



Individual Educational Planning in Turtle Mountain School Division

The Individual Education Plan (IEP) is a living document. It is the description of the educational programming for an individual student at a point in time. Programming evolves continuously as the student's needs change and as the student meets the outcomes and objectives.

1. Beginning the IEP Process:

The following applies to all new students who have special needs and occurs at any time during the school year:

- Parents, the classroom teacher, and appropriate support team members take part in an in-take meeting to share information on the student's strengths and needs.
- A transitional educational plan is developed by the team to start the year which is based on information gathered at the in-take meeting.
- The IEP evolves as the classroom teacher and team learn about the student.
- A written version of the educational plan is printed and signed annually by Nov. 1. (For new students who start later in the year, this will occur within two months.)

2. Maintaining the IEP Process:

For all other students:

- Transition from one grade to the next involves a sharing of information between the current teacher and the receiving teacher, this would occur in June.
- In September, the IEP from the previous year, including year-end assessment information and recommendations is the starting point for the new classroom teacher, school team and parents to develop an IEP for the current year.
- A revised version of the educational plan is printed and signed annually by Nov. 1.
- The student's IEP continues to evolve throughout the year.

3. Reporting to Parents:

Regular communication between home and school is important for the successful implementation of the IEP. To effectively manage the communication needs of all students, it is important that the lines of communication be clearly established by the team for each student who has an IEP.

For some students with special needs, a more intensive and formalized communication between home and school may be required for a period of time. The team determines how and what needs to be communicated with parents on a regular basis.

Reporting to parents on progress towards goals/outcomes in the IEP follows as closely as possible the regular reporting process as established by the school.

4. The Annual Review Meeting:

Annually, the case manager calls an IEP Review Meeting with parents, administration and school team members. Appropriate team members, agency workers, and clinicians are invited.

NOTE:

In the High School, the IEP is transformed into an ITP after the age of sixteen if the student qualifies for adult services.