

OCTOBER 15, 2014

INDIVIDUAL EDUCATION PLAN POLICY FOR PENELAKUT ISLAND LEARNING CENTRE



Preamble

Penelakut Island Learning Centre recognizes that students may require an additional plan for meeting prescribed learning outcomes through adaptations, modifications and extra support services. A special education team is necessary in supporting a student with special needs in these cases and an Individual Education Plan is created.

Definition:

An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

Source: Special Education: A Manual of Policies, Procedures, and Guidelines, Ministry of Education, 2013

Administrative Procedure:

1. The Special Education Coordinator is responsible for creating the IEPs, but the classroom teacher is included and part of the creation process.
2. The Individual Education Plan's will include:
 - Formal and Informal Assessment Results/Dates
 - Areas of Need
 - Student Strengths, Likes
 - Student Challenges, Dislikes
 - Student Behavior/Descriptors
 - Student Learns Best When
 - Medical History
 - School History
 - Smart Goals
 - Baseline Data
 - Review Dates
 - Strategies for success
 - Team Signatures
3. The Special Education Coordinator will be responsible for submitting assessment requests to FNESC once a year for students that need further support.
4. The Special Education Coordinator and classroom teacher will collect baseline data that shows the student requires an IEP.
5. The classroom teacher will contact the parent for an IEP introduction meeting where parents, teacher, and special education teacher work together to initialize plan. In the event the parent is unavailable, the team will still meet and continue to try to involve the parent with the learning plan.
6. Parents will be required to sign consent forms for psychological assessment and any other assessments deemed necessary for the student to have success.

7. Data will be collected through a variety of in school assessments, observations and interviews with student. The student will be included in the process and asked to help create goals.

8. The IEP will be created by the Special Education Coordinator with input from the classroom teacher.

9. The Special Education Coordinator, teacher, and parent will sign the IEP.

10. The IEP will be implemented and results will be measured at review dates.

11. Assessment feedback will be provided and goals will be adjusted accordingly.

Sources:

Individual Education Planning for Students with Special Needs – A Resource Guide for Teachers - November 2009

Individual Education Plans-A Best Practice Policy- FNEC/FNSA