TORONTO CATHOLIC DISTRICT SCHOOL BOARD

Individual Education Plan

IEP

An Individual Education Plan (IEP)documents the learning goals, supports, and strategies designed to meet thestudent's individual learning strengths and needs.

Student Profile

Name:
Date Of Birth:
Gender:
Grade:
OEN:

School:

Principal:
School Year:
Exceptionality:
Placement:

Placement Start:
Last IPRC:

***Definitions**
OEN = Ontario Education Number
IPRC = Identification Placement Review Committee

Reason for Developing the Individual Education Plan

Assessment Data

Information Source	Date	Summary of Results

Strengths and Needs

Assessed Strengths	Assessed Needs

Subjects, Courses, or Alternative Programs to which the IEP Applies

Subject/ Course	Accommodated / Modified

Accommodations

Accommodations are assumed to be the same for all subjects, unless otherwise indicated.

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Exemption(s) and Rationale

Transition Plan

A Transition Plan must be developed for all students with special education needs who have an IEP, from Kindergarten to Grade 12, as per Regulation 181/98, PPM 140 and PPM 156 (including those identified as exceptional solely on the basis of giftedness).

Goal:		
Action	**Responsibility**	**Timeline**
Goal:		
Action	**Responsibility**	**Timeline**
Goal:		
Action	**Responsibility**	**Timeline**

Individualized Equipment

Product	Date	Serial Number

Evaluation and Reporting of Student Achievement

Reporting Dates

Relevant Medical Conditions

Health Support Services

Human Resources (Teaching / Non-Teaching Support Staff)

Position	Type of Service	Initiation Date	Frequency/ Intensity	Location

Individual Education Plan Developed By

Name	Position

Sources Consulted in the Development of Individual Education Plan

Sources Consulted in the Development of the IEP

Date of Placement in Special Education Program

First day of the new school year or semester in which the student is continuing in a placement

Date of Placement:

Completion Date of IEP:

Log of Parent / Student Consultation and Staff Review / Updating

Date	Activity	Outcome

The principal is responsible for each student's IEP and must ensure that it is implemented according to the ministry's guidelines and that a monitoring plan is in place.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs.

Principal: Date

Involvement of Parent/ Guardian and Student (if student is 16 or older).
I was given the opportunity to contribute to the development of the IEP and give permission for the IEP to be shared with the school board teaching staff involved in transition planning.

D I have received a copy of the IEP.

D I received a communication providing me with options to be consulted in the development of the IEP.

Parent/ Guardian/ Student Comment(s):

Parent / Guardian: Date