

*How can you prepare for the meeting?*

Be prepared to talk about your child's strengths and needs. If you have questions prior to the meeting, talk to your child's case manager.



**For more information:**

***Individual Education Plans: A Guide for Parents***  
Copyright © 2010 Catherine Abraham and Joyce Gram  
Produced by the authors in collaboration with the BC  
Confederation of Parent Advisory Councils

This guide is available electronically at  
<http://www.bccpac.bc.ca/index.aspx>

***Parent's Guide to Individual Education  
Planning—A Guide for Parents***

Printed in 1996 by The British Columbia Superintendents'  
Association— <http://bcssa.org/PDFs/Resources/IEP.pdf>

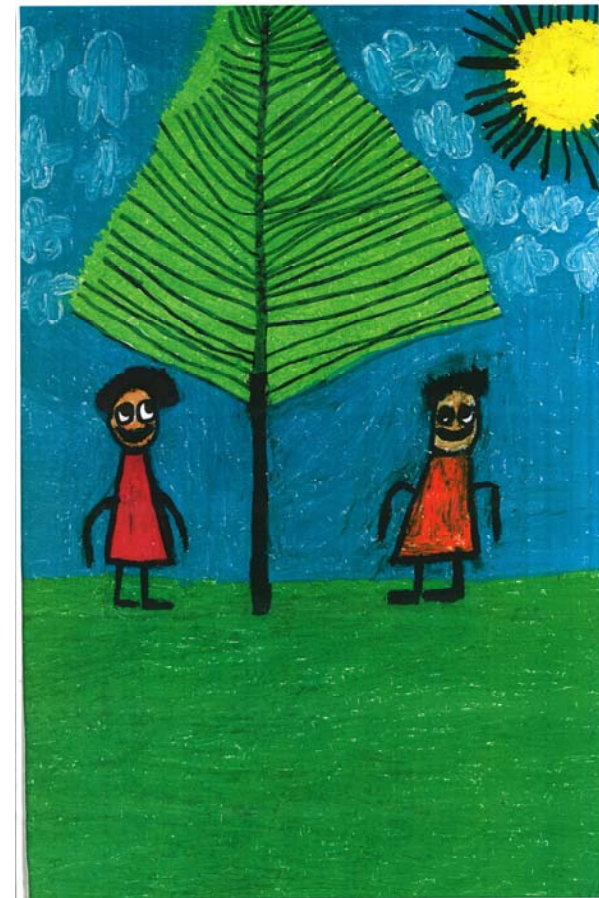
***“Speaking Up! A Parent Guide to Advocating for  
Students in Public Schools***

Prepared by the BC Confederation of Parent Advisory Councils  
<http://bccpac.bc.ca/>

Saanich Schools



**PARENTS' GUIDE TO  
INDIVIDUAL EDUCATION  
PLANNING**



### *Your child has been identified with a learning disability or special needs—what is the next step?*

Remember you are not alone, there is a team to support your child. Your child will be assigned a case manager. In the Saanich School District, each school has Support Teachers and they are usually assigned this role. The case manager will arrange a school based team (SBT) meeting with the purpose of developing an Individual Education Plan (IEP) for your child.

### *What is an IEP?*

An IEP is a written plan designed to meet your child's unique needs.

It outlines the learning activities and aspects of the educational program designed to support your child's success.

An IEP contains several elements:

- goals and strategies to help your child learn;
- relevant services and resources to support your child;
- ways to track your child's progress.

An IEP is a "living document" meaning it can, and will, be changed as your child's circumstances change.

### *Who attends the IEP meeting?*

The School Based Team (SBT) usually includes the parents, classroom teacher, IST and often the school principal or vice-principal. When appropriate, students are encouraged to participate in the development of their own IEP. Depending on the needs of your child, other staff may be involved, (e.g., speech language pathologist, occupational therapist, educational assistant, school psychologist, etc.). If you would like to invite other members to attend the IEP meeting, let the case manager know.

### *What is the parent's role?*

Parents are partners in the IEP process. They have a wealth of knowledge and experience regarding their child, which is important in developing the IEP. They can offer insight into their child's learning interests and other aspects of the child that only a parent can know. Involvement in the IEP process is important for your child's success.

As a parent, you are the consistent advocate for your child throughout their educational experience. As partners in the process of IEP development, parents gain valuable insight into their child's successes and challenges at school.