

The Individual Education Plan (IEP): A Resource Guide (MOE 2004)

Context: This resource guide complies with Regulation 181/98 and the document, *Individual Education Plans: Standards for Development, Program Planning and Implementation 2000*. It replaces Section E of the MOE document, *Special Education: A Guide for Educators*.

1. The new *Individual Education Plan [IEP] Resource Guide* (MOE 2004) refers to the definition of Special Education programs as described in Section 1 of the Education Act and makes explicit reference to the provision of this service as entitlement for students with disabilities under the Ontario Human Rights Code (See page 4 & 5).
2. The definition of an IEP has shifted in the new Resource Guide. The emphasis has shifted to the educational plan and accountability for the provision of that plan. (See page 6)
3. In the outline of what an IEP is not – the line that “the IEP is not a means to monitor the effectiveness of teachers has been omitted”. (See page 7)
4. The new document contains more precise references to the requirements of provincial legislation and it includes pertinent sections from legislation for easy reference.
5. The five phase process for the development and implementation of the IEP remains the same:
 - Phase 1: Gather information.
 - Phase 2: Set the direction.
 - Phase 3: Develop the IEP as it relates to the student’s special education program and services.
 - Phase 4: Implement the IEP.
 - Phase 5: Review and update the IEP.
6. Page 11 of the Resource Guide describes the length of the IEP up to the next reporting period.
7. Phase 1 [Gather information] in the *IEP Resource Guide* (MOE 2004) notes that Principals are legally required to consult with students over the age of 16 about the development of the student’s IEP.
8. Phase 2 [Set the direction] has referred explicitly to “reaching consensus” among the IEP development partners about educational expectations for the student and the levels of support required from support personnel in Section E. That language is now replaced by language such as “team work” and “discuss together”. In the final analysis, the IEP is an educational document.
9. The Principal is responsible for the IEP and may assign one teacher to “coordinate” (*not* develop) the IEP.

10. The Educational Assistant role is renamed in the IEP Resource Guide – 2004 as the **Teacher's Assistant**.
11. The visual diagram for Phase 3 [Develop the IEP as it relates to the student's special education program and services] is more detailed than in previous documents (See page 10). Previous documents describe five tasks for this phase. The new *IEP Resource Guide* describes eleven tasks for this phase. The section of the *IEP Resource Guide* (MOE 2004) about Phase 3 is also much more detailed. It is worth reading pages 25 to 43 thoroughly. The previous document covered this phase in four pages.
12. Page 27 addresses writing IEPs for students who are identified as Exceptional under the category of Intellectual: Giftedness.
13. Phase Four contains very specific and clear information about the delivery responsibilities for the IEP; the assessment practices and the reporting procedures. Phase Four is described on pages 44 to 47.
14. Phase Five outlines the expectations for the review and the updating of the student's IEP. Transition processes from school to school or from elementary to secondary are also outlined.
15. Appendix A contains a Template for a Suggested IEP Form. Appendix B contains Samples of Completed IEP forms.
16. For the 04-05 school year, we will continue to use the PVNC format for the IEP. Appendix A will be included in the Special Education On-Line Forms Project. The new IEP form will be piloted in 05-06 and implemented in 06-07.