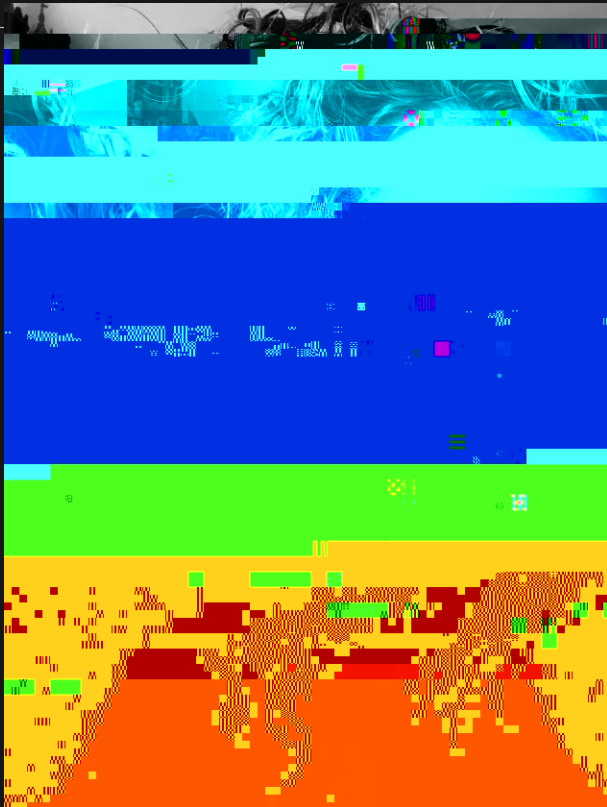


SEAC Presentation

Understanding IEP process

March 21, 2023

Presented by Kellie George-Bernard
Special Education Consultant



Presenter

Special Education Consultant

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Objective

To develop a better understanding of the IEP process at SWLSB.

There will be time for questions at the end of the presentation.

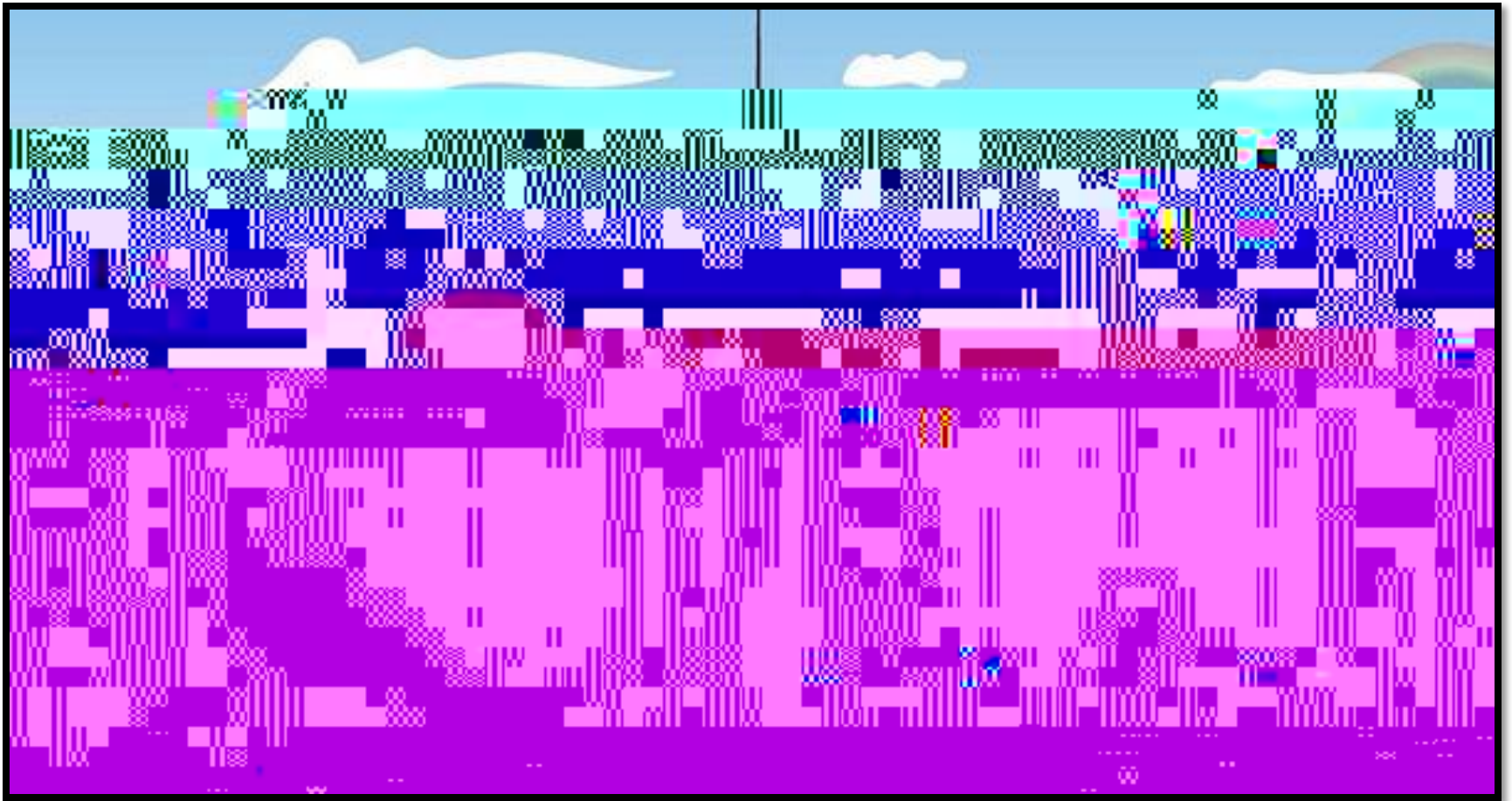
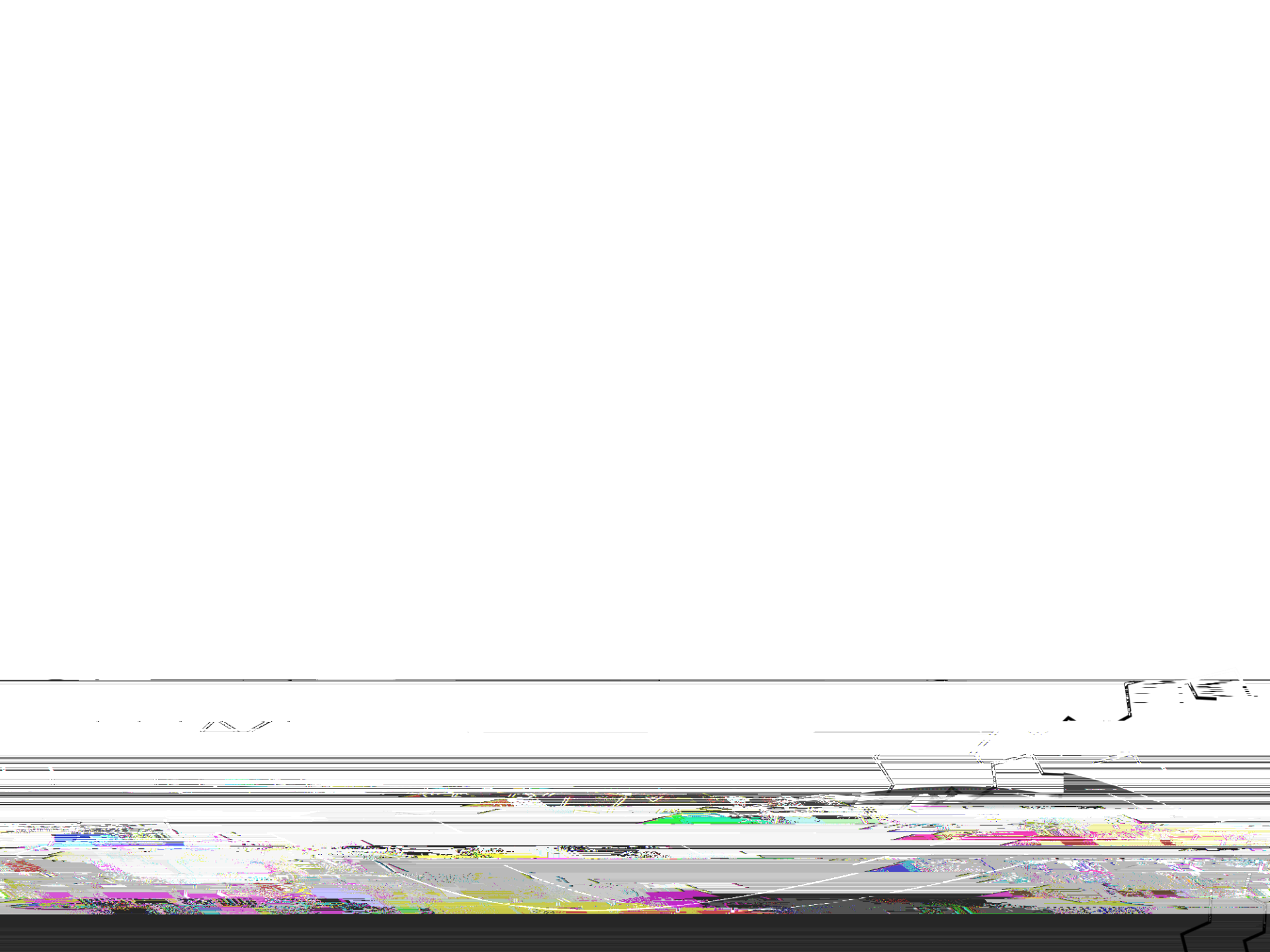


Photo Credit: <https://www.diffen.com/difference/Equality-vs-Equity>



WHAT IS AN IEP?



Differentiated Instruction:

Flexible Pedagogy
Adaptation
Modification

Allow all students to perform the activities proposed in the classroom, and to progress with their learning in line with QEP requirements for their group class level. Pedagogical flexibility should be applied in all subjects, as a means of promoting educational success

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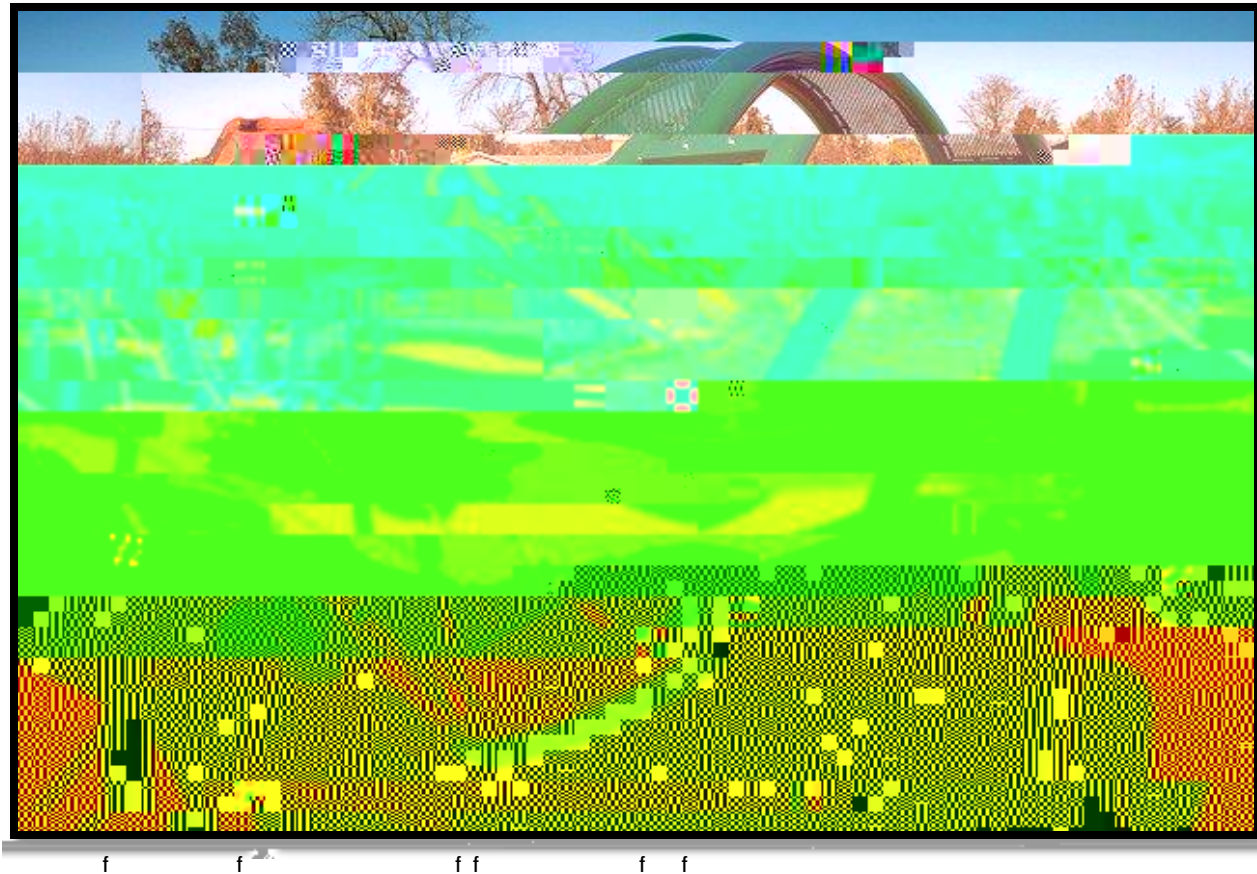
Adjust strategies and teaching approaches

Assess interests and needs

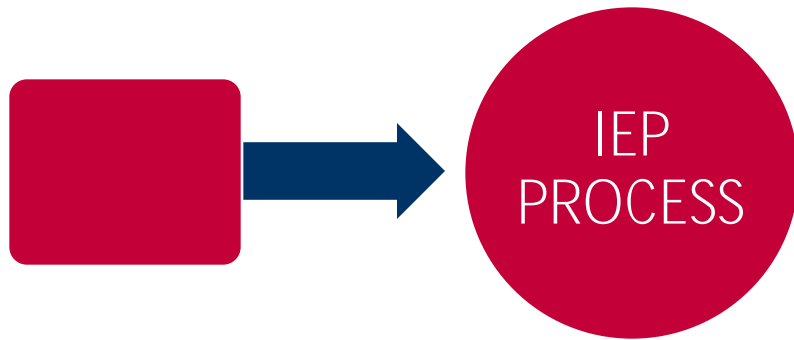
Whole lesson vs Centers

Classroom Set-up

Brain Breaks



Who is Involved in the IEP Process?



TEAM ROLES

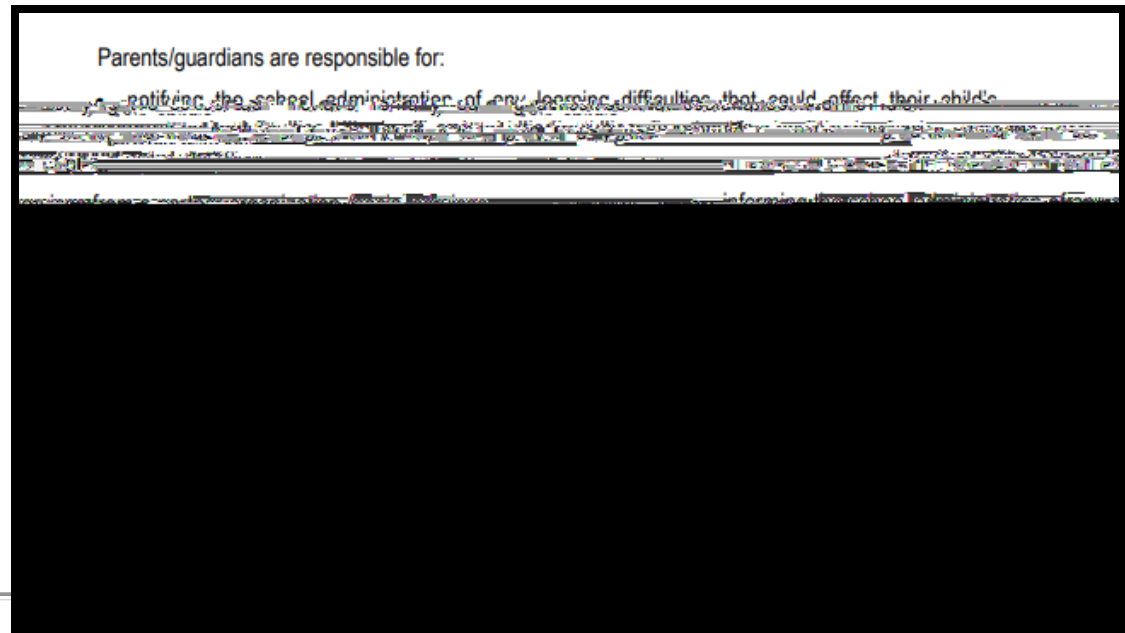
Principal- responsible for the implementation of the IEP

Teachers- play a leading role and ensure that the proposed interventions are incorporated into the

Parent Roles/Responsibilities

Policy Outlining the Organization of Services for Students with Handicaps,
Social Maladjustments or Learning Difficulties, 2.2

Notifying
Informing
Meeting
Following
Participating



WHAT is in an IEP?



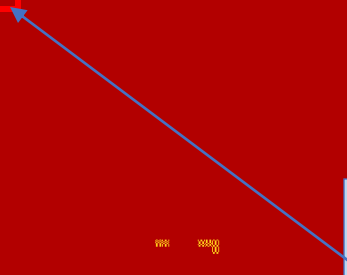
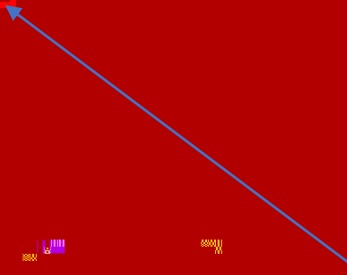
Policy outlining the Organization of Services for students with Handicaps, social maladjustments, of Learning Difficulties.

School adresse

Éducation,
Enseignement
supérieur



Individualized



Objective

Responsible

Type of intervention

Allowable or Required modification/adaptation during the evaluation of learning

Comments

Signatures

SMART Objectives

Specific

Measurable

Attainable

Realistic/Relevant

Time-Bound

Adaptations included in an individualized education plan process are designed to help the student to acquire and demonstrate the _____ as other students. The fact that they are stipulated in the plan also ensures that they will be monitored.

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Equal opportunity to demonstrate what students have learned
IEP required
Can be applied to environment, instruction and assessment



Instructional/Environment

Note taking assistance

Assistive technology

Reduced amount of work

Alternative workspace

Use of FM system

Specialized materials

Assessment (formative and summative)

Extended time

Alternative seating



f

Ministère de l'Éducation, du Développement social, des Solidarités et de la Famille

Direction de la sanction des études

ÉDUCATION, YOUTH SECTOR

GENERAL

SUBJECT

ADAPTATIONS PERMISES POUR LES ÉVALUATIONS M.S.E. ET LES ÉVALUATIONS

ADAPTATIONS THAT ARE PERMITTED

MESSAGE

This Info-Sanction number (21-22-32) is part of the 2015 Adaptation Guide for the Certification of Studies and

[ANG-F4-0273 Info-Sanction-21-22-32-Mesures Adaptation.pdf](#)

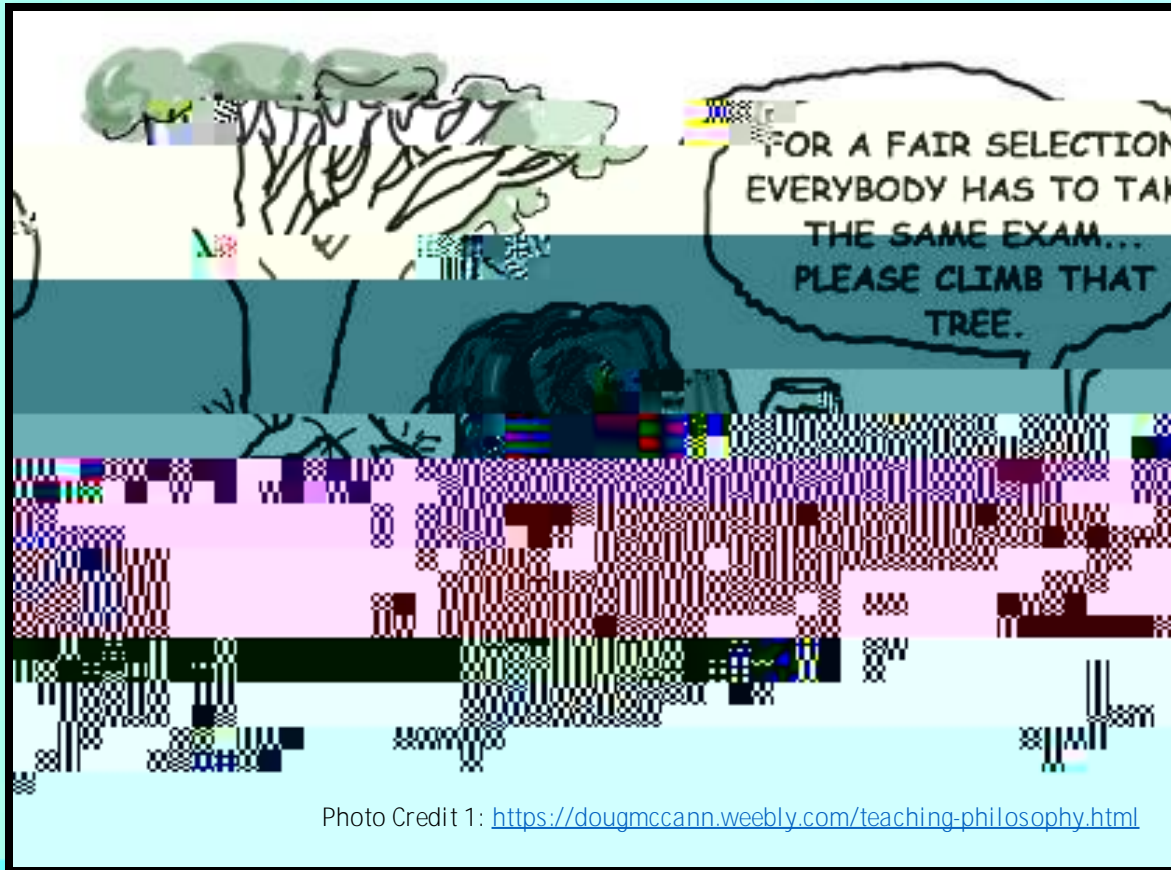


Photo Credit 1: <https://dougmccann.weebly.com/teaching-philosophy.html>

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A modification involves reducing anticipated outcomes in connection with QEP requirements. Certain choices are made with regards to the QEP competencies in regards to both learning and evaluation situations. Alters the graduation path for students.

The Process

IEP Process

A formal review should be done once a year.

A review of the individualized education plan can lead to:

1. Maintenance of the IEP "*as is*"
2. Necessary adjustments made
Ex. Modified, maintained, dropped
3. Closure of an IEP

Each student's needs will determine the frequency with which their plan is reviewed

29.2. At least once a month information is provided for the parent of a student in a pending case

(1) the student's results put him or her at risk of not

[Redacted]

Communication with Parent/Guardian

Communication can include:

- Report card

- Written communication e.g., e-mail

- Face to face meeting

- IEP meeting

- Phone call

- Digital apps

- Can be formal or informal

What Can a Parent/Guardian Do to Help?

Remember that you are part of the IEP process and your contribution is necessary

Keep the lines of communication open with the school/school district

Resources

Some Questions to ASK Your Child

What I like about school

Things I am good at.

Things I love.

What I need help with or worry about when I am at school. . . .

Learning is easier for me when.

How do I feel about school?



Some Questions for Parents/Guardians

Your child's strengths, abilities and talents are:

- may include social, academic, musical etc.

Your child's special interests are:

Your child's specific challenges that may be interfering with their academic and social success are:

My priorities for my child for this school year:



Additional Resources

This short video capsule (only 9 minutes!) and accompanying slide deck is designed to inform school teams about the various learning pathways available to all students (secondary-post secondary). We are providing this in response to frequently asked questions pertaining to the various learning pathways. You may find it helpful to view this capsule prior to your articulation meetings.

capsule: <https://drive.google.com/file/d/1MXBa29JI6pFVRrYKJrIIRMoqKVI-JnS4/view?usp=sharing>

https://docs.google.com/presentation/d/1JG13G_4ORVJGxd3_IY_i_fgR1hyZkPnBec4eAue_6Y/present?slide=id.g20f3db3455d_0_135

