



The Individual Education Plan (I.E.P.) Frequently Asked Questions

The Individual Education Plan (IEP) is a document that is created for any student that has special education needs that require changes to the regular classroom program. Changes can include accommodations (such as large print books for a child with vision problems) or modifications, when the child does something different to the curriculum, (such as colouring the map instead of writing the place names).

The Ministry of Education has developed an Individual Education Plan (I.E.P.) Resource Guide that can be found online at www.edu.gov.on.ca

1. Why does my child need an Individual Education Plan (I.E.P.)?

- Your child must have an IEP if they have been identified as exceptional through an Identification, Placement and Review Committee (I.P.R.C.)
- Your child may have an IEP if they require special accommodations, such as a FM Sytem for a child with hearing problems, or a picture or symbol based communication system
- Your child may have an IEP if they require modifications to the curriculum, for example if they are still learning letter recognition, when most of the other students are reading words.

2. How is the IEP developed? Who has input and who approves it?

The IEP is developed by the school with input from the parents. The classroom teacher is responsible for using the IEP and they will get help from the Principal and special education teacher in writing the IEP. The Principal is responsible for making sure an IEP is developed and will sign the finished document.

The Teacher or another school staff may talk to the parent on the phone, or in a meeting about their child. This information will be used to develop a list of the child's strengths and needs. The parent may also be asked about how the child performs tasks at home and for any ideas or tips that help the child to be successful.

When the IEP is completed a copy will be sent home and the parent may be asked to sign a form saying that they were involved in developing the IEP.

3. What types of things should be included in an IEP?

The Ministry of Education has developed a set of standards which outline what should be in every IEP, although, each school board has their own form for the IEP. However, all IEPs will include:

- **Student Profile** – name, school, Grade, etc.
- **Assessment Information** – dates and summary of student assessments by professionals, such as Speech_Language Pathologists, Psychomotrists, Physiotherapists, etc.
- **Student's Strengths and Needs** – summary of skills that the student is good at (Strengths) or that the student needs to develop (Needs)
- **Subjects or courses where the IEP is used** – this may be all subjects, or may be just the subject areas where the student is having difficulty
- **Accommodations** – this is usually a list of the strategies used to help a student learn and can include: Instructional Strategies (a list of key words or pictures to help the child complete his work); Environmental Accommodations (a seat at the front of the room, or a quiet place to work); Assessment Accommodations (answering the teacher's questions verbally instead of writing a test)
- **Provincial Assessments** – dates and results of Grade 3, 6 or 9 Provincial Tests, or reasons for exceptions from the tests
- **Special Education Program description** – a description of what the child can do and a list of the modifications (Changes) to the curriculum expectations (each grade and subject has a Ministry of Education program that identifies what the student should learn) that the child will be learning.
- **Alternative Programs** – sometimes a student will be working on a program that is not usually part of the curriculum, for example Anger Management, or Social Skill development. The type and length of the program, as well as the goals for the student should be listed.
- **Human Resources** – a list of the people who will be helping the student and teacher with the student's program (may include time with a special education teacher or a professional, like a Speech-Language Pathologist)
- **Evaluation** – when the student will be evaluated and a Report Card prepared for the parent.
- **Transition Plan** – for students over the age of 14 the IEP must include a plan to help the student prepare for leaving school at the end of high school.
- **Log of Parent Consultation** – a record of the dates and ways that the parent was consulted about the IEP.
- **Principal's signature** – the completed IEP must be signed by the Principal.
- **Parent (or student over age 16) Signature** – the parent will be asked to sign the IEP to confirm they were consulted in the development of the IEP.

4. Who has access to the IEP during the school year?

The IEP is intended to be a working document for the classroom teacher. The Teacher should be making sure that all the accommodations are being provided and tracking how the student is doing in achieving the goals of the IEP. Other school staff, including the special education teacher and the Principal, will be helping the teacher and will have access to the IEP. The parent will get a copy when the IEP is developed and each time it is changed.

5. Can the IEP be modified? How often? What is the process?

The teacher should review the IEP at every reporting period. In Elementary school this is three times each year. If the student is still working with the same accommodations or on the same program there may be no need to change to the IEP. However, if the student has

achieved the program expectations or is having more difficulties, it may be necessary to change the IEP. The parent should be consulted on any changes.

The IEP should be reviewed and changed at the beginning of each school year, and must be developed or reviewed within 30 days of the annual IPRC.

Parents are encouraged to attend the **OAFCCD *Parent As Partners*** workshop series and to check the website at www.parents-as-partners.ca for workshop locations and dates as well as other helpful resources.