



INDIVIDUAL EDUCATION PLANS AND PARENT COMMUNICATION POLICY

FOR

WOODBURY AUTISM EDUCATION AND RESEARCH
LIMITED

INDIVIDUALISED EDUCATION PLAN POLICY

At Woodbury we have an Individualised Education Plan (IEP) process that we follow to ensure all relevant parties are included within the decision-making process for each student.

The IEP team for a student consists of the parents and any other key family members or outside support persons, the classroom teacher, the clinical supervisor working with that classroom, the speech and language pathologist and the Clinical Director. This team makes all the decisions for that student through his or her duration as a student at Woodbury (his teacher or clinical supervisor may change from year to year, based his classroom placement).

The IEP process is completed each year to review student goals and progress. The IEP meeting is designed to provide parents, care givers and guardians the opportunity to discuss their current priorities with the teaching team and affords for collaboration and consultation in the planning process.

The IEP meeting results in an IEP document with goals and objectives that are regularly and consistently reported on throughout the year.

The IEP process is an assessment-driven process aimed at providing highly individualised programming with a subsequent document that details the features of each student's educational program. The IEP document provides information regarding:

- the student's strengths and needs
- the KLA outcome(s)
- long-term goals and semester objectives along with mastery criteria
- the strategies that will be used to teach the skill

Woodbury implements a rigorous assessment, monitoring and recording process. Our method for reporting student achievement through the IEP process follows a parallel process. Part of Woodbury's philosophy is that parents and family members are an integral part of the IEP team and in order to help the team make ongoing important decisions, they need to be informed.

Parents have the right to request that their child's IEP or behaviour plan be reviewed or revised at any point during the school year. Woodbury will accommodate any reasonable request for additional IEP meetings, reviews, or revisions. Throughout the year there are many IEP team meetings that are held at the request of the Clinical Director, clinical supervisors, SLP and/or classroom teacher regarding (but not limited to):

- significant progress the student has made with goals/skills area,
- lack of progress a student has made with goals/skill area,
- significant behaviour issues that have arisen with a student,
- specific behaviour or communication or self-help programs that are implemented for a student both at home and school,
- changes to a student's mode of communication,
- change of classroom placement

It is important to note that at Woodbury, the IEP process is fluid and transparent, thus the IEP document is always seen as a work in progress. Our teaching team, clinical team and administrative team are always easily accessible by parents. We value parents' viewpoints, questions, concerns, and ideas and enjoy problem-solving and collaborating with them to achieve the best outcome for their unique child. Thus we keep our parents well informed, not just on the big things, but the little things, as well. It is after all, the little things that often matter the most with our children with autism.

Our students' programs change rapidly and require ongoing adjustments and modifications daily, weekly, and/or monthly. Woodbury is committed to providing the most effective and individualised education for each student, and as such, the IEP document is viewed as a living, evolving document that reflects the ever-changing skills and needs of our students. All changes that occur throughout the year to a the IEP document or the BSP/BIP document are approved first by the parents and signatures are always acquired as consent for implementation.

PARENT COMMUNICATION POLICY

Consistent and reciprocal communication between school and parents is an important aspect of every school. This issue is given special consideration at Woodbury, given the limited capacity of our students to communicate effectively regarding events in the daily lives, learning experiences, etc. Every effort is made to ensure the regular communication between the school and home is maintained on a routine basis.

School/parent communication is maintained in a variety of ways:

- 1.) Daily communication book for each student
- 2.) Weekly school newsletter
- 3.) Email correspondence
- 4.) Phone calls/letters to home as needed

5.) Monthly P and F meetings

As a school, we also welcome the opportunity to meet with parents whenever the need arises. Parents may request a meeting at any time with teaching staff, clinical staff, and/or administration. Contact information for the school is distributed in the parent information package, all formal school correspondence, and on our website.

Each year the following process occurs for each student at Woodbury:

1.) Annual Assessment:

- a. VB-MAPP assessment update is performed (for slow learners only annual assessment is performed, for faster learners updates occur every months).
- b. Behaviour Support Plan (BSP) or Behaviour Intervention Plan (BIP) annual review with reporting to the IEP team regarding new data and any new proactive or reactive procedures that are needed – parent signature is acquired.

2.) Semester IEP meetings and documentation:

- a. IEP meetings are held at the beginning of each school year.
- b. A new IEP document is sent home within two weeks of the IEP meeting – parent signature is acquired.

3.) IEP Progress Reports:

- a. Toward the end of each semester (Term 2 and Term 4) IEP Progress Report documents are sent home to parents to report on progress that the student has made with goals and objectives.

4.) Monthly Program Summaries:

- a. For each month, during which a new IEP document or progress report does not go home, a program summary document is sent home to parents with a brief update on about 1/3 of the student's goals. This program summary is accompanied with a USB drive with 20-30 minutes of videos clips of their student engaged in the learning activities that correspond with the goals and objectives being reported upon.
- b. If applicable to that student, each program summary contains a short summary and graph regarding the progress that the student is making with his or her behaviour goals.

5.) Daily home-school communication

- a. Each day the classroom teacher is writing in the home-school communication book providing highlights of the students days, informing parents of struggles or challenges the student may have faced and giving a brief overview of the day.
- b. It is expected that the parents reciprocate this communication by writing in the book each night/ morning detailing the students evening at home and providing any relevant information for the day ahead.
- c. Based on the weekly progress monitoring that occurs, each week, the Clinical Director, SLP, clinical supervisors and classroom teachers are, emailing or talking on the phone with parents regarding any significant achievements that a student

has made or minor changes that have been made to programs, specifically communication.