



Individual Education Plans: Standards for Development, Program Planning, and Implementation

What is an IEP?

- a written plan detailing the special education program and/or services needed by a student;
- identifies learning expectations that may be modified or alternative expectations;
- identifies learning accommodations required to meet learning or alternative expectations;
- is a flexible, individualized working document that assists in collaborative monitoring of the student's progress towards achieving annual learning goals

Standards for Development and Program Planning

Reason for the IEP:

- To identify clearly for parents, school staff, and the Ministry of Education the reason for developing an IEP for the particular student
- IEPs *must* be developed for students identified 'exceptional' by IPRC; for students who are non-identified, but require special education programs and/or services; and for those who are non-identified, but have an Intensive Support Amount (ISA) funding claim submitted by their School Board

Student Profile:

- To provide essential information from a variety of sources – personal and academic - about the student that was used to support the decision to provide the special education program and services

The Student's Strength & Needs:

- To identify the student's strengths and needs clearly, as the basis on which an appropriate special education program and services are developed
- Based on IPRC statement, relevant assessment data, student observations and current levels of achievement

The Special Education Program:

- *Current Level of Achievement*: provides a starting point from which to measure the student's progress towards achieving the learning expectations and annual goals set out in the IEP (modified or alternative expectations)
- *Annual Program Goals*: informs the student, parents, and teachers of the goals towards which the student is progressing through the achievement of the learning expectations set out in the IEP (curriculum or skill areas)
- *Learning Expectations*: provides a focus for learning that is based on the student's strengths, needs, and current level of achievement and clearly identifies the knowledge and skills that the student is expected to acquire while working towards their annual goals
- The IEP will be reviewed to ensure that the Special Education Program is being addressed

Special Education Strategies, Accommodations, and Resources:

- To ensure that teachers, parents, and the student clearly understand the range of teaching strategies; instructional, environmental and assessment accommodations, and resources including personnel and equipment that will be employed to facilitate the student's learning

Assessment, Evaluation, and Reporting:

- *Assessment Methods & Accommodations*: ensures that a variety of methods & strategies are used to give the student the opportunity to demonstrate their understanding of expectations
- *Evaluation & Reporting*: ensures regular evaluation & reporting of the student's achievement

Provincial Assessments:

- *Accommodations for Participation*: ensures that students who have an IEP are given the chance to participate and demonstrate the full extent of their knowledge
- *Exemptions*: ensures that any exemption from a provincial assessment is justified

The Transition Plan:

- To ensure that the student is well prepared to meet post-secondary goals appropriate to their learning profile, and that they receive appropriate support for a smooth transition

Parent/Student Consultation:

- To ensure that parents and the student (if 16 years or older) are consulted in the development and review of the IEP, in accordance with Regulation 181/98

Staff Involvement in the Development of the IEP:

- To ensure that the IEP is developed collaboratively to best serve the needs of the student

Information Sources:

- To ensure a sound and reliable basis for development of the IEP through a variety of appropriate sources

Date of Completion

- To ensure a timely preparation of the IEP – within 30 calendar days of placement in a special education program

Standards for Implementation and Review

- *Implementation & Monitoring*: ensures the effectiveness of the IEP through ongoing sharing of information and evaluation of progress of goals and expectations
- *Review & Updating*: ensures that the special education program remains effective and appropriate to the student's strengths and needs over time

Adapted from: <http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.pdf>