

## Parent's/Guardian's Role is to ...

- support the I.E.P. process
- understand, participate and collaborate in all phases of the I.E.P. process
- receive a copy of your child's I.E.P., within 30 school days
- support, reinforce, and continue the educational efforts and activities at home

Share knowledge about your child's approach to learning that no one else knows, including:

- likes, dislikes and interests
- interest in extra-curricular activities
- talents and abilities
- family relationships and dynamics (including extended family and pets)
- peer relationships and dynamics
- family routines and schedules

## An I.E.P. is reviewed to ...

- assess progress towards goals
- update expectations, strategies, approaches, and/or resources necessary to achieve their goals

## You are encouraged to ...

- talk to your child's teacher about the goals that have been set
- collaborate with your child's teacher regarding progress
- look for evidence of growth towards goals on your child's report card
- propose 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 or post secondary placement.

## Resources ...

### York Catholic District School Board

#### Contacts:

- Your Child's Special Education Teacher
- Your Child's School Administrator
- Student Services Department

#### Ministry:

- [www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html](http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html)
- [www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html](http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html)
- [www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html](http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html)



York Catholic District School Board

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

## Brochure for Parents/Guardians



Student Services Department

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## **An I.E.P. is ...**

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs

## **An I.E.P. is not ...**

- a description of everything that will be taught to the student
- a list of all the teaching strategies used in regular classroom instruction
- a document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations

## **The I.E.P. summarizes ...**

- student's strengths and needs
- medical/health information
- assessment data
- student's current level of achievement in each program area
- a representative sample of the goals and specific expectations for students who have a modified or alternative program
- program modifications (changes required to grade/subject level/expectations in the Ontario Curriculum)
- accommodations (supports required to help your child access the curriculum and demonstrate learning)
- special education services provided to the student
- assessment strategies for reviewing the student's achievements and progress
- regular updates, results and recommendations
- a Transition Plan is required for all students with a diagnosis within the Autism Spectrum
- a Transition Plan is required for all exceptional students (Grade 7 and onwards)

## **Understanding Your Child's I.E.P. ...**

- All students have accommodations.
- Some students have modified curriculum goals and expectations.
- Few students have alternative curriculum goals and expectations.

### **Annual program goals describe...**

- what can reasonably be expected to accomplish by the end of the school year or semester
- strengths, needs, and current level of achievement

### **Modified expectations are changes...**

- in age-appropriate grade/subject level expectations
- to the number and/or complexity of the regular grade level/course curriculum expectations
- that must be demonstrated independently by the end of each reporting period

### **Alternative expectations are ...**

- not represented in the Ontario curriculum (e.g. social skills, self-advocacy skills, orientation/mobility training, personal care, life skills)
- non-credit "K" courses (at the secondary school level)
- focused on daily living, social skills, functional literacy, numeracy, communication, community access, pre-vocational skills
- independently achievable by the end of the reporting period
- few in number (2 to 4), measurable and independently achievable within a reporting period

## **Teaching Strategies. ...**

- compliment your child's learning style
- are the instructional accommodations listed if they differ from the strategies used with other students

## **Assessment, Evaluation, and Reporting ...**

- gather information related to the student's learning expectations set out in the I.E.P.
- are based on the data collected in the process of assessment and reported on the Provincial Report Card

## **A Transition Plan ...**

- addresses the changes in school environment (i.e. activity, location and personnel) for all students diagnosed within the Autism Spectrum
- focuses on a post-secondary destination (work, further education, and/or community living) and includes annual goals, actions, responsibilities and timelines

