

# INDIVIDUALIZED EDUCATION PLAN 2022

- This document is intended to **support** Villa Maria **staff** and **parents** of students with special needs in the **development of an Individualized Education Plan (IEP)**.
- This guide is intended for parents, guardians, teachers, non-teaching professionals and support staff.
- It is a **prescriptive document** and educators involved are responsible for respect it.
- It describes:
  - the principles guiding support and suggested accommodations;
  - the roles and responsibilities of those involved.

If you have any questions, please do not hesitate to contact us directly. Enjoy the consultation of this document!

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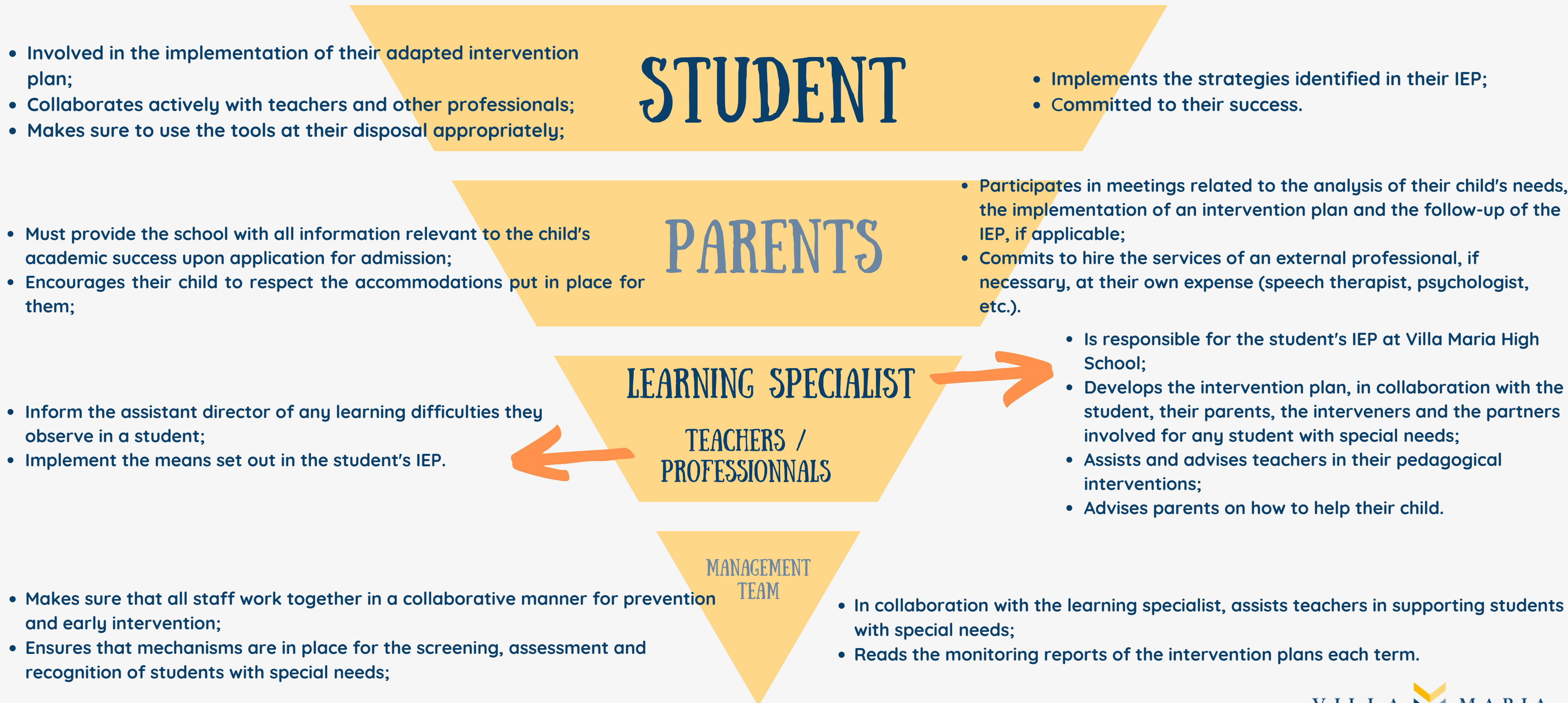
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# ROLES AND RESPONSIBILITIES

## INDIVIDUALIZED EDUCATIONAL PLAN



# STEPS OF THE ASSISTANCE PROCESS

## ADMISSION OF A STUDENT WITH LEARNING DISABILITIES

- **New student enrolled in school;**
- First submission of required documents (assessment reports by a professional establishing a diagnosis, old intervention plans (from grade 4 on));
- There will be a new IEP adapted to the environment;
- At registration time.

## PLANNING OF THE INTERVENTIONS

- Early identification should be a priority;
- Learning or social adjustment difficulties must be analyzed in a systemic way;
- It is the student's responsibility to use accommodations.

## PREPERATION OF AN INDIVIDUALIZED EDUCATIONAL PLAN

- A **fee of 250\$** will be applied, annually, for the implementation of the IEP and adaptive measures;
- The **information** contained in the IEP is **confidential**.

## REVISION OF THE IEP

- **Dynamic** and **ongoing** process;
- If a modification is necessary, a follow-up meeting will be held, otherwise the IEP will be renewed unchanged;
- The frequency of review may vary depending on the nature of the plans and the needs of the student.

## ANALYSIS OF THE DOSSIER

- **Student already attending Villa Maria;**
- Persistent difficulties despite the help received.

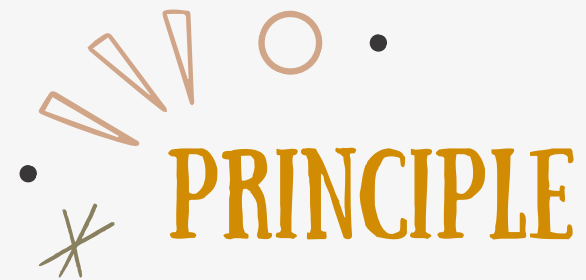
## GOVERNMENT FINANCIAL RESSOURCE (30110)

- It allows the **acquisition** of computer **equipment** (laptop), adapted peripherals (MF system) and specialized software (WordQ);
- A **one-time fee** of **250\$** will be charged for a laptop loan.

“The important thing in life is not to triumph but to compete.”  
PIERRE DE COUBERTIN

# ADMISSION OF A STUDENT WITH LEARNING DIFFICULTIES

Some parents are afraid to talk about their child's diagnosis for fear of stigmatizing them or having their child refused admission to our school. This fear is unfounded as, on the contrary, this exchange of information will allow us to assess the student's needs and the school's ability to meet them, and to better respond to the needs of students with special needs and promote their academic success.



## • PRINCIPLE

**In order to meet the needs of each student, the school must be informed of any difficulties that may affect the student's learning process.**



## • PROCEDURE

Parents of a student who has been evaluated by a professional for behavioural or learning difficulties must send a copy of the evaluation report that clearly establishes a diagnosis such as a disability, learning disability, or adjustment disorder to the school upon application.

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Parents of students with an Individualized Education Plan (IEP) must send a copy of the IEP to the school upon application.

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In order for the recommendations in the evaluation report or IEP to be renewed, it must be less than 3 years old. If the document is more than 3 years old, the school will suggest to the parents that the student's needs be reassessed by a professional. An IEP may be developed if necessary.

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An IEP developed in elementary school does not systematically (and fully) carry over to high school. As the learning environment and context change, we must adjust the adaptive measures in an elementary student's IEP to the realities of high school.



# PREVENTION/PLANNING OF INTERVENTIONS

After identifying the student's strengths, abilities and difficulties, the learning specialist/orthopédagogue determines realistic goals, the means to achieve them and the responsibilities assumed by each individual.



## • PRINCIPLES

**Early identification should be emphasized.**

**Learning or adjustment difficulties must be analyzed in a systemic way.**

**It is the student's responsibility to use accommodations.**



## • PROCEDURE

All those involved with the student who identify some persistent learning or adjustment difficulties report their observations to the vice-principal or the learning specialist/orthopédagogue.

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Prior to the implementation of an Individualized Education Plan (IEP), the learning specialist/orthopédagogue, with the help of those involved in the student's life, gathers information about the student's situation.

He then plans a meeting with the student and their parents/guardians to establish a support strategy.

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Through our internal system, teachers will be able to identify the adaptive measures to which students are entitled

It is the student's responsibility to mention to their teacher that they will be using a measure(s) for which they are eligible.

If the student does not use the measures put in place, they will be removed from the IEP.

# PEDAGOGICAL INSTRUCTION

Differentiated instruction aims to foster the educational success of all students. It consists of adjusting interventions to the diverse abilities, needs and interests of students of different ages, backgrounds, aptitudes and skills, thus enabling them to make optimal progress in developing the competencies targeted by the program. (Ministry of Education, 2021)



## • \* PRINCIPLE

**In a context of learning assistance, two forms of pedagogical differentiation are possible at Villa Maria High School: flexibility and adaptation.**



## • \* PROCEDURE

In a learning support context, **flexibility** as instructional differentiation can be promoted by all teachers and for all students.

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A student for whom an individualized education plan has been put in place may receive **accommodations**.

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The **modification** of expectation is defined as a change in the criteria and requirements for evaluation. The level of difficulty of the learning situations and the evaluation situations is modified as a result. Because of its impact on the Certification of Studies, the modification cannot be implemented as a modality in an adapted intervention plan at Villa Maria High School.

# GOVERNMENT FINANCIAL RESSOURCE (30110)

The student who qualifies for this measure is one who, in spite of systematic, frequent and targeted interventions, cannot demonstrate learning because his difficulties persist (often related to dysorthographia or dyslexia).



## • PRINCIPLE

It allows the acquisition of computer equipment (laptop), adapted peripherals (MF system) and specialized software (WordQ).



## • PROCEDURE

The tool must be **essential** for the student to develop, practice and demonstrate competence. If the student does not use it appropriately and consistently, it may be taken away.

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It is imperative that the teaching of strategies with and without technology be maintained both at school and at home.

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An additional fee will be applied, upon signing the laptop loan agreement, to cover certain costs not covered by Measure 30110, which was **\$250** as of July 15, 2021.