

INDIVIDUAL EDUCATION PLAN (IEP)

GUIDELINES & PROCESS



**First Nations Education Steering Committee
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INTRODUCTION

The Individual Education Plans (IEPs) that accompany this document are designed for facilitation within a positive process that supports a team approach. The student plan should be written to set the student up for success “at all costs”. The documents are not meant to highlight what the student “cannot do” but rather what the student “can do” and what the student support team put in place to support substantial student growth in the areas of student need.

The intent of the collaborative IEP process is to bring together a team of people who understand the student’s needs and to develop a plan and a rigorous intervention process to support high levels of individual student achievement.

The IEP is designed as a living, working document for all members of the student team, rather than a document that lives in a confidential file cabinet as a result of a bureaucratic process that eliminates key players. When all team members are present, the valuable shared information supports a rich student profile. The student team consists of the teacher/s, the educational assistant/s, the family members, the student, and other specialists who may be working with the student. Other specialists may include a speech and language therapist, an occupational therapist, a behaviour specialist, and a member of the FNESC special education team. This “dynamic” IEP is referred to often throughout the school year and updated at regular reporting periods or earlier if required.

LONG FORM DOCUMENT

The FNE SC Special Education team has designed a rubric for the use of the IEP document. Please refer to this rubric for an explicit understanding of how to expedite the IEP and SMART goal process.

The long form IEP document outlines the following areas:

Cover Page

The cover page of the IEP document is designed to have the school logo and a student picture, if desired, at the head of the document, along with student information.

Student Profile

1. Strengths/Likes/Enjoys

- strengths in all areas of the student's life are important here, not just academic strengths

2. Descriptors

- one word (adjectives) or short phrases that describe the student

3. Learns Best

- for example-in a quiet environment, in a small group setting etc.

4. Medical History

- what the team needs to know to support the student in school

5. School History

- grades skipped, retained, or home schooled/attendance

AREAS OF NEED/SUPPORT
Requires only a check and a word or short phrase

Academic
Behaviour
Social/Emotional
Physical (vision, hearing, fine motor, gross motor, sensory needs)
Communication & Language
Life Skills
Culture and Language

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Areas of Need/Support

- **Academic** - reading, math, writing
- **Behaviour** - anger triggers, impulsive, regulation
- **Social/Emotional** - self esteem, peer relationships, confidence
- **Physical** - hearing, vision, fine motor, gross motor, mobility, self regulation
- **Language & Communication** - expressive/receptive vocabulary, articulation
- **Life Skills** - toileting, personal safety,
- **Culture and Language** - local language and cultural needs

* The team looks at each of the areas of support that the school provides for the student and writes only a few key words in each box as shown in examples above. This process is included so all the areas of support can be considered for the student, and not just one area such as academic or behaviour. The list is used to support and complete the “brainstorm list”.

LONG TERM GOALS AND DREAMS
Senior School Years and Beyond

SHORT TERM GOALS FOR THE YEAR
Group Brainstorm Activity

What do we want _____ to accomplish this year?

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

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

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Identifying Dreams/Career Goals- Keeping the End in Mind

This section is used for helping students think about their dreams, and their long-term goals. The student is the key participant in this process. This part of the IEP was designed for the student to think about the “why”. They are in school to live their dreams, and their support team is there to support them.

Examples: Graduate from Grade 12. Become an artist/carver, a lawyer, airplane pilot

Short Term Goals for the Year

A Brainstorm Activity

What do we want _____ to accomplish this year?

In this section the whole team brainstorms what goals are priorities for the year. The facilitator writes down all ideas presented by the team. All ideas are valued and written down. This section allows team participants to have the opportunity to look at “the big idea” without having to break goals down into realistic and achievable parts. Example: To learn to be a more independent worker, or to be able to focus on task for longer periods of time, or to master reading readiness skills, or to increase attendance. The next step after this process is to prioritize from this list, and design SMART Goals for the student.

STUDENT PROFILE		
Strengths/Likes/Interests		
Description		
Current and previous schools		
Medical History		
School History		
ASSESSMENT INFORMATION		
Formal Assessment		
Date	Assessment Name	Strengths/Needs/Recommendations
		Strengths
		Needs
		Recommendations
<small>Minimum Funding Category: 2 (applicable) This section is only applicable for students or off reserve First Nations students attending a First Nation Independent School that fit into a funded category. * Supporting Documentation to file.</small>		
Informal Assessment & Classroom Based / Teacher Assessment		
Date	Assessment Name	Instructional Levels/Comments/Recommendations

Student Assessment Profile:

The student profile consists of: Assessment information- formal and informal

- Formal assessment:** IQ scores and standard scores should not be entered on this page. Team members can refer to the file to obtain this confidential information. It is important to keep the IEP/SMART goal documents as “working documents” so they do not have to be stored away in a confidential file cabinet. In this way, each team member may obtain a copy of the IEP and refer to it as often as needed. The pertinent student strengths, needs, and recommendations should be pulled from these assessments and documented on the assessment page under the student profile.
- Informal assessments:** or classroom-based assessments are often administered by classroom teachers or school staff who have had the specific training. Other informal classroom assessments are designed by the classroom teacher to inform instructional levels. Classroom assessment, when used effectively, can make a leading difference in student achievement and success. Effective classroom assessment is key in defining the student’s instructional levels, designing relevant and achievable IEP goals, and documenting progress.

A complete file review of the above assessments is needed before beginning the IEP team meeting so that critical assessment information is informing the plan. The pertinent student strengths and needs and student recommendations should be pulled from these assessments and documented on the assessment page under the student profile.

SMART GOALS

What are “SMART” Goals?

S=Strategic and Specific | **M**=Measurable | **A**=Attainable | **R**=Results-based | **T**=Time-bound

SMART Goals & Baseline Measures Growth Chart							
*SPECIFIC *MEASURABLE *ATTAINABLE *RESULTS-BASED *TIMEBOUND							
#	SMART Goal (include standard)	Baseline Measure (Instructional week)	Strategies/Actions and Team Member Responsible	Measure of Progress	Review 1 Date	Review 2 Date	Review 3 Date
1							
2							
3							

Smart Goals are written with a “results orientation”. The philosophy behind the SMART goal process is all about having commitment and passion for high levels of learning for all students. It is about never being satisfied with the status quo and constantly searching for new and better ways to reach every student. Collaboration is key to student success. As O’Neill & Conzemius (2006, p.195) stated: “Those of us who understand that the job is far too complex

to be done alone will willingly collaborate with our colleagues to focus on SMART goals, develop ongoing assessments, and use those assessments to continuously improve our instruction, programs, and student learning.” (O’Neill & Conzemius, Solution Tree Press, *The Power of SMART Goals*, 2006).

Student SMART goals are based on reliable information of the student’s past performance, their current instructional levels, and an understanding of their strengths. When realistic and achievable goals are put in place the student is set up for ongoing success.

Short-term goals are set so that they can be reviewed at least 3 times a year, with student growth documented at each review or term. When the goals have been met, new goals and interventions/strategies are put in place for a pattern of continuous growth.

When goals are well beyond what the student is capable of doing, the student becomes unable to realistically achieve the goal, often resulting in frustration, failure, loss of confidence, self-esteem, and sometimes escalation of inappropriate behaviour.

Writing the SMART GOAL

The team looks at the previous brainstorm activity and chooses the goal areas. It is important to try to come to a consensus. The facilitator helps the team come to a decision about which areas will be addressed. (It is important to remember that the IEP does not encompass the entire student program, rather priority goals that are broken down into achievable parts). The focus is on the “team decision”. The teacher is not the only person deciding on the student goals. The team begins to take ownership of the plan.

Student Goal

A clear, realistic and achievable goal is identified and written.

Baseline Ability or Instructional Level

In this column, the student’s baseline level/instructional level in relation to the goal is documented

(Example: Knows 10 letter sounds, and 6 letter names- or speaks in 2-3 word sentences or is reading 29 correct words per minute with 85% accuracy, or is working at Unit 10 Read Well 1 with a pass on the last unit test).

Team Responsibility/Strategies

In this column, responsibilities of each team member are outlined as well as the strategies to support the student. (It is helpful to hand out the goal sheet to team members with their responsibilities highlighted when the plan is completed and printed out.)

Measurement of Progress

Documentation of how the goal will be measured. What tool is the teacher using?

Examples: Graph of progress, samples of student work, unit test, a picture or a video of student work

Review Columns

The review date is important to determine before leaving each IEP or IEP review meeting. Eight to twelve weeks is a reasonable review date for most students. Goals should be reviewed at each school reporting time or sooner. Students need an opportunity to be successful and to celebrate their success. Teachers/service providers need to know if what they have outlined in the student plan is working.

SUPPORT TEAM		
Role	Participant Name	Contact Information
Parent		
Teacher		
Educational Administrator		
Learning Support		
Teacher		
Principal		
Language Teacher		
FNIA/SEP		
Coach/IEP		
Speech Language Pathologist		
Counselor		
Behavior Specialist		
Occupational Therapist		
Writing		
Education		
Psychologist		
Other		

(Signatures are not required, but if a school would like the signatures of those who attended the IEP meeting below)

Signatures:

Student Support Team

The role of the participant, the name of the participant, and contact information is documented. In this way, there is clear documentation of student support team members and those involved in the IEP process.

Signatures

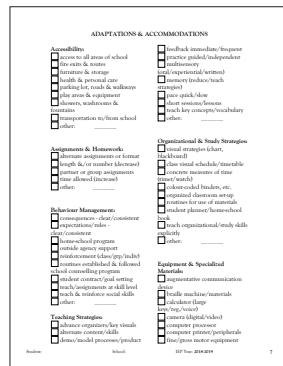
Although signatures are not officially required, some schools like to have signatures on the IEP’s. When the parents and students are part of the process of designing the IEP the signatures become less important and the team has ownership of the plan. Signatures on the IEP are the school’s decision.

IEP Review

The IEP review is the time to celebrate the student achievement. When the goal is accomplished- the team determines a new goal. This review meeting is one of the most powerful parts of the IEP process. * If the student accomplishes the goal prior to the review date, a meeting should occur and a new goal set. It is not necessary to wait until the established review date. The IEP document is “saved as” with the date of review, and the new goals are written in. If goals are not met at the IEP/SMART Goal review, it is important to make adjustments to the goal;

- Is the goal realistic and achievable?
- Do the strategies match the goal and support the student strengths?
- Are the interventions practiced with rigor and fidelity?

If the goal is met at the review date, it is important to either extend the goal to the next step or go back to the “brainstorm list” and choose a new area for a goal.



Adaptations/Accommodations/ Modifications

A checklist is provided for the team to outline all adaptations / accommodations that are provided for the student.

Be cautious in using “modifications” especially for students that may need more time to graduate. In many cases “modifications” do not need to be documented until Grade 10. Students often need more time to be ready for the last 3 years of Secondary School. You want to be very careful not to stream students into a “Life-Skills/Special Ed” program unless you are sure that they cannot prepare for senior courses. (BC Ministry of Education. A Guide to Adaptations and Modifications 2009) www.bced.gov.bc.ca/speciald/docs/adaptations_and_modifications_guide.pdf

The Long Form IEP & the Short Form IEP

Both IEP documents have SMART GOAL charts. Both documents require full participation with the student support team, including the student and their family. Transparency around students' baseline abilities or instructional levels is key in designing a "SMART" goal. Both documents require consistent and ongoing monitoring, and both documents update progress at least every reporting time.

The Long Form IEP

The long form is meant for students who have a global or an over-arching delay that spreads out over many areas of the student's development. This long form involves a more time-consuming and thorough planning process. Some examples of students that may require the long IEP are:

1. Students who are under the umbrella of Autism and Related Disorders
2. Students who are under the umbrella of Fetal Alcohol Spectrum Disorder or Alcohol and Related Neurodevelopmental Disorders
3. Students with Down Syndrome or other chromosome abnormalities
4. Students who have a moderate to severe intellectual delay
5. Students with a severe hearing, visual, or language impairment

Students with a learning disability can benefit from either a long IEP form or a SMART goal outlining the adaptations to support areas of need.

The IEP SMART GOAL

One Page Document - Short Form

This document is double-sided with the student information and SMART goal chart on one page and the short term goals "brainstorm" activity on one page. The team reviews the short term goals: "What do we want ____ to accomplish this year?" from the team members and prioritizes from that list to determine the areas of need for the SMART goal.

It can't be stressed enough how critically important it is to involve the student and the family in this plan. There is a place on this SMART goal document to record the members of the student team. Students should be aware of each goal set and the plan towards achieving their goal. When students and families have ownership of the plan and all team members are onboard, the student will have optimal opportunity for high achievement and continual success.

IEP FACILITATION & TIMELINE

At A Glance

Skills of the IEP facilitator

- organized - prepares for meeting -selects dates and prepares all materials in advance
- knowledgeable - understands strengths and needs of student
- collaborative- invites input from all participants, especially family
- accountable - follows timelines --meeting review dates and follow up
- accurate in recording team member input on the wall charts
- responsible in following up on IEP goals/progress over course of school year

Role of the facilitator

- Complete file review
- Set up meeting date and time
- Distribute and go over the IEP planning sheets with parents/ teachers and EAs/students
- Lead the IEP meeting (see below)
- Follow up on completion of written IEP document

File review

- Read student file
- Summarize information found in all previous reports and be prepared to share at IEP meeting
- Fill out first page of IEP document with required information before the meeting so you can debrief the key strengths and needs and recommendations with the team

Select a meeting date and time

- To allow participation of principal/ teacher/EA/ student & family, as well as support staff who may work offsite (SLP/OT other)

Meeting preparation

- Distribute IEP planning sheets to parents, teachers, students and EAs
- Follow up to ensure team members have an understanding of the IEP process
- Prepare IEP wall charts before the meeting begins

IEP meeting

- Introduce members of the student's team
- Ensure seating is comfortable and charts are easily viewed by the team
- Introduce wall chart components
- Ensure each piece of the IEP is completed with the team
- Assign a recorder to word process wall chart info into computer
- Prepare the “draft IEP” to be sent out to all team members within a week and then provide the final copy.