



## Standard 10: Individual Education Plans (IEPs)

**The purpose of the standard is to inform about the ways in which the Board is complying with Ministry requirements for implementing IEPs.**

### The Individual Education Plan (IEP)

- A written plan of action to support your child in their learning. The plan is based on the results of different types of assessment. It also contains learning goals and an outline of supports and services that help build the success of your child in their learning.
- The IEP is developed by a team of people who know the student best. Members of the team should include the parent/ guardian, the student's teacher(s), the Learning Support Teacher, the Principal and where appropriate, the student.
- Parent(s) and students (who are 16 years of age or older) must be consulted in the development (including revision) of the IEP and must receive a copy upon completion.
- Individual Education Plans (IEPs) will be completed as follows:
  - IEP #1 will be completed within the first **thirty** (30) days of school in compliance with Ministry Guidelines and will include program expectations from September until the end of January
  - IEP #2 will include program expectations from February until the end of June and will be sent home with the Term 1 Report Cards
  - IEP #3 will address IPRC and waiver dates, and offer an opportunity to personalize transition plans for the upcoming school year, as per PPM 156, and will be sent home with Term 2 Report Cards. This IEP will not include program expectations.
- The IEP includes a transition plan that outlines goals for your child as they move from grade to grade, school and/or between school and the community once high school is completed (Program Policy Memorandum 156).
- 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 **thirty** (30) days of the initial IPRC decision (Ministry of Education Regulation 181/98).
- An IEP may be developed for a student upon recommendation of the Program Development Team (PDT). This recommendation is based on assessment information indicating that specific accommodations and/or program modifications are required for instruction and assessment purposes in response to the student's individual strengths and needs.
- The Principal is responsible for ensuring the implementation and review of the IEP.

## The IEP Process

It is essential that the parent(s) and student, as able, be involved throughout the process



## Process for Expressing Concerns Regarding the IEP

- As indicated in our Parent Resource Guide: Supporting Student Success Together, this chart shows who a parent(s)/guardian(s) should contact, should they have concerns regarding the IEP:



## **IEP Parent Guide**

- A Parent Resource Guide – Individual Education Plan (IEP)  
[http://www.tvdsb.ca/files/3335/iep\\_parent%20resource%20guide\\_single%20pages.pdf](http://www.tvdsb.ca/files/3335/iep_parent%20resource%20guide_single%20pages.pdf)

## **IEP Review**

- In 2011 –12 the Ministry conducted a Provincial IEP review
- In 2018-2019, an internal IEP audit ~~will be~~ was conducted.