

Parents/guardians are advised to begin a file folder at home for the storage of the student's IEP. If the family moves from one school to another - within or outside the District - the child's IEP can be provided by the parent/guardian to the new school before the OSR arrives.

What is my Role as a Parent/Guardian?

Parents/guardians can provide an invaluable perspective on their child's personality, development and learning, and therefore, have a very important role in the IEP process.

As a parent/guardian, you will:

- collaborate in the IEP process
- advocate in the best interests of your child
- provide up-to-date medical information
- provide information about your child's learning styles, interests and needs
- support educational efforts by the school and teachers by providing opportunities in the home to practise and maintain skills
- maintain open communication with school staff.

What Else Do I Need to Know About IEPs?

The Avon Maitland District School Board has complied with province-wide standards for the development, implementation and assessment of a student's IEP. Our model demonstrates our commitment to provide special education programs and services within our resources, as required, to meet the identified strengths and needs of the student.

An IEP may be the first step in the IPRC process or it may address your child's learning needs without a formal identification as an exceptional pupil.

Parents/guardians are encouraged to seek further information regarding IEPs by contacting your school or district personnel at any time.

A Publication of the Learning Services Department

References:

Special Education - A Guide for Educators
The Individual Education Plan (IEP)
A Resource Guide, Ministry of Education, 2004



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A Parent's Guide To Individual Education Plans (IEPs)



A Publication of the
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What is an Individual Education Plan (IEP)?

An IEP is:

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is the strengths and needs that affect the student's ability to learn and to demonstrate learning;
- a record of the particular accommodations needed to help the student achieve his or her learning expectations, given the student's identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in the particular subject or course;
- a working document that identifies alternative expectations, if required;
- a record of the specific knowledge and skills to be assessed and evaluated for the purposes of reporting achievement of modified and/or alternative expectations;
- an accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum."

Individual Education Plans (IEP – A Resource Guide 2004)

Why Does a Student Have an IEP?

An IEP must be developed for every student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC).

In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services.

Who Develops a Student's IEP?

Creating an IEP is a process that involves the classroom teacher(s) with whom the student interacts, the student where appropriate, the student's parent(s)/guardian(s), the Special Education Resource Teacher, other professionals involved with the student, and other school personnel such as an educational assistant.

A student's IEP should be developed, implemented, and monitored in a collaborative manner.

What is an "Accommodation"?

The term accommodations is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

What is a "Modification"?

Modifications are changes made in the age appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level.

How Often is an IEP Reviewed?

An IEP is updated at least once per report card period. The student's progress must be reported to parents/guardians using the provincial report card. For students whose program includes alternate expectations, the student's progress may be reported in a different format e.g. the District's alternate report card.

In addition, a review of the student's IEP is conducted prior to a student's transfer to another school including from the elementary to the secondary setting.

Learning may be proceeding at a faster or slower rate than anticipated. Parent(s)/Guardian(s) will be notified of adjustments to the IEP and receive a copy of the revisions. A "Parent/Student IEP Consultation" page records communications between the school and the parent(s)/guardian(s).

What Effect Does an IEP Have on My Child's Report Card?

The Avon Maitland District School Board has developed an Assessment and Evaluation Policy which guides teachers in the completion of a student's provincial report including a student for whom an IEP has been created.

As the result of a student's IEP, a formal statement may appear in the Comment section of their report card. This statement will be clearly identified and clarified with you at the time of the creation of the IEP. Please contact your child's school for a complete explanation of the specific phrase used.

The statement is dependent upon whether the student's program is modified and to which subjects/courses/strands the IEP applies.

Where is an IEP Stored?

Only the most recent applicable IEP will be stored in the Ontario Student Record (OSR). Each year, the parents/guardians will receive a copy of their child's IEP and updated copies of all or partial pages if major changes are made to the Annual Goals, Learning Expectations and/or Accommodations portions.