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# Individualized Education Plan

A Parent Guide to IEPs

New Frontiers School Board  
Complementary Services Department



**An IEP is created to help a student meet learning objectives and goals. It's a map that lays out strategies, goals, supports and services a student needs to progress and succeed in school.**

**You know your child best! Your input during the development of an IEP is important.**

**Development of an IEP may include input from many people:**

- Parents/Guardians
- Teachers
- School administration
- Classroom support staff
- Students themselves
- NFSB professionals (psychologists, education consultants, speech pathologists, etc.)
- Outside resources (CLSC, SRSOR and others)

**How can you help?**

By providing as much information you can about your child's difficulties, including your observations and strategies, and any documents or information from medical assessments, your child's previous school, or anything else you think might help!

**We're here to support your child!**

Once the IEP document for your child is created, the school will make sure everyone involved is informed. Your child's progress will be monitored and evaluated by the school team.

**Communication is key!**

Your child's IEP is a document that can change as your child changes! Both you or the school team can suggest changes during the year to help your child achieve success! Don't hesitate to contact your child's teacher or principal.

**The IEP. . .**

- is a confidential document
- is created in collaboration with the teacher, the student, and the parents
- is available in Adult Education or Vocational Training and even in CEGEP
- can be in place for students that will attain their high school leaving diploma
- is flexible and may be implemented in specific subjects, or in cross-curricular areas
- can be in place for different lengths of time

**Some terms**

**Adaptations** are strategies that are put in place to help the student be successful. This could include the use of a laptop, a reduced number of examples, oral responses instead of written, extra time during a test, etc. It does not change what your child is expected to learn and is based on your child's current grade level. Strategies aim to "level the playing field".

**Modified Curriculum** means a student is not working within their cycle for a particular subject competency. Expectations, evaluations and results are based on your child's *modified* level. Example: A student in grade 6 may have objectives that are at a grade 4 level.

**Long-Term Objective** corresponds to the subject competencies found on your child's report card.

**Learning Objective** breaks down the subject into specific, measurable and observable skills or knowledge components (SMART Goals\*)

**\*SMART Goals are:**

**SPECIFIC** Is the goal strategic, realistic and fundamental?

**MEASURABLE** Can the goal be measured and how?

**ATTAINABLE** Is the goal realistic for the student?

**RESULTS-ORIENTED** Does the goal have an anticipated outcome?

**TIME-BASED** Does the goal have a set time-frame for achievement?