



SPECIAL EDUCATION PLAN

SECTION 11: Individual Education Plans (IEP)

INDIVIDUAL EDUCATION PLANS

In October of 2007, the Ministry of Education issued a memo to school boards communicating the need to provide appropriate programming and services to students as early as possible, rather than awaiting the IPRC process.

Since this time, the emphasis has shifted from formal assessments and Identification to providing appropriate programming, which often means the development of an IEP to outline accommodations and modifications specific to the student. IEPs that are developed for non-identified students meet the same requirements as IEPs for identified students.

All students who are identified as exceptional through an IPRC must have an Individual Education Plan (IEP). As outlined in [Regulation 181 of the Education Act](#), this plan should contain the following information related to the individual strengths and needs of the student:

- educational expectations
- modifications, strategies, resources
- accommodations
- evaluation of progress
- long term goals
- transition plans for all students with Autism
- transition plans for students 14 years and older

In addition to the above, Trillium Lakelands DSB has implemented the requirements for IEP's outlined in the Ministry Individual Education Plan Resource Guide 2004.

PROCESS FOR DISPUTE RESOLUTION

If parents have concerns about the IEP, the following steps should be taken until the concern can be rectified:

- Contact the teacher and/or the resource teacher to discuss the situation;
- If the situation has not been resolved, contact the Principal and request help in dealing with the matter;
- If necessary, contact the Superintendent in charge of the school involved.

Additional References

Individual Education Plans, Standards for Development, Program Planning, and Implementation; Ontario Ministry of Education; 2000

[Individual Education Plan \(IEP\) Resource Guide 1998; Ministry of Education 2004](#)

IEP TEMPLATE BELOW



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IEP

Individual Education Plan Trillium Lakelands District School Board

REASON FOR DEVELOPING THE IEP: _____

STUDENT PROFILE

Name: _____ Gender: _____

Date of Birth: _____ OEN/MIN: _____

School: _____ Principal: _____

Current Grade / Special Class: _____ School Year: _____

Most Recent IPRC Date: _____ Date annual review waived by
Parent/Guardian: _____

Exceptionality: _____

IPRC Placement Decision: _____

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Assessment Type	Source	Date	Summary of Results

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength

Areas of Need

Health Support/Services/Personal Support Required:



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SUBJECTS, COURSES OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated(AC), or Alternative

Program	Course Code	Modified	Accommodated	Alternative

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions: Y/N

Complete for secondary students only:

Student is currently working towards attainment of the: _____

ACCOMMODATIONS

Instructional	Environmental	Assessment

INDIVIDUALIZED EQUIPMENT: Y/N

Type	Description

PROVINCIAL ASSESSMENTS (accommodations and exemptions)

Provincial assessments applicable to the student in the current school year:

Accommodations: Y/N

Exemptions: Y/N

MINISTRY - EQAO:

Year	Exam	Participation	Accommodations/ Reasons for Exemption



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SPECIAL EDUCATION PROGRAM

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN/MIN:	Subject/Course/Alternative Program
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Current Level of Achievement Letter grade/Mark: Curriculum grade level:	Current Level of Achievement for Alternative Program:
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Annual Program Goal(s)

A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Learning Expectations	Teaching Strategies	Assessment Methods	Achieved

EVALUATION

Reporting Dates: _____

Reporting Format: Provincial Report Card (required unless student's program comprises alternative expectations)

IEP Developed By:

Sources Consulted:

Staff Member	Position

Source Desc	Comments

Date of Placement in Special Education Program: _____

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	Activity (Indicate parent/student consultation or staff review)	Outcome



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The principal is legally required to ensure that the IEP is properly implemented and monitored

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Principal's Signature

Date

Involvement of Parent/Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP

Parent/Guardian

Student

I declined the opportunity to be consulted in the development of this IEP

Parent/Guardian

Student

I have received a copy of this IEP

Parent/Guardian

Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date