

# INDIVIDUAL EDUCATION PLAN



## A Parent's Guide to Understanding the IEP

An IEP is a written plan. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It describes the student's progress, and includes a plan to support students in making successful transitions.

An IEP may be developed at any time during a child's educational journey when a teacher, parent and special education resource teacher feels a child could benefit from specialized services.

An IEP may be created for a child who has not been formally identified as exceptional but could still benefit from a special education program or service.

This brochure will help you understand the IEP and how it is used to support your child's learning.

*Thank you to KidsAbility School Council for their support of "Individual Education Plan".*



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## What is an IEP?

- Describes the appropriate special education program and/or special education services to be received by your child
- Describes the goals that the school team has set for your child for the school year
- Includes special supports that may assist in achieving these goals
- Identifies particular accommodations, modifications and alternative expectations based on your child's strengths and needs
- A record of the knowledge and skills to be assessed and evaluated
- Must be completed within 30 instructional days after the student has been placed in the program
- Parents, professionals and school teams collaborate to provide input into your child's IEP.
- You as the parent, have valuable insights and information about your child's strengths and needs
- Classroom teachers can share information about classroom expectations and your child's performance
- A special education teacher with additional training and experience, collaborates with other educators
- The principal and appropriate special education staff and support personnel may also contribute

## Who Develops an IEP?

### How Can I Be an Effective Partner in my Child's IEP?

- Collaborate with the school team in the IEP process
- Provide up to date medical and assessment information
- Reinforce educational concepts at home
- Maintain open communication with your child's school team
- Provide accurate information about your child's strengths, needs, likes, dislikes, interests and reactions to situations, and about the talents and skills your child demonstrates in the community
- Ask questions
- Value information given by other team members





## How Can an IEP Support Your child's Learning?

- Provides a tool for sharing information about your child
- Describes educational goals for your child
- Identifies types and levels of support necessary to help your child be successful
- Helps teachers track and evaluate your child's growth and learning progress
- Provides continuity in your child's educational programming
- Ensures educational goals are appropriate and measurable

## How Does the School Use the IEP ?

- Teachers and any support staff involved are responsible for implementing the programs and services outlined in the IEP.
- Teachers will use a variety of strategies to help your child learn, and they will record successful strategies in the IEP.

## What Does an IEP Summarize ?

- Child's strengths and needs
- Medical and health information
- Specialized equipment
- Assessment data
- Annual program goals
- Modified program expectations
- Alternative expectations
- Classroom accommodations
- Assessment strategies used for reviewing progress and achievements
- Communication with parents and school/board staff
- A Transition Plan
- Regular updates, showing dates, results and recommendations

## How is the IEP Updated and Evaluated?

- Your child's progress toward his/her goals will be reviewed.
- The IEP will be updated to include different strategies, approaches, and/or resources considered necessary to help the learning process.

**The school will give you a copy of the IEP to sign, acknowledging that you were consulted in its development. A copy will also be placed in your child's Ontario Student Record (OSR).**



On your child's IEP, a subject or course may be **accommodated**, **modified** or **alternative**.

Accommodation	Modification	Alternative Expectations
<p>An accommodation is a change in the way a program or course is delivered to a student so he/she can gain better access to the program. Accommodations do not alter the provincial curriculum expectations for the grade.</p> <p>Accommodated only (AC) is the term used on the IEP form to identify areas in which the child requires accommodations only to work towards achieving regular grade expectations.</p>	<p>A modification refers to a change in the curriculum level because the grade level curriculum is inappropriate to the level of the student's abilities. For example, a student whose literacy program (reading, writing) is significantly lower than expected for the grade level will have modifications made to his/her program.</p>	<p>Alternative expectations are expectations not derived from a provincial curriculum policy document or are modified so extensively that The Ontario Curriculum expectations no longer form the basis of the student's educational program. Examples may include: life skills, social skills, mobility training and personal care programs.</p>
Types of Accommodations		
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> <li>➤ Peer Tutoring</li> <li>➤ Reinforcement incentives</li> <li>➤ Frequent breaks</li> <li>➤ Concrete/hands on materials</li> <li>➤ Visual cueing</li> <li>➤ Large print</li> <li>➤ Repetition</li> <li>➤ Extra time for processing</li> <li>➤ Sensory breaks</li> <li>➤ Time management aids</li> <li>➤ Reduced work load</li> <li>➤ Technology</li> <li>➤ Audio texts</li> <li>➤ High structure</li> <li>➤ Reduced/uncluttered format</li> <li>➤ Organization coaching</li> </ul>	<ul style="list-style-type: none"> <li>➤ Strategic seating</li> <li>➤ Proximity to teacher</li> <li>➤ Study carrel</li> <li>➤ Quiet space</li> <li>➤ Head phones</li> <li>➤ Special lighting</li> <li>➤ Quiet background music</li> <li>➤ Cube chair and tray</li> <li>➤ Ear plugs</li> <li>➤ Noise cancelling headphones</li> <li>➤ Fidget toys</li> <li>➤ Small class ratio</li> <li>➤ Assistive devices or adaptive equipment</li> <li>➤ Visual Schedules</li> <li>➤ Room dividers</li> <li>➤ FM systems</li> <li>➤ Minimal visual distractions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Extended time limits</li> <li>➤ Oral responses</li> <li>➤ Alternative setting</li> <li>➤ More frequent breaks</li> <li>➤ Tasks presented in small steps</li> <li>➤ Prompts to return child to task</li> <li>➤ Large print</li> <li>➤ Colour cues</li> <li>➤ Reduced format</li> <li>➤ Adult scribe</li> <li>➤ Assistive technology</li> <li>➤ Wait time for processing information</li> <li>➤ Alternative assignment</li> <li>➤ Augmentative and assistive communication devices</li> </ul>

