

## SUPPORTING YOUR CHILD

Parents are phenomenal partners!

As a parent, you know your child best and understand their individual strengths, abilities, needs and interests.

You play a key role in the IEP process, and because of this, it is critical that you share information about your child with the school team and take an active role in decisions that impact your child's education.

Should you have any questions, or require additional information, please contact your child's teacher or principal.



## NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

383 Birch Street North, Timmins, P4N 6E8

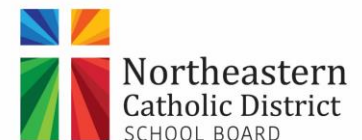
VISIT US!

<https://www.ncdsb.on.ca/>



## THE INDIVIDUAL EDUCATION PLAN

A GUIDE FOR PARENTS



## WHAT IS AN IEP?

An Individual Education Plan (IEP) is a written plan that describes:

- your child's strengths and needs and specific educational expectations
- an outline of the special education program and/or services that will be received
- a statement about the methods by which your child's progress will be reviewed
- a transition plan

A transition plan outlines the daily, short term and long term actions that are taken to support your child. This plan is reviewed and updated as part of the IEP review process.

### Supported transitions may include:

- entry to school
- activity to activity
- class to class
- between grades
- school to school
- elementary school to secondary school
- secondary school to education, career, community and life pathway

IEPs must be reviewed regularly – at least once every reporting period.

## WHY IS AN IEP DEVELOPED?

An IEP is developed for one of two reasons:

1. Your child has been identified as an "exceptional pupil" by an Identification, Placement and Review Committee (IPRC).
2. Your child has not been identified by an IPRC as exceptional, but requires a special education program and/or services in order to attend school, achieve curriculum expectations and/or to demonstrate learning.

IEPs are based on a thorough assessment of your child's strengths, needs, and ability to demonstrate learning.

IEPs are working documents.

## ACCOMMODATIONS & MODIFICATIONS

Special education needs can be met through accommodations, modifications and alternative curriculum expectations.

**Accommodations** are strategies and supports that differ from what is normally provided during instruction. Accommodations allow a student to participate in learning without any changes to the knowledge and skills the student is expected to demonstrate. Instructional, Environmental and Assessment accommodations are listed on the IEP.

**Modifications** are changes that are made in the age-appropriate, grade-level expectations for a subject or course to meet a child's learning needs.

Modifications can be made by:

- selecting expectations from a different grade level;
- altering the number of the grade level expectations; and/or
- altering the complexity of the grade level expectations

**Alternative Curriculum Expectations** are learning expectations that are not represented in the Ontario Curriculum. Alternative programming enables learners to develop the skills needed to reach their full potential.