

Five Phases of the IEP Process

- Gathering information
- Setting the direction
- Developing the IEP
- Carrying out the planned activities
- 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
- Advocacy skills

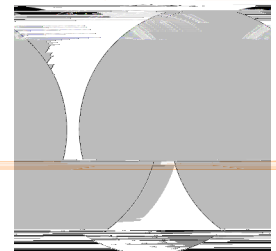
Accommodations

Teaching and test supports and services that do not change the original intent of the curriculum

Modifications

Modifications are changes made to grade level expectations that do not meet the student's needs.

Alternative Expectations



Parent Guide to the Individual Education Plan (IEP)

Developing the IEP

How can I contribute to planning goals for my child? Working 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 achieve

- Likes, dislikes and interests (extracurricular activities)

- Talents and abilities

- Family relationships and dynamics (extended family relationships)



Parent Guide to the Individual Education Plan (IEP)

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 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 twice a year, 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 27g-(r)-10.4 (90 Tc 0 c-1.3 (io)4.2)33 (in)-1.3 lioao27g

