



**MOOSONEE DISTRICT  
SCHOOL AREA BOARD**

<b>ADMINISTRATIVE PROCEDURE EDUCATION PROGRAMS: #260</b>	
Effective	November 24, 2015
Last Revised	April 16, 2023
Last Reviewed	April 16, 2023

**SPECIAL EDUCATION PROGRAMMING**

**PURPOSE**

The Moosonee District School Area Board is committed to the belief that education is the right of each Ontario child and the foundation upon which the future is built. The Board provides an education that has a high degree of excellence, depth, and diversity, and offers a range of special education programs and services designed to meet children's needs throughout their time at school.

The Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. The Board recognizes that early recognition of learning needs and early intervention is the most effective way to ensure the learner remains confident about his/her abilities and engaged in the learning process in years to come.

The Board also recognizes that inclusion and celebration of cultural differences in the curriculum adds a dimension of richness to education in Moosonee Public School. The school will work in partnership with students, families, and the community to provide programming for student's individual education strengths, and to facilitate not only academic growth, but also social and emotional growth.

**DEFINITIONS**

**Exceptional Student:** "Exceptional student" refers to a student who has been identified as having special needs according to the Ministry of Education's categories and definitions of exceptionalities. These categories include: behaviour; communication (autism, deaf and hard of hearing, language impairment, speech impairment, learning disability); intellectual (giftedness, mild intellectual disability, developmental disability); physical (physical disability, blind and low vision); and multiple exceptionalities.

**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., providing visual support for oral instruction; adjusting time-lines for completion of work; varying the test format; verbatim scribing of the student's responses.

**Modifications:** Modifications are changes made to the curriculum that occur when the expectations identified for a student's grade placement are not appropriate for the student. Modifications result in curriculum expectations that are different from those of the student's current grade placement.

**PROCEDURES**

**1. Guiding Principles**

Moosonee District School Area Board endorses the following guiding principles:

- a) The school will provide access to education for all students and ensure that programs necessary to meet the needs of exceptional students are developed, as required by the Education Act and regulations.

- b) Students with exceptional learning needs will receive appropriate special education programs and services. The development of appropriate programs may include instructional accommodations and/or curriculum modifications.
- c) The Board uses available resources to support the programming needs of exceptional students and to encourage the development of the staff necessary to address these needs.
- d) Students with exceptionalities will be placed in the most enabling and least restrictive setting that will meet their needs.
- e) All students, including those with high needs, will have regular opportunities to interact with their peers, to enjoy the life of the school, and to participate in local community activities.
- f) Students have the inherent right to have their cultural differences recognized and to participate in programs, including special education programs, which meet their needs by incorporating opportunities that reflect their ancestry.
- g) Administrators, teachers, and support staff will establish effective communication with parents and the community.
- h) The school will annually review the effectiveness of the provisions made for exceptional students.

## **2. The Special Education Program**

- 2.1 The special education program has been designed to address the broad range of educational needs within the student population.
- 2.2 Moosonee Public School uses the continuous assessment process, early intervention, proactive program planning, differentiated instructional approaches, and ongoing support as required to maximize student achievement.
- 2.3 The special needs of exceptional learners will be met, to the greatest degree possible, through differentiation of programming in a regular classroom. A wide variety of interventions shall be put in place prior to seeking placements outside the regular classroom.
- 2.4 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).
- 2.5 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.
- 2.6 Special education programs and services may be delivered in a variety of ways. To the greatest degree possible, students will be integrated into the regular class using a wide range of supports, including 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.

2.7 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 agencies involved.

### **3. The Individual Education Plan**

3.1 An Individual Education Plan (IEP) will be developed for one of the following reasons:

- a) An IEP must be developed for every student who has been identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98.
- b) An IEP may be developed for a student who has not been formally identified as exceptional, but who has been deemed by the Board to require special education programs or services in order to attend school or to achieve curriculum expectations and/or whose learning expectations are modified from or alternative to the expectations set out for a particular grade level or course in a provincial curriculum policy document.
- c) An IEP must be developed, as supporting documentation, if an Intensive Support Amount (ISA) funding claim is submitted by a Board on behalf of a student who has not been identified as exceptional by an IPRC, but who is receiving a special education program and services.

3.2 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 or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

3.3 The IEP is not a daily lesson plan itemizing every detail of the student's education.

3.4 A clear understanding of the student's strengths and needs is fundamental to the development of an effective special education program and the provision of appropriate accommodations and services to facilitate the student's learning. A description of the strengths and needs of the student must be recorded in the IEP.

3.5 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.

3.6 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.

3.7 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.

3.8 The principal is responsible for ensuring compliance with all of the requirements for the development and implementation of a student's IEP. A detailed description of the components of the IEP is located on the Ministry of Education website at:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html>

### **4. The Special Education Advisory Committee**

4.1 The Moosonee District School Area Board has established a Special Education Advisory Committee (SEAC). This committee includes trustees, staff members, parent representatives and representatives from local organizations. The representatives from local associations serve as advocates for children and parents, and the associations have useful expertise and parent resources.

4.2 The Special Education Advisory Committee (SEAC)) makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students.

4.3 The Special Education Advisory Committee:

- a) participates in the Board's annual review of its Special Education Plan;
- b) participates in the Board's annual budget process as it relates to special education;
- c) reviews the financial statements of the Board as they relate to special education; and
- d) provides information to parents, as requested.

## **5. The Special Education Plan**

5.1 The Ministry of Education requires every school board to comply with the requirements for special education plans set out in Regulation 306 Special Education Programs and Services and in Standards for School Boards' Special Education Plans (2000).

5.2 In accordance with Regulation 306 and the Standards, each Board is required, every two years, to prepare and approve a report on the special education programs and special education services provided by the Board, and to submit it to the Ministry. Each Board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review.

5.3 The special education plan will outline the Board's general philosophy and service- delivery model for the provision of special education programs and services. The plan will also describe:

- consultation about special education programs and services with parents, the community, and the Special Education Advisory Committee (SEAC);
- roles and responsibilities in special education;
- early identification procedures and intervention strategies;
- the IPRC process;
- educational and other assessments;
- specialized health support services;
- special education placements;
- implementation of Individual Education Plans;
- staff development plans;
- special equipment; and
- accessibility of the school building.

**REFERENCE DOCUMENTS***Legal:*

Education Act, Paragraph 170 (1) (7) Duties of Boards: Special Education Programs and Services

Education Act, Section 264 Duties of Teacher

Education Act, Section 265 Duties of Principal

Ontario Regulation 298 Operation of Schools, section 31 Special Education Programs and Services: Maximum Enrolment

Ontario Regulation 306 Special Education Programs and Services Ontario Regulation 464/97 Special Education Advisory Committees

Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils

Ontario Ministry of Education. (2010). Growing Success—Assessment, Evaluation, and Reporting in Ontario Schools, Grades 1 to 12

Ontario Ministry of Education (2013). Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12

Ontario's Equity and Inclusive Education Strategy 2009

PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies 2009, rev. 2013

Ontario Ministry of Education: Ontario First Nation, Métis, and Inuit Education Policy Framework. 2007

Ontario Human Rights Code

The Municipal Freedom of Information and Protection of Privacy Act

*Board:*

Board Policy GOV-01 Board Philosophy, Goals, and Values

Board Policy GOV-03 Role of the Corporate Board: Accountability for Student Achievement and Well-Being

Board Policy GOV-04 Role of the Supervisory Officer: Student Achievement and Well-Being

Board Policy GOV-07-0 Equity and Inclusive Education

Board Policy GOV-07-3 Supports for Aboriginal Students

Administrative Procedure 270 Student Assessment and Evaluation

Administrative Procedure 310 Ontario Student Record (OSR)

*Ministry Resources:*

[Special Education, A Guide for Educators, 2001](#)

[Individual Education Plans: Standards for Development, Program Planning and Implementation – 2000](#) describes province-wide standards that school boards must meet when developing, implementing, and monitoring Individual Education Plans (IEPs).

[The Individual Education Plan \(IEP\), A Resource Guide, 2004](#) This guide is intended to help teachers and others working with students with special needs to develop, implement, and monitor high-quality IEPs. [Individual Education Plan \(IEP\) Samples](#)

[Standards for School Boards' Special Education Plans – 2000](#) Standards for School Boards' Special Education Plans – 2000 describes the province-wide standards that school boards must meet when developing their special education plans.

[Caring and Safe Schools in Ontario: Supporting Students With Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#) sets out a framework that system and school leaders may use to strengthen schools' ability to provide a caring and safe environment with respect to students with special education needs.

[Planning Entry to School – A Resource Guide, 2005](#) and [Transition Planning: A Resource Guide, 2002](#)

[Publications for Parents](#)—including “Highlights of Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils”. [Resolving Identification or Placement Issues \(Procedures for Parents/Guardians\)](#)