

**Talking About Special Education
Volume VI ...**

**A Guide to Individual Education
Plans (IEPs) for Teachers**

**An Information
Handbook
Prepared by:**

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

April 2007



Talking About Special Education Volume VI: An Information Handbook updated by Madeline Price, FNEESC Special Education Support.

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

**First Nations Special Education
at:**



1.877.422.3672

© 2007 The First Nations Education Steering Committee and The First Nations Schools Association



TABLE OF CONTENTS

Talking About Special Education Volume VI

► Inside:



Introduction.....	2
When Does a Student Require an IEP.....	2
Adapted and Modified Programs.....	5
Graduation.....	4
Preplanning.....	7
Establishing an IEP Team.....	7
IEP Meeting.....	8
Writing the IEP.....	10
Implementing the IEP.....	12
Reviewing the IEP.....	13
Transitions.....	15
Reporting.....	16
References.....	17

Appendices

A - Example of an Adaptation/Modification Sheet

B - Example of a Blank IEP

C - Example of a Mock IEP

D - Parent IEP Planning Sheet

Introduction

The Individual Education Plan (IEP) is a valuable tool for planning and communicating with colleagues and parents. An IEP provides the opportunity for a student to progress at his/her individual learning pace in areas where they are experiencing difficulties. It is a written plan, developed for an individual student, which outlines student's strengths and needs. Goals are designed that are realistic and achievable. An IEP describes the program modifications and/or adaptations for the student and the services that are to be provided. It is a concise, flexible and usable document that summarizes a plan for the student's education program.

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.

When Does a Student Require an IEP?

In most cases an IEP is required when a student's program is either adapted or modified.

****A student's program may include some regular courses, as well as courses that are adapted and others that are modified.**

****An IEP is usually not the student's entire program.**

****The IEP supports students in areas where they are experiencing difficulty, or areas where they are exceeding expectations.**

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.

Modified Program

Some students may need more personal, individualized goals that are different from, or in addition to those set out in the regular curriculum. A modified program has learning outcomes that are **not at grade level** and are substantially different from the prescribed curriculum. These modifications are specifically selected to meet the student's special needs. For example, a common modification for a student with special needs who is working significantly below grade level might be a parallel curriculum designed at a much easier level for the student.

***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 or Modifications

**** An example of a program adaptation/modification sheet is included in the appendix.**

- 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.

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



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 a student has been on a **modified program** at the high school level, 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 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 these program adaptations. An IEP outlining the program adaptations must be in place.**

The BC Performance Standards

(<http://www.bced.gov.bc.ca/perfstands/>)

The BC Performance Standards describe key levels of achievement in Reading, Numeracy, Writing, and Social Responsibility. The Performance Standards help teachers and families understand when a student's work has met the expectations of the grade level.

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 process.

The intent of the IEP

- To bring together a team of people who understand the student's strengths and needs;
- To develop a plan and provide an appropriate and effective education for the student;
- The IEP should set the student up for success.

What the IEP should not be

- A bureaucratic process that eliminates key players;
- Separate reports that are presented to the key players;
- Forms filled out in isolation;
- A process without collaboration.

1. Preplanning

By the time it has been decided that a student requires an IEP, some or all of the following steps should have taken place:

- Systematic assessment and evaluation by the classroom teacher;
- Consultation between the classroom teacher(s), the parents, and school-based colleagues;
- Introduction of alternate strategies and evaluation of their effect;
- Referral to school-based team for specialized assessments and consultation.

Once the student has been identified as having "special needs" a team should be formed to plan for the student's educational needs.

2. Establishing an IEP Team

Depending upon the educational needs of an individual student, membership on the IEP team can vary.

Participants of the team should include:

- Classroom teacher(s);
- Teacher assistants;
- School administrator;
- Parents or legal guardians;
- The student most times;
- Other school-based and community/itinerant support staff who are going to be involved in the development and delivery of the IEP.

An IEP case manager should be assigned to coordinate the development and implementation of the IEP. This includes:

- Organizing and chairing the IEP meetings;
- Ensuring the IEP documents are written and distributed;
- Ensuring a regular process for monitoring progress is established;
- Establishing a review date.

When a student has multiple or severe needs, it is essential when possible, that community services, such as public health and/or mental health, educational specialists, speech and language pathologists, and occupational/physical therapists are part of the IEP team to ensure consensus regarding goals, consistency in interventions, and an integrated approach to service delivery.

3. IEP Meeting

The IEP process is new to many people, and as such, it is a process that needs to be explained to parents. Parents should be encouraged to be actively involved in the process regarding educational services for their children. They provide a unique perspective about the student's personality, development and learning. Open communication and cooperation between home and school increases the opportunities for students with special needs to experience success.

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

A) Prior to the meeting

The case manager should provide ample notice of the upcoming IEP meeting to all IEP Team members. Parents should be made aware of the meeting and who will be attending. Prior to the meeting, it is helpful for the parents to prepare for the meeting. See the appendix for a sample of an **IEP Planning Sheet for Parents**. This form can be sent home to support parents in thinking about the types of goals they have for their child.

B) At the meeting

The following is a list of suggestions that will be helpful in running the IEP meeting:

- Introduce all members, and explain the process;
- Set the length of the meeting;
- Follow a meeting plan (see appendix);
- The IEP facilitator usually is the recorder;
- Compile the information on the IEP form;
- Let the IEP team know that each participant will have a copy of the IEP available to them when completed.
- Set a date for an IEP review (make this date a realistic time frame in which the student can accomplish the outlined goals). The IEP review is a time to evaluate student growth, celebrate the student's accomplishments and put new goals in place.

** See document in appendix C IEP's as Best Practice.

4. Writing the IEP

The IEP guides the implementation of adaptations or modifications to a student's instructional program. It must be written in such a way that it can be understood by all current and future team members.

***** Remember that the IEP in most cases is not the student's entire school program. The IEP outlines key areas that require adaptation or modification to the school program.**

The IEP should contain:

- Brief outline of past assessments and dates (both formal and informal assessments);
- Current skills levels (what the student knows and can do);
- Degree of participation in the regular program, and areas that require adaptation/modification;
- Essential information, including relevant medical, and school background;
- How the student learns best;
- Student needs in the following areas: *academic, social/emotional, behavioural, physical (ex. hearing, vision, fine motor etc), language/ communication, life skills/work experience/career prep;*
- Realistic and achievable student goals appropriate to the student in one or more of the above areas. (What the student will do to demonstrate learning);
- Team responsibility for supporting the student goal, and the strategies that will be put in place to support the student goal (where it will take place and for how long);
- Documentation to show how progress will be measured towards each goal;
- Adaptations and modifications to support the student goal.
- Review date;
- Plans for the next transition.

**** In most cases 3-4 goals in an IEP is enough work for the student and the IEP team to realistically accomplish before the IEP review dates. *Sample IEP in appendix.**

5. Implementing the IEP

The IEP is a working document and must be linked to ongoing instructional planning to be effective. The student with special needs should be seen first as a student in the class, and should not be defined exclusively by those special needs. The implementation of the IEP is putting into practice the plans, strategies and supports agreed upon by the team members. This usually includes one or more of the following:

- Implementing realistic and achievable goals;
- Designing the adaptations to instruction and/or assessment methods;
- Designing modifications to the curriculum;
- Carrying out the provision of support services;
- Documenting student progress.

*If you would like FNEESC Special Education Support to come to your First Nation school and demonstrate/facilitate the IEP process please email the FNEESC Special Education Team kellyk@fnesc.ca to request a school visit.

6. Reviewing the IEP

At the IEP review meeting, the team comes together to discuss the progress the student has made towards the IEP goals and to celebrate the student accomplishments. Making the IEP review consistent with a regular reporting period may be the most time efficient manner. This will avoid having to hold separate IEP review and report card meetings and will provide the information required for the report card.

In some cases, students will require an IEP review more often. Reviewing the IEP every 8-10 weeks can support student motivation and offers the IEP team more opportunity to monitor the student's goals and provide a special time to celebrate success.

As in the case of the first IEP meeting, the case manager should organize and chair the IEP review meeting. All team members should share information on strategies used and assessment results since the last meeting. At that time, the team may decide to carry on with the current plan, change the goals or adaptations, or seek help from additional community resources.

***The IEP review should provide an opportunity to celebrate the student's accomplishments.**

Questions that may assist with the review of the IEP include:

- Has the IEP outlined realistic and achievable goals?
- Has the student succeeded in the outlined goals?
- Are new goals ready to be put in place?
- Have the strategies and resources been effective to support the student learning?
- Should new goals be selected to more accurately reflect the student's changing strengths, needs and interests?

If the goals have not been met, the following questions should be asked:

- Were the goals, materials, methods and procedures appropriate?
- What gains did the student make?
- Did the student assume some responsibility for his or her learning?
- Did the support team members follow through on their responsibilities to support the student goal?
- Did independence increase?

** Note in the appendix the **Goal Accomplishment Sheet**. This has been designed to keep track of the number of goals accomplished in one year, and the outlined student goal areas.

Transitions

Is a transition time occurring in the near future? Sometimes the IEP review meeting can also be a transition meeting.

Transitions can occur from home to school, one school or one level of schooling to another, and from school to independent or supported adult living. These transitions can be a very difficult and confusing time for students. Before any transition takes place, the IEP team should meet to discuss the student's plan and add recommendations to the IEP. Such a review can help communication between the student's current teacher(s) and the receiving teacher(s), and ensure continuity of the programming for the student. The transition process should be coordinated and implemented well before the anticipated move.

***The transition/IEP meeting should include any agencies expected to be involved with the student and family in the new setting.**

7. Reporting

Reports for students with special needs should describe progress with respect to all components of the program, including those areas that have been adapted and/or modified. When a student is expected to achieve or surpass the regular curriculum learning outcomes, the same grading and reporting should be followed as with other students. When the student requires substantial course or program modification, the use of letter grades or percentages to report student progress is not appropriate. Letter grades that reflect the goals in the IEP are appropriate, if it is clear that the program is modified. Structured written comments are very helpful to report the level of student success in achieving the individual goals and objectives set out for him or her.

The IEP should be used to report the level of student success in achieving the individual goals set out for him or her.

When the IEP team involves other community professionals that provide services for the student, such as a counselor, behaviour specialist, speech-language pathologist, physical or occupational therapist, or vision teacher, this should be reflected in the IEP document, and in the IEP review.

References

Some of this booklet was developed from the following resources: Individual Education Planning for Students with Special Needs - A Resource Guide to Support Teachers. Prepared by the BC Ministry of Education, Special Programs Branch.

<http://www.bced.gov.bc.ca/specialed/iepssn/>
ph: (250) 952- 4460 fax: (250)952-4431
Toll-free within BC 1-800-282-7955
Webpage: <http://pss.online.gov.bc.ca/dcv/>

The IEP process and the formatting has been developed by Madeline Price, FNEsc Special Education Support. If you have questions about the IEP process, examples of IEP'S, or how best to facilitate an IEP, please contact:

Madeline Price: 1-877-422-3672
madelinep@fnesc.ca

Or

Lisa Ellis
First Nations Special Education Resource Line
Toll-free: 1-877-547-1919
Call Monday to Thursday, 12:30 - 4:30 p.m.

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
--	--

<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:
---	--

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
--	--

<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: _____
--	--

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 V0N 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

--

GOAL REVIEW

--

TRANSITION PLAN

Transition to Grade 9- in 2006-2007 Plan Began in February 2006
--

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
--	--

<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: _____
---	--

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?

Copyright ©

**The First Nations Education Steering
Committee
and
The First Nations Schools Association
2007**

For additional copies, please write to:

**Suite #113-100 Park Royal South
West Vancouver, BC
V7T 1A2**

Email: fnesc@fnesc.ca

**Or download a copy at:
www.fnsa.ca**

