

Individualized Education Plans – IEPs – WQSB – 2026-27

Overview

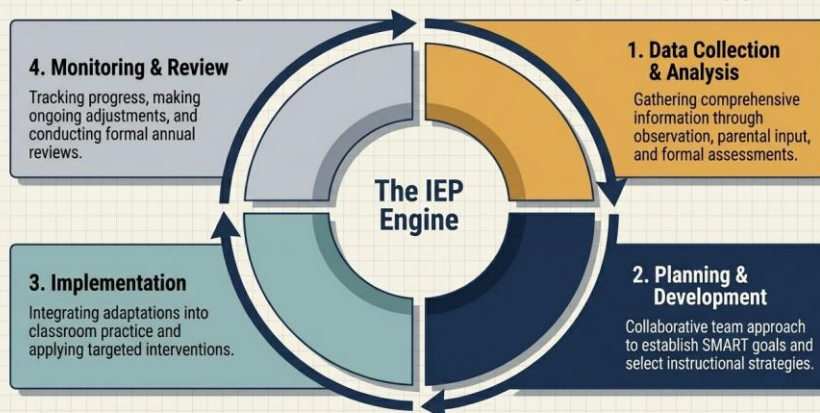
In general, an IEP is a plan of coordinated activities or actions, designed to support a student who has a social-emotional, adaptive or learning disability or difficulty, or an exceptionality which has a functional impact on the student's individual success at school. It outlines goals that support the social/emotional development and academic progress of a student. It requires collaboration, contribution and communication between the student, school, parents/guardians and outside services (where relevant.)

Phases of the IEP

The IEP is intended to be within a cyclical and fluid process. It is broken down into 4 phases:

- Information/data gathering and analysis
- Planning and development
- Implementation
- Monitoring and review

The IEP Lifecycle: A Continuous Engine of Support



Development of the IEP – a team approach!

The development of the IEP is intended to be within a collaborative team approach. One can be developed at any time of the year. However, in general IEPs will be drafted in the spring, for the next school year. As a parent/guardian, you will have the opportunity to collaborate at an IEP meeting. Your voice is essential to the process! A draft version will be sent to you (either in paper or digital format.)

In the fall, the new teacher will review, revise (as necessary) and finalize the IEP by October 15th. It will be sent to you for signature. At this point the IEP is ready for implementation!

Implementation of the IEP

The implementation of the IEP requires targeted interventions and strategies which support the student's development of skills and abilities. Changes may be necessary during this process and may require adjustments at any point in time. As the year progresses, you may note successful strategies. Communicate them to your child's teacher(s). Celebrate the small successes and short-term progress over time as this will promote confidence in their abilities and motivate them to persevere!

Monthly Communication and Periodic Evaluation

Monthly communication with parents is intended to:

- Foster collaboration and support the implementation of the IEP
- Address learning and/or behavioural difficulties quickly

These communications may be in the form of a phone call, an email, a meeting, a comment in the IEP or agenda/communication log, or other mutually agreed upon format.

The Western Quebec School Board is committed to developing lifelong learners who actively contribute to society and are well prepared for the future.

Periodic evaluations of the goals on the IEP will be done through the comment section for each goal. These evaluations are intended to reflect on progress towards the goals.

Monitoring and Review

Progress will be monitored throughout the school year. Adjustments may be necessary during the school year and can be reflected within the IEP. At least once per school year, the IEP is formally reviewed and updated to reflect changes. In general, this occurs in the spring with the drafting of the next school year's IEP.

NEW in 26-27 IEP!!

CASP II Program implementation

WQSB will be implementing the new CASP II program in 26-27. This program is intended for students aged 16-21 years old who have moderate to severe intellectual disabilities. CASP II replaces the Challenges program.

Quebec Education Program with Modified Subjects

For 26-27, some students may be recommended to follow specific modified subjects (as opposed to a full modified program.)

Things to note:

- It is an exceptional measure, for rare situations
- It must be based in the student's IEP
- It will be monitored closely
- It must be done in consultation and collaboration with the school team, Complementary Services professionals and parents; with parental agreement
- It may compromise the attainment of a Secondary School Diploma and must be done in the best interest of the student's development of competencies within the Quebec Education Program (QEP)

Modified subjects will be clearly listed on the IEP, and the report card will reflect progress, not on the competencies of the regular academic program (QEP).

Goals

The 26-27 IEP provides an additional, optional space for a third goal. Please note that should a goal be met during the school year, a new one can be set, or a 'next step' can be reflected within the comments section.

Signatures

Signatures will not be required in the spring, as the IEP will be ultimately finalized in the fall of the new school year. This is intended to ensure a smooth transition and start to the new school year's objectives!

SEAC – Special Education Advisory Committee

As a parent of a child who has an IEP, you may want to consider submitting your name for SEAC!

This is an advisory committee mandated by the Education Act, composed of parents, and school representatives (teacher, support staff, professional, administrator). The committee's mandate is to advise the school board on:

- the school board policy for the organization of educational services to students with exceptionalities, disabilities and difficulties
- the allocation of financial resources to services intended for those students
- the board's Commitment to Success plan
- the implementation of an IEP

More information to come at your school's Annual General Meeting in September or through the board website:

<https://westernquebec.ca/>