

Special Education IEP Guide for Parents

Individual Education Plan



Brant Haldimand Norfolk Catholic District School Board



ACRONYMS RELATED TO SPECIAL EDUCATION

ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CCAC	Community Care Access Centre
CPRI	Child and Parent Resource Institute
DD	Developmental Disability
DHH	Deaf and Hard of Hearing
EA	Educational Assistant
FASD	Fetal Alcohol Spectrum Disorder
HI	Hearing Impaired
IBI	Intensive Behavioural Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
MID	Mild Intellectual Disability
OT	Occupational Therapist
PDD	Pervasive Developmental Disorder
PT	Physiotherapist
S-LP	Speech-Language Pathologist
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SERT	Special Education Resource Teacher





Special Education IEP Guide for Parents

As a Catholic learning community, supporting each other in our faith journey, we provide academic excellence within a safe, Christ-centred environment while enabling all individuals to become life-long learners who make a positive contribution to society.

The Brant Haldimand Norfolk Catholic District School Board believes most exceptional children can and should have their needs met, using a variety of strategies, techniques and resource support, in regular classes in their home schools. The application of appropriate programs, services, and placements are determined by the school team, in consultation with parent(s)/legal guardian(s).

Our primary goal is to meet students' needs in their own classrooms in their home school. Parents are partners in the education of their children and have significant involvement in the planning and implementation of programs. Parental input is essential in the decision - making process regarding their child's special education program. We work together to help your child succeed.

When used in this guide, the word 'parent' includes legal guardian. Students should also be involved in the Individual Education Plan (IEP) process, as appropriate. Students 16 years of age or older are required to be involved.

If, after reading this guide, you require more information, please contact the school.

Created by Special Education Services
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What is an exceptional pupil?

The term exceptional is used to describe a student who has extraordinary needs and may require special programming. The student's communication, intellectual, physical, behaviour or multiple exceptionality is such that he or she is considered to need placement in a special education program.

Categories of exceptionalities	
Communication	autism, learning disability, deaf and hard of hearing, language impairment, speech impairment
Intellectual	giftedness, mild intellectual disability, developmental disability
Physical	physical disability, blind and low vision
Behaviour	behaviour
Multiple	a combination of the above exceptionalities which require appropriate support services

What is a special education program?

A special education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation
- Includes a plan (i.e., IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil

Special education services are the facilities and resources, including support personnel and equipment, that your child might need.

What is an IEP?

Once a student has been identified as exceptional, an Individual Education Plan (IEP) must be developed in consultation with the parent. The IEP will include:

- Specific educational expectations
- An outline of the special education program and services that will be provided
- A statement about the methods by which the student's progress will be reviewed
- A transition plan outlining the pathway toward appropriate post secondary school activities, such as work, further education, and community living

The IEP must be completed within thirty (30) instructional days after the student has been placed in the program, and the principal must ensure the parents receive a copy of it.





An IEP is a written plan. It is a working document which describes the strengths and needs of the individual student. It is **not**, however, a description of everything that will be taught to the student. It is a summary of the expectations for a student's learning during a school year. The IEP provides an opportunity for all those involved with the student to work together to provide a program that will foster student achievement and success.

When is an IEP needed?

An IEP is needed when a student requires a special education program and/or services to meet his/her needs. It can be developed as early as the child's first entry into school or at any time during the student's school experience. An IEP should be directly connected to the learning expectations in the Ontario Curriculum, but there may be a need to have modifications made to those expectations that meet the needs of the student.

Accommodation

The term accommodation is used to 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. Accommodations do not alter the provincial curriculum expectations for the grade. Accommodations are provided to meet the specific needs of each individual student. A few examples of accommodations are: changing the length of time needed to complete an assignment/test, using assistive technology, altering the instructions to match a student's style of learning, or photocopying notes. Most students receiving accommodations are working on grade level expectations of the Ontario Curriculum.

Modification

Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.

Alternative Expectation

Alternative expectations are developed to help students acquire knowledge and skills not represented in the Ontario curriculum. Learning expectations in the areas of life skills, behaviour management, or orientation and mobility training for students who are blind or partially sighted are examples of alternative expectation areas.





For whom is an IEP developed?

In regulation 181/98, 'Identification and Placement of Exceptional Pupils', principals are required to ensure that an IEP is developed for each student who has been identified as exceptional by an IPRC within 30 school days of the student's placement in a special education program. IEPs may also be prepared for students who are receiving special education programs and services but who have not been formally identified as exceptional.

How is an IEP developed?

A student's IEP is developed by first:

- Reviewing the Ontario Student Record (OSR)
- Identifying the student's strengths and needs as identified through the IPRC process based on assessment. Strengths should include information on learning modalities or styles and lead to the development of successful strategies and accommodations that would maximize the student's ability to learn. Needs should be directly related to the reason why the student requires changes to curriculum or the learning environment, whether it be through accommodations, modified expectations, or the development of alternative programming to the regular curriculum. For most exceptionalities the needs do not change significantly over time
- Consulting with the student, parents, school staff, and other professionals
- Observing the student
- Reviewing the student's current work and conducting further assessments, if necessary

This information is used to identify annual goals and learning expectations, and to determine the teaching strategies, resources, and assessments which will be used. This information is consolidated on the IEP. The school team will meet to review this information. Parents are encouraged to be involved in the team meetings.

What is an annual goal?

The annual goal is a statement describing what a student can reasonably be expected to accomplish by the end of the school year. It is a target, not a rigid requirement.





What are learning expectations?

Learning expectations outline term-by-term goals. They generally break the skills down into discrete components. Any learning expectations which can be tied to the Ontario Curriculum should be reported on the Provincial Report Card. Alternative (i.e., not based on the Ontario Curriculum) expectation results should be recorded on an Auxillary Report, and added as an addendum to the provincial report card.

What are teaching strategies?

Teaching strategies support the student in achieving his or her learning expectations. If there is a teaching strategy that relates to a particular expectation, and it differs from the strategies used with other students, it should be recorded alongside the learning expectations in the IEP. It is possible that some learning expectations do not require different teaching strategies from those regularly used in the classroom. Where that is the case, a strategy need not be identified.

Important information to be included in an IEP

- Goals and specific measurable expectations for the student
- Student's strengths and needs
- Relevant medical/health information
- Relevant formal (standardized) assessment data
- Student's current level of educational achievement in each program area
- Program modifications (changes to the grade-level expectations in the Ontario Curriculum)
- Accommodations (supports or services to help the student gain access to the curriculum and demonstrate learning)
- Special Education and related services provided to the student
- Assessment strategies for reviewing the student's achievement and progress
- Regular updates, showing dates, results, and recommendations
- Transition Plan - As per Policy/Program Memorandum No. 156 (PPM 156), a Transition Plan will identify transition goals, actions required to achieve the goals, roles and responsibilities, and timelines for implementation and/or completion of each identified action
- As per Policy/Program Memorandum No. 140 (PPM 140), Applied Behaviour Analysis (ABA) strategies are incorporated into the IEPs of students with Autism Spectrum Disorder (ASD), where appropriate





Who is involved in the development of the IEP?

An IEP should be developed collaboratively by those who know the student best and those who will be working directly with the student. The persons involved can and should vary according to the needs of the individual student. Members may include the student, the student's parents, the student's teachers, the principal and appropriate special education staff and support personnel.

When and how is the IEP reviewed and changed?

The IEP is reviewed at least once every reporting period (such as report card times at elementary or the change of semester at secondary) and when the student transfers to another school. However, the student's progress should be continuously monitored, assessed, and evaluated to determine if program and teaching adjustments are necessary. The IEP is a working document. The IEP is changed or adjusted when it has been determined that the goals and expectations are no longer appropriate for the student. Some plans will require more extensive revision than others.

What is the parent's role?

The parent's role is to:

- Collaborate in the IEP process
- Advocate in their child's best interest
- Provide important information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community; reinforce and extend the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home
- Provide feedback on the transfer of skills to the home and community environments
- Maintain open communication with the school





What other supports can be accessed?

ASD School Support Consultants (Hamilton Health Sciences)	Referral Process
Big Brothers Big Sisters of Grand Erie - Brantford & Brant	519 759 3222
Big Brothers Big Sisters of Grand Erie - Haldimand & Norfolk	519 426 3121
Child & Parent Resource Institute (CPRI)	519 858 2774
Contact Brant	519 758 8228
Contact Haldimand-Norfolk	519 587 2441
Family Counselling Centre of Brant	519 753 4173
Haldimand-Norfolk REACH	519 587 2441
Lansdowne Children's Centre	519 753 3153
St. Leonard's Community Services	519 759 8830
St. Leonard's Integrated Mental Health 24 Hour Crisis Service	519 759 7188
Woodview Mental Health & Autism Services	519 752 5308

What organizations are available to assist parents?

Many organizations provide assistance to parents of exceptional students including:

- Association for Bright Children of Ontario
- Canadian Mental Health Association
- Canadian National Institute for the Blind
- Canadian Hearing Society
- Children's Aid Society of Haldimand and Norfolk
- Council for Exceptional Children
- Easter Seals Society
- Family and Children's Services (Brantford)
- Learning Disabilities Association of Ontario
- Ontario Association for Families with Children with Communication Disorders
- Parents for Children's Mental Health
- St. Leonard's Community Services
- Tourette Syndrome Association of Ontario
- VIEWS for the Visually Impaired
- VOICE for Hearing Impaired Children





Individual Education Plan (IEP) Checklist

Yes No

1. The school provided me with the IEP Guide for Parents.	<input type="checkbox"/>	<input type="checkbox"/>
2. The school has explained the reason for the IEP.	<input type="checkbox"/>	<input type="checkbox"/>
3. The school formally invited me to consult about the IEP.	<input type="checkbox"/>	<input type="checkbox"/>
4. The IEP contains all relevant assessment data to support the identification and/or need for programming.	<input type="checkbox"/>	<input type="checkbox"/>
5. The areas of strengths and needs come from assessment data.	<input type="checkbox"/>	<input type="checkbox"/>
6. The scheduled Health Support Services necessary to attend school are included.	<input type="checkbox"/>	<input type="checkbox"/>
7. Instructional, environmental, and assessment accommodations are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
8. The Special Education Program section appropriately provides:	<input type="checkbox"/>	<input type="checkbox"/>
• Current level of achievement.	<input type="checkbox"/>	<input type="checkbox"/>
• Annual program goals.	<input type="checkbox"/>	<input type="checkbox"/>
• Learning Expectations.	<input type="checkbox"/>	<input type="checkbox"/>
• Individualized teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>
• Assessment methods.	<input type="checkbox"/>	<input type="checkbox"/>
9. It has been explained that the Learning Expectations will be reported on the report card or auxiliary report.	<input type="checkbox"/>	<input type="checkbox"/>
10. It has been explained that the Human Resources section of the IEP outlines who provides support, including initiation date, frequency/intensity and location.	<input type="checkbox"/>	<input type="checkbox"/>
11. My feedback regarding the IEP is documented on the Consultation Log, and is sent home with each IEP.	<input type="checkbox"/>	<input type="checkbox"/>
12. The principal has signed and dated the IEP.	<input type="checkbox"/>	<input type="checkbox"/>
13. The IEP is written in clear language.	<input type="checkbox"/>	<input type="checkbox"/>
14. A Transition Plan is included with the IEP.	<input type="checkbox"/>	<input type="checkbox"/>



BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Where can parents obtain additional information?

Additional information concerning procedures for educational assessments, special education programs and related services are available in the Brant Haldimand Norfolk Catholic District School Board's Special Education Plan. A copy of this plan is available for review by contacting your school principal or on the Board's website at www.bhncdsb.ca, under '*Special Education*'.

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