

What is an Individual Education Plan (IEP)?

An Individual Education Plan (IEP) is a written plan describing the special education program; and/or, services required by a student to achieve his/her learning expectations. It is considered a working document as it helps monitor, assess and support the student's progress.

The IEP provides a framework for communicating with parents/guardians and the student. It is not a daily lesson plan itemizing every detail of the student's education.

Rather, it identifies:

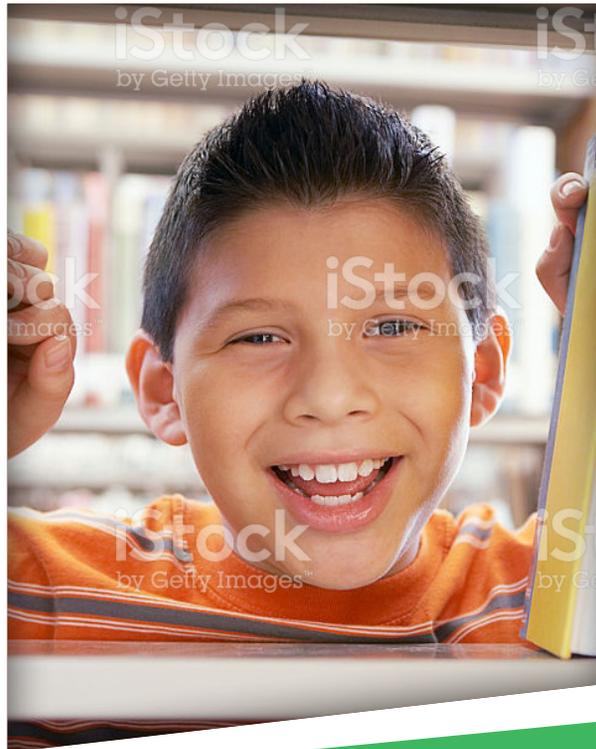
- Accommodations; and/or, special education services needed to assist the student.
- Learning expectations that are modified from, or alternative to, the expectations outlined in the Ontario Curriculum Policy Document for the appropriate grade and subject or course.



Resolving IEP Concerns

If parents/guardians disagree with TDSB staff over aspects of the IEP, resolution takes place through the principal, by way of:

- Discussion with parents/guardians and teacher(s) to identify areas of concern and find solutions.
- Consultation with the School Support Team, including principal, parents/guardians, student (where applicable) and appropriate staff.
- Consultation with the centrally assigned principal of special education; and/or, learning network superintendent.



Special Education

Individual Education Plan (IEP)



When is an IEP Developed?

An IEP is required when the principal, in consultation with the members of the In-School Team (IST):

- The expectations outlined in the Ontario Curriculum need to be modified to support the student.
- A student needs accommodations for instructional or assessment purposes on a regular basis.

Modifications are changes made to the age-appropriate, grade-level expectations for a subject or course, in order to meet the student's specific needs.

Accommodations are changes in teaching and assessment strategies and in human or equipment that help a student learn without changing the knowledge and skills the student is expected to demonstrate.

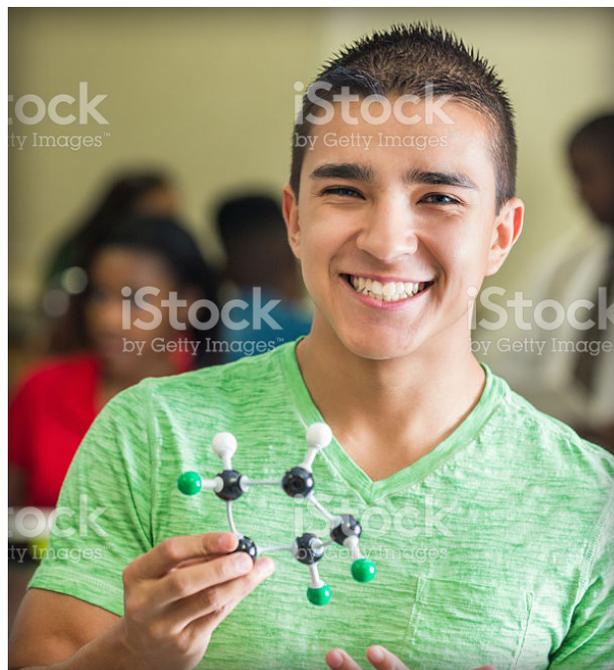
An IEP may also be developed for students who have not been formally identified as exceptional, but need special education programs; and/or, services.



Requirements for IEPs

The principal must ensure that:

- The IEP complies with the Ministry of Education requirements for IEP development and implementation.
- IEPs are developed for every student identified as exceptional by an IPRC, within 30 days of a student being placed in a special education program.
- Parents/guardians; and/or, students aged 16 or older are consulted in the development of the IEP and get a copy.
- IEPs are reviewed and updated at least once every reporting period.
- Transition plans are developed and implemented for all students with an IEP unless no action is required.



Transition Planning

Transition planning requires a tiered approach to address individual student needs. This means that transition plans will vary from student to student and from year to year.

While all students make similar transitions from one situation or activity to another, they don't all need the same kind or degree of support.

Smaller transitions might involve transitioning from activity to activity within a classroom or between locations within the school, and may require different instructional strategies. Larger transitions might involve changes in locations; and/or, programs, and may require additional support from adults.

For FEW:

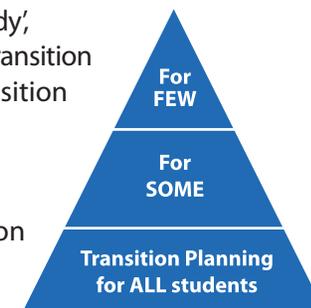
Increased number and complexity Individualized timetables, tours, visits and materials.

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 for life after school (e.g. further education, school to work and life in the community).