

Individual Education Plan (IEP) Workshop

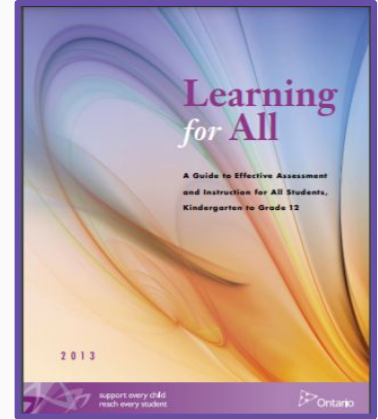
Waterloo Region Family Network
Waterloo Catholic District School Board
Waterloo Region District School Board

Learning for All

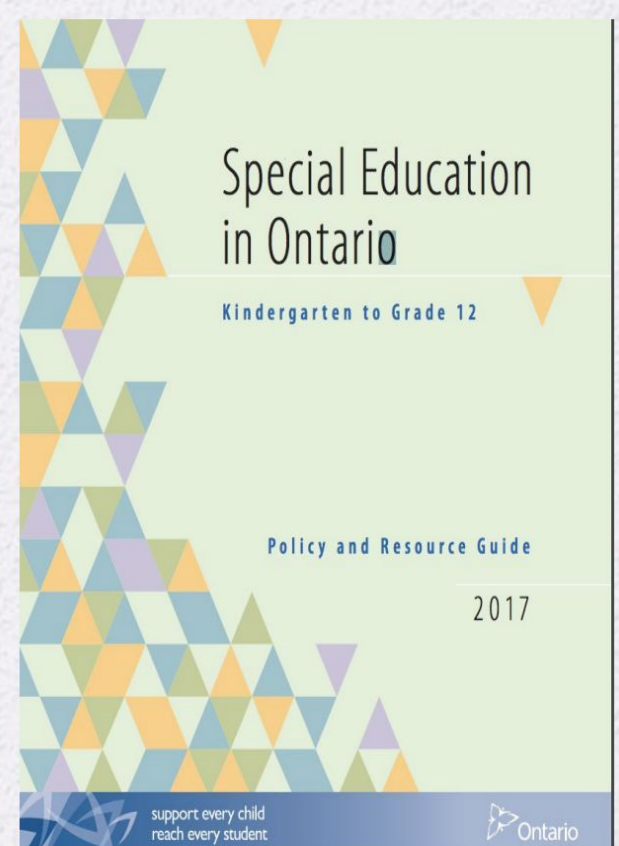
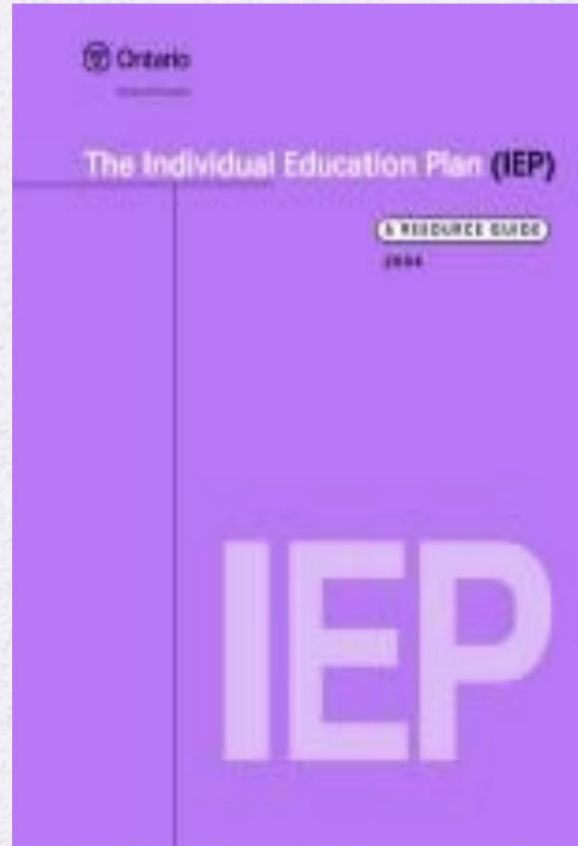
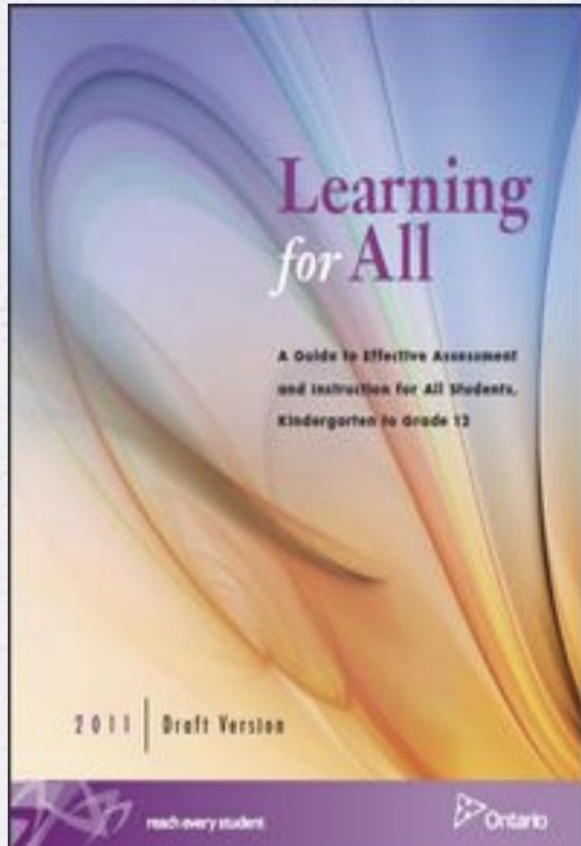
Our Shared Beliefs

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports all students.
- Fairness is not sameness.

(Adapted from Education for All, K-6, pp. 4-5.)



IEP Guiding Ministry Documents



Student Support Process



Classroom Team
(Question)



In-School School
Team



In-School and Central
Staff Team

Universal Design to Accommodations on an IEP

The Process

Universal Design for Learning

High quality instruction that ensures accessible tasks for ALL students

Differentiation

This process starts by knowing each of your students and their individual strengths and needs.

Learning tasks can be informed by assessment and tailored for small groups or individuals

Accommodations on an IEP

Changes to the Instructional, environmental or assessment approaches that are *essential* for a student to access the curriculum or demonstrate what they know

(**HOW** content is presented and the **WAY** they show what they know)

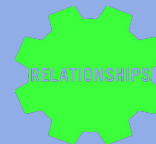
What is an IEP

An IEP is a written action plan describing the special ed program and or services required by a particular student based on a thorough assessment of the strengths and needs that affect the student's ability to learn and demonstrate learning

An IEP is a working document

An IEP is reviewed and adjusted throughout the reporting period

Consultation and Connecting with Families



Parents/Caregivers Know Their Children Best

**Collaborating with Families
Consultation for IEP Development**

Reaching Out

It is important to honour the voices and lived realities of parents, families and community members.

Consider connecting with families and students using a variety of accessible formats such as phone conferences, google meets, google forms, translated IEP consultation documents, use of Talking Points app.

Provide families the opportunity to indicate how best to communicate with them.

Questions For Families

What is the most important thing we should know about your child?
What are your child's strengths?
What is the best way to involve your child?
The child learns best when the teacher is...
Describe your child's passions, talents, interests.
What does your child like most about school? Is there anything you would like to see changed?
What are your hopes for your child this year?

Resource Links

Talking Points
IEP
Talking Points
IEP
Talking Points
IEP

Quote

"We are diverse, all of us. We all have strengths, we all need to get better at something. The difference in teaching is diversity however, is that we don't start with our deficits, we start with our strengths!" Shelby Moore

It is important to honour the voices and lived realities of parents, families, students and community members.

Schools consider a variety of accessible formats such as; interviews, phone conferences, google meets, google forms, use of Talking Points app, to connect with our families.

Getting to Know Your Child

During the initial phase of IEP development school staff will be connecting with you to find out about your child.

They may ask questions like the following:



Questions For Families

What is the most important thing we should know about your child?

What are your child's strengths?

What is the best way to motivate your child?

My child learns best when the teacher is.

Describe your child's passions, talents, interests.

What does your child like most about school? Is there anything you would like to see changed?

What are your hopes for your child this year?

"Getting to know our students is an ongoing process. When we draw on and represent students' experiences and strengths in the curriculum, learning becomes engaging, relevant and meaningful."

Observations Noted

Makes great inferences to oral texts

Likes Minecraft

Enjoys building with Lego

Likes drawing and doodling

Constantly on the move

Uses initial sounds and notices common word endings

Likes to move, enjoys gym

Prefers to work on his own

Is able to count by 10s and 5s and 2s

Uses speech to text proficiently

Identifying Student Strengths and Needs An Asset Based Approach to IEP Development



Shares great ideas orally

Prefers hands on tasks

Will persevere

Difficulty staying in seat

Uses repeat addition for multiplication

Writes phonetically

Has knowledge of whole numbers to 1000

Has difficulty with holding information - weak working memory

Requires technology to access curriculum

Feels like the group doesn't listen to him

Strong visual spatial skills

Executive functioning skills are weak

Accommodations, Modifications

Instructional, Environmental and Assessment

Accommodations are the teaching strategies, supports, and/or services that provide students with access to the curriculum and enable them to demonstrate learning.

Modifications

Modifications are changes made to the grade-level curriculum expectations for a subject or course to meet the needs of the student.

Programs and Courses with Alternative Expectations

Alternative expectations outline learning related to skill development in areas not represented in the Ontario curriculum policy documents.

Helpful Education Terminology

IPRC -Identification Placement and Review Committee Parent Guide (WRDSB)

IEP -Individual Education Plan

Accomodation -An accommodation changes *how* a student learns the material.

Modifications -A modification changes *what* a student is taught or expected to learn.

Alt pages -Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. These are captured on Alt pages in the IEP

Asset based approach -Focuses on strengths. It views diversity in thought, culture, and traits as positive assets.