

# Navigating the Maze....

## Individual Education Plans & Identification, Placement and Review Committees



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# Commonly Used Acronyms

- Individual Education Plan (IEP)
- Identification, Placement & Review Committee (IPRC)
- Accommodations (AC)
- Modifications (Mod)
- Alternative (Alt)



# Learning for All

We are committed to [Learning for All](#). We believe everyone can succeed in a culture of high expectations when we use instructional approaches including:

- Differentiated Instruction (DI) to meet the needs of all learners through intentional, precise planning of assessment and instruction
- Universal Design for Learning (UDL) to intentionally meet the needs of all learners
- Tiered Intervention



# Tiered Intervention Model

## **Tier 1**

Instruction and assessments for all students, planned in relation to the curriculum. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty

## **Tier 2**

On the basis of assessment results, interventions are planned who are experiencing difficulty in a particular area or in general. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed

## **Tier 3**

For students who require additional support to achieve learning goals even more precise and intensive instruction and assessment are planned, often with the help of the in-school team and/or other available resources. Monitoring of progress continues.



# What is an IEP?

- A written plan describing the special education programs and/or services required by a particular student based on assessment of the student's strengths and needs
- A record of the particular accommodation(s) needed to help the student achieve learning expectations
- A working document that identifies modified expectations or alternative learning expectations not represented in the Ontario Curriculum
- A record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement



# An IEP is not.....

- A description of everything that will be taught to the student
- A list of the teaching strategies used in regular classroom instruction
- A record of all learning expectations, including those that are not modified from the regular grade level expectations
- A daily lesson plan



# Why/ When/ How/ Who

**Why:** Growing evidence of need for special education supports and services

**When:** Within 30 days of decision to implement IEP

**How:** With principal support and parental consultation

**Who:** Classroom teacher in collaboration with relevant staff members (e.g., LST, LRT, SLP, ELL, etc.)



A formal identification is  
not required to develop an  
**Individual Education Plan**





# Development of an IEP

- The student regularly requires **accommodations** for instructional or assessment purposes  
and/or
- The school principal determines that a student's achievement will be assessed on the basis of **modified** expectations  
and/or
- The student requires **alternative** program expectations (i.e., self regulation, communication, social skills, daily living. etc...)



# Accommodations & Modifications

## Accommodations:

- Special teaching and assessment strategies and/or individual equipment required to enable a student to learn or demonstrate learning
- They do not alter Ontario Curriculum expectations
- May be instructional, environmental and/or assessment

## Modifications:

- Expectations are changed from the grade level expectations in order to meet the student's learning needs
- May involve expectations at a different grade level and/or increasing or decreasing the number and complexity of expectations



# Alternative Expectations

- Expectations not reflected in the Ontario Curriculum
- Communication, social skills, daily living programs
- Assessed using the alternative report card
- Ministry of Education developing an Alternative Curriculum Framework



# Major Sections of the IEP



**Alta Vista PS**  
1349 Randall Ave  
Ottawa, ON K1H7R2  
613-7337124

## IEP Cover Page

Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade: \_\_\_\_\_ Student OEN: \_\_\_\_\_

### REASON FOR DEVELOPING THE IEP

- Student identified as exceptional by IPRC     Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

### STUDENT PROFILE

Gender: \_\_\_\_\_ School Year: \_\_\_\_\_

Most Recent IPRC Date: \_\_\_\_\_

Statement of Decision:  Exceptional     Not Exceptional

Exceptionality 1: \_\_\_\_\_

Exceptionality 2: \_\_\_\_\_

### Special Education Placement:

- Regular class with indirect support     Regular class with resource assistance  
 Regular class with withdrawal assistance     Special education class with partial integration  
 Special education class full time

Reason for Placement: \_\_\_\_\_

Program: \_\_\_\_\_





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### Assessments

Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Grade: \_\_\_\_\_

Student OEN: \_\_\_\_\_

#### ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results	Comments

Areas of Strength	Areas of Need
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### Courses and Accommodations

Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade: \_\_\_\_\_ Student OEN: \_\_\_\_\_

### SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1 \_\_\_\_\_  MOD  AC  ALT

**Elementary Program Exemptions or Secondary School Compulsory Course Substitutions**

Yes (provide educational rationale)  No

Complete for secondary students only:

Student is currently working towards attainment of the:

Ontario Secondary School Diploma  Ontario Secondary School Certificate  Certificate of Accomplishment

### ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment  Yes (list below)  No

### PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year: \_\_\_\_\_

Accommodations:  Yes (list below)  No





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613-7337124

**Special Education Program**

Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Grade: \_\_\_\_\_

Student OEN: \_\_\_\_\_

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

**Teacher:**

**Subject/Course/Alternative Program:**

**Current Level of Achievement:**

Prerequisite course (if applicable) \_\_\_\_\_

Letter grade/Mark \_\_\_\_\_

Curriculum grade level (last June) \_\_\_\_\_

**Level of Achievement for Alternative Program:**

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.



**Human Resources & IEP Team**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade: \_\_\_\_\_ Student OEN: \_\_\_\_\_

**HUMAN RESOURCES (teaching/non-teaching)**

Service	Provider	Initiation Date	Frequency	Location(s)

**EVALUATION**

Reporting Dates:

**Reporting Format**

- Provincial Report Card (required unless student's program comprises alternative expectations only)  
 Alternative Report

**IEP TEAM**

IEP Developed by:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

Date of Placement in Special Education Program (select the appropriate option)

- 1) First day of attendance in new special education program  
 2) First day of the new school year or semester in which the student is continuing in a placement  
 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase  
(within 30 school days following the Date of Placement):





**Consultation Log & Signatures**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade: \_\_\_\_\_ Student OEN: \_\_\_\_\_

**Log of parent/student consultation and staff review/update for current school year.**

Date	Activity <small>(indicate parent/student consultation or staff review)</small>	Outcome	Staff Involved
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**The principal is legally required to ensure that the IEP is properly implemented and monitored.**

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

**Involvement of Parent/Guardian and Student (if student is 16 or older)**

- I was consulted in the development of this IEP  Parent(s)/Guardian(s)  Student
- I declined the opportunity to be consulted in the development of this IEP  Parent(s)/Guardian(s)  Student
- I have received a copy of this IEP  Parent(s)/Guardian(s)  Student

Parent(s)/Guardian(s)/Adult Student Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Parent(s)/Guardian(s)/Student (if 16 or older) \_\_\_\_\_ Date \_\_\_\_\_





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### Transition

Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Grade: \_\_\_\_\_

Student OEN: \_\_\_\_\_

#### Transition Goals: Activity to Activity

Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines
<b>The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions</b>			
Agenda		Classroom Teacher	Semester 2
Allow Early/Late Class Dismissal to Travel Halls When Less Congested		Classroom Teacher	Semester 2

# IPRCs

- Process governed under Regulation 181/98
- Sets out specific timelines, responsibilities and appeal process



# Purpose of an IPRC

- To determine whether a student is exceptional
- To identify strengths and needs
- To **identify** the exceptionality
- To recommend a **placement**
- To **review** identification and placement of a pupil at least once each year
- The **committee** consists of at least 3 people one of whom must be the school principal, supervisory officer or designate
- Participants include: parents, student, school staff, professionals, parent's representative



# What is an Exceptional Pupil?

- The Education Act defines an exceptional pupil as one:
  - Whose behavioural, communication, intellectual, physical, or multiple exceptionalities are such that he/she is considered to need placement in a special education program by a committee



# Ministry Definition: Autism

A severe learning disorder that is characterized by:

- a) disturbances in
  - rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech, and language.
  
- b) lack of the representational symbolic behaviour that precedes language



# When Does an IPRC Occur?

1. The school principal may initiate an IPRC upon written notice to the parent,

**Or**

2. The school principal shall initiate an IPRC upon written request of a parent.



# Placements & Programs

## Ministry Placement Options:

- Regular class with indirect support
- Regular class with resource assistance
- Regular class with withdrawal assistance
- Special education class with partial integration
- Special education class full time

## OCDSB Special Education Programs:

- Regular Program
- Specialized Program





# At the End of the IPRC

- Formerly known as Determination Record
- The committee will produce a Statement of Decision
- Parental signature indicates agreement with the identification and placement decisions that have been made



# Questions?

