



Department: Programs and Services
Section: Special Education

- Scope** This administrative procedure applies to all staff and legal guardian(s) whose responsibilities include identification, program planning, and/or delivery of program and services to students with special needs.
- Responsibility** It is the responsibility of the Director of Programs and Services to ensure that this administrative procedure is implemented by school principals.
- Implementation** This administrative procedure will be implemented by school principals and the Program Planning Team; the Coordinator of Student Services will provide support to the Program Planning Team directly or through regional Student Services staff.
- Procedures**
1. When a teacher or legal guardian(s) determines that further planning is required, a referral is made to the individual's Program Planning Team for a problem-solving session. The legal guardian(s) must be given the opportunity to attend. (See Form AP403.d - Minutes of Student Problem Solving Meeting)
 2. If the legal guardian(s) does not attend the problem-solving session, the principal shall be responsible for contacting the legal guardian(s) and arranging a mutually agreeable, reasonable time for the IPP meeting. The principal shall ensure that the legal guardian(s) is given the opportunity to review all recent formal and informal assessment information at least two days prior to the IPP meeting if the Program Planning Team recommends that an IPP be developed. An IPP is warranted when provincial outcomes are not applicable, attainable, or when additional outcomes are necessary to meet the learning needs of the student (i.e. behavioural, Learning Disabled specific, medical).

The identification, assessment, and program planning process may not go beyond this stage for many students since their needs may be met through ongoing accommodations in the classroom which are to be recorded by the classroom teacher on Form AP403.e - Suggested Possible Accommodations (or equivalent school-based form) and with copies being placed in the student's Cumulative Record Card and given to the legal guardian(s) by the classroom teacher.
 3. The principal shall ensure that all members of the Program Planning Team are notified of the date and time of the IPP meeting. Information from the problem-solving session will be used to begin the program planning process.
 4. The principal shall ensure that Program Planning Team members will bring information to the IPP meeting that relates to the following:
 - a sufficient description of student needs
 - an outline of student strengths
 - recent formal and informal assessment information

- a description of outcomes the team members would like the student to be able to achieve within the year.
5. The principal shall assign a member of the Program Planning Team to be the facilitator for the student IPP for the balance of the current school year.
 6. (a) The facilitator shall ensure that the Program Planning Team prepares Form AP403.b - Individual Program Plan for the student.

(b) The facilitator shall ensure that legal guardian(s) and those persons who have responsibility for implementing parts of the IPP are involved in developing the objectives, deciding on strategies, and evaluation procedures.
 7. (a) The Program Planning Team shall determine the type of IPP required to meet the learning needs of the student:
 - i) Learning Disability Specific IPP
 - ii) Partial IPP (includes French Exemption, behavioural, medical or subject-specific)
 - iii) Full IPP (outcomes in all areas are altered).
(b) The Program Planning Team uses information gathered to write the IPP. Those who have responsibility for implementation of parts of the IPP must be involved in developing the outcomes, deciding on materials/strategies and evaluation procedures. The IPP shall include the following components:
 - a summary of student strengths and needs
 - annual individualized outcomes (goals)
 - evaluation (both formal and informal)
 - transition
 - specific individualized outcomes (objectives)
 - recommended services (example: speech language pathologist' support, educational assistant support, resource allocation)
 - responsibility areas
 - review dates
 - signatures.
 8. The facilitator shall ensure that the student's plan and file are monitored, that a copy of the IPP is sent to the legal guardian(s), that all follow-up is properly completed, and that required new planning is done as appropriate.
 9. (a) The facilitator shall confer on a regular basis with each member of the Program Planning Team, including legal guardian(s), to determine that member's conclusions regarding his or her progress in delivering the plan and the student's success in learning.

- (b) Subject to paragraph 9 (c), the facilitator shall schedule a meeting of the Program Planning Team as often as required by student needs and whenever requested by the legal guardian(s) to review student progress and make changes in the IPP if needed.
- (c) Program Planning Team meetings shall be held no less than twice a year and no more than four times a year unless two or more team members agree that a meeting is necessary to meet the needs of the child.
10. (a) On dates specified in the student's IPP, the principal shall schedule a meeting of the Program Planning Team for the purpose of reviewing student progress.

Related Guidelines

The Education Act
 Department of Education - Special Education Policy Manual
 Department of Education - Public School Programs
 AVRSB Policy BP 403.9 and Administrative Procedure AP403.9 – Access to Student Records
 AVRSB Manual for School-Based Program Planning Teams
 Human Rights Act and Regulations

Associated Forms

Form AP403.b - Individual Program Plan
 Form AP403.d - Minutes of Student Problem Solving Meeting
 Form AP403.e - Suggested Possible Accommodations (sample)

Monitoring Procedure

It is the responsibility of the Director of Programs and Services (or his/her designate) to have this administrative procedure reviewed on an annual basis.

The Board's Education Committee, Board Members, principals, classroom and resource teachers, parental organizations and other appropriate groups/individual(s) will be consulted when revisions of major significance are made to this policy and administrative procedure.

Sufficient time will be provided to ensure that persons, as above, have appropriate opportunity to react to such recommended revisions.

The Director of Programs and Services shall ensure the results of the monitoring of the policy and administrative procedures are recorded, in writing, and forwarded to the Superintendent of Schools for review.

It is the responsibility of the Superintendent of Schools to report results of the monitoring process to the Board.

This Administrative Procedure will be monitored on an annually.

Superintendent Approved: March 28/02
Ref: BP 403.5, Appendices Forms: AP403.b, AP403.d, AP403.e
Monitoring Date: Annually
Revised: