



Memo

To: Educators
From: Department of Education
Subject: Individual Education Planning
Date: June 17, 2008

Posted on the Department of Education website is the Individual Education Planning form in draft format. As indicated on the form, it is to be used to record program decisions for students with identified exceptionalities receiving Pathway 3, 4 and/or 5 supports. This form is not required for students receiving Pathway 2 supports only.

This form summarizes the decisions made for individual students by the program planning team. These decisions are generally made in program planning team meetings that occur at a minimum of once per year and could occur more frequently depending on the needs of the student.

Copies of the Pathways working documents being used for the individual student eg. strengths and needs form, Pathway 2 form, Pathway 3 outcomes, etc., should be attached to the IEP.

Discussions are continuing regarding the implementation plan for the ISSP/Pathways Review recommendations. As such, you are reminded to check the website frequently as changes are likely to occur.

Below are frequently asked questions and answers regarding the IEP process.

Individual Education Plan Questions and Answers

1. What is an Individual Education Plan (IEP)?

*An individual Education Plan (IEP) is a summary document that records and tracks the educational supports and services provided to a child or youth. An IEP is required for students with identified exceptionalities who are receiving Pathway 3, 4 or 5 supports. **An IEP is an “education only” document.***

The Pathways documents (i.e. record of Pathway 2 accommodations/adaptations, Pathway 3 modified course outcomes, Pathway 4 alternate program/course, Pathway 5 functional curriculum outcomes for the various domains, etc.) are the working documents used by educators in delivering educational programming. These should be attached to the IEP.

2. Who comprises the educational planning team?

*Anybody involved in the educational programming of the student could be a member of the planning team and be invited to attend program planning meetings. The services provided by the various members of a student's program planning team are indicated in the **Additional Educational Services** and **Pathways Summary** sections of the IEP form.*

3. When should a program planning team meet?

A program planning team would meet:

*when a comprehensive assessment indicates that a student requires individualized programming;
at least annually to review current programming and develop programming for the upcoming year; and,
any time that a team member feels that program planning is required to address changing student needs.*

4. How often should a program planning team meet?

A program planning team must meet at least one time in each school year. There will also be occasions when additional team meetings may be required, for example during transitions, to address changing student needs, or at reporting periods. Informal contacts and/or smaller meetings may occur throughout the year between teachers, parents and/or the student. Flexibility is essential.

5. Who sets the program planning meetings and who completes the required forms?

The principal will designate the process for setting program planning meetings. This process will identify which team members will complete the required forms.

6. How should the reporting of student progress occur?

Formal progress reports relevant to Pathways 3, 4, and 5 will occur at the regular reporting periods as designated by the principal. Additional communication regarding student progress may occur as determined by any team member, including the parent or student.

7. How are student strengths and needs identified?

Educational strengths and needs are identified by team members through formal and informal assessment of the student.

8. How are the educational programming goals/outcomes recorded for students on an IEP?

The goals/outcomes for individualized educational programming are recorded in the Pathways working documents used by teachers (Pathways 2, 3, 4 and 5).

9. Which team members sign the IEP and other required forms?

The principal, parents and, where appropriate, the student sign the IEP.

10. Where should the IEP and pathways forms be stored?

School district policies dictate the management, storage and destruction of student records, including the IEP and Pathways forms.