

SECTION A-4 INDIVIDUAL EDUCATION PLANS (IEP)

The Board's Plan for implementing the Ministry's standards for Individual Education Plans.

In June 2011-2012 an internal IEP board audit occurred. This was the fourth internal audit conducted within the board since 2001. The IEP team consisted of Special Education Teachers, Principals, Superintendent of Special Education, and Coordinators of Special Education.

To better inform parents about IEP's, a copy of the "Individual Education Plan, A Guide for Parents" (revised 2005); a letter from each principal inviting parents to participate in the IEP process and a copy of the IEP is sent home within 30 days of school year. Every attempt is made to actively involve a parent when designing the plan in September as well as consulting parents during the year when changes are made.

In Fall of 2010, the Ministry of Education released an IEP workshop website (hosted by LDAO) for parents and students. This website was created to help parents and students understand their role and the IEP process more fully. When the invitation IEP letter is sent home, this website address is included.

The standards require information about the processes for dispute resolution when parents and board staff disagree on significant aspects of the IEP.

If there is a significant disagreement regarding the content of the IEP, then the following protocol will take place.

The parent is invited to meet with the child's teacher and review the goals that have been set. At this stage the parent can recommend changes in goals, strategies and/or resources or support where they see a need. If still dissatisfied, the parent can request a meeting with the child's principal and review the content of the IEP.

If still dissatisfied, the Principal of Special Education or the Supervisory Officer responsible for Special Education will meet with the parent and school staff to determine the content of the IEP.

The board's results of the ministry's review for the previous year, along with the board's plans for a response to these results (when available)

In the 2011-2012 audit, RCCDSB had one ranked in the Emergent level, five ranked in the Developing level, six ranked in the Satisfactory level and one ranked in the Proficient level.

In 2016-2017, the RCCDSB worked with their electronic IEP template provider to insert a transitional planning section into the Board's IEP. This will meet the Ministry of Education requirement that a transitional planning section be incorporated into the IEP. Students identified or non-identified (all grade levels) for September 2014.

A Special Education Audit was performed during the spring of 2017 as part of the approved annual and five-year internal audit plan. A review of effective compliance and controls to manage and monitor the provision of special education services and programs during the period September 2016 to March 2017 included an examination of IEP plans, IPRC committees, psycho-educational assessments, EA's resource allocation, professional development, governance, SEAC and SEA processes. The conclusion of the audit found an overall positive and well-received response, with a satisfactory audit result.

See inserts: "IEP Protocol"
"Sample IEP Letter"
"The Individual Education Plan" SECTION C-9

IEP Protocol

SECTION 1: Creating an IEP for a student new to Special Education

For students without a diagnosis, consider the following:

- Has the classroom teacher tried differentiating instruction?
- Has the SERT done an academic assessment (Brigance or PRIME) to determine strengths, needs and areas of difficulty?
- Based on the academic assessment, has remediation of areas of difficulty been attempted – to help determine if there is a gap in learning OR an underlying learning problem?

Once a determination to create an IEP is made:

1. Ensure parents are aware of the development of the IEP.
2. Gather assessment data to be included in the IEP (Brigance, PRIME, PM Benchmarks, CASI, OT reports, Physio reports, SLP Assessments, psycho-educational assessments, etc.).
3. Use assessment data in combination with teacher and parent comments to develop student strengths and needs.
4. Use the areas of need to develop appropriate accommodations to support student difficulties.

SEAC Committee members are available as a resource to parents during the IEP Process
PROCEED to Section 2

SECTION 2 – Updating a student’s IEP

- Ensure the new classroom teacher/secondary course teacher has a copy of the student’s IEP before school starts – it may be advisable to provide this to teachers in June when possible.
- If the student **is identified** through the IPRC process, consult the IPRC minutes (likely from the spring). Transfer updated strengths and needs as well as any new identifications or placement decisions.
- If the student **is not identified**, consult any case conference notes from last year as well as assessment data and teacher comments that could provide information to update the student’s strengths and needs.

Next Steps:

1. SERT often uses the first few days of school to update and develop IEPs.
2. SERT reviews accommodations to ensure they support the updated/changed needs of the student (there should be a direct link between the needs and accommodations).

Students with Modified Programs:

1. Consultation/Conferencing with Teacher:
 - SERT must consult with the new classroom teacher and possible support staff to determine new learning expectations/performance tasks for the term/semester. It is sometimes helpful to provide the teacher with last year's learning expectations as a baseline and frame of reference. One might also provide examples and a guide as to how to write performance tasks/learning expectations.
 - SERT supports the classroom teacher in shaping learning expectations to include measures of observability, achievability and quantification.

Students with Alternative Programs:

1. Consultation/Conferencing with teacher and support staff:
 - Review previous learning expectations and data to determine current level of achievement.
 - Meet with teacher and other support staff to determine appropriate learning expectations based on the student's current level of achievement.
 - SERT shapes and writes the learning expectation in the IEP.

Transition Plan (Requirement for ALL students with an IEP as of September 2014):

- SERT consults with teachers, support staff, family and student to determine transition plan goals and action items.
- If student is 14 years or older, SERT should review minutes from the most recent transition meeting and possibly community agencies and supports in the creation of goals.

All students:

- All other components of the IEP are updated/completed: assessment data, accommodations, EQAO/OSSLT, human resource, etc.

SECTION 3: Completion of the IEP: 30 working days from the first day of school

1. A draft of the IEP must be reviewed and signed by the school principal.
2. A complete copy of the IEP is sent home to parents/guardians for review. Include with the IEP:
 - Letter to parents
 - IEP Brochure
3. Parents are requested to review the IEP. If they are satisfied, the IEP is finalized by the parent returning the signed last page of the IEP to be stapled to a school copy and placed in the student's OSR.

*Students with **accommodations only**: it may or may not be necessary to make revisions to the students IEP throughout the year. For some, this once a year update done in the fall may be the only review of the IEP.

SECTION 4: Students with modified and alternative programs, inclusion of provincial framework courses K – 12.

Learning expectation and performance task updates during each term and semester:

1. Learning expectations must be either commented on or evaluated at progress report and at the end of each term or semester. This is done on the provincial report card for students with modified programs and on the alternative program page of the IEP for students with alternative programs.
2. For students with modified and alternative programs, the classroom teacher and/or SERT and/or support staff will develop NEW learning expectations for term 2 or semester 2.
3. New learning expectations for new terms and semesters should be created in a timely fashion and sent home to parents/guardians. Only the new alternative page or modified page of the IEP need be sent home – not the entire IEP, unless changes were made to other components of the IEP.
4. The new modified and/or alternative program pages must be stapled to the existing hard copy in the OSR.



Dear Parents/Guardians:

This is a copy of your child's Individual Education Plan. It has a working document which describes:

1. The strengths and needs of your child;
2. The special education program to be used;
3. Services established to meet your child's needs;
4. How the program and services will be delivered.

The teachers do not develop the I.E.P. on their own. The I.E.P. is developed collaboratively between the Principal, Special Education Teacher and your Classroom Teacher. You know your child best, therefore, your input is vital to the development of your child's program.

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Please take the time to read the I.E.P. and, if necessary, make any additions or changes on the I.E.P. form. Return the I.E.P. if you have modified it in any way. We will issue you your own copy of the I.E.P. when the changes have been discussed and agreed upon.

If you do not wish to make any additional changes, please detach and sign the back page of the I.E.P. and return to the school as soon as possible.

The Learning Disabilities Association of Ontario and the Ministry of Education have created an on-line workshop entitled IEP 101. This workshop was developed to help parents and students understand their role in the I.E.P. process. It can be accessed at <http://ldalearning.ldaoc.ca/login/index.php>

Sincerely,

Principal

*...as an inclusive
Catholic educational
community, we are
called to express our
mission as church, to
pass on the Good News
of Jesus Christ, to make
it relevant to the work
today, and to be the hope
for the future.*