

Parent/Guardian/Student Role

- actively participate by sharing information about the student's approach to learning (i.e., talents, skills, interests)
- share up-to-date information as it relates to learning (i.e., recent assessment reports)
- support, reinforce, and extend the educational efforts/ activities at home
- maintain open communication with teacher and school
- acknowledge receipt of the IEP
- IEP is signed by Principal and parent
- experience has shown that educators and parents who work together in the development of the IEP share a common understanding that reduces potential future conflicts (Shared Solutions, Pg 14)

IEP In-services

Assessment and Programming Teachers and Programming and Assessment Teachers provide:

- annual and ongoing supports for teachers and other TCDSB staff
- individual consultation with parents/guardians as requested

Ministry of Education Resources



http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

<http://www.edu.gov.on.ca/eng/parents/speced.html>

Supports for IEP Development

In-School Supports:

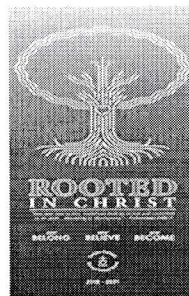
Classroom/Subject Teacher
Special Education Teacher
School Based Support Teacher
School Principal/Vice-Principal

Special Services Supports:

Assessment and Programming Teacher
Autism Support Teacher/Team
Behaviour Team
DHH Itinerant Teacher
Programming and Assessment Teacher
Psycho-Educational Consultant
Social Worker
Speech/Language Pathologist

As well as

Curriculum Resource Teachers



Linda Maselli-Jackman,
Superintendent of Special Services

SEAC,
Special Education Advisory Committee

Rory McGuckin,
Director of Education

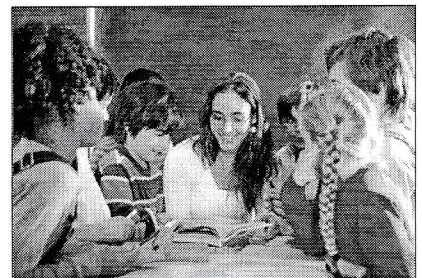
Barbara Poplawski,
Chair of the Board

©Toronto Catholic District School Board
80 Sheppard Avenue East, Toronto, Ontario M2N 6E8
Phone: 416-222-8282 - www.tcdsb.org

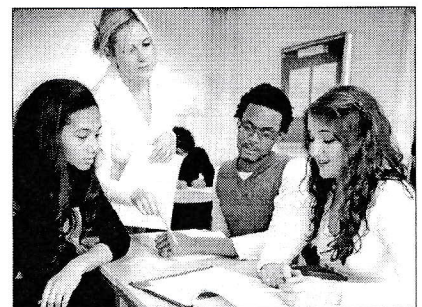
September 2018



The Parent Guide to **THE INDIVIDUAL EDUCATION PLAN** IEP



Parents · Guardians · Students



Prepared by: TCDSB

Assessment and Programming Teachers
Programming and Assessment Teachers



Understanding the Individual Education Plan

An **IEP** is...

- a written plan/working document describing the special education program and/or services required by a particular

student, based on assessments of the student's strengths and needs

An **IEP** is not...

- a description of everything that will be taught to the student or a list of all the teaching strategies used in regular classroom instruction
- a document that records all learning expectations including those that are not modified from the regular grade level curriculum expectations

The **IEP** timeline

- Principal ensures an **IEP** is completed within 30 school days after placement in the program / or start of a new school year/semester
- the modified and alternative learning expectations in an **IEP** must be reviewed and updated as necessary, at least once in every reporting period (Reg 181/98)

The **IEP** summarizes...

- strengths and needs
- specialized health support services
- relevant assessment data
- current level of achievement in each modified or alternative program
- annual goals and representative samples of specific expectations for each reporting period in each modified or alternative subject/course
- program modifications and accommodations
- teaching strategies and assessment methods for modified/alternative subjects and/or courses
- parent/student consultations
- a Transition Plan (if required)

Accommodations

- refer to the special teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and to demonstrate learning (e.g., extra time, scribing, assistive technology)
- do not alter the provincial curriculum expectations for the grade/course.
- can be instructional, environmental and assessment based
- unique to specific needs of the student

Annual Program Goals

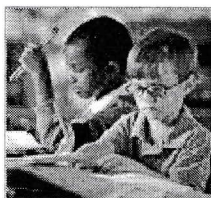
- statements that describe what a student can reasonably be expected to accomplish by the end of the school year in a subject/course
- set for students who require modifications and/or alternative curriculum expectations

Modified Learning Expectations

- are curriculum changes in grade/subject expectations
- changes in number and/or complexity of grade level/course expectations
- representative samples expressed as observable and measurable outcomes

Alternative Learning Expectations

- are knowledge and skills that are not represented in the Ontario curriculum
- examples may include social skills, self-advocacy skills, organizational skills, life skills, orientation/mobility training, personal care, non-credit courses, interpersonal skills etc.



Teaching Strategies

- are instructional accommodations and teaching strategies that differ from the strategies used with other students
- support the student in achieving his/her learning expectations with a focus on the student's strengths and learning style—visual, auditory, kinesthetic

Assessment Methods

- on-going assessment of expectations using range of methods and techniques and incorporating assessment accommodations identified in the **IEP**

Evaluation and Reporting

Provincial Report Card:

- The **IEP** and the Provincial Report Card are interrelated documents
- Student progress is evaluated at least once every reporting period on the Provincial Report and/or an Alternative Report Card using the statements:

IEP with Modified Curriculum Expectations:

"This (letter grade/percentage mark) is based on expectations in the **IEP** that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."

IEP with Alternative Learning Expectations:

"This (letter grade/percentage mark) is based on alternative learning expectations in the **IEP**, which are not based on the Ontario curriculum."

Transition Plan

- **Policy and Program Memorandum 156 (PPM 156): Supporting Transitions for Students with Special Needs** states that "A transition plan must be considered for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the **IEP**".