

# Individual Education Plan:

Parent's Guide to IEPs



# What is an **Individual Education Plan** (IEP)?

“An IEP 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.”

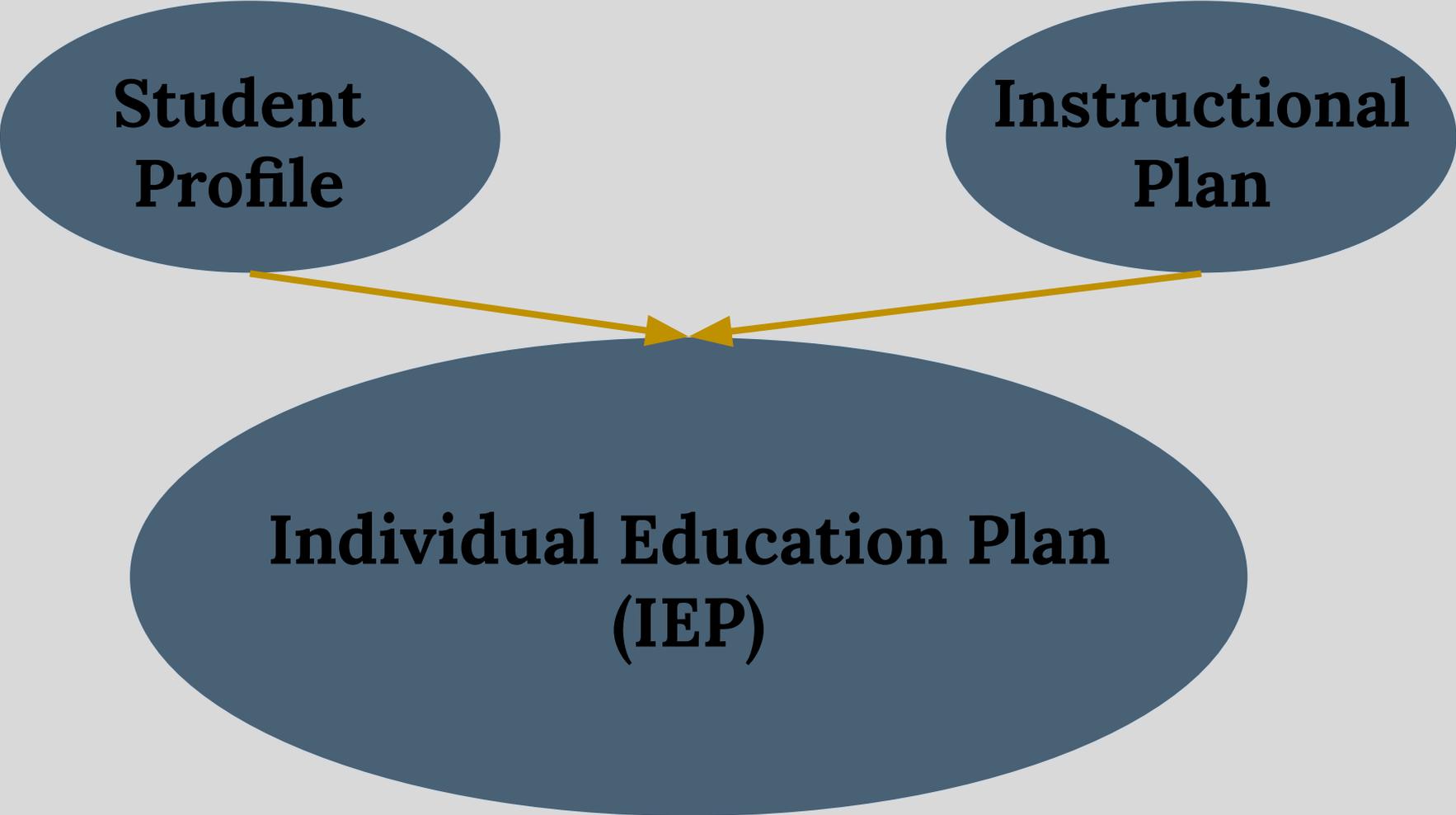
# Why might an IEP be created?

IEPs are developed by schools when assessments indicate that a student needs special education programming and/or services. The reasons for creating an IEP vary greatly from one student to the next. A student's **complete** learning profile should be considered, including diagnostic information, assessment data, current achievement levels and progress over time.

**Student  
Profile**

**Instructional  
Plan**

**Individual Education Plan  
(IEP)**



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# Developing the IEP

- An IEP remains in place for as long as the special education programming and/or services are required
- The development of an IEP should be a collaborative process that includes parents and the student (if possible/appropriate)
- Schools are required to seek feedback through consultation with parents
- Opportunity to discuss and share information with the classroom teacher and/or special education resource teacher regarding your child's education

# Key components of an IEP:

- **Student Profile** - biographical info, assessment data, strengths/needs and interests
- IEP Team and Supports - professionals implementing IEP and supporting the child
- **Accommodations** - instructional, environmental and assessment supports
- **Program Areas** - individualized goals and instructional programming
  - Modifications
  - Alternative Programming
- **Transition Plans** - plans and goals for both daily and longer term transitions
- Consultation Records - a record of communication between school and home

# Student Profile - Who is your child as a learner?

- Name, birthday, grade, teacher, school year, etc
- Identification and placement
- Assessment data, relevant and current
  - Academic assessments from teaching staff
  - Psychological-educational assessments
  - Speech & Language
  - Physiotherapy
  - Occupational Therapy
  - Medical
  - Vision
  - Hearing
  - Other
- Strengths and needs, assessment driven
- Personal Interests

## **Individual Education Plan- Student and Parent/Guardian Feedback Form**

*Please Note: Feel free to add additional pages to this document to enable you to share the information you would like us to have*

Student's Name: \_\_\_\_\_

Current Interests/Hobbies/Extracurricular Activities

Areas of Strength (e.g., academic, social, athletics, etc.)?

Areas of Need/Struggle/Challenge (e.g., academic, organizational, social, engagement, attendance, etc.)?

Student Goal(s)

(over)

# Accommodations - How will your child's learning be supported?

Educational staff are able to tailor the learning environment and the design of a student's tasks to enable them to access learning.

## Instructional

Adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum

## Environmental

Changes or supports in the physical environment of the classroom and/or the school

## Assessment

Adjustments in assessment activities and methods required to enable the student to demonstrate learning

# Examples of accommodations might include:

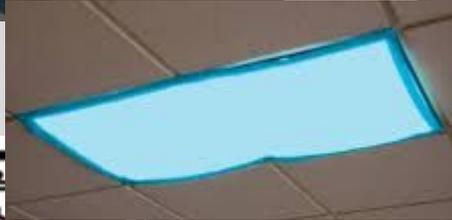
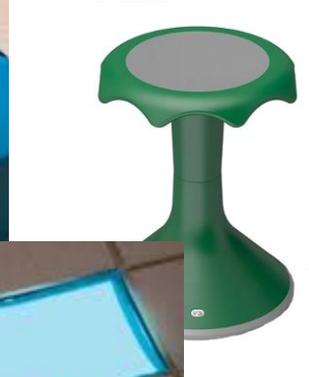
Instructional



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Environmental



Assessment



# Modifications & Alternative Programs - What are your child's learning goals?

**Modifications** outline the specific areas of instructional focus in necessary curriculum areas based on a student's strengths and needs. These are changes made to age-appropriate grade-level expectations to meet a child's specific learning needs.

- Build skills and knowledge from a **different** grade level
- Decreasing the **number** of expectations
- Decreasing the **complexity** of the expectations

# Modifications & **Alternative** Programs - **What** are your child's learning goals?

**Alternative** programs outline the specific areas of instructional focus that are **not** present in the Ontario curriculum, but that a student requires based on their strengths and needs. These goals might include, but are not limited to:

- Communication
- Social skills
- Personal care skills
- Technology training
- Daily living skills

# Parent Feedback:

## Accommodations, Modifications & Alternative Programs

The development of accommodations, modifications and/or alternative programs is driven by the assessment data outlined in the 'Student Profile'. Staff will also reference the feedback form to ensure that student and parent goals are reflected in the IEP where appropriate.

### Individual Education Plan- Student and Parent/Guardian Feedback Form

Parent/Guardian Goal(s)

Tools and/or strategies that have worked

Is there anything else you would like us to know or are worried about?

Are there any new assessments you would like to share with us to inform the IEP? \_\_\_\_\_(YES/NO). If yes, someone from your child's IEP team will contact you to get more information.

Completed by: \_\_\_\_\_

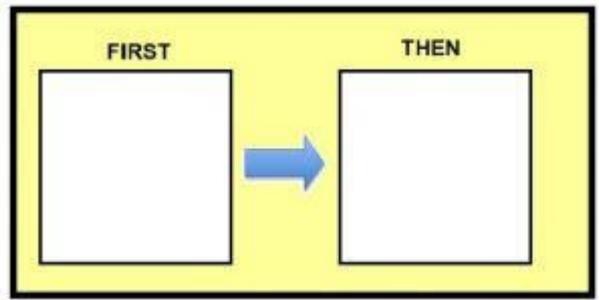
Relation to student: \_\_\_\_\_

Please Note: If there is any additional information you have received, or changes that have occurred, that we should be made aware of (e.g., medical changes, new assessments, family circumstances, etc.) please consider contacting the school to share this information.

*Please return this form in the pre-addressed envelope provided*

# Transition Plans - **When** might a student require individualized plans?

Transition Plans are the supports and goals that the team of individuals will put in place to support a child through daily transitions, as well as more significant or longer term transitions.



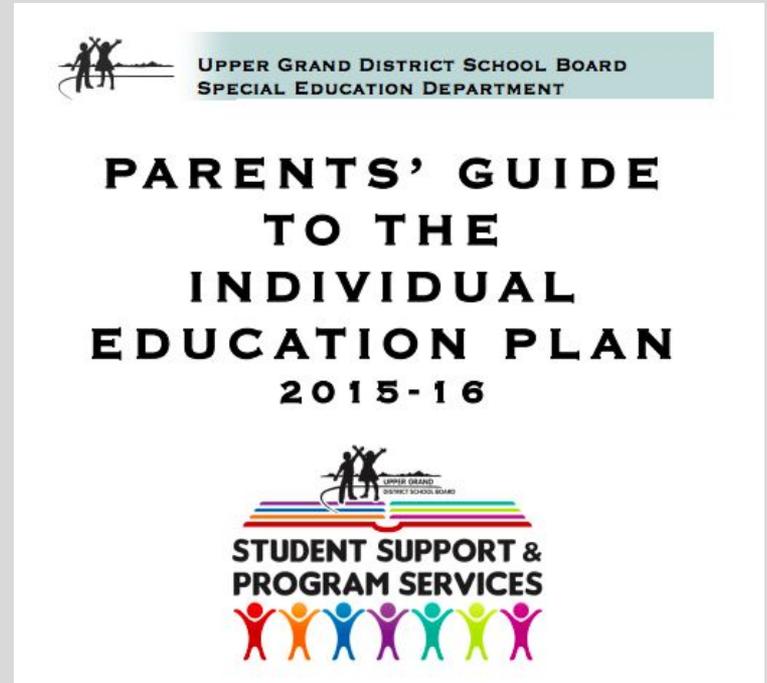
# The Parent/Guardian-School Connection

- IEPs are designed to be collaborative with the school team, Parent/Guardian and the student
- IEPs are working documents that can be changed as needed throughout the school year
- Parent/Guardian as well as student feedback are important for IEP development and monitoring (including new assessments or relevant information)
- Call or reach out to meet with school staff if you have questions or concerns about the IEP or your child's learning at anytime



# Parent/Guardian Resources

Click each image to navigate to information about Special Education in UGDSB.





Thank you for  
joining us!