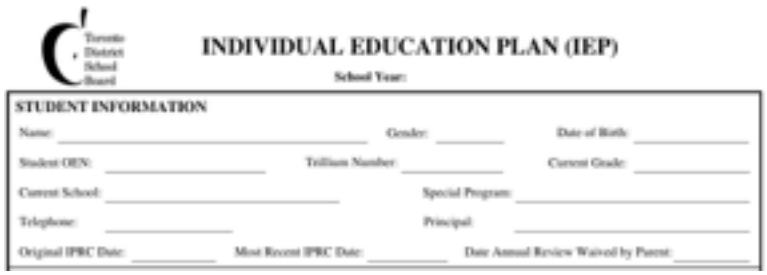


**Student Information Form**

<p><b>Sample on IEP</b></p>	
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>In preparation for developing a student's IEP, information must be gathered from a variety of sources to establish a basic profile of the student for whom a special education program and services are being put in place.</p> <p>Will include:</p> <ul style="list-style-type: none"> <li>• <i>Student's full name</i></li> <li>• <i>Gender</i></li> <li>• <i>Date of birth</i></li> <li>• <i>Student identification number (if applicable)</i></li> <li>• <i>Current school year</i></li> <li>• <i>Name of the school and principal</i></li> <li>• <i>Date of the student's most recent IPRC (if applicable)</i></li> </ul>
<p><b>Information for Teachers</b></p>	<ul style="list-style-type: none"> <li>• students will be provided with a Board Student Identification number that is different from their OEN number</li> <li>• OEN number is provincial student number</li> <li>• this initial information is just identifying info that helps clarify who, where, and when the</li> </ul>
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ensure that all information is correct</li> <li><input type="checkbox"/> check dates of IPRC to ensure that they are correct</li> <li><input type="checkbox"/> check to ensure that placement is correct</li> <li><input type="checkbox"/> NEVER waive an Annual Review - it is where the strengths and needs of your student will be reviewed for next year</li> <li><input type="checkbox"/> use date to file IEP's from Term to Term to ensure that you have noted any changes to programming</li> </ul>

Reason For Development of IEP	
<p><b>Sample on IEP</b></p>	<div style="border: 1px solid black; padding: 5px;"> <p><b>REASON FOR DEVELOPMENT OF IEP</b></p> <p><input type="checkbox"/> Student identified as exceptional by an IPRC</p> <p>Exceptionality: _____</p> <p>Placement: _____</p> <p><input type="checkbox"/> Student not formally identified but requires special education program/services including modified/alternative learning expectations and/or accommodations, as determined by: _____</p> <p>Placement: _____</p> <p>Educational Rationale: _____</p> </div>
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p><b>Student's exceptionality</b></p> <p><b>If student is identified as exceptional by an IPRC:</b></p> <ul style="list-style-type: none"> <li>• the student's exceptionality must match IPRC's decision</li> <li>• the student's exceptionality must meet the categories of exceptionalities provided by the Ministry of Education</li> </ul> <p><b>If student is not identified as exceptional by an IPRC:</b></p> <ul style="list-style-type: none"> <li>• a brief statement describing the characteristics of the student that make a special education program and/or services necessary must be provided</li> </ul> <hr/> <p><b>Student's placement</b></p> <p>The placement must match the placement specified in the IPRC's statement of decision.</p>
<p><b>Information For Parents</b></p>	<p><b>Options in the TDSB include:</b></p> <ul style="list-style-type: none"> <li>• <b>Resource</b> - placement in regular class with withdrawal support</li> <li>• <b>Resource</b> - placement in regular class without withdrawal support</li> <li>• <b>HSP - Home School Program</b> - placement in a special education class with partial integration in a regular class</li> <li>• <b>ISP - Intensive Support Program</b> - placement in a special education class for the entire school day</li> </ul>
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> make sure exceptionality matches IPRC letter</li> <li><input type="checkbox"/> make sure placement matches IPRC letter</li> <li><input type="checkbox"/> ask if students in this placement are working towards completion of a secondary school diploma</li> <li><input type="checkbox"/> ask how much of your child's day will be accessing a regular class in this placement</li> <li><input type="checkbox"/> ask where your child will be going when they have aged out of this placement</li> <li><input type="checkbox"/> ask what the outcomes are of students graduating from the placement</li> </ul> <p><b>If non-identified</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ensure that Educational Rationale is appropriate to student and supported by evidence</li> </ul>

**Assessment Data**

**Sample on IEP**

ASSESSMENT DATA	
List relevant educational, behavioural, medical/health, psychological, speech/language, and occupational/physiotherapy assessments.	
Information Source / Date	Summary of Results

**Requirement of Standard as stated in:**  
*Individual Education Plans: Development For Standards, Program Planning and Implementation*

- May contain:**
- school assessments conducted by school or board staff
  - outside agency assessments provided by parents
  - states the date, source, results and recommendations of relevant assessments
  - assessments may be considered by IPRC in determining the student’s exceptionality and placement must be identified

**Information For Parents**

- Assessments could include:**
- **teacher** conducted assessments (usually standardized in some way)
  - **medical/health** reports provided by parent
  - **psychoeducational** assessment (completed by Board or private psych)
  - **speech/language** assessments/reports (completed by Board staff, CCAC, private)
  - **occupational/physiotherapy** assessments (completed by Board staff, CCAC, private)

**Tips of Parents**

- ensure that you have copies of all of the assessments stated above
- keep a binder with all the assessment in it
- sort binder by the headings in **Information For Parents**
- if Board is discussing a Behaviour Identification, request copies of all of the documents used to assess the need for this identification
- you can request a photocopy of any/all the documents in your child’s OSR if you do not have them
- check that *Summary of Results* matches the report

**Profile of Strengths and Needs**

**Sample on IEP**

PROFILE OF STRENGTHS AND NEEDS	
Areas of Strength	Areas of Need

Page 1

**Requirement of Standard as stated in:**  
*Individual Education Plans: Development For Standards, Program Planning and Implementation*

- Identified Students**
- description of the strengths and needs must be in IEP
  - strengths and needs stated in committees decision must match those in IEP
  - may elaborate on strengths and needs to reflect the results of any further assessments conducted or observations made of the student
- Non-identified Students**
- descriptions of strengths and needs must be developed on the basis of appropriate educational, psychological, and/or health assessments, and on the basis of observations of the student

**Information For Parents**

- strengths and needs are used to develop the student's program
- strengths and needs should come from the assessments
- needs should be addressed in the Annual Learning Goal and the Expectations stated in the IEP
- strengths should be used as strategies to teach the student

**Tips of Parents**

- Statements should be:**
- stated in an assessment
  - strengths and needs should similar in number
  - developmentally appropriate (i.e., self regulation vs anger management)
- Statements should not be:**
- descriptions of what student is interested in
  - needs should not be a much longer length than strengths
  - descriptions of personality

**Subjects, Courses, or Alternative Programs To Which The IEP Applies**

**Sample on IEP**

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES			
Accommodated only (AC), Modified (MOD), or Alternative (ALT)			
A program page is provided for each subject/course with modified expectations and/or alternative program with alternative expectations.			
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

**Requirement of Standard as stated in:**  
*Individual Education Plans: Development For Standards, Program Planning and Implementation*

The requirements outlined in this section pertain to the specifics of the student’s education program in each subject (elementary), course (secondary), or skill area (alternative) to which the IEP applies.  
 Where appropriate, the skill areas addressed should include areas such as:

- gross motor development
- perceptual motor skills
- life skills
- social skills

**Information For Parents**

**Subject codes:**  
**AC** are **accommodated**  
**MOD** are **modified**  
**ALT** are **alternative** from the Ontario Curriculum

**Accommodations:** Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. **The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.**

**Modifications:** are expectations derived from a provincial curriculum policy document for a grade level, or levels, above or below the student’s age-appropriate grade level. **The provincial curriculum expectations for the grade have been altered.**

**Alternative skills:** **are expectations that are not derived from a provincial curriculum** policy document or that are modified so extensively that the Ontario curriculum expectations no longer form the basis of the student’s educational program.

**Tips of Parents**

- ask if the subject/course has been modified to an extent that the student is no longer going to earn a secondary school diploma
- ask what assessment tools the teacher is using to select the Alternative Expectations
- do the Alternative subjects/courses match the needs in the Strengths/Needs portion of the IEP?

## Elementary Program Exemptions Or Secondary School Compulsory Course Substitutions

<p><b>Sample on IEP</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; font-size: small;">ELEMENTARY PROGRAM EXEMPTIONS OR SECONDARY SCHOOL COMPULSORY COURSE SUBSTITUTIONS</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: x-small;"> <input type="checkbox"/> Yes   <input type="checkbox"/> No                 </td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: x-small;">Educational Rationale:</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: x-small;">                     Secondary student is currently working toward the attainment of the:                 </td> </tr> <tr> <td style="text-align: center; font-size: x-small;"> <input type="checkbox"/> Ontario Secondary School Diploma                 </td> <td style="text-align: center; font-size: x-small;"> <input type="checkbox"/> Ontario Secondary School Certificate                 </td> </tr> <tr> <td style="text-align: center; font-size: x-small;"> <input type="checkbox"/> Certificate of Accomplishment                 </td> <td style="text-align: center; font-size: x-small;"> <input type="checkbox"/> Employability Skills Achievement Certificate                 </td> </tr> </table>	ELEMENTARY PROGRAM EXEMPTIONS OR SECONDARY SCHOOL COMPULSORY COURSE SUBSTITUTIONS		<input type="checkbox"/> Yes <input type="checkbox"/> No		Educational Rationale:		Secondary student is currently working toward the attainment of the:		<input type="checkbox"/> Ontario Secondary School Diploma	<input type="checkbox"/> Ontario Secondary School Certificate	<input type="checkbox"/> Certificate of Accomplishment	<input type="checkbox"/> Employability Skills Achievement Certificate
ELEMENTARY PROGRAM EXEMPTIONS OR SECONDARY SCHOOL COMPULSORY COURSE SUBSTITUTIONS													
<input type="checkbox"/> Yes <input type="checkbox"/> No													
Educational Rationale:													
Secondary student is currently working toward the attainment of the:													
<input type="checkbox"/> Ontario Secondary School Diploma	<input type="checkbox"/> Ontario Secondary School Certificate												
<input type="checkbox"/> Certificate of Accomplishment	<input type="checkbox"/> Employability Skills Achievement Certificate												
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>Program exemptions or course substitutions must be identified, and the educational rationale for them supplied.</p> <p><b>Secondary student is currently working toward the attainment of the:</b></p> <ul style="list-style-type: none"> <li>• <b>Ontario Secondary School Diploma</b></li> <li>• <b>Ontario Secondary School Certificate</b></li> <li>• <b>Certificate of Accomplishment</b></li> <li>• <b>Employability Skills Achievement Certificate</b></li> </ul> <p>In IEPs for secondary students, an indication of whether the student is working towards a secondary school diploma, a secondary school certificate, or a certificate of accomplishment is required.</p>												
<p><b>Information For Parents</b></p>	<ul style="list-style-type: none"> <li>• some certificates allow students to apply to college programs</li> <li>• some certificate do not allow students to apply for college programs</li> <li>• some certificates provide co-op course options for students to experience employment</li> </ul>												
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ask where students who receive each of the above certificates are eligible to go after secondary school</li> <li><input type="checkbox"/> ask whether or not colleges accept students for any of their programs with above certificates</li> <li><input type="checkbox"/> ask about employment options for the above certificates</li> <li><input type="checkbox"/> ask about community supports available for the above certificate</li> <li><input type="checkbox"/> ask what skills your student will have once they have completed the above certificate</li> </ul>												

**Accommodations**

<p><b>Sample on IEP</b></p>	<table border="1"> <thead> <tr> <th colspan="3">ACCOMMODATIONS (Assume common to all subjects unless otherwise indicated)</th> </tr> <tr> <th>Instructional Accommodations</th> <th>Environmental Accommodations</th> <th>Assessment Accommodations</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	ACCOMMODATIONS (Assume common to all subjects unless otherwise indicated)			Instructional Accommodations	Environmental Accommodations	Assessment Accommodations																		
ACCOMMODATIONS (Assume common to all subjects unless otherwise indicated)																									
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations																							
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p><b>Accommodations:</b> Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.</p> <p><b>3 Categories of Accommodations</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional accommodations</b> – adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum</li> <li>• <b>Environmental accommodations</b> – changes or supports in the physical environment of the classroom and/or the school</li> <li>• <b>Assessment accommodations</b> – adjustments in assessment activities and methods required to enable the student to demonstrate learning</li> </ul>																								
<p><b>Information For Parents</b></p>	<ul style="list-style-type: none"> <li>• do not jeopardize the completion of a full course/credit</li> <li>• are applicable to all subjects unless otherwise indicated</li> <li>• are the responsibility of all teachers working with the student to provide and implement</li> </ul>																								
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ensure that every year you check the selected accommodations and compare to last year’s IEP</li> <li><input type="checkbox"/> if altered, ask why the accommodation was no longer necessary - ask for evidence that it is no longer necessary</li> <li><input type="checkbox"/> a drop in grades would be evidence that it may still be necessary</li> <li><input type="checkbox"/></li> </ul>																								

**Individualized Equipment**

<p><b>Sample on IEP</b></p>	<div style="border: 1px solid black; padding: 5px;"> <p>INDIVIDUALIZED EQUIPMENT <input type="radio"/> Yes <input type="radio"/> No</p> </div>
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>Any individualized equipment required by the student must be identified in the IEP. Individualized equipment includes any type or item of equipment or any electronic product or system, whether commercially produced, adapted, or custom-made, that the student needs. Individualized equipment is intended to maintain, increase, or improve the student's ability to learn and demonstrate learning. (The equipment identified in the IEP should not be limited to the equipment for which boards received additional funding through the Intensive Support Amount [ISA] Level 1.)</p> <p><b>Examples of equipment:</b></p> <ul style="list-style-type: none"> <li>-Application system</li> <li>-Assistive device for lifting</li> <li>-Braille writer, Print enlarger</li> <li>-Colour Printer:</li> <li>-Communication Aid, Software</li> <li>-Computer hardware/software</li> <li>-FM System</li> <li>-Individually modified desk or work table</li> <li>-Laptop</li> <li>-Positioning device for sitting, standing, and lying down</li> <li>-Scanner</li> <li>-Sensory Equipment</li> <li>-Symbol or letter voice translator</li> </ul>
<p><b>Information For Parents</b></p>	<ul style="list-style-type: none"> <li>• assessment reports may make recommendations for equipment</li> <li>• the Board usually wants a trial conducted with the equipment to ensure that it supports the student</li> </ul>
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ask whether any equipment stated in a report is provided</li> <li><input type="checkbox"/> ask whether or not you may provide the equipment</li> <li><input type="checkbox"/> if the Board says no, ask to trial the equipment at school</li> <li><input type="checkbox"/></li> </ul>



**Accommodations and Exemptions For Provincial Assessments**

<p><b>Sample on IEP</b></p>	<table border="1"> <tr> <td colspan="2"> <b>ACCOMMODATIONS AND EXEMPTIONS FOR PROVINCIAL ASSESSMENTS</b> </td> </tr> <tr> <td>Provincial Assessment Year</td> <td> <input type="radio"/> Yes <input type="radio"/> No                 </td> </tr> <tr> <td>Type of Assessment:</td> <td>_____</td> </tr> <tr> <td>Permitted Accommodations</td> <td> <input type="radio"/> Yes <input type="radio"/> No                 </td> </tr> <tr> <td>1) _____</td> <td>2) _____</td> </tr> <tr> <td>3) _____</td> <td>4) _____</td> </tr> <tr> <td>Exemption</td> <td> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics                 </td> </tr> <tr> <td>Deferral of Ontario Secondary School Literacy Test</td> <td> <input type="radio"/> Yes <input type="radio"/> No                 </td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Student enrolled in Ontario Secondary School Literacy Course (OSSLC)                 </td> </tr> </table> <p style="text-align: right;">Page 2</p>	<b>ACCOMMODATIONS AND EXEMPTIONS FOR PROVINCIAL ASSESSMENTS</b>		Provincial Assessment Year	<input type="radio"/> Yes <input type="radio"/> No	Type of Assessment:	_____	Permitted Accommodations	<input type="radio"/> Yes <input type="radio"/> No	1) _____	2) _____	3) _____	4) _____	Exemption	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	Deferral of Ontario Secondary School Literacy Test	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/> Student enrolled in Ontario Secondary School Literacy Course (OSSLC)	
<b>ACCOMMODATIONS AND EXEMPTIONS FOR PROVINCIAL ASSESSMENTS</b>																			
Provincial Assessment Year	<input type="radio"/> Yes <input type="radio"/> No																		
Type of Assessment:	_____																		
Permitted Accommodations	<input type="radio"/> Yes <input type="radio"/> No																		
1) _____	2) _____																		
3) _____	4) _____																		
Exemption	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics																		
Deferral of Ontario Secondary School Literacy Test	<input type="radio"/> Yes <input type="radio"/> No																		
<input type="checkbox"/> Student enrolled in Ontario Secondary School Literacy Course (OSSLC)																			
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>In rare cases, a student may require an exemption from a provincial assessment. An exemption may be considered if, even given the full range of permitted accommodations, the student would not be able to provide evidence of learning under the circumstances of the assessment. If it is determined that the student will not participate in a particular provincial assessment, a statement must be included in the IEP explaining why the assessment is not appropriate for the student and identifying the ministry or EQAO policy under which the exemption is applied.</p>																		
<p><b>Information For Parents</b></p>	<ul style="list-style-type: none"> <li>• students who do not write EQAO will be considered to score a '0' for the school's published EQAO results on the Board website</li> <li>• students have the right to come to school during EQAO testing days even if they are not participating in EQAO testing</li> <li>• if the student is writing EQAO, the accommodations for the testing must be listed on the IEP and be on the approved list of accommodations from the Ministry</li> <li>• EQAO assessments are not included in report grades</li> </ul>																		
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss with teacher the protocol for writing the test</li> <li><input type="checkbox"/> discuss with your classroom teacher whether it would be injurious to your child</li> <li><input type="checkbox"/> provide a social story to your child to prepare them for what will happen if routines are changed</li> <li><input type="checkbox"/> remind them that this does not count for their grades</li> <li><input type="checkbox"/> discuss calming or preferred activities for when test is over</li> </ul>																		

**Program Pages**  
**Modified Subjects/Courses: Baseline Level of Achievement and Annual Program Goal**

<p><b>Sample on IEP</b></p>	<p><b>Program:</b></p> <p>Name: _____ School Year: _____</p> <p>Secondary Prerequisite Course: _____</p> <p>Baseline Level of Achievement (Generally taken from previous June report card) Evaluation Date: _____</p> <table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Modified Program</th> <th style="width: 50%;">Alternative Program</th> </tr> <tr> <td>Letter Grade/Mark: _____</td> <td></td> </tr> <tr> <td>Curriculum Grade Level: _____</td> <td></td> </tr> </table> <p><b>Annual Program Goal(s):</b> A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course or skill area.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Modified Program	Alternative Program	Letter Grade/Mark: _____		Curriculum Grade Level: _____	
Modified Program	Alternative Program						
Letter Grade/Mark: _____							
Curriculum Grade Level: _____							
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>Information summarizing the student's current level of achievement in each of the subjects/courses must be recorded in the IEP. This will serve as a baseline against which the student's progress towards achievement of his/her learning expectations and annual goals in each subject/course will be measured through subsequent assessment.</p> <p>Current level of achievement for modified curriculum expectations must be indicated by a letter grade or mark and the grade level from the Ontario curriculum is included.</p> <p>Annual goals are statements describing what a student can reasonably be expected to accomplish by the end of the school year in a particular subject/course.</p> <p>All Annual Goals must: take into account the student's strengths, needs, and current level of achievement in the program area.</p> <ul style="list-style-type: none"> <li>• describe realistic, observable and measurable achievements.</li> </ul>						
<p><b>Information For Parents</b></p>	<p><b>Annual Program Goal examples</b></p> <ul style="list-style-type: none"> <li>• "In mathematics, [the student] will complete half of the Grade 3 expectations in each of the five strands."</li> <li>• "In reading, [the student] will improve decoding and comprehension skills to the Grade 4 level, as measured by an informal reading inventory."</li> <li>• "In science, [the student] will demonstrate improvement in her ability to recall and communicate basic concepts, her inquiry skills, and her ability to relate science to the world outside the school."</li> <li>• "In social studies, [the student] will demonstrate improvement in his ability to recall and communicate basic concepts, his research skills, his skills in using maps and globes, and his ability to make connections between social studies and the world outside the classroom."</li> </ul>						
<p><b>Tips of Parents</b></p>	<p><input type="checkbox"/> ask whether your student is working towards</p>						

**Program Pages**  
**Modified Subjects/Courses: Learning Expectations & Strategies**

<p><b>Sample on IEP</b></p>	<table border="1"> <thead> <tr> <th data-bbox="654 317 708 407">Grade Level</th> <th data-bbox="708 317 938 407">Learning Expectations (Knowledge and/or skills to be assessed by reporting period)</th> <th data-bbox="938 317 1170 407">Teaching Strategies (Those that are different for this student and specific to the learning expectations)</th> <th data-bbox="1170 317 1417 407">Assessment Methods (For each learning expectation)</th> </tr> </thead> <tbody> <tr> <td data-bbox="654 407 708 541"></td> <td data-bbox="708 407 938 541"></td> <td data-bbox="938 407 1170 541"></td> <td data-bbox="1170 407 1417 541"></td> </tr> </tbody> </table>	Grade Level	Learning Expectations (Knowledge and/or skills to be assessed by reporting period)	Teaching Strategies (Those that are different for this student and specific to the learning expectations)	Assessment Methods (For each learning expectation)				
Grade Level	Learning Expectations (Knowledge and/or skills to be assessed by reporting period)	Teaching Strategies (Those that are different for this student and specific to the learning expectations)	Assessment Methods (For each learning expectation)						
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>Modified learning expectations will be the specific knowledge and/or skills the student is expected to demonstrate independently. All learning expectations must be stated as measurable outcomes for the purposes of evaluation. The grade level of the learning expectations must be identified in the IEP.</p>								
<p><b>Information For Parents</b></p>	<p><b>Learning Expectation Examples:</b></p> <ul style="list-style-type: none"> <li>• “[The student] will demonstrate the ability to recall addition and subtraction facts to 18. (Grade 3)”</li> <li>• “[The student] will decode 50 new sight words at the mid-Grade 1 level. (Grade 1)”</li> <li>• “[The student] will construct a medieval castle and demonstrate, through an oral presentation, two methods that were used to defend a castle (Social Studies, Grade 4)”</li> <li>• [The student] will demonstrate achievement of all of the expectations for Grade 8 history as given in the curriculum document, except for the following, which have been modified:             <ul style="list-style-type: none"> <li>– describe orally, using a series of maps, the changes in Canada’s boundaries from 1867 to 1949 [rather than ‘analyse, synthesize, and evaluate historical information’].</li> </ul> </li> </ul>								
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ask, “Is my child working at their grade level in [subject]?”</li> <li><input type="checkbox"/> ask, “What subjects is my child working at below grade level?”</li> <li><input type="checkbox"/> Look at the <i>Strategies</i> and make sure they use your child’s strengths.</li> <li><input type="checkbox"/> Look at the <i>Strategies</i> each term and make sure they have changed, if the goal is the same</li> <li><input type="checkbox"/> Make sure that the assessment method is NOT observation only - data needs to support assessment</li> <li><input type="checkbox"/> Do not let the same goal stay on the IEP year after year</li> </ul>								

**Program Pages**

**Alternative Skills: Baseline Level of Achievement and Annual Program Goal**

<p><b>Sample on IEP</b></p>	<p><b>Program:</b>                  Name: _____ School Year: _____                  Secondary Prerequisite Course: _____                  Baseline Level of Achievement (Generally taken from previous June report card) Evaluation Date: _____  <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Modified Program</b></td> <td style="width: 50%;"><b>Alternative Program</b></td> </tr> <tr> <td>Letter Grade/Mark: _____</td> <td>_____</td> </tr> <tr> <td>Curriculum Grade Level: _____</td> <td>_____</td> </tr> </table> <p><b>Annual Program Goal(s):</b> A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course or skill area.                  _____                  _____</p> </p>	<b>Modified Program</b>	<b>Alternative Program</b>	Letter Grade/Mark: _____	_____	Curriculum Grade Level: _____	_____
<b>Modified Program</b>	<b>Alternative Program</b>						
Letter Grade/Mark: _____	_____						
Curriculum Grade Level: _____	_____						
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>A student's <b>Current Level of Achievement</b> in an alternative program or course should be indicated in a description taken from the latest alternative report card.</p> <p>The <b>Annual Program Goal</b> is a statement that describes what a student can reasonably be expected to accomplish by the end of the school year. Annual program goals need to be expressed as observable, measurable outcomes.</p>						
<p><b>Information For Parents</b></p>	<p><b>Current Level of Achievement Examples:</b></p> <ul style="list-style-type: none"> <li>• "In personal care, [the student] is able to locate his lunch in the classroom cupboard."</li> </ul> <p><b>Annual Program Goal Example:</b></p> <ul style="list-style-type: none"> <li>• "In personal care, [the student] will be able to retrieve and arrange food, eat lunch, and clean up the lunch area."</li> <li>• "In orientation and mobility training, [the student] will move independently from the classroom to the school office during high traffic times."</li> </ul>						
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask what assessment tools were used to determine their goal</li> <li><input type="checkbox"/> Look to make sure that skills you are interested in their learning have been considered</li> </ul>						

**Program Pages  
Alternative Skills:**

<p><b>Sample on IEP</b></p>	<table border="1"> <thead> <tr> <th data-bbox="657 315 706 409">Grade Level</th> <th data-bbox="706 315 938 409">Learning Expectations (Knowledge and/or skills to be assessed by reporting period)</th> <th data-bbox="938 315 1172 409">Teaching Strategies (Those that are different for this student and specific to the learning expectations)</th> <th data-bbox="1172 315 1421 409">Assessment Methods (For each learning expectation)</th> </tr> </thead> <tbody> <tr> <td data-bbox="657 409 706 556"></td> <td data-bbox="706 409 938 556"></td> <td data-bbox="938 409 1172 556"></td> <td data-bbox="1172 409 1421 556"></td> </tr> </tbody> </table>	Grade Level	Learning Expectations (Knowledge and/or skills to be assessed by reporting period)	Teaching Strategies (Those that are different for this student and specific to the learning expectations)	Assessment Methods (For each learning expectation)				
Grade Level	Learning Expectations (Knowledge and/or skills to be assessed by reporting period)	Teaching Strategies (Those that are different for this student and specific to the learning expectations)	Assessment Methods (For each learning expectation)						
<p><b>Requirement of Standard as stated in:</b> <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>The learning expectations for an alternative program or course indicate, by reporting period, the knowledge and/or skills the student is expected to demonstrate and have assessed. They should describe specific skills that the student can demonstrate independently.</p> <p>Teaching strategies support the student in achieving his or her learning expectations. If there is a teaching strategy that relates to a particular expectation, and it differs from the strategies used with other students, it should be recorded alongside the learning expectation in the IEP.</p>								
<p><b>Information For Parents</b></p>	<p><b>Learning Expectation Examples:</b></p> <ul style="list-style-type: none"> <li>• “In social skills, [the student] will demonstrate, through role-playing, the ‘Stop, Think, Do’ technique and employ it or a similar technique at a rate of 4 out of 10 possible situations.”</li> <li>• “In personal care, [the student] will retrieve and open his lunch bag and arrange his food independently</li> <li>• “In orientation and mobility training, [the student] will move independently from the classroom to the school office during high traffic times.”</li> </ul>								
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask what assessment tools were used to determine their goal</li> <li><input type="checkbox"/> Look to make sure that skills you are interested in their learning have been considered</li> <li><input type="checkbox"/> Make sure the goals are something you can see</li> <li><input type="checkbox"/> Make sure the goals are something they can learn</li> <li><input type="checkbox"/> Make sure the goals are something you can count/measure.</li> <li><input type="checkbox"/> Look at the <i>Strategies</i> and make sure they use your child’s strengths.</li> <li><input type="checkbox"/> Look at the <i>Strategies</i> each term and make sure they have changed, if the goal is the same</li> <li><input type="checkbox"/> Make sure that the assessment method is NOT observation only - data needs to support assessment</li> <li><input type="checkbox"/> Do not let the same goal stay on the IEP year after year</li> </ul>								

**Human Resources**

**Sample on IEP**

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

TDSB HUMAN RESOURCES (Teaching/Non-teaching)				
Service	Role	Initiation Date	Frequency/Intensity	Location

**Requirement of Standard as stated in:**  
*Individual Education Plans: Development For Standards, Program Planning and Implementation*

For the human resources identified in the IEP, the following information must be recorded:

- the type of service provided
- the date on which the service was initiated
- the planned frequency or intensity of the service
- the location in which the service is provided (i.e., regular classroom, resource-withdrawal classroom, or special education classroom)

**Information For Parents**

- should contain a record of direct instruction provided by special education teachers or support services
- should contain a record of consultation provided by special education teachers and support services
- support services include: services provided by teacher's assistant, speech/language pathologist, audiologist, physio/occupational therapist, counselling, social work and medical support

**Tips of Parents**

- note whether service is direct or consultative
- ask why it is consultative, if not direct
- ask for the reason for the level of service
-

**Health Support Services In The School Setting/Agency Involvement**

<p><b>Sample on IEP</b></p>	<table border="1"> <tr> <td colspan="4">HEALTH SUPPORT SERVICES IN THE SCHOOL SETTING    <input type="radio"/> Yes    <input type="radio"/> No</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td colspan="4">AGENCY INVOLVEMENT</td> </tr> <tr> <td colspan="4"> </td> </tr> </table>	HEALTH SUPPORT SERVICES IN THE SCHOOL SETTING <input type="radio"/> Yes <input type="radio"/> No				_____	_____	_____	_____	_____	_____	_____	_____	AGENCY INVOLVEMENT							
HEALTH SUPPORT SERVICES IN THE SCHOOL SETTING <input type="radio"/> Yes <input type="radio"/> No																					
_____	_____	_____	_____																		
_____	_____	_____	_____																		
AGENCY INVOLVEMENT																					
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>Any medical conditions affecting the student’s ability to attend school or to learn must be listed, along with any related specialized health support services that the student requires on a constant or intermittent basis.</p> <p>These services are provided by individuals who are specifically assigned to administer the required procedures.</p>																				
<p><b>Information For Parents</b></p>	<p><b>Example of Health Support Services</b></p> <ul style="list-style-type: none"> <li>• services required for health needs that must be addressed on a scheduled basis in order for a student to attend school             <ul style="list-style-type: none"> <li>-Deaf/Blind Consultant</li> <li>-Nurse/Intervener</li> <li>-Occupational Therapy</li> <li>-Personal Care - lifting, toileting, feeding</li> <li>-Physical Therapy</li> <li>-Repositioning</li> <li>-Suctioning</li> <li>-Injections</li> </ul> </li> </ul>																				
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> does not include description of medical condition</li> <li><input type="checkbox"/> ask about the training of individuals providing service</li> <li><input type="checkbox"/></li> </ul>																				

**IEP Development Team**

**Sample on IEP**

IEP DEVELOPMENT		Sources Consulted in the Development of the IEP
TDSB Team Members	Position	
		<input type="checkbox"/> IPRC Statement of Decision <input type="checkbox"/> Provincial Report Card <input type="checkbox"/> Previous IEP <input type="checkbox"/> Parents/Guardians <input type="checkbox"/> Student <input type="checkbox"/> Others (List Below)  Other Sources ..... Other Sources ..... Other Sources .....

**PLACEMENT IN SPECIAL EDUCATION PROGRAM**

First day of attendance in new special education program  
 First day of the new school year or semester in which the student is continuing in a placement  
 First day of the student's enrollment in a special education program that he/she begins in mid-year or mid-semester as a result of a change in placement

Date of Placement: \_\_\_\_\_

Completion Date of IEP Development Phase: \_\_\_\_\_  
(Within 30 school days following the Date of Placement)

Page 4

**Requirement of Standard as stated in:**  
*Individual Education Plans: Development For Standards, Program Planning and Implementation*

The school principal is responsible for ensuring that the IEP is developed collaboratively. Collaboration ensures that the members of the team have a common understanding of the student's strengths, interests, and needs.

In elementary schools, the principal or vice-principal is expected to coordinate and oversee the work of the special education team.

In secondary schools, the principal may designate a vice-principal or a staff member to coordinate and oversee the development of the IEP. All teachers working with the student should have input and be aware of the IEP.

**Information For Parents**

Each member of the team involved in the development of the IEP must be identified in the IEP and have:

- knowledge of the student and experience teaching the student
- knowledge of the Ontario curriculum
- qualifications to provide special education programs and services to meet the needs of the exceptional student
- knowledge of the special education strategies and resources available in the school board.

**Tips of Parents**

- Make sure you know all the people who contributed to the IEP
- Make sure you know the person's role
- Did they use all possible sources of information?
-



**Log Of Parent/Student IEP Consultation and Staff Review/Updating**

**Sample on IEP**

Name: _____		School Year: _____	
<b>PROVINCIAL REPORT CARD EVALUATION DATES</b>			
_____			
<b>LOG OF PARENT/STUDENT IEP CONSULTATION AND STAFF REVIEW/UPDATING</b>			
<b>Date / Activity</b>		<b>Feedback/Outcome of Consultation</b>	
<p>The Principal has a statutory responsibility to ensure that the IEP is developed within 30 school days after placement in the program, and that the parent/guardian/student (16 years of age or older) has been consulted in its development. The Principal is further required to ensure that a copy of the IEP is sent to the parent/guardian/student, that the IEP will be implemented and reviewed in relation to the student's progress report card or provincial report card each reporting period, and that it will be placed in the OSR.</p> <p>Principal's Signature: _____ Date: _____</p>			

**Requirement of Standard as stated in:**  
*Individual Education Plans: Development For Standards, Program Planning and Implementation*

A form documenting consultations with a parent and the student (if 16 or older) must be prepared and attached to the student's IEP. The parent/student consultation form must contain the following information:

- the date of each consultation
- the outcome of each consultation

**Information For Parents**

- this is a good place to document your involvement in the programming for you student
- this page is completed when the conversation relates to the development or implementation of the IEP
- 

**Tips of Parents**

- ensure that this page is updated every time you meet to discuss your concerns regarding the IEP
- contact the school if you do not agree with the language describing the outcome of the meeting
- request that this page be updated following a meeting with the teacher, school or Board staff
-

**Parent/Guardian/Student Involvement**

<p><b>Sample on IEP</b></p>	<table border="1"> <tr> <td colspan="2"> <b>PARENT/GUARDIAN/STUDENT INVOLVEMENT</b>  <input type="checkbox"/> I was consulted in the development of this IEP.  <input type="checkbox"/> I declined the opportunity to be consulted in the development of this IEP.  <input type="checkbox"/> I have received a copy of this IEP.                 </td> </tr> <tr> <td colspan="2"> <b>Parent/Guardian/Student Comments</b>    </td> </tr> <tr> <td>                     In receipt of IEP                      Parent/Guardian Signature: _____                 </td> <td>                     Date: _____                 </td> </tr> <tr> <td>                     Student Signature: _____                      (If 16 or older)                 </td> <td>                     Date: _____                 </td> </tr> </table>	<b>PARENT/GUARDIAN/STUDENT INVOLVEMENT</b> <input type="checkbox"/> I was consulted in the development of this IEP. <input type="checkbox"/> I declined the opportunity to be consulted in the development of this IEP. <input type="checkbox"/> I have received a copy of this IEP.		<b>Parent/Guardian/Student Comments</b>  		In receipt of IEP Parent/Guardian Signature: _____	Date: _____	Student Signature: _____ (If 16 or older)	Date: _____
<b>PARENT/GUARDIAN/STUDENT INVOLVEMENT</b> <input type="checkbox"/> I was consulted in the development of this IEP. <input type="checkbox"/> I declined the opportunity to be consulted in the development of this IEP. <input type="checkbox"/> I have received a copy of this IEP.									
<b>Parent/Guardian/Student Comments</b>  									
In receipt of IEP Parent/Guardian Signature: _____	Date: _____								
Student Signature: _____ (If 16 or older)	Date: _____								
<p><b>Requirement of Standard as stated in:</b>  <i>Individual Education Plans: Development For Standards, Program Planning and Implementation</i></p>	<p>Completion date of the IEP development phase                  Regulation 181/98 requires that the IEP be completed within 30 school days of the student's placement in a special education program. "Placement" will be taken to mean one of the following:</p> <ul style="list-style-type: none"> <li>• the first day of a student's attendance in the new special education program specified in the IPRC's statement of decision</li> <li>• the first day of the new school year or semester</li> <li>• the first day of the student's enrolment in a special education program that he or she begins in mid-year or mid-semester as the result of a change of placement</li> </ul> <p>In a semestered secondary school, a new IEP should be developed at the beginning of the second semester if the student is continuing in the placement. In such cases, the IEP must be completed within 30 school days of the first day of the second semester.</p>								
<p><b>Information For Parents</b></p>	<p>The parent and the student (if 16 or older) must be asked to sign the form and to indicate whether:</p> <ul style="list-style-type: none"> <li>• they were consulted in the development of the IEP;</li> <li>• they declined the opportunity to be consulted;</li> <li>• they have received a copy of the IEP;</li> <li>• any comments they provided are noted on the form.</li> <li>• completion of a form can constitute consultation in the development of the IEP</li> <li>•</li> </ul>								
<p><b>Tips of Parents</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> complete the form sent home to document your input</li> <li><input type="checkbox"/> keep a copy of the form you submit</li> <li><input type="checkbox"/> ask to meet with the teacher to discuss the IEP</li> <li><input type="checkbox"/> take notes at the meeting</li> <li><input type="checkbox"/> email your summary of the conversation and ask that they make any corrections</li> <li><input type="checkbox"/> request that the meeting be entered into the consultation page</li> </ul>								