



# Standard 4

# Individual Education Plans

# (IEP)



KAWARTHA PINE RIDGE  
DISTRICT SCHOOL BOARD

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## **Standard 4**

### **Individual Education Plans (IEPs)**

#### **What is the process for establishing an IEP?**

- the school's ongoing assessment indicates the student requires accommodation (changes to instruction, environment or evaluation practices from what is available to most students; curriculum is unchanged) and/or modifications (changes in number or complexity of grade level curriculum expectations, or modified expectations above or below current grade level);
- the school has already provided remediation and other strategies widely available, as per the *Supporting Students Checklist – Learning for All* (see Standard 14 appendix);
- there is an in-school conference to discuss the student's strengths, needs, programming with the parent/ guardian, and community agencies (as appropriate);
- a draft IEP is developed for consultation with the parent/guardian;
- there is ongoing consultation for any significant changes;
- there is assessment on the report card for the program outlined in IEP.

NOTE: In KPRDSB, students may have an IEP developed without being formally identified as exceptional by an Identification, Placement and Review Committee.

#### **How is the Board implementing the Ministry of Education Standards for IEPs?**

As part of the department's 2021-2022 & 2022-2023 professional development goal to improve IEPs, there will again be internal IEP reviews/audits.

The Special Education Department has also created resources to support IEP creation, as follows:

*How to Complete the Individual Education Plan - Elementary and Secondary*

*IEP Writer Promote IEPs*

*Elementary IEP Pathway*

*Secondary IEP Pathway*

*Page 4 Guide—Modified Below Grade Level*

*Page 4 Resources for Teachers—Alternative Skills*

*A Guide to Assessed Needs*

*Discontinuing an IEP*

*IEP Technical Guide*

*Modified at Grade Level IEP Example*

*Modified at Grade Level Guidelines*

*Modified at Grade Level Past and Present Practice*

These resources were developed collaboratively between central Special Education Services staff, such as Speech and Psychology professionals, Board Certified Behaviour Analysts, Instructional Leadership Consultants and System Principals; and school staff, such as Principals, Special Education Resource Teachers and Education Workers.

#### **What is the process for dispute resolution where parents and board staff disagree on significant aspects of the IEP?**

Even though parents/guardians and students 16+ will be consulted, a student's individual education

program (IEP) is ultimately the responsibility of the school Principal to implement. There may be occasions wherein there is a dispute regarding the IEP. In this instance, parent(s)/ guardian(s)/students 16+ may request a meeting at the school. This meeting may include the following participants:

- principal/vice principal
- classroom/subject teacher(s)
- Special Education Resource Teacher(s)
- parent/guardian/student 16+

At this meeting, an overview of the student's IEP, including the student's assessed strengths, assessed needs, teaching strategies, accommodations and/or modifications, and possibly alternative goals being suggested, are reviewed.

If the concerns are not resolved as a result of this meeting, then school staff or parent(s)/ guardian(s)/student 16+ may request a Case Conference meeting. In addition to the participants listed previously, the following may participate in the Case Conference:

- Special Education Consultants, also known as Instructional Leadership Consultants (ILCs)
- Psychological Services staff
- Speech-Language Services staff
- Attendance and Counselling Services (Mental Health Clinicians) staff
- Board Certified Behaviour Analysts (BCBAs)
- Itinerant Teachers of Deaf/Hard of Hearing or Blind/Low-vision
- Behaviour Support Assistants/Child and Youth Workers
- System Principal of Special Education

Should the issues not be resolved as a result of the Case Conference and further facilitation be required, the Superintendent of Education may be contacted through the Education Centre.

**Appendix A**