




Bringing families and school community together through IEPs.

Tania Lavalley

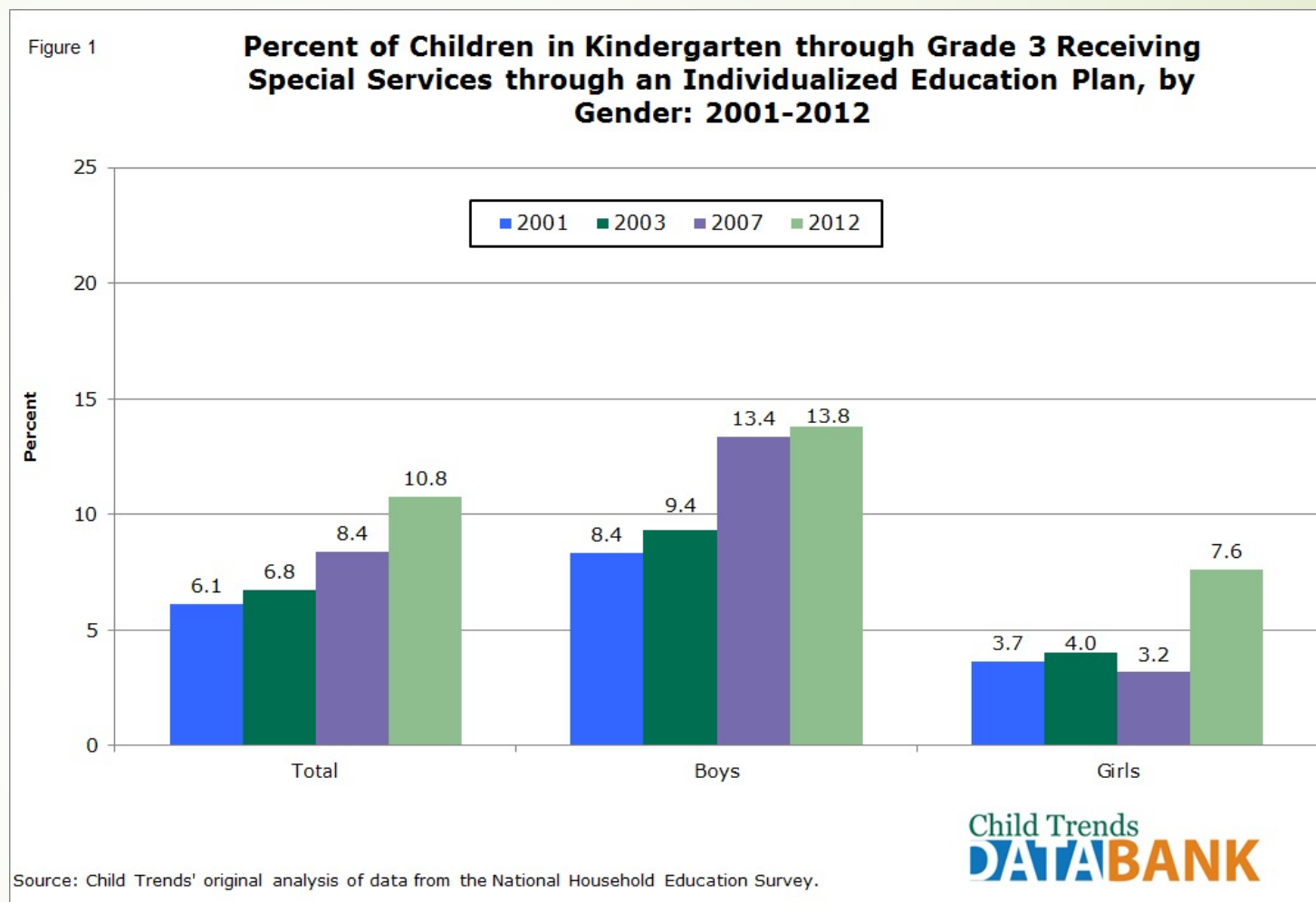


Rational

- ▶ Links to TRB Standard 4: Educators value the involvement and support of parents, guardians, families and communities in schools.
 - ▶ Something that interests me
 - ▶ Something that has impacted my life personally
 - ▶ IEPs are common within the school system
- 

Students having IEPs from K-3


- Between 2001-2012 the total percent of students having IEPs has jumped from 6.1 to 10.8
- From this data, boys are shown to be more likely to receive IEPs, although between 2007 and 2012 the number of girls with IEPs jumped 4.4%
- 54% were receiving special services through an IEP in 2012, nearly twice as many as in 2003 (28%)



American Statistics



What are IEPs?

- ▶ IEPs are Individual Education Programs designed with the student's best interest in mind in order to promote success
 - ▶ They are legal document that outline strengths, goals and learning needs for a particular student
 - ▶ IEPs are required for any students who have been designated as special needs or require extra learning supports in order to meet the outcomes.
- 



Exception



- ▶ Although there are some exceptions, according to the BC legislation policy related to special needs, IEPs are not required when:
 - ▶ the student with special needs requires little or no adaptations to materials, instruction or assessment methods; or
 - ▶ the expected learning outcomes have not been modified; or
 - ▶ the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year.



What do IEPs include?

- ▶ Student information such as name, age, grade, IEP team members
- ▶ Current academic performance including strengths, weaknesses, skills and abilities.
- ▶ Goals for the school year based on the students learning needs
- ▶ Progress reporting, it is important that the goals design be specific and achievable for the student as well that IEP's are reviewed at least once per school year and revised if necessary.
- ▶ A list of support services provided and a list of the adaptations required for the students to meet the goals and outcomes
 - ▶ Adaptions could include educational materials, instructional strategies or assesment methods

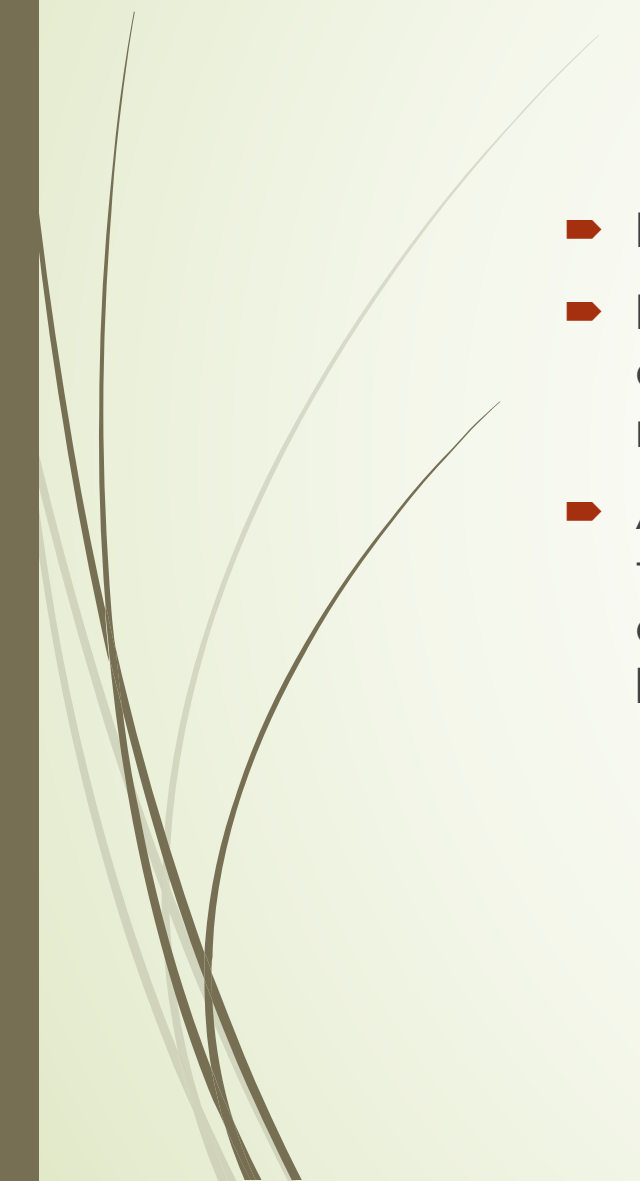


Who are involved?

- Students
- Parents
- Teacher
- Principle
- School support services
 - School counsellor
 - School psychologist
 - Speech and language specialist
- Anyone else in the school and/or community that is involved in the student's life




School community involvement

- ▶ In order to create a successful IEP, collaboration is key.
 - ▶ IEP teams work a lot like PLC's in which various professionals join together along with the parents to develop an IEP, goals and transition plan that meets the student's learning needs.
 - ▶ Assessment is also key when developing and revising IEP's that connect to the student learner, due to this teachers often work along side the parents and school supports in order to gain different perspectives and develop a larger picture of the student.
- 



Recap

- IDEA and IEPs
 - IEP team
 - IEP meeting
- 



Resources



- <https://www.understood.org/en/school-learning/special-services/ieps/at-a-glance-anatomy-of-an-iep>
- <https://www.understood.org/en/school-learning/special-services/ieps/understanding-individualized-education-programs>
- <http://www.edugains.ca/resourcesSpecEd/SchoolLeader/IEP/CollaboratingForBetterIEPs.pdf>
- <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/special-education>
- [http://www.bced.gov.bc.ca/specialed/special ed policy manual.pdf](http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf)
- Child Trends Databank. (2015). *Individualized education plans*. Available at: <http://www.childtrends.org/?indicators=ividualized-education-plans>