

What is SNAC?

SNAC is the Special Needs Advisory Committee. It 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.

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 all parents / guardians of students on an I.E.P. in LBPSB

Regular meetings take place throughout the school year. Every meeting includes an opportunity for parents / guardians of students on an I.E.P. to ask questions. You may also email in your questions at anytime. A parent representative on the committee will respond.

Please visit the SNAC website

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.

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

Email: snac@lbpearson.ca

Facebook:

www.facebook.com/specialneedsadvisorycommittee

Information to share about my child with the school

- My child's strengths, abilities and talents are:

- My child's special interests are:

- My child's specific challenges are:

- My child's preferred learning by seeing, hearing, touching:

- What does my child love about school?

Notes and questions to bring to the I.E.P. meeting :

School I.E.P. Contact :

Name
Role / Position
Email
Phone Number

Principal's Name & Email:

SNAC'S QUICK GUIDE TO

WHAT IS AN I.E.P. - INDIVIDUALIZED EDUCATION PLAN ?



An Individualized Education Plan is commonly referred to as an I.E.P.

An I.E.P. is there to support your child's education if they have a physical, mental, intellectual or learning disability or impairment.

The purpose of the I.E.P. is to create objectives and strategies that will help to make the student more successful.

The I.E.P. is developed by the school team with input from the parent / guardian and the student.

There are 3 types of I.E.P.s :

1. Adapted
2. Modified
3. CASP

An I.E.P. can be adapted, modified or both.

I.E.P.s are updated with every report card.

It will say on your child's report card what type of I.E.P. they are following. For example "following a regular program with adaptations".

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Adapted I.E.P.

Adaptations allow the student to meet grade level requirements by offering specific strategies to help the student succeed

- Adaptations are strategies that are at the grade level of instruction
- The student is evaluated using the same criteria as the regular program
- The student is following a regular academic pathway leading to an academic diploma

Possible adaptation examples are:

- Student is given alternative seating options
- Student is given extra time to complete tasks including tests and exams according to ministry rules (up to time and 1/3)
- Student is allowed the use of assistive technology according to ministry rules

Modified I.E.P.

Modifications allow students to work at their level by offering specific strategies to help the student be successful at their level

- They are working at a lower level than their current grade level.
- Modifications may be made to the whole program or specific subjects
- A student who is on a modified program is not on the regular high school graduation path
- A student does not receive credits for a modified course

Possible modification examples are:

- Student is working on math concepts below their grade level
- Student is learning vocabulary at their level connected to class content
- Student is working on developing functional skills

Students can be adapted in some subjects and modified in others. Modification and adaptation of a course can be changed as needed.

An I.E.P. is changed to meet the needs of the student. Modifications and adaptations are reviewed each term to be sure adaptations and modifications are appropriate.

CASP I.E.P.

A CASP I.E.P. is for students with moderate to severe intellectual disabilities between 6 and 15 years of age. CASP stands for Competency Based Approach for Social Participation. It builds on 5 competencies geared toward building independence and lifeskills.

I.E.P. Objectives

I.E.P. objectives should address the student's academic achievement, social integration and functional performance in the school environment.

Objectives should focus on what the student will be working on and how.

Remember:

- Focus on your child and their current needs
- It is normal to find the process stressful
- You are a vital part of this whole process
- All students need to learn how to self-advocate – make them aware of their I.E.P.
- Depending on the age and level of your child consider having them attend the I.E.P. meeting or have them provide input

Please see our complete I.E.P. Resource Kit

<http://snac.lbpsb.qc.ca/eng/IEP-Documents/page.asp>

To request a paper copy please email us
snac@lbpearson.ca

Elementary vs. High School

There are slight differences between I.E.P.'s at the elementary school level and at the high school level.

At the elementary school level it is more common to come together in person for an I.E.P. meeting.

Contact in high school is often done via email or telephone. It is also possible that the I.E.P. may be mailed to your home.

As a parent / guardian you are able to request an in person meeting with the resource team at any time in elementary or high school.

What Happens in an I.E.P. Meeting?

Establishing an I.E.P. is a team process. Your input as a parent / guardian is important. It is the Principal's role as administrator to oversee the implementation of the I.E.P.

When attending an I.E.P. meeting be prepared to:

- Discuss your child's current needs and discuss objectives to meet these needs
- Determine what strategies may work with your child
- Discuss how the strategies will be implemented and who will be working with your child

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. These contacts can be done via emails, phone calls, or in person meetings as well as 1 progress report per term (report card).