Special Education Brochure 2017-2018

**Individual Education Plan (IEP)**

**What’s an Individual Education Plan (IEP)?**

An Individual Education Plan (IEP) is a special education plan that describes the special education program or services your child needs in order to meet the expectations outlined in the Ontario curriculum.

The IEP is a working document as it helps monitoring and assessing your child student’s progress. It is modified as your child’s needs change.

**When is an IEP Developed?**

An IEP will be developed when the principal in consultation with members of the In-School Team (IST) or School Support Team (SST) feel your child needs additional support to meet the expectations outline in the Ontario curriculum. There are different levels of support:

**Modifications** are changes made to what the child is expected to learn in a particular subject.

**Accommodations** are changes made to how the teacher instructs or assesses your child, but without changing the curriculum. It may include support from an extra staff member, environmental changes or equipment that helps your child learn.

IEPs are developed within 30 days of a student been placed in a special education program.

An IEP also may be developed for students who have not been formally identified as “exceptional,” but need special education support.

Parents are consulted in the development of the IEP and get a copy. IEPs are reviewed and updated at least once every reporting period.

**Transition Planning**

IEPs include plans for helping your child cope with transitions. Not all students will need the same degree of support, which may be different from year to year.

Some students need help moving within a classroom or locations within the school and may require different instructional strategies.

Larger transitions can involve changes in locations or programs and need support from adults.

**For FEW:**

More complex help, including their own transition timetable and tours.

**For SOME:**

Partnering with a ‘buddy’, following a timetable, transition materials, summer transition program.

**For ALL:**

School visits, orientation nights, tours, teacher transition meetings.

A tiered approach also addresses student’s transition to life after school, whether it’s further education, school to work and life in the community.

**Resolving IEP Concerns**

If parents disagree with TDSB staff over aspects of their child’s IEP, they can approach the principal for help resolving the problem. This could involve a discussion with the teacher to identify areas of concern and find solutions. It might also involve meeting with the School Support Team and the student, the centrally assigned principal of special education or the learning network superintendent.