

Review of the IEP. When? How often?

- The IEP objectives may be reviewed at each reporting period or more frequently. Information on the student's progress may be sent home to parents or discussed by telephone.
- Parents should regularly contact their school for information.
- Students should advocate for their accommodations*.
- An IEP may be started and/or terminated at any point in the school year. Parents must be notified.
- At the end of each school year a final review should be done and this information is written on the student's IEP form.
- If an objective is accomplished, a new objective can be identified and started mid-year.
- When a student leaves the youth sector, a copy of the current IEP will be sent home with the report card. Data on IEPs is no longer available after five years! The IEP may accompany a student through post-secondary education.

***For additional information please refer to the ETSB website for the
ETSB Special Education Policy**

<http://www.etsb.qc.ca/wp-content/uploads/2013/01/P011-Policy-Procedures-Governing-the-Organization-of-Educational-Services-for-Students-with-Special-Needs-Youth-Sector-.pdf>

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This brochure has been prepared by the
Special Education Advisory Committee (SEAC)

Brochure disponible en français



Moving ahead. Together. | Aller de l'avant. Ensemble.

Individual Education Plan



Special Education Advisory Committee

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Introduction

This brochure provides parents and students information concerning the **Individual Education Plan** or **IEP** and the support available within the Eastern Townships School Board. The content is meant to provide clarifications on the IEP process.

An IEP is a plan of activities coordinated jointly by the people concerned, i.e. teachers, student, parents, resource teacher, professional, paraprofessional. Its purpose is to help a student who, because of a handicap or difficulties, needs support to progress optimally.

What is an IEP?

- An IEP is a legal written document that describes a student's educational abilities and needs. Objectives are established annually, and address specific needs of the student.
- Resource services are provided by teachers. Support services are provided by special education technicians, social aid technicians and handicapped student attendants. Professional services are provided by psychologists, psychoeducators, speech and language pathologists, occupational therapists, guidance counselors, substance abuse prevention counselors, spiritual and community life animators.

Who has the right to an IEP?

- Students who have been identified with a special need, i.e. recognized handicap, learning disability or difficulty, or require special educational services must have an IEP.
- Students needing an enriched program may also benefit from an IEP.

Who can request an IEP meeting?

- Parents, students, teachers, professionals and/or administrators can all request an IEP meeting. The request may stem from a school meeting, a new identification of a learning or behavioural difficulty, a review of objectives from a previous IEP meeting, and/or the beginning of a new school year. Support measures must have taken place prior to the establishment of an IEP.

How is the IEP meeting carried out?

- The school contacts the parents with a tentative date and time.
- The meeting process should be generally outlined when the parents are first contacted.
- IEPs are completed yearly for Kindergarten to Secondary students.

Who makes up the IEP Team?

- Parents, teacher(s), resource teacher(s), professional(s) (if required), student (if appropriate), and administrator or delegated staff member.

Who makes up the IEP Team? (continued)

- Parents are an essential part of the IEP meeting discussions and decision-making. However, the meeting can still occur if parents do not wish to attend. Parents will be notified of their child's yearly objectives following the IEP meeting and asked to sign the document.
- Parents are encouraged to invite professionals from external agencies involved with their child if they so wish.

How long will the meeting last?

- The amount of information shared and the number of IEP team members participating will influence the length of the meeting. The first meeting is usually longer.

What is the procedure?

- All participants are welcomed and introduced. The meeting's manager outlines a brief description of how the meeting will take place.
- Objectives will be discussed and written to ensure that they accurately represent the student's needs.
- The written objectives should be read by all the team members to have a consensus.
- A person - teacher or technician/attendant will be identified as the one responsible for teaching the skill and collecting the data.
- The IEP document is then signed by the team members and dated.
- A copy of the IEP is given to the parents at the end of the meeting. Or, one will be sent home within a few days following the meeting.

What is written in an IEP?

- The student's **abilities** and **needs** discussed and noted in the IEP form. From the **needs**, a discussion should arise between all team members identifying priorities for the student.
- Objectives, accommodations and/or referrals must be noted in the IEP form.
- Clearly indicates if the support measures are considered adaptations, meaning that these measures do not change the nature or requirements of learning or evaluation situations, or modifications, meaning these measures reduce or change the anticipated outcomes of the Quebec Educational Program.

What is an objective?

- Objectives can be academic, social, developmental and/or behavioral centered. The means are specific strategies and methods put in place to achieve the specific objectives.
- Short or long term objectives have the following characteristics: specific, measurable, achievable, realistic and time-bound.