

The Individual Education Plan (I.E.P.)



A Guide for Parents

What is an Individual Education Plan (I.E.P.)?

An I.E.P. is a written plan. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It also describes the student's progress.

The I.E.P. summarizes the following:

- ☺ student's strengths and needs
- ☺ medical/health information
- ☺ assessment data
- ☺ student's current level of achievement in each program area
- ☺ goals and specific expectations for the student
- ☺ program modifications (changes required to grade-level expectations in the Ontario Curriculum)
- ☺ accommodations (supports, services that will help your child access the curriculum and demonstrate learning)
- ☺ special education services provided to the student
- ☺ assessment strategies for reviewing the student's achievements and progress
- ☺ regular updates, showing dates, results and recommendations
- ☺ a Transition Plan (over the age of 14).



How does AN I.E.P. work?

An I.E.P. outlines the special education programs and services your child will receive. There are five phases in the development of an I.E.P.

- 😊 1. Gather information.
- 😊 2. Set the direction.
- 😊 3. Develop the plan.
- 😊 4. Carry out the planned activities.
- 😊 5. Review and update the I.E.P.

Contributions
from AS MANY
sources AS
possible will
benefit your
child.

As the parent, what role do I play?

Parents play a powerful supporting role in the I.E.P. process. It is important to understand and participate in the five phases of the I.E.P. process. As well, be sure to ask for a copy of your child's I.E.P. , within 30 days, so that you can support the planned activities at home.

You know things about your child's approach to learning that no one else knows. Be sure to tell the teacher about your child's:

- 😊 likes, dislikes and interests;
- 😊 interest in extra-curricular activities;
- 😊 talents and abilities;
- 😊 family relationships and dynamics (including extended family and pets);
- 😊 peer relationships and dynamics; and
- 😊 family routines and schedules.





You may wish to consider making a “portfolio” of this information for your child’s teacher under the following headings:

ALL ABOUT ME

Physical	– medical information
Intellectual	– athletic abilities
Educational	– self-care
Cultural	– gross and fine-motor skills
Emotional	– abilities at home
Social	– strategies that have or haven't worked
	– communication strategies
	– assessments
	– learning styles
	– examples of work and abilities
	– motivation
	– disposition
	– emotional well-being
	– cultural and language considerations
	– social skills
	– schoolyard interactions
	– peer and adult interactions
	– extra-curricular in-school activities
	– other

SETTING THE DIRECTION

How Do I Work As An Effective I.E.P. Team Member?

Students are most successful when all team members work together towards achievable goals. As a parent:

- 😊 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.



DEVELOPING THE I.E.P.

How Can I Contribute to Planning Goals for My Child?

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

- 😊 including your child in the discussions; and
- 😊 telling the teacher what you hope your child will accomplish this year.

CARRYING OUT THE I.E.P.

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

- 😊 1. Talk to the teacher about what s/he is trying to accomplish.
- 😊 2. Do what you can at home to try to support your child's goals.
- 😊 3. Take every opportunity to communicate with your child's teacher.
- 😊 4. Provide additional insights and resources to the school.
- 😊 5. Share significant personal/family events as relevant.

REVIEW AND UPDATE the I.E.P.

Your child's progress toward his/her goals will be reviewed. Then, the I.E.P. will be updated to include different strategies, approaches, and/or resources considered necessary to help the learning process.

- 😊 Talk to your child's teacher about the goals that have been set.
- 😊 Communicate regularly with your child's teacher regarding progress.
- 😊 Look for evidence of growth towards goals on your child's report card.
- 😊 Recommend changes in goals, strategies and/or resources or support where you see a need.
- 😊 Be actively involved in discussions at school when your child is changing grades, schools or moving into the workplace.

Many organizations are available to support you in understanding the I.E.P., and/or to provide additional resources. Your school's principal can provide the names of the organizations that serve your area. This information is also available in the Special Education Advisory Committee's brochure, available at your local school.