

Section B - Standard 4

Individual Education Plans (IEP)

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What is the process for establishing an Individual Education Plan (IEP)?

- the school's ongoing assessment indicates the student requires accommodation (changes to instruction, environment or evaluation practices from what is available to most students; curriculum is unchanged) and/or modifications (changes in number or complexity of grade level curriculum expectations, or modified expectations above or below current grade level),
- the school has already provided remediation and other strategies widely available, as per the Supporting Students Checklist – Learning for All,
- there is an in-school conference to discuss the student's strengths, needs, programming with the parent/ guardian, and community agencies (as appropriate),
- a draft IEP is developed for consultation with the parent/guardian, and
- ongoing consultation for any significant changes.

NOTE: In Kawartha Pine Ridge District School Board (KPR), students may have an IEP developed without being formally identified as exceptional by an Identification, Placement and Review Committee (IRPC).

How is the Board implementing the Ministry of Education Standards for IEPs?

As part of the department's 2024-2025 professional development goal to improve IEPs, there will again be internal IEP reviews/audits and professional development focussing on:

- accommodated IEPs,
- alternative IEPs,
- IPRCs and annual reviews,
- environmental set up of classrooms and alternative spaces,
- role of coaching in the SERT role,
- IEP pathway, and
- IEP: learning expectations, teaching strategies and assessment methods.

The Special Education Department has also created the following resources to support IEP creation:

- IEP Checklist for Administrators
- A Parent/Guardian Guide to the IEP
- How to Complete the Individual Education Plan – Elementary and Secondary
- IEP Writer Promotes
- Elementary IEP Pathways
- Secondary IEP Pathways
- Page 4 Guide – Modified Below Grade Level
- Page Resources for Teachers – Alternative Skills
- A Guide to Assessed Needs
- IEP Technical Guide

- Modified at Grade Level IEP Example
- Modified at Grade Level Guidelines
- Modified at Grade Level Past and Present Practice
- Accommodated – Only IEP Considerations
- Alternative Page IEP Considerations
- Alternative Page Past and Present Practice
- Alternative Goals and Addendums/Progress Reports
- Elementary/Secondary Learning and Life Skills IEP Samples

These resources were developed collaboratively between central Special Education Department staff, such as speech and psychology professionals, registered behaviour analysts, instructional leadership consultants and system principals; and school staff, such as principals, special education resource teachers (SERT) and education workers. In addition, the following KPR Departments are consulted in resource development:

- Teaching and Learning
- Equity, Diversity and Inclusion
- Indigenous Education
- Safe and Caring Schools

What is the process for dispute resolution where parents and board staff disagree on significant aspects of the IEP?

Even though parents/guardians and students 16+ will be consulted, a student's IEP is ultimately the responsibility of the school principal to implement. There may be occasions wherein there is a dispute regarding the IEP. In this instance, parent(s)/ guardian(s)/students 16+ may request a meeting at the school. This meeting may include the following participants:

- principal/vice principal
- classroom/subject teacher(s)
- SERTs
- parent/guardian/student 16+
- advocacy groups

At this meeting, an overview of the student's IEP, including the student's assessed strengths, assessed needs, teaching strategies, accommodations and/or modifications, and possibly alternative goals being suggested, are reviewed.

If the concerns are not resolved as a result of this meeting, then school staff or parent(s)/ guardian(s)/student 16+ may request a case conference meeting. In addition to the participants listed previously, the following may participate in the case conference:

- Special education consultants, also known as instructional leadership consultants (ILCs)
- psychological services staff
- speech-language services staff
- attendance and counselling Services (mental health clinicians) staff
- registered behaviour analysts (RBAs)
- itinerant teachers of deaf/hard of hearing or blind/low vision

- behaviour support assistants/child and youth workers
- system principal of special education
- advocacy groups

Should the issues not be resolved as a result of the case conference and further facilitation be required, the Superintendent of Education may be contacted through the KPR Education Centre.