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**MOOSE FACTORY ISLAND  
DISTRICT SCHOOL AREA BOARD**

ADMINISTRATIVE PROCEDURE NO. 240	
Effective	
Revision Date	

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## SPECIAL EDUCATION

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### 1. PURPOSE

Moose Factory Island District School Area Board is committed to the principle that learning is a developmental process and that children proceed through the stages of development at varying rates. The Board believes that early recognition of learning needs and early intervention is the most effective way to ensure that students remain confident about their abilities and engaged in learning throughout the school program.

Some students with unique strengths and needs may require more specialized or intensive programs and supports. Students with exceptionalities are welcomed, included, and supported in Ministik Public School.

Collaboration and problem solving among school and system staff members, parents, and students are viewed as essential to the development of effective interventions. The Board continues to search out effective practices, in partnership with the Board's staff, the Special Education Advisory Committee, and community agencies.

This administrative procedure has been developed to support and implement Board Policy GOV-25 Special Education and other Board governance documents set out in the Board References section below.

### 2. DEFINITIONS

**Exceptional Student:** In Ontario, students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations, and/or an educational program that is modified above or below the age-appropriate grade level expectations for a particular subject or course. The Ministry of Education sets out definitions of exceptionalities that must be used by school boards after determining that a student is an "exceptional student".

**Special Education:** Special education primarily consists of instruction and assessments that are different from those provided to the general student population.

**Special Education Program:** A special education program means, in respect of an exceptional student, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan (Individual Education Plan) containing specific objectives and an outline of educational services that meets the needs of the exceptional student. [*Education Act, S. 1 (1)*]

**Special Education Services:** These services refer to facilities and resources, including support staff and equipment, necessary for developing and implementing a special education program. [*Education Act, S. 1 (1)*]

**Accommodations:** Accommodations are changes to the way in which a student is taught that meet student needs and allow the student to demonstrate grade level expectations, e.g., specific teaching strategies such as providing visual support for oral instruction, adjusting time-lines for completion of work, varying the test format, and/or verbatim scribing of the student's responses. Accommodations also include the use of special resources and assistive technology.

**Modifications:** Modifications are changes made to the curriculum that occur when the expectations identified for a student's grade placement or for a particular subject are not appropriate for the student. Modifications result in curriculum expectations that are different from those of the student's current grade placement as outlined in Ministry of Education curriculum policy documents.

**Parents:** Every use of "parents" in this procedure includes guardians or a single parent or guardian.

## PROCEDURES

### 3. Special Education Philosophy

The Moose Factory Island District School Area Board is committed to ensuring that every exceptional student is provided with the most inclusive learning environment that enables the student to fulfill his or her potential. This philosophy includes the following beliefs:

- 3.1 All exceptional students are an integral part of society, entitled to respect and dignity. All exceptional students have a right to quality education.
- 3.2 The education of exceptional children is a responsibility shared by the school, the student, parents, and the Board.
- 3.3 The majority of exceptional students can best be served within an inclusive education program, rather than in self-contained classrooms or schools. Students with exceptionalities will be placed in the most enabling and least restrictive setting that will meet their needs.
- 3.4 The range of needs of exceptional students can best be served by a continuum of support.
- 3.5 All exceptional students share in the responsibility for learning and in the planning of their program, based upon maturity and capability.
- 3.6 Based on the philosophy of inclusion, the Board is committed to providing all special education and regular education staff with professional development and training to equip them to meet the needs of exceptional students. All staff members are encouraged to undertake an ongoing evaluation of their roles and expertise.
- 3.7 Communication and interaction among special education and regular education staff must be ongoing and goal-directed in support of exceptional students.

- 3.8 Early assessment and intervention are crucial and viewed as an investment in the education of exceptional students.
- 3.9 Programming and services will consider the need to broaden the definition of success for all exceptional students.

#### **4. Special Education Programs and Services**

- 4.1 Moose Factory Island District School Area Board offers a range of special education programs and services which are designed to provide the best possible learning opportunities for exceptional students of varying abilities and needs.
- 4.2 The Board believes that the local school is always the starting point in meeting the needs of its students. The majority of exceptional students can best be served within an inclusive education program, rather than in self-contained classrooms or schools.
- 4.3 The Board is committed to the development and implementation of early identification and intervention programs, recognizing the critical role of the classroom teacher in the education of all children.
- 4.4 Programs for students with exceptional special education needs are based on their strengths and needs as outlined during the Identification, Placement and Review Committee (IPRC) process, and the collaborative planning outlined in the Individual Education Plan (IEP).
- 4.5 The Board applies the Ministry of Education categories and definitions of exceptionality when identifying students as exceptional, in conjunction with assessment data gathered by the staff in order to make informed decisions about appropriate student identification and placement. Educational and formal assessments regarding specific areas of concern, as well as other forms of assessment (i.e., medical, hearing and vision, speech and language, and psychological) are also considered by the IPRC in applying categories of exceptionality and considering placement.
- 4.6 Special class placements are sometimes necessary in order to meet student needs. Students may be placed in a special class through a planning and transition process including parents, school personnel, and appropriate support staff from the Board and the agencies involved.
- 4.7 Principals play a leading role in setting a climate of acceptance for all students. All students can learn and it is the responsibility of the Board and school to make that a reality.
- 4.8 Given the wide variety of educational opportunities and the wide range of student needs, there can be many ways to deliver special education support, and many ways to address a particular exceptionality. The range of supports include the following:
- special consultative services provided for the classroom teacher;
  - planned modifications and/or accommodations to the regular program;
  - resource support for the student (e.g., assistive technology); and

- individual and/or small group support provided through a resource teacher and/or an educational assistant.
- 4.9 Parents and/or students are consulted in the development of Individual Education Plans and in establishing goals and expectations.
- 4.10 The Board confirms the need for the involvement and commitment of parents, appropriate agencies, and the community at large, in providing quality special education services. Partner organizations are available to provide information and support for parents of exceptional students.

## 5. The Individual Education Plan (IEP)

- 5.1 Under Regulation 181/98 Identification and Placement of Exceptional Pupils, principals are required to ensure that an Individual Education Plan (IEP) is developed for each student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC), within 30 school days of the student's placement in a special education program.
- 5.2 School boards also have the discretion to prepare an IEP for a student who is receiving a special education program and/or related services but who has not been formally identified as exceptional.
- 5.3 The Individual Education Plan (IEP) is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.
- 5.4 The IEP is not a daily lesson plan itemizing every detail of the student's education.
- 5.5 The IEP must be based on a thorough assessment of the student's strengths and needs—that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning. A description of the strengths and needs of the student must be recorded in the IEP.
- 5.6 The Individual Education Plan also helps teachers monitor the student's progress and provides a framework for communicating information about the student's progress to parents and to the student. It is an accountability tool for the student, the student's 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.
- 5.7 The IEP is updated periodically to record any changes in the student's special education program and services that are found to be necessary as a result of continuous assessment and evaluation of the student's achievement of annual goals and learning expectations.

- 5.8 The IEP reflects the principal's and the staff's commitment to providing the special education program and services needed to meet the identified strengths and needs of the student, within the resources available to the Board.
- 5.9 The principal ensures that IEPs are developed and implemented and that the student's learning expectations are evaluated and updated at least once every reporting period.
- 5.10 A detailed description of the components of the IEP, related roles and responsibilities, and implementation strategies is provided in *The Individual Education Plan (IEP): A Resource Guide*.

[Clauses in Section 5 have been selected from *The Individual Education Plan (IEP): A Resource Guide*.]

## REFERENCE DOCUMENTS

### **Legal References:**

*Education Act, paragraph 170 (1) 7: Duties of Boards: Provide Special Education*  
Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils  
Ontario Regulation 298 S. 11: Duties of Principals  
Ontario Regulation 298 S. 20: Duties of Teachers  
Ontario Regulation 298 Operation of Schools, S. 30-31 Special Education Programs and Services  
Ontario Regulation 306 Special Education Programs and Services: Special Education Plan  
Ontario Regulation 464/97 Special Education Advisory Committees  
Ontario Student Record Guideline  
*The Individual Education Plan (IEP), A Resource Guide (2004)*  
Ontario Ministry of Education. *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12. (2013)*  
*Ontario Human Rights Code*  
*Municipal Freedom of Information and Protection of Privacy Act*

### **Board References:**

Board Policy No. GOV-01 Vision, Mission, and Values  
Board Policy No. GOV-02 Strategic Directions and Key Priorities  
Board Policy No. GOV-03 Role of the Corporate Board  
Board Policy No. GOV-04 Role of the Supervisory Officer  
Board Policy No. GOV-07 Learning and Working Environment: Equity and Inclusion  
Board Policy No. GOV-11 Parent and Community Relations—including Section 4 SEAC  
Board Policy No. GOV-22 Communications  
Board Policy No. GOV-25 Special Education  
Administrative Procedure 115 School Planning and Reporting  
Administrative Procedure 250 Student Assessment and Evaluation  
Administrative Procedure 310 Personal Information of Students, Including O.S.R. Information