
Individual Education Plans

— Making IEPs Meaningful —

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Overview

- Ministry Context
- MyEducation BC Templates:
 - Traditional
 - Competency Based
- Core Competencies & IEPs
- IEP Breakdown:
 - Student Profile
 - Adaptations
 - Goals & Objectives
- Meeting Preparation



IEPs - Ministry of Education and Child Care

“An 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.”

[BC Ministry of Education: Special Education Service: A Manual of Policies, Procedures and Guidelines](#)

IEPs - Ministry of Education and Child Care

"It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies."



[BC Ministry of Education: Special Education Service: A Manual of Policies, Procedures and Guidelines](#)

My Education BC - IEP

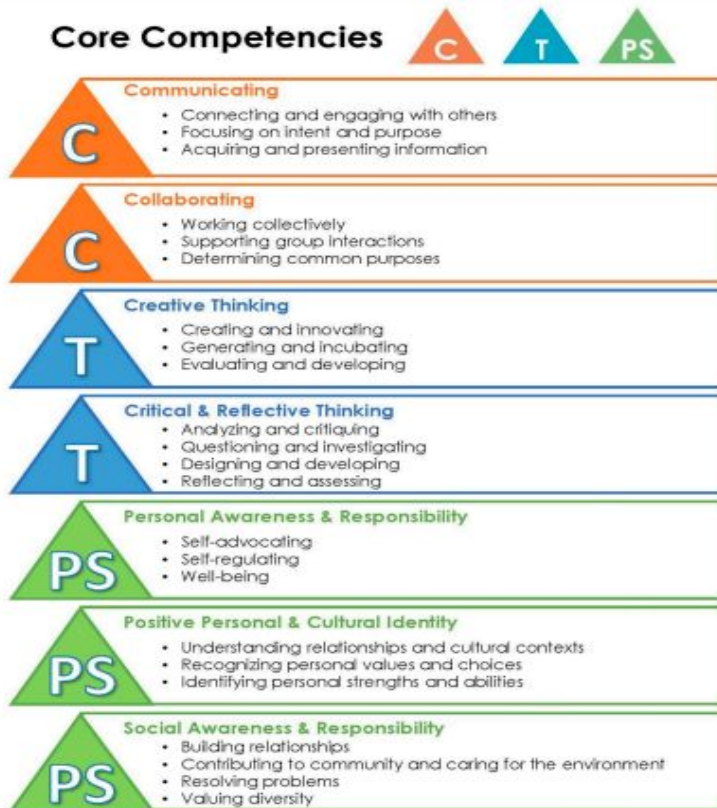
MyEd IEP Template

Central Okanagan Public Schools #23	Individual Education Plan	School Name 2022-2023
Student Name		
Page 1 of 5	Date/Time IEP Printed	
PLAN Date : PLAN Review Date:		
Student Demographics		
Name	PEN	
Grade	Birth Date	Home Language
Home School	Case Manager	
Primary Designation		
Additional Designations		
Parent/Guardian Information		
Parent/Guardian Consultation ☒		
Mother Name	Home Phone	
Address	Daytime Phone	
Father Name	Home Phone	
Address	Daytime Phone	
Student Support Team		
Name	Title/Position	
Student Profile		
My Interests		
My Learning Preferences		

MyEd CBIEP Template

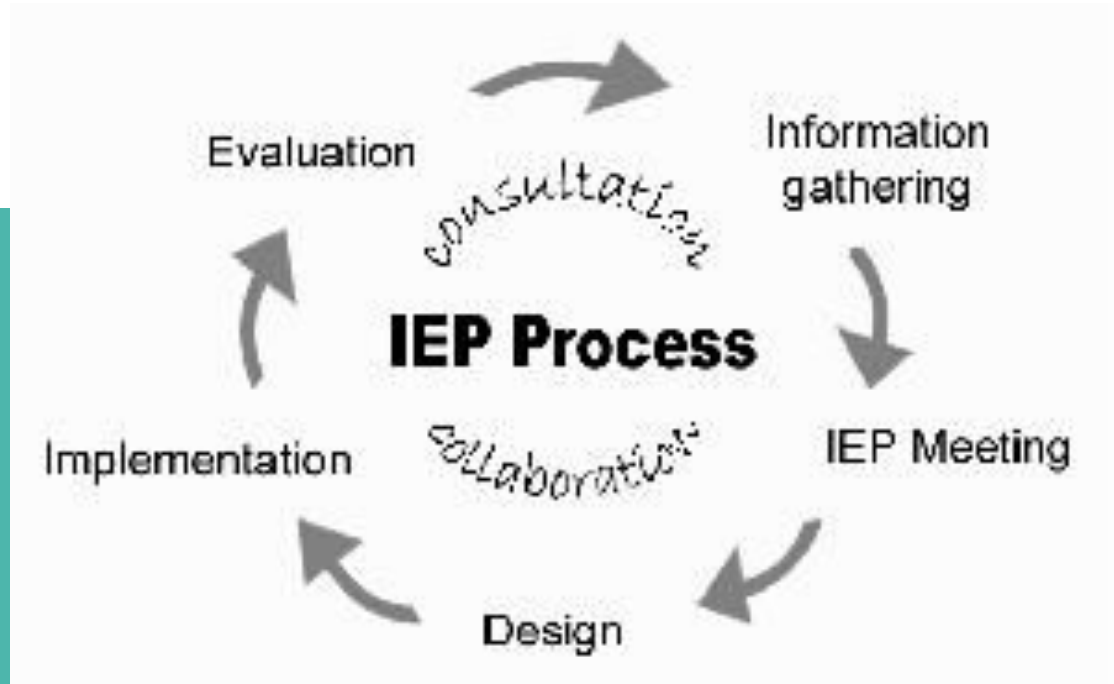
 BRITISH COLUMBIA	MyEducationBC	Individual Education Plan
Student Details		
Student Name:	Primary Ministry Designation:	
Grade:	Additional Designations:	
PEN:	IEP Date:	
Date of Birth:	Case Manager:	
Student Support Team:	Role:	
Parent/Guardian consulted on:		
My Personal Profile		
My Interests:	Location of Evidence:	
My Learning Preferences:	Location of Evidence:	
What you need to know about me:	Location of Evidence:	
My Learning Profile		
☐ Thoughts from my team.	Personal What I am able to do on my own.	Social What I am able to do with others.
My Strengths		
My Stretches		
☐ My Focus Area This Year These learning domains can inform the IEP development in these core competency areas.		
☐ Core competency connections Positive Personal & Personal development	☐ Core competency connections Communication & Social responsibility	☐ Core competency connections Creative thinking & Critical thinking
Support and Plans		
Universal Classroom Supports	Essential Supports	
Supplementary Plans	Date	

Curriculum Connections & IEPs



- Goals for *ALL* learners
- More Inclusive
- Promotes Agency
- *Life Skills → Skills for Life

IEP: What to Expect?



Student Demographics

Name	PEN	
Grade	Birth Date	Home Language
Home School	Case Manager	
Primary Designation		
Additional Designations		

Parent/Guardian Information**Parent/Guardian Consultation**☒

Mother Name	Home Phone
Address	Daytime Phone

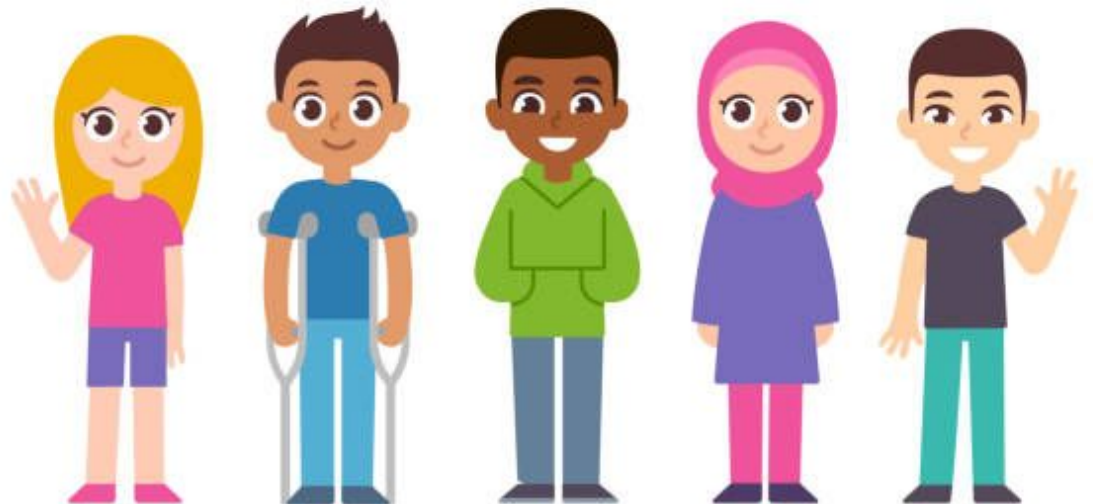
Father Name	Home Phone
Address	Daytime Phone

Student Support Team

Name	Title/Position

- Resource Teacher
- Learning Assistance Teacher
- Counsellor
- Social Emotional Learning Teacher
- Behaviour Intervention Teacher
- Teacher of Students who are Deaf and Hard of Hearing
- Teacher of Students who are Visually Impaired
- Classroom Teachers
- Learning Disabilities Intervention Teacher
- Indigenous Advocate
- Certified Education Assistant
- Inclusive Education Consultant
- Social Emotional Learning Consultant
- School Psychologist
- Physical Therapist
- Occupational Therapist
- Speech & Language Pathologist
- Administrator

IEP: Student Profile



IEP: Student Profile

Student Profile

My Interests

- I like...

My Learning Preferences

- How do I learn best?
- How do I like to learn?

What You Need To Know About Me

- Important history - home or school dynamics
- Other characteristics - communication style, triggers, responses, worries
- Needs: things we don't control, but that affect my learning, my life
- What do I need supports with? How can I be taught/supported to help *manage* these needs?

IEP: Student Profile Planning Example

Who am I as a person?			
	Name		Age
	Grade		Year
	A little about me...		
	Words that I or others might use to describe me and/or who I am as a person	My identities are:	
	Things I spend a lot of time doing, and/or things I want to learn about	My interests are:	
	Things I want my teachers to know about me/ things that will help others understand me better	My needs are:	

Help us get to know _____!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

IEP: Student Profile



Strengths

- My Special Talents
- What could I show or teach my peers?
- How can I contribute?

PERSONAL:

SOCIAL:

INTELLECTUAL:

Stretches

- Things that are hard for me, but ARE *possible* → I need support to work on these things, but they CAN and will get better → Goals/objectives
- **Lens Shift** → IEP about supporting next steps vs. IEP about all things a student can't do

PERSONAL:

SOCIAL:

INTELLECTUAL:

IEP: Student Profile

Other Relevant Information

- Assessment info. - type and date (not scores or data)
- Other medical elements
- Other programs, interventions, historical data of note

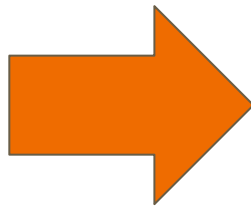
IEP: Student Profile



- Interests → What drives them
- Strengths → How do they contribute
- Stretches → What is hard for them → Where do we want to go next
- Needs → What we (the team) can help support → Strategies, Tools, etc.

IEP : Student Profile

- We know our students
- Our students know themselves
- We know our interests → find common interests with others
- We know where we excel, we feel good about ourselves, *we can help others*
- We know where we need support, can ask others for help



Meaningful Inclusion

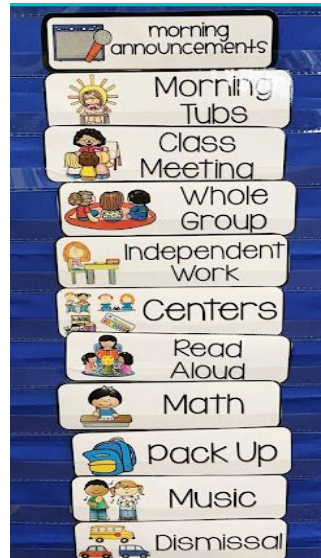
- Belonging
- Community
- Shared experiences
- Agency
- Self-determination
- Contribution
- Relationships
- Relationships
- Relationships

IEP: My Access to Learning



Universal Classroom Supports & Essential Supports

- Supports that could be made available to any student to foster greater inclusion in the classroom
 - Building level supports and strategies that promote a positive effective learning environment
 - While some students need these supports to be successful or to access the curriculum, they are available to all students
- Supports identified through psycho-educational and/or medical testing and are necessary in order for the student to access the curriculum



My Access to Learning

Supports	Support Decision
Essential Supports	• Personal visual schedule (e.g., First/Then; First/Next) • Scheduled sensory/movement breaks • ASL Interpreter • Personal hearing aid(s) • Designated reader or scribe • Alternative formats (Braille, large print, auditory, specialized assistive technology) • Low vision tools (monoculars and magnifiers) • Technology: *must specify (Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch) • Alternative and Augmentative Communication Device (Talking Board, PECS, Hip Talk, Big Mac, Step-by-Step, PODDS, Touch Chat, Proloquo2go, Lamp Words for Life, Let me Talk, Eye Gaze etc.) • Personal countdown script/visual timer
Universal Supports	• Additional time for tasks and assignments • Additional time to process oral information and directions • Alternatives to print (audiobooks, movies, videos, digital media etc.) • Graphic organizers/Visual Supports • Alternate ways of responding (oral, dictation, scribe, written, drawing, word processor, media, etc.) • Alternatives to assessments / essays (demonstrations, conferences, projects, etc.) • Alternatives to note-taking (scribe, audio recording, teacher notes provided, photo, PowerPoint, etc.) • Differentiated content process product and learning environment • Reduce complexity of content (more concrete, simplified vocabulary etc.) • Reduce workload (fewer questions, shorter assignments etc.)



IEP: Goals & Objectives

“S.M.A.R.T.” Goals

Specific: What do you want to do?

Measurable: How will you know when you’ve reached it?

Achievable: Is it in your power to achieve it?

Realistic: Can you realistically achieve it?

Timely: When exactly do you want to accomplish it?

Strength-Based: What *could* they do - “I can...” “I know...”

Meaningful: How does this support *meaningful inclusion*? - Which area(s) are focus: Personal, Social, Intellectual, Curricular?

Authentic: Goals connected to common curriculum and peers

Responsive: Connected to student and community

Triangulated: Multiple modes and opportunities for capturing evidence of learning

IEP: Goals 101

- **Student-centered** → For the student, not the parent/teacher
- **Strength-Based:** Focus on what students CAN do - not trying to “fix a deficit”
- **Goals** are connected to **stretches** - things that are hard, but not impossible → next step
- **Entry point** for *all* learners - meeting students where they are; not determined by age or grade level
- **Student Agency** - students are a part of the planning and reflecting process → determining goals and next steps as a learner
- **Multiple** modes and opportunities to demonstrate learning & growth

IEP Meeting: How to prepare?



IEP Meeting Preparation

1. What is important to share about my child - who are they as an individual?
 - a. Think about their ***strengths, talents, interests, hobbies, motivators***
2. What ***supports/strategies*** are helpful at home? ****Collaboration***
3. What are your ***priorities*** for your child? - personally, social-emotionally, academically?
4. Do you have any updated ***documentation*** (ie. medical, assessments, reports) that might be helpful as a ***planning and information*** tool for the team?

Questions?

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