

Understanding the Individual Education Plan

Presented by:

Merkle Educational Counselling & Consulting

www.meccservices.com



MECC

Introducing MECC



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Certified Teacher–*

MECC's Mission



To provide compassionate, personalized educational counselling and consulting services that empower families, students, and educators to navigate Ontario's education system with confidence, clarity, and care—ensuring every learner receives the support they need to thrive.



MECC's Vision

A future where every child's unique learning journey is embraced, every family feels heard and supported, and every educator is equipped to foster inclusive, equitable, and emotionally responsive learning environments.





Supporting
Families is
our Passion



Session Goals



- What is an IEP and why is it important for my child?
- Explore the main sections of the IEP
- Understand roles & responsibilities of parent and school
- Gain strategies to advocate for your child



IEP

ent not identified by IPRC but requires special education program/services,
ding accommodations and/or modified/alternative learning expectations

Date of Birth: _____

Semester: _____

Grade/Special Education Class: _____ School Year: _____

Date Annual Review Waived by Parent/Guardian: _____

aring, vision, physical, neurological), psychological, speech/language,
l assessments.

| e | Summary of Results |
|---|--------------------|
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Individual Education Plans



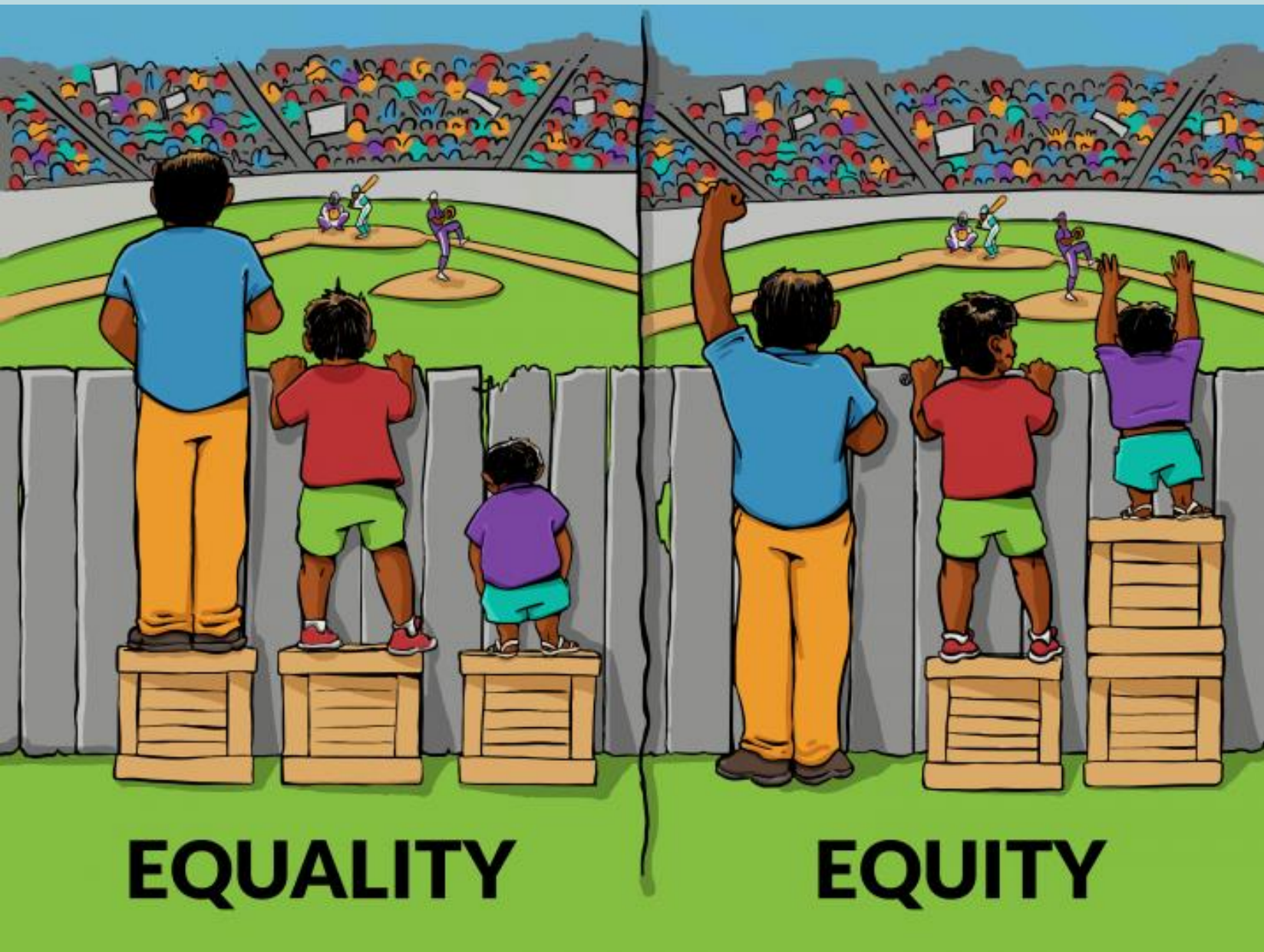
A personalized document developed
by educators *with* families to support
students who have unique learning
needs.

What is an IEP?

- A written, legal document outlining supports for students with identified learning needs
- Developed collaboratively by educators, specialists & parents
- Provides a roadmap for learning, accommodations and success



An Equity Tool



IEPs are designed to ensure that individualized accommodations or modifications are provided to students so that they can attend school, achieve their full potential, and have every opportunity to access the curriculum and fully participate in school.

General Guidelines

- Written and shared with the family within **30 school days of the placement**
- Parents/guardians, and students 16 years of age or older, must be **consulted** in the development of the IEP and receive a copy of the IEP
- Developed within the framework of the provincial **curriculum**
- Written in a way that is **easily understood** by parents





IEP Components

Accommodations

Changes in how a student learns such as the need for extra time or assistive technology.

Modifications

Adjustments to what a student will learn. This includes changing grade-level expectations.

Alternative Expectations

Learning goals that are not necessarily found in the curriculum. They are often life skills or focus on social skills development.

Transition Plans

The IEP also includes a transition plan to support students as they change grades, schools, or programs.

Individual Education Plan

REASON FOR DEVELOPING THE IEP

- ☐ Student identified as exceptional by IPRC ☐ Student not identified by IPRC but requiring accommodations and/or modifications

STUDENT PROFILE

Name: _____

Student OEN: _____

School: _____

Principal: _____ Current Grade/Special Education Class: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by: _____

Exceptionality: _____

IPRC Placement Decision: _____

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), occupational, physiotherapy, and behavioural assessments.

| Information Source | Date | Summary of Results |
|--------------------|------|--------------------|
| | | |
| | | |
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| | | |

Relevant Medical Conditions ☐ Yes (list below) ☐ No

IEP Components



| FOR ALL STUDENTS | FOR SOME STUDENTS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><input type="checkbox"/> STUDENT INFORMATION<input type="checkbox"/> SOURCES CONSULTED<input type="checkbox"/> ACCOMMODATIONS<input type="checkbox"/> TRANSITION PLAN<input type="checkbox"/> CONSULTATION LOG | <ul style="list-style-type: none"><input type="checkbox"/> PROGRAM PAGES WITH MODIFICATIONS<input type="checkbox"/> ALTERNATIVE PAGES<input type="checkbox"/> SAFETY PLAN |

“All students can succeed. Each student has his or her own unique patterns of learning.” Ontario’s *Learning for All* (2013).

Sources Consulted



This page includes relevant assessment data that the educator uses to influence and determine the direction of the IEP.

- Included information should **relate directly** to the need for special education services and support and should be **current**.
- Includes the **date, source, results and recommendations** of assessment reports.
- Reports included may have been completed by school board staff or from outside agencies. E.g., psychoeducational assessment by school psychologist, classroom behaviour logs, work samples, speech-language pathology report, or diagnosis from a pediatrician.
- As parents/guardians, you decide what relevant information to share with the school.

Individual Education Plan

REASON FOR DEVELOPING THE IEP

☐ Student identified as exceptional by IPRC

☐ Student not identified by IPRC but requires special ed including accommodations and/or modified/alternativ

STUDENT PROFILE

Name: _____

Student OEN: _____

School: _____ Semester: _____

Principal: _____ Current Grade/Special Education Class: _____

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Exceptionality: _____

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ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, occupational, physiotherapy, and behavioural assessments.

| Information Source | Date | Summary of Results |
|--------------------|------|--------------------|
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Relevant Medical Conditions ☐ Yes (list below) ☐ No

Accommodations Vs. Modifications



Accommodations

- Changes in how a student learns such as the need for extra time or assistive technology.
- Do not in any way change the content of the curriculum.
- Students working at all levels may require accommodations.
- Ex. Formula “cheat” sheet, visual reminders, extended time for test-taking.

Modifications

- Adjustments to what a student will learn. This includes changing grade-level expectations.
- Changes to the curriculum are required to ensure that the learning meets student needs.
- Could be a change to the complexity and/or the number of expectations.
- Ex. Fewer assignments, different grade-level expectations.

Accommodations Page & Program Page



- Every student with an IEP has an accommodations page.
- Subject-specific program pages are created when modifications to programming must be made.
- Program pages are where specific goals are outlined, including a description of the student's current achievement and annual goals in the specific subject area.



Alternative Expectations



- Focus on knowledge and skills not represented in the Ontario curriculum.
- Curriculum expectations have been adapted to such a degree that they no longer align with the provincial standard; the student is instead working toward individualized learning outcomes.
- Alternative programs are provided in both elementary and secondary schools.



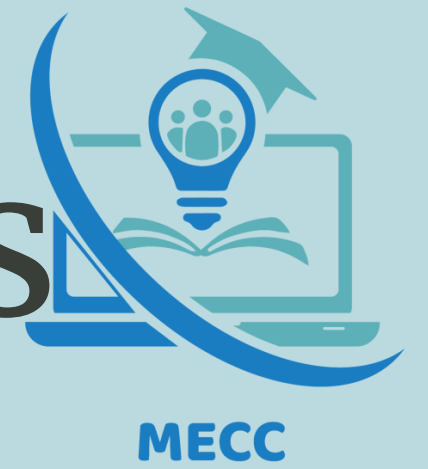
Transition Plan



- Is a part of all IEPs.
- Requirement for all students with an IEP, K-12.
- Includes both “macro” and “micro” transitions.
 - i.e. transitioning to a new school or placement
 - i.e. daily transitions from class to class
- Should include student voice, interests and strengths.



Your Role as Parents/Guardians



- Share your child/teen's strengths and needs with the school team.
- Empower your child/teen to take an active role in their education.
- Share updates and/or changes to your child/teen's medication, routines, relationships outside of school, etc.
- Request a case conference/In School Team Meeting to discuss changes in progress, concerns, etc.
- Request a translator ahead of time if you require one.

How Can You Advocate?

- Learn the language of IEPs
 - Learn the acronyms
 - Ask for explanations
- Ask questions and seek clarification.
 - Ex. “Can you show me what that looks like in the classroom?”
 - “How will you measure progress on this goal?”
- Keep records and notes from meetings. Don’t be afraid to follow up and hold staff accountable for action items.
- Save IEP drafts, emails and progress reports.
- Collaborate and seek support. A collaborative tone helps build trust. Don’t be afraid to ask, “Can we try another approach?”
- Share what works for your child/teen at home.



Parent/Guardian Resources



Individual Education Plans & Provincial Requirements

Sample IEP Template

Draft Part E: The Individual Education Plan (IEP)

Individual Education Plan **IEP**

REASON FOR DEVELOPING THE IEP
☐ Student identified as exceptional by IPEC ☐ Student not identified by IPEC but requires special education program/services, including accommodations and/or modified/alternative learning expectations

STUDENT PROFILE

Name: _____ Date of Birth: _____
Student ID#: _____
School: _____ Inclusion: _____
Principal: _____ Current Grade/Special Education Class: _____ School Year: _____
Most Recent IPEC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
Exceptionality: _____
IPEC Placement Decision: _____

ASSESSMENT DATA
List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioral assessments.


| Information Source | Date | Summary of Results |
|--------------------|------|--------------------|
| | | |
| | | |
| | | |

Relevant Medical Conditions ☐ Yes (list below) ☐ No

Health Support Services/Personal Support Required ☐ Yes (indicate open below) ☐ No

STUDENT'S STRENGTHS AND NEEDS

| Areas of Strength | Areas of Need |
|-------------------|---------------|
| | |
| | |

 **Individual Education Plan (IEP) Consultation Form**

| Focus Area | From the Parent/Guardian Perspective | Teaching Strategies and Accommodations that Work Well for your child/teen |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------|
| Areas of Strength | | |
| Areas of Need | | |
| Areas of Interest | | |
| Learning Goal: what are the most important things you want Alessio to learn this year? | | |
| Literacy What are they good at? What do they struggle with? | | |
| Math What are they good at? What do they struggle with? | | |
| Facilitating Transitions Throughout the School Day What strategies best support them as they transition from activity to activity and location to location throughout the school day? | | |
| Transition Planning | | |

Individual Education Plan Consultation Form for Families

How MECC Can Help



- Support your understanding of your child/teen's IEP.
- Suggest at home learning to support your child/teen's IEP goals at school.
- Tutoring from K-12 is available by Ontario Certified Teachers (in person and virtual options).
- Certified Guidance Counsellors and Special Education Consultants are available to support your family with deciding on the best next steps for your child/teen. Ex. when considering program placements, course selections, etc.
- Special Education Specialists are available to support you with preparing for upcoming In School Team Meetings, IPRC meetings, and/or to act as an advocate for you during these meetings.

Key Takeaways



Partners in Education



As parents and caregivers, you are essential partners in the IEP process. Your insights into your child's strengths, challenges, and personality help shape a more effective plan. Don't hesitate to ask questions, share concerns, and advocate for your child. Your voice matters and should be reflected in the IEP.



Rights & Responsibilities



- Ontario's Education Act and Human Rights Code protect your child's right to appropriate education.
- Schools are responsible for providing the necessary programs and services.
- Parents/guardians have the right to be informed and consulted.
- IEPs must be reviewed at least once a year and are connected to your child's report cards.



A Shared Responsibility



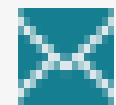
- **Special Education Resource Teachers/Classroom Teachers**
 - The Special Education Teacher/Department will create the IEP in consultation with the classroom teacher to meet the needs of the student.
- **Parents/Guardians**
 - Consultation with the parent/guardian is required in the development of the IEP.
- **Student**
 - Honouring student voice and self-advocacy are essential in all components of the IEP e.g. transition plan etc.
- **School Team**
 - Collaboration to set the direction of the IEP and determine program goals.

Contact Us

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Thank you!
very much @