



Thames Valley
District School Board

*We build each student's
tomorrow, every day.*

IEP

A Parent/Guardian Resource Guide

INDIVIDUAL EDUCATION PLAN (IEP)

This guide is intended to help parent(s)/guardian(s) and students to understand the purpose and process to develop an Individual Education Plan (IEP). Parent(s)/guardian(s) and student involvement and input is valued in the development of the IEP.

IEP stands for:

I — Individual
E — Education
P — Plan

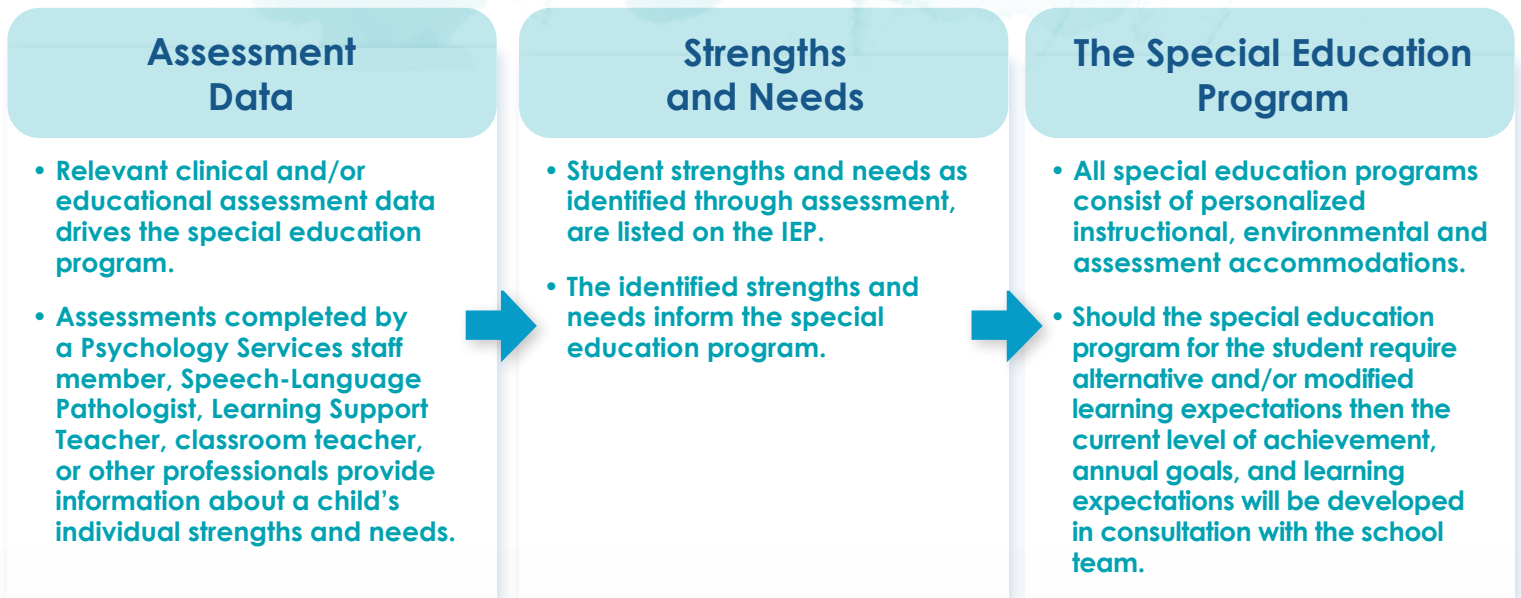
Working together as a team is in the best interest of all.

Accessibility Statement: The Thames Valley District School Board is committed to providing accessible communication for all individuals. This document will be made available in accessible formats upon request.

What is an IEP?

- An IEP is a written plan to support the student in their learning. The plan is based on the results of different types of assessment. It outlines the supports and services that help build the success of the student in their learning.
- The IEP identifies the strengths and needs of the student.
- The IEP is a working document that identifies curricular and/or alternative learning goals individualized to the student's strengths and needs.
- Individualized instructional, environmental and assessment accommodations are outlined in the IEP to support the student's learning and their ability to demonstrate learning.
- The IEP contains a transition plan that outlines goals as the student moves from grade to grade, school to school and /or between school and the community once high school is completed.

Key Components of an IEP



Definitions:

Accommodation: An accommodation is a change in the way a program or course is delivered to enable a student to learn and to demonstrate learning.

Modification: A modification refers to a change made to the grade level expectations for a subject or course in order to meet a student's learning needs.

Alternative Expectations: Alternative expectations are expectations that are not derived from the Ontario Curriculum.

Why does a student have an IEP?

- An IEP must be developed for all students identified as exceptional through the Identification Placement and Review Committee (IPRC) process. An IEP must be developed within 30 school days of the initial IPRC decision.
- An IEP must be developed for a student requiring Special Equipment Amount (SEA) funded technology or physical equipment or if a Special Incidence Portion (SIP) funding application is being made to the Ministry of Education.
- An IEP may also be developed for a student upon the recommendation of the Program Development Team (PDT). This recommendation is based on assessment information indicating that specific accommodations and/or programming are required in response to the student's individual strengths and needs.

How do parent/guardians and students participate in the IEP process?

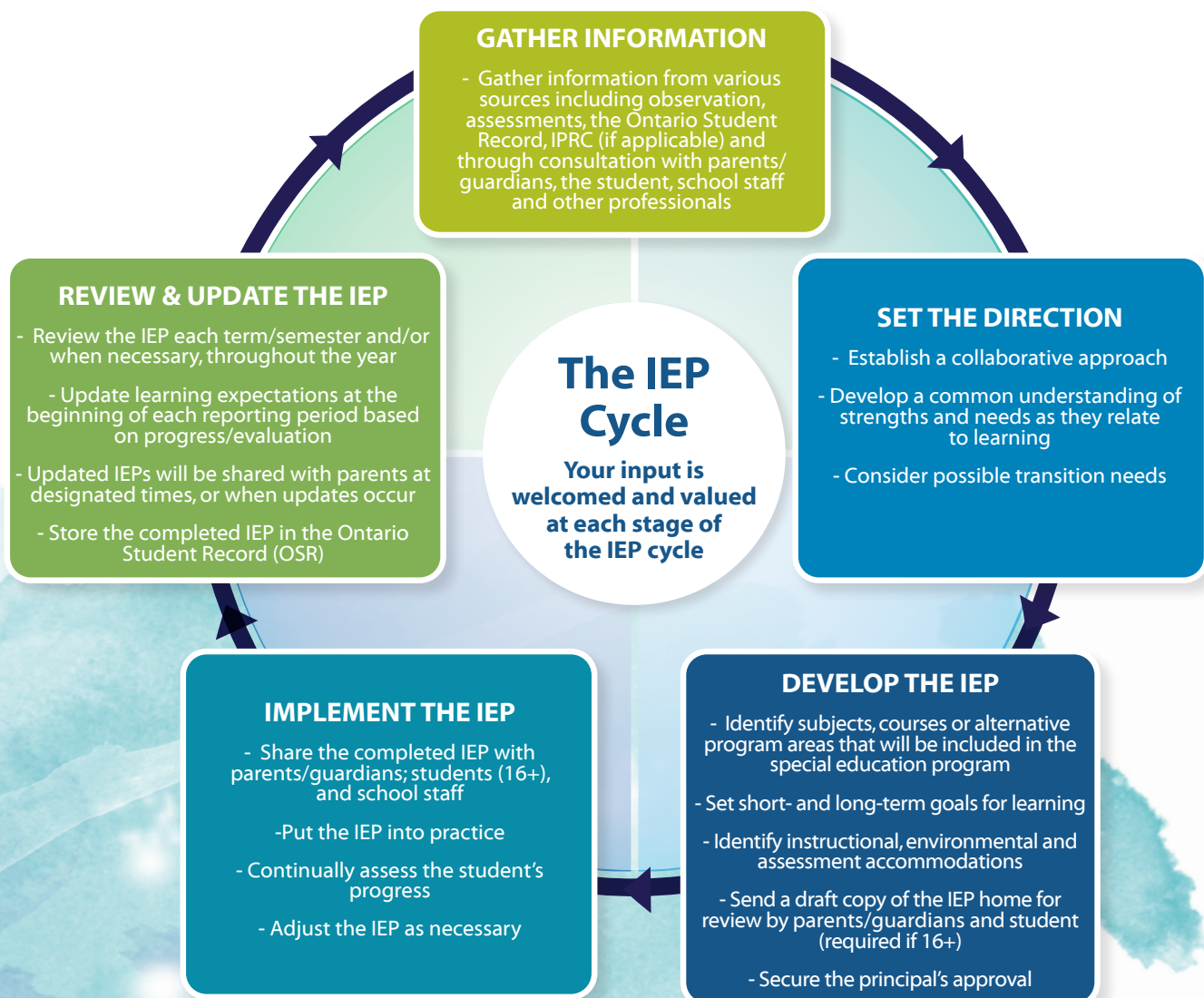
- Parent(s)/guardian(s) have valuable information about their child that will guide teachers in meeting their child's learning needs. Parent(s)/guardian(s) are encouraged to share information about their child's history (i.e., personal, educational, medical) to help make decisions about their child's program.
- Students are an essential voice in supporting the IEP development process. All students for whom an IEP is being developed should be consulted to the degree possible. Students 16 years of age and older must be consulted for input.
- Open communication and cooperation between home and school will ensure clarity of special education programs and services identified in the IEP.

Who else is involved in the development of the IEP?

- The IEP needs to be developed by a team of people who know the student best and who can aid the understanding of the data that supports IEP development.
- Contributors should include: the parent(s)/guardian(s); the student (required for students 16 and older); the teacher(s); the Learning Support Teacher, the principal and as required, members of the multidisciplinary school team and/or members of the community.

This is a list of information that could be helpful in the development of your child's IEP.

- Your child's strengths and interests
- Feelings expressed by your child about school
- Your thoughts about your child's successes and challenges at school
- Information about your child's development or special needs
- Any recent changes or challenges at home
- Strategies and approaches used at home
- Any reports from doctors, therapists, specialists, child care providers, etc.
- Special equipment or supports required by your child



The principal of each school is responsible for ensuring that all IEPs for students in the school are created, reviewed and implemented.

What is an IPRC?

IPRC stands for **I**dentification, **P**lacement and **R**eview **C**ommittee

An IPRC is an official meeting that answers the following questions:

Identification — will your child be identified as having an exceptionality?

Placement — what learning environment will best meet your child's needs?

Review — has anything changed over the previous year that would require a change in strengths, needs, exceptionality and/or placement?

For more information about the IPRC process, please see the TVDSB IPRC Parent/Guardian Resource Guide.

Ontario Ministry of Education Categories of Exceptionality:

Behavioural: Behavioural

Communicational: Autism, Deaf and Hard-of-Hearing, Language Impairment, Learning Disability, Speech Impairment

Intellectual: Giftedness, Mild Intellectual Disability, Developmental Disability

Physical: Physical, Blind & Low Vision

Multiple: Two or more exceptionalities

What organizations are available to assist parents?

Many parent associations and organizations are available to provide information and support to parents of children with special needs.

Association for Bright Children
Autism Ontario
CPRI
Children's Aid Society
CNIB
Community Living
Community Services Coordination Network
Easter Seals Ontario
Epilepsy Support Centre
Fetal Alcohol Spectrum Disorder Network
Home and Community Care Support Services
Learning Disabilities Association of Ontario
N'Amerind
Ontario Federation of Home & School Associations
Southwest Ontario Aboriginal Health Access Centre
TVCC
Vanier Children's Services
VIEWS for the Visually Impaired
VOICE for the Hearing Impaired
Wellkin

Acronyms Related to Special Education:

ADHD: Attention Deficit Hyperactivity Disorder
ASD: Autism Spectrum Disorder
DD: Developmental Disability
D/HH: Deaf and Hard of Hearing
EA: Educational Assistant
IEP: Individual Education Plan
IPRC: Identification, Placement and Review Committee
LD: Learning Disability
LST: Learning Support Teacher
MID: Mild Intellectual Disability
OT: Occupational Therapist
PDT: Program Development Team
PT: Physiotherapist
SLP: Speech-Language Pathologist
SEA: Special Equipment Amount
SEAC: Special Education Advisory Committee
TVDSB: Thames Valley District School Board

Please Ask!

It is important to communicate with your child's school regularly. The process of developing an IEP is ongoing. If/when you have questions, please contact your child's school.