

Individualized Education Plan (I.E.P.) Resource Kit

The Special Needs Advisory Committee (SNAC) of the Lester B. Pearson School Board is pleased to offer you this I.E.P. (Individualized Education Plan) Resource Kit!

We hope that you find it useful

What is SNAC?

SNAC refers to the Special Needs Advisory Committee. SNAC is a committee that advises the school board on policies that apply to students with special needs and on the allocation of financial resources to the services intended for these students.

The committee is mandated by the Quebec Education Act in section 185 which states that “every school board shall establish an advisory committee on services for handicapped students and students with social maladjustments or learning disabilities”.

<http://legisquebec.gouv.qc.ca/en/ShowDoc/cs/I-13.3>

Who are its members?

SNAC is represented by a body of individuals encompassing:

- the majority is made up of parents / guardians of students on an I.E.P.
- a representative from the Independent Association of Support Staff (IASS)
- a representative from the Pearson Teachers Union (PTU)
- a representative of non-teaching professional staff (PEP)
- a representative from the Pearson Association of School Administrators (PASA)
- a representative from the Council of Commissioners
- a representative to the Director General and
- a representative from a community agency that supports children with special needs

At the beginning of each school year, SNAC parent/guardian members are selected by popular vote at the Annual General Assembly. The AGA takes place at the school board in late September. We encourage you to attend to get involved!

Please visit the SNAC website regularly for summaries of our meetings, parent / guardian workshops, consultation responses and links of interest in the community.



This I.E.P. resource kit has been proudly created for parents / guardians by the LBPSB Special Needs Advisory Committee

Website: <http://snac.lbpsb.qc.ca>

Email: snac@lbpearson.ca

Last Modified: June 2019

How can an I.E.P. help my child?

An Individualized Education Plan (I.E.P.) supports the curriculum that a student with a handicap, social maladjustment or learning difficulty is following. It outlines the strategies being used to help address the student's specific identified needs.

<http://legisquebec.gouv.qc.ca/en/ShowDoc/cs/I-13.3> - See section 96.14

This plan is created with short and long term goals to help measure the effectiveness of the interventions used to help your child in their school life.

The I.E.P. is:

- *Established by the principal in collaboration with the staff, parents/guardians and when possible the student*
- *A flexible, working document, used by the school and parents/guardians to plan for, monitor, evaluate and communicate the student's growth*
- *An opportunity for schools and parents/guardians to work together to create a workable record of the child's developmental journey, both academic and social*

Who is involved in the I.E.P.?

The development of the I.E.P. is a team process, which involves the principal, the parents/guardians, the staff working with the student and (where appropriate) the student. The parents/guardians are the constant in the child's life and have invaluable understanding of the child's developmental story and social and physical development. Although the principal is responsible for the implementation and periodic evaluation of the I.E.P., it may be coordinated by a key professional involved with the child (e.g. classroom teacher, resource teacher) and may be facilitated by an aide or technician.



Providing your school with all relevant and updated supporting documentation prior to the creation of the I.E.P. may help them better prepare for your child's current needs.



This I.E.P. resource kit has been proudly created for parents / guardians by the LBPSB Special Needs Advisory Committee

Website: <http://snac.lbpsb.qc.ca>

Email: snac@lbpearson.ca

Last Modified: June 2019

Adaptations vs. Modifications

I.E.P. interventions will either be “adapted” or “modified”. It will be written at the top of your child’s I.E.P. whether they are following a regular program with adaptations or a modified level of instruction:

■ **Adaptation of Instruction:**

Allows students to meet QEP requirements for the current grade level by offering the student specific strategies (for example: preferential or alternative seating, extra time, quiet room etc.)

- Adaptations are strategies that do not alter the grade level of instruction
- Your child is evaluated using same criteria as regular program
- Adaptations may be applied to different elements such as working environment, time and/or duration of activity, technological support
- Percentage marks on the report card reflect regular classroom objectives
- Your child is following a regular academic pathway leading to an academic diploma

■ **Modified Program, Competency or Subject:**

Allows students to work at their own individual level by providing them with specific objectives for a particular competency within a subject.

- Modification is by competency level *within* a subject
- Modifications are individualized objectives that are at a lower level than the current grade level QEP objectives
- Modifications are evaluated per IEP objective and percentage marks are reflected on these IEP objectives (not regular classroom objectives)
- At the elementary level, this may be a temporary measure and is reviewed yearly
- At the secondary level, modifications may affect the possibility of obtaining a secondary school diploma

There are various ways of making modifications:

Modifying the course content: Jon read the book “Charlotte’s Web” which was at their own reading level when the rest of the class read “The Cay”.

Modifying the evaluation requirements: The class was evaluated on how well they were able to write a persuasive essay. Jon’s assignment was to present an oral book report to the class.

Modifying the amount of work: The class was asked to finish 12 problems in their math book. Jon was asked to complete 2 problems which were created at a lower academic level.

A student who is on a modified program will not be given the credits for the courses they attend. This affects them when they move on to secondary 4 (grade 10) and secondary 5 (grade 11) because they will not get the credits to graduate. However, if a student is able to catch up to do grade level work at a later time, they may be taken off the modified program.

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

S.M.A.R.T. Goals...

Goals are SMART!

- ◇ Specific
- ◇ Measurable
- ◇ Attainable
- ◇ Relevant
- ◇ Time-limited

Avoid I.E.P. goals that are statements about your child's attitude; "Johnny will improve his behavior and try harder".

Instead, focus on the "What", "Where", "When", "Why", "Who" and "How" to help understand undesirable behaviours and issues.

Goals should focus on what your child should do or achieve, rather than what they should not do.

I.E.P. goals should not be general statements about what a child will accomplish in a year, but should address the child's academic achievement, social integration and functional performance. Good goals are realistic, achievable and S.M.A.R.T.

Consider this Example: Behaviour/Concentration Challenge:

Target Goal: Jonathan will be able to sit quietly at their table working for 5 minutes

Method: A pictogram reminder (placed in front of them) and reward chart (token system) will be used. Jonathan will work with a timer and receive rewards (specify type), beginning at 1 minute

Measurement: Once Jonathan is successful 80% of the time over 5 days, another minute will be added until the target of 5 minutes is achieved

Responsibility: The integration aide is responsible for implementing this goal and the teacher will be updated for report card purposes.

Generalization must be worked into the plan by having Jonathan vary the time of day, the room, the context in which the goal is practiced and measured (e.g. in classroom, in an assembly, at the library etc.)

Things to think about ...

Your child's educational experience is a journey

- Focus on the student and the current needs of the student
- Consider bringing a current photo of your child for the middle of the table to help keep the discussion focused on why everyone is gathered together
- The entire process can be stressful for parents/guardians
- You are a vital part of your child's educational team
- If the meeting time suggested is not a good time for you for a variety of reasons (feeling overwhelmed, underprepared, personal or work conflict) suggest another time.

Some strategies that could support I.E.P. goals

****Please note: This is not a complete list and not all the interventions below are available for every student. It is based on the child's need and availability of resources.**

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

Placement/Seating:

- Preferential seating
- Small group
- Buddy system
- Alternative seating options

Materials:

- Audio books/texts
- Highlighted text/material
- Manipulatives
- Braille
- Calculator
- Access to keyboard/computer/tablet
- Keyboard modification
- ESL materials

Assignments:

- Use of technology to reduce paper / pencil tasks
- Present material to be worked on in chunks
- Opportunity to respond orally
- Shortened assignment
- Deadline extensions
- Homework organization system
- Reduced level of difficulty

Test/Exam Accommodations:

- Reader and/or scribe
- Assistive technology & software
- Small groups
- Extra time – including time for movement breaks
- Sensory friendly environment

Support Personnel – Where applicable:

- Resource assistance
- Integration aide
- Peer tutoring
- Behaviour technician
- Speech and language pathologist
- Reader and/or scribe
- Occupational therapist
- Psychologist
- Guidance counselor – high school only
- Social worker
- Special education technician
- Student services consultant
- Social work technician

Behaviour:

- Positive reinforcement
- Clear set of limits/expectations
- Movement/sensory breaks
- Quiet time/sensory corner

Strategies that have been used successfully in the past:

- _____
- _____
- _____



This I.E.P. resource kit has been proudly created for parents / guardians by the LBPSB Special Needs Advisory Committee

Website: <http://snac.lbpsb.qc.ca>

Email: snac@lbpearson.ca

Last Modified: June 2019

The I.E.P. Meeting

At the **elementary** school level, it is more common to come together in person for an I.E.P. meeting. This meeting may be requested by the school; however parents / guardians may also request the meeting.

At the **high school** level, it is rare that you will come together in person for an I.E.P. meeting. Contact in high school is often done via email or telephone. Some schools will even mail the I.E.P. home through Canada Post. Again, as a parent / guardian you are able to request a meeting in person.

Who may be invited to an I.E.P. meeting?

- Parent / guardian or parent / guardian and your child (depending on their capabilities)
- The principal
- Your child's teacher(s)
- Resource/ supporting teacher(s)
- Paraprofessionals who work with your child (e.g. aides, technicians)
- Professionals from the Student Services department (e.g. psychologist, consultant for inclusive education, speech and language pathologists, occupational therapist etc.)
- External professionals from organizations such as health and social services organizations and rehabilitation centres (e.g. CIUSSS, CROM, SRSOR may be included after prior approval of the administration)

What do you talk about at the I.E.P. meeting?

Establishing an I.E.P. is a team process and your input as a parent/guardian is important.

Should you attend the I.E.P. meeting, as a parent/guardian (more typical for elementary school) be prepared to:

- Discuss your child's unique situation and current needs
- Discuss their strengths, challenges and strategies that have worked in the past and the personnel responsible for their implementation
- Discuss objectives to meet your child's current needs
- Discuss specific tasks assigned to different team members responsible
- There will be opportunities to review your child's progress throughout the year. There are a minimum of 10 I.E.P. contacts per year – which can take the form of emails, phone calls, or in person meetings, as well as 1 progress report per term.



We suggest that you take notes during the meeting. Prepare a summary of the discussion and consider sharing it with the resource team members. This may be helpful to you in case you had follow up questions or concerns.

All about Me

A student's perspective...being part of the I.E.P. development



Providing your school with this document prior to the I.E.P. meeting may help them better prepare and result in a more productive meeting.

Name:

Grade:

Date:

- 1) What I like about school:

- 2) Things I am good at:

- 3) Things I love:

- 4) What I need help with or worry about when I am at school:

- 5) Learning is easier for me when...

- 6) Homework is easier for me when...

- 7) My special interests are...

- 8) When I am an adult, I want to work as

- 9) What makes me special is...



This I.E.P. resource kit has been proudly created for parents / guardians by the LBPSB Special Needs Advisory Committee

Website: <http://snac.lbpsb.qc.ca>

Email: snac@lbpearson.ca

Last Modified: June 2019

Parent / Guardian Concerns and Visions

Helping your school better understand your child

- 1) My child's strengths, abilities and talents are:
 - *may include social, academic, musical etc.*

- 2) My child's special interests are:
 - *please include what may be used as a motivational tool*

- 3) My child's specific challenges that may be interfering with their academic and social success are:

- 4) My child's preferred learning style is: (visual, verbal, logical, etc...)

- 5) My priorities for my child for this school year:



This I.E.P. resource kit has been proudly created for parents / guardians by the LBPSB Special Needs Advisory Committee

Website: <http://snac.lbpsb.qc.ca>
Email: snac@lbpearson.ca

Last Modified: June 2019

The Right Start

A parent/guardian's checklist to start the school year

- I have visited the Special Needs Advisory Committee Website at <http://snac.lbpsb.qc.ca>
- For new students: I have contacted the school to let them know that my child has special needs (e.g. disability, learning difficulties etc.). I spoke with : _____ on _____.

<input type="checkbox"/> It is recommended to share the following with the school:	<input type="checkbox"/> Past Individualized Education Plans (I.E.P.'s) - for new students
	<input type="checkbox"/> Updated medical history
	<input type="checkbox"/> New or updated reports from Professionals (e.g., Medical Doctor, Psychologist, Speech & Language Pathologist)
	<input type="checkbox"/> Other relevant test results and /or assessments

In order to ensure that all the teachers, support staff and professionals working with my child, as well as any outside agencies, will receive updated information about my child's needs, you may be asked to sign the "Consent to Release Information" form. Know that this is your personal decision.

I have contacted the school to see if it is possible to do a walkthrough of the school and classroom with my child before the school year starts. (E.g. familiarize your child with the cubby area/ lockers)

I understand that for returning students, last year's I.E.P. will follow my child into the new school year. I will expect to receive an updated I.E.P. by the end of September (for elementary students) or mid-October (for high school students). If I am in agreement with the I.E.P. , I will sign and return it. Otherwise, I will request an I.E.P. meeting with my child's resource team to discuss.

I have established an ongoing method of communication with teachers and can ask for updates on a regular basis (e.g. monthly) to follow my child's progress and to be made aware of any difficulties my child may be experiencing.

I have a complete list of all the people that I can contact should I have any concerns, such as: the principal, resource teacher, Student Services department or any other member of my child's resource team.



This I.E.P. resource kit has been proudly created for parents by the LBPSB Special Needs Advisory Committee

Website: <http://snac.lbpsb.qc.ca>

Email: snac@lbpearson.ca

Last Modified: June 2019

How to Contact SNAC



SNAC's mission

SNAC's mission is to support our parent / guardian community and advise the school board on policies for the organization of educational services that would ultimately affect students with special needs.

SNAC meetings are open to the public

Meetings take place at the school board head office in Dorval. All are welcome to attend. Every meeting includes an opportunity for parents / guardians of students on an I.E.P. to ask questions.

Parents / Guardians are invited to join our committee!

At the beginning of each school year, SNAC parent / guardian members are selected by majority vote at an Annual General Assembly. The AGA takes place at the school board in late September (please check our website for the exact date and time). We encourage you to attend to get involved – why not run for a parent/guardian position or simply cast your vote for the selection of new parent/guardian members at the AGA!

Please visit the SNAC website regularly

We update the website regularly with summaries of our meetings, information on upcoming parent / guardian workshops or information sessions, consultation responses and links of interest in the community.

We hope that you have found this I.E.P. Resource Kit useful

It is available for download on our website

This I.E.P. resource kit has been proudly created for parents / guardians by the LBPSB Special Needs Advisory Committee

Website: <http://snac.lbpsb.qc.ca>

Email: snac@lbpearson.ca

Last Modified: June 2019