

TALKING ABOUT SPECIAL EDUCATION PAMPHLET SERIES

VOLUME 3

INDIVIDUAL EDUCATION PLANS

INFORMATION BOOKLET



This pamphlet is one of a series of resources prepared by the First Nations Schools Association (FNSA) and First Nations Education Steering Committee (FNESC) to share information about how to support all First Nations students, regardless of their needs.

FNSA MANDATE:

to collaborate with First Nation schools to create nurturing environments that develop learners' pride and competence in their First Nations language and heritage and equip them to realize their full potential within self-governing First Nations communities.

FNESC MANDATE:

to facilitate discussion about education matters affecting First Nations in BC by disseminating information to and soliciting input from First Nations. FNESC's primary goal is to promote and support the provision of a quality education to First Nations learners.

We hope that these pamphlets provide a useful overview of key special education topics, representing an introduction to issues that some people may want to investigate in more detail. Anyone who requires more information or has specific questions is welcome to contact the FNESC/FNSA special education staff.



Published 1998, Updated February 2018

© First Nations Education Steering Committee and First Nations Schools Association, 2018
Suite 113 - 100 Park Royal South, West Vancouver, BC V7T 1A2 www.fnesc.ca

Phone (604) 925-6087 | Toll-free in BC 1-877-422-3672

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the author.

WHAT ARE INDIVIDUAL EDUCATION PLANS?

Individual Education Plans (IEPs) are documents developed for students with special needs / exceptionalities that summarize and record each student's specific education program. They are designed to meet the needs of students who are considered to be at high risk and who, without appropriate interventions, will likely struggle in school. These documents are required for students who have diagnosed exceptionalities.

The intent of IEPs is to provide a record of input from a team of people who understand the student's unique needs and have worked together to develop a rigorous intervention process to support high levels of individual student achievement.

Generally, IEPs provide accountability for:

- individualized goals;
- the means to achieve those goals;

- enhancement services / specialized interventions for students, as well as how they will be delivered; and
- implementation of various aspects of the plan.

IEPs assist teachers in monitoring student progress and growth. They provide an ongoing record to promote continuity in programming and transition planning. The documents guide the implementation of learning supports inside and outside of the classroom to align the educational program with the needs of the student.

Ideally, the IEP development and implementation process will reflect a dynamic cycle of planning, monitoring, and evaluating. An IEP should be thought of as a "working" document - one that is referred to frequently throughout the school year, and regularly reviewed and updated at scheduled reporting periods or as needed.

NOTE: in this pamphlet, we use the term "parent" for simplicity, but the information is intended to be inclusive of all family members/caregivers of students with special needs. FNESC and the FNSA respect and appreciate the invaluable contributions of everyone who works to support all First Nations students - regardless of their special talents, gifts, or challenges.

Student goals outlined in the IEP should be based on reliable information about the student's past performance, their current abilities, and an understanding of individual strengths - information that will evolve over time, requiring ongoing changes to the IEP to keep it relevant and up-to-date.

IEPs are developed collaboratively, by "Student Support Teams" that are created for each individual student. The exact membership of each Team may vary slightly depending on the unique needs of each student, but the overall principle of collaboration is consistent to all intervention planning.

Generally, IEPs are designed through a collaborative approach involving the student, his/her family and community,

as well as the student's entire school support team. Team members should combine their knowledge, experience, and commitment to work together in the best interests of the student. Every member should have an 'equal say,' as each member has important expertise to contribute to this process.

Intervention Team Members: Their Roles and Expectations

Overall, Intervention Team Members ...

- work collectively in the best interests of the student
- meet on a regular basis

Specifically,

- **School Administrators ...**

- may oversee the school's screening, diagnostic assessments, and intervention plans and implementation
- ensure related staff training and supports

- **Teachers ...**

- continually observe and monitor children
- use informal diagnostic skills and formative assessments to identify students who are "at-risk"
- use their explicit instruction and student engagement strategies skillfully and purposefully
- implement research-based programs with fidelity
- monitor students' achievement / progress and maintain student records
- work collaboratively with families, consultative staff and specialists
- work with Educational Assistants effectively and monitor their day-to-day work in the classroom as part of an instructional team

- **Educational Assistants ...**

- work collaboratively with the school team
- work under the direction of the teacher/administrator to provide support to students in groups or individually

- **Parents/Family/Guardians ...**

- work collaboratively with the school team
- must be meaningfully involved in the intervention planning process
- advocate for their child's needs

- **An IEP Facilitator ...**

- prepares for the IEP meetings
- is a key member of the school team

- **Outside Experts / Others** (eg. FNEESC/FNSA-sponsored specialists, multidisciplinary teams) ...

- work collaboratively with and support the school team
- support the IEP development and implementation
- attend IEP meetings to support the student, school staff and family, as required

IEP Facilitator Role and Responsibilities

One Team member will ideally be identified as the facilitator to undertake the following tasks.

- 1. Prepare for IEP meetings - 1-2 weeks prior to the meetings.**
 - a. Review the student's file to gather assessment information, attendance, school history, medical information, etc. for the team.
 - b. Inform team members of meeting dates and times and distribute IEP meeting preparation sheets at least one week in advance.
 - c. Identify a team member who will be a recorder during the meeting (i.e. to transfer chart information into an electronic IEP document).
 - d. Set a time to share information with parents to ensure their meaningful participation the day of the meeting.
 - e. Communicate meeting reminders, and perhaps call team members the day prior to meeting.
- 2. Prepare for the meeting - day of the meeting**
 - a. Organize charts on the meeting room wall - Blank charts matching the IEP document are available from the FNSEA. These blank charts support the process through which each document is developed by the team. (Large sheets of paper with IEP template headings labeled on them can be used if the blank charts are not available).
 - b. Set up the meeting room - The room can be set in a semi-circle facing the charts or with a table appropriate for the size of the group (round table is preferable)
 - c. Make refreshments available, if possible.

3. Start the meeting

- a. Invite introductions of each team member.
- b. Explain meeting norms:
 - there will be equal opportunity for input
 - the contributions of each team member will be respected and valued.
- c. Explain that the charts outline key topics for discussion and will provide structure for the meeting.
- d. Explain that the process should take approximately one hour.
- e. Inform participants that they will get a copy of what is written on the charts, so they do not have to take notes.

4. During the Meeting

- a. Begin with student strengths.
- b. Elicit responses from each member of the team to ensure that everyone has an opportunity to contribute.
- c. Keep the group focused on the IEP to keep the meeting to the established time frame.

5. Wrap up

- a. Briefly summarize the discussions.
- b. Inform the team members that the resulting document is in draft form and will be reviewed before it is distributed to team participants.
- c. Establish the IEP review date.
- d. Thank everyone for participating.

6. Follow up (after the meeting)

- a. Provide each person on the team with a copy of the final document.
- b. Encourage team members to review the IEP so they are aware of individual responsibilities.

7. Review (8-12 weeks later)

- a. Undertake activities like those for the initial meeting.
- b. Lead the team in a review of progress made toward each goal.
- c. If a goal is met, work with the team to develop a new goal from the brainstormed short term goals list, if appropriate.
- d. If a goal is partially attained, work with the team to revise the goal, perhaps by adjusting the target and/or by adding new strategies."

IEP - Section Descriptions



School Logo Here

Individual Education Plan

2017-2018

Date(s) of IEP Meeting

Student Name

Birth Date

Age

Grade

Parent/Guardian

Phone:

Student:

School:

IEP Year: 2017-2018

Student Profile

ASSESSMENT INFORMATION		
Formal Assessment		
Date	Assessment Name	Strengths/Needs/Recommendations
		Strengths: Needs: Recommendations
<small>* Ministry Funding Category if applicable: 1 - Specialized Level (applicable for assessment of all students) For Status: student enrollment; For Status: Independent Student for all International students 2 - Supporting Documentation in file</small>		
Informal Assessment (Classroom Based / Teacher Assessment)		
Date	Assessment Name	Instructional Levels Comments/Recommendations

Strengths/Likes/Enjoys

Description

Learns best when

Medical History

School History

Student:

School:

IEP Year: 2017-2018

COVER PAGE: An IEP cover page will include general school and student information, and often the student's picture and the school's logo.

STUDENT PROFILE: A student profile will detail student information relevant to the IEP.

Assessments: The IEP will include a brief summary of any formal and informal assessments completed, with relevant dates, the name of the assessment, a brief review of the student's strengths/needs, as well as pertinent recommendations. Note: IQ scores and standard scores from assessment documents should not be recorded in the IEP as this is confidential information. The intention of the IEP is to provide a working document that is reasonably accessible.

- Formal Assessments are completed by professionals such as Psychologists, Speech Pathologists, Occupational Therapists, Physical Therapists, and those on Multi-Disciplinary Teams.
- Informal Assessments are completed by teachers and other educators. They provide an outline of current skills.

Student Strengths: The IEP will describe the student's strengths in all areas of life – at school, at home, and in the community.

Descriptors: The IEP will include words and/or short phrases that team members would use to describe the student.

Learns Best When / How: Information about factors that will support the student's learning are critical, such as "works best in a quiet environment, in a small group setting, with visual supports, with structure and consistency, etc."

Medical History: Medical information that the team needs to support the student in school, such as medications, allergies, etc., will be noted.

School History: Information about grade placement (grades skipped/retained), home school information, school transfer information, attendance, etc. is useful to include in an IEP.

Areas of Need/Support
Indicate only a check and a word or short phrase please

Academic:

Behaviour:

Social/Emotional:

Physical: *(Vision, hearing, fine motor, gross motor, sensory needs)*

Communications:

Life Skills:

Culture and Language:

Long term Goals & Dreams
Senior School Years and Beyond

Student: _____ School: _____ IEP Year: 2017-2018

Short term goals for the year
Group Performance activities

What do we want _____ to accomplish this year?

As a team, prioritize no more than 3-5 areas from the **Areas of Need and Support** that will be targeted this year in your SMART Goal Chart.

- Academic Achievement
- Behaviour
- Social/Emotional
- Language/Communication
- Physical/History
- Life Skills
- Language & Culture

Student: _____ School: _____ IEP Year: 2017-2018

AREAS OF NEED: The IEP will identify the areas of need for the student, usually using just words or short phrases.

LONG TERM GOALS AND DREAMS: The IEP can help the student and family think about and establish a long term dream and/or goal. The student should be a key participant in this process. Examples: graduate from Grade 12; get a driver's licence; become an artist/carver, a lawyer, a teacher, etc.

SHORT TERM GOALS / ANNUAL GOALS: The team can brainstorm and list in the IEP what they want the student to accomplish by the end of the school year. This is put in the "What do we want [student name] to accomplish?" section. Examples include: complete the Grade One Reading Program by June; increase attendance.; etc.

SMART Goals & Baseline Measure/Growth Chart

*SPECIFIC *MEASURABLE *ATTAINABLE *RESULTS-BASED *TIMEBOUND

#	SMART Goal (Include timeline)	Baseline Measure (What can the student do independently)	Strategies/Actions (Strategies, and Team Member Responsible)	Measure of Progress	Review 1 Date:	Review 2 Date:	Review 3 Date:
1		•					
2		•					
3		•					

SMART GOALS AND BASELINE MEASURE / GROWTH CHART: One or more goals will be selected from the team's brainstorming. Each goal should be stated in the IEP using a SMART format (Strategic, Measureable, Attainable, Results-Based, and Time-Bound). It is important to reach consensus in goal setting so that the full team has ownership. Remember that the IEP will not encompass everything relevant for the entire student program. Key goals will be included.

SMART Goal Chart: For each selected goal - phrased in SMART format - the IEP will include information about strategies and team responsibilities, measures to be used to document student progress, as well as actual student progress using the measure selected at each review period.

Review Date: The IEP should list a first review date, as well as additional review dates established at each subsequent meeting.

Support Team

Role	Participant Name	Contact Information
Parent		
Teacher		
FNSSA SLP Coach		
Educational Assistant		
Learning Support Teacher		
Principal		
Language Teacher		
Speech Language Pathologist		
Counsellor/Behaviour Specialist		
Occupational Therapist		
Visiting Pedagogue		
Educational Psychologist		
Other		

IEP Review Date: _____

(Signatures are required, but if a school would like the signatures of those who attended the IEP meetings below)

Signatures

Student:

School:

IEP Year: 2017-2018

STUDENT SUPPORT TEAM: The role of each participant will be documented, with appropriate names and contact information.

ADAPTATIONS AND ACCOMMODATION:

The checklist on the following page is provided for the team to outline possible adaptations / accommodations provided for the student.

Accommodations are ways to help each student in the classroom succeed, such as using varied approaches to setting goals, providing choice in use of materials and media, and flexibility in assessments. Use of accommodations allows a teacher to use a personally responsive approach to meeting the needs of the student.

Adaptations and/or modifications are each a form of accommodation.

Adaptations are teaching and assessment strategies especially designed to meet students' needs so that they can achieve the learning outcomes of the regular curriculum and demonstrate mastery of concepts. Students with education programs that include adaptations are assessed using the regular standards and receive credit toward a Dogwood Diploma. Adaptations can be made to the learning environment, instructional methods or assessment processes, the depth of content learned, etc. (BC Ministry of Education. A Guide to Adaptations and Modifications 2009).

Modifications and **modified programs** are developed for students whose special needs makes them unable to access the regular curriculum. Some examples of students who may require modified programs include those with limited awareness of their surroundings, with fragile mental/physical health, and/or with multiple medical and cognitive challenges. Modifications mean that students may not be able to access the Dogwood Diploma. **Parents MUST be made aware of that potential outcome when IEPs are being developed.** (BC Ministry of Education. A Guide to Adaptations and Modifications 2009).

Adaptations & Accommodations

Accessibility:

- access to all areas of school
- fire exits & routes
- furniture & storage
- health & personal care
- parking lot, roads & walkways
- play areas & equipment
- showers, washrooms & fountains
- transportation to/from school
- other: _____

Assignments & Homework:

- alternate assignments or format
- length &/or number (decrease)
- partner or group assignments
- time allowed (increase)
- other: _____

Behaviour Management:

- consequences - clear/consistent
- expectations/rules - clear/consistent
- home-school program
- outside agency support
- reinforcement (class/grp/indiv)
- routines established & followed
- school counselling program
- student contract/goal setting
- teach/assignments at skill level
- teach & reinforce social skills
- other: _____

Teaching Strategies:

- 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
- other: _____

Organizational & Study

Strategies:

- visual strategies (chart, blackboard)
- class 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
- other: _____

Equipment & Specialized

Materials:

- augmentative communication device
- braille machine/materials
- calculator (large keys/reg./voice)
- camera (digital/video)
- computer processor
- computer printer/peripherals
- fine/gross motor equipment
- hearing aids/personal or class fm system
- headphones/listening centre
- Language Master & cards
- magnifier/lenses
- overhead projector
- reference books
- spell checker/grammar checker
- standing frame/walker
- switches/adapted handles, etc.
- tape recorder
- wheelchair (reg./electric)
- other: _____

Student:

School:

IEP Year: 2017-2018

APPENDIX:

Glossary of Terms

Adaptations: teaching and assessment strategies especially designed to accommodate a student’s needs so he or she can achieve the learning outcomes of the subject or course. Essentially, adaptations are “best practices” in teaching. Adaptations do not represent an unfair advantage for students; rather, if appropriate adaptations are not used, the students would be unfairly penalized for having learning differences, creating serious negative impacts on their achievement and self-concept.

Assessment: a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student’s strengths / needs and set goals. Assessments are intended to result in the identification and implementation of relevant and advantageous educational strategies.

Baseline: a measure of performance prior to interventions being implemented, or initial data used to monitor changes in individual performance.

Benchmarks: important student outcomes or goals within a particular domain (e.g., reading) that students should achieve at specific intervals (e.g., fall, winter, spring) in order to be on target for adequate performance by the end of the school year. Assessments are often used to set and/or to determine whether students are achieving the expected benchmarks.

Progress Monitoring: a practice used to assess students' academic performance according to a specific schedule and timeframe, used in part to evaluate the effectiveness of instructional strategies. Progress monitoring can be implemented with individual students or an entire class in order to monitor the implementation of interventions.

Differentiated Instruction: a process of designing lessons to meet the needs of a range of learners. This approach to instruction includes varied learning objectives, grouping practices, teaching methods, assignments, and materials, all chosen to reflect a range of student skill levels, interests, and learning preferences.

Educational Assistant / Educational Support Personnel: staff hired by schools to work with students under the supervision of professional educators. Educational Assistants may work with an individual or groups of students for part or all of the school day.

Formative Assessments: sometimes called assessment for learning, these are ongoing observations, measurements, and testing of student performance in the classroom by students, teachers and parents, implemented to inform, support and guide learning strategies.

Growth Chart: a graphical display of an individual student's growth and performance in a particular skill or set of skills.

Individual Education Plan (IEP): a document that describes a learning program and interventions that have been identified to help a specific student achieve success in school. An IEP outlines the types of assistance to be provided to a student, and is developed by the school in consultation with parents. It must include specific educational expectations based on the curriculum, an outline of the special education program and services that will be provided, and a statement about the methods by which the student's progress will be reviewed / monitored. An IEP outlines realistic and achievable goals and provides the framework for each student to experience success, moving ahead at their own individual learning rate.

Intervention Team: includes parents, teachers, school staff, other service professionals – and often the student – who come together at a meeting to carefully consider an individual's unique educational needs.

Modifications: instructional and assessment-related decisions made to accommodate a student's educational needs that include individualized learning goals and outcomes that are different than the learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively challenged or challenged in multiple ways.) Modifications **MUST** be used cautiously and in exceptional circumstances only, as they can impact a student's graduation status / may make them unable to access a Dogwood Diploma.

SMART Goal: a best practice framework for setting goals. A SMART goal must be strategic, measurable, attainable, results based and time-bound. SMART goals are designed for students who require interventions and progress monitoring to ensure grade level benchmarks are met.

Summative Assessments: sometimes called assessment of learning, these are evaluations that conclude the learning process with a decision regarding the level, worth or merit of student performance, with feedback usually given in the form of a mark, pass/fail, achieved/not achieved, or measurement of the results of learning.

OTHER VOLUMES AVAILABLE IN THE
TALKING ABOUT SPECIAL EDUCATION SERIES:

VOLUME 1: AN OVERVIEW

VOLUME 2: AN INTRODUCTION FOR PARENTS / FAMILIES

VOLUME 3: INDIVIDUAL EDUCATION PLANS

VOLUME 4: A PARENT'S GUIDE TO INDIVIDUAL EDUCATION PLANS

VOLUME 5: SPEECH AND LANGUAGE ISSUES

VOLUME 6: ATTENTION DEFICIT / ATTENTION DEFICIT HYPERACTIVE
DISORDER

VOLUME 7: FETAL ALCOHOL SPECTRUM DISORDERS

VOLUME 8: AUTISM SPECTRUM DISORDERS

VOLUME 9: GIFTED EDUCATION

FOR MORE INFORMATION:



FIRST NATIONS EDUCATION STEERING COMMITTEE
FIRST NATIONS SCHOOLS ASSOCIATION

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

604-925-6087 | Toll-free in BC 1-877-422-3672
info@fnesc.ca

www.fnesc.ca