



2018-2019

PARENT GUIDE TO SPECIAL EDUCATION

Mission Statement

Students, staff and Board of Ministik School will work together to create a positive learning environment where we can develop our own strengths and fulfill our own potential. We promote the spiritual, emotional, mental, and physical health and well-being of ourselves, our students, and our Community. Academic excellence with a respect for our Cree culture, its language and traditions, is the framework for this vision.

Common Questions about the IPRC meeting and how it will affect your child

What is Special Ed?

What does Special Ed Look like at Ministik?

Why should I come to My child's IPRC?

What is an IEP?

What if I don't agree?

September 2018

Revised by

Special Education

Administrator

The IPRC Meeting

What Happens at an IPRC Meeting?

1. The Chair introduces everyone and explains the purpose of the meeting.
2. The IPRC will review all available information about your child.
 - a. Consider an educational assessment of your child
 - b. 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 a correct identification or placement decision.
 - c. 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
 - d. Consider any information that you submit about your child
3. The committee may discuss any proposal that has been made about a **special education program** or **special education program services** for your child. Committee members will discuss any such proposal at your request.
**You are welcome to ask questions and participate within the discussion.*
4. Following the discussion, after all of the information has been presented and considered, the committee will make a decision.

What is a Special Education Program?

A special education program is defined in the *Education Act* as an educational program that:

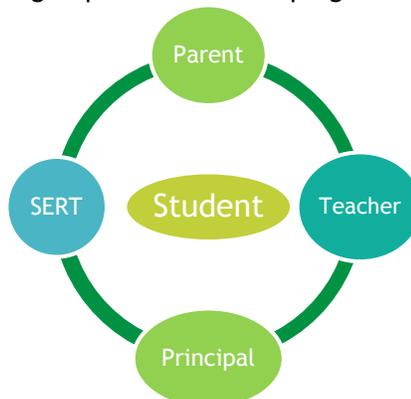
- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called an **Individual Education Plan** or **IEP**) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

It must:

- Meet the child's needs
- Be consistent with your preferences

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 IPRC?

Regulation 181/98 requires that all school boards set up IPRC's.

An Identification, Placement and Review Committee (IPRC) is made up of at least 3 people. The first two members are the school personnel and the third may be a designated by the Moose Cree First Nation's Education Authority (only for those students under their jurisdiction)

- Principal or Designate
- Special Education Resource Teacher
- School Counsellor

Program Placement at Ministik

Inclusion: Full Time placement in a regular classroom is the first consideration when discussing a student's placement at Ministik. A placement decision will be based on the needs of the student and reflect the wishes of the parent.

Regular classroom with:

- program modifications
- indirect support
- resource support
- access to resource room

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, it will include:
 - The categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education and Training
 - The IPRC's description of your child's strengths and needs
 - The IPRC's placement decision
 - The IPRC's recommendations regarding special education program and special education services

Who will attend an IPRC Meeting?

The following people may attend:

- The principal of your child's school
- Resource people such as: (a) Classroom teacher (b) Special Education Staff (c) Board Support Staff
- Representatives of an agency, who may provide additional information
- Moose Cree Education Representative (only if the student is under their jurisdiction)
- Your representative, who may support you, or speak on behalf of you and your child
- An interpreter who speaks Cree, if one is required
- Either the parent/guardian or the Principal may request for the attendance of others.

What happens before 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 date, time, and place and an invitation to attend the meeting as an important partner in considering your child's placement. A waiver form will be included for review IPRCs. Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

What if Parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting you may:

- Contact the school principal to arrange an alternative date or time
- Let the principal know that 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 after the IPRC Meeting?

A review IPRC meeting will be held within the school year. After the IPRC meeting Ministik School must ensure that an Individual Education Plan (IEP) is developed for the student.

What happens if Parents disagree?

If the parent disagrees with the decision, he or she may:

- Within 30 days of receipt of the IPRC decision, file a notice of appeal with the School Board Secretary;
- Within 15 days of receipt of the decision of the 2nd meeting, file a notice of appeal with the Secretary.

If the parent does not supply written consent of the IPRC decision, but also does not appeal, the school board may implement the placement decision. In this case, the school board must notify the parent of the action taken.

Special Education Advisory Committee (SEAC)

Ministik School attempts to maintain a SEAC whose responsibility is to:

- Represent all pupils with exceptionalities, respond to their needs, uphold the rights of individuals and maintain confidentiality.
- Have a working knowledge of special education programs and services
- Act as a resource to parents and the community.

You may contact the Principal or School Board for active members of the SEAC.

Individual Education Plan (IEP)

Under Regulation 181/98 the IEP is:

- a written plan describing services required by a particular student, based on a thorough assessment of the strengths and needs that affect the student's ability to learn and to demonstrate learning;
- a working document that contains the **transition plan**, a detailed and coordinated plan that helps to ensure that a student has supports in place to facilitate educational transitions;
- a record of any **accommodations** needed to help the student achieve the learning expectations identified in the IEP;
- a working document that identifies **modifications** from the expectations for the regular grade level in a particular subject, if required;
- a working document that identifies **alternative** expectations, if required;
- a record of the teaching strategies and of assessment methods;
- a working document that is developed within 30 days of a placement
- is reviewed, adjusted and commented at each reporting period;
- an accountability tool for the student, parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

NOTE: the school board may also develop IEPs for students who are receiving special education programs and/or related services but who have not been identified as exceptional by an IPRC.

Accommodations, Modified Expectations, and Alternative Expectations

All subjects or courses in which the student requires accommodations and/or modified expectations and all alternative programs must be listed in the IEP. Each should be identified as "Accommodated only" (AC), "Modified" (MOD), or "Alternative" (ALT).

Accommodations refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning. The provision of accommodations does not change the curriculum expectations for the grade level or course. It is important to note accommodations to ensure students receive the necessary support during EQAO years.

Modifications are changes made in the grade-level expectations. For example: a grade 4 student who is reading at a grade 2 level would have a modified reading program. *

***The IEP box on the report card must be checked for those students on modified expectation.**

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. The skill areas in which alternative expectations and programs are often appropriate include gross motor skills, perceptual motor skills, and life skills. Examples of alternative programs include speech remediation, social skill programs (behaviour), orientation/mobility training, and personal care programs.

The IEP is developed within 30 school days of IPRCs meeting. Parents will receive a copy.

<http://edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

Students with The M.F.I.D.S.A.B. are Identified According to Categories and Definitions of Exceptionalities Provided by The Ministry of Education.

Category	Ministry of Education Definition
Behaviour	<p>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:</p> <ul style="list-style-type: none"> A. an inability to build or to maintain interpersonal relationships; B. excessive fears or anxieties; C. a tendency to compulsive reaction; D. an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Autism	<p>A severe learning disorder that is characterized by:</p> <ul style="list-style-type: none"> A. disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; B. lack of the representational symbolic behaviour that precedes language
Deaf and Hard of Hearing	<p>An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.</p>
Language Impairment	<p>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:</p> <ul style="list-style-type: none"> A. involve one or more of the form, content, and function of language in communication; and B. include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.
Speech Impairment	<p>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.</p>
Learning Disability	<p>One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <ul style="list-style-type: none"> ❖ affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; ❖ results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; ❖ results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; ❖ may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed;

	<p>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);</p> <ul style="list-style-type: none"> ❖ 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. ❖
Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth beyond those normally provided in the regular school program, to satisfy the level of educational potential indicated.
Mild Intellectual Disability	<p>A learning disorder characterized by:</p> <ol style="list-style-type: none"> A. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services; B. an inability to profit educationally within a regular class because of slow intellectual development; C. a potential for academic learning, independent social adjustment, and economic self-support.
Developmental Disability	<p>A severe learning disorder characterized by:</p> <ol style="list-style-type: none"> A. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; B. an ability to profit from a special education program that is designed to accommodate slow intellectual development; C. a limited potential for academic learning, independent social adjustment, and economic self-support.
Physical	A condition of such severe physical limitation or deficiency as to require special assistance in learning situation to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.
Blind/Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
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.