

# Individual Education Plan

## Questions and Answers

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

*An IEP is a summary document that records and tracks the educational supports and services required by 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 program planning team?

*Anybody involved in the educational programming of the student could be a member of the program 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 and how often should a program planning team meet?

*A program planning team would meet:*

- *when a comprehensive assessment indicates that a student requires individualized programming*
- *when the parents/guardians have opportunity to review the individual programming developed for their child (i.e. Pathway 2 accommodations, Pathway 3 modified courses, Pathway 4 alternate courses, or Pathway 5 functional curriculum)*
- *at least once in each school year to review current programming and develop programming for the upcoming year*
- *other occasions as required, for example during transitions, to address changing student needs, or at reporting periods*

### 4. 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.*

**5. 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.*

**6. How are student strengths and needs identified?**

*Educational strengths and needs are identified by team members through formal and informal assessment of the student and are the foundation of individualized educational programming.*

**7. How are the educational programming goals/outcomes captured for students on an IEP?**

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

**8. Which team members are required to sign the IEP and other required forms?**

*The principal, parents and, where appropriate, the student are required to sign the IEP. These signatures acknowledge collaboration of team members in the development of components of the IEP. Team signatures are no longer required on each Pathway form attached to the IEP.*

**9. Where can information be accessed regarding student exceptionalities as defined by the Department of Education?**

*A list of exceptionalities and an explanation of each can be found on the Department of Education website at <http://www.ed.gov.nl.ca/edu/k12/studentssupportservices/exceptionalities.html>*

**10. Where should the IEP and Pathways forms be stored?**

*The IEP and Pathways forms are working documents and therefore should be easily accessible to team members providing related educational services. However, any record of individualized programming should be handled respectfully and with the student's privacy in mind.*

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

