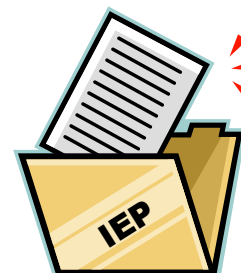


A Guide for Parents and Students Individual Education Plan (IEP)

Source: Ontario Ministry of Education, *The Individual Education Plan (IEP) A Resource Guide 2004*

The Individual Education Plan (IEP) is...

- ◆ A written plan describing the special education program and/or services required by a particular 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;
- ◆ A record of the particular accommodations¹ needed to help the student achieve his or her learning expectations, given the student's identified learning and strengths and needs;
- ◆ A working document that identifies 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;
- ◆ A working document that identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- ◆ A record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;
- ◆ 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.



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.

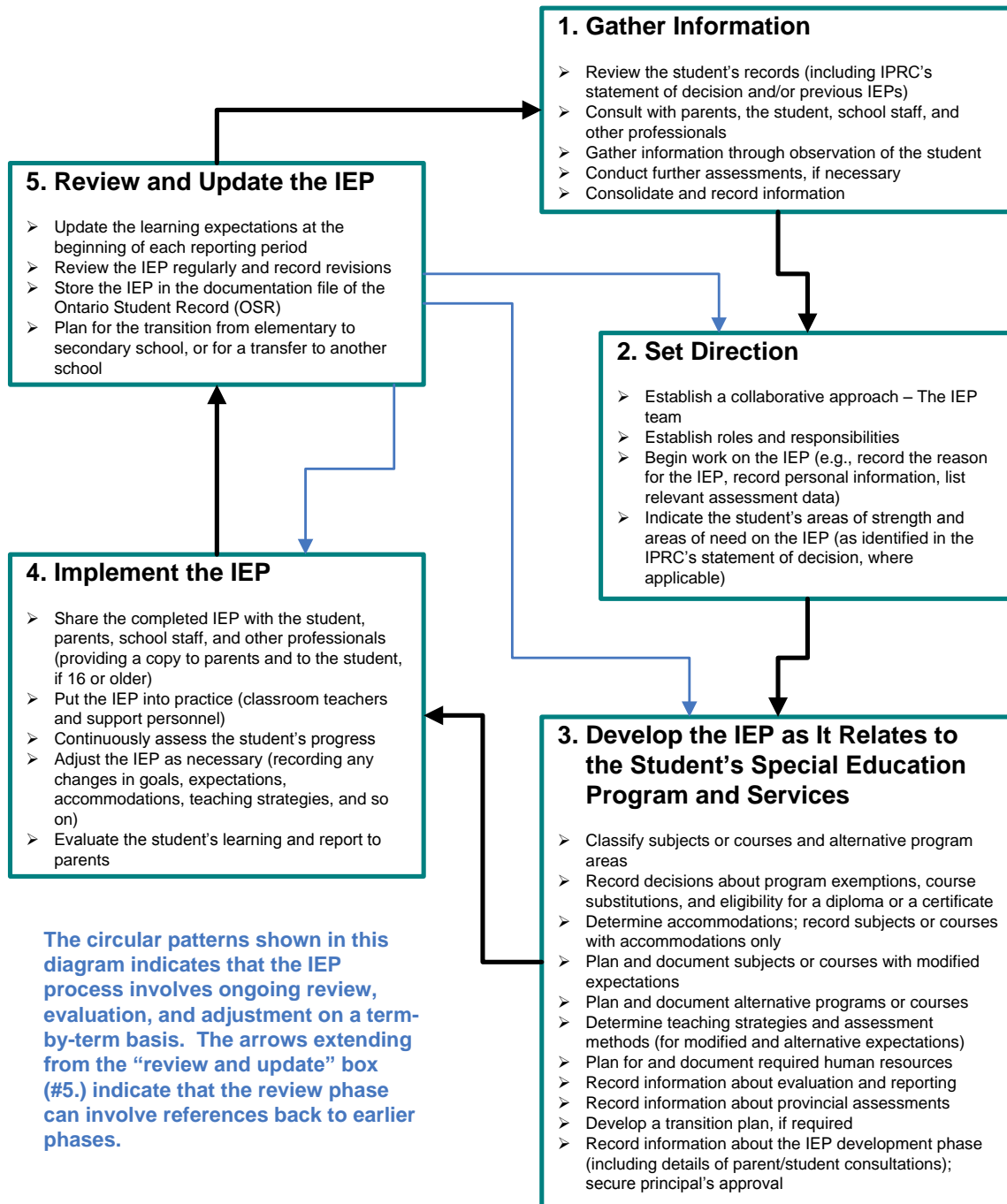
¹ Accommodations are supports or services that are not provided to the general student population but that are required by individual students with special needs to help them achieve learning expectations and demonstrate learning.

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Overview of the IEP Process



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 expectations;
- ✗ A daily lesson plan.

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. However, any student for whom an IEP is being developed should be consulted to the degree possible.
- 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.

Upper Canada District School Board

How do I reach board staff?

Contacts \ Office	Capital Region	Gateway Region	Rideau Region	St. Lawrence Region
ELEMENTARY Schools	Arklan PS Beckwith PS Caldwell ES Cambridge PS Carambeck ES Chesterville PS Elma PS Kemptville PS Maple Ridge School Merrickville PS Morewood PS Naismith ES Oxford-on-Rideau PS Pakenham ES Plantagenet PS R. Tait McKenzie PS Rockland PS Russell IS Russell PS South Branch ES Winchester ES	Central PS (Cornwall) Eamer's Corners PS East Front PS General Vanier IS Gladstone PS Kinsmen/V. Massey Laggan PS Longue Sault PS Martintown PS Maxville PS North Stormont PS Pleasant Corners PS Rothwell-Osnabruck Roxmore PS S.J. McLeod PS St. Lawrence IS Tagwi IS Viscount Alexander PS Williamstown PS Section 23: • Day Treatment Centre • Growing Together - PCPS • Laurencrest • SD&G Adolescent Program	Chimo ES DJ Schouler PS Drummond PS Glen Tay PS Lombardy PS Linklater PS Maple Grove PS Meadowview PS Montague PS North Elmsley PS Pineview PS Queen Elizabeth PS Rideau Centennial ES Rideau Vista PS South Crosby PS Sweet's Corners ES The Stewart School Thousand Islands ES Wolford PS Section 23: • Cordick Education & Treatment Centre	Algonquin PS Benson PS Boundary PS Centennial'67 PS Central PS (Prescott) Commonwealth PS Front of Yonge ES Inkerman PS Iroquois PS Lyn PS Maynard PS Morrisburg PS North Edwardsburg PS Nationview PS Prince of Wales PS South Edwardsburg PS Toniatá PS Vanier PS Westminster PS
SECONDARY Schools	Almonte DHS Carleton Place HS North Dundas DHS North Grenville DHS Rockland DHS Russell HS TR Leger	CCVS Char-Lan DHS General Vanier IS Glengarry DHS Rothwell-Osnabruck St. Lawrence IS Tagwi SS TR Leger Vankleek Hill CI	Athens DHS Gananoque SS Perth & DCI Rideau DHS Smiths Falls DCI TR Leger	Brockville CI Seaway DHS South Grenville DHS Thousand Islands SS TR Leger
Phone	613-258-9393	613-933-5256	613-275-2928	613-925-3244
Toll Free	1-888-402-3522	1-888-779-2559	1-800-766-8474	1-877-466-0664
Fax	613-258-6321	613-933-5275	613-275-2406	613-925-3134
Regional Office Staff				
❖ Superintendent	Ext. 2551	Ext. 4279	Ext. 2230	Ext. 3303
❖ Executive Assistant	Ext. 2501	Ext. 4216	Ext. 2231	Ext. 3301
Student Support Services Regional Staff				
❖ Coordinating Principal	Call Gateway Office →	Ext. 4261	Ext. 2203	Ext. 3304
❖ Chief Psychologist	Ext. 2504 ←	Call Capital Office	Ext. 2233	Ext. 3333
❖ Executive Assistant	Ext. 2502	Ext. 4231	Ext. 2251	Ext. 3302

Brockville Board Office

225 Central Avenue W.
 Brockville, ON K6V 5X1
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 1-800-267-7131
 Fax 613-342-6493
 www.ucdsb.on.ca

System Principal, Student Support Services

Ext. 1246

Executive Assistant, SSS

Ext. 1222

Special Education Transportation

Ext. 1360

Please contact us for additional copies of this document.

