Collaborating for Better Individual Education Plans (IEPs)

Ministry of Education
Collaborating for Better IEPs

This slide deck looks at the components of the IEP through the lens of collaboration. Each step in the development of the IEP has opportunities and challenges in collaborating with a number of individuals/groups in schools, school boards and beyond with families and the community. These opportunities and challenges are explored. It also includes links to ministry resources as well as other related websites.
Collaborating for Better IEPs

Goals of the Presentation:

• Provide a model of a collaborative IEP team
• Outline methods to support a collaborative IEP process
• Facilitate discussions related to local practices that support a collaborative IEP process
• Professional Learning Communities
Ministry of Education Strategic Directions

Overall Goals

High levels of student achievement

Reduced gaps in student achievement

Increased public confidence and support for public education

Goals for Special Education

Improved outcomes for students receiving special education

Increased capacity of schools to effectively meet the needs of all learners.

Support the development and implementation of effective IEPs.

Enhance collaboration among ministries, schools, families and community partners.

Improved balance between teaching and learning, and required processes and documentation.

Enable transitions for students into, through and exiting from the system.
Knowing Your Students

Personalization is....

- Knowing your students
- Knowing where they are at in their learning
- Knowing where they need to go in their learning
- Knowing how to get them to where they need to go in their learning
Collaborating for Better IEPs

Delivering an educational program that is appropriate to the strengths and needs of students receiving special education programs and services is the goal of all partners in special education.
Collaborating for Better IEPs

Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.

(Learning For All, Kindergarten to Grade 12, DRAFT 2011, p. 6)
Model of a Collaborative IEP Team
Methods to Support Collaboration

• Provide opportunity for others to specify how and to what degree of involvement they wish
• Communicate openly and regularly in clear language
• Gather feedback and check for concern or confusion
• Contact using a variety of methods
• Distribute agenda (including who will attend) prior to discussions
• Provide opportunities for input
Collaborating for Better IEPs

Effective communication can help each party understand and acknowledge the perspective and contributions of others.

Steps to Problem Solving:
• Define the Issue
• Share information and ideas
• Generate and explore possible solutions
• Predict consequences
• Choose a solution and develop a plan for action, including performance measures
• Do a follow-up evaluation
A collaborative IEP team is an example of a PLC

A PLC:

• is about process, a problem solving forum to support student achievement
• functions as a medium for constant improvement (e.g., instruction, assessment, student achievement)
Collaborating for Better IEPs

Teachers gather assessment data from a variety of sources to provide information about the student’s learning and behaviour in different settings and from various perspectives.
Collaborating for Better IEPs

Involve parents as active participants in matters related to the program and services for their children with special education needs. Parents should feel confident that their participation is valued.
Collaborating for Better IEPs

Develop a common understanding of the student’s strengths and needs as they affect his/her ability to learn and demonstrate learning, and his/her educational goals.
Collaborating for Better IEPs

Determine which types of environment, instructional and/or assessment accommodations can help the student learn and demonstrate learning.
Collaborating for Better IEPs

Select and make recommendations about the effective use of individualized equipment if applicable.
Collaborating for Better IEPs

Programs

Accommodations

Modified Expectations

Alternative Expectations
Collaborating for Better IEPs

Determine the type and level of support required from support services personnel.
Collaborating for Better IEPs

Implement an integrated process when planning for transitions.
Collaborating for Better IEPs

Students, parents and educators all play important roles in the planning and implementation of a student’s special education program.
Collaborating for Better IEPs

Discuss:

• Examples of issues or barriers related to collaborative IEP processes
• Ideas for resolving or preventing issues and barriers to collaboration.
Links to Useful Resources

• Education For All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6 (2005)  

• Learning for All K-12 (draft 2011)  
  http://www.edu.gov.on.ca/eng/general/elemsec/speced/learning.html

• The Individual Education Plan (IEP), A Resource Guide (2004)  

• Individual Education Plan Samples  http://www.ontariodirectors.ca/

• Planning Entry to School – A Resource Guide (2005)  
  http://www.edu.gov.on.ca/eng/parents/planningentry.html

  http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html
Links to Useful Resources


• *Shared Solutions- A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs* (2007)

• Ontario Ministry of Education, Special Education
  [http://www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html](http://www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html)

• Provincial IEP Template [https://iep.edu.gov.on.ca/IEPWeb/](https://iep.edu.gov.on.ca/IEPWeb/)

• EQAO Guide for Accommodations, a Special Provision and Exemptions (2012)

• IEP 101 for Parents and Students (2009) [www.ldaolearning.ca](http://www.ldaolearning.ca)