



SECTION B9

INDIVIDUAL EDUCATION
PLANS

INDIVIDUAL EDUCATION PLANS (IEP'S)

Purpose of the Standard

To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEP's.

The following schedule outlines the Board's implementation plan:

School Resource Teachers implement newly reviewed updates

IEP Engine Program to continue with the addition of writing
Performance Tasks to replace of list of curriculum expectations

Dispute Resolution

The model of service delivery for Special Education programs and services is based on early and ongoing communication between home and school. Plans are developed collaboratively using a consensus-building approach. Programs and services are subject to continuous evaluation. Issues and changing needs are addressed promptly through home-school meetings.

HPCDSB's inclusive education delivery model forms the basis for the development of Individual Education Plans. In situations where home and school have difficulty reaching common understanding, many supports are available to help resolve concerns. The school based team comprised of the classroom teacher, the resource teacher and the Principal represents the most appropriate resource to help resolve concerns. The involvement of the Special Education Coordinator followed by that of the Superintendent would be additional steps in settling disputes.

Active partnerships with parent/guardian, local agencies, the student, when appropriate, and professional staff is critical when planning meaningful learning outcomes for students with exceptionalities. The classroom teacher needs to play the lead role in identifying, planning, and delivering integrated Special Education services to exceptional students. Teachers require ongoing professional development to learn about the various exceptionalities and unique learning needs to enable them to understand the learner, provide meaningful and purposeful learning and to facilitate peer acceptance and friendship.

The Board is committed to providing programs and services to meet the diversity of student needs within our Catholic schools. This provision is made through the development of Individual Education Plans.

The focus is on the individual student and his/her optimum development within the learning environment of age appropriate peers. In the delivery of individualized programs, classroom teachers are supported by the resource teacher and the school Principal.

A Special Education program is defined in the Education Act as an educational program that:

- ▶ is based on and modified by the results of continuous assessment and evaluation; and
- ▶ includes a plan containing specific objectives and an outline of Special Education services that meet the needs of the exceptional pupil.

A Special Education service is defined in the Education Act as:

- ▶ facilities and resources, including support personnel and equipment, necessary for developing and implementing a Special Education program.

The regular program can be modified, specialized, intensified and supported in a variety of ways as illustrated in the service delivery model. The specific programming will depend on the particular needs of the student as determined by school personnel in collaboration with the parents. The critical piece in all programming for exceptional learners is the Individual Education Plan. This plan is developed by the classroom teacher, in collaboration with the parents and the school based team. The school based team monitors the student's progress and makes adjustments to the plan, as required. The Individual Education Plan is based on, and modified by, the results of continuous assessment and evaluation. The Individual Education Plan contains, a summary of observations and assessment, needs, instructional strategies, resources/services and methods of evaluation. Collaborative development of the Individual Education Plan fosters and integrated approach to program modifications in response to individual student needs.

CURRICULUM MODIFICATIONS, ACCOMMODATIONS AND ALTERNATIVE PROGRAMS

The following statement has been prepared for school use in describing the program of exceptional pupils.

A modification to the curriculum involves a change from the grade level expectations in the individual programming for the student. Modifications take place when a student is unable to achieve the grade level expectations even with accommodation. An individualized set of expectations is then designed to meet the current needs of the student. These expectations would generally be taken from the Ontario Curriculum at a different grade level.

An accommodation does not involve a change in the grade level expectations of the Ontario Curriculum. An accommodation is a change in materials, the use of assistive devices, a change in teaching strategies or instructional approach, and/or a change to the method of evaluation.

Alternative refers to programs that assist students to develop skills/knowledge (usually coded as “K” courses in secondary schools) and that require alternative expectations that are not included in the Ontario Curriculum. Examples of alternative programs include: speech/language, anger management, orientation/mobility and personal care programs.