



INDIVIDUALIZED EDUCATION PROGRAM

What is an Individualized Education Plan (IEP)?

An IEP is a legal document that details the interventions or supports needed to help a student continue to progress in developing the competencies required for success. The IEP must be developed in collaboration with the student, his or her parents and the staff members concerned.

All Students with special needs must have an IEP.

The Education Act 96.14 stipulates that in the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student. The plan must be consistent with the school board's policy concerning the organization of services for handicapped students and students with social maladjustments or learning disabilities and in keeping with the ability and needs of the student as evaluated by the school board before the student's placement and enrollment at the school.

The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis. 1997, c. 96, s. 13.

LINK TO IEP DOCUMENTS

GUIDE TO USING THE FRAMEWORK

FRAMEWORK

ADDITIONAL SHEET (OBJECTIVES)

[http://www.education.gouv.qc.ca/en/references/publications/results/detail/article/a-common-framework-for-developing-an-individualized-education-plan-to-promote-cooperation-and-follow/?tx_ttnews\[lang\]=1](http://www.education.gouv.qc.ca/en/references/publications/results/detail/article/a-common-framework-for-developing-an-individualized-education-plan-to-promote-cooperation-and-follow/?tx_ttnews[lang]=1)

LINKS TO DOCUMENTS

Basic School Regulation:

<http://www.education.gouv.qc.ca/en/references/laws-and-regulations/basic-school-regulations/>

2014 - 15 Directives:

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/evaluation/Instruction_annuelle2014-2015_ENGp.pdf

Education Act

http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/l_13_3/l13_3_A.html

Program Links:

Québec Education Programs:

http://www1.mels.gouv.qc.ca/sections/programmeFormation/index_en.asp

[Pre-School & Elementary Education](#)

[Secondary School Education - Cycle One](#)

[Secondary School Education - Cycle Two](#)

CASP Education Program:

[http://www.education.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/casp-education-program-a-competency-based-approach-to-social-participation/?tx_ttnews\[lang\]=1](http://www.education.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/casp-education-program-a-competency-based-approach-to-social-participation/?tx_ttnews[lang]=1)

Education Program for Students with a Profound Intellectual Disability:

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/ProgEducDestineElevesDefIntelProfonde_PFEQ_a.pdf

Challenges:

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/defis_secondaire_prog_adaptés_ang.pdf

WOTP:

http://www.learnquebec.ca/export/sites/learn/en/content/curriculum/wotp/documents/WOTP_QEP/QEP_WOTP_Ch_1_Curriculum_for_the_21st_Century.pdf

EDUCATIONAL PATHWAYS

MINISTERIAL PROGRAMS AND FRAMEWORKS AS APPLIED TO STUDENTS WITH INTELLECTUAL DISABILITIES



CENTRE OF EXCELLENCE FOR THE PHYSICALLY, INTELLECTUALLY & MULTI-CHALLENGED

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LEGAL FRAMEWORK

All preschoolers, including our students with moderate to severe intellectual disabilities (MSID), begin their education by following the Quebec Education Program-Preschool Education.

At the elementary and secondary level, students with MSID have the option to continue following the QEP program. If they cannot meet the requirements of the QEP even if supports and accommodations have been provided, modifications to the QEP can be made. This means they can be exempted from subject evaluation and be evaluated according to the objectives stipulated in their IEP. It is important to remember that they are not exempted from the subject, but only from the application of the provisions relating to results.

A distinct course code is provided for this purpose indicating that the requirements of the program of study have been modified for this student, whether he or she attends a regular class or a special class. Info/Sanction, no. 12-13-022A

If a student does not follow the same subjects as their fellow students because they are not progressing even with support, they can be exempted from subject-time allocation and must follow an adapted program for students with moderate to severe intellectual disabilities.

Students who follow a modified secondary Quebec Education Program (QEP) do not receive a diploma or attestation from the Ministère d'Éducation, Enseignement supérieur et Recherche. Students who satisfy the requirements for the CHALLENGES program receive an attestation from the ministry of education.



MINISTERIAL PROGRAMS AND FRAMEWORKS

PRIMARY SCHOOL

SECONDARY SCHOOL

Preschool Education

Offered to all students, including those with moderate to severe intellectual impairments" Education Act.



This program "enables 4 and 5 year-olds to develop psychomotor, emotional, social, language, cognitive and methodological competencies related to self-knowledge, life in society and communication." p. 52

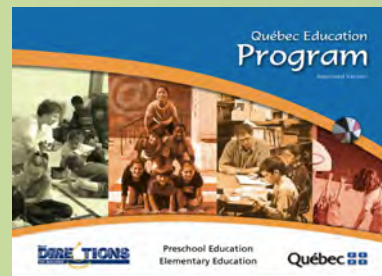
Education Program for Students with a Profound Intellectual Disability



"The aim of this program is to ensure that every student is able, on leaving school and on the basis of his or her abilities, to participate in an optimal way in the life of society."

Primary

A six year program divided into three two-year cycles which "focuses on...ensuring the development of general competencies that are essential both in their academic careers and in their lives in society." Legault, 2001



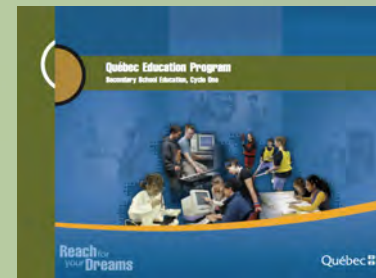
CASP Education Program: A Competency-Based Approach to Social Participation



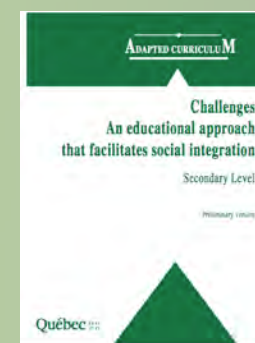
The CASP Education Program's aim is that "students with moderate to severe intellectual disabilities will be able to participate in community life to the best of their ability." p. 7

Secondary Cycle 1

A two-year program based on a core education for all students. The three aims of the QEP are to help "students construct their world-view, construct their identity and become empowered." p. 6



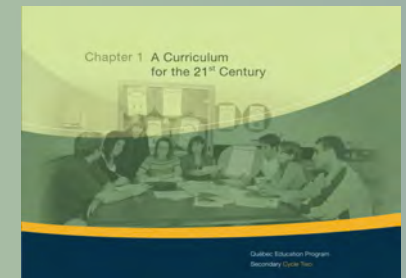
Challenges: An educational approach that facilitates social integration (Cycle 2)



"The goal of this program is to help students with moderate to severe intellectual impairments to develop the knowledge, skills and attitudes necessary to be autonomous, to integrate into society and to participate in the work force." p. 16

Secondary Cycle 2

This cycle "...differs from the preceding cycles in that it is spread over three years, that there is choice among three paths each year and that the education provided is a little more specialized in the case of the General Education Path



and the Applied General Education Path and is clearly oriented toward employment in the case of the Work-Oriented Path." p. 14

WOTP



"The Work Oriented Training Path enables students to develop a set of competencies related to employability and can lead directly to the job market". Chapter 1, p. 6