Northwest Territories Education, Culture and Employment

Northwest Territories Individual Education Plans: Guidelines for Development

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

Northwest Territories Individual Education Plans: Guidelines for Development and Teacher Resource Kit 2006

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

Northwest Territories Education, Culture and Employment

2006

Table of Contents

Acknowledgements and Endorsements VII
How to use this guide IX

I. Developing IEPs for Elementary Students
Introduction 3
Chapter 1: What is an IEP? 9
Chapter 2: Roles and Responsibilities 13
Chapter 3: Determining Who Needs an IEP 21
Chapter 4: The IEP Process 25
Chapter 5: The IEP Form 69

II. Developing IEPs for Secondary Students
Introduction 73
Chapter 1: What is an IEP? 79
Chapter 2: Roles and Responsibilities 83
Chapter 3: Determining Who Needs an IEP 91
Chapter 4: The IEP Process 95
Chapter 5: The IEP Form 143

Appendix I: Developing Student Outcome Rubrics (SORs) 147
Appendix II: Choosing Appropriate Accommodations/ Adaptations and Support Personnel 161
Appendix III: Accommodations/Adaptations 177
Appendix IV: Administrative Information on the Granting of Senior Secondary School Credits to Students on IEPs 201
Frequently Asked Questions 217
Glossary 233
References 241

Teacher Resource Kit (Toolbox)

A number of resources have been developed for a Teacher Resource Kit to assist with the development of Individual Education Plans. Acknowledging the importance and value of collaboration with parents and the student, each section of resources includes tools for use by the teacher (T), the parent (P) and the student (S). The resources are identified by letter (indicating the primary user) and a number. The numbers are consecutive, following the order of appearance in the *NWT IEP Guidelines*.

Toolbox Resources to Support IEP Development (Chapter 4. The IEP Process)

Setting Direction

T1	Managing Time for Collaborative IEP Planning	6
P1	Suggestions for Parents Participating in the IEP Process	7
S1	Student Involvement in the IEP Process	8
T2	Responsibilities of IEP Team Members	9

Gathering and Sharing Information and Establishing Priorities

T3	Teacher Checklist - Students' Strengths and Challenges	11
T4	General Learning Skills Checklist	13
S2	Know Your Strengths Inventory	16
S3	Challenges Checklist – Student	18
S4	Student Interest Inventory	19
S5	Student Self-Evaluation of Basic and General Skills	20
S6	Student's Reading Strategies	22
P2	Parent Survey	23
T5	Observation Guide to Reading	24
T6	Observation Guide to Narrative Writing	26
T7	Printing, Handwriting, Keyboarding/Computer Inventory	27
T8	Sample Writing Inventory	29
T9	Mathematics Skills Checklist	30
T10	IEP Information Summary	31

Developing and Writing the IEP

T11	Areas of Development and Target Skills	34
T12	Rating and Setting Priorities for Areas of Development/Target Skills	36
T13	Writing SMART Annual Student Outcomes	37
T14	Annual Student Outcomes Planner	38
T15	Suggested Verbs for Annual Student Outcomes	39
T16	Checklist for Annual Student Outcomes	41
T17	Student Outcome Rubric (SOR) (blank)	42
T18	Developing SORs: Considerations for Determining Levels of Attainment	43
T19	Rubric Analysis Criteria (Avoiding Gaps and Traps)	44
T20(a-g)	Sample Student Outcome Rubrics	45
T21	Sample ATL No-tech to High–tech continuum	52
T22	Assistive Technology for Learning (ATL) checklist - Teacher	53
S7	What Works for Me Inventory - Student	54
S8	ATL Investigation – Student Report	56
P3	Questions for Parents Investigating Assistive Technology for Learning	57
T23	Checklist for Annual Transition Planning	58
T24	Transition Planning Checklist	59
T25	Senior Secondary Transition Planning Inventory	61
P4	Questions for Parents to Ask during IEP Development	63

Implementing and Reviewing the IEP

T26a	Integrating Target Skills with Regular Activities in School, Community and Home (blank template)	65
T26b	Integrating Target Skills with Regular Activities in School, Community and Home (illustrative example)	66
T27	ATL Trial Record – Teacher	67
S9	ATL Trial Record – Student	71
S10	Monitoring My ATL Use – Student Report	72
P5	Parents' Observations of Student 's Attitudes and Achievement	73
T28	Evaluating the Implementation of the IEP	74
T29	Reviewing Effectiveness of Accommodation or Support Strategies	75
P6	Parent Feedback on ATL	76
T30	Questions for Year-end Evaluation	78

Acknowledgements

Some material in these guidelines has been adapted from provincial publications and other reports under the sharing agreement of the Western and Northern Canadian Protocol:

Alberta Education, 1997. *Teaching Students with Fetal Alcohol Syndrome and Possible Prenatal Alcohol-related Effects*. Alberta Education, Special Education Branch.

Alberta Education, 2006. *Individualized Program Planning*. Programming for Students with Special Needs Series. Alberta Education, Special Education Branch.

British Columbia Ministry of Education, Skills and Training, 1996. *Teaching Students with Learning and Behavioural Differences, A Resource Guide for Teachers*. Special Programs Branch.

British Columbia Ministry of Education, Skills and Training, 1998. *Teaching Students with Attention-Deficit/Hyperactivity Disorder, A Resource Guide for Teachers*. Special Programs Branch.

Manitoba Education and Training, 1998. *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*.

Saskatchewan Learning, 2005. *Assessment for Learning: Measuring Outcomes for Students on Personal Program Plans: Workshop 1*. Saskatchewan Learning, Special Education Unit Regina SK: Wanda Lyons. Training workshop delivered by Dorothy Finlayson and Donna Balas, Yellowknife, September 2005.

Western and Northern Canadian Protocol, in press. *Assessment for Learning: Measuring Outcomes for Students on Personal Program Plans (PPP/IEP/IPP) Student Outcome Rubrics.*

Use of an adapted Circles of Support graphic with permission of the author Linda Stanviloff, Saskatoon Public School Division, Saskatchewan.

Thank you to student support consultants for their invaluable contribution: Megan Power, Sandy Carpenter, Barry Church, Janice Fehr, Jed Prest, Jill Taylor, Collett Kelly, Iona Neumeier, Brent Kaulback, Anita Griffore, Liz Baile, and Pat Sullivan.

Thank you also to all program support teachers and other educators who took the time to review materials and various drafts prior to the writing of the final version of the IEP Guidelines for the Northwest Territories.

Writer: Joan Heyland
Project Co-ordinator: Barbara Hall

Endorsements

These IEP Guidelines are to be used with the approved FileMaker Pro IEP Template. They are to be used in use in all NWT schools beginning in the 2006-2007 school year in accordance with the *Ministerial Directive on Inclusive Schooling*, 2006.

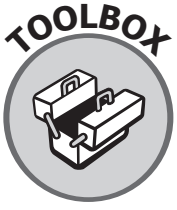
How to use this guide

Throughout this guide, the following icons will be used to help you find the information you need quickly and easily.

This icon directs you to turn to the Frequently Asked Questions at the back of the guide. The numbers accompanying the icon indicate which question is relevant at this point in the guide.

This icon directs you to the glossary at the back of the guide where you will find the word in **bold text** defined.

This icon directs you to compare the information of the IEP guide for elementary students with the information of the IEP guide for secondary students, or visa versa. This will be particularly useful for K-12 schools.



This icon directs you to the Teacher Resource Kit accompanying these guidelines. Each resource is identified by a letter indicating the primary user: T - Teacher, P - Parent or S - Student and resources are numbered under each of these groups in order of their reference in the text.

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

I. Developing IEPs for Elementary School Students

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

I. Developing IEPs for Elementary School Students

Introduction

Education in the Northwest Territories (NWT) is committed to an inclusive philosophy and practice which welcomes all students into its schools. Inclusive schooling provides all students with learning opportunities appropriate to their diverse strengths and needs, in classrooms with their age peers.

The Education Act (1996) mandates access to the education program in a regular instructional setting, **support services** to give effect to this access, and modifications to the school program if deemed necessary to accommodate the needs or abilities of the student. The mandate also includes the development of an individual education plan when it is determined that the objectives of the education program are too challenging for the student or do not challenge the student sufficiently [Sections 7.1, 7.2, 8 and 9].

The principles upon which **inclusive schooling** in the NWT is based are outlined in *Ministerial Directive on Inclusive Schooling* (2006).

These are:

- Inclusive schooling shall be characterized by equal access to education opportunities.
- Inclusive schooling shall be characterized by an approach to schooling that builds on student strengths and responds to student needs.
- Inclusive schooling shall be community based.
- Inclusive schooling shall promote the involvement of parents/guardians in their children's education.
- Inclusive schooling shall be characterized by collaboration.

The vision for inclusive schools in the NWT is schools where every child feels accepted, valued and safe and students' strengths and challenges are central to all decisions. Core values and beliefs in schools include:

- All students can learn.
- Students learn in different ways, at different rates and in different places.
- Students come from diverse backgrounds and want their differences to be respected.
- Students have the right to an appropriate education program and required supports.
- Parental involvement is essential.

Education programming in an inclusive school presents the challenge of responding to a wide range of students' strengths and needs. The fundamental beliefs of inclusion suggest individualization of programming and a student-centered approach to teaching and learning. Student-centered learning is learning which is shaped by the needs of the learner. It provides students with a balance of learning experiences which address physical, social, emotional, and spiritual as well as intellectual needs. Learning experiences should also be integrated, process-oriented and interactive. An inclusive school is one in which everyone belongs, is accepted, supports and is supported by peers and educators while having his or her educational needs met.

In response to the inclusive schooling mandate, students in schools in the NWT follow one of three programs depending on their strengths and needs. These are defined as follows:

- **Regular Education Program**

  A regular program is determined by the learning outcomes articulated in NWT curricula for a specific grade level.

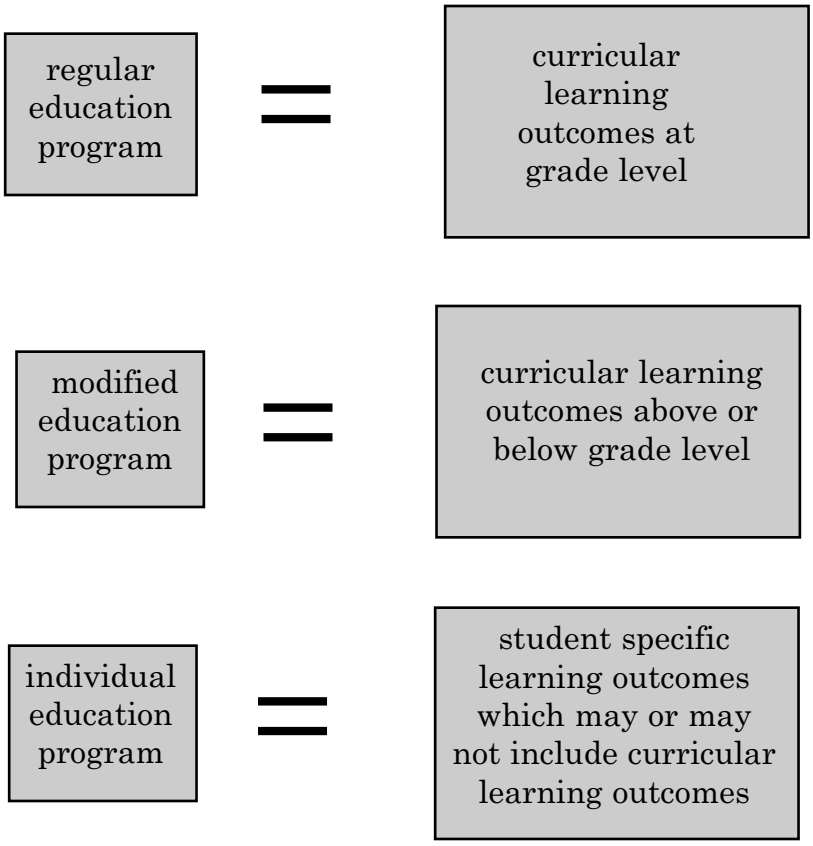
- **Modified Education Program**

  A modified program retains the learning outcomes articulated in NWT curricula, at a level other than the assigned grade level. Based on student strengths, needs and interests, a collaborative process is used to determine and document/record necessary program changes.

- **Individual Education Program**

  An individual program is a student-specific program and is outlined in an individual education plan (IEP). This plan is a comprehensive written education plan with annual student outcomes determined through a collaborative process and driven by the strengths and needs of the student. It may or may not include learning outcomes articulated in NWT curricula.

In short, a student's program is characterized by its learning outcomes:



Students following any of these programs may have a range of **accommodations/adaptations** to help them meet the learning outcomes of their program. Accommodations/adaptations do not alter the learning outcomes of a program, but they help students to achieve those outcomes by taking into account individual strengths and needs. Examples of Accommodations/Adaptations can be found in Appendix III.

A team approach to educating all children is advocated. Collaborative program planning with students, parents and educators involved is desirable for all students. Throughout the child's schooling, students and parents are involved in discussions of the most appropriate program for their child based on the child's strengths and needs. Many strategies are in place in schools to encourage more student and parent input in education planning such as class reviews, 3-way conferencing, **career and program plans** and **person-centered planning** processes for education plans and behaviour support plans, using strategies such as **Making Action Plans (MAPs)**, and **Planning Alternative Tomorrows with Hope (PATH)**.

Collaborative planning for a particular student promotes the identification, coordination and use of a range of resources and strategies that will offer that student the best opportunity for developing and achieving in all educational experiences. It ensures that the whole child/student is considered.

The following guidelines are intended to assist educators and support personnel to work with students and parents in the planning, development, implementation and monitoring of effective, student-centered individual education plans (IEPs). The body of the guidelines is divided into two sections: I. Developing IEPs for Elementary School Students and II. Developing IEPs for Secondary School Students.

Here is a summary of chapters:
Chapter 1: What is an IEP? defines an individual education plan, describes the essential components of an IEP, and summarizes what it is and what it is not.

Chapter 2: Roles and Responsibilities describes the roles and responsibilities of key individuals who are part of the collaborative team in the IEP process.

Chapter 3: Determining Who Needs an IEP describes the various options available and which are appropriate to use when a student is experiencing learning difficulties. Criteria for selecting an IEP as the appropriate option are outlined.

Chapter 4: The IEP Process describes a four-phase process for developing and implementing IEPs. Each of the four phases is broken into steps and the essentials of each step are outlined.

Chapter 5: The IEP Form describes the electronic IEP template on File-Maker Pro. A blank print copy of the NWT IEP Form is included.

Chapter 1
What is an IEP?

The abbreviation IEP may refer to either individual education program or individual education plan. When a student is following an individual education program, that program is described in an individual education plan. For the purposes of these guidelines, IEP will be used to refer to the individual education plan.

An individual education plan (IEP) is defined as a comprehensive written education plan with **annual student outcomes** determined through a collaborative process and driven by the strengths, needs and interests of the student. It may or may not include outcomes articulated in NWT curricula.

The annual student outcomes are student-specific and flow from a **person-centered plan** based on a "dream" or "vision" for an individual student. Depending on the particular strengths and **challenges** of the student, some or all of the **learning outcomes** may be different from those of the NWT curricula. The collaborative process involves the student, parents, principal, teachers, education support personnel and other professionals who work with the student and know him/her well. The IEP is a written commitment of intent by an educational team. It is designed to ensure appropriate programming and supports for students requiring an individual education program and to act as a working document.

The purpose of an IEP is to help the student attain the skills and knowledge that are the next logical steps beyond their **current level of performance** and which are relevant to their **long-term life goals** and environment.

> In simple terms, an IEP should describe what the student knows and can do and, based on the long-term life goals identified, what and how the student should learn next, where instruction will take place, who will provide it, how long it may take, and what the student will do to demonstrate learning.

The IEP template has the following components:

- student identification
- background information on the student including
  - areas of strength
  - **challenges**
  - **functioning levels**
  - assessment information
  - relevant medical information, and
  - additional information
- **long-term life goals** (at least 3 to 5 years, as determined through MAPs, PATH or a similar process)
- **areas of development** and **target skills**
- **annual student outcomes** for this IEP (to be achieved within the current school year). There may be up to 15.
- **short-term learning objectives** for each annual student outcome with
  - instructional strategies and responsibilities
  - evaluation method and criteria for measuring attainment of objectives or progress toward objectives
  - record of progress at target dates
- **support personnel** (and the assistance they provide or will provide as part of the IEP)
- required **accommodations/adaptations** (effective ones to be continued and additional ones to be implemented during the current IEP)
- **transition plans** and supports required for transition (may not always be applicable)
- additional IEP comments
- recommendations for the following year (from the year-end evaluation)
- implementation agreement and review/evaluation dates
- signatures of team members

An IEP is written as an individual education plan of one school year's duration. Annual student outcomes and short-term learning objectives may be adjusted any time during the school year but will be reviewed at least twice a year. The student's progress on the IEP will be evaluated throughout the year and at the end of each school year. Recommendations will be made for the following school year.

In summary:

An IEP is...	An IEP is not...
...a summary of the annual student outcomes and objectives for a student's learning during a school year.	...a description of everything that will be taught to one student.
...a written plan to reach and assess progress towards annual student outcomes and short-term learning objectives.	...learning outcomes and objectives for a group of students.
...a document to help teachers monitor and communicate student growth.	...a means to monitor the effectiveness of teachers.
...a plan developed with students and families and implemented and monitored by school staff.	...a daily plan.
...a document to communicate among students, parents and staff.	...a report card.
...a flexible, working document with meaning for all contributors.	...written in stone.
...a plan which may involve social adjustments, adaptive behaviours and transitions from one environment to another.	...restricted to curricular issues.
...a plan which may involve decision-making related to **supports** from other professionals or volunteers.	...dependent on classroom resources alone.

IEPs that are most effective in promoting learning for the student:

- are developed collaboratively by a team of individuals, including the student and the parents/guardians who know their child well;
- link the education plan and clinician and consultant reports to daily instruction;
- clearly articulate annual student outcomes in SMART terms, i.e. Specific, Measurable, Achieveable, Relevant and Time-related;
- clearly identify who is responsible for implementing student instruction;
- outline accommodations and supports to be in place to assist the implementation of the education plan;
- involve members of the team in assessing /evaluating student progress within their area of expertise; and
- are living documents and are revised as a student's circumstances and progress indicate.

Effective IEPs require careful planning and implementation. Students, parents, educators and other professionals are asked to invest considerable time in this process. IEPs that are developed as a formality and whose implementation is not supported, will have little impact on the student's daily learning or long-term progress.

Chapter 2
Roles and Responsibilities for IEPs

Many individuals have roles to play and/or responsibilities to carry out in the development and implementation of IEPs. Individual education planning offers the student and those who work most closely with him/her an opportunity to collaborate in the provision of a program custom-tailored to the goals, strengths and challenges of the student.

The roles and responsibilities of key individuals involved with IEPs are described below. Responsibilities prescribed by the Education Act for certain individuals are referenced. The roles suggested are not definitive job descriptions but rather refer to possible roles for the various players involved in designing and implementing a student's Individual Education Program.

According to the Education Act there are three essential members of any team formed to develop and implement a student's IEP. These are the parent(s), the classroom teacher(s), and the principal. Other individuals are added to the team based on the nature of the student's needs and long-term life goals.

Parent(s)

Parent(s) are members of the collaborative **IEP team**. Their involvement needs to begin when decisions are made as to the most appropriate program for their child and continue through developing the IEP and supporting its implementation.

The parent(s) role is to be involved in all stages of the IEP (Education Act (1996) [Section 9.2]). In order to do this they should:

- participate in the decision that an IEP is the most appropriate program;
- participate fully as a members(s) of the collaborative team;
- communicate a picture of the student's development and life to date;
- provide up-to-date medical information;
- provide information on the likes, dislikes, interests and skills their child demonstrates at home and in the community;

- identify their values and their goals for their child;
- act as advocates for their child's best interest;
- offer opportunities for practice, reinforcement, generalization and maintenance of skills in the home;
- offer feedback on effective strategies;
- help to achieve continuity of programming over time; and
- approve the IEP before it is implemented (Education Act 1996 Section 9 (3)).

Principal

The principal is given several responsibilities related to IEPs under the Education Act (1996) [Section 9]. These relate to the decision to develop an IEP, ensuring parental involvement throughout the process, ensuring parental approval of the IEP and, with the parents, deciding the nature and extent of the student's involvement. In addition the principal has all the duties of a teacher regarding IEPs as outlined in Section 45 of the Education Act. These pertain to responsibilities as part of a school team to develop, implement and evaluate individual education plans and to assess and report on the student's progress.

In order to be accountable for carrying out these responsibilities from the Education Act principals typically:

- are an integral part of the decision to develop an IEP for a student;
- participate as a member of the IEP team;
- ensure that IEPs are developed, implemented and evaluated;
- ensure that parental approval is given, by signature(s), for implementation of the IEP; and
- assign support personnel, provide appropriate materials and facilitate in-service training, given the needs of the student.

Classroom Teacher(s)

The classroom teacher(s) retains the prime responsibility for the student's education program and supporting the student's learning. The Education Act (1996) [Section 45, (c) to (g)] outlines responsibilities of the teacher with respect to IEPs. These pertain to the development, implementation and evaluation of IEPs, when required for any student under the teacher's care and instruction.

In order to be accountable for carrying out these responsibilities, teachers often:

- are an integral part of the decision to develop an IEP;
- participate as a member of the IEP team;
- share background information on the student;
- identify the student's strengths and challenges through observation and assessment;
- assist in setting annual student outcomes and short-term learning objectives;
- plan and carry out appropriate instruction in relation to the IEP annual student outcomes and short-term learning objectives;
- develop strategies for assessing and communicating student progress; and
- maintain ongoing communication with the student, parents and other team members.

In addition, previous teachers play a role in providing information about students' strengths and challenges, as well as strategies, accommodations and supports that have worked well in the past.

> The student should be an integral part of the team whenever possible.

Student

The student is the center of the IEP process and the focus of all phases of the process. The nature and degree of student involvement will vary depending on a number of factors such as age, and ability to understand and communicate. It is essential that other team members assist the student to understand as much as possible about his/her IEP. The student may, where possible:

- participate in the decision that an IEP is the most appropriate program;
- participate partially or fully as an IEP team member;
- identify values, preferences, and strengths through self-evaluation;
- help to set long-term life goals and annual student outcomes;
- participate in a discussion of strategies and behaviours that enhance their learning;
- strive with assistance to achieve identified objectives; and
- self-manage or co-monitor progress toward short-term learning objectives and annual student outcomes.

Other members are added to the IEP team for an individual student based on their knowledge of the student and their roles in implementing the IEP. The key filter questions for deciding who else needs to be on the collaborative team are:

- Who knows the student well?
- Who has a role in implementation of the IEP?

The following individuals are those who are typically involved on IEP teams for students. Usually not all are involved for any one student.

Program Support Teacher (PST)

Notwithstanding the principal's primary responsibility for a program, a **program support teacher** (PST) is often designated to coordinate a student's IEP. For example, the PST often:

- facilitates the process to decide that an IEP is the most appropriate program for a student;
- participates as a member of the IEP team and often takes the coordinator/facilitator role;
- assists with assessment of a student's strengths and challenges;
- generates ideas for accommodations/adaptations, teaching and assessment strategies;
- provides advice about materials and resources;
- provides support to teachers in the implementation of the IEP; and
- maintains ongoing communication with team members during the development and implementation of the IEP.

Student Support Consultant

The role of the student support consultant will vary with the resources available at the school level. The student support consultant may support the principal by assuming some of the roles ascribed to a PST for schools who do not have a PST. He/she may also be involved in individual assessments and may coordinate services for students on IEPs when these services are extensive and beyond what the school is able to coordinate.

Support Assistant

Support assistants who work with students often have information that is useful when developing a particular student's IEP. A support assistant who has worked or will work with the student typically:

- participates as a member of the IEP team;
- provides information on previous effective and ineffective strategies;
- is under the direction of the teacher(s);
- helps students with learning activities;
- assists with the modification of materials and instructional strategies;
- monitors and records day-to-day progress toward learning objectives; and
- maintains ongoing communication with the teacher(s).

School Counseling Programs Staff

A counselor who works closely with a student will be able to add useful insights to the development of that student's IEP and may also play a role in its implementation. A counselor working with a student will typically:

- participate as a member of the IEP team;
- assist with the MAPs or PATH process; and
- act as an advocate for the student.

Other Professionals/Consultants

This category includes individuals other than educators who work with the student such as physiotherapists, occupational therapists, speech and language pathologists, psychologists, counselors, sensory impairment consultants, and audiologists. Such a professionals typically:

- participate with the IEP team, if requested;
- provide information on a student's strengths and challenges;
- provide assessment, as necessary or as requested;
- develop strategies for incorporating necessary therapy into classroom routines;
- provide advice about strategies, accommodations/adaptations, materials and resources;

- provide staff training to implement strategies;
- provide technical assistance;
- assist in accessing community resources as required;
- act as resources and supports to the family; and
- maintain good communication with the IEP team.

Teachers in the school, other than the classroom teacher, as well as other students may play supportive roles for both the student on the IEP and the classroom teacher.

Other Teachers/Colleagues

Teachers or other colleagues may assist in both the development and implementation of a student's IEP by:

- providing information to the IEP team on their past experience with the student;
- lending moral support to the classroom teacher implementing the IEP; and
- team teaching.

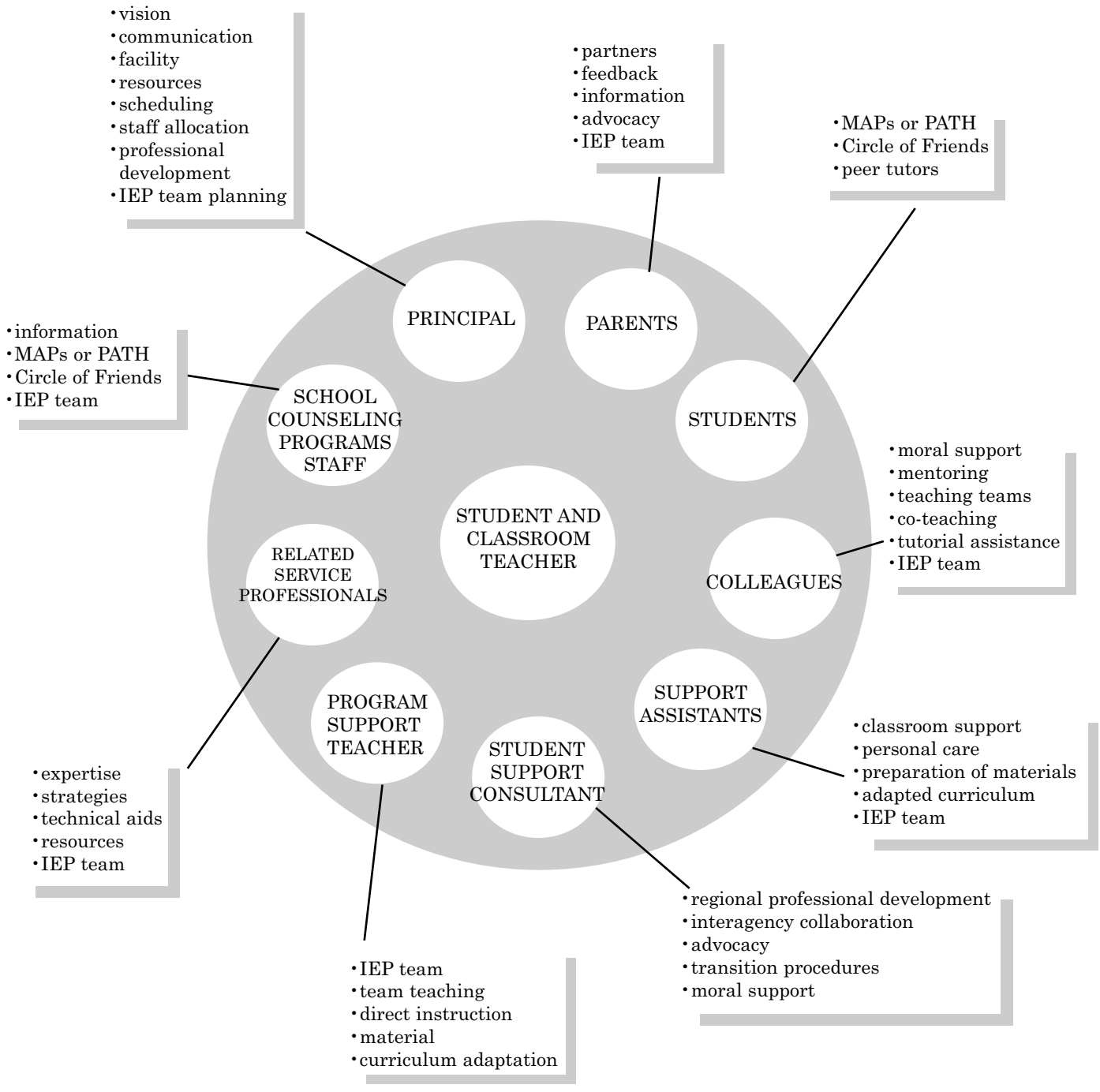
Fellow Students

Classmates or other students in the school have a number of possible roles in both the development and implementation of an IEP.

- Close friends of the student may participate in the MAPs or PATH process used to define the student's long-term life goals.
- Students from the same class or other classes may act as peer tutors.
- Classmates may assist with accommodations such as reading instructions or scribing.

It is important to reiterate that the principal has the prime responsibility to ensure the preparation, maintenance and evaluation of all IEPs developed. The classroom teacher(s) always retains the primary responsibility for the student's learning and should ensure that students with IEPs remain an integral part of the classroom community. Everyone needs to understand that primary does not mean sole. In addition to indicating the teacher's close relationship with the student, the following graphic illustrates some of the other individuals who may be involved and their possible roles in the development and implementation of a student's IEP.

CIRCLES OF SUPPORT



Graphic adapted from "Understanding the Principal's Role in Inclusion," Haginal and Staniloff, The Canadian School Executive, Volume 16, Number 6, December 1996

When organizing the team to work with and support a student on an IEP, it is important to remember that any individual, within or outside the school, may be able to play a role. In addition to those illustrated a student might, for example, have a special relationship with a school secretary, maintenance person, volunteer or elder in the community. One needs to be creative in establishing circles of support.

Chapter 3
Determining Who Needs an IEP

Within each classroom students learn at different rates and in different ways using different and **multiple intelligences**. Teachers in the NWT can meet the needs of the majority of students through **differentiated instruction** using a variety of teaching strategies and approaches to support the range of abilities of their students. These may include accommodations/ adaptations to instruction time, the environment, resources, materials, presentation, assignments and assessments, in response to student readiness, interests and **learning styles**.

An Education Program Planning Process represented in the following diagram is the recommended practice for teachers. As illustrated in the diagram, the teacher in the classroom follows an ongoing process which involves:

- assessment of the learner's needs and interests;
- teaching in response to these using a range of strategies; and
- monitoring and assessing the student's progress.

The processes and strategies of differentiated instruction adopted in the classroom may not be sufficient to address the needs and learning goals of some students experiencing learning or behavioural difficulties and/or with complex multi-handicapping conditions. Other program alternatives need to be considered.

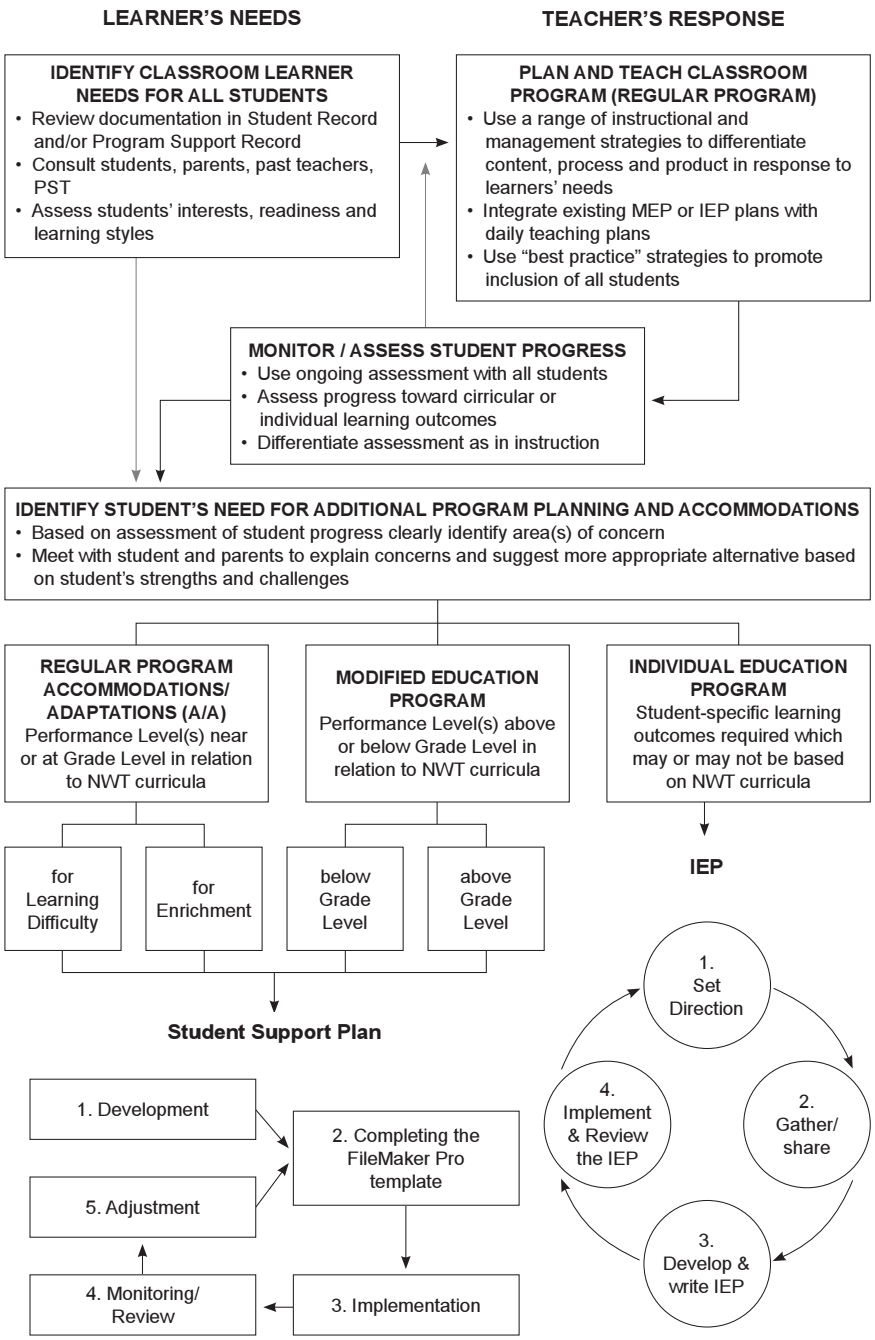
> Some students may be achieving significantly below their assigned grade level. Clearly such students need a carefully planned individualized program but not necessarily an IEP. The critical filter is, "Are there suitable **learning outcomes** articulated in NWT curricula?" If the answer to that question is, "Yes," then it is likely that a modified program rather than an IEP will be appropriate for the student.

In many cases of students experiencing persistent learning difficulties in the Regular Program the decision is made to develop and implement a Student Support Plan documenting either accommodations to the Regular Program or a Modified Education

Program. The process for developing a Student Support Plan is described in detail in *NWT Student Support Plan Guidelines* (2006).

A few students for whom there are not suitable goals and learner outcomes in the NWT curricula and/or who require extensive supports will require the development of an Individual Education Plan.

Education Program Planning Process



Identifying a student who may need an IEP begins when someone who works with the student observes needs that are not being met even through a variety of supports and accommodations/ adaptations. Discussion about the appropriateness of developing an IEP may be initiated by students, teachers, parents, PSTs, consultants, principals or other professionals involved with the student. Staff who work with the student gather information and meet to discuss the concerns, preferably with student and parental input. The decision to develop an IEP is a collaborative one.

In some instances a student may require an IEP at school entry. These students may be identified through a pre-school screening process and/or exchange of information with a health professional, information from a pre-school program coordinator or parents' discussions with school staff. It is essential that school staff and parents receive as much relevant background information as possible in order to confirm whether an IEP is necessary and, if so, to proceed with its development.

Occasionally, during the school year, students transfer from another school/location where they have been provided an IEP. In these situations timely information exchange between schools is critical so that the student's program can be continued or revised. If a student is transferring between NWT schools, the IEP can be forwarded electronically, using the import/export feature of the IEP FileMaker Pro template. Hard copies of all student records will follow.

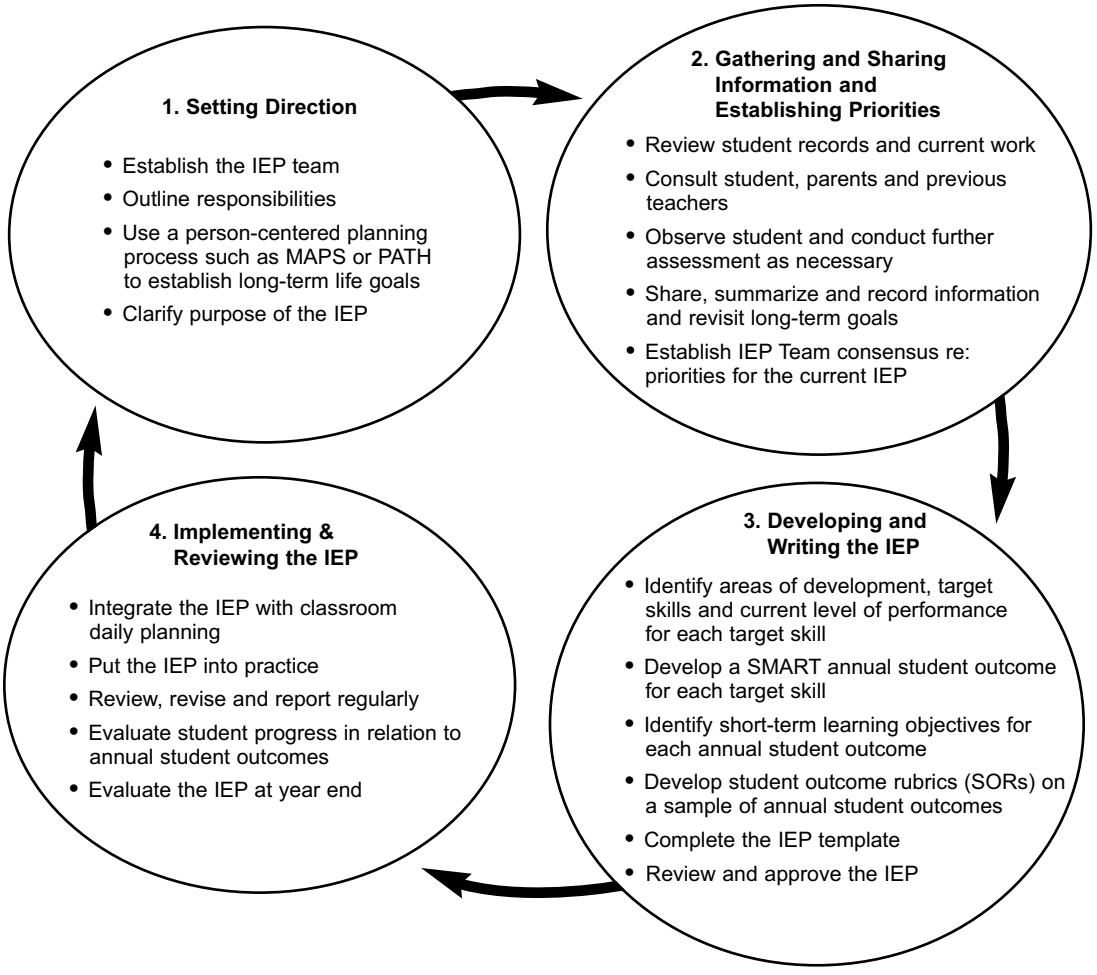
The final decision to develop and implement an IEP for a student is typically made when information gathered and discussed by the student, parents and school staff indicates that:

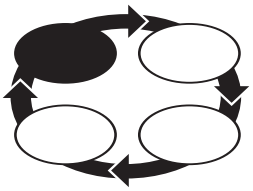
- a range and variety of supports and strategies already in place are insufficient for student progress; and
- a student's challenges require learning outcomes that are outside the NWT curricula; and/or
- supports, accommodations/ adaptations, facilities, resources and equipment are needed beyond what is required by the student's **peers**.

Chapter 4
The IEP Process

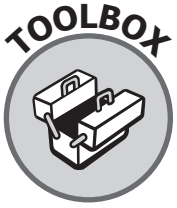
Once it has been established that the development of an IEP is appropriate, collaborative planning and implementation of a student's IEP are facilitated by the process described below.

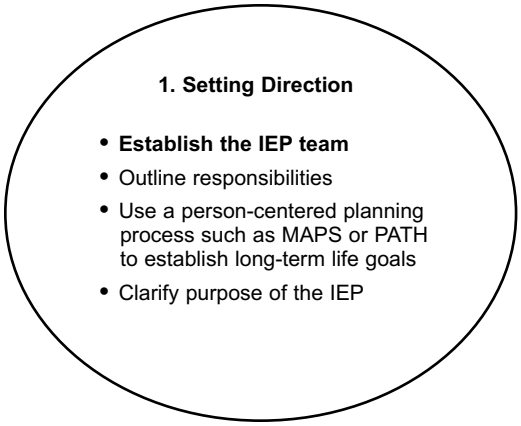
The description is written for a student who has not previously had an IEP. Four phases are described in sequence but the order may be varied or several phases developed simultaneously. For students who already have an IEP the IEP team may decide to begin at one of the other phases, as the situation necessitates.





The Setting Direction phase of the process focuses on establishing an appropriate IEP team, clarifying team members responsibilities, setting direction and goals for the student by using a collaborative person-centered planning process and establishing consensus on the purpose of the IEP.





The IEP team is composed of people who have the knowledge and skills to identify the student's challenges and to develop a plan to meet them.

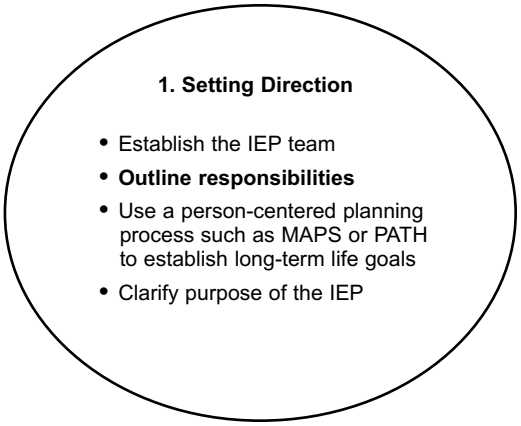
An IEP is more likely to be implemented successfully if all members involved in IEP implementation are part of the IEP team.

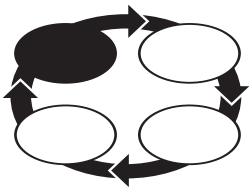
IEP team members typically include the student (if possible), parents, principal, the teacher(s), PST, support assistant, counselor and health and social service professionals as available and as appropriate. Suggestions for managing collaborative planning and involving parents and the student are found in Toolboxes T1, P1, and S1.

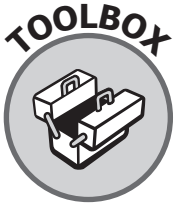
Key filter questions to use to help decide the composition of an IEP team include:

- Who knows the student?
- Who can provide insights into what is really important for this student?
- Who has expertise that might help develop and implement a successful IEP?

Establishing an IEP team based on answers to the above questions is more likely to result in the best IEP team for a given student rather than a process where people are assigned to an IEP team because it's in their job description.







It is essential that all IEP team members have a clear understanding of their responsibilities on the team (Chapter 2 and Toolbox T2).

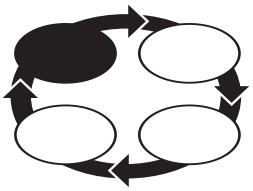
They should consider themselves as active and equal members whose expertise is recognized and necessary for the development of the IEP and for review and evaluation of the student's progress in reaching the IEP annual student outcomes. All members also need to know what is expected of them:

- How often will they meet?
- What will the process be for making decisions?
- What "modus operandi" will ensure smooth and productive meetings?

While IEP teams will function in a variety of ways, one person is designated as having primary responsibility for coordinating the IEP process.

In larger schools this is typically the PST. In schools without a PST another team member needs to be identified to be responsible for:

- distributing a written and timed agenda prior to meetings (for both the development process and the review process);
- facilitating group decision making;
- maintaining contact with parents, and external agencies;
- coordinating IEP development and monitoring processes;
- documenting and distributing revisions; and
- record keeping.



1. Setting Direction

- Establish the IEP team
- Outline responsibilities
- **Use a person-centered planning process such as MAPS or PATH to establish long-term life goals**
- Clarify purpose of the IEP

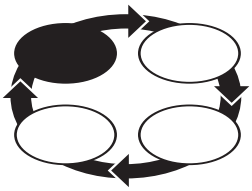
Although the IEP is written as a document for the duration of a school year, the **long-term** (at least 3 to 5 years) **life goals** for a student are critical to establishing relevant annual student outcomes and short-term learning objectives. These goals reflect the broader picture of where the student will be in a few years. The time frame for these goals will differ depending on the age of the child. For example, it might be appropriate to look three years ahead for a five or six year old but eight or ten years ahead for a sixteen year old.

A variety of collaborative processes have been developed in recent years to create a **person-centered plan** or vision of the future for an individual. Typically there is a broad focus including personal preferences and strengths of the person as well as difficulties or challenges. The process of personal futures planning offers a broader context in which to build individual education plans, **behaviour support plans** or career plans. Processes such as **MAPs** and **PATH** involve the student and parents as well as others who are important in the support network for the student. Such a process can be used effectively to identify long-term life goals for the student, as well as critical elements in the plan or path for reaching those goals.

> Clarity regarding the long-term life goals is essential for the establishment of the annual student outcomes for the IEP under development. Long-term life goals should answer the question, "Overall, where are we heading with this student?"

1. Setting Direction

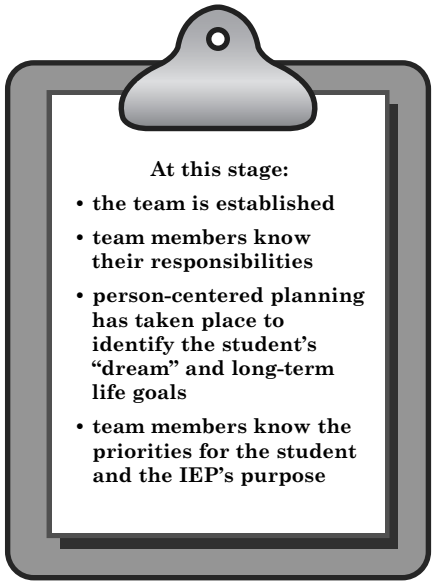
- Establish the IEP team
- Outline responsibilities
- Use a person-centered planning process such as MAPS or PATH to establish long-term life goals
- **Clarify purpose of the IEP**

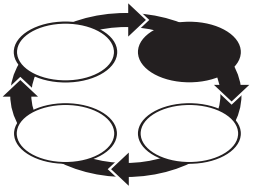


IEP team members need to understand and agree on the purpose of the IEP, its focus and its scope. The team should develop a common understanding of the areas of high priority for the student and in turn the IEP. Several specific areas of development might be targeted in the IEP such as academic, communication, personal management, social competence /social networks, leisure/recreation/wellness, career and work exploration, task performance/work habits.

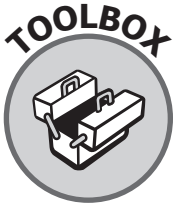
The more complex a student's needs are, the more areas of development will need to be addressed. At the same time it is impossible to do everything at once. Priorities must be established for each school year.

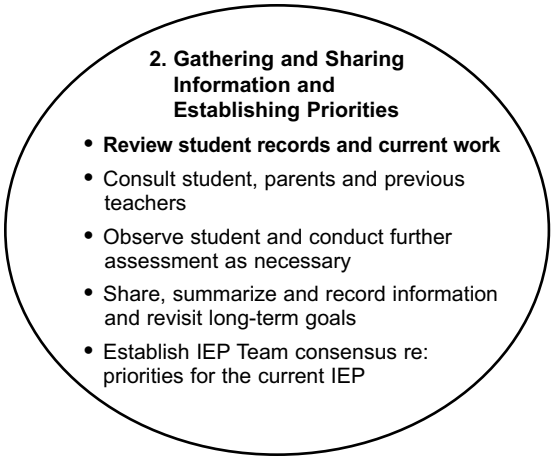
The annual student outcomes for a student in any given IEP have to remain manageable and be agreed to by all.





The Gathering and Sharing Information phase of the process focuses on consolidating information about the student by reviewing student records and current work, consulting with those who know the student best, observing the student and perhaps conducting assessments. A summary of the student's background and current functioning is shared with the IEP team, and priorities are established.





The IEP team needs to build on information collected about the student's past learning in order to optimize learning in the future. It is just as important to identify what hasn't worked as it is to identify what has.

In order to gain a comprehensive picture of the student's functioning in school the IEP team will want to gather information on:

- self-concept;
- likes and dislikes;
- learning style;
- communication skills;
- problem-solving skills;
- social skills;
- academic achievement;
- attendance;
- school behaviour;
- mobility; and
- medical conditions.

Tools to assist in gathering information are found in Toolboxes T3-T9.

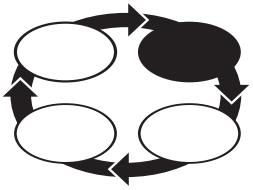
Student records reviewed by the team should include:

- the student record (commonly referred to as the Cum File);
- the program support record (typically kept by the PST);
- reports from consultants and outside agencies;
- recent and relevant medical information;
- report cards; and
- previous IEPs (the IEP itself and recommendations from reviews/evaluations).

Current work reviewed should include:

- student portfolios;
- work samples from journals, notebooks, video or audio recordings; and
- most recent individual or classroom assessments/evaluations or other performance measures.

In reviewing the student's work, the emphasis should be on establishing a picture of the student's strengths and challenges.



2. Gathering and Sharing Information and Establishing Priorities

- Review student records and current work
- **Consult student, parents and previous teachers**
- Observe student and conduct further assessment as necessary
- Share, summarize and record information and revisit long-term goals
- Establish IEP Team consensus re: priorities for the current IEP

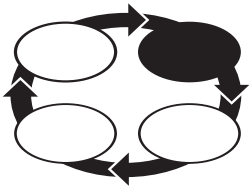
As students age and mature there may be increased possibilities for their involvement in the IEP process. The student may communicate likes, dislikes, and interests, information on learning style, strategies that lead to the most successful learning and may participate in performance assessment through self-evaluation and inventories. Students with communication difficulties can indicate choices through the use of symbols, pictures, photographs or simple checklists. Where significant involvement in the IEP process is possible, the student responds better knowing that he/she has a program which responds to expressed needs, interests and goals. Tools to assist student participation are in Toolboxes S2-S6.

Different individuals working with a student can provide valuable information about the student's responses, behaviour and learning. Parents can provide a unique perspective on their child's development and learning (Toolbox P2). Previous teachers and support assistants can provide information on both effective and ineffective strategies. Any other professionals (e.g. physiotherapist, occupational therapist, speech-language pathologist, social worker, psychologist) working with the student can share their perceptions and knowledge of the student. They can also share knowledge of any disability that has been identified/diagnosed.

It is important to keep discussions focused on the identification of keys to the student's success, rather than on a list of problems/deficits.

2. Gathering and Sharing Information and Establishing Priorities

- Review student records and current work
- Consult student, parents and previous teachers
- **Observe student and conduct further assessment as necessary**
- Share, summarize and record information and revisit long-term goals
- Establish IEP Team consensus re: priorities for the current IEP



Observations by school staff provide important information on the student's attitude and approach to learning and how he/she functions in a variety of situations including:

- managing daily routines and responding to specific activities and transitions from activity to activity;
- approaching new tasks and persisting with tasks;
- interacting with other students and adults;
- responding to various cues and instructional strategies;
- performing alone or in group settings; and
- the effect of variables surrounding learning such as lighting, sound, physical arrangement of classroom, time of day and any extra assistance/supports provided by staff or peers.

After studying the information available from these observations together with other assessment data, the team may decide that further **assessment** is necessary to assist them in understanding the difficulties the student is experiencing and/or ways the difficulties can be addressed.

Further assessments may be conducted by the classroom teacher, the PST, an education consultant or other professionals. Assessments might include additional observations and work samples, diagnostic tests, teacher-created tests, developmental assessments, living/vocational skills assessments, **Functional Behaviour Assessment (FBA)**, or additional consultations with the student, parents, school staff or other professionals.

When an individual assessment using a particular test is proposed, the following questions should guide decisions on its use:

- Is this testing necessary?
- What information will be gained that the team does not already have?
- Will this test identify the student's strengths in a particular area?
- Will this test provide valuable information unavailable from other sources?

In addition, when the use of a norm-referenced test is being considered:

- Is the student represented in the population on which the test is normed?
  - If not, then how will the test results be interpreted?
- Is the context of the content items relevant to the student's life experience?
  - If not, test results will be biased.
- Does the student have the language proficiency required to understand directions?
  - If not, he or she may not be able to show what they know.

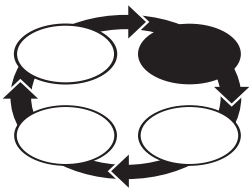
Assessments need to have more than one source of data. Test results should be viewed as only one part of a mosaic depicting the student.

It is essential that all information from any assessments be presented to the IEP team in a form that is readily understood by all members, particularly the student and the parents.

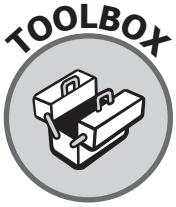
Assessment results should be reported with a focus on the implications for educational programming.

2. Gathering and Sharing Information and Establishing Priorities

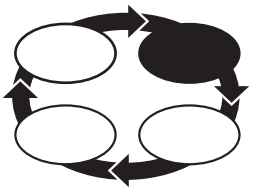
- Review student records and current work
- Consult student, parents and previous teachers
- Observe student and conduct further assessment as necessary
- **Share, summarize and record information and revisit long-term goals**
- Establish IEP Team consensus re: priorities for the current IEP



All information gathered by the above process is shared with the IEP team. It is examined and consolidated to reveal consistent patterns of the student's strengths, interests and challenges in a broad range of developmental or subject areas. It is then summarized in a recorded format corresponding to the categories of background information required on the IEP form (Toolbox T10).



This comprehensive description of the student's long-term life goals, background, strengths and challenges, and current functioning levels serves as a reference for the team in establishing priorities for the IEP.



2. Gathering and Sharing Information and Establishing Priorities

- Review student records and current work
- Consult student, parents and previous teachers
- Observe student and conduct further assessment as necessary
- Share, summarize and record information and revisit long-term goals
- **Establish IEP Team consensus re: priorities for the current IEP**

It is essential before proceeding to the next stage of developing the IEP that there is consensus among the IEP team members on the priorities for the IEP. It is important to remember that an IEP is not a description of everything that will be taught to the student. Many needs/challenges will likely have been identified when gathering and sharing information among the team members. The IEP will be a summary of the highest priorities for the student's learning during the school year. In choosing priorities the IEP team should consider the wide range of the student's development keeping in mind the following:

- the student's values and desired outcomes
- the parents' values and desired outcomes for the student
- the urgency of need or challenge
- contribution to overall achievement
- importance in social development
- usefulness in other environments
- age appropriateness
- instructional time
- available resources

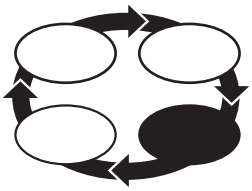
Reaching consensus on the priorities for the IEP should be the focus of one IEP team meeting. Participants should be given ample preparation time and should have access, prior to the meeting, to the summary of the information gathered on the student.

At this stage IEP members will:

- **have gathered and discussed sufficient information from a variety of sources to form a good picture of the student**
- **come to consensus on the priorities for the IEP**

3. Developing and Writing the IEP

- **Identify areas of development, target skills and current level of performance for each target skill**
- Develop a SMART annual student outcome for each target skill
- Identify short-term learning objectives for each annual student outcome
- Develop student outcome rubrics (SORs) on a sample of annual student outcomes
- Complete the IEP template
- Review and approve the IEP



Depending on the priorities identified by the IEP Team various **areas of development** and **target skills** will be addressed within the IEP. Examples of areas of development are academic, communication, personal management, social competence /social networks, leisure/recreation/wellness, career and work exploration, task performance/work habits. (For further details see Toolbox T11).

For each area of development selected the team determines which particular skill or skills will be targeted. It may be useful to compare several target skills in an area of development to establish which should take priority (Toolbox T12). These target skills become the indicators that will be observed and used in measuring student progress. Target skills are the skills previously identified as priority needs/challenges for the student e.g. reading instructions, working independently, participating in class discussions, using pictures to communicate.

In order to develop specific annual student outcomes for each target skill, it is very important to know how the student is performing that skill at the present time. Such a description is known as the **current level of performance (CLP)**. These descriptions should be as specific as possible using objective, descriptive language and avoiding evaluative, "fuzzy" language such as "poor", "lazy" or "inappropriate." They are written in a sentence or two but provide enough detail that the reader can visualize the student 's performance or attempted performance of the skill. An example follows:

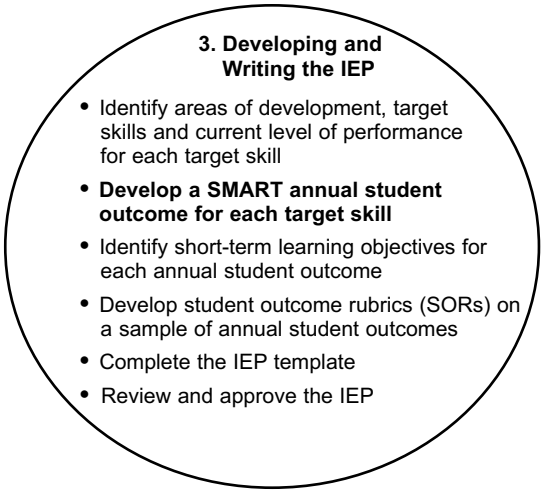
Area of Development:	Task Performance/ Work Habits
Target Skill :	Transitions
Current Level of Performance:	When told to stop or switch activities, Marty typically responds with hollering, crying, hitting the adult who is directing him and throwing objects.

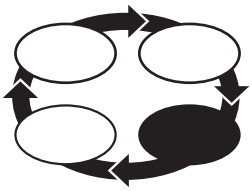
The Developing and Writing the IEP phase of the process focuses on preparing the written IEP. Background information and long-term life goals are recorded. The team establishes and records appropriate annual student outcomes and short-term learning objectives and identifies supports and accommodations/ adaptations for the student. Transition plans are added if required. All information is recorded the FileMaker Pro template and team members sign the IEP.

To avoid duplication of work, the Annual Student Outcomes may be drafted and edited directly on the IEP template.

In addition to needing to know the current level of performance (CLP) to establish the annual student outcome, the CLP is also essential for:

- adapting materials, instructional strategies and assessments;
- assessing student progress (forms the baseline); and
- developing a **student outcome rubric** to measure progress.



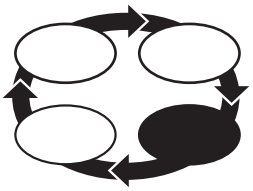


Annual student outcomes are written for each area of development and target skill identified above. Given that the current level of performance is the starting point for the year, the annual student outcomes are concise descriptions of what the student's performance will realistically look like by the end of the school year.

It is important for the IEP team to agree on a manageable number of annual student outcomes so that the IEP does not become unwieldy and difficult to implement. The IEP electronic template allows space for up to 15 although the majority of IEPs will include fewer.

Annual student outcomes should:

- be important to the student (and consistent with priorities identified by the IEP team);
- be relevant to the student's actual **challenges**;
- be derived from the student's current level of performance;
- take into consideration the student's past achievement and rate of progress;
- challenge the student but be achievable;
- focus on what the student will learn, rather than on what teachers will teach;
- identify what the student will do, rather than what he /she will stop doing; and
- be realistic with respect to instructional time and resources.



The scope and degree of specificity of an annual student outcome is determined by the needs of the student. An outcome that is appropriate for one student may be too broad or too narrow for another.

The following template is suggested as a guide:

[Student] will [action] [what/how}
[by what criteria]
[where] [by what date]

Effective annual student outcomes are referred to as SMART. The **SMART criteria** are as follows:

- **S**pecific: written in clear, unambiguous language
- **M**easurable: allow student achievement to be described, assessed and evaluated
- **A**chievable: realistic for the student
- **R**elevant: meaningful for the student
- **T**ime-related: can be accomplished within a specific time period, typically one school year

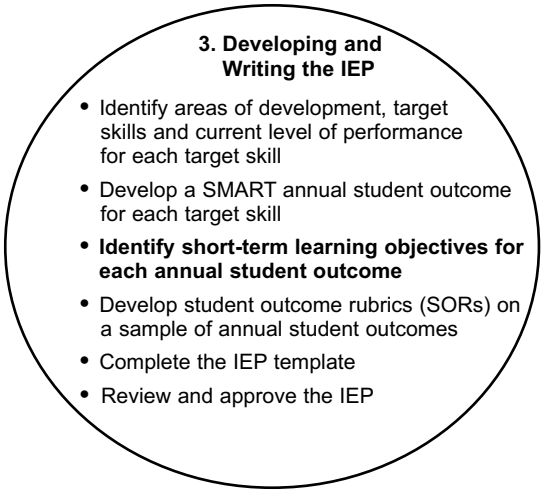
Returning to the example from the previous section, the area of development, target skill, current level of performance and annual student outcome now form a coherent "package":

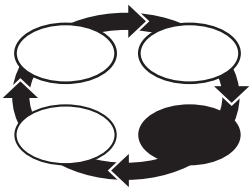
Area of Development:	Task Performance/ Work Habits
Target Skill :	Transitions
Current Level of Performance:	When told to stop or switch activities, Marty typically responds with hollering, crying, hitting the adult who is directing him and/or throwing objects.
Annual Student Outcome:	By June, when provided with a 3-minute warning using a picture schedule, Marty will follow the direction to change activities in the classroom setting at least 8 out of 10 times on at least 4 out of 5 consecutive days.

To avoid duplication of work, the Annual Student Outcome may be drafted and edited directly on the IEP template.

A number of tools are available to assist in the development of SMART Annual Student Outcomes (Toolboxes T13, T14, T15 and T16).

A student may also be able to attain learning outcomes from approved NWT curricula. Any curricular learning outcomes on which the student is working should be identified on an attachment appended to the IEP. They do not require the development of annual student outcomes or short-term learning objectives.





The annual student outcomes are written to be achievable within one school year. To foster student achievement during the school year, each annual student outcome is broken down into smaller, more manageable steps called **short-term learning objectives**. The achievement of these objectives over the year should culminate in the ultimate achievement of the annual student outcome from which they were derived.

To avoid duplication of work, the Short-Term Learning Objectives may be drafted and edited directly on the IEP template.

Short-term learning objectives describe observable and measurable behaviours. The FileMaker Pro IEP template has space for four (4) learning objectives for each annual student outcome. In writing these short-term learning objectives the IEP team will:

- identify the essential components or tasks involved in achieving the annual student outcome; and
- organize components or tasks into sequence where appropriate, and write them using the SMART criteria:
    - determine the date when achievement is expected;
    - determine the instructional strategies and/or materials to be used to assist the student in attaining the objective;
    - name the person(s) responsible for implementing the instruction/action;
    - describe how the student can demonstrate that the objective has been achieved; and
    - specify the conditions under which the student will perform the task (e.g. with or without assistance) and criteria (e.g. accuracy, duration, rate) for attainment.

Short-term learning objectives should be attainable within a reasonable period of time, typically six to eight weeks. These objectives should be reviewed and revised when necessary.

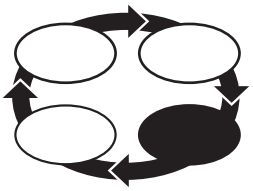
The quality of short-term learning objectives can be reviewed using the following questions:

- Is the short-term learning objective attainable in a reasonable period of time?
- Is the short-term learning objective measurable?
- Does the short-term learning objective include conditions for learning, assessment criteria and completion date?
- Taken together, do the short-term learning objectives represent the essential components of the annual student outcome to which they lead?

If the student is not attaining an objective, it is advisable to review and change the objective rather than extending the time.

The following visual summarizes how many of the terms used in the preceding 6 pages fit together, as well as terms explained on pages 50 and 51. The visual also shows what many of the pages of an IEP will look like when printed.

<table>
<tr><td>3a. Area of Development</td><td>Target Skill</td></tr>
<tr><td>IEP team agrees on which areas of development are priorities for this IEP</td><td>More specific than area of development, target skills provide the real focus of the IEP. Again, the IEP team has to agree.</td></tr>
<tr><td colspan="2">3b. Current Level of Performance</td></tr>
<tr><td colspan="2">Written in a sentence or two, a description of the student's current level of performance (CLP) on the target skill, with enough detail that the reader can visualize the student's performance or attempted performance of the skill. As specific as possible CLPs use objective, descriptive language and avoid evaluative, "fuzzy" language such as "poor", "lazy" or "inappropriate". The current level of performance is the starting point for the IEP.</td></tr>
<tr><td colspan="2">3c. SMART Annual Student Outcome</td></tr>
<tr><td colspan="2">If the current level of performance is the starting point, the annual student outcome is a concise description of what the student's performance will realistically look like by the end of the year. Annual student outcomes are written in SMART terms:
• Specific: written in clear, unambiguous language
• Measurable: allow student achievement to be described, assessed and evaluated
• Achievable: realistic for the student
• Relevant: meaningful for the student
• Time-related: can be accomplished within a specific time period, typically one school year</td></tr>
<tr><td>3d. Short-Term Learning Objectives</td><td>3e. Instructional Strategies and Responsibility</td></tr>
<tr><td>1. Each annual student outcome is broken down into smaller, more manageable steps called short-term learning objectives. There is room for four of them.</td><td rowspan="4">See page 50</td></tr>
<tr><td>2. Short-term learning objectives are written according to SMART criteria.</td></tr>
<tr><td>3. Each short-term learning objective should typically be achieved within 6 to 8 weeks.</td></tr>
<tr><td>4. Taken together, the short-term learning objectives represent the essential components of the annual student outcome to which they lead.</td></tr>
<tr><td>3f. Evaluation Method</td><td>3g. Student Progress</td></tr>
<tr><td>See page 51</td><td>See page 51</td></tr>
</table>



3. Developing and Writing the IEP

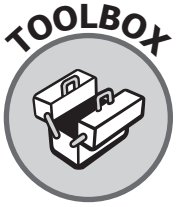
- Identify areas of development, target skills and current level of performance for each target skill
- Develop a SMART annual student outcome for each target skill
- Identify short-term learning objectives for each annual student outcome
- **Develop student outcome rubrics (SORs) on a sample of annual student outcomes**
- Complete the IEP template
- Review and approve the IEP

Student outcome rubrics (SORs) are one method of measuring intended learning outcomes for students on IEPs. Since students on IEPs are often not following curriculum outcomes, a means of reviewing the annual outcomes developed for the individual student is essential. Programming for the student on an IEP is designed to fit the student's needs/challenges. Therefore accountability should be based primarily on the annual student outcomes set out in the IEP.

SORs were developed as part of an accountability framework for "special education" under the auspices of the Western and Northern Canadian Protocol (WNCP). They are designed for use by the member jurisdictions of the WNCP, one of which is the NWT. SORs use a five-point scale, with each level being written according to SMART criteria:

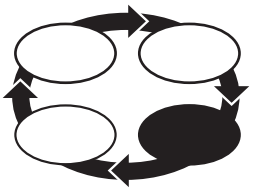
- 1 describes what the target skill will look like if the student's performance is *much less than expected*;
- 2 describes what the target skill will look like if the student's performance *somewhat less than expected*;
- 3 describes what's *expected* - i.e. the annual student outcome is level 3 on the rubric;
- 4 describes what the target skill will look like if the student's performance is *somewhat more than expected*; and
- 5 describes what the target skill will look like if the student's performance is *much more than expected*.

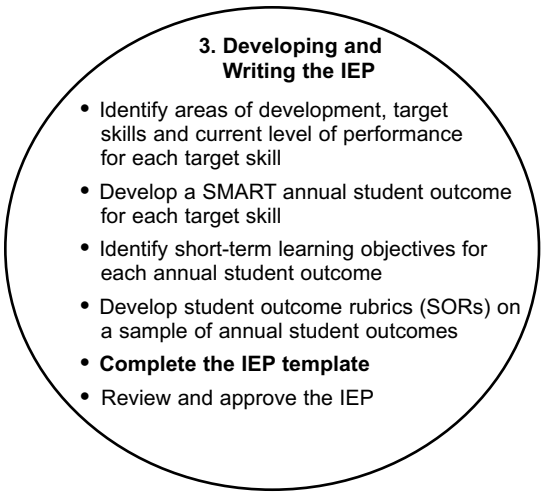
Since it is not practical to develop a rubric for every annual student outcome, the IEP team should identify annual student outcomes with the highest priority and develop SORs for those as sample measures of the student's progress.



A step-by-step procedure for developing SORs is found in Appendix I. Related tools are in Toolboxes T17, T18, T19, T20.

The SORs developed on a sample of annual student outcomes are not part of the IEP but are appended to the print copy of the IEP. They are developed within the same FileMaker Pro template as the IEP itself.





The following pages describe the completion of the FileMaker Pro electronic template by pages and numbered sections of a page. The template does not have to be completed "all at once." Information can be entered as it becomes available - e.g. the long-term life goals. Other parts, notably those requiring "wordsmithing," -- the current level of performance, annual student outcomes, short-term learning objectives and rubrics (where applicable) - can be drafted, edited and finalized directly on the template, saving both time and duplication of work.

Student Data

Record identifying information for the student including the following;

- DEC/DEA name
- school name, address, phone and fax numbers
- student name
- **class placement**
- school year
- date of birth
- gender
- student ID number
- parent/guardian names and telephone numbers

- primary address
- an emergency contact with home and work phone numbers

In addition indicate whether or not:

- there is a **Career and Program Plan**
- there are any attachments identifying targeted learning outcomes from the NWT curricula. Students on IEPs should, whenever possible, be working on learning outcomes found in NWT curricula in addition to student-specific annual student outcomes based on their particular needs/challenges. Any curricula-based learner outcomes should be described in an attachment to the IEP and noted on this page.

Background Information

1a: Strengths

The student's strengths were identified in the Gathering and Sharing Information phase when the team collected and synthesized data from a number of sources.

Information to include in this section is determined by the long-term goals for the student and the focus of the IEP for the current year. It may relate to academic skills, life-skills, physical skills or behaviour or a combination of these. In addition information on the student's learning style and multiple intelligences noted here guide the choice of strategies and materials.

1b: Challenges

The student's **challenges** will have been prioritized as part of the Gathering and Sharing Information and Establishing Priorities phase. Record the priority challenges in this section.

1c: Functioning Levels

Functioning levels will be expressed differently depending on the type of skill involved e.g. an academic skill might have a grade level, a physical skill, a developmental level.

Current levels of functioning are available from the comprehensive information on student functioning in the Gathering and Sharing

Information phase. These performance or functioning levels are essential to selecting appropriate annual student outcomes and determining ways to adapt materials, instructional strategies and assessments. They also provide a starting point or baseline when assessing the student's progress towards IEP outcomes and objectives.

1d: Assessment Information

The information recorded here should be the summarized results of the most current assessments conducted with the student by educators or other professionals. "Current" in terms of more formal assessments usually refers to a maximum period of two years. Assessment information included here will generally be more diagnostic than evaluative in nature. The results of routine in-school assessments of progress contribute more to the establishment of the functioning levels recorded in the previous section.

1e: Relevant Medical Information

Medical information may have been gathered from the parents, from medical records with the parent's permission, or directly from medical professionals assessing and/or working with the student.

The information required in the IEP is that which describes:

- the student's current medical status;
- conditions or illnesses which may impact on the student's learning and/or behaviour; and
- conditions which necessitate supports in the learning situation.

1f: Additional Information

Record here information on any other factors in the student's physical, social or academic background which the IEP team decides would have implications for either the achievement of annual student outcomes and short-term learning objectives or for successful implementation of the IEP. For example, poor attendance or habitual lateness may have implications for the short-term learning objectives of the IEP. Information on such issues should be entered here.

Long-term Life Goals and Priorities for Annual Student Outcomes

2a: Long-Term Life Goals

Record the three or four long-term (at least 3 to 5 years) life goals identified for the student during the Setting Direction phase as described on pg. 28. The goals are those established through a collaborative person-centered planning process such as MAPs or PATH.

2b: Priorities for Annual Student Outcomes

Record here the areas of development and the target skills within each area of development that were identified as IEP priorities in the process described on pg. 36. Each target skill within an area of development will have an annual student outcome developed for it. These will be identified on the following pages of the template.

Annual Student Outcome and Short-term Learning Objectives

Details about each annual student outcome and its short-term learning objectives are recorded on this page. One such page is completed for each annual student outcome developed for the IEP. The FileMaker Pro template is designed to handle up to 15 annual student outcomes, one per page, although most IEPs will include fewer.

3a: Area of Development and Target Skill

This information (for one annual student outcome) will be filled in automatically by FileMaker Pro based on the information recorded in the previous section 2b.

3b: Current Level of Performance

Record in this section the current level of performance (CLP) for the target skill listed in 3a using the process described on pg. 37.

3c: Annual Student Outcome

Record the SMART annual student outcome developed for the target skill listed in section 3a using the process described on pg. 39 and 40**.**

3d: Short-term Learning Objectives

Record the short-term learning objectives (up to 4) developed for the annual student outcome appearing in 3c, using the process described on pg. 41 and 42.

For each short-term learning objective, information is filled out in sections 3e, 3f, and 3g.

3e. Instructional Strategies and Responsibilities

The information included in this section will, in most cases, pertain to all of the short-term learning objectives. If there is information specific to one objective it should be identified as such, and lined up opposite the objective to which it pertains.

Instructional strategies are often evident from the SMART annual student outcome, and they should take into account information about previously successful strategies discussed in the Gathering and Sharing information phase of the IEP process.

Resource materials necessary for the achievement of the objective may also be noted. Suggestions and recommendations from assessments and consultant's reports may be incorporated to identify the strategies most likely to lead to the attainment of each short-term learning objective.

Individuals are identified to be responsible for the implementation of the strategies noted. These individuals may include the classroom teacher(s), support assistant, volunteers, peers, another teacher, counselor or other professionals. (Support assistants, volunteers and peers must always remain under the direct supervision of a qualified teacher.)

3f. Evaluation Method

Record here how the student will demonstrate **achievement** of the short-term learning objectives and the annual student outcome. As discussed earlier, short-term learning objectives and annual student outcomes written according to SMART criteria generally indicate the evaluation method, **criteria** for attainment, and the conditions under which the student will demonstrate attainment. For example, the following annual student outcomes clearly articulates how the student is going to be evaluated (by whether or not he makes a transition), under what conditions (3 minute warning using picture schedule), and what constitutes attainment (8 out of 10 times, 4 out of 5 consecutive days.)

> By June, when provided with a 3-minute warning using a picture schedule, Marty will follow the direction to change activities in the classroom setting at least 8 out of 10 times on at least 4 out of 5 consecutive days.

3g. Student Progress

This section will be completed for the short-term learning objective(s) being worked on at each reporting period or IEP review date.

Rubric Required?

Following section 3g, the IEP template asks the following question. "Do you want to develop an evaluation rubric for this annual student outcome? Yes or no. Refer to pages 44, 45 and Appendix I for information and process related to Student Outcome Rubrics. See also Toolbox T20 for examples of completed rubrics, including one for Marty (T20a).

If a rubric is going to be developed for an annual student outcome, check yes. Rubrics, although not part of the IEP, accompany the IEP, and their development is facilitated through this feature of the IEP template. The template allows you to either develop the rubric right away, or continue with completing the IEP and develop the rubrics later.

Support Personnel (and Assistance they Provide), and Accommodations/Adaptations

At various stages in the IEP process the IEP team will have discussed:

- support personnel and the assistance they deliver;
- various accommodations/adaptations in place or required by the student; and
- the importance of transitions and transition plans.

The following sections outline how decisions about these aspects of the student's IEP are to be made and recorded on the IEP template.

Students for whom an IEP is developed may already have various personnel delivering supports to them and already have accommodations/adaptations in the classroom. The IEP Team will have determined which of these have been most successful and should be continued. There will also have been, no doubt, recommendations from the IEP team to explore other supports, personnel to deliver them and other accommodations/adaptations.

The selection of other accommodations/adaptations to be tried is of prime importance. Because of this, a detailed discussion of a process to follow in making choices about accommodations and particularly about **assistive technology for learning (ATL)** is found in Appendix II. Tools to assist in this process are in Toolboxes T21, T22, S7, S8, P3.

4a. Support Personnel in Place (and Assistance they Provide)

Support personnel may include other students, volunteers, support assistants, counselors or other professionals working in the school. The support assistance they deliver includes:

- assistance with class work or homework (individual or small group);
- counseling and behavioural intervention;
- specialized rehabilitation and medical services; and
- personal assistance and assistance with special equipment or technology.

The support personnel recorded here are those who will deliver the continuing supports/assistance.

4b. Support Personnel to be Put in Place (and Assistance they will Provide)

The IEP team may have identified additional support personnel who need to be involved to assist the student to achieve the annual student outcomes of the IEP. Record these here as well as beginning dates and the assistance they will provide.

4c. Classroom Accommodations/Adaptations in Place

Describe **accommodations/adaptations** in place and to be continued using the list of possible accommodations/adaptations found in Appendix III. For example, the student may require special reminders or cues, an individual work station, special seating, or a daily communication book between home and school.

The accommodations recorded here are those which have proved effective and need to be continued during the term of the IEP.

4d: Classroom Accommodations/Adaptations to be Tried

The IEP team may have identified additional accommodations/ adaptations to be tried using the process outlined in Appendix II and the lists in Appendix III. Record these in this section.

Transition Plans and Additional IEP Comments

5a. Transition Plans

For some students this box will remain blank (e.g. an elementary student who has the same teacher two years in a row). For others who are facing a transition, or who are in the midst of one, it is crucial that the **transition is planned** for and supported. This section will be completed only if there are implications for transition related to a specific year's IEP.

The term transition is used to refer to many types of change. Many changes occur daily for students such as the transition from one activity to another or one location to another. These changes, although taken in stride by most students, can be very challenging for some students on IEPs. Strategies to deal effectively with these transitions should be noted under accommodations/ adaptations or additional information.

Transition is also used to describe major changes in the life of a student. Transitions from home to school or from one level of schooling or one school to another can be particularly difficult for students who require an individual education program and supports to achieve their learning goals. It is plans for this type of transition that should be described here.

A coordinated plan, implemented well before the move, will ensure that the student has supports in place and will lessen apprehension about the transition. The plan should include:

- meetings between current teachers and support staff and their counterparts for the following year;
- arrangements for the student and family to visit the next class or school/location/facility; and
- recommendations on effective strategies and supports needed in the next class or school/location/facility.

One of the most critical transitions for elementary students on IEPs is the move from elementary to secondary school.

A transition plan at entry to secondary school needs to involve the student, parents, principals, sending teachers and PST and receiving teachers and PST.

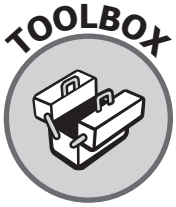
Students and parents need to be informed about:

- course options, course requirements, the credit system and the career and program plan (CPP) process;
- new and different routines;
- whether or not it is likely that the student will be working towards learning outcomes of courses and receiving course credits, or working on their own personal outcomes (in course/class setting) and not receiving course credits;
- the number of different classrooms and teachers;
- student use of lockers, lunchroom, student clubs and noon-hour and after-school activities; and
- opportunities to visit the new school.

Sending and receiving teachers and PSTs need to have a mechanism for information exchange and discussion of:

- an up-to-date student record from the sending school;
- information regarding resources used;
- strategies for teaching and/or behaviour management; and
- the number and kinds of supports needed for student success.

Students need a scheduled visit to the new school with introductions to school staff and an opportunity to spend some time in a classroom. Students may take a variety of work samples or a portfolio with them as a personal introduction of themselves to staff and students in the new setting.



Toolboxes T23, T24, are designed to assist with transition plans.

5b: Additional Comments

The IEP team may have additional comments to add which they feel are relevant to the successful implementation of the IEP and the student's progress. Any such comments which do not fit in any of the previous sections may be recorded here.

Recommendations for Next Year

These recommendations are crucial to the continuity of the IEP for the student. They assist the IEP Team in the following year with identifying priorities for areas of development and target skills, and in turn meaningful annual student outcomes, short-term learning objectives, instructional strategies, accommodations and other supports.

6a. Recommendations for Next Year

This box will be completed following the year-end evaluation of the IEP described under the Implementing and Reviewing the IEP phase of the IEP process. The IEP team's recommendations for the following school year are entered here.

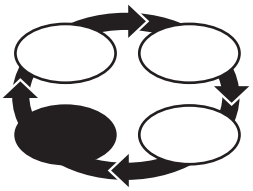
Signature Page

7a: Implementation

Information on the implementation date and the two IEP review meeting dates will be entered here following the review of the IEP by the team before signing it as described on pg. 56.

7b. Signatures of Team Members

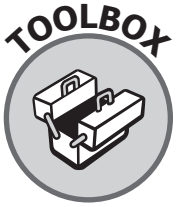
Signatures will be obtained in the allotted spaces once the IEP Team has reviewed and approved the written IEP as described on pg. 56.



3. Developing and Writing the IEP

- Identify areas of development, target skills and current level of performance for each target skill
- Develop a SMART annual student outcome for each target skill
- Identify short-term learning objectives for each annual student outcome
- Develop student outcome rubrics (SORs) on a sample of annual student outcomes
- Complete the IEP template
- **Review and approve the IEP**

Once the IEP template has been completed, the IEP team meets to review the document. Members of the team need to agree that the document produced accurately reflects the information shared, priorities decided and decisions taken by the team. A tool to assist parents' review of the IEP is found in Toolbox P4.



Agreement among team members on the implementation plan for the IEP is critical to its success. Members need to see themselves as committed to the part they will play in implementation. The IEP team needs to agree on a date to begin implementation and dates to hold at least two IEP reviews.

Signing the IEP indicates the team member's approval and support for the plan. The critical signatures on the IEP form are:

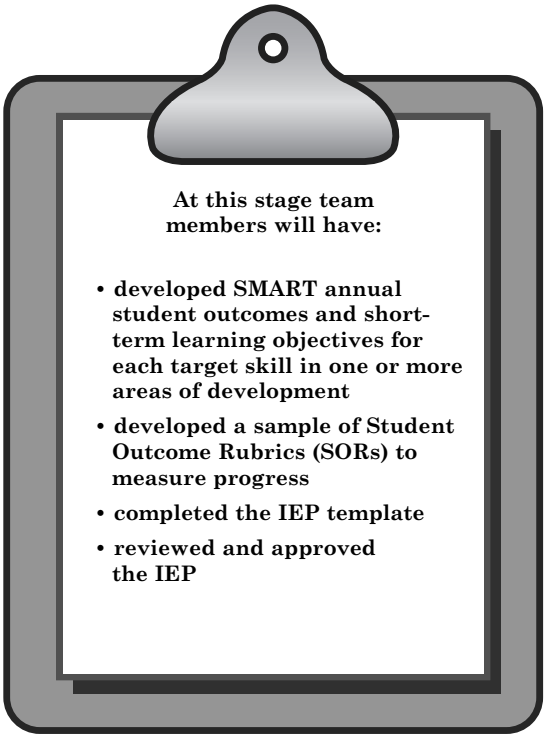
- student (if applicable);
- parent(s)/guardian(s);
- principal;
- teacher(s);
- program support teacher; and
- any other professionals involved on the IEP team.

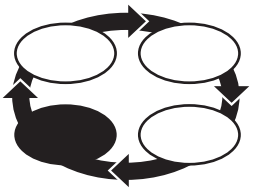
All signatures should be dated.

Section 9 (3) of the Education Act (1996) requires the principal to "obtain the approval of the parent before an IEP is implemented or altered." The dated parent's signature on this page prior to implementation of the IEP will constitute proof that this requirement has been met. Parental signatures are also required at IEP review times if any changes are made to the student's annual student outcomes or short-term learning objectives.

All individuals who sign the IEP should be given a copy. The management of records with respect to the filing and storage of old and current copies of the IEP is subject to the *Departmental Directive on Management of Information in the Student Record and Other Records Pertaining to Students* (1998) (under revision):

- The IEP is kept in the Program Support Record, along with previous IEPs.
- The Student Record (Cum File) contains a copy of only the current IEP.





4. Implementing & Reviewing the IEP

- **Integrate the IEP with classroom daily planning**
- Put the IEP into practice
- Review, revise and report regularly
- Evaluate student progress in relation to annual student outcomes
- Evaluate the IEP at year end

The Implementing and Reviewing the IEP phase of the process focuses on how to ensure successful implementation of the IEP. Keys to this are integration of the IEP with classroom planning and clarification of the individual roles in translating the IEP into practice. Processes must also be put in place for review, revisions, reporting on progress and evaluation.

The IEP is linked to ongoing daily instruction through discussion among all staff members responsible for its implementation. The PST (or the person designated as coordinator of the IEP process) plays a facilitative role in assisting staff to decide how programming plans for the student will be addressed daily and how those responsible for each strategy and support will put these into action in the student's current learning environments. As with planning for other students, the teacher needs to be mindful of the learning style and balance among the multiple intelligences for the student on an IEP.

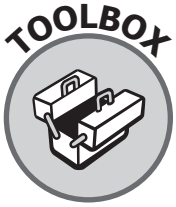
> The classroom teacher(s) is key to this stage as he/she retains prime responsibility for implementing the IEP to support the student's learning.

The overall shape of the program in the classroom should be the same for all students. In other words, if the class is going to gym, then that is the time to meet the physical needs of the student on the IEP. If the student requires specific communication training, this should coincide with Language Arts.

> The more the classroom teacher is providing variety and diverse challenges in the classroom through differentiated instruction, the easier it will be to make logical links between the program for the student on an IEP and the general classroom program.

By implementing IEPs in a way congruent with the classroom program, students feel more a part of the class and are not following a program that is isolating them from their peers.

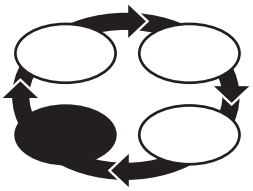
Working with the existing classroom timetable and an individualized schedule, a list is made of the events and activities that provide opportunities for the student to work toward and demonstrate attainment of objectives. The most appropriate learning environments for teaching to specific objectives are determined. In addition to the learning environments in the school, some of the short-term learning objectives may be worked on in the home or community environments. Toolbox T26 is an organizational matrix that may be used to assist the integration of the IEP target skills, outcomes and objectives with school, home and community activities.



Some students on an IEP will also be able to work on learning objectives within the NWT curricula. They will do this with their classmates as part of the daily classroom schedule. Teaching to the other annual student outcomes of the IEP will need to be integrated with this schedule.

When integrating the IEP with the daily classroom schedule it is important to note the supports identified in the IEP to assist the student to meet each objective.

In addition, the evaluation methods and criteria identified in the IEP need to be integrated with the evaluation strategies used with other students in the classroom, whenever possible.

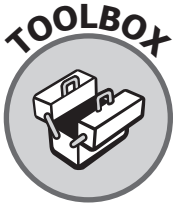


4. Implementing & Reviewing the IEP

- Integrate the IEP with classroom daily planning
- **Put the IEP into practice**
- Review, revise and report regularly
- Evaluate student progress in relation to annual student outcomes
- Evaluate the IEP at year end

As the daily plans for instruction related to the short-term learning objectives of the IEP are implemented, teachers and support assistants need to develop a tracking system. Weekly tracking forms with the IEP outcomes and objectives itemized and spaces for each day of the week may assist in the ongoing evaluation of progress.

Monitoring the progress of a student on an IEP is essential in order to provide an effective program. As with other students, techniques such as observation, samples of student work, participation, demonstrations and other techniques help to measure whether the program is being implemented and whether the student is progressing. Team members involved directly with implementation need to communicate frequently. The PST often plays a coordination role in the monitoring process through regular consultation with the student, parents, teacher and other staff. Toolboxes T27, S9 and S10 may be used to monitor the implementation of assistive technology for learning (ATL) introduced for the student as an accommodation on the IEP.

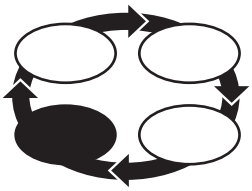


Assessment data is collected periodically as the IEP is put into practice. These data inform the IEP team about the student's progress. These data also indicate the effectiveness of the teaching and learning strategies and resources used as part of the daily instruction.

Parents and families have a critical role to play in putting the IEP into practice by supporting their student's learning. They can reinforce the learning of skills outlined in the short-term learning objectives, assist with any work sent home and give emotional support as the student strives to meet objectives.

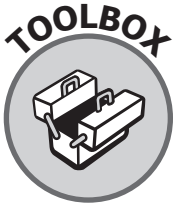
4. Implementing & Reviewing the IEP

- Integrate the IEP with classroom daily planning
- Put the IEP into practice
- **Review, revise and report regularly**
- Evaluate student progress in relation to annual student outcomes
- Evaluate the IEP at year end



As a consequence of the monitoring process, IEP team members may need to meet to discuss changing needs, challenges and student progress. The number of times this is necessary will vary from student to student as will the degree of student involvement in decisions. All such meetings should be documented. If the student is progressing slowly or is not making progress, team members may decide to revise short-term objectives, strategies and/or resources rather than continue with ineffective action until the next IEP review. Any revision must be consistent with the annual student outcomes set out in the IEP and be well documented.

The IEP team will meet formally to review the IEP at least twice a year. One of these reviews may be evaluative (See evaluate at year end section). At these times the educators on the team share information on the strategies they have employed and any assessment results with the student, parents and other team members. The student and parents offer their assessment of how the program is promoting the student's development and learning. Gathering information for the review process may be assisted by using Toolboxes T28, T29, P5 and P6.



Discussion during the review should focus on:

- Is the IEP, in the student's view, meeting his/her needs?
- Does the IEP still accurately reflect the student's educational challenges?
- How effective are the strategies and resources in supporting student learning?
- How much progress has the student made towards achieving the annual student outcomes/short-term learning objectives?
- Is there new information that suggests changes be made in the student's programming?

- Are new annual student outcomes/short-term learning objectives needed to more accurately reflect the student's changing strengths, challenges and interests?

If the student is attaining short-term learning objectives satisfactorily, the plan as written will be continued. If the student is learning at a faster rate than anticipated, new or additional annual student outcomes/short-term learning objectives will be developed.

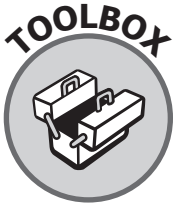
> If the student is making unsatisfactory progress, the review process may take the team back to any of the steps in IEP development.

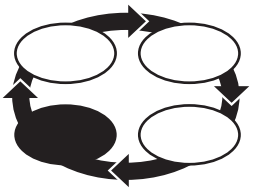
More information may need to be gathered. Annual student outcomes/short-term learning objectives may need to be revised. New instructional or assessment strategies or help from other professionals may be needed. The student may be able to provide valuable insight into what needs to be changed.

All changes are recorded in the IEP. Changes may be recorded in handwriting until such time as the IEP needs to be exported electronically e.g. student moves or information is shared (with parental permission) with another agency delivering services. At this time any changes would need to be recorded electronically. If the formal reviews or any other meetings of the IEP team result in changes to the student's annual student outcomes/short-term learning objectives, dated parents' signatures are required. If changes made to the annual student outcomes/short-term learning objectives are recorded in handwriting, then the parent should initial or sign beside where the changes are recorded. Informal meetings may result in changes to strategies, resources, or supports but not to annual student outcomes/short-term learning objectives. An IEP team member is expected to communicate these changes to parents but they are not required to sign every time this type of change is made.

Regular reporting to students and parents is as important for a student on an IEP as it is for any other student (Education Act (1996)[Section 45 (1f)]). At any stage in the year, some students and parents may have been involved in a regular review meeting and be familiar with the student's progress. However, all parents of students on IEPs should receive a progress report at the regular reporting times scheduled in the school's calendar. Whether the same form of report card as other students receive is appropriate will depend on the student's annual student outcomes, whether or not the student is working on any learning outcomes from NWT curricula, as well as on the report card format itself and the software used to generate the report. Information on the student's progress is available from the progress section 3g of the IEP and can be printed out for a specific reporting period.

Student Outcome Rubrics (SORs) developed on a sample of annual student outcomes (see pg. 44, 45, Appendix I, T17 and T20) can also be used during parent teacher interviews to describe where the student is functioning. Parents typically find that this gives them a clear and concise way to view their child's progress on the annual student outcomes.





4. Implementing & Reviewing the IEP

- Integrate the IEP with classroom daily planning
- Put the IEP into practice
- Review, revise and report regularly
- **Evaluate student progress in relation to annual student outcomes**
- Evaluate the IEP at year end

Student progress is evaluated throughout the year and at year-end for students on IEPs in a similar manner as for other students. The annual student outcomes are reviewed along with any learning outcomes for work on NWT curricula.

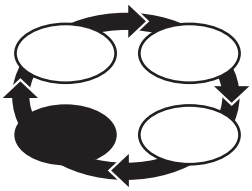
One evaluation tool is the Student Outcome Rubric (SOR) developed on a sample of annual student outcomes (part of the Development and Writing of the IEP phase - pg 44, 45, Appendix I). Each of the rubrics developed needs to be used to determine the level of performance reached by the student by the end of the year on a particular target skill. The level attained is recorded on each rubric and these are re-attached to the IEP. The rubrics may also be used in reporting to parents, both throughout the year and at year-end.

It is not practical to develop rubrics for each annual student outcome so other methods of evaluating progress need to be used as well. As with other students assessment of progress may be based on samples of student work, demonstrations, assessments with accommodations in place, etc. Methods for evaluating progress will have been determined by the IEP Team and outlined on the IEP in section 3f.

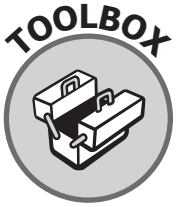
As the student's current level of performance (CLP) is key to both measuring progress and to establishing the following year's IEP priorities it is important to record the student's year-end CLP for each annual student outcome. Discussion of these levels will determine whether the target skills need further work in the following year or whether other target skills should become priorities for the following year's IEP.

4. Implementing & Reviewing the IEP

- Integrate the IEP with classroom daily planning
- Put the IEP into practice
- Review, revise and report regularly
- Evaluate student progress in relation to annual student outcomes
- **Evaluate the IEP at year end**



At the end of the school year, or if the student transfers to another school, the IEP team conducts a review of the IEP, documents student progress and writes recommendations for the coming year. When writing recommendations, consideration should be given to the answers to the following questions regarding the IEP development and the IEP implementation (See Toolbox T30).



The IEP development:

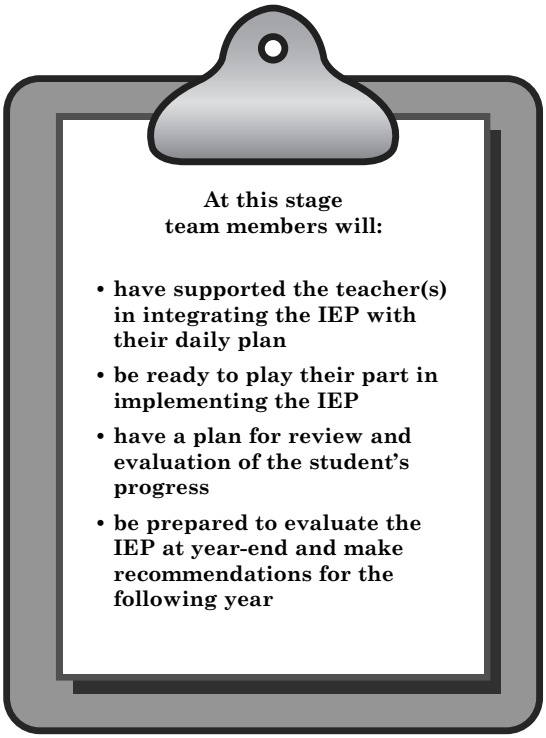
- Was the student involved to the greatest extent possible?
- Were parents involved in developing and/or revising annual student outcomes and short-term learning objectives?
- Was all pertinent background information included in the IEP?
- Was the number of annual student outcomes prescribed manageable?
- Were the criteria for achieving each short-term learning objective realistic and appropriate?
- Was the assignment of responsibilities for implementation clear?

The IEP implementation:

- Was the student, whenever possible, encouraged to take responsibility for his/her own growth and progress?
- Was there sufficient communication among team members over the school year?
- Were daily plans consistently followed? If not, what problems prevented their implementation?
- Were the objectives addressed logically and sequentially?
- Were materials appropriate and available?
- Has the level of performance changed since the beginning of the school year?
- Did the student make gains in areas that were not part of the annual student outcomes and short-term learning objectives of the IEP?

The year-end evaluation helps to ensure continuity of the student's learning by forming the foundation on which the following year's IEP is developed.

In addition to evaluating the success of the IEP in promoting student learning, the success of the IEP process itself should also be evaluated. The team members should review their own roles and responsibilities (Chapter 2) and be accountable for their performance with respect to their contribution to the development and implementation of the IEP being evaluated. Suggestions for ways to improve the process should be noted.



In Conclusion

Developing individual education programs is neither quick, nor easy. While all students require clearly articulated learning outcomes, by definition students who require individual education programs have learning outcomes which are, more often than not, unique to them. In turn then, the program and supports required to meet those unique outcomes is also highly individualized.

The preceding pages have outlined a process for identifying long-term life goals and annual student outcomes, and developing an IEP to move toward those goals. Thoughtfully developed and well implemented, such IEPs will increase the probability that students' lives will improve as a result - improved outcomes for students is the goal of individual education programs.

Chapter 5
The IEP Form

The IEP Form template, which accompanies these guidelines is available in both electronic and PDF versions. FileMaker Pro 5 or higher is needed.

Northwest Territories Education, Culture and Employment

CONFIDENTIAL
Individual Education Plan

Dehcho

Deh Gáh Elementary & Secondary School

John Doe

An Individual Education Program is a comprehensive written education plan with goals and objectives determined through a collaborative process, driven by the strengths and needs of the student. It may or may not include outcomes articulated in NWT curricula. It includes:

1. Identifying data
2. A description of the student's present level of functioning
3. Long term life goals
4. Completion dates for achievement learning of annual student outcomes
5. Method of assessment & statement of success/progress
6. Special resources if required
7. Suggested instructional materials, methods and strategies
8. IEP implementation (meeting) and review (target) dates
9. Persons responsible for implementation
10. Parent's involvement and approval of program.

DEC/DEA Name: Dehcho
School Name: Deh Gáh Elementary & Secondary School
School Address:
, NT,
Phone:
Fax:

This *confidential* document must be filed in the Student's Program Support Record with a current copy in the Student Record Folder.

Individual Education Plan for John Doe.

Class Placement: School Year:

Date of Birth: Gender: Student ID#:

Parent / Guardian:
Home Phone:
Work Phone:
Other Phone:
E Mail:

Parent / Guardian:
Home Phone:
Work Phone:
Other Phone:
E Mail:

Primary Address:

Emergency Contact:
Home Phone:
Work Phone:

Does a Career and Program Plan exist for this student?

Does this IEP have any attachments identifying targeted Learning Outcomes from approved NWT curricula?

1a. Strengths

1b. Challenges

1c. Functioning Levels

1d. Assessment Information

1e. Relevant Medical Information

1f. Additional Information

2a. Long Term Life Goals (From person centered planning)

2b. Priorities for Annual Student Outcomes Area of Development	Target Skill

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

4a. Support Personnel in Place (and Assistance they Provide)

4b. Support Personnel to be Put in Place (and Assistance they will Provide)

4c. Classroom Accommodations / Adaptations in Place

4d. Classroom Accommodations / Adaptations to be Put in Place

5a. Transition Plans

5b. Additional IEP Comments

6a. Recommendations for Next Year

7a. Implementation

This IEP will begin on .

A review meeting will be held on .

7b. Signatures of Team Members

For senior secondary students and their parents:
I understand that credits will be earned for meeting the objectives of this IEP. These credits will be recorded on the student transcript as course type "I" (meaning Individual Education Plan); and will count towards a Certificate of Program Completion awarded by the school, rather than a Secondary School Diploma issued by the Minister of Education.

Parent/ Guardian	Date
Student (if applicable)	Date
Administrator/Principal	Date
Program Support Teacher	Date
Teacher(s)	Date
Other	Date
Other	Date
Other	Date

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

II. Developing IEPs for Secondary School Students

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

II. Developing IEPs for Secondary School Students

Introduction

Education in the Northwest Territories (NWT) is committed to an inclusive philosophy and practice, which welcomes all students into its schools. Inclusive schooling provides all students with learning opportunities appropriate to their diverse strengths and needs, in classrooms with their age peers.

The Education Act (1996) mandates access to the education program in a regular instructional setting, **support services** to give effect to this access, and modifications to the school program if deemed necessary to accommodate the needs or abilities of the student. The mandate also includes the development of an individual education plan when it is determined that the objectives of the education program are too challenging for the student or do not challenge the student sufficiently [Sections 7.1, 7.2, 8 and 9].

The principles upon which **inclusive schooling** in the NWT is based are outlined in *Ministerial Directive on Inclusive Schooling (2006).*

These are:

- Inclusive schooling shall be characterized by equal access to education opportunities.
- Inclusive schooling shall be characterized by an approach to schooling that builds on student strengths and responds to student needs.
- Inclusive schooling shall be community based.
- Inclusive schooling shall promote the involvement of parents/guardians in their children's education.
- Inclusive schooling shall be characterized by collaboration.

The vision for inclusive schools in the NWT is schools where every child feels accepted, valued and safe and students' strengths and challenges are central to all decisions. Core values and beliefs in schools include:

- All students can learn.
- Students learn in different ways, at different rates and in different places.
- Students come from diverse backgrounds and want their differences to be respected.
- Students have the right to an appropriate education program and required supports.
- Parental involvement is essential.

Education programming in an inclusive school presents the challenge of responding to a wide range of students' strengths and needs. The fundamental beliefs of inclusion suggest individualization of programming and a student-centered approach to teaching and learning. Student-centered learning is learning which is shaped by the needs of the learner. It provides students with a balance of learning experiences which address physical, social, emotional, and spiritual as well as intellectual needs. Learning experiences should also be integrated, process-oriented and interactive. An inclusive school is one in which everyone belongs, is accepted, supports and is supported by peers and educators while having his or her educational needs met.

In response to the inclusive schooling mandate, students in schools in the NWT follow one of three programs depending on their strengths and needs. These are defined as follows:

- **Regular Education Program**

  A regular program is determined by the learning outcomes articulated in NWT curricula for a specific grade level.

- **Modified Education Program**

  A modified program retains the learning outcomes articulated in NWT curricula, at a level other than the assigned grade level. Based on student strengths, needs and interests, a collaborative process is used to determine and document/record necessary program changes.

- **Individual Education Program**

  An individual program is a student-specific program and is outlined in an individual education plan (IEP). This plan is a comprehensive written education plan with annual student outcomes determined through a collaborative process and driven by the strengths and needs of the student. It may or may not include learning outcomes articulated in NWT curricula.

In short, a student's program is characterized by its learning outcomes:

regular education program	=	curricular learning outcomes at grade level
modified education program	=	curricular learning outcomes above or below grade level
individual education program	=	student specific learning outcomes which may or may not include curricular learning outcomes

Students following any of these programs may have a range of **accommodations/adaptations** to help them meet the learning outcomes of their program. Accommodations/adaptations do not alter the learning outcomes of a program, but they help students to achieve those outcomes by taking into account individual strengths and needs. Examples of Accommodations/Adaptations can be found in Appendix III at the end of the guide.

A team approach to educating all children is advocated. Collaborative program planning with students, parents and educators involved is desirable for all students. Throughout the child's schooling, students and parents are involved in discussions of the most appropriate program for their child based on the child's strengths and needs. Many strategies are in place in schools to encourage more student and parent input in education planning such as class reviews, 3-way conferencing, **career and program plans** and **person-centered planning** processes for education plans and behaviour support plans, using strategies such as **Making Action Plans (MAPs)**, and **Planning Alternative Tomorrows with Hope (PATH)**.

Collaborative planning for a particular student promotes the identification, coordination and use of a range of resources and strategies that will offer that student the best opportunity for developing and achieving in all educational experiences. It ensures that the whole child/student is considered.

The following guidelines are intended to assist educators and support personnel to work with students and parents in the planning, development, implementation and monitoring of effective, student-centered individual education plans (IEPs). The body of the guidelines is divided into two sections: I. Developing IEPs for Elementary School Students and II. Developing IEPs for Secondary School Students.

Here is a summary of chapters:
Chapter 1: What is an IEP? defines an individual education plan, describes the essential components of an IEP, and summarizes what it is and what it is not.

Chapter 2: Roles and Responsibilities describes the roles and responsibilities of key individuals who are part of the collaborative team in the IEP process.

Chapter 3: Determining Who Needs an IEP describes the various options available and which are appropriate to use when a student is experiencing learning difficulties. Criteria for selecting an IEP as the appropriate option are outlined.

Chapter 4: The IEP Process describes a four-phase process for developing and implementing IEPs. Each of the four phases is broken into steps and the essentials of each step are outlined.

Chapter 5: The IEP Form describes the electronic IEP template on File-Maker Pro. A blank print copy of the NWT IEP Form is included.

Chapter 1
What is an IEP?

The abbreviation IEP may refer to either individual education program or individual education plan. When a student is following an individual education program, that program is described in an individual education plan. For the purposes of these guidelines, IEP will be used to refer to the individual education plan.

An individual education plan (IEP) is defined as a comprehensive written education plan with **annual student outcomes** determined through a collaborative process and driven by the strengths, needs and interests of the student. It may or may not include outcomes articulated in NWT curricula.

The annual student outcomes are student-specific and flow from a **person-centered plan** based on a "dream" or "vision" for an individual student. Depending on the particular strengths and **challenges** of the student, some or all of the **learning outcomes** may be different from those of the NWT curricula. The collaborative process involves the student, parents, principal, teachers, education support personnel and other professionals who work with the student and know him/her well. The IEP is a written commitment of intent by an educational team. It is designed to ensure appropriate programming and supports for students requiring an individual education program and to act as a working document.

The purpose of an IEP is to help the student attain the skills and knowledge that are the next logical steps beyond their **current level of performance** and which are relevant to their **long-term life goals** and environment.

> In simple terms, an IEP should describe what the student knows and can do and, based on the long-term life goals identified, what and how the student should learn next, where instruction will take place, who will provide it, how long it may take, and what the student will do to demonstrate learning.

The NWT IEP template has the following components:

- student identification
- background information on the student including
  - areas of strength
  - **challenges**
  - **functioning levels**
  - assessment information
  - relevant medical information, and
  - additional information
- **long-term life goals** (at least 3 to 5 years), as determined through MAPs, PATH or a similar process
- **areas of development** and **target skills**
- **annual student outcomes** for this IEP (to be achieved within the current semester/school year). There may be up to 15.
- **short-term learning objectives** for each annual student outcome with
  - instructional strategies and responsibilities
  - evaluation method and criteria for measuring attainment of objectives or progress toward objectives
  - record of progress at target dates
- **support personnel** (and the assistance they provide or will provide as part of the IEP)
- required **accommodations/adaptations** (effective ones to be continued and additional ones to be implemented during the current IEP)
- **transition plans** and supports required for transition (may not always be applicable)
- recommendations for the following year (from the year-end evaluation)
- implementation agreement and review/evaluation dates
- signatures of team members

An IEP is written as an individual education plan of one school year's duration. Annual student outcomes and short-term learning objectives may be adjusted any time during the school year but will be reviewed at least twice a year. The student's progress on the IEP will be evaluated throughout the year and at the end of each semester/school year and recommendations will be made for the following school year.

In summary:

An IEP is...	An IEP is not...
...a summary of the annual student outcomes for a student's learning during a school year.	...a description of everything that will be taught to one student.
...a written plan to reach and assess progress towards annual student outcomes and short-term learning objectives.	...learning outcomes and objectives for a group of students.
...a document to help teachers monitor and communicate student growth.	...a means to monitor the effectiveness of teachers.
....a plan developed with students and families and implemented and monitored by school staff.	...a daily plan.
...a document to communicate among students, parents and staff.	...a report card.
...a flexible, working document with meaning for all contributors.	...written in stone.
...a plan which may involve social adjustments, adaptive behaviours and transitions from one environment to another.	...restricted to curricular issues, or "a way to get a student through a course."
...a plan which may involve decision-making related to **supports** from other professionals or volunteers.	...dependent on classroom resources alone.

IEPs that are most effective in promoting learning for the student:

- are developed collaboratively by a team of individuals, including the student and the parents/guardians who know their child well;
- link the education plan and clinician and consultant reports to daily instruction;
- clearly articulate annual student outcomes in SMART terms, i.e. Specific, Measurable, Achievable, Relevant and Time-related;
- clearly identify who is responsible for implementing student instruction;
- outline accommodations and supports to be in place to assist the implementation of the education plan;
- involve members of the team in assessing /evaluating student progress within their area of expertise; and
- are living documents and are revised as a student's circumstances and progress indicate.

Effective IEPs require careful planning and implementation. Students, parents, educators and other professionals are asked to invest considerable time in this process. IEPs that are developed as a formality and whose implementation is not supported, will have little impact on the student's daily learning or long-term progress.

Chapter 2
Roles and Responsibilities for IEPs

Many individuals have roles to play and/or responsibilities to carry out in the development and implementation of IEPs. Individual education planning offers the student and those who work most closely with him/her an opportunity to collaborate in the provision of a program custom-tailored to the goals, strengths and challenges each student faces.

The roles and responsibilities of key individuals involved with IEPs are described below. Responsibilities prescribed by the Education Act for certain individuals are referenced. The roles suggested are not definitive job descriptions but rather refer to possible roles for the various players involved in designing and implementing a student's individual education program.

According to the Education Act there are three essential members of any team formed to develop and implement a student's IEP. These are the parent(s), the class/course teacher(s), and the principal. Other individuals are added to the team based on the nature of the student's needs and long-term life goals.

Parents

Parents are members of the collaborative **IEP team**. Their involvement needs to begin when decisions are made as to the most appropriate program for their child and continue through developing the IEP and supporting its implementation.

The parent(s) role is to be involved in all stages of the IEP (Education Act (1996) [Section 9(2)]). In order to do this they should:

- participate in the decision that an IEP is the most appropriate program;
- participate fully as a members(s) of the IEP team;
- communicate a picture of the student's development and life to date;
- provide up-to-date medical information;
- provide information on the likes, dislikes, interests and skills their child demonstrates at home and in the community;

- identify their values and their goals for their child;
- act as advocates for their child's best interest;
- offer opportunities for practice, reinforcement, generalization and maintenance of skills in the home;
- offer feedback on effective strategies;
- help to achieve continuity of programming over time; and
- approve the IEP before it is implemented (Education Act 1996 Section 9 (3)).

Principal

The principal is given several responsibilities related to IEPs under the Education Act (1996) [Section 9]. These relate to the decision to develop an IEP, ensuring parental involvement throughout the process, ensuring parental approval of the IEP and, with the parents, deciding the nature and extent of the student's involvement. In addition the principal has all the duties of a teacher regarding IEPs as outlined in Section 45 of the Education Act. These pertain to responsibilities as part of a school team to develop, implement and evaluate individual education plans and to assess and report on the student's progress.

In order to be accountable for carrying out these responsibilities the principal's role is to:

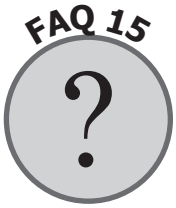
- be an integral part of the decision to develop an IEP for a student;
- participate as a member of the IEP team;
- ensure that IEPs are developed, implemented and evaluated;
- ensure that parental approval is given, by signature(s), for implementation of the IEP; and
- assign support personnel, provide appropriate materials and facilitate in-service training, given the needs of the student.

Class/Course Teachers

The classroom teacher(s) retains the prime responsibility for the student's education program and supporting the student's learning. The Education Act (1996) [Section 45, (c) to (g)] outlines responsibilities of the teacher with respect to IEPs. These pertain to the development, implementation and evaluation of IEPs, when required for any student under the teacher's care and instruction.

In order to be accountable for carrying out these responsibilities, the teacher's role is to:

- be an integral part of the decision to develop an IEP;
- participate as a member of the IEP team;
- share background information on the student;
- identify the student's strengths and challenges through observation and assessment;
- assist in setting annual student outcomes and short-term learning objectives which are congruent with the student's Career and Program Plan (CPP)
- plan and carry out appropriate instruction in relation to the IEP annual student outcomes and short-term learning objectives;
- develop strategies for assessing and communicating student progress; and
- maintain ongoing communication with the student, parents and other team members.



In addition, previous teachers play a role in providing information about students' strengths and challenges and strategies, accommodations and supports that have worked well in the past.

> At the secondary level the student is an integral part of the team and must be involved in the process to whatever extent possible.

Student

The student is the center of the IEP process and the focus of all phases of the process. The nature and degree of student involvement will vary depending on a number of factors such as age, and ability to understand and communicate. It is essential that other team members assist the student to understand as much as possible about his/her IEP. The student may, where possible:

- participate in the decision that an IEP is the most appropriate program;
- participate partially or fully as an IEP team member;
- identify values, preferences, and strengths through self-evaluation;
- help to set long-term life goals and annual student outcomes congruent with his/her CPP;

- participate in a discussion of strategies and behaviours that enhance their learning;
- strive with assistance to achieve identified objectives; and
- self-manage or co-monitor progress toward annual student outcomes and short-term learning objectives.

Other members are added to the IEP team for an individual student based on their knowledge of the student and their roles in implementing the IEP. The key filter questions for deciding who else needs to be on the collaborative team are:

- Who knows the student well?
- Who has a role in implementation of the IEP?

In addition to the student, the following individuals are those who are typically involved on IEP teams for students. Usually not all are involved for any one student.

Program Support Teacher (PST)

Notwithstanding the principal's primary responsibility for program, a **program support teacher** (PST) is often designated to coordinate a student's IEP. For example, the PST often:

- facilitates the process to decide that an IEP is the most appropriate program for a student;
- participates as a member of the IEP team and often takes the coordinator/facilitator role;
- assists with assessment of a student's strengths and challenges;
- generates ideas for accommodations/adaptations, teaching and assessment strategies;
- provides advice about materials and resources;
- provides support to teachers in the implementation of the IEP; and
- maintains ongoing communication with IEP team members during the development and implementation of the IEP.

Student Support Consultant

The role of the student support consultant will vary with the resources available at the school level. The student support consultant may support the principal by assuming some of the roles ascribed to a PST for schools who do not have a PST. He/she

may also be involved in individual assessments and may coordinate services for students on IEPs when these services are extensive and beyond what the school is able to coordinate.

Support Assistant

Support assistants who work with students often have information that is useful when developing a particular student's IEP. A support assistant who has worked or will work with the student typically:

- participates as a member of the IEP team;
- provides information on previous effective and ineffective strategies;
- is under the direction of the teacher(s);
- helps students with learning activities;
- assists with the modification of materials and instructional strategies;
- monitors and records day-to-day progress toward learning objectives; and
- maintains ongoing communication with the teacher(s).

School Counseling Programs Staff

A counselor who works closely with a student will be able to add useful insights to the development of that student's IEP and may also play a role in its implementation. A counselor working with a student will typically:

- participate as a member of the IEP team;
- assist with the MAPs or PATH process;
- act as an advocate for the student; and
- facilitate a Circle of Friends for the student.

Other Professionals/Consultants

This category includes individuals other than educators who work with the child such as physiotherapists, occupational therapists, speech and language pathologists, psychologists, counselors, sensory impairment consultants, and audiologists. Such professionals typically:

- participate with the IEP team, if requested;
- provide information on a student's strengths and challenges;
- provide assessment, as necessary or as requested;

- develop strategies for incorporating necessary therapy into classroom routines;
- provide advice about strategies, accommodations/ adaptations, materials and resources;
- provide staff training to implement strategies;
- provide technical assistance;
- assist in accessing community resources as required;
- act as resources and supports to the family; and
- maintain good communication with the IEP team.

Other teachers in the school and other students may also play supportive roles for both the student on an IEP and the class/course teacher.

Other Teachers/Colleagues

Teachers or other colleagues may assist in both the development and implementation of a student's IEP by:

- providing information to the IEP team on their past experience with the student;
- lending moral support to the class/course teachers implementing the IEP; and
- team teaching.

Fellow Students

Classmates or other students in the school have a number of possible roles in both the development and implementation of an IEP.

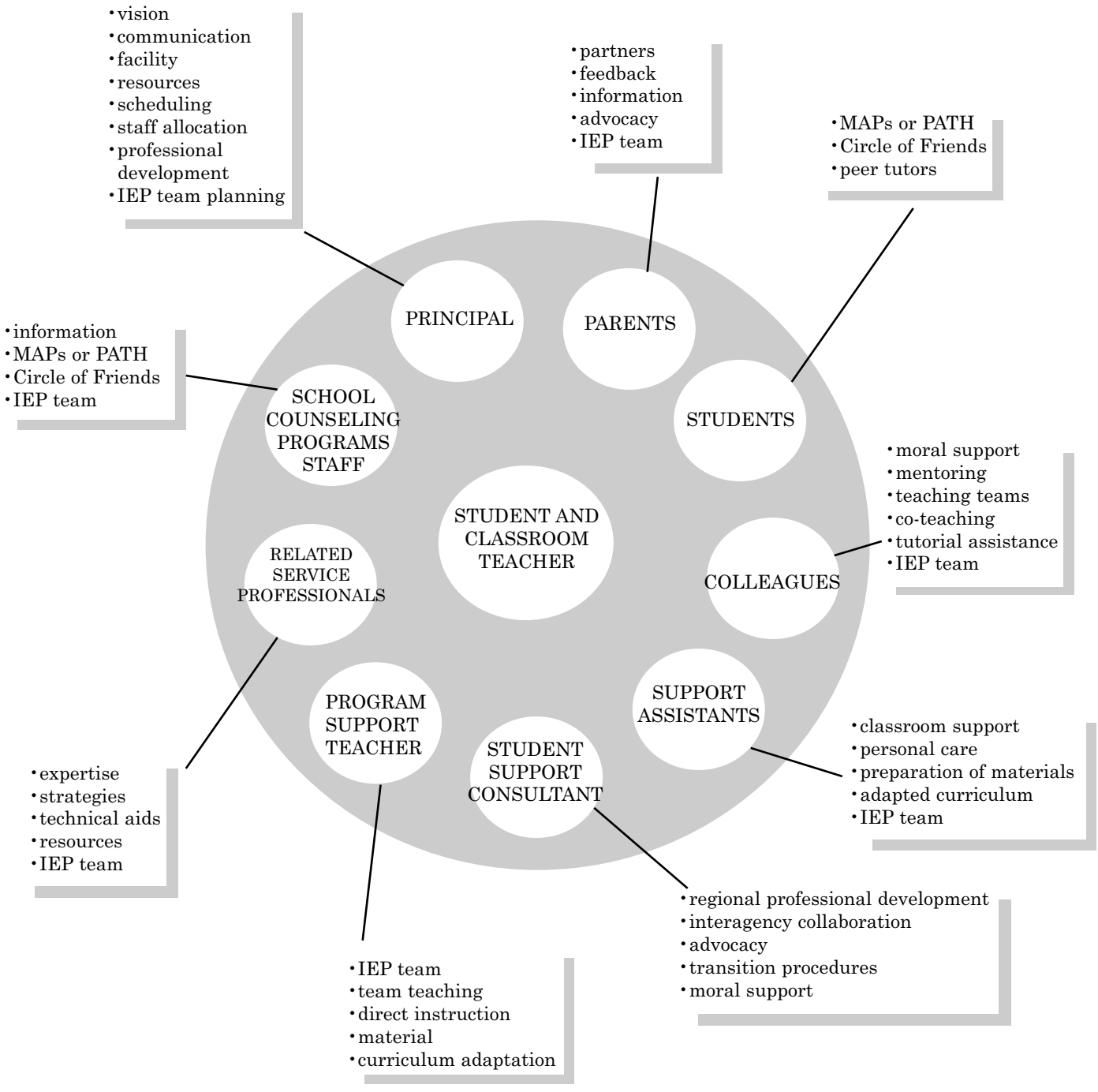
- Close friends of the student may participate in the MAPs or PATH process used to define the student's long-term life goals.
- Students from the same class or other classes may act as peer tutors.
- Classmates may assist with accommodations such as reading instructions or scribing.

It is important to reiterate that the principal has the prime responsibility to ensure the preparation, maintenance and evaluation of all IEPs developed. The class/course teachers always retain the primary responsibility for the student's learning and should ensure that students with IEPs remain an integral part of the class community. Everyone needs to understand that primary

responsibility does not mean sole responsibility. In addition to indicating the teacher's close relationship with the student, the following graphic illustrates some of the other individuals who may be involved and their possible roles in the development and implementation of a student's IEP.

When organizing the team to work with and support a student on an IEP, it is important to remember that any individual, within or outside the school, may be able to play a role. In addition to those illustrated a student might, for example, have a special relationship with a school secretary, maintenance person, volunteer or elder in the community. One needs to be creative in establishing circles of support.

CIRCLES OF SUPPORT



Graphic adapted from "Understanding the Principal's Role in Inclusion," Haginal and Staniloff, The Canadian School Executive, Volume 16, Number 6, December 1996

Chapter 3
Determining Who Needs an IEP

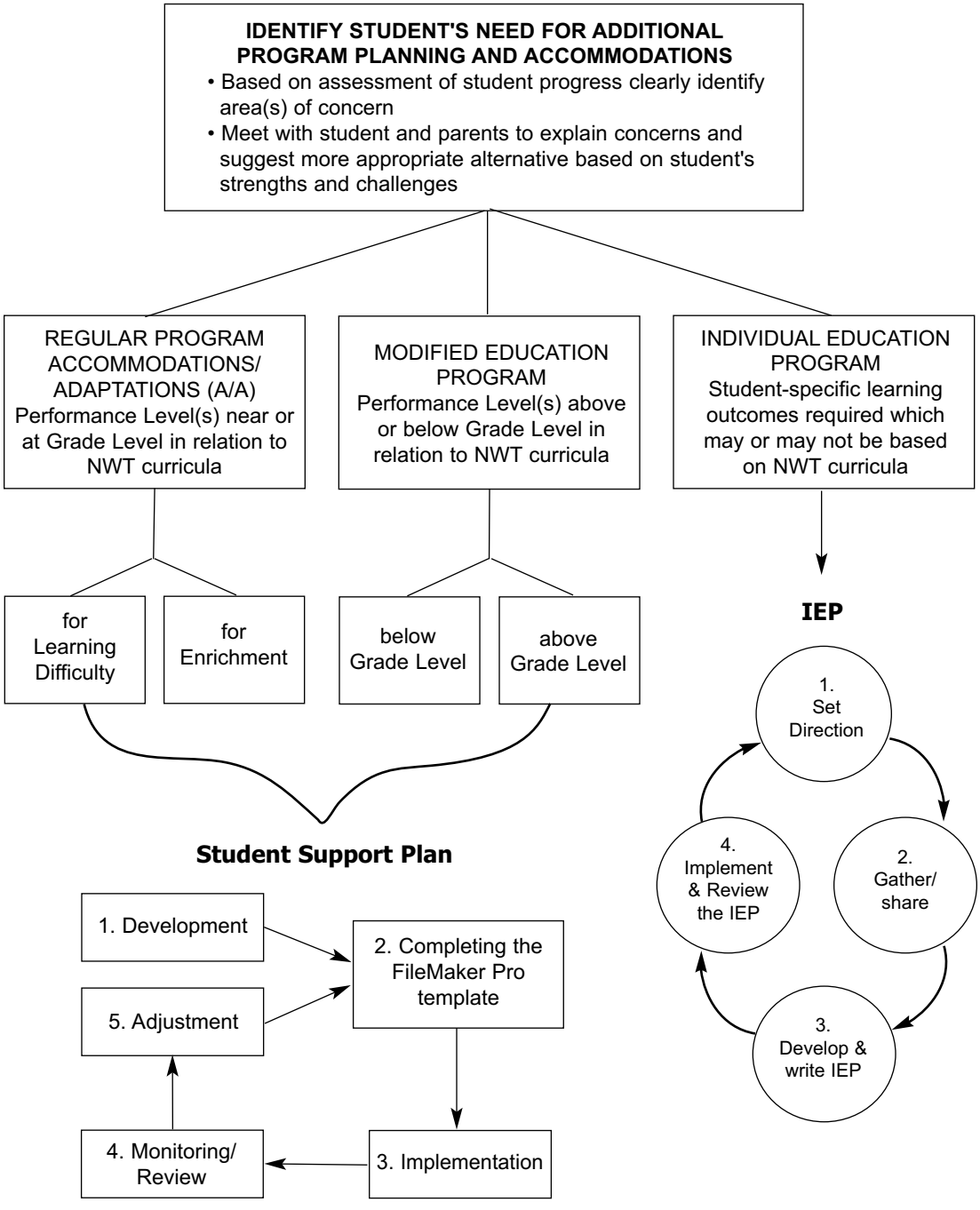
Within each class students learn at different rates and in different ways using different and **multiple intelligences**. Teachers in the NWT can meet the needs of the majority of students through **differentiated instruction**, using a variety of teaching processes and strategies to support the range of abilities of their students. These may include accommodations/adaptations to instruction time, the environment, resources, materials, presentation, assignments and assessments, in response to student readiness, interests and **learning styles**.

An Education Program Planning Process represented in the following diagram is the recommended practice for teachers. As illustrated in the diagram, the teacher in the classroom follows an ongoing process which involves:
· assessment of the learner's needs and interests;
· teaching in response to these using a range of strategies; and
· monitoring and assessing the student's progress.

The processes and strategies of differentiated instruction adopted in the classroom may not be sufficient to address the needs and learning goals of some students experiencing learning or behavioural difficulties and/or with complex multi-handicapping conditions. Other program alternatives need to be considered.

Some students may be achieving significantly below their assigned grade level. Clearly such students need a carefully planned individualized program but not necessarily an IEP. The critical filter is, "Are there suitable **learning outcomes** articulated in NWT curricula?" If the answer to that question is, "Yes," then it is likely that a modified program rather than an IEP will be appropriate for the student.

Education Program Planning Process



In comparison to the elementary level, the wide range of courses and options available at the secondary level offers a better opportunity, within the NWT curricula, to meet many students' diverse needs. Some students who required a modified program in elementary school or even a few who had an IEP may have their learning needs met through the variety of course offerings at the secondary level. Close examination of all the course possibilities should be the first step when choosing courses consistent with the Career and Program Plan for these students.

In the cases of students who continue to experience persistent learning difficulties in the Regular Program the decision is made to develop and implement a Student Support Plan documenting either accommodations to the Regular Program or a Modified Education Program (valid up to Grade 9 only). The process for developing a Student Support Plan is described in detail in *NWT Student Support Plan Guidelines* (2006).

Most students who require an IEP in secondary school have long-standing needs and have had an IEP in the past. These students will transition to the secondary level with recommendations for the most appropriate programming with which to begin their secondary-level schooling.

Before any other student is considered for an individual education plan it is assumed that a variety of strategies and **supports** have been in place for the student and that these have been documented on Student Support Plans. Someone now working with the student observes needs that are not being met even with supports and accommodations/adaptations in place. Discussion about the appropriateness of developing an IEP may be initiated by a teacher or teachers, the student, parents, a PST, a consultant, a principal or other professional working with the student. Staff who work with the student gather information and meet to discuss the concerns, preferably with the student and parents present. The decision to develop an IEP is a collaborative one.

Occasionally, during the school year, students transfer from another school/location where they have been on an IEP. In these situations, it is essential that school staff and parents receive as much relevant background information as possible in order to proceed with the development of the student's IEP. If a student is transferring between NWT schools, the IEP can forwarded electronically, using the import/export feature of the IEP FileMaker Pro template. Hard copies of all student records will follow.

The final decision to develop and implement an IEP for a student is typically made when information gathered and discussed by the student, parents and school staff indicates that:

- a wide range and variety of supports and strategies already in place are insufficient for student progress; and
- a student's challenges require learning outcomes that are outside the NWT curricula; and/or
- supports, accommodations/adaptations, facilities, resources and equipment are needed beyond what is required by the student's **peers**.

In addition, when determining who needs an IEP at the secondary level the following need to be kept in mind:

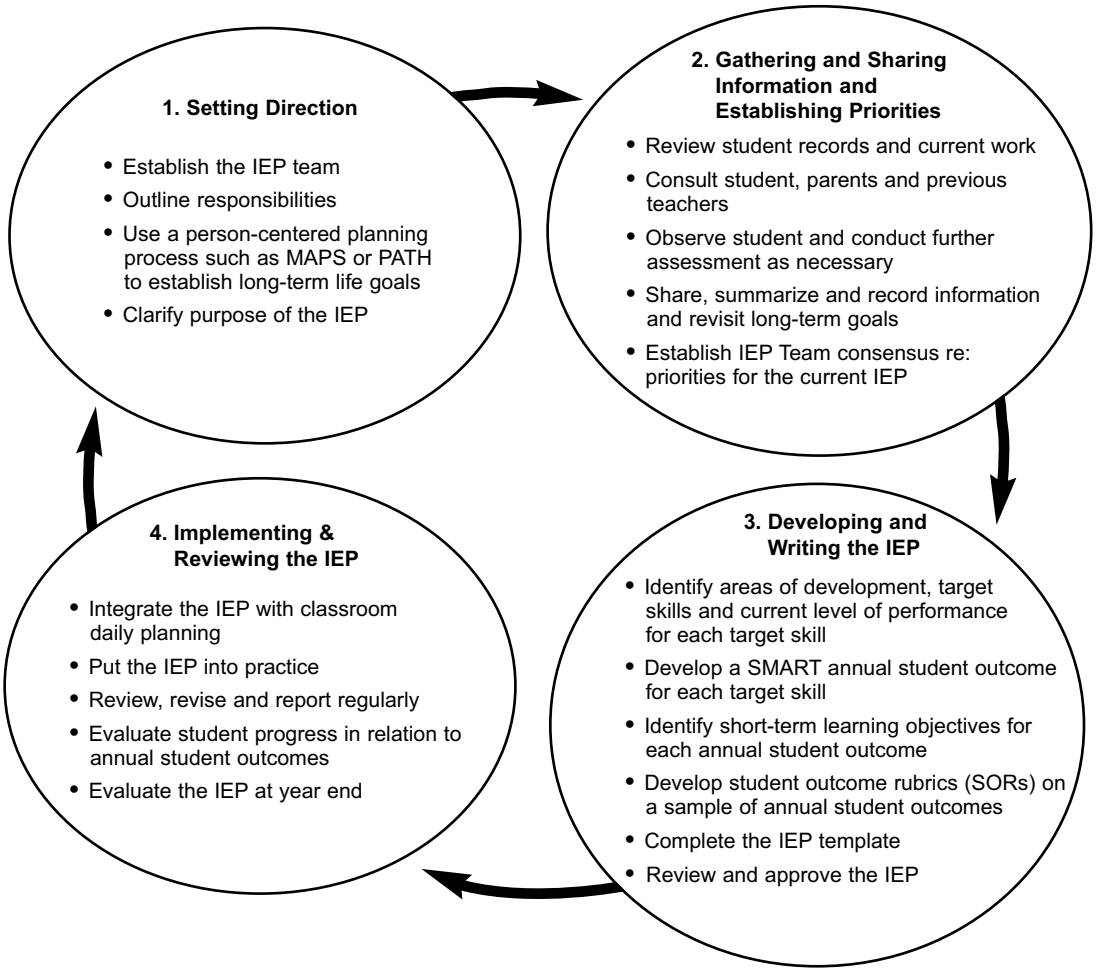
- An IEP is for an individual student not for a course or courses. In other words, the student does not have a Math IEP and an English IEP. Each student on an IEP has one individual education program with annual student outcomes and short-term learning objectives which are worked on in several classes/courses. The IEP annual student outcomes are congruent with those identified during a student's CPP development.
- An IEP is not a way to "get a student through a course". If the student is able to work on the curricular learning outcomes of a course, then he/she does not need an IEP, but rather may need accommodations/adaptations (documented in a Student Support Plan) to help achieve those outcomes.

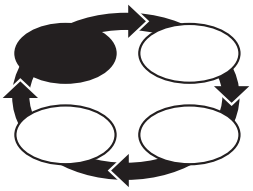
- Both students and parents need to understand the implications of an IEP in senior secondary school with respect to credits earned by meeting IEP objectives and the receipt of a **Certificate of IEP Program Completion** rather than a **Graduation Diploma**. (Appendix IV)
- The student and parents must also be aware that the official transcript for a student on an IEP (Appendix IV) will indicate those courses in which a student was working on annual student outcomes from their IEP as opposed to the learning outcomes of a regular course. These courses will have a different course name e.g. English Grade 10 - IEP and the Course Type designation I. Post-secondary institutions are unlikely to view these courses as meeting their admission requirements.

Chapter 4
The IEP Process

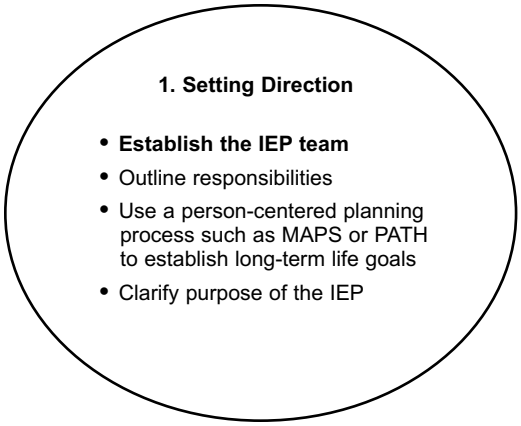
Once it has been established that the development of an IEP is appropriate, collaborative planning and implementation of a student's IEP are facilitated by the process described below.

The description is written for a student who has not previously had an IEP. Four phases are described in sequence but the order may be varied or several phses worked on simultaneously. For students who already have an IEP, which is quite likely for secondary students, the IEP team may decide to begin at one of the other phases, as the situation indicates.





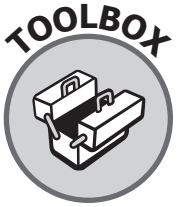
The Setting Direction phase of the process focuses on establishing an appropriate IEP team, clarifying team members responsibilities, setting direction and goals for the student by using a collaborative person-centered planning process and establishing consensus on the purpose of the IEP.



An IEP is more likely to be implemented successfully if all members involved in IEP implementation are part of the IEP team. This requires considerable educator involvement at the secondary school level where several teachers are teaching or have taught the student.

> The IEP team is composed of people who have the knowledge and skills to identify the student's challenges and to develop a plan to meet them.

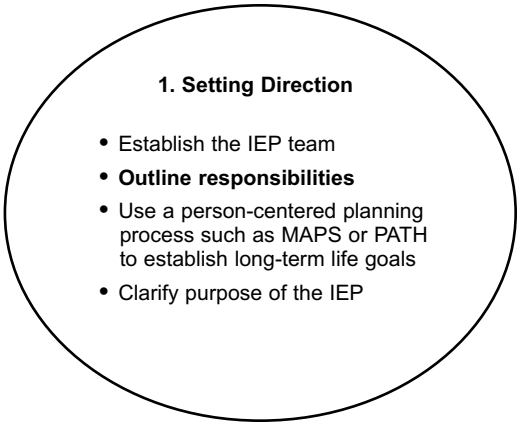
IEP team members typically include the student (if possible), parents, principal, teachers, PST, teacher advisor (TA), counselor, support assistant, and health and social service professionals as available and as appropriate. Due to the age of secondary students, it is more likely than in elementary school that the student will be an active member of the IEP team. Suggestions for managing collaborative planning and involving parents and the student are found in Toolboxes T1, P1, and S1.

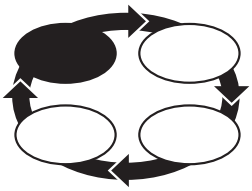


Key filter questions to use to help decide the composition of an IEP team include:

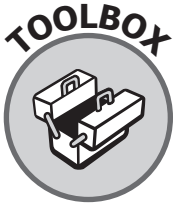
- Who knows the student?
- Who can provide insights into what's really important for this student?
- Who has expertise that might help develop and implement a successful IEP?

Establishing an IEP team based on answers to the above questions is more likely to result in the best IEP team for a given student, than is a process where people are assigned to an IEP team because it's in their job description.





It is essential that all IEP team members have a clear understanding of their responsibilities on the team (Chapter 2 and Toolbox T2).



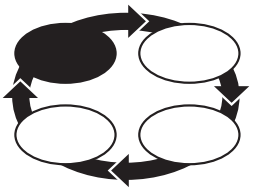
They should consider themselves as active and equal members whose expertise is recognized and necessary for the development of the IEP and for review and evaluation of the student's progress in reaching the IEP annual student outcomes. All members also need to know what is expected of them:

- How often will they meet?
- What will the process be for making decisions?
- What "modus operandi" will ensure smooth and productive meetings?

While IEP teams will function in a variety of ways, one person is designated as having primary responsibility for coordinating the IEP process.

In larger schools this is typically the PST. In schools without a PST another team member needs to be identified to be responsible for:

- distributing a written and timed agenda prior to meetings (for both the development process and the review process);
- facilitating group decision making;
- maintaining contact with parents, and external agencies;
- coordinating IEP development and monitoring processes;
- documenting and distributing revisions; and
- record keeping.



1. Setting Direction

- Establish the IEP team
- Outline responsibilities
- **Use a person-centered planning process such as MAPS or PATH to establish long-term life goals**
- Clarify purpose of the IEP

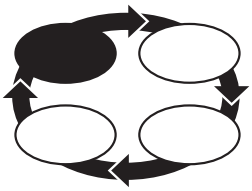
Although the IEP is written as a document of a school year's duration, the **long-term** (at least 3 to 5 years) **life goals** for a student are critical to establishing relevant annual student outcomes and short-term learning objectives for that student. It is appropriate at the secondary school level to establish long-term life goals related to secondary school leaving and to a transition to further training, work and/or community living. The long-term life goals established in this process need to be closely linked to and integrated with those guiding the career and program planning (completed in Grade 9) for this student.

A variety of collaborative processes have been developed in recent years to create a **person-centered plan** or vision of the future for an individual. Typically there is a broad focus including personal preferences and strengths of the person as well as difficulties or challenges. The process of personal futures planning offers a broader context in which to build individual education plans, **behaviour support plans** or career plans. Processes such as **MAPs** and **PATH** involve the student and parents as well as others who are important in the support network for the student. Such a process can be used effectively to identify long-term life goals for the student, as well as critical elements in the plan or path for reaching those goals.

> Clarity regarding the long-term life goals is essential for the establishment of the annual student outcomes for the IEP under development. Long-term life goals should answer the question, "Overall, where are we heading with this student?"

1. Setting Direction

- Establish the IEP team
- Outline responsibilities
- Use a person-centered planning process such as MAPS or PATH to establish long-term life goals
- **Clarify purpose of the IEP**

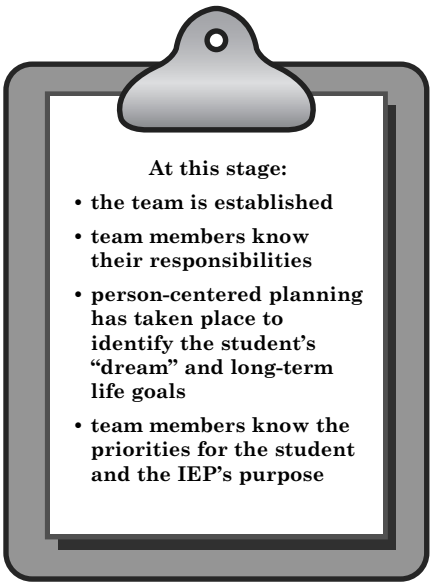


It is particularly important at the secondary level that an IEP be seen as the most appropriate program for an individual student and one which will assist him/her to achieve learning outcomes which will support their chosen career path. Except in rare occasions of temporary trauma or a temporary severe disabling condition, an IEP should not be seen as a short-term stop-gap or catch-up opportunity for students who are capable of achieving the learning outcomes of the NWT curricula.

IEP team members need to understand and agree on the purpose of the IEP, its focus and its scope. The team should develop a common understanding of the areas of high priority for the student and in turn the IEP. Several specific areas of development might be targeted in the IEP such as academic, communication, personal management, social competence /social networks, leisure/ recreation/wellness, career and work exploration, task performance/work habits.

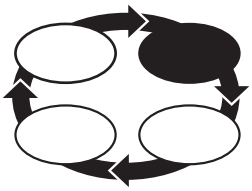
The more complex a student's needs are, the more areas of development that will need to be addressed. At the same time it is impossible to do everything at once. Priorities must be established for each school year.

> The annual student outcomes for a student in any given IEP have to remain manageable, realistic and be agreed to by all.


At this stage:
• the team is established
• team members know their responsibilities
• person-centered planning has taken place to identify the student's "dream" and long-term life goals
• team members know the priorities for the student and the IEP's purpose

2. Gathering and Sharing Information and Establishing Priorities

- **Review student records and current work**
- Consult student, parents and previous teachers
- Observe student and conduct further assessment as necessary
- Share, summarize and record information and revisit long-term goals
- Establish IEP Team consensus re: priorities for the current IEP



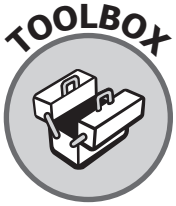
The Gathering and Sharing Information phase of the process focuses on consolidating information on the student by reviewing student records and current work, consulting with those who know the student best, observing the student and perhaps conducting assessments. A summary of the student's background and current functioning is shared with the IEP team, and priorities are established.

The IEP team needs to build on information collected about the student's past learning in order to optimize learning in the future. It is as important to identify what hasn't worked as it is to identify what has.

In order to gain a comprehensive picture of the student's functioning in school the IEP team will want to gather information on:

- self-concept;
- likes and dislikes;
- learning style;
- communication skills;
- problem-solving skills;
- social skills;
- academic achievement;
- attendance;
- school behaviour;
- mobility; and
- medical conditions.

Tools to assist in gathering information are found in Toolboxes T3 - T9.



Student records reviewed by the team should include:

- the student record (commonly referred to as the Cum File);
- the program support record (typically kept by the PST);
- reports from consultants and outside agencies;
- recent and relevant medical information;
- report cards; and
- previous IEPs (the IEP itself and recommendations from reviews/evaluations).

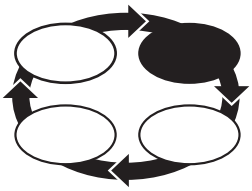
Current work reviewed should include:

- student portfolios;
- work samples from journals, notebooks, video or audio recordings; and
- most recent individual or classroom assessments/evaluations or other performance measures.

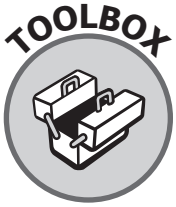
In reviewing the student's work, the emphasis should be on establishing a picture of the student's strengths and challenges.

2. Gathering and Sharing Information and Establishing Priorities

- Review student records and current work
- **Consult student, parents and previous teachers**
- Observe student and conduct further assessment as necessary
- Share, summarize and record information and revisit long-term goals
- Establish IEP Team consensus re: priorities for the current IEP

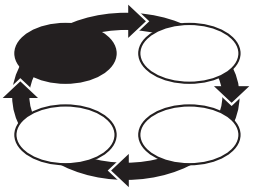


As students age and mature there may be increased possibilities for their involvement in the IEP process. The student may communicate likes, dislikes, and interests, information on learning style, strategies that lead to the most successful learning and may participate in performance assessment through self-evaluation and inventories. Students with communication difficulties can indicate choices through the use of symbols, pictures, photographs or simple checklists. Where significant involvement in the IEP process is possible, the student responds better knowing that he/she has a program which responds to expressed needs, interests and goals. Tools to assist student participation are in Toolboxes S2-S6.



Different individuals working with a student can provide valuable information about the student's responses, behaviour and learning. Parents can provide a unique perspective on their child's development and learning (Toolbox P2). Previous teachers and support assistants can provide information on both effective and ineffective strategies. Any other professionals (e.g. physiotherapist, occupational therapist, speech-language pathologist, social worker, psychologist) working with the student can share their perceptions and knowledge of the student. They can also share knowledge of any handicapping condition or disability that has been identified/diagnosed.

It is important to keep discussions focused on trying to identify keys to the student's success, rather than on a list of problems/deficits.



2. Gathering and Sharing Information and Establishing Priorities

- Review student records and current work
- Consult student, parents and previous teachers
- **Observe student and conduct further assessment as necessary**
- Share, summarize and record information and revisit long-term goals
- Establish IEP Team consensus re: priorities for the current IEP

Observations by school staff provide important information on the student's attitude and approach to learning and how he/she functions in a variety of situations including;

- managing daily routines and responding to specific activities and transitions from activity to activity and class to class;
- approaching new tasks and persisting with tasks;
- interacting with other students and adults;
- responding to various cues and instructional strategies;
- performing alone or in group settings; and
- the effect of variables surrounding learning such as lighting, sound, physical arrangement of classroom, time of day and any extra assistance/supports provided by staff or peers.

After studying the information available from these observations together with other assessment data, the team may decide that further **assessment** is necessary to assist them in understanding the difficulties the student is experiencing and/or ways the difficulties can be addressed.

Further assessments may be conducted by teachers, the PST, an education consultant or other professionals. Assessments might include additional observations and work samples, diagnostic tests, teacher-created tests, developmental assessments, living/vocational skills assessments, **Functional Behaviour Assessment (FBA)** or additional consultations with the student, parents, school staff or other professionals.

When an individual assessment using a particular test is proposed, the following questions should guide decisions on its use:

- Is this testing necessary? What information will be gained that the team does not already have?
- Will this test identify the student's strengths in a particular area?
- Will this test provide valuable information unavailable from other sources?

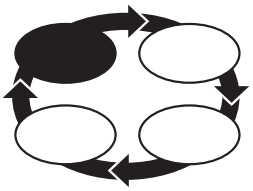
In addition, when the use of a norm-referenced test is being considered:

- Is the student represented in the population on which the test is normed?
  - If not, then how will the test results be interpreted?
- Is the context of the content items relevant to the student's life experience?
  - If not, test results will be biased.
- Does the student have the language proficiency required to understand directions?
  - If not, he or she may not be able to show what they know.

Assessments need to have more than one source of data. Test results should be viewed as only one part of a mosaic depicting the student.

It is essential that all information from any assessments be presented to the IEP team in a form that is readily understood by all members, particularly the student and the parents.

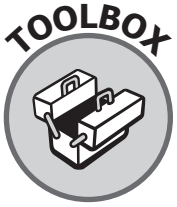
Assessment results should be reported with a focus on the implications for educational programming.



2. Gathering and Sharing Information and Establishing Priorities

- Review student records and current work
- Consult student, parents and previous teachers
- Observe student and conduct further assessment as necessary
- **Share, summarize and record information and revisit long-term goals**
- Establish IEP Team consensus re: priorities for the current IEP

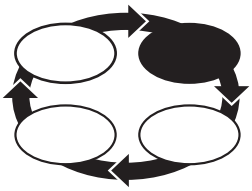
All information gathered by the above-described process is shared with the IEP team. It is examined and consolidated to reveal consistent patterns of the student's strengths, interests and challenges in a broad range of developmental or subject areas. It is then summarized in a recorded format corresponding to the categories of background information required on the IEP form (Toolbox T10).



This comprehensive description of the student's long-term life goals, background, strengths and challenges, and current functioning levels serves as a reference for the team in establishing priorities for the IEP.

2. Gathering and Sharing Information and Establishing Priorities

- Review student records and current work
- Consult student, parents and previous teachers
- Observe student and conduct further assessment as necessary
- Share, summarize and record information and revisit long-term goals
- **Establish IEP Team consensus re: priorities for the current IEP**



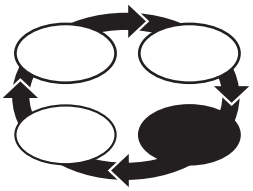
It is essential before proceeding to the next stage of developing the IEP that there is consensus among the IEP Team members on the priorities for the IEP. It is important to remember that an IEP is not a description of everything that will be taught to the student. Many needs/challenges will likely have been identified during the gathering and sharing of information among the team members. The IEP will be a summary of the highest priorities for the student's learning during the school year. In choosing priorities the IEP team should consider the wide range of the student's development keeping in mind the following :

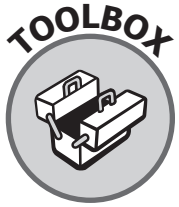
- the student's values and desired outcomes
- the parents' values and desired outcomes for the student
- the urgency of need or challenge
- contribution to overall achievement
- importance in social development
- usefulness in other environments
- age appropriateness
- instructional time
- available resources

Reaching consensus on the priorities for the IEP should be the focus of one IEP team meeting. Participants should be given ample preparation time and should have access to the summary of the information gathered on the student, prior to the meeting.

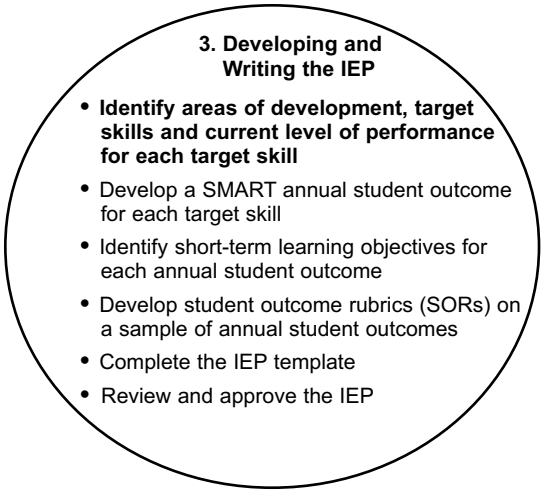
At this stage IEP members will:

- **have gathered and discussed sufficient information from a variety of sources to form a good picture of the student**
- **come to consensus on the priorities for the IEP**





The Developing and Writing the IEP phase of the process focuses on preparing the written IEP. Background information and long-term life goals are recorded. The team establishes and records appropriate annual student outcomes and short-term learning objectives and identifies supports and accommodations/ adaptations for the student. Transition plans are added if required. All information is recorded the FileMaker Pro template and team members sign the IEP.



Depending on the priorities identified by the IEP Team various **areas of development** and **target skills** may be addressed within the IEP. Examples of areas of development are academic, communication, personal management, social competence /social networks, leisure/recreation/wellness, career and work exploration, task performance/work habits. (For further details see Toolbox T11).

For each area of development selected the team determines which particular skill or skills will be targeted. It may be useful to compare several target skills in an area of development to establish which should take priority (Toolbox T12). These target skills become the indicators that will be observed and used in measuring student progress. Target skills are the skills previously identified as priority needs/challenges for the student e.g. reading instructions, working independently, participating in class discussions, using pictures to communicate.

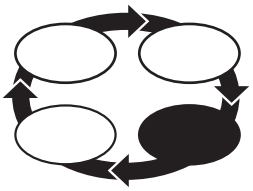
In order to develop specific annual student outcomes for each target skill, it is very important to know how the student is performing that skill at the present time. Such a description is known as the **current level of performance (CLP)**. These descriptions should be as specific as possible using objective, descriptive language and avoiding evaluative, "fuzzy" language such as "poor", "lazy" or "inappropriate." They are written in a sentence or two but provide enough detail that the reader can visualize the student 's performance or attempted performance of the skill. An example follows:

Area of Development:	Communication
Target Skill:	Participating in class discussion
Current Level of Performance:	Marsha is reluctant to communicate her thoughts and ideas to the class. She lacks confidence to speak to the class and shows signs of anxiety and fear. Her body language indicates timidity.

In addition to needing to know the current level of performance (CLP) to establish the annual student outcome, the CLP is also essential for:

- adapting materials, instructional strategies and assessments;
- assessing student progress (forms the baseline); and
- developing a **student outcome rubric** to measure progress.

To avoid duplication of work, the Annual Student Outcomes may be drafted and edited directly on the IEP template.



3. Developing and Writing the IEP

- Identify areas of development, target skills and current level of performance for each target skill
- **Develop a SMART annual student outcome for each target skill**
- Identify short-term learning objectives for each annual student outcome
- Develop student outcome rubrics (SORs) on a sample of annual student outcomes
- Complete the IEP template
- Review and approve the IEP

Annual student outcomes are written for each area of development and target skill identified above. Given that the current level of performance is the starting point for the semester or year, the annual student outcomes are concise descriptions of what the student's performance will realistically look like by the end of the semester/school year.

> It is particularly important that the annual student outcomes for secondary students be tied closely to both the student's long-term life goals and their Career and Program Plan.

Many students on an IEP will be working on annual student outcomes which are completely different from any found as learning outcomes in approved Senior Secondary courses. There will be some students, however, who will be able to achieve the outcomes of some regular NWT courses, along with others that are unique to them and articulated in their IEP. When choosing such courses the focus should always be on how the courses are congruent with priorities identified for the student.

Annual student outcomes outside of those in NWT curricula/courses will need to be achieved in the context of classes/courses offered to other students. The IEP team needs to write the annual student outcomes keeping in mind how they may be achieved in inclusive classroom settings. For many students on IEPs at the secondary level, some outcomes will have considerable emphasis on acquiring and improving the skills required for independent living. - i.e. life after secondary school.

It is important for the IEP team to agree on a manageable number of annual (or semester) student outcomes so that the IEP does not become unwieldy and difficult to implement. The IEP electronic template allows space for up to 15 although the majority of IEPs will include fewer.

Annual student outcomes should:

- be important to the student, support the student's CPP, and be consistent with priorities identified by the IEP team;
- be relevant to the student's actual **challenges**;
- be derived from the student's current level of performance;
- take into consideration the student's past achievement and rate of progress;
- challenge the student but be achievable;
- focus on what the student will learn, rather than on what teachers will teach;
- identify what the student will do, rather than what he /she will stop doing; and
- be realistic with respect to instructional time and resources.

The scope and degree of specificity of an annual student outcome is determined by the needs of the student. An outcome that is appropriate for one student may be too broad or too narrow for another.

The following template is suggested as a guide:

[Student] will [action] [what/how}
[by what criteria]
[where] [by what date]

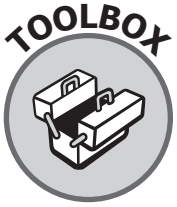
Effective annual student outcomes are referred to as SMART. The **SMART criteria** are as follows:

- **S**pecific: written in clear, unambiguous language
- **M**easurable: allow student achievement to be described, assessed and evaluated
- **A**chievable: realistic for the student
- **R**elevant: meaningful for the student
- **T**ime-related: can be accomplished within a specific time period, typically one school year but may be a semester

To avoid duplication of work, the Annual Student Outcome may be drafted and edited directly on the IEP template.

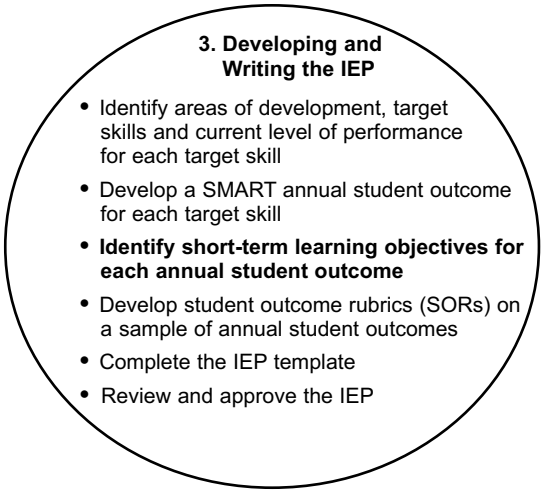
Returning to the example from the previous section, the area of development, target skill, current level of performance and annual student outcome now form a coherent "package":

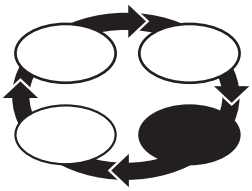
Area of Development:	Communication
Target Skill:	Participating in class discussion
Current Level of Performance:	Marsha is reluctant to communicate her thoughts and ideas to the class. She lacks confidence to speak to the class and shows signs of anxiety and fear. Her body language indicates timidity.
Annual Student Outcome:	By the end of Semester 1, Marsha will write her own ideas for classroom discussions on paper and allow the teacher to read them to the class at least 4/5 consecutive times.



A number of tools are available to assist in the development of SMART Annual Student Outcomes (Toolboxes T13, T14, T15 and T16).

A student may also be able to attain learning outcomes from approved NWT courses. Any regular courses on which the student is working should be identified on an attachment appended to the IEP. They do not require the development of annual student outcomes or short-term learning objectives.





The annual student outcomes are written to be achievable within one school year (or in some cases, in a semester). To foster student achievement during the school year, each annual student outcome is broken down into smaller, more manageable steps called **short-term learning objectives**. The achievement of these objectives over the year or semester should culminate in the ultimate achievement of the annual student outcome from which they were derived.

For many students on IEPs in secondary school, the IEP team needs to incorporate opportunities for them to meet their short-term learning objectives through out-of-school, community-based learning in work or volunteer placements.

Short-term learning objectives describe observable and measurable behaviours. The FileMaker Pro IEP template has space for four (4) learning objectives for each annual student outcome. In writing these learning objectives the IEP team will:

- identify the essential components involved in achieving the annual student outcome; and
- organize tasks into sequence where appropriate and write them using the SMART criteria:
    - determine the date when achievement is expected;
    - determine the instructional strategies and/or materials to be used to assist the student in attaining the objective;
    - name the person(s) responsible for implementing the instruction/action;
    - describe how the student can demonstrate that the objective has been achieved; and
    - specify the conditions under which the student will perform the task (e.g. with or without assistance) and criteria (e.g. accuracy, duration, rate) for attainment.

To avoid duplication of work, the Short-Term Learning Objectives may be drafted and edited directly on the IEP template.

Short-term learning objectives should be attainable within a reasonable period of time, typically six to eight weeks. This period would be shorter if the student outcomes were written for a semester. These objectives should be reviewed and revised when necessary.

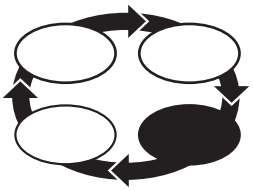
The quality of short-term learning objectives can be reviewed using the following questions:

- Is the short-term learning objective attainable in a reasonable period of time?
- Is the short-term learning objective measurable?
- Does the short-term learning objective include conditions for learning, assessment criteria and completion date?
- Taken together, do the short-term learning objectives represent the essential components of the annual student outcome to which they lead?

If the student is not attaining an objective, it is advisable to review and change the objective rather than extending the time.

The following visual summarizes how many of the terms used in the preceding 7 pages fit together, as well as terms explained on pages 122 and 123. The visual also shows what many of the pages of an IEP will look like when printed.

<table>
<tr><td>3a. Area of Development</td><td>Target Skill</td></tr>
<tr><td>IEP team agrees on which areas of development are priorities for this IEP</td><td>More specific than area of development, target skills provide the real focus of the IEP. Again, the IEP team has to agree.</td></tr>
<tr><td colspan="2">3b. Current Level of Performance</td></tr>
<tr><td colspan="2">Written in a sentence or two, a description of the student's current level of performance (CLP) on the target skill, with enough detail that the reader can visualize the student's performance or attempted performance of the skill. As specific as possible CLPs use objective, descriptive language and avoid evaluative, "fuzzy" language such as "poor", "lazy" or "inappropriate". The current level of performance is the starting point for the IEP.</td></tr>
<tr><td colspan="2">3c. SMART Annual Student Outcome</td></tr>
<tr><td colspan="2">If the current level of performance is the starting point, the annual student outcome is a concise description of what the student's performance will realistically look like by the end of the year. Annual student outcomes are written in SMART terms:
• Specific: written in clear, unambiguous language
• Measurable: allow student achievement to be described, assessed and evaluated
• Achievable: realistic for the student
• Relevant: meaningful for the student
• Time-related: can be accomplished within a specific time period, typically one school year</td></tr>
<tr><td>3d. Short-Term Learning Objectives</td><td>3e. Instructional Strategies and Responsibility</td></tr>
<tr><td>1. Each annual student outcome is broken down into smaller, more manageable steps called short-term learning objectives. There is room for four of them.</td><td rowspan="4">See page 122</td></tr>
<tr><td>2. Short-term learning objectives are written according to SMART criteria.</td></tr>
<tr><td>3. Each short-term learning objective should typically be achieved within 6 to 8 weeks.</td></tr>
<tr><td>4. Taken together, the short-term learning objectives represent the essential components of the annual student outcome to which they lead.</td></tr>
<tr><td>3f. Evaluation Method</td><td>3g. Student Progress</td></tr>
<tr><td>See page 122</td><td>See page 123</td></tr>
</table>



3. Developing and Writing the IEP

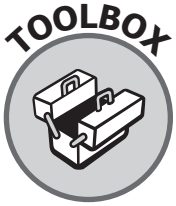
- Identify areas of development, target skills and current level of performance for each target skill
- Develop a SMART annual student outcome for each target skill
- Identify short-term learning objectives for each annual student outcome
- **Develop student outcome rubrics (SORs) on a sample of annual student outcomes**
- Complete the IEP template
- Review and approve the IEP

Student outcome rubrics (SORs) are one method of measuring intended learning outcomes for students on IEPs. Since students on IEPs are often not following regular courses, a means of reviewing the annual outcomes developed for the individual student is essential. Programming for the student on an IEP is designed to fit the student's needs/challenges. Therefore accountability should be based primarily on the annual student outcomes set out in the IEP.

SORs were developed as part of an accountability framework for "special education" under the auspices of the Western and Northern Canadian Protocol (WNCP). They are designed for use by the member jurisdictions of the WNCP, one of which is the NWT. SORs use a five-point scale, with each level being written according to SMART criteria:

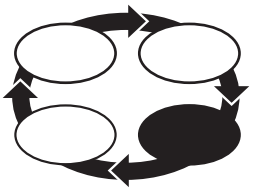
- 1 describes what the target skill will look like if the student's performance is *much less than expected*;
- 2 describes what the target skill will look like if the student's performance *somewhat less than expected*;
- 3 describes what's expected - i.e. the annual student outcome is level 3 on the rubric;
- 4 describes what the target skill will look like if the student's performance is *somewhat more than expected*; and
- 5 describes what the target skill will look like if the student's performance is *much more than expected*.

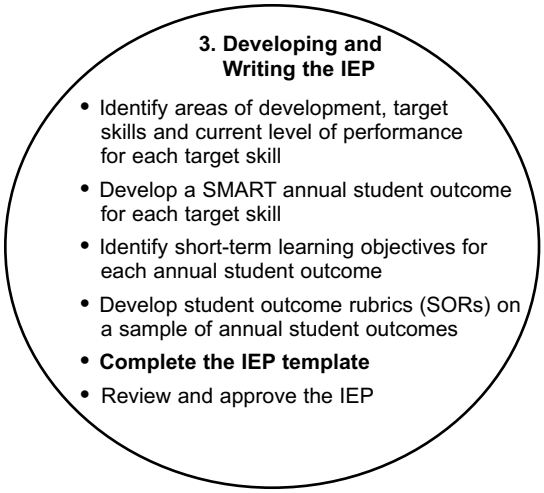
Since it is not practical to develop a rubric for every annual student outcome, the IEP Team should identify annual student outcomes with the highest priority and develop SORs for those as sample measures of the student's progress. If annual student outcomes are being written for a semester, then SORs would need to be developed on a sample of student outcomes in each semester.



A step-by-step procedure for developing SORs is found in Appendix I. Related tools are in Toolboxes T17, T18, T19, T20.

The SORs developed on a sample of annual student outcomes are not part of the IEP but are appended to the print copy of the IEP. They are developed within the same FileMaker Pro template as the IEP itself.





The following pages describe the completion of the FileMaker Pro electronic template by pages and numbered sections of a page. The template does not have to be completed "all at once." Information can be entered as it becomes available - e.g. the long-term life goals. Other parts, notably the annual student outcomes, short-term learning objectives and rubrics (where applicable) can be drafted, edited and finalized directly on the template, saving both time and duplication of work.

Student Data

Record identifying information for the student including the following;

- DEC/DEA name
- school name, address, phone and fax numbers
- student name
- **class placement**
- school year
- date of birth
- gender
- student ID number
- parent/guardian names and telephone numbers
- primary address
- an emergency contact with home and work phone numbers

In addition indicate whether or not:

- there is a **Career and Program Plan**
- there are any attachments identifying regular courses in which the student is enrolled - i.e. working on the course outcomes for regular credits. (Students on IEPs should, whenever possible, be working on learning outcomes found in NWT curricula in addition to student-specific annual student outcomes based on their particular needs/challenges.)

Background Information

1a: Strengths

The student's strengths were identified in the Gathering and Sharing Information phase when the IEP team gathered and synthesized data from a number of sources.

Information to include in this section is determined by the long-term goals for the student and the focus of the IEP for the current year. It may relate to academic skills, life-skills, physical skills or behaviour or a combination of these. In addition information on the student's learning style and multiple intelligences noted here guide the choice of strategies and materials.

1b: Challenges

The student's **challenges** will have been prioritized as part of the Gathering and Sharing Information and Establishing Priorities phase. Record the priority challenges in this section.

1c: Functioning Levels

Functioning levels will be expressed differently depending on the type of skill involved e.g. an academic skill might have a grade level, a physical skill, a developmental level.

Current levels of functioning are available from the comprehensive information on student functioning in the Gathering and Sharing Information phase. These performance or functioning levels are essential to selecting appropriate annual student outcomes and determining ways to adapt materials, instructional strategies and assessments. They also provide a starting point or baseline when assessing the student's progress towards IEP outcomes and objectives.

1d: Assessment Information

The information recorded here should be the summarized results of the most current assessments conducted with the student by educators or other professionals. "Current" in terms of more formal assessments usually refers to a maximum period of two years. Assessment information included here will generally be more diagnostic than evaluative in nature. The results of routine in-school assessments of progress contribute more to the establishment of the functioning levels recorded in the previous section.

1e: Relevant Medical Information

Medical information may have been gathered from the parents, from medical records with the parent's permission, or directly from medical professionals assessing and/or working with the student.

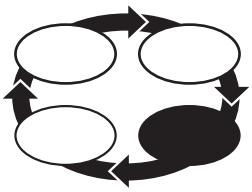
The information required in the IEP is that which describes:

- the student's current medical status;
- conditions or illnesses which may impact on the student's learning and/or behaviour; and
- conditions which necessitate supports in the learning situation.

1f: Additional Information

Record here information on any other factors in the student's physical, social or academic background which the IEP team decides would have implications for either the achievement of annual student outcomes and short-term learning objectives or for successful implementation of the IEP. For example, poor attendance or habitual lateness may have implications for the short-term learning objectives of the IEP. Information on such issues should be entered here.

Long-term Life Goals and Priorities for Annual Student Outcomes



2a. Long-term Life Goals

Record the three or four long-term (at least 3 to 5 years) life goals identified for the student during the Setting Direction phase as described on pg. 98. The goals are those established through a collaborative person-centered planning process such as MAPs or PATH.

2b. Priorities for Annual Student Outcomes

Record here the areas of development and the targeted skills within each area of development that were identified in the process described on pg. 108. Each target skill within an area of development will have an annual student outcome developed for it. These will be identified on the following pages of the template.

Annual Student Outcome and Short-term Learning Objectives

Details about each annual student outcome and its short-term learning objectives are recorded on this page. One such page is completed for each annual student outcome developed for the IEP. The FileMaker Pro template is designed to handle up to 15 annual student outcomes, one per page, although most IEPs will include fewer.

3a. Area of Development and Target Skill

This information (for one annual student outcome) will be filled in automatically by FileMaker Pro based on the information recorded in the previous section, 2b.

3b. Current Level of Performance

Record in this section the current level of performance (CLP) for the target skill listed in 3a using the process described on pg. 108.

3c. Annual Student Outcome

Record the SMART annual student outcome developed for the target skill listed in section 3a using the process described on pg. 110-112.

3d. Short-term Learning Objectives

Record the short-term learning objectives (up to 4) developed for the annual student outcome appearing in 3c using the process described on pg. 113-114.

For each short-term learning objective, information is filled out in sections 3e, 3f, and 3g.

3e. Instructional Strategies and Responsibilities

The information included in this section will, in most cases, pertain to all of the short-term learning objectives. If there is information specific to one objective it should be identified as such, and "lined up" with that objective on the template.

Instructional strategies are often evident from the SMART annual student outcome, and they should take into account information about previously successful strategies discussed in the Gathering and Sharing information phase of the IEP process.

Somewhat different strategies than used at the elementary level may be required because of the increased emphasis on independent study in secondary school. Many students on IEPs will require the direct teaching of learning strategies. This should be incorporated, at the beginning of secondary school, as a strategy for meeting short-term learning objectives. **Learning Strategies 15 and 25** may be considered.

Resource materials necessary for the achievement of the objectives may also be noted. Suggestions and recommendations from assessments and consultant's reports may be incorporated to identify the strategies most likely to lead to the attainment of the short-term learning objectives.

Individuals are identified to be responsible for the implementation of the strategies identified. These individuals may include the classroom teacher(s), support assistant, volunteers, peers, another teacher, counselor or other professionals. (Support assistants, volunteers and peers must always remain under the direct supervision of a qualified teacher.)

3f. Evaluation Method

Record here how the student will demonstrate **achievement** of the short-term learning objectives and the annual student outcome. As discussed earlier, short-term learning objectives and annual student outcomes written according to SMART criteria generally indicate the evaluation method, **criteria** for attainment, and the conditions under which the student will demonstrate attainment. For example, the following annual student outcome clearly articulates how the student is going to be evaluated (by whether or not she writes her ideas for classroom discussion), under what conditions (allows the teacher to read her discussion points to the whole class), and what constitutes attainment (at least 4/5 consecutive times.)

> By the end of semester 1, Marsha will write her own ideas for classroom discussions on paper and allow the teacher to read them to the class at least 4/5 consecutive times.

3g. Student Progress

This section will be completed for the short-term learning objective(s) being worked on at each reporting period or IEP review date

Rubric Required?

Following section 3g, the IEP template asks the following question. "Do you want to develop an evaluation rubric for this annual student outcome? Yes or no. Refer to pages 116, 117 and Appendix I for information and process related to Student Outcome Rubrics. See also Toolbox T20 for examples of completed rubrics, including one for Marsha (T20f).

If a rubric is going to be developed for an annual student outcome, check yes. Rubrics, although not part of the IEP, accompany the IEP, and their development is facilitated through this feature of the IEP template. The template allows you to either develop the rubric right away, or continue with completing the IEP and develop the rubrics later.

Support Personnel (and Assistance they Provide) and Accommodations/Adaptations

At various stages in the IEP process the IEP team will have discussed:

- support personnel and the assistance they deliver;
- various accommodations/adaptations in place or required by the student; and
- the importance of transitions and transition plans.

The following sections outline how decisions about these aspects of the student's IEP are to be made and recorded on the IEP template.

Students for whom an IEP is developed may already have various personnel delivering supports to them and already have accommodations/adaptations in the classroom. The IEP Team will have determined which of these have been most successful and should be continued. There will also have been, no doubt, recommendations from the IEP team to explore other supports, personnel to deliver them and other accommodations/adaptations.

The selection of other accommodations/adaptations to be tried is of prime importance. Because of this, a detailed discussion of a process to follow in making choices about accommodations and particularly about **assistive technology for learning (ATL)** is found in Appendix II. Tools to assist in this process are in Toolboxes T21, T22, S7, S8, P3.

4a: Support Personnel in Place (and Assistance they Provide)

Support personnel may include other students, volunteers, support assistants, counselors or other professionals working in the school. The support assistance they deliver includes:

- assistance with class work or homework (individual or small group);
- counseling and behavioural intervention;
- specialized rehabilitation and medical services; and
- personal assistance and assistance with special equipment or technology.

The support personnel recorded here are those who will deliver the continuing supports/assistance.

4b. Support Personnel to be Put in Place (and Assistance they will Provide)

The IEP team may have identified additional support personnel who need to be involved to assist the student to achieve the annual student outcomes of the IEP. Record these here as well as beginning dates and the assistance they will be providing.

4c. Effective Classroom Accommodations/Adaptations in Place

Describe **accommodations/adaptations** in place and to be continued using the list of possible accommodations/adaptations found in Appendix III. For example, the student may require special reminders or cues, an individual work station, special seating, or a daily communication book between home and school.

If accommodations such as extra time, a scribe or the use of a calculator are going to be requested when the student comes to take exams, they must be recorded here and be implemented as part of the delivery of the student's IEP. Accommodations cannot be made to assessment if they did not exist in a similar fashion when the student was in the learning situation.

4d. Classroom Accommodations/Adaptations to be Tried

The IEP team may have identified additional accommodations/ adaptations to be tried using the process outlined in Appendix II and the lists in Appendix III. Record these in this section.

Transition Plans and Additional IEP Comments

5a. Transition Plans

For some students this box will remain blank. For others who are facing a transition, or who are in the midst of one, it is crucial that the transition is planned for and supported. This section will be completed only if there are implications for transition related to a specific year's IEP.

The term transition is used to refer to many types of change. Many changes occur daily for students such as the transition from one activity to another or one location to another. These changes, although taken in stride by most students, can be very challenging

for some students on IEPs. Strategies to deal effectively with these transitions should be noted under accommodations/ adaptations or additional information.

Transition is also used to describe major changes in the life of a student. Transitions from one level of schooling or one school to another and from school to work or life in the community can be particularly difficult for students who require an individual education program and supports to achieve their learning goals. It is plans for this type of transition that should be described here.

Transition plans are critical for students on IEPs both when entering and exiting secondary school.

Transition to Secondary School

A transition plan at entry to secondary school needs to involve the student, parents, principals, sending teachers and PST and receiving teachers and PST.

Students and parents need to be informed about:

- course options, course requirements, the credit system and the career and program plan process;
- new and different routines;
- the number of different classrooms and teachers;
- student use of lockers, lunchroom, student clubs and noon-hour and after school activities; and
- opportunities to visit the new school.

Sending and receiving teachers and PSTs need to have a mechanism for information exchange and discussion of:

- an up-to date student record from the sending school;
- information regarding resources used;
- strategies for teaching and/or behaviour management; and
- the number and kinds of supports needed for student success.

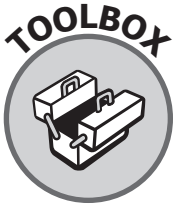
Students need a scheduled visit to the new school with introductions to school staff and an opportunity to spend some time in a classroom. Students may take a variety of work samples or a portfolio with them as a personal introduction of themselves to staff and students in the new setting.

Transition from Secondary School

The IEP team bears a responsibility to help facilitate the transition of students on IEPs in secondary school to further training, work in the community and/or post-school life in the community. A transition plan should be developed collaboratively with the student, family, and any services and agencies involved with the student. It should address any concerns the student or parents may have about the move to a new setting.

Transition planning should include:

- specification of the student's goals;
- specification of the student's needs;
- presentation of the various options possible;
- determination of preferences;
- arrangements for visits to the preferred option sites;
- assistance with applications if necessary;
- goals for the student in the new setting; and
- specifications of supports and services required in the new setting.



Toolboxes T23, T24, T25 are designed to assist with transition plans.

5b: Additional Comments

The IEP team may have additional comments to add which they feel are relevant to the successful implementation of the IEP and the student's progress. Any such comments which do not "fit" in any of the previous sections may be recorded here.

Recommendations for Next Year

These recommendations are crucial to the continuity of the IEP for the student. They assist the IEP Team in the following year with identifying priorities for areas of development and target skills, and in turn meaningful annual student outcomes, short-term learning objectives, instructional strategies, accommodations and other supports.

6a: Recommendations for Next Year

This box will be completed following the year-end evaluation of the IEP described under the Implementing and Reviewing the IEP phase of the IEP process. The IEP Team's recommendations for the following school year are entered here.

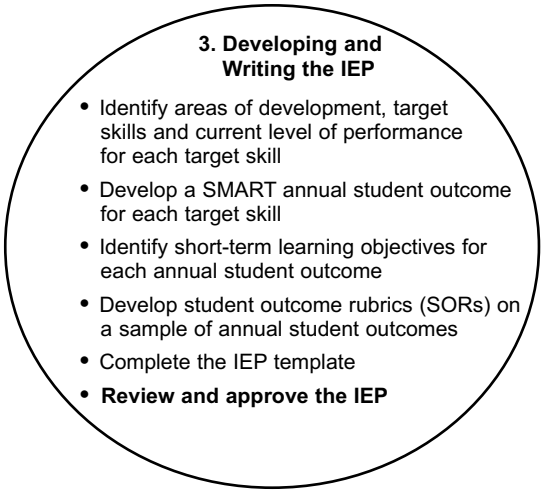
Signature Page

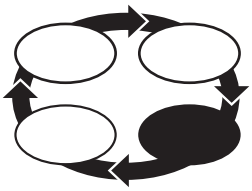
Box 7a: Implementation

Information on the implementation date and the two IEP review meeting dates will be entered here following the review of the IEP by the team before signing it as described on pg. 129 and 130.

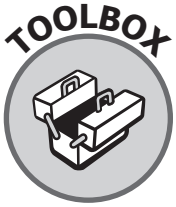
7b: Signatures of Team Members

Signatures will be obtained in the allotted spaces once the IEP Team has reviewed and approved the written IEP as described on pg. 129 and 130.





Once the IEP Template has been completed, the IEP Team meets to review the completed document. Members of the team need to agree that the document produced accurately reflects the information shared, priorities decided and decisions taken by the team. A tool to assist parents' review of the IEP is found in Toolbox P4.



Agreement among team members on the implementation plan for the IEP is critical to its success. Members need to see themselves as committed to the part they will play in implementation. The IEP team needs to agree on a date to begin implementation and dates to hold at least two IEP reviews.

Signing the IEP indicates the team members approval and support for the plan. The critical signatures on the IEP form are:

- student (if applicable);
- parent/guardian;
- principal;
- teachers;
- program support teacher; and
- any other professionals involved on the IEP Team.

All signatures should be dated.

Section 9 (3) of the Education Act (1996) requires the principal to "obtain the approval of the parent before an IEP is implemented or altered." The dated parent's signature on this page prior to implementation of the IEP will constitute proof that this requirement has been met. Parental signatures are also required at IEP review times if any changes are made to the student's annual student outcomes or short-term learning objectives.

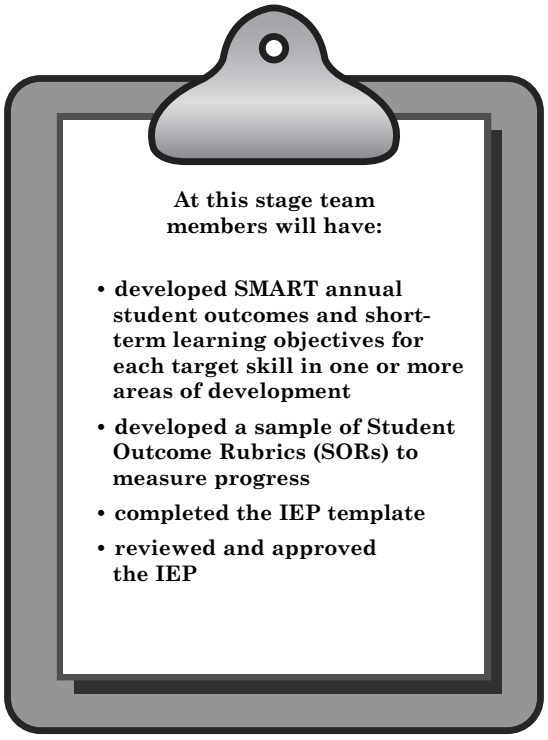
For senior secondary IEPs there is an additional statement indicating that all parties signing the IEP understand the implications of course credits earned for meeting IEP objectives and the issuing of a Certificate of Completion rather than a Graduation Diploma.

A secondary student who has actively participated in the development of his/her IEP may be granted the credit that is given for the CPP development.

In addition to parental permission, student permission for implementation may be given by a student who has reached the age of majority (19) in the NWT.

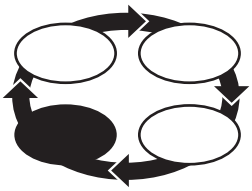
All individuals who sign the IEP should be given a copy of it. The management of records with respect to the filing and storage of old and current copies of the IEP is according to the *Departmental Directive on Management of Information in the Student Record and other Records Pertaining to Students* (1998) (under revision):

- The IEP is kept in the Program Support Record, along with previous IEPs.
- The Student Record (Cum File) contains a copy of only the current IEP.



4. Implementing & Reviewing the IEP

- **Integrate the IEP with classroom daily planning**
- Put the IEP into practice
- Review, revise and report regularly
- Evaluate student progress in relation to annual student outcomes
- Evaluate the IEP at year end

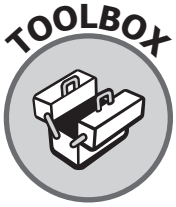


The Implementing and Reviewing the IEP phase of the process focuses on how to ensure successful implementation of the IEP. Keys to this are integration of the IEP with classroom planning and clarification of the individual roles in translating the IEP into practice. Processes must also be put in place for review, revisions, reporting on progress and evaluation.

The class/course teachers are key to this stage as they retain prime responsibility for implementing the IEP to support the student's learning.

Integrating the IEP with classroom planning is a complex task when a number of teachers are involved with the student. The IEP is linked to ongoing daily instruction through discussion among all staff members responsible for its implementation.

The PST (or the person designated as coordinator of the IEP process) assumes a coordinating role in planning implementation with all of the teachers involved with the student's IEP. The group needs to use a planning tool such as Toolbox T26 to determine which annual student outcomes and short-term learning objectives can be met in which subject area. The teachers need to document how they will provide learning opportunities, within their subject area, which will help the student to achieve his/her IEP objectives.



In addition to the learning environments in the school, some of the short-term learning objectives may be worked on in the home or community environments. Toolbox T26 is an organizational matrix that may be used to assist the integration of the IEP target skills, annual student outcomes and short-term objectives with school, home and community activities. Secondary students may be working on several annual student outcomes in settings other than the classroom.

In addition senior secondary teachers, under the leadership of the principal and/or PST are required to identify objectives which will

receive credits and to identify in which "courses" these will be granted (e.g. 2 credits in Mathematics - Grade 10 IEP).

> The more teachers are providing variety and diverse challenges in their classrooms through differentiated instruction, the easier it will be to make logical links between the program for the student on an IEP and the general class/course program. By implementing IEPs in a way congruent with the class/course program, students feel more a part of the class and are not following a program that is isolating them from their peers.

The PST assists the student's teachers and other staff to decide how programming plans for the student will be addressed daily and how those responsible for each strategy and support will put these into action in the student's current learning environments.

As with planning for other students, the teachers need to be mindful of the learning style and balance among the multiple intelligences for the student on an IEP.

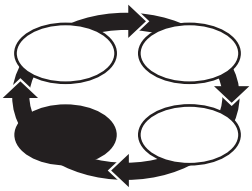
Some students on an IEP will also be able to work on learning objectives within the NWT curricula. They will do this as part of regular courses selected as most appropriate for them.

When teachers are integrating the IEP with their daily classroom planning it is important to note the supports identified in the IEP to assist the student to meet each objective.

In addition, the evaluation methods and criteria noted in the IEP need to be integrated with the evaluation strategies used with other students in the class/course, whenever possible.

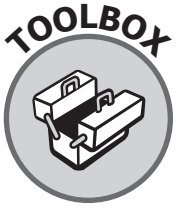
4. Implementing & Reviewing the IEP

- Integrate the IEP with classroom daily planning
- **Put the IEP into practice**
- Review, revise and report regularly
- Evaluate student progress in relation to annual student outcomes
- Evaluate the IEP at year end



As the daily plans for instruction related to the short-term learning objectives of the IEP are implemented, teachers and support assistants need to develop a tracking system. Weekly tracking forms with the IEP outcomes and objectives itemized and spaces for each day of the week may assist in the ongoing evaluation of progress.

Monitoring the progress of a student on an IEP is essential in order to provide an effective program. As with other students, techniques such as observation, samples of student work, participation, demonstrations and other techniques help to measure whether the program is being implemented and whether the student is progressing. Toolboxes T27, S9 and S10 may be used to monitor the implementation of assistive technology for learning (ATL) introduced for the student as an accommodation on the IEP.



Team members involved directly with implementation need to communicate frequently. Individual teachers will have a good idea of the student's progress in their particular class. The PST plays an essential coordination role in monitoring overall progress through regular consultation with the student, parents, teachers and other staff. It is suggested that the PST adopt or develop tools or a process by which to keep track of "the big picture" of how a student on an IEP is progressing. The PST could have students on IEPs check in with him/her daily or weekly, or periodically schedule short meetings with all of the student's teachers.

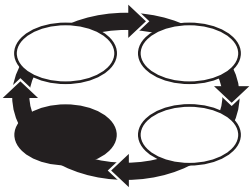
Assessment data is collected periodically as the IEP is put into practice. Some students on IEPs may be able to assist by taking on self-monitoring tasks. This could be facilitated for such students by scheduling a block of time with the PST. Data collected from a

number of sources inform the IEP team about the student's progress. These data also indicate the effectiveness of the teaching and learning strategies and resources used as part of the daily instruction.

Parents and families have a critical role to play in putting the IEP into practice by supporting their student's learning. They can reinforce the learning of skills outlined in the short-term learning objectives, assist with any work sent home and give emotional support as the student strives to meet objectives.

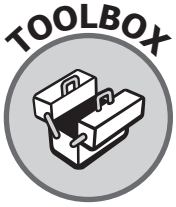
4. Implementing & Reviewing the IEP

- Integrate the IEP with classroom daily planning
- Put the IEP into practice
- **Review, revise and report regularly**
- Evaluate student progress in relation to annual student outcomes
- Evaluate the IEP at year end



As a consequence of the monitoring process, IEP team members may need to meet to discuss changing needs, challenges and student progress. The number of times this is necessary will vary from student to student as will the degree of student involvement in decisions. All such meetings should be documented. If the student is progressing slowly or is not making progress, team members may decide to revise annual student outcomes and short-term learning objectives, strategies and/or resources rather than continue with ineffective action until the next IEP review. Any revision must be consistent with the annual student outcomes set out in the IEP and be well documented.

The IEP team will meet formally to review the IEP at least twice a year (Education Act (1996) [Section 45 g]). One of these reviews may be evaluative (See section Evaluate at year end). If regular monitoring using tools such as those described above reveals that progress is slow, the team may need to meet more often. This is particularly important for students on a semester system. At these times the educators on the team share information on the strategies they have employed and any assessment results with the student, parents and other team members. The student and parents offer their assessment of how the program is promoting the student's development and learning. Gathering information for the review process may be assisted by using Toolboxes T28, T29, P5 and P6.



Discussion during the review should focus on:

- Is the IEP, in the student's view, meeting his/her needs?
- Does the IEP still accurately reflect the student's educational challenges?
- How effective are the strategies and resources in supporting student learning?
- How much progress has the student made towards achieving the outlined annual student outcomes and short-term learning objectives?
- Is there new information that suggests changes be made in the student's programming?
- Are new annual student outcomes and short-term learning objectives needed to more accurately reflect the student's changing strengths, challenges and interests?

For senior secondary students, the IEP team will have the additional task, when reviewing the student's progress, of determining the credits to be granted for the achievement of IEP short-term learning objectives and recording these credits. Credits may be accumulated as short-term learning objectives are met up to the maximum credits allowed for a particular course designation e.g. English at Grade 10 IEP.

The school administration will submit the credit(s) earned, upon completion of short-term learning objectives, one or more credit at a time or credits completed at the end of each semester to Student Records, Department of ECE for inclusion in the student's transcript.

A more detailed description of the recording of credits for student on IEPs is available in Appendix IV (Section 28 of the Senior Secondary School Handbook 2006).

If, at the time of review, the student is attaining short-term learning objectives satisfactorily, the plan as written will be continued. If the student is learning at a faster rate than anticipated, new or additional annual student outcomes and short-term learning objectives will be developed.

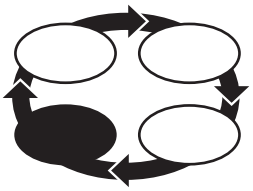
If the student is making unsatisfactory progress, the review process may take the team back to any of the steps in IEP development.

More information may need to be gathered. Annual student outcomes and short-term learning objectives may need to be revised. New instructional or assessment strategies or help from other professionals may be needed. The student may be able to provide valuable insight into what needs to be changed.

All changes are recorded in the IEP. If the formal reviews or any other meetings of the IEP team result in changes to the student's annual student outcomes and short-term learning objectives, dated parents' signatures are required. Informal meetings may result in changes to strategies, resources, materials or supports but not to annual outcomes and objectives. An IEP team member is expected to communicate these changes to parents but they are not required to sign every time this type of change is made.

Regular reporting to students and parents is as important for a student on an IEP as it is for any other student. At any stage in the year, some students and parents may have been involved in a regular review meeting and be familiar with the student's progress. However, all parents of students on IEPs should receive a progress report at the regular reporting times scheduled in the school's calendar. Whether the same form of report card as other students receive is appropriate will depend on the student's annual student outcomes, whether or not the student is taking any approved NWT courses, as well as on the report card format itself and the software used to generate the report. Information on the student's progress is available from the progress section 3g of the IEP and can be printed out for a specific reporting period.

Student Outcome Rubrics (SORs) developed on a sample of annual student outcomes (see pg. 116, 117, Appendix I and T17) can also be used during parent teacher interviews to describe where the student is functioning. Parents typically find that this gives them a clear and concise way to view their child's progress on the annual student outcomes.



4. Implementing & Reviewing the IEP

- Integrate the IEP with classroom daily planning
- Put the IEP into practice
- Review, revise and report regularly
- **Evaluate student progress in relation to annual student outcomes**
- Evaluate the IEP at year end

Student progress is evaluated throughout the year and at year-end for students on IEPs in a similar manner as for other students. The annual student outcomes are reviewed along with any learning outcomes for work on learning outcomes of approved senior secondary courses.

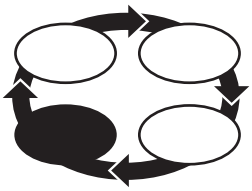
One evaluation tool is the Student Outcome Rubric (SOR) developed on a sample of annual student outcomes (part of the Development and Writing of the IEP phase - pg 116, 117 and Appendix I). Each of the rubrics developed needs to be used to determine the level of performance reached by the student by the end of the semester/year on a particular target skill. The level attained is recorded on each rubric and these are re-attached to the IEP. The rubrics may also be used in reporting to parents, both throughout the year and at year-end.

It is not practical to develop rubrics for each annual student outcome so other methods of evaluating progress need to be used as well. As with other students assessment of progress may be based on samples of student work, demonstrations, assessments with accommodations in place, etc. Methods for evaluating progress will have been determined by the IEP Team and outlined on the IEP in section 3f.

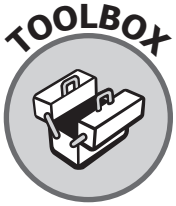
As the student's current level of performance (CLP) is key to both measuring progress and to establishing the following year's IEP priorities it is important to record the student's year-end CLP for each annual student outcome. Discussion of these levels will determine whether the target skills need further work in the following year or whether other target skills should become priority for the following year's IEP.

4. Implementing & Reviewing the IEP

- Integrate the IEP with classroom daily planning
- Put the IEP into practice
- Review, revise and report regularly
- Evaluate student progress in relation to annual student outcomes
- **Evaluate the IEP at year end**



At the end of the school year, or if the student transfers to another school, the IEP team conducts a review of the IEP, documents student progress and writes recommendations for the coming year. When writing recommendations, consideration should be given to the answers to the following questions regarding the IEP development and the IEP implementation (Toolbox T30).



The IEP development:

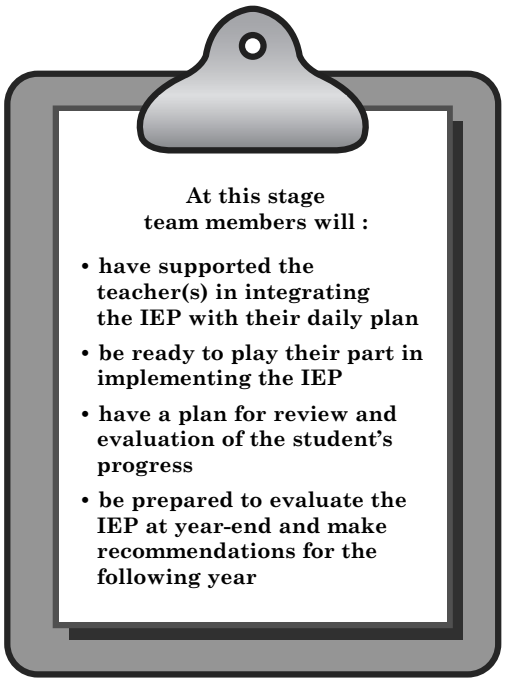
- Was the student involved to the greatest extent possible?
- Were parents involved in developing and/or revising annual student outcomes and short-term learning objectives?
- Was all pertinent background information included in the IEP?
- Were the annual student outcomes of the IEP congruent with those of the student's CPP?
- Was the number of annual student outcomes and short-term learning objectives prescribed manageable?
- Were the criteria for achieving each short-term learning objective realistic and appropriate?
- Was the assignment of responsibilities for implementation clear?

The IEP implementation:

- Was the student, whenever possible, encouraged to take responsibility for his/her own growth and progress?
- Was there sufficient communication among team members over the school year?
- Were daily plans consistently followed? If not, what problems prevented their implementation?
- Were the objectives addressed logically and sequentially?
- Were materials appropriate and available?
- Has the level of performance changed since the beginning of the school year?
- Did the student make gains in areas that were not part of the annual student outcomes and short-term learning objectives of the IEP?

The year-end evaluation helps to ensure continuity of the student's learning by forming the foundation on which the following year's IEP is developed.

In addition to evaluating the success of the IEP in promoting student learning, the success of the IEP process itself should also be evaluated. The team members should review their own roles and responsibilities (Chapter 2) and be accountable for their performance with respect to their contribution to the development and implementation of the IEP being evaluated. Suggestions for ways to improve the process should be noted.



In Conclusion

Developing individual education programs is neither quick, nor easy. While all students require clearly articulated learning outcomes, by definition students who require individual education programs have learning outcomes which are, more often than not, unique to them. In turn then, the program and supports required to meet those unique outcomes is also highly individualized.

The preceding pages have outlined a process for identifying long-term life goals and annual student outcomes and developing an IEP to move toward those goals. Thoughtfully developed and well implemented, such IEPs will increase the probability that students' lives will improve as a result - improved outcomes for students is the goal of individual education programs.

Chapter 5
The IEP Form

The IEP Form template, which accompanies these guidelines is available in both electronic and PDF versions. FileMaker Pro 5 or higher is needed.

Northwest Territories Education, Culture and Employment

CONFIDENTIAL
Individual Education Plan

Dehcho

Deh Gáh Elementary & Secondary School

John Doe

An Individual Education Program is a comprehensive written education plan with goals and objectives determined through a collaborative process, driven by the strengths and needs of the student. It may or may not include outcomes articulated in NWT curricula. It includes:

1. Identifying data
2. A description of the student's present level of functioning
3. Long term life goals
4. Completion dates for achievement learning of annual student outcomes
5. Method of assessment & statement of success/progress
6. Special resources if required
7. Suggested instructional materials, methods and strategies
8. IEP implementation (meeting) and review (target) dates
9. Persons responsible for implementation
10. Parent's involvement and approval of program.

DEC/DEA Name: Dehcho
School Name: Deh Gáh Elementary & Secondary School
School Address:
, NT,
Phone:
Fax:

This *confidential* document must be filed in the Student's Program Support Record with a current copy in the Student Record Folder.

Individual Education Plan for John Doe.

Class Placement: School Year:

Date of Birth: Gender: Student ID#:

Parent / Guardian:
Home Phone:
Work Phone:
Other Phone:
E Mail:

Parent / Guardian:
Home Phone:
Work Phone:
Other Phone:
E Mail:

Primary Address:

Emergency Contact:
Home Phone:
Work Phone:

Does a Career and Program Plan exist for this student?

Does this IEP have any attachments identifying targeted Learning Outcomes from approved NWT curricula?

1a. Strengths

1b. Challenges

1c. Functioning Levels

1d. Assessment Information

1e. Relevant Medical Information

1f. Additional Information

2a. Long Term Life Goals (From person centered planning)

2b. Priorities for Annual Student Outcomes Area of Development	Target Skill

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

3a. Area of Development	Target Skill

3b. Current Level of Performance

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

4a. Support Personnel in Place (and Assistance they Provide)

4b. Support Personnel to be Put in Place (and Assistance they will Provide)

4c. Classroom Accommodations / Adaptations in Place

4d. Classroom Accommodations / Adaptations to be Put in Place

5a. Transition Plans

5b. Additional IEP Comments

6a. Recommendations for Next Year

7a. Implementation

This IEP will begin on .

A review meeting will be held on .

7b. Signatures of Team Members

For senior secondary students and their parents:
I understand that credits will be earned for meeting the objectives of this IEP. These credits will be recorded on the student transcript as course type "I" (meaning Individual Education Plan); and will count towards a Certificate of Program Completion awarded by the school, rather than a Secondary School Diploma issued by the Minister of Education.

Parent/ Guardian	Date
Student (if applicable)	Date
Administrator/Principal	Date
Program Support Teacher	Date
Teacher(s)	Date
Other	Date
Other	Date
Other	Date

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

Appendix I
Developing Student Outcome Rubrics (SORs)

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

APPENDIX I

Developing Student Outcome Rubrics (SORs)

A Student Outcome Rubric (SOR) is a tool to assist with measuring progress towards an annual student outcome that has been articulated in a student's IEP. The SOR uses a scale ranging from 1 (much less than expected) to 5 (much more than expected.) This is a similar process to ones used by schools in regular reporting to students and parents. For example: To help regular education program Grade 6 students understand the expectations of a map assignment the teacher develops a rubric like the following:

Example of Regular Evaluation Rubric

Map Rubric
Name _____ Date _____
Class _____

	Expert	Practitioner	Apprentice	Novice
Content	All labels are included and are carefully and accurately placed; detail along coastlines is careful and accurate	All labels are included and most are accurately placed	All but one or two labels are included, several are not accurately placed	Several labels are not included and many are not accurately or carefully placed
Visual Appeal	Very colorful and clean looking; labels are very easy to read	Some color; a few labels are not easy to read	Limited use of color; labels are somewhat difficult to read	Limited or no use of color; labels are very difficult to read
Map Elements	Includes clearly labeled title, date (if appropriate), directional arrow (compass rose), scale, key, source line, and latitude and longitude lines	Includes most standard map elements; most are accurate and easy to read	Missing several standard map elements	Missing most standard map elements

When writing SORs for students with IEPs the expected performance of a given target skill/annual student outcome has already been identified in the IEP. The annual student outcome is what a target skill expected to look like at the end of the school year (or in some secondary schools it may be a semester.)

SORs use a five-point scale, with each level being written according to SMART criteria (see pg.40 and Toolbox T13):

- 1 describes what the target skill will look like if the student's performance is *much less than expected;*
- 2 describes what the target skill will look like if the student's performance *somewhat less than expected;*

[1] The term "annual student outcome" will be used throughout. Those on a semester system may choose to substitute "semester" for annual.

- 3 describes what's *expected* - i.e. the annual student outcome (from the IEP) is level 3 on the rubric;
- 4 describes what the target skill will look like if the student's performance is *somewhat more than expected;* and
- 5 describes what the target skill will look like if the student's performance is much more than expected.

The SOR when developed can be used as both a monitoring and evaluative tool as well as an aid in reporting to parents and the student about progress.

> It is suggested that SORs be developed for a sample of annual student outcomes since it is not practical to develop a rubric for every annual student outcome. The IEP Team should identify the annual student outcomes with the highest priority and develop SORs for those, as a tool to measure and report on the student's progress/ performance.

A copy of the student outcome rubric form in Toolbox T17 follows.

Student Outcome Rubric

Student's Name Taken from IEP	Area of Development: Taken from the IEP	Target Skill: Taken from the IEP
Current Level of Performance	Taken from the IEP[1]	
1 Much less than expected		
2 Somewhat less than expected		
3 Expected	Taken from the IEP (the annual student outcome)	
4 Somewhat more than expected		
5 Much more than expected		

Age: Taken from the IEP Gender: Taken from the IEP

Interim Progress Reports:

Date: _____ Level:___ Date:_____ Level: ___ Date:_____ Level: ___

End of Year: Level attained:____ Evaluator: _____ Date: _____

Team members/positions:

_____

_____

[1] Any information taken from the IEP, will be entered automatically by FileMaker Pro. It does not have to be re-entered.

APPENDIX I

Before developing SORs on a sample of annual student outcomes, the IEP Team should consider a number of factors related to determining the levels of attainment used on the rubric and the involvement of various team members in the SORs development. These are outlined below and in Toolbox T18.

1. **Levels of attainment on the Student Outcome Rubric can be based on a range of factors, including the following:**

• Accuracy	The correctness of the response
• Frequency	Levels may reflect an increase or decrease in the particular skill or behaviour
• Consistency	Responding in a consistent manner each time the situation is presented (more than just frequency)
• Level/type of support	The assistance /support that the student requires to successfully demonstrate the skill
• Independence	Levels may reflect the same skill, but increased independence (i.e. acquisition, fluency, maintenance, generalization).
• Stage of learning	Levels will depend on the stage of learning that is targeted (i.e. acquisition, fluency, maintenance, generalization).

2. **When developing the more/less than levels of attainment, consideration is given to:**
   - The current level of performance
   - Anticipated rate of progress based on individual needs and past reports

3. **Involvement of IEP Team members may vary** depending on the nature of the outcome. For example, rubrics for annual student outcomes in the personal management and leisure/recreation may be best developed with the parent and the student when possible. In other situations such as with academic annual student outcomes, the parents might choose to defer to the teacher.

APPENDIX I

Development of Student Outcome Rubrics (SORs)

The actual writing of a SOR is done *within the same* FileMaker Pro Template as the IEP. For any given annual student outcome written on the IEP template, after indicating how the annual student outcome is to be evaluated, the following question is asked, "Do you want to develop an evaluation rubric for this annual student outcome?" If you click yes, you have the option of developing the rubric at that point, or returning to it later.

Either way, **any information that has already been entered on the IEP template** - i.e. the area of development, the target skill, the current level of performance and the expected level of performance (i.e. the annual student outcome) **will automatically be entered on the rubric**.

The SOR input screen of the FileMaker Pro template, shows only the partial SOR. The preview screen shows all the information that will appear on the SOR when printed.

Step 1 Identify the area of development and the target skill

The area of development and target skill as identified on the IEP (Section 3a) are placed at the top of the rubric.

	Area of Development: Behaviour - Responsibility	Target Skill: Report to homeroom

APPENDIX I

Student Outcome Rubric

Step 2 Define the current level of performance

The current level of performance for the specific target skill

	Area of Development: Behaviour - Responsibility	Target Skill: Report to homeroom
Current Level of Performance	Jim avoids going to his homeroom, tends to wander the halls or go to the life skills room.	

identified will be found on the IEP in Section 3b.

Student Outcome Rubric

Step 3 Set the expected level of outcome

Student Outcome Rubric

Jim Smith	Area of Development: Behaviour - Responsibility	Target Skill: Report to homeroom
Current Level of Performance	Jim avoids going to his homeroom, tends to wander the halls or go to the life skills room.	
1 Much less than expected		
2 Somewhat less than expected		
3 Expected	Jim will independently report to his homeroom at 9:00 a.m. and 1:00 p.m. 50% of the time by the end of June 2006.	
4 Somewhat more than expected		
5 Much more than expected		

Based on the current level of performance and what is known about the student, an annual student outcome will have been developed for the target skill. Use this annual student outcome from the IEP (Section 3c) as the Expected Level of Outcome and insert at Level 3.

Step 4 Specify somewhat less and somewhat more than expected

Determine what would be the level of performance "somewhat less than expected" and describe this at Level 2. Likewise determine what would constitute a performance level "somewhat more than expected" and describe this at Level 4.

Student Outcome Rubric

Jim Smith	Area of Development: Behaviour – Responsibility	Target Skill: Report to homeroom
Current Level of Performance	Jim avoids going to his homeroom, tends to wander the halls or go to the life skills room.	
1 Much less than expected	**Jim will report to his homeroom at 9:00 a.m. and 1:00 p.m. with verbal reminders and physical prompts 75% of the time by the end of June 2006.**	
2 Somewhat less than expected	**Jim will independently report to his homeroom at 9:00 a.m. and 1:00 p.m. with a verbal reminder 75% of the time by June 2006.**	
3 Expected	Jim will independently report to his homeroom at 9:00 a.m. and 1:00 p.m. 50% of the time by the end of June 2006.	
4 Somewhat more than expected	**Jim will independently report to his homeroom at 9:00 a.m. and 1:00 p.m. 70% of the time by June 2006.**	
5 Much more than expected	**Jim will independently report to his homeroom at 9:00 a.m. and 1:00 p.m. 90% of the time by the end of June 2006.**	

Step 6 Evaluate the Rubric

Check that the rubric developed meets the following criteria:

- Is the outcome a priority for the student?
- Is the current level of performance clear and concise?
- Does the annual student outcome meet the SMART criteria?
- The scale on the rubric:
  - Has parallel wording at each level
  - Measures a single skill
  - Is continuous across levels
  - Is related to the instructional process
- Is the language is clear and non-technical?

A checklist for this process is in Toolbox T19. Several examples of completed rubrics are in Toolbox T20.

Step 7 Attach to the IEP

Copies of the SORs developed on a sample of the annual student outcomes are to be attached to the print copy of the IEP.

> Although the SORs are developed within and using the same FileMaker Pro template as the IEP itself, they are not part of the IEP per se. They can be printed either individually, or as a set.

Step 8 Assess Progress

The IEP Team will have determined specific time lines for assessing the progress of the student on an IEP. The SOR is a useful tool to use at these times. Evaluation of key annual student outcomes using SORs provides a scale to measure the student's progress and is useful when discussing this progress with the student and parents. The rubric form found in Toolbox T17 provides an area at the bottom to record student progress at dates during the year and at year end.

Age: Taken from the IEP Gender: Taken from the IEP

Interim Progress Reports:

Date: _____ Level:___ Date:_____ Level: ___ Date:_____ Level: ___

End of Year: Level attained:____ Evaluator: _____ Date: _____

Team members/positions:

_____

_____

APPENDIX I

APPENDIX I

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

Appendix II
Choosing Appropriate Accommodations/Adaptations and Support Personnel for Students on IEPs

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

APPENDIX II

APPENDIX II

Choosing Appropriate Accommodations/Adaptations and Support Personnel for Students on IEPs: With a Focus on Assistive Technology for Learning (ATL)

Students who require an Individual Education Program may be receiving or may require a variety of supports and accommodations/adaptations in the classroom. In these IEP Guidelines and on the electronic IEP template both "support personnel" needed to deliver various supports, and accommodations/adaptations, are identified.

Support personnel may include other students, volunteers, support assistants, counselors or other professionals working in the school who provide individual assistance with class work or homework, counseling or behavioural interventions, specialized rehabilitation and medical services or personal assistance with daily living tasks, mobility and/or the use of special equipment/technology.

"Accommodations/adaptations" are essentially changes that the teacher makes to the teaching process, learning environment, materials/equipment, time demands, evaluation or student products to help students achieve the expected learning outcomes of their IEP. Choosing appropriate accommodations/adaptations and identifying appropriate support personnel (and the assistance they provide or will provide) is essential in order to help the student achieve his/her annual student outcomes.

Accommodations/adaptations for students on IEPs may involve assistive technology for learning (ATL). All technology can be described as assistive - technology to assist one to do something better, easier and more effectively. Therefore, all students use some assistive technology in the context of the classroom. The term "assistive technology for learning (ATL)", however, focuses specifically on materials/equipment that allow access to learning for students who have barriers due to their sensory, physical, cognitive or other learning challenges. The term ATL is used to describe both a device and its application. Several of the

Accommodations/Adaptations listed in Appendix III involve ATL. Support personnel may be involved in the training, implementation and maintenance of these accommodations, particularly those involving high technology tools.

This appendix is designed to assist the IEP Team to:

- decide if ATL is appropriate for a student;
- choose what ATL will work best for an individual student; and
- infuse ATL into the IEP development and implementation process described in these guidelines.

Although all of the examples involve assistive technology, the process described in this appendix can be used to choose other appropriate accommodations or supports for a particular student.

Areas where assistive technology for learning may have a positive impact for a student include the following:

- Organization of self and materials
- Reading
- Written expression
- Memory
- Math
- Hearing
- Vision
- Fine and gross motor

Assistive Technology for Learning Continuum

As shown in the table below, ATL applications range over a continuum from low-tech to high-tech. The continuum covers a wide range of classroom materials, media and technologies. Low-tech and some mid-tech tools are often available in office supply or electronics stores. Some mid-tech tools are only available from specialized vendors but also have wider general application for most students. High-tech tools are generally computer-based solutions. The high-tech ATL tools usually represent use of and access to computers or other equipment focused on the specialized needs of an individual student. In a few instances a high-tech ATL may also have benefits for other students in the classroom e.g. a sound-field FM amplification system.

APPENDIX II

Sample Assistive Technology for Learning Continuum

Low-tech	Mid-tech	High-tech

• Raised line paper
• Alternative writing surfaces (e.g. white boards)
• Alternative writing implements (e.g. magnetic letters, alphabet stamps, magnetic words)
• Materials to support memory, focus, and organization (e.g sticky notes, highlighters, webs)
	• Tape recorders
	• Calulators
	• Talking calulators
	• Talking spell checkers
	• Audio books
	• Dedicated word processors (e.g. Alphasmarts)
	• Simple voice playback devices (e.g. talking picture frames)
		• Specialized software such as:
		  • Talking word processors
		  • Word prediction
		  • Screen reading
		  • Scan-and-read
		• Dedicated communication devices:
		  • Sound field FM
		  • Voice output display with multimessaging
		  • Voice output device with speech synthesis
		• Specialized computer access:
		  • Touch screens
		  • Alternative keyboards
		  • Switch adapted mice

Effective use of ATL for any individual student may incorporate low-to high-tech.

Begin with low-tech solutions and then progress to more complex technologies only if the low-tech does not adequately reduce barriers to learning success. As the level of technology increases so does the cost, learning time and maintenance required.

APPENDIX II

Additional Requirements for Effective ATL Use

Appropriate use of ATL includes not only understanding what the devices/tools are but also how to use them effectively to make a difference for the student. This latter type of knowledge and understanding is often referred to as "soft tech" and includes:

- knowledge and expertise about the student's learning needs;
- knowledge and expertise about the assistive technologies for learning;
- evaluation of potential tools for the student;
- training to put the tools to use;
- implementation of the devices/tools; and
- maintenance of the devices/tools.

How ATL helps to overcome barriers

The following examples of students using ATL in their classrooms illustrate how assistive technology can create positive outcomes for students with learning challenges.

Angela's Story

Angela is a Grade 6 student who uses scan-and-read software to access print materials . She also uses a dedicated word processor[2] to help her write. Angela struggles with reading but can understand when simple books are read to her. Her ATL allows her to be more independent as she can scan materials on her own at a level she can understand. She cannot print well enough for others to decipher what she has written. Using a dedicated word processor means she can write simple sentences and they are legible. She uses word prediction software to help her to spell correctly. Her ATL helps Angela to demonstrate what she knows and to be more like her classmates who work independently.

[2] A dedicated word processor produces simple text only with no options for font, format etc. It is much less expensive than a regular computer.

Marti's Story

Marti is a Grade 11 student with partial paralysis caused by a snowmobile accident. She writes using a dedicated word processor. Marti cannot hold a pencil/pen but she can type with two fingers as long as she has a keyguard to guide her hands. She is learning to type fast enough to take notes and type assignments. She also uses math processing software to write math equations and do computations. She has customized keyguards for all her devices so that it is easier for her to target the keys. Marti loves to write and hopes to go on for further training.

John's Story

John is a Grade 1 student with cerebral palsy who communicates by using a voice output communication device. He is learning to write by attaching his speech device to the classroom computer. He also uses many low-tech tools such as alphabet boards to participate in writing activities, page fluffers to help him turn pages in books and a light pointer attached to his cap so that he can point to things in the classroom.

Are ATL solutions appropriate for a particular student?

All members of the IEP Team and other specialists, as needed, should be involved in decisions about whether an individual student on an IEP could benefit from ATL and, if so, what ATL might be appropriate. If all team members are involved in the initial ATL decision the ATL plan is more likely to become a well-implemented plan.

Student involvement is particularly important. The ultimate goal of ATL is to help the student become more independent. It is essential that he/she participate as fully as possible in the selection, implementation and monitoring of any ATL.

In addition, as with participation in the IEP process in general, parents need to be encouraged to be actively involved in thinking about, selecting the appropriate ATL and supporting their child's use of any ATL selected.

To begin the process the following types of questions should be considered.

1. What are the educational goals for this student? (Long-term life goals and annual student outcomes as identified under Developing & Writing the IEP)

2. What does the student need to be able to do in order to meet these goals? (Short-term learning objectives under Developing & Writing the IEP)

3. What has been tried to address these needs? (Strategies both successful and unsuccessful identified under Gathering and Sharing Information)

4. How could technology increase this student's level of independence?

5. What kind of tool might this student need to assist learning?

6. What skills would the student need in order to use the tool effectively?

7. Will the student require specific training in order to acquire the skill? Who will provide the training?

8. Is the technology needed in all school environments? At home? In the community?

9. Is such technology currently available or does it need to be customized to meet the student's needs?

10. What technical support is needed for implementation and ongoing use of the tool? Who will provide it?

An example of a set of questions designed to assist the team to work through the decision-making process is the SETT Framework developed by Joy Zabala. The framework outlines a sample set of questions to explore a student's needs/challenges considering the student, the environment, the task(s) and the tools needed to address the tasks.

APPENDIX II

The SETT Framework

The SETT framework is a valuable tool to guide decisions about any supports and accommodations required by a student, not only ATL solutions.

The STUDENT

- What does the student need to do (that he/she is unable to do now and that assistive technology for learning may be able to support)?
- What are the student's special challenges?
- What is the student currently able to do?

The ENVIRONMENT

- What materials and equipment are currently available in the learning environment?
- What is the physical arrangement in the classroom?
- What is the instructional arrangement? Are there likely to be changes?
- What support personnel are available to the student?
- What expertise/resources are available to the people supporting the student?
- How are the attitudes and expectations of the people in the environment likely to affect the student's performance?

The TASKS

- What activities occur in the student's natural environments that enable progress toward mastery of annual student outcomes?
- What are the critical elements of these activities?
- What is everyone else around the student doing?
- How might the activities be modified to accommodate the student's special challenges?

The TOOLS

- What low-tech, mid-tech and high-tech options should be considered when developing a system for this student, given the above information?
- What strategies might be used to increase student performance?
- How might these tools be tried out with the student in the environments in which they will be used?

In discussing ATL options the IEP Team may need to get further information on;

- the student's abilities and performance related to specific subject/skill areas;
- the student's views about strategies and tools (see Toolbox S8, 9 and 10);
- suggested accommodations/adaptations for each subject/skill area (see Accommodations/adaptations lists in Appendix III);
- what is already available in the classroom and the school; and
- what is available commercially.

It is critical to start with what the student needs to be able to do and the environment in which he/she needs to be able to do it and then consider tools from simple to complex that will allow him/her to do that task.

Exploring Options

Once the IEP team has determined that it is appropriate to explore some ATL tools and strategies for the student there are additional questions to consider before proceeding.

- There may be more than one tool that does the same thing. Which tool will be best for this student? There might, for example, be a choice between a laptop computer and a dedicated word processor.
- How will the IEP team measure how well the ATL is working? What will success look like for the student?
- Who will support the student's use of the ATL?

When these questions are answered, the IEP team will need to:

1. assemble any low-tech to high-tech tools/equipment available within the school for the student to try;

2. borrow, buy or lease any high-tech ATL tools and expertise to be tried (demo versions of software or hardware on a short-term loan may assist this process);

3. set up the trial of the equipment to measure how the ATL is helping the student to accomplish tasks; and

4. create an implementation plan for the trials that includes training for the student and other team members who will need to know how the ATL works.

For ATL purchases, like any major purchase, don't buy it until you try it. Trials not only demonstrate how well the tool/equipment may work for the student but also help the IEP Team understand what is needed to support initial training, implementation and ongoing use/maintenance of the ATL.

Most assistive technology software can be leased through SET-BC much more economically than by purschasing such software. Go to www.setbc.org and click Provincial Software Acquisition Plan (PSAP) or contact your student support consultant.

Evaluating ATL Options

An ad, article, Web site reference or a vendor recommendation does not provide enough information for making an ATL decision for an individual student.

Relevant data must be collected to make the best selection possible. Evaluating the technology means focusing on how well the student can perform identified tasks with the technology in place. How does the technology change the student's performance?

The following are reminders and suggestions for carrying out the evaluation.

- Use simple tools to record trial results from both the teacher's and the student's point of view (see ATL Trial Records - Toolbox T27 and S9).
- Consider changes in student performance across many dimensions e.g. speed, accuracy, independence.
- Try the technology in a variety of the student's environments where the technology is expected to be used e.g. in a quiet room, in a busy classroom, at home.
- Use a variety of measures to indicate the student's comfort level with using the technology and level of performance on the task(s) such as:
    - interviewing the student;
    - reviewing the finished product;
    - observing student completing the task; and
    - videotaping the student doing the task.

The necessity of taking time to conduct proper trials of ATL devices is illustrated by Annie's story.

APPENDIX II

Annie's Story

Annie is a Grade 10 student who has a physical impairment that makes it very difficult to write. Her IEP team wanted her to use speech recognition software on a laptop computer. Annie learned to use the software at home on the family desktop computer and was getting good at doing assignments for English and Social Studies. The school then purchased a laptop computer and software for Annie's use. When Annie began to try this system in her English class the results were not good. The computer would run out of battery power before the class was over. She moved her desk in order to be able to plug in at the beginning of class. Annie had difficulty talking into her computer while the teacher was talking. The computer "heard" other voices, thus causing problems with the voice recognition feature. Annie found it difficult to talk and attend at the same time. Her talking, although quiet, was disruptive to other students seated near her. Annie was very uncomfortable using this technology in class. She didn't want people to "hear" what she was writing. She was happy to use it at home but this ATL solution was not the most appropriate for use in the classroom.

Creating an ATL Implementation Plan

If the ATL selected is to be an effective tool for the student, planning for full implementation is critical. The implementation plan should include the following components:

- training or continued training for the student in effective use of the ATL;
- training for staff (and possibly parents) to understand and support the student's use of the ATL;
- development of an effective system for managing the equipment the student will be using; and
- an ongoing review and monitoring system of the student's ATL needs.

In order to put any implementation plan into action the following need to be clearly identified:

- What specific things need to happen to ensure that the student's selected ATL will be used effectively?
- Who will be responsible for seeing that these things happen?
- What tasks will the student use this technology for?
- Where will the student use this technology?
- What set-up and supports are necessary?

> The training of staff who support the student is as critical as training the student. If the people working with the student on a daily basis do not understand the student's technology tools, there is danger that ATL will be viewed as too difficult or cumbersome and will not be implemented.

The IEP team also needs to identify tech support. When the team is able to set up a plan to deal with anticipated or unanticipated technical problems, the student's use of ATL is much more likely to be successful.

Ongoing monitoring is necessary because as a student's needs change the ATL needs will also change. The student matures and develops new skills. The classroom environment changes every year. Each year brings different curricular demands or IEP annual student outcomes and different required tasks. Suggested monitoring tools for the student and parents may be found in Toolbox S10 and P6. The SETT framework (pg. 165) may also be used for ongoing review and adaptation.

Integrating ATL with the IEP Process

Thinking and planning for ATL needs to happen throughout the entire IEP process.

The steps suggested above for making decisions around ATL for a particular student integrate well with the various stages of the IEP process outlined in these guidelines.

Gathering and Sharing Information

When challenges for a student are being discussed in this phase of the IEP process, the IEP Team should explore the question: Would ATL enable this student to perform better in particular subject/skill areas?

Developing and Writing the IEP

The information recorded as the long-term life goals, annual student outcomes and short-term learning objectives for the student on an IEP is critical to answering the questions of the SETT Framework (pg. 165). If it is determined that ATL solutions should be explored for the student, learning how to use the tool or tools could initially be incorporated in the IEP as an annual student outcome or a short-term learning objective. For example, annual student outcomes for Daniel, a Grade 5 student who has been diagnosed with a learning disability which severely impedes his reading:

- *By the end of June Daniel will independently use scan-and-read software to access reading material in class, at least 90% of the time.*
- *By the end of June using scan-and-read software, Daniel will independently read materials at his level in social studies, at least 90% of the time.*

Once the appropriate ATL tools are identified and the student is using them, then they are recorded as effective accommodations for the student. For example:

- *Daniel uses scan-and-read program X to independently read materials in the classroom.*
- *Daniel needs education assistant support to scan materials for approximately 30 minutes a day.*

Human resources, in addition to the classroom/course teacher, required to support the student's use of ATL need to be recorded under support personnel.

Information about the student's ATL also needs to be included as part of any transition plan (see Toolbox T23 - T25). The SETT framework can be used to focus on the new or different tasks the student will encounter in a move to junior high or high school.

Implementing/ Reviewing the IEP

The implementation plan developed for the student's use of ATL would be integrated with the implementation of the IEP and would come into play when the student works on the particular learning objectives identified as being supported by ATL.

The IEP Team's regular review of the IEP would incorporate any monitoring information related to the effectiveness of the ATL for the student (see sample ATL log in Toolbox T29). In some cases revisions might need to be made to either short-term learning objectives or accommodations/adaptations on the IEP if the effectiveness of the ATL solutions or the student's needs change.

Summary

Assistive technology for learning (ATL) is a term used to describe a number of low-tech to high-tech solutions which improve access to learning for students who have barriers due to sensory, physical, cognitive or learning challenges.

Thinking and planning for ATL needs to happen throughout the IEP process and involve all members of the IEP team. The SETT framework (pg. 165) is a guide to decision making about whether a student could benefit from ATL to support some or all areas of learning. This framework suggests a series of questions that are pertinent to making decisions about any supports or accommodations/ adaptations for a student.

If the team decides that ATL is an option it is important to always start with what the student needs to be able to do and then consider ATL tools from simple to complex that will allow him/her to do the task(s). Once a list of potential ATL tools has been generated it is crucial to conduct trials, in the environment in which they are to be used, to evaluate the effectiveness of these tools. It is also essential that the team understand and plan for what needs to happen to support training, implementation, and ongoing use/maintenance of the ATL. Training of both student and staff, and possibly parents, as well as a plan for technical support and managing equipment are priorities.

When a selection is made of the most appropriate ATL tool(s) for a student an implementation plan and monitoring mechanism need to be integrated with the overall implementation/review process of the IEP. Initially when a student is mastering how to use the ATL this process may be an annual student outcome or a short-term learning objective on the IEP. Once use is established and is effective, the ATL would be listed as an accommodation/ adaptation in section 4c of the IEP template. Data from monitoring the effectiveness of the ATL from both the teacher and student's perspective would be integrated with the IEP review process.

This appendix has attempted to emphasize the fundamental importance of people and process, rather than product when it comes to ATL. Buying the product is easy. But if the product is to be effective, it has to be the right product, it has to be used and it has to be maintained; and that requires people and process.

Although this appendix has focused on assistive technology for learning (ATL), the process described can be used to choose other appropriate accommodations/ adaptations or supports for a particular student.

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

Appendix III
Accommodations/Adaptations

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

APPENDIX III

If the student is having difficulty with...

If the student is having difficulty with...

Accommodations/Adaptations

Some students in the NWT who face challenges in school are assisted in meeting the learning outcomes of their program - be that regular, modified or individual - by having accommodations/adaptations put in place.

> An accommodation/adaptation is defined as a change made to the teaching process, learning environment, materials, time demands, assistance, evaluation or student products to help students achieve the expected learning outcomes of their program.

There are three types of accommodations/adaptations:

- Accommodations/adaptations to the teaching and learning environment (motivating students, the classroom environment, learning materials and equipment, and organization for instruction);
- Accommodations/adaptations to curriculum/instruction (the content to be learned, teaching compensatory skills, the teaching/instructional process and student practice, class and homework assignments); and
- Accommodations/adaptations to the assessment and evaluation of learning (the manner in which the student demonstrates progress towards learning goals and completes tests/exams).

Accommodations/adaptations are designed to:

- remove, or lessen the impact of a student's disability or challenges impeding learning and therefore give the student the same opportunity to succeed as other students;
- assist the student but not replace the need for the student to develop basic skills;
- be matched to the individual needs and strengths of the student;
- be used regularly/consistently in order for teachers to determine if they are helpful; and
- be used comfortably by students. To achieve the maximum benefit, students need to be involved, where possible, in selecting the most appropriate accommodations/adaptations.

APPENDIX III

If the student is having difficulty with...

Effective use of accommodations/adaptations can be facilitated by:

- educating parents and students about the benefits of their use;
- involving relevant professionals in selecting appropriate accommodations/adaptations based on their knowledge of the student;
- using identified student strengths to help determine accommodations;
- selecting accommodations/adaptations that are the least intrusive for students and avoiding those that isolate them from their peers or draw unnecessary attention;
- making sure they are included and well documented as part of the student's Student Support Plan or Individual Education Plan;
- using them consistently during the student's course of studies in order that they may be accepted for use with formal tests/exams; and
- introducing them one or two at a time so that students can become familiar with them and can assist in evaluating their usefulness.

The following lists of accommodations/adaptations are organized by category of difficulty as follows:

- motivation
- organization of self and materials
- attention
- listening
- oral expression
  - sounds and vocabulary development
  - word retrieval, articulation and fluency
  - limited language output
- reading
- written expression
- memory
- sensory/motor
  - hearing
  - vision
  - fine and gross motor
- math computation

If the student is having difficulty with...

- math word problems
- assessment
- routines, directions and transitions
- frustration and anger
- social interactions

A final category lists additional strategies suitable for senior secondary grades.

If the student is having difficulty with...

Motivation

- Note where the student works best and facilitate as much time as possible:
  - in a large group;
  - beside an independent learner;
  - with peer;
  - in independent self-instruction;
  - in a small group;
  - in individualized instruction;
  - with a cross-age tutor; or
  - at learning centers.
- Break down larger goals into mini-goals.
- Provide choices, special activities and free time.
- Provide preferential seating of student's choice.
- Increase intentional notice of student with a smile or a nod.
- Use contracts for work to be completed or desired behaviour.
- Instruct student in self-monitoring (progress chart towards attainment of goal/outcome).
- Increase opportunities for reinforcement:
  - use more immediate reinforcers (tangible and intangible) and feedback;
  - increase frequency of communication of success to student and to home;
  - provide opportunities for student to have a role in school (office, library, plants, scorekeeper, materials/equipment keeper, cross-age buddy/tutor for younger children);
  - provide a mentor from the school/ community;

If the student is having difficulty with...

Motivation, ...continued

  - provide individual tutorial sessions; or
  - provide a Circle of Friends/ Peer Support (as model, helper, organization assistant, answers questions/clarifies, reads, scribes).
- Increase participation in hands-on, culturally relevant activities working with an elder/volunteer in a one-on-one situation or small group.
- Increase amount of expressive arts.

Organization of Self and Materials

- Teach and include practice on:
  - basic organization (books, locker, desk, classroom spaces);
  - use of agenda, checklists, advance organizers; or
  - note-taking and study skills.
- Model/rehearse different routines, procedures, tasks (quiet task, active task, what to do when finished work).
- Establish specific places for all belongings and reinforce student for keeping things in place.
- Keep all of the student's work in one binder rather than in several notebooks, and colour code the materials.
- Establish a specific place/procedure for turning in completed assignments.
- Colour code all texts, notebooks, binder divisions by subject area.
- Highlight text (e.g. markers, highlight tape, ruler).
- Check organization of notebooks frequently.
- Provide extra set of books, materials for home use.
- Use a Lazy Susan to organize desk.
- Attach pen to desk or student's clothing.
- Help student make a work plan for each subject area or learning goal.
- Consistently follow a specific routine with the student:
  - post the daily schedule and student's schedule, if different;
  - have the student in early to review daily plan; or
  - have list of daily tasks on student's desk.
- Provide student with checklist for getting started or set up cuing signal from teacher.
- Check on progress often in first few minutes of work.

If the student is having difficulty with...

Organization of Self and Materials, ...continued

- Give extra time to get ready for changes in activity/transition times.
- Priorize assignments for/with the student.
- Assign one task at a time, focusing initially on organization for the task and then on achievement.
- Provide student with a partner for assignments, checking work or homework.
- Use visual timelines to help develop time-management skills.
- Use voice output reminders for tasks, assignments, steps to a task (e.g. Step Pad, Pocket Coach).
- Use hand-held devices with scheduling software (e.g. Palm).
- Provide special software for manipulation of objects/concept development (e.g. Blocks in Motion, Build Ability, IntelliPicsStudio) - may also use alternate access method such as Touch Screen.
- Provide software for organizing ideas and studying (e.g. Inspiration, Draft Builder).

Attention

- Provide alternative seating according to needs (away from noise, in area free from distractions, close to board, near teacher).
- Create additional/alternative work space for student (quiet area for study, study carrel).
- Provide safe or quiet retreat space within the classroom (e.g. a tent, corner with pillows).
- Allow participation and completion of work from a variety of positions (standing, sitting on ball or beanbag, laying on the floor, printing on the vertical).
- Allow weighted items including weighted clothing, lap pads or special seating that incorporates extra weight or pressure.
- Provide instruction in focusing and attention-training techniques such as visualization and self-talk skills.
- Schedule more difficult lessons earlier in the day to cut down on fatigue.
- Alternate lessons requiring auditory attention with those requiring visual.
- Pace instruction and materials to avoid overstimulation.
- To deal with overactivity or the need for stimulation from movement:

  - provide squeeze balls on desk;

If the student is having difficulty with...

Attention, ...continued

- put sandpaper under desk; or
- allow reading in a rocking chair.

- Help student focus attention on materials:
  - keep desk free of unneeded materials/clutter;
  - adapt page set-up by line indicators, sectioned paper, graph paper, raised line paper, covering parts of worksheet, put less information on page;
  - use arrows, underline, dots for line direction, to help student follow printed material; or
  - use window cards, frames, thick borders or boxes to help student focus on page or part of a page.
- Provide clock, watch or timer to improve focus and work time.
- Schedule extra break times.
- Provide opportunities for movement, a "walkabout" or time in the gym.
- Use headphones to block noise or provide calming music.
- Teach calming and relaxation strategies.
- Help student focus on directions:
  - provide audiotape or copy of teacher/peer notes to assist student to focus on listening or reading;
  - colour code written material with chalk, pens, highlighters for emphasis;
  - provide checklists, outlines, advance organizers, structured overview before lesson;
  - provide directions in written form (on board, on worksheets, in student assignment book); or
  - cue student to listen, to begin work or to stay on task by eye contact, naming or touch.
- Use physical proximity to help student refocus attention.
- Help student complete work:
  - require completion of fewer examples in practice activities;
  - chunk assignments, provide shorter tasks, block worksheet assignments into smaller segment (fold, cut, partially cover);
  - provide scaffolding (smaller monitored steps to complete a task);
  - provide time suggestions for each task; or
  - give frequent reminder of time limit for task completion.
- Extend time for assignments.
- Set smaller goals or partial goals.

If the student is having difficulty with...

Listening

- Reduce extraneous noise and other distractions.
- Use a multi-sensory approach with visual aids, demonstrations, simulations, manipulatives, movement games, music, visualization, art, construction.
- Pre-teach vocabulary and key concepts.
- Provide checklists, outlines, advance organizers, structured overview.
- Provide copy of teacher /peer notes so student can focus on listening.
- Repeat instructions or have student or peer repeat instructions.
- Give instructions visually as well as verbally.
- Allow student to tape record material presented orally.
- Alter presentation style by:
  - reducing number of concepts presented at one time;
  - slowing rate of presentation of information/concepts;
  - breaking information /tasks/procedures into steps and providing visual cue;
  - paraphrasing information;
  - using repetition and more examples;
  - keeping statements short; or
  - avoiding the use of metaphors, idioms, puns.
- Cue student when expressing key points or asking questions by eye contact, naming or touch.
- Wait a period of time for verbal responses.
- Use overheads and keep for later review by student.
- Allow student to check understanding with peer/partner.
- Use physical demonstration rather than verbal prompting.

Oral Expression – Sounds and Vocabulary Development

- Point out the sounds in words.
- Talk about how to say the sounds – what to do with the mouth; use a mirror to practice.
- Make the sound "stick out" by stressing/repeating it.
- Compare sounds with each other e.g. sh and ch.
- Point out sounds in the classroom to increase awareness and discrimination (environmental sounds as well as speech sounds in words).

If the student is having difficulty with...

Oral Expression – Sounds and Vocabulary Development, ...continued

- Assign 2 or 3 words per day to be used in conversation.
- Teach new words and new ways to say things.
- Use lots of oral language, chanting, singing, pattern stories, books on tape and oral games.
- Use games with a dictionary or thesaurus finding synonyms for known or simple words.
- Use a picture dictionary.
- Create key word and sight cards for vocabulary building.
- Have/help student to develop a vocabulary card index.
- Note: Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written *SSP Guidelines*.

Oral Expression – Word Retrieval, Articulation and Fluency

- Use first sound cue e.g. "st" when student tries to think of "stop."
- Present alternatives e.g. "is it black or brown?"
- Encourage student to describe an object e.g. by usage or location.
- Teach category terms: e.g. colour, shape, food, furniture.
- Emphasize relevant features when teaching new vocabulary.
- Give plenty of time to respond.
- Assist the student who is not understood:
  - ask for repetition;
  - ask for information about the word;
  - ask the student to show you or describe the word; or
  - ask the student to use a different word.
- Model a slow rate of speech and clear pronunciation.
- Maintain a calm, accepting classroom atmosphere to reduce student's anxiety and self-consciousness.
- Maintain eye contact while being an attentive listener.
- Increase pause time and give the student plenty of time to talk.
- If the student mispronounces, model the correct pronunciation after the student has finished answering.
- When necessary, rephrase the content of the student's speech slowly and smoothly.

If the student is having difficulty with...

Oral Expression – Word Retrieval, Articulation and Fluency, ...continued

- When calling on the student to talk, don't ask open-ended questions.
- Call on the student early for answers so that tension doesn't build up.
- Refrain from finishing the student's words or interrupting while he/she is speaking.
- Avoid drawing attention to any hesitation or stuttering.
- Prevent teasing about the student's speech.
- Encourage partial answers rather than forcing complete ones.
- If student stops in mid-sentence add structure by saying something such as " and then what happened".
- Note: Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written *SSP Guidelines.*

Oral Expression – Limited Language Output

- Have casual and private conversations with the student about topics of interest to him/her.
- Use recalling information about personal life as a strategy e.g. yesterday's events, home life etc. and then progress to expressing thoughts, feelings and ideas.
- Pose simple riddles or jokes to the student. Encourage him/her to tell jokes or stories.
- Have student describe pictures or scenes with a challenge to use descriptive adjectives and to be specific.
- Have student repeat instructions.
- Model correct language by identifying a specific target e.g. past tense and reflect it back to the student after every incorrect use. E.g. " I writed my assignment" Teacher says; " Oh I see you wrote the assignment."
- Expand on the student's utterances as a model by adding form, content and attributes. For example, the student says "They're fighting". Teacher says "Where did you see the fight" or "It's not a serious fight" illustrating the need for more clarity and encouraging the student to provide more complete information.
- Note: Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written *SSP Guidelines.*

APPENDIX III

If the student is having difficulty with...

Reading

- Reduce the amount of reading required within a subject/learning goal area.
- Use more computer assisted instruction/programs and practice/simulation activities.
- Use a multi-sensory approach with visual aids, demonstrations, manipulatives, movement games, music, visualization, art, construction.
- Pre-teach vocabulary and key concepts.
- Help the student focus on the most important concepts:
  - teach strategies for note-taking;
  - use highlighters, contrasting colours, to emphasize important concepts;
  - provide outlines, checklists, advance organizers and study guides for reading material;
  - prepare audiotapes of reading/textbook materials and use recorded books to assist student to reinforce reading;
  - condense or rewrite text material; or
  - give student simple questions to think about as they read.
- Allow student to obtain information by alternate means (tape recorder, computer, interview).
- Use frequent short conferences to check student understanding.
- Reduce amount of copying from text and/or whiteboard.
- Help the student's visual processing of print material:
  - increase amount of space and definition on work sheets or tests;
  - use overlays /acetate on textbook pages;
  - use high contrast materials (black print on yellow paper);
  - use large print editions of texts;
  - enlarge print size on computer generated materials, worksheets or photocopying; or
  - use arrows, underline, dots for line direction, to help student follow printed material.
- Vary the input mode for tests, read test to student, put test on tape.
- Section test so it can be completed in more than one sitting.
- Highlight key words in tests (define, explain, list, compare).
- Use a test reader or record directions on audiotape.
- Use similar test questions with simplified language.

If the student is having difficulty with...

Reading, ...continued

- Provide prompts, clues, word lists for tests.
- Extend time to complete assignments and tests.

Written Expression

- Reduce the amount of written expression required within a subject/learning goal area.
- Use more computer assisted instruction/programs and practice/simulation activities.
- Teach use of word processor, spell-check, grammar checkers.
- Allow alternative methods of data collection (tape recorders, dictation, interviews, fact sheets).
- Reduce the amount of note-taking required:
  - provide teacher or peer generated copies of notes;
  - provide outlines and study guides for information presented;
  - instruct in use of graphic organizers such as webs, venn diagrams, story grammars; or
  - avoid copying from text or board.
- Use adapted devices as needed (chalk holder, pencil grips, bingo marker, highlighters, erasable pen, NCR paper).
- Use self-correcting materials.
- Allow for spelling errors on written assignments and tests.
- Avoid pressure for speed and accuracy.
- Chunk assignments into manageable tasks.
- Allow extra time to complete assignments.
- Allow rewrites of assignments.
- Reduce amount of writing or provide alternatives to required written assignments.
- Accept key word responses instead of complete sentences.
- Accept dictated or word-processed assignments.
- Vary output mode for assignment (sentence, key words, outline, graphic organizer, oral response, dictated response, taped response)
- Use a scribe.
- Use templates.
- Use a portable word processor, a computer with word processor or a talking word processor.
- Use word prediction software (e.g. Co:writer, Word Q) to facilitate spelling and sentence construction, multimedia software for production of ideas (e.g. PowerPoint), voice recognition software.

APPENDIX III

If the student is having difficulty with...

Memory

- Teach only one concept or present one instruction at a time until student remembers well, then increase to two and build up from there.
- Employ visual cues such as videos, colour-coding, picture clues to aid memory of new material.
- Reinforce by asking student to repeat information heard.
- Provide checklists, outlines, advance organizers.
- Use language familiar to the student whenever possible.
- Practice any new or key words throughout the day.
- Help the student to clearly understand directions.
  - shorten directions;
  - provide directions in written form (on board, on worksheets, in assignment book);
  - read directions for assignments several times; or
  - have the student "walk through" sequential activities/tasks.
- Use constant repetition so information becomes old information rather than appearing new or foreign.
- Learning through art and music activities aids memory for some students.
- Enhance aspects of memory that involve paying attention by playing memory games.
- Use recognition questions rather than open-ended ones.
- Use strategies to assist/enhance recall (prompts, cues, clues, mnemonics, word lists).
- Use reminder devices as needed (number line, alphabet line, date stamp, picture cards of routine procedures).
- Allow students to use response aids (math tables, dictionaries, calculators, word processors, spell checkers, grammar checkers).
- Wait a period of time for verbal responses.
- Use guided practice, complete first example with the student.
- Provide scaffolding (smaller monitored steps to complete a task).
- Give frequent reminders of homework assignments.
- Set up and monitor a daily homework assignment book which goes home and is signed.
- Set smaller goals or partial goals, do spot checks and frequent evaluations.
- Provide extra visual and verbal reminders to be used during times of stress as memory functioning decreases at such times.

If the student is having difficulty with...

Sensory/Motor – Hearing

- Allow preferential seating.
- Try to reduce background noises.
- Provide previews, on paper or on the board, of vocabulary words or concepts in a lesson.
- Provide a daily agenda on the board or on the student's desk to provide direction and timing for short-term work.
- Always face the student when talking or instructing and try not to stand in front of lights or windows.
- Get the student's attention before instructing.
- Speak in a natural tone at moderate speed. Do not talk loudly or over-enunciate.
- Use visual aids whenever possible: overhead projector, blackboard, handouts, outlines of materials to be studied, diagrams and video/film.
- Use other students to help take notes, pass along directions, verify understanding.
- Check comprehension of instructions and content of lessons frequently.
- Provide a buddy to cue the student during class discussions or physical activities.
- Accommodate for oral instruction with written material, demonstrations, hands-on instruction and visual representations.
- Use a scribe or note taker for the student, if necessary, as a student who is speech reading cannot take notes at the same time.
- Use a visual timer for timed assignments or activity changes.
- Use computer/portable word processor.
- Use other assistive technology such as:
  - TTY/TDD with or without delay
  - Signaling device;
  - Closed captioning;
  - Flash alert signal on computer;
  - Personal amplification system/hearing aid;
  - FM or loop system; and
  - Infrared system.

APPENDIX III

If the student is having difficulty with...

Sensory/Motor – Vision

- Use special aids such as magnifiers, special lighting, large type, yellow acetate over print materials to reduce glare.
- Allow preferential seating and provide extra desk space for enlarged materials and special aids.
- Use special raised-line paper for writing.
- Use assistive technology such as books on CDs, talking calculators, large print books.
- Enlarge print material on a copy machine or use larger font on computer screen.
- Use concrete materials and tactile aids such as relief maps and math manipulatives.
- Use teaching materials in Braille or on audiotape.
- Highlight information to be learned.
- Avoid copying tasks.
- Have student verbalize instructions before beginning a task.
- Cut worksheets in to smaller segments and highlight, colour code or underline essential concepts.
- Use an auditory timed to signal changes in activity or timed assignments.
- Allow extra time for assignments and tests.
- Assist the student with orientation to the classroom and school. Talk about where things are located and give precise, detailed descriptions and directions.
- Have someone walk with the student to guide them, if necessary, but don't lead him or her. A hand by the student's elbow is usually sufficient.
- For computer use provide an alternate keyboard with enlarged keys or Braille keyboard and note taker.

Sensory/Motor – Fine and Gross Motor

- Use adapted devices as needed (chalk holder, scissors, pencil grips, weighted pencil, bingo marker, highlighters, erasable pen, NCR paper).
- Adjust type of desk (lip on side of desk, tilt-top, table not desk, light box).
- Use modeling clay, play dough and other manipulatives, building with blocks or Lego, games such as Twister, Statues, Simon Says.
- Use music to encourage a sense of rhythm.
- Increase amount of space to provide answers on work sheets.

If the student is having difficulty with...

Sensory/Motor – Fine and Gross Motor, ...continued

- Darken cutting lines, use tracing and stencils.
- Encourage the early development of keyboarding skills for word-processing.
- Reduce amount of copying from text and/or whiteboard (provide copies of notes from teacher or peer, provide NCR paper for copies).
- Provide extra time to complete assignments.
- Accept key word responses instead of complete sentences for assignments.
- Set realistic and mutually agreed-upon expectations for neatness.
- Vary output mode for assignments (sentence, key words, outline, graphic organizer, oral response, dictated response, taped response).
- Improve computer access through:
  - keyboard with accessibility options;
  - keyguard;
  - alternative keyboard (e.g. Intellikeys, Tash, Little Fingers);
  - dowel, mouthstick, headpointer with keyboard;
  - alternative mouse;
  - onscreen keyboard;
  - switch with scanning; or
  - voice recognition.

Math Computation

- Count things, whenever and wherever possible and encourage parents to do so with their children.
- Devise real situations in the classroom that require children to count and do simple addition or subtraction.
- Play card games or board games that require counting and other basic math skills at school and at home.
- Use chanting and songs to reinforce number concepts.
- Provide student with a table of math facts for basic operations (addition, subtraction, multiplication, division). Cross out known facts so that students refers to table only for unknown facts.
- Use overheads to illustrate number patterns.
- Review facts, a few at a time.
- Teach calculator skills once student understands the process but can't remember facts.

If the student is having difficulty with...

Math Computation, ...continued

- Use visual/written rather than verbal drills for students with weak auditory memory.
- Provide practice for math facts daily for short periods in order for the facts to become automatic.
- Use dotted lines or margins to line up math problems.
- Use a highlighter to help the student know what to do, such as where to start and where to stop.
- Use number line on desk.
- Use graph paper to ensure correct organization of numbers.
- Make operation symbols extra large, bolded or coloured.
- Connect all mathematical concepts to real life situations.
- Model and encourage the use of manipulatives and multisensory objects and tools to make examples concrete.
- Model a variety of ways to solve the same computational problem.
- Provide immediate feedback about the process as the student works.
- Decrease volume of questions for assignments.
- Provide alternate texts with less complex visual material.
- Observe student as they work to identify errors in strategy or have student verbalize or write out how they are solving problems.
- For computer use provide:
  - software with cueing for math computations (e.g. Math Pad);
  - software that provides onscreen manipulation (e.g. IntelliMathics); or
  - math processing software (e.g. MathType).

Math Word Problems

- Use pictures/rebus to illustrate words.
- Use language teaching strategies to teach math symbols.
- Match words with operations - have a guide for different ways of expressing the basic operations (addition, subtraction, multiplication, division).
- Apply reading comprehension strategies to problem solving (i.e. deciding what the main idea is and what is extraneous information).
- Use manipulatives, drama to make word problems understandable.

If the student is having difficulty with...

Math Word Problems, ...continued

- Compose word problems using examples from student's everyday environment.
- Have students colour-code words and symbols with highlighter pen using a different colour for each operation.
- Use simpler problems of the same type to model methods.
- Encourage students to represent problem in pictorial or diagram form.
- Represent algebraic symbols with concrete symbols to foster student understanding.
- Teach prediction and estimation skills.
- Permit extended time for problem solving.

Assessment

- Use alternative assessment practices:
  - weight assessments to favour student's strengths - e.g. projects, class work;
  - use portfolios of student work; or
  - put emphasis on demonstration of skills.
- Help student focus on tests:
  - give frequent shorter quizzes rather than a long test;
  - allow student to take breaks during test;
  - provide an alternate setting for taking test;
  - provide extra time or un-timed test;
  - change time of day for assessment to optimum time for student; or
  - section test and complete in more than one sitting.
- Reduce the student's concern about recall/memory in a test situation:
  - teach test-taking skills (multiple choice, short answer, T/F, matching);
  - teach and review key test-taking vocabulary (list, compare, contrast, discuss);
  - provide study guide for tests;
  - provide practice tests;
  - reduce number of alternatives on multiple-choice;
  - allow previewing questions;
  - allow student to explain answers;
  - use open-book tests or allow use of notebooks; or
  - allow the use of calculators, multiplication charts, word banks.

If the student is having difficulty with...

Assessment, ...continued

- Simplify language and format of test:
  - use similar test questions with simplified language;
  - provide prompts, clues and word lists;
  - use arrows and stop signs to guide student;
  - use large print, more white spaces;
  - highlight directions; or
  - arrange test questions from simplest to more complex.
- Vary the input mode for tests:
  - read directions orally before test;
  - question students on meaning of directions and/or sequence of steps; or
  - record test on audiotape;
- Reduce amount of writing:
  - accept key word responses instead of complete sentences;
  - accept dictated or word-processed assignments;
  - vary output mode for assessment (sentence, key words, outline, graphic organizer, oral response, dictated response, taped response);
  - use a scribe; or
  - allow use of word processor.
- Ensure marking criteria are explicit and clear.
- Provide examples of how student is expected to respond.
- Provide alternative to written tests (e.g. concrete application, graphic display, AV presentation).

Routines, Directions and Transitions

- When introducing a routine:
  - explain using short, concise sentences;
  - demonstrate and model;
  - assist with rehearsal and guided practice;
  - get student to perform independently without or with cues; or
  - periodically review and re-teach if necessary.
- Post timetables (with pictures) to show daily routines.
- Model/rehearse different routines, procedures, tasks (quiet task, active task, what to do when finished work).
- Consistently follow a specific routine with the student:
  - post the daily schedule and student's schedule, if different;
  - have the student in early to review daily plan; or
  - have list of daily tasks on student's desk.

If the student is having difficulty with...

Routines, Directions and Transitions, ...continued

- Arrange routine to increase optimal level of arousal (allow quiet time on arrival at school, calming activities before and after exciting activities).
- Provide training for stressful events when student is in a calm state (e.g. practice fire drill and going to assembly before they occur).
- Make special arrangements for recess and lunch times.
- Use a buddy system for bus travel, lunch and recess.
- Give all directions in concrete language (no generalizations).
- Provide directions in clear, simple sentences with natural pauses to allow student time to process between sentences.
- Help the student to clearly understand directions:
  - shorten directions;
  - provide directions in written form (on board, on worksheets, in assignment book);
  - read directions for assignments several times; or
  - have the student "walk through" sequential activities/tasks.
- Break directions down and use visual cues.
- Use pictures to illustrate steps in a process or provide chart.
- Use sign prompts (e.g. red light or stop sign).
- Use visual, colour-coded or written plans to help transitions.
- Create a schedule (perhaps a picture schedule) that can be referred to frequently so that the student can visualize and understand upcoming activities.
- Use social stories to illustrate appropriate behaviour.
- Pre-warn the student of transitions. Provide clear, concise and short instructions to prepare for the change or review the routine for the next activity with the student.
- Review expectations and procedures for different settings (hallways, playground, lunchroom, bus) before transition.
- Use a timer in addition to verbal reminders to signal a change of activity.
- Provide an opportunity for the student to physically end an activity (e.g. turn over pictures, put article, book or materials away) before proceeding to the next activity.
- Arrange for early release from classrooms.
- Try to use consistent rules and consequences among classrooms.

APPENDIX III

If the student is having difficulty with...

Frustration and Anger

- Use proximity or eye contact with the student when addressing the large group.
- Establish a private signal to remind student to stop and think.
- Avoid confrontations.
- Interact with the student constantly by being present before class, moving around class etc.
- Give the student leadership responsibilities when possible such as coaching or tutoring younger students.
- Help the student set up a system of self-monitoring and control strategies.
- Teach the student to use self-talk to slow down reactions to stressors.
- Carefully monitor levels of tolerance and frustration in order to adjust tasks and provide experience of success.
- Control space and materials so student doesn't feel overwhelmed.
- Offer feedback on work or behaviour when the student is attentive, calm and relaxed.
- When giving feedback, focus on the positive aspects of the student's work or behaviour first.
- Anticipate and identify warning signs for the student and teach a routine for preventing an outburst.
- Provide calming activities depending on needs of the student such as:
  - walking or other physical activity;
  - carrying and delivering objects;
  - structured movement breaks;
  - change to other activity; or
  - move to "calming space".
- Provide a calming space such as a carrel, special corner of the room or, for older students, an area removed from the classroom.
- Debrief the student after any incident and focus on what could have been done differently.
- Use visual images such as a volcano to help student identify what causes them to be angry and "erupt". Discuss alternative ways to manage anger.
- After any outburst or inappropriate behaviour teach or re-teach the correct behaviour rather than focusing on blame.

If the student is having difficulty with...

Social Interactions

- Provide the student with constructive reasons to speak to others, move around the classroom.
- Teach the student the concept of the right to personal space.
- Use social stories to present social interaction behaviours, teach appropriate behaviours in different situations or act as reminders.
- Teach "acceptance" of differences to all students in the class.
- Set up structured recess and noon-hour activities that result in success.
- Involve student in a "social skills" instructional group.
- Teach skills related to making and keeping friends.
- Assist student in the social decision-making by incorporating use of role play, mind maps, comparing and contrasting exercises.
- Use a "Circle of Friends" strategy to lend support.
- Partner the student with a peer (buddy system or peer tutor).
- Consider periodic alternatives to recess (e.g. computer room/activities, games room).
- Provide instruction or reminders in the critical aspects of communication such as posture, eye contact, voice quality and proximity.
- Help student interpret the non-verbal cues of peers.
- Help the student learn to take another person's point of view.
- Encourage by catching and nurturing small levels of appropriate social behaviours.
- Help the student problem solve after an incident of inappropriate social behaviour. " Where did the problem start?" "What did I do?" "Who did I affect?" "What else could I do next time?" Write down or tape the conversation so that the student can follow and keep as a reminder.

APPENDIX III

If the student is having difficulty with...

Additional Strategies for Senior Secondary Grades

- Adjust timetable to assist student to succeed - reduce course load, block schedule a limited number of subject areas.
- Provide a support block to teach learning strategies.
- Space required senior secondary subjects over an extra semester or extra year.
- Encourage intensive study of one course by correspondence or over the summer.
- Take advantage of modularized courses.
- Have a coordinated approach in place for students who require the same accommodations for a variety of subjects (e.g. a student with poor organization skills might pick up a "reminder binder" each morning in homeroom or the guidance office).
- Offer on-line learning courses as an alternative.
- Highlight "big picture " concepts in student textbook to lessen required reading.
- Provide audio text of novels and plays.
- Provide student with class notes prior to class for student to review.
- Provide detailed study notes.
- Alter assessment to allow for student learning styles, e.g. presentations, projects worth more than tests or visa versa.

Appendix IV
Individualized Education Programs Administrative Information on the Granting of Senior Secondary School Credits to Students on IEPs

Important:

The information in this appendix is taken directly from the Senior Secondary School Administrative Handbook, 2006-07. Because that document is updated annually, refer to the Senior Secondary School Administrative Handbook for the current school year to ensure you have correct information.

APPENDIX IV

APPENDIX IV

CERTIFICATES FOR STUDENTS ON IEPs

The Department has approved the awarding of Secondary School certificates to students on IEPs. Schools / Jurisdictions are responsible for creating their own Secondary School certificates that will be awarded to their students on IEPs who will be leaving the school system. Jurisdiction can be creative in incorporating their DEC/DEA logos. A sample is included for your perusal. **It is imperative that the principal meet with the parents and the student on the IEP to explain that the IEP School Leaving Certificate is not a Diploma.**

APPENDIX IV

School Name

Certificate of Program Completion

NAME

has met the goals and objectives of the individual Education Program established for him/her at (School name) and is hereby awarded this Certificate of Completion.

Principal

Date

SAMPLE Certificate for Students on IEPs

IEP Guidelines and Template:

For the guidelines to develop IEPs for secondary school students, please refer to the IEP Guidelines and Template, 2005. The DEC/DEA Student Support Consultant can provide your school with a copy if your principal/Program Support Teacher (PST) does not have a copy.

What is an IEP?

An Individual Education Plan (IEP) is defined as a comprehensive written education plan with goals and objectives, determined through a collaborative process, and driven by the strengths, needs and interests of the student. It may or may not include outcomes articulated in NWT curricula.

The goals and objectives are student-specific and flow from a person-centred plan based on a 'dream' or 'vision' for an individual student. Depending on the particular strengths and challenges[1] of the student, some or all of the learning outcomes may be different from those of the NWT curricula. The collaborative process involves the student, parents, principal, teachers, education support personnel and other professionals who work with the student and know them well. The IEP is a written commitment of intent by an educational team. It is designed to ensure appropriate programming and supports for students requiring an individual education program and to act as a working document.

The purpose of an IEP is to help the student attain the skills and knowledge that are the next logical step beyond their current level of performance and which are relevant to their life goals and environment.

[1] The term "challenged" is used on the NWT IEP Form. To be consistent, it is used throughout this document when referring to the needs or the challenges of a student.

STUDENT RECORDS PROCEDURES

Process for Reporting Credits for Students on IEPs

A student with an IEP can be described by one of three possible scenarios:

1. The student is working towards an NWT Graduation Diploma by taking regular courses and earning regular credits. (A student with a physical disability such as brittle bone disease might be an example.)

2. The student is working towards learning outcomes (annual student outcomes) that are unique to him/her and not reflective of any NWT courses. Credits earned by meeting these annual student outcomes count towards a Certificate of Program Completion. (A student with multiple handicaps, including significant cognitive delay might be an example.)

3. A combination of 1 and 2 above, the student is taking some regular courses and earning "regular credits"; the student is also working on some individualized annual student outcomes and earning "IEP credits."

Regardless of which scenario applies to any given student, there are only two scenarios when it comes to reporting credits to ECE:

… when a student is working towards the learning outcomes of approved NWT courses:

These courses are reported to ECE the same way as they are for any other students, and the course type is "blank."

(Note that these courses would have been identified in Box 1F on the NWT IEP template (pilot version).)

… when a student is working towards annual student outcomes that are unique to the student and are not reflective of any approved NWT courses.

The IEP team decides how many credits the goals and objectives of the IEP are worth, and in what "subject areas." When reporting to ECE, the course type is "I".

Example:

A grade 11 student with an IEP may be working on money skills – identifying different denominations, counting money, tendering an appropriate amount of money for a given purchase, checking for correct change, and so on. For this student, these skills would be worked on during math class (although clearly some community based, real application would also be appropriate, not just classroom based learning) and mastering those skills should be translated into Math credits. (More on this below.) Those credits are reported to Student Records as Math Grade 11 – IEP, and the course type is "I".

IEP credits can be earned in *any subject area,* not just the core academic areas. The process involves the IEP team deciding, "In what subject area(s) should we assign credits when the student meets this/these objectives."

The IEP team has to decide *how many credits* the annual student outcomes/short term objectives of the IEP are worth. Again, this is a highly individualized decision. Using the money example in the box above, meeting those annual student outcomes/objectives might be worth 3 math credits to one student, but five to another.

The key to all of this is to *not* think of students with IEPs, as being *in* Math, Social Studies, English Language Arts, Science, Art, Northern Studies or whatever course, because typically they are not (other than physically.) Look at the IEP annual student outcomes/objectives, and ask, "For this student, what 'course' would this be, and how many credits would it be worth?" Then identify

which physical settings make the most sense. By definition these physical settings will often be classrooms where regular courses are being delivered. However, the key is to understand that these students are not "taking the course" – they are working towards their own annual student outcomes.

IEP *credits can be reported more than once*, up to the maximum number of credits typically allowed for a given subject area. Again, using Math as an example, high school courses are typically 5 credits. Math Grade 10 – IEP can be reported up to five times (at one credit per time) if that's what the IEP team decides, or in any other combination adding up to five credits.

IEP Codes

It should be clear from the preceding section that there is no such thing as an "IEP course." Nevertheless, the procedure for reporting IEP credits to ECE, and the resultant validation statement or transcript – uses that very terminology. To date, the following codes have been assigned for the achievement of IEP objectives, as follows:

"Course" Code	**Objectives ("Course" Name)**	**"Course" type**
IEP1149	English Grade 10 - IEP	I
IEP1219	Mathematics Grade 10 – IEP	I
IEP1169	Social Studies Grade 10 - IEP	I
IEP1299	Science Grade 10 - IEP	I
SST1193	Northern Studies Grade 10 - IEP	I
FNA1400	Art Grade 10 - IEP	I

PED1445	PE Grade 10 - IEP	I
FOD1010	E.g. CTS: Food Basics - IEP	I
IEP2149	English Grade 11 - IEP	I
IEP2219	Mathematics Grade 11 - IEP	I
IEP2169	Social Studies Grade 11 - IEP	I
IEP2299	Science Grade 11 - IEP	I
FNA2400	Art Grade 11 - IEP	I
PED2445	PE Grade 11 - IEP	I
INF2030	E.g. CTS: Keyboarding 2 - IEP	I
PED0770	Career & Life Mgmt Grade 11 - IEP	I
PED0771	Decision Making - IEP	I
PED0772	Lifestyles - IEP	I
PED0773	Evaluating a CPP - IEP	I
PED0769	CPP - IEP	I
IEP3149	English Grade 12 - IEP	I
IEP3219	Mathematics Grade 12 - IEP	I
IEP3169	Social Studies Grade 12 - IEP	I
IEP3299	Science Grade 12 - IEP	I
FNA3400	Art Grade 12 - IEP	I

PED3445	PE Grade 12 - IEP	I
FOD3070	E.g. CTS: Short Order Cooking – IEP	I

Reporting IEP Credits

This procedure is to be used when an IEP team determines that a student's IEP annual student outcomes/objectives merit credits in a "course". **All IEP "courses" must be submitted to Student Records on the "Course Correction Form".**

Annual student outcomes for the four coure IEP "courses", for grade 10, 11 and 12 i.e. English, Mathematics, Social Studies and Science, have designated codes as stated in the previous section, "IEP Codes" e.g. IEP1149 English grade 10 – IEP. **They must be submitted to Student Records on the "Course Correction Form" insuring the course name states IEP e.g. English Grade 10 – IEP (see sample).**

The other codes for non-academic IEP annual student outcomes will use NORMAL COURSE CODES as stated in the "IEP Code" section. **These course codes must be identified as IEP e.g. PED3445 PE grade 12 – IEP and submitted to Student Records on the "Course Correction Form" (see sample).**

For CTS IEP annual student outcomes you must use NORMAL COURSE CODES from Section 5, Approved List of Courses, **designating them as IEP e.g. FOD1010 Food Basics – IEP, and submit them to Student Records on the "Course Correction Form" (see sample).**

Northwest Territories Education, Culture and Employment

COURSE CORRECTION FORM

Name of School	School Code
P.W. Kaesar High School	83

Surname	Given Names
Doe	Jane

NWT Identification #	Date of Birth
1002 73 380	Feb. 13, 1984

COURSE CORRECTION:

- Each course to be changed must first be deleted and then added with new information. Use the A/D field to indicate whether a course is being deleted **D** or added **A**
- To add a course indicate by placing an **A** in the A/D field
- To delete a course indicate by placing a **D** in the A/D field
- When referring to the course year it must be shown with a / . For example if the school year is 1990/91 it should be shown as 90/91.

A/D	Course Code	Course Name	Course Year	Course Team	Course Credit	Course Mark
A	SEP1149	English Grade 10 – SEP	03/04	1	5	70
A	SEP1291	Mathematics Grade 10 – SEP	03/04	1	5	72
A	LDC1193	Northern Studies 10 – SEP	03/04	1	3	69
A	FNA1400	Art Grade 10 – SEP	03/04	1	3	80
A	FOD1010	Food Basics – SEP	03/04	1	1	65
A	SNF1010	Computer Operations – SEP	03/04	1	1	70

COURSE TERM: 1. First Semester
2. Second Semester
3. Third Semester

RETURN COMPLETED FORM TO:
Student Records
Department of Education, Culture & Employment
P.O. Box 1320
Yellowknife, NT X1A 2L9

Principal's Approval **Date**

NWT080398 Government of the Northwest Territories Box 1320, Yellowknife, N.W.T. Canada X1A 2L9

Transcripts of Students on IEPs

The attached sample transcript shows how credits earned through an Individual Education Plan (IEP) will be presented on a transcript.

The Course Type "I" denotes that the credits were earned through an IEP as shown in the notation in the legend. IEPs must be reported on hard copy using the "Course Correction Form" so they can be manually entered into the Student Record System. They would appear on the transcript with an "I" in the course type column (see sample).

To avoid confusion between credits earned through an IEP and those earned through completion of standard courses, a special series of codes has been created. These codes permit the specification of the subject and grade level of the credits being completed.

For students on IEPs who receive a "School Leaving Certificate" their official transcript of Secondary Schooling will state the following in the "Graduation Status" box:

Has not met graduation requirements. IEP does not meet curricular objectives of a regular Senior Secondary Program.

This statement will give clarification to potential employees to understand that an IEP does not meet the curricular objectives of a regular Senior Secondary Program.

Northwest Territories

OFFICIAL TRANSCRIPT OF SECONDARY SCHOOLING

Date Issued

Family Name	Student ID	Birth Date	Total Credits
Doe, Janet	100276380	1984/02/13	71

Transcript issued to student:
Doe, Janet
Box 358
Fort Smith, NT
X0E 0P0

Graduation Status

Has not met graduation requirements
IEP does not meet curricular objectives of a regular Senior Secondary Program

School Year	Term	School Code	Course Code	Course	Course Type	Language	Credits	Final Mark
03/04	1	83	IEP1149	English Grade 10 – IEP	I	EN	5	67
03/04	1	83	IEP1169	Social Studies Grade 10 – IEP	I	EN	5	73
03/04	1	83	IEP1219	Mathematics Grade 10 – IEP	I	EN	5	62
03/04	1	83	IEP1299	Science Grade 10 – IEP	I	EN	5	60
03/04	1	83	SST1193	Northern Studies 10 – IEP	I	EN	3	78
03/04	2	83	FNA1400	Art 10		EN	3	81
03/04	2	83	PED1445	Physical Education 10		EN	3	78
03/04	2	83	PED0769	Career & Life Management – IEP	I	EN	3	75
03/04	2	83	PED0769	Career and Program Plan – IEP	I	EN	1	62
03/04	2	83	INF1020	Keyboarding 1 – IEP	I	EN	1	71
03/04	2	83	FOD1010	Food Basics		EN	1	80
04/05	1	83	IEP2149	English Grade 11 – IEP	I	EN	5	63
04/05	1	83	IEP2169	Social Studies Grade 11 – IEP	I	EN	5	70
04/05	1	83	IEP2219	Mathematics Grade 11 – IEP	I	EN	5	55
04/05	1	83	IEP2299	Science Grade 11 – IEP	I	EN	5	61
04/05	2	83	INF2030	Keyboarding 2 – IEP	I	EN	1	79
04/05	2	83	INF2040	Keyboarding 3 – IEP	I	EN	1	76
04/05	2	83	FOD2040	Cake & Pastry		EN	1	81
04/05	1	83	IEP3149	English Grade 12 – IEP	I	EN	5	54
04/05	1	83	IEP3169	Social Studies 12 – IEP	I	EN	5	51
04/05	2	83	PED3445	Physical Education 30 – IEP	I	EN	3	66

Course Types

D – Departmental Examination
E – Evaluation
R – Retroactive Credit
Blank – School Examination
I – Individualized Education Plan

Term

1 – First Semester
2 – Second Semester
3 – 10 Month
4 – Summer Semester

Languages

EN – English
FR – French
CH – Chipewyan
DO – Dogrib
SS – South Slavey
NS – North Slavey
GW – Gwich'in (Loucheux)
CR – Cree
IK – Inuktitut
IV – Inuvialuktun
IQ – Inuinnaqtun
OT – Other

Authorized

Director, Education Operations and Development

NWT 3989/0202

Refer to Secondary School Handbook for Program Details

APPEAL PROCEDURES

Background

Parents, as the primary advocates for their children, have a right to be informed about and involved in their children's educational programs. Decisions about an individualized education program and services for children involving an Individual Educational Plan (IEP) must be reached by mutual agreement between school personnel and parents/guardians.

Parents/guardians have a right to approve an IEP developed for their child. Where it has been decided that an IEP is not necessary for a particular child, parents/guardians may appeal that decision. In a few instances, parents/guardians may disagree with the individual education plan developed for their child. In such cases, they may appeal decisions about their child's plan.

Parents/guardians may also appeal other decisions of the Divisional Education Council/District Education Authority that significantly affect the education, health or safety of students. For instance, the parents/guardians might appeal a decision regarding supports provided to a child.

The July 1996 enactment of the *Education Act* means that:

- the role of the Department of Education, Culture and Employment is to set the regulations for the appeal procedure; not to hear appeals;
- an appeal may only be made to the body that made the decision with which the parents/guardians takes issue; for instance, an appeal of a decision made by the District Education Authority may only be made with the District Education Authority; an appeal of a decision made by the Divisional Education Council may only be made with the Divisional Education Council;
- in each instance, there is no higher level of appeal;
- the decision of the committee that hears the appeal is final.

It is assumed that education bodies, parents and students will proceed with an appeal as quickly as possible and with careful attention to the procedures outlined in the Education Appeal Regulations. All appeals will be conducted according to the principles of natural justice.

_____*Procedures For Appeal At The District Level*

1. The parents/guardians shall be informed of their right to appeal and of the appeal procedures.

2. The process of resolving disagreements shall involve:

   - in the case of a decision by education staff, a review at the school level by the principal;
   - where a disagreement has not been resolved at the school level, the parent or student shall notify the District Education Authority, in writing, of the disagreement;
   - the District Education Authority shall attempt to resolve the disagreement; if it is unable to do so, it shall notify the parents and student, in writing, that the parents may request an appeal committee to review the decision.

3. An appeal committee shall be established in accordance with procedures set out in the regulations with members chosen by the parent and the District Education Authority. The chairperson of the appeal committee will review the decision and decide whether there are sufficient grounds for the committee to hear the appeal. If, in the opinion of the chairperson, there are insufficient grounds for the appeal, or the appeal is frivolous or vexatious, the appeal shall not be heard. A decision of the chairperson not to hear the appeal is final and the chairperson shall notify the student, student's parents and the District Education Authority of the decision and the reasons for the decision, in writing.

4. Where the chairperson agrees to hear the appeal, the appeal committee shall investigate and hear the appeal in accordance with the procedure set out in the regulations. Upon completion, the appeal committee shall report its decision and the reasons for its decisions, in writing, to the student, student's parents and the District Education Authority. The decision of the appeal committee is final.

Procedures For Appeal At The Divisional Level

If the parent or student disagrees with a decision of the Divisional Education Council there are similar procedures in place to appeal that decision.

Particulars about time frames, the selection and composition of the appeal committee, and further details about roles and responsibilities of committee members for hearing appeals have been developed in accordance with the *Education Act* and have been set out in the Regulations. They are also included in the Toward Implementation of Inclusive Schooling Manual.

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

Frequently Asked Questions

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

FAQs

Frequently Asked Questions

1. Why do we have to develop IEPs for some students?

2. What are my legal responsibilities?

3. Do we have to write IEPs for students who are not identified as learning disabled, FAS/FAE etc? Is there only a legal responsibility with the "label" ?

4. At what point does a student need an IEP? For instance if a student is in Grade 9 reading at a Grade 2.5 level, does this qualify for an IEP?

5. Can an IEP be used to catch up a student such as the one in Question 2? If he/she gets caught up, can they go into a regular program?

6. Can a student be taken off an IEP in the future?

7. How do we decide whether a student needs a Modified Education Program or an Individual Education Program?

8. What do we do with a student who can meet all graduation requirements except English 33?

9. If a high school student gets IEP credits for courses, can he/she re-take these classes for regular credit?

10. Why are Modified Education Programs (MEPs) only valid up to grade 9? Can't Education Programs be modified in grade 10-12?

11. I know that according to the Education Act students are entitled to a school program until the age of 21. I also know that students with IEPs are educated with their age peers. Is it appropriate then for students with IEPs to remain in secondary school after most of their peers have transitioned, around age 18?

12. Does a school leaving certificate prevent students from entering post-secondary education (such as colleges, universities)?

13. What is the parents' role in implementing an IEP?

FAQs

14. What do we do when parents refuse to meet to discuss/sign/accept the IEP?

15. What if a teacher refuses to comply with the direction provided by an IEP?

16. Who ensures the goals of the IEP are being met?

17. How do I comment/record assessment and evaluation information on report cards re IEPs?

18. How do very small schools, without a PST, handle the IEP process?

19. Should students with IEPs be exempted from school-wide and system-wide assessments?

20. What should we do when we determine that a specialized rehabilitation or medical service (e.g. speech and language therapy) is needed for a student with an IEP, but is not available in our community?

21. How does CPP development for students with IEPs differ from that for other students?

22. Where should IEPs be kept, and how confidential are they?

1. Why do we have to develop IEPs for some students?

The Education Act (1996) states that every student is entitled to have access to the education program [Section 7]. Most students will access the education program through a Regular Education Program and may have accommodations/ adaptations made to meet their needs. Some students will require a Modified Education Program [Section 8] where they work on NWT curricular outcomes but at a level other than their assigned grade level. These students may also have accommodations and supports. A few students have unique needs and challenges such that they require, in whole or in part, annual student outcomes different than those outlined in NWT curricula and accommodations/adaptations and supports well beyond those of their peers. Such students can only access the education program through an Individual Education Program described in an Individual Education Plan [Section 9].

2. What are my legal responsibilities?

The Education Act (1996) is the law which governs the education system in the NWT. Sections 7, 8, and 9, of this Act outline the responsibilities of an "education body" — District Education Council, a District Education Authority, Conseil scolaire francophone de division — and the principal to ensure that every student is provided with an education program, be that a Regular Education Program, a Modified Education Program or an Individual Education Program. Although the principal carries the primary responsibility for the provision of an education program, the responsibilities of a teacher with respect to students under his or her care and instruction are outlined in Section 45 of the Education Act. These responsibilities include the teacher's participation, as part of a school team, to develop, implement and evaluate Individual Education Plans.

3. Do we have to write IEPs for students who are not identified as learning disabled, FAS/FAE etc? Is there only a legal responsibility with the "label" ?

The responsibility under the Education Act (1996) to develop Individual Education Plans for students who are determined to require them does not specify that a student must have a diagnosis or "label" in order to have an IEP developed. The decision to develop an IEP for any student, with or without a diagnosis or “label”, is made when information gathered and discussion by a team, including the student and parent, determines that the student's challenges are such that they require learning outcomes that are outside NWT curricula and/or supports, accommodations/ adaptations, facilities, resources, and equipment beyond what is required by the student's peers. It should also be noted that there are students in NWT schools with diagnosed disabilities who do not require an IEP and who function in a regular or modified program with accommodations/adaptations and a variety of supports.

4. At what point does a student need an IEP? For instance if a student is in Grade 9 reading at a Grade 2.5 level, does this qualify for an IEP?

There is never one point or condition that would automatically indicate that an IEP be developed for a student. The determination of whether or not a student needs an Individual Education Program is based on a multiplicity of factors and not, in this case, solely on whether the student is functioning a given number of years below a certain grade level. The factors to be considered have to do with whether or not the student's long-term goals can be met through curricular outcomes, whether the student can attain curricular outcomes at some level and the degree to which he/she is different from his/her peers in terms of functioning levels and the quantity and quality of supports required.

In the case cited, it would be very important to determine the factors behind the low reading level. Has this student a history of poor attendance and thus limited instruction? Is this an isolated low functioning level or one aspect of overall difficulty functioning due to a handicapping condition or disability? Have a series of accommodations/adaptations and a variety of supports been tried? Has the student been on a modified program? Only after looking at the student's long-term goals, his/her strengths and challenges and

what accommodations/adaptations and supports have been tried up to now could a decision be made as to whether or not an IEP is the most appropriate program option.

5. Can an IEP be used to catch up a student such as the one in question 4? If he/she gets caught up, can they go into a regular program?

An IEP is not the appropriate plan to use to "catch up" a student. A student on an IEP is typically working on learning outcomes different than those of NWT curricula. If a student needs "catching up" it is assumed that the student's strengths and challenges are such that he/she is, with assistance, capable of attaining curricular outcomes. "Catching up" a student can generally be accomplished through providing additional time on the subject material or particular skills and using the processes and strategies of differentiated instruction which focus on the student's readiness, interests and learning style. It may be necessary to implement a variety of accommodations/adaptations and supports to address the student's particular challenges. (see also FAQ 7)

6. Can a student be taken off an IEP in the future?

A student on an IEP typically has learning needs or challenges that cannot be met within the learning outcomes of NWT curricula. He/she requires learning outcomes tailored specifically to his/her strengths and challenges and a level of supports well beyond his/her peers. In almost all cases these challenges and the need for supports do not change over time. With a well implemented IEP what changes is the student's ability to be successful by meeting annual student outcomes that are more appropriate to his/her needs. These annual student outcomes will change over time but it is unlikely that the student would be taken off the IEP. The exception to this might occur in cases where an IEP was developed for a student suffering from temporary trauma or a medical condition that was corrected. In the majority of cases, if it is suggested that a student who has been on an IEP no longer needs one and there is a realistic possibility that he/she can now meet the curricular learning outcomes, then he/she probably shouldn't have been on an IEP in the first place.

7. How do we decide whether a student needs a Modified Education Program or an Individual Education Program?

A Modified Education Program (which is documented in a Student Support Plan[1]) is most appropriate for a student who is able to attain learning outcomes articulated in NWT curricula but at a level or levels other than his/her assigned grade level. A Modified Education Program is designed collaboratively in response to the student's strengths, needs and interests. It often incorporates accommodations/adaptations to the learning environment, materials, instruction, assistance, and evaluation but the curricula outcomes being worked on are not altered. Students on a Modified Program may also require and receive a variety of supports. An Individual Education Program is indicated when a student's needs or challenges are such that they require learning outcomes, in whole or in part, which are outside those of NWT curricula and when the student needs a variety and level of supports which are much more extensive than those offered to their peers.

8. What do we do with a student who can meet all graduation requirements except English 30-2?

An IEP is not written for a course. It is written to describe a complete Individual Education Program for a student who, typically, requires learning outcomes other than those of NWT curricula. If you were to put such a student on an IEP, they might be a part of the English 30-2 class/course but would be working toward learning outcomes other than those of English 30-2. If the student met their IEP objectives they would receive credits in English Grade 12 - IEP not in English 30-2, and would not receive a Graduation Diploma but rather a Certificate of Program Completion. It would be more advisable to have the student try to meet the learning outcomes of English 30-2 with the assistance of accommodations/adaptations and supports based on his/her particular needs or challenges.

[1] *Refer to NWT Student Support Plan Guidelines for Development and Teacher Resource Kit 2006*

9. If a high school student gets IEP credits for courses, can he/she re-take these classes for regular credit?

For the most part when a high school student on an IEP gets credits from participating in a class/course, they get credits for achieving the learning outcomes identified in the IEP not for achieving the curricular learning outcomes. The student is in his/her own program in the setting of the Math, English or CALM class and not in the "course" as such. The concept of retaking the course does not exist. Such a student could take the course but if it is a realistic possibility that he/she could meet the course learning outcomes, then he/she probably shouldn't have been on an IEP in the first place.

10. Why are Modified Education Programs (MEPs) only valid up to grade 9? Can't Education Programs be modified in grade 10-12?

The answer to this question requires understanding the definition of a Modified Education Program. While there are many definitions of a modified education program, in the NWT an MEP is defined as "an education program that retains the learning outcomes articulated in NWT curricula, but at a grade level other than the assigned grade level." By definition the learning outcomes in senior secondary courses align with only one grade level. For example learning outcomes in English 10-2 are grade 10 outcomes. Students registered in that course may have accommodations/ adaptations to help them achieve the learning outcomes of the course, but at the end of the course they have either achieved those grade 10 outcomes, or they haven't. The learning outcomes cannot be changed (only the supports given to the student to help him/her achieve the outcomes) so the course is not modified.

11. I know that according to the Education Act students are entitled to a school program until the age of 21. I also know that students with IEPs are educated with their age peers. Is it appropriate then for students with IEPs to remain in secondary school after most of their peers have transitioned, around age 18?

The point of an Individual Education Program is that the student for whom it is developed has unique goals, strengths, challenges and interests that require a program tailored to meet these needs. The question of remaining in secondary school until 21 or transitioning to work or community living earlier than 21 will need to be answered on an individual student basis. The student's long-term life goals will have been developed through a person-centered planning process every 3 to 5 years. These goals plus the student's attainment of annual student outcomes as well as the post-school options available will largely determine whether it will be better for him/her to remain in secondary school or transition to another setting before age 21.

12. Does a school leaving certificate prevent students from entering post-secondary education (such as colleges, universities)?

Post-secondary institutions have different entrance requirements but most require either specific courses from recognized curricula (NWT) or a Graduation Diploma. For students on an IEP, the transcript and the leaving certificate (Certificate of Program Completion) both indicate that the student has met personal learning outcomes within an IEP rather than the NWT curricular outcomes. If it is determined that moving on to a post-secondary institution fits within the student's long-term goals, the institution would have to be approached and the student's special circumstances discussed.

13. What is the parents' role in implementing an IEP?

Parental involvement in the implementation of a student's IEP will vary with the nature of the annual student outcomes and short-term learning objectives of the IEP. Some of the outcomes/objectives in the IEP may be worked on partially in school and partially at home e.g. learning a behaviour such as "taking turns". Other outcomes/objectives may be worked on primarily in school e.g. learning a math operation. There may be outcomes/objectives that can only be worked on at home such as "getting up on time to get to school." The more involved the parents are in the IEP development process, the more likely they are to agree to play a role at home by supporting the student to reach specific outcomes/objectives. All parents can also lend emotional support and encouragement to the student on an IEP.

14. What do we do when parents refuse to meet to discuss/sign/accept the IEP?

The Education Act (1996) requires that the parent(s) approve the IEP before it is implemented. Parents are integral to the whole IEP process and should be involved early, beginning with the decision that an IEP is the most appropriate program for their child. Parental involvement may need to be promoted through a variety of strategies which focus on making the parent feel comfortable in the school and a valued partner in their child's education. Reluctance to be involved may need to be approached and the reasons for it explored through home visits, School-Community Counselor involvement, other professional's involvement and encouraging the parent to bring a spokesperson or advocate along with them. If the parents don't choose to be involved at all in an IEP process after many attempts to engage them, then the school will likely want to develop and implement a program in response to the student's strengths and challenges but it can not be implemented as a formal IEP without parental approval. To do so would be in contravention of the Education Act (1996) [Section 9(3)].

15. What if a teacher refuses to comply with the direction provided by an IEP?

The Education Act (1996) states clearly in Section 45 (1d) that a teacher shall be a part of a school team to develop, implement and evaluate individual education plans for students under his or her care and instruction. The teacher(s) of a student with an IEP should have taken part to some extent in the IEP process and agreed to its implementation. If the teacher refuses to comply the matter should be referred to the principal who is his/her supervisor and responsible for ensuring that teachers fulfill their responsibilities.

16. Who ensures the annual student outcomes of the IEP are being met?

The teacher or teachers involved with the implementation of a student's IEP engage in periodic assessment of the student's progress toward meeting the short-term learning objectives and annual student outcomes of the IEP. In addition the IEP team is required to review the IEP at least twice a year. It is important for the success of the student that the teacher(s) advise other members of the IEP Team regularly about the student's progress. If progress is slower than anticipated or there are difficulties encountered with implementation, the IEP Team will need to meet before the next formal review process and may need to make adjustments to the objectives, strategies or resources outlined in the IEP.

17. How do I comment/record assessment and evaluation information on report cards re IEPs?

Parents of students on IEPs should receive a formal report on the student's progress at the same time as parents of other students receive report cards. The typical report card organizes information about the student's progress according to subject area and in reference to the learning outcomes identified in the curricula. For many students on an IEP it may be necessary to use an alternative format, in whole or in part, to report on progress in reference to the student's annual student outcomes and short-term learning objectives. Assessment and evaluation results related to the short-term learning objectives will have been recorded in the Progress section of the IEP and progress toward or attainment of annual student outcomes noted at the last IEP Review. These should be shared with parents at the regular reporting time whether or not this is through the regular report card or an alternative format.

18. How do very small schools, without a PST, handle the IEP process?

The ultimate responsibility for all education programming in a school rests with the principal. In schools with a PST the coordination of the IEP process is often delegated to the PST. In schools without a PST, the principal has to find an alternative. For example, he/she may take on the task, problem-solve alternatives with the staff and/or ask the Student Support Consultant for assistance.

19. Should students with IEPs be exempted from school-wide and system-wide assessments?

Exemption will be decided on an individual student basis. If a student on an IEP is working on approved NWT curricula and the assessment relates to these curricula, then the student should participate in the assessment. If he/she has accommodations/ adaptations in the learning process, then these same accommodations/adaptations should apply during the assessment. Depending on the subject areas covered by the assessment, the student on an IEP may participate fully or partially according to which subject areas are included in his/her program. On the other hand, if the learning outcomes of a student's IEP are completely outside of NWT curricula, then the student should be exempted from school-wide or system-wide assessments based on NWT curricula.

20. What should we do when we think that a specialized rehabilitation or medical service (e.g. speech and language therapy) may be needed for a student with an IEP, but is not available in our community?

Access to specialized rehabilitation or medical services is through Health and Social Services unless a particular service has been contracted directly by an education jurisdiction. In the former situation it is the parent who is key in having a medical doctor or health center staff assess the child and determine/confirm that referral for further assessment and/or direct service is required. A school cannot arrange such assessment/service without the active involvement of the parent. The provision of the service in the community or elsewhere is the responsibility of Health and Social Services. School staff, often the PST, may be involved with the parents in assisting them to follow the necessary process and to advocate for service for the student. If the service is not available in the community there may be a long wait for a visiting service provider or a trip for an appointment in another community. If an education jurisdiction either contracts a particular service directly or has worked out a referral and service schedule in collaboration with the Health and Social Services service provider, the process of accessing services is less complex and involves parental permission but is not dependent solely on the parent taking the initial action. The Student Support Consultant should be informed of any such service needs and may be aware of alternatives to provide some assistance to the student as part of the IEP.

21. How does CPP development for students on IEPs differ from that for other students?

As with everything else related to IEPs, the key word in IEP is Individual meaning that there is no one answer to the question. The answer lies in asking, "What is best here?" or more specifically, "What should the idea of CPP mean for this particular student?" It would seem to make sense for a student in Grade 9 who is involved with the development of his/her IEP - the MAP or PATH, the articulation of long-term life goals, the development of annual student outcomes and so on - to have that involvement acknowledged by the one credit for CPP. This would be consistent with the intent of the CPP and reflects part of the senior secondary IEP process in general - that of student progress on individual goals being "translated" into credits that make sense for the individual student but do not necessarily reflect the course as other students experienced it.

22. Where should IEPs be kept, and how confidential are they?

All IEP team members should have a copy of the IEP once it is signed. Beyond that, the answer lies in three documents - the Education Act (1996), the Access to Information and Right to Privacy Act (1996) and the Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students (1998) (under revision). The latter document prescribes procedures for collecting and managing information in various types of records (files) that schools have. The Directive complies with the two Acts listed above but prescribes additional details not articulated in these laws.

In the case of an IEP, the original is stored in the Program Support Record, with a copy of the IEP (while it is in effect) in the Student Record (Cum File).

The following have access to information in the Program Support Record:

- education staff involved in the delivery of the child's education program (Some will have a copy because they are IEP team members. Others would access information through the PST on a need-to-know basis.);
- parents and students;
- a contractor or institution contracted to provide services, or a program to the child, through the PST on a need-to-know-basis; and
- others, with written consent from the parent.

See the Directive for further details. This document gives direction to education staff about how to manage all types of information on students, including IEPs, so that educators are not left "wondering" where something should be filed, who can see it, and so on.

FAQs

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

Glossary

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

GLOSSARY

Accommodations/Adaptations:

Changes made to the teaching process, learning environment, materials, time demands, assistance, evaluation or student products to help students achieve the expected learning outcomes (See Appendix III for examples). Note: the expected learning outcomes as stated in curricular documents or an IEP are not changed.

Achievement:

The level of a student's performance in relation to specific learning outcomes and standards. Achievement is measurable and includes what a student knows, is able to do and is learning to do. [Departmental Directive on Student Assessment, Evaluation and Reporting (2001)]

Annual Student Outcome:

An annual student outcome is a concise description of the knowledge and skills that students with IEPs are expected to learn by the end of the school year (or semester.) Annual student outcomes are written to address a student's individual challenges across a potentially wide range of areas of development and target skills. Once the IEP team agrees on priorities for areas of development and target skills, an annual student outcome is developed for each identified target skill. (See SMART criteria and Short-term Learning Objectives) (See visual on page 43.)

Area of Development:

An area of development is a general aspect of the student's development that might be targeted in the IEP. Examples of areas of development include academic, communication, personal management, social competence /social networks, leisure/recreation/wellness, career and work exploration, task performance/work habits. Others may be added if necessary. Areas of development are also sometimes referred to as "domains". (See Target Skills) (See visual on page 43.)

Assistive Technology for Learning (ATL):

Assistive technology for learning (ATL) refers to a broad range of classroom materials, devices, media and other technologies that allow access to learning for students who have barriers due to their sensory, physical, cognitive or other learning challenges. (See Appendix II.)

Assessment:

A systematic process of gathering and interpreting information about what a student knows, is able to do and is learning to do. [Departmental Directive on Student Assessment, Evaluation and Reporting (2001)]

Behaviour Support Plan:

See Functional Behaviour Assessment (FBA). Information from an FBA (i.e. an understanding of the function of a repeated misbehaviour) is used to develop a Behaviour Support Plan (BSP.) Rather than simply focusing on eliminating the problem behaviour, the focus is on modifying the context so the behaviour is less likely to occur in the first place, and on teaching replacement behaviours so that the problem behaviour becomes irrelevant or inefficient. Building on the same example as in the FBA definition, the teacher might consider reducing the demands of the difficult Math, and teaching the student to (initially) ask for a break, to ask for help, to then complete a few problems, then half until the desired behaviour is gradually reached.

Both the FBA and the subsequent development of the BSP are time consuming and require a team of educational partners. Just as very few students require an IEP to outline their education program, typically only a very few students have behavioural needs severe enough to call for the FBA and BSP processes.

Career and Program Plan (CPP):

Developed by all students before entering grade 10, the CPP is a working document that helps students focus on and articulate their career goals and in turn choose secondary school courses that will enable them to meet those goals. The CPP carries one mandatory credit towards senior secondary graduation and is revisited/revised annually.

Certificate of Program Completion:

Students who complete secondary school through an Individual Education Program receive a Certificate of Program Completion rather than a Graduation Diploma. This certificate is issued by the school/jurisdiction, not the Minister. (See Appendix IV.)

Class Placement:

The actual class group of which the student is a part for the school year (e.g. Mrs. Brown's class). In upper elementary or secondary school students may be a part of several class groups. Class placement refers to the homeroom or Teacher Advisor Group to which the student belongs. Class placement does not refer to grade level placement or to the functioning level of the student.

Challenges:

The term challenges is used on the NWT IEP Form. To be consistent it is used throughout this document when referring to the needs or the areas of difficulty of a student.

Criteria:

A description of expected levels of performance in relation to specific tasks or learning outcomes. Criteria link assessment to the student's or program's learning outcomes and should be developed at the same time as the assessment instrument. [Departmental Directive on Student Assessment, Evaluation and Reporting (2001)]

Current Level of Performance (CLP):

A description of what the student knows or can do in relation to a specific target skill. This description should be such that the student's performance can easily be visualized by the reader. The CLP forms the baseline against which progress towards the annual student outcome is measured. (See visual on page 43.)

Differentiated Instruction:

The opposite of one-size-fits-all instruction, yet not the individualized instruction of the 1970s, differentiated instruction is an approach to teaching which proactively acknowledges student differences and diversity in the classroom. The teacher uses student readiness, interests and learning style to differentiate the content, the process by which students will acquire the content and the products by which students will demonstrate what they know/are able to do.

Evaluation:

The process of making judgments and decisions based on the interpretation of evidence gathered through assessment for the purposes of goal setting and reporting. [Departmental Directive on Student Assessment, Evaluation and Reporting (2001)]

Functional Behaviour Assessment:

A systematic process for understanding severe, chronic and/or complex problem behaviours by identifying the function that the behaviour serves from the student's point of view. For (a very simplified) example if a student consistently swears, and throws his work on the floor when given difficult Math, and the teacher responds by sending him to the office, the function of the behaviour is likely to be escape from the difficult work. Typical functions are to escape something (e.g. work, peer attention, adult attention) or to get something (e.g. peer attention, adult attention.) An FBA always takes place through observation in the natural context/setting where the problem behaviours occur. By understanding the function of the behaviour, a Behaviour Support Plan (BSP) can be developed. See Behaviour Support Plan (BSP).

Functioning Level(s):

Broad statements of how the student functions currently in a variety of areas. Can include, but is not limited to functional levels related to NWT curricula. For students with IEPs functioning levels in other areas - e.g. social skills, problem solving skills, self concept - are gathered from a variety of sources to describe what the student can do, or knows now.

Graduation Diploma:

The document received by secondary school students when they have completed all of the senior secondary courses and other credit requirements for graduation as outlined in the Senior Secondary School Handbook. This diploma is issued by the Minister of Education.

IEP Team

A group composed of parents, education staff (such as PST, teacher, principal) and others who either know the student well or have a role to play in the implementation of the IEP. The IEP team works collaboratively to make decisions regarding the student's education program and necessary supports during the various phases of the IEP process.

Individual Education Program/Plan (IEP):

An Individual Education Program is a student-specific program and is outlined in an Individual Education Plan (IEP). This plan is a comprehensive written education plan with annual student outcomes and short-term learning objectives determined through a collaborative process and driven by the strengths and challenges of the student. It may or may not include learning outcomes articulated in NWT curricula. A student on an IEP usually requires supports, accommodations/adaptations, facilities, resources and equipment beyond those required by his/her peers. These are detailed in the Individual Education Plan.

Inclusive Schooling:

Inclusive Schooling begins with the philosophy that students belong with their peers and should have equal access to educational opportunities. It is concerned with the support needs of all students. In practice, inclusive schooling translates into finding ways to include all students in NWT schools and to meet their unique needs.

Learning Outcomes:

Descriptions of the knowledge and skills that students are expected to have at the completion of a course or grade in a subject area. For students following a regular education program or a modified education program the learning outcomes are stated in NWT curricula. For students on an individual education program, the learning outcomes are the annual student outcomes described in their IEPs.

Learning Strategies 15/25:

Originally developed by Edmonton Public Schools, these 3 or 5 credit courses are approved for use in the NWT. Beginning with developing an understanding of themselves as learners these courses are designed to assist secondary school students to develop strategies needed to become successful learners.

Learning Styles:

One's preferred way of integrating knowledge and skills to make meaning. Successful learners are aware of their preferred mode yet strive to develop expertise with alternative modes. One example of categorization of learning styles is McCarthy (4MAT) who describes four learning styles: Innovative (or Imaginative) Learners, Analytic Learners, Common Sense Learners and Dynamic Learners. More students will experience success as learners when instructional and assessment methods incorporate various learning styles. (See also Multiple Intelligences.)

Long-term Life Goals:

These are the long-term broad goals for the student established through a collaborative person-centered planning process such as MAPs or PATH. The long-term should be at least 3 to 5 years and may be further in the future for older students. These goals are a critical element when establishing priorities for the student's IEP.

MAPs:

Making Action Plans is a person-centered planning tool which, through facilitation, encourages the telling of a person's "story". The process focuses on the individual's gifts and strengths and looks at the steps needed to move toward a desired future.
[For more detailed information contact Inclusion Press, 24 Thome Cres. Toronto ON, M6H 2S5. Ph. (416) 658-5363 Web site: http://inclusion.com].

Modified Education Program:

A Modified Education Program retains the learning outcomes articulated in NWT curricula, at a level other than the assigned grade level. Based on student strengths, needs and interests, a collaborative process is used to determine and document/record necessary program changes in a Student Support Plan. (Refer to *NWT Student Support Plans: Guidelines for Development and Teacher Resource Kit, 2006)*

Multiple Intelligences:

Multiple intelligences are the different abilities people use to solve problems. Howard Gardner suggests that people have at least nine ways of perceiving and understanding the world. He labeled these distinct "intelligences" as a specific set of skills people use to solve problems. Robert Sternberg suggests that human intelligence is comprised of three primary abilities: analytical, creative and practical. More students will experience success as learners when instructional and assessment methods incorporate various intelligences. (See also, Learning Styles)

Parents:

Parents refers to parents or guardians. Ideally, any person taking the part of the parent role in the IEP process should be someone who knows the child well and can provide the information required.

PATH:

Planning Alternative Tomorrows with Hope (PATH) is an example of a person-centered planning process based on a commitment by a group of individuals to form a network of support to assist an individual in identifying and working towards a desired future. [For more detailed information contact Inclusion Press, 24 Thome Cres. Toronto ON, M6H 2S5. Ph. (416) 658-5363 Web site: http://inclusion.com].

Peers:

Students of approximately the same chronological age.

Person-centered Plan/Planning:

A variety of approaches used to create a person-centered plan, or vision of the future for an individual. The plan is developed with all the individuals actively involved in a person's life. Typically there is a broad focus, including the personal preferences and strengths of the person and not just the problems and difficulties. Person-centered planning or personal futures planning offers a broad context for and the cornerstone on which to build behaviour support plans or individual education plans.

Program Support Teacher (PST)

A teacher who is knowledgeable about curricular outcomes at all levels and assists classroom/subject teachers with educational programming for students in their classes. The PST role is varied but typically includes consultation, assessment, and providing guidance about or modeling of instructional techniques, resources, and accommodations/ adaptations. PSTs typically coordinate the school team, and the development of IEPs.

Regular Education Program:

A Regular Education Program is determined by the learning outcomes articulated in NWT curricula for a specific grade level.

Short-term Learning Objectives:

These are smaller more manageable steps or components of an annual student outcome. They describe observable and measurable behaviours, are most often organized as sequential steps and typically designed to be achievable in six to eight weeks. (See SMART criteria) (See visual on page 43.)

SMART Criteria

Well written annual student outcomes and short-term learning objectives meet the SMART criteria. They are:

- **S**pecific: written in clear, unambiguous language
- **M**easurable: allow student achievement to be described, assessed and evaluated
- **A**chievable: realistic for the student
- **R**elevant: meaningful for the student
- **T**ime-related: can be accomplished within a specific time period, typically one school year (or sometimes semester.)

(See visual on page 43.)

Student Outcome Rubric (SOR):

A 5-point scale used to assess progress in relation to an annual student outcome. These are developed as an accountability measure for students on IEPs with student-specific learning outcomes. (See Appendix I.)

Support(s):

A support is an additional service or device provided in or to the school for individual or small groups of students. Supports are services above and beyond those provided to all students as part of the regular school program. The purpose of providing one or more supports to a student is to enhance development or assist that student to overcome barriers to learning. A variety of supports may be considered/tried to help students overcome difficulties, such as extra assistance with classwork or homework, counseling and behaviour interventions, specialized rehabilitation and medical services, and personal assistance and special equipment.

Support Assistant

Also referred to as program support assistant, student support assistant, special needs assistant and aide, a support assistant is an education assistant (paraprofessional) who assists in carrying out instructional plans, assists with classroom management, and provides instructional and other supports to students, under the direct supervision of a qualified teacher. Does not include French monitors, aboriginal language assistants, or general classroom assistants.

Support Personnel:

A term describing any individuals who provide additional supports/assistance to a student other than those provided by the teacher as part of his/her classroom practice. Support personnel include other students, volunteers, support assistants, counselors or other professionals working in the school. (Support assistants, peers and volunteers always work under the direct supervision of a qualified teacher.)

Support Services

A synonym for support(s).

Target Skill:

Target skills (e.g. telephone skills) are subsets of an Area of Development (e.g. communication.) They are the specific skills or behaviour (whereas areas of development are general) that will be taught to the student, and used to measure progress on the IEP. Target skills are selected and prioritized by the IEP team, in relation to the long-term life goals and challenges of the student. They may be from one or various areas of development. An annual student outcome is developed for each target skill in a student's IEP. (See visual on page 43.)

Transition Plan:

A collaboratively developed plan to assist a student to move from one setting to another, such as home to school, one level of schooling to another or from school to work. The plan reflects the student's strengths and needs and their goals in the new setting. It also outlines the supports needed by the student to lessen apprehension about the move and those required to assist him/her in the new setting.

REFERENCES

Baffin Divisional Board of Education (1996), Program Support Teacher Guide. Iqaluit Northwest Territories: Baffin Divisional Board of Education.

Falvey, Mary A. et al (1997), All My Life's A Circle - Using the Tools: Circles, MAPS and PATHS. Toronto, Ontario: Inclusion Press.

Government of the Northwest Territories (1996), Consolidation of the Education Act. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (1998, under revision), Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (2000), Student Support Needs Assessment 2000: Territorial Report. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (2001), Departmental Directive on Student Assessment, Evaluation and Reporting. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (2006), Ministerial Directive on Inclusive Schooling. Yellowknife, Northwest Territories: Department of Education, Culture
and Employment, GNWT.

Manitoba Education and Training (1998), Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years. Winnipeg. Manitoba: Manitoba Education and Training.

O'Neill, Robert E, et al (1997), Functional Assessment and Program Development for Problem Behavior, Pacific Grove, California: Brooks/Cole Publishing Company.