

LDAO Public Policy Manual 2002

Section H: Individual Education Plan - IEP

The policies in this section relate to the procedures for the development of an IEP for each exceptional student.

Policies

- H1 Individual Education Plan (“IEP”)
- H2 Essential Elements of an IEP
- H3 IEP Standards and Audit
- H4 IEP Compliance
- H5 Parent and Student Involvement in IEP
- H6 Continuous Transition Planning

Policy H1 – Individual Education Plan (“IEP”)

LDAO advocates that the IEP for a student with learning disabilities be designed on an individualized basis and based on the mandated components of the Ministry of Education’s IEP Standards document, to enhance the student’s strengths and address his or her needs with a view to maximizing the student’s educational achievement.

Rationale

The needs and strengths of each student are unique. Each student has a distinct learning pattern (strengths, difficulties and learning style) and effective intervention requires identification of this pattern and individualization of any special education programming or services. The student’s IEP should reflect these individual strengths and needs, pattern of learning and programming and services.

References

- Education Act s1(1)
- Regulation 181/98
- IEP Resource Guide, Ministry of Education, 1998
- Response to amendments to the consultation on the IPRC process, LDAO, 1995
- IEP Standards Document, Ministry of Education, 2001
- See also: Policy K4

Policy H2 – Essential Elements of an IEP

LDAO advocates that each school board follow the procedure for developing and implementing an IEP and for reviewing the validity of the IEP for every exceptional student as set out in Regulation 181/98 and the Ministry of Education’s IEP Standards Document.

Rationale

The Education Act defines “special education program” as “...an educational program that...includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional student”. To this end, Regulation 181/98 mandates that an IEP will be developed for each exceptional student within 30 days of the placement of the student in a special education placement.

An IEP 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 X a written plan of action prepared for a student who requires modifications of the regular school program or accommodations and should include:

- 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 education achievement in each program area
- goals and specific expectations for the student
- program modifications
- accommodations required
- 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
- transition plan, for all exceptional students (unless the primary identification is gifted) who are 14 years of age or older

The parents and student if he or she is 16 years of age or older are to be consulted in the preparation of the IEP and provided with a copy. A copy is also to be placed in the student's OSR.

References

Education Act s1(1)

Regulation 181/98

IEP Resource Guide, Ministry of Education, 1998

Response to the consultation on the IPRC process, LDAO, 1995

Response to the consultation on Categories and Definitions, LDAO, 1995

IEP Standards Document, Ministry of Education, 2001

See also: Appendix F

Policy H3 – IEP Standards and Audit

LDAO endorses the Ministry of Education's IEP Standards Document including the audit process. LDAO advocates that the IEP audit be based not only on a review of the written document but also the actual special education program delivery and the experiences and progress of and outcomes for the student. The results of an IEP audit should be communicated to the student's parents as well as the educators involved.

Rationale

The strengths and needs of each student are unique. Each student has a distinct learning pattern, including strengths, difficulties and learning style. Effective intervention requires an identification of this pattern and individualization of special education programming and services. The student's IEP should reflect all of these components. A well-written IEP is a key component of appropriate special education programming. However, if the special education programming that the student receives does not match the written IEP, the student is making limited or no progress and the outcomes for the student are not as expected, then a well-written IEP is of little value. Therefore, any IEP audits should look at the results as well as the written document in determining the IEP's adequacy.

References

Education Act s1(1), Ontario, 1990
Regulation 181/98
IEP Resource Guide, Ministry of Education, Ontario, 1998
IEP Standards Document, Ministry of Education, Ontario, 2001

Policy H4 – IEP Compliance

LDAO advocates that the Ministry of Education mandate and hold school boards accountable for complying with all directives contained in the IEP Standards Document, related to the development, evaluation and review of IEPs. These important compliance issues include the timely development of the IEP, in accordance with the recent amendment of Regulation 181/98, the involvement of parents and students in the development, review, amendment and audit of the IEP, and a manageable dispute resolution mechanism to be implemented where the IEP does not meet these requirements and/or the special education program delivered to the student does not match the components of the written IEP. The results of the IEP audit process should be shared with the school board's SEAC without providing SEAC with any identifying information in order to guarantee the privacy of individual students.

Rationale

The strengths and needs of each student are unique. Each student has a distinct learning pattern, including strengths, difficulties and learning style. Effective intervention requires an identification of this pattern and individualization of special education programming and services. The student's IEP should reflect all of these components. A well-written IEP is a key component of appropriate special education programming. However, if the special education programming that the student receives does not match the written IEP, the student is making limited or no progress and the outcomes for the student are not as expected, then a well-written IEP is of little value. Currently, parents have no way of appealing the contents of the IEP or the non-delivery of its contents. A structured, though not necessarily legalistic dispute resolution or appeal mechanism should be implemented.

References

Education Act s1(1), Ontario, 1990
Regulation 181/98
IEP Resource Guide, Ministry of Education, Ontario, 1998
IEP Standards Document, Ministry of Education, Ontario, 2001

Policy H5 – Parent and Student Involvement in IEP

LDAO endorses the provisions of Regulation 181/98 which provide that parents and, where appropriate, the student are to be involved in the development of the student's IEP. LDAO advocates that parents and students be actively involved, with the full support and encouragement of the student's principal, teachers, and any other people responsible for the development of the IEP.

Rationale

Parents and students should be involved in the development of an IEP to ensure that all relevant information is considered and to facilitate understanding of the IEP and its contents by all concerned. Regulation 181/98 recognises the importance of such involvement.

Parents and students, where appropriate, should insist on being involved in the development of the student's IEP. Where a parent is provided with a copy of an IEP and is asked to sign to acknowledge receipt, the parent should ensure that if he or she is not in agreement with all or part of the IEP, he or she should indicate in writing on the document that the signature is simply indicative of receipt. In this way, the signature cannot be considered to be assent to the contents of the IEP.

References

Education Act, s1(1)

Regulation 181/98

IEP Resource Guide, Ministry of Education, 1998

See also: Policies I2; I5; Appendix D

Policy H6 – Continuous Transition Planning

LDAO advocates that school boards, schools, teachers and other educators institute a policy of continuous transition planning such that the transition of an exceptional student from one grade to the next or one level of education to the next, whether generally or in relation to one or more subject areas, is considered regularly and an appropriate plan is in place to facilitate such transition.

Rationale

Transition planning is intended to facilitate the transition of an exceptional student from one level to the next, whether such transition be between grades or levels of education. Transition planning may also recognise that the student will advance more quickly in some areas of education than others and that this difference must be addressed in his or her education plan.

The appropriate forum for such planning is in the context of the IEP. Transition planning should be an intrinsic part of preparation and annual review of the student's IEP.

References

Regulation 181/98

Response to the consultation on high school reform, LDAO, 1996

Secondary school reform documents, Ministry of Education, 1996-99

High school reform: fact sheet, Ministry of Education, 1998

LEAP, LDAO, 1998

See also: Policies L2, L3