



3.9 What is an Inclusive Education Plan

An Inclusive Education Plan [IEP] is a documented plan developed for a student with a Ministry Designation that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies. Typically, an IEP includes individualized goals with measurable objectives, adaptations and/or modifications where appropriate, the strategies to meet these goals, and measures for tracking student achievement in relation to the goals. It also documents the special education services being provided as these relate to the student's identified needs. Some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning for educational modifications, adaptive technologies, or health care plans. The IEP will reflect the complexity of the student's need and, accordingly, can be brief or more detailed and lengthier.

WHAT IS AN IEP FOR?

The development of an IEP serves a number of purposes:

- it formalizes planning decisions and processes, linking assessment with programming,
- it provides teachers, parents, and students with a record of the educational program for an individual student with special needs, and serves as the basis for reporting the student's progress,
- it serves as a tool for tracking individual student learning in terms of agreed upon goals and objectives,
- it documents the relationships between any support services being provided and the student's educational program, and
- it provides parents and students with a mechanism for input into the individualized planning process.

IEP documentation provides evidence that:

- the parent and/or student were offered the opportunity to be consulted about the preparation of the IEP, parents do not sign the document, but evidence of consultation or the offer of consultation is mandatory,
- the student is receiving learning activities in accordance with IEP; and
- the IEP is completed no later than November 30th of the current school year and is reviewed at least twice each school year, preferably at each reporting period, which includes reviewing in June.



WHAT MUST AN IEP CONTAIN?

The IEP document does not describe every aspect of the student's program. It makes reference to those aspects of the education program that are adapted or have been modified and identifies the support services to be provided. IEP learning outcomes are often described as goals and objectives. It is important that the goals and objectives address the nature of the student's disability.

An IEP must have one or more of the following:

- the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or
- a list of the adaptations to educational materials, instructional strategies, or assessment methods.

An IEP should also include the following:

- the present levels of educational performance of the student,
- the setting where the educational program is to be provided,
- the names of all personnel who will be providing the educational program and the support services for the student during the school year,
- the period of time and process for review of the IEP,
- evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals, and
- plans for the next transition point in the student's education (including transitions beyond school completion).

Where the goals established for the student are different from the expected learning outcomes for the age or grade, these should:

- be set at a high but attainable level to encourage parents, students, and staff to hold high expectations.
- be accompanied by measurable objectives developed for each goal to enable IEP review and evaluation.

The IEP may be brief, or it may be more detailed and complex, depending on the complexity of the student's needs.

IEPs are completed on the district's Student Information System (MyEdBC).



WHO DEVELOPS THE IEP?

The principal of the school is responsible for the implementation of educational programs. Though planning occurs collaboratively, the principal of the school should ensure that for each such student a case manager is appointed to co-ordinate development, documentation, and implementation of the student's IEP.

As necessary, other school district personnel or staff from regional or community agencies may be involved in the development and have a role to play in its implementation.

Parents must be given the opportunity to meaningfully consult in the planning process, and will receive a copy of the IEP. To the extent possible, the student should also participate in the process.

The IEP should document instances where services are offered but the parent or the student refuses them.

WHO MUST HAVE AN IEP?

All students with special needs must have an IEP. An exception can be made if:

- the student with special needs requires no adaptation or only minor adaptations to educational materials or instructional or assessment methods,
- the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs; and
- the student with special needs requires in a school year, 25 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.

INFORMATION TAKEN FROM THE B.C. MINISTRY OF EDUCATION,
[SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures, and Guidelines](#)
