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**Title of Policy:** Individual Education Plan (IEP) Policy**Date Approved:** August 2003**Approved By:** Administration

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**Purpose:** To provide clear and consistent guidelines for development of an Individual Education Plan (IEP) for a student.

**Scope:** This policy applies to all students who have learning needs requiring curricular modification and/or ongoing extra support and programming to ensure learning success.

**Applicable regulation(s):** *Program and Diploma Requirements for Ontario Secondary Schools*

**Policy:**

The *Program and Diploma Requirements for Ontario Secondary Schools* states that **Individual Education Plans** (IEP) must be developed and on file for all students who have learning needs requiring curricular modification and/or ongoing extra support and programming to ensure learning success. These IEP's must be kept in the student's Ontario Student Record (OSR). In cases where students are 16 years of age or older, an IEP must be developed with input from the parents and the student (though this clearly may be helpful for students who are younger than this as well.) In preparing an IEP, consideration should be given to any Identification, Placement and Review Committee (IPRC) recommendations contained in the student's OSR. It may be helpful to have conversation with a student's teachers/guidance counsellor in their former school in preparing an IEP.

**The essential components of an IEP include:**

1. An outline of the **student's academic/learning need**,
2. An identification of a student's **specific learning expectations**,
3. An outline of **how the school will address those expectations** – specific program modifications or accommodations. (These may include such things as reduced work load, simplifying tasks and material, providing extra time for learning, task completion, testing...). It should also include expectations on the roles of teachers, teaching assistants, guidance counsellors, parents, and others involved in supporting the student.,
4. An identification of the **methods by which a student's progress will be reviewed**,
5. Ways in which an individual set of **expectations and support will be modified** through the year, and
6. Strategies for **self advocacy**.