

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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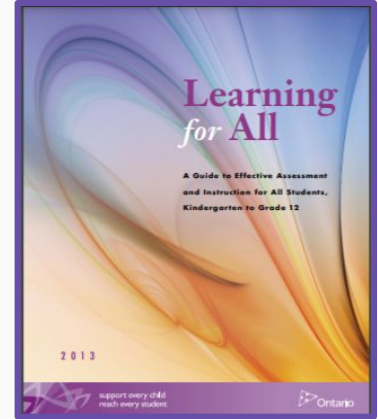


Learning for All

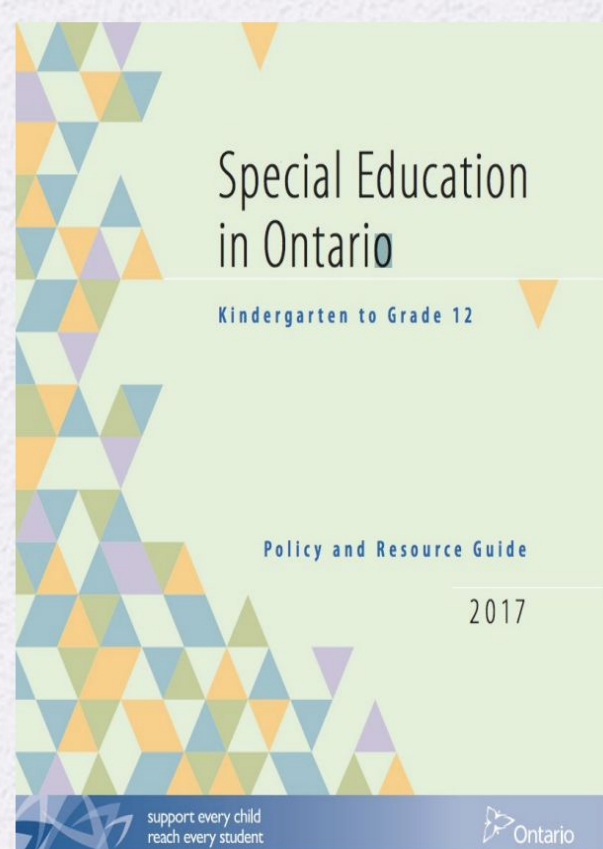
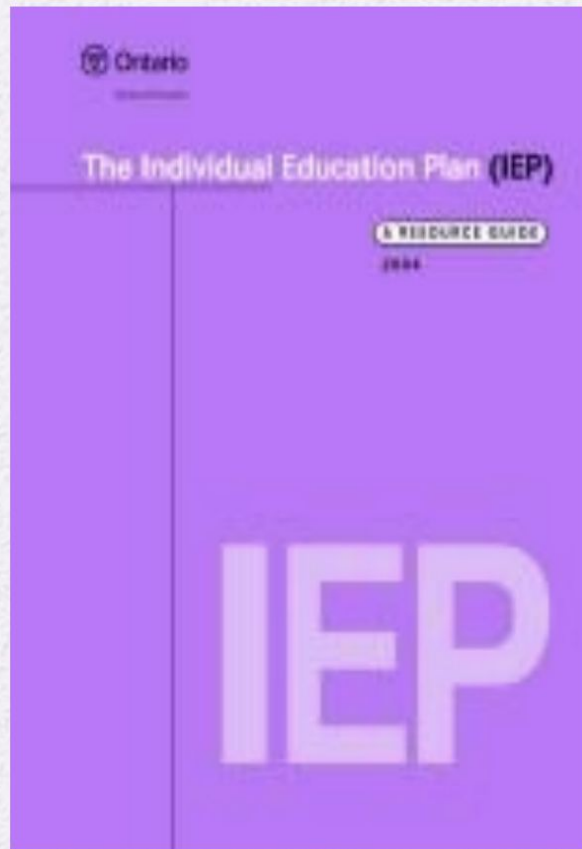
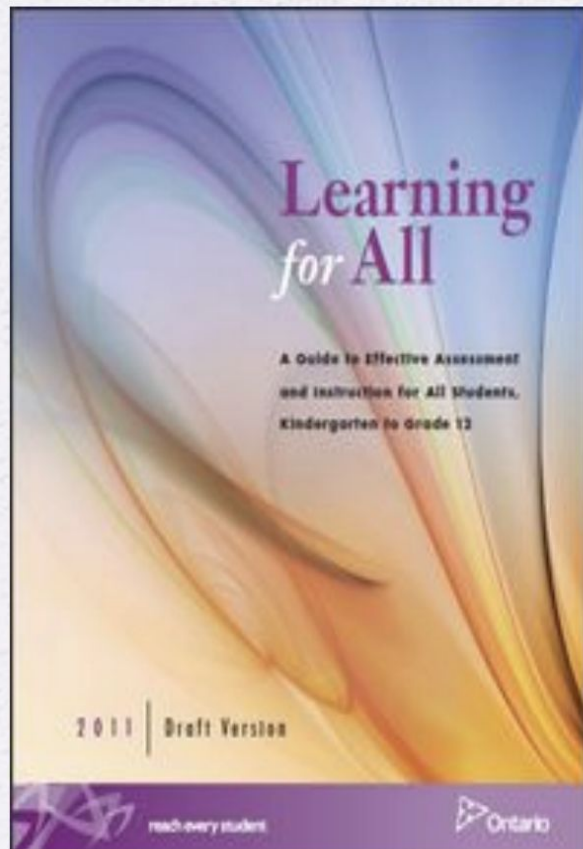
Our Shared Beliefs

- 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

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

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.

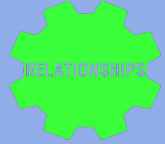
Learning tasks can be informed by assessment and tailored for small groups or individuals

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)

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 motivate your child?
 We child learns best when the teacher is...
 Describe your child's passions, talents, interests.
 What does your child like the 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
 Google Forms
 Zoom
 Social Media
 Email
 Phone
 Video

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.

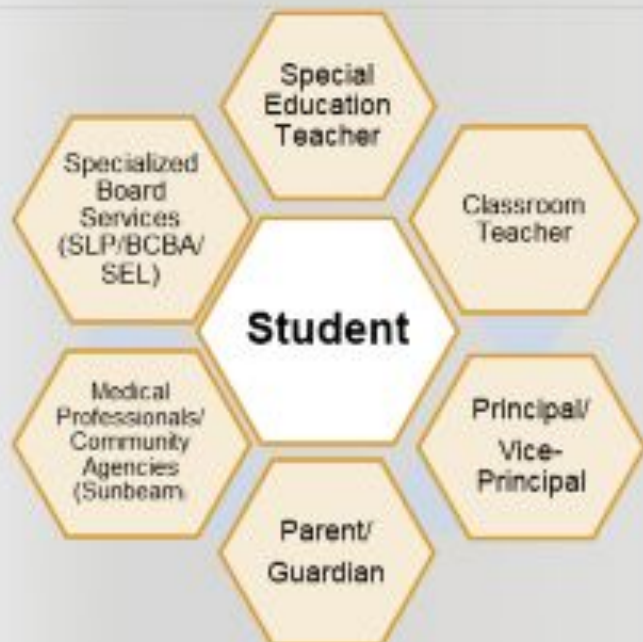
Schools consider a variety of accessible formats such as; interviews, phone conferences, google meets, google forms, use of Talking Points app, to connect with our families.

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.



When should we ask for the IEP? Should it be the first week of school, first month, etc.

Should the IEP be developed in JK/SK or can it wait until Grade 1?

How can we follow the progress of the IEP? Will the teacher or school team provide updates/reports as to how the IEP is going?

Who is responsible for initiating the IEP? Should we expect it to be the teacher, principal or the SERT?

Who is responsible to ensure the IEP is being followed? And if it appears to not be followed then who can we talk to?

Remaining Questions?

We are here to connect with you...