



Renfrew County Catholic District School Board

Parent Resource Guide Individual Education Plan (IEP)



The Renfrew County Catholic District School Board is an inclusive Catholic educational community that strives to nurture the giftedness, self-worth and potential of each individual, as well as reverence the dignity of the whole person. Working together as a team, educators, parents, and students strive to create IEPs that maximize learning, independence, and planning for life beyond the school setting.



What is an Individual Education Plan (IEP)?

An IEP is a written plan that describes accommodations, modifications and/or transition plans that are in place for a student in order to achieve his/her full potential. An IEP is a living document that continues to change with the needs of the exceptional child.

Why might 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. The IEP must be developed within 30 days of the initial IPRC decision.

An IEP may be developed for a student when assessment information indicates that specific accommodations and/or program modifications are required for instruction and assessment purposes.



An IEP will include some or all of the following:

- Student's strengths and needs
- Assessment data
- Accommodations (instructional, environmental, assessment)
- Program modifications, goals, specific expectations, teaching strategies, and assessment methods
- Alternative program expectations, teaching strategies, assessment methods, and evaluation of progress
- Special education services provided to the student
- Individualized equipment
- Transition plan

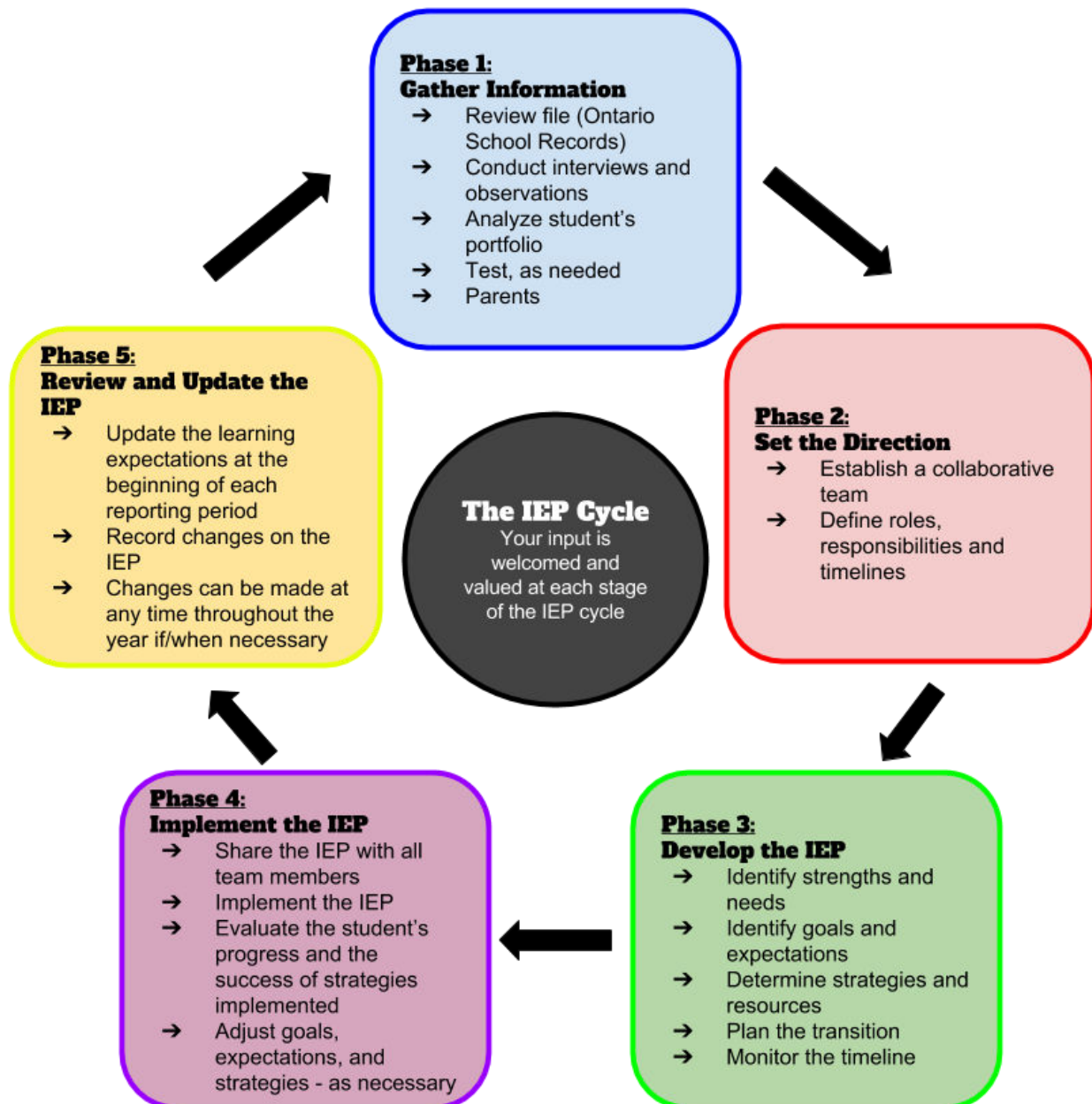
Parents can expect a copy of their child's IEP by mid-October (or 30 school days after being placed in a program).

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

What can you do as a Parent?

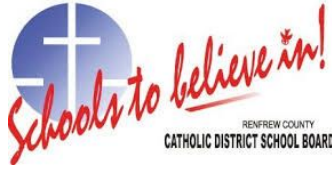
As a parent/guardian you provide an invaluable perspective on your child's personality, development and learning. Open communication between home and school is crucial to ensure we have similar expectations with respect to your child's special education program and services. Please:

- Ask questions
- Involve your child in discussions
- Communicate regularly with school staff
- Recommend changes where you see a need
- Look for evidence of growth
- Be actively involved in discussions at school



Definitions & Acronyms

Term or Acronym	Definition
Fundamental Terms & Acronyms	
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
Accommodation	a change in the way a program or course is delivered to enable a student to learn and to demonstrate learning.
Modification	modifications refer to the changes made to the age-appropriate grade level expectations for a subject or course in order to meet the needs of the student.
Alternative Expectations	expectations that do not come from the Ontario curriculum
SEA	Special Equipment Amount
ITP	Integrated Transition Planning
Common Exceptionalities	
LD	Learning Disability
MID	Mild Intellectual Disability
DD	Developmental Disability
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
D/HH	Deaf and Hard of Hearing
Organizations & Roles	
RCCDSB	Renfrew County Catholic District School Board
RCJTC	Renfrew County Joint Transportation Consortium
LHIN	Local Health Integration Network (formerly CCAC)
SERT	Special Education Resource Teacher
EA	Educational Assistant
PT	Physiotherapist
OT	Occupational Therapist
SLP	Speech-Language Pathologist
CDF	Communication Disorders Facilitator



PARENT INPUT to INDIVIDUAL EDUCATION PLAN (IEP)

Dear Parent(s) and Guardians:

Your input is **very important** in developing a plan that is *right* for your child. Please take a moment to complete this form, and return it to your child's teacher.

Your Child's Name: _____ Grade: _____ School Year: _____

Your Name: _____

1. What are your child's strengths and interests?

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2. What are your child's areas of need?

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3. What accommodations (strategies) should occur in your child's classroom in order to maximize their learning potential?

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4. What goals do you and your child have for this school year?

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STUDENT INPUT to INDIVIDUAL EDUCATION PLAN (IEP)

Dear Student(s):

Your input is **very important** in developing a plan that is *right* for you. Please take a moment to complete this form.

Your Name: _____ Grade: _____ School Year: _____

1. What are your strengths and interests?

STRENGTHS	INTERESTS

2. What do you need from your teacher(s) in order to learn?

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3. What goals/hopes do you have for this school year?

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