

Support and Resources

Many organizations are available to support you in understanding the IEP and/or to provide additional resources. The principal of your school 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.

Further resources for IEPs can be found on the Ministry of Education website at:

www.edu.gov.on.ca/eng/parents/speced.html



Download a copy of the Ministry of Education's guide to Special Education in Ontario – Kindergarten to Grade 12 at:

www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

Grand Erie District School Board Contacts for Special Education

Superintendent of Education – Special Education

519-756-6301
Extension 281122

Principal-Leader of Special Education

519-754-1606
Extension 287214

Program Coordinator of Special Education

519-756-6301
Extension 287217

Applied Behaviour Analysis Coordinator – Special Education

519-756-6301
Ext 287227

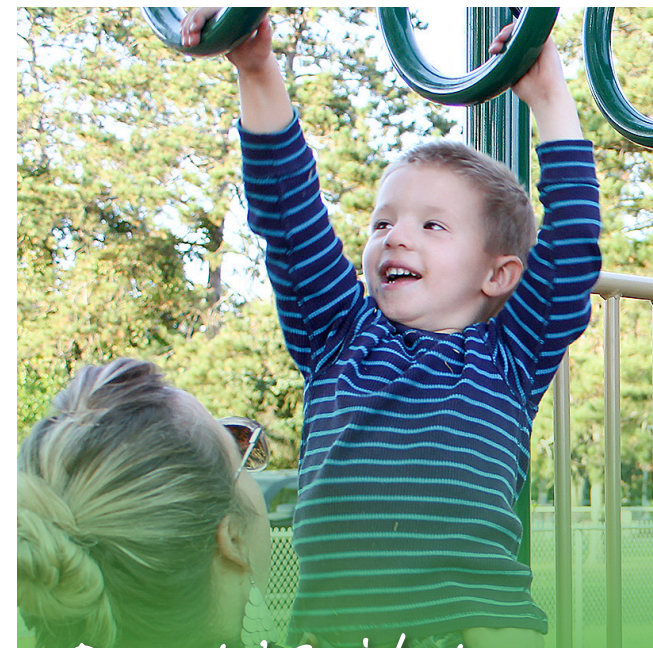


SUCCESS for Every Student

Tel: 519-756-6301 | **Toll Free:** 1-888-548-8878

Email: info@granderie.ca | www.granderie.ca

This brochure was approved by the Special Education Advisory Committee of the Grand Erie District School Board.



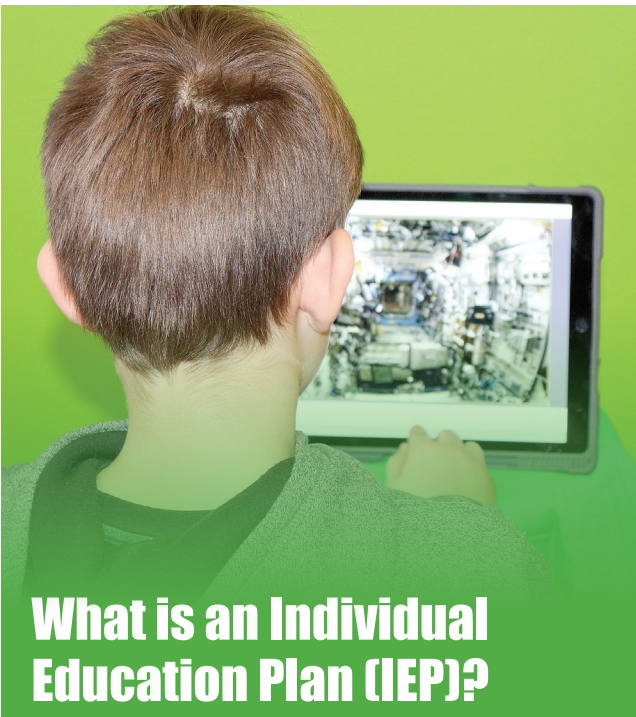
Parents' Guide to

SPECIAL EDUCATION

INDIVIDUAL EDUCATION PLAN (IEP)



SUCCESS for Every Student



What is an Individual Education Plan (IEP)?

An Individual Education Plan (IEP) is a written plan that:

- Describes the special education programs and services your child needs to be successful.
- Lists your child's strengths and needs affecting his/her learning.
- Records supports and services that help your child learn and demonstrate learning.
- Identifies expectations that are changed (modified) from your child's age-appropriate grade level.
- Identifies alternative expectations in program areas that differ from the Ontario curriculum. (i.e. social skills, personal care etc.)
- Includes a transition plan for all students who have an Individual Education Plan (IEP), whether identified as exceptional by an Identification, Placement, and Review Committee (IPRC) or not, for a variety of contexts that may include: entry to school, between grades, movement from elementary to secondary, movement from secondary to postsecondary, etc.

What is an Individual Education Plan (IEP)?

Every student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC) must have an Individual Education Plan (IEP).

Students who are not formally identified as exceptional but who require a special education program and/or services have an Individual Education Plan (IEP) when:

- The School's principal decides that the student will be assessed using modified expectations and/or
- The student regularly needs supports and services (accommodations) for instruction or assessment.

What is my role as a parent?

- Take part in developing the Individual Education Plan (IEP).
- Provide up-to-date information that will help in developing and implementing your child's educational program.
- Practice skills at home that your child is learning at school.
- Share information about skills your child has learned at school and has transferred to home and the community.
- Maintain open communication with your child's school.
- Ask questions.



What can I expect from the school regarding the Individual Education Plan (IEP)?

You can expect:

- A copy of the Individual Education Plan (IEP) within 30 school days of the initial Identification, Placement, and Review Committee (IPRC), change of placement or placement in September.
- That the Individual Education Plan (IEP) is written in clear, plain language.
- Ongoing participation in the Individual Education Plan (IEP) process.
- Being informed of meeting times, and the topics to be discussed at your child's Individual Education Plan (IEP) meetings.
- Regular communication from the school regarding your child's progress.
- That the Individual Education Plan (IEP), as a working document is reviewed every reporting period.