



Individualized Education Plans: Partners in Individual Student Success

Presented by WQSB Complementary Services

Monday November 8, 2021

Tonight's Presentation

The presentation will be recorded and will be made available after the session

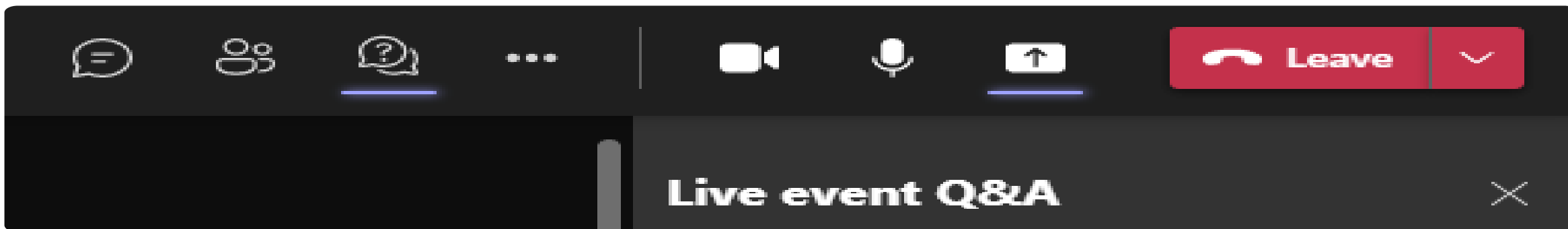
As this is a live event through Teams your mic and camera have been automatically disabled for the presentation

A Question and Answer period will follow the presentation (15 minutes)

No personal information or queries will be addressed tonight, as this is a public and recorded forum

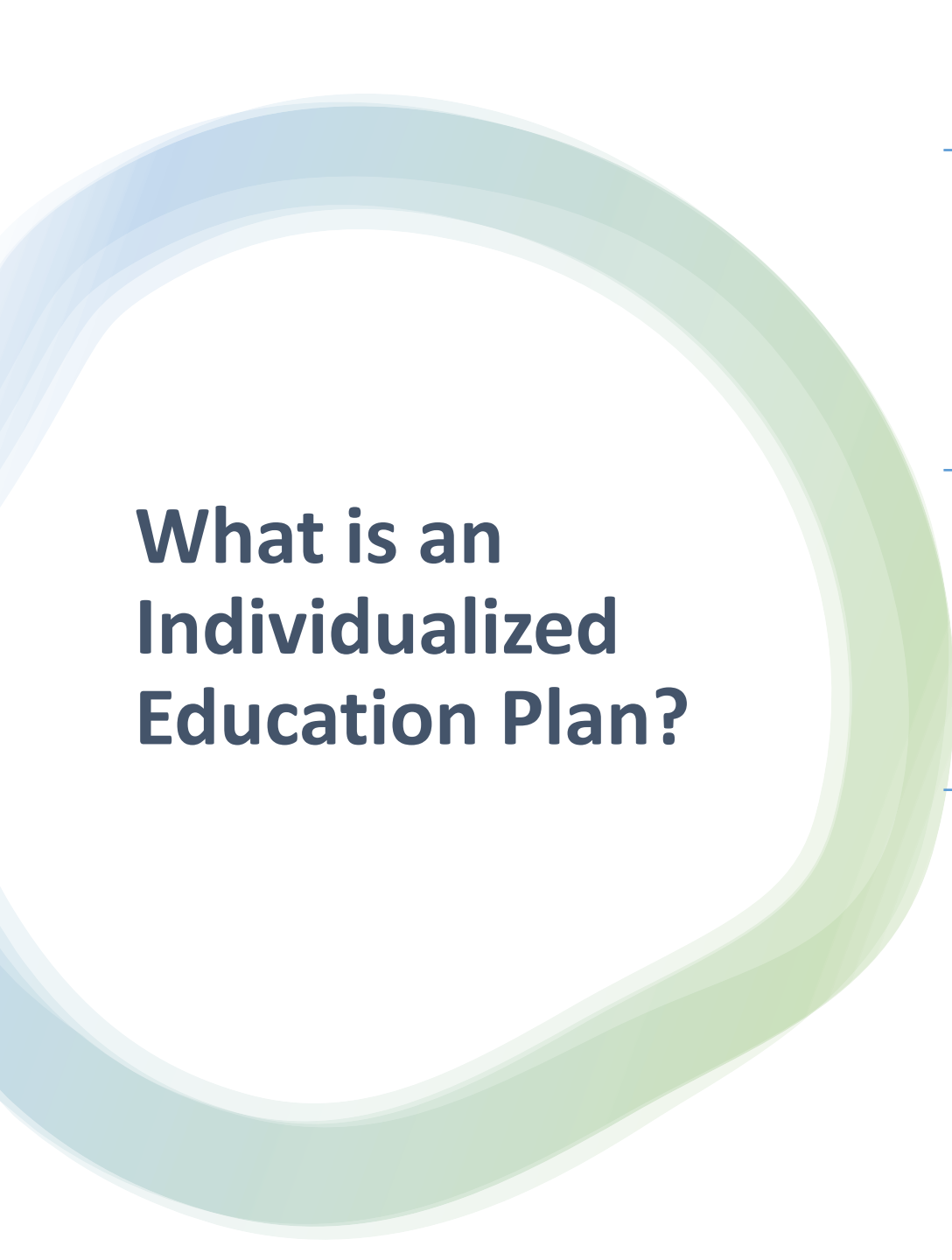
Thank you for your attendance at tonight's session

Presented by Cindy Smith (Special Needs Consultant – Pontiac), Andrea Mailloux (Special Needs Consultant – Aylmer), Lisa Falasconi (Director of Complementary Services



Using Teams

- At the top right hand corner of your screen, you will see a variety of icons to select (Chat, Participants, Q&A, ..., camera, mic, Leave).
- To send a question during the session, click on the Q&A icon and you will have the option to send a question.
- Once the questions are all compiled, we will group them and answer as many as we can during the Q&A.
- If we do not answer all of the questions, we will address them in a future communication or presentation.
- Please complete the Feedback Form at the end of the session to provide us with feedback to improve or adapt our future presentations. You can also ask a question not raised during the session.



What is an Individualized Education Plan?

In general terms an IEP is a tool designed to support a student who has a special need, social difficulty, learning disability or difficulty

It supports coordinated action and promotes collaboration and communication between the student, school, parents and outside services

It is a flexible working document that supports the development and progress of a student

When should an IEP be developed?

The situation is such that a more sustained and coordinated effort is needed

Specialized resources or adjustments are needed in addition to actions normally taken

Implemented only after many strategies and resources have been tried

Who is involved?

Student

Parents or
guardians

teachers

school staff

complementary
services

other
additional
services

What guides the IEP?

Seeing success in a different way

Placing student at the centre

Adopting a systematic view

Focus on students' strengths

School-family-community
cooperation

IEP to meet the needs and pathway

Regular pathway

Modified pathway

Lifeskills pathway:

- Moderate to severe intellectual disability:
 - CASP – Competency Based Approach to Social Participation – 6-15 years old
 - Challenges – 16-21 years old
- Profound Intellectual Impairment
 - PII

Confidentiality

It is our legal responsibility to ensure the confidentiality of the personal information we have for your child.

All documents are kept in a 'Confidential File' at your child's school and at the board office.

The IEP is one of these confidential documents.

School team members who work with your child, may have access to this information if it impacts the support they provide for your child.

The 'Confidential File' transfers from school to school within the WQSB as necessary.

You must sign a 'Release of Information' in order to obtain documents or send documents to other individuals or institutions.

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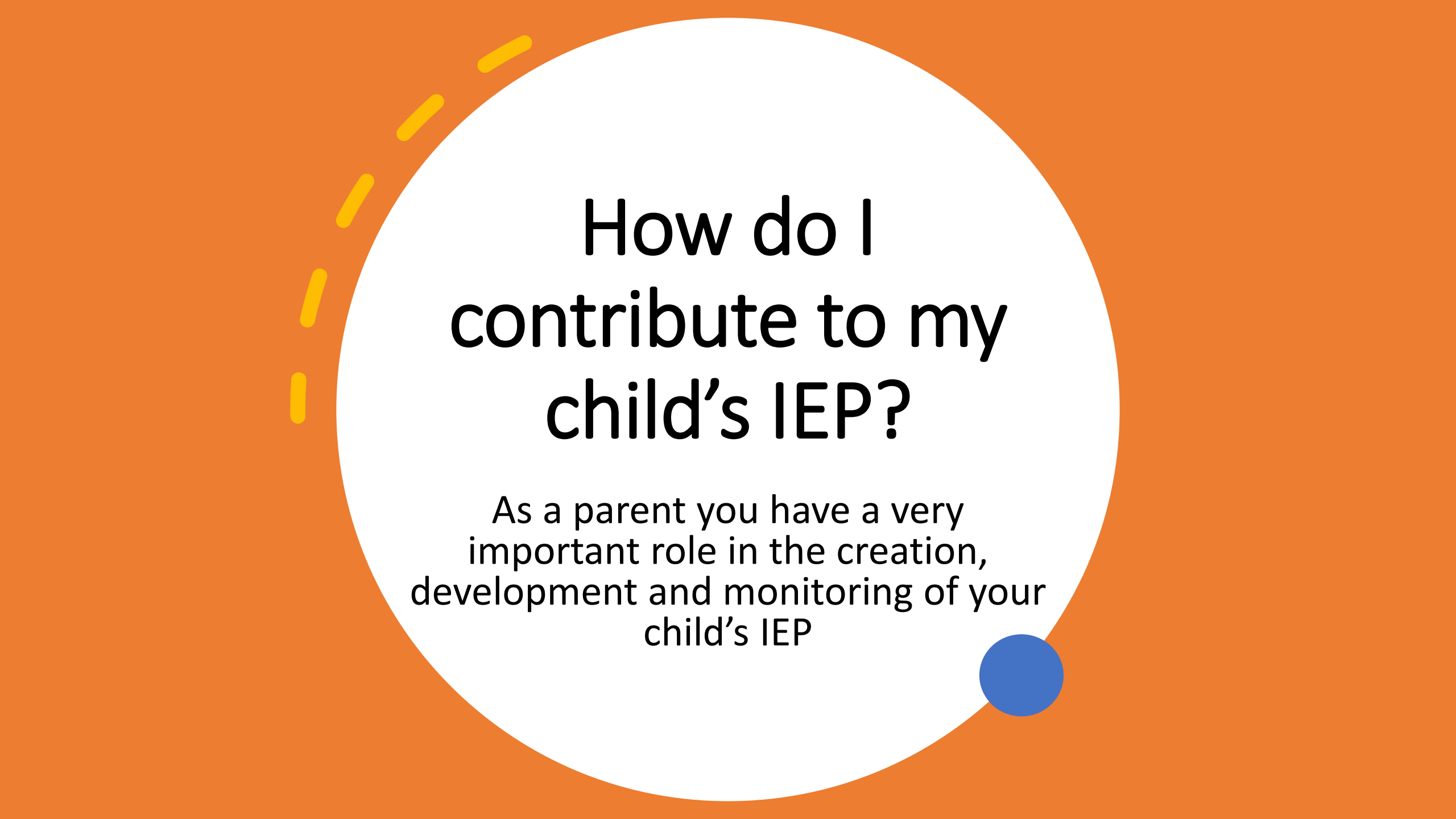
SMART GOALS and MONTHLY COMMUNICATIONS

SMART GOALS ARE:

- **Strategic and Specific**
- **Measurable**
- **Attainable**
- **Results-based, Realistic and Relevant**
- **Time Bound** (assumed by the end of the school year)

COMMUNICATIONS ARE:

- **Monthly**
- **Intended to foster collaboration and address difficulties**
- **completed in a variety of formats**



How do I contribute to my child's IEP?

As a parent you have a very
important role in the creation,
development and monitoring of your
child's IEP

Early Stages

Prior to beginning school or at registration, notify school team of involvement with any outside services, professional reports, evaluations or your child's particular needs

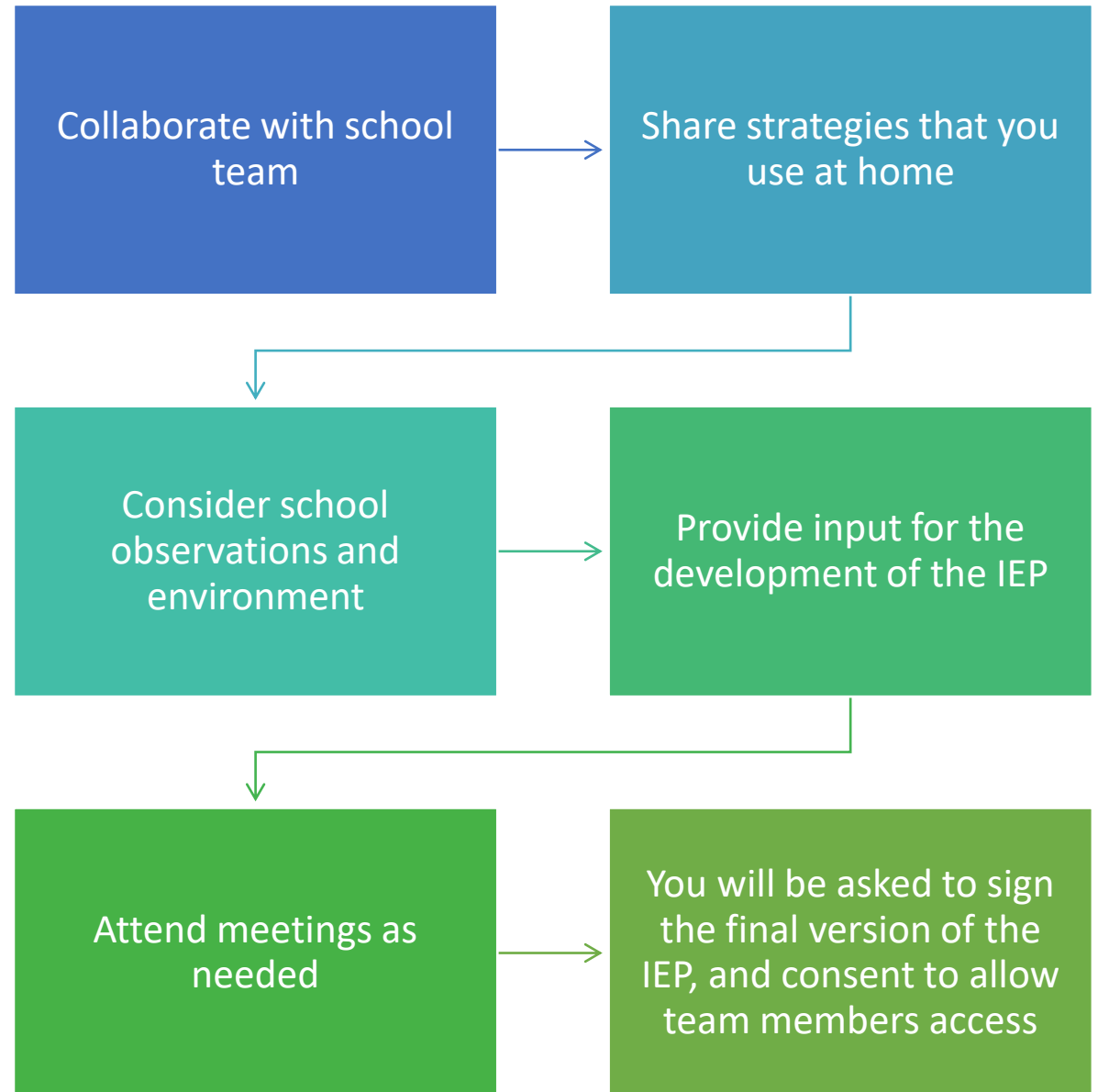
Share reports or information about outside services with the school to help them better understand your child's strengths, abilities and needs

At the early sign of academic or social difficulty, notify your child's teacher of your concerns and interest in working together to improve the situation

An IEP may become a part of the intervention

Early Implementation

You may be involved in the following ways:



Implementation

You can:

Support

Support the development of the goals with at-home strategies

Contribute

Contribute to ongoing communications related to your child's progress

Notify

Notify the school team of any changes or assessments during the course of the year

Review Stage

Consider

Consider the progress noted during the school year

Suggest

Suggest maintaining, adjusting or replacing goals, as necessary

Monitor

Monitor the need for an IEP

Collaborate

Collaborate on the development of the new IEP, as necessary

Support – Who do I go to for help or when I have questions?

- My child's teacher
- Principal
- If you have continued difficulties with the process, please consult the [WQSB Special Education Policy](#) or [ByLaw 18](#)



IEP References – MEQ resources

MEQ Reference Framework for the Establishment of Individualized Education Plans (2004)

<http://www.education.gouv.qc.ca/en/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/results/detail/article/individualized-education-plans-helping-students-achieve-success-reference-framework-for-the-estab/>

- Pamphlet, In Brief and Presentation

Adapting Our Schools to the Needs of All Students (1999)

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/adaptation-scolaire-services-comp/polite00A.pdf

- Policy on Special Education

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/planade00A.pdf

- Plan of Action for Special Education

The graphic features a vertical green bar on the left. To its right, the word 'IN' is in a small orange circle, and 'BRIEF' is in a larger dark blue circle. Below these, a photograph shows a young girl jumping joyfully over a smiling family consisting of a mother, a father, and two children.

IN

BRIEF

INDIVIDUALIZED EDUCATION PLANS: helping students achieve success

WHY develop an individualized education plan?

An individualized education plan is a plan of activities coordinated jointly by the people involved. Its purpose is to help a student who, because of a handicap or difficulties, needs adapted intervention in order to progress optimally in developing the competencies required for success. An individualized education plan is part of a dynamic support process that takes place for the benefit and with the participation of the student. It is based on a systemic view of the student's situation, and is implemented using a solution-centred approach.

WHAT ORIENTATIONS should guide us in developing an individualized education plan?

- Seeing success in a differentiated way
- Placing students at the centre of their own success
- Adopting a systemic view of the student's situation
- Focusing on the student's strengths and the school's resources
- Strengthening school-family-community cooperation

WHEN should an individualized education plan be established?

- The student's complex situation is such that a more sustained and coordinated effort is required on the part of the student, teacher(s), parents, principal and, in some cases, other players inside or outside the school, to find solutions to the difficulties encountered and thus enable the student to progress.
- The student's situation calls for the introduction of specialized resources or for certain adjustments (teaching strategies, adapted materials, specific resources, etc.) in addition to the actions normally taken by the teacher, in cooperation with the cycle team, to adjust his or her actions to the student's needs.
- The student's situation requires certain decisions that will have an impact on the student's educational path, such as decisions concerning adjustments to evaluation methods, departures from the Basic School Regulation or special orientations regarding the student's educational path or placement.

WHO participates in an individualized education plan?

Creating a true educational community around the student

- The student
- The parents
- The teacher
- The school staff
- The staff of complementary educational services and of other service networks, where appropriate

Other resources:

- SEAC (Special Education Advisory Committee) collaborated in 2020-21 to develop some tools that may assist you as parents in the IEP process:
- [A Guide to Individualized Education Plans \(IEP\)](#)
 - Provides an overview of the IEP process and your role
 - Provides templates for checklists and questionnaires that may help guide your discussions and interventions



The background of the image is a dense, repeating pattern of black question marks of various sizes and orientations on a white background. The question marks are scattered across the entire frame, creating a textured, chaotic effect.

Questions