

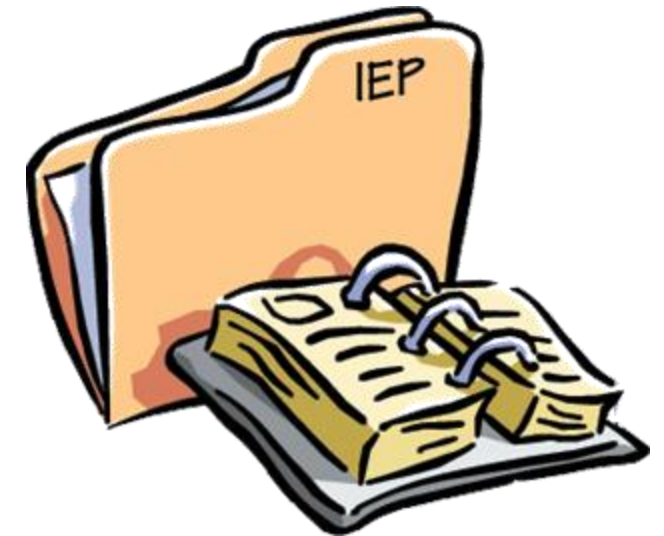


# The IEP Process

A presentation delivered by CMSD Administrators  
Located in the Hazeltons (November, 2023)

# What is an IEP?

“An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement”



*(Special Education Service: A Manual of Policies, Procedures and Guidelines by BC Ministry of Education)*

# Supporting Our Learners

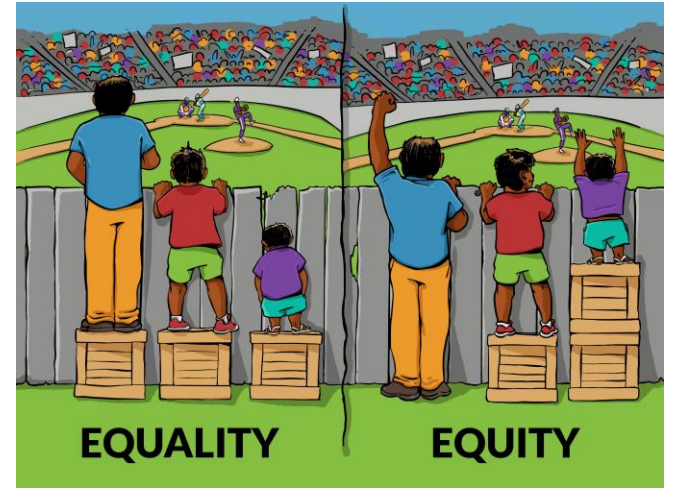
Individual Education Plans for “students with special needs” are a requirement under the School Act, mandated by Ministerial Order. This order directs school boards to ensure that an IEP is in place for the student “as soon as practical” after a student’s needs are identified. The order requires that the IEP be reviewed at least once during the school year and when necessary, revised or canceled. It also requires that parents, and students where appropriate, must be consulted about the preparation of the IEP. Each student’s IEP will be different, reflecting their personal learning needs.



# Not All IEPs are Built the Same

The IEP is not a legal document or a binding contract, but rather a working document.

Some students require only small **adaptations or supplemental goals** and minimum levels of support to achieve the expected learning outcomes for their grade level and/or courses. Some students with more complex needs will require modifications or replacement goals in their education programs. In this case some or all of their learning outcomes may differ from the curriculum.



# Accommodations and Modifications

## Accommodations

An accommodation is a support or service that is provided to help a student fully access the general education curriculum. Accommodations provided during classroom instruction and assessments must also be provided during state assessments, if permitted.

- Change **how** a child learns or accesses the curriculum
- Change the way materials are presented
- Change the way a student can respond
- Allow students with disabilities the opportunity to complete the same curricular activities as peers
- Keep intact the objectives of the content or activity
- Enable the student to bypass the effects of the disability
- Help remove barriers

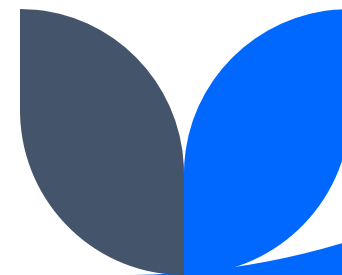
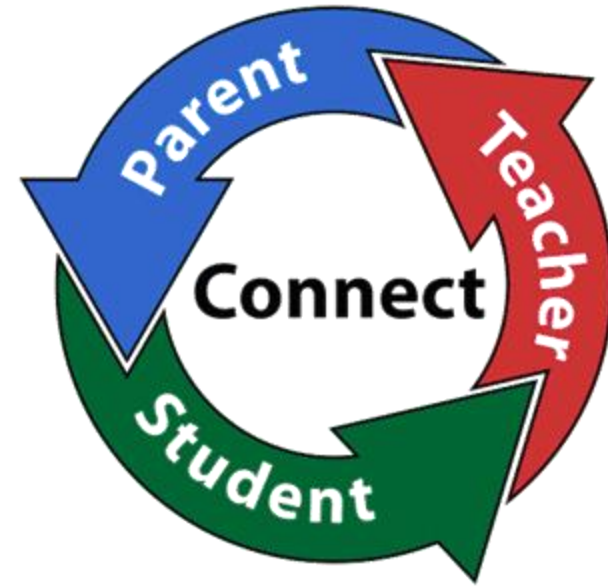
## Modifications

Modifications are changes to course content, required work, or instructional level. They change the learning goal for an individual student and are used when the general curriculum is too advanced for a student. Modifications usually involve changing an assignment or objective.

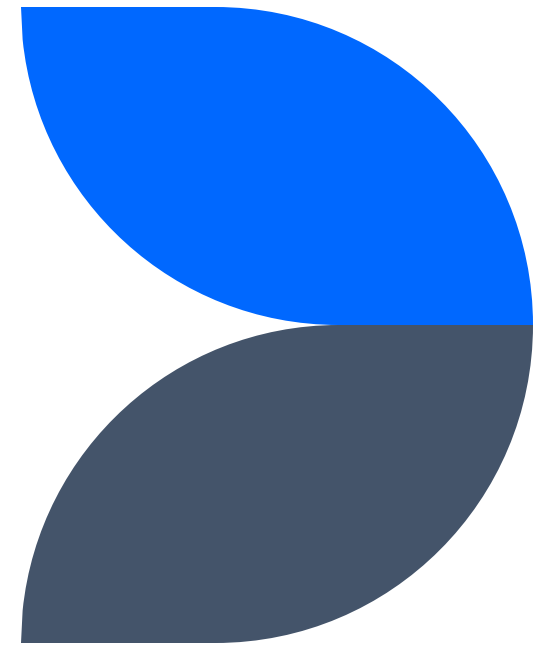
- Change **what** a child is taught or expected to do in school
- Individualizes changes made to the content and performance expectations for students
- Change the **complexity** level of information
- Modify the course or activities/objectives to meet the needs of the learner
- Allow a student with a more significant learning need to experience the same curriculum as his or her peers, but with different learning outcomes
- Utilizes different grading criteria and/or credits received compared to peers

# Caregiver Support in the IEP Process

From school entry to school leaving, developing and implementing an appropriate IEP is critical for supporting student learning and long-term success. It's also the foundation for reporting. Participating in the development of your child's IEP is critical. Your role in planning, making the plan work, and ensuring that quality educational opportunities are available to your child will lead to the future you want for your child and your family.



# Your Right to Meaningful Consultation



Parents must be consulted before any decision is made regarding the referral (e.g., psychoeducational or speech and language assessment) or placement (e.g., Connections, Social Development) of their child within the school system.

Parents must be involved in the preparation of the IEP, PBS, Plan of Supervision, Employee Safety Plan, etc.

Parents and the school district have a mutual obligation to provide timely information and to make whatever accommodations are necessary to affect an educational program that is in the best interests of the child.

The parents of a child who has special needs do not have a veto over placement or the IEP. Meaningful consultation does not require agreement by either side – it does require that the school district maintain the right to decide after meaningful consultation; the above noted, an educational program or placement has the best chance of success if both school and parents are in agreement.





# Where the IEP starts...

## School Based Team Meetings

The School Based Team is the school committee that works to determine the supports and interventions for individual students. If you have a concern, begin with a conversation with your child's teacher. SBTM's can include a learner's teachers, learner support staff, administration, band education coordinators, parents, and even the learner themselves.



# Creating an IEP involves three main steps:

1. Developing and writing the plan.
2. Implementing and evaluating the plan.
3. Reporting on student progress toward the goals in the plan.

This is an evolving process. Sometimes, as the student’s needs change, the planning team changes or refines an IEP’s goals.



# Step One: Developing an IEP



A meeting to develop an IEP usually takes place in the fall after a new teacher has had a chance to get to know the student. Parents should be invited to attend this meeting, and when appropriate the student should be included. The team involved in the IEP needs to gather relevant information before developing a plan. This may include assessments from previous years and reports from various professionals. Sometimes parents and students will be asked to prepare for the first IEP meeting by filling in forms about the student's interests, likes, dislikes, strengths, and stretches. Even if you haven't been asked, it can be helpful to compile this information for the IEP meeting.

# Step Two: The IEP Meeting



The development of the IEP involves several people that come together to make the plan for a student. In some schools, these may be the same members as the school-based team. It may include the classroom teacher, teaching assistants, learning assistants, and resource teachers and may include other community or district specialists. The IEP meeting should include parents and, where appropriate, students. Usually, a case manager coordinates and records the IEP and monitors its progress.



# Who's at the IEP Table?



1

## The Student

Younger students can share what they like and what they're good at in school, plus one skill that needs improvement. As they get older, they can talk about good and bad past strategies, and help with future planning and personal goals.

2

## Parents

Parents share a wealth of information: their child's life history, the family's culture and expectations, the student's level of functioning at home and within the community, their medical and social emotional history, and the success rate of past strategies.

3

## Gen Ed Teacher

General education teachers know the content of each subject area they teach, share the academic expectations for that grade or subject matter, and assist in establishing objectives that are related to the content standards.

## Specialists

Intervention Specialists are specially trained to help students with learning challenges. They are the primary source for developing accommodations/modifications, monitoring a child's academic programming, and reporting the attainment of their goals.

## Administrators

This is someone from the public school district that can authorize funds to provide the services necessary to meet a child's unique learning needs. The individual should also be knowledgeable of the general education curriculum.

## Related Services

These are SLPs, OTs, PTs, school nurses, counselors, mental health professionals, and psychologists. They often have a long-term relationship with the child and family and have seen their growth and struggles over many years.

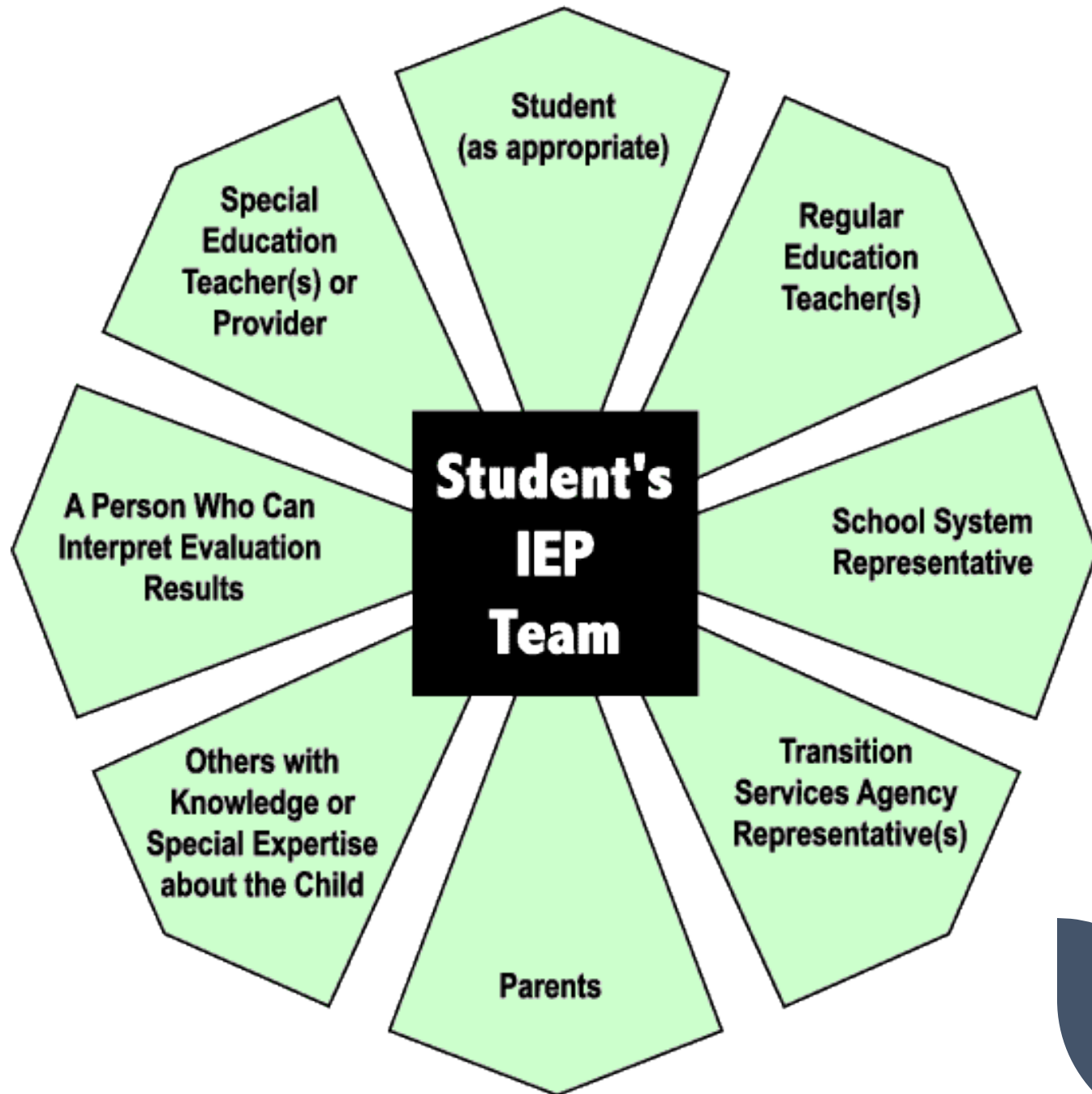
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5

6

7 – Education Coordinators (with parent consent)

8 – Social Workers working in close contact with learners.



# Step Three:

## Preparing for the IEP Meeting

- Describe your child and outline their strengths and needs. Consider all social, educational, physical, and emotional aspects.
- Support your child in describing themselves.
- Describe what you want your child to learn. Include both short-term and long-term goals.
- Include support documents, if necessary or relevant (for example, results of assessments, recommendations from other professionals that would be helpful to identify supports and strategies).
- Include samples of your child's work from the previous year(s).



Team members come to IEP meetings prepared to develop a working document. This meeting isn't for making critical decisions such as those about classroom placement. Instead, the team uses the IEP meeting to identify goals and objectives for student learning and to explore strategies to support students to achieve those goals.



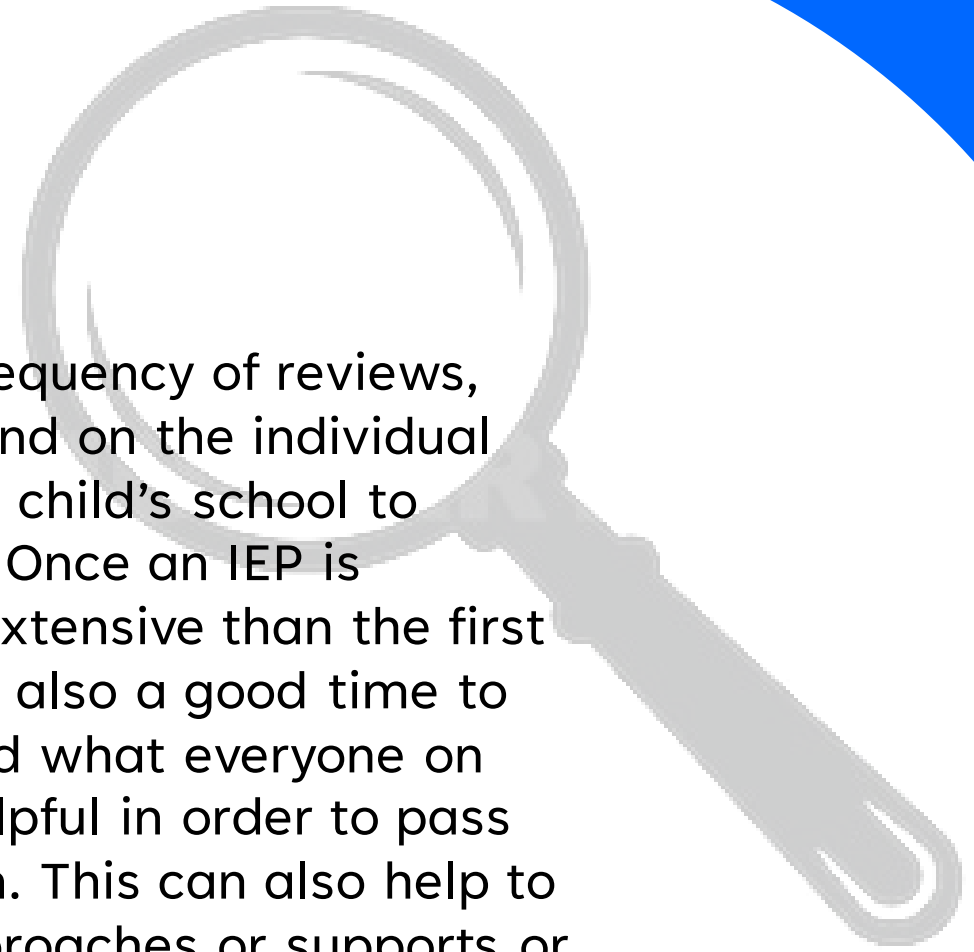
# Step Five: Coordinating Other Student Plans with the IEP

Your child may have specific plans that address health, safety and/or behavioural issues. These may include an individualized care plan that involves medical professionals, a positive behaviour support plan, or a safety plan. These plans are complementary to the IEP and should be coordinated with the IEP.



# Step Four: Reviewing the IEP

An IEP also includes a review process. The frequency of reviews, like the complexity of the IEP itself, will depend on the individual student's needs. Work with the team at your child's school to develop a suitable plan for review meetings. Once an IEP is established, the annual review may be less extensive than the first development meeting. The review meeting is also a good time to document what worked well, what didn't and what everyone on the team learned about your child. This is helpful in order to pass that knowledge on to the next teaching team. This can also help to identify the need for different strategies, approaches or supports or decide if it's necessary to reach out to other professionals.



# Step Six:

## After the IEP Meeting

After the IEP meeting, the case manager will create the official IEP, incorporating the key information discussed. During the meeting, ask when you can expect to get a copy of the IEP and how you should send any comments or edits you might have. Follow up to make sure you get a copy.



# Step Seven:

## Implementing and Evaluating the IEP

The school must ensure that all supports are in place before the IEP is implemented. It's also critical that everyone involved in the planning understands and supports the plan. Implementation works best when it incorporates an ongoing assessment of the plan to refine or validate the goals and strategies. The plan will require collaboration among members of the school community and may also require support from other government ministries or community agencies.



# How we Report a Student's Progress with an IEP

For Grades K-9, students receive reports including a performance scale and description of progress in relation to the learning goals of the curriculum and/or goals in their IEP. For Grades 10-12, the formal reports include letter grades, percentages, and written reporting comments. Students with adaptations or supplemental goals are evaluated in the same way as their typical peers. Students with modified programs or replacement goals are evaluated on their progress, and reporting should note the degree to which they've achieved the goals of their IEP. Regardless of whether a student has an adapted or modified program, reporting must reflect the student's progress in developing their individual potential. The report should refer to the goals and objectives established in the IEP and reflects the student's progress toward those goals.





*thank you!*

Questions?

# References:

- [Special Education Policy Manual \(gov.bc.ca\)](http://gov.bc.ca)
- [Authority: School Act, sections 75 and 168 \(2\) \(t\) \(gov.bc.ca\)](http://gov.bc.ca)
- [IN THE SUPREME COURT OF BRITISH COLUMBIA \(wordpress.com\)](http://wordpress.com)
- [legacy.surreyschools.ca/departments/edsc/documents/special education general information/guide to inclusive education for surrey schools.pdf](http://legacy.surreyschools.ca/departments/edsc/documents/special%20education%20general%20information/guide%20to%20inclusive%20education%20for%20surrey%20schools.pdf)
- [Authority: School Act, section 168 \(2\) \(a\) \(gov.bc.ca\)](http://gov.bc.ca)
- [WVSD brochure \(burnabyschools.ca\)](http://burnabyschools.ca)
- [myBooklet BC](#)
- [Inclusive and Competency Based IEPs – blogsomemoore](#)
- [Curriculum | Building Student Success - B.C. Curriculum \(gov.bc.ca\)](http://gov.bc.ca)
- [K-12 Student Reporting Policy - Province of British Columbia \(gov.bc.ca\)](http://gov.bc.ca)