

THE IEP IS NOT:

- A description of everything that will be taught to the student.
- An educational program or set of expectations that will be used for all students.
- A means to monitor teacher effectiveness.
- A daily plan



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Contents of Your Child's Individual Education Plan: A Guide for Parents is based on "Individual Education Plans Standards for Development, Program Planning and Implementation", Ministry of Education, 2000
"IEP:: A Resource Guide", Ministry of Education, 2004
Revised November 2019

WHAT DOES AN IEP SUMMARIZE:

- Rationale for developing the IEP
- Student strengths and needs
- Pertinent medical and health information
- Specialized Equipment
- Assessment data
- Student current level of achievement in each program/subject area
- Exemptions from Provincial Assessment - if appropriate
- Annual Program Goals and specific expectations for the student
- Modified Program Expectations (changes necessary to the grade level expectations in the Ontario Curriculum)
- Alternative Program Expectations (expectations not derived from the Ontario Curriculum)
- Classroom Accommodations (supports and/or services that will help your child access the curriculum and demonstrate their learning)
- Special Education services provided to the student
- Assessment Methods for reviewing the student's progress
- Consultations and regular updates with both parents and school/board staff
- Sources of Information (information used in the development and updating of the IEP i.e. OSR, student work, diagnostic tests)
- A Transition Plan for Students, when required

YOUR CHILD'S INDIVIDUAL EDUCATION PLAN

A GUIDE FOR PARENTS

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WHAT IS AN INDIVIDUAL EDUCATION PLAN

It is a flexible working document that is a written plan of action based on the student's strengths, needs and interests. It describes the expectations, accommodations and/or modifications and/or alternative programming for a student's learning during a school year. These may differ from the expectations outlined in the appropriate grade level of the Ontario Curriculum.

It is a tool to help teachers monitor and assess student's growth and communicate student progress throughout the school year, and is used in conjunction with the Provincial Report Card.

It is a plan developed, implemented and monitored by school staff.

It is a tool for providing accountability for the student, their parents and school staff. It outlines the responsibilities of these educational partners for providing the students with Special Education supports and services, in order to meet their goals and expectations.

It is a record for indicating how programming and services will be delivered as well as ensuring continuity and consistency in programming.

Note that the IEP is the school's method of documenting what is being done for a student.

Note that the writing and implementation of the IEP is the school's mandate.



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THE ROLE OF PARENTS

You will be invited to collaborate in the IEP process as early as possible. The educational priorities identified by you are important to your child's overall learning experience.

Collaborate with the IEP process.

Advocate for your child's best interests.

Provide up to date medical and assessment information about your child so that the school staff can plan effectively.

Provide important information and background regarding your child's strengths, needs, likes, dislikes, learning styles, interests and reactions to situations, and about the talents and skills your child demonstrates in the community.

Allow for reinforcement of educational concepts from school by encouraging your child to practice and maintain their skills at home.

Maintain open lines of communication with your child's school.

WHAT CAN I DO TO ASSIST IN BEING AN EFFECTIVE CONTRIBUTOR TO MY CHILD'S IEP?

Keep the focus on your child and their needs at all times.

Summarize the hopes and interests you have for your child's learning.

Provide accurate, current information about your child.

Ask questions.

Value the information given by the other team members.

HOW OFTEN IS THE IEP REVIEWED?

The IEP must be reviewed by school staff once every reporting period.

If the student is not meeting, or is exceeding the learning expectations in the IEP, the IEP will be adjusted. This may mean making a change to the learning expectation strategies and resources.

Parent/student will be consulted about these adjustments.



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