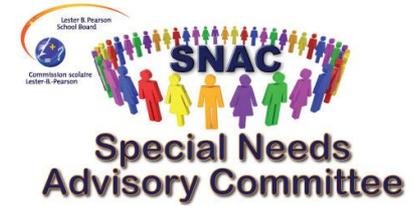


The Art and Science of the IEP Process...  
Promoting parental engagement in our  
children's education

**Tuesday March 27, 2018**

**WELCOME!**



# Introduction: **Sheila Moody**

- Parent of child with special needs
- Co Vice Chair (HS) - SNAC 2017-2018

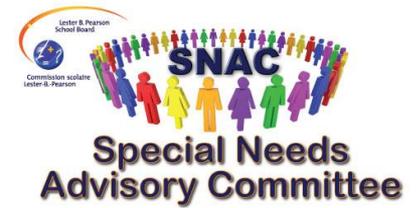
# Opening Remarks



## **DISCLAIMER:**

We are not experts and we may not have all the answers but we will do our best to answer your questions tonight. We have provided you with notepads and pens so you can write down questions as they come to you.

If there are questions that don't get answered this evening please know we will be creating a question and answers document that will be posted on our website and emailed to you.



# LIFE Program - Learning Independence Through Functional Education

Please feel free to help yourself to a snack or drink.

Our food has been purchased from the LIFE program. The LIFE program is a board-wide program for secondary students with developmental disabilities who are between 17-21 years of age.

LIFE stands for **Learning Independence through Functional Education**. Housed at Lindsay Place High School, the program seeks to combine academic instruction with independent living skills. The program also has an entrepreneurial focus in that the students run a catering business, make greeting cards, laminate documents, and wash sports uniforms.

# Agenda

- Introduction of SNAC
- Housekeeping

Sheila Moody

## Topics for the evening:

1. What is an IEP, meeting tips
2. Supports available
3. The role of the Integration Aide

Jennifer DiMarco  
Jennifer DiMarco  
Robert Gilmartin

BREAK 15 minutes

4. Dealing with concerns: the parents role
5. Engagement with Acceptance

Angela Berryman  
Maureen Hunt

Question and Answer Period

# What is SNAC ?

## What is our Mandate ?



**According to the Education Act, Sections 185-187:**

**“Every school board shall establish an advisory committee on services for handicapped students and students with social maladjustments or learning disabilities”. (SNAC)**

The role of this committee is to:

- Advise the school board on a policy for the organization of educational services for students with special needs
- Advise on the allocation of financial resources to the services intended for these students
- May advise on the implementation of an IEP

# Who sits on SNAC for 2017-2018 ?

## 13 Parent members (Selected from a general assembly of parents)

Angela Berryman	Jennifer DiMarco	Randi Spanier
Annette Banton	Kathy Robinson	Sheila Moody
Christine McLean	Leeann Blondin	Stephanie Shaffer
Donnalynn Rainey	Marie-Hélène David	
Geneviève Raymond-Parent	Mei Feng Chen	

## 5 Non-parent members (Selected by their respective organization/association)

PTU - Pearson Teachers Union	Arlene Tennant
PEP - Non Teaching Professionals	Maureen Hunt
PASA - Pearson Association of School Administrators	Brigitte Valois
IASS - Independent Association of Support Staff	Robert Gilmartin
WIAIH - West Island Association for the Intellectually Handicapped - our Community representative	Franca Kesic

Director General's representative (non-voting)

Dr. Cindy Finn

Commissioners (non-voting)

Danny Olivenstein

# Housekeeping

- Washrooms are located on either side through the doors
- Please use the notepads and pens provided to write down your questions
- Snacks for this evening were supplied by the LIFE Program (alternative option program for students 17-21)
- Please don't forget to fill out your survey at the end of the evening. We are always looking for new topics!



# Jennifer DiMarco

- Parent of two children with special needs
- Chairperson, SNAC 2017-2018

# What is an IEP?



An IEP is an Individualized Education Plan

It is:

- A flexible, working document, helping the school and parent/guardian plan for, monitor, evaluate and communicate the student's growth.
- An opportunity for schools, students, parents and external agencies to work together to create a workable record of your child's developmental journey, both academic and social.
- A process embracing the philosophy that success has different meanings depending on the different abilities and needs of the student.
- An identifier of the entire child's needs, how the school will meet these needs and how the school will measure the child's progress.

# Possible Objectives on an IEP

Here are some examples (not an exhaustive list):

## Academic Objectives

- Reads and Listens to different texts
- Will recognize words frequently found in the environment
- Will follow visually, tracking from left to right and from top to bottom in English
- Will recognize more frequently used pictograms
- Will segment words into syllables in English To Cooperate with others

## Behaviour Objectives

- Will request “time out” before the need arises
- Will self-monitor need to take a break (leave the classroom)
- Will speak politely to others
- Will work with a peer to adopt effective work methods

## Organization Objectives

- Will understand the context of a task
- Will complete homework assignments on time
- Will successfully complete a task in school within a given time frame
- Will put all subject papers in the appropriate binder/duotang

# Adaptations or an Adapted Program

- IEP interventions are expressed as **adaptations or modifications**
- Adaptations included in an IEP process are designed to help the student to acquire and demonstrate the same learning as other students.

Some examples include:

- Preferential seating in the classroom
- Extra time to complete tasks and exams
- Highlighting important words for math
- Reducing the number of math examples
- Providing a quiet space to complete tests and exams
- Reducing the number of spelling words/ dictee words
- Enlarging text size
- Using a reader or a scribe for tests and exams

# Modification or a Modified Program

- A modification is included in the IEP as a means of helping the student to progress to the best of his or her ability towards the learning set out in the QEP for the academic level of his or her classroom group.
- A modification involves reducing anticipated outcomes in connection with QEP requirements.
- The student's results will not be included when calculating the group average for the subject.
- At the secondary level, the student will not obtain credits for the subject in question, even if only one of the competencies was modified.

# Modification or a Modified Program (continued)

## Frequently Asked Questions

- Will I be made aware if my child is following an adapted or modified program?
  - Yes absolutely
- Will my child graduate from high school if he/she is on a modified program?
  - Modified courses have a unique course code and **do not** count towards your high school leaving certificate.
  - A modified subject does not mean a modified grade level. If the student's needs are such that he/she will not be able to follow and succeed in the regular program (even after adaptations were put in place) then a modified program is developed and the evaluation will reflect the student's progress on the modified program and not the regular program.
  - The group average will not appear on the report card for a student following a modified program as the program being followed is unique for that student.
  - Requirements for graduation are based on the QEP, so it is important to be in contact with resource throughout your child's high school years, especially if a course is being modified.

# SMART Goals

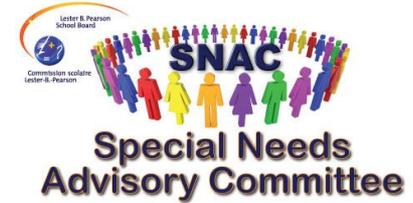
## Specific **M**easurable **A**chievable **R**elevant **T**ime Limited

- Well written goals will describe what the child will do, when and how he/she will do it and what the time frame will be for achieving it.

Keep the following tips in mind...

1. You want your child's goals to be very specific about the action.
  - For instance: raise his/her hand for attention, use a classroom voice, complete homework, keep hands to him/herself
2. Then you need to provide a time frame or location/context for the goal.
  - For instance: during silent reading time, while in the gym, at recess time, by the end of 2nd term
3. Then decide what determines the success of the goal.
  - For instance: how many consecutive periods will the child remain on task? How many gym periods? How fluent will the child read the words - without hesitation and prompting? What percentage of accuracy? How often?

# Parental Engagement And IEP Meeting Tips



At the very beginning of the school year, once teachers have been assigned, call a meeting with the teachers and resource team to open the lines of communication.

- Ask who will be at the meeting from the school / school board
- Have a support person with you at the meeting (spouse, friend, neighbour), ask this person to take notes for you
- Have an informal agenda so you can keep on task
- Bring a picture of your child and place it on the table
- Briefly discuss your child's history and how far he/she has come
- Ask what is the best way to communicate with the teachers (agenda, email)
- If you are unsure of something...ASK for clarification
- Email a summary the next day of what was discussed

**Always remember to ask questions with curiosity not with defensiveness**

# Supports Available

## **In school support:**

- Teacher
- Resource Teacher
- Principal
- Psychologist
- Integration Aides
- Behaviour Technicians
- Social Work Technicians
- Special Ed Technicians

## **Board Support:**

- Special Needs Consultant
- Autism Consultant
- Speech and Language Therapist
- Occupational Therapist

# Integration Aides...did you know?

- A full time integration aide works only 25 hours per week?
- Integration aides schedules are created by the resource team and can be flexible?
- Integration aide are assigned to the classroom teacher not to a specific student?
- Integration aides are not considered the primary educator to student with special needs?
- The allocation of integration aide support is determined by the special needs support committee within the school?
- Positions are chosen by seniority and priority pool (which occurs in mid September)?

# Integration Aide Support

Presented by:

**Robert Gilmartin**

Member of SNAC

And

IASS Representative

(Independent Association of Support Staff)

# What is the role of an Integration Aide?



- Supports the inclusion of identified students with special needs in the regular classroom setting
- Assists in facilitating the progress and global development of students with special needs, as well as ensuring their well being and safety
- Works in close collaboration with teachers responsible for the student with special needs in creating an environment conducive to learning and encourages the independence of these students
- The IA may assist the student with special needs with dressing and undressing
- The IA assists the student with special needs to prepare and eat their snacks and/or lunches ensuring that the rules of hygiene and well- being are respected. If needed, the IA assists with feeding and toileting
- Helps with daily class routines
- Helps the students with special needs to interact appropriately with others
- Monitors the interaction of other students when required to the benefit of the student with special needs

# To assist in facilitating the learning of students with special needs, an Integration Aide:

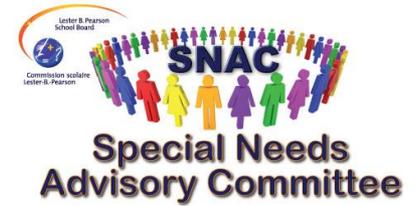
- Applies strategies determined by the teacher in collaboration with the resource team
- Ensures the safety of students with special needs
- Encourages interaction with peers
- Responds to challenging behaviours of students with special needs according to the strategies determined by the teachers in collaboration with the Resource Team in conformity with the Individual Educational Plan
- Accompanies the student with special needs or assists during movement breaks if needed during the day
- May be asked to participate in meetings to develop Individual Educational Plans
- May be asked to attend meetings with parents
- Helps with daily classwork
- Encourages the students to participate in classroom activities and provides them with cues
- Assists students with special needs in carrying out tasks, activities and classwork

# **BREAK**

## **15 minutes**

Please get yourself some snacks and refreshments

We will gather your questions for our question and answer period



# Dealing With Concerns The Parent's Role

By: **Angela Berryman**

Member of SNAC

and

Parent Commissioner for Special Needs

# Keeping accurate records of communications with the school

When it comes to dealing with concerns, as a parent, it is to your advantage to have an accurate record of all communications that you have had with the school.

- *Why keep records?*
- *What to keep?*
- *How long should you keep it?*

# Why keep a record of communications?



*Keeping a record can allow you to reflect, bring perspective & provide information.*

## ***Too Much or Too Little Communication?***

- A communication log can give you a better picture of whether you are expecting too little, or too much communication. On the one hand, you may be contacting your school too much. On the other hand, you may not be staying on top of issues.

## ***See How Long It Takes to Resolve Concerns***

- Some concerns are easily resolved, others may take more time. A communication log can give you a better picture of how long it is taking to resolve a concern.

## ***Act on Facts, Not Perception***

- If you have an accurate record of the communication that you have had with the school, it won't be a question of "perspective". It can help to know exactly who you have communicated with, when, why and what was the result.

## ***Look Back on Recurring or Similar Issues***

- There may be times over the course of your child's education where the same, or a similar concern comes up. Being able to access previous emails or communications can save you time and energy. May help to identify patterns of behaviour.

## ***Be Prepared***

- You want to have this information ready ***before*** you get into a situation where you really need it. When you are dealing with a concern regarding your child, you may already be experiencing a high level of stress. Having to remember who you spoke with and when, may not be so easy and might add to your stress.

# What to keep?

## What You Include Will Be Up to You



### ***Do what makes sense for you***

- Each student and each case may be unique, and therefore what information one parent may keep, may not be the same as what another will keep.
- It will also depend on your “reality”. Some parents may feel that they simply do not have the time or the energy to keep sophisticated records and files. The idea is to have a tool that helps you, not that adds to your stress level.

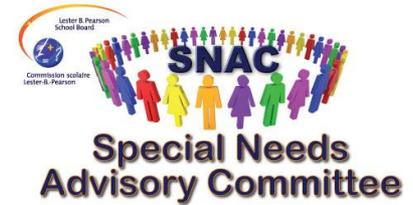
### ***A simple log; know who, when and why***

- Whether you prefer to do it electronically in a spreadsheet or file, or you prefer to keep it on a loose leaf, the goal is to keep track of who you spoke with, when you spoke with them and why. It can also be extremely useful to know what was the result.
- Communicating via email makes it easier to keep track of conversations and is easily accessible if you need it.

### ***Other information may also be useful***

- Work sent home: It can be useful to keep a portfolio of your child’s work where their success or challenge is clearly depicted. For example, if your child does well on an assignment, you may want to keep it with a note indicating specifically what supports were in place. It may be helpful to not only know what has worked and what hasn’t, but to also be able to share that information with teachers in the future.

# How long should you keep your communication logs?



***Until you no longer need them!***

As a parent, YOU are the one constant in your child's education. You are the one that will be with them year after year.

Schools keep confidential student files that can assist them in planning and developing Individualized Education Plans. It only makes sense that you, who is ultimately responsible for your child's education, also have a record of information that may help you in ensuring your child's success.

# Request for Reconsideration & The Complaint Examination Procedure

Chances are that at one point or another, you may have concerns regarding the content of your child's IEP. If it turns out that despite all efforts, you cannot come to an agreement with the school regarding your child's IEP, you may need to refer to the The Complaint Examination Procedure (also known as By-Law 9A & By-Law 9B).

**What is the difference between the “Complaint Examination Procedure” and a “request for reconsideration”?**

- The *Complaint Examination Procedure* is the name of the By-Law
- A “*request for reconsideration*” is the official term in the By-Law and refers to a request to have the Council of Commissioners reconsider a decision.

# What is By-Law 9A & 9B?



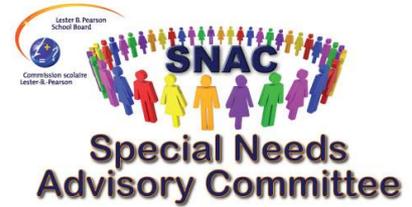
## ***Process for parents and students***

- The Complaint Examination Procedure outlines the procedures for students and their parents for having their complaints examined.

## ***Mandated by the Ministry of Education***

- Every school board must have one.
- What's in it is highly regulated by the Ministry of Education.
- A school board must inform its students and their parents of the complaint examination procedure at the beginning of each school year.
- The complaint examination procedure and the contact information of the Student Ombudsman must be broadcast on the website of the school board.

# When you would use it



## IEP dissatisfaction

Although it is not exclusively used for dealing with complaints regarding IEPs, it is now mandatory for all IEPs to state that there is a complaint procedure if a student or parent is not satisfied with the IEP. *(Helps to ensure parents are part of the process.)*

## Not for complaints regarding the conduct of staff

The Complaint Examination Procedures **do not apply** and are not used in any situation or concern of a disciplinary nature regarding the conduct of any staff member of the School Board. Those types of complaints will be directed to the Human Resources Director and will be dealt with in accordance with the applicable laws and collective agreements.

In other words, if you feel a staff member is being inappropriate or offensive or have a complaint regarding anything related to teacher performance...those are HR issues and should be brought to the principal's attention.

# You are asking that a decision be reviewed; not complaining



The Complaint Examination Procedure is used when you would like to have a decision overturned or modified and/or have a specific action taken.

For example, you are not simply complaining that you don't like or are unsatisfied with your child's IEP. You are filing a complaint regarding a specific decision and making an official request to have the decision reviewed and another action taken.

# The process:

## Information that is good to know

- At every step of the process, the pertinent information relating to your complaint will be reviewed.
- You may also ask for assistance from the Secretary General in formulating your complaint and in forwarding your complaint.
- For a step-by-step guide, refer to page 21 of [By-Law 9A: Complaint Examination Procedure](#)
- The contact information for the Secretary General, for the Student Ombudsman and the school board organigram can be found on page 22 of the [By-Law 9A: Complaint Examination Procedure](#)

## STEP 1

You (student or parent of the student) makes an attempt, in good faith, to resolve the issue with the person who made the decision.

## STEP 2

If still not satisfied, you may direct your complaint to the next level:

Level 1) **Principal**: can be done verbally or in writing

Level 2) **Regional Director of Schools**: an official “Complaint Form” must be completed

Level 3) **Director General** or Delegate

## STEP 3

If still dissatisfied, you may forward your complaint to the Secretary General. From here, there are two paths the complaint can take:

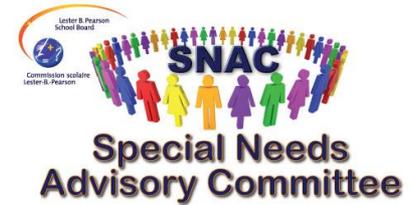
**Path #1**: If your complaint affects solely your child, an official “**Request for Reconsideration**” will be made and forwarded to:

1. **Council of Commissioners**: will review and make a decision.
2. **Student Ombudsman**: will review and make a recommendation to the Council of Commissioners. They cannot make decisions, only recommendations. The Council will then render a final decision.

**Path #2**: If your complaint affects more than solely your child it may be forwarded to:

1. **Student Ombudsman**: will review and make a recommendation to the Council of Commissioners. The Council will then render a final decision.

# Role of SNAC with regard to advising on the implementation of an IEP



## What the Education Act Says?

- Section 187 of the Quebec Education Act; “The committee may also advise the school board on the implementation of an individualized education plan for a handicapped student or a student with social maladjustments or learning disabilities.”

## How SNAC can help?

- Provide direction with respect to school board resources
- Explain the various aspects of the IEP
- Use your experience/input to make recommendations to the board on educational services and/or allocation of board funds

## What SNAC does not do:

- Attend IEP meetings or personally intervene on your child’s behalf
- Advise schools on the implementation of an IEP. SNAC can only advise the school board.

# Stages of Acceptance

By: **Maureen Hunt**

Member of SNAC

and

Parent to a Graduate of LBPSB with special  
needs

# Four Stages of Grief -

## Based on the works of Elisabeth Kubler-Ross

- Stage 1: Shock
- Stage 2: Denial
- Stage 3: Fluctuation of Emotions
  - Anger and Guilt
- Stage 4: Recovery
  - Acceptance with Sadness

# Question and Answer Period

- Please hand your questions into the SNAC member at your table
- We will answer as many questions as possible this evening
- We will also be creating a question and answer document to ensure that all questions are answered
  - You will be able to find it on the SNAC website [snac.lbpsb.qc.ca](http://snac.lbpsb.qc.ca)

## **SURVEY and RAFFLE TIME !!**

**Please fill out the survey in your package**

Please take a moment to share your  
thoughts and ideas

Your completed form acts as your entry  
into the **RAFFLE** from Light a Dream

# SNAC projects we are proud of:



- Feedback to the School Board via consultations
- Parent Workshops
  - (Transition to High School, IEPs)
- SNAC pamphlets
- IEP Resource Kit
- SNAC website and emails

**Thank you very much for  
attending this evening!**

**We will be looking for new  
parent members to join SNAC  
in September at our AGA**

**[snac.lbpsb.qc.ca](http://snac.lbpsb.qc.ca)**