



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

Lighting the Way ~ Rejoicing in Our Journey

**THE INDIVIDUAL
EDUCATION PLAN (IEP)**

A Guide for Student, Parents. And Community Professionals

How is an I. E. P. developed?

The I.E. P. process involves five steps:

1. Gather information
2. Set the direction
3. Develop the IEP
4. Implement the IEP
5. Review and update the IEP

The IEP process is continuous, involving ongoing review, evaluation, and adjustments.

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

An I.E. P. is a written document that is developed by the school staff and shared with parents and students for input at an I.E.P. meeting. The law requires that a written Individual Education Plan be developed within 30 days of a school placement.

An I.E.P. is a written summary of the student's strengths, interests, achievement levels and needs, as well as the expectations for a student's learning during a school year that differs from the expectations defined in the appropriate grade level of the Ontario curriculum.

It is a plan developed in conjunction with the parents and implemented and monitored by the school staff. It should be flexible so that it can be adjusted as necessary. The I.E.P. serves as an accountability tool for the student, his or her parents, and everyone who is responsible under the plan for helping the student meet his or her goals.

Who is at the I.E.P. meeting?

An I.E.P. meeting must include an representative from the school board other than the child's teacher, who is qualified to provide or supervise the provision of special education programs. He/she needs to have the capacity to commit resources. This might be a principal or an educational consultant. Also attending must be the child's teacher, one or both parents, and if possible, the student (where appropriate), and other individuals at the discretion of the family or school.

As a student what is my role in the development of my IEP?

The student collaborates in the development of their IEP when she or he :

- *identifies and explains his or her goals, priorities and preferences
- *demonstrates an understanding of the IEP and works actively to achieve goals and expectations
- *monitors progress towards goals; and
- *considers his or her IEP when developing and reviewing an annual educational plan (students in Grade 7 and on, beginning in 1999 as part of secondary school reform)

As parent how do I collaborate in development of my child's IEP?

Parents collaborate in the development of their child's IEP when they advocate for their child's best interest through:

- *providing important information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and the community
- *reinforcing and extending the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home
- *providing feedback on transfer of skills to the home setting and community
- *maintaining open communication with the school

This pamphlet was designed to provide basic information about the IEP and the process utilized in developing IEPs. For more detailed information refer to the Ministry of Education and Training document, Individual Education Plan (IEP) Resource Guide 1998 and Individual Educational Plans Standards for Development, Program Planning, and Implementations available at the Ministry Website, or contact the Special Education offices of the St. Clair Catholic District School Board.

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