

Suggestions for the Individualized Education Plan Process

Adaptation strategy and Modification of expectations
associated with QEP requirements (students with handicaps,
social maladjustments or learning difficulties)

DIFFERENTIATED INSTRUCTION
Helping all students achieve educational success



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1 THE IEP PROCESS FOR IMPLEMENTING ADAPTATION AND THE MODIFICATION OF EXPECTATIONS ASSOCIATED WITH QEP REQUIREMENTS

The individualized education plan (IEP) process is based on the needs and situation of students with handicaps, social maladjustments or learning difficulties.¹ It is a plan of coordinated actions to help the student progress, and it focuses on providing support and guidance to help that student achieve educational success. The *Reference Framework for the Establishment of Individualized Education Plans*² is intended to support the school system in its choice of interventions and their implementation, and to help guide the various people

involved in this collaborative effort to ensure the student's success. The present document focuses more specifically on the IEP process as it involves the implementation of one or both of the following forms of differentiated instruction: adaptation, and the modification of expectations associated with the Québec Education Program (QEP) requirements for students with handicaps, social maladjustments or learning difficulties.

1 The situations in which individualized education plans should be established are presented in *Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans* (Ministère de l'Éducation, 2004), 21-22.

2 Québec, Ministère de l'Éducation, *Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans* (Québec: 2004).

As stated in *Differentiated Instruction: Helping all students achieve educational success*, differentiated instruction is presented in three forms: pedagogical flexibility, adaptation and the modification of expectations associated with QEP requirements. These three forms do not, however, form a continuum of interventions, nor are they a series of steps to work through. Pedagogical flexibility is routinely applied for all students, and the other two forms of differentiated instruction require a collegial analysis of the needs of a specific student. Thus, the modification of expectations associated with QEP requirements does not necessarily have to be preceded by the implementation of one or more adaptation strategies, but it can be. Analysis of the student's situation is what determines whether the second or third form must be implemented as additional support to foster the student's success. This analysis must be based on sufficient and diverse information that allows the needs and abilities of the student to be identified.

This tool, which complements the above-mentioned document, contains some avenues to consider with regard to the IEP process and is intended to help in implementing the following:

- adaptation to assist a student with major difficulties (or limitations) to overcome or mitigate an obstacle during learning and evaluation
- modification of expectations associated with QEP requirements, a means that is available to the school system and that aims to promote the development of QEP competencies by a student who is unable to meet the requirements for one or more school subjects

1.1 A FOUR-PHASE PROCESS

The four phases³ of the IEP process are:

- › Data collection and analysis
- › Planning of interventions
- › Application of the interventions
- › Review of the plan

All of these interdependent phases are equally important for increasing the student's chances of success. It is important to remember that this process is dynamic and that these phases may be repeated several times. Thus, during the application of the interventions phase, it might be necessary to return to the data collection and analysis phase to obtain new information about the student. Additionally, new interventions could be planned during the review phase of the IEP. The time required for each phase may vary, depending on the student's situation.⁴

3 Each of these phases is presented in *Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans* (Québec: Ministère de l'Éducation, 2004). The diagram comes from *Individualized Education Plans: Helping Students Achieve Success - In brief* (Québec: Ministère de l'Éducation, 2004), 2.

4 "The time required for the various phases will vary according to whether or not the student already has an individualized education plan." *Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans* (Québec: Ministère de l'Éducation, 2004), 25.

“The main strengths of the individualized education plan are in facilitating cooperation among players, promoting collaboration with parents and better identifying the needs of the student.”

Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans, (Québec: Ministère de l'Éducation, 2004) 5.

The IEP process is designed to help students and thus involves much more than a form to be completed or an official meeting. It provides for collaboration⁵ among the various stakeholders concerned, the student and the student's parents. It also allows coordinated actions to be planned to help the student progress in developing the competencies associated with the QEP and is in line with the school's mission to provide instruction, to socialize and to provide qualifications.

This tool summarizes the four phases of the IEP process. For each phase, it offers avenues to consider that are intended to support the schools in making decisions with regard to adaptation and to modification of expectations associated with the QEP requirements.

Before these avenues are presented, the following section provides a brief description of the roles that the people concerned could play.

⁵ “To collaborate: to work in combination with.’ Acting jointly with and for a student improves the student's chances of achieving success....” *Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans* (Québec: Ministère de l'Éducation, 2004), 19.

1.2 THE STAKEHOLDERS INVOLVED WITH THE IEP

Focused on identifying the student's abilities and needs, the IEP process is designed to find ways to help them progress. Using a solution-centred method, the process draws on the expertise of several stakeholders. The parents, the student (unless unable to participate), the school principal, the teacher(s) and school staff concerned in the student's situation are all called upon to collaborate in this process.

"Given the essential role of the parents, the school must make them feel welcome and support them in the task of making their children's needs known. They must also be encouraged to help set objectives for their children and to be attentive to their progress in school."

Adapting Our Schools to the Needs of All Students: Policy on Special Education. (Québec, Ministère de l'Éducation, 1999), 23.

The student is the person at the centre of the IEP process. As much as possible, and with the necessary support, the student must be able to determine their own needs. Their degree of commitment is influenced by their age, the situation and the nature of their needs. It is important to choose the ways they can participate that best match their situation. When possible and if the student is capable, they can participate in the decisions that concern them. The participation of the student's parents, who are primarily responsible for their child and their child's development, is also essential; they must be recognized as genuine partners and be involved in making decisions regarding their child. Keeping them well informed about the process maximizes their collaboration.

Motivated by the desire to make a positive contribution to the student's learning and help them reach their objectives, teachers and other school staff also participate in the IEP process and play a leading role. Because the learning objectives incorporated into the IEP are closely tied to the development of the competencies indicated in the QEP, teachers and other school staff work actively to create a school environment that takes the student's abilities and needs into consideration, which helps the student meet the objectives and contributes to their overall success. Teachers and other staff integrate into their practice various strategies and methods, including the adaptation strategies set out in the plan.

The principal is responsible for making certain that the IEP process is carried out.⁶ To ensure that this process is efficient, the principal mobilizes the various stakeholders, harnesses their expertise and facilitates collaboration. The principal also promotes participation by the student, informs the student's parents, ensures that the staff members involved implement the selected strategies and methods, and sees to it that the IEP is evaluated on a regular basis.

All of these stakeholders join forces, collaborate, find solutions and adjust their interventions in order to enable the student to make progress, take their rightful place at school and contribute to the enrichment of their community.

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

2 AVENUES TO CONSIDER WHEN IMPLEMENTING ADAPTATION

As stated in *Differentiated Instruction: Helping all students achieve educational success*, “Adaptation is an indispensable adjustment that enables a student with major difficulties (or limitations) to overcome or cope more easily with an obstacle encountered during learning or evaluation. It does not modify what is expected of the student. Without adaptations tailored to the student’s needs, the student will be impeded in developing their competencies and demonstrating their learning. The decision to implement such a strategy for one or more subjects is based on an analysis of the student’s situation with regard to their individualized education plan.”⁷

Note: For students finishing secondary school, the decisions associated with adaptation must take into account the instructions issued by the Direction de la sanction des études (DSE) with respect to ministerial examinations.

⁷ Québec, Ministère de l’Éducation, *Differentiated Instruction: Helping all students achieve educational success* (Québec: 2020), 14.

2.1 DATA COLLECTION AND ANALYSIS (PHASE 1)

In order to help a student progress, it is important to have an accurate portrait of their situation. The data collection and analysis phase enables the team to examine the student's situation and make informed decisions that will help the student and meet their needs. All the factors that are likely to affect the student's learning must be taken into consideration and all the information on the student must be interpreted.

In some cases, this analysis may lead the stakeholders involved to decide to implement an adaptation strategy, or they might choose to use new methods associated with pedagogical flexibility, especially if the conditions are favourable. It is also possible that analyzing the situation could lead to a quick decision to turn to a specialized resource, such as Braille or an adapted mouse, that does not normally come under pedagogical flexibility. Analyzing the student's situation enables the team to determine which interventions are to be favoured. The effect of the method chosen may vary, depending on the school subject. It is therefore important to ensure that the method chosen corresponds to an adaptation strategy.

For some students, the use of different methods associated with pedagogical flexibility will enable them to either avoid or mitigate the obstacles to their learning. In other cases, some obstacles to learning will require further analysis in order to make appropriate choices. It is not the method that constitutes pedagogical flexibility or adaptation. What sets pedagogical flexibility apart from adaptation is that the latter is essential for the student to develop and demonstrate their competencies.

Questions to consider (phase 1)

- › What are the student's strengths and abilities?
What are the student's areas of interest, qualities and resources?
- › When does the student experience success?
In what context does the student learn easily?
What works for this student, and why?
- › What are the obstacles to the student's learning?
Do these obstacles appear randomly or repeatedly?
What are the student's needs?
Which competencies associated with the QEP does the student need to develop further?
- › What interventions have been implemented to date? What observations can we make with regard to their effectiveness?
- › Is additional information about the student (school records, special needs file, work and products) needed for this analysis?
- › Which of the student's needs should be prioritized?
- › Which competencies (and school subjects) require an adaptation strategy? Given the context in which the student is growing up and the analysis of their situation, which adaptation strategy will enable this student to develop their competencies?
- › How can adaptation help the student meet QEP requirements? What obstacles to learning can adaptation reduce in order to help the student develop their competencies?

2.2 PLANNING OF INTERVENTIONS (PHASE 2)

Once all the information on the student has been gathered, the planning of interventions phase moves forward with the goal of reaching a consensus on prioritizing the student's needs and selecting the most appropriate adaptation strategy for helping the student cope more easily with or overcome the obstacles to their learning. It would be useful to try out the adaptation strategy to confirm that it is appropriate or to train the student and the other stakeholders involved on how to use it. Recording this strategy in the IEP helps the various members of the team monitor and validate its effectiveness. It is imperative that the adaptation strategy meet the student's needs, truly foster the achievement of the objectives set for the student, and enable them to develop and demonstrate the competencies associated with the QEP.

During the planning of interventions phase, it is important to ensure that adaptation is linked to the objectives in the IEP. It is also important to take adaptation into consideration when planning instruction and evaluation, as well as providing **feedback**. The effect of the chosen adaptation strategy may differ from subject to subject in accordance with the educational aims and the learning to be acquired. In addition, especially if a digital tool is put in place, the planning must include support for the student and the staff concerned, as needed.

Lastly, the roles and responsibilities of each team member can be shared and discussed, along with how and when the student's progress will be monitored and the adaptation strategy's effectiveness will be assessed. Well-defined roles and responsibilities also facilitate teamwork by promoting cooperation and joint action.

Questions to consider (phase 2)

- › Does the method selected involve adaptation for the various school subjects concerned?
How are other teachers and stakeholders (resource teachers, other secondary-school teachers) involved?
- › Will the chosen adaptation strategy require that the student, the teachers or other stakeholders concerned be supported or receive training?
What resources do we need to plan for?
- › What are each team member's responsibilities with regard to the implementation of this adaptation strategy? When do we monitor the student's progress?
- › What team is responsible for evaluating the appropriateness and effectiveness of the measure?
How will all the stakeholders be informed?

2.3 APPLICATION OF THE INTERVENTIONS (PHASE 3)

In phase 3, the methods recorded in the IEP, including adaptation, are implemented so that the student can progress. Adaptation can support the student in meeting the objectives recorded in the IEP. In some cases, adjustments may be required in order to meet this goal. If the expected results are achieved quickly, changes may also need to be made. Since changes are made with the student in mind, it is important to consult them at this point, if the situation permits. The school team can adjust their interventions at any time based on their professional judgment and in collaboration with the school principal. With the student's best interests in mind, the team members continue their discussions and stay informed about adjustments that could be made to provide even more support for the student's progress.

Questions to consider (phase 3)⁸

- › Does using adaptation make it possible for the student to acquire the learning associated with the QEP? Is it possible that the student will meet the objectives set out in their IEP?
- › Are the interventions being carried out as planned? If difficulties arise, how can we overcome them?
- › Are all the stakeholders concerned with the student's situation, including those who did not participate in the meeting on the IEP, informed of the decisions taken and the changes made over the course of the year?
- › Are the parents informed regularly about the evolution of the student's situation? What means of communication are used?
- › Is the student still aware of the objectives to be met?
- › How does the student see themselves in terms of their progress toward meeting the objectives that have been set?

⁸ To foster the achievement of the objectives, these questions should be considered several times during this phase.

2.4 REVIEW OF THE IEP (PHASE 4)

During the review phase of the IEP,⁹ the school team concerned discusses the actions that have been implemented and the results obtained. The process consists of verifying whether adaptation truly enables the student to overcome or cope more easily with the obstacles encountered and to make progress. The achievement of objectives is evaluated in accordance with the date planned or changed because of the student's needs. This phase is fundamental in establishing the student's progress, the validity of the objectives established and the next steps to be taken. At this point, if there are objectives that have not been met, it becomes necessary to review the objectives set in the planning phase and to critically examine the effects of the interventions that have been implemented.

"The individualized education plan is reviewed according to the evolution of the student's situation. Thus, the frequency and timing of reviews will depend on the nature of the plan and the needs of the student."

Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans (Québec: Ministère de l'Éducation, 2004), 27.

⁹ Québec, Ministère de l'Éducation, *Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans* (Québec: 2004), 29.

The review phase of the IEP can result in the decision to maintain the established objectives and the means (some of which may be one or more adaptation strategies) that support students in meeting these objectives, or to modify some or all of the elements in the IEP based on the student's situation. During this phase, the team might go back

to the beginning of the cycle and redo the steps. Or, they might agree that other means will be implemented to support the student and they will close the IEP because the student no longer needs it.

Questions to consider (phase 4)

- › Does the plan still reflect the student's situation and needs?
- › Have the objectives set out in the IEP been met? If not, why? Should we review these objectives? Were the means used conducive to achieving these objectives? Should we re-adjust or review these means?
- › What worked for this student, and why? In which subjects? For which learning content? How has the student progressed since adaptation was implemented? What evidence is there to confirm the student's progress?
- › Does adaptation enable the student to develop the competencies associated with the QEP? Do adjustments have to be made with regard to its use? Does adaptation help the student overcome or cope more easily with the obstacles to their learning?
- › Has adaptation been tried by most of the teachers concerned or did it give rise to collaboration between the teachers and the student? Did the resource teachers try it out? For which competencies and subjects?
- › Is the student still facing obstacles to their learning? Could one or more new adaptation strategies be implemented?
- › How does the student see themselves in terms of their progress toward meeting the objectives that have been set?

3 AVENUES TO CONSIDER WHEN IMPLEMENTING THE MODIFICATION OF EXPECTATIONS ASSOCIATED WITH QEP REQUIREMENTS

Despite the implementation of regular and targeted interventions, some students face major challenges in developing the competencies set out in the QEP. Thus, for students who are unable to meet the QEP requirements for one or more school subjects, these expectations may be modified. This is an exceptional measure aimed at fostering the optimal development of QEP competencies.

“Well-defined roles and responsibilities also facilitate teamwork by promoting cooperation and joint action.”

Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans (Québec, Ministère de l'Éducation, 2004), 29.

This decision requires a prior analysis of the competencies associated with one or more of the school subjects concerned. It is taken within the framework of the IEP, involves collaboration and ultimately draws on the contribution of everyone concerned by the student's situation.

Instruction and evaluation of students are carried out in accordance with the QEP^{10,11} (along with the progressions of learning and the frameworks for the evaluation of learning). This includes students for whom the expectations associated with QEP requirements have been modified. What makes this measure “exceptional” is that it involves a different way for determining what is expected of the student with regard to these requirements. When a student is not capable of meeting QEP requirements in one or more school subjects, the team members concerned set expectations that are tailored to that student.

As stated in *Differentiated Instruction: Helping all students achieve educational success*: “To modify what is expected of the student, they [the IEP team or multidisciplinary team] make choices based on this program, hence the designation ‘modification of expectations associated with QEP requirements.’ In the context of developing competencies in a given school subject, these choices are made regarding elements such as key features, strategies, knowledge, concepts, processes and evaluation criteria and serve as references for teaching, evaluating and communicating results.”¹²

“It is essential for all players to commit to the decisions made. Their concerns should be taken into account and should focus on the student and (their) needs. Only in this case will the approach truly be based on joint action.”

Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans, (Québec, Ministère de l'Éducation, 2004), 20.

10 Indigenous students who are beneficiaries under the *Education Act for Cree, Inuit and Naskapi Native Persons* are exempt from the compulsory application of the QEP.

11 Under section 23.2 of the *Basic school regulation for preschool, elementary and secondary education*, a school board may, to the extent and on the conditions the Minister determines, exempt the following students from the application of the subject-time allocations associated with the QEP: students with moderate to severe or profound intellectual handicaps, students receiving welcoming services and support in learning French, and students receiving home or hospital instruction.

12 Québec, Ministère de l'Éducation, *Differentiated Instruction: Helping all students achieve educational success* (Québec: 2020), 18.

3.1 DATA COLLECTION AND ANALYSIS (PHASE 1)

This phase enables the team to analyze the student's abilities and needs, to assess all the possibilities available and ensure that the modification of expectations associated with QEP requirements is the best option for that student, to make decisions that are in the student's best interests collaboratively, and to share the responsibilities in this regard. In order to foster the student's success, there has to be an accurate reflection of their situation, that is, the various elements that encourage or impede their success. It is at the end of this phase that a decision is made on whether or not to modify the expectations associated with QEP requirements for one or more school subjects.

"If there is a consensus on the priorities, everyone concerned will be all the more motivated to apply the plan."

Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans (Québec: Ministère de l'Éducation, 2004), 27.

Data is collected and analyzed for the purpose of ensuring that this decision is the right one for the student's situation. As is the case with adaptation, it is possible that, after analysis, the decision will be made to choose another route for the student, such as enrolling in the Work-Oriented Training Path (WOTP) or in another program such as the CASP Education Program: A Competency-Based Approach to Social Participation.

This phase, like all the other phases of the individualized education plan process, is coordinated by the school principal, who mobilizes the relevant expertise of the various people involved—the teachers concerned, resource teachers, professionals, etc.

Questions to consider (phase 1)

- › Is the student capable of meeting the requirements associated with the QEP for the various school subjects? If not, why?
- › For which school subjects would the modified expectations associated with the QEP requirements be implemented?
- › Given the analysis for the given school subject, are modified expectations associated with the QEP requirements the best choice?
- › What are the student's needs and abilities with regard to the school subjects for which we are evaluating the appropriateness of implementing modified expectations associated with the QEP requirements?
- › What additional information (school records, report cards, special needs file) is required to complete the analysis of the student's situation?
- › What interventions have already been implemented to help the student, based on their abilities, develop the competencies stated in the QEP? What observations can we make concerning the effectiveness of these interventions? What are the obstacles to the student's development of these competencies?
- › Which methods could help us specify the modified expectations? What are the other learning needs we should be addressing?
- › How can we foster the optimal development of competencies by the student? Is the modification of expectations associated with the QEP requirements an appropriate means to do this? If not, what other interventions, programs or pathways (WOTP, CASP) would enable the student to achieve success? What are the admission requirements for these programs or pathways?

3.2 PLANNING OF INTERVENTIONS (PHASE 2)

Once the decision has been made to modify expectations associated with QEP requirements for a school subject, the team must then determine what is expected of the student. These tailored expectations ensure that the student can continue to develop their competencies and progress in their learning.

The collaborative process inherent in the development of the IEP makes it possible to determine the expectations specific to the student and their needs. This means that the teacher alone does not decide to use this measure. The team makes appropriate choices based on

the QEP for the school subject or subjects concerned to determine what is expected of the student with regard to the QEP requirements.

All students must receive instruction and be evaluated. But, in this case, the instruction and evaluation will be based on the expectations specific to the student. It is these expectations that become the goals set for that student so that they can learn and continue to develop their competencies associated with the QEP. These modified expectations thus become the references for planning instruction, carrying out evaluations and communicating results.

“The principal is responsible for ensuring that the people to whom tasks are delegated work within the spirit of the process and have the information and support they need (...). In some respects the principal can be compared to a choreographer, since (their) job is to make sure all concerned play their roles to achieve a common goal, namely the success of the student.”

Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans (Québec: Ministère de l'Éducation, 2004), 28.

Questions to consider (phase 2)

- › What are this student's long-term goals (academic path, entering the job market, social participation)?
- › What modified expectations associated with QEP requirements should be implemented in order to ensure that the student will make progress? What type of support (actions) should be implemented to help the student develop their competencies?
- › Is the modification of expectations associated with QEP requirements being proposed and planned with all staff concerned (resource teachers, other teachers)?
- › Who has the IEP team delegated to coordinate the implementation of the chosen measures and to monitor the student's progress? How will the entire team of stakeholders concerned be informed of decisions taken at meetings? What means will be used to communicate with parents, the student and the school team concerned before the meeting to review the IEP?
- › Will the modified expectations associated with QEP requirements necessitate support or training for the teachers or other stakeholders? How will the support or training be set up?
- › What steps should be taken with regard to the communication of results?
- › When will the required monitoring take place? What is the schedule? When will we determine if this is still the best means to help the student progress or if another means should be implemented?

3.3 APPLICATION OF THE INTERVENTIONS (PHASE 3)

The decision to use this means having been made and the expectations tailored to the student having been determined in the preceding phases, the various members of the team now move on to the implementation of the modified expectations associated with the QEP requirements.

Because the evolution of the student's situation concerns several stakeholders, collaboration between the teachers, complementary education services and the school principal is important.

"The other personnel, both professionals and support staff, working with the student and parents (...), play complementary roles. That is not to say they are of secondary importance; on the contrary, their contribution should be recognized as essential in certain situations. They are, however, able to provide a different viewpoint; often, because of their training and the nature of their jobs in the school or elsewhere, they are able to provide a certain objectivity as well as a range of tools that can be useful in solving problems encountered."

Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans (Québec: Ministère de l'Éducation, 2004), 29.

Questions to consider (phase 3)

- › Is the student making satisfactory progress with regard to the expectations that have been determined for them? If so, what are the observable manifestations of their progress? If there are any difficulties, how can they be overcome?
- › Where should we record the data gathered? What evidence allows us to see the student's evolution?
- › How should we inform the parents about the student's progress? What means of communication are preferred? Are these means still appropriate?
- › How does the student see themselves in terms of their progress toward achieving the objectives that have been set?
- › According to the student, are there other actions that could be taken?

3.4 REVIEW OF THE IEP (PHASE 4)

The review of the IEP is an important step in which the student's progress in relation to the expectations set for them is examined. During this phase,¹³ the team members concerned discuss the interventions that have been carried out, the expectations determined for the student and the results obtained. It involves verifying whether the modification of expectations associated with the QEP requirements has enabled the student to develop their competencies and if this is still the best way to help the student progress. At this point, the team may make several decisions based on what is being contemplated for the student in the short and long term. New decisions may also be contemplated. Based on the revision date that has either been scheduled or changed in accordance with the student's needs, the principal collaborates with the parents and team members to ensure that the IEP is revised. It is important that the team continue discussions with the student and parents if another pathway is contemplated.

¹³ "The individualized education plan is reviewed according to the evolution of the student's situation. Thus, the frequency and timing of reviews will depend on the nature of the plan and the needs of the student." Québec, Ministère de l'Éducation, Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans, (Québec: 2004), 27.

Questions to consider (phase 4)

- › How did the implementation of the modified expectations associated with the QEP requirements go?
- › Were the expectations set for the student clear, and did they allow appropriate interventions to be carried out to support the student's learning?
- › What worked for the student and why?
- › Did the modified expectations associated with the QEP requirements allow the student's learning needs to be met? How? What impact did the effects of the modification of these expectations have on the student's progress?
- › Is the student now able to meet QEP requirements in a school subject for which the expectations have been modified? Should we consider withdrawing the modification for this subject?
- › Are the expectations still situated within the student's zone of proximal development? Should the expectations be adjusted?
- › Would the student benefit from another program (e.g. CASP) or another pathway (e.g. WOTP)?

