

## What must an IEP contain, according to District/Ministry Policy and Procedures?

No matter what format, an IEP will:

- set goals and associated objectives for the school year to target areas to develop
- identify universal and/or essential supports the student requires to learn and to express themselves
- list strategies that will support student learning
- name all personnel who will be providing educational programming and support services
- provide evidence of evaluation or review (could include revisions made to the plan and the tracking of achievement in relation to goals)

**Parents are not asked to sign IEPs. Rather the date of consultation (Programming and/or IEP meeting) is noted on the document**

## When should the IEP be developed?

In most situations, the annual IEP review occurs during the fall term. This review may be called a consultation, programming or IEP meeting. During this meeting, the current IEP in place may be revisited or information is shared and collected to inform the creation of a new IEP. Updates to or creation of the IEP document occurs in a timely manner after 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.

## How often should an IEP be reviewed and updated?

The IEP must be *reviewed* at least once each school year. The IEP must contain the date of the review. IEP *updates* correspond with regular school reporting periods.

## How are students with IEPs evaluated and graded?

Students, teachers, and parents/guardians share responsibility for the ongoing development of Core Competencies. Students develop Core Competencies at home as well as at school, making parent/guardian support for students' growing awareness, understanding and development of Core Competency skills crucial. Teachers support students in assessing their own growth in the Core Competencies through self-reflection that is shared with parents a minimum of once each school year.

Students working on Ministry of Education curriculum with supports in place will be evaluated based on the regular standards (i.e. extent to which learning standards are attained) and will receive a proficiency scale rating or letter grade for each of their courses (dependent on individual school reporting policy).

Students working on **replacement curriculum** will be evaluated through the degree to which individualized outcomes (i.e. IEP goals and objectives) have been achieved. Students will receive letter grades.

## What should I do if I have questions or concerns pertaining to a student's program and/or IEP?

Contact the Case Manager and request an opportunity to discuss the program and/or IEP. Should you continue to have concerns, contact the school principal.

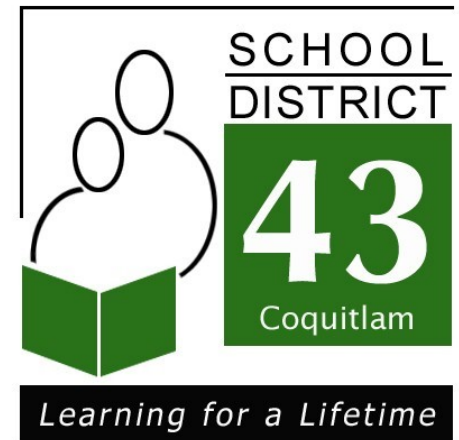
## Where can I access more information?

### **BC Ministry of Education websites:**

For more information about Inclusive Education Resources - link: [Inclusive education resources - Province of British Columbia \(gov.bc.ca\)](http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/inclusive-education) or

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/inclusive-education>

For more information about Core Competencies: [https://curriculum.gov.bc.ca/competencies](http://curriculum.gov.bc.ca/competencies)



**Our mission is to ensure quality learning opportunities for all students of all ages**

# INDIVIDUAL EDUCATION PLANS (IEPs)

## *At-a-Glance*

### **A Resource for Schools, Parents and Students**

Learning Services  
School District No. 43 (Coquitlam)  
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**604-937-6386**

## What is an IEP?

An Individual Education Plan (IEP) is a focused learning plan developed for a student with individualized learning needs that serves as documentation of collaborative planning. IEP's are developed after a student has a program (i.e. what they do for the entire school day) in place.

## Who must have an IEP?

An IEP must be developed if a student meets Ministry of Education criteria and has been designated as a student with special needs.

## Who develops the IEP?

The Principal is responsible for implementation of educational programs. A teacher **Case Manager** is appointed to coordinate the development, documentation and implementation of the student's program and IEP. Parents, and wherever possible the student, must be invited and given the opportunity to participate in the collaborative planning process. This is referred to as meaningful consultation.

## Is there a standard format for IEPs?

Beginning in the fall of 2019, SD43 began transitioning to an online province-wide **competency-based IEP (CB-IEP) format** in MyEd BC. All students who require an IEP will move to this format by the end of the 2021-2022 school year. Parents/guardians will eventually have access to CB-IEPs via an online parent portal. During the transition, IEPs for some students will continue to be on the current SD43 IEP template.

## How detailed should an IEP be?

The student's program covers all aspects of the day to day supports and services the student requires to meet their physical, intellectual, and social-emotional needs when at school.

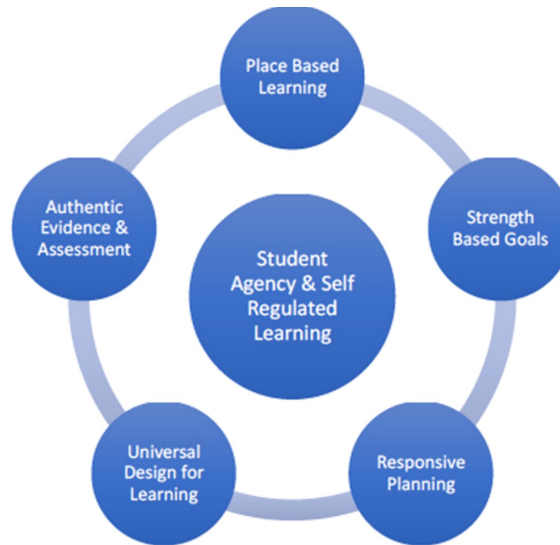
An IEP includes goals developed for *selected aspects* of a student's overall program. The school, family, and, wherever possible, the student provide input on the focused learning plan that is developed. The length of an IEP will depend on the needs and complexity of a student.

## How are IEPs changing?

The BC Ministry of Education has introduced a competency-based curriculum which is learner centered and flexible, maintains a focus on literacy and numeracy, and brings together two features that most educators agree are essential for 21st-century learning and developing an educated citizen: a concept-based approach and a focus on the development of competencies. These approaches complement each other because of their common focus on active engagement of students.

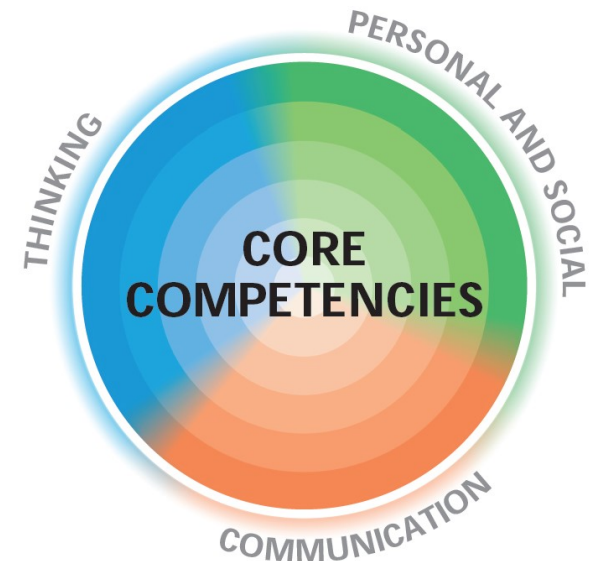
As the curriculum is intended to be accessible for all learners, a provincial taskforce, with representation from over half of BC school districts, the BCTF and the Ministry of Education, worked to create a competency-based IEP (CB-IEP) that would better align with the redesigned curriculum.

## Guiding Principles of the CB-IEP



At the heart of the CB-IEP is the development of Student Agency and Self-Regulated Learning. Supported by the Ministry of Education, this new format is designed to encourage students to be active participants in IEP development, and link learning to the development of the core and curricular competencies of the redesigned curriculum.

**Core Competencies** are 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 help students develop into well rounded individuals. These competencies are at the centre of the redesigned curriculum and the CB-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.

All students who have a CB-IEP, regardless of individualized needs, will at minimum have *one core competency goal*. Many students will have more than one core competency goal and some will have curricular competency goals in the academic areas where they require supplemental instruction or more individualized programming (i.e. reading, writing and/or math).