communication: Autism	3	0	0	0
Communication: Hard of Hearing	2	0	0	0
Communication: Deaf	0	0	0	0
Communication: Learning Disabled	16	0	0	0
Communication: Speech	1	0	0	0
Communication: Language Impairment	6	0	0	0
Intellectual: Gifted	0	0	0	0
Intellectual: Mild	7	0	0	0
Intellectual: Developmental	2	0	0	0
Physical	0	0	0	0
Low Vision	0	0	0	0
Blind	0	0	0	0
Deaf-Blind	0	0	0	0
Multiple	20	0	0	0
Non-identified students with special needs and supported by the Special Education Department	4	0	0	0
Totals	**68**	**0**	**0**	**0**

EDUCATIONAL AND OTHER ASSESSMENTS

Educational Psychological Assessments:

These assessments are currently carried out by Boniferro & Associates, Psychological and Psychoeducational Services and/or Parnell Psychological Services.

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.

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, the Cochrane Community Care Access Program 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.

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

Parents are given a copy of all formal assessment reports. If parents require explanation of reports, this is available upon request from the Special Education Coordinator. In addition, consultations with the educational psychologists and speech language pathologist are available to parents. When necessary, reports are translated into Cree. All assessment reports are discussed with parents at the IPRC meeting.

Average Waiting Lists

The average waiting list for a pupil to be assessed by:

- Special Education Coordinator is 1 week or less;
- Speech Language Pathologist is 6 months or less;
- Audiologist is 6 months or less;
- Educational Psychologist is 4 months or less;

Consent Forms

- The OSR consent form is utilized upon initial referral of a child to the School Team. This consent form is renewed annually or upon expiration as long as the child is still receiving services.
- 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.
  ** See Appendix 2 for sample copies of Consent Forms

Privacy of Information

Except for information on Youth Criminals, all reports are filed in the documentation file of the Ontario Student Record (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, 1990, students and parents or guardians who are authorized to have access to the contents of the OSR also have the right to receive a copy of the contents of the OSR. A non-custodial parent also has the right to make inquiries and be given information 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, 1990, a court order may require the OSR to be inspected or copied by a Children's Aid Society, such as Payukotayno – James and Hudson Bay Family Services.

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 the Supervisory Officer, 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, 1990.

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

Specialized Support Services

In accordance with PPM 81, responsibility for ensuring the provision of health support services will be shared by the school Boards, the Home Care Program of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services. The chart below summarizes the respective responsibilities:

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 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*	Order of Physician	CCAC	Order of Physician CCAC	*Letter of appeal addressed to principal
Occupational Therapy	Child Development Centre, Inspire Centre	Order of Occupational Therapist and Pediatrician	Occupational Therapist	Order of Occupational Therapist and Physician, IPRC	*Letter of appeal addressed to principal
Physiotherapy	Weeneebayko Hospital, Inspire Centre	Order of Physician	Physician	Order of Physician IPRC	*Letter of appeal addressed to principal
Nutrition	Weeneebayko Hospital	Order of Physician & Dietician	Physician	Order of Physician IPRC	*Letter of appeal addressed to principal
Speech & Language Therapy	Special Education Resource Teacher, Inspire Centre	Speech Language Pathologist Recommendation	Speech Language Pathologist	IPRC	*Letter of appeal addressed to pathologist and principal
Speech Correction & Remediation	Special Education Resource Teacher	Speech Language Pathologist Recommendation	Speech Language Pathologist	IPRC	*Letter of appeal addressed to principal
Administering of Prescribed Medication	Parent	Order of Physician	Physician	Physician IPRC	Not applicable
Catheterization	CCAC	Order of Physician	Physician	Physician IPRC	*Letter of appeal addressed to principal
Suctioning	CCAC	Order of Physician	Physician	Physician IPRC	*Letter of appeal addressed to principal
Lifting & Positioning	Trained Educational Assistant	Order of Physician	Physician	Physician IPRC	*Letter of appeal addressed to principal
Assistance with Mobility	Trained EA	Order of Physician	By order of Physician	By order of Physician IPRC	*Letter of appeal addressed to principal
Feeding	Trained EA	Order of Physician	By order of Physician	By order of Physician, IPRC	*Letter of appeal addressed to principal
Toileting	Trained EA	Physician or CTRC personnel	Physician or CTRC personnel	Physician or CTRC, IPRC	*Letter of appeal addressed to principal
Other	JBACL*	Over 18 years of age	Behavior / Independent Living Training	IPRC Review	*Letter of appeal addressed to principal

*CCAC: Community Care Access Centre *JBACL: James Bay Association for Community Living

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

BEHAVIOURAL

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and 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:
Has an educational psychologist made a recommendation that the child be identified as exceptional in the area of behaviour? 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 19 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:
Has this identification been recommended by an educational psychologist or developmental paediatrician? 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 aids? 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 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;
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 which can be delivered by either the classroom teacher, educational assistant or Special Education Resource Teacher been provided for the child?

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 which can be delivered by either the classroom teacher, educational assistant or Special Education Resource Teacher been provided for the child?

Learning Disability

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in: (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or
  (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptualmotor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; (continued) (continued) Special Education in Ontario, Kindergarten to Grade 12 A16 Draft.

- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

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, developmental, 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 that 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 parents 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 teachers

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
The James Bay Lowlands Secondary School Board considers the regular classroom as the first option for placement of all students. In May of each year the SEAC committee will review the Board's plan for range of placement options and provide advice based on the projected needs of the students for the upcoming year. 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 Learning Resource Room. In addition, some students may also receive support from Educational Assistants.

The James Bay Lowlands Secondary School 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.

Section 23 classroom (Alternative Education Program)
A Section 23 classroom placement is no longer available to students with severe behaviour/emotional disorders as the partnering agency no longer receives funds to support the program. The board with the assistance of SEAC will explore, if needed, the possibility of offering alternates to support the students exhibiting behavioural/emotional difficulties.

Provincial Schools
In cases where the pupil is Blind, Deaf, or Deaf-Blind, admission may be sought for the student for placement at a Provincial School.

Demonstration Schools
Some pupils meet the admission requirements for placement in the Sagonaska Demonstration School for students with Learning Disabilities.
(Please see section on Provincial and Demonstration Schools in Ontario)

Placement in the Regular Class
Placement of Exceptional students in the regular classroom has the following options:

a) regular classroom without a modified program;
b) regular classroom with a partially or fully modified program;
c) regular classroom without a modified program with Resource support
d) placement for part of the day, or the full day, in a regular classroom that is different from the pupil's regular grade placement, with or without an educational assistant,

Resource Support or Resource Withdrawal.

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 his or her exceptionality. In addition, students may be provided with an educational assistant between 50 and 100% of the school day. These students must fit a profile and the criteria set by the Ministry of Education Special Incidence Portion Funding process.

DESCRIPTION OF CURRENT SPECIAL EDUCATION PROGRAMS & SERVICES

James Bay Lowlands Secondary School Board offers several support services for exceptional students at Northern Lights Secondary School. Full integration within the regular classroom is the first priority for all identified students, but when this is not feasible, other options are sought to meet the needs of the individual. To serve these students, the Board recognizes, in accordance with Ministry Regulations, that there must be a continuum of educational services and settings. This continuum includes:

1. ***Resource Support***
   Some students are occasionally withdrawn for no more than twenty-five percent of their classes to work on tests or assignments outside of the regular classroom environment.

2. ***Major Tests / Exams / Culminating Activities***
   Test / Exam / Culminating Activity areas are established for students who need extra attention during these times.

3. ***Student Conferences***
   Once a month students meet with the Special Education Resource Teacher to discuss their progress and voice any concerns they may have. It is also a time for the SERT to discuss any concerns their teachers may have expressed towards the student's academic performance, attendance, behaviour etc.

4. ***Essential Skills Level Programming***
   Essential Skills level courses are offered in English, Math and Science, and History. We also offer GLE or learning strategies courses to identified students if a need is identified. These courses enhance content related skills and knowledge with a focus on developing literacy, organizational skills, and eventually job skills. The classes are smaller in nature, which allows for greater individualized attention.

5. ***English as a Second Language or Dialect***
   In keeping with the Guiding Principles outlined in the Board's Equity and Inclusion Policy

(GOV-13), students will be informally assessed on an ongoing basis for ESD/ESL difficulties in order that appropriate teaching strategies and techniques may be implemented.

6. *Student Success Counseling Services*

Counseling services are available from the Student Success Well-being Counselor, Indigenous Graduation Coach / Student Success Outreach Counsellor, Guidance Counselor, and the Special Education Coordinator. Students may also be referred to a number of community organizations if needed. (See Community Support.)

7. *Educational Assistants*

Identified students may receive the assistance of an educational assistant in the regular classroom setting or through withdrawal to another setting.

8. *Resource to Classroom*

The Special Education Coordinator aids the regular classroom teacher by providing methods and materials which help to include and provide for the special needs of identified students. The Special Education Coordinator also provides each teacher with Individual Education Plans for each exceptional student, which are frequently revised.

9. *Referrals for Identification & Assessment Services*

Students may be referred for identification in which case the Special Education Coordinator will follow the steps for the identification process. For more information, please see section entitled “The Identification Process”. Students may also be referred for assessment to a psychologist, medical practitioner, audiologist, optometrist, or speech pathologist.

10. *Supervised Alternative Learning for Excused Pupils (SALEP)*

This program is to provide an alternative placement for students who are under the age of sixteen, and who have demonstrated a reluctance to participate in the regular programs offered at the school. Students can be placed in a work setting for all or part of a school day. It is hoped that through this type of programming students will realize the importance of acquiring literacy and numeracy skills, and perhaps more importantly make considerable gains in the areas of social development.

12. *Independent Learning Courses (ILC)*

In some instances, a student may enroll in an Independent Learning Course. These subjects are self-directed with a teacher available for support. They are optimal for students who work well independently and have had trouble in the regular classroom environment.

13. Learning to 18/Student Success

Learning to 18 / Student Success provides a variety of “program pathway” supports for all students of the Board. In addition to ongoing professional development activities and the provision of extensive resources to support student success in literacy and numeracy,

Pathways for Student Success has provided specific training and assistance to program implementation at NLSS in the following areas:

- strengthening and enhancement of the Cooperative Education Program, Ontario Youth Apprenticeship Program and the promotion of school-to-work program pathways
- implementation of Eco-Tourism Program Pathway through a two credit interdisciplinary Studies/Hospitality and Tourism package
- Creation of the half time "Student Success Teacher" support position through the Learning to 18 Project
- On-going support to the initial development and running of the Specialist High Skills Major in Health and Wellness
- Assistance and funding to support the creation of brochures and related communication tools for informing students, parents and the community about the various "pathways" for student success in secondary school.

Student Success Teacher

- Works with the school support team to create a student success school plan and budget addressing the Student Success Pillar: Literacy, Numeracy, Pathways and Community, Culture and Caring,
- Work with the Student Success Leader and teachers to share best practices and develop a board process and procedure
- Communicating with teachers and parents of at-risk students on an ongoing basis
- Collaborating with classroom teachers
- Linking students to credit recovery options
- Monitoring and tracking the attendance and academic process of at-risk students and providing the supports required
- Assisting with course selections and pathway development
- Promoting and assisting with Individual Pathway Program (IPP)
- Supporting teachers teaching Locally Developed Curriculum Courses (LDCC)
- Delivering Student Success presentations to all stakeholders
- Providing mentorship for at-risk students
- Collecting and analyzing data to support student success initiatives
- Ensuring that Grade 9 teachers are aware of their incoming students at-risk and the strategies necessary to support them
- Tracking early leavers and identifying areas of concern
- Inviting Early Leavers back to continue their pathway to an Ontario Secondary School Diploma (OSSD)
- To work with the feeder schools to ensure the successful transition of grade 8 students to grade 9.

INDIVIDUAL EDUCATION PLANS (IEPs)

Implementation of Ministry Standards for IEPs

1. **The Format:** The Board has implemented the format required for IEPs and met the April, 2001 date.
2. **Consultation with Parents:** Consultation with parents will be formalized and recorded. The IPRC and IEP meetings will be combined. The IPRC meeting will take place first, with the IEP meeting immediately following. There will be two reports generated; the IPRC Report and an IEP record sheet.
3. **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 reasonable 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 6 (IEP form)

Revision of Special Education Board Plan

The Minutes of the Meeting for the Special Education Advisory Committee on April 1, 2024, indicate that the Parent Guide was reviewed and adopted for inclusion in the plan by the SEAC. Subsequent meetings will be held to continue the process and ensure Ministry of Education feedback is addressed.

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.

PROVINCIAL SCHOOLS AND PROVINCIAL 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 centers 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; and play a valuable role in teacher training.

a) Provincial Schools:

Provincial 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 center 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 interprovincial, 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 facilitates student 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.

Northern Ontario Area Provincial Schools Branch,

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

Schools for the Deaf
The Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton, Ontario L9T 2M5
Phone: (905)878-2851
FAX: (905)878-1354

School for the Blind and Deaf-Blind
W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario N3T 3J9
Phone: (519)759-0730
FAX: (519)759-4741

Schools Outside Northern Catchment Area

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

The Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, Ontario K8P 1B2
Phone: (613)967-2823
FAX: (613)967-2857

Amethyst Demonstration School
1090 Highbury Avenue
London, Ontario N5Y 4V9
Phone: (519)453-4408
FAX: (519) 453-2160

Trillium Demonstration School
347 Ontario Street South
Milton, Ontario, L9T 3X9
Phone: (905) 878-8428
FAX: (905)878-7540

School for the Deaf, Blind, & Deaf-Blind (*Francophone)**& Provincial Demonstration School***

Centre Jules-Leger
281 rue Lanark
Ottawa, Ontario, K1Z 6R8
Phone: (613)761-9300
FAX: (613)761-9301

b) *Provincial Demonstration Schools* (For children with Severe Learning Disabilities)

Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Phone: (613)967-2830 FAX (613)967-2482

There is a total of 4 Demonstration Schools in Ontario. The Sagonaska School delivers services to the James Bay Lowlands Secondary School 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 http://snow.utoronto.ca.

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.

James Bay Lowlands Secondary School Board Provincial Demonstration School Statistics:

No students currently attend Demonstration Schools.

Special Education Staff (Secondary Only)

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students:		
1.1 Special Education Resource Teacher	1.0	
1.2 Teachers for self-contained classes (Sec 20)		
2. Other Special Education Personnel:		
2.1 Itinerant Teachers		
2.2 Teacher Diagnosticians		
2.3 Coordinators	.5	Specialist, Special Education
2.4 Consultants		
3. Educational Assistants in Special Education:		
3.1 Educational Assistants	5	3 Completed High school & 2 College
4. Other Professional Resource Staff:		
4.1 Psychologists	0.07	Doctorate in Psychology/Registered
4.2 Psychometrists		
4.3 Psychiatrists		
4.4 Speech-Language Pathologists		
4.5 Audiologists		
4.6 Occupational Therapists		
4.7 Physiotherapists		
4.8 Social Workers (Child and Youth)		
4.9 Subtotal:		
5. Paraprofessional Resource Staff:		
5.1 Orientation/Mobility Personnel		
5.2 Oral Interpreters (for the Deaf)		
5.3 Sign Interpreters (for the Deaf)		
5.4 Transcribers (for the Blind)		
5.5 Interveners (for the Deaf-Blind)		
5.6 Auditory-Verbal Therapists		
Total:	6.57	

SPECIAL EDUCATION COORDINATOR

There is a close liaison between the office, Guidance and Special Education personnel. All program modifications and referrals are reviewed as required by a team that includes members from these areas as well as regular classroom teachers. The Special Education Program is under the direction and supervision of the Special Education Coordinator. The duties and responsibilities of the incumbent include the following:

- to plan, coordinate, deliver, and initiate all Special Education Programs and services
- to inform the school board of legal requirements involving Special Education
- to assist in preparing and submitting to the School Board for approval, the annual review of the School Board plan for the provision of Special Education programs and services, and to prepare other reports as required
- to coordinate and initiate all aspects of the IPRC process as it relates to appropriate educational opportunities for students
- to contact external professionals to set up or establish services for the school
- to monitor programs for identified students, including regular reviews of students' Individual Education Plans
- to provide in-service education to teachers as required
- to counsel and provide programs as requested
- to select resources to meet the needs of Special Education students
- to be a liaison between the school and the parents of Special Education students.
- to be a resource person for the Special Education Advisory Committee.

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 learning profiles. Special Education staff therefore, will be supported with the following types of in-service opportunities:

- general information about the types of Exceptionalities;
- assistive strategies for students with a variety of learning strengths and needs;
- specific training to deal with intensive needs, such as Asperger's Syndrome;
- direct instruction and training in the use of specialized methods, programs, and materials to support students with exceptionalities;
- collaborative planning experiences to support students with exceptionalities;
- information about Ministry of Education standards for Special Education.

a) Annual Learning Plan

Through the Annual Learning Plan process staff will identify their ongoing professional development needs. Priorities governing the staff development plan are developed by referring to the results of these annual learning plan goals.

***b) Staff Development*:**

(i) Staff development is offered through a variety of avenues, including:

- Workshops offered in partnership with other community agencies, such as the James Bay Association of Community Living and Payukotayno;
- 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;
- Crisis Intervention Training offered in partnership with the Cochrane Timiskaming Childrens Treatment Centre and area School Authorities and First Nation Education Authorities;
- Professional Development Funds which can be accessed by individual staff members for attendance at workshops and conferences, or on-line learning pertaining to Special Education
- School Support– autism spectrum disorder (Geneva Centre for Autism).
- Dissemination of information pertaining to Additional Qualification Courses for Teachers, and summer Session courses for para-educators.
- The Board also offers a Professional Development Subsidy for Teachers for courses.

(ii) Staff who attend workshops and conferences sponsored by the Board, are encouraged to provide In-Service to the rest of the staff. This may include providing activities during a staff meeting as well as the distribution of materials to staff members. It may also include holding a Workshop for interested staff members, either during a Professional Development Session or after school hours.

(iii) Special Education Teachers attend Ontario Ministry of Education training sessions. In the

event that these training sessions impact upon other staff members, such as classroom teachers, an In-Service is provided by the Special Education staff. In-Service to support IEP standards is an on-going initiative. In addition, at the beginning of each school year the, the James Bay Lowlands Special Education Handbook for Classroom Teachers is shared and distributed to all education staff. This Handbook contains information about Ministry requirements and Board Policy and Practices. This Handbook is revised in keeping with changing Ministry of Education and Board standards, policies and practices. In addition, the Handbook notifies the staff of the existence of the Board Policy on Special Education and provides information on accessing the information contained in the Policy.

(iv) The James Bay Lowlands Secondary School Board allots $22,000 in funds for Professional Development for Teachers. A portion of these funds is available, upon application to the appropriate Professional Development Committee, by Special Education staff members.

(v) Ministry of Education Additional Qualification (AQ) Subsidies are available for teachers to complete Ontario College of Teachers recognized AQ courses in Special Education

EQUIPMENT

Specialized Equipment for individual students is purchased by the Board on an as-needed basis upon the recommendation of a Specialist and can be funded through an application made to the Ministry of Education - Special Equipment Amount (SEA), as outlined in the chart below:

Specialist	Equipment
Audiologist	Hearing Aids, 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.)
Educational Psychologist	Assistive Technology such as Google Read & Write for the use of students with learning disabilities

No individualized equipment was applied for or purchased using the Special Equipment Amount (SEA) funding for the 2026-2027 school year.

In 2016, Motor-Sensory accommodation resources for students on the ASD spectrum were purchased. In 2017-18 Special Education continued assistive technology services with a site license for Google Read & Write and motor-sensory furniture was purchased for students on the ASD spectrum. In 2018-19, the site license for Google Read & Write was renewed. The Board also purchased Motor-Sensory furniture and computer equipment that is easily available / accessible for students with learning disabilities and autism in many areas in the school building. In addition, the Board created a multi-functional learning space in August 2019 for students with various exceptionalities, to support recommendations made in educational assessments. In August, 2020 NLSS hosted a transition camp for incoming grade 9 students with identified special education and mental health & wellbeing needs to introduce them to school staff, supports and overall school climate at NLSS. In 2021-2022, investment made to expand number of Chromebooks to a one-ton-one student loaning program. In 2022-2023 student washrooms redesign / upgrade to offer non-gender single stall accessible washrooms for all students on the lower and upper floors of the school building. In 2026-2027, NLSS increased their compliment of EA's to 6 for the 2025-26 school year in an effort to address ongoing and anticipated increased special education needs. NLSS also began working with families and Educational Psychology Services to ensure that all students graduating had a recent Educational Psychology Assessment to transition to post-secondary programs.

ACCESSIBILITY OF SCHOOL BUILDINGS

Summary of Board's Multi-Year Capital Expenditure Plan for Improving Accessibility to the School Buildings, Grounds, and Administration Offices as referenced in AODA Multi-Year Plan

Capital/Retrofits (current and long-term placement)

1. Capital items are purchased based on individual student needs;
2. Northern Lights Secondary School is wheelchair accessible;
3. Student accommodation needs would be accessed on an individual basis; and
4. Classroom alterations would be provided as required.

Future Accessibility:

The James Bay Lowlands Secondary School Board is a Board with a single school and as such accommodation needs are considered on an individual basis. The approach comprises the Board's plan with respect to the accessibility of School Buildings and every effort will be made to ensure that any construction or renovation activity undertaken does consider all opportunities to improve accessibility.

TRANSPORTATION

Students with exceptionalities ride the school bus or the school vehicle, depending on need. 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 can provide transportation to summer school programs, if being offered by the Board, depending on the needs of the individual student wishing to attend such program and location of program.

The Board will ensure that our transportation providers have School Bus Drivers that have first aid training, and that all School Buses are equipped with appropriate first aid equipment.

The size of the Board and simplicity of a single school/single community environment does not give rise to the need for a sophisticated process for meeting the transportation needs of all students. In the event that highly specialized transportation services were required beyond the capabilities of the Board's current transportation service providers the same criteria as described above would apply. Personnel involved in the transportation of students with severely extreme or profound exceptionalities would be required to complete specialized training in co-operation with community agencies and fully licensed service providers.

Transportation of children is determined by the following criteria:

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

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The SEAC Committee consists of representatives from two of the local Associations; one member appointed by the board from among its members; a parent and local Association members will also represent the interest of Indigenous students. The Principal and the Special Education Teacher from Northern Lights Secondary School and the Director or Education are the resource personnel to the Committees.

All SEAC members are provided with the Special Education Guidelines and are provided with current updates on all relevant Special Education issues on a consistent basis. Copies of the Education Act and Standards for Special Education programs and services are readily available at each of the meetings.

The Board representative on the SEAC participates fully in the Board's annual budget review and is therefore with the assistance of the Director of Education able to communicate all financial related issues both ways between SEAC and the Board. Recommendations from SEAC pertaining to the financing of programs and services for students with special needs are brought forward to the Board on an annual basis and as needs arise.

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
Tiffany Forster	Special Education Teacher *Northern Lights Secondary School*	tforster@nlss.on.ca
Katie Gandy	Special Education Teacher *Northern Lights Secondary School*	kgandy@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@jblssb.ca
Dorinda Vincent	Supervisor CYMS Payukotayno	dorinda.vincent@cyms.ca

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 Northern Lights Secondary School.

Fulfilment of Roles and Responsibilities:

a) The SEAC meetings are held at the James Bay Lowlands Secondary School Board office on an agreed upon day and time. SEAC members should meet at regular intervals at a time determined by the committee and approved by the Board. Regulation 467/97 requires that the committee meet at least ten times in the school year.

b) The minutes of each SEAC meeting will be forwarded to the Board office for review by the Board at their monthly meetings.
c) The SEAC was active in making recommendations to the Board concerning the following matters:

- the review of the Board's Policy on Special Education in keeping with Ministry Standards;
- the review of the Board's budget and financial records pertaining to Special Education;
- post-secondary programs offered for exceptional students

d) The members of SEAC represent all pupils with exceptionalities. Each member is expected to:

- respond to the needs of all exceptional pupils within the board;
- respect the right to privacy of individual exceptional pupils by avoiding discussion of individual cases;
- acquire and maintain a working knowledge of the special education programs and services provided by the board;
- represent and inform the board about the exceptionalities they represent;
- bring to the SEAC the concerns of the specific association regarding the programs and services for the exceptional pupils represented, and to keep the association informed of the proceedings of the SEAC and any new developments with respect to special education within the board.
- be prepared for all SEAC meetings, suggest items to be placed on the agenda, participate in discussions, suggest general educational topics, and present motions;
- set individual annual goals and objectives as well as those for the local association and for the SEAC.

The role of an association representative on a SEAC extends beyond committee membership and attendance, and may include the following:

- being available to assist parents or guardians with an IPRC;
- acting as a resource to parents or guardians of an exceptional pupil;
- providing information on IPRC and appeal procedures;
- being a resource for the school and community;
- participating in professional workshops held by various organizations to address the needs and concerns of exceptional pupils.

Community Input:
Copies of the Special Education Board Plan will be distributed to the SEAC members and Parent Council. Copies of the Special Education Board Plan will be made available to the public through the following locations: Board Administrative Offices; Principal's Office; Special Education Office; and the James Bay Lowlands Secondary School website, www.jblssb.ca. Responses and concerns of parents and community members should be forwarded in writing to the following address:

The Principal and/or The Special Education Coordinator
Northern Lights Secondary School,
P.O. Box 304
Moosonee, Ontario, P0L 1Y0

The Special Education Coordinator 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 meetings.

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

1. 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.

2. All incoming exceptional students are reassessed by the school's Special Education personnel. Classroom teachers are required to refer incoming exceptional students through the School Team 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 Behavioral Difficulties must be given at least six weeks to adjust to their new environment, before any reassessment can be conducted.

3. 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.

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

5. 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, 1990*.

6. 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.

Care, Treatment and Correctional Programs

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

In cases of reintegration from a Section 23 Program, the classroom teacher in conjunction with the Special Education Coordinator and Section 23 Teacher, will devise a Transition Plan. This Transition Plan includes the following information: when the transition is to begin; how many minutes or hours scheduled for the initial inclusion in the regular classroom; a sliding schedule for increasing the amount of reintegration time in the regular classroom; the criteria for increasing the amount of integration; a date for reassessment of the success of reintegration. Successful reintegration will have considered to have taken place once the student has been reintegrated for the entire school day for a continuous period of 6 weeks.

Programs Offered by other School Authorities or District School Boards
Students arriving from other School Authorities or District School Boards are referred to the School Team by the guidance counselor.

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

1. The availability of the Board's Plan will be made public by the start of the 2025-2026 school year. Copies of the Plan will be available for community scrutiny at the Board's Administrative Offices; at the Principal's Office of Northern Lights Secondary School; and at the Special Education Coordinators Office at Northern Lights Secondary School. Copies will also be distributed to SEAC members and the Parent Council of Northern Lights Secondary School. A copy of the plan will also be posted on the Board web site, www.jblssb.ca.

2. A checklist confirming that all components of the Special Education Plan required by the ministry are completed will be forwarded to the District Office of the Ministry of Education in North Bay by July 31, 2025. Accompanying the documents will be a letter from the Director of Education, for the Board that confirms that the Board's Special Education Plan has been completed in accordance with the requirements of Regulation 306 and in keeping with the "Standards for School Boards' Special Education Plans, 2000."

3. The checklist 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:
Enrolled Students identified in October 2026 **68**

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

The Special Education Coordinator, during 2025-26 school year, was responsible for:

- Working with students and teaching assistants on a support basis
- Developing and implementing all Individual Education programs (IEPs) for students in consultation with parents, students and teachers
- Reviewing IEP progress at school reporting times
- Preparing timetables and giving resource support and programs to Educational Assistants
- Ensuring assistive technology was maintained and utilized
- Preparing and submitting referral packages to the Education Psychologists
- Preparing documentation and hosting IPRC meetings
- Maintaining IEP template in compliance with new Ministry standards
- Assisting in the annual review of the Special Education Board Plan
- Participating in SEAC meetings
- Providing in-service for SEAC members
- Assisting to administer school wide assessment practices (EQAO) and providing accommodations, when needed, for some identified students
- Investigating post-secondary programs for students with exceptionalities
- Supervising resource support periods for a number of identified students
- Assisting parents, if needed, in making referrals for Speech/Language, Audiological, Vision, and Medical Assessments

2026-2027 Educational Assistants Supports:

Northern Lights Secondary School had on staff 5 Educational Assistants funded through the approved Special Education grants from the 2025-26 school year. These Educational Assistants supported special needs students in regular classroom settings and offered additional well-being school-wide programming needs.

2026-2027 Special Education Programs / Services:

Exceptional students at Northern Lights Secondary School were completely integrated and have been working towards obtaining accommodated credits in the Essential Skills / Workplace programs, Destreamed / Applied / College, Destreamed / Academic or Open courses, in the regular classroom settings.

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 continues transition processes for the grade 7 and 8 students which 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 1

The Special Education Guide for Parents

PARENT

Special Education Guide

For Students Attending:

Northern Lights Secondary School

Last Revised May 2025

Statement of Beliefs and Principles for Integration

The James Bay Lowlands Secondary School Board believes that each student in its jurisdiction is entitled to the best school placement possible with their peers. Since we function as part of a society, exceptional students need to have the opportunity to interact with their peers in order to develop the necessary social skills to facilitate successful interaction. Accordingly, as stated in Regulation 181/98, "Integration will be considered as the placement of first choice whenever possible by IPRC when such a placement meets the pupil's needs and is in accordance with parental wishes."

For some exceptional students, integration may occur on a more gradual basis. After an individual has had the opportunity to develop their independent work skills, social skills and basic skills via a partial withdrawal from regular classes up to no more than 50% of any given day, that student will be further integrated once all members of the IPRC agree that such a placement would be the most appropriate for that individual student. Short time periods of resource withdrawal would serve to reinforce, maintain, and expand upon skills in either individual or small group settings once this new placement was implemented.

Clearly, full integration is the optimum goal at James Bay Lowlands Secondary School Board because it is felt to be in the best interest of the individual student and society.

Purpose of the Parent Special Education Guide

The Education Act requires that school boards provide, or purchase from another board, special education services for their exceptional pupils. The purpose of this parent's guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC) and 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 contact list at the end of this document.

Categories and Definitions of Exceptionalities

Ministry of Education – Special Education in Ontario (Draft Version, 2017)
http://www.edu.gov.on.ca/eng/document/policy/os/2017/spec_ed_2.html#categories

BEHAVIOURAL

Behavioural Exceptionality: A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:

- an inability to build or to maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction;
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

COMMUNICATIONAL

Autism: A severe learning disorder that is characterized by:

- disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
- lack of the representational symbolic behaviour that precedes language.

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.

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

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.

Learning Disability: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);

- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

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.

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

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

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 students without exceptionalities who are of the same age or development level.

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

MULTIPLE

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

Special Education Program and Services

In accordance with the Education Act, all school age children in Ontario are entitled to publicly supported education. As students' progress through the school system, their requirements are normally met in the regular classroom.

When necessary, changes are made to meet the needs of the individual students. When this is not effective, the school in consultation with parents will initiate a process of program modification. If this process does not meet and individual student's needs, the student may be exceptional and may require Special Education support. Students who are identified as exceptional have a right to Special Education programs and services.

What is a Special Education Program?

A special education 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;
- 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 is an Individual Education Plan (IEP)?

An 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; and
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

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

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.

Identification, Placement and Review Committee (IPRC)

What is an Identification, Placement and Review Committee (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 supervisory officer of the board.

At NLSS an IPRC will consist of at least three of the following:

Director of Education	Principal
Special Education Coordinator	Guidance

What is the role of the IPRC?

The IPRC will:

- decide whether or not 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 (essential skills, applied program, academic program, or individualized program); 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 behavioral, 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. Identification recommendations are based on professional assessment and follow-up reporting.

How is an IPRC meeting requested?

The principal of your child's school:

- must request an IPRC meeting for your child, upon receiving your 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 or special education supports

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.

May 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;
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the principal of 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.)

Who may request that they attend?

Either you or the principal of 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 received. This may include the results of assessment reports and / or a summary of additional 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 alternative date or time;

- let the school principal know you will not be attending. As soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the 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?

The chair introduces everyone and explains the purpose of the meeting.

The IPRC will review all available information about your child. The members will:

- consider an educational assessment of your child
- 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, if they feel that such an assessment is required to make correct identification or placement decision;
- 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
- 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 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.

Following the discussion, after all the information has been presented and considered, the committee will make its 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 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.

Once a child has been placed in a special education program, can the placement be reviewed?

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
James Bay Lowlands Secondary School Board
P.O. Box 157
Moosonee, Ontario P0L 1Y0

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

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

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to:

Director of Education
James Bay Lowlands Secondary School Board
P.O. Box 157
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.

Special Education Programs and Services Provided by the Board

James Bay Lowlands Secondary School Board offers several support services for exceptional students at Northern Lights Secondary School. Full integration within the regular classroom is the first priority for all identified students, but when this is not feasible, other options are sought to meet the needs of the individual. To serve these students, the Board recognizes, in accordance with Ministry Regulations, that there must be a continuum of educational services and settings. This continuum includes:

Major Tests, Exams and/or Culminating Activities

Culminating activities, exams and/or major test writing areas are established for students who need extra attention during these times.

Student Conferences

Several times per term, students meet with the Special Education Coordinator to discuss their progress and voice any concerns they may have. It is also a time for the SEC to discuss any concerns their teachers may have expressed towards the student's academics, attendance, behaviour, etc.

Essential Skills Level Programming

Essential Skills level courses are offered for English, Math, and Science and History courses. GLE or learning strategies courses are also offered to identified students on an individual basis as needed. These courses enhance content related skills and knowledge with a focus on developing literacy, organizational skills, and eventually job skills. The classes are smaller in nature which allows for greater individualized attention.

English as a Second Language or Dialect
In keeping with the Guiding Principles outlined in the Board's Equity and Inclusion Policy (GOV-13), students will be informally assessed on an ongoing basis for ESD/ESL difficulties in order that appropriate teaching strategies and techniques may be implemented.

Personal Life Management Courses
These courses concentrate on enabling a student to take care of themselves with an emphasis on life skills.

Counseling Services
Counseling services are available from the Guidance Counselor, the Student Success Wellbeing Counselor, the Student Success Community Connections / Indigenous Graduation Coach, and the Student Success Teacher. Students may also be referred to a number of community organizations if needed. (See *Community Support*)

Educational Assistants
Educational Assistants are assigned to classes with identified students based on numbers and need.

Special Education Coordinator
The Special Education Coordinator aids the regular classroom teacher by providing methods and materials that help to provide for the special needs of identified students. The SET also provides each teacher with Individual Education Plans that are frequently revised for each exceptional student.

Referrals for Identification & Assessment Services
Students may be referred for identification in which case the Special Education Coordinator will follow the steps for the identification process. For more information, please see section entitled "The Identification Process". Students may also be referred for assessment to a psychologist, medical practitioner, audiologist, optometrist, or speech pathologist.

Supervised Alternative Learning for Excused Pupils (SALEP)
This program is to provide an alternative placement for students who are under the age of sixteen, and who have demonstrated a reluctance to participate in the regular programs offered at the school. Students can be placed in a work setting for all or part of a school day. It is hoped that through this type of programming students will realize the importance of acquiring literacy and numeracy skills, and perhaps more importantly, make considerable gains in the areas of social development.

Independent Learning Courses (ILC)
In some instances, a student may enroll in an Independent Learning Course. These subjects are self-directed with a teacher available for questions. They are optimal for students who work well independently and have had trouble in the regular classroom environment.

Independent Learning Resource Room
A centrally located classroom has been designated as the Independent Learning Resource Room. The Special Education Department supervises this room as needed and it is available for withdrawal support, for students to write tests/exams in, use as a quiet work space, use computers for word processing or assistive technology programs / equipment and Teaching Assistants can accompany small working groups in need of repetition of class lessons, extra practice time, etc.

Additional Ministry of Education and Provincial Special Education Supports

What organizations are available to assist parents?

There are a number of non-profit advocacy organizations that provide advice and guidance to parents on various issues related to the special needs of their children. The Ministry of Education has created a list intended to make parents aware of organizations, this list can be accessed at http://www.edu.gov.on.ca/eng/parents/speced.html

What are the Ministry's Provincial Demonstration schools?

The Provincial and Demonstration Schools Branch (PDSB) is a branch of the Student Support and Field Services Division of the Ministry of Education and is responsible for the direct operation of four (4) provincial schools and three (3) demonstration schools:

- Three English/American Sign Language (ASL) provincial schools for the Deaf (Belleville, London, Milton)
- One English-language provincial school for the blind, visually impaired and deafblind (Brantford)
- Three English-language demonstration schools for students who have severe learning disabilities (Belleville, London, Milton)

The provincial and demonstration schools offer the Ontario curriculum at the elementary and secondary levels as well as specialized integrated programming. Qualified teachers employed by the Provincial Schools Authority or seconded from District School Boards deliver the educational programs. More information can be found at https://pdsbnet.ca/en/schools

Additional Information:

Director of Education – James Bay Lowlands Secondary School Board

Principal/Special Education Coordinator – Northern Lights Secondary School

SEAC Chairperson – James Bay Lowlands Secondary School Board

James Bay Lowlands Secondary School Board
1 Pinew Street, P.O. Box 157
Moosonee, Ontario P0L 1Y0
(705) 336 – 2903 www.jblssb.ca

Northern Lights Secondary School
2 Keewatin Drive, P.O. Box 304
Moosonee, Ontario P0L 1Y0
(705) 336 – 2900 www.nlss.on.ca

APPENDIX 2

Consent Forms

Northern Lights Secondary School
BOX 304 – MOOSONEE, ONTARIO – P0L 1Y0
1-705-336-2900 • FAX 705-336-2190

Successful Transition from Grade 8 to High school

Consent to Release Specific Information

For your child to meet with success on entering a grade 9 program at Northern Lights Secondary School, we are requesting that some specific information be released to assist in the process of placement. This information will only be used to determine the best placement option for your child so that their first semester at Northern Lights Secondary School will be successful. The information that is being requested from the grade 8 feeder school is as follows:

- current level of program achievement (i.e. Is the student working on grade 8 expectations? If not, what grade level?)
- grade equivalent results from the Gates-MacGinitie Reading test
- grade equivalent results from the TOWL-3 (Test of Written Language)
- feedback for the grade 8 Reading and Writing Exemplars
- attendance patterns
- commitment to learning (Does the student do daily homework, study for tests?)
- student learning strengths and needs
- learning behaviours (Is the student easily frustrated? Will the student ask for help?)
- is there an Individual Education Plan (IEP) in place, and, if so, is there specialized programming taking place?

I hereby give consent to Northern Lights Secondary School to access the above-mentioned information to support a successful transition to high school for my child,

_____ .

_____
Signature of Principal

_____ _____
Signature of Parent / Guardian Date

Signed form will be placed in Ontario Student Record File

Northern Lights Secondary School
BOX 304 – MOOSONEE, ONTARIO – P0L 1Y0
1-705-336-2900 • FAX 705-336-2190

Feeder School Successful Transition Information

To be completed by Grade 8 Teacher and / or Special Education Teacher

Student Name: _____ D.O.B.: _____

Student is meeting expectations at an overall grade 1 2 3 4 5 6 7 8 level
(Please circle one)

Gates-MacGinitie Scores (in grade equivalents)

Reading Comprehension _____ Vocabulary Comprehension _____

TOWL-3 Test of Written Language (in grade equivalents)

Contrived Writing _____ Spontaneous Writing _____ Overall Writing _____

Feedback from Grade 8 Writing Exemplar:

_____

_____

_____

Feedback from Grade 8 Reading Exemplar:

_____

_____

_____

Student Attendance Patterns for grade 8 (Please circle one)

Absent 0 – 10, 11 – 20, 21 – 30, 31 – 40, 41 – 50, 51-60 Days
Late 0 – 10, 11 – 20, 21 – 30, 31 – 40, 41 – 50, 51-60 Times

Student Commitment to Learning (Please circle one)

Good (Always works to best of ability, does daily homework, studies for tests)
Fair (Sometimes works to best of ability, inconsistent homework completion)
Poor (Rarely works to best of ability, does not complete homework or study)

Student Learning Strengths	Student Learning Needs

Student Learning Behaviours: (easily frustrated, does not ask for help, gives up)

Is student on an IEP? Yes No (Please circle one)

If *Yes* is there specialized programming in place for grade 8 year, please outline:

_____

To ensure a successful transition, based on your knowledge of the above-mentioned student and your knowledge of the destination routes available to entry grade 9 students at NLSS, please circle one of the following:

Essential Skills Program Applied Program Academic Program

Additional Comments:

_____

_____

_____

_____

_____

Form Completed by: _____ Date: _____

Northern Lights Secondary School
BOX 304 – MOOSONEE, ONTARIO – P0L 1Y0
1-705-336-2900 • FAX 705-336-2190

Consent for Individual Assessment and Release of Information

Student: _____ **Gender:** _____ **Grade:** _____

D.O.B.: _____ **Phone:** _____

Address: _____

Mother / Guardian: _____ **Father / Guardian:** _____

During the school year we may have the need to refer your child for Special Assessments as provided by the school's Special Education Resource Department and/or by specialists contracted by the School Board to help us plan the most appropriate program for your child.

Assessments being recommended for this year are checked off below:

___ **Educational Psychological Assessment** ___ **Vision Assessment**

___ **Speech-Language Assessment** ___ **Hearing Assessment**

___ **Academic Assessment as provided by School Resource personnel**

Each of the assessments may include a review of your child's records (Ontario School Record – OSR), an interview with your child, classroom observation, and an interview with parent(s) and school personnel. The results of each assessment will be reported to the school and may be discussed with relevant Board of Education staff.

Written reports of each assessment will be placed in your child's OSR folder. A copy of these reports will be forwarded to parents on request. School Resource Personnel will make every effort to inform the parent/guardian(s) as to the findings of each assessment. Assessment measures, notes and other information will be kept in confidential files in the school. Personal information regarding your child will be protected, pursuant to the Freedom of Information and Protection of Privacy legislation, and will not be released to an outside person or agency without your written permission.

If you would like further information regarding any or all the assessments indicated above, please contact the Special Education Coordinator at the school.

If you agree to allow the assessments indicated above for your child, please sign below.

_____ _____
Date(Valid only for current school year) Special Education Coordinator

_____ _____
Parent / Guardian Principal / Designate

Distribution: Original – OSR: Copy(ies) – Parent / Guardian

APPENDIX 3

IEP FORMAT

INDIVIDUAL EDUCATION PLAN

Reason for Development of IEP

☐ Student identified as exceptional by IPRC
☐ Student not formally identified but requires special education programming/services including modified/alternative learning expectations and/or accommodations

Student Profile

Name: Gender: Date of Birth:

School: **Northern Lights Secondary School**

Student ID#: Principal: S. Klingenberg

Current Grade/Special Class: School Year:

Most Recent IPRC Date: Date Annual Review Waived By Parent:

Exceptionality:

IPRC Placement Decision: (check one)

☐ Regular Class With Indirect Support
☐ Regular Class With Resource Assistance
☐ Regular Class With Withdrawal Assistance
☐ Special Education Classes With Partial Integration
☐ Special Education Class With Full Time

Assessment Data:

List relevant educational, detailed medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behaviour assessments.

Information Source	Date	Summary of Results

Student's Strengths and Needs:

Areas of Strength	Areas of Need

Specialized Health Support Services/Personal Suppo ☐ **Yes (List Below)** ☐ No

Subjects, courses, or alternate programs to which the IEP applies: Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1	☐ MOD ☐ AC ☐ ALT		6	☐ MOD ☐ AC ☐ ALT	
2	☐ MOD ☐ AC ☐ ALT		7	☐ MOD ☐ AC ☐ ALT	
3	☐ MOD ☐ AC ☐ ALT		8	☐ MOD ☐ AC ☐ ALT	
4	☐ MOD ☐ AC ☐ ALT		9	☐ MOD ☐ AC ☐ ALT	
5	☐ MOD ☐ AC ☐ ALT		10	☐ MOD ☐ AC ☐ ALT	

Elementary Program Exemptions or Secondary School Compulsory Credit Substitutions
☐ Yes (Educational Rationale Required ☐ No

Complete for secondary students only:

Student is currently working toward the attainment of a:
☐ Ontario Secondary School Diploma
☐ Ontario Secondary School Certificate
☐ Certificate of Accomplishment

Accommodations:
(Assume common to all subjects unless indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment: ☐ **Yes (List Below)** ☐ **No**

Accommodations and Exemptions for Provincial Assessments:

Accommodations: ☐ **Yes (List Below)** ☐ **No**

Exemptions: ☐ **Yes (List Below)** ☐ **No**

IEP Developed by:

Sources Consulted in the Development of

Staff Member	Position

the IEP: (check)

☐ IPRC Statement of Decision (if applicable)
☐ Provincial Report Card
☐ Previous IEP
☐ Parents/Guardians
☐ Student
☐ Other (List Below)

Other Sources:

Date of Placement in Special Education Program: (select appropriate option and provide date)

☐ 1) First day of attendance in new special education program

☐ 2) First day of the new school year or semester in which the student is continuing in a placement

☐ 3) First day of the student's enrollment in a special education program that he/she begins in mid-year or mid-semester as a result of a change in placement

Date of Placement:
Completion Date of the IEP Development Phase:
(Within 30 school days following the Date of Placement)

Transition Plan:

For students who are 14 years of age or older, unless solely identified as gifted.

Transition Goal		
Specific Goal(s) for Transition to Postsecondary Activities Fulfill requirements needed to obtain a high school diploma		
Actions Required	**Name of Person(s) Responsible for Actions**	**Timelines**
Destination choice counseling re: course requirements for desired post-secondary programs		Ongoing
To complete 40 hours of Community Involvement Activities		Ongoing
Preparation supports for the EQAO literacy and math tests		Ongoing

Implementation and Monitoring:

Human Resources: (Teaching/non-teaching)

Include service, initiation date, frequency or intensity, and location. Effective

Evaluation

Reporting Dates: November January March June

Reporting Format: (please check) ☐ Provincial Report Card ☐ Alternative Report
(Required if student has modified expectations and/or accommodations only)

The Principal has the legal requirement to implement and monitor the IEP.

The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs,
and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Principal's Signature: _____ **Date:** _____

Parent/Guardian/Student Involvement:
☐ **I was consulted in the development of this IEP**
☐ **I declined the opportunity to be consulted in the development of this IEP**
☐ **I have received a copy of this IEP**

Parent/Guardian/Student Comments:

Parent/Guardian Signature: _____ **Date:** _____

Student Signature: _____ **Date:** ___
(If 16 or older)

Log of Parent/Student Consultation and Staff Review/Updating

Date	**Activity** (Indicate Parent/Student Consultation or Staff Review)	**Outcome**

APPENDIX 4

SPECIAL EDUCATION NEEDS SURVEY

Special Education Needs Survey

Are there particular topics of interest in education that you would like to learn more about?

The questionnaire below has some suggestions, but if you have a special interest other than those listed, please add it to the list and/or place a check mark beside the topic which may interest you.

✓	Special Education Topics
	ADHD (Attention Deficit Hyperactivity Disorder)
	Learning Disabilities
	Board Services for Exceptional Students
	How to Identify Students with a Learning Disability
	Ideas for Behaviour Management
	How to Assist Students with FAS (Fetal Alcohol Effect Syndrome)
	Ideas for Integration (Modifications, Accommodations)
	Writing an IEP
	Working with Education Assistants in your Classroom
	Supporting Autistic Students

Please check the method by which you would prefer to receive information:

	Attending short discussion sessions
	Receiving print material or access to on-line resource links
	Attending a workshop
	Attending an on-line session
	Other: (Please explain)

If you are currently enrolled in a special education elective, have completed courses or taken workshops in the past about specific topics and are willing to discuss them with others, please indicate below:

I am enrolled in: _____

I have information about: _____

Contact me at: _____