

A GUIDE TO INDIVIDUALIZED EDUCATION PLANS (IEP)

WESTERN QUEBEC SCHOOL BOARD

**YOU CAN AND SHOULD
CONTRIBUTE TO THE
PROCESS OF
ESTABLISHING THE IEP.**



WHAT IS AN IEP?

- A support to students with learning difficulties, social maladjustments or handicaps.
- Based on observations and information gathered.
- Evolves and requires on-going monitoring, communication and adjustments.

WHEN DOES A STUDENT NEED AN IEP?

There are three ultimate reasons why an IEP is developed:

- More sustained and coordinated intervention is needed due to the student's complex situation.
- There is a need for additional strategies, adaptations, accommodations beyond what is typically provided to all students.
- Decisions regarding programming, placement and other major changes to the student's academic pathway are required.

WHO IS AN IEP FOR?

- Mandatory for students with a diagnosed handicap.
- Recommended for students with social and/or learning difficulties
- May be offered to students considered at risk.

HOW TO OBTAIN AN IEP?

- The teacher or other staff working closely with the student may, following supportive interventions, feel that more coordinated support is needed. An IEP may be considered, in collaboration with you.
- If you feel the student's needs require additional intervention, you may also initiate the process.
- The IEP is established and overseen by the principal in collaboration with the staff, parents and when possible, the student.

WHAT CAN IT ADDRESS?

Key issues affecting a student could be in the areas of:

- Academic -Language -Behavioural -Social -Emotional -Physical

INDIVIDUALIZED EDUCATION PLANS

WHAT IS YOUR ROLE?

- Establishing and following up on an IEP is a team process, and your input is important. Consider what the teachers and professionals have to say about what they have observed.
- Explain your observations regarding the student's unique situation and needs, including strengths, challenges, preferences, and what has and has not worked for them in the past.
- Provide ideas, suggested best practices related to the student's particular challenges and ideally come to a consensus for prioritizing and establishing goals and objectives.
- Routinely advocate for consistent implementation of the IEP.

WHAT QUESTIONS TO ASK?

- What resources, services, supports, technology, accommodations, adaptations, etc., are available to the student?
- What the school personnel recommends and why (i.e. how those things are anticipated to lead to the student's progress toward success)?
- What tasks will be assigned to different team members responsible for the implementation of the IEP (i.e. teacher, parents, attendants, technicians, etc.)?
- When will the next follow up meeting be to review the student's progress?

WHAT COMMUNICATIONS TO EXPECT?

- At the beginning of the year, teachers will read the IEPs of all the students in their class. You may initiate a communication with the teacher shortly after the beginning of the year.
- You should receive a clear monthly communication about the student's progress on their IEP ([BSR 29.2](#)). It should include whether the student is meeting expectations related to their goal(s), not meeting expectations or exceeding expectations, with a notation indicating if goal has been met and proposing another one.
- In addition, you can request further information/clarification about the student's overall performance and possible adjustments to their IEP. You are a partner in this process!

WHAT DO YOU NEED TO KNOW?

- You can and should contribute to the process of establishing the IEP before it is approved and signed by the principal. If you are not included or satisfied with the process, you are not required to sign the IEP.
- There are resources in the Board, through SEAC, and in the community that you can draw on for more information and support. Refer to these [WQSB SEAC](#) and [Complementary Services Web Page](#) links for more information.



BRING CONFIDENCE IN
YOURSELF AND THE
POTENTIAL FOR AN IEP TO
HELP YOUR STUDENT
OVERCOME LEARNING
OBSTACLES IN SCHOOL.



WHAT DO YOU NEED TO KNOW? (Continued)

- You can take the initiative in communication: setting the tone, setting expectations, encouraging regular exchanges with the teacher and/or IEP team.
- You can take anyone to meetings with the school for support, note-taking, or information sharing (i.e. therapist, friend, social worker, SLP, etc.)
- If you run into difficulty or conflict related to understanding an aspect of the process or establishing an IEP that you believe adequately addresses the student's specific needs, you can request to discuss this further with the principal. If you are not satisfied with the interventions or the implementation of the IEP, there are complaint procedures. [Policy C-17](#) (p.12) and [By-law 18](#)

WHAT INFORMATION IS KEPT ON YOUR STUDENT (CONSENT AND PRIVACY RIGHTS)?

- Each student has a general student file with registration materials, grade/cycle reports, emergency contacts, etc., as well as a red confidential file where IEPs are kept (if applicable), alongside professional (i.e. medical/psych/SLP) assessments, therapist reports, information about the student's specific disability, and meeting notes including transition meeting notes (from elementary to secondary).
- If your consent is required for the school to obtain or share information about your student with third parties, ensure that it is limited to the student's special needs.
- You have a legal right to review those files and have copies of everything that is in them upon request.

WHAT TO DO BEFORE, DURING AND AFTER THE IEP MEETING?

- Bring confidence in yourself and the potential for an IEP to help your student overcome learning obstacles in school.
- Have a binder or other organization system (folder) with sections for professional (i.e., medical/psych/SLP) assessments, grade reports, previous IEPs, samples of past work that demonstrate challenges and achievements, any articles/resources you've researched that provide background about and suggestions for the student's exceptionality or challenge, and paper for you to write your questions and take notes.
- Plan to summarize in writing any decision points about implementation of the IEP, roles of school personnel, things to be followed up and timelines, which are made in meetings with school personnel.
- Send a copy of your summary to the school for your student's file. Any questions you ask should be responded to within three weeks.
- Ensure all reference material you provide to the school (e.g., diagnosis, tips and tools, articles, graphic organizers, etc.) is added to the student's red confidential file through the Principal.

ADDITIONAL LINKS

[REFERENCE FRAMEWORK FOR ESTABLISHING IEPs IN BRIEF](#)

[IEP INFO DOC FOR ADMIN PROCESS](#)

CHECKLIST TO START THE SCHOOL YEAR

___ Contacted the school to let them know that the student has special needs (e.g. Handicap/disability, behaviour or learning difficulties).

Contact name: _____ **Date:** _____

___ Met the Principal, Homeroom teacher and/or Resource teacher if necessary

Date: _____

Name(s): _____

I have given the school copies of:

___ Past individual education Plans/IEPs (for new students)

___ Complete medical history (for new students)

___ All new reports from Professionals (e.g. Pediatrician, Psychologist, speech Pathologist)

___ Other tests and /or assessments (or any information that may be important)

___ I have signed the form to "Consent to release information" (in order to ensure that all teachers, and professionals working with the student, and any outside agencies, will receive updated information about the student's special education needs)

___ I have done a 'walkthrough' of the school and classroom with the student before the school year starts (when possible) so that there is a basic familiarity and lessened anxiety.

___ I have informed myself of the help that is available in the community from outside agencies such as the CISSS, social workers or other professionals, in order to obtain as much information and support as possible.

___ I have obtained a complete list of the people that I may contact should I have any concerns. (Principal, resource teacher, Complementary Services Dept., school nurse, members of my child's resource team, SEAC.