

## 8. THE INDIVIDUAL EDUCATION PLAN (IEP)

### Individual Education Plan

An Individual Education Plan (IEP) is a written plan. It is a working document that describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that student's needs and how the program and services will be delivered. It also describes the student's progress.

In Bluewater District School Board, Individual Education Plans may also be prepared for students who are receiving special education programs and services, but who have not been formally identified as exceptional. We adhere to the policy document Individual Education Plans: Standards for Development, Program Planning, and Implementation 2000, to ensure that this work is carried out in a manner that is consistent with Regulation 181/98.

IEP's are based on a thorough assessment of the student's strengths, interests and needs. They identify specific goals and expectations for the student and explain how the special education program will help the student achieve the goals and expectations set out in the plan. The special education program and services in the IEP described are modified as necessary by the results of continuous assessment and evaluation. The IEP's of students who have no modified or alternative expectations will focus only on accommodations and services. The IEP reflects the school board's and the principal's commitment to provide the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the students.

### The Elements of Individual Education Plans

- a student's IEP is developed, implemented, and monitored in a collaborative manner. It is an accountability tool for the student, his or her parents and everyone who has responsibilities under the plan for helping the student meet his or her goals and expectations
- it is a summary of the student's strengths, interests and needs and of the expectations for a student's learning during a school year that differ from the expectations defined in the appropriate grade level of the Ontario curriculum; there is specificity regarding knowledge and skills to be assessed each term
- it is a written plan of action prepared for a student who requires modifications of the regular school program or accommodations; extraneous information is avoided
- it is a tool to help teachers monitor and communicate the student's growth which has been developed, implemented, and monitored by school staff
- Individual Education Plans are flexible, working documents that can be adjusted as necessary
- it is an ongoing record
- it is a document that ensures continuity in programming to be used in conjunction with the provincial report card
- the program area of the IEP is linked to the Ontario Curriculum; its components are interdependent and is clear regarding any alternative program delivery expectations
- the IEP provides individualized information on the student, not generic information – it is reviewed and updated each term and incorporated into IEP process
- school principals are involved in development, implementation and monitoring of IEP's

## **What Information do we include in an IEP?**

- student's strengths and needs as recorded on the statement of decision received from the IPRC
- relevant medical/health information
- relevant formal (standardized) assessment data
- student's current level of educational achievement in each program area
- goals and specific expectations for the student
- program modifications (changes to the grade-level expectations in the Ontario curriculum)
- accommodations required (supports or services that will help the student gain access to the curriculum and demonstrate learning)
- special education and related services provided to the student
- assessment strategies for reviewing the student's achievements and progress
- regular updates, showing dates, results and recommendations
- describes a transition plan that reflects long range planning and identifies steps needed to attain student goals from present to anticipated time of school leaving
- IEP records information on parent/student consultations
- The educator responsible checks and updates at each reporting period

## **Reasons for Developing an IEP**

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

- 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
- an IEP may be developed for a student who has not been formally identified as exceptional, but who has been deemed by the 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 the expectations set out for a particular grade level or course in a provincial curriculum policy document

## **Processes for Dispute Resolution Where Parents and Board Staff Disagree on Significant Aspects of the Individual Education Plan**

Most Individual Education Plans are developed by the teacher in collaboration with the school resource teacher and in consultation with the parents. In Bluewater District School Board, the number of cases requiring dispute resolution has been minimal. In any of the cases of dispute in regards to the aspects of the IEP, the school principal has been able to facilitate a satisfactory resolution. Through discussion with parents/guardians, language is clarified and a shared perspective for meeting the student's needs is achieved. Occasionally, additional meetings may be required and other board support personnel may assist as required.

## **Meeting Ministry Standards**

In the fall of 2000, the Ministry of Education produced the Standards Document, "Individual Education Plans – Standards for Development, Program Planning and Implementation". This document described the province-wide standards that school boards must meet when developing, implementing, and monitoring IEP's for exceptional students, in accordance with Regulation 181/98 of the Education Act and for students not identified as exceptional who are receiving a special education program and services.

Bluewater District School Board IEP reviews have occurred in 2006-2007 and 2011-2012. Recommendations were implemented and appropriate training completed.

### **The Five Phases of the IEP Process**

Under Regulation 181/98, principals are responsible for ensuring that an IEP is developed for each exceptional pupil. However, although the principal is responsible for ensuring the development of the IEP, he or she may delegate many tasks related to the IEP to teachers. Once a student has been identified as exceptional and placed in a special education program, the principal assigns to one teacher the primary responsibility for coordinating the development, implementation and monitoring of the student's IEP. A team approach underlies the IEP process, and the process is goal-oriented; that is, it always keeps the goals and expectations for the student in mind.

#### **1. Gather information**

- review the student's records (including the previous IEP and the IPRC statement of decision)
- consult with the student, parent, school staff and other professionals
- observe the student
- review the student's current work
- conduct further assessments, if necessary
- consolidate and record information

#### **2. Set the Direction**

- establish a collaborative approach (including the student and parent)
- establish roles and responsibilities

#### **3. Develop the IEP**

- identify and record the student's strengths and needs
- identify goals and expectations
- determine strategies and resources
- develop a transition plan
- establish a monitoring cycle

#### **4. Implement the IEP**

- share the IEP with the student, parent, school staff and other professionals (providing a copy to the parent and to the student, if 16 or older)
- put the IEP into practice
- continuously evaluate the student's progress
- adjust goals, expectations and strategies as necessary

#### **5. Review and Update the IEP**

- update the IEP periodically (at least once per reporting period)
- review and update the IEP at the end of each reporting period and when the student transfers to another school
- store the IEP in the Ontario Student Record

Parents are consulted in the development of the IEP and receive a copy on its completion. Parents also are consulted about any significant revisions that are made and receive a copy of the revised IEP. We believe that the educational growth of a student is best accomplished through the mutual efforts of, and close communication among, the student, the student's parent, the school, the community and other professionals involved with the student. The IEP provides an opportunity for all those involved with the student to work together to provide a program that will foster student achievement and success.

**REFER TO SECTION 4: THE IPRC PROCESS**



## Individual Education Plan for Annie Student

Student ID	242424242 [F]	School	z closed - Chesley Administration Centre
Student OEN	424242424	Principal	M. Principal
Date of Birth	30 Jun 2004 13 yrs 10 mo	School Year	
Grade	08 Term 1		
Preferred Name	Annie		

**Working Document**  
as at 18 May 2018

Reason for IEP	Student identified as exceptional by IPRC		
Latest IPRC Date	16 Apr 2018		
Exceptionality	Communication - Learning Disability		
Placement	Regular Class with Indirect Support		
Placement Date	16 Apr 2018 (first day of continuing placement)		
IEP completed	20 Sep 2017	IEP revised	18 May 2018
Developed By	Mary Jones - Teacher	Betty Smith - Learning Resource Teacher	

### Assessments

**Audiological assessment** (date: 01 Jun 2016 by Dr. Listen) • Difficulty with speech intelligibility in noise

**Speech and Language assessment** (date: 16 Mar 2016 by M. Words, SLP) • Age appropriate receptive oral language skills, listening comprehension skills, expressive oral language skills.

**Ontario Writing Assessment (OWA)** (date: 06 Jan 2016 by Bob Waters) • Overall Level 2, Knowledge and Understanding 2, Thinking 2, Communication 2, Application 3 (with computer use)

**Psychological assessment** (date: 15 Oct 2014 by Dr. A. Genius) • Learning Disability affecting reading and writing. Average cognitive ability, weakness in visual-motor processing

**Canadian Test of Cognitive Skills (CTCS)** (date: 28 Nov 2013 by Betty Smith) • Overall average cognitive abilities

### Strengths & Needs

<b>Areas of Strength</b> <ul style="list-style-type: none"> <li>• verbal knowledge and reasoning skills</li> <li>• working memory</li> <li>• processing speed</li> </ul>	<b>Areas of Need</b> <ul style="list-style-type: none"> <li>• literacy skills</li> <li>• visual-motor processing skills</li> <li>• self-advocacy skills</li> </ul>
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### General Accommodations

Instructional	Environmental	Assessment
<ul style="list-style-type: none"> <li>• access to computer for written work</li> <li>• assistive technology</li> <li>• guided practice of reading/writing activities</li> <li>• increased task completion time</li> <li>• notes provided</li> </ul>	<ul style="list-style-type: none"> <li>• assistive devices</li> <li>• minimize background noise</li> <li>• minimize distractions</li> <li>• provide a quiet space</li> </ul>	<ul style="list-style-type: none"> <li>• additional time</li> <li>• alternate to written tests and exams</li> <li>• alternatives to written output</li> <li>• assistive technology (presentation format)</li> </ul>

### Human Resources (teaching/nonteaching)

<b>Instructional support</b> Intensity: <b>Weekly</b> Starting: 04 Sep 2017	Provided by: <b>Learning Resource Teacher</b> Location: <b>Regular class</b>
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### Individualized Equipment

<ul style="list-style-type: none"> <li>• Sound Field</li> <li>• SEA Funded Computer Equipment</li> </ul>
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### Provincial Assessments

Provincial Assessments applicable to the student in the current year: <b>None</b>
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Individual Education Plan for Annie Student *continued***Program Summary**

This IEP applies to the following programs, courses or skill areas:

<i>(AC Accommodated only MOD Modified ALT Alternative)</i>	
Mathematics	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
Science and Technology	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
History	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
Geography	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
Language - Reading	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
Language - Writing	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
Self-Advocacy (Mary Jones, Betty Smith)	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
Elementary program exemptions: n/a	

**Self-Advocacy (Alternative)**

Teacher: Mary Jones, Betty Smith Term: 1

**Current Level of Achievement**

Annie will need to self-advocate to ensure understanding and that her hearing needs are met

**Goals for this year**

Annie will communicate with staff when she does not understand, requires assistance or has difficulty hearing 80% of the time by the end of June 2018.

Learning Expectations	Teaching Strategies	Assessment Methods
• will communicate with staff when she has not understood what she is to do	• clear instructions • check-ins from staff	• observation and responses • student-teacher conferencing
• will ask to access computer technology for appropriate tasks	• reminders • computer training • check-ins	• observation • anecdotal • daily work
• will communicate when soundfield system is not on or is not working properly	• frequent check-ins	• observation and feedback from student

**Transition Plan****Elementary to Secondary****Long term goals**

Annie will transition to grade 9 for the fall of 2018

Action	Responsibility	Timeline
Visits to the high school	LRT, Classroom Teacher	Spring 2018
Meeting with semester 1 teachers to go over Annie's accommodations	LRT, Admin staff, Both parents	September 2018

**Implementation and Monitoring**

The Principal has the legal requirement to implement and monitor the IEP.

The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Individual Education Plan for Annie Student *continued***Summary of Information Sources**

- Annie's OSR
- Annie's latest report card
- Annie's latest IEP
- IPRC information
- Classroom observations
- Clinical assessments
- Educational assessments
- Consultation with student
- Consultation with parent/guardian

**Evaluation and Reporting**

10 Nov 2017	Elementary Progress Report
09 Feb 2018	Provincial Report Card
18 Jun 2018	Provincial Report Card

**Review and Updating**

30 Mar 2017	[Betty Smith - Learning Resource Teacher]
09 May 2018	[Mary Jones - Teacher]

**Log of Parent / Student Consultation**

12 Sep 2012	Contact with <b>Mr. and Mrs. Student, Both parents</b> by <b>Mary Jones, Betty Smith</b> Informal review of Annie's progress and discussion of goals for first term.
14 Oct 2015	Contact with <b>Mr. and Mrs. Student, Both parents</b> by <b>Betty Smith - Learning Resource Teacher</b> Discussed a technology trial.
25 Mar 2016	Contact with <b>Both parents</b> by <b>Betty Smith - Learning Resource Teacher</b> Speech-Language Assessment feedback meeting.
25 Mar 2016	Contact with <b>Both parents</b> by <b>Betty Smith - Learning Resource Teacher</b> Psychological Assessment feedback meeting.
14 Jun 2016	Contact with <b>Mrs. Student, Mother</b> by <b>Betty Smith - Learning Resource Teacher</b> Follow up with parent as to how technology is allowing Annie to access the curriculum.
08 May 2018	Contact with <b>Mrs. Student, Mother</b> by <b>Betty Smith - Learning Resource Teacher</b> Further follow up with parent on technology.

Approved: \_\_\_\_\_

Principal's signature

Date \_\_\_\_\_