



DUAL CREDIT STUDENTS WITH AN IEP/IPRC

QUESTIONS AND ANSWERS to Assist Colleges and School Boards Registering a Student with an IEP/IPRC in a Dual Credit Course

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Questions and Answers to Assist Colleges and School Boards When Registering a Student with an IEP/IPRC in a Dual Credit Course

The dual credit registration process for a student with an IEP/IPRC requires involvement of a college disability services counsellor. The secondary school dual credit teacher can provide support in assisting the student and counsellor in this process.

1. What is an Individual Education Plan (IEP)?

An IEP is a written plan describing the special education program and/or services required by a particular student in an Ontario public secondary school. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and /or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

Reference: Individual Education Plan, Standards for Development, Program Planning, and Implementation 2000, Page 3

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.pdf>

2. What does the IEP include?

The IEP must include

- a) specific educational expectations for the pupil;
- b) an outline of special education program and services to be received by the pupil;
- c) a statement of the methods by which the pupil's progress will be reviewed; and
- d) where the pupil is 14 years of age or older, the IEP must also include a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

References: Regulation 181/98 and Individual Education Plan (IEP), Resource Guide 1998, page 3

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iepeng.pdf>

3. Under what conditions can an official IEP be developed?

An IEP will be developed for one of the following reasons:

- a) In a public secondary school an IEP *must* be developed for every student who has been identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98 under the Education Act.
- b) An IEP *may* be developed for a student who has not been formally identified as exceptional, but who has been deemed by the school board to require special

education programs or services in order to attend school or to achieve curriculum expectations and/or whose learning expectations are modified from or alternative to expectations set out for a particular grade level or course in a provincial curriculum policy document.

- c) The applicable reason for developing the student's IEP must be indicated in the IEP.

Reference: Individual Education Plan, Standards for Development, Program Planning, and Implementation 2000, Page 5

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.pdf>

4. What legislation governs the Individual Education Plan (IEP) and the Identification, Placement, and Review Committee (IPRC) process described above?

Ontario Regulation 181/98 is the legislation under the Education Act that governs the IEP and IPRC process. The provisions of this regulation are described in detail in the following sections of the guide referenced below.

Reference: Ontario Ministry of Education (2001). *Special education: A guide for educators*. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide.html>

– Part D: The Identification, Placement, and Review Process

– Part E: The Individual Education Plan (IEP)

5. What legislation provides the mandate for colleges to provide accommodations to students with disabilities?

Ontario postsecondary institutions, as direct providers of educational programs and services, have the legal responsibility under the *Ontario Human Rights Code* and the *Canadian Charter of Rights and Freedoms* to accommodate persons with disabilities. In order to receive accommodations, students must self-identify at an institution's Office for Students with Disabilities (OSD) and provide documented proof of a disability. Through the OSD, students will meet with a disability counsellor to discuss their needs and determine the appropriate type and duration of the necessary accommodations.

6. Who acts as a liaison between the school board and the college if specific teaching strategies, accommodations, and/or resources required to facilitate the student's learning, identified in the student's IEP, should be recommended for a dual credit course?

The secondary school dual credit teacher will plan and deliver, or coordinate the delivery of, supports and services for students in dual credit programs, including any accommodations specified in an IEP.

Reference: Dual Credit Programs, Policy and Program Requirements, 2013, Section 1.7.1, Roles and responsibilities of secondary school dual credit teachers

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/DualCreditPro.pdf>

Any inquiries by a college disability services counsellor concerning a student's IEP should be directed to the dual credit teacher.

7. What is the student’s responsibility regarding the college disability services *self-identification* process for requesting accommodations once the student with an IEP/IPRC has been accepted in a dual credit course?

A student with an IEP/IPRC is encouraged to make an appointment with a college disability services counsellor as soon as a registration for a dual credit course has been approved. The secondary school dual credit teacher will assist a dual credit student to work through this process. More specifically, the dual credit teacher will guide the student to

- a) set up an appointment;
- b) bring appropriate documentation to present to the counsellor;
- c) if applicable, review the accommodations and understand the meaning and duration of the accommodations outlined;
- d) present and discuss accommodations with each college professor and/or instructor;
- e) set up an appointment to re-establish the student’s accommodations for the following semester if applicable; and
- f) understand the student’s responsibilities involved in each accommodation.

Reference: Dual Credit Programs, Policy and Program Requirements, 2013, Section 1.7.1, Roles and responsibilities of secondary school dual credit teachers
<http://www.edu.gov.on.ca/eng/teachers/studentsuccess/DualCreditPro.pdf>

8. If a dual credit student with an IEP/IPRC registers and is accepted for college after secondary school graduation, how do they apply for OSAP funding for a formal assessment to diagnose their disability?

As for any college registrant the student may apply to Ontario Student Assistance Program (OSAP) for funding to have a formal assessment conducted to diagnose their disability. Students are encouraged to follow-up with the College Disability Services counsellor before the beginning of the school year. The dual credit teacher can facilitate this process with the dual credit student prior to the end of the previous school year.

<http://www.ontario.ca/education-and-training/osap-ontario-student-assistance-program>

9. What is the “Support for Apprentices with Disabilities (SAWD) program” and how does one apply for funding?

Support for Apprentices with Disabilities (SAWD) is intended to assist Colleges of Applied Arts and Technology (CAATs) to support people with special needs to participate in apprenticeship programs, pre-apprenticeship programs and Ontario Youth Apprenticeship Programs (OYAP). SAWD is to be used for accommodation and accessibility needs of apprentices with disabilities attending colleges across Ontario. SAWD improves access for apprentices with disabilities by ensuring they receive individualized services and have access to tools and technologies such as: interpreters and note-takers; and transcription of educational materials. SAWD supports apprenticeship students with disabilities to make a successful transition from apprenticeship to journey person and journey person to employment.

<http://www.tcu.gov.on.ca/eng/general/accessibility/tcu/>

10. What are the roles and responsibilities of the secondary school dual credit teachers?

Roles and responsibilities will vary depending on the delivery model and operational details of the program, but those listed below are common to all dual credit delivery models. Dual credit teachers will:

- liaise with the college(s) and the school board on a regular and ongoing basis to coordinate program delivery;
- maintain interaction and communication with dual credit students, the students' other secondary school teachers, and the college(s);
- assist the Student Success team in the selection of students, verify course rosters, and facilitate the dual credit registration and admission process;
- assist dual credit students in navigating the college environment and accessing college resources and programs;
- plan and deliver, or coordinate the delivery of, supports and services for students in dual credit programs, including any accommodations specified in Individual Education Plans;
- coordinate the exchange of information about students' academic progress, including marks and attendance data;
- work with college professors and instructors to ensure that students are aware of the opportunities available to them in the event that they do not successfully complete their college course(s).

For more information on secondary school dual credit teachers refer to <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/DualCreditPro.pdf>

Appendix 1

Students with Special Needs

Considerations for Secondary School Dual Credit Teachers

One of the roles defined in policy of the dual credit teacher is to “plan and deliver, or coordinate the delivery of, supports and services for students in dual credit programs, including any accommodations specified in Individual Education Plans”.

Dual credit teachers should consider the following:

Recruitment – before recruiting students into the Dual Credit program, dual credit teachers need an understanding of the following:

- the category of the dual credit(s) (team-taught, college delivered)
- the location of the course
- the time of the course
- the requirements of the course (e.g., types and difficulty level of the reading materials, types of assessments, physical requirements)
- the differences in the legislation that governs supports for students with special needs in secondary schools compared to legislation that governs college students with disabilities

Student Selection

– when students with an IEP are being considered for a Dual Credit program, the following should be taken into consideration:

- does the student meet the criteria for entry into the program as outlined in the Appendix of the policy document?
- does the student have the potential to succeed in the college course/Level 1 apprenticeship if appropriate accommodations are put in place? (Note: colleges cannot modify course outcomes.)
- what supports are identified on the student’s current IEP, in particular for any similar course(s)?
- What accommodations will be required for the student to be successful?

Entry to dual credit programs is guided by the Student Success Team. Students may indicate their interest in the program on their course selection sheets, or they may be recommended for the program by school staff.

Student Success teams then evaluate the suitability of those students based on the criteria below and any other criteria specific to the college program. Dual Credit Programs, Policy and Procedure, 2013

Once students have been selected and prior to the start of the course:

- connect with the college's service for students with disabilities to discuss how students register, what type(s) of documentation is required in order for students to get supports
- discuss the student's need for accommodation with the dual credit faculty in order to develop a plan for support
- work with student's resource teacher (at the school or board) to put necessary accommodations in place especially if these require personnel or resources (e.g., sign language interpreter, braille text books, specialized transportation to the college)
- work with college to put in place supports that are not available through the school board
- discuss with RPT chair if resources are required to accommodate the student that may require additional funding. In extraordinary situations, this funding can be requested through the RPT.
- meet with the student to discuss proposed accommodations and the student's responsibilities

At the start of the course:

- meet with the student to review course outline, how accommodations will be implemented and the student's responsibilities
- help student to discuss accommodations with the faculty
- ensure that assistive technology and other resources are in place

During the course:

- regular follow-up with student and faculty to ensure student success

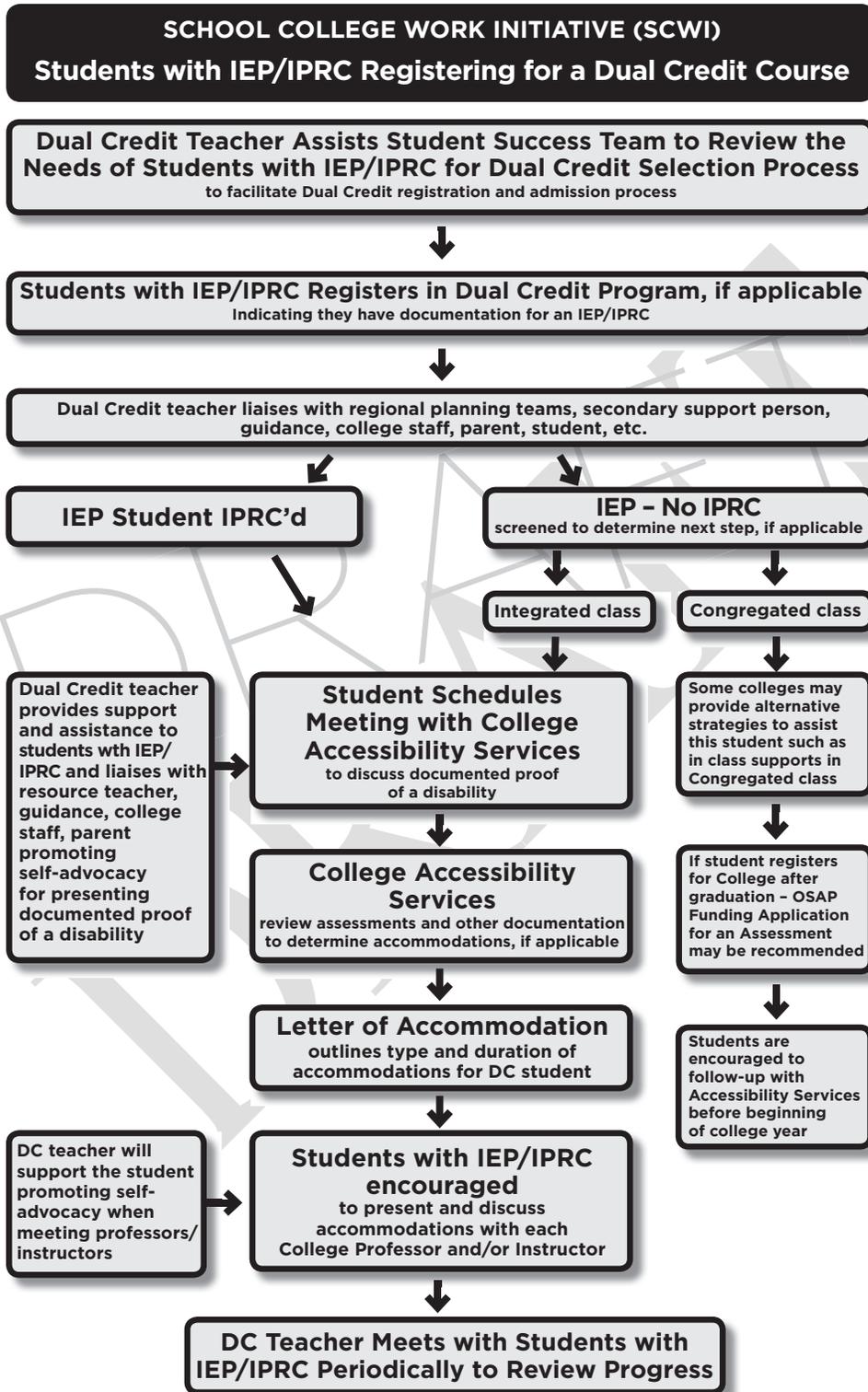
Towards end of course:

- review next steps for PSE transition with student

At end of course:

- review accommodations with student to determine if these were successful
- provide input into student's transition plan to student's resource teacher
- ensure that SCWI data report is correct

Appendix 2



April 14 (Jan)