



OECTA'S GUIDE TO THE INDIVIDUAL EDUCATION PLAN

OECTA MISSION STATEMENT

Recognizing our uniqueness as teachers in Catholic schools, we are an Association committed to the advancement of Catholic education. As teacher advocates we provide professional services, support, protection and leadership.

INTRODUCTION

This Individual Education Plan (IEP) guide is produced to reflect OECTA's mandate to promote Catholic values, to foster the growth of confident, competent professionals, and to assist members to grow professionally. It is our hope that this guide will assist teachers in understanding that the IEP process is more than a documentation exercise and will support teachers to work through the process efficiently while complying with Ministry standards.

The Human Rights Code provides for the right to equal treatment with respect to services. All students with or without a disability should be considered, assessed and accommodated on an individual basis. **Based on their individual learning needs and abilities, all students would receive support in schools that foster a culture of commitment to achievement.** (*Special Education Transformation, 2006*) At the heart of the IEP is the relationship between the student and the classroom teacher and the understanding that the potential of each individual should be reached. A profound respect for the dignity of the child and his/her family as members of our school and church communities should guide all deliberations about the IEP.

When planning and implementing for students with special needs, teachers should be aware of the Belief Statements contained in the document *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6*.

Belief #1: All students can succeed.
Each student is unique. Know your student – then plan accordingly so the student can demonstrate learning.

Belief #2: Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
*What's necessary for some may be good for all.
Systematically plan for classrooms of diverse learners.*

WHAT IS AN IEP?

An IEP is ...

- a statement of intent
- a flexible working document
- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs with ongoing consultation with student and parent
- an accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations
- a close link to the Ontario Curriculum and the Provincial Report Card
- a clear way of telling the parent where the mark on the report card came from

An IEP is not ...

- a promise
- a description of everything that will be taught to the student
- a list of all the teaching strategies used in regular classroom instruction
- a document that records all learning expectations
- a daily lesson plan

- Belief #3: Successful instructional practices are founded on evidence-based research, tempered by experience.
Be aware of the new curriculum documents and guides. Choose teaching methods that are proven to show results and enhance student achievement.
- Belief #4: Classroom teachers are the key for a student's literacy and numeracy development.
Classroom teachers deliver the program and all teachers are responsible for improving literacy and numeracy.
- Belief #5: Each child has his or her own unique patterns of learning.
Not all children learn the same.
- Belief #6: The classroom teacher needs the support of the larger community to create a learning environment that supports students with special needs.
Be aware of available resources – ask for help when needed.
- Belief #7: Fairness is not sameness.
Give students the tools they need to succeed. Some students require more or different support than others in order to work at a level appropriate to their needs and abilities.

THE IEP TEAM

The IEP team considers the way to best educate the student.

Although the principal is required to ensure that the IEP is properly implemented and monitored, the IEP should be developed collaboratively by those who know the student best and who will be working directly with the student. All team members have important roles and responsibilities in the IEP process, however, one teacher is usually assigned the primary responsibility for coordinating the IEP.

The membership of an IEP team can and should vary according to the needs of the individual student, but it will always include the parent/legal guardian. If the IEP is subject-specific – as it is at the secondary level – the team's membership should be modified to reflect this situation. A team approach enables all those who have an interest in and a responsibility for meeting the student's needs to contribute a different perspective.

FIVE STEPS FOR DEVELOPING THE IEP

1. Gather Information

Gather current information on the student through a variety of sources (review OSR, consultation, assessment)

2. Set the Direction

Establish a collaborative team (including parents) to determine priorities for the student's special education program and/or services

3. Develop the IEP

Within 30 school days develop a written plan describing the specifics of the special education program and/or services

4. Implement the IEP

Share the IEP with the team (including the parents), put the IEP into practice with continuous evaluation of the student's progress and make adjustments as appropriate

5. Review and Update

Review the IEP regularly and record required revisions. Store the IEP in the student's OSR.

REGULATIONS

Regulation 181/98, Sections 6 (2)-(8) and 8

6. (2) The board shall promptly notify the principal of the school at which the special education program is to be provided of the need to develop an individual education plan for the pupil in consultation with the parent and, where the pupil is 16 years of age or older, the pupil.
- (3) The individual education plan must include,
- (a) specific educational expectations for the pupil;
 - (b) an outline of the special education program and services to be received by the pupil; and
 - (c) a statement of the methods by which the pupil's progress will be reviewed.
- (4) Where the pupil is 14 years of age or older, the individual education plan must also include a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.
- (5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.
- (6) In developing the individual education plan, the principal shall,
- (a) consult with the parent and, where the pupil is 16 years of age or older, the pupil; and
 - (b) take into consideration any recommendations made by the committee [IPRC] or the Special Education Tribunal, as the case may be, regarding special education programs or special education services.
- (7) In developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.
- (8) Within 30 school days* after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.
8. The principal shall ensure that the individual education plan for a pupil is included in the record kept in respect of the pupil under clause 265(d) of the Act, unless a parent of the pupil has objected in writing.

* As amended by Ontario Regulation 137/01

THE COMPONENTS OF AN INDIVIDUAL EDUCATION PLAN

DETERMINING WRITING STRENGTHS AND NEEDS

RECOMMENDATIONS

- Avoid using verbs
- Attempt to equal the number of strengths and needs
- Choose the characteristics that best describe the student's learning style that change minimally over time
- Know how the student is wired for learning

EXAMPLES

Strengths

Yes: visual memory, receptive language, kinesthetic learning style

No: supportive parents, likes to play hockey

Needs

Yes: visual motor, short term memory, time management

No: 1:1 assistance, Ritalin, modified program

REASON FOR IEP

- Every student identified as exceptional by an IPRC must have an IEP
- Students who are to be assessed using modified expectations for reporting on the provincial report card and/or alternative expectations on an alternative report form
- OR students who regularly require accommodations for instructional, environmental, or assessment situations may have an IEP
- Students in an EQAO year who regularly require accommodations must have an IEP in order for the those allowable accommodations to be used during EQAO assessment

STUDENT PROFILE

Essential information about the student that was used to support the decision to provide the special education program and services which may include the IPRC statement of decision and assessment information

Note: only Ministry placement decisions are to be indicated

INFORMATION SOURCES

- Relevant educational, medical/health/vision/physical, neurological, psychological, speech/language, occupational, physiotherapy and behavioural assessments
- Must be current except in the case of a relevant diagnosis
- Must be relevant

STUDENT STRENGTHS AND NEEDS

- Areas of strength and areas of need are required for students with an IEP
- Must be consistent with the description contained in the IPRC statement of decision (if applicable)
- Areas of strength and areas of need must be supported by relevant assessment data
- May be relative strengths and needs

SPECIALIZED HEALTH SUPPORT SERVICES/PERSONAL SUPPORT

Any specialized health support services/personal support that the student requires on a scheduled basis in order for the student to attend school

KNOW THE DIFFERENCE!

Modified is the term used to identify subjects or courses from the Ontario Curriculum in which the expectations differ significantly from the regular grade expectations

Accommodated only is the term used to identify subjects or courses from the Ontario Curriculum in which accommodations alone are required to achieve the regular grade expectations

Alternative is the term used to identify programs or courses that are not part of a subject or course outlined in the provincial curriculum

INDIVIDUALIZED EQUIPMENT

All equipment purchased through SEA funding must be listed on an IEP

SUBJECTS/COURSES

- All the subjects/courses or alternate programs to which the IEP applies
- Identification of each as a Modified, Accommodated only or Alternative program

ACCOMMODATIONS

- Teaching strategies and accommodations that are **different** from those used with other students in the class usually to overcome a barrier
- Are consistent with strengths and needs

Instructional Accommodations refer to changes in teaching strategies that allow the student to access the curriculum

Barrier: text impaired (reading fluency due to difficulty decoding)

Accommodation: text reading software, extra time

Environmental Accommodations refer to changes that are required to the classroom and/or school environment

Barrier: hearing impaired

Accommodation: sound field system

Assessment Accommodations refer to changes that are required in order for the student to demonstrate learning

Barrier: visual motor difficulties (illegible writing or very labour intensive)

Accommodation: scribe, extra time, prediction software, speech to text software

- Any individual equipment required by the student

EXEMPTIONS OR SUBSTITUTIONS

- Program exemptions and course substitutions
- Educational rationale for these decisions

PROVINCIAL ASSESSMENT

- Assessment accommodations for provincial assessments should be identified and the wording should be consistent with the wording used in EQAO documents
- **Students requiring assessment accommodations for EQAO must have an IEP for that year though they normally would not**
- Exemptions planned for all or part of a particular provincial assessment must be indicated with an explanatory statement that outlines the reasons for the decision, quoting exemption criteria from the EQAO documents

The goal for students with special needs – as for all students, is to learn to their potential.

PROGRAM GOALS

EXAMPLE

Language

Student A will improve his reading skills to the late Grade 1 level as measured by an Informal Reading Inventory.

Math

Student B will complete half of the expectations at the Grade 3 level.

Alternate

Student C will express anger and frustration without physical contact 8 out of 10 times

SPECIAL EDUCATION PROGRAM

(Required only for modified or alternative program – accommodated only IEPs do NOT require program areas to be addressed)

CURRENT LEVEL OF ACHIEVEMENT

- Mark or letter grade from the most recent provincial report card or prerequisite course for each subject or course with modified expectations (usually from June report)
- Grade level of the expectations that were assessed
- For alternative programs, the description of achievement of the alternative expectations from the latest alternative report card
- N/A for a student's first course in a subject area or for a course that has no prerequisite
- Remains unchanged for the whole school year
Examples: **Yes** – C+ Grade 3 Modified
No – reads at a Grade 3 level

ANNUAL PROGRAM GOALS

- Prediction of what a student can realistically be expected to accomplish by the end of the school year in a particular subject, course or skill area
- Must be consistent with the student's identified strengths and needs, and reflect learning in the Ontario curriculum or an alternative skill program
- **Must be measurable for language and math**

LEARNING EXPECTATIONS

- The teacher looks at the strengths and needs of the individual
- Connected to annual program goal
- Modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level where appropriate.
- Must be measurable
- Must have a close connection to the provincial report card for modified expectations or an alternative reporting format for alternative expectations
- Developed at the start of each term
- The mark on the report card is based on the expectations in the IEP

STUDENTS WITH SPECIAL NEEDS:

MODIFICATIONS AND ACCOMODATIONS

If the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course (see section 7.12 of *Ontario Secondary School, Grades 9-12: program and Diploma Requirements, 1999*) or if the expectations are alternatives to the curriculum expectations, the following statement must be included in the "Comment" section (along with comments about the student's achievement): "This percentage grade is based on achievement of the expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."

Guide to the Provincial Report Card, Grades 9-12, 1999.

TEACHING STRATEGIES AND ASSESSMENT METHODS

- Teaching Strategies – only those that are particular to the student and specific to the learning expectations need to be listed

Examples: **Yes** –

- memory aid for 3 classes of rocks
- provide project framework

No –

- encourage responses
- acknowledge correct responses

- Assessment Methods – must be stated for each learning expectation
- Apply the principles of Universal Design and Differentiated Instruction to program planning

TRANSITION PLAN

- For students who are 14 years of age or older, unless solely identified as gifted
- Must focus on transition to post-secondary activities
- Identifies goals for work, further education and community living
- Defines actions, person responsible for actions and timelines
- PPM 140, all students identified with ASD must have a transition plan regardless of age to address daily transitions.

HUMAN RESOURCES

- Type, initiation date, planned frequency or intensity, and location of teaching and non-teaching support staff

EVALUATION AND REPORTING INFORMATION ON THE IEP

- Student progress must be evaluated at least once in every reporting period
- Dates on which evaluations are to be completed and the format used for reporting student progress to parents

PARENT/STUDENT CONSULTATIONS

- Parents must have the opportunity to participate in the development of the IEP
- Consultations with a parent/student in the development and implementation of the IEP must be documented and dated
- Students if 16 years of age must be consulted and asked to sign the form

REPORT CARD POLICY FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

ELEMENTARY

If the student has an *Individual Education Plan* that applies to a particular strand/subject, it is not necessary, nor is it advisable, to check the IEP box on the student's report card when a student has received only accommodations for that strand/subject.

Deputy Minister Memo dated November 19, 2004

If the expectations in the IEP are based on The Ontario Curriculum, Grades 1-8 but vary from the expectations of the regular program for the grade, the following statement must appear in the "Strengths/Weaknesses/Next Steps" section: **"The (grade/mark) for (strand/subject) is based on achievement of the expectations in the IEP, which vary from the Grade____ expectations."**

Guide to the Provincial Report Card, Grades 1-8, 1998

SECONDARY

If the student has an Individual Education Plan that applies to a particular course, it is not necessary, nor is it advisable, to check the IEP box on the student's report card when a student has received only accommodations for that course.

Deputy Minister Memo dated November 19, 2004

If some of the student's learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the IEP box. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course (see section 7.12 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*) or if the expectations are alternatives to the curriculum expectations, the following statement must be included in the "Comments" section (along with comments about the student's achievement): **"This percentage grade is based on achievement of the expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."**

Guide to the Provincial Report Card, Grades 9-12, 1998

EXPECTATIONS:

LANGUAGE

Student will:

1. Read 3 short stories from the Grade 7, anthology, "Take Flight".
2. Record setting, character and plot summary for each story.
3. Answer 5 comprehension questions for each story.

MATH

Student will:

1. Read and print numerals from 0 to 1000 and number words to fifty.
2. Recall addition facts to 18.
3. Collect data and display it using one-to-one correspondence.

RESOURCES

Ministry of Education Documents:

*Individual Education Plans:
Standards for Development,
Program Planning, and
Implementation, 2000*

*Special Education:
A Guide for Educators, 2001*

*Transition Planning:
A Resource Guide, 2002*

*The Individual Education
Plan (IEP): A Resource Guide,
2004*

*Education for All:
The Report of the Expert Panel
on Literacy and Numeracy
Instruction for Students with
Special Education Needs,
Kindergarten to Grade 6, 2005*

WEBSITES:

Ministry of Education
www.edu.gov.on.ca

OECTA
www.oecta.on.ca

TIPS FOR TEACHERS

- 1** *Involve the principal, who is responsible* for ensuring compliance in all areas of the IEP development.
- 2** *Collaboration is the key.* Consult with all involved in the student's program, as often as necessary.
- 3** *Remember the E in IEP.* You are responsible for the education plan of the student, not therapy or medical plans.
- 4** *Keep within your area of expertise.* If you are unsure of any particular area of the IEP, (e.g. appropriate accommodations), consult your principal.
- 5** *Express your concerns,* especially if you feel you are not qualified to deliver any aspect of the IEP.
- 6** *Seek out in-service* offered to assist in the IEP development.
- 7** *Communicate with parents* regarding the plan and the availability of resources to support the plan.
- 8** *Keep the plan achievable, reasonable, manageable and measurable.*
- 9** *Become familiar with the requirements* in the IEP standards document.
- 10** *Make your plan a working document* – don't be afraid to make necessary changes but keep parents informed if the changes are major.

MODIFIED vs. ACCOMMODATED vs. ALTERNATIVE PROGRAM

MODIFIED	ACCOMMODATED	ALTERNATIVE PROGRAM
<ul style="list-style-type: none"> • Changes made to the grade level expectations for a subject or course to meet the needs of the student • Expectations from a different grade level or significant changes (increase or decrease) to the number and/or complexity of the learning expectations 	<ul style="list-style-type: none"> • Provincial curriculum learning expectations for the grade level are not altered • Subjects/courses that are accommodated only do not require annual program goals or learning expectations 	<ul style="list-style-type: none"> • Skill development in areas not represented in the Ontario curriculum policy documents • Possible skill areas include orientation and mobility, personal care, anger management, or social skills

EVALUATION AND REPORTING TO PARENTS

<ul style="list-style-type: none"> • Student progress must be recorded on the Provincial Report Card • IEP box must be checked and include the appropriate statement. "The grade/mark is based on achievement of the expectations in the IEP, which vary from the Grade ____ expectations." 	<ul style="list-style-type: none"> • Student progress must be recorded on the Provincial Report Card • It is not advisable to check the IEP box and the statement referring to learning expectations if the IEP is not being used – it is the mark that is important not how you get there 	<ul style="list-style-type: none"> • Student progress should be reported through anecdotal comments on an alternative report • For alternative courses, no mark should be provided unless a rubric for the course has been developed • Alternative report to accompany the Provincial Report Card
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TYPES OF ACCOMMODATIONS

INSTRUCTIONAL	ENVIRONMENTAL	ASSESSMENT
<ul style="list-style-type: none"> • Buddy/peer tutoring • Note-taking assistance • Duplicated notes • Learning contracts • Reinforcement incentives (specify) • Highly structured activities • Augmentative and alternative communications systems • Assistive technology (specify) • Non-verbal signals • Organization coaching • Mind maps • Concrete/hands-on materials • Large size font • Tracking sheets • Computer hardware • Rewording/rephrasing information • Extra time for processing • Audio version of text • Braille • Braille writer • Cueing • FM systems • Graphic organizer • Oral interpreter • Pencil grips • Pre-teaching/re-teaching • Prompts to return student to work <ul style="list-style-type: none"> - Rehearsal - Sign language - Interpreter - Special pens 	<ul style="list-style-type: none"> • Strategic seating • Reduction of audio/visual stimuli • Head phones • Special lighting • Assistive devices or adaptive equipment (specify) • Custom furniture (specify) • Push-ups in chairs • Physical accessibility 	<ul style="list-style-type: none"> • Verbatim scribing of responses • Assistive devices or adaptive equipment (specify) • Prompts to return student's attention to task • Augmentative and alternative communications systems (specify) • Assistive technology (specify) • Large-size font • Coloured paper • Reduces/uncluttered format • Computer with spell check • Extra time for processing • Reduction in the number of tasks used to assess a concept or skill • Additional time • Audio taping of responses • Audio version of text • Braille • Braille writer • Individual or quiet seating • Study carrel • Oral interpreter • Pencil grips • Large print • Preferential seating • Sign language interpreter • Special pens • Speech-to-text software • Text-to-speech software • Verbatim reading of instructions/questions • Videotaping of responses



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