
SECTION 10: SPECIAL EDUCATION PROGRAMS AND SERVICES – INDIVIDUAL EDUCATION PLANS (IEPs)

The Renfrew County District School Board adopted the Ministry Individual Education Plan (IEP) template in September 2003. In September 2004, the Ministry support document: *The Individual Education Plan (IEP) – A Resource Guide* was released, providing further clarification regarding the Ministry’s IEP standards...In the spring of 2010, the Board purchased a sophisticated and comprehensive IEP writer software program to assist in the effective development of IEPs. This program is currently in use by many other Boards in Ontario and complies with all current Ministry IEP standards. Since that time ongoing training is provided for all special education personnel involved in writing IEPs for students: Special Education Resource Teachers, Elementary Special Education Class Teachers, Secondary School Department Heads, Secondary School Special Education Teachers and School Support Counsellors, as well as many classroom teachers. As well, since September 2013 most Special Education teachers and administrators have completed inservice training “Putting the ‘I’ in IEP” focussing on successful student achievement through precise goal setting. This capacity building was further extended through an internal IEP review in Spring 2014.

Parents and staff collaborate in the development of an Individual Education Plan for students. If a dispute exists, a meeting is held with the parent, principal and teacher to review the concerns. Should there be no resolution as a result of this meeting, the Supervising Principal for Special Services will be involved to ensure that the IEP reflects the parent-approved minutes of the IPRC.

The RCDSB has updated the IEP brochure which parents receive when the first IEP is sent home. This guide outlines important areas within the IEP.

Transition planning happens at many stages. In accordance with the *Prior Entry to School* Document (Ministry of Education Resource Guide, 2005), transition planning is part of the board’s contact with parents when students first enrol in our system. The Integrated Transitions protocol further supports transitions for students to community.

For students with special education needs, transition conversations are formalized through either the IEP and IPRC processes and, at other times, through case conferences and contact with the Applied Behaviour Analysis Specialist/Community Outreach Facilitator and other community partners.