



POPARD Family-School Liaison

1 Hour Workshop: The Individual Education Plan

This handout is intended to be a brief summary for review of the content that was presented by Chelsea Jelic during the AutismBC AutismTalks with POPARD on September 23, 2022.

BC's Redesigned Curriculum

BC's Kindergarten to Grade 12 (K-12) education system has been modernized. The new curriculum emphasizes:

- Strength-based perspective (shifting from deficits to what CAN a student do)
- Core Competency learning domains (Communication, Thinking, Personal/Social)
- Meaningful learning (functional, place-based)
- Student participation

What is an IEP?

An IEP is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modification, the services to be provided, and includes measures for tracking achievement. The IEP serves as a tool for collaboration between the school, the parents/guardians, the student, and school district personnel or community agencies, as necessary.

Who is an IEP for?

According to the Special Education Services: A Manual of Policies, Procedures and Guidelines, the IEP is developed for students with special needs who:

- Require adaptations to educational materials, or instructional or assessment methods to access the curriculum; or
- Require different curricular outcomes (known as modifications); or
- For students who receive more than 25 hours of help from someone other than the classroom teacher

How is the IEP Developed?

Parents must be given the opportunity to be consulted in the planning process and should receive a copy of the IEP. To the extent possible, the student should also participate in the process.

School staff have the following roles:

- **School principal** - responsible for implementation of all educational programs
- **Case Manager** - appointed to coordinate the development, documentation, and implementation of the student's IEP



- **Classroom Teacher** - responsible for designing, supervising, and assessing the educational program
- **Educational Assistant** - assists the teacher with implementing instructional programs

As necessary, other school district personnel or staff from regional or community agencies may be involved in the development and have a role to play in its implementation.

What Must be in the IEP document?

An IEP must have one or more of the following:

- the **goals or outcomes** set for that student where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the **support services** required to achieve goals established for the student; or
- a list of the **adaptations** to educational materials, instructional strategies or assessment methods

What Should be in the IEP document?

An IEP should also include the following:

- the present levels of educational performance of the student
- the setting where the educational program is to be provided
- the names or all personnel who will be providing the educational program and support services
- the period of time and process for review of the IEP
- evidence of evaluation or review, which could include revisions made to the plan
- plans for the next transition point in the student's education

The IEP Review

- At the IEP Review, information about the student's progress is discussed to determine whether strategies are effective, goals have been achieved, and to plan for next steps.
- The IEP must be reviewed at least once per year and can occur at any time throughout the year. Effective practice suggests more frequent reviews.



What will the IEP Look Like?

School districts and independent school authorities have the autonomy to develop their own IEP template, or choose the SMART Goal Template, or choose the Competency-Based IEP Template. Specific templates are not mandated as long as the goals used have measurable outcomes.

How Can I Prepare for my Child's IEP Meeting?

Collaborative consultation between schools and families is imperative in effective IEP development. As a parent/guardian, you may wish to consider the answers to the following questions to prepare for your child's IEP meeting:

- What are my child's strengths?
- What are my child's interests?
- What motivates my child?
- Do I know how my child's school team is preparing for the IEP? (i.e. how are they gathering info, are they conducting an interview with my child, are they creating a draft version of goals ahead of time, etc.)
- What are my priorities for my child in terms of the Core Competencies?
- What are my priorities for my child in terms of academics (i.e. reading, writing, numeracy, specific subject areas)?
- When would I like to see the IEP reviewed?

Resources:

British Columbia Ministry of Education. (2016). *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

BC's Curriculum - Core Competencies

<https://curriculum.gov.bc.ca/competencies>

Shelley Moore's Competency-Based IEP Meeting Guide

<https://blogsomemoore.files.wordpress.com/2019/04/cb-iep-meeting.pdf>