

SEAC Presentation

Understanding IEP process

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Objective

To develop a better understanding of the IEP process at SWLSB.

Questions: There will be time for questions at the end of the presentation.



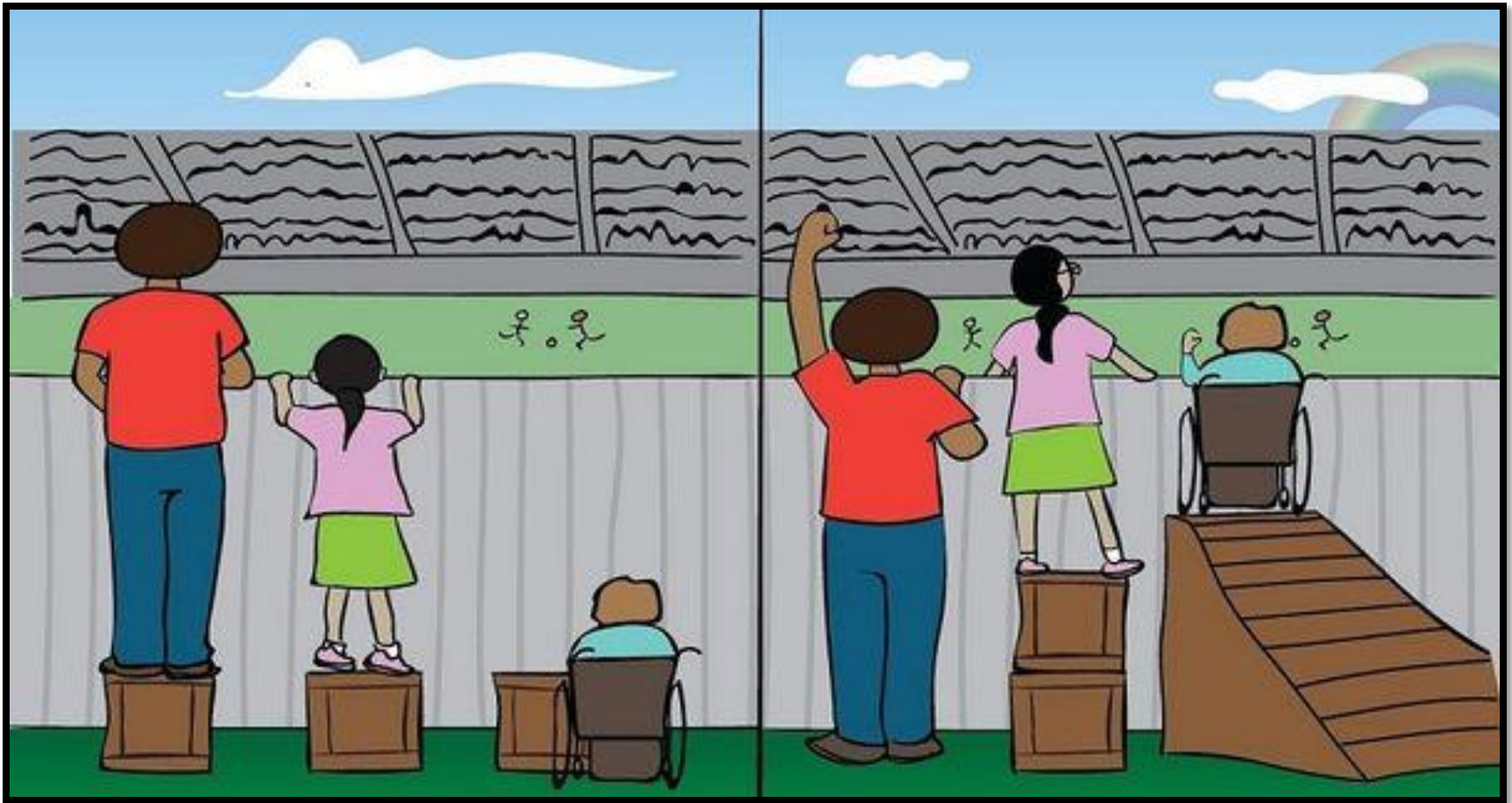


Photo Credit: <https://www.diffen.com/difference/Equality-vs-Equity>

WHY do Students Need an IEP?

“...to help students with handicaps or social maladjustments or learning disabilities succeed in terms of knowledge, social development and qualifications, by accepting that educational success has different meanings depending on the abilities and needs of different students, and by adopting methods that favour their success and provide recognition for it.”

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

HELP



WHAT IS AN IEP?

Individual Education Plan

It is a

- Process – To help students in difficulty progress optimally
- Plan – Providing dynamic support that uses a student centered approach

It is not...

- A meeting
- A form



Individual Education Plan

“An individualized education plan is a plan [...] 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 [...] by using a **solution-centered approach**.”

“The plan is thus perceived as a **process** rather than simply as a form to be completed or an occasional meeting.”

-Ministry of Education (Government of Quebec)



Who needs AN IEP?

Who Needs an IEP?

- IEPs MUST be created for students with:
 - ✓ Handicaps
 - ✓ Diagnosed learning difficulty
 - ✓ A MEQ difficulty code
- IEPs should also be created for students deemed to be “at risk”

“It is possible to establish an IEP for an at-risk student when the **student’s situation requires stronger joint action** by the student, the teacher, the student’s parents, the school principal [...] in order to jointly identify solutions that will allow the student to progress in his or her learning”

(Gouvernement du Québec, Ministère de l'Éducation. (2004). *Individualized education plan: Helping students achieve success. Reference framework for the establishment of education plans*, p. 28).



Differentiated Instruction:

- Flexible Pedagogy
 - Adaptation
 - Modification

Flexible Pedagogy

Allow all students to perform the activities proposed in the classroom, and to progress with their learning in line with QEP requirements for their group class level. Pedagogical flexibility should be applied in all subjects, as a means of promoting educational success

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



Flexible Pedagogy

- Adjust strategies and teaching approaches
- Assess interests and needs
- Whole lesson vs Centers
- Classroom Set-up
- Brain Breaks

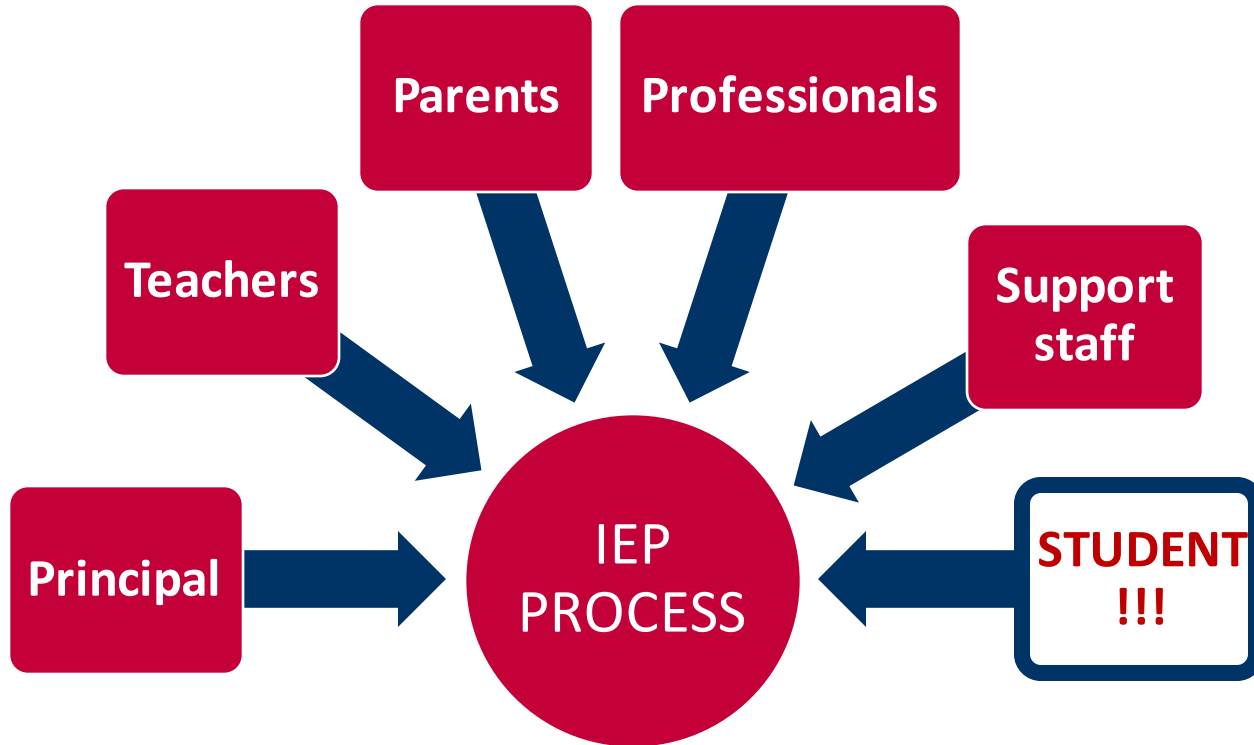


<https://cunninghamrec.com/articles/2021/3/how-to-make-existing-playgrounds-more-inclusive/>



Who is Involved in the IEP Process?

Who is Part of the Process?



Reference Framework for the Establishment of Individualized Education Plans

Policy Outlining the Organization of Services for Students with Handicaps, Social Maladjustments or Learning Difficulties.

TEAM ROLES

- **Principal-** responsible for the implementation of the IEP
- **Teachers-** play a leading role and ensure that the proposed interventions are incorporated into the class and monitor the student
- **Professional staff, support staff, students and parents-** contribute their perspective



Parent Roles/Responsibilities

Policy Outlining the Organization of Services for Students with Handicaps, Social Maladjustments or Learning Difficulties, 2.2

- Notifying
- Informing
- Meeting
- Following
- Participating
- *Lending constructive support*

Parents/guardians are responsible for:

- notifying the school administration of any learning difficulties that could affect their child's progress in school and that could require the school to adapt its services, and for providing copies of diagnostic assessments and reports, if applicable;
- informing the school administration of any services from a partner organization (social services, health agencies, rehabilitation centres, etc.) in order to coordinate the services offered to the child and avoid duplication of services. Confidentiality shall be respected;
- meeting with the school team when requested throughout the school year;
- requesting a meeting with the school team, when necessary;
- remaining informed of the results of the evaluation of the child's abilities and needs, and of the child's identification as a student with special needs;
- following proper procedures to access the confidential file and to contribute to the information kept within it;
- actively participating in the identification and intervention process;
- lending constructive support in line with the measures specified in the Individualized Education Plan (IEP), including those taking place outside the school.

WHAT is in an IEP?

Policy Outlining the Organization of Services for Students with Handicaps, Social Maladjustments or Learning Difficulties

Content of the Individualized Education Plan

Although the IEP's content varies from one student to another, depending on the abilities and needs of the student concerned, each IEP will have measurable objectives and competencies. The following elements should be included:

- nominative information;
- the student's profile;
- the participants involved;
- the student's competencies (literacy, numeracy, social/emotional)
- the objectives written as specific, measurable, attainable, relevant and time-bound goals;
- the support services that the student needs in order to develop these competencies;
- the strategies to be used to achieve stated goals along with their timeline;
- the types of adaptations, modifications, supports or interventions recommended;
- the review date of the Individualized Education Plan;
- the signatories of the plan [student, teacher, parent(s)/guardian(s), principal].

Policy outlining the Organization of Services for students with Handicaps, social maladjustments of learning Difficulties.

School adresse



Éducation,
Enseignement
supérieur
et Recherche
Québec



Individualized Education Plan

Student's first name and family name	Permanent code	Student's birth date	years old Age on September 30	School year
Adult responsible	Adult responsible	Guardian	Title	
Grouping S.N.S.	Type of path	Grade level	Cycle year/cycle	Nb of years attending school

Date opened	Review-evaluation date	Next meeting date
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Abilities
Abilities

Needs
Needs

Objective

Date

Next review

Objective

Type of intervention

Strategies

Strategies-adaptation

Strategies-modification

Responsible

Allowable adaptation during the evaluation of learning :

Type of intervention

Strategies

Strategies-adaptation

Strategies-modification

Responsibles

Allowable or Required modification/adaptation during the evaluation of learning

Type of intervention

Strategies

Strategies-adaptation

Strategies-modification

Responsibles

Allowable adaptation during the evaluation of learning :

Student :

Comments

Student :

Permanent code :

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The school board's complaint examination procedure can be used if the parent or student is not satisfied.

Signatures

Parent - _____

Teacher - _____

Parent - _____

Teacher - _____

Principal, Vice-Principal - _____



SMART Objectives

- Specific
- Measurable
- Attainable
- Realistic/Relevant
- Time-Bound

Adaptation

- Adaptations included in an individualized education plan process are designed to help the student to acquire and demonstrate the **same learning** as other students.
- The fact that they are stipulated in the plan also ensures that they will be monitored.

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

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_cempl/GuideUtili_CanevasPlanInterv_a_1.pdf

- ✓ Equal opportunity to demonstrate what students have learned (*without modifying the evaluation criteria*)
- ✓ IEP required
- ✓ Can be applied to environment, instruction and assessment



Adaptation

Examples of Adaptations

- Instructional/Environment
- Note taking assistance
- Assistive technology
- Reduced amount of work
- Alternative workspace
- Use of FM system
- Specialized materials
- Assessment (formative and summative)
- Extended time
- Alternative seating



<http://www.beyondachondroplasia.org/blogue/language/en/>



GENERAL EDUCATION, YOUTH SECTOR

SUBJECT

ADAPTATIONS THAT MAY BE AUTHORIZED DURING MINISTERIAL EXAMINATIONS

MESSAGE

This Info-Sanction replaces Chapter 5 of the 2015 Administrative Guide for the Certification of Studies and Management of Ministerial Examinations for general education in the youth sector.



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

Modification

Examples of Modification



- Reducing workload
- Removing more complex questions/ concepts from tests/evaluations
- Providing alternative activities
- Working on parts of a project
- Allowing added support
- Errorless tasks

A modification involves reducing anticipated outcomes in connection with QEP requirements. Certain choices are made with regards to the QEP competencies in regards to both learning and evaluation situations. **Alters the graduation path for students.**

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

The Process

IEP Process

- A formal review should be done once a year.
- A review of the individualized education plan can lead to:
 1. Maintenance of the IEP “*as is*”
 2. Necessary adjustments made
 - *Ex. Modified, maintained, dropped*
 3. Closure of an IEP
- Each student’s needs will determine the frequency with which their plan is reviewed



Quebec Basic School Regulation Act

29.2. At least once a month, information is provided to the parents of a minor in the following cases:

- (1) the student's results put him or her at risk of not obtaining the pass mark for the programs of studies or, for a child in preschool education, when the child's progress indicates that he or she will not be ready to proceed to the first grade of elementary school at the beginning of the following school year;
- (2) the student's behaviour does not comply with the school's rules of conduct;
- (3) an individualized education plan providing for the information was prepared for the student.

The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan.

O.C. 712-2010, s. 6.

<https://www.legisquebec.gouv.qc.ca/en/document/cr/l-13.3,%20r.%208%20/>



Communication with Parent/Guardian

Communication can include:

- ✓ Report card
- ✓ Written communication e.g., e-mail
- ✓ Face to face meeting
- ✓ IEP meeting
- ✓ Phone call
- ✓ Digital apps
- ✓ Can be formal or informal



What Can a Parent/Guardian Do to Help?

- ✓ Remember that you are part of the IEP process and your contribution is necessary
- ✓ Keep the lines of communication open with the school
- ✓ Reflect and prepare for IEP meetings/discussions



Resources

Some Questions to ASK Your Child

- What I like about school
- Things I am good at.
- Things I love.
- What I need help with or worry about when I am at school. . . .
- Learning is easier for me when.
- Homework is easier for me when.
- My special interests are.
- When I am an adult, I want to work as
- What makes me special is.



Some Questions for Parents/Guardians

- Your child's strengths, abilities and talents are:
 - may include social, academic, musical etc.
- Your child's special interests are:
- Your child's specific challenges that may be interfering with their academic and social success are:
- My priorities for my child for this school year:



Additional Resources

This short video capsule (only 9 minutes!) and accompanying slide deck is designed to inform school teams about the various learning pathways available to all students (secondary-post secondary). We are providing this in response to frequently asked questions pertaining to the various learning pathways. You may find it helpful to view this capsule prior to your articulation meetings.

Link to video

capsule: <https://drive.google.com/file/d/1MXBa29JI6pFVRRYKJrIIRMoqKVI-JnS4/view?usp=sharing>

Accompanying slides:

https://docs.google.com/presentation/d/1JG13G_4ORVJGxd3_IY_i_fgR1hyZkPnBec4eAue_6Y/present?slide=id.g20f3db3455d_0_135



Questions?