

Chapter Three: The Individual Education Plan

Individual Education Plan

An Individual Education Plan (IEP) is a document that records and tracks the educational supports and services provided to a student. An IEP is required for students with identified exceptionalities who are receiving modified prescribed courses and/or alternate programs, courses and curriculum. **An IEP is an “education only” document.**

The Newfoundland and Labrador Service Delivery Model documents used in an IEP include:

- IEP Summary
- Record of Accommodations
- Record of Modified Prescribed Course
- Record of Alternate Program
- Record of Alternate Course
- Record of Alternate Curriculum

These are the working documents used by educators in delivering educational programming and become part of the students IEP.

Note: For students requiring accommodations only, no IEP is required. Accommodations are documented on the Record of Accommodations. (See section on Accommodations.)

Program Planning Team

A program planning team may be initiated for a student with one or more exceptionalities. ***Parent/guardian involvement is a critical component of the program planning process. As such, parents/guardians are part of the program planning team*** along with classroom/subject teachers. If the student is developmentally and emotionally ready, he or she should also be invited to participate as a team member. Other members may include:

- administrator
- guidance counsellor
- educational psychologist/itinerant assessor/educational assessment specialist
- speech-language pathologist
- instructional resource teacher
- other education professionals (such as itinerants for vision or hearing loss, etc.) as required

The composition of the program planning team may vary. For students who require accommodations only, the team may be comprised of only the parents/guardians and classroom/subject teacher(s). For students requiring modified prescribed courses, alternate programs/courses/curriculum, the team will be more substantial.

The role of the program planning team is to:

- identify the student's strengths and needs
- make decisions regarding programming - including accommodations, modifications, alternate programs/courses/curriculum, instructional strategies, based on current formal and informal assessment data
- assign roles/responsibilities for program development and/or referrals to other professionals
- discuss program delivery i.e. setting(s), personnel involved
- plan for periods of transition
- designate a contact teacher responsible for contacting team members to arrange meetings and to act as the first point of contact regarding programming. The contact teacher will also ensure that copies of necessary documentation are collated, reviewed with parent/guardian, signed, distributed and the original document placed in the cumulative file.

The program planning team will meet at least annually, with additional meetings as required. In preparation for a meeting, appropriate personnel will:

- review student file(s)
- ensure parents have access to the Department of Education's Parent Handbook
- gather relevant information

Once the IEP is developed, the contact teacher reviews the IEP and attachments with the parent/guardian, and the IEP is signed.