

- ✦ conducting informal or formal testing and data collection (reading/numeracy assessments, adaptive functioning assessments or rating scales, functional behaviour assessments,
- ✦ behaviour data tracking, evidence log), and
- ✦ Personal Decision Making (self-determination).

HOW OFTEN SHOULD THE IEP BE REVIEWED AND UPDATED?

An IEP *must* be *reviewed* at least once each school year. The IEP *updates* correspond with regular school reporting periods.

This review may be called a consultation, collaboration, programming, or IEP meeting. During this meeting, the current IEP may be revisited or information shared and collected to inform the creation of a new IEP. Updates or creation of an IEP document occurs during this meeting. As a document, the IEP is meant to be fluid and evolve over the course of the school year in response to the changing needs of the student.

Parents must be offered the opportunity to be involved in the development and review of IEPs; and the date of consultation (IEP meeting/communications) must be noted on the document. *Parents do not sign IEPs.*

WHAT SHOULD I DO IF I HAVE QUESTIONS OR CONCERNS PERTAINING TO MY CHILD'S PROGRAM AND/OR IEP?

Contact the Case Manager and request an opportunity to discuss the program and/or IEP. After meeting with the case manager, if you continue to have concerns, contact the school principal.

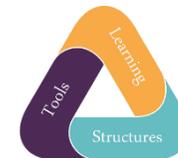
For additional information, please refer to the following documents:

1. BC Ministry of Education Individual Education Plan Order:
<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m63895.pdf>
2. Supporting Meaningful Consultation with Parents (BC CAISE):
<https://www.surreyschools.ca/departments/EDSC/Documents/Meaningful%20Consultation%20with%20Parents%20-%20BC%20CASE.pdf>

INDIVIDUAL EDUCATION PLANS (IEPs)

&

STUDENT SUPPORT PLANS (SSPs)



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WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP) / STUDENT SUPPORT PLAN (SSP)?

Individual Education Plan (IEP): An IEP is a documented plan for a student with a Ministry designation that summarizes and records the student's education program.

Student Support Plan (SSP): A SSP is a documented plan for a student without a Ministry designation that summarizes and records the student's education program.

The school-based case manager (i.e. IST, LST teacher, BASES teacher, or Counsellor, as designated by the school principal) coordinates the IEP and SSP, which is developed in collaboration with classroom teachers, support staff, family, students (as appropriate), and members of other community partners.

An IEP/SSP:

- ✚ formalizes planning decisions and processes, linking assessment with programming,
- ✚ provides teachers, parents, and students with a record of the educational program for a student and serves as the basis for reporting the student's progress,
- ✚ serves as a tool for tracking individual student learning in terms of agreed-upon goals and objectives,
- ✚ documents the relationship between support services being provided and the student's educational program, and
- ✚ provides parents and students with a mechanism for input and meaningful consultation into the individualized planning process.

VISION OF THE COMPETENCY-BASED IEP

As the curriculum is intended to be accessible for all learners, a provincial taskforce (with representation from over half of BC school districts, the BCTF, and the Ministry of Education) worked to create a competency-based IEP (CB-IEP) that would better align with the redesigned curriculum. The CB-IEP was developed to create an IEP that is connected to the BC Curriculum through the Core and Curricular Competencies. The vision involves the student having the opportunity for input to the greatest extent possible and is written using positive, growth-based language. At the heart of the CB-IEP is the development of Student Agency and Self-Regulated Learning and self-determination—providing the student with the ability to make choices and manage their own life. Supported by the Ministry of Education, this new format is designed to encourage students to be active participants in IEP/SSP development, while linking learning to the development of the core and curricular competencies of the redesigned curriculum.

Core Competencies are the sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. They are intended to support academic learning and foundational skill building as well as to help students develop into well rounded individuals. These competencies are at the centre of the redesigned curriculum and the Competency-Based IEP.

Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the “Do” in the Know-Do-Understand model of learning. While curricular competencies are more subject-specific and explicit statements of what is expected at each grade level in a particular area of learning, they are connected to the core competencies.

STUDENTS WITH DIFFERENT CULTURAL OR LINGUISTIC BACKGROUNDS

Learning another language and new cultural norms, adjusting to a different social and physical setting, or overcoming homesickness or trauma can affect a student's school adjustment and learning. These factors, particularly when combined with diverse abilities or disabilities, can significantly undermine school achievement. Assessing and planning for students with special needs becomes more complex when language, cultural or migration factors are involved. As such, teachers should fully consider all factors that affect learning, including cultural, linguistic and/or experiential factors. Consideration should be given to prior educational experience, and the student should be allowed sufficient time for English language learning and social development. Students may need additional support for language development, and academic upgrading (e.g., math), or assistance with social inclusion, without necessarily presenting with a diverse abilities or disability.

WHEN SHOULD AN IEP/SSP BE DEVELOPED?

Some students may require additional supports or adjustments to the learning outcomes, which can be documented in an IEP/SSP. Once these students have been identified as needing additional supports, information is gathered to identify the students strengths and needs in order to create appropriate support.

There are many ways of gathering this information including:

- ✚ conducting observations,
- ✚ reviewing anecdotal reports,
- ✚ reviewing historical data (file review, past report cards, last year's IEP/SSP),
- ✚ interviewing (student, parents, classroom teachers, EAs/ABA SWs, other school staff),