

## Parents are valuable members of the process

Parents provide a unique understanding of the child's past experiences and goals, interests, and responses. The work you do at home with your child is important in meeting the goals set through the IEP process.

### You can take part by:

Having regular contact with the school

Attend IEP meetings

### Before going to the IEP meeting:

- ◆ Discuss agenda with the teacher or resource
- ◆ Write down thoughts & questions you want to talk about in the meeting
- ◆ Think about your goals & hopes for your child
- ◆ Think about concerns you want addressed

### At the meeting:

- ◆ Ask questions if anything is unclear
- ◆ Ask how you can help at home

### After the meeting:

- ◆ Keep in touch with teacher
- ◆ Work on IEP goals at home

*As a school division we look forward to continuing to work with parents as an effective team for the planning and implementation of IEPs for students within Prairie Spirit School Division*

For more information regarding the development of I.E.P.s, the document, [A Handbook for Developing and Implementing IEPs; Early to Senior Years](#) can be obtained from your local Resource Teacher or is available on line at [www.edu.gov.mb.ca](http://www.edu.gov.mb.ca)

This pamphlet has been developed by the Student Services Team of Prairie Spirit School Division

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## Individualized Education Plans

*Learning with Spirit*



**Prairie Spirit  
School Division**

[www.prairiespirit.mb.ca](http://www.prairiespirit.mb.ca)

## Development of IEPs:



IEP has many parts and participants

### 7 Essential Components to an IEP

1. Student identification & background information
2. Current levels of performance
3. Student specific outcomes (annual learning goals)
4. Performance objectives (short term goals)
5. Methods, materials & strategies
6. Names of team members who will implement the IEP
7. Plans & timelines for evaluation & review

## Individualized Education

### Who should have an IEP?

Students needing academic, behavioural, social emotional, transportation or transitional planning may require an I.E.P. This could include students receiving M (modified), I (individual) or E (English as an additional language) designations according to Manitoba Education Citizenship and Youth guidelines; Level II and Level III funded students; students whose educational program has been altered; students who require adaptations or exemptions to provincial examinations or standards tests.

### What is an IEP?

An IEP is a summary of the educational goals of highest priority for specific students. It is not a description of everything that will be taught to a student. An IEP contains pertinent information about a student's individual needs. It includes the student's current level of performance and concise descriptions of what the student will know and be able to do by the end of the school year. These outcomes will be broken into small manageable steps called performance objectives. These tell what the student will do, how things will be done, who will do what, and how and when the objectives will be evaluated.

## Who should be involved?

### The in-school team members:

Student  
 Parents  
 Teacher(s)  
 Principal  
 Resource Teacher  
 Educational Assistant(s)

### The support team members:

Speech/Language Pathologist  
 Psychologist  
 Social Worker  
 Occupational Therapist  
 Physical Therapist  
 Student Services Administrator  
 Other outside agencies i.e. medical personnel