

Individual Education Plan Essential Understandings





Waterloo Region District
School Board



An Individual Education Plan is:

- A summary of student strengths and needs
- Expectations for a student's learning that differ from those defined in the appropriate grade level of the Ontario Curriculum
- A description of the specific accommodations required to access curriculum
- A plan to address alternative expectations outside the Ontario curriculum

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- A tool to help teachers monitor a student's growth
 - A plan developed and implemented by school staff
 - A flexible working document that is both realistic and manageable
 - An ongoing record to ensure continuity in programming
 - A vital communication tool with parents

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- An IEP is a document to be used in conjunction with the Provincial Report Card
 - Achievement of the specific expectations in the IEP are reported through the report card once a term
 - Alternative expectations are reported through the Alternative Report Card (anecdotal format) that attaches to the Provincial Report Card



An IEP is not:

- A description of everything that will be taught to the student
- An educational program or set of expectations for all students
- A daily plan
- A wish list of everything teachers/parents would like to see happen in the educational setting for the student

Ministry of Education

(requirements for writing and implementing IEP's)





Development of IEP's
Management of IEP's
Who Receives an IEP
School IEP Process



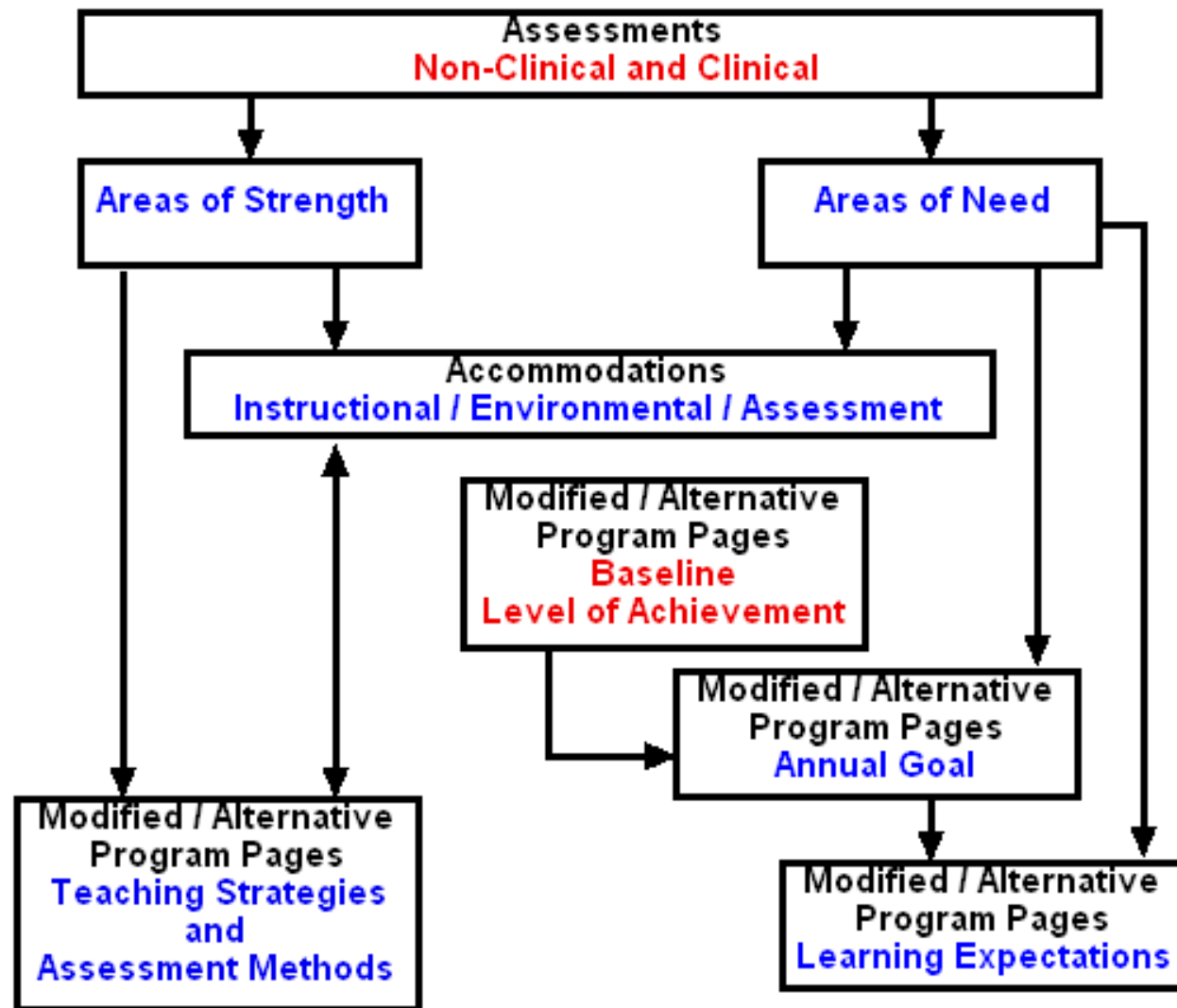
Development of IEP's


- Development of an IEP occurs by the teachers responsible for direct instruction with the student
- Parents are consulted in the development phase prior to completion as are students who are 16 years of age or older (consultation with all students is preferable when it is appropriate)
- Teachers consider previous information, including IPRC statements, report cards and IEP's when developing the plan
- An IEP can be developed for all three terms at the outset or can be determined on a term by term basis

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- There **must** be a logical connection of information flowing from the assessment information to:
 - the strengths/needs statements,
 - to the accommodations,
 - to the goals,
 - and to the learning expectations, teaching strategies and assessment methods

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- Assessment information informs needs and strengths
 - Needs and strengths inform the decision regarding appropriate accommodations
 - Needs statements inform the skills being addressed in the goal statements
 - The goal statements lead to the setting of specific expectations (“classroom” curriculum assessment activity), strategies and assessment methods

Continuity / Connectedness Through Critical Elements of the IEP




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- It is these “classroom” curriculum activities that are reported upon in the report card
 - The IEP includes just what will be assessed, not all that will be taught during the term
 - The June report card marks serve as the benchmark for the new IEP in the fall




Important Points To Note:


- **Strengths** and **Needs** are expected to be skill based statements (example: oral expression, reading comprehension, written expression, math computation, social skills)
- Needs are not worded as something a student “needs to do or have” (example: needs support to develop writing skills, needs EA support to learn routines)

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- **Goals and Learning Expectations** are written in as measurable a form as possible given target skills (percentages are commonly used to support communication regarding acquisition of skill or completion of curriculum content)
 - Goals must contain three elements: Targeted Skill, Grade level, and Approx. Percentage of curriculum coverage


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

Lindsay will demonstrate improvement in reading for meaning at the Grade 6 level and in written expression at the Grade 5 level and will complete approximately 75% of the curriculum.

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- Percentages in annual goals and expectations are approximations and can be modified as necessary throughout the year to reflect growth or lack of growth in skills

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- **Expectations** are written to include the classroom assessment activity NOT just the specific curriculum expectation being targeted
 - what is reported on the report card comes directly from the assessment activity in the expectation


Identify and order main ideas and supporting details to develop well linked paragraphs (will create a sequence chart and a corresponding narrative for each chapter using the novel "Cowboys Don't Cry") (Gr. 5)

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- **Strategies and Assessment Methods** must follow the stated strengths and needs statements
 - A student's strengths must be utilized in the learning strategies to promote optimal opportunity to learn concepts
 - Similarly, assessment methods should weigh heavily on stated strengths to achieve as accurate assessment of learning as possible



Alternative Programs:


- Alternative programs (example: social skills, communication skills, self-regulation, behaviour management....) are developed based on the need for a student to develop skills in a specific skill area that is not a part of the Ontario Curriculum
- Goals/expectations are derived from the needs which connect to the assessments


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- Goals in an alternative programs, much like academic program goals are written as measurable as possible given the skill targeted
 - The expectations are reported upon in an anecdotal report format addressing the degree to which the student has met the desired outcomes





Management of IEP's


- An IEP must be developed within 30 teaching days of placement (the beginning of a new school year or change in placement or IPRC designation)
- IEP's must be reported upon once each reporting period
- Any changes to the IEP need to be initialed by both principal and parent

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- A student who has been designated as exceptional (IPRC designation) **must** have an IEP
 - Students who are not formally designated, may also have an IEP if there is a need for modified expectations, specific accommodations or alternative expectations in order to access curriculum

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- Teachers will focus on expectations term by term focusing on achievement of the annual goal by the end of the year
 - Teachers will maintain a consultation page to record communication opportunities with parents regarding IEP content or process

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- Transition Plans must be completed for students who are 14 years of age or older to prepare for post secondary activity
 - The plan is cumulative – items listed when a student reaches age 14 must remain listed in each subsequent IEP
 - Transition Plans must also be completed for students with an Autism Spectrum Disorder (transitioning between various activities and settings and from one grade to another)

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- ABA strategies, where appropriate, will be incorporated into the IEP for ASD students
 - Relevant school board personnel as well as relevant community personnel who have or are currently working with ASD students are invited to provide input into the IEP

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- The IEP that shows all three terms and that has the signature at the key times of the year is stored permanently in the OSR documentation folder
 - The principal is responsible for ensuring the timely and appropriate completion of the IEP
 - The principal signs the completed IEP



Determining Who Receives an IEP

- Students who:
 - have an IPRC designation
 - require modified learning expectations to demonstrate successful academic skills
 - require accommodations in order to access the curriculum
 - require an alternative program to address skills not in the Ontario curriculum
 - EQAO assessments



School IEP Process

- Gather Information
 - assessment (formal and/or informal)
 - observation of student
 - consult with parents, school staff, student and other professionals
 - consolidate and record information




■ Set the direction:

- Establish a collaborative approach
- Determining roles of classroom teacher, special education teacher, principal and other professionals involved in the school



■ Develop the IEP:

- determine need for “accommodated only”, “modified” or “alternative” expectations
- determine subjects to be modified
- decide upon alternative programs (if appropriate)
- set strengths/needs, accommodations, goals, learning expectations, strategies and assessment methods

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- set the IEP development team
 - determine the sources to be consulted
 - consult with parent/student
 - acquire principal's approval of completed IEP
 - create the transition plan (if appropriate)




■ Implement the IEP:


- share the completed IEP with appropriate staff
- continuously assess student progress
- adjust the IEP as necessary
- evaluate and report to parents



■ Review and Update the IEP:

- update learning expectations at the beginning of each reporting period
- record ongoing revisions to the IEP
- store the IEP in the Documentation File of the OSR
- plan for any transitions

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- **Determining the need to implementation:**
 - Classroom teacher notes the need for investigation into student concern (either for curriculum issues or alternative program issues)
 - Classroom teacher collaborates with special education teacher to bring the student to School Based Team

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- Classroom teacher implements accommodations to support student learning
 - Classroom teacher continues to monitor progress and makes evaluations
 - Notes where student is falling below grade level (e.g. “R’s” on report card)
 - With School Based Team approval, initiate the IEP process



IEPWriter – New Tool

- Replaces former FileMakerPro tool
- Linked to Trillium, Web-based
- Accessed with PAL
- Includes IPRC Forms
- Includes Alternative Report Card
- Facilitates adherence to Ministry/Board standards



Facilitation of Ministry Standards

E.g.

- The principal assigns to one teacher the responsibility of *coordinating* the development, implementation, and monitoring of the student IEP, employing a collaborative process. (pg 9)
- The classroom teacher develops any modified or alternate learning expectations, plans instruction to address those expectations and assess the student's achievement of those expectations. (pg 17)



Management within the IEPWriter

- SERT/Dept. Head creates & owns IEP's
- All staff “at site” can access in read-only format
- Teachers create modified or alternative program pages
- SERT can “Share” other sections of IEP if appropriate

■ Assessments appear before Areas of strengths and Needs

Non-Clinical Assessments Relevant To The IEP

Type	Date	Summary of Results
Educational Assessment	16-Nov-2007	-Results indicate numeracy skills well below grade level

Clinical Assessments Relevant To The IEP

Type	Date	Summary of Results
Psychological Assessment	25-May-2007	-Report provides diagnosis of Learning Disability in mathematics -Report provides diagnosis of Learning Disability in the area of written expression

Areas of Strength

-Verbal ability/oral expression
-Receptive vocabulary

Areas of Need

-Number and mathematical skills
-Reasoning and problem solving

- Parent/Guardian, CYW's **NOT** included in list for IEP Development Team members

IEP Development Team Clear

Member	Position
Ms Robins	Classroom Teacher
Mr. Green	Special Education Resource Teacher

- Parent/Guardian, or Student if 16+ automatically included in list of Sources Consulted

Sources Consulted in the Development of the IEP

-Parent/Guardian or Student if 16+	▲
-Provincial Report Card	▼

- Classroom Teacher
- ESL/ELD Teacher
- Educational Assistant
- Guidance Counsellor
- Itinerant Teacher
- Itinerant Teacher - Behaviour
- Itinerant Teacher - Dev. Ed.
- Itinerant Teacher - Gifted
- Itinerant Teacher - Hearing
- Itinerant Teacher - LD
- Itinerant Teacher - LLD
- Itinerant Teacher - Ortho.
- Itinerant Teacher - Vision
- Other
- Principal
- Program Consultant
- Psychological Associate
- Psychologist
- Social Worker
- Special Education Congregated Class Te.
- Special Education Consultant
- Special Education Resource Teacher
- Special Education Teacher
- Speech - Language Pathologist
- Subject Teacher
- Teacher Advisor
- Teacher of the Deaf
- Vice-Principal

Provincial Assessments

Permitted Accommodations

(As Part Of Regular Classroom Practice)

Elementary

Secondary

DIFFERENT PRESENTATION FORMAT

-Assistive technology (electronic formats used with technology such as text-to-speech software) [language sections only]

DIFFERENT RESPONSE FORMAT

-Verbatim scribing of responses

- After a review informed consent
agree the follow
-Grade 6 : Read

- Permitted Provincial Assessment Accommodations automatically included in Assessment Accommodations

Assessment Accommodations

DIFFERENT PRESENTATION FORMAT

-Assistive technology (electronic formats used with technology such as text-to-speech software) [language sections only]

DIFFERENT RESPONSE FORMAT

-Verbatim scribing of responses

On an ongoing basis outside of provincial assessments:

- Extended time limits
- Prompts to return student's attention to task
- Demonstration/draw to indicate concept understanding
- Computer options

- Multiple lines provided for entry of Learning Expectations and corresponding Teaching Strategies and Assessment Methods
- Only one expectation to be entered per line

Learning Expectations	Teaching Strategies	Assessment Methods
<input type="checkbox"/> Insert A Line		
<input checked="" type="radio"/> Term 1		
<input type="checkbox"/> Insert A Line		
<input checked="" type="radio"/> Identify and order main ideas and supporting details to develop well linked paragraphs (will create a sequence chart and a corresponding narrative for each chapter using the novel "Cowboys Don't Cry") (Gr. 5)	<input type="radio"/> Graphic organizers to support paragraph development; model writing strategy and think aloud; peer conferencing	<input type="radio"/> Written assessment; individual conferencing to assess process and performance in writing
<input type="checkbox"/> Insert A Line		
<input checked="" type="radio"/> Demonstrate understanding of increasingly complex texts (create a flow chart outlining the important ideas	<input type="radio"/> Provide structured format and use guided writing strategy; Assistive technology to promote expression of ideas	<input type="radio"/> Oral presentation to assess performance

Parent/Student Consultation and Staff Review and IEP Updating

Principal's Signature _____

Date _____

- Principal's signs on Consultation and Review page
- Space provided for record of consultations
- Page won't print unless at least one entry in record

Clear All Consultations

Record of Parent / Student / Staff Consultations and IEP Updating

Note: Consultation regarding significant changes to the IEP must occur prior to their implementation. Such changes include the level of learning expectations, frequency and/or intensity of support, degree of accommodations and the addition/deletion of assessed needs.

Date	Activity (Indicate parent/student consultation or staff review)	Outcome
07-Oct-2009	Spoke with parents	Parents agreed with expectations for term 1

**Supporting 2010 - 2011 PA Days
Resource Collection Template**

Resource Title	Individual Education Plan Standards
Brief Description of PA Day Activity and Resources	<p>Learning Resources staff assisted schools and principals with school-based in-services.</p> <ul style="list-style-type: none"> • Introduced resources for school based support to be utilized by School Based Team throughout the year.
Area of Focus (Please check off all applicable areas)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Personalization <input checked="" type="checkbox"/> Precision <input checked="" type="checkbox"/> Assessment and instructional approaches for closing the gap (i.e. Universal Design for Learning, differentiated instruction, the tiered approach, and assessment for learning) <input checked="" type="checkbox"/> Individual Education Plan (IEP) <input checked="" type="checkbox"/> Professional Learning Communities (PLCs)
Audience (Please check off all applicable audiences)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Elementary panel <input checked="" type="checkbox"/> Secondary panel <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Administrators <input checked="" type="checkbox"/> Parents
Board Name	Waterloo Region District School Board
Designated Contact (Contact Name / E-mail / Phone Number)	Mark Harper Superintendent of Learning Services mark_harper@wrdsb.on.ca 519 570 0003 ext 4205