

Developing Individual Education Plans (IEPs)

An Individual Education Plan (IEP) is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

A representative sample of the student's learning expectations in each subject, course, or skill area must be recorded in the IEP under the following circumstances:

- if the student is working on modified expectations, as defined in section 4.1 of the Ministry's Standards document for IEPs
- if the student is working on alternative expectations, as defined in section 4.1 of the Ministry's Standards document for IEPs

The IEP is *not* a daily lesson plan itemizing every detail of the student's education.

The IEP also helps teachers monitor the student's progress and provides a framework for communicating information about the student's progress to parents and to the student. The IEP is updated periodically to record any changes in the student's special education program and services that are found to be necessary as a result of continuous assessment and evaluation of the student's achievement of annual goals and learning expectations.

The IEP reflects the school board's and the principal's commitment to provide the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the student. A variety of strategies and accommodations may be referenced, such as withdrawal or in-class support, compacting and cluster groupings, grade or subject acceleration, specialized programs and differentiated programming. The principal is responsible for ensuring compliance with all of the requirements described in this document for the development and implementation of students' IEPs.

(Excerpted from Individual Education Plans:
Standards for Development, Program Planning, and Implementation, 2000)

Students identified by an Identification, Placement, and Review Committee (IPRC) must have an IEP completed within 30 school days of the student's placement in a special education program (*Reg. 181, Section 3*). A Transition Plan is required for exceptional students, 14 years of age or older, who are not identified as solely gifted, which "includes modifications to orientation and exit programs and linkages to post-secondary institutions, outside agencies, and community partners, to help students gain access to post-secondary options, and the supports that will help them gain access to these options."



An IEP must be recommended by the School Support Team prior to an IPRC for students who are:

- awaiting an IPRC
- requiring a special education program and/or services on an ongoing basis
- in need of specific modifications to address short- or long-term needs (i.e., physical, academic, emotional/behavioural)

The TDSB has developed guidelines for the implementation of Ministry of Education Standards with regard to IEPs.

An IEP is...

- a summary of the student's strengths, interests, and needs and of the expectations for a student's learning during a school year that differ from the expectations defined in the appropriate grade level of the Ontario curriculum
- a written plan of action prepared for a student who requires modifications of the regular school program or accommodations
- a plan by which teachers monitor and communicate the student's progress
- a plan developed in consultation with parents, implemented and monitored by school staff
- a flexible, working document that can be adjusted as necessary
- an accountability tool for the student, parents, and everyone who has responsibilities under the plan for helping the student meet the IEP goals and expectations
- an ongoing record that ensures continuity in programming
- a document to be used in conjunction with the provincial report card

An IEP is not...

- a description of everything that will be taught to the student
- an educational program or set of expectations for all students
- a means to monitor the effectiveness of teachers
- a daily plan

