

IEP Guide for Students

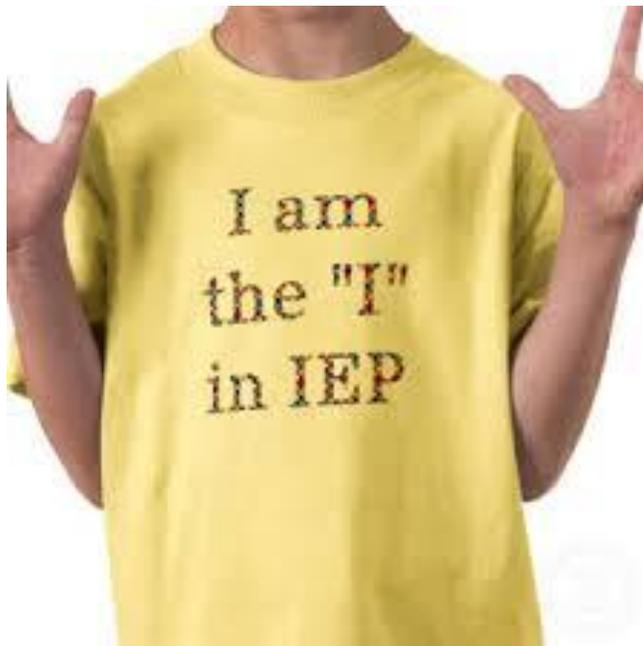


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WHAT IS AN IEP?

IEP stands for Individual Education Plan. Many students have an IEP to make sure that they are given everything that they need to be successful in school and beyond.



WHY DO I HAVE AN INDIVIDUAL EDUCATION PLAN (IEP)?

The Individual Education Plan (IEP) is developed when you receive extra help in school either in your class or outside of your class. The IEP may include:

- A list of strengths and needs
- A set of goals for you to work towards
- An outline of the special education program you will receive
- A list of any special equipment that you may require
- A transition plan



REASON FOR DEVELOPING AN IEP

We put together an IEP as a plan or roadmap for you to be successful in school.



There are two options:

- 'Not Formally Identified as Exceptional' - You require extra help to be successful.
- 'Formally Identified as Exceptional' Through the IPRC Process - You may require changes to learning and some extra help to be successful.

IEP TEAM

The most important person on your team is YOU!!



Others will also be there to guide and support you.

These people help make sure that you are successful and use this information to help you be the best you can be. They may include:

- Principal/Vice Principal
- Your Teachers
- Student Support Teacher (SST)
- Learning Program Support Teacher (LPS)
- Student Success Teacher
- Your parents/guardians/family members /advocates



PROFILE

The first section is full of personal information... that's all about YOU!



This area at the top of the page, introduces you and gives a small profile of you as a student. This section includes your name, gender, where you go to school, birthday, school number, the principal, your grade and school year. One section also tells the teacher if you and/or someone in your family has been to a meeting about your learning needs. As well, if you have a particular type of learning challenge (exceptionality) this will be listed here. This information is for your teachers so they can best support you.

PLACEMENT

This section tells the school where you will learn to the best of your ability. It may be in a regular class or in a special education class that provides extra support for your learning.

Regular Class

- **Indirect Support:** In your class all day and your teacher gets support from others.
- **Resource Assistance:** In your classroom for most of the time but you will get extra instruction from a resource teacher.
- **Withdrawal:** In your classroom for over half the day but you may go to another class for some part of the day.



Special Education Class

- **Partial Integration:** You're in a class with a smaller number of students for most of the day then may join some other friends for a subject or two.
- **Full Time:** You are in a class with a small number of students for the whole day.



ASSESSMENTS

These are done to help your teacher and principal learn about you so they know how to help you be your best. There are two types of assessments that are used in your IEP.



Educational Assessments

These include many of the tests that you have done either with the whole class, in a small group or individually with your teacher.

These help your teacher plan your class program.



They may include:

- Reading Test (PM Benchmarks, DRA, Fountas and Pinnell, Sound Skills Screener)
- Writing Test (Words Their Way, OWA)
- Math Tests (KeyMath, PRIME, ONAP, Leaps and Bounds)
- Brigance (Various Areas)

*For an explanation of each of these assessments please refer to the Glossary.

Clinical Assessments

You may get visits from some experts that will help your learning. These people learn about you by having you do different activities. Then, they talk to your teacher about things they can do to help you.

These include tests that are done by a professional who comes to your school, or you go their office. The tests usually take quite a long time so you usually do them in two or three different sessions. Some of the more common ones are:

WISC-IV, WIAT-III, WRAML-2, CTOPP, Conners3 -parents, Conners3-teachers , CELF-4, PPVT-4, PAT 2, Occupational Therapy, Physical Therapy, Medical Testing

Professionals may be:

- Occupational Therapists
- Physiotherapists
- Speech-Language Pathologists
- Psychologists
- Doctors
- Audiologists
- Optometrists

They share information with your parent or guardian and sometimes with you about your strengths, challenges and how you learn best at school. They may have a few suggestions for your teacher and principal to help you.

After the assessments have been completed we use the results to list your strengths and learning needs.

*For an explanation of each of these assessments please refer to the Glossary.

SUBJECT/COURSES OR ALTERNATIVE PROGRAM

Depending on what your needs are you may see subjects/courses and/or alternative programs listed.

This section lists which curriculum subjects you need to have modified.



What are accommodations, modifications and alternative programming?

AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods.

MOD (Modified Curriculum) - changes to the Ontario Curriculum

ALT (Alternative Program) - areas of learning other than the Ontario Curriculum

Accommodations

<u>Instructional</u>	<u>Environmental</u>	<u>Assessment</u>
<p>What you need during class time.</p> 	<p>Changes to your physical setting.</p> 	<p>How you show your learning.</p> 

Modifications

Modifications mean that you may be doing work from a different grade level or you may do fewer expectations from the curriculum.

Alternative Programming

There are several areas that are considered to be Alternative Programs such as:

<p>Academic Skills Auditory Management Auditory-Verbal Communication Behaviour Life Skills</p>	<p>Literacy Numeracy Orientation and Mobility Physical/Motor Self-Advocacy Self-Regulation</p>	<p>Social Emotional Speech Visual Efficiency</p>
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*For an explanation of each of these areas please refer to the *Glossary*.

TRANSITIONS

All IEP's must include a Transition Plan. This provides strategies for you to anticipate and cope with change, whether the change be:

Daily Transitions (between activities, subjects, classes)

AND/OR

Yearly Transitions (Grade level, school, semester, programs)



CONSULTATION

This is a record of any communication between the school and your parent/guardian regarding your IEP and progress.



Your IEP comes home at least twice per school year. Your parent/guardian is asked to sign and return the consultation page which may include their comments or requests for a meeting.

GLOSSARY

A

Accommodated Programming: Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

Alternative Programming: A type of expectation developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses. Examples of alternative programs/courses include speech remediation, social skills, orientation/mobility training, and personal care programs. Alternative programs/courses are provided in both the elementary and the secondary panels.

Auditory Management - An alternative program facilitating a student's understanding of their listening devices such as hearing aids or FM systems.

Auditory-Verbal Communication - An alternative program facilitating a student's understanding of hearing loss and the anatomy of the ear. Learning skills to become a better listener and to understand how hearing loss affects their life.

B

Behaviour - An alternative program which provides assistance and strategies to learn about behaviours that are necessary for academic and social success such as: organizational skills, skills in listening and concentrating, social skills, self-controls, and responsibility for their own behavior.

Brigance - An assessment that looks at development in the areas of: language development, speech readiness, listening, reading, writing, math, gross motor and fine motor skills. The assessment identifies a developmental level or grade level. It is used to develop a profile of a student's strengths and learning needs to guide interventions and programming.

C

CELF 4 - The Clinical Evaluation of Language Fundamentals, Fourth Edition. This test identifies whether or not there is a language disorder, describes the nature of the disorder, evaluates underlying clinical behaviours and evaluates language and communication in context.

Communication - An alternative program to improve a student's language skills (speaking, listening and understanding), social language, conversation skills, non-verbal communication and effective use of augmentative communication devices.

CONNERS 3 (Parent and Teacher) - This test is comprised of two scales, one to be completed by parents and another by the teacher. It assesses a broad range of problem behaviours, cognitive behaviours, anxiety problems, and social problems. It is one of the standard instruments used to assess attention deficit/hyperactivity disorder.

CTOPP - The Comprehensive Test of Phonological Processing is an assessment of reading-related phonological processing skills. Since its initial publication, the CTOPP has been popular with professionals in psychology and education. It has been used in many studies of reading and phonological processing in both typical and clinical populations.

D

DRA: Diagnostic Reading Assessment which determines the instructional level of text to support a child's reading development. A profile is created that shows areas of strength in reading and areas that require support.

E

ELLT - Emerging Literacy and Language Test evaluates the skills children need to become proficient readers.

F

Fountas and Pinnell - Reading assessment which determines the instructional level of text to support a child's reading development. A profile is created that shows areas of strength in reading and areas that require support.

I

IPRC (Identification, Placement, and Review Committee) - The IPRC is a school board committee that makes recommendations and decisions relating to the identification and the placement of exceptional students.

K

Key Math - Assesses student's essential math concepts and skills. It identifies which skills and concepts a child needs to develop in the following strands: number sense/numeration, patterning/algebra, geometry/spatial sense, measurement, and data management/probability.

L

Leaps and Bounds - This math resource is used to help students acquire skills needed to be successful in different math strands: number sense/numeration, patterning/algebra, geometry/spatial sense, measurement, and data management/probability. Diagnostic tests are included in this program to determine pathways for success.

Life Skills - An alternative program which supports a student's personal development and may include: personal care, personal life management, culinary skills, work habits, nutrition, money, transportation, health and safety awareness.

M

Modified Programming - Changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

O

ONAP - Ontario Numeracy Assessment Package is a diagnostic assessment to determine a student's strengths and weaknesses in math. This enables teachers to identify students' prior knowledge for all five math strands: number sense and numeration, patterning/algebra, geometry/spatial sense, measurement, and data management/probability. This information provides next steps to support the

child's achievement in mathematics related to the Ontario Math Curriculum Expectations.

Orientation and Mobility (for students with visual impairment) - An alternative program facilitating a student's skills needed to safely move in his/her environment (school, home, bus, library, and around the community).

OT - An occupational therapist assesses a child's level in gross motor/fine motor/visual motor activities of daily living and sensory processing skills.

OWA - Ontario Writing Assessment identifies a student's strengths, needs, and interests in writing. It is aligned with the Ontario Language Curriculum Expectations and provides a snapshot of student writing which helps to plan instruction that supports writing development.

P

PAT - The Phonological Awareness Test 2 is a standardized assessment of children's phonological awareness, phoneme-grapheme correspondences, and phonetic decoding skills. Subtests include rhyming discrimination and production, deletion, substitution, blending, graphemes, decoding and invented spelling.

Physical/Medical Test - Common tests by a physician or psychologist to determine overall health of an individual and the possible need of further investigation or treatment.

Physical/Motor - An alternative program which may be designed to facilitate a student's safe and effective movement in his/her environment and to strengthen a student's gross motor/fine motor skills.

PM Benchmark - Reading assessment resource to assess the instructional and independent reading levels.

PPVT 4 - Peabody Picture Vocabulary Test, Fourth Edition, measures receptive vocabulary and is an achievement test showing the extent of vocabulary acquisition and comprehension.

PRIME - Professional Resources and Instruction for Mathematics Educators provides a developmental level of math readiness.

S

Self-Advocacy - An alternative program facilitating a student's understanding of his/her learning needs and being able to communicate the strategies necessary for success.

Self-Regulation - An alternative program facilitating a student's strategies to help with socially acceptable behaviour, self-controls, accepting responsibility for his/her own behaviour and focusing on a task.

Social/Emotional - An alternative program to support a student's social skills, including appropriate behaviour, self-concept, personal awareness, available resources and emotional support.

Sound Skills Screener - Diagnostic assessment to help identify students who may be at risk for having difficulties in reading due to a lack of understanding of how words work. This assesses a student's ability to hear words, find syllables, rhyme, identify, blend and chunk sounds.

Speech - An alternative program facilitating a student's ability to correctly pronounce words and understand language.

V

Visual Efficiency - An alternative program supporting a student with visual impairment.

W

WIAT III - Weschler Individual Achievement Test, Third Edition (WIAT-III) is a comprehensive individually administered battery for assessing the academic achievement of individuals from kindergarten through post-secondary education. It is directly linked to the Weschler Intelligence Scales and can be used to calculate meaningful estimates of ability - achievement discrepancies, a technique which is especially useful in identifying learning disabilities. Subtests examine oral expression, listening comprehension, sentence composition, essay composition, spelling, word reading, oral reading fluency, pseudo word decoding, reading comprehension, mathematical problem solving, and numerical operations.

WISC IV - Weschler Intelligence Scale for Children, Fourth Edition (WISC - IV) is one of the most widely used assessment instruments to obtain an overview of a student's current ability learning profile. The scale provides composite scores that represent intellectual functioning in a specified cognitive domain (i.e. Verbal Comprehension, Perceptual Reasoning, Working Memory, Processing Speed) as well as a composite score that represents a child's general intellectual ability (i.e. Full Scale IQ).

Words Their Way - This word study program includes a diagnostic spelling assessment to identify a student's developmental level and provides related teaching suggestions to support student development.

WRAML 2 - Wide Range Assessment of Memory and Learning, Second Edition (WRAML-2) is a battery of 9 core tests and 4 supplemental tests that measure memory in a range of areas. On the Verbal and Visual Memory subtests, students are presented with verbal or visual information and immediate recall is required. On the Attention/Concentration subtest, the ability to recall rote verbal or visual information in a specific sequence is measured.