



*Let Your Light Shine!*

## ***Will parents have input?***

Parents are our children's first teachers and have an important role to play in supporting their child's learning by:

- collaborating in the IEP process;
- advocating for their child's best interest;
- providing up-to-date medical information about their child;
- providing important information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community;
- reinforcing and extending the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home;
- providing feedback on the transfer of skills to the home and community environments; and
- maintaining open communications with the school.

Principals are legally required to ensure that parents are consulted in the development of the IEP. (Special Education in Ontario K-12, E3)

**Please contact your child's school/  
classroom teacher/resource teacher  
for more information.**

## **Glossary of Terms**

IEP –Individual Education Plan

IPRC –Identification Placement and Review Committee

SERT –Special Education Resource Teacher also known as the Resource Teacher

IEP Contact –Classroom teacher for Elementary students, SERT or Resource Teacher for Secondary students.

Special Education Program –academic programs that differ from the grade-level expectations in the Ontario curriculum

Special Education Services –supports for students with behavioural, communicational, intellectual, physical or multiple exceptionalities to benefit fully from their school experience.

The Ministry of Education has developed Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide 2017

[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)

# **Individual Education Plan (IEP) A Road Map to Success**



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## Why have an IEP?

### **It's what the student needs to succeed.**

An IEP is like a road map that states the specific learning strengths and needs of an individual student as revealed through assessment. This road map guides teachers with implementing appropriate educational programs which leads toward individual student's growth and learning success.

### **It's the law!**

Under the Education Act of Ontario, 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. (Special Education in Ontario K-12, E3-4)

The Human Rights Code provides for the right to equal treatment with respect to services, without discrimination on the basis of a number of grounds, including disability. Education is considered to be a service under the code, and service providers have an obligation to accommodate a person's needs within the guidelines of the code.

## What's in an IEP?

### **An IEP should include:**

- the student's strengths and needs as recorded on the statement of decision received from the IPRC; or as revealed through assessment when a student is not IPRC'd.
- relevant medical/health information;
- relevant formal (standardized) assessment data as well as relevant classroom assessments;
- the student's current level of educational achievement in each program area;
- goals and specific expectations for the student;
- program modifications (changes to the grade-level expectations in the Ontario curriculum);
- accommodations required (supports or services that will help the student access the curriculum and demonstrate learning);
- special education and related services to the student;
- assessment strategies for reviewing the student's achievements and progress;
- regular updates, showing dates, results, and recommendations; and
- a Transition Plan (required for students 14 years of age or older).

**Learning something new takes time and practice!!**

## Who does what and when?

### **IEP Process**

Regulation 181/98 requires that the IEP be completed within 30 school days of the student's placement in a special education program. (Special Education in Ontario K-12, E4)

It is during the IEP 30 day development period when school staff collaborate with parents and other professionals. Often your child's classroom teacher or the school resource teacher will be in contact with parents but parents may contact the school first and are welcome to do so.

- a copy of the IEP is sent home at the end of the 30 day development period
- parents and the student (16 and older) are asked to sign the IEP and return it to the school for the student's OSR
- Modified and alternative learning expectations described in an IEP must be reviewed, and updated as necessary, at least once in every reporting period. (Special Education in Ontario K-12, E3) a copy of the IEP will be sent home when changes to student modified and alternative learning expectations are made and during each reporting period
- Parents are welcome to consult with school staff as it relates to their child's IEP through the year

While the outline above provides a guide for implementing, updating and evaluating student's programming and progress as stated in the IEP, it does not restrict school staff from making changes throughout the year. An IEP is a flexible, working document that can be adjusted as necessary.