INDIVIDUAL EDUCATION PLAN

Individual Education Plans (IEP) are written for students, when the students has exceptional learning needs requiring student specific outcomes that are additions to, different from, or exceed the curricular outcomes.

- Senior years students with an I programming designation;
- Senior years students enrolled in M designated courses;
- Senior years student enrolled in E designated courses;
- All students receiving Level ll and lll funding;
- Unified Referral and intake System (URIS) Group A Applications;
- Interdepartmental Protocol Agreement for Students with Severe to Profound Emotional/Behavioral Disorders (Level lll).

The need for IEP is determined through a process of observation, informal and specialized, and consultation with parents and the school division team.

Provincial Guidelines: IEPs are developed, revised, implemented, monitored and evaluated at least annually by a team including parents, student (when appropriate), teachers, and other professionals. In Turtle Mountain School Division, IEPs will be developed as a draft June, reviewed at the start of the school year, and at reporting periods. The school division will obtain parent or guardian signatures on IEPs to indicate involvement in the IEP process. In cases where the school division is unable to obtain parent signatures, reasons for refusal and actions undertaken by the school resolve concerns will be documented.

Students with IEPs who have a reduction or alteration in the school day must have it documented in the IEP. Students will not be denied educational programming pending the development of an IEP.

INDIVIDUAL BEHAVIOUR PLANNING (BIP)

Students demonstrating high levels of disruptive, disturbing, aggressive or violent behaviours that interfere with or threaten the safety of the school or classroom learning environment need an individual behaviour plan (IBP). Some of these students' needs can be addressed through collaboration between the school and home. Some students have had life experiences that threaten their personal survival or psychological integrity. Their programming needs go beyond those normally provided through school interventions and require additional supports at home and in the community. For this reason, behaviour intervention planning teams will often include external agency representatives.

ESSENTIAL COMPONENTS OF BIP

- Purpose and background

- Programming needs (system needs, social learning needs, personal/emotional needs)

- Interventions (proactive, reactive)

- Supports (divisional supports, outside supports, home supports)

- Outcomes and evaluation

A full description of the developmental process for a BIP and a case study example can be found at:

www.edu.gov.mb.ca/metks4/instruct/specedu/bip/index.html

COLLABORATIVE PLANNING IN IEP DEVELOPMENT

- Coordinates efforts of team members who have different knowledge, skills, and experiences with the student;
- Allows shared understanding of student's strengths, interests, and needs;
- Identifies priorities for programming and planning across a variety of curriculum areas and home and school settings;
- Involves parents and students in the process;
- Ensures continuity of programming when a student transfers;
- Promotes team members supporting each other in implementing the IEP.

STUDENT SUPPORT PLANS/OR INDIVIDUAL EDUCATION PLANS WILL BE DEVELOPED FOR:

- Early and middle years students with special needs;
- Students receiving adaptions to support learning;
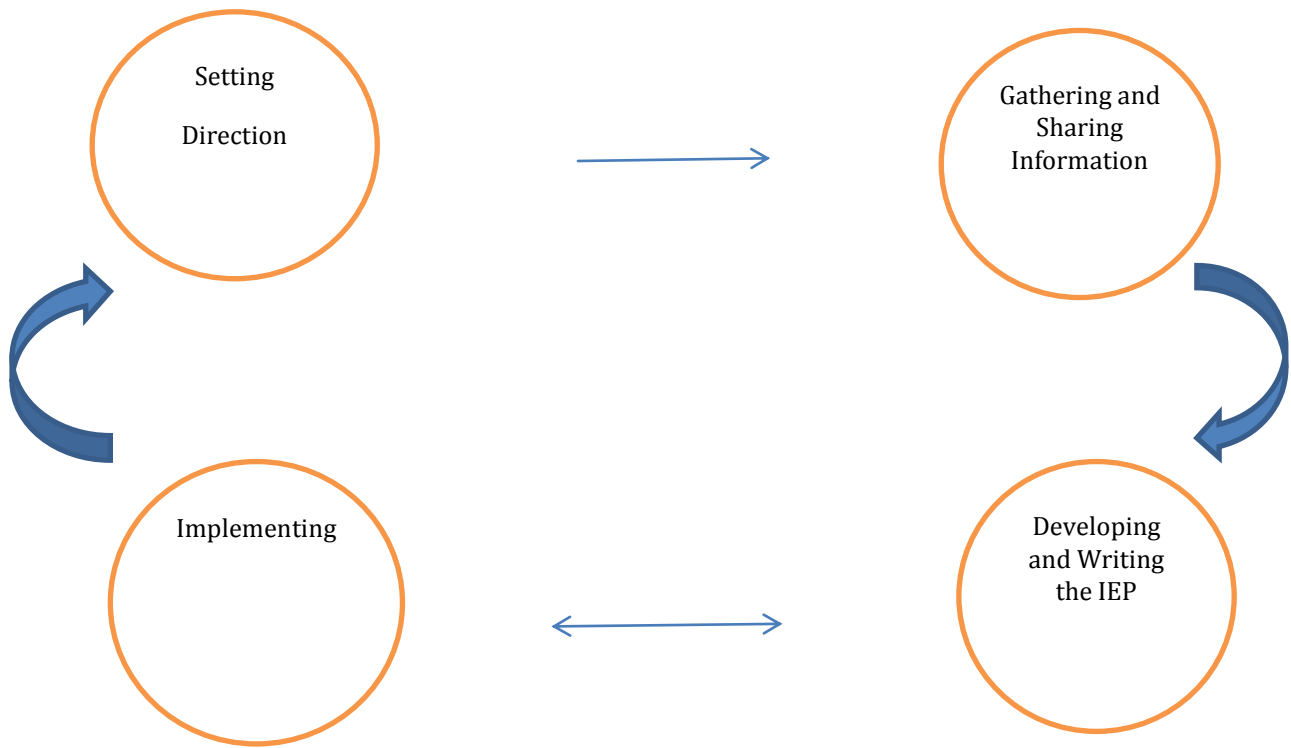- Students receiving challenges or extensions of the curriculums

ALL IEP'S MUST CONTAIN THE FOLLOWING SEVEN ESSENTIAL COMPONENTS:

- Student identification and background information;
- Current levels of performance, reflecting team consensus on the student's abilities and needs;
- Students specific outcomes (SMART);
- Performance objectives;
- Methods, materials, and strategies;
- Names of team members who will implement the IEP and the location where it will be implemented;
- Plans for evaluation and review with dates for meetings to examine student progress and the IEP;
- Rubrics for 2-3 priority outcomes.

IEP/BIP DEVELOPMENT & IMPLEMENTATION PROCESS

Setting Direction

Gathering and Sharing Information

Implementing

Developing and Writing the IEP

IEP CHECKLIST

SETTING DIRECTION

Do you have the information needed to set direction?

☐ Background

☐ Diagnosis Information

☐ Achievement – reading and math

☐ Cognitive Information

☐ Adaptive Information

☐ Speech-language assessment

☐ Student Strengths/Learning Style

☐ Needs

GATHERING AND SHARING INFORMATION:

Were all pertinent team members involved in the IEP Process? (Core team consists of Classroom teacher, Parent, Resource Teacher, Student)

☐ Parents

☐ Student

☐ Classroom Teacher

☐ Psychologist

☐ Speech-Language Pathologist

☐ Resource Teacher

☐ Guidance Counselor

☐ Educational Assistant

☐ Children's Special Services

☐ Mental

☐ Child Family Services

DEVELOPING AND WRITING THE IEP:

Does the IEP include:

☐ student identification and background information

☐ current level of performance and needs

☐ student specific outcomes

☐ performance outcomes

☐   SMART outcomes

☐   methods, materials, strategies

☐   prioritized outcomes

☐   rubrics for 2-3 priority outcomes

IMPLEMENTING AND REVIEWING THE IEP:

☐   have the responsibilities for implementation been designated (who is doing what where?)

☐   have you scheduled regular follow-up meetings

☐   have you planned and scheduled evaluation and review dates

☐   have core team members signed the IEP

☐   have team members received a copy of the IEP