

Individual Education Plan (IEP) Meeting

No 28, August 2012

Sources: Durham District School Board. Parents' Guide to Special Education. Whitby, Ontario., 2009. www.ddsb.durham.edu.on.ca/Pdf/Spec_Ed_Plan/parent_guide_2009.pdf. Durham District School Board. Special Education Plan. Whitby Ontario. 2009 – 2010. www.ddsb.durham.edu.on.ca/Pdf/Spec_Ed_Plan/Special_Education_Plan_Oct_2009.pdf.

IEP stands for Individual Education Plan

An IEP is a written plan describing the special education program for a particular student. It is a document that is written by the classroom teacher in consultation with the resource teacher, principal, and the parent. It is a working document that reflects the current program and change as needed throughout the year.

IEPs are regulated under the Education Act and Regulation 181/98.

Each IEP describes:

- The strengths and needs (instructional, processing, etc.) of the student
- The program and services established to meet the student's needs
- How the program and services will be delivered (strategies)
- How the student's progress will be measured

Be sure that your IEP contains SMART goals:

- Specific
- Measurable
- Attainable
- Realistic
- Timely

Be sure that the goals are specific and realistic.

For example: To say Jonny needs to achieve 80 per cent in math, is not specific and may not be realistic.

It would be better to write: In math, Jonny is currently receiving 50 per cent and with

assistance he achieves 60 per cent, so our goal for Jonny is that by the end of the year, he reaches 70 per cent. This would be a more realistic goal.

An IEP is not:

- A daily lesson plan of all activities the student will take part in
- A list of every piece of information the student will learn
- A permanent document – it can be and should be updated regularly

Who receives an IEP?

- All students identified as being exceptional by an IPRC (Identification, Placement Review Committee) are entitled to have an IEP.
- Any student who doesn't have a recorded exceptionality, but the school suggests that the development IEP is necessary.
- If a child is showing need for, or is already receiving additional support and programming, parents can request an IEP.
- Parents and Teachers can begin the IEP process while waiting for the IPRC meeting to take place.

What to do when you get your IEP?

- Take time to read it through, thoroughly.
- Ensure that identification information (address, etc.) is correct.
- Walk through each section ensuring that you are aware of the information and how it pertains to your child

- Consult with someone at the school or community agency if you are unsure about any information in the IEP.

Understanding your child's IEP

Accommodations: This is the “HOW” of an IEP – how will they teach it, or assess it, and how does the environment look, while he/she is doing it? The Ministry curriculum expectations stay the same as for non-accommodated students

Alternative program: Any program that is not defined by the Ministry curriculum. This can include such programs as Social Skills, Life Skills, Fine/Gross motor, Behaviour, etc.

Alternative Report Card: This is an additional report attached to the report card which outlines the success of all non-Ministry provided programs.

This will state the learning expectations and achievement for all alternative programs.

Annual program goal: The goal for the entire school year. The goal should be broad but still achievable in the applicable school year.

Assessment accommodations: strategies used during all formal and/or informal testing periods.

Assessment data: The most recent or relevant formal (Dr's, Therapists, etc.) testing that applies to the student.

Assessment methods: The way in which the staff will gauge achievement for that specific expectation.

Environmental Accommodations: physical changes provided in all applicable settings.

Exceptional Pupil: The education act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training.

Health Support Services: Any approved therapy programs, provided by an outside agency during school hours, on school property (OT/PT/SLP, etc.)

Human Resource Support: The regular classroom teacher is always attached to the child. This refers to other staffing supports provided to the student on a scheduled basis.

Individualized/Specialized Equipment: Any equipment that the school or board has purchased for the student through grant or program funds.

Instructional Accommodations: Strategies used to assist during the teaching times, both structured and unstructured.

Learning Expectations: The individual goals for this term, or portion of the year, that work towards the larger annual goal. These should be realistic, challenging and measurable goals.

Log of Parent Consultation: All contacts that involved discussion around the IEP for this school year only.

Modification: This is the “WHAT” of an IEP - what is the student learning or assessed on. These changes can be with the number of grade level expectations being reduced or the actual grade level of expectations being higher or lower.

Provincial Report Card: The standard report card which outlines achievement levels of all Ministry provided curriculum expectations.

Regular class with indirect support: the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular class with resource assistance: The student is placed in the regular class for most or all of the day, and receives specialized instruction, either individually or in a small group, and within the regular classroom by a qualified special education teacher.

Regular class with withdrawal assistance: The student is placed in the regular class and receives instruction outside the classroom for less than fifty percent of the school day, from a qualified special education teacher.

Special education class with partial integration: The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

Special education class full time: The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31 for the entire school day.

Teaching Strategies: The tools used to teach/support that specific expectation

Transition Plan: For all students diagnosed with ASD (PPM 140) and students 14 years of age and older. Should outline any strategies that assist in preparing and managing transitions large and small.

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