



# **SERT/Principal**

# ***Special Education Quick Guide***

***2008/2009***

TO EMPOWER ALL STUDENTS TO DREAM OF THE POSSIBILITIES, TO BELIEVE IN THEMSELVES AND TO ACHIEVE.

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## **Special Education Services**

### **What is the Purpose of Special Education Services?**

- To provide an opportunity for pupils who may require assistance to benefit from a regular curriculum program through various classroom accommodations.
- To provide a modified program through modifications made to the Ontario Curriculum.
- To develop an individualized alternative curriculum to address the needs of the individual student.

\* At all stages, success for all students in the “Least Restrictive Environment” is the goal.

### **When Should a Student be Referred for Special Education Services?**

- The appearance of delayed progress by two or more years behind the skills development of grade mates.
- The appearance of attention regulation, impulsivity or behavioural concerns which disrupt the learning environment or cause concerns regarding the safety of self or others.
- A history of two or more years of difficulty in one or more specific areas.
- *To document progress; i.e. that delays persist, despite regular remedial effort.*

\* *Between 25-30% of students interact with Special Education Services during their educational career.*

### **How do I Refer a Student for Special Education Services?**

- Classroom teacher becomes concerned about student progress in a particular area of learning or behaviour.
- Classroom teacher checks the OSR for relevant documentation and speaks to the previous teacher, SERT, and/or Principal.
- Classroom teacher communicates concerns with parent(s).
- Classroom recommendations, interventions (speech and language interventions JK-12, reading recovery Gr. 1) and strategies are tried and the teacher documents observations and successes.

- Classroom teacher meets with the school SERT and Principal to decide if a Case Conference should be held to determine possible next steps and to complete the referral form.

### ***What Happens After a Referral?***

- An Educational Assessment (*achievement testing only*) may be completed by the school SERT to gain further information regarding a student's difficulties.
  - Development and implementation of an IEP (accommodations only).
  - Determine if a referral will be made to an outside agency or to Special Education Coordinator's Office.
  - Determine if curriculum modifications are necessary (based on assessment data and consultation with the SERT).
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## **The Individual Education Plan (IEP)**

### **What is an IEP?**

- A written plan describing the special education program or services that a student requires. The plan is a communication tool that outlines to the parents that the student is unable to complete the regular curriculum independently or at the expected grade level. The plan indicates specific accommodations or program modifications that the student will receive during the marking period.

### **Why does a student have an IEP?**

- Students who have been identified through the results of psychological or other types of tests are identified as “exceptional” (entitled to exceptions). The IEP is the legal documentation that must be on file for these exceptions to be made to the Ontario Curriculum.
- Students can also have an IEP developed when the school principal determines a student’s achievement will be assessed on the basis of modified learning expectations and/or requires accommodations for instructional, environmental or assessment purposes.

### **Who MUST have an IEP?**

- A student has the use of prescribed equipment purchased by the Ministry in order for that student to follow curriculum lessons.
- Is receiving modified instruction at 1 grade or more above or below the current class placement.
- Has accommodations made only for this student in the set-up of the classroom, the way instruction is delivered, or the way they are assessed.

### **What is the expectation for IEP development and collaboration?**

- At the elementary level, IEP’s are to be developed by the SERT and classroom teachers in a collaborative manner, usually involving consultation meetings.
- At the secondary level, direct consultation meeting between SERTs and Teachers may not be possible due to the number of students that teachers have in a semester, but regular communication with the SERT regarding IEP adjustments and student progress concerns should be established.

- SERTs will send out “IEP Parent Consultation Forms” with each IEP in order to facilitate parent collaboration if face-to-face consultation meetings are not feasible.
- Specific sections of the IEP are to be completed by the SERT and the student programming related sections are to be completed by the classroom teachers in consultation with the SERT (in most cases the SERT will input this information into the IEP Writer with the teacher). Facilitation of release time for this important collaboration will be determined by the Principal and Special Education Coordinator.
- The classroom teacher is responsible for implementing the program outlined in the IEP for any students in their regular class.
- The SERT and classroom teachers should participate in regular communication and collaboration with regard to student programming and progress.

### ***How are IEP's created?***

- The RRDSB utilizes the Trillium IEP Writer, which is a web-based program that follows Ministry guidelines. The IEP Writer can be accessed from school or home computers through the RRDSB Home Page (under Educational Resources, select IEP Writer Portal).

*\*A Trillium “Login” and “Password” is needed to access the IEP Writer*

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## **Special Education Roles and Responsibilities**

### ***What is the responsibility of Education Support Personnel?***

- To provide instructional support under the direction of the teacher, oversee activities of students.
- Provide and care and assistance to students and follow student safety plans.
- Provide assistance to meet special needs of students.
- Prepare an “Activity Plan Folder” in case of ESP absence.
- Assist the teacher with collection of diagnostic and observational data and recording.
- Maintain a journal of student performance and behaviour.
- Understand and be familiar with the IEP’s of specific students they are working with.

### ***What is the responsibility of a classroom teacher?***

- In direct collaboration with the SERT, and through consultation with the Principal and parent, develop a student’s IEP.
- Regularly communicate the student’s progress with the parent and make necessary adjustments and revisions to the program sections of IEP.
- Ensure that the IEP is followed throughout each marking period.
- Ensure that a revised IEP is completed and sent home to parents within the first 30 school days of each term or semester.

### ***What is the responsibility of the SERT?***

- In direct collaboration with the Classroom Teacher, and through consultation with the Principal and parent, assist in the development of a student’s IEP.
- Complete and maintain the required SERT responsibility sections of the IEP.
- Ensure that all required aspects and sections of the IEP are completed (both SERT and teacher sections).



- Provide and update achievement testing as required and assist with the referral process.
- Collaborate with teachers and the principal to arrange necessary case conferences and IPRC meetings.
- Facilitate effective communication with educational support staff to help address the needs of students.
- Act as a resource to all school staff with regard to Board procedures and directives in special education.
- Collaborate with agencies and transition personnel to help meet the individual needs of students.
- Communicate regularly with the Principal regarding Special Education concerns.

### ***What is the responsibility of the Principal?***

- Communicates Ministry expectations and board expectations to staff.
- Communicate board policies and procedures about special education to staff and parents.
- Ensures that “Identification, Placement and Review Committees” are established in order to formally identify exceptional students.
- Ensures that proper programming for students is carried out and implemented.
- Ensures that parents are consulted in the development of the IEP, that the IEP is reviewed and signed by the principal, that the IEP is sent out to parents within the proper time frame, that the IEP is reviewed and updated at the appropriate intervals.
- Ensures that appropriate assessments occur and that parent consent is obtained for outside agency assessments.
- Ensures and facilitates the collaboration of SERTs and classroom teachers in the development of IEPs.

### ***What is the responsibility of the Special Education Coordinator?***

- Collaborate with school administration and personnel in matters pertaining to special education.
- Develop and provide staff in-service.

- Maintain records and student funding documentation.
  - Keep the school Principal informed of all legal requirements governing special education.
  - Assist with the purchasing and implementation of SEA equipment.
  - Consult as required with the school Principal, special education staff and education staff.
  - Act as a liaison for the board between all acting agencies.
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## **New Students and New Diagnoses**

### ***What happens when a new student with special needs registers?***

- Principal informs the SERT that a new student has registered that requires special education services.
- SERT reviews the student's OSR to locate a previous IEP and any recent relevant assessment reports.
- SERT can contact the previous school attended (if within the RRDSB) to gain further information with regards to programming.
- SERT, Teachers and Principal may set up a case conference with parents.
- If the student is considered a High Needs student, the SERT or Principal should contact the Coordinator.
- If relevant assessments are not available then the SERT will administer achievement testing to gain a baseline for student programming and possibly refer to the Coordinator's office for a Cognitive assessment.

### ***What happens when a student is newly diagnosed after an assessment ?***

- If the student's diagnosis affects their learning, an IPRC may need to be scheduled in order to "Formally Identify" the student with an exceptionality.
  - The Principal, SERT and Teachers arrange a time with the parents to conduct and Identification, Placement and Review Committee meeting.
  - The proper IPRC protocol, forms and minutes are carried out and the student is formally Identified.
  - At the same meeting, the parents can be asked to sign the "Dispensing of the Annual IPRC Review Form". Signing this form does not change the student's services, but waives the redundancy of having an IPRC meeting every year when a student's class placement will not change.
  - The student will now be considered an Identified student on Ministry reports.
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## **Principal's Special Education Related Tasks**

\*The following is a sample list of Special Education duties that occur at most schools

<b>MONTH</b>	<b>SPECIFIC TASK</b>
<b>September</b>	<ul style="list-style-type: none"> <li>➤ Meet with SERT and set timetables for SERTs and ESPs</li> <li>➤ Meet with SERT and set meeting dates for students requiring IPRCs</li> <li>➤ In consultation with SERT, develop an IEP completion schedule to ensure timelines are acceptable</li> <li>➤ Inform the Coordinator if any High Needs students arrive or leave the school</li> <li>➤ Ensure IEP Parent consultation forms are sent to parents by SERT or teachers</li> <li>➤ Ensure "Administration of Medication" forms are signed and returned for students requiring medication at school</li> <li>➤ Ensure SERTs arrange to meet and consult with teachers for IEP development</li> <li>➤ Ensure Funding Authorization Forms are signed by Education Counselors for First Nations Assistants and faxed to the Coordinator's office</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>➤ Monitor programming and student needs</li> <li>➤ Ensure ESPs are promoting student independence</li> <li>➤ Review (using IEP Checklist if needed) IEPs and return to SERT for corrections or sign one copy</li> <li>➤ Ensure IEPs are out to parents by the 30 day deadline</li> <li>➤ Consult with SERTs or Teachers regarding parent concerns related to the IEP</li> <li>➤ Ensure signed IEPs are returned and filed in OSR</li> <li>➤ Consult with SERTs for any assessment referrals</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>➤ Monitor programming and student needs</li> <li>➤ Consult with SERTs for any assessment referrals</li> <li>➤ Ensure "Ministry OnSis Reporting" for Special Education is completed</li> <li>➤ Consult with SERTs and Teachers with regards to accommodations/exemptions for EQAO Grade 9 Math (Secondary)</li> <li>➤ Ensure Report Cards for IEP'd students are completed based on Ministry expectations (Elementary Report Cards)</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>➤ Monitor programming and student needs</li> <li>➤ Consult with SERTs for any assessment referrals</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Consult with SERT for the development of Term #2 IEP completion schedule (Elementary only)</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>➤ Monitor programming and student needs</li> <li>➤ Consult with SERTs for any assessment referrals</li> <li>➤ Consult with SERTs and Teachers regarding EQAO Assessment accommodations and exemptions for Special Education Students</li> <li>➤ Review and sign IEP's (Term #2)</li> <li>➤ Ensure IEP's are out to parents by the 30 day deadline (Elementary)</li> <li>➤ Ensure Report Cards for IEP'd students are completed based on Ministry expectations (Secondary)</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>➤ Monitor programming and student needs</li> <li>➤ Consult with SERTs for any assessment referrals</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>➤ Monitor programming and student needs</li> <li>➤ Consult with SERTs for any assessment referrals</li> <li>➤ Review and sign IEP's (Secondary Semester #2)</li> <li>➤ Ensure IEP's are out to parents by the 30 day deadline (Secondary)</li> <li>➤ Ensure Report Cards for IEP'd students are completed based on Ministry expectations (SERT has these)</li> <li>➤ (Elementary Reports)</li> <li>➤ Ensure communication between SERTs and Transition Services for any Secondary students graduating</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>➤ Consult with SERT to develop an IEP completion schedule</li> <li>➤ Review and sign IEP's (Term #3) (Elementary)</li> <li>➤ Ensure IEP's are out to parents by the 30 day deadline (Elementary)</li> <li>➤ Ensure EQAO accommodation/ exemption consents are sent home to parents</li> <li>➤ Meet with staff to facilitate EQAO accommodations/exemptions</li> <li>➤ Ensure "Ministry OnSis Reporting" for Special Education is completed</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>➤ Monitor programming and student needs</li> <li>➤ Consult with SERTs for any assessment referrals</li> <li>➤ Facilitate Transfer meeting (Gr.8 to High School)</li> <li>➤ Ensure communication between SERTs and Transition Services for any Secondary students graduating</li> </ul>

<b><i>June</i></b>	<ul style="list-style-type: none"><li>➤ Monitor programming and student needs</li><li>➤ Consult with SERTs for any assessment referrals</li><li>➤ Ensure Report Cards for IEP'd students are completed based on Ministry expectations</li><li>➤ Ensure Special Education information is available for the completion of Ministry June OnSis Report</li></ul>
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## **Special Education Students, Staffing and Funding**

### **SEPPA Funding (Special Education Per Pupil Amount Students) :**

- The majority of students' needs will be met using SEPPA funds. This includes students with mild to moderate needs. These students usually have their needs addressed through an Individual Education Plan (IEP) with support programming support from special education services. Additional ESP is not provided based on SEPPA students.

### **High Needs Amount (HNA Students) : Level 2 Support**

- HNA Level 2 students are students diagnosed with moderate to severe needs who require additional staffing supports. Typically HNA Level 2 students are supported by an additional 0.3 ESP support to the school. Proper supporting assessment documentation is always required.

### **High Needs Amount (HNA Students) : Level 3 Support**

- HNA Level 3 students are students diagnosed with severe to profound needs who require additional staffing supports. Typically HNA Level 3 students are supported by an additional 0.6 ESP support to the school.

### **High Needs Amount (HNA Students) : Level 3+ Support**

- Some students in our system with very severe needs require "bell to bell" staffing support at a level that requires a 1.0 ESP support or in some cases 1.2 ESP support.

### **SEA Equipment for Students :**

- A Special Equipment Amount claim can be put forth for any student who requires a total expenditure on personalized instructional equipment that will exceed \$800. The board must pay the first \$800 in any claim and the Ministry will reimburse the remaining portion of the claim. All students that receive SEA equipment must have an IEP that indicates the use of this equipment.
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## **The Three Types of Special Education Students for Ministry Reporting**

### **Identified Students**

- Any student who has a diagnosis and has been **Identified** through the IPRC Process as an exceptional student (**MUST HAVE AN IEP**).

### **Non-Identified Students**

- Any student who has an alternative, accommodated, or modified IEP, but has **NOT been Identified** through the IPRC Process (**MUST HAVE AN IEP**).

### **Remedial Students**

- Any student who accesses Special Education Services for a short period of time, or is enrolled in a remedial program, but is Not Identified (**NO IEP**).

## **The Five Types of Placements for Ministry Reporting**

### **Self- Contained**

- Any student that is IPRC'd and enrolled 100% of the day in a placement classroom.

### **Partially Integrated**

- Any student that is IPRC'd and is enrolled in a self-contained class for less than 100% of the day.

### **Withdrawal Assistance**

- Any student enrolled in the regular classroom and is receiving instruction for part of the school day outside the regular classroom from a Special Education Teacher.

### **Resource Assistance**

- Any student who is enrolled in the regular class and receives some direct instruction from a Special Education Teacher in the regular classroom setting.

### **Indirect Service**

- Any student enrolled in the regular classroom with instruction from a classroom teacher who receives consultation from the SERT, SLP, or Agency Staff. Special Education may be monitoring the student, but Not working directly with the student. ESP support is still considered Indirect Service.

## **Common Special Education Acronyms and Terminology**



**IEP** – Individual Education Plan

**IPRC** – Identification, Placement and Review Committee

**Identified** – A student that has been identified as “exceptional” through the IPRC process and formal assessment documental indicating an exceptionality

**Non-Identified** – A student that has an IEP and accesses Special Education Services, but has NOT been formally identified as an “exceptional student”

**SERT** – Special Education Resource Teacher

**ESP** – Education Support Personnel

**SES** – Special Education Services

**S.E.A.C.** – Special Education Advisory Committee

**Assistive Technology SERT or AT SERT**– Special Education Resource Teacher specializing in the implementation of Assistive Technology.

**Accommodations** – Refer to the teaching strategies, supports, and/or services that are required in order for a student to access the curriculum and demonstrate learning. Accommodations do not alter the Provincial Learning Expectations, rather they reflect what is different from what is provided for other students in the class.

*For example, reducing the number of homework questions, accepting oral test answers, allowing point form answers, using assistive technology ect.*

**Modifications** – Refer to the changes that are made to grade-level expectations for a subject or course in the Ontario Curriculum in order to meet the needs of the student. Modified expectations may be drawn from a different grade level, or they may include increases or decreases o the number and/or complexity of the grade-level expectations.

*For example, having a grade 5 student work on grade 3 Number Sense curriculum expectations instead of the grade 5 expectations.*

*OR*

*Having a student in grade 8 work on grade 8 expectations, but only concentrate on a limited number of curriculum expectations selected by the teacher.*

***Ministry of Education Categories of Exceptionalities and Identifications***

## **BEHAVIOUR**

- A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: (a) an inability to build or to maintain interpersonal relationships; (b) excessive fears or anxieties; (c) a tendency to compulsive reaction; or (d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

## **COMMUNICATION**

### **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.

### **Deaf and Hard of Hearing:**

- An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.

### **Language Impairment:**

- A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol or system communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: (a) involve one or more of the form, content, and function of language in communication; and (b) include one or more of the following: Language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

### **Speech Impairment:**

- A disorder in language formulation that may be associated with neurological, psychological, physical or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

### **Learning Disability:**

- A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that: (a) is not primarily the result of: impairment of vision; impairment of hearing; physical disability; developmental disability; primary emotional disturbance; cultural difference and (b) results in a significant discrepancy between achievement and assessed intellectual ability, with deficits in one or more of the following: receptive language (listening, reading); language processing (thinking, conceptualizing; integrating); expressive language (talking, spelling, writing); mathematical computations. (c) may be associated with one or more conditions diagnosed as; a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

## ***INTELLECTUAL***

### **Giftedness:**

- An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

### **Mild Intellectual Disability:**

- A learning disorder characterized by: (a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; (b) an inability to profit educationally within a regular class because of slow intellectual development; (c) a potential for academic learning, independent social adjustment, and economic self-support.

### **Developmental Disability:**

- A severe learning disorder characterized by; (a) an inability to profit in a special education program for students with mid-intellectual disabilities because of slow intellectual development; (b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; (c) a limited potential for academic learning, independent social adjustment, and economic self-support.

## ***PHYSICAL***

### **Physical Disability:**

- A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age development level.

**Blind and Low Vision:**

- A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

***MULTIPLE***

**Multiple Exceptionalities:**

- A combination of learning or other disorders, impairments, or physical disabilities, that are of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.
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***Special Education – Sample SERT Monthly Tasks***

## **September**

- Create “Caseload” outline for the school and provide to principal and teachers
- Promote new school year IEP’s in IEP Writer
- Change IEP owners to the applicable SERT or Teacher
- Meet with Principal and set IPRC dates for required students
- Send home ‘IEP Parent Consultation Forms” – record this date on IEP’s
- Create a tracking list to track returned and signed IEP’s
- Send home any “French Exempt” letters
- Arrange “IEP Consultation Meetings” with each teacher
- Consult ESPs for input on specific student IEP’s
- Provide Principal/Staff with a time-line and schedule for completing term #1 IEP’s
- Make initial positive communication with necessary parents
- Set SERT timetable with Principal
- Input information into IEP’s

## **October**

- Read through all completed IEP’s and submit to Principal for signing
- Make 3 copies of Original (Principal signed) IEP
- Send 2 copies home – 1 to be signed and returned, 1 to keep at home
- Provide 1 copy to the teacher or create a classroom Duotang for IEP’s so that the teacher can share the IEP’s with ESPs working with these students
- Collect Signed IEP’s from teachers and file in OSR
- Update any caseload changes for October Report (OnSis)
- Discuss referrals with teachers and principal
- Complete any necessary Achievement Testing and Reports
- Meet with necessary agency personnel

**\*IEP’s must go home to parents by OCTOBER 16 (2008)**

## **November/December/January/ February**

- Consult with each teacher and make changes to IEP’s for term #2 (ELEM Only)
- Ensure IEP communication Log has new additions
- Provide 1 copy to the teacher or create a classroom Duotang for IEP’s so that the teacher can share the IEP’s with ESPs working with these students
- Collect Signed IEP’s from teachers and file in OSR
- Send out a reminder to teachers on the expectations for Report Cards for IEP’d students
- Meet with Teacher and Principal to outline accommodations/exemptions for EQAO to add to term #2 IEP’s
- Update any caseload changes for March Report (OnSis)
- Discuss referrals with teachers and principal
- Complete any necessary Achievement Testing and Reports

- Meet with necessary agency personnel
- Secondary SERTs continue communication with Transition services

**\*IEP's must go home to parents by January 26 (ELEMENTARY)**

### ***March/ April***

- Consult with each teacher and make changes to IEP's for term #3 (ELEM Only)
- Ensure IEP communication Log has new additions
- Provide 1 copy to the teacher or create a classroom Duotang for IEP's so that the teacher can share the IEP's with ESPs working with these students
- Collect Signed IEP's from teachers and file in OSR
- Send out a reminder to teachers on the expectations for Report Cards for IEP'd students
- Meet with Principal and Teachers to arrange a schedule and personnel plan for students with accommodations and exemptions during EQAO
- Update any caseload changes for March Report (OnSis)
- Discuss referrals with teachers and principal
- Complete any necessary Achievement Testing and Reports
- Meet with necessary agency personnel
- Secondary SERTs continue communication with Transition services

**\*IEP's must go home by March 13 (SECONDARY)**

### ***April/May***

- Term #3 IEP's sent out to parents
- EQAO accommodation/exemption letters sent to parents in consultation with principal
- EQAO meeting with teachers and EA's to go over accommodations for students and locations for testing
- Participate in Transfer/Transition meetings for students going to grade 9
- Secondary SERTs continue communication with Transition services

**\*IEP's must go home by May 6 (ELEMENTARY)**

### ***June***

- If possible, discuss transitions to the next grade with parents of ASD students (PPM-140)
- Introduce HNA students to their new teacher and classroom (transitioning)
- Archive IEP's
- Ensure a copy of the MOST RECENT IEP is filed in OSR
- Collect and store all SEA equipment and identify to AT SERT any students with Laptops that are leaving the school



## Principal's / SERT's IEP Checklist

IEP Section	Look Fors	YES	NO
<b>1- Last IPRC Annual Review</b>	-only included if the student is an "IDENTIFIED" student and has been IPRC'd		
<b>2- Exceptionality</b>	- only included if the student is an "IDENTIFIED" student, has been IPRC'd and diagnosed with a Ministry of Education exceptionality (diagnosis must be listed in assessment section)		
<b>3- IPRC Placement</b>	- only include if the student is an "IDENTIFIED" student, has been IPRC'd and diagnosed with an exceptionality		
<b>4- Class Type</b>	- included for all IEP's, indicate the class type student will be in (this must be consistent with the student's placement in Trillium)		
<b>5- Reason For IEP</b>	- include a reason for all IEP's		
<b>6- IEP Devel Team</b>	- at least include Principal, SERT, Teacher, Parent		
<b>7- Health Issues</b>	- identify health concerns (no reference to medication!)		
<b>8- Equipment</b>	- list equipment the student has and reference (SEA) if it is a SEA purchase		
<b>9- Sources Consulted</b>	- at least include Parent, Previous IEP, Teacher, SERT, Report Card		
<b>10- Assessments</b>	- relevant assessment only (older than 2yrs delete) - diagnosis report included for all students with a diagnosis - very brief summary outlining areas of difficulty		
<b>11- Strengths/ Needs</b>	- 3-5 skills based strengths and needs that are identified in the assessment reports		
<b>12- Subjects/ Alt Programs</b>	- identifies subjects and programs that are accommodated, modified, or alternative		
<b>13- Human Resources</b>	- identifies the minimum services that will be provided for the student's program		
<b>14- Program Exemptions</b>	- lists any exempted subjects or substitutions, with a rationale		
<b>15- Provincial Assessments</b>	- included only for students in a Provincial Assessment year		
<b>16- Accommodations</b>	- only include accommodations that will be different from the rest of the class - blanks are O.K. (if it is listed, it needs to be done)		
<b>17- Completion and Reporting (signing)</b>	- section must be completed for all students and signed by principal		
<b>18- Modified Learning Expectations</b>	<i>Learning Expectations:</i> (2-3) measurable performance tasks written for every term <i>Teaching Strategies :</i> only if unique to the student (must align with expectation) <i>Assessment Methods :</i> 1 clearly aligned for each learning expectation <i>Baseline Level of Achievement :</i> mark from the previous June report card (all year) <i>Annual Program Goal :</i> observable, quantitative goal reasonable to achieve	___ ___ ___	___ ___ ___
<b>19- Transition Plan</b> <b>*PPM 140 (2008)</b> <b>- All ASD students</b>	- steps/resources for postsecondary activities - include for grade 8 students (advised to begin in grade 7)  - entry to school, between grades, activities, etc. for students with ASD, regardless of age (must be included for all ASD students)		
<b>20- Parent Consultation</b>	- parent (student) consultation/feedback is evident and clearly recorded in the log - at least one entry per review period		
<b>IEP's for students with ASD (PPM-140)</b>	ABA methods/strategies are incorporated where appropriate (PPM-140) Positive Reinforcement must be utilized. (PPM-140) PDD/ASD Alternative page of IEP included (PPM-140)	___ ___	___ ___
<b>GENERAL</b>	IEP is sent home for parent review within 30 school days of placement in a special education program which is usually the start of the current school year		
<b>GENERAL</b>	IEP is written in clear language for parents		



## **IEP Responsibilities Chart**

<b>IEP Section</b>	<b>RESPONSIBILITY</b>
<b>1- Last IPRC Annual Review</b>	SERT
<b>2- Exceptionality</b>	SERT
<b>3- IPRC Placement</b>	SERT
<b>4- Class Type</b>	SERT
<b>5- Reason For IEP</b>	SERT
<b>6- IEP Devel Team</b>	SERT
<b>7- Health Issues</b>	SERT
<b>8- Equipment</b>	SERT
<b>9- Sources Consulted</b>	SERT
<b>10- Relevant Assessments</b>	SERT
<b>11- Strengths/ Needs</b>	SERT
<b>12- Subjects/ Alt Programs</b>	Teacher/SERT Collaboration
<b>13- Human Resources</b>	
<b>14- Program Exemptions</b>	Teacher/SERT Collaboration
<b>15- Provincial Assessments</b>	Teacher/SERT Collaboration
<b>16- Accommodations</b>	Teacher/SERT Collaboration
<b>17- Completion and Reporting (signing)</b>	SERT/ Principal signs
<b>18- Modified Learning Expectations</b>	Teacher/SERT Collaboration
<b>19- Transition Plan</b>	Teacher/SERT Collaboration
<b>*PPM 140 (2008) - All ASD students</b>	
<b>20- Parent Consultation</b>	Teacher provides information each term to SERT
<b>IEP Parent Consultation Form</b>	SERT sends to parents each term, both SERT and Teacher need to be aware of parent input





**IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE**  
**Protocol 2008/09**

Recently there has been further clarification from the Ministry of Education with regards to Identification, Placement and Review Committee meetings. The Ministry's data collection system, "OnSis" directly pulls information from the RRDSB from Trillium and uses it for Ministry reporting. Special Education data is one of the reporting areas. The Ministry wants special education students reported as one of three types of students; Identified, Non-Identified, or Remedial.

**OnSIS Definitions**

**Identified Student** – Any student who has a diagnosis and has been Identified through the IPRC Process. (Must have an IEP)

**Non-Identified Student** – Any student who has an alternative, accommodated, or modified IEP, but has NOT been Identified through the IPRC Process. (IEP Only)

**Remedial Student** – Any student who accesses Special Education Services for a short period of time, or is enrolled in a remedial program, but is Not Identified and does Not have an IEP. (No IEP)

The RRDSB has previously ceased the IPRC process for students that are placed in the regular classroom for more than 50% of the day. As a result of this recent clarification of definitions, students that have never been IPRC'd cannot be counted as *Identified* students in our board and cannot be considered to be *exceptional students* with an exceptionality listed on their IEP. Although being formally Identified will not likely change any services to these students, it may be important in the future for students with documented diagnoses to be reported to the Ministry as Identified exceptional students. In anticipation of a new special education funding model, many boards are continuing to formally identify students. As a result, schools may have to initiate "initial" IPRCs in order to formally Identify students based on their diagnoses. Once the initial documentation has been filed, the parent can be encouraged to "dispense or waive" the unnecessary "Annual Review Meeting" from then on. Once formally Identified with an exceptionality, a student's identification would be reflected in the RRDSB OnSis submissions.

In order to facilitate efficiency in this process, the following forms have been revised.

- **IPRC Parent Notification Form.doc**

- **IPRC Parent Information at a Glance.doc**
- **IPRC Minutes Form.doc**
- **IPRC Decision Form.doc**
- **Annual IPRC Review Dispense Form.doc**

When convening these initial IPRC meetings, the five forms listed above should be utilized in the process and be kept in the student's OSR as a record of the proceedings, with the exception of the **IPRC Parent Information at a Glance** form. Copies of the *IPRC Minutes* and *IPRC Decision Forms* must be provided to the Coordinator at the end of May in order to file as Board records.

Schools that have a large number of students with diagnoses who have not been IPRC'd, should begin by holding IPRC meetings for students that currently generate ESP assistance (Level 2 and Level 3 support) and then follow with IPRCs for any grade 8 students that may require identification for high school. Our goal is to have an initial IPRC to formally identify all students with documented diagnoses by the end of the 2009-2010 school year. Annual review meetings should still continue for any students placed outside of the regular classroom for more than 50% of the day and for any students with parents that would like the annual review to continue.