



INDIVIDUAL EDUCATION PLAN

Responsibility:	<i>Superintendent, Student Achievement & Well-Being</i>
Legal References:	<i>Education Act, Reg. 181/98</i>
Related References:	<i>Individual Education Plan: Standards for Development, Program Planning, and Implementation, 2000;</i> <i>The Individual Education Plan: A Resource Guide, 2004</i>
Revised:	December 2019
Reviewed:	

1. Preamble

This Individual Education Plan form (IEP Writer) form is designed to fulfill the requirements for an Individual Education Plan (IEP) as set out in Regulation 181/98, Individual Education Plan (Standards 2001) and The Individual Education Plan Resource Guide 2004. The Identification Placement and Review Committee (IPRC) ensures development of an IEP for each student identified as an exceptional pupil.

2. Personnel Responsible for Completion

The principal is responsible for ensuring completion of the IEP. The principal may assign the responsibility to a teacher for coordinating the development, implementation, and monitoring of a student's IEP. A collaborative approach to the development of the IEP is recommended to support ongoing communication between the teacher(s), student, parent(s)/guardian(s) and other professionals involved with the student.

3. Guidelines for Completion of the IEP Using IEP Writer

3.1 The IEP must include:

- 3.1.1 Learning strengths and needs statements written in skills based language;
- 3.1.2 Relevant assessment data that supports the identification of an exceptionality or reasons that give rise to the need for special education programs and services;
- 3.1.3 Outline of the special education program and services to be received by the pupil
 - Annual program goals and learning expectations;
 - Subjects/courses in which the student requires modified expectations and/or accommodations, and all alternative programs
 - Any specialized health support services needed to enable the pupil to attend school
 - Current level of achievement in each modified subject or course and/or alternative program area
 - Teaching strategies and assessment methods specific to each expectation used to support learning and to assess achievement of the modified or alternative expectations
- 3.1.4 Statement of progress report methods to be used and report issue dates
 - Provincial Progress Report
 - Alternative Report Card
- 3.1.5 Transition plan for a pupil 14 years of age or older as well as a pupil with a diagnosis on the ASD spectrum (in accordance with PPM 140)
 - A pupil identified as exceptional solely on the bases of giftedness need not have a transition plan

- 3.1.6 Documentation of parent consultations indicating parent/guardian and pupil (if 16 or older) involvement in the development of the IEP, subsequent review(s) and learning expectations updates
- 3.2 In developing the IEP, the principal shall:
 - 3.2.1 Consult with the parent and, where the pupil is 16 years of age or older, the pupil;
 - 3.2.2 Take into consideration any recommendations made by the IPRC, or the special education tribunal, as the case may be, regarding special education programs or special education services;
 - 3.2.3 Complete the IEP within 30 school days of a new placement, including the beginning of the school year
 - 3.2.4 In developing a transition plan, consult with such community agencies and post secondary education institutions, as appropriate;
 - 3.2.5 Sign the completed IEP within the 30 day period to indicate the IEP will be implemented and monitored
 - Parent(s)/Guardian(s) receive a copy of the completed IEP with their signature included
 - 3.2.6 Ensure that the IEP for a student is included in the pupil's Ontario School Record (OSR) Documentation File, unless a parent of the pupil has objected in writing
 - Ensure the completed IEP from each school year remains in the OSR
- 3.3 The IEP must be reviewed following each report period to ensure that pupil progress is monitored and achievement of learning expectations is evaluated and reported to parent(s)/guardian(s).
 - 3.3.1 The IEP will be reviewed to ensure that any revisions to the plan have been noted and dated in the IEP, and that the consultation with parents and the student regarding the revision has been recorded on the parent/student consultation form.
- 3.4 Detailed information regarding the standards for completion of the IEP can be found in the WRDSB IEP Standards Implementation booklet posted in the special education conference in the IEP folder in waterworks.
 - 3.4.1 The IEP program is web based and can be accessed through the IEP Writer tool. The website for IEP Writer is: <https://iep.wrdsb.on.ca>
 - 3.4.2 Teachers may access the program using their PAL login.