



Parent I.E.P. Planning Notes

How do I want this I.E.P. to help my child?	
<p style="text-align: center;">Strengths</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p style="text-align: center;">Stretches</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

<u>Accommodations Checklist</u>		
What accommodations does my child need?		
<u>How Learning is Received</u>	<u>How Learning is Shown</u>	<u>Assistive Tech.</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Use explicit teaching procedures <input type="checkbox"/> Repeat directions <input type="checkbox"/> Block out extraneous stimuli <input type="checkbox"/> Highlight essential information <input type="checkbox"/> Provide a copy of lecture notes <input type="checkbox"/> Provide student with a graphic organizer <input type="checkbox"/> Use step-by-step instruction <input type="checkbox"/> Simultaneously combine verbal and visual information <input type="checkbox"/> Use balanced presentations and activities <input type="checkbox"/> Use mnemonic instruction <input type="checkbox"/> Emphasize daily review <input type="checkbox"/> Place student close to the teacher 	<ul style="list-style-type: none"> <input type="checkbox"/> Extra space on paper for written responses <input type="checkbox"/> Have student turn lined paper vertically for math <input type="checkbox"/> Allow use of instructional aids such as calculator <input type="checkbox"/> Additional time to complete written work <input type="checkbox"/> Reduced amount of homework questions <input type="checkbox"/> No timed writing <input type="checkbox"/> Provide a verbal choice in how learning is shown whenever possible <input type="checkbox"/> Extra time on tests <input type="checkbox"/> Do not grade spelling unless editing is part of the assignment <input type="checkbox"/> Allow completion of projects instead of oral reports or vice versa <input type="checkbox"/> Tests can be given in oral or written format <input type="checkbox"/> No marks lost for messy writing <input type="checkbox"/> Extra time on tests <input type="checkbox"/> writing supervised tests and exams in alt. location 	<ul style="list-style-type: none"> <input type="checkbox"/> Speech-to-text <input type="checkbox"/> Text-to-speech <input type="checkbox"/> Edge Browser read aloud function <input type="checkbox"/> Calculator <input type="checkbox"/> Phone to take picture of homework at end of class <input type="checkbox"/> Test questions read via speech-to-text <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Offer an additional set of textbooks for use at home <input type="checkbox"/> Allow use of tech. for note taking and/or assignments <input type="checkbox"/> Allow recorder or Smart Pen use <input type="checkbox"/> audiobooks

<input type="checkbox"/> Encourage use of assignment books or calendars <input type="checkbox"/> Display work samples <input type="checkbox"/> Use peer-mediated learning <input type="checkbox"/> Reduce copying by including information or activities on handouts or worksheets <input type="checkbox"/> Preferential seating <input type="checkbox"/> Prearranged or frequent breaks	<input type="checkbox"/> permission to record lectures <input type="checkbox"/> use of a note taker <input type="checkbox"/> No more than one test/exam scheduled per day <input type="checkbox"/> alternative forms of testing that don't change the learning outcomes <input type="checkbox"/> essential skills being tested <input type="checkbox"/> alternative forms of evaluation if oral presentations are problematic for disability-related reasons <input type="checkbox"/> memory aids that need to be approved by professors in advance of a test or exam	
<p>Needed Modifications: None</p>		

Core Competency Goals

Curricular Adjustments and Goals

- Provide a foreign language substitution, waiver, or exemption
- Provide proven reading/writing remediation program delivered by a trained reading teacher
- Provide written explanation of why student is being denied access to proven reading remediation program delivered by a trained reading remediation teacher

Be on the lookout for these and other goal related issues:

- Lumping all the reading goals into one goal.
- Not including a spelling goal
- Stating that you can only have x number of goals
- Goals that only seek to improve by a small margin over the course of a year
- Goals that repeat year after year with no adjustments
- Goals that do not move the child ahead each year

Meeting Notes

Every IEP meeting should have a note-taker. This is the person that is documenting the conversation in the meeting. At the end of the meeting, the notes should be read to the team and agreed upon.

- This is your chance to add things that were not captured and add your concerns for the record.
- This should happen even if you are recording the meeting.

Parent Rights

1. to be informed of their child's "attendance, behaviour and progress in school
2. to receive, on request, annual reports respecting general effectiveness of educational programs in the school district
3. to examine all records kept by their school board pertaining to their child
4. Parents of students with special needs have the *additional* right to be consulted on their child's placement in school and on the preparation of their child's IEP. They do not, however, have a veto over the content of the IEP, nor the right to approve the IEP in order for it to be put in place.
5. Parents who of children who are suffering from reading failure have the right to request and receive a proper reading remediation program to be administered by a trained individual (Moore Decision by Supreme Court)
6. Asking for a copy of the draft IEP can help clear up misunderstandings early.

(Reference: Individual Education Plans: A Guide for Parents, 2014)

School Responsibilities

- The Ministry of Education requires that an IEP be reviewed at least once a year.
- School principals carry the overall responsibility for making sure that, for every student in the school who requires an IEP, the IEP is developed, put into action and reviewed annually.
- Teachers who carry the responsibility for a student with special needs must also design, supervise and assess that child's educational program. Other school and district staff may also have responsibilities to ensure that strategies contained in an IEP are met.

Best Practice in Assessing Goal Progress

Triangulation of Data – Assessment information should come from multiple sources: written evidence, observational evidence, and conversational evidence.