

**The I.E.P. Journey  
Parent Information Session  
Hosted by:**

**November 6, 2019**

**Special Needs Advisory Committee  
of Lester B. Pearson School Board**

#	Questions / Comments	Answers
1	<b>What is the QEP?</b>	Quebec Education Program <a href="http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/">http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/</a>
2	<b>Coding</b>	<p>Codes are established by the Ministry based on the diagnosis of the student and their needs. If there is a code, there needs to be an I.E.P. The code needs to be validated - need a formal diagnosis and there is a minimal amount of resource time required which can include support from an integration aide, resource, speech and language pathologist, occupational therapists.</p> <p>If a student were to change school boards, the code will follow them. Codes come with funding but the funding goes to the school board who then allocates it to the schools based on needs, not codes. The administration of the school then uses the funds to best serve the needs of their school population. The Parents can find a full list of codes here: <a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/19-7065-A.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/19-7065-A.pdf</a></p>
3	<b>How do parents know if their child is coded?</b>	They can ask the school - the classroom teacher, resource teacher or principal
4	<b>If your child has a diagnosis of Autism Spectrum Disorder would they be coded with a code 50?</b>	Not necessarily, codes need to be validated. You need a formal diagnosis and there is a minimal amount of resource time required (at least 10 hours/week which can include speech and language therapy, occupational therapy, resource or integration aide support. Support is based on needs and limitations, not solely on diagnosis. The code would reflect the most significant of the diagnoses. (ie. If the student has a profound visual impairment as well as ASD, they would have code 42 instead of 50)
5	<b>If a student has an I.E.P. and a code, does this label remain for the rest of their life? Is it transferred if they change schools?</b>	If the student changes schools within our school board, the confidential file is shared with the new school. For outside of the board sharing, parents will have to sign a consent form.

<p><b>6 Is the goal to take a child off an I.E.P. or does it follow them through school?</b></p>	<p>It is in place as long as the student needs it. It is important to know that if a child had a code, or is coded, then they must be on an I.E.P. The I.E.P. will have specific goals and they may change from year to year. If a student has a handicapped code, the student can remain in school until they are 21. Adapted I.E.P. means on track for graduation, modified I.E.P. means not on track for a high school graduation certificate (working at a different grade level).</p>
<p><b>7 Will the I.E.P. follow from elementary to high school?</b></p>	<p>Yes, there can be an I.E.P. in high school if the student requires it. The goals are developed by the school team.</p>
<p><b>8 Can a student on an I.E.P. graduate from high school and go to CEGEP?</b></p>	<p>Yes if the I.E.P. is adapted, no if the I.E.P. is modified. Read the top of the I.E.P. or ask your child's resource team or principal if you are unsure. Students can earn partial credits in high school and then move to adult education to finish their high school leaving credits. There are a variety of programs in high school available in our board to provide our students with life skills, job skills and support. They do not get a high school leaving, but do get a certificate of completion. Workshops of these programs are available to parents though the year.</p>
<p><b>9 Would flexible pedagogy allow for more time?</b></p>	<p>No, it relates to specific interventions and techniques. More time falls under an adaptation.</p>
<p><b>10 What is the process if you are just starting Pre-Kindergarten?</b></p>	<p>If the student has a diagnosis already, coding may be considered. The school team visits daycares for observation prior to the start of the school year. Supports can be available to the student based on their identified needs. It is beneficial to enter school with a diagnosis where possible. This allows support and services to be available quicker. Should a child not have a diagnosis, but support is required, they will provide support. The child's needs do come first.</p>
<p><b>11 What happens with a Kindergarten student who has no diagnosis?</b></p>	<p>Supports are not based on diagnosis, but on the student's need. The school team determines what supports are needed and available. Parents may be asked if they can access services outside of the school. In high school, professionals don't work directly with students but provide assessments and consultations for support.</p>

12	<b>What services are available from the school board? Does it provide specialized interventions such as Fast Forward?</b>	At LBPSB, "Sound Prints" is used, lively letters, RTI interventions. There are a variety of remedial programs vetted by our student services department and or educational services department. All methods or new programs are analyzed by the professionals before implementation.
13	<b>Who is involved in developing an I.E.P.? Can outside professionals be involved?</b>	The school team develops a draft I.E.P. which is then shared with the parents. Changes can be made if requested. If parents choose to share this document with outside professionals they are working with, that is ok. While all outside assessments by professionals are respected, sometimes the recommendations suggested are not feasible in our system.
14	<b>What supports are available for a student diagnosed with ADHD</b>	The school team determines the needs and arranges the available supports. They are based on the needs of the individual child.
15	<b>Who can a parent speak to if the student continues to struggle? What are the internal services available? Is tutoring available?</b>	Sometimes it is limited what the schools can provide on their own. They have connections within the community and each case is discussed case by case. Peer tutoring is available in some high schools; there are also leadership programs; big brothers etc. Social workers from CLSC, CROM and SRSOR workers are valuable resources for parents to secure. The CLSC territories cover a lot of territory - Monteregie to Verdun. Different schools have access to different resources to complement what is going on in the school and at home.
16	<b>Can external specialists attend I.E.P. meetings, review I.E.P.s</b>	You can bring external reports to the attention of the school team as the more information they have on your child, the better. You can also share the I.E.P. with any external specialists working with your child. External specialists may be allowed to attend the I.E.P. meeting but you need to check with resource/admin at your school first to see what is permitted.
17	<b>How do I find out about external resources (e.g. for tutoring)</b>	The school teams have knowledge/contacts with community resources so you can reach out to them. You can also get information via CLSC or CROM.
18	<b>Psychologist vs Neuro-psychologist</b>	For ASD, you need the ADOS done and not all psychologists can test for it. It is important to make sure they are qualified to test for everything.
19	<b>Adaptations on I.E.P. are not being implemented</b>	Contact the school team to discuss (teacher, resource team, administration). If you don't get the answers you seek, you can elevate your issue to your regional director.

20	<b>What is an I.E.P. in French</b>	Plan d'intervention personnalisé ou individuel
21	<b>Implementation with different teachers in high school</b>	If strategies help in one class, speak with resource and get them documented on the I.E.P. so that they can be used in all classes.
22	<b>Can you record an I.E.P. meeting</b>	Yes so long as people are the people in the meeting are notified in advance and everyone attending agrees to be recorded.
23	<b>What happens when the child is "not problematic enough" so not all teachers implement strategies equally</b>	Ask to have an I.E.P. created where the strategies are documented and then you can ensure that they are applied consistently.
24	<b>Transfer from French elementary to English HS. I.E.P. is in French - when will it be translated into English?</b>	It should be available as of the first report card. If not, you should contact the school. The principal is in charge of the I.E.P. but often delegates responsibility so you can contact admin or resource.
25	<b>Can ABA therapy (via CROM) be done at school</b>	The decision is left to the administration as to whether or not ABA (or any outside intervention) can be completed at school.
26	<b>What outside resources exist - where can we find links?</b>	West Island Community Resource Center was mentioned. A link for outside resources to be put on SNAC website.
27	<b>Is the I.E.P. created by a team?</b>	Generally yes. Members involved depend on the case.
28	<b>Is the I.E.P shared with all teachers?</b>	Once the I.E.P. is generated by the school team (including classroom teachers, resource, occupational therapists, speech and language therapists) it is share with all the teacher that are involved with the student. You can normally see the I.E.P. team listed at the top of the I.E.P. document
29	<b>What kind of training is given to teachers/staff to help them understand a diagnosis and its implications?</b>	The school board provides many opportunities for professional development internally. There are workshops offered by educational services and student services personnel. Resource teachers meet 6-8 times per year and the high school resource meet 6x per year. They are encouraged to return to their home schools and share the information they have learned. Teacher training in universities do not provide a lot of information on this. Teachers rely on support from resource, their own professional development, and learn about things as they are exposed to it and need to learn about it.

30	<b>Clarification on adapted versus modified versus both</b>	If child is modified for 1 strand, they are modified for the entire subject. However you can have modifications in some subjects but not all. A modified I.E.P. is sent out every term (you will get the evaluation of the prior term and new objectives for the upcoming term). An adapted I.E.P. may only be shared at the start and end of the school year, unless objectives change.
31	<b>Transition to adult sector</b>	Confidential I.E.P. does not follow them (e.g. to vocational). However, with the Endeavor program, there is a great relationship so transition is better. It depends on the program. Parents will need to ensure files are shared.
32	<b>Do all elementary and high school accommodate special needs children at LBPSB</b>	Yes
33	<b>Are parents involved in the creation of the I.E.P.</b>	They can be but generally the initial draft is done by the school team and then the parents can review it and request changes.
34	<b>What do parents do if they feel locked out of the I.E.P. process</b>	See the administrator at your school. If that doesn't work, see the regional director assigned to your school.
35	<b>Why are there no adaptations for high school enrichment entrance exams (extra time, quiet room etc.)</b>	Accommodations such as a reader or quiet room have been in place. Other accommodations such as extra time are currently being looked into. It is important to speak to your administrator when you register for an enrichment exam to make this request. There is also a regional director appointed to specifically be in charge of enrichment exams.
36	<b>Do you have to wait to the end of a cycle to make changes to an I.E.P. or to change from adapted to modified or vice versa</b>	No, an I.E.P. can be changed at any time.
37	<b>If a child has an I.E.P. - is there a possibility that the child can get off the I.E.P. - is the goal to get a child off of it?</b>	<p>Students with a code must have an I.E.P. Adapted I.E.P.: These are put in place for a student who requires additional strategies/accommodations, <u>so if they no longer require those specialized strategies, and they do not have a code, the I.E.P. can be removed.</u></p> <p>Modified I.E.P.s: These are put in place for students who are not functioning at grade/cycle level, <u>so if the "gaps are filled in" through interventions, and the student is now functioning at grade level, and they do not have a code, the I.E.P. can be removed.</u></p> <p>In the case of a student with a code, the modified I.E.P. can be changed to an adapted I.E.P.</p>

<p><b>38 Are there tutoring programs specific for kids with special needs? Either in the school or outside.</b></p>	<p>The majority of tutoring centers cater to student with special needs or a diagnosis, for example dyslexia, however they will serve "neurotypical" students also. We do not know of a tutoring service that is for students with special needs only.</p>
<p><b>39 Can an I.E.P. include both adaptations and modifications in the goals?</b></p>	<p>Adaptations are the strategies and modifications are the goals. All modified I.E.P.'s contain strategies as well but it may be listed as "modified only" to indicate that the student is fully modified.</p>
<p><b>40 Is there a transition process between Grade 6 and high school? Also what if a student is coming to our high school from another school board?</b></p>	<p>Parents are encouraged to speak to the school team to learn about the transition process - information is shared on each student through articulation meetings in June. Visits are arranged to the high school the student will go to, high schools host open houses for parents and students to explore. When a student with special needs is coming from another school board, the consultants, professionals and teachers from the LBPSB School may go to visit/observe the student beforehand.</p>
<p><b>41 Is there a limit to the number of I.E.P.s allowed in a classroom?</b></p>	<p>There is no limit to the number of I.E.P.s in a classroom.</p>
<p><b>42 Is there an increase in the number of I.E.P.s over the year?</b></p>	<p>Possibly, as new students have needs or assessments, more I.E.P.s are possible for that classroom</p>
<p><b>43 Is it true or false that students on a modified I.E.P. do not graduate high school the same year as their peers?</b></p>	<p>It depends on the profile of the student. If a student is on a fully modified program, they could leave high school with their peers, but they would not receive a graduation (high school leaving certificate) because they would not have collected credits to do so.</p>
<p><b>44 Are all elementary and high school environments accommodating to the special needs of students?</b></p>	<p>All LBPSB accommodate special needs students. Most of our schools have full accessibility.</p>
<p><b>45 Can a student start an I.E.P. in high school?</b></p>	<p>I.E.P.s can be introduced at any grade level.</p>
<p><b>46 Do you have a list of available resources in our community?</b></p>	<p>There is a community resource centre located in Pointe Claire who publish a guide of many services. Here is their link : <a href="http://www.crcinfo.ca/">http://www.crcinfo.ca/</a></p>
<p><b>47 Children on medication don't eat...my child will only eat hot or warm food - can this be included on the I.E.P.?</b></p>	<p>Most students that prefer eating hot meals generally come to school with their food in a thermos. If for some reason a student can't use a thermos, the parents may want to request use of a microwave. These decisions are made by the administration. This information would not be included on an I.E.P.</p>

<p>48 <b>When a teacher requests a group meeting or when a child goes to resource how do we find out about it as a parent?</b></p>	<p>When a teacher brings up a student for discussion at a resource meeting, parents are not often informed. If there are follow-ups, (ie. Assessment recommendations, etc.) parents would be informed.</p>
<p>49 <b>Where can we go to see if our child had other disabilities? For example dyslexia</b></p>	<p>Learning disabilities are usually determined through assessments by professionals. If the assessment results in a diagnosis it would be indicated in the report.</p>
<p>50 <b>What is a reasonable time to get an I.E.P.?</b></p>	<p>Once a decision is made to put a student on an I.E.P., it is usually created for the start of the following term.</p>
<p>51 <b>Where can we get the toys for our kids that are on the tables?</b></p>	<p>There is a store that has an online store a catalogue and a storefront based out of Longueuil called FDMT. Here is the link <a href="https://www.fdmtd.ca/en">https://www.fdmtd.ca/en</a></p>
<p>52 <b>Where can I find a link of codes for the I.E.P.?</b></p>	<p>This information is available through the QEP. The name of the document is Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Disabilities. <a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv</a></p>
<p>53 <b>Can a student with a language delay be exempt from the high school french exit exam?</b></p>	<p>Some disabilities will entitle a student for an exemption. It depends on the disability / circumstance. The decision to apply for an exemption would be made by the school and family. Once paperwork is submitted, the ministry will render a decision. ESD has a ministry liaison consultant who assists with these cases.</p>
<p>54 <b>Why are there not other forms of resource besides Speech and Language support?</b></p>	<p>Resource support in schools include professionals from Student Services such as psychologists, speech-language pathologists, occupational therapists, pedagogical consultants (Inclusive Education and Autism)</p> <p>In addition to professionals, school resource supports may include Resource Teachers, Integration Aides, Special Education Technicians and Family Service Support Treatment Team/Behaviour Consultants.</p>
<p>55 <b>Can you teach us how to read an I.E.P. document? Are they the same school to school?</b></p>	<p>I.E.P.'s within LBPSB are the same from school to school, even from elementary to high school. To learn more about the I.E.P., it is recommended that parents reach out to the Resource Teacher and/or administration.</p>

56	<b>Please provide tips on how to communicate with our schools - it is so hard to figure out who to talk to</b>	We often recommend that the first contact person be the student's classroom teacher. Resource Teacher and administration can be the secondary contact persons.
57	<b>What is the process if an I.E.P. is ending? What is the process to remove an I.E.P.?</b>	If the student is coded, the code has to be removed first before and I.E.P. is closed. The parents need to send a letter to the Principal and then to the Director of Student Services. Recommendations can be made by parents and/or school personnel.
58	<b>When an assessment is completed, are parents notified if there will be a code?</b>	Yes, after an assessment contact with home is made
59	<b>When an assessment is done by an outside neuropsychologist, why aren't their suggestions implemented and included on an I.E.P.?</b>	It is not always feasible, outside professionals may not be aware of the services provided by our school board.
60	<b>How is Autism Spectrum Disorder diagnosed?</b>	It must be diagnosed by a neuropsychologist who is trained in the assessment, ADE or ADOS and the student must meet the criteria outlined in the Diagnostic and Statistic Manual
61	<b>What rights to parents have if the I.E.P. is not being followed?</b>	Parents need to bring their concerns to the classroom teacher, the resource teacher and then if needed the school administrator
62	<b>Regarding resource in the sports etudes program - a room isn't always open when students need to access it and students are working in the hallways. What can be done?</b>	Funding for specialized programs is used for needs within the program - example coaches. The support for academics is from a different budget. It is important to discuss any concerns with the administrator in charge of the program.
63	<b>Students who are coded bring extra funding to the board. Why not use the funding in the specialized programs?</b>	Not all codes bring extra funding into the school board. Funding is distributed to schools and it is the school teams who determine how best to meet the needs of the students.
64	<b>In high school, it doesn't seem like flexible teaching strategies are being followed by all teachers. What can be done?</b>	This type of concern has to be brought to the attention of the school team - resource and administration
65	<b>If a student transfers from the French school board to LBPSB, is their code carried over?</b>	It is very important for parents to provide information to the new school so the file can be reviewed and the coding decisions can be discussed. It is important to supply information on past assessments. They may require parental permission in writing. It would be important for a parent to share all information with the new school ex) was the student on an I.E.P.?

66	<b>If a student's behaviour is not problematic, can resource still be provided and accomodations made?</b>	If the school team determines that a student required support for academic progress, an I.E.P. can be developed. It is not based on problematic behaviour alone. The school administrator is in charge of the I.E.P. at the elementary, in high school, it is the resource team and administrator.
67	<b>Can my ABA therapist come into the school to continue the work with my child in Kindergarten or does the school provide that service?</b>	Some students in Kindergarten are working with a worker from the rehabilitation centers on Applied Behaviour Analysis (ABA). This now ends at age 5 and is provided by the government. The readaptation centres and the CLSC workers are community partners of our school board. It is up to the school administrator if therapy can take place in the school - difficulty with space etc. Some students are in school for 1/2 day and do ABA therapy for the other 1/2 of the day.
68	<b>How can parents ensure information about their child's assessments and interventions is shared with teachers in addition to the actual diagnosis?</b>	Speak with the resource team members.

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