

<p>I.E.P. (may include one or more of the following domains)</p> <p>Academic Behavioural Social/Emotional Individual Transportation Transition</p>

Long form I.E.P



Short form I.E.P.

- Student receives Special Needs Funding Level II or III
- Student (Gr. 9 to Gr. 12) is determined to be eligible for the English as an Additional Language Designation (**E**), the Modified Course Designation (**M**) or the Individualized Programming Designation (**I**)
- Student is unable to meet the regular learning outcomes
- Students with specific needs in multiple domains

- Non-funded students
- Level 1 students (as defined by PSSD)
- Students with undiagnosed learning disabilities
- Students with specific adaptations (below Gr. 9)
- Students identified to need specific differentiated instruction strategies/Best Practices
- Students that need a formal adaptations plan for adaptations in Provincial Standards Tests
- Students requiring any adaptations

II. DEVELOPING AND WRITING THE IEP

1. Beginning of the IEP process:
 - Develop a Student Profile
 - Contact with parent regarding the development of an IEP
 - Provide parent with Prairie Spirit School Division Pamphlet on IEP's
 - Set date of IEP meeting
 - Prepare an agenda

2. Follow division template for IEP
- descriptors may be removed from final copy

3. Set dates for review of the IEP (minimum of 3/school year) – these dates may correspond with school reporting periods or semester breaks.

III. FINALIZING THE IEP

1. All members of the in-school team, the parents and when appropriate, the student shall sign the finalized IEP.
 - Resource teacher will record the dates, number of I.E.P.s and parent/student attendance for data collection purposes
 - If signatures are not received, an explanation will be recorded on the I.E.P.
2. In some cases, it may be necessary to have members of the support team (OT/PT/Psych/SLP/ Student Services Administrator/etc.) sign the IEP.
3. Copies of the IEP (or access to one) shall be provided to all team members actively involved with the student. A copy of Level II & Level III funded students shall be provided to the Student Services Administrator regardless of signature.

IV. REVIEW OF THE IEP

1. Prior to beginning the process for review of an existing IEP:
 - Send out a memo to staff stating the date, time, things that need to be done in preparation for the IEP meeting (Pre-IEP Information Sheet, assessments, checking on responsibilities in previous IEP to see if things have been accomplished)
 - Prepare an agenda
2. Whenever possible, the June IEP meeting should include both the present teacher and next year's teacher. June IEP reviews should make recommendations for the coming year. This will form the basis for the development of the following year's IEP.
3. Whenever possible, invite the student to come to either part of or the entire IEP meeting. In some cases, the student may need to be prepped for their participation.
4. At the I.E.P. meeting the team will share information, revise student specific outcomes and performance objectives, establish new instructional and/or assessment strategies, seek help from other professionals if required.
5. The I.E.P. is a living document and changes made throughout the year must be recorded and dated. This could be done using different coloured ink, fonts etc. (see samples in appendix)
6. The case manager will summarize the roles & responsibilities prior the adjournment of the I.E.P. meeting

In addition to evaluating the IEP, the team should reflect on how well their process worked and in what ways they were able to contribute to the student's learning. The Resource Teacher should document this information.

V. I.E.P. TIMELINE

The number of IEP meetings per student in a school year is dependent on the individual circumstances. The following guideline is recommended:

- Early and Middle Years – minimum of 3, one in Sept/Oct and one Jan/Feb one in May/June
- Senior Years – minimum of one at the beginning and end of each semester and a review in June (may be an in-school team meeting)
- In-school team meetings should be held in between IEP meetings to follow the student's progress more closely and ensure timely communication occurs with parents.

VI. Other Information

- Flow Chart
- Roles of:
 - School Administrator's role in I.E.P process (job description) Policy Manual GDA
 - Resource Teacher
 - Classroom Teacher
 - Student
 - Parent
 - Clinician
 - Clinicians attendance (develop some protocol/prioritizing-take to clinicians meeting)revise scheduling procedures for Catherine
 - Student Services Administrator
 - Attendance at IEP meeting – min. 1 meeting/funded student /year
 - Provide release time when necessary for participation (memo about subs)
- Creation of pamphlet on IEP criteria & Development Process
- Appendix (tool box) – to be created