

INDIVIDUAL EDUCATION PLANS

Support for students with disabilities and diverse abilities works best when there is collaboration and ongoing consultation among teachers, administrative and support personnel, parents, students and representatives of district/community/regional agencies. It is important that parents/guardians and students have the opportunity to be active participants in the process of developing an Individual Education Plan, feel welcome as partners, and are encouraged to contribute throughout the process.

1. An Individual Education Plan will be created for each student designated in a Ministry of Education inclusive education category, and updated at least annually. The Individual Education Plan will be designed for the specific needs of the individual student and will include:
 - a) appropriate goals and objectives for the student's learning;
 - b) additional support services for the student that will be provided by the school / District;
 - c) adaptations to learning materials, instructional methods, or assessment methods that will enable the student to attain the goals of the Individual Education Plan;
2. Parents must be offered the opportunity to consult on the creation and updates to the Individual Education Plan. Documentation of the school's invitations to consult on the Individual Education Plan will be kept in the student's Inclusive Education file.
3. Teachers are required to add essential dates and student data, names of persons other than the teacher involved in program delivery, student strengths, evaluation methods, and review dates.
4. Individual Education Plans will be established for each student with disabilities or diverse abilities who is designated in a Ministry of Education inclusive education category.:
4. According to the Ministry of Education and Child Care's Inclusive Education Manual, Individual Education Plans are not required for:
 - a. any student with less than 25 hours of remedial instruction in any form, from a person other than the classroom teacher;
 - b. any student with only minor adaptations to program presentation/delivery.
5. Students who may require Individual Education Plans and attendant services will be referred to the School Based Team and, upon adjudication by that group, interventions, referrals for additional supports, or program adaptations will be recommended. The School Based Team will consist of the parent(s) and all stakeholder persons including classroom teacher(s), Special Needs Education Assistant(s) and Special Services provider(s) involved in the delivery of a program for a student being referred. This group must meet on a regular schedule.
6. The design of Individual Education Plans is the responsibility of the Learning Assistance Resource Teacher and must be completed in cooperation with the classroom teacher.

7. Students should be included in all phases of the development and implementation of their Individual Education Plan, unless they are unable or unwilling to participate.
8. Communication of student learning for students with an Individual Education Plan will take place at regular reporting intervals according to AP 220 (Communicating Student Learning). Written, summative, and informal communications of student learning for students with an Individual Education Plan will include all required curricular reporting as well as progress reporting on the Individual Education Plan goals.