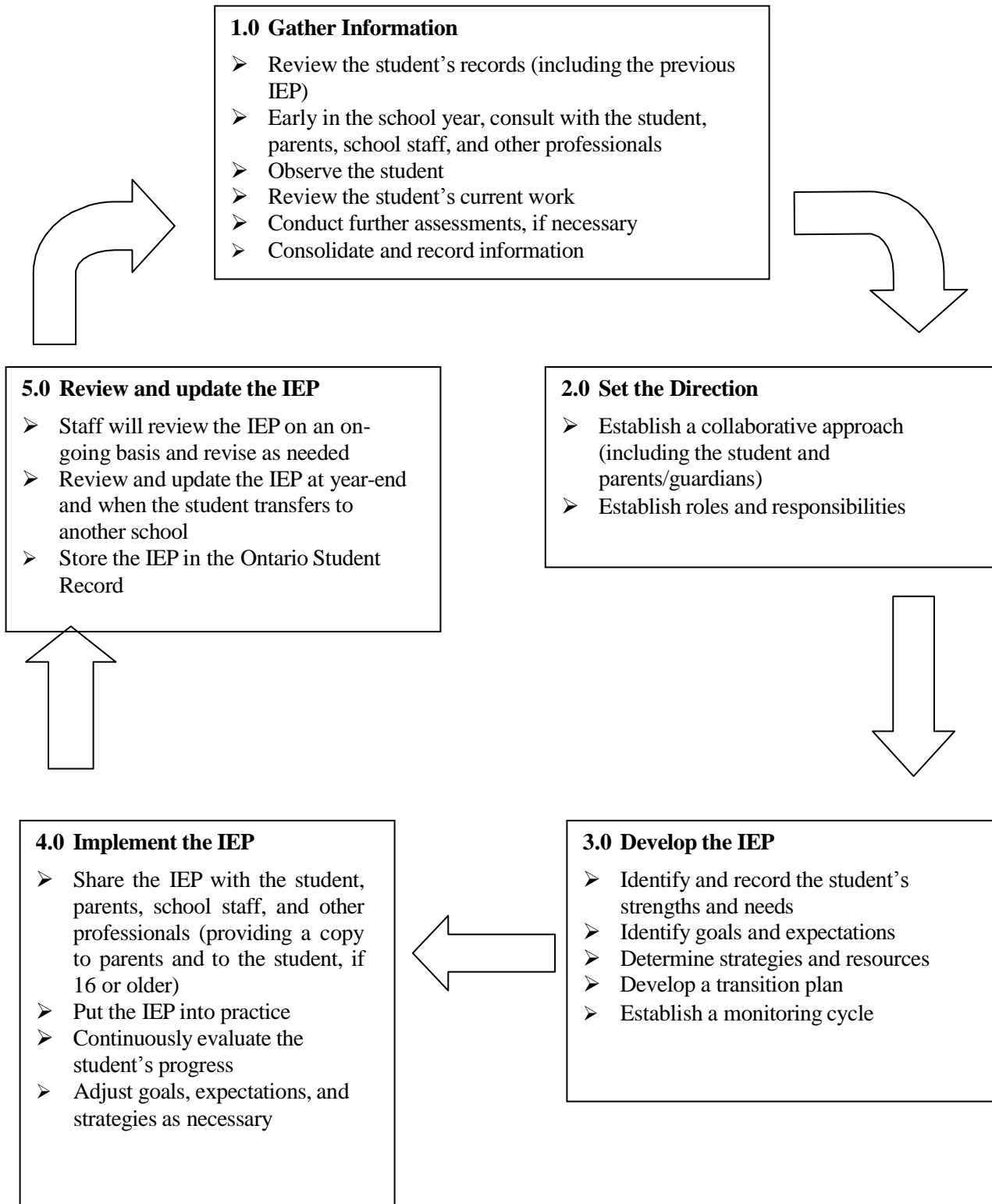


## 2.9: Developing an Individual Education Plan - A Collaborative Approach



## Individual Education Plans

Regulation 181/98, "Identification and Placement of Exceptional Pupils" states that principals are required to ensure that an Individual Education Plan (IEP) is developed for each student who has been identified as exceptional by an Identification, Placement, and Review Committee, within 30 school days of the student being placed in a special education program.

An IEP is a written plan of action prepared for a student who requires accommodations and/or modifications of the regular school program. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. The IEP is a tool to help teachers monitor and communicate the student's growth.

An IEP will be developed and reviewed annually for all identified pupils and may be developed for non-identified pupils with special needs. In addition, a review of the IEP may occur more frequently if requested by the School-based Team, IPRC or the parent.

An IEP should be based on a thorough assessment of the student's strengths, interests, and needs. It should identify specific goals and expectations for the student. The special education program and services the IEP describes should be modified as necessary by the results of continuous assessment and evaluation.

Regulation 181/98 stipulates that:

- The board shall promptly notify the principal of the school at which the special education program is to be provided of the need to develop an individual education plan for the pupil in consultation with the parent and, where the pupil is 16 years of age or older, the pupil.
- The individual education plan must include:
  - specific educational expectations for the pupil;
  - an outline of the special education program and services to be received by the pupil; and
  - a statement of the methods by which the pupil's progress will be reviewed.
- In developing the individual education plan, a collaborative approach is used and the principal shall ensure:
  - consultation with the parent and, where the pupil is 16 years of age or older, the pupil; and
  - any recommendations made by the committee (IPRC) regarding special education programs or special education services are taken into consideration.
- Within 30 school days after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it sent to a parent of a pupil and, where the pupil is 16 years of age or older, the pupil.
- The principal shall ensure that the individual education plan for a pupil is included in the pupil's Ontario Student Record (OSR), unless a parent of the pupil has objected in writing.
- The IEP will be reviewed and updated at each reporting period.

## Transition Plan for Students

All exceptional students must have a transition plan as part of their Individual Education Plan in accordance with PPM 156.

## Processes for Dispute Resolution Regarding the IEP

Collaboration is important to ensure that the members of the team have a common understanding of the student's strengths, interests, and needs. Each individual will bring important information to the IEP development process, lending a perspective that will add to the team's collective understanding of the student and the kind of instruction and support necessary to facilitate the student's learning. Parents are strongly encouraged to actively participate in the development of the IEP.

As outlined in "Steps to Success" (See section 2.3.2), communication with parents is important at every stage of the process. In the rare situation that the on-going collaboration does not resolve disputes, the following steps are followed:

- the classroom teacher talks with the parent;
- if no resolution, the teacher, Principal and/or resource teacher talk with the parent;
- if no resolution, the Coordinator of Special Education may be asked to talk with the parent
- if no resolution, the Superintendent of Special Education may be asked to talk with the parent.

## Ongoing Implementation the Ministry of Education Standards for IEPs

In 2000, the Ministry of Education completed "Standards for Individual Education Plans". The Lambton Kent District School Board continues to ensure compliance with the standards set out. Recent initiatives are cited below.

2010 - 2011	Area Resource Mentors continue to provide individual support in the schools. An internal audit was conducted. Specific feedback was provided to each school.
2011 - 2012	Area Resource Mentors continue to provide individual support in the schools. An internal audit was conducted. Specific feedback was provided to each school.
May 2012	Ministry of Education conducted an IEP Audit. Feedback received.
May 2012	Special Class Teacher In-Service training re: IEP development.
2014 - 2015	Implementation of PPM 156. Transition planning incorporated into eLite IEP system. In-service of Resource Teachers and Alternative Learning and Life Skills Teachers.
2015 - 2016	Added Referrals into eLite and completed In-Servicing of Teachers.
2016 - 2017	Transitioned from hard-copy training reference manuals for eLite to electronic support.
2017 - 2018	Linked Professional Assessment profile data to IEPs. Looked at IEP exemplars for accommodations for both elementary and secondary documents.
2018 - 2019	Focus on secondary IEPs, specifically the area of Transition Plans, at an A.R.T. Meeting. A Modification Committee was established to review all students for possible IEP modifications. Participated in an eLite micro-group.
2019-2020	IEP School Audits