

## 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 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 at the end of each reporting period, however it is considered a working document that may be revised as needed.

- *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 workplace.*

## 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.

## "All About Me"

### PHYSICAL

- medical information
- athletic abilities
- self-care
- gross and fine-motor skills
- abilities at home

### INTELLECTUAL

- strategies that have or haven't worked
- communication strategies

### EDUCATIONAL

- assessments
- learning styles
- examples of work and abilities
- motivation
- disposition

### CULTURAL

- emotional well-being
- cultural and language considerations

### EMOTIONAL

- social skills
- schoolyard interactions
- peer and adult interactions
- extra-curricular in-school activities

### SOCIAL

- other

## SETTING THE DIRECTION: *How do I work as an effective I.E.P. partner?*

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

As a parent:

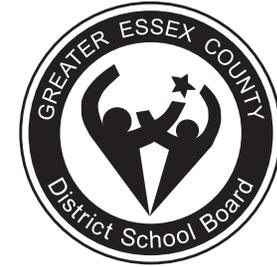
- *keep the focus on your child at all times*
- *tell the teacher the hopes you have for your child's learning*
- *bring ideas and information*
- *ask questions*
- *value everyone's input*

This information is also available on the Ministry of Education website:

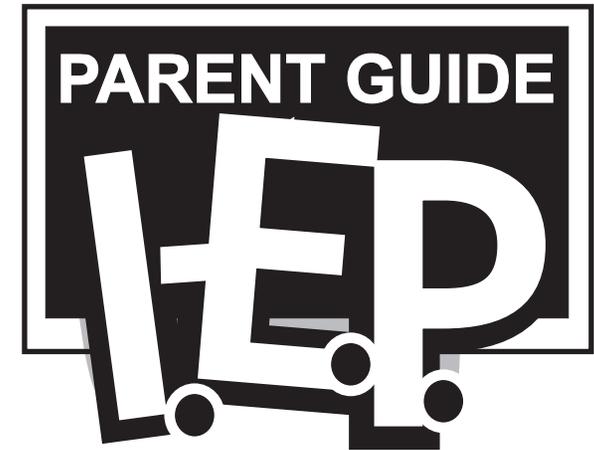
[www.edu.gov.on.ca](http://www.edu.gov.on.ca)

For more information about our special education programs and services as well as our Special Education Advisory Committee (SEAC) please visit our website:

[www.publicboard.ca](http://www.publicboard.ca)



## Working Together...



## The Individual Education Plan (I.E.P.)

GREATER ESSEX COUNTY  
District School Board

*Vision:*

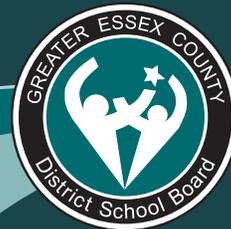
**Building tomorrow  
together –  
every learner,  
every day**

*Mission:*

**Excellence in  
public education –  
confident learners,  
engaged communities,  
ethical stewardship**

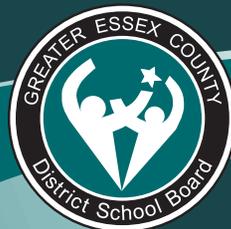
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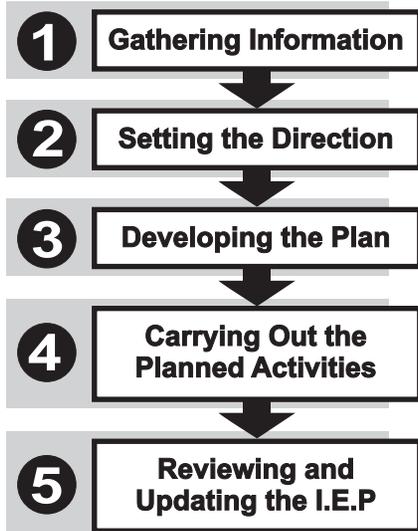


# The Individual Education Plan (I.E.P.)

*The IEP is 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



## Accommodations

Teaching strategies, supports and/or services that provide students with access to the curriculum and enable them to demonstrate learning may 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*
- *I.E.P. updates showing dates, results and recommendations*
- *a Transition Plan for all exceptional students*
- *self-advocacy skills*

## Developing the I.E.P.

*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*

## 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.**
- **Whenever possible, attend school activities such as open houses, parent teacher interviews and school council meetings. When your child sees you involved at school, they will also see education as a high priority.**