

WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP)?

An IEP is a written plan to help support student learning and achievement. It is a working document which describes the strengths and needs of a particular student as well as the special education program and services the student is receiving within the resources available to the school board.

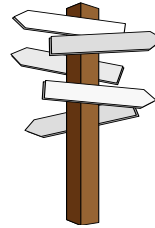
The IEP summarizes the following:

- ◆ assessment data;
- ◆ student's strengths and needs;
- ◆ accommodations (strategies that will help your child access the curriculum and demonstrate learning);
- ◆ special education services provided to the student;
- ◆ annual goals, program modifications (changes required to grade-level expectations in the Ontario Curriculum), and alternative programming;
- ◆ a transition plan for appropriate post-secondary activities such as work, further education, and community living (only for students 14 years of age and older who are not identified solely as gifted).

HOW DOES AN IEP WORK?

The IEP Process consists of three phases:

- 1. Developing the Plan**
- 2. Implementing the Plan**
- 3. Reviewing and Updating the Plan**



AS THE PARENT/GUARDIAN/STUDENT, WHAT ROLE DO I PLAY?

Parents/Guardians play an important role in the IEP process. It is beneficial to understand and participate in the three phases of the IEP Process. Parents/Guardians and students over 16 must be consulted in the development and review of the IEP when required and are often involved at other points of the year. You will have the opportunity to sign the Parent/Guardian Contact form and provide feedback to the school.

Consultation may take the form of:

- ◆ telephone calls
- ◆ letters
- ◆ e-mails
- ◆ faxes
- ◆ part of regularly scheduled parent/teacher conferences
- ◆ formal meeting(s)

You should let the school know your preferred form of consultation and whether you prefer to respond to the school's draft of the IEP or wish to be more involved in the development of the IEP.

IEP PROCESS

DEVELOPING THE IEP

Beginning with your child's strengths and needs is an important first step. *You can help by:*

- ◆ Including your child in the discussions;
- ◆ Telling the teacher what you hope your child will accomplish this year; and
- ◆ Sharing information about your child with the school (see reverse page for some ideas).

IMPLEMENTING THE IEP

There are many things you can do at home to help your child to reach his/her goals.

- ◆ Talk to the teacher about what s/he is trying to accomplish.
- ◆ Support your child's goals at home.
- ◆ Take the opportunity to communicate with your child's teacher.
- ◆ Provide additional insights and resources to the school.
- ◆ Share significant personal/family events as relevant.

REVIEWING and UPDATING the IEP

An IEP will be reviewed every reporting period and sent home a minimum of twice a year. Your child's IEP and his/her progress toward his/her goals will be reviewed after each Identification, Review, and Placement Committee (IPRC) meeting as well as at other points during the year.

You will be consulted after every IPRC and a copy of the IEP will be sent home within thirty school days of the date your child starts or continues in a special education program (IPRC placement date).

During the review, if changes are required in teaching strategies, accommodations, modifications, or services, you will also be consulted in the updating of the IEP.

You may wish to consider making a portfolio of information for your child's teacher under the following information:

ALL ABOUT MY CHILD

Physical	<ul style="list-style-type: none"> ▣ <i>Medical information</i> ▣ <i>Athletic abilities</i> ▣ <i>Self-care</i> ▣ <i>Gross and fine-motor skills</i>
Intellectual	<ul style="list-style-type: none"> ▣ <i>Abilities at home</i> ▣ <i>Strategies that have or haven't worked</i>
Educational	<ul style="list-style-type: none"> ▣ <i>Communication strategies</i> ▣ <i>Assessments</i> ▣ <i>Learning styles</i> ▣ <i>Examples of work and abilities</i>
Emotional	<ul style="list-style-type: none"> ▣ <i>Motivation</i> ▣ <i>Disposition</i> ▣ <i>Emotional well-being</i>
Cultural	<ul style="list-style-type: none"> ▣ <i>Cultural and language considerations</i>
Social	<ul style="list-style-type: none"> ▣ <i>Interests</i> ▣ <i>Social skills</i> ▣ <i>Schoolyard interactions</i> ▣ <i>Peer and adult interactions</i> ▣ <i>Extra-curricular</i>
Community Services	<ul style="list-style-type: none"> ▣ <i>Describe services</i> ▣ <i>Other</i>

Other documents are available to support you in understanding Special Education in Halton:

- Working Together: Special Education Procedures - A Guide for Parents
- The Halton District School Board Special Education Plan
- Process for Dispute Resolution on Significant Aspects of the IEP
- Special Education Advisory Committee (SEAC) flyer

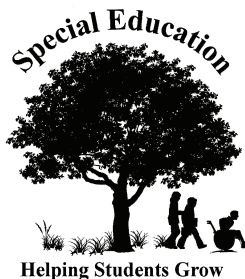
Check with your local school or the Board's website for further information.

www.hdsb.ca
Phone: 905-631-6120

HOW ELSE CAN I HELP IN THE IEP PROCESS?

Students are most successful when everyone works together towards achievable goals. As a parent/guardian:

- keep the focus on your child at all times;
- tell the teacher the hopes you have for your child's learning;
- bring ideas and information;
- ask questions; and
- value everyone's input.



HALTON DISTRICT SCHOOL BOARD

INDIVIDUAL EDUCATION PLANS

**A Guide
For
Parents
And
Guardians**

