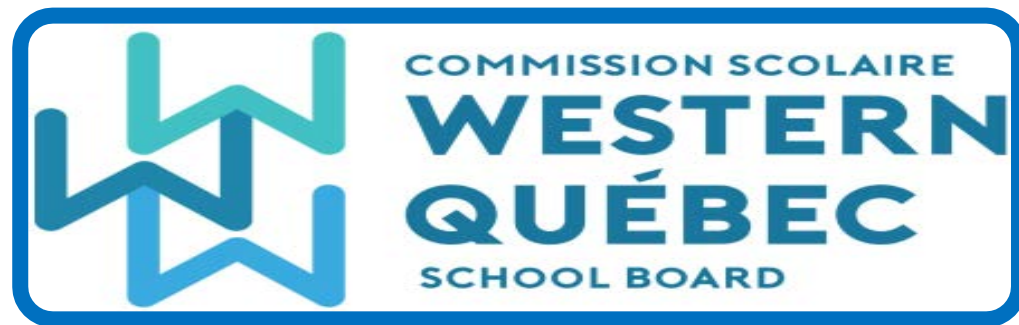


Individual Education Plans

SEAC - April 2018



IN

BRIEF

INDIVIDUALIZED EDUCATION PLANS: helping students achieve success

WHY develop an individualized education plan?

An individualized education plan is a plan of activities coordinated jointly by the people involved. Its purpose is to help a student who, because of a handicap or difficulties, needs adapted intervention in order to progress optimally in developing the competencies required for success. An individualized education plan is part of a dynamic support process that takes place for the benefit and with the participation of the student. It is based on a systemic view of the student's situation, and is implemented using a solution-centred approach.

WHAT ORIENTATIONS should guide us in developing an individualized education plan?

- Seeing success in a differentiated way
- Placing students at the centre of their own success
- Adopting a systemic view of the student's situation
- Focusing on the student's strengths and the school's resources
- Strengthening school-family-community cooperation

WHEN should an individualized education plan be established?

- The student's complex situation is such that a more sustained and coordinated effort is required on the part of the student, teacher(s), parents, principal and, in some cases, other players inside or outside the school, to find solutions to the difficulties encountered and thus enable the student to progress.
- The student's situation calls for the **introduction of specialized resources** or for **certain adjustments** (teaching strategies, adapted materials, specific resources, etc.) in addition to the actions normally taken by the teacher, in cooperation with the cycle team, to adjust his or her actions to the student's needs.
- The student's situation requires **certain decisions** that will have an impact on the student's educational path, such as decisions concerning adjustments to evaluation methods, departures from the Basic School Regulation or special orientations regarding the student's educational path or placement.

WHO participates in an individualized education plan?

Creating a true educational community around the student

- The student
- The parents
- The teacher
- The school staff
- The staff of complementary educational services and of other service networks, where appropriate



Reference:

Education Act (sections 96.14 and 235)

- ▶ In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student. The plan must be consistent with the school board's policy concerning the organization of services for handicapped students and students with social maladjustments or learning disabilities and in keeping with the ability and needs of the student as evaluated by the school board before the student's placement and enrollment at the school. In addition, the plan must state that recourse to the school board's complaint examination procedure provided for in section 220.2 is an option if the parent or student is not satisfied.
- ▶ The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

Orientations

- ▶ Seeing success in a differentiated way
- ▶ Placing students at the centre of their own success
- ▶ Adopting a systemic view of the student's situation
- ▶ Focusing on the student's strengths and the school's resources
- ▶ Strengthening school-family-community cooperation

IEP to meet the needs and pathway

- ▶ Regular pathway
- ▶ Modified pathway
- ▶ Lifeskills pathway:
 - ▶ Moderate to severe intellectual disability:
 - ▶ CASP - Competency Based Approach to Social Participation - 6-15 years old
 - ▶ Challenges - 16-21 years old
 - ▶ Profound Intellectual Impairment
 - ▶ PII

Student Information and Profile

- ▶ Academic, Behaviour, Social/Emotional, Ministry Exceptionality
- ▶ describes the student in general terms
- ▶ Includes any specific diagnostic information (as per documentation in file and anything new that is pertinent)
- ▶ Career interests/goals are included for WOTP students

Assistive Technology

- ▶ Includes such things as assistive tools for visual impairments, hearing impairments (magnifier, FM system, etc.), hardware, software specific to student's needs (as identified in reports on file)

Special Exam conditions

- ▶ NOTE: ONLY students with a diagnosed Learning Disorder/Disability qualify for BOARD/MEES SEC (special exam conditions)
- ▶ School approved conditions are determined internally but the student will need an IEP
- ▶ Students with special exam conditions must be using this condition throughout the year

Adaptations vs Modifications

- ▶ **ADAPTATIONS:** Changes to the format, instructional strategies and/or assessment procedures that do not alter the regular expectations of the curriculum. Students follow a regular academic pathway leading to an academic diploma.
- ▶ **MODIFICATIONS:** Substantial changes to the complexity of the expectations of the curriculum. Students follow a modified academic pathway leading to a work-oriented pathway and a work training certificate.

Lifeskills IEPs

- ▶ The competencies for each program are included in the IEP and provide the framework for the program.
- ▶ Goals will support the development of competencies

Current Skills and Abilities

- ▶ Students following a modified pathway will have an instructional level for literacy and numeracy - this relates to the level at which the student is evaluated on their report card, which differs from the cycle level that they are in currently.
- ▶ Students who require SUPPORT are following the regular academic program, so “regular with support” is indicated
- ▶ Students on a lifeskills pathway will have a focus for the knowledge and skills
- ▶ The skills and abilities listed are those that the student demonstrates independently

SMART Goals

- ▶ IEPs are unique and goals should reflect the student's need, should move from the present skills and abilities to the next attainable goal
- ▶ **S**: Strategic and Specific - academic achievement, functional or behavioural - what is key to success? What will have impact...
- ▶ **M**: Measurable -You can count or observe it, how much progress is seen?
- ▶ **A**: Attainable - goal is developmentally appropriate and not too frustrating, what is next?
- ▶ **R**: Realistic, Relevant, and Results based - Is it important to the student and their success? What does it look like in practice?
- ▶ **T**: Time Bound - Can it be achieved within the year? Is it short term?
- ▶ Lifeskills IEPs have more goals possible to allow for more developmental short term goals

Other Recommendations and Communication

General/Other Recommendations

- ▶ Personalized recommendations

Signatures

- Checkbox to allow for sharing of document to new year's staff

Monthly Communications

- ▶ Regular communication is tracked - can be done in a variety of ways

Additional SMART Goal

- ▶ In rare cases where one or both goals have been met, and a new priority or goal becomes relevant to the student's success, there is an optional third goal at the end of the form.