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About Special Education

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Frequently asked questions about Special Education

1. What is an I.E.P.?

An I.E.P. is...

- developed for any student identified as an exceptional student by an Identification, Placement and Review Committee (IPRC)
- developed for a student who is not identified, but who requires a special education program and/or services, and requires modified or accommodated expectations
- a written plan and working document
- describes the strengths and needs of an individual exceptional pupil
- outlines the program and services to meet that pupil's needs, and how they will be delivered
- describes the student's progress
- based on a thorough assessment of the student's strengths, interests and needs
- identifies specific goals and expectations
- explains how the special education program will help the student achieve the goals and expectations
- modified as necessary by the results of the continuous assessment and evaluation
- should be developed, implemented and monitored in a collaborative manner with the student, the student's parents, the school staff, the community, and other professionals involved with the student

An I.E.P. IS NOT...

- a description of everything that will be taught to the student
- a list of all the teaching strategies used in regular classroom instruction
- a document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations
- an educational program or set of expectations for all students
- a means to monitor the effectiveness of teachers
- a daily lesson plan

2. What is the difference between modified and accommodated?

Modification refers to changes made in the grade level expectations for a subject or course. These changes may involve developing expectations that reflect knowledge and skills required for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations.

It is important to monitor, and to reflect clearly in the IEP, the extent to which Expectations have been modified. The principal will determine whether Achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify how they differ from the course expectations.

For example:

“The student will demonstrate achievement of all of the science expectations relating to the topics Chemical Reactions and Weather Systems as given in the curriculum document, with the following Changes: (then list the specific changes).”

When modifications are so extensive that achievement of the learning expectations is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the students performance will be evaluated and which will be used to generate the course mark to be recorded on the Provincial Report Card.

IN COURSES WITH MODIFIED EXPECTATIONS...grades or marks for the achievement of modified expectations should be determined on the basis of the achievement levels described in the appropriate curriculum policy documents. It is important that the student demonstrate learning independently, with the provision of appropriate assessment accommodations only. Information on student progress will be recorded on the Provincial Report Card.

If the expectations are modified to such an extent that the principal deems that a credit will not be granted, the following statement will be included in the “Comments” section along with comments about the student’s demonstrated learning strengths (strengths, needs, and next steps):

“This percentage grade is based on achievement of the expectations specified in the IEP, which differ significantly from the curriculum expectations for the course”

Accommodations

<u>INSTRUCTIONAL</u>	<u>ENVIRONMENTAL</u>	<u>ASSESSMENT</u>
-buddy/peer tutoring	-alternative work space	- extended time limits
-note taking assistance	-strategic seating	-verbatim scribing
-duplicated notes	-proximity to instructor	-oral responses including audiotapes
-contracts	-reduction of audio/visual stimuli	-alternative setting
-reinforcement incentives	-study carrel	-more frequent breaks
-high structure	-minimizing background noise	-assistive devices
-partnering	-quiet setting	-prompts to return students to task
-ability grouping	-use of headphones	-augmentative and alternative communications systems
-augmentative and alternative communications systems	-special lighting	-assistive technology
-assistive technology	-assistive devices	-large size font
-graphics organizers		-colour cues
-non-verbal signals		-reduced/uncluttered format
-organization coaching		-computer options
-time-management aids		-extra time for processing
-mind maps		-reduction in the number of tasks used to assess a concept or skill
-manipulatives		
-frequent breaks		
-visual cues		
-large size font		

-extra time for processing information		
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Websites for further information

Ontario Ministry of Education

Provides information on special education funding as well as policies and procedures governing the IEP and IPRC process.

www.edu.gov.on.ca

EQAO

Provides information concerning the OSSLT and Grade 9 Assessment of Mathematics

www.eqao.com

Down Syndrome

www.ndss.org

Learning Disabilities Association of Ontario

www.ldac-taac.ca

LD Online

Websites which can provide, parent, teachers and students with information concerning an exceptionality.

www.ldonline.org