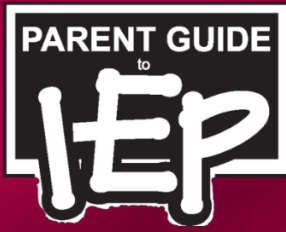


# Working together...



## The Individual Education Plan (IEP)

The I.E.P is written a written plan which describes your child's strengths and needs. *It outlines the special education program and/or services that your child requires, over and above what generally happens in your child's classroom*  
*The program may include accommodations, modifications, or alternative programming.*

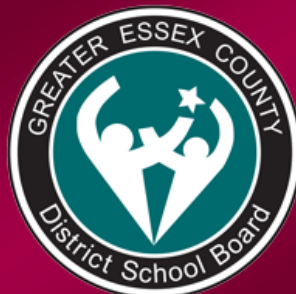
*It lists what strategies will be used to address your child's academic needs.*

## 5 Phases of the IEP process

1. Gathering information
2. Setting the direction
3. Developing the IEP
4. Carrying out the planned Activities
5. Reviewing and updating the I.E.P

## Components of an IEP Include:

- *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 to the grade-level expectations in the Ontario Curriculum)*
- *alternative expectations*
- *special education services provided for the student*
- *assessment strategies for reviewing the student's achievements and progress*
- *IEP updates showing dates, results, recommendations*
- *a Transition Plan for all exceptional students*
  - *self-advocacy skills*



## Accommodations

Teaching strategies, supports, and/or services that provide students with access to the curriculum and enable them to demonstrate their learning. Accommodations do not alter the provincial curriculum expectations for the grade.

## Modifications

Modifications are changes made to grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the Ontario curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

## Alternative Expectations

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum.

## Developing the IEP

How can I contribute to planning goals for my child?

Beginning with your child's strengths and needs is an important first step.

*You can help by:*

- including your child in the discussions*
- telling the teacher what you hope your child will accomplish this year*
- Likes, dislikes and interests (extra-curricular activities)*
- Talents and abilities*
- Family relationships and dynamics (extended family relationships and pets)*
- Peer relationships and dynamics*
- Family routines and schedules*

## What should I do if I have questions or concerns About the IEP?

Your direct link to your child's programming needs is the classroom teacher and/or Special Education teacher. The Learning Support Teacher (LST) is also a valuable resource. If your concerns are not met, then it may be necessary for the principal and/or the Special Education Coordinator to get involved.

It is important to keep the focus on your child's best interests and keep the lines of communication open.

## Carrying out the IEP at Home

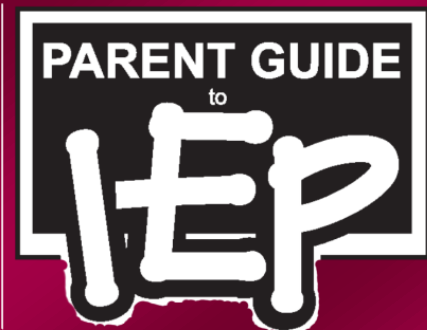
### Making Learning a Priority

Parents as partners can provide an invaluable perspective on their child's personality, development, and learning style.

Open communication and cooperation between home and school will also ensure that the two have similar expectations with respect to the student's special education program and services.

## Tips for Parents

- ✓ **Ask your child on a regular basis to share with you the events and activities of the school day.**
- ✓ **Speak with your child about their learning strengths and needs.**
- ✓ **Read to your child daily and for older students, encourage them to read daily**
- ✓ **Ensure that your child attends classes on a regular basis and is punctual and well prepared for the school day.**
- ✓ **Provide a quiet, well equipped location in your home for your child to complete homework.**



## How do I work as an effective IEP partner?

Students are most successful when all team members work together towards achievable goals.

### As a parent:

- Keep the focus on your child at all times
- Tell the teacher the hopes you have for your child's learning
- Bring ideas and information
- Ask questions
- Value everyone's input

expectations as he/she progresses through the Ontario Curriculum.

Your child's report card should be a direct reflection of the goals stated in the IEP. IEP's are formally updated twice a year, however it is considered a working document that may be revised as needed.

## Assessment & Review

Development and review of the IEP is a team approach. It is an accountability tool for you and your child and everyone who has responsibilities under the plan. It is designed to help your child meet the stated goals and

- ✓ Talk to your child's teacher about the goals that have been set;
- ✓ Communicate regularly with your child's teacher regarding progress;
- ✓ Recommend changes in goals, strategies, and/ or resources or support where you see a need;
- ✓ Be actively involved in discussions at school when your child is changing grades, schools or moving into the work place

This information is also available on the ministry website [Edu.gov.on.ca](http://Edu.gov.on.ca) For more information about our special education programs and services as well as our Special Education Advisory Committee (SEAC) Please visit our website: [PublicBoard.ca](http://PublicBoard.ca)