Section K:

Individual Education Plans (IEPs)

We value your feedback! Please click this feedback link to leave your comments on the Special Education Plan. All feedback must be received by February 28, 2027.

Purpose of the Standard

To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs

An Individual Education Plan (IEP) is a plan that describes special education programs, services, or additional support a student receives. This written plan is a working document which describes a student's strengths and areas of need, and the special education program, supports and services accessed or provided to meet the student's individual needs.

The IEP helps with monitoring and assessing a student's progress, and is adjusted as the student's strengths and areas of need change. It is reviewed and updated at every reporting period. Regulation 181/98 governs Ministry of Education expectations for the development of IEPs for students.

There was no Ministry review of TDSB IEPs in the 2025-2026 school year.

Accommodations, Modifications and Alternative Expectations

An IEP outlines any accommodations and special education services needed to assist the student in achieving their learning expectations. It also identifies specific, measurable learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the grade level, subject or course.

Accommodations are specialized teaching and assessment strategies that may include individualized equipment, technology and environmental adjustments as required by the student to access the curriculum and demonstrate learning.

Accommodations allow a student to participate in learning without any changes to the knowledge and skills the student is expected to demonstrate. Students are expected to demonstrate all the overall expectations of the curriculum.

There are three types of accommodations:

- *Instructional* – adjustment in teaching and assessment strategies (differentiated instruction)
- *Environmental* – change, or support, to the physical environment of the classroom and/or school
- *Assessment* – adjustment in assessment activities/methods/timing to enable the student to demonstrate learning

For examples of accommodations, refer to the Ontario Ministry of Education's Individual Education Plan (IEP) A Resource Guide and Appendix E: Examples of Accommodations.

Modifications are changes made in the age-appropriate, grade-level expectations for a subject or course to meet a student's learning needs. Such changes involve selecting specific expectations from a different grade level and/or altering the number of the grade level expectations, and/or altering the complexity of the grade level expectations. Students may still require accommodations to help them achieve the learning expectations in subjects or courses with modified expectations. Some decisions about modifications can impact a student's educational pathway. It is important that there be clear communication between parent(s)and school staff about the use and impact of modifications.

> At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate their decision to the parents and the student" (Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements, 2016, p. 41).

Credit granting is determined by several factors, including the degree of complexity of the modified specific expectations and the number of expectations through which the student has demonstrated achievement in the course.

For more information regarding secondary pathways, the Ontario Secondary School Diploma (OSSD) and the Ontario Secondary School Certificates, please refer to the Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements.

Alternative Curriculum Expectations are learning expectations that are not represented in the Ontario curriculum. Examples include functional literacy, facilitating transitions and organizational skill.

Secondary school courses identified as non-credit courses or K level courses are considered alternative curriculum. These courses are written based on student baseline assessment and evaluation from the previous grade/course and are reflected in the

student's IEP. Students taking non-credit courses complete their education and leave secondary school with a Certificate of Accomplishment. It is important to note that a Certificate of Accomplishment does not lead to post-secondary school credit granting programs.

For further information regarding secondary diplomas and certifications, see Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements.

IEP Accommodations and Modifications in Secondary School Settings

In secondary schools, providing accommodations to students with special education needs and disabilities should be the first option considered in program planning.

Instruction is based on the principles of Culturally Relevant and Responsive Pedagogy (CRRP), Universal Design for Learning (UDL) and Differentiated Instruction (DI) and are used to meet the diverse needs of learners. If teacher observation and ongoing assessments reveal that students with IEPs with accommodations alone cannot demonstrate achievement of the expectations, even to a limited degree, then modifications are considered.

Teachers are expected to develop appropriate modifications on the IEP that are effective in helping improve individual student success and support credit accumulation. However, some subject/course expectations cannot be modified, and an entire course cannot be modified without impact on credit attainment. For more about secondary course planning see Choices: Course Selection and Planning Guide.

If secondary courses are modified to the extent that the course no longer resembles the original course, then the credit is not granted.

When modifying a course's expectations, the following can be considered:

- Some *specific* expectations may not be evaluated
- Selected *overall* expectations can be modified in terms of breadth or depth
- A student must meet the overall expectations of a specific course to be eligible for the credit to be granted
- All secondary courses can be modified with the exception of The Ontario Secondary School Literacy Credit Course (OSSLC). Achievement of the expectations in this course represents achievement of the literacy requirement for graduation; consequently, no modifications of the expectations are permitted [The Ontario Secondary School Literacy Credit Course (OSSLC) Grade 12, 2003, p. 13]

Steps and Considerations for the Development of an IEP

Human Rights, Equity, Inclusion and Anti-ableism

As stated in the Multi-Year Strategic Plan, the TDSB is committed to identifying and removing systemic barriers facing students and families. Through a lens of inclusion and anti-ableism, we challenge practices that have been barriers to student success. We are committed to upholding the human rights of all learners by ensuring our practices affirm diverse abilities and provide every student with the opportunity to succeed.

Before any IEP is created, some questions to consider are:

- Who is the student and why are they being considered for an IEP?
- Why is an IEP necessary now?
- What accommodations and culturally responsive, relevant, safe and trauma-informed pedagogy can be supported in the classroom that do not require an IEP?
- What support can the teacher be offered to better assist in assessment and instructional practices?
- Is the IEP necessary for the student to access the curriculum?

It is the principal's responsibility to ensure that parents are informed about interventions used to assist a student who requires accommodations and/or modifications. That communication may include the introduction of an IEP during the Referral Process. IEPs are developed for the following reasons:

- Students identified by an Identification, Placement, and Review Committee (IPRC) must have an IEP completed within 30 school days of placement in a special education program (Regulation 181, Section 3)
- An IEP is developed when the principal, in consultation with members of the In-School Team (IST) or School Support Team (SST), determines that a student, who has not been formally identified as exceptional:
    - regularly requires student-specific accommodations for instructional or assessment purposes, and/or
    - will be assessed on the basis of modified and/or alternative expectations

Kindergarten - Grade 1 IEP Strategy and 2-12 IEP Review

The TDSB has implemented the Kindergarten - Grade 1 IEP Strategy. Before any IEP is created for a student in JK/SK/Grade 1, the principal will consult with their superintendent to review assessments, conditions for learning, attitudinal biases or barriers, explore alternatives and reach agreement before proceeding. The Grades 2-12 Review is the structured review of IEPs for students in Grades 2 to 12 to determine whether an IEP is still necessary for a student.

An IEP is:

- A written plan for a student who requires student-specific accommodations on an ongoing basis and/or modifications to the learning expectations of the age-appropriate grade level, and/or an alternative curriculum
- A written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and areas of need that affect the student's ability to learn and demonstrate learning
- A written plan developed in consultation with parents, teachers, other professionals, and where appropriate, agency personnel and/or the student
- An ongoing record by which teachers monitor, assess, evaluate, and review a student's program and ensure continuity of program
- A flexible, collaborative working document that must be reviewed and updated at least once in every reporting period and used in conjunction with the Progress Report Card and the Provincial Report Card
- An accountability tool for the student, parents, and everyone who has responsibilities for helping the student meet the IEP goals and expectations

An IEP is not:

- A daily lesson plan itemizing every detail of the student's education or 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 (Special Education in Ontario - Policy and Resource Guide)

Consultation in IEP Development

When an IEP is to be created, Regulation 181/98 requires that parents and students 16 years of age and older be consulted in its development. Parents are crucial to the IEP process. They contribute essential information in helping the school understand the

student's interests, strengths and areas of need. The opportunity to consult must be offered at the beginning of the IEP development process and also anytime the IEP is being updated and/or reviewed. Any family/student input must be given due consideration as the IEP is being written. Students younger than 16 years of age may also be involved as appropriate. Where the student is working with agency personnel and written parental permission is given, the consultation process should include the agency staff as well. The standard TDSB consultation letter and response form should be sent home within the first two weeks of a new school year or a student's placement in a new program. Completed consultation response forms are to be attached to the IEP and stored in the student's Ontario Student Record (OSR). While development of the IEP is a collaborative process, there are sometimes disagreements about what is written in the IEP. The process for dispute resolution is addressed later in this section.

Ministry Standards for Implementation

The principal is responsible for ensuring that the development, implementation and review of a student's IEP is in compliance with all Ministry and Board requirements, as follows:

- An IEP is developed for every student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The principal may determine that an IEP is to be developed for non-identified students who require a special education program and/or services for a period longer than one reporting period
- An IEP is developed within 30 school days after placement of the student in a special education program (described as Regular Class with Indirect Support, Resource Assistance - Elementary or Withdrawal Assistance or Special Education Class and a setting of Partially Integrated or Full Time)
- For students identified as Exceptional by an IPRC, the strengths and needs outlined in the IEP are based on and consistent with the description contained in the IPRC statement of decision
- The parents and the student (if 16 or older) are consulted in the development of the student's IEP and receive a copy
- Principles of Applied Behaviour Analysis (ABA) are incorporated into the IEPs of students with Autism Spectrum Disorder (ASD) where appropriate, and relevant school Board personnel and community supports are available
- Personnel, either previously or currently working with the student, are invited to provide input and participate in the IEP process

- A Transition Plan must be considered for every student on an IEP and developed unless no action is currently required
- A copy of the IEP is included in the Ontario Student Record (OSR), unless the parents object in writing (Regulation 181/98, s.8)

TDSB Guidelines for Individual Education Plans

At the current time, Ministry documents entitled Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide (2017), The Individual Education Plan: A Resource Guide (2004), and Individual Education Plans: Standards for Development, Program Planning and Implementation (2000) continue to be source references for TDSB guidelines for IEP implementation. Guidelines require that:

- Expectations should be written in measurable goals and be few in number
- There should be a clear link between the learning expectations outlined on the various program pages of the IEP and what is reported on the Progress Report Card and the Provincial Report Card
- If a student is working on modified and/or alternative expectations, a representative documentation of the student's learning expectations in each subject, course or skill area must be recorded in the IEP
- The IEP must be reviewed and updated at least once in every reporting period to record any needed changes in the student's special education program and services because of continuous assessment and evaluation of the student's achievement of annual goals and learning expectations
- The June update focuses on providing key information to assist teachers as they begin to program for students in September

The IEP Transition Plan

As a part of the IEP, any provisions of the regulation that apply to the IEP also apply to the transition plan. The TDSB adheres to the Ministry of Education's Policy/Program Memorandum (PPM) No. 156: Supporting Transitions for Students with Special Education Needs, which came into effect on February 1, 2013. PPM 156 directs that transition plans be considered for ALL students who have an IEP and developed when needed, whether or not the students are deemed to be exceptional. At the Board's discretion, transition plans may be developed for students who receive special education programs and/or services but do not have an IEP and/or have not been identified as exceptional. The school principal is responsible for ensuring that student transition plans are developed, implemented and maintained in accordance with the requirements.

Requirements for Transition Plans

Effective transition plans provide the foundation for successful transitional experiences. As part of the IEP, transition plans must be personalized for students and developed and reviewed in consultation with the parents or students (as appropriate). Consultation should also involve relevant community agencies and/or partners and/or a post-secondary institution, where appropriate. Every transition plan must include the following elements:

- Specific and realistic transition goals and required support needs. The goals must reflect the strengths, needs and interests of the student
- The actions required, now and in the future, to achieve the stated goals. The actions must build on the student's identified strengths, needs and interests
- Roles and responsibilities – The person or agency responsible for or involved in completing each of the identified actions (i.e., the student, parents, educators, providers of specialized support and services, community agencies)
- Timelines for the implementation and/or completion of each of the identified actions

If a student does not need a transition plan, the plan should state that no action is required at this time.

A Tiered Approach to Transition Planning

Transition planning is targeted and uses a tiered approach to address context variables and individual student needs. Planning for transitions is incorporated into the program pages of the IEP with specific goals and strategies to facilitate the transition(s). Different kinds of school-based transitions require different degrees of support. Simpler transitions might involve a student transitioning from activity to activity within a classroom or between locations within the school. More complex transitions might involve changes to students' pathways in terms of location, school and/or program and may require significant support from adults.

For FEW (Tier 3)

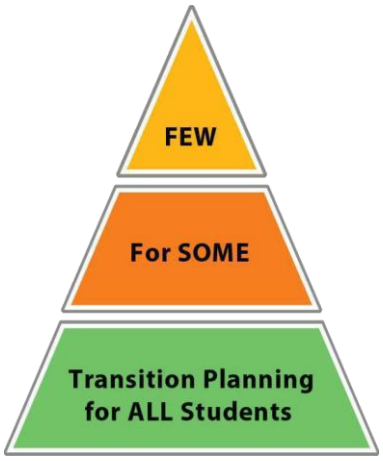
- **Increased number and complexity**
- Individualized timetables, tours, visits and materials

For SOME (Tier 2)

- ***Increased degree and specificity***
- Partnering with a 'buddy,' following a timetable
- Transition materials, summer transition program

For ALL (Tier 1)

- ***Broadly held and common needs***
- School visits, orientation nights
- Tours, teacher transition meetings



A tiered approach to transition planning means that transition plans will vary from student to student as well as over time, based on student need and the context for transitions. A student's IEP must also address planning for life after school – to further education, from school to work and for life in the community. Examples include:

Education Transitions

- School Entry – new to school, new to Board, school to school, entry to school in JK, from an outside agency to school
- Within School – between grades, from one program area or subject to another
- Exit to post-secondary – pathways to college, university, work, etc.

Community Transitions

- Links to Resources – transition to agencies, services, funding and/or respite
- Recreation and Leisure – support to access after school programs, summer camps
- Managing in the Community – TTC training, mobility in the community, life skills beyond school (e.g., cooperative work experience placements, preparing for independent or assisted living)

Employment Transitions

- Unpaid Volunteer – various opportunities that would allow students to meet the criteria of 40 volunteer hours for graduation and/or develop experiences for future pathways, co-op placements
- Paid – part-time work, apprenticeship

Filing and Storage of the IEP (with Parent Consultation Form)

The year-end IEP is maintained in the Ontario School Record (OSR) for every year students have an IEP in elementary school. As students leave elementary school, the

principal determines whether to maintain in the OSR any IEPs prior to the current school year. This decision is either for the purpose of improving instruction or to maintain a history of strategies used to provide appropriate interventions and support. At the secondary level, all semester or year-end IEPs are maintained in the OSR until students leave the school system.

If parents do not want the IEP stored in the OSR, they must make a written request to the principal for it to be removed (as per Regulation 181/98, s. 8).

Preventing and Resolving Conflicts

Parent collaboration in Individual Education Plan (IEP) development provides an invaluable perspective into a student's interests, strengths, identity, lived experiences and areas for growth. Family support for IEP content and implementation is equally important. However, parents may not agree with everything proposed in an IEP. The IEP may also not have everything parents want or the focus in some areas may differ from parental requests. There may even be instances where parents do not agree with the initiation of an IEP. In these situations, effective communication is essential to clarify information and resolve issues. The Ministry of Education document Shared Solutions is an excellent resource in such circumstances.

Ultimately, the school principal is responsible for the initiation, development, implementation and review of a student's IEP and for ensuring there is opportunity for consultation with parents prior to its completion. With the support of the In-School Team or School Support Team, the principal determines whether or not to introduce an IEP and communicates to the parents the reasons why.

The principal is also responsible for the appropriateness of a student's IEP, as stated in the Ministry of Education IEP Standards document:

> "*Although the IEP is developed collaboratively, the principal is ultimately responsible for each student's plan. The principal must sign the IEP to indicate their assurance that the plan is appropriate to the student's strengths and needs and that it meets all of the standards outlined in this document*" (Individual Education Plans: Standards for Development, Program Planning and Implementation (2000)).

While the principal is not obliged to accept every/any parent suggestion for the content of the IEP, the principal must give due consideration to their suggestions/requests. The principal must also inform the parents of the reason(s) for not including a suggestion or request.

When a disagreement about the IEP occurs between parents and Board staff, the goal is to center the best interests of the student foremost in all discussions. As per the TDSB Parent Concern Protocol, resolution of the issues will take place through the principal of the school and may include the following sequence of steps:

- Discussions with parents, student (if 16 or older) and teacher(s) to identify areas of concern and to determine appropriate solutions
- Scheduling of a School Support Team meeting with the parents and appropriate staff to discuss issues or concerns, answer questions and seek mutual understanding
- If the dispute regarding the IEP remains unresolved, a meeting may be arranged by the school principal, to include the parents. The superintendent may also be consulted and may attend

If all avenues have been exhausted, the Ministry of Education may be contacted for assistance, upon a written request from the parents.

Individual Education Plan

School year

STUDENT INFORMATION

Student Name:	Date of Birth:
Student OEN:	Student ID:
Current Grade:	Current School:
Special Program:	Telephone:
Principal:	Original IPRC Date:
Most Recent IPRC Date:	Date Annual Review Waived by Parent:

REASON FOR DEVELOPMENT OF IEP

☐ Student identified as exceptional by an IPRC

Exceptionality:
Placement:

☐ Student is not formally identified but requires special education program/services including modified/alternative learning expectation and or/accommodations, as determined by:

Placement:
Educational Rationale:

ASSESSMENT DATA

List relevant educational, behavioural, medial/health, psychological, speech/language, and occupational/physiotherapy assessments.

Information Source	Date	Summary of Results

PROFILE OF STRENGTHS AND GROWTH

Student's Areas of Strength	Student's Areas for Growth

Individual Education Plan

Name: **School Year:**

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES Accommodated only (AC), Modified (MOD), or Alternative (ALT) A program page is provided for each subject/course with modified expectations and/or alternative program with alternative expectations.			
Subject/Course/Program	**Course Title**	**IEP Modifier**	**Active/Inactive**
			☐ Active ☐ Inactive

ELEMENTARY PROGRAM EXEMPTIONS OR SECONDARY SCHOOL COMPULSORY SUBSTITUTIONS
☐ Yes ☐ No
Educational Rationale:

Secondary student is currently working toward the attainment of the:	
☐ Ontario Secondary School Diploma	☐ Ontario Secondary School Certificate
☐ Certificate of Accomplishment	☐ Employability Skills Achievement Certificate

ACCOMMODATIONS (ASSUME COMMON TO ALL SUBJECTS UNLESS OTHERWISE INDICATED)		
Instructional Accommodations	**Environmental Accommodations**	**Assessment Accommodations**

Individualized Equipment: ☐ Yes ☐ No			
SEA Claim	**Device**	**Make**	**Assign On**

Individualized Equipment Comments:

ACCOMMODATIONS AND EXEMPTIONS FOR PROVINCIAL ASSESSMENTS

Provincial Assessment Year ☐ Yes ☐ No	Type of Assessment:
Permitted Accommodations ☐ Yes ☐ No	
1.	
Exemption ☐ Yes ☐ No ☐ Reading ☐ Writing ☐ Mathematics Exemption ☐ Yes ☐ No ☐ Reading ☐ Writing ☐ Mathematics	
Deferral of Ontario Secondary School Literacy Test ☐ Yes ☐ No Deferral of Ontario Secondary School Literacy Test ☐ Yes ☐ No	

Program

Name: **School Year:**

Secondary Prerequisite Course: **Baseline Level of Achievement (Generally taken from previous June report card)**	**Evaluation date:**
Modified Program	**Alternative Program**
Letter Grade/Mark: **Curriculum Grade Level:**	

Annual Program Goal(s): A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course or skill area.

Grade Level	Learning Expectations (Knowledge and/or skills to be assessed by reporting period)	Teaching Strategies (Those that are different for this student and specific to the learning expectations)	Assessment Methods (For each learning expectation)

TDSB Human resources (Teaching/Non-Teaching)

Name: **School Year:**

Service	Role	Initiation Date	Frequence	Value	Intensity	Location

Health Support SErvices in the School Setting ☐ Yes ☐ No

Agency Involvement

IEP DEVELOPMENT

TDSB Team Members	Position

Sources Consulted in the Development of the IEP

- ☐ IPRC Statement of Decision
- ☐ Provincial Report Card
- ☐ Previous IEP
- ☐ Parents/Guardians
- ☐ Student
- ☐ Others
- ☐ Others

PLACEMENT IN SPECIAL EDUCATION PROGRAM

- ☐ First day of attendance in new special education program
- ☐ First day of the new school or semester in which the student is continuing in a placement
- ☐ First day of student's enrollment in a special education program that he/she begins in mid-year or mid semester as a result of a change in placement

Date of Placement:

Completion Date of IEP Development Phase: (Within 30 days following the Date of Placement)

Information is collected under the legal authority of the Education Act, R.S.O. 1990, Chapter E.2 as amended and the Personal Health Information Protection Act (2004). For information about Special Education in the TDSB, visit our website at tdsb.on.ca. Select Programs. Go to Special Education

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OFFICE USE ONLY

Parent Response Received:

- ☐ I was consulted in the development of this IEP.
- ☐ I declined the opportunity to be consulted in the development of this IEP.
- ☐ I have received a copy of this IEP.

TRANSITION PLAN

Name: **School year:**

- ☐ **No Action Required at present**

Transition Domaine:

Transition Goal:

Actions Required	Name of Person(s) Responsible for Actions	Timelines

INDIVIDUAL EDUCATION PLAN (IEP) CONSULTATION FORM

Please complete this form to assist with the development of your child's IEP.

Student's Name:

AREA	FROM THE PARENT/GUARDIAN/STUDENT PERSPECTIVE
AREAS OF STRENGTH In what area(s) does the student demonstrate strength?	
AREAS FOR GROWTH In what area(s) does the student require support?	
AREAS OF INTEREST What does the student like to do?	
LEARNING GOAL What are the things you want the student to learn this year?	
TRANSITION PLANNING What transition supports are needed for the student as they move from class to class/program to program/school to school? What are your goals for the student after high school?	

The information gathered on this form is collected pursuant to the Education Act. The information will be used for the purpose of program planning for your child/ Any general questions about the information fathered on this form or any additional information that you wish to share should be discussed with the principal of your child's school.

Copy to OSR

Revised July 2024