



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Individual Education Plan (IEP) Parent Guide

OCDSB Guiding Principles

The OCDSB has a strong commitment to human rights, equity and inclusion. We value, respect and promote the strength of each student's individual and intersecting identities. We recognize that students develop and learn in different ways and that some students require special education services to meet their needs.

When I have a concern about my child's progress, where do I start?

The best place to start if you have a concern is with the teacher. They are the first layer of support for your child's individual education needs. Consulting with other staff members (Learning Support Teacher, Learning Resource Teacher, Principal, Vice Principal) may also be helpful.

If, after appropriate programming, strategies, and interventions have been tried there is clear evidence that accommodations and/or programming changes will support the student in their learning, an Individual Education Plan (IEP) may be considered.

What is an Individual Education Plan?

An Individual Education Plan (IEP) is a written plan which describes the special education program and/or services required by a student. It is based on a thorough assessment of the student's strengths and needs, and developed following consultation with parents/caregivers. The IEP can be updated at any time.

An Individual Education Plan (IEP) is a written plan which describes the special education program and/or services required by a student.

The IEP may include:

- Accommodations: supports, strategies, equipment and interventions needed to help a student access the curriculum
- Modifications of learning expectations: changes required to grade-level expectations in the Ontario Curriculum, if applicable
- Alternative learning expectations: courses not represented in the Ontario Curriculum, if applicable
- Information on how the student's progress will be measured
- A transition plan that outlines supports for the student as they move from activity to activity, grade to grade, school to school and/or between school and the community once high school is completed



Why does a student have an IEP?

An IEP is developed for each student who is identified as exceptional through the Identification Placement, and Review Committee (IPRC) process (Regulation 181/98).

An IEP may also be developed for a student who is not identified as exceptional, but requires accommodations, and/or modifications in order to achieve curriculum expectations and to demonstrate learning. This may occur after strategies and interventions have been tried and there is clear evidence that the student requires individualized support for learning.

As a parent/caregiver, what role do I play?

Parents and caregivers are valued partners in their child's education. You know your child's strengths, needs, dreams, and goals. Your collaboration is important to planning and developing special education programming.

At the age of 16, students are encouraged to take an active part in the planning of their IEP.

How can I help in the IEP creation process?

There are five phases in the development of an IEP that the school team follows, and parents/caregivers can play a supporting role in the process. It is important to understand and participate in these five phases so that you can assist in its development. Here are some examples of how you can contribute at each phase of the process.

1

Gather Information:

- share thoughts on how your child learns best
- provide information on any medical needs and share copies of any assessment results
- complete the Parent Consultation form sent to parents/caregivers at the beginning of each year
- share information on peer relationships and family routines/schedules

2

Set the Direction:

- develop a common understanding of the student's strengths and needs related to learning
- help identify possible transition needs related to learning
- share the hopes you have for your child's learning

5

Review and Update the IEP:

- communicate with the teacher on a regular basis regarding your child's progress
- be actively involved in discussions at school when your child is changing grades, schools or moving into the workplace
- provide input to the teacher regarding updates to any learning expectations and transition plans
- if an IEP is no longer required, it can be discontinued.

3

Develop the IEP:

- assist in identifying subjects, courses, or alternative program areas that may require support.
- speak with your child about possible short- and long-term goals for learning.
- ensure school staff have a good understanding of your child's strengths and needs
- review a draft copy of the IEP and provide any feedback you may have.

4

Implement the IEP:

- talk to the teacher about how you can best support your child's learning goals at home
- take every opportunity to communicate with your child's teacher (eg: attend parent-teacher interviews)



Questions or Concerns

If you have questions about any stage of the IEP development, please reach out to the classroom teacher, Learning Support Teacher and/or school principal to identify areas of concern and to work together to find solutions.



Additional Resources

- ▶ [Special Education Plan](#)
- ▶ [The IEP: A Resource Guide](#)
- ▶ [Special Education Advisory Committee \(SEAC\) Members](#)
 - [Autism Ontario – Ottawa Chapter](#)
 - [Association for Bright Children](#)
 - [Down Syndrome Association](#)
 - [VOICE for Deaf and Hard of Hearing Children](#)
 - [Learning Disabilities Association of Ottawa-Carleton](#)
 - [Ottawa-Carleton Assembly of School Councils](#)
 - [Ottawa-Carleton District School Board \(Trustees\)](#)
 - [Easter Seals](#)
 - [Fetal Alcohol Spectrum Disorder/Ontario Network Expertise \(FASD/ONE\)](#)
 - [Inclusion Action in Ontario \(IAO\)](#)