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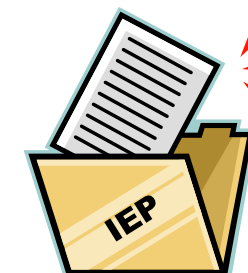
# Individual Education Plan (IEP)

## A Guide for Parents and Students

Source: Ontario Ministry of Education, *Special Education in Ontario Policy and Resource guide 2017*

### The Individual Education Plan (IEP)

- ◆ Describes the special education program and/or services required by a student, based on a thorough assessment of the student's strengths and needs—that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning;
- ◆ Records the particular accommodations needed to help the student achieve his or her learning expectations, given the student's identified learning and strengths and needs;
- ◆ Identifies, if required, learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents;
- ◆ Identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- ◆ Records of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;
- ◆ 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.



Regulation 181/98, subsection 6(8), as amended by Ontario Regulation 137/01, requires the principal, within 30 school days after placement of the pupil in the program, to ensure that the plan is completed and a copy of it sent to a parent and, where the pupil is 16 years of age or older, the pupil.

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### Why is an IEP necessary?

Ministry Regulation 181/98 requires that an IEP be developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC).

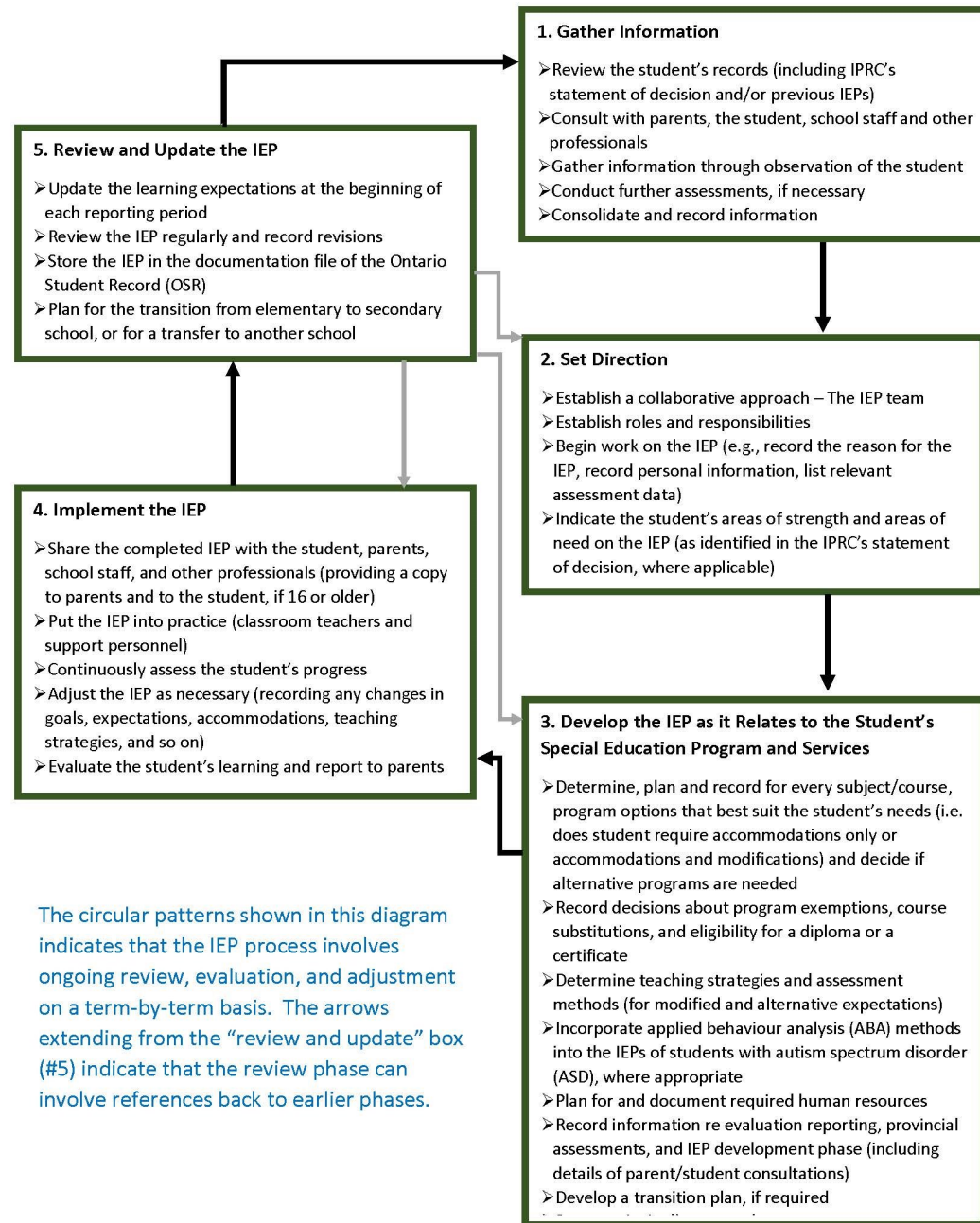
In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when:

- ◆ The school principal determines that a student's achievement will be assessed on the basis of modified expectations; and/or
- ◆ The student regularly requires accommodations for instructional or assessment purposes.

<sup>1</sup> Accommodations are supports or services that are not provided to the general student population but that are required by individual students with special needs to help them achieve learning expectations and demonstrate learning.



Overview of the IEP Process



The circular patterns shown in this diagram indicates that the IEP process involves ongoing review, evaluation, and adjustment on a term-by-term basis. The arrows extending from the "review and update" box (#5) indicate that the review phase can involve references back to earlier phases.



Parent Notes and School Contact Information

"We prepare all students for a successful life"

Information to be included in an IEP

- The strengths and needs that relate to the student's learning. If the student has been formally identified as exceptional, the IEP should include the strengths and needs identified in the statement of decision received from the IPRC.
- Relevant assessment data that support the identification of an exceptionality or the reasons that give rise to the need for special education programs and services.
- Any specialized health support services needed to enable the student to attend school.
- A list of all subjects/courses in which the student requires modified expectations and/or accommodations, and all alternative programs.
- A list of the accommodations the student requires to help him or her learn and demonstrate learning.
- The student's current level of achievement in each modified subject or course and/or alternative program areas.
- Annual program goals and learning expectations for each reporting period in each subject or course in which modified expectations are required and/or in each alternative program area.
- The assessment methods that will be used to assess the student's achievement or the modified or alternative expectations.
- A clear indication of the way in which student progress will be reported to parents (i.e., on the Provincial Report Card and/or in an alternative report) and the dates on which reports will be issued.
- Documentation of consultations with parents and the student (if the student is 16 or older) during the development of the IEP and subsequent reviews, and a record of the review and updating of learning expectations by school staff.
- A transition plan (if required, according to Regulation 181/98 & PPM140).



Remember

An IEP is not...

- A description of everything that will be taught to the student;
- 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

Consultation

Consultation with the student's parent(s) and the student, school staff, support personnel, and representatives of outside agencies or services is a valuable source of information, and should be a continuous process throughout the development and implementation of a student's IEP.



- Parents can initiate input in a variety of ways—in writing, by telephone conversation or in a face-to-face meeting. Wherever possible, communication should be either face-to-face or by 2-way conversation.
- Parents can provide an invaluable perspective on their child's personality, development, and learning. Open communication and cooperation between home and school will also ensure that the two have similar expectations with respect to the student's special education program and services.
- Principals are legally required to ensure that all students who are 16 years of age or older are consulted in the development of the IEP. Any student for whom an IEP is being developed should be consulted where appropriate.
- Previous teachers can provide information about a student's areas of strength and need and about programs, services, resources, and strategies that have worked well in the past.

A Collaborative Approach—The IEP Team

The IEP needs to be developed collaboratively, both by those who know the student best and by those who will be working directly with the student.

The membership of an IEP team can and should vary according to the needs of the individual student. Members may include, for example, the student, the student's parents, the student's teachers, the guidance counsellor, the principal, appropriate special education staff and support personnel, and staff from community agencies, as appropriate.

Regardless of who is coordinating the IEP process, decisions related to the program planning sections of an Individual Education Plan need to be made by the individual who teaches the student and prepares the student's report card—usually the classroom teacher.

All participants are expected to cooperate in the IEP process.