

- ✓ gross and fine-motor skills

#### INTELLECTUAL

- ✓ abilities at home
- ✓ abilities at school

#### EDUCATIONAL

- ✓ strategies that have or have not worked
- ✓ communication strategies
- ✓ assessments
- ✓ learning styles
- ✓ examples of work and abilities

#### CULTURAL

- ✓ Motivation
- ✓ cultural and language considerations

#### EMOTIONAL

- ✓ disposition
- ✓ emotional well-being

#### SOCIAL

- ✓ social skills
- ✓ school-yard interactions
- ✓ peer and adult interactions
- ✓ extracurricular in-school activities

### WHAT ABOUT MY OLDER CHILD?

For students over 14 years of age, a **TRANSITION PLAN** is developed.

Parents are invited to assist the school in preparing a Transition Plan.

**What is a Transition Plan?** A Transition Plan is a written plan to assist the student in the move (transition) from school to work, further study and/or life in the community.

#### Who should be a part of the Transition Plan

**Team?** Team members include:

- ✓ school personnel, ie. Special Education Staff, Guidance Personnel, Principals

- ✓ the student and his/her family, ie parents, siblings
- ✓ support network, ie association members or agencies that are working with the student

**What should the Transition Plan include?** Each Transition Plan should include

- ✓ **Goals**
  - which reflect a vision for the pupil as an independent, responsible and productive adult
  - which realistically reflect the strengths, needs and interests of the student
- ✓ **Actions** (both current and future)
  - which are required to achieve the goals
  - which build on the student's strengths and needs
- ✓ **Responsibility**
  - of student
  - of parents
  - of educators
  - of support professionals
  - of agencies
  - of services and support systems for each actions
  - their documented agreement to accept that responsibility
- ✓ **Timelines** for implementation of each action

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RENFREW COUNTY  
 DISTRICT SCHOOL  
 BOARD

## Special Education Department

### INFORMATION BROCHURE

# INDIVIDUAL EDUCATION PLANS (I.E.P.)

*When used in this document, the word  
 "parent" includes guardian.*

## WHAT IS AN INDIVIDUAL EDUCATION PLAN?

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The Individual Education Plan, or I.E.P., is a working document which is prepared annually by your son's/daughter's teacher(s) in consultation with you.

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 (for students over 14)

You can expect a copy of your son's/ daughter's I.E.P. by mid-October (or 30 school days after being placed in a program.)

## HOW DOES AN I.E.P. WORK?

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- ✓ it outlines the special education programs and services your child will receive
- ✓ it is reviewed and updated regularly

## THE PARENTS' SUPPORTING ROLE

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Parents play a powerful supporting role in the I.E.P. process.

As a parent you can provide consultation

- ✓ by attending the Identification, Placement, and Review Committee (I.P.R.C.) meeting
- ✓ by attending case conferences
- ✓ by having on-going communication with your son's/daughter's teacher(s)
- ✓ by sharing with the teacher(s) what you hope your son/daughter will accomplish this year

As a parent

- ✓ bring ideas and information to parent/teacher meetings
- ✓ ask questions
- ✓ value everyone's input

**You know things about your child's approach to learning that no one else knows.**

Be sure to share these with the teacher(s):

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

**Contributions from as many sources as possible will benefit your child.**

## WHAT NOW? CARRYING OUT THE I.E.P.

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- ✓ Take every opportunity to communicate with your child's teacher.
- ✓ Talk to the teacher(s) about what (s)he is trying to accomplish.
- ✓ Do what you can at home to try to support your son's/daughter's goals.
- ✓ Provide additional insights and resources to the school.
- ✓ Share significant personal/family events as relevant.

## REVIEW AND UPDATE

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

- ✓ Communicate regularly with your son's/ daughter's teacher(s) regarding progress.
- ✓ Look for evidence of growth towards goals on your son's/daughter'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 son/daughter is changing grades, schools, or moving into the workplace.
- ✓ At the secondary level, encourage your son/daughter to be part of these discussions.

**Many organizations are available to support you in understanding the I.E.P., and/or to provide additional resources. Your school's principal (or special education department head in the high 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.**

## FOR THE ELEMENTARY SCHOOL STUDENT

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You may wish to consider making a portfolio of ALL ABOUT ME information for your child's teacher using the following headings:

PHYSICAL

- ✓ medical information
- ✓ athletic abilities
- ✓ self care