

Guidelines for Completion and Presentation of Individual Education Plans (IEP's) and Case Management Plans (CMP's)

Purpose

The overall purpose of this document is to aid schools in the completion of Individual Education Plans (IEP's) and Case Management Plans (CMP's) to help ensure that they are adequate for funding purposes.

Individual Education Planning for Students with Special Needs

1. What is an IEP?

An IEP is a written educational plan for special education students designed to describe programming modifications and/or adaptations and to indicate specific services provided. An IEP is a "living" process that has the potential to guide assessment, planning, collaborative communication and teaching. An IEP need not be a lengthy document but must include evidence of planning for student needs, demonstrate a plan to utilize varied instructional strategies and/or assessment procedures, and list clear goals for future activities and planning. It is necessary to have an IEP to focus a child's learning activities, aid in the facilitation of communication, and to provide inter-team and inter-agency accountability.

2. IEP Development

In order for an IEP to be a "living document" it must have the following foundation:

a. IEP Pre-Planning

Pre-planning should include:

- Communication between school and home (parents or guardians) regarding the cause for concern and the need for further planning and development.
- The establishment of a team of professionals, para-professionals and parents/guardians to facilitate and monitor the IEP (its construction, implementation and effectiveness).
- Thorough baseline assessment by the classroom teacher as well as other team members (i.e., resource teacher, learning assistant, external consultants, etc.).
- Piloting of domain specific techniques and strategies to evaluate their effectiveness.

b. IEP Writing

The writing process should be conducted in a collaborative way with all team members able to contribute. Writing of the IEP itself need not be done by more

than one person. It is often the case that the individual most responsible for the student's monitoring and instruction be responsible for the IEP writing and its monitoring. Before writing the document, the following steps are suggested:

- Identify priorities for the student.
- Determine long-term goals from the priorities.
- Break goals down into short-term objectives.
- Determine what strategies and resources will be used.
- Establish ways of assessing student progress and dates for review.

c. When writing the IEP it is important that the document contains **all of the following information:**

- Demographic information including: full name, date of birth, grade or classroom placement, name of parents/guardian, any relevant medical/social information, funding category and percentage FTE personal care attendant (where applicable).
- Listing of current team members (including their titles, agencies and roles).
- Designation of IEP Coordinator.
- Record of recent evaluative data (i.e., test scores included in funding application).
- Schedule of short-term and long-term educational goals for the student in one or more of the following areas: intellectual, physical, social/emotional, and/or career/work experience.
- Statement of the degree of modification or adaptation as well as the degree of participation in the regular program.
- Brief inventory of assessment procedures, as well as a listing of key adaptations for monitoring and evaluating student performance.
- Stated date of full implementation.
- Dates for review (in some cases it may be necessary to state more frequent review dates).
- All consultants must be BC certified and/or registered.

d. **IEP Implementation and Follow-up**

The IEP should be a platform from which a student's school career may be enriched, monitored and reviewed. While necessary for funding purposes, the IEP should not be viewed as essentially a document which fulfils a governmental mandate. The implementation of a properly constructed IEP sets the course for both the educator and the student

When implementing an IEP, essential elements of the student's program are put into practice, e.g., modifications to the curriculum, adaptations to instruction and/or assessment methods, use of adaptive/assistive technologies, changes to make the teaming environment more accessible, provision of support services (assistants, consultants, therapists, etc.) and provision of specialized training.

3. IEP Modification

The final important ingredient in the IEP process is the ongoing review and modification of the document. In order for this modification to occur, a thorough review of the plan should be completed at least twice per year. Components of these reviews should include:

- Full team meetings to discuss the student's achievement and to review strategies used.
- Formal and informal evaluations of student progress.
- Reports of progress to all team members.
- Discussions of suggested modifications to allow the plan to function appropriately in the future.
- Discussions and specifications of next review dates as well as agreement on delegations of tasks among team members with completion deadlines.

4. What is a Case Management Plan (CMP)?

The guidelines for Independent School Special Education Funding require that any student qualifying as Severe Behaviour have an IEP as well as a Case Management Plan (CMP). The writing of a CMP should follow the same pattern as that of the IEP with the following exception; it focuses upon behavioural difficulties that have placed the student at serious risk to themselves and others. Necessary components in a CMP are:

- Clear indication that the student is a behavioural priority, not only for the school but also for other community services/agencies.
- Listing of the case management team with each member's title and responsibility.
- All consultants must be BC certified and/or registered.
- Designation of a team manager.
- Goals and objectives which are uniquely designed to address the particular behaviours causing difficulty at school and elsewhere. These goals should be primarily behavioural, as the educational goals are outlined in the IEP.
- The CMP should indicate a clear sense of anticipated actions and adopted strategies, as well as short-term and long-term time lines for review, evaluation and modification.

If desired, the CMP may be combined with the IEP, but the CMP information listed above must be placed in an exclusive section for behavioural concerns.