

Additional information

Who reads the IEP?

Any staff member who directly supports your child will read the IEP.

Is it possible my child may no longer need an IEP at some point?

Yes. If it's determined that your child no longer needs an IEP, this will be noted and it will be removed from their file.

Does the IEP transfer with my child if we change schools?

The IEP will transfer with your child if you move to another school within the same school board. If you're moving between school boards or out of the province, it's important you request copies of your child's IEP and any other related documentation to bring with you. This will help with the transition to the new school and board. They may have a different format for IEPs, but the information will help them get to know your child right away.

How do I learn more about special education support?

You can always speak to school staff about support available. More information about special education services in the Simcoe County District School Board is available at www.scdsb.on.ca in the 'Programs' section. Information about special education within the Province of Ontario is available at the Ministry of Education's website at www.edu.gov.on.ca.



Your Future... Our Priority

To speak to someone in the Special Education Department, please call

705-734-6363

www.scdsb.on.ca

Twitter: @SCDSB_Schools

Facebook: /SCDSB

For an accessible version of this information, please email info@scdsb.on.ca.

A PARENT'S GUIDE TO
INDIVIDUAL
EDUCATION PLANS
(IEP)



Special Education



WHAT IS AN IEP?

An Individual Education Plan (IEP) is a written plan created for a student in consultation with parents/guardians. It provides detailed information to help parents/guardians, school and board staff understand the student's learning needs and how best to support them. The IEP is part of the student's file and is reviewed/updated at least once every reporting period.

Who has an IEP?

- ✓ students identified as exceptional by an Identification, Placement and Review Committee (IPRC)
- ✓ students without an IPRC who regularly require accommodations, or modified or alternative expectations

The parents' role in IEP development

The information you provide will be included in the consultation log on the IEP to help staff better understand your child. This may include:

- ✓ strengths and needs
- ✓ talents and abilities
- ✓ interests and frustrations
- ✓ family life, including routines, schedules and goals
- ✓ previous school successes
- ✓ school-based and post-secondary goals

Once the IEP is created, you will be asked to review it and provide feedback. **Please stay in contact with the school about your child's IEP. Share any current reports and assessments with the school and provide information about life changes that could affect your child.**



Parts of an IEP

Assessment Information

The following assessments are often included in a student's IEP:

- ✓ report cards
- ✓ school-based assessments
- ✓ psycho-educational assessments
- ✓ medical reports

The Program Plan

The program plan is developed using information from assessments and parent input. It includes:

- ✓ information about strengths and needs
- ✓ specific accommodations separated by subject area/task, such as teaching strategies, changes to the classroom environment or changes to assessment
- ✓ special education support or services, which could include staff support or equipment

Some students may benefit from a modified program or alternative curriculum.

This includes changes to curriculum expectations, or learning expectations from a different grade level. Alternative curriculum is anything not included in the regular Ontario curriculum. This might include social skills, daily living skills, or program extensions and enrichment.

Transition plan

Transitions that are part of school life include entry into school, changing grades, and moving to a new school, including from elementary to secondary school. Students experience daily transitions, such as moving between classrooms or to the school yard, changing subjects or changes to class routine, teachers and other staff. The IEP includes information on how transitions affect the student and a plan for support.

IEP review process

IEPs are reviewed at least once every reporting period. Teachers will update the IEP as needed to include new or adjusted learning expectations.

Parents are able to request an IEP review. Reasons for review may include:

- ✓ you have concerns about progress
- ✓ you would like to suggest additional strategies
- ✓ you feel a service is no longer necessary
- ✓ your child has experienced health changes or changes at home

