INDIVIDUAL EDUCATION PLAN

INDIVIDUAL EDUCATION PLAN (IEP)

The TCDSB implements the Ministry of Education Individual Education Plan (IEP) standards through close adherence to completion of all of the required components of an IEP. The principal of the school is responsible for creating a collaborative team to develop the IEP which may include the class/subject teacher, the special education teacher, and members of the school-based support team, as required. The principal is responsible for ensuring that parents are consulted in the development of the IEP, that they are provided a copy of the IEP and that all standards are followed in its development.

UNDERSTANDING THE INDIVIDUAL EDUCATION PLAN

An *IEP* is…

- a written plan/working document describing the special education program and/or services required by a particular student, based on assessments of the student's strengths and needs.

An *IEP* is not…

- a description of everything that will be taught to the student or a list of all the teaching strategies used in regular classroom instruction.
- a document that records all learning expectations including those that are not modified from the regular grade level curriculum expectations

The *IEP* timeline…

- Principal ensures an **IEP** is completed within 30 school days after placement in the program/or start of a new school year/semester
- the modified and alternative learning expectations in an **IEP** must be reviewed and updated as necessary, at least once in every reporting period (Reg 181/98)

The *IEP* includes:

- strengths and needs
- specialized health support services
- relevant assessment data
- current level of achievement in each modified or alternative program
- annual goals and representative samples of specific expectations for each reporting period in each modified or alternative subject/course
- program modifications and accommodations
- teaching strategies and assessment methods for modified/alternative subjects and/or courses
- parent/student consultations
- a Transition Plan

Accommodations

- refer to the special teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and to demonstrate learning (e.g., extra time, scribing, assistive technology)
- do not alter the provincial curriculum expectations for the grade/course.
- can be instructional, environmental and assessment based
- are unique to specific needs of the student

Annual Program Goals

- statements that describe what a student can reasonably be expected to accomplish by the end of the school year in a subject/course
- are developed for students who require modifications and/or alternative curriculum expectations

Modified Learning Expectations

- are curriculum changes in grade/subject expectations
- change in number and/or complexity of grade level/course expectations
- expectations are expressed as observable and measurable outcomes

Alternative Learning Expectations

- are knowledge and skills that are not represented in the Ontario curriculum
- examples may include social skills, self-advocacy skills, organizational skills, life skills, orientation/mobility training, personal care, non-credit courses, interpersonal skills, functional literacy/numeracy skills, etc.

Teaching Strategies

- are instructional accommodations and teaching strategies that differ from the strategies used with other students
- support the student in achieving his/her learning expectations with a focus on the student's strengths and learning styles (i.e. visual, auditory, kinesthetic)

Assessment Methods

- on-going assessment of expectations using a range of methods and techniques and incorporating assessment accommodations identified in the IEP

EVALUATION AND REPORTING

The **IEP** and the Provincial Report Card are interrelated documents.
Student progress is evaluated at least once every reporting period on the Provincial Report and/or an Alternative Report Card using the statements:

- **IEP** with Modified Curriculum Expectations:

  "This (letter grade/percentage mark) is based on expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."

- **IEP** with Alternative Learning Expectations:

  "This (letter grade/percentage mark) is based on alternative learning expectations in the IEP, which are not based on the Ontario curriculum."

TRANSITION PLAN

- **Policy and Program Memorandum 156 (PPM 156): Supporting Transitions for Students with Special Needs** states that "A transition plan must be considered for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP".

PARENT/GUARDIAN/STUDENT ROLE

- actively participate by sharing information about the student's approach to learning (i.e., talents, skills, interests)
- share up-to-date information as it relates to learning (i.e., recent assessment reports)
- support, reinforce, and extend the educational efforts/ activities at home
- maintain open communication with teacher and school
- acknowledge receipt of the **IEP**
- **IEP** is signed by Principal, parent/guardian and/or student over age of 16

RESOLVING PARENT IEP CONCERNS

- "The IEP is an accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario Curriculum." (Special Education in Ontario K-12, Policy and Resource Guide, 2017, p. E6)

- Parents may request a meeting with the school principal to discuss a resolution to any concerns related to the IEP. The principal may schedule a school-based team meeting, as required. The principal and/or parent may consult with the school Superintendent of Education and/or the Superintendent of Special Services to further support a response to parent concerns regarding an IEP.

MINISTRY OF EDUCATION FEEDBACK

There is no specific feedback from the Ministry of Education to report at this time and thus, the board has no response.

PARENT GUIDE TO SPECIAL EDUCATION

More information for parents can be found in the Parent Guide To Special Education, Section 20 of the TCDSB Special Education Plan.