# Standard 10: Individual Education Plans (IEPs)

An IEP is a written plan describing the special education program and/or services required by a particular student. The IEP outlines the student’s areas of strengths and needs as well as the accommodations a student requires for instruction and assessment. It identifies learning expectations that are modified from the Ontario curriculum and/or any alternate program areas. The IEPs of students who have no modified or alternative expectations will focus only on accommodations and services. The IEP is not a daily lesson plan itemizing every detail of the student’s education. (See a sample IEP in Appendix C) Halton District School Board uses a web-based program called the IEP Engine by Basepoint Solutions.

## Implementation of the Ministry Standards

In order to support the implementation of the Ministry’s standards for IEPs, Special Education in Ontario, Policy and Resource Guide, 2017, each year the Student Services department provides a wide range of supports. In early September all Special Education Teachers are offered differentiated in-services on the Ministry standards for IEPs. Throughout the school year the Student Services Department provides the following supports to schools to ensure the implementation of the Ministry’s IEP standards:

* New users in-services;
* On-going in-services for existing staff;
* Presentation at staff meetings;
* A User Manual;
* Video coaching modules on myHDSB;
* Job-embedded, school-based support in developing program;
* Workshops on writing modified or alternate program for students with specific needs.

In addition the Student Services Department works in partnership with the School Programs Department to support classroom teachers on understanding and implementing differentiated instruction to meet the needs of all learners. The Ministry documents Growing Success: Assessment, Evaluating and Reporting in Ontario Schools (2010) are excellent resources for teachers, Growing Success – The Kindergarten Addendum 2016, and Learning For All 2013.

## IEP Development for Identified Students

Students identified as exceptional through an IPRC must have an IEP developed within 30 instructional days after the beginning of the new placement or a new school year. In many cases students will already have an IEP in place.

## IEP Development for Non-Identified Students

Students may receive special education services through the recommendations of the School Resource Team (SRT). The SRT may recommend the development of an IEP prior to, or in lieu of, a recommendation to IPRC. The decision to develop an IEP for a student is not limited by the student meeting the criteria for a specific exceptionality group. Some students who do not meet the criteria for an exceptionality group may require an IEP to document necessary special education services, program modifications, program accommodations or a Special Equipment Amount (SEA) claim funded by the Ministry. A parent/guardian may request that the School Resource Team consider the development of an IEP. The standards for IEPs apply equally to the IEPs of both identified and non-identified students. An IEP may be developed for a student in Kindergarten who requires specialized programming and resources to support their specific needs.

## IEP Development for Students with Autism Spectrum Disorder

To align with the requirements outlined in Policy/Program Memorandum 140, special education programs and services must be offered to students with Autism Spectrum Disorder. The development of an IEP is required within the first 30 school days following school entry (or following the receipt of a diagnosis of ASD for a current student). Principals are required to ensure that Applied Behaviour Analysis methods are incorporated into the IEPs of students with ASD, where appropriate.

## Accountability Plan

### Tracking:

* Principals are provided with a list of all students with an IEP;
* Principals are provided with a checklist for their use when reviewing and signing their school’s IEPs that outline the components of an IEP (myHDSB internal website);
* Principals are provided with information about the date of completion for sending IEPs and the Parent/Guardian Contact page home.

### Training:

The IEP Development Training for Teachers and SERTs is differentiated to respond to the range of staff needs. Refer to “Implementation of the Ministry Standards”.

### Assessment:

School Principals supervise and monitor the writing and implementation of IEPs. When working with SERTs and Self-Contained Teachers, Coordinators or IPLs will review the IEP and provide guidance in the development and implementation of the IEP.

## Behaviour and Safety Plans

In addition to an IEP, some students may also have a Behaviour Intervention Plan and a Safety Plan.

A Behaviour Intervention Plan is a comprehensive plan to support a change in behavior for a student. The plan describes specific behaviours of a student, identifies a student’s triggers, antecedents and the appropriate strategies and interventions used by staff working with the student. The purpose of this document is to be proactive in understanding the function of behaviour and to focus on teaching lagging skills.

A Safety Plan is developed when the Principal has evidence that the student’s behaviours pose a risk of injury to the student and/or others. It is a planned response to escalating behaviour and is not intended to remediate behaviour. A student with a Safety Plan must also have a Behaviour Plan.

Parents/guardians will be consulted in the development of these plans

### Transition Plans:

Transition requirements are set out in the following regulatory and policy documents.

**Ontario Regulation 181/98** states that, for exceptional students who are age 14 or over and who are not identified solely as gifted, the student’s Individual Education Plan (IEP) must include a transition plan for the student’s transition from school to work, further education, and/or community living.

**Policy/Program Memorandum No. 140, “Incorporating Methods of Applied Behaviour Analysis (ABA)** into Programs for Students with Autism Spectrum Disorders (ASD)”, May 17, 2007, states that school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

**Policy/Program Memorandum No. 156** This memorandum sets out for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12, September 2014.

In practice, schools within the Halton District School Board engage in a wide range of transition planning. This is in recognition of the challenges many students face in moving from one location or placement to another. An important consideration in that regard is ensuring that all necessary and available information about a student flows seamlessly from one class or school within the Halton District School Board to another. When a student is entering or leaving the Halton District School Board, appropriate parental permission is obtained prior to the exchange of information about the student. When a student enters or leaves from another publicly funded school board in Ontario, a request for the transfer of the Ontario Student Record is completed and sent to the Principal of the school where the record was established and maintained. PPM 140 directs that a transition plan be created for all students diagnosed with ASD as appropriate. These plans support the transition between activity to activity, class to class, school to school. Policy and Program Memorandum 156 sets out requirements for students with special education needs which includes a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional on the basis of giftedness.  The transition plan is developed as part of the IEP.  All transition plans must be developed in consultation with the parent(s), the student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action.

Working Together

The Halton District School Board has developed [Working Together](https://www.hdsb.ca/Documents/WorkingTogetherBooklet.pdf): Special Education

Procedures, A Guide for Parents, Guardians and Students. It is available on the board’s website and in print. Braille, large print and CD formats are also available on request.

Sample IEPs from the Ministry of Education

The Ministry has released sample IEPs for both elementary and secondary panels. [Sample IEPs](http://www.edugains.ca/newsite/SpecialEducation/transitions.html) represent a variety of exceptionality groups.

IEP Pamphlet

The Halton District School Board has developed a [pamphlet](#IEPBrochure) outlining parent/guardian friendly information relating to the IEP for distribution to parents/guardians when initiating discussions about a student having an IEP or upon parental request.

SRT Pamphlet

An SRT and Problem Solving Pathway [pamphlet](#SRTBrochure) has been produced. It is to be distributed to parents/guardians prior to them attending SRT so that parents/guardians understand what to expect at an SRT and can come prepared to fully participate in the process.

## Process for Dispute Resolution on Significant Aspects of the IEP

It is the intention of Halton District School Board that, at any stage of this intervention model, a satisfactory resolution may be reached, and no further action would be required.

Parent(s)/Guardian(s) discusses concerns with the appropriate school personnel such as the Special Education Teacher, Classroom Teacher, or Department Head to resolve issue(s).

Parent(s) /Guardian(s) discusses concerns with school Principal or Vice Principal.

Parent(s) /Guardian(s) invited to attend School Resource Team meeting to discuss concerns.

School or parent/guardian contacts Area Instructional Program Leader (IPL) to assist in dispute resolution.

A case conference may be attended by Area Instructional Program Leader (IPL) and may involve other Board personnel e.g. Itinerant teachers, Superintendents, etc.

Principal considers all relevant information and concerns expressed at the case conference and makes the final decision on the IEP and communicates decisions to the parent(s).

Parent(s) /Guardian(s) asked to sign IEP Consultation Form. If the parent/guardian is still in disagreement with the decision of the dispute resolution, they may record their concerns about the IEP on this form.

* **Note: The Halton District School Board has a** [**process**](https://www.hdsb.ca/schools/Pages/Who%20to%20Contact/How-to-Resolve-Issues-and-Concerns.aspx) **for resolving disputes.**

**Reference: Shared Solutions**