



NEW STUDENT REGISTRATION PACKAGE

Please complete all forms included and submit the following;

	✓
COMPLETED AND SIGNED REGISTRATION FORM	
COPY OF BIRTH CERTIFICATE	
COPY OF HEALTH CARD	
CURRENT IMMUNIZATION RECORD	
COMPLETED TRANSPORTATION FORM	
COMPLETED CONSENTS (2) FOR RELEASE OF INFORMATION	
COMPLETED PLAN OF CARES (IF APPLICABLE)	
LHIN (IF APPLICABLE)	
NURSE PRACTITIONER FORM	



REGISTRATION FORM

Start Date: _____

Grade: _____

Age Verification: Yes ☐ No ☐

OEN: _____

Immunization Record: Yes ☐ No ☐

OFFICE USE ONLY

3945 Matchette Rd.
Windsor, Ontario N9C 4C2
T: 519.977.2200
F: 519.977.2201
<http://school.jmccentre.ca>

BOARD NUMBER: B80047

STUDENT INFORMATION

STUDENT NAME:

Surname

First Name

Middle Name

DATE OF BIRTH:

YYYY

MM

DD

GENDER: Male ☐ Female ☐

HOME ADDRESS:

Number/Street

Unit #

City/Township

Postal Code

HOME PHONE #:

SIBLINGS: _____

COUNTRY OF BIRTH: _____ PROVINCE OF BIRTH: _____

CITIZENSHIP: ☐ Canadian ☐ Permanent Resident DATE OF ENTRY INTO CANADA: _____
YYYY MMWould you like to self-identify your child as First Nation, Metis or Inuit? ☐ YES ☐ NO LANGUAGE(S) SPOKEN AT HOME: _____If YES, please check one ☐ First Nation ☐ Metis ☐ Inuit

HEALTH CARD #: _____

Immunization Record Provided: ☐ YES ☐ NODoes your child have allergies? ☐ YES ☐ NOAllergy
List:Does your child have a life threatening allergy? ☐ YES ☐ NOIs your child anaphylactic? ☐ YES ☐ NOMedication
List:Does your child have asthma? ☐ YES ☐ NODoes your child have a seizure disorder? ☐ YES ☐ NOIs your child taking medication that needs to be administered at school? ☐ YES ☐ NOAre there special feeding concerns? ☐ YES ☐ NO

(e.g., tube feeding, pureed)

DOCTOR'S NAME: _____ DOCTOR'S PHONE #: _____

PREVIOUS SCHOOL ATTENDED: _____

ADDRESS: _____
Number/Street Unit # City/Township Postal Code

LAST GRADE ATTENDED _____ **REASON FOR TRANSFER:** _____

PARENT / GUARDIAN NAME: _____ **Relationship to Student:** _____

Place of Employment: _____ **Business Phone #:** _____

Home Phone #: _____ **Cell Phone #:** _____

Address if different from Student: _____ **Email Address:** _____

Family Information: ☐ Single ☐ Married ☐ Separated/Divorced ☐ Foster Family **Custody Order:** ☐ Yes ☐ No

PARENT / GUARDIAN NAME: _____ **Relationship to Student:** _____

Place of Employment: _____ **Business Phone #:** _____

Home Phone #: _____ **Cell Phone #:** _____

Address if different from Student: _____ **Email Address:** _____

Family Information: ☐ Single ☐ Married ☐ Separated/Divorced ☐ Foster Family **Custody Order:** ☐ Yes ☐ No

EMERGENCY CONTACT
(Other than Parent/Guardian): _____

Relationship to Student: _____

Address: _____

Home Phone #: _____ **Cell Phone #:** _____ **Business Phone #:** _____

EMERGENCY CONTACT
(Other than Parent/Guardian): _____

Relationship to Student: _____

Address: _____

Home Phone #: _____ **Cell Phone #:** _____ **Business Phone #:** _____

"Student personal information is collected during registration and while attending school pursuant to the Education Act. It will be used for planning and programming, school to home communications, and to establish the Ontario Student Record which contains information conducive to the improvement of instruction. Limited information may be disclosed beyond the board for purposes such as yearbooks and accident information to the board's insurer. Questions about the information collected on this form should be directed to the principal of the school."

I acknowledge this information as recorded is correct and give permission for duplication for school records.

(Parent Signature)

(Date)

STUDENT IMMUNIZATION RECORDS

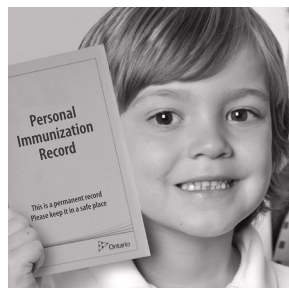
Dear Parent(s)/Guardian(s),

The Windsor-Essex County Health Unit is required by law to keep immunization records or exemption documents of all students enrolled in elementary and secondary school in Windsor-Essex County.

Each time the student receives a new vaccination from their pediatrician, health care provider, or nurse practitioner, it must be reported to the Health Unit so that the student's record can be updated. Your health care provider does not provide us with this information and it is the responsibility of the parent/guardian to submit proof of vaccination or exemption documents to the Health Unit.

HOW TO REPORT AND UPDATE IMMUNIZATION RECORDS

Immunization records can be reported and updated with the Health Unit by one of the following ways:



Secure Online Reporting immune.wechu.org

Phone 519-960-0231 OR 1-800-265-5822 ext. 1222

Fax 519-258-7288

Mail / In-Person Windsor-Essex County Health Unit

(The Healthy Schools Immunization Department)

Windsor Office: 1005 Ouellette Avenue, Windsor, ON N9A 4J8

Leamington Office: 33 Princess Street, Leamington, ON N8H 5C5.

Publicly Funded Immunization Schedules for Ontario – June 2022

Publicly funded vaccines may be provided only to eligible individuals and must be free of charge

Routine Schedule: Children Starting Immunization in Infancy										
Vaccine	Age	2 Months	4 Months	6 Months	1 Year Φ	15 Months	18 Months	4 Years	Grade 7	14 Years
DTaP-IPV-Hib Diphtheria, Tetanus, Pertussis, Polio, <i>Haemophilus influenzae</i> type b		◆	◆	◆			◆			
Pneu-C-13 Pneumococcal Conjugate 13		◆	◆		◆					
Rot-1 Rotavirus		▲	▲							
Men-C-C Meningococcal Conjugate C					◆					
MMR Measles, Mumps, Rubella					■					
Var Varicella						■				
MMRV Measles, Mumps, Rubella, Varicella								■		
Tdap-IPV Tetanus, diphtheria, pertussis, Polio								◆		
HB Hepatitis B									●	
Men-C-ACYW Meningococcal Conjugate ACYW-135									●	
HPV-9 Human Papillomavirus									●	
Tdap Tetanus, diphtheria, pertussis										◆
Inf Influenza		*Every year in the fall								

◆ A single vaccine dose given by intramuscular injection

■ A single vaccine dose given by subcutaneous injection

▲ A single vaccine dose given by mouth

● Provided through school-based immunization programs. Men-C-ACYW is a single dose; HB is a 2 dose series (see Table 6); HPV-9 is a 2 dose series (see Table 10). Each vaccine dose is given by intramuscular injection

Φ Given no earlier than the 1st birthday, and prior to 16 months of age



******* This student may be suspended from school if you do not complete and return this form. *******



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Request & Authorization for the Administration of Prescription Medication by School Staff

(Please print)

STUDENT'S NAME: _____

STUDENT'S
BIRTH DATE: _____

ADDRESS: _____

TELEPHONE: _____

SCHOOL: _____

TEACHER: _____

EMERGENCY: Contact Person: _____

Phone: _____

REQUEST AND APPROVAL OF PARENT/GUARDIAN:

I hereby request and give permission for prescription medication prescribed herein to be administered to my child who is named above for the duration indicated by the Physician. I will provide the medication in the original container.

NOTE: IT IS THE PARENT/GUARDIAN'S RESPONSIBILITY TO NOTIFY THE PRINCIPAL OF ANY CHANGES IN THE PRESCRIBED MEDICATION OR IN THE ADMINISTRATION OF THAT MEDICATION. THIS AUTHORIZATION WILL EXPIRE ON THE DATE INDICATED BY THE PHYSICIAN OR ON JUNE 30TH OF EACH SCHOOL YEAR.

I release the John McGivney Children's Centre School Authority, its employees and agents from any liability for loss, damage or injury, howsoever caused, to my child's person or property arising out of administering, or failure to administer the procedure as provided herein.

Parent/Guardian Signature: _____

Date Signed: _____

The following medication has been prescribed. It is necessary for this medication to be administered during school hours by personnel other than the parent/legal guardian.

STATEMENT OF PHYSICIAN:

1. Name/type of prescription medicine _____
2. Dosage/amount to be given _____
3. Frequency/interval _____
4. Instructions for administration _____
5. Duration _____
6. Anticipated reaction to medication (notable side effects) _____

Medical Practitioner's Name (Print or type)

Medical Practitioner's Signature

Date Signed

Medical Practitioner's Address

Medical Practitioner's Telephone Number



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ADDITIONAL INFORMATION:

Signature of Principal

Date Signed

Copies to: [Principal(Original), Parent/Guardian, Teacher, Educational Support Staff Administering]



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Request & Authorization for the Administration of PRN Prescription Medication by School Staff

(Please print)

STUDENT'S NAME: _____

STUDENT'S
BIRTH DATE: _____

ADDRESS: _____

TELEPHONE: _____

SCHOOL: _____

TEACHER: _____

EMERGENCY: Contact Person: _____

Phone: _____

REQUEST AND APPROVAL OF PARENT/GUARDIAN:

I hereby request and give permission for prescription medication prescribed herein to be administered to my child who is named above for the duration indicated by the Physician. I will provide the medication in the original container.

NOTE: IT IS THE PARENT/GUARDIAN'S RESPONSIBILITY TO NOTIFY THE PRINCIPAL OF ANY CHANGES IN THE PRESCRIBED MEDICATION OR IN THE ADMINISTRATION OF THAT MEDICATION. THIS AUTHORIZATION WILL EXPIRE ON THE DATE INDICATED BY THE PHYSICIAN OR ON JUNE 30TH OF EACH SCHOOL YEAR.

I release the John McGivney Children's Centre School Authority, its employees and agents from any liability for loss, damage or injury, howsoever caused, to my child's person or property arising out of administering, or failure to administer the procedure as provided herein.

Parent/Guardian Signature _____

Date Signed _____

(Please Type or Print)

STUDENT'S MEDICAL CONDITION (e.g. Epilepsy, Asthma): _____

SPECIFIC SYMPTOMS necessitating the administration of the PRN Medication: _____

STATEMENT OF PHYSICIAN:

1. Name/type of prescription medicine _____
2. Dosage/amount to be given _____
3. Frequency/interval _____
4. Instructions for administration _____
5. Duration _____
6. Anticipated reaction to medication (symptoms, side effects) _____

Medical Practitioner's Name (Print or type) _____

Medical Practitioner's Signature _____

Date Signed _____

Medical Practitioner's Address _____

Medical Practitioner's Telephone Number _____



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VALIDATION PROCEDURES PRIOR TO ADMINISTRATION OF MEDICATION:

Before a PRN medication is administered to a student, designated staff must validate when the medication was last given to determine that the administration time complies with authorized frequency of administration. This determination may be accomplished by taking one or all of the following actions:

- ☐ Referring to the Record of Administration of Medication by School Staff for documentation of the time the last dose was administered;
- ☐ Referring to the Parent/Guardian/Daycare written documentation for verification of the time the last dose was administered;
- ☐ Noting the time of the request and validating that the student has been in attendance at school for the length of time of the authorized frequency for PRN medication administration;
- ☐ Calling the parent/guardian to validate when the medication was last given at home when the student has been in attendance at school less than the length of time of the authorized frequency for the administration of the PRN medication;
- ☐ Before administering PRN medications, the staff member must validate the symptoms being experienced by the student as the symptoms identified by the prescribing physician in allowing for the administration of the medication;
- ☐ When a PRN medication is administered, the information recorded on the Record of Administration of Medication by School Staff includes the symptoms for which the PRN medication was administered.

ADDITIONAL INFORMATION:

Signature of Principal

Date Signed

Copies to: [Principal (Original), Parent/Guardian, Teacher, Educational Support Staff Administering]



EXEMPTIONS

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1. PROVINCIAL ASSESSMENTS

Education Quality and Accountability Office (EQAO) ensures greater accountability and better quality in Ontario's publicly funded school systems by implementing provincial testing in Grades 3, 6, 9 and 10.

The John McGivney Children's Centre School Authority (JMCCSA) does not participate in the provincial assessment process through EQAO.

☐ I, parent/guardian understand my child is exempt from provincial assessments while attending the JMCC School.

Signature: _____ Date: _____

2. FRENCH AS A SECOND LANGUAGE

The JMCCSA does not offer French as a second language, due to the rehabilitative needs of its students.

☐ I, parent/guardian understand that my child will not receive instruction in French while attending the JMCC School.

Signature: _____ Date: _____



CONSENT FOR SERVICE, ASSESSMENT AND ACCESS TO THE ONTARIO STUDENT RECORD (OSR)

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<http://school.jmccentre.ca>

STUDENT: _____ OEN: _____

DATE OF BIRTH: _____

PARENTS: _____ (H) PHONE: _____

ADDRESS: _____ (W) PHONE: _____

- ☐ I hereby consent to the provision of services offered by the John McGivney Children's Centre School Authority
- ☐ I do not consent to the above mentioned statement.

- ☐ I hereby consent to any assessments that the education and rehabilitation team deem appropriate to further the program goals for my child.
- ☐ I do not consent to the above mentioned statement.

- ☐ I hereby consent to access to the OSR by my child's treatment team
- ☐ I do not consent to the above mentioned statement.

NOTE: *All assessment reports will be shared with parents. Reports are kept in the OSR. Reports are not released to any other sources without specific written consent by parent/guardian.*

Signature of Parent/Guardian: _____ Date: _____

Signature of Adult Student: _____ Date: _____

Parents' Comment: _____

Signature of Principal: _____ Date: _____

CONSENT FORM USE OF STUDENT'S PERSONAL INFORMATION OR WORK PRODUCT

If there is anything in this form that you do not understand, please contact your Principal. This consent remains in effect for the duration of the child's attendance at the school; consent may be either withdrawn or granted at any time, by contacting the Principal.

Your child's personal information is used for educational or consistent purposes in accordance with the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act* ("MFIPPA"). The *Education Act* authorizes the Board to collect personal information for planning and delivering educational programs and services as well as reporting to the Ministry of Education as required. MFIPPA provides direction for the collection, use and/or disclosure of personal information.

The School Authority is preparing to launch a new website and in so doing, plans to encourage staff to use that platform to share the classroom activities and various learning experiences occurring at the school or during school related activities. Social media tools such as Wikis, blogs, podcasts, YouTube, Instagram, Twitter and other sites or tools deemed appropriate by the teacher may be used to promote and share classroom activities. All staff must comply with the School's policies and procedures on Responsible Use of Technology, Social Media and Electronic Communications and Privacy.

From time-to-time, school and/or classroom activities such as student projects, achievements, activities and presentations are photographed or recorded. This may include photos or recordings of your child. It may also involve sharing things created by your child, such as written or visual materials.

On this consent form, the School Authority is seeking your approval to:

- Post pictures and/or recordings of your child and their name or their work on the School's websites, social media sites, newsletters, or any other publications of the School Authority or the Ministry of Education;
- Share pictures and/or recordings of your child and their name with other students/families;
- Allow the media to photograph, interview or record (audio or video) your child for reporting good news stories, in newspapers, on radio, on television and/or on media websites.

☐ Yes, I give my permission for my child's name and photographs, videos and images to be used for the School Authority's educational and/or promotional purposes.

☐ No, I do not give my permission for my child's name and photographs, videos and images to be used for the School Authority's educational and/or promotional purposes.

I acknowledge and confirm that all photographs, website materials, and related records and documents arising out of or related to the School Authority's educational and/or promotional purposes shall remain the exclusive property of the School. The School shall own all copyright, trade secret and other intellectual property rights, subject to the rights of any third party under an agreement of the School.

Student's Name (print)

Parent/Guardian's Name (print)

Date

Parent/Guardian's Signature

	<h2>Photo Consent and Release Form</h2>	<p>3945 Matchette Rd. Windsor, Ontario N9C 4C2 T: 519.252.7281 Toll Free: 1.866.636.6666 F: 519.252.5873 www.jmccentre.ca</p>
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I consent to John McGivney Children's Centre (JMCC) collecting, using, reproducing and disclosing the following personal information: photographs, video, audio and voice clips, quotes, name, age and association with JMCC.

I understand this personal information may be distributed broadly including, but not limited to:

- JMCC publications and communications: informational materials, annual reports, fundraising materials, award submissions, presentations and more.
- JMCC internal/external websites and social media.
- For educational purposes within JMCC or for the professional community at large
 - Presentations or seminars
- External media and news stories
 - Print, radio, television, online and social media

I agree that JMCC cannot be held responsible for final text and images used by external media and other organizations.

Client Name:

(Name of Individual to whom the personal information relates)

Name of Person Providing Consent:

Relationship to Client:

(Parent/Guardian)

Signature:

Date:

YOUR DECISION: It's your choice to take part. Your decision won't change the care you and your family receive at JMCC.

You have the right to withdraw your consent at any time by informing JMCC.



CONSENT FOR INFORMATION

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I (parent/guardian) _____

HEREBY CONSENT TO EXCHANGE INFORMATION

Pertaining to: _____
(client's name)

D.O.B.: _____
(day/month/year)

☒ Request information from: JMCC

☒ Release information to: JMCCSA

Specify information to be requested/released:

I consent to allow JMCCSA teaching staff and administrative assistant access
to my child's central health records (paper electronic), while my child is enrolled
at JMCC School.

Signature: _____ Print Name: _____
(client/parent/guardian)

Signature: _____ Print Name: _____
(witness)

Date: _____



CONSENT FOR INFORMATION

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I (parent/guardian) _____

HEREBY CONSENT TO EXCHANGE INFORMATION

Pertaining to: _____
(client's name)

D.O.B.: _____
(day/month/year)

☒ Request information from: JMCCSA

☒ Release information to: JMCC

Specify information to be requested/released:

I consent to allow JMCC clinical staff access to my child's Individual Education

Plan, while my child is enrolled at JMCC School.

Signature: _____ Print Name: _____
(client/parent/guardian)

Signature: _____ Print Name: _____
(witness)

Date: _____



CONSENT FOR INFORMATION

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I, _____
(Name of client/parent/guardian)

HEREBY CONSENT TO EXCHANGE INFORMATION

Pertaining to: _____
(client's name)

D.O.B.: _____
(Month/day/year)

- ☐ Request correspondence from: _____
- ☐ Release correspondence to: _____
- ☒ Information sharing only: _____

Specify information to be requested/released:

- access for JMCCSA Educational Consultants/Principal /Administrative Assistant to view medical records

- ☐ I **do** consent to the above exchange of information.
- ☐ I **do not** consent to the above exchange of information.

Signature: _____ Print Name: _____
(client/parent/guardian)

Signature: _____ Print Name: _____
(mandatory clinician witness)

Date: _____
(month/day/year)

For Office use only: ☐ Consent Note/Alert entered in GoldCare

Name of Clinician: _____ Date: _____

EDUCATION FACT SHEET

Your Child's Privacy in School

Ontario's information and privacy laws set the rules for how your child's personal information is collected, used and disclosed.

WHAT IS PERSONAL INFORMATION?

Personal information includes information that identifies a person, such as a name, address, and phone number. Other examples include:

- school photos, videos and other digital recordings
- health information
- student records

YOUR RIGHT TO PRIVACY

Ontario's public and separate schools are required by law to protect your child's personal information, and to follow strict rules when collecting, using and disclosing this information.

YOUR RIGHT TO ACCESS RECORDS

Under Ontario's access and privacy laws, students and parents are entitled to copies of the students' own records.

THE SCHOOL'S RESPONSIBILITIES

Ontario's public and separate schools are required to:

- notify you when they are collecting personal information, including the reason for the collection and who to contact with questions



Information and Privacy
Commissioner of Ontario

Commissaire à l'information et à la
protection de la vie privée de l'Ontario

- ensure student information is secure and protected
- provide parents and students access to their information
- get consent before disclosing your child's personal information for reasons unrelated to schooling, except in certain situations, including when making a report to a children's aid society

FREQUENTLY ASKED QUESTIONS

How does the school use my child's photos?

School pictures are used for administrative purposes, which may include:

- posting notices about students with severe allergies in staff areas
- helping supply teachers to identify students when they enter a classroom for the first time
- helping principals and vice-principals deal with incidents in and around the school

Am I entitled to copies of my child's school records?

Yes. Students and parents can request the information by contacting the school directly. In some situations, the school may suggest you make a formal freedom of information request (in writing) to the school board.

Why would the school need my child's health information?

School staff may need your child's health information to address medical needs, develop an Individual Education Plan (IEP) and plan for medical emergencies.

Your child's name, birth date, grade, name of parents or guardians, home address and phone numbers may be shared with the local public health unit, under the *Immunization of School Pupils Act*.

Can teachers release my child's information to the police?

Schools have an obligation to disclose personal information when required by law.

A school may disclose personal information to a law enforcement agency to aid an investigation if it has reasonable basis to believe an offence has occurred.

Can teachers share my family's personal information with a children's aid society?

If a teacher or principal suspects that a child under the age of 16 is in need of protection, they are required by law to immediately report the information to a children's aid society.

They may also provide personal information to support an investigation.

If the child is 16 or 17 years old, a teacher may still report suspicions to a children's aid society, but is not required to by law.

My child's teacher has several different social media accounts. Is he allowed to post pictures or tweets about my child?

Teachers have a professional responsibility when it comes to using social media and should seek consent before posting identifiable information about a student.

Inappropriate use of social media by a teacher may result in disciplinary proceedings before the Ontario College of Teachers, civil action, or even criminal charges. Inappropriate use of social media includes:

- posting student work that contains identifiable information without consent
- posting photos or videos of students without consent
- tweeting about a student in a way that discloses their personal information without consent
- disclosing confidential information about the school, students or colleagues

For more information about the collection, use and disclosure of your child's personal information, contact your school principal or the Information and Privacy Commissioner of Ontario at info@ipc.on.ca.



Service de transport des élèves

Windsor – Essex

Student Transportation Services

TRANSPORTATION APPLICATION – SPECIAL NEEDS

New request ☐

Change Address ☐

Designate Update ☐

Today's Date: _____ EFFECTIVE Date: _____

School: _____ Grade: _____

Student's Name: _____ Phone: _____

Date of Birth: _____ Student ID #: _____

Parent's / Guardian's Name: _____

Home Address: _____ City/Town: _____

Designate Required: ___ Yes Provide up to 4 names – Parents are considered as one designate

Name _____

*Is Equipment required: ___ Yes Type (be specific) _____

If Vest is requested: Please provide chest measurement: _____
(equipment must be kept in good working order and vests should be reassessed annually for sizing)

EPI-PEN : ___ Yes If yes, list allergy(ies) _____

If Transportation other than the home address is required i.e. Daycare, Caregiver etc, see below

TRANSPORTATION ADDRESS:

Pick Up Address: _____

Drop Off Address: _____

NOTE: By signature below, you authorize the exchange of student data information among the Board, STS and the Bus Company (by signed privacy protection agreements) in order to maintain the necessary safety levels for the transportation of our students.

* I understand that equipment is requested for my student therefore I agree the designate will be available at the bus stop to fasten and un-fasten the equipment ordered. I also understand that my child will only be authorized to ride with the assigned equipment at all times.

Requested By: _____

If the student has needs that require the driver to have knowledge of or intervene to assist the child a Student Transportation Plan must be submitted with this form.



PARENT ADMISSION AGREEMENT

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Name of Child: _____

DOB: _____

☐ I acknowledge that the conditions of my child's placement have been thoroughly explained.

I _____ as the parent/guardian of the above named child understand the following:

☐ the JMCC School is a short term program;

☐ the JMCC School promotes attendance in a community school;

☐ my child has been admitted to the JMCC School because they need
a) assessment/training
b) post surgical / post traumatic intervention
c) a protective environment;

☐ my child's needs and placement will be reviewed annually with me;

☐ when my child's admission goals are met they will be demitted into their community school.

Parent Signature: _____

Date: _____

Principal Signature: _____

Date: _____

**JOHN MCGIVNEY CHILDREN'S CENTRE
SCHOOL AUTHORITY**

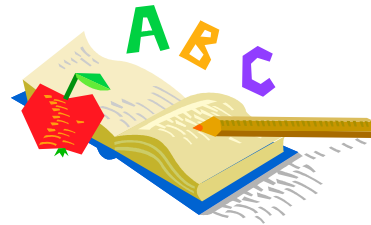
A PARENT'S GUIDE



**To Special
Education**

INTRODUCTION

The purpose of this parents' guide is to provide you with information about Special Education.



About JMCC School

The JMCC School is dedicated to providing a child centred, personalized and precise education that provides assessment and instruction designed to meet your child's particular learning and motivational needs. We have exemplary teachers, exceptional support staff and rehabilitation personnel to meet your child's individual needs. Please take a few moments to browse our site, <http://www.jmccentre.ca> and learn more about the JMCC School. Our goals at JMCC School are:

- to work with all stakeholders in establishing precise, measureable rehabilitative and academic goals
- to provide the highest quality programming to meet individual student needs
- to maximize student development in functional communication, literacy, numeracy, and social skills
- to continue to forge strong working relationships with local school boards to ensure successful transitioning into community schools
- to continue to foster a culture of collaboration with families and centre staff
- to provide continued support beyond transition to community schools
- to ensure success for ALL students



	<h2 style="text-align: center;">VISION & MISSION</h2>	<p style="text-align: right;">3945 Matchette Rd. Windsor, Ontario N9C 4C2 T: 519.252.7281 Toll Free: 1.800.976.JMCC F: 519.252.5873 www.jmccentre.ca</p>
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Vision

Providing children with complex special needs an exceptional learning environment that enables them to reach their full potential.

Mission Statement

- Enabling students with complex special needs to reach their full potential by:
- Providing a unique learning environment that integrates individualized educational and therapeutic goals;
- Utilizing specialized technology and programming;
- Partnering through collaborative initiatives to build expertise; and,
- Providing ongoing educational support to community partners.

What Special Services are Provided by the Board?

The John McGivney Children's Centre School admits students who can benefit from an educational setting that responds to their physical and developmental needs.

Elementary aged students living in Windsor/Essex County who meet the admission criteria are eligible to attend.

The Admission Criteria

Students who can actively participate in:

- an intensive post traumatic/post-operative rehabilitation program;
- intensive assessment and training related to complicated rehabilitation needs;
- a protective environment that meets their education needs.

Program Process...

- Observation/assessment
- Team planning
- Development of Individual Education Plan (IEP)
- Ongoing evaluation
- Formal annual review



The Demission Criteria

A student is referred to district school boards when:

- he/she has completed assessment;
- he/she is medically stable and no longer requires a protective environment;
- rehabilitation and educational goals have been met and/or can be continued in a community school.



What are Special Education Programs?

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; and
- includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.



What is a Special Education Service?

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

What is an IEP?

An Individual Education Plan is a written plan of action. It is a working document which describes the strengths and needs of an individual exceptional pupil and the special education program and services established to meet the pupil's needs. An Individual Education Plan is developed for students who may require curriculum adaptations for their specific learning needs. It creates opportunities for parents, teachers, and others involved with the student to collaboratively identify individual learning needs and to develop specific teaching and learning strategies and/or curriculum adaptations which will address these needs.

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

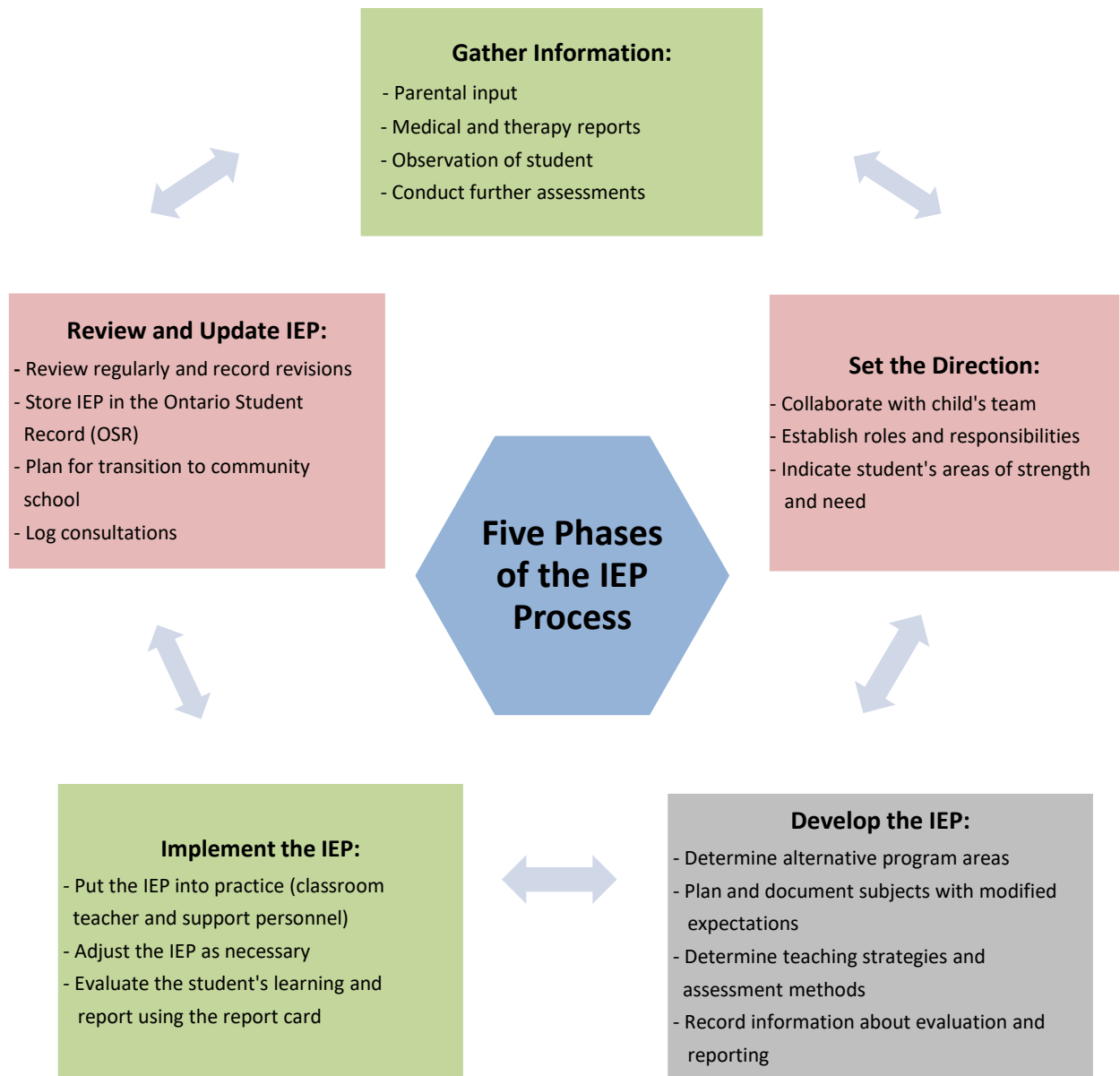
- ✓ specific educational expectations;
- ✓ an outline of the special education program and services that will be received;
- ✓ a statement about the methods by which your child's progress will be reviewed; and
- ✓ a plan for transition.

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it. Parents as important partners are encouraged to actively participate in the development of the individual education plan and to sign it once completed.

What happens once an Individual Education Plan is in place?

The Individual Education Plan will evolve as a student grows and matures. Within each term, a student's goals and needs are reviewed. Regular communication with the parents is essential to the success of the individual education plan.

IEP Five Phases of the IEP Process at JMCCSA



What is an IPRC?

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

IPRCs at JMCC School

Students who attend the John McGivney Children's Centre School meet the admission criteria and are on the caseload of the John McGivney Children's Centre. Parents must agree to the school placement as opposed to placement within a local district school board. Placement is short term and goal specific for children who have physical and/or neurological disabilities.

In an effort to streamline processes for parents and avoid duplication the IPRC process does not occur except at the request of parents in accordance with Regulation 181/98.

The school authority provides only special education services to a specific group of identified students and does not provide for services of other exceptionalities.

The number of referrals to the school program is transient and varies from year to year depending on local demographics. No new students who have been admitted to the program since 2005 have received an IPRC.

For students who have had an IPRC, parents receive notification of the process. Most students in JMCC are identified as having either physical or multiple exceptionalities. Each parent received a copy of our "Parents Guide to Special Education".

Parents may request team meetings at any time.

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 and review the identification and placement at least once in each school year.

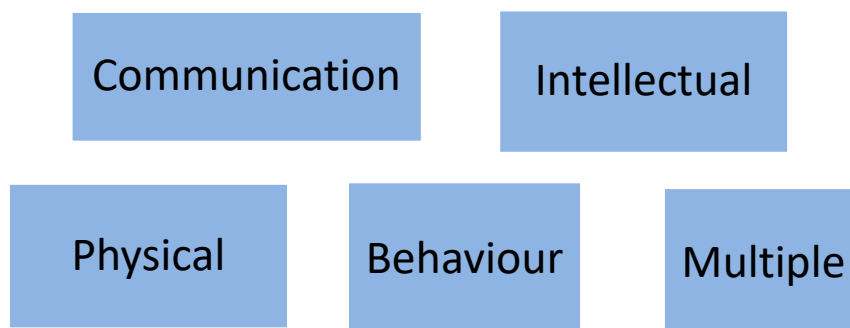
Who is Identified as an Exceptional Pupil?

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 definition of exceptionalities provided by the Ministry of Education.



Ontario Ministry of Education Categories of Exceptionalities and Definitions

The following are the five categories of exceptionality recognized by the province of Ontario and used in Identification Placement and Review Committee meetings. There may be some flexibility within the categories for the purposes of identifying a student as “exceptional” under the Ministry definition.



Ontario Ministry of Education Category:

Communication

Learning Disability

The Ministry of Education defines *learning disability* as 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 and 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 behaviours 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.

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:

- involve one or more of the form, content, and function of language in communication; and
- 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.

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.

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 supportive service;
- 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 inability 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 pupils 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.

Behaviour

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

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

Multiple

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



What Organizations are Available to Assist parents?

Developmental Supports

Agency	Description
Ministry of Community and Social Services Ontario Disabilities Support Program http://windsor.essex.cioc.ca/details.asp?RSN=3109	The ODSP is intended to meet the needs of people with disabilities and help them to become more independent. The ODSP has two parts: 1. Income Supports provides financial assistance to people with disabilities; and 2. Employment Supports provides the supports people with disabilities need to get and keep jobs.
Windsor Essex Family Respite Helping Hands http://services.familyrespite.org/	Helping hands offers support to siblings of children who have a disability. Volunteer friends or role models offer extra attention, affection and guidance. Provides much needed relief and respite to parents of children with special needs.
Windsor Community Living Support Services www.communitylivingwindsor.org	A provider of residential, work training, supported employment, and personal living support services to individuals with a developmental disability.
Christian Horizons Supported Living and Respite Essex Family Home Program http://www.christian-horizons.org/	A trans-denominational, evangelical charity that seeks to reach out with supports and friendship to persons who have developmental challenges.
Family Service Windsor-Essex County www.familyservicewindsor.on.ca	An accredited not-for-profit family service agency. Its purpose is to provide counseling, support, and educational programs that will strengthen families and individuals.
Windsor-Essex Children's Aid Society http://www.wecas.on.ca/	The WECAS is responsible for the protection of children under the age of 16 within the mandate of the Child and Family Services Act. WECAS also provides high quality out-of-home care for children and develop child abuse and neglect prevention programs.
Children's Health Care Network http://www.childrenshealthcarenetwork.com/	Children's services provide assessments, diagnosis and treatment for children with developmental, emotional, behavioural, or psychological problems.
Windsor Regional Children's Centre www.wrchildrenscentre.org	Out-patient and residential services, offers assessments and treatment services.
Learning Disabilities Association of Windsor-Essex County www.ldawe.ca	Services for persons with learning disabilities, information and referral group works with schools and community groups for improved support services.
Windsor Essex Family Network and Resource Centre info@windsor.essexfamnet.ca	Networking group that strengthens and educates families who have a family member with a disability.
Up About Down – The Windsor Down Syndrome Parent Association www.upaboutdown.org	Group is committed to enhancing the quality of life for individuals with Down Syndrome.
Essex County Association for Community Living essexacl@mnsi.net	A range of support services for people who have developmental disabilities. The Association also operates a resource library providing resource materials such as books, periodicals and videos.
Southwestern Regional Centre Essex County Community Support Team Tel. (519) 966-2171 Fax (519) 966-2260	The purpose of the program is to offer an individualized service to children and adults who known to have, or are at risk of having developmental disabilities, with the primary focus on strengthening supports in the home.

Physical Supports

Agency	Description
Association for Persons with Physical Disabilities www.wincom.net/appd	Attendant Services programs provide non-medical personal support, homemaking services and assistance with tasks of daily living to adults with permanent physical disability. Attendant Services are delivered on an outreach basis or at supportive living sites associated with APPD. Additional respite services are available to provide relief to caregivers.
Ministry of Community and Social Service Ontario Disabilities Support Program (519) 254-1651	The ODSP is intended to meet the needs of people with disabilities and help them to become more independent. The ODSP has two parts: 1. Income Supports provides financial assistance to people with disabilities; 2. Employment Supports provides the supports people with disabilities need to get and keep jobs.
Canadian National Institute for the Blind www.cnib.ca	Facilitated peer support group, enhancing personal life experience through effective communication and interaction with others. Non-profit agency providing rehabilitation for blind, visually impaired, deaf blind individuals. Includes rehabilitation teaching orientation, and mobility, technical aids, library services, and transportation services to and from medical appointments. Resource centre offers talking books, large print and Braille books, interactive toys in red, yellow, green and blue, tactile toys and scented play dough.
Canadian Hearing Society www.chs.ca	Advocacy and support group to the deaf, deafened, and hard of hearing. Information and referral, provides employment services, general social services, interpreter services, hearing care counseling, hearing aid and technical aid programs and audiology services, etc.
Deaf and Hard of Hearing – Family Support Group http://windsoressex.cioc.ca/details.asp?RSN=4517	Support group of parents offering encouragement and support to cope with activities of daily living for children deaf or hard of hearing.
Windsor Regional Hospital http://www.wrh.on.ca/	Pediatric asthma clinic; education review for parents and children 5 years and older, identifying and controlling triggers. Medication and how to use it correctly. Respiration therapist, speakers, and workshops.
Brain Injury Association of Windsor-Essex www.wrh.on.ca	Support group for survivors of acquired brain injury. Offers information to families, friends, and caregivers. Promotes awareness and related implications of brain injuries.
Ontario Foundation of Cerebral Palsy www.ofcp.on.ca	Funding for research services and programs. Information on Cerebral Palsy.
Canadian Diabetes Association	Provides information and application forms for residential summer camps. Information on diabetes.
Windsor Regional Hospital www.wrh.on.ca	Diabetes health and education.
Epilepsy of Windsor and Essex County	To serve the community of Lakeshore by providing access to health, government, and support services.
Canadian Red Cross http://www.redcross.ca/article.asp?id=1557&tid=001	Health care equipment rentals. Offers wheelchairs, crutches, canes, walkers, etc.
Muscular Dystrophy of Canada http://www.muscle.ca/nc/ontario-nunavut/chapters/chapter-profiles/windsor.html	Services for registered persons with neuromuscular disorders. Assistance in acquiring prescribed equipment. Research education, information, referral, and advocacy.
Multiple Sclerosis Society of Canada – Essex County Chapter http://windsoressex.cioc.ca/details.asp?RSN=3007	Assists people with Multiple Sclerosis maintain an independent lifestyle. Individual and family services.
Spina Bifida & Hydrocephalus Association of Ontario http://windsoressex.cioc.ca/details.asp?RSN=3413	Supports those with Spina Bifida and/or Hydrocephalus. Information and education workshops.

Social and Emotional Supports

Agency	Description
The Children's Health Care Network http://windsoressex.cioc.ca/details.asp?RSN=2294	Provide assessment, diagnosis, and treatment for children with developmental, emotional, behavioural, or psychological problems (i.e. anger, anxiety, ADD, ADHD, depression, OCD, ODD, bi-polar)
Community Crisis Centre of Windsor-Essex County http://windsoressex.cioc.ca/details.asp?RSN=2348	24-hour crisis line provides prompt intervention to persons experiencing emotional crises. Services include assessments, short-term treatment, referral, and case coordination when appropriate. Centre hosted by Hotel-Dieu Grace Hospital.
Canadian Mental Health Association www.cmha-weeb.on.ca	Bereavement counseling provides individual counseling, peer support groups, education, and consultation for agencies, workplaces, and community groups. Peer support groups, parent(s) of older children or infants of suicide, homicide, and other grievers.
Windsor-Essex Children's Aid Society 1671 Riverside Drive East Windsor, ON Tel. (519) 252-1171 or 256-4521 Fax (519) 256-2739 www.wecas.on.ca	Child protection services Foster Care family counseling investigates reports of child abuse information on becoming a Foster Parent volunteer opportunities available to help support the agency, children, and their families in the community.
New Beginnings (Essex County)-Boys & Girls http://windsoressex.cioc.ca/details	Community based group home for foster care boys / girls provides a stable environment to explore personal problems sets realistic educational and employment goals. Works toward reintegration into the parental home or independent living.
Help Link Central Access Services, Children, Youth, and Services	Service Coordinators provide support while accessing relevant community agencies for children with developmental delays and/or mental health issues. Help Link can facilitate access to services outside the community for families who have exhausted all community resources.
Teen Health Centre – Nutrition/Eating Disorder Program www.teenhealthcentre.com	Nutrition and eating disorders support program individual counseling available for a wide range of eating issues including malnutrition, pregnancy, vegetarianism, food allergies, and gastrointestinal problems. Hosts high school workshops on nutrition, cooking, and budgeting, postnatal nutrition for mother and baby.
Windsor Regional Hospital www.wrh.on.ca	Mental health centre provides counseling for first episode psychosis and schizophrenic patients, and bi-polar disorders.
House of Sophrosyne – Children's Programme – Herb Gray Centre http://www.houseofsophrosyne.com/	Professionally facilitated supportive and educational program for children who live in an environment with substance abuse. Weekly meetings include learning about choices and themselves. Drug and alcohol education for children, coping strategies, and self-confidence.
Recovery Inc. www.recovery-inc.org	Offers techniques to regain mental health – without charge – at weekly meetings around the world. Especially effective for panic attacks.
Drouillard Place www.mnsi.net/~drplace	Non-profit centre providing educational and community-based services. Crisis counseling information and referrals. Food bank, food coop, support groups, activities, and programs for neighbourhood youth.
Windsor Social Services Department www.wrh.on.ca	Child care coordination service helps parents choose the most appropriate child care arrangements. Oversees the provision of child care subsidies in city-operated child care facilities. Facilitates financial assistance for parent-regulated and informal child care arrangements.

Family Respite Services (Windsor/Essex) http://services.familyrespite.org/	This is a community organization that works with families caring for children with disabilities.
Hiatus House http://www.hiatushouse.com/services.html	Hiatus House is a social agency for families experiencing domestic violence. The 24-hour service is operated with professional staff.
<u>Maryvale Adolescent & Family Services</u>	Maryvale is a treatment centre providing residential, day, and crisis services for adolescents who are experiencing emotional and behavioral problems and their families.
Autism Society Ontario Windsor Chapter info@autismsocietywindsor.com	Non-profit organization providing services for autistic children and adults with autism spectrum disorder, pervasive developmental disorder (PDD) or Aspergers (PDA), their families and caregivers. Provides self-help and support and lobbies for improved educational opportunities.
Summit Centre for Preschool Children with Autism www.summitcentre.org	Intensive early intervention services to pre-school children with autism. One-on-one treatment year-round, divided between home and program site. Transition plan to other programs once child turns 6 years old.
Windsor Regional Children's Centre www.wrchildrenscentre.org	Neuropsychology Program offers services to children/youth ages 6 to 17 years. Autism and related disorders program offers assessments, education, training, etc.

What are the Ministry's Provincial and Demonstration Schools?

The ministry operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD).

Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

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 school board teachers with resource services;
- play a valuable role in teacher training

Our Provincial and Demonstration Schools

Belleville

[Sir James Whitney School for the Deaf](#)

350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2823 or 1-800-501-6240
Fax: (613) 967-2857
TTY: (613) 967-2823

[Sagonaska Demonstration School](#)

350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2830
Fax: (613) 967-2482

Brantford

[W. Ross Macdonald School for the Blind](#)

350 Brant Avenue
Brantford, ON N3T 3J9
Tel: (519) 759-0730
Fax: (519) 759-4741

Ottawa

[Centre Jules-Léger](#)

281 Avenue Lanark
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302 and 761-9304

London

[The Robarts School for the Deaf](#)

1515 Cheapside Street
London, ON N5V 3N9
Tel: (519) 453-4400
Fax: (519) 453-7943

[Amethyst Demonstration School](#)

1515 Cheapside Street
London, ON N5V 3N9
Tel: (519) 453-4408
Fax: (519) 453-2160

Milton

[Ernest C. Drury School for the Deaf](#)

255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-1354
TTY: (905) 878-7195

[Trillium Demonstration School](#)

347 Ontario Street South
Milton, ON L9T 3X9
Tel: (905) 878-2851
Fax: (905) 878-7540
TTY: (905) 878-7195

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

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

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

Each school has a Resource Services Department which provides:

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

Provincial Demonstration Schools

The Ministry of Education provides the services of four Provincial Demonstration Schools for Ontario Children with severe learning disabilities.

The following are Provincial Demonstration Schools:

- Amethyst School
- Centre Jules-Léger
- Sagonaska School
- Trillium School

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-Léger, instruction is in French.

Application for admission to a 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 ages of 5 to 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/ADHS). These are highly intensive, one-year programs.

W. Ross MacDonald School: School for the Blind and Deaf-Blind

W. Ross MacDonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministers 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 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.



3945 Matchette Rd., Windsor, Ontario N9C 4C2
School Phone: 519.977.2200
School Fax: 519.977.2201
www.jmccentre.ca