



# Individual Education Plans

**Documenting Accommodations and Programming  
During Distance Learning**

## INDIVIDUAL EDUCATION PLANS (IEP) – Regulation 181/98

An **Individual Education Plan (IEP)** is a written plan describing the special education program and/or services required by an individual student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning.

An Individual Education Plan (IEP) must be in place for every student identified as an exceptional learner. The Durham District School Board (DDSB) also has a nominal number of IEPs for students who have not been formally identified as exceptional but who are receiving special education programs and/or special education services.

IEPs are legal documents for the communication of program goals, expectations of focus, strategies to support learning, assessment and transition planning. The Individual Education Plan also contains the Consultation Log; record of consultation with students (over age 16) and parent/caregivers specific to the provision of special education programming and supports for the individual student.

Reference: [www.edu.gov.on.ca/eng/general/elemsec/speced/ontario.html](http://www.edu.gov.on.ca/eng/general/elemsec/speced/ontario.html)

**All sections of a student's Individual Education Plan remain active during the period of distance learning.**

Guidance for documentation of considerations and amendments, specific to the period of distance learning, follow below.

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### Accommodations and Programming During Distance Learning

An online connect session will be facilitated to support Special Education Resource Teachers with the information and guidance to support colleagues in the consideration and amendment of Individual Education Plans specific to Distance Learning.

School teams are encouraged to draw on the support of Special Education Resource Teachers and your Inclusive Student Services team members.

**Remember:** Consultation and engagement of students/families is always a foundation to individualized programming. The IEP is the tool to reflect both intentionality of programming and the related consultation (Consultation Log).

## ACTION ITEMS

### STEP ONE: Reflecting Programming and Assessment During Distance Learning

To support programming access to learning for students with special education needs, IEPs remain in effect as continuity of learning strategies are implemented.

Students will not have the opportunity to demonstrate learning across what was planned for a full school year of learning. It is understood that a loss in learning time, as a result of school closures during this pandemic, will cause unavoidable impacts to the rigour and scope of programming. Flexible approaches, and consultation with families, to consider students' individual identities, needs and circumstances that impact distance learning, need to be considered in focusing scope of programming and implementing accommodations and strategies to support individual students.

"It's about defining the most essential outcomes and making tradeoffs about what you won't be able to do or teach" (*Horn, M.B., 2020*). Essential though, remains the commitment to provide students with the accommodations drawing on their strengths to support meaningful access to programming during distance learning.

#### Focus should be on:

- Supporting individual students in areas of growth by drawing on their areas of strength (page 1 of IEP)
- Key outcomes/goals for the current school year; especially in core content areas such as Literacy and Numeracy
- Collaboration with families to define scope and focus of distance learning on an individual student basis (e.g., for students with programs based on alternative curriculum)

In situations where existing accommodations, modifications, or alternative programming are not feasible, educators should work collaboratively with students and families to explore flexible approaches and options and determine workable solutions on an individual basis and fitting to the scope and context of Distance Learning (i.e., that meet the student's strengths and needs in the context of adjusted learning access, expectations, assessment and evaluation). Not all accommodations, modifications or alternative programming strategies planned for classroom-based learning within a robust five day a week program are applicable to context and scope of distance learning.

## STEP TWO: Documenting Programming and Accommodations During Distance Learning

IEPs remain active during the period of distance learning. There should be clear documentation of consultation and that accommodations for individual student needs have been considered and thoughtfully embedded within distance learning.

IEPs are working documents. Current content should remain on the IEP and the additions of specifics for Distance Learning added. The information that follows is provided as a guide for school teams.

### Students with Accommodations Only

For students with Individual Education Plans with accommodations only during regular classroom-based learning, school teams may choose to utilize the Consultation Log to note communication with a student/family regarding specifics of how those accommodations are being implemented during distance learning.

For example,

- “Called parent to suggest using Screencastify to allow student to provide oral responses. Will email parent a video on how to use” “Parent is in agreement and will support student with use of new software”
- “Emailed caregiver to share time management strategies that were used at school” “Parent will support use of visual timer with the student”

If further space or documentation is needed, school teams are to continue in the actions noted below.

### Students with Accommodations Specific to Distance Learning, Modifications to Curriculum and/or Alternative Expectations

IEPs remain active during the period of distance learning but may require updating for the conditions and scope of distance learning.

**Where a student’s individual program has been focused on key overall goals, expectations and/or strategies amended, school teams are encouraged to document in the IEP by adding a page specific to the period of distance learning.**

This action helps support clarity of communication with individual students and families while maintaining the breadth and depth of programming in place during classroom-based learning, adjusted to reflect the context of distance learning. The combination of this information will be key to a student’s 2020-2021 program team when setting programming in the fall.

IEPs are to be updated a minimum of once per reporting period and additionally as needed. This resource is provided to help schools ensure capturing accommodation information, and programming scope, during the period of distance learning if adjustments have been made specific to this time frame.

The following steps and guidelines are provided to support school teams in actioning “Accommodations and Programming During Distance Learning”:

### Option 1: Adding a Page Specific to Distance Learning Time Frame

The following guidelines are provided to school teams to support creation of an IEP page specific to documenting programming focus and supports during distance learning. Font in black is part of the **IEP template**; font in purple is **recommended annotation** (bold) or *guidance on additions* (italicized) specific to distance learning:

#### If Student’s Program is Primarily Based on Modified Curriculum

**Subject Area:** Distance Learning (Spring)

**Program Type:** Modified

**Current Level of Achievement:** *See page specific to individual subject/curriculum area*

**Entry Level of Achievement:** **This page supplements the IEP specific to the period of distance learning**

Language Maths Science Dista. (1) Dista..ng Subject 6 Subject 7 Subject 8 Subject 9 Subject 10

Program Type Modified (3)

Subject Area (2) Distance Learning

Course Code

**Current Level of Achievement (usually from June report card)**

Letter grade/Mark:	Curriculum grade level:	Strand

Strand Distance Learning (Spring) (4)

Annual Program Goal (5)

The annual programming goals (Student’s Name) remain the foundation of programming for the 2019-2020 school year. Specifics of focus during the period of Distance Learning are provided below.

Term/Semester 1

Add

Specific Expectation	Teaching Strategy	Assessment Method

Term/Semester 2

Add (6)

Specific Expectation (6)	Teaching Strategy (7)	Assessment Method (8)
During the period of Distance Learning, programming has focus on adjusted flexible learning tasks and the specific expectations for Literacy and Numeracy.	- Closed captioning utilized during online connections and embedded within video links shared - Individualized check-ins to chunk tasks and ensure understanding	- Oral feedback provide within Google Classroom

**If Student's Program is Primarily Based on Alternative Curriculum**

**Area of Focus: Distance Learning (Spring)**

**Entry Level of Achievement:** *This page supplements the IEP specific to the period of Distance Learning*

The screenshot shows a software interface for documenting accommodations and programming. At the top, there is a navigation bar with tabs for Language, Mathematics, Science, Distance Learning (highlighted with callout 1), Distance Learning, Subject 6, Subject 7, Subject 8, Subject 9, and Subject 10. Below this, there are input fields for Subject Area (Distance Learning, callout 2) and Course Code. A dropdown menu for Program Type is set to Alternative (callout 3). The main section is titled 'Area of Focus' (Distance Learning (Spring), callout 4) and 'Entry Level of Achievement' (This page supplements the IEP specific to the period of Distance Learning., callout 5). Below this is the 'Annual Program Goal' section, containing a text box with the goal: 'The annual programming goals (Student's Name) remain the foundation of programming for the 2019-2020 school year. Specifics of focus during the period of Distance Learning are provided below.' (callout 6). The interface then shows two sections for 'Term/Semester 1' and 'Term/Semester 2'. Each section has an 'Add' button and three columns: 'Specific Expectation', 'Teaching Strategy', and 'Assessment Method'. In the 'Term/Semester 2' section, the 'Specific Expectation' field (callout 7) contains text about focus on Personal Growth & Development. The 'Teaching Strategy' field (callout 8) lists 'Closed captioning utilized during online connections and embedded within video links shared' and 'Pre-recorded lessons divided into shorter segments'. The 'Assessment Method' field (callout 9) contains 'Oral feedback provided in Google Classroom'.

**Whether focused Primarily on Modified Curriculum and/or Alternative Curriculum continue with:**

**Annual Program Goal:**

**The annual programming goals (Student's Name) remain the foundation of programming for the 2019-2020 school year. Specifics of focus during the period of distance learning are provided below.**

*Note: On this page only, leave Term/Semester 1 blank and make the following notes within Term/Semester 2.*

## Specific Expectation

In this section, educators will make note of any changes to scope or focus of expectations specific to distance learning:

For example, for a student with programming based on modified curriculum expectations:

- *During the period of distance learning, programming has focus on adjusted flexible learning tasks and the specific expectations for Literacy and Numeracy.*

For example, for a student with programming based on alternative curriculum – reference the specific areas of growth:

- *During the period of distance learning, programming has focus on the specific expectations for Personal Growth & Development (fostering independent self-care)*

## Teaching Strategy

In this section, educators should make note of any strategies that have been newly implemented to support student access to, participation in and learning during distance learning.

Sample strategies/accommodations include:

- Provision of ASL interpretation during small group or individualized video connect sessions
- Closed captioning utilized during online connections and embedded within video links shared
- Individualized check-ins to chunk tasks and ensure understanding
- Pre-recorded lessons divided into shorter segments
- Oral responses (live or through recorded video) to share knowledge (as an alternative to written typed responses)
- Provision of oral instructions (video conference or pre-recorded video) to accompany written assignments
- Include visuals in documents to support text

## Assessment Method

In this section, educators will make note of assessment methods that have been newly used during distance learning. Recommended statements are provided for Elementary and Secondary.

### Elementary

#### **Focus: On-going feedback and formative assessment during Distance Learning.**

Educators should add note of how this information is collected and communicated to the individual student.

## Secondary

### Focus: On-going feedback and formative assessment during Distance Learning.

Where summative assessment occurs, educators should add note of specific accommodations for the individual student (e.g., extended time, use of oral conferencing, use of voice notes etc) and any accommodations related to communication of ongoing formative feedback.

#### Individual accommodation example:

- Use of Screencastify to allow student to provide oral responses

### Option 2: Adding Annotation of “Distance Learning” Embedded in Current IEP Expectations

Educators may also choose to delineate expectations by indicating **Distance Learning** directly with the expectations where already embedded in a student’s IEP. The first reference, and corresponding communication recorded in the Consultation Log should state **Distance Learning**, subsequent annotation may be recorded as **DL**. Key is clarity for student, family and future readers (e.g., next year teacher when accessing for planning purposes).

*Note: Educators may exercise both Option 1 and 2 if helpful to ensuring clarity of communicating focus during distance learning.*

## CONSULTATION LOG

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation	Contact By
2020-04-29	Called parents to suggest using Screencastify to allow student to provide oral responses. Will email parents a video on how to use.	Parent is in agreement and will support student with use of new software.	T. Teacher
2020-04-30	Emailed parent to share time management strategies that were used at school.	Parent is agreement and will use a visual timer with the student.	S. SERT

### STEP THREE: Distributing Individual Education Plans To Students (>Age16) and Parents/Caregivers

Educators are encouraged to have on-going communications with students and families about programming through distance learning. Record of consultation specific to a student’s programming scope and/or strategies is to be made in the Consultation Log on an on-going basis.

Individual Education Plans (IEPs) contain protected health and education information. Electronic communication must be encrypted for data protection rather than attached to an email as an electronic PDF file.

*Note: End of Year/Final IEP Copy to OSR*

Should school closures be extended beyond May 31st to the conclusion of the school year, further information will be provided to school teams regarding the requirement for the printing of IEPs for inclusion in OSRs at the conclusion of the school year.