



# A Parent's Guide to The Identification, Placement and Review Committee (IPRCs) and Individualized Education Plans (IEPs)

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**Children's  
Treatment Network**

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## Part 1

1. What is the Identification, Placement, and Review Committee (IPRC) procedure?
2. Sample documents
3. What to expect at an IPRC meeting
4. Categories of Exceptionalities and Placement options
5. If you disagree with the decision

## Part 2

1. Information about Individual Education Plans (IEPs)
2. IEP Tips and Ideas
3. Sample Accommodations
4. SMART goals

## The Identification, Placement and Review Committee (IPRC)



# What does “IPRC” mean?

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It’s a noun. IPRC is the group of people – it’s the **COMMITTEE** that makes the recommendation regarding identification and placement of a student.

However, you will hear people use IPRC as a verb:

“Has your son been IPRC’ed yet?”

And you will also hear people say IPRC when they are speaking about the IPRC meeting:

“When is your son’s IPRC?”

# The Purpose of the IPRC

Decide whether or not your child should be identified as exceptional (usually based on a professional assessment or report).

Identify the areas of your child's exceptionality (type of disability).

Decide an appropriate classroom placement (regular class or special education class).

Review the identification and placement at least once each school year.

# Sample Letter of Invitation (YRDSB)



## IPRC Letter of Invitation

Date: March 18, 2013

Student ID: [REDACTED]

Dear [REDACTED]

You are invited to attend an Identification, Placement and Review Committee (IPRC) meeting to discuss the identification and placement of your child, [REDACTED]

On March 6, 2013 the school staff discussed with you the learning strengths and needs of [REDACTED]. Based on that discussion, staff will make a recommendation for consideration by the Committee. The recommendation will be to identify your child as exceptional, in the area of Multiple Exceptionality (Autism, Learning Disability). As well, a placement in a special program will be recommended as follows:

- |   |   |                                 |
|---|---|---------------------------------|
| <b>Regular Class</b>                        | <b>Special Education Class</b>                        | <b>Demission</b>                |
| <input type="radio"/> Indirect Service      | <input checked="" type="radio"/> Partially Integrated | <input type="radio"/> Demission |
| <input type="radio"/> Resource Assistance   | <input type="radio"/> Fully Self-Contained            |                                 |
| <input type="radio"/> Withdrawal Assistance |   |                                 |

The Identification, Placement and Review Committee has the responsibility of deciding the identification and placement for your child. You will receive a copy of any documentation that the IPRC will review in making its decision prior to the meeting.

You are welcome to provide the IPRC with any additional information. Your attendance and your participation is encouraged at the IPRC meeting that is scheduled for:

Date: April 2, 2013  
Time: 12:00 pm  
Location: [REDACTED] Public School

Sincerely, [REDACTED]  
Principal's Signature

Parents' Guide included

**Please complete the following two sections below and return to the school:**

1.  I agree with the recommendation for identification and placement. I have provided my comments to the school staff and will not be attending the IPRC meeting.

OR

I will be attending the IPRC meeting for my child.

2.  I have received a copy of the Parents' Guide to Regulation 181/98.

April 2/13  
Date

[REDACTED]  
Signature - Parent, Guardian or Student 16 years or older

Form NP 360-01 Distribution: copy 1 > O.S.R. copy 2 > C.E.C. copy 3 > Parent copy 4 > Student age 16 or over

Parent has agreed to wait 10 days

# Sample Letter of Invitation (SCDSB)



## IPRC LETTER OF INVITATION TO PARENT(S)/LEGAL GUARDIAN

Date:

Dear \_\_\_\_\_,

As we have previously discussed with you, a referral has been made to an Identification Placement and Review Committee (IPRC) to consider:

- The NEW identification and placement of your child as an exceptional student OR,
- The REVIEW your child's present identification, AND/OR
- The REVIEW of your child's present placement as stated in the IPRC Statement of Decision, dated \_\_\_\_\_.

We plan to hold this meeting on :

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

We look forward to meeting with you. You are welcome to bring someone with you to support you in representing your child.

Please complete the form below and return it to your child's school by \_\_\_\_\_. A copy of the information package, shared with the committee, is also available for you. Our Special Education Resource Teacher would be pleased to review this information with you. Please contact the school to arrange an appointment.

Sincerely,

\_\_\_\_\_  
Principal's Signature

A copy of this letter is filed in the Ontario Student Record folder.

The information which is being requested in this form is collected under the authority of the Municipal Freedom of Information and Protection of Privacy Act, and the Education Act and its regulations, and will be used in connection with the student's enrollment, instruction, accommodation and modification, together with any ancillary or related matters under the Education Act. The contact person for inquiries concerning collection of this information is the Principal of the student's current school.

PLEASE RETURN THIS PORTION TO THE SCHOOL

Name of Student:

- ✓ I will attend the IPRC meeting on \_\_\_\_\_ at \_\_\_\_\_
- ✓ I waive the right to attend the IPRC meeting. I understand that the Committee's recommendation will be sent to me
- ✓ I am unable to attend the IPRC meeting at the time indicated. I will call the school to arrange for an alternate, mutually agreeable meeting time.

\_\_\_\_\_  
Parent/Legal Guardian's Signature

The information which is being requested in this form is collected under the authority of the Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Protection Act, and the Education Act and its regulations, and will be used in connection with the student's enrollment, instruction, accommodation and modification, together with any ancillary or related matters under the Education Act. The contact person for inquiries concerning collection of this information is the Principal of the student's current school.

SE-IPRC-1-06  
IPRC Letter of Invitation for Parent/Legal Guardian

SE-IPRC-1-06

# Do I have to attend the IPRC?

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YES

It's important to take advantage of ALL available opportunities to sit down with your child's educators.

YES

If discussion is needed regarding the proposed IPRC recommendations or decision.

NO

If your child's identification and placement are not changing; if you agree with the your child's identification and placement; if you have regular meetings with the school; if it would be difficult for you to attend.



# Who attends the IPRC meeting?

- ✓ The IPRC must have at least 3 people, one of whom must be a principal or Board supervisory officer.\*

The other possible attendees include:

- ✓ Student (if appropriate – students over 16 are entitled to attend)
- ✓ Parent/caregiver
- ✓ Teacher or Special Education Resource Teacher (SERT)
- ✓ Board staff member(s)
- ✓ Agency representatives
- ✓ Support person (optional)
- ✓ Interpreter (upon request)



\*For specialized classroom placements, 2 administrators need to be present, and the third attendee is usually a SERT.

# What happens at the IPRC meeting?



Usually, there are no surprises at the IPRC meeting. All of the “work” is done in advance of the meeting, with the family’s knowledge and involvement.



Attendees are introduced, the IPRC is reviewed, the formal decision is discussed, and the IPRC is signed.

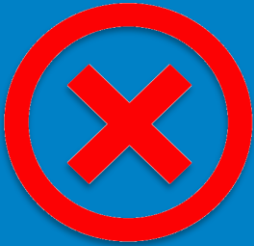


The actual IPRC meeting usually lasts about 10-15 minutes. It is the formal acceptance of the identification and placement decision.



If there is a disagreement regarding identification or placement, or if communication has broken down, the meeting is an opportunity for the parties to share their perspectives and try to find common ground.

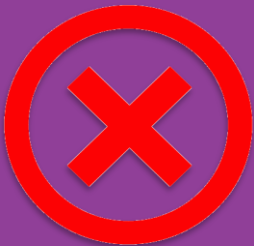
# What is NOT discussed at the meeting?



Items in the student's Individual Education Plan (IEP).



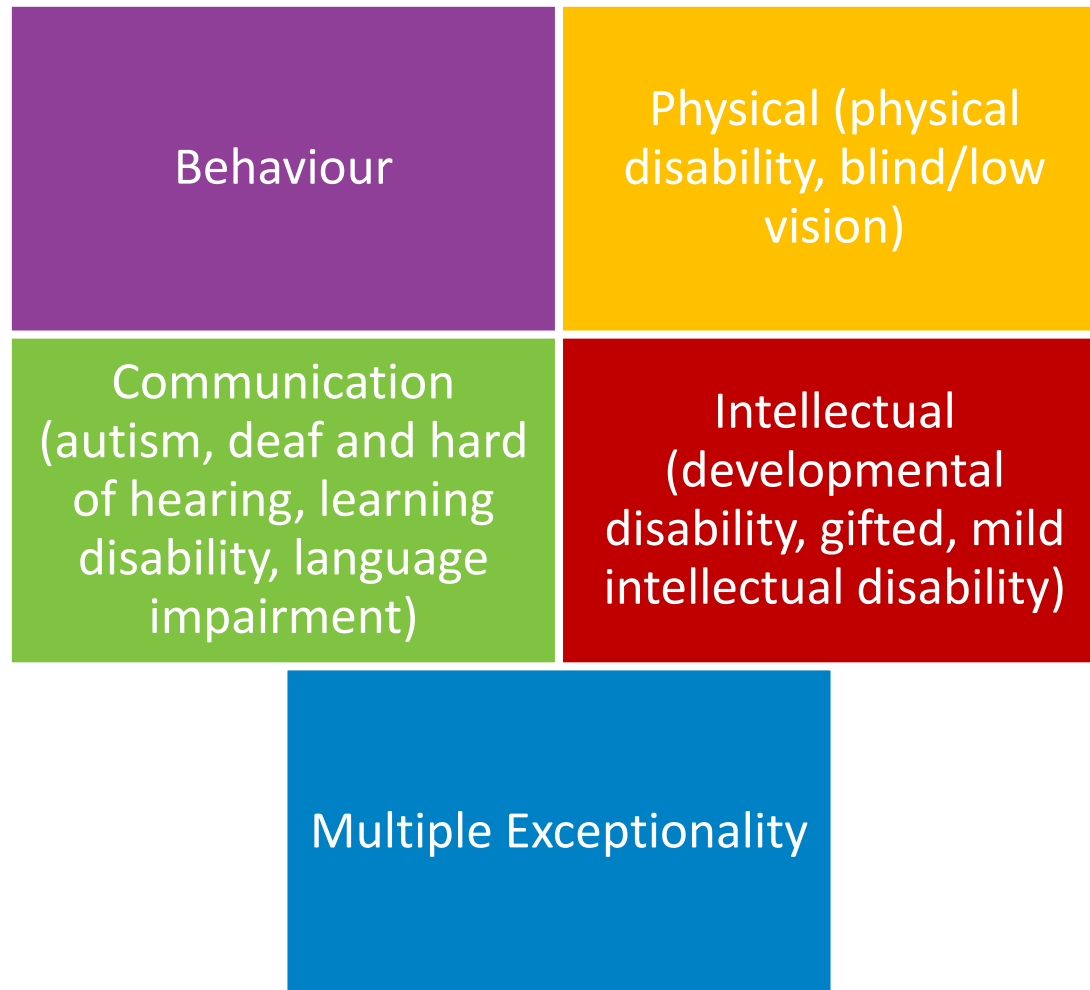
Teacher or classroom assignment, disciplinary concerns, Educational Assistant assignment, etc.



Topics not related to the identification or placement of the student.

# Categories of Exceptionalities

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# Placement Options

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## Regular class

- With Indirect Service (SERT supports teacher, in-class accommodations);
- With Resource Assistance (by SERT);
- Withdrawal Assistance (supported by SERT outside the regular classroom).

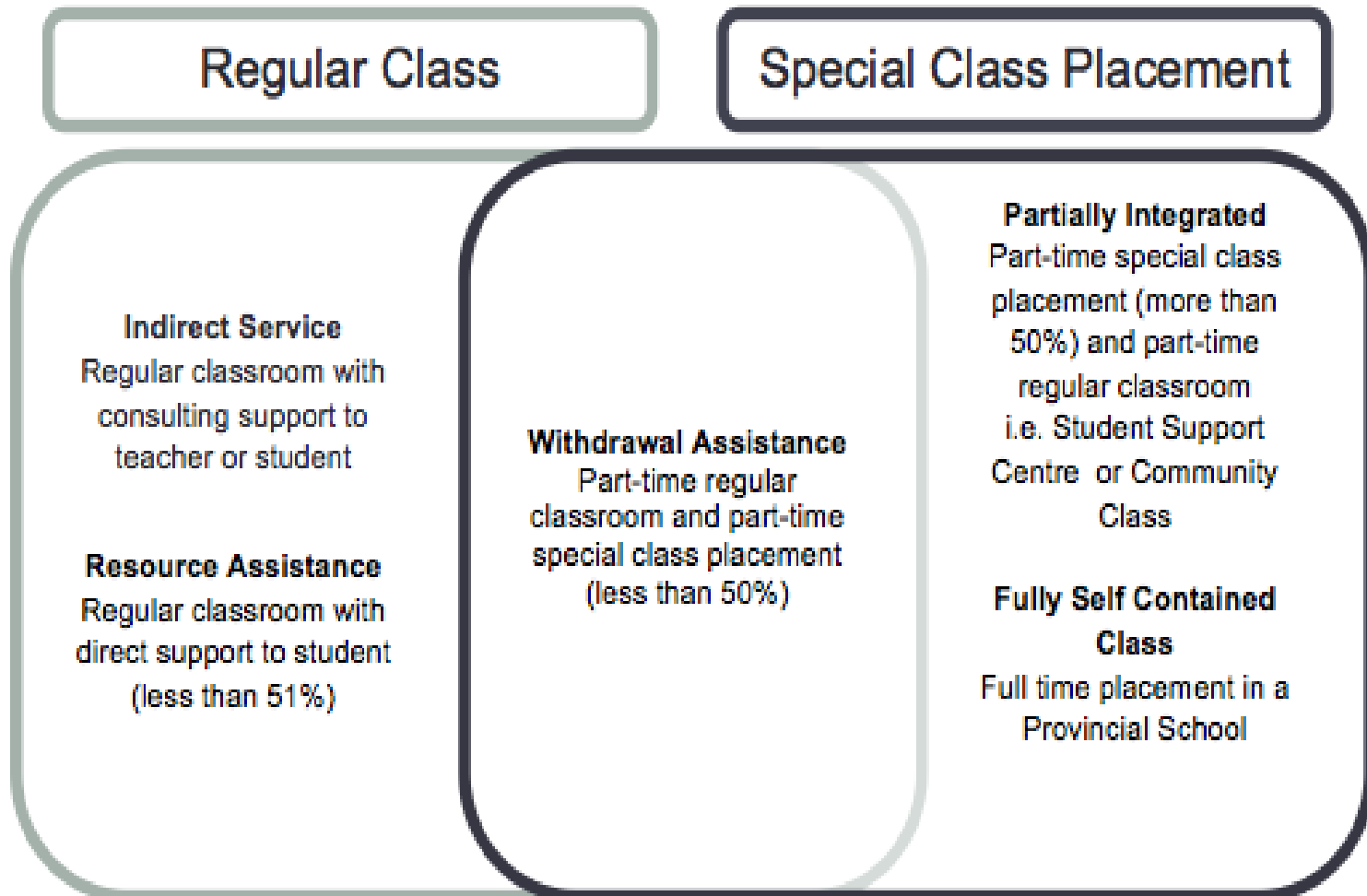
## Partially Integrated

- Community Class or Student Support Services Class or Learning Centre Class, with not more than 51% of day spent in regular class.

## Fully Self-Contained special education class

- The Ministry's Provincial Schools Branch oversees the policies and operations of these schools, and includes four provincial and three demonstration schools.

# Placement Options



Source: [YRDSB](#)

# Sample Statement of Decision (YRDSB)



## Statement of Decision of The Exceptionality, Placement and Review Committee (IPRC)

**Legal Name:** \_\_\_\_\_ **Student Number:** \_\_\_\_\_  
**Preferred Name:** \_\_\_\_\_ **Gender:** M **Grade:** 02  
**School:** \_\_\_\_\_ Public School **Date of Birth:** \_\_\_\_\_  
**Current Category:** Communication **Current Placement:** Resource Assistance  
**Exceptionality 1:** Autism **Exceptionality 2:** \_\_\_\_\_  
 Initial IPRC  Review IPRC The IPRC met on 02/04/2013 to discuss the above student  
 This student is: "not exceptional"  This student is: "exceptional"

**Summary of Student Strengths**

- sight word reading
- spelling
- gross motor
- community skills (use, money, telephone, computer)
- self help

**Summary of Student Needs**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Category:** Multiple Exceptionality  
**Identification(s) (1):** Autism **(2):** Learning Disability (See reverse for list of definitions)  
**Placement:**  Regular Class  Indirect Service  Resource Assistance  Withdrawal Assistance  
 Special Education Class  Partially Integrated  Fully Self-Contained  
 Demission  Demission  
**Location:**  Home School  Community Class \_\_\_\_\_ Public School

**Reason for Placement in a Self-Contained Program:** \_\_\_\_\_  
**Recommendations Regarding Program and Service (optional):** \_\_\_\_\_

**Signature of IPRC Chair:** \_\_\_\_\_ **Board Notification Date:** 17/04/2013 **Effective Date:** 03/09/2013

**IPRC Committee Members (quorum)**

Gail Stewart, \_\_\_\_\_

**Others in Attendance**

\_\_\_\_\_

Special Education Transportation Required:  No  Yes (Form NP360-03 completed by current school)  
**To be Completed by Parents/Guardians**  
 I understand and agree with the decision for:  
**Identification:**  Yes  No **Placement:**  Yes  No  
 Comments: \_\_\_\_\_  
 Parent/Guardian (& Student 16 or over) Signature: \_\_\_\_\_ Date: Apr 2/13

# Sample Statement of Decision (SCDSB)



Simcoe County  
District School Board

## IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE STATEMENT OF DECISION

Type of Meeting: New  or Review  Date of IPRC Meeting:

<b>Section 1</b> Student: _____ Student Identification (OEN): _____ School Name: _____		Date of Birth: April 1, 2006 Present Grade: Grade 2 Gender: Male	
<b>Section 2 (as on IEP)</b> Areas of Strength: Affectionate, Happy, Enjoys the company of others, Independent engagement, Intrapersonal skills (knows own mind)		(as on IEP) Areas of Need: Communication (Augmentative), Daily living skills (eating, toileting, dressing, general care), Academic Development-task completion, Social interaction (turn taking, cause-effect, behavior), Mobility (walker, wheelchair, bike)	
<b>Section 3 TO BE FILLED IN BY COMMITTEE CHAIR PERSON:</b>			
Category: _____		Identification: _____	
Placement Decision: _____			
If special education class placement, give reasons:			
Recommendations:			
IPRC Committee Members: (1) _____ (2) _____ (3) _____			
Meeting Date: _____		IPRC Committee Chair Signature: _____	
<b>Parent Response to Statement of Decision:</b>			
I agree with the identification:		yes _____ no _____	
I consent to the placement:		yes _____ no _____	
I have received a copy of The Statement of Decision		yes _____ no _____	
Comments:			
Parent Signature _____		Date _____	

Note to Parent: Should you disagree with the committee's decisions and wish to request a second IPRC meeting to reconsider the information, please write to the Principal within 15 days of receiving this form

Distribution by School: Signed original to be filed in OSR, and send one copy of Statement of Decision to each of the following: 1) absent parent (for signature), and 2) school receiving the student as a result of IPRC.



# **Disagree with the decision?**

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- **Within 15 days of receiving the original IPRC decision,** request to meet again. Explain the concerns.
- If cannot be resolved, **within 30 days of receiving the original IPRC decision** file a written notice of appeal to the Director/Secretary of the school board, or within 15 days of receiving the second IPRC decision.



## **Important**

If a family disagrees with the original decision but does not request a second meeting or file an appeal, the decision of the IPRC will automatically be implemented after 30 school days. A parent may request a review IPRC meeting any time after their child has been in a special education program for 3 months.

# The Individual Education Plan (IEP)



# What is an IEP?

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An IEP is a written plan describing the special education program and/or services required by a student based on the assessment of the student's strengths and needs that differ from the expectations of the Ontario curriculum.

- a working document *reviewed and updated at least once during each reporting period* that identifies:
  - curriculum expectations that are modified from the grade level expectations in a particular subject or course AND/OR
  - alternative expectations in program areas not represented in Ontario curriculum
- an accountability tool to be used in conjunction with the Provincial Report Card with a clear connection to the Ontario Curriculum
- an ongoing record that ensures continuity of programming (term to term and year to year)

Source: Autism Ontario

# How can you assist with an IEP?

Provide copies of  
assessments

Discuss your child's  
"strengths and  
needs"

Recommend  
accommodations,  
things that "work"  
for your child

Discuss whether a  
safety plan is  
warranted



Parents are **not** responsible for creating IEP content.  
However, many teachers request input from parents.



## ACCOMMODATIONS

Strategies to help the student access the curriculum (ex. frequent breaks, more time for tests, etc.) and do not modify the curriculum expectations.

- Be creative! And be specific to what works for your child.
- Explore other options beyond those typically used for children with a specific diagnosis.
- Strategies NOT to implement may also be included.
- Use the recommendations from professional assessments, usually found at the end of the report.
- Keep the list concise; remove items that are not practically implemented, as well as those that have been shown to be unhelpful.

# Sample Accommodations

Ministry of Education, IEP Resource Guide, p.29

Figure 3: Examples of Accommodations

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> <li>• Buddy/peer tutoring</li> <li>• Note-taking assistance</li> <li>• Duplicated notes</li> <li>• Contracts</li> <li>• Reinforcement incentives</li> <li>• High structure</li> <li>• Partnering</li> <li>• Ability grouping</li> <li>• Augmentative and alternative communications systems</li> <li>• Assistive technology, such as text-to-speech software</li> <li>• Graphic organizers</li> <li>• Non-verbal signals</li> <li>• Organization coaching</li> <li>• Time-management aids</li> <li>• Mind maps</li> <li>• More frequent breaks</li> <li>• Concrete/hands-on materials</li> <li>• Manipulatives</li> <li>• Tactile tracing strategies</li> <li>• Gesture cues</li> <li>• Dramatizing information</li> <li>• Visual cueing</li> <li>• Large-size font</li> <li>• Tracking sheets</li> <li>• Colour cues</li> <li>• Reduced/uncluttered format</li> <li>• Computer options</li> <li>• Spatially cued formats</li> <li>• Repetition of information</li> <li>• Rewording rephrasing of information</li> <li>• Extra time for processing</li> <li>• Word-retrieval prompts</li> <li>• Taped texts</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative work space</li> <li>• Strategic seating</li> <li>• Proximity to instructor</li> <li>• Reduction of audio/visual stimuli</li> <li>• Study carrel</li> <li>• Minimizing of background noise</li> <li>• Quiet setting</li> <li>• Use of headphones</li> <li>• Special lighting</li> <li>• Assistive devices or adaptive equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time limits</li> <li>• Verbatim scribing</li> <li>• Oral responses, including audiotapes</li> <li>• Alternative settings</li> <li>• More frequent breaks</li> <li>• Assistive devices or adaptive equipment</li> <li>• Prompts to return student's attention to task</li> <li>• Augmentative and alternative communications systems</li> <li>• Assistive technology, such as speech-to-text software</li> <li>• Large-size font</li> <li>• Colour cues</li> <li>• Reduced/uncluttered format</li> <li>• Computer options</li> <li>• Extra time for processing</li> <li>• Reduction in the number of tasks used to assess a concept or skill</li> </ul>

*Note:* A typical IEP would not include all of the accommodations listed above. Only the accommodations that are specifically required by the individual student should be listed in his or her IEP.

# Sensory Accommodations

[adayinourshoes.com](http://adayinourshoes.com)

## SENSORY ACCOMMODATION SUGGESTIONS

STUDENT'S NAME	GRADE	TEACHER	SCHOOL YEAR
<p><b>TO MAKE DESK WORK EASIER</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide desk closest to teacher</li> <li><input type="checkbox"/> Provide alternate desk away from group activities</li> <li><input type="checkbox"/> Assign desk at front of class</li> <li><input type="checkbox"/> Adjust desk to child's height (correct placement is child's feet on floor/stool with elbows resting on table)</li> <li><input type="checkbox"/> Provide rubber band around chair legs for child's feet</li> <li><input type="checkbox"/> Use alternate seating options; ball, knee chair, move-and-sit, disc-o-sit or air cushion</li> <li><input type="checkbox"/> Allow child to stand</li> <li><input type="checkbox"/> Allow child use of weighted lap pad</li> <li><input type="checkbox"/> Allow frequent breaks</li> </ul> <p><b>FOR SITTING IN A GROUP</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow child to sit on a carpet square</li> <li><input type="checkbox"/> Mark child's spot on carpet with tape</li> <li><input type="checkbox"/> Allow child to use chair or beanbag</li> <li><input type="checkbox"/> Seat child closest to teacher</li> <li><input type="checkbox"/> Seat child at edge of group</li> <li><input type="checkbox"/> Seat child at back of group</li> <li><input type="checkbox"/> Seat child at front of group</li> <li><input type="checkbox"/> Allow use of handheld fidget toys/manipulatives</li> <li><input type="checkbox"/> Allow child to sub-vocalize</li> <li><input type="checkbox"/> Allow child to change position as needed (from knees, to straight legs, to criss/cross, etc)</li> </ul> <p><b>FOR WRITING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a pencil grip (specify kind _____ )</li> <li><input type="checkbox"/> Provide angled writing desk or slant board</li> <li><input type="checkbox"/> Always provide lined paper or specialized paper</li> <li><input type="checkbox"/> Provide visual instructions for common written tasks</li> <li><input type="checkbox"/> Assist with brainstorming for written work</li> <li><input type="checkbox"/> Help organize thoughts for long writing tasks</li> <li><input type="checkbox"/> Give extra class time to finish</li> <li><input type="checkbox"/> Allow the option to finish at home without penalty</li> <li><input type="checkbox"/> Provide a list of common words and their correct spelling at desk</li> <li><input type="checkbox"/> Allow dictation to a scribe</li> <li><input type="checkbox"/> Allow assistive technology (specify kind _____ )</li> <li><input type="checkbox"/> Allow child to dictate ideas into a tape recorder, then scribe his/her own words later or at home</li> <li><input type="checkbox"/> Warm hands up with proprioceptive work, such as manipulating clay, before writing begins</li> </ul>	<p><b>FOR READING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow child to read out loud</li> <li><input type="checkbox"/> Give child a book mark to hold place and help to follow along while reading</li> <li><input type="checkbox"/> Minimize visual distractions on the page</li> <li><input type="checkbox"/> Allow child to move/change position/take breaks</li> </ul> <p><b>FOR CLASSWORK</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow child to move to a quieter area/out in hallway</li> <li><input type="checkbox"/> Repeat instructions to child 1:1</li> <li><input type="checkbox"/> Allow child to take work to Resource Room</li> <li><input type="checkbox"/> Provide visual instructions</li> <li><input type="checkbox"/> Cover page to show only 1-2 problems at a time</li> </ul> <p><b>FOR HOMEWORK</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow extra time to complete assignments</li> <li><input type="checkbox"/> Give modified assignments that require less writing</li> <li><input type="checkbox"/> Give modified assignments that require less reading</li> <li><input type="checkbox"/> Give option of drawing in lieu of writing</li> <li><input type="checkbox"/> Allow work to be typed</li> <li><input type="checkbox"/> Allow work to be scribed</li> <li><input type="checkbox"/> Allow work to be modified at the parent's discretion</li> <li><input type="checkbox"/> Decrease amount of work required</li> </ul> <p><b>FOR TRANSITIONS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare student ahead of time verbally or with a timer</li> <li><input type="checkbox"/> Follow schedule as accurately as possible</li> <li><input type="checkbox"/> Allow child to bring a "transition toy" with them</li> <li><input type="checkbox"/> Give child something to carry with them</li> <li><input type="checkbox"/> Have child be the "door holder"</li> <li><input type="checkbox"/> Have child be the "caboose" (last in line)</li> <li><input type="checkbox"/> Have child be the "leader" (first in line)</li> <li><input type="checkbox"/> Remind child to keep his/her hands to themselves</li> <li><input type="checkbox"/> Remind child about "personal space bubble"</li> </ul> <p><b>FOR RECESS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not take recess away for mis-behavior in class</li> <li><input type="checkbox"/> Offer good proprioceptive options such as monkey bars, rock wall climbing, or digging</li> </ul> <p><b>FOR HEAVY WORK - REGULAR ACCESS ALL DAY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow child to re-shelve books</li> <li><input type="checkbox"/> Allow child to rearrange chairs/desks</li> <li><input type="checkbox"/> Allow child to open and close doors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allow child to hold signs</li> <li><input type="checkbox"/> Allow child to wear weighted back pack</li> <li><input type="checkbox"/> Allow child to pull the lunch wagon</li> <li><input type="checkbox"/> Allow child to push adult in a wheeled chair</li> <li><input type="checkbox"/> Allow child to wipe down tables</li> <li><input type="checkbox"/> Allow child to carry books to/from the office/library</li> <li><input type="checkbox"/> Allow child to carry Xerox paper to/from copy room</li> </ul> <p><b>FOR SENSORY BREAKS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make child "classroom messenger"</li> <li><input type="checkbox"/> Allow child to pass out papers</li> <li><input type="checkbox"/> Allow child frequent trips to the bathroom or drinking fountain as needed</li> <li><input type="checkbox"/> Sing songs that encourage movement</li> <li><input type="checkbox"/> Encourage whole class stretching</li> <li><input type="checkbox"/> Allow child access to sensory tub, sand, beans, rice</li> <li><input type="checkbox"/> Do chair pushups or tailor sit pushups as a class</li> </ul> <p><b>TIPS FOR GENERAL SENSORY SUCCESS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give child warnings before a fire drill or other bells</li> <li><input type="checkbox"/> Explain false alarms to child when applicable</li> <li><input type="checkbox"/> Provide 'Quite Chill' out space, under a desk, in a corner where they can be alone and safe</li> <li><input type="checkbox"/> Allow noise-canceling head phones</li> <li><input type="checkbox"/> Allow gum chewing, hard candy, or other food</li> <li><input type="checkbox"/> Allow water bottle w/straw at desk or other chewy</li> <li><input type="checkbox"/> Allow fidget toys</li> <li><input type="checkbox"/> Post visual routine in classroom</li> <li><input type="checkbox"/> My child is very sensitive to smells</li> <li><input type="checkbox"/> My child is very sensitive to touch: Please DO NOT TOUCH HIM/HER</li> <li><input type="checkbox"/> Keep visual distractions in the room to a minimum</li> <li><input type="checkbox"/> Play calming music in the background</li> <li><input type="checkbox"/> Allow modifications to art activities with possible use of tools to increase participation</li> <li><input type="checkbox"/> Please share my child's 504 with all para-educators in contact with my child</li> <li><input type="checkbox"/> My child is on a special diet, you can support this by: _____</li> <li><input type="checkbox"/> My child needs a modified dress code as follows: _____</li> </ul> <p><b>MY CHILD'S LEARNING STYLE IS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual</li> <li><input type="checkbox"/> Auditory</li> <li><input type="checkbox"/> Kinesthetic</li> </ul>	



## PROGRAMMING PAGES

Details the current level of assessment, annual goals and expectations for each subject that is modified, as well as alternative programming.

- Accommodations change HOW the student is taught and assessed
- Modifications change WHAT is taught and assessed; might be at grade level but with decreased output, or might change the grade level being assessed.
- Alternative skills are programs not included in the Ontario Curriculum, such as social skills or personal care programs.
- Student can provide input regarding their goals in whatever format works, eg. a short video clip expressing their wishes.
- Refer to previous IEPs and report cards when reviewing your child's IEP.
- Use the [Ontario curriculum](#) as a guide.



# Writing effective IEP goals

## SCDSB's strategy\* for SMART learning expectations:

Specific – clear descriptions of what will be taught and how progress will be measured

Measurable – you can count or observe it

Action Words – like “apply”, “explain”, “point”

Realistic and Relevant – for child to be successful, and to child's assessed strengths and needs

Time Limited – usually within one term or semester

*Example of Annual Goal and SMART expectation, via SCDSB:*

### **Elementary – ALT program**

**Annual Goal:** In social skills, [student] will employ “Stop, Think, Do” or a similar technique at a rate of 7 out of 10 possible situations.

**Learning Expectation:** In social skills, [student] will demonstrate, through role-playing, the “Stop, Think, Do” technique and employ it or a similar technique at a rate of 4 out of 10 possibilities.

# TOP 5 IPRC/IEP TIPS

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1. Take advantage of every invitation to meet with your child's educators face to face.
2. Keep your eye on the Accommodations page. Work with the teacher to regularly update – remove items that are not working, and add new strategies to try.
3. When you get a new draft IEP, pull out the previous draft, the most recent report card, and the Ontario curriculum.
4. Don't go for perfection. If you have faith in the teacher, the IEP needs to be "good enough".
5. Keep your eye on the goal: a relaxed child who is making progress at their own pace.

# Helpful resources

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## CTN Online Resource Site

<http://www.ctnsy.ca/Online-Resource-Centre/All-about-school-and-IEPs.aspx>

## Ministry Links

Sample IEPs from the [Ministry of Education - IEP Resource Guide](#), pp. 58-84

Ontario curriculum <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>

## York Region District School Board (YRDSB)

[Parent Guide to the Identification, Placement and Review Committee](#),

[The Individual Education Plan – A Guide for Parents](#)

## Simcoe County District School Board (SCDSB)

[Parent's Guide to Special Education](#)

[Individual Education Plan – Helping your child achieve success in the classroom](#)

[SMART learning expectations](#)

## Community Agency Resources

Community Living resources <http://communitylivingontario.ca/resources-students-and-parents/>

Autism Ontario Knowledge Base <http://autismontario.novosolutions.net/homekb.asp>

Easter Seals Kids at School <http://education.easterseals.org/>

**\*\*Consider participating in school workshops by Kerry's Place, Easter Seals, Autism Ontario, etc.**

## Modifications and Accommodations

[LD@School](#) for overview of accommodations vs. modifications vs. alternative skill areas

Accommodations and Modifications, Jacki Oxley

<https://specialeducationontario.wikispaces.com/file/view/Modifications+and+Accommodations+by+Jacki+Oxley.pdf>