

Individual Education Plan (IEP) Workshop

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

Welcome and Territorial Acknowledgement

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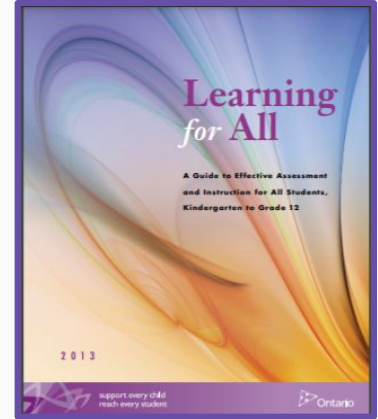


Learning for All

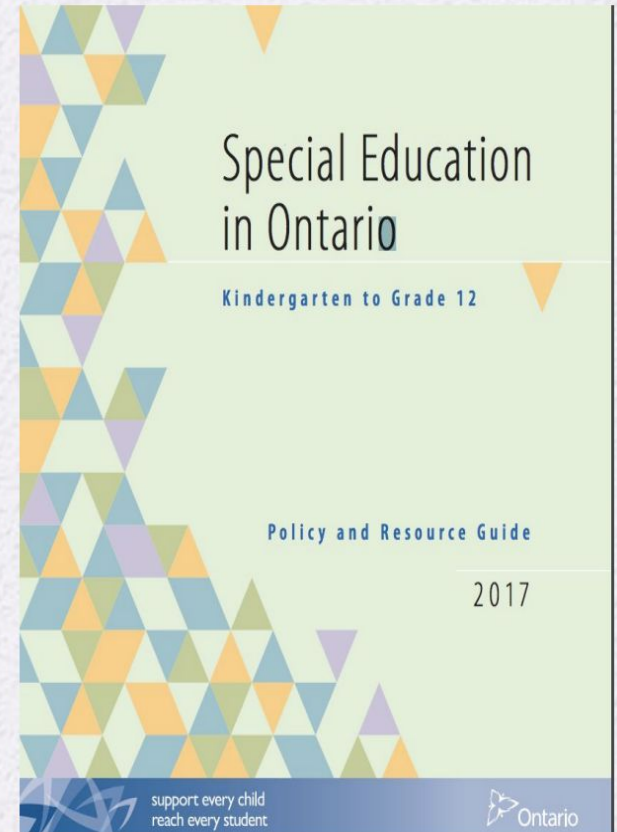
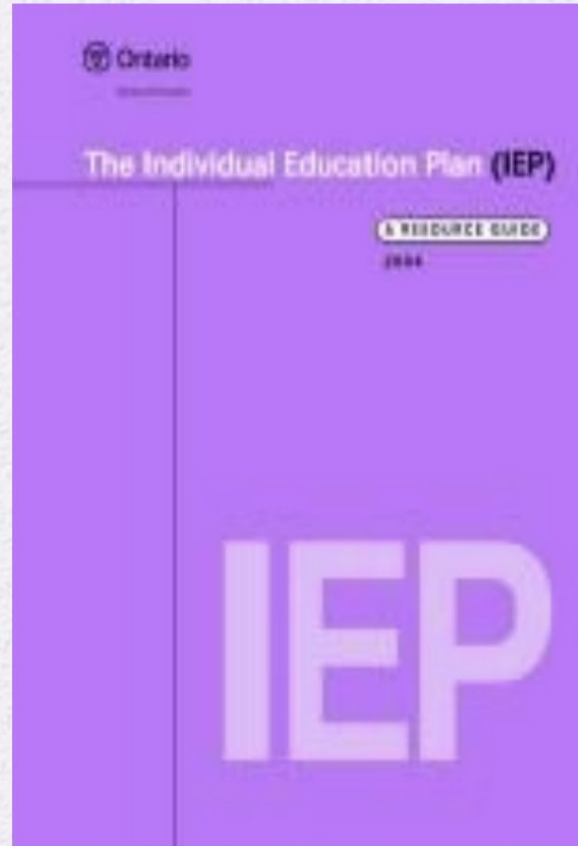
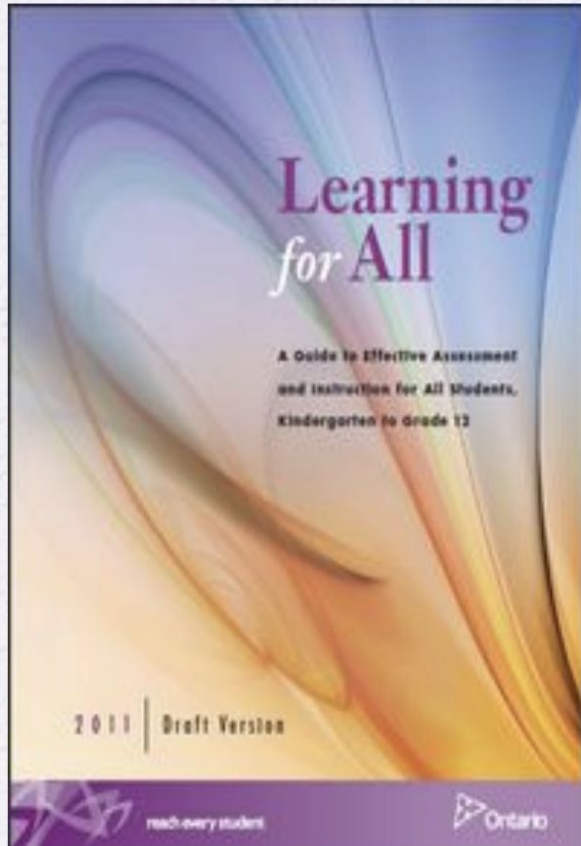
Our Shared Beliefs

- 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

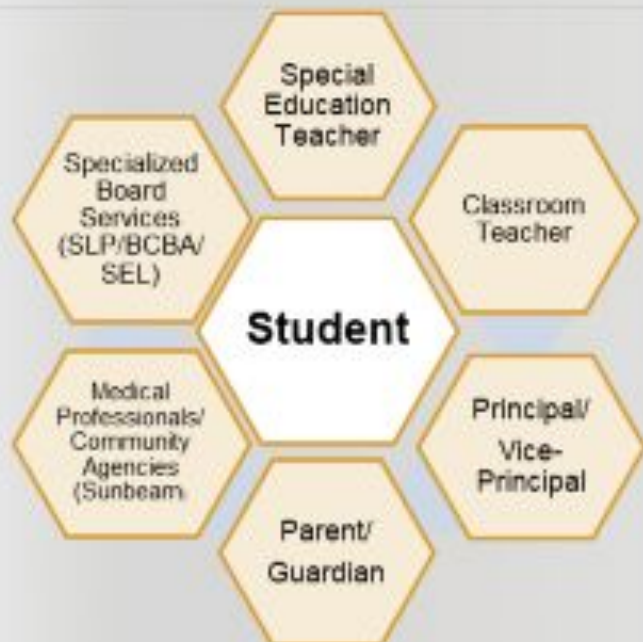
An IEP is reviewed and adjusted throughout the reporting period

IPRCs

Identification, Placement and Review Committee

- Process identifies if the student should be identified as exceptional under the following categories (Behaviour, Communication, Intellectual, Physical, Multiple)
- Also, determines the appropriate placement for the student
- Do not require an IPRC to create an IEP or provide additional supports

The IEP Team



Sources to Support the IEP Development:

- Student OSR
- Medical Reports
- Report Cards
- Academic Assessments
- Educational Assessments
- Psychological Assessments
- Speech Language Assessments

Other Board Supports

Special Education Liaison/Special Education Resource Teachers

Itinerant Teachers (e.g., Hearing, Vision, Gifted)

Braillist

Speech & Language Pathologist

Communicative Disorder Assistants

Psychoeducational Consultants

Psychologist

Social Workers

Board Certified Behaviour Analysts

Child Youth Care Workers

Community Transition Support Worker

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."

Accommodations

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.

The IEP Across the Year

All established IEPs are reviewed and re-established within 30 school days from the start of the school year.

They are formally reviewed again at the start of a new semester/term.

A working document

Transitions

Transition plan within the IEP

- Transition from a grade, a school, a program
- Transition from elementary to secondary
- Transitions out of secondary
- Transitions within the school day

Questions...

Thank you for sharing your questions in advance.



If a psycho-educational assessment is completed for the student, identifying a diagnosis, and indicating that an IEP with specific accommodations should be put in place, under what grounds is the school allowed to deny the development of an IEP?

Are there ways of prioritizing IEP recommendations? Many families are given a psycho-educational assessment full of great strategies for the classroom setting but there are far too many and it can be challenging to prioritize. Any suggestions around this would be helpful.

Regarding modifications to academics, would a modification related to timeless questions on a test etc. be included in an IEP?

In regard to environmental accommodations, it's VERY important to adhere to IEPs from day one in order to properly support students with special needs. When do teachers get familiar with a student's IEP? How can we ensure this happens?

What type of changes are needed for the IEP for going to high school if you are a student in grade 8? What steps should we, as parents, be taking or looking into in regard to IEPs with a child that would be in Grade 7 or 8 to help make sure everything is in place as they transition into high school?

Is there a “standard” for how a student with exceptionalities can be supported each year as they transition to a new grade, teacher(s), peers, schedules, etc. every single school year?

Who is the best point of contact at a school to discuss our child's IEP?

How can we make our student's IEP more practical?

The principal is denying some accommodations for my child. How can this be addressed so that my child receives the necessary accommodations?

In the absence of an accommodative IEP for ADHD needs, how can support needs be documented to aid continuity across grades and between teachers (eg. supply teacher)? I've heard mentioned the concept of a 'road map' or 'action plan' which would be a living document to highlight support needs. Does WRDSB have anything of this nature?

How can we make our student's IEP "work better"? It reads so well on paper and there seem to be many great ideas and strategies. What if he's not motivated or is resistant some days? How much support is there to really follow through with the IEP? What can you do if the student (typically 10+) is resistant to accessing supports identified in the IEP (such as headphones, chrome book, etc.)?

Why is there such resistance to starting an IEP at a young age? We wanted to start it in JK and there was so much resistance from the staff to move forward. We know this is something our child needed right away and will always need, so why not get things moving?

Is it true that only male EAs can assist male students in a bathroom with toileting assistance? There is no male EA in the school that my child is at. So, there is no assistance.

Remaining Questions?

We are here to connect with you...