

# Parent Guide to Special Education 2021 – 2022



## Mission Statement

Students, staff, and the School Board of Ministik School will work together to create a positive learning environment. 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, language, and traditions, is the framework for this vision.

The equality of all children attending Ministik School is valued. Therefore, where a student is identified as having exceptional needs in the learning process, the School Board and Ministik School believes that the student must have access to the support programs and services required to receive instruction based on the student's strengths and needs.

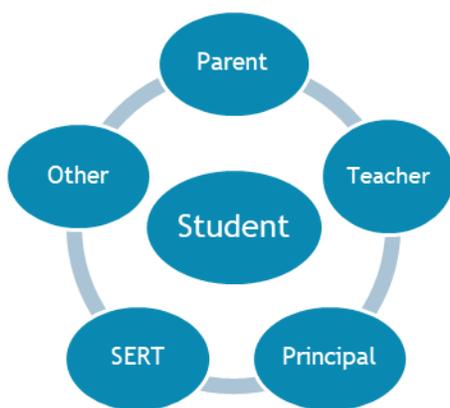
## What is a Special Education Program?

The Education Act defines a special education program that:

- Is based on and modified by the results of continuous assessment and evaluation.
- Includes an Individual Education Plan (**IEP**) that meets the needs of the exceptional student as identified by an Identification Placement and Review Committee (**IPRC**).
- Includes facilities and program resources, support personnel and equipment necessary for developing and implementing a special education program.

## What is an Identification Placement and Review Committee (IPRC)?

Regulation 181/98 requires that all school boards set up **IPRC** that are responsible for the identification of exceptional student and their placement in special education programs. All school boards must conduct one or more IPRCs annually.



An IPRC includes at minimum three people. The first two members are the school personnel and the third may be a designated member by the Moose Cree Education Authority (\*only for those students under their jurisdiction).

- Principal (Vice Principal)
  - Classroom Teacher
  - Special Education Resource Teacher
  - Moose Cree Education Authority delegate \*
  - Other professionals (who may provide further information)
- A parent may choose to invite a representative to act as support at the IPRC.
  - At the request of the parent, the principal will provide an interpreter who speaks Cree.

In order to assist in the transition of a student from Ministik School to one of the local secondary schools (i.e. Northern Lights Secondary School or Delores D. Echum Composite School), the IPRC will invite a representative from the school the student will be attending, if the parent is in agreement.

### **What Happens at the IPRC?**

The IPRC Chair:

- Welcomes everyone in attendance and explains the purpose of the meeting.

The IPRC participants:

- Decide whether a student should be identified as “exceptional,” meaning that he or she is considered to need placement in a special education program.
- Identify the category and area of exceptional, as outlined by a qualified practitioner’s assessment information.
- Describe the student’s strength and needs which is the foundation for developing the Individual Education Plan.
- Decide on an appropriate placement and services required for the exceptional student.
- Review the identification and placement at least once in each school year.

### **Parental Involvement**

- The need to make a referral to the IPRC is discussed with the parent.
- Written notification of the date, time, and place for the IPRC meeting is sent to the parent at least 10 days in advance of the meeting.
- A copy of the Parent Guide to Special Education is issued to the parent.
- The school will attempt to contact the parent the day prior to the meeting as a reminder.

### **What if Parents are Unable to Attend the Meeting?**

- Contact the school principal to arrange an alternate date or time; or
- Let the school principal know you will not be attending the meeting.

### **What Happens after the IPRC Meeting?**

As soon as possible after the meeting, the principal will provide to the parent the IPRC’s written Statement of Decision outlining the identification of exceptionality, placement and any recommendations regarding special education programs and services required.

Should the IPRC determine an IEP is required, the principal must ensure that an Individual Education Plan (IEP) is developed for the student within 30 schools of the student’s placement.

### **What Happens if the Parent Disagrees with the IPRC Decision?**

- Within 30 days of receipt of the IPRC decision, a parent may file a Notice of Appeal with the School Board Supervisor Officer.
- Next, the MFIDSAB and its employees will adhere to Part IV of Reg. 181/98 s 26, 27, 28 and the Special Education Monograph No. 1: The Special Education Appeal Board (SEAB).
- The IPRC will immediately act to arrange another meeting with the parent to discuss the parent concerns, questions and/or wishes. Attempts at this meeting will be made to resolve differences while focussing on the student's needs and interests.

### **Individual Education Plan (IEP)**

In accordance with Regulation 181/98 an IEP must be:

- Developed for students identified as exceptional learners.
- Developed within 30 days of placement. Parents will receive a copy.
- Reviewed and adjusted throughout each reporting period.

The IEP is:

- A written plan describing services required by a particular student, based on thorough assessment of the strengths, and needs that affect the student's ability to learn and to demonstrate learning.
- A working document that contains a detailed and coordinated transition 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 learning expectations that are modified from the expectations for the regular grade level in a particular subject.
- A working document that identifies alternative programming expectations.
- A record of teaching strategies and of assessment methods to be used to determine progress.
- An accountability tool for the student, parents, and everyone who has responsibility for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

NOTE: The School Principal may also develop IEPs for a student who is receiving special education programs and/or related services but has 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” (ACC), “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. Accommodations do 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. NOTE: The IEP box on the report card must be checked for those students on modified expectations.

**Alternative Expectations** are individualized 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, daily living, and life skills.

Additional information can be viewed from the following link: [IEP Resource Guide](#)

## **CATEGORIES AND DEFINITION OF EXCEPTIONALITIES**

Students are identified according to (five) categories and definitions of exceptionalities provided by the Ministry of Education.

### **1. BEHAVIOURAL**

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

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

### **2. COMMUNICATIONAL**

**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 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 several 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.

### **3. INTELLECTUAL**

**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:** A learning disorder characterized by:

- 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:** 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.

### **4. PHYSICAL**

**Physical Disability:** 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.

### **5. 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 teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

## **Special Education Services at Ministik School**

### **Inclusive Education**

The School Board's inclusive education aligns with the Regulations of Equity and Equality initiatives to include all students in the regular class so that each student attains to their fullest potential. Inclusion is always the first consideration when discussing student placement and is the preferred placement when it meets the needs of the student and reflects the wishes of the parents. Students at Ministik School have regular opportunities to interact with peers, enjoy the life of the school, and to participate in local community activities that occur in the school.

### **Indirect Resource Services**

The student receives instruction within the classroom setting from the regular classroom teacher. The teacher is provided consultative support services. Students generally receiving this level of support have learning needs which can be met successfully by the classroom teacher with some curriculum modifications and/or accommodations to achieve the same grade level expectations as outlined in the Ontario Curriculum.

### **Resource Assistance Services**

The student receives all instructions within the regular classroom and is also provided some direct specialized instruction within the classroom setting (either individually or in a small group) from a Special Education Resource Teacher (SERT). The teacher is provided consultative support. This service will normally take place in the regular classroom but may be provided on a withdrawal basis for periods of time, as needed and outlined in the student's Individual Education Plan (IEP).

### **Withdrawal Resource Services**

The student receives most instruction within the regular classroom but is also provided direct specialized instruction individually or with a small group in a withdrawal resource program delivered by a Special Education Resource Teacher (SERT). The teacher is provided consultative support. The withdrawal resource support targets a specific need for a specific period of time. Withdrawal Resource Support focuses instruction on learning strategies, specific academic skills, and alternative expectations which will assist the student to achieve expectations within the Ontario curriculum closer to their grade placement, as outlined in the student's Individual Education Plan (IEP). Withdrawal support is scheduled based on the needs of the student and the amount of withdrawal support may vary over the course of the year.

## **Special Education Advisory Committee (SEAC)**

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

- Represent all students with exceptionalities, respond to their need, 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.

Parents and the public may contact Ministik School for a list of the SEAC.

Membership of the SEAC is on a voluntary basis by various organizations within Moose Factory.