

**Talking About Special Education
Volume V ...**

**A Parent's Guide to Individual
Education Plans (IEPs)**

**An Information
Handbook
Prepared by:**

**The First Nations
Education Steering Committee
and the
First Nations Schools Association**

March 2007



This booklet has been updated by Madeline Price to provide suggestions and to inform parents as they participate and support the Individual Education Plan Process.

If you have further questions about
IEPs
or would like more information,
please contact:

**First Nations Special Education
at:**



1.877.422.3672

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Parental Involvement in Schools

“In this complex world it takes more than a good school to educate children. It takes more than a good home to educate children. It takes these two educational institutions working together.”

Dorothy Rich



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Introduction

All parents want their children to develop their individual potential and to become the best they can be. As parents and as educators, we can help children achieve this goal through an education plan that meets their needs as individuals. An Individual Education Plan (IEP) outlines realistic and achievable goals and provides the framework for each student to experience success, and move ahead at their own individual learning rate. The IEP identifies any additions or changes to the regular school program that should be made for an individual student to make sure that all students have an educational program that meets their specific needs.

A student with special needs has one or more of the following:

An intellectual, physical, sensory, emotional, behavioural, or learning disability. This also includes students with exceptional gifts or talents.

An IEP may be developed to meet the needs of a student with special needs. It then becomes, as its name states, a plan to help the student develop his or her potential. It also outlines plans to help the student move from one setting to another, or one grade to another (transition plan).

More About the IEP

The IEP is designed to be an enabling process. The document is developed from a positive perspective with an understanding of the student strengths and needs. It is a document that sets the student up for success, and then provides opportunities to celebrate that success. The IEP is an ongoing “working document”. It is a concise, flexible and usable document that summarizes the plan for the student’s education program.

An IEP outlines:

- The areas of student need;
- The student goals;
- The strategies used and the special services (student support team responsibilities) required to support the student in meeting their goals;
- Documentation of how student progress will be measured;
- Adaptations and modifications to the program that support the student in meeting their goals.

It is reviewed regularly and updated three times a year (at regular reporting times) or more often depending on the need of the student.

When is an IEP Needed?

An IEP is needed when a student’s program is either adapted or modified.

****A student’s program may include some courses that are modified and others that are adapted.**

Adaptations and Modifications

What is an Adapted Program?

Many students are capable of achieving the goals of the regular curriculum, but require some changes to the way they are taught or assessed. When a student has “program adaptations” the student is working **at grade level** but has adaptations to support success. The IEP outlines program adaptations. The adaptations are provided so the student can participate successfully in the program.

What is a Modified Program?

Some students may need more personal, individualized goals that are different from, or in addition to those set out at the regular grade level. A modified program has **learning outcomes that are substantially different from the grade level curriculum**, and specifically selected to meet the student’s special needs.

****Learning Outcomes: are what students are expected to know and be able to do by the end of a course or grade.**

Examples of Adaptations & Modifications

- Instructional strategies, such as visual supports, spell checker, extra time, less written work;
- Assessment procedures and different ways to demonstrate learning such as oral exams, additional time, use of a scribe (someone to write the answers) or reader (someone to read the material);
- Use of a computer with word processing, and spell check to support written output;
- Use of a computer for voice recognition to support written output;
- Use of a computer/scanner for reading material to support the student with a reading disability.

**** Example of an adaptation and modification sheet in appendix.****

Facts About Graduation

The Dogwood Diploma is awarded to all students upon the successful completion of prescribed provincial graduation requirements. Students with special needs whose programs are **adapted** are eligible to receive the Dogwood Diploma.

The British Columbia School Completion Certificate is issued to all students who have met the goals and objectives stated in their Individual Education Plans. If your child has been on a **modified program**, he or she will graduate with a British Columbia School Completion Certificate. That certificate is not the same as a Dogwood Diploma. Students with a BC School Completion Certificate will not be able to take many post-secondary programs.

It is important that parents understand if their child has program **adaptations or program **modifications** in their IEP.

** Students that are on a modified program should have had a complete Educational Assessment to ensure that their needs could not be met with regular program adaptations.

Students with a “learning disability” and other special needs are entitled to certain program adaptations that can support grade completion and high school graduation. This is called **adjudication. These students must have a full Educational Assessment in place to qualify for program adaptations. An IEP outlining the program adaptations must be in place.

Note: Those areas in which the student is following the curriculum, without any adaptations or modifications, do not need to be included in the IEP.



Contents of the IEP

IEP's contain some or all of the following: (Because the IEP is meant to be a collaborative process the following information is important and requires team input)

- Information from teachers, parents, or other service people concerning your child's needs at school in the following areas; academic, social /emotional, physical, communication, and behaviour;
- A description of your child's current learning and information about your child's strengths and needs;
- Individualized goals which provide program direction and are indicators of your child's progress toward his or her goals;
- A list of the support services required by your child. The services might include the time and setting for the special program, names and roles of individuals who will be involved, and the strategies and teaching methods to be used;
- A list of adaptations and strategies planned to help your child meet the outlined goals. These may be the prescribed grade level outcomes or individual outcomes changed to meet your child's needs;
- A description of how your child's progress will be measured and how he or she will be evaluated;

- Target dates for progress toward those goals, with a review date to look at the progress made by your child;
- Plans for your child's transitions to the next level of school, such as moving from home to preschool, from preschool to kindergarten, elementary to secondary (high school) and transition from secondary to college. Transition planning also should occur from grade to grade to inform new staff.

Step By Step: Who is Involved

Listed below are the steps that will occur when you work with the school to meet your child's needs. Most steps should occur in the order they are listed.

1. **Talk with the teacher** - Don't be afraid to approach the school right away so that you can establish a good working relationship with your child's teachers. It makes sense to address issues immediately, so that they do not grow into bigger problems. Try to resolve issues at the school level first.
2. **Involve others** - The teacher may need to ask others to help plan an appropriate program for your child. Learning assistance teachers, the principal or vice-principal, the school counsellor, a speech and language pathologist, the teacher assistant, and others may be involved with helping to plan your child's program.

3. **Work with the IEP Team-** This is a team made up of school staff and support workers. The team's role is to:
- Plan and coordinate services in the school for students with special needs;
 - Provide opportunities for consultation on possible classroom strategies;
 - Support teachers in providing appropriate support for students;
 - Provide access to additional school or community services;
 - Assist with problem-solving, referrals and meetings with other agencies.

The IEP team usually includes the following:

- Parents, family members, or caregiver;
- School principal or vice-principal;
- Classroom teacher;
- Learning assistance teacher or special education teacher;
- Specialists, such as a counselor;
- Community service staff, such as speech and language pathologists,
- physiotherapists, occupational therapists and care workers;
- Teacher assistants;
- In most cases the student is a valuable participant;
- Other people who have experience with your child;
- Outside support services (FNESC staff, Psychologists, other specialists).

The Parent's Role in Planning the IEP

You have a wealth of knowledge and experience with your child, which is valuable in developing an IEP. The school team gathers information to be shared before an IEP meeting. Here is some information you can provide to support the IEP process:

- Family history, medical history, and health care needs;
- Records of any assessments, e.g. hearing or vision;
- A description of your child's strengths, needs and wants;
- A description of what you want your child to learn, outlining short-term and long-term goals;
- Samples of past school work;
- Methods that have been successful for communicating with your child at home, and suggested ways that the teacher can help your child in the school setting;
- Your comments and feelings about strategies or situations you think are appropriate and beneficial for your child;
- Your comments and feelings about strategies or situations you think are questionable or problematic for your child;
- Information about other community services or other caregivers who might have an impact on your child's life.

You have a right to privacy about matters that have no bearing on your child at school. However, it is important that parents provide information that is likely to impact on the health, safety, or well being of their child while he or she is at school. It is also important that you help your child understand that the IEP involves student responsibility and cooperation.

You have a right to expect that any information you provide will be used on a need-to-know basis only.

Preparing for the IEP Meeting

Remember this is a positive process working from the student's strengths and needs.

The IEP meeting is a meeting with the student support team. Parents are an integral part of the team. It is helpful to prepare for the meeting by writing yourself notes. Here are some points to think about:

- A list of topics you would like included in the meeting;
- Questions you have, both for your child and for yourself;
- What you want accomplished and what you believe your child wants;
- Realistic and achievable goals for your child, for the school year and for the future;
- Any issues that are causing you concern.

You may want to bring someone to assist you in communicating your ideas and concerns, or to take notes and talk to you about your impressions of the meeting afterwards.

How Learning is Assessed, Evaluated and Reported

Your child will receive progress reports (report cards) at the same time as other students. If your child is unable to achieve or exceeds the learning outcomes set out in the curriculum, then an Individual Education Plan with individual goals and objectives and outlined adaptations/ modifications will likely be used to support student success. The IEP can be a supplement to the report card, or can be used as a report card by itself. This depends on how much of the student's program is included in the IEP. Often IEP's accompany the report card and outline key areas that target student need, as well as identify and document measurements of student growth.



This booklet has attempted to describe the IEP process. For answers to your questions related to IEPs and the IEP process you can contact:

- **Your child's school**

- **Madeline Price**

**Special Education Support and Consultant for
the First Nations Education Steering Committee.
1-877-422-3672 madelinep@fnesc.ca**

- **Lisa Ellis**

**First Nations Special Education
Toll-free Resource Line at 1-877-547-1919
lisae@fnesc.ca**

Part of this booklet was adapted from:

Parent's Guide to Individual Education Planning - A Guide for Parents. BC School Superintendents' Association and the Ministry of Education. Available free from: BC School Superintendents' Association Suite 208 - 1118 Homer St., Vancouver, BC V6B 6L5 Phone: (604) 687-0590 Fax: (604) 687-8118 or e-mail: bcssa@axionet.com. Or download from the BC Ministry of Education, Special Programs Branch website: <http://www.bced.gov.bc.ca/specialed/iep/cover.htm>

Individual Education Planning for Students with Special Needs - A Resource Guide to Support Teachers. BC Ministry of Education, Special Programs Branch P.O. Box 9165 Stn. Prov. Gov. Victoria, B.C. V8W 9H4 Phone: (250) 356-2333 Fax: (250) 356-7631 Schools and education organizations may order publications from: Office Products Centre 742 Vanalman Avenue PO Box 9455 Stn Prov Govt Victoria, BC V8W 9V7 Phone: (250) 952-4460 / Toll-free in BC: 1-800-282-7955 Fax: (250) 952-4442 Web Page: <http://qppubs.qp.gov.bc.ca/qpstore/> Website: <http://www.bced.gov.bc.ca/specialed/iepsn/toc.htm>

APPENDICES 1: Example of an Adaptation/ Modification Sheet

Student: _____ Date: _____

ADAPTATIONS & MODIFICATIONS

KEY:

A = ADAPTED (Regular Grade Learning Outcomes With Accommodations/Adaptations)

E/G = ENRICHED/GIFTED (i.e., Extended Learning Outcomes or Advanced Level)

R = REGULAR (Grade Level Learning Outcomes: Content & Skills)

M = MODIFIED ("Substantially Different" from Regular)

ADAPTATIONS/ACCOMMODATIONS needed for student to meet regular grade outcomes

Appendix A
Example of an Adaptation/
Modification Sheet

<p>Accessibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access to all areas of school <input type="checkbox"/> fire exits & routes <input type="checkbox"/> furniture & storage <input type="checkbox"/> health & personal care <input type="checkbox"/> parking lot, roads & walkways <input type="checkbox"/> play areas & equipment <input type="checkbox"/> showers, washrooms & fountains <input type="checkbox"/> transportation to and from school <input type="checkbox"/> other: <p>Assignments & Homework:</p> <ul style="list-style-type: none"> <input type="checkbox"/> alternate assignments or format <input type="checkbox"/> length and/or number (decrease) <input type="checkbox"/> partner or group assignments <input type="checkbox"/> time allowed (increase) <input type="checkbox"/> other: <p>Behaviour Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consequences — clear/consistent <input type="checkbox"/> expectations/rules —clear/consistent 	<ul style="list-style-type: none"> <input type="checkbox"/> home-school communication program <input type="checkbox"/> outside agency support <input type="checkbox"/> reinforcement (class/group/individ) <input type="checkbox"/> routines established & followed <input type="checkbox"/> school counselling program <input type="checkbox"/> student contract/goal setting <input type="checkbox"/> teach/assignments at skill level <input type="checkbox"/> teach & reinforce social skills <input type="checkbox"/> other: <p>Equipment & Specialized Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> augmentative commun device <input type="checkbox"/> Braille machine/materials <input type="checkbox"/> Calculator (large keys/reg./voice) <input type="checkbox"/> camera (digital/video) <input type="checkbox"/> Computer/word processor <input type="checkbox"/> computer printer/peripherals <input type="checkbox"/> fine/gross motor equipment <input type="checkbox"/> hearing aids/fm system <input type="checkbox"/> headphones/listening centre <input type="checkbox"/> Language Master & cards <input type="checkbox"/> magnifier/lenses <input type="checkbox"/> overhead projector <input type="checkbox"/> reference books <input type="checkbox"/> spell checker/grammar checker
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<ul style="list-style-type: none"> <input type="checkbox"/> standing frame/walker <input type="checkbox"/> switches/adapted handles, etc. <input type="checkbox"/> tape recorder <input type="checkbox"/> wheelchair (reg./electric) <input type="checkbox"/> other: <p>Organizational & Study Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> bulletin board or chart reminders <input type="checkbox"/> class schedule/timetable, individual visual schedule <input type="checkbox"/> clock/timer/watch <input type="checkbox"/> desk/locker/tote tray (personal) <input type="checkbox"/> furniture arrangement <input type="checkbox"/> routines for use of materials <input type="checkbox"/> student planner/home-school book <input type="checkbox"/> teach organizational/study skills <input type="checkbox"/> other: <p>Reading, Writing & Note taking:</p> <ul style="list-style-type: none"> <input type="checkbox"/> alternate formats note taking: carbon copy/outline/photocopy/taped notes <input type="checkbox"/> alternate formats reading: Braille/enlarged print/rebus/tapes/videos/scanning software <input type="checkbox"/> alternate formats writing: computer/printing/typewriter/word process, speech recognition software <input type="checkbox"/> alternate materials/texts: easier reading level/parallel unit <input type="checkbox"/> notetaker, reader and/or scribe (parent/peer/staff/volunteer), speech recognition software <input type="checkbox"/> other: <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> advance organizers/key visuals <input type="checkbox"/> alternate content/skills <input type="checkbox"/> demo/model processes/product 	<ul style="list-style-type: none"> <input type="checkbox"/> feedback immediate/frequent <input type="checkbox"/> practice guided/independent <input type="checkbox"/> multisensory (oral/experiential/written) <input type="checkbox"/> memory (reduce/teach strategies) <input type="checkbox"/> pace quick/slow <input type="checkbox"/> short sessions/lessons <input type="checkbox"/> teach key concepts/vocabulary <input type="checkbox"/> other: <p>Testing & Evaluation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> alternate setting/time <input type="checkbox"/> alternate test/format <input type="checkbox"/> time (increase/short sessions) <input type="checkbox"/> open book/take home exams <input type="checkbox"/> oral (reader/scribe/tape) <input type="checkbox"/> programmed learning <input type="checkbox"/> rewriting permitted <input type="checkbox"/> spell check <input type="checkbox"/> Word Processing <input type="checkbox"/> speech recognition software <input type="checkbox"/> scanning and reading software <input type="checkbox"/> other:
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Appendix B
Example of a Blank Individual
Education Plan

APPENDICES 2: Example of a blank Individual Education Plan

SCHOOL

Phone:

Fax:

**Individual Education Plan
SCHOOL YEAR**

Student:

DATE OF IEP MEETING:

BIRTH DATE:

AGE:

GENDER:

MAIL ADDRESS:

GRADE:

PHONE:

PARENT/GUARDIAN:

School:
IEP Year : Student:

STUDENT PROFILE

ASSESSMENT INFORMATION:		
Formal Assessment:		
Date	Assessment Name	Comments/ Recommendations
Informal Assessment: (Classroom Based/Teacher Assessment)		
Date	Assessment Name	Comments/ Recommendations

CURRENT SKILL LEVELS: R = Regular Program A = Adapted M = Modified	
	Reading
	Math
	Writing
	Social Studies
	Science
	Physical Education
	Art/Woodwork
	Music
	Spelling
	Listening
	Expressive Language

Strengths:
Descriptors:
Learns Best When:
Medical History:
School History:
AREAS OF NEED Requires only a check, or a brief two-three word description.
ACADEMIC
BEHAVIOURAL
SOCIAL/EMOTIONAL
LANGUAGE COMMUNICATION
PHYSICAL
LIFE SKILLS
LONG TERM GOALS/DREAMS/DESIRES
WHAT DO WE WANT (Name) TO ACCOMPLISH THIS YEAR?

FOUR COLUMN GOAL CHART (short term goals)			
Need (which of 6 above areas)	Goal: Student	Strategy and Team Responsibility	Measurement of Progress
SUPPORT TEAM			
Role		Participant Name	Contact Information
Mother/Father			
Teacher			
Principal			
Teacher Assistant			
Language Teacher			
FNESC Sp. Ed. Support		Madeline Price	madelinep@fnesc.ca
FNESC Toll Free Resource Line		Lisa Ellis	lisae@fnesc.ca 1-877-547-1919

Signatures:

(Parent/Guardian) _____
(Date)

(Principal) _____
(Date)

Review Date: _____

**IEP REVIEW
DATE:** _____

ACCOMPLISHMENTS

GOAL REVIEW

TRANSITION PLAN

BASELINE MEASURE DOCUMENTATION

Baseline Measure	Review #1	Review #2	End of Year Measure

Adaptations & Modifications

****Highlighted = put into student program

<p>Accessibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access to all areas of school <input type="checkbox"/> fire exits & routes <input type="checkbox"/> furniture & storage <input type="checkbox"/> health & personal care <input type="checkbox"/> parking lot, roads & walkways <input type="checkbox"/> play areas & equipment <input type="checkbox"/> showers, washrooms & fountains <input type="checkbox"/> transportation to and from school <input type="checkbox"/> other: _____ <p>Assignments & Homework</p> <ul style="list-style-type: none"> <input type="checkbox"/> alternate assignments or format <input type="checkbox"/> length and/or number (decrease) <input type="checkbox"/> partner or group assignments <input type="checkbox"/> time allowed (increase) <input type="checkbox"/> other: _____ <p>Behaviour Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> consequences — clear/consistent <input type="checkbox"/> expectations/rules —clear/consistent <input type="checkbox"/> home-school program <input type="checkbox"/> outside agency support <input type="checkbox"/> reinforcement (class/group/indiv) <input type="checkbox"/> routines established & followed <input type="checkbox"/> school counselling program <input type="checkbox"/> student contract/goal setting <input type="checkbox"/> teach/assignments at skill level <input type="checkbox"/> teach & reinforce social skills <input type="checkbox"/> other: _____ 	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> advance organizers/key visuals <input type="checkbox"/> alternate content/skills <input type="checkbox"/> demo/model processes/product <input type="checkbox"/> feedback immediate/frequent <input type="checkbox"/> practice guided/independent <input type="checkbox"/> multisensory (oral/experiential/written) <input type="checkbox"/> memory (reduce/teach strategies) <input type="checkbox"/> pace quick/slow <input type="checkbox"/> short sessions/lessons <input type="checkbox"/> teach key concepts/vocabulary <input type="checkbox"/> other: _____ <p>Organizational & Study Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> visual strategies (chart, black-board) <input type="checkbox"/> class /indiv visual schedule/ timetable <input type="checkbox"/> concrete measures of time (timer/watch) <input type="checkbox"/> colour-coded binders, etc. <input type="checkbox"/> organized classroom set-up <input type="checkbox"/> routines for use of materials <input type="checkbox"/> student planner/home-school book <input type="checkbox"/> teach organizational/study skills explicitly <input type="checkbox"/> other: _____ <p>Equipment & Specialized Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> augmentative commun device <input type="checkbox"/> Braille machine/materials <input type="checkbox"/> calculator (large keys/reg./voice) <input type="checkbox"/> camera (digital/video) <input type="checkbox"/> computer processor <input type="checkbox"/> computer printer/peripherals
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<p>Equipment & Specialized Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> fine/gross motor equipment <input type="checkbox"/> hearing aids/personal or class fm system <input type="checkbox"/> headphones/listening centre <input type="checkbox"/> Language Master & cards <input type="checkbox"/> magnifier/lenses <input type="checkbox"/> overhead projector <input type="checkbox"/> reference books <input type="checkbox"/> spell checker/grammar checker <input type="checkbox"/> standing frame/walker <input type="checkbox"/> switches/adapted handles, etc. <input type="checkbox"/> tape recorder <input type="checkbox"/> Wheelchair (reg./electric) <input type="checkbox"/> other: _____ <p>Reading, Writing & Note taking:</p> <ul style="list-style-type: none"> <input type="checkbox"/> alternate formats note taking: carbon copy/outline/ photocopy/taped notes <input type="checkbox"/> alternate formats reading: Braille/enlarged print/rebus/ tapes/videos <input type="checkbox"/> alternate formats writing: computer/printing/ typewriter/word process <input type="checkbox"/> alternate materials/texts: easier reading level/parallel unit <input type="checkbox"/> notetaker, reader and/or scribe (parent/peer/staff/ volunteer) <input type="checkbox"/> other: _____ <p>Following Directions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide only one or two directions at a time <input type="checkbox"/> restate directions in clear simple language <input type="checkbox"/> stand close to the student and gain eye contact before giving directions <input type="checkbox"/> provide visual support for directions (on students desk or on board) 	<p>Increasing Written Output:</p> <ul style="list-style-type: none"> <input type="checkbox"/> allow for a scribe or a tape to record responses <input type="checkbox"/> establish the process for revision (first draft, sharing, revising, 2nd draft, sharing 3rd draft, polishing, final, publishing) <input type="checkbox"/> have student write ideas on post it notes and then rearrange them to make an outline <input type="checkbox"/> teach keyboarding skills <input type="checkbox"/> use an outline and 2 column notes for paragraph and essay writing <input type="checkbox"/> use graphic organizers <input type="checkbox"/> use the dot procedure (work to the dot and get feedback) <input type="checkbox"/> other: _____ <p>Testing & Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> alternate setting/time increased <input type="checkbox"/> alternate test/format <input type="checkbox"/> time (increase/short sessions) <input type="checkbox"/> open book/take home exams <input type="checkbox"/> oral (reader/scribe/tape) <input type="checkbox"/> programmed learning <input type="checkbox"/> rewriting permitted <input type="checkbox"/> recognize and give credit for class participation <input type="checkbox"/> review the grading process before the test <input type="checkbox"/> provide examples of criteria for each letter grade <input type="checkbox"/> allow student to retake test <input type="checkbox"/> teach relaxation strategies <input type="checkbox"/> provide sample items at the beginning of the test <input type="checkbox"/> provide visual graphic clues as the test directions change <input type="checkbox"/> repeat directions to the student once you have given them to the class <input type="checkbox"/> use take home tests for practice <input type="checkbox"/> other: _____
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Appendix C
Example of a Mock
Individual Education Plan

**APPENDICES 3: Example of a mock Individual
Education Plan**

ELEMENTARY SCHOOL

Phone:

Fax:

**Individual Education Plan
YEAR 2006-2007**

Student: Kobi Anderson

DATE OF IEP MEETING: June 11, 2005

BIRTH DATE: September 4th, 1994

AGE: 11 **GENDER** M

MAIL ADDRESS: Box 2220 Sechelt BC VON 3A0

GRADE: 8

PHONE: 604-885-0000

PARENT/GUARDIAN: Victor and Gloria Anderson

School: Pine Elementary
IEP Year 2006-2007 Student: Kobi Anderson

STUDENT PROFILE

ASSESSMENT INFORMATION: Formal Assessment: (Standard Scores)		
Date	Assessment Name	Comments/ Recommendations
2003	Weschler Intelligence Scale for Children 111 (WISC) Verbal-borderline Performance-average	Recommendations: - Small group language instruction (see handout) - Comprehension Strategies (see handout) Counsellor at school recommended 2X weekly. -Explicit teaching of strategies for sensory overload - Visual calm down strategies - Social story folder - Quiet place to 'hang out' for sensory overload
2003	Bender Visual Motor Integration — * area of strength for Kobi	- Include in timetable — extra computer/and wood work electives
2003	Weschler Individual Achievement Test Reading-average Math-SS-borderline Writing-average	- Include extra scaffolding strategies for 'inferential' comprehension (see handout) - Stress/Add a 'Life Skills' to Math Program - Money - Banking - Accounting program
2003	Peabody Picture Vocabulary Test (Receptive Language)- borderline	*See SLP handout -Pre-teach vocabulary Use as many visuals as possible -Support "words with double meanings" * Use Rewards Program
2004	Referral to Asante Centre for complete assessment	

STUDENT PROFILE

INFORMAL ASSESSMENT: (Classroom Based/Teacher Assessment)		
Date	Assessment Name	Comments/ Recommendations
June 2005 Reading/Writing	Informal Teacher Assessment/ Observation Unit tests at Grade 6 level	Comprehension needs to be supported by activities prior, during and after reading- Is working in a remedial literacy class in the afternoons
June 2005 Math Working at a Grade 3/4 level	Informal teacher Assessment - Mastery unit tests	Enrolled in a Math Mastery Skills Program
2005 PE/ Woodwork/ Computer	Projects	Excels in these classes (has 2 blocks of PE) One block is Physio — working on weights
***** Requires rigid routine/TA Support, and accommodations in all areas *****		

CURRENT SKILL LEVELS:	
R = Regular Program A = Adapted M = Modified	
A	Reading
M	Math
A	Writing
A	Social Studies
A	Science
R	Physical Education
R	Art/Woodwork
R	Music
A	Spelling
A	Listening
A	Expressive Language
Strengths: Athletic (enjoys PE); likes to be helpful; enjoys music, art and woodwork; creative; likes to make things; can be independent with a visual schedule; enjoys structure and routine; loves computers	
Descriptors: Hard working; good sense of humour; can be volatile/anger triggers; likes to be independent but has trouble remembering- likes to have a concrete visual schedule; prints neatly; can be easily stimulated i.e. sensory system overloads- requires a consistent calming quiet place	
Learns Best When: Has visual schedules for timetable and routines; All program adaptations are in place; when feels respected; in a quiet environment; 1 on 1 for new concepts; has a Learning Assistance Block; When language is spoken slowly, clearly, concretely and with few words ("get to the point)" with personal feelings left out	
Medical History: Bilateral hearing loss; exposure to alcohol prenatally, chronic congestion; Overactive Sensory System (not on medication at this time)	
School History: K—7 Pine Elementary	

AREAS OF NEED
ACADEMIC Math Skills: money, time, accounting; Reading for comprehension; Practical Writing Skills
BEHAVIOURAL Protocol for managing behaviour outbursts; Strict routine to support success
SOCIAL/EMOTIONAL Self Esteem; Confidence
LANGUAGE COMMUNICATION Build skills in receptive and expressive language
PHYSICAL Bilateral Hearing Loss (FM Systems in place)
LIFE SKILLS Work towards Communications 11 and 12; Math Essentials/ Accounting; Career Prep. and Job Support/ Work Experience
LONG TERM GOALS/DREAMS/DESIRES
To graduate Grade 12 and get a job ; To play on the Men's Soccer Team after Grade 12
WHAT DO WE WANT KOBI TO ACCOMPLISH THIS YEAR?
<ul style="list-style-type: none"> • To complete and master all literacy units • To complete Grade 4 Saxon Math Program • To get to his Math and Literacy Class on time • To follow his outlined visual schedule • To try to remember using polite words • To use his color coded binders/bins in the resource room • To put his breakfast food/dishes away in the resource room • To continue to take weights class and PE Class • To use his journal to record his feelings • To use his laptop for Social Stories • To find his TA/Teacher when he feels he is "losing it" • To use the Resource Room as a calm place to rest • To try to stay in his classes until they are finished • If he feels tired, to go ask to go to the Resource Room • Morning routine: 7:30 in Resource Room, makes own breakfast, puts away materials

FOUR COLUMN GOAL CHART (short term goals)			
Need (6 areas)	Goal: Student	Strategy and Team Responsibility	Measurement of Progress
Academic Literacy	Kobi will: - Complete level 20 by next reporting time Oct. 28 - Use LA time to complete assignments if needed - Hand in all assignments into the RED "IN" BOX in Ms K's room -Work with TA to be on time	CT's will: - Follow Kobi's protocol for all classes - Use a concrete measure of time to help Kobi focus on assignments - Chart his progress so can visually see his work completed - Support all program adaptations, literacy strategies	CT will: -Graph Kobi's progress unit by unit - Liaise with RR Teacher, to help Kobi bring assignments to RR for completion support - RR teacher will check in with Literacy Teacher and support when needed
Behaviour	Kobi will: - Use his "calm down" visual support when he feels upset/angry - Go directly to the Resource Room (RR) if he is not managing his behaviour well - Remember to use polite words/use journal	CT's will: - Direct Kobi to use his calm-down routines. - Allow him to leave the room if he chooses, must go directly to RR with TA - Use of concrete measure of time - Use the same language, "remember your polite words" - Follow protocol, use of T charts	-Anecdotal notes -Positive phone calls home -Record of behaviour/solution worksheets
Behaviour Late for Class	Kobi will: -work with his TA to get to class on time	TA will meet Kobi at the first bell and walk with him to class in time for second bell	Attendance/late records by classroom teacher

FOUR COLUMN GOAL CHART (short term goals)			
Need (6 areas)	Goal: Student	Strategy and Team Responsibility	Measurement of Progress
Math	Kobi will: - Complete up to level 14 by Oct. 28 - Work with his TA to be on time for all Math Classes	CT's (and TA's) will: -Graph progress visually -Praise all efforts -liaise with RR Teachers RR Teachers will Liaise with CT's For work completion and focus on task– CT/TA will use concrete measures of time CT/TA will ensure all outlined program adaptations are in place: calculator, recipe cards, reminder of calculation process 1 on 1 support to check understanding	CT will: - Graph Kobi's progress unit by unit - Liaise with RR Teacher to help Kobi bring assignments to RR for completion support RR Teacher will: -check in with Literacy Teacher and support when needed Home communication once weekly to advise of progress

SUPPORT TEAM		
Role	Participant Name	Contact Information
Mother/Father	Victor & Gloria Anderson	
Teacher	Jane Doe	
Principal	John Smith	
Teacher Assistant (TA)	Mary James	
Teacher/Hearing Imp.		
Classroom Teacher (CT)	Music-Jay Raymond	
Classroom Teacher	Language-Janice Smith	
Classroom Teacher		
Classroom Teacher		
Resource Room Teacher (RR)		
FNESC Sp. Ed. Support	Madeline Price	madelinep@fnesc.ca
FNESC Toll Free Resource Line	Lisa Ellis	lisae@fnesc.ca 1-877-547-1919

INDIVIDUAL EDUCATION PLAN
REVIEW DATE: Oct. 28th, 05

ACCOMPLISHMENTS

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GOAL REVIEW

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TRANSITION PLAN

Transition to Grade 9- in 2006-2007 Plan Began in February 2006
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BASELINE MEASURE DOCUMENTATION

Baseline Measure	Review #1	Review #2	End of Year Measure
Reading Level 16 Gr. 6	Reading Level 21 Grade 6.5	Reading Level 28 Grade 7	Reading Level 32 Grade 7.5
Math Level 12	Math Level 14 (end of Gr. 3)	Math Level 20 Grade 4	Math Level 30 Grade 4.5
# of times late for Math Class 80%	20%	10%	10%
# of times late for Literacy Class 90%	20%	10%	2%

Adaptations & Modifications

****Highlighted = put into student program

<p>Accessibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access to all areas of school <input type="checkbox"/> fire exits & routes <input type="checkbox"/> furniture & storage <input type="checkbox"/> health & personal care <input type="checkbox"/> parking lot, roads & walkways <input type="checkbox"/> play areas & equipment <input type="checkbox"/> showers, washrooms & fountains <input type="checkbox"/> transportation to and from school <input type="checkbox"/> other: _____ <p>Assignments & Homework</p> <ul style="list-style-type: none"> <input type="checkbox"/> alternate assignments or format ✓ length and/or number (decrease) ✓ partner or group assignments ✓ time allowed (increase) <input type="checkbox"/> other: <p>Behaviour Management</p> <ul style="list-style-type: none"> ✓ consequences — clear/consistent ✓ expectations/rules —clear/consistent ✓ home-school program ✓ outside agency support ✓ reinforcement (class/group/indiv) ✓ routines established & followed ✓ school counselling program <input type="checkbox"/> student contract/goal setting ✓ teach/assignments at skill level ✓ teach & reinforce social skills <input type="checkbox"/> other: 	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ✓ advance organizers/key visuals ✓ alternate content/skills ✓ demo/model processes/product ✓ feedback immediate/frequent ✓ practice guided/independent ✓ multisensory (oral/experiential/written) ✓ memory (reduce/teach strategies) ✓ pace quick/slow ✓ short sessions/lessons ✓ teach key concepts/vocabulary <input type="checkbox"/> other: <p>Organizational & Study Strategies</p> <ul style="list-style-type: none"> ✓ visual strategies (chart, black-board) ✓ class /indiv visual schedule/timetable ✓ concrete measures of time (timer/watch) ✓ colour-coded binders, etc. ✓ organized classroom set-up ✓ routines for use of materials ✓ student planner/home-school book ✓ teach organizational/study skills explicitly <input type="checkbox"/> other: <p>Equipment & Specialized Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> augmentative commun device <input type="checkbox"/> Braille machine/materials ✓ calculator (large keys/reg./voice) <input type="checkbox"/> camera (digital/video) ✓ computer processor ✓ computer printer/peripherals
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<p>Equipment & Specialized Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> fine/gross motor equipment <input type="checkbox"/> hearing aids/personal or class fm system <input type="checkbox"/> headphones/listening centre <input type="checkbox"/> Language Master & cards <input type="checkbox"/> magnifier/lenses <input type="checkbox"/> overhead projector <input type="checkbox"/> reference books ✓ spell checker/grammar checker <input type="checkbox"/> standing frame/walker <input type="checkbox"/> switches/adapted handles, etc. <input type="checkbox"/> tape recorder <input type="checkbox"/> Wheelchair (reg./electric) <input type="checkbox"/> other: _____ <p>Reading, Writing & Note taking:</p> <ul style="list-style-type: none"> <input type="checkbox"/> alternate formats note taking: carbon copy/outline/photocopy/taped notes <input type="checkbox"/> alternate formats reading: Braille/enlarged print/rebus/tapes/videos ✓ alternate formats writing: computer/printing/typewriter/word process ✓ alternate materials/texts: easier reading level/parallel unit <input type="checkbox"/> notetaker, reader and/or scribe (parent/peer/staff/volunteer) <input type="checkbox"/> other: _____ <p>Following Directions:</p> <ul style="list-style-type: none"> ✓ provide only one or two directions at a time ✓ restate directions in clear simple language ✓ stand close to the student and gain eye contact before giving directions ✓ provide visual support for directions (on students desk or on board) 	<p>Increasing Written Output:</p> <ul style="list-style-type: none"> <input type="checkbox"/> allow for a scribe or a tape to record responses ✓ establish the process for revision (first draft, sharing, revising, 2nd draft, sharing 3rd draft, polishing, final, publishing) ✓ have student write ideas on post it notes and then rearrange them to make an outline ✓ teach keyboarding skills ✓ use an outline and 2 column notes for paragraph and essay writing ✓ use graphic organizers ✓ use the dot procedure (work to the dot and get feedback) <input type="checkbox"/> other: _____ <p>Testing & Evaluation</p> <ul style="list-style-type: none"> ✓ alternate setting/time increased <input type="checkbox"/> alternate test/format ✓ time (increase/short sessions) <input type="checkbox"/> open book/take home exams <input type="checkbox"/> oral (reader/scribe/tape) <input type="checkbox"/> programmed learning ✓ rewriting permitted <input type="checkbox"/> recognize and give credit for class participation ✓ review the grading process before the test ✓ provide examples of criteria for each letter grade ✓ allow student to retake test ✓ teach relaxation strategies ✓ provide sample items at the beginning of the test ✓ provide visual graphic clues as the test directions change ✓ repeat directions to the student once you have given them to the class ✓ use take home tests for practice <input type="checkbox"/> other: _____
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Appendix D
Parent IEP Planning Sheet

APPENDICES 4: Parent IEP Planning Sheet

IEP Planning Sheet for Parents

Student Name: _____

Date: _____

Parent's Name: _____

To develop the best possible program, we need your assistance and knowledge of your child. Below are some questions for you to think about in preparation for the IEP meeting. You may wish to write down your thoughts for future reference by the IEP Team.

What do you feel are the strengths of your child (in school, at home and in the community)?

What do you feel are your child's needs or weaknesses (e.g., areas that your child is struggling with and needs more support)?

Is there any medical information that the team needs to know to better help your child at school (e.g., requires glasses, hearing difficulties, fatigues easily, impulsivity problems, difficulties staying on task, becomes easily upset, irregular sleep patterns, allergies, medications etc.)?

How do you think your child learns best (What kind of situation makes learning easiest)?

Please describe educational skills that your child practices at home regularly (e.g., reading, making crafts, using the computer).

Does your child have any behaviours that are of concern to you or other family members? If so, please describe the behaviour(s).

What are your child's favorite activities?

What are your child's special talents or hobbies?

Does your child have any particular fears? If so, please describe.

How does your child usually react when upset, and how do you deal with the behaviour?

Do you have any particular concerns about your child's school program this year?

What are your main hopes for your child this year?

What are your dreams for the future for your child?

Is there other information that would help us gain a better understanding of your child?

Are there any concerns that you would like to discuss at the next IEP meeting?

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