



Your Child's IEP: Get Involved, Stay Involved

It's time for classroom teachers to create/update the IEPs of their students. We at **SEAC** (*your Special Education Advisory Committee*) would like to take a moment to give you a few tips on what your role is as a parent of a child with an IEP (*Individual Education Plan*).

An IEP is a document that helps describe what your child may be doing differently from their peers in the school day based on their identified needs. These changes are put in place to help your child achieve their personal best.

Did you know?

- The IEP is to be developed by a team! Make sure the people who know your child best and those who will be working directly with your child are giving input on the IEP.
- IEP teams may include: you, your child, teachers, the principal and other school staff or community agencies your child receives support from.
- While this team is an important part of the IEP process, the IEP is written by your child's classroom teacher(s) in collaboration with Special Education Teacher.
- The principal of each school is responsible for ensuring that all IEP's for students in their school are created, reviewed and implemented properly.
- It is a working document so that if the team feels your child is still struggling, it can be discussed, reviewed, revised as needed throughout the school year.

What is your role in the IEP process?

You know your child best! You have valuable information about your child's personality, development and learning that can help to guide teachers in meeting their learning needs. Meeting face to face with your child's classroom teacher is a great way to make sure your child's IEP reflects what your child needs for a successful, happy and safe school year. If it's not possible to meet face to face, there are many other ways for the team to communicate. Take the time to write a note or an email. Your involvement is important.

Who can help me?

There are many people who can assist you with questions you have about your child's IEP, including the classroom teacher, the principal, SEAC representatives, other parents, and you can also check if your School Council has a Special Needs Representative.

The WCDSB (Waterloo Catholic District School Board) website has many resources, including the list of community agencies involved with your school board's Special Education Advisory Committee (www.wcdsb.ca/spec-ed/seac.html) and the Parent IEP Guide (www.wcdsb.ca/spec-ed/iep.html).

We'd like to wish you and your children a successful school year,
The WCDSB Special Education Advisory Committee

Follow us on Twitter: @WCDSB_SEAC
Email us at: info@wcdsb.ca (subject line: SEAC)



Parent IEP Checklist

This chart will help you review the different sections of your child's IEP. It may be helpful to look at your child's most recent Report Card. If you can't check off all of these statements, or have questions or comments, please call the school and talk to the classroom teacher.

	Questions to Ask	Comments
	The reason my child has an IEP is clear.	
	The IEP contains all relevant and current assessment and medical data (some of which I may have provided).	
	Any health needs my child has are listed under "Health Support Services."	
	Any special equipment my child requires has been discussed and noted in the IEP.	
	Subjects/courses/skill areas to which the IEP applies are listed.	
	There is a transition plan in place to help my child through the challenges of change.	
	The Human Resources section shows the people supporting my child's learning in addition to the classroom teacher(s).	
	My child's preferred learning styles and how they react to certain situations have been taken into account.	
	There is a clear link between my child's IEP and report card(s).	
	Any non-academic goals relevant to my child's success are listed (e.g. social, self-regulation, life skills).	
	Accommodations or modifications are specific and appropriate for my child.	
	My child's strengths and needs, in terms of how they learn best are incorporated in any accommodations or modifications.	
	I have shared with my school the changes in my child over the summer (e.g. new talents, skills and interests) and they are reflected in the accommodations or modifications.	
	Methods that are working well at home/in therapy have been taken into consideration.	
	Annual program goals for my child are observable, measurable and obtainable; these goals reflect various areas (e.g. academic, social, self-regulation).	
	The IEP reflects input from my child's teacher(s) and any other appropriate professionals.	
	My feedback on the IEP is documented in the consultation log section of the IEP.	
	The IEP is written in language I understand.	
	I feel comfortable asking the principal and teachers for clarification, if needed.	
	The principal has signed the IEP signifying his/her responsibility for its content, implementation and review.	
	I have completed the Parent Comment Form and returned it to school.	

An **accommodation** is a change in the way a program or course is delivered to your child at his/her current grade level.

A **modification** is a change to the current grade level curriculum expectations.

Alternative expectations do not come from the provincial curriculum but they are based on the learning needs of your child (e.g. self-regulation, behaviour).

