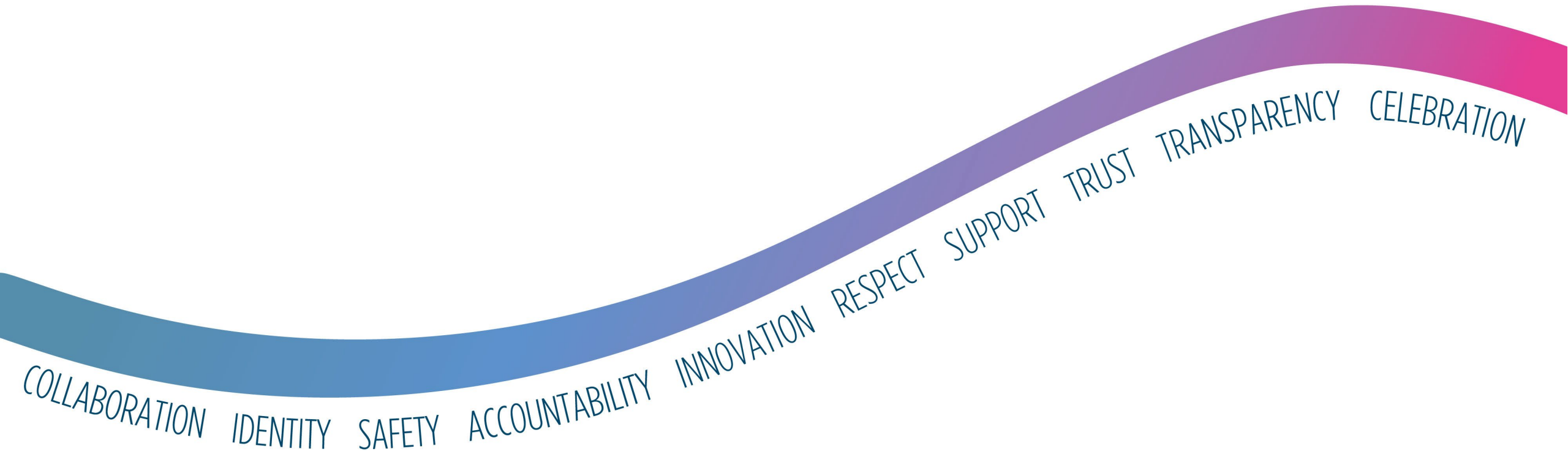



Individual Education Plans

Information for parents and guardians



Land acknowledgement


Simcoe County District School Board acknowledges that we are situated on the traditional land of the Anishnaabeg people. The Anishnaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. We are dedicated to honouring Indigenous history and culture and committed to moving forward in the spirit of reconciliation and respect with all First Nation, Métis and Inuit people.



Agenda

- School-based assessments/diagnostics



Individual Education Plans (IEPs)

- Resources for parents/guardians
 - All about the IEP
 - Parts of the IEP
 - Transition page on the IEP
 - The role of the parent/guardian
 - Communication between home and school
- 

Assessment as baseline

- Assessment is not only used to evaluate the student's achievement at the end of the year/term
- Assessment is also important to use as a baseline to determine the student's current level of achievement in order to inform programming and measure student achievement and progress
- With a precise baseline, the educator can select appropriate and realistic goals

Classroom-based assessments (examples)

Oral Language				
Assessment	Purpose	Grade(s)	Timing	Recommendations
<p>Oral Language Assessment (OLA)</p> <p>Instructions</p> <p>Recording Form</p> <p>Indigenous Recording Form</p>	<p>Assess a student's receptive language skills and their strengths and weaknesses in their ability to listen to and understand the complex structure of spoken English.</p> <p>NOTE: this assessment is not appropriate for assessing the oral language skills of a multilingual learner. Please use the grade appropriate STEP continua below.</p>	<p>Year 1/ Year 2 Kindergarten</p> <p>Grade 1 - 3 based on student needs</p>	<p>December of Year 1</p> <p>October of Year 2</p> <p>May of Year 2</p> <p></p>	<ul style="list-style-type: none"> Observations can inform the creation of groups for oral language development support Let's Talk About It kits can be used for programming based on OLA results
<p>K-STEP Continuum (DRAFT)</p>	<p>Observe interactions among individuals for specific purposes and across different learning spaces that influence a child's linguistic choices.</p> <p>The framework includes the following elements: Translanguaging and Multilingual Behaviours, Nonverbal and Multimodal Behaviours, Interactional Behaviours, Sentence Complexity, and Use of English Vocabulary.</p>	<p>Kindergarten</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> Use on an ongoing basis to monitor the acquisition of observable language behaviours The observable language behaviors in the K-STEP framework intersect with a child's evolving sense of self, spirit, and belonging, and must be framed within the following sociocultural contexts: relationships, family, culture, social roles, experiences, personality, etc.
<p>Gr 1-12 STEP Continua</p>	<p>Observe English language acquisition over time, using an asset-based lens. The observable language behaviours in the continua describe what is linguistically appropriate for a learner.</p>	<p>Grades 1 - 12</p>	<p>Ongoing</p> <p>May/June</p> <p></p>	<ul style="list-style-type: none"> The observable language behaviours inform program modifications, accommodations, strategies to support students, assessment and evaluation Complete a final assessment in June and input data into PowerTeacher

Kaufman Test of Educational Achievement (KTEA)

- The KTEA is a standardized assessment tool that allows for the measurement of key academic skills in reading, math, written language, and oral language
- Can be completed by a trained special education resource teacher (SERT) in the school

Subtests:

- Phonological Processing
- Math Concepts and Applications
- Letter and Word Recognition
- Math Computation
- Nonsense Word Decoding
- Reading Comprehension
- Written Expression
- Spelling
- Listening Comprehension
- Oral Expression

Vineland

- Vineland Adaptive Behaviour Rating Scale
- A commonly used rating scale to measure a broad array of behaviours related to independence, communication, daily living, socialization, and motor skills

Format:

- Rating scales (e.g., close-ended surveys or questionnaires) completed by an informant who is familiar with the individual and the adaptive behaviour being assessed
- Can be administered by the trained educator (teacher, SERT, applied behaviour analysis [ABA] staff)

Psycho-educational assessment

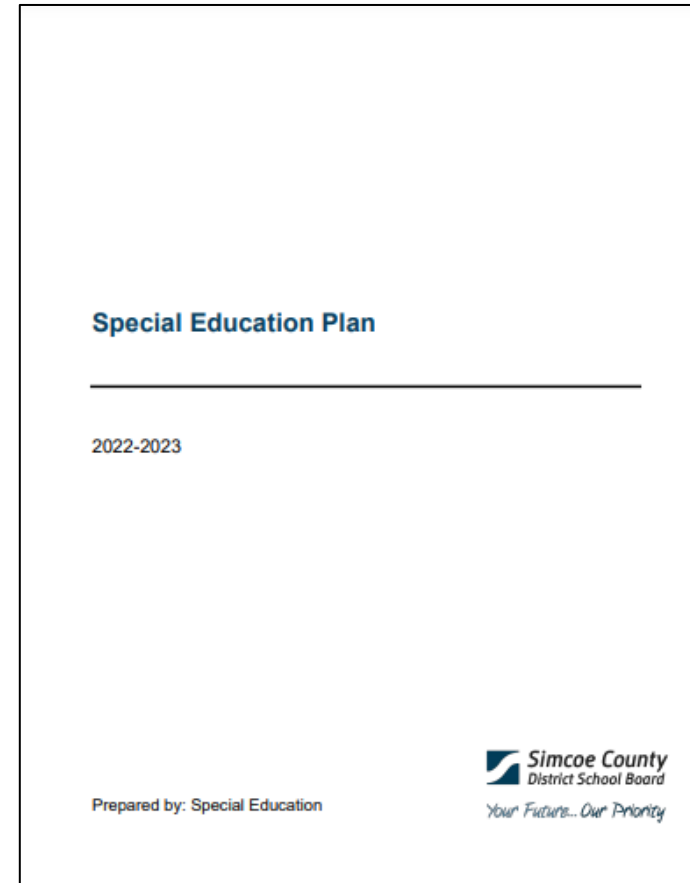
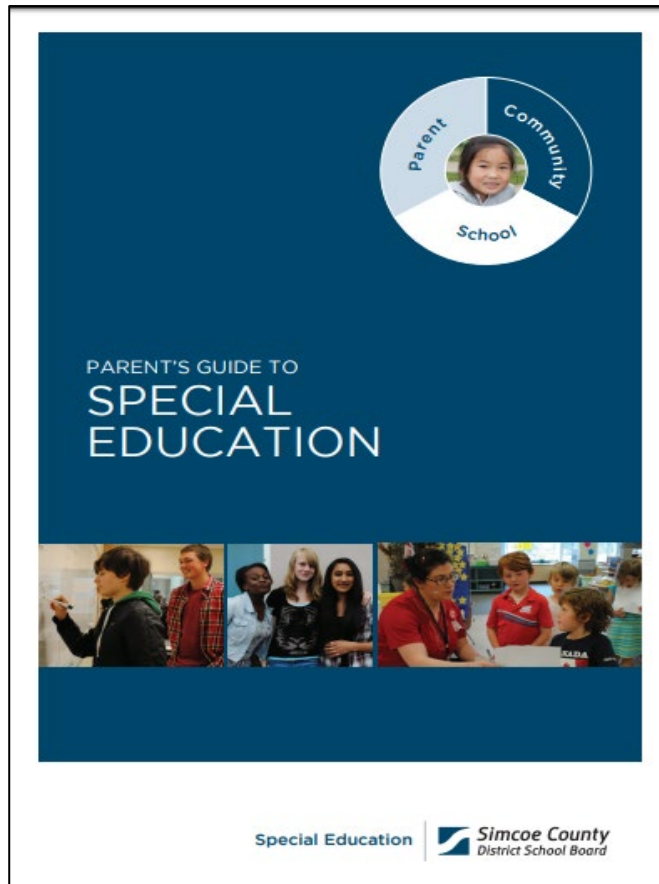
- A psycho-educational assessment consists of a series of different tests and is used to evaluate a student's level and pattern of cognitive and academic functioning
- Psycho-educational assessment completed in a school setting (by the SCDSB) are used primarily to understand and support the student's educational programming at school, including decisions related to student placement
- It usually provides a detailed breakdown of cognitive processes
- As psycho-educational assessments are completed by, or under the supervision of, a psychologist, they can result in a specific diagnosis, such as a learning disability, attention-deficit/hyperactivity disorder (ADHD), etc.

Speech and language assessment

- **Speech assessment** – a comprehensive assessment of a student's speech, including articulation (speech sounds), fluency (stuttering), voice (quality), and resonance (hypo/hypernasal)
- **Language assessment** – a comprehensive assessment of a student's receptive (understanding) and expressive (use) of language at the word, sentence, and discourse level. Also assesses a student's literacy, including phonological awareness, decoding, reading comprehension, and written expression
- **Speech and language consultation** - students who are referred for this are typically those who are minimally-verbal or non-verbal and require a communication tool, or those who have a communication system in place that is no longer meeting their needs. Alternatively, consultations are sometimes requested as students with a diagnosed cognitive impairment may benefit from support to develop language skills (e.g., down syndrome, fetal alcohol spectrum disorder [FASD], etc.).

Resources for parents and guardians

Available at scdsb.on.ca/elementary/special_education



What is an Individual Education Plan (IEP)?

- The special education program/services required by your child, based on a thorough assessment of their strengths and needs
- ***Accommodations** (strategies/supports) needed to help your child achieve their learning expectations
- **Modifications** (learning expectations, or goals) created for your child that are different from grade-level expectations or are a significantly reduced number of expectations from current grade (modified curriculum and/or alternative goals)
- **Transition goals** to support students with any necessary transitions (big T/little t transitions)
- *The IEP is **continuously monitored** throughout the year and must be formally reviewed and updated at each reporting period

Who has an IEP?

- Every student identified as exceptional by an IPRC
- Students whose school principal, with input from regular classroom teacher (RCT), special education staff and/or parents/guardians, determines that their achievement will be assessed on the basis of modified expectations
- Students who regularly require specific accommodations for instructional, environmental, or assessment purposes
- Any student who requires an individualized program

When is an IEP created?

- For students who have newly been identified through the IPRC process, an IEP must be created within 30 school days following the IPRC (if one does not already exist in the SCDSB)
- For those with existing IEPs, a current IEP must be created within 30 school days from the start of each school year
- Any time of year for students who regularly require accommodations or modifications for instructional or assessment purposes

IEP Cover Page

Name: Sally Smith

DOB: 01-Sep-2008

Grade: Grade 7

Student OEN: 91234567899

REASON FOR DEVELOPING THE IEP

- Student identified as exceptional by IPRC Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

STUDENT PROFILE

Gender: F

School Year: 2021-2022

Most Recent IPRC Date: 03-May-2021

Statement of Decision: Exceptional Not Exceptional

Exceptionality: Communication - Learning Disability

Secondary Considerations for Learning

- | | |
|--|--|
| <input type="checkbox"/> Behaviour | <input type="checkbox"/> Communication - Autism |
| <input type="checkbox"/> Communication - Deaf & Hard of Hearing | <input type="checkbox"/> Communication - Language Impairment |
| <input type="checkbox"/> Communication - Learning Disability | <input type="checkbox"/> Communication - Speech Impairment |
| <input type="checkbox"/> Intellectual - Developmental Disability | <input type="checkbox"/> Intellectual - Gifted |
| <input type="checkbox"/> Intellectual - Mild Intellectual Disability | <input type="checkbox"/> Physical - Blind & Low Vision |
| <input type="checkbox"/> Physical - Medical | |

Special Education Placement:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Regular Class | <input type="checkbox"/> Special Education Class |
| <input type="checkbox"/> Regular Class - Indirect Support | <input type="checkbox"/> Elementary - ASD |
| <input checked="" type="checkbox"/> Regular Class - Resource Assistance | <input type="checkbox"/> Elementary - Developmental Skills |
| <input type="checkbox"/> Regular Class - Withdrawal Assistance | <input type="checkbox"/> Elementary - Gifted |
| <input type="checkbox"/> Secondary Gifted - Indirect Support (GCCP) | <input type="checkbox"/> Elementary - Learning Centre |
| <input type="checkbox"/> Secondary Gifted - Resource Support (GCCP) | <input type="checkbox"/> Elementary - Social Skills |
| <input type="checkbox"/> Secondary Gifted - Withdrawal Support (GCCP) | <input type="checkbox"/> Secondary - ASD |
| | <input type="checkbox"/> Secondary - Integration Support Program |
| | <input type="checkbox"/> Secondary - Learning Centre |
| | <input type="checkbox"/> Secondary - Life Skills |
| | <input type="checkbox"/> Secondary - Transition Learning Centre |

Cover page -
includes
identification
and placement
information

Assessments

 Name: Sally Smith

 DOB: 01-Sep-2008

 Grade: Grade 7

 Student OEN: 91234567899
ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results	Diagnosis
CASI - Comprehension, Attitude, Strategies and Interests Reading Assessment Emily Teech	20-May-2021	Using assistive technology (Google Read & Write), Sally listened to a story at a grade 5 level. She demonstrated a personal strength in her recall of knowledge and understanding questions. Areas of need included: ability to explain, support and apply what has been read, making inferences and connections and understanding the conventions of written text.	
PRIME Emily Teech	20-May-2021	Sally completed the Prime Number Diagnostic (enter letter here). Her understanding of key math concepts and skills are in Phase 3 (e.g., comfort with whole numbers to 1000 and some fractions).	
Other: Lexia Diagnostic Placement Test Emily Teech	20-Oct-2020	Completion of the Lexia Power Up diagnostic placement test indicates: Word Study: Intermediate (gr. 3-5) Grammar: Foundational (gr. k-2) Comprehension: Intermediate (gr. 3-5)	
Other: Leaps and Bounds- Whole Number Diagnostic Assessment (Gr. 7/8) Emily Teech	12-Oct-2020	Performance on the diagnostic assessment indicates evidence of difficulty with representing 6-digit numbers and representing decimal hundredths.	
Running Records Emily Teech	18-Sep-2020	Sally read a late grade 4 text (unseen) with 92% accuracy. Strengths- retelling the story and accurately responding to recall questions Needs- improve fluency and accuracy, expand vocabulary and attend to context clues	
Other: IEP Parent Consultation Form Emily Teech	14-Sep-2020	Parent noted areas of strength as: athletic, artistic and helpful Noted areas to improve include: work completion, organization and self-advocacy.	
Report Card SCDSB Staff	24-Jun-2020	Strengths: - willingly collaborates with her peers and contributes her ideas - builds positive peer relationships and seeks out	

Assessment

Assessments

 Name: Sally Smith

 DOB: 01-Sep-2008

 Grade: Grade 7

 Student OEN: 91234567899

Information Source	Date	Summary of Results	Diagnosis
Other: Cognitive Processing and Assessment and Intervention Tool (CPAIT) Emily Teech	26-May-2021	Identified needs to implement interventions: Planning Organization Working Memory Language	N/A
Psycho-Educational Dr. Psychologist	24-May-2017	Sally's strengths include: -visual-spatial ability -strong verbal comprehension skills. Areas of need include: -reading (reading rate or fluency), -writing(spelling, clarity or organization of written expression) -Mathematics (recall of arithmetic facts, number sense, math reasoning) -Executive Functioning -Working Memory	Learning Disability

Areas of Strength	Areas of Need
Creativity	Executive Functioning
Receptive Language Skills	Mathematics
Verbal Comprehension	Reading
Visual Learner	Working Memory
Visual-Motor Skills	Written Language Skills

 Health Support Services/Personal Support Required Yes (list below) No

Strengths and needs

Special Education Program: Mathematics (M)

Name: Sally Smith

DOB: 01-Sep-2008

Grade: Grade 7

Student OEN: 91234567899

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Teacher: Teech, Emily	Subject/Course/Alternative Program: Mathematics (M)
Current Level of Achievement: Prerequisite course (if applicable) _____ Letter grade/Mark <u>MOD 5</u> Curriculum grade level <u>B-</u>	Baseline Level of Achievement for Alternative Program:

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Sally will complete expectations from the Grade 6 Mathematics Curriculum that are reduced in number and complexity focusing on: the use of manipulatives in problem solving, making connections between concepts and procedures for everyday contexts, and communicating mathematical thinking orally, visually, and in writing.

Learning Expectations (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods (Identify the assessment method to be used for each learning expectation)
Provincial Report 1		
1. 1. NUMBER By the end of Term 1: Sally will read and represent whole numbers up to and including one million (6). Sally will read, represent, compare, and order decimal numbers up to thousandths (6). Sally will use mental math strategies to calculate percents of whole numbers, including 1%, 10%, and 50% (6). Sally will represent and solve problems involving the addition and subtraction of whole numbers and decimal numbers, using estimation and algorithms (6).	1. 1. -Provide adequate and uninterrupted wait/think/work time -Use minilessons (e.g., strings, quick images, number talks) to introduce math models, representations and strategies -Co-create a personal math reference (e.g., procedures, formulas, visual dictionary, rules) to be used during instruction and assessment - Prompt student to use memory aids (e.g., math word wall, colour	1. Daily Work, Quiz, Work Samples

Academic program page

Special Education Program: Organization (ALT-OR1)

Name: Sally Smith DOB: 01-Sep-2008
 Grade: Grade 7 Student OEN: 91234567899

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Teacher: Teech, Emily	Subject/Course/Alternative Program: Organization (ALT-OR1)
Current Level of Achievement: Prerequisite course (if applicable) _____ Letter grade/Mark _____ Curriculum grade level _____	Baseline Level of Achievement for Alternative Program: Sally struggles to prioritize her assignments and to devise a plan to initiate a task. She may spend significant amounts of time on small assignments, while ignoring more important ones. Sally often struggles to locate important information or manage her learning materials between subjects or classes. (Classroom observation, September 2021)

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

By the end of the year, Sally will demonstrate at least three effective organizational strategies that work for her. Sally will use a monthly calendar to track and prioritize major assignments. She will use a strategy to monitor her organization and progress.

Learning Expectations (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods (Identify the assessment method to be used for each learning expectation)
Provincial Report 1		
1. 1. Sally will use subject folders, tabbed binders and checklists daily to organize her notes and materials.	1. 1. - provide organizational checklists - conference with student to determine the method of organization that works best for her	1. Checklist, Performance Task
2. 2. With assistance, Sally will create a monthly calendar to keep track of assignments and due dates.	2. 2. -assist student with the creation of an organization/chart checklist for each month - frequent check-ins - chunking of assignments into smaller parts	2. Self-Assessment
3. 3. With prompting, Sally will develop skills to prioritize assignments according to length and importance.	3. 3 - teacher student conferencing - ranking assignments from most important to least	3. Checklist, Self-Assessment

Alternative program page

Transition plans

Transitions can be **BIG** or **SMALL**.



Training School Elementary

Transition

Name: Sally Smith DOB: 01-Sep-2008
Grade: Grade 7 Student OEN: 91234567899

Transition Goals: Activity to Activity

Actions Required	Action Detail	Person(s) Responsible	Timelines
With verbal and visual prompts, Sally will transition between activities or subjects within the regular classroom.			
Provide a verbal and/or visual prompt		RCT, Student	Daily during each subject/class/activity
Provide Timer	Give student ample warning prior to any transition.	RCT, Student	Daily
Sally will practice self advocacy skills when feeling overwhelmed in the classroom.		RCT, Student	Daily

PPM 156: all students on an IEP must have a transition plan. The plan will be developed based on each student's individual needs.

What is the parent/guardian role?

Your input (and your child's input) is invaluable in fostering the achievement and success of your child. As a parent/guardian, you are encouraged to:

- Provide copies of assessments and other relevant information about your child
- Complete and return the IEP Consultation Form
- Work together with school staff to develop goals for your child's IEP, review the draft copy of the IEP and provide feedback to school staff
- Maintain open communication with school staff regarding your child's IEP and any pertinent information occurring at home

IEP Consultation Form

IEP Consultation Form

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

As part of the IEP process, your input can provide important information on the achievement and well-being of _____.
As a part of the communication between home and school, we are asking for your input on new information about _____.

1. Please provide information about _____.

Strengths

Needs

2. A goal(s) that I/we have for _____ is/are that by the end of this year _____ will be able to:

3. A transition plan is part of an IEP for _____. Please provide any input to support possible transition(s) for _____.

4. Are there any health concerns, diagnoses or medications of which we should be aware?

5. Additional information/comments you wish to share:

Signature of Parent(s)/Guardian(s)/Adult Student

Date

Communication between home and school

- The SCDSB values and wishes to maximize communication and collaboration between home and school for the direct positive impact it has on students
- The SCDSB continues to develop new and innovative ways of ensuring communication between the school and family and is committed to improving accessibility while adapting to the changing digital community