

2023-24 Individualized Education Plan (IEP)

Information for Parents

WHAT IS AN IEP?

In general terms an IEP is a process and tool designed to support a student who has a special need, learning/physical/intellectual disability or learning/social difficulty. It supports coordinated action and promotes collaboration and communication between the student, school, parents, and outside services. It is a flexible living document that supports the development and progress of a student.

WHEN SHOULD AN IEP BE DEVELOPED?

An IEP should be developed when 1) a more sustained and coordinated effort is needed, 2) specialized resources or adjustments are needed in addition to actions normally taken, and 3) implemented after numerous strategies, interventions and resources have been attempted. ([MEQ](#))

WHO IS INVOLVED IN THE IMPLEMENTATION OF THE IEP?

Each student's situation is unique and requires the active involvement and contributions of many possible individuals. To promote social and academic success, an IEP is intended to promote the collaboration and communication of all the partners involved in a student's life:

- Student (unless unable to do so)
- Parent(s) or guardians
- Principal
- Teachers
- Support staff
- Professionals
- Board Complementary Services
- Outside services

WHAT GUIDES THE IEP?

When developing an IEP for a student, all involved need to consider the following:

- To see success in a different way
- That the student is at the center of the process
- To adopt a systematic view of the student's reality
- To focus on the student's strengths
- The importance of school, family, and community cooperation

CONFIDENTIALITY AND IEPS

It is the school board's legal responsibility to ensure the confidentiality of the personal information it has for your child. All documents are kept in a Confidential File at your child's school and at the school board office. The IEP can be found in this Confidential File. School team members who work with your child, may have access to this information if it impacts the support they provide for your child.



THE IMPLEMENTATION PROCESS

The IEP follows a process or cycle, from data analysis to planning of interventions, to the application of the interventions and finally to a review of the plan. This cycle continually adapts to reflect the current needs of the student.

As a parent/guardian you have opportunities to collaborate and contribute to the implementation process. Your observations, experiences, strategies, and reflections will support the development of goals and strategies for the school environment.

SMART GOALS

SMART goals identify the skills and abilities that support success for students. The educational community is refining and exploring what it means to select SMART goals... as we move forward, we will consider the traditional framework while also reimagining SMART...

	Traditionally	Another way to consider SMART...
S	Strategic and Specific	Strength-Based
M	Measurable	Meaningful
A	Attainable	Authentic
R	Realistic and Relevant	Responsive
T	Time bound	Triangulated

MONTHLY COMMUNICATIONS AND PERIODIC EVALUATIONS

As per the Education Act (96.14), *the principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.*

Communications are monthly and intended to foster collaboration and address difficulties as they arise. They can be completed in a variety of formats.

Periodic evaluations are planned times during the year when progress or development is evaluated through the SMART goals. The school team will have a plan for these periodic evaluations during the year.

RESOURCES AND REFERENCES

If you wish to access more information or resources on IEPs, please consult:

- [MEQ Reference Framework for the Establishment of Individualized Education Plans \(2004\)](#)
 - Pamphlet, In Brief and Presentation
- **Adapting Our Schools to the Needs of All Students (1999)**
 - [Policy on Special Education](#)
 - [Plan of Action for Special Education](#)
- **[WQSB website:](#)**
 - This includes:
 - Video recording of presentation for parents/caregivers (Nov 2021)
 - Link to SEAC (Special Education Advisory Committee) website
 - Link to MEQ resources
- **[SEAC \(Special Education Advisory Committee\) website:](#)**
 - IEP toolkit and resources for parents

UPDATES TO THE IEP FORM FOR THE 2023-24 SCHOOL YEAR

As we eventually transition IEPs to the Mozaik Parent/Teacher portal, the WQSB has aligned the 2023-24 IEP format, to a more universal document. This document more closely aligns with the Ministry of Education format and includes all necessary information required to ensure supports, adaptations, modifications, programs, strategies, goals, and tools are well defined for success.

The following changes will be noted on the 2023-24 IEP form:

UNIVERSAL FORM FOR ALL PROGRAMS

Currently IEP forms differ depending on the program a student is following. For 23-24, all programs are included in the universal IEP:

- Regular program
- Modified program
- CASP (Competency Based Approach to Social Participation) program
- Challenges program
- Profound Intellectual Impairment program
- Prework training program
- Semiskilled training program

This means that some areas on the IEP form will not be applicable to every program.

PROFILE

The profile will now be divided into three sections: Abilities, Needs and Other Information. The information included in this section will be listed under the appropriate heading and will help define the purpose of the IEP. Abilities will include strengths and situate the student's personal, physical, social and/or intellectual/academic development. The Needs section will include those areas that require more support or development. The Other section may include additional information that impacts the student's program, delivery of services, social/academic/physical inclusion, or development.

IMPORTANT INFORMATION REGARDING DIAGNOSIS

Formal diagnosis will no longer be included in the Profile sections of the IEP. Each student is unique, and no two diagnoses are the same, therefore the diagnosis does not define the student's needs or abilities.

According to the "Commission des droits de la personne et des droits de la jeunesse," transmission of confidential information must uphold non-disclosure of personal information, which applies to the IEP. The IEP must not contain any information that would cause prejudice against the student, such as a diagnosis, family situation, opinions, or personal information provided by a professional.

When it comes to what information should be in an IEP, only necessary information that will allow teachers or staff to act in the student's best interest should be found on the student's IEP. The necessity of sharing and using personal information in a student's IEP must be justified. For more information, refer to the Charter of Human Rights and Freedoms and Act Respecting Access to Documents held by Public Bodies and the Protection of Personal Information. (legisquebec.gouv.qc.ca)

If the ad hoc team (which includes parents/guardians and potentially the student) feel that the diagnosis is essential information that is listed, and parents/guardians/student consent to the disclosure of this information, it will exceptionally be included in the "Other Information" section of the profile.

WANT MORE INFORMATION?

If you wish to have more information on your child's Individualized Education Plan and how you can contribute to the implementation of your child's IEP, please reach out to your child's teacher, or the school administration.

