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Appendix A: **Appropriate Educational Programming Regulation 155/2005**

THE PUBLIC SCHOOLS ACT
(C.C.S.M. c. P250)

Appropriate Educational Programming Regulation

Regulation 155/2005
Registered October 26, 2005

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Appendix A (continued)

PART 1 INTRODUCTORY PROVISIONS

Definitions

1 The following definitions apply in this regulation.

“**Act**” means *The Public Schools Act*.

“**adaptation**” means a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes.

“**curriculum**” means the curriculum prescribed or approved by the minister.

“**deputy minister**” means the deputy minister of the Department of Education, Citizenship and Youth.

“**differentiated instruction**” means a method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests and strengths of pupils.

“**expected learning outcomes**” means the learning outcomes consistent with the curriculum.

“**minister**” means the minister responsible for the administration of the Act.

“**parent**” includes a legal guardian.

“**pupil file**” has the same meaning as in section 42.2 of the Act.

PART 2 APPROPRIATE EDUCATION

General obligation

2(1) The appropriate educational programming that a school board must provide is the curriculum.

2(2) A school board must ensure that, as far as reasonably practicable, appropriate educational programming is available to a pupil in a regular class of his or her peers at

- (a) the school whose catchment area includes his or her residence; or
- (b) another school that provides the program, as designated by the board, that the pupil is to be enrolled in, if the school described in clause (a) does not provide that program.

School-related activities

3 A school board must ensure that school-related activities such as assemblies, sports days and field trips reasonably accommodate the needs of all students.

Assessment

4(1) A principal must ensure that a pupil is assessed as soon as reasonably practicable if he or she is having difficulty meeting the expected learning outcomes.

4(2) A principal must ensure that a pupil is referred for a specialized assessment if the pupil’s teacher and resource teacher, guidance counsellor or other applicable in-school personnel are

- (a) unable to assess why the pupil is having difficulty meeting those outcomes; or
- (b) of the opinion that differentiated instruction and adaptations are insufficient to assist the pupil in meeting those outcomes.

4(3) A principal must ensure that the pupil’s parent is informed before the pupil is referred for a specialized assessment, and no interviewing or testing as part of the assessment may occur without the parent’s consent.

(continued)

Appendix A (*continued*)

- 4(4)** A specialized assessment must be
- (a) coordinated by a person who has been designated by the school board or, if the board has not designated such a person, by the principal; and
 - (b) conducted by one or more qualified practitioners, as designated by the person coordinating the assessment, who may, if relevant in the circumstances, take into account reports and other information obtained
 - (i) from the pupil's pupil file, or
 - (ii) from or with the consent of the pupil's parent.
- 4(5)** A specialized assessment must identify the following, as applicable:
- (a) other methods of differentiated instruction and adaptations that can be used to assist the pupil in meeting the expected learning outcomes, if it is determined that such methods or adaptations will be sufficient to assist the pupil in meeting those outcomes;
 - (b) if it is determined that differentiated instruction and adaptations will be insufficient to assist the pupil in meeting the expected learning outcomes, what the pupil requires to meet or approximate
 - (i) the expected learning outcomes, or
 - (ii) the learning outcomes the pupil can reasonably be expected to achieve.

Individual education plans

- 5(1)** A principal must ensure that an individual education plan is prepared for a pupil who has requirements identified under clause 4(5)(b). The plan must identify
- (a) how the pupil's requirements for meeting or approximating the expected learning outcomes are to be addressed, where it is reasonable to expect the pupil to meet or approximate those outcomes; or
 - (b) where it is not reasonable to expect the pupil to meet or approximate the expected learning outcomes,
 - (i) the learning outcomes the pupil can reasonably be expected to meet, and
 - (ii) how the pupil's requirements for meeting those learning outcomes are to be addressed.
- 5(2)** The principal must ensure that a pupil's individual education plan
- (a) is prepared with the assistance of the pupil's teacher and other in-school personnel, as directed by the principal;
 - (b) takes into account a pupil's behavioural or health care needs, if any;
 - (c) is consistent with provincial protocols respecting a pupil's transition to and from school; and
 - (d) is updated annually or sooner if required by a change in a pupil's behaviour or needs.
- 5(3)** The principal must ensure that the pupil's parents, and the pupil if appropriate, are given opportunity to
- (a) participate in preparing and updating the pupil's plan; and
 - (b) be accompanied and assisted by a person of their choosing when doing so.
- 5(4)** The content of a pupil's individual education plan may be inconsistent with the requirements of section 2. In that case, the requirements of section 2 do not apply to the pupil.

(continued)

Appendix A (continued)

Transition into school

- 6(1)** In this section, “**eligible person**” means a person who
- (i) is eligible to be enrolled as a pupil but who has not yet begun attending school; or
 - (ii) will be transferring into a school.
- 6(2)** When differentiated instruction methods and adaptations are likely to be insufficient to assist an eligible person in meeting the expected learning outcomes,
- (a) a principal must ensure that the person is referred for a specialized assessment; and
 - (b) if required, the principal must ensure that an individual education plan is prepared for the person;

and sections 4 and 5 apply, with necessary changes, to the assessment and plan to be done under this section.

Educational programming not to be unduly delayed

- 7(1)** A school board must ensure that a pupil is not denied educational programming in the following circumstances:
- (a) for more than 14 days after the pupil seeks to be enrolled in a school within the division or district, regardless of whether that school has received the pupil’s pupil file;
 - (b) pending
 - (i) the conduct of any assessment, or
 - (ii) the preparation of an individual education plan for the pupil.

7(2) A school board’s obligation to provide educational programming under clause (1)(a) does not limit or restrict it from taking reasonable steps to address any significant risks to safety which a pupil may present to himself or herself, or to others.

Other assessments and reports not limited

- 8** An assessment, including a specialized assessment, of a pupil conducted under this Part does not limit or restrict a school board’s obligation to ensure that
- (a) any other required assessment of the pupil is carried out; and
 - (b) the pupil’s progress is evaluated and progress reports are provided to parents.

PART 3

DISPUTE RESOLUTION

Appointment of review coordinator

- 9** The minister must appoint a person as the review coordinator.

Complaint may be made to the review coordinator

- 10(1)** A parent of a pupil, or a pupil who is over the age of 18, may complain to the review coordinator about the appropriateness of the following, as identified in the pupil’s individual education plan:
- (a) how the pupil’s programming requirements for meeting or approximating the expected learning outcomes, or the outcomes the pupil can reasonably be expected to meet, are addressed;
 - (b) where a pupil is placed in relation to his or her receiving educational programming.
- 10(2)** A complaint must be in writing and must specify
- (a) the complainant’s name and address;
 - (b) the name of the pupil, where the complaint is made by the pupil’s parent; and
 - (c) the reason or reasons why the complaint is made.

(continued)

Appendix A (*continued*)

Preliminary inquiries by review coordinator

- 11(1)** The review coordinator must, as soon as reasonably practicable after receiving a complaint, make any preliminary inquiries that he or she considers necessary to determine if
- (a) the complaint relates to a matter set out in subsection 10(1); and
 - (b) the complainant has attempted to resolve the matter
 - (i) with the pupil's principal,
 - (ii) with the superintendent, and
 - (iii) by following the appeal process established by the school board, if any.
- 11(2)** The review coordinator must decline to take any further action in respect of the complaint, and advise the complainant in writing of the reason for doing so, if he or she determines
- (a) the complaint does not relate to a matter set out in subsection 10(1);
 - (b) where the school board has established an appeal process,
 - (i) that appeal process has not been completed, or
 - (ii) more than 30 days have passed since the matter complained of was finally determined by the school board;
 - (c) a review committee has previously considered a complaint respecting the same pupil, and there has been no material change in the pupil's circumstances since that previous complaint was determined; or
 - (d) the complaint is frivolous, vexatious or made in bad faith.

Alternative dispute resolution

- 12(1)** The review coordinator may, if he or she considers it appropriate in the circumstances, offer the complainant and the school board an alternative process for resolving the complaint.
- 12(2)** Where a complaint is resolved through an alternative process,
- (a) the school board must advise the review coordinator of the resolution in writing; and
 - (b) the review coordinator must confirm the resolution with the complainant.

Establishment of review committee

- 13(1)** The minister must appoint a review committee when advised by the review coordinator that a complaint has been received and that
- (a) in the circumstances, it is not appropriate to offer an alternative process for resolving the complaint;
 - (b) the complainant or the board do not agree to an alternative process to resolve the complaint; or
 - (c) the alternative process was unsuccessful in resolving the complaint.
- 13(2)** A review committee must consist of three members, and the minister must designate one of the members as chair of the committee.
- 13(3)** The minister may appoint a review committee for more than one complaint where the minister is satisfied
- (a) the complaints are substantially similar in nature; and
 - (b) it would be fair and reasonable in the circumstances for the complaints to be dealt with at the same time and by the same committee.
- 13(4)** If a member of a review committee dies or is otherwise incapacitated, the minister must appoint a new review committee.

(continued)

Appendix A (continued)

Role of review committee

- 14(1)** Where a review committee is appointed in respect of a complaint, the committee must
- (a) investigate the complaint; and
 - (b) prepare a written report that sets out
 - (i) the nature of the complaint and the respective positions of the complainant and the school board, and
 - (ii) the committee's recommendations for meeting the pupil's requirements, placement of the pupil, or both.
- 14(2)** A review committee may investigate a complaint in any manner that the committee considers suitable in the circumstances, and may
- (a) request any person, including the school board, to answer any questions and to produce for the committee any documents, papers, notes, records and other material relevant to the complaint or to appropriate education programming within the division or district; and
 - (b) copy and keep copies of any of the material that is produced under clause (a).
- 14(3)** A school board must comply with a request of a review committee described in subsection (2).

Hearing is optional

- 15(1)** A review committee may hold a hearing but is not required to do so.
- 15(2)** A review committee that decides to hold a hearing
- (a) is not bound by the rules of evidence that apply to judicial proceedings; and
 - (b) may establish its own rules of practice and procedure for the hearing.

Parties to be provided report and recommendation

- 16(1)** After preparing its written report and recommendation, the review committee must provide the complainant and the school board an opportunity to review and comment on it.
- 16(2)** On receiving comments from the complainant, the school board or both, the review committee may confirm or amend its recommendation.
- 16(3)** A recommendation of the review committee must be in accordance with the enactments of Manitoba.
- 16(4)** The review committee must file a copy of its report and final recommendation with the deputy minister.

Final recommendation is decision

- 17(1)** The final recommendation of a majority of the committee's members is the decision of the committee. Where there is no majority, the recommendation of the committee's chair is the decision of the committee.
- 17(2)** The review committee must give the complainant and the school board a copy of the final decision and inform them of their right to appeal to the deputy minister.
- 17(3)** The final decision must be given to the complainant and the school board personally, by regular lettermail or by another method acceptable to the review committee, the complainant and the school board.

(continued)

Appendix A (continued)

Appeal to deputy minister

18(1) A complainant or a school board may appeal the review committee's decision to the deputy minister.

18(2) An appeal to the deputy minister must be made within 30 days after the date of the review committee's decision. The appeal must be made in writing and the party making the appeal must give a copy of it to the other party.

18(3) The parties may file submissions respecting the appeal with the deputy minister. Submissions must be in writing and must be filed within 14 days of the appeal being filed but, at the request of a party, the deputy minister may grant an extension.

Deputy's decision is final

19(1) After receiving the review committee's report and final recommendation, and after considering any submissions made by the parties to the appeal, the deputy minister may make any decision he or she determines appropriate regarding meeting the pupil's requirements, placement of the pupil, or both.

19(2) The deputy minister's decision is final and, if applicable, the school board must implement the decision as directed by the deputy minister.

19(3) For certainty, the deputy minister is not bound by the recommendation of the review committee and may make any decision that is in accordance with the enactments of Manitoba.

PART 4

TRANSITION AND COMING INTO FORCE DISPOSITIONS

20 Repealed

Coming into force

21 This regulation comes into force on the same day that *The Public Schools Amendment Act (Appropriate Educational Programming)*, S.M. 2004, c. 9, comes into force.

October 25, 2005

Minister of Education, Citizenship and Youth
Peter Bjornson

Appendix B: Planning in Education*

-
- *The Freedom of Information and Protection of Privacy Act* (Manitoba)
 - *The Public Schools Act (PSA)* (Manitoba)
 - *Manitoba Pupil File Guidelines* (Manitoba Education, Citizenship and Youth)
 - *Working Together: A Handbook for Parents of Children with Special Needs in School* (Manitoba Education, Citizenship and Youth)
-

Student Services Planning

Manitoba school divisions and schools are required to engage in a process of planning in education and reporting progress toward meeting identified outcomes annually. It is important to involve the community, parents and students in planning. Planning in education includes school division, school, classroom and student-specific planning.

Planning in school divisions and schools to meet the needs of all students in the school division is a priority. Teachers plan to meet the needs of students in their classes and use instructional practices for a diverse group of learners. For a small number of students who have exceptional learning needs, the teacher, parents, students (when appropriate) and school team plan specifically for the individual students.

A. School divisions shall:

1. annually engage in planning, assessment, monitoring and reporting to parents and the community on school division and school goals (*PSA* 41[1], 58.1, 58.6), including
 - supports and services available to students
 - information on how to access the supports and services
 - information on expenditures related to student services

Individual Education Planning

School divisions may develop student-specific plans where students do not require individualized programming. These plans outline processes for meeting learning outcomes in the regular curriculum. Likewise, many students who are able to access the regular curriculum may require a variety of interventions or support in the areas of health care, remediation or technological adaptations. Parents should be included in planning, and progress should be monitored, documented and reported to parents.

When a school team has identified that a student has exceptional learning needs that require student-specific outcomes that are additions to, are different from, or exceed the curricular outcomes, then an individual education planning process should occur.

(continued)

* **Source:** Manitoba Education, Citizenship and Youth. *Appropriate Educational Programming in Manitoba: Standards for Student Services*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. 15–17.

Appendix B (continued)

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- *The Education Administration Act* (Manitoba)
 - *The Public Schools Act* (Manitoba)
 - *Guidelines for Early Childhood Transition to School for Children with Special Needs* (Healthy Child Manitoba, et al.)
 - *Guidelines for School Registration of Students in Care of Child Welfare Agencies* (Healthy Child Manitoba, et al.)
-

Manitoba Education, Citizenship and Youth requires an individual education plan (IEP) when

- it is not reasonable to expect the pupil to meet or approximate the expected learning outcomes
- a student receives Special Needs Funding Level II or III
- a student is determined to be eligible for the English as [an Additional] Language (E) designation, the Modified (M) course designation or the Individualized Programming (I) designation in [Grades 9 to 12]

It is the practice of most schools to identify in a student's IEP the academic, social, emotional or behavioural outcomes that are required to support student learning in the classroom. Student-specific outcomes differ from the curricular outcomes.

School divisions use a variety of terms to identify the written document for the individual education planning process. For example, some may use the term behaviour intervention plan (BIP) or individual transition plan (ITP).

A. School divisions shall:

1. provide parents with the opportunity to participate in decisions that affect students' education (*PSA 58.6, MR 155/05*)
2. provide parents with the information needed to make informed decisions (*PSA 58.6*)
3. involve parents in planning, problem solving and decision-making related to student-specific outcomes (*PSA 58.6, MR 155/05*)
4. require principals to designate a case manager and ensure that IEPs are developed with the assistance of the teacher and other in-school personnel (*MR 155/05*)
5. ensure that written IEPs are developed, revised, implemented, monitored and evaluated at least annually for all students identified as having exceptional learning needs (*PSA 58.6, MR 155/05*)
6. inform parents of students' progress at the regularly scheduled reporting periods throughout the year or more frequently if programming changes are deemed appropriate (*PSA 58.6, MR 468/88*)
7. involve parents, students (when appropriate), teachers and other professionals in the development, implementation, monitoring and evaluation of students' IEPs (*MR 155/05*)
8. include in each IEP information about the student's current level of performance and achievement relative to identified learning outcomes in the provincial curriculum and/or the student-specific outcomes (*MR 155/05*)

(continued)

Appendix B (continued)

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- *The Education Administration Act* (Manitoba)
 - *The Freedom of Information and Protection of Privacy Act* (Manitoba)
 - *The Personal Health Information Act* (Manitoba)
 - *The Public Schools Act* (Manitoba)
 - *Manitoba Pupil File Guidelines* (Manitoba Education, Citizenship and Youth)
-

9. ensure that students who have reached the age of 16 have a transition plan where required according to interdepartmental protocol agreements (MR 155/05, provincial transition protocols)
10. identify school principals as being accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs (MR 155/05, MR 468/88)
11. document, in the IEPs, the formal review of students' progress, at the schools' regular reporting periods (*PSA 58.6*, MR 155/05, MR 468/88)
12. ensure that access to IEPs and student records complies with the *Manitoba Pupil File Guidelines*, *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*

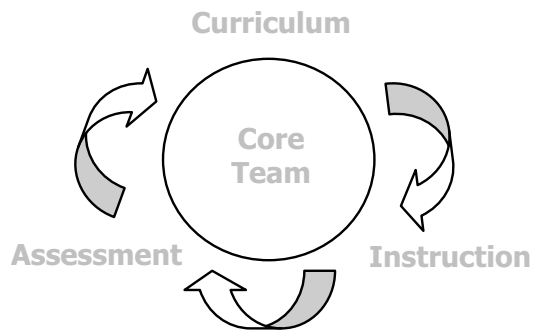
B. School division policy on **planning in education** should:

1. provide teachers of students with exceptional learning needs with access to related professional learning opportunities
2. ensure that schools have access to the necessary supports to provide consultation, planning and problem solving related to programming for students with exceptional learning needs
3. obtain written informed parental confirmation on IEPs to indicate involvement in the IEP development process
4. document the reasons for refusal and/or actions undertaken by schools to obtain consent and/or resolve concerns in cases when parents refuse to participate in the IEP process

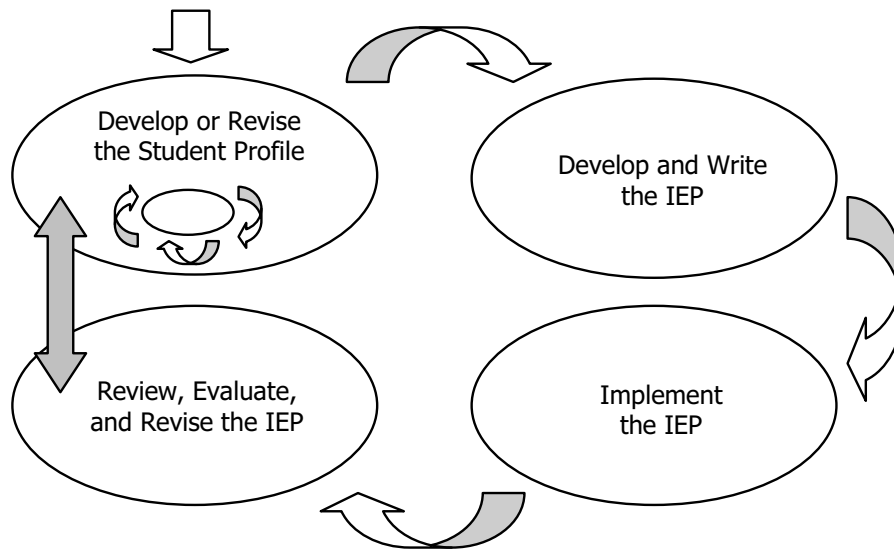
Principals are responsible for:

1. ensuring that an IEP is prepared for a student who is unable to access the regular curriculum
2. ensuring that the IEP
 - is prepared with the assistance of the student's teacher(s) and other in-school personnel
 - takes into account the student's behavioural and health-care needs (if any)
 - is consistent with provincial protocols respecting a student's transition to and from school
 - is updated annually, or sooner if required by a change in the student's behaviour or needs
3. ensuring that a student's parents and the student, if appropriate, are given the opportunity to participate in preparing and updating the student's IEP and to be accompanied and assisted by a person of their choosing

Appendix C: The Student-Specific Planning Process within Educational Planning



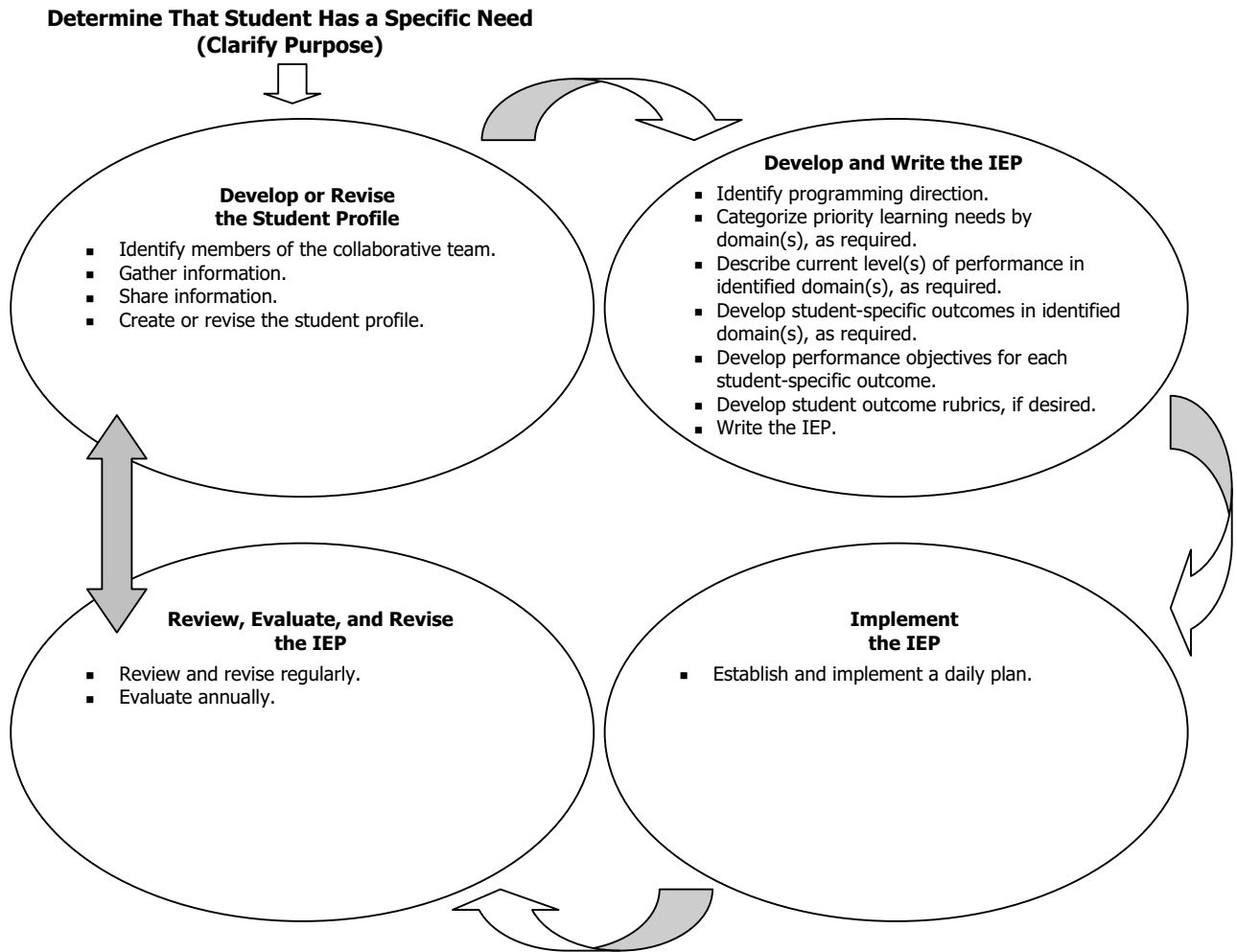
Determine That Student Has a Specific Need (Clarify Purpose)



(continued)

Appendix C (continued)

The Student-Specific Planning Process (Expanded)



Appendix D: Responsibilities of Student-Specific Planning Team Members

This matrix can be used as an organizational and communication tool throughout the student-specific planning process.

- List team members across the top.
- Check the responsibilities assigned to each member. Team members may have more than one responsibility, and the responsibilities may be shared.

Student-Specific Planning		Team Members				
Develop or Revise the Student Profile	Identify members of the collaborative team.					
	Act as case manager.					
	Share student-specific information.					
	Conduct systematic classroom-based assessment.					
	Conduct systematic student-specific assessment.					
	Conduct specialized student-specific assessment.					
	Identify priority learning needs.					
	Document the student profile.					
Develop and Write the IEP	Identify programming direction.					
	Collaborate in developing student-specific outcomes (SSOs) in priority domain(s), as required.					
	Collaborate in developing performance objectives for each SSO.					
	Collaborate in developing a student outcome rubric for each SSO.					
	Document the IEP.					
Implement the IEP	Collaborate in developing a daily plan.					
	Document the daily plan.					
	Maintain ongoing communication with the student support team.					
	Assist in implementing the plan.					
	Select appropriate materials.					
Review, Evaluate, and Revise the IEP	Monitor and record student progress toward achieving outcomes.					
	Evaluate and record level of achievement of outcomes.					

Appendix E: Conducting a Student-Specific Planning Meeting

- ☑ **Initiate the meeting by**
 - inviting participants
 - indicating time and place of meeting
 - identifying agenda items for discussion
 - agenda items will be determined by the team members
 - the tasks listed in Appendix D: Responsibilities of Student-Specific Planning Team Members may be useful in guiding agenda development
 - distributing agenda prior to the meeting

- ☑ **Open the meeting by**
 - welcoming participants
 - introducing everyone present, as necessary
 - stating the purpose of the meeting and its timelines
 - reviewing the agenda and making changes, as required
 - choosing a recorder
 - encouraging participants to contribute openly and respectfully

- ☑ **Move through the agenda by**
 - discussing each agenda item
 - encouraging collaboration and consensus
 - facilitating problem-solving when necessary
 - recording the discussion of and follow-up required for each agenda item (What is to be done? Who will do it? By when?)

- ☑ **Close the meeting by**
 - summarizing the decisions the team has made and follow-up actions required
 - identifying and recording items for the agenda of the next meeting
 - setting the date, time, and location for the next meeting
 - thanking the participants for their time and contributions

- ☑ **Follow up the meeting by**
 - distributing a copy of the minutes of the meeting, including the agenda for the next meeting
 - discussing the minutes of the meeting with any team members who were not present

Appendix F: Parent Handout

Parents and Student-Specific Planning

Student-specific planning is the process through which members of student support teams collaborate to meet the unique needs of students. The purpose of student-specific planning is to help students attain the skills and knowledge that are the next logical step beyond their current level of performance.

Parents are valuable members of this process. You have the right to participate in the individual education planning process for your child. As a parent, you provide a unique understanding of your child's past experience and his or her interests, goals, and aspirations. The work you can do with your child at home is often important in meeting the outcomes identified in the individual education plan (IEP).

As a parent, you can take part in the student-specific planning process by

- having regular contact with the school
- taking an active role in the decisions made for your child
- asking about the services and resources available

Before going to a student-specific planning meeting, you may want to

- ask the case manager for a copy of the meeting agenda
- ask how your child may be a part of the process of planning the IEP
- write down the thoughts and questions you want to talk about in the meeting
- think about your goals and hopes for your child
- think about the concerns you would like to address
- consider inviting someone to assist you with this process – if you invite someone, inform the case manager

At the student-specific planning meeting, feel free to

- make it clear how long you can stay for the meeting
- provide information about your child and how he or she learns and behaves outside school
- ask questions if anything is unclear
- ask how you can help work on some of the outcomes of the IEP at home

After meetings, you can help by

- keeping in touch with the teacher(s) and/or case manager
- working on the outcomes of the IEP at home
- telling the teacher(s) of any change at home that may affect your child at school

Appendix G: Student Profile (Sample Form)

Student Name _____ Date _____

History and Background	
Diagnostic Summary (e.g., medical, cognitive, adaptive)	
Interests, Preferences, Learning Styles	
Current Level(s) of Performance	Domain
	Domain
	Domain
Priority Planning Needs	

Appendix H: Components of an IEP

An IEP contains

- student identification and background information
- current level(s) of performance, reflecting team consensus on the student's abilities and needs
- student-specific outcomes (if the student is working to achieve outcomes that are outside expected curricular learning outcomes)
- performance objectives (if the student is working to achieve student-specific outcomes)
- instructional strategies, materials, and environments
- names of team members who will implement the IEP
- plans for evaluation and review, with dates for meetings to examine student progress

The following questions may help in developing the components of an IEP. These questions are intended as suggestions only.

1. Student Identification and Background Information

- Student name
- Date of birth
- Provincial student number
- School
- What is the student's first language?
- What other language(s) does the student speak?
- Is there any pertinent health care information that the student support team should be aware of?
 - Is there a current individual health care plan (IHCP)?
 - What impact does this medical information have on the student's programming?
- Are any agencies or additional supports actively involved?
- Pupil file information
 - What school(s) has the student attended?
 - What grades/courses has the student completed? repeated?
 - What is the student's attendance record?
 - Has the student received support from the following?
 - the in-school team (e.g., resource teacher, school counsellor, behaviour-intervention teacher)
 - the school support team (e.g., psychologist, speech-language pathologist, social worker, others)

(continued)

Appendix H (continued)

2. Current Level(s) of Performance

- What is the student able to do?
 - Have various sources of information been considered?
 - Is the information organized according to domains?
 - Is each current level of performance written in precise, objective, and measurable terms?
 - Are the student's needs identified and prioritized?

3. Student-Specific Outcomes (if required)

- Are the outcomes derived from the student's current level(s) of performance and needs?
- Are the outcomes stated in positive terms?
- Is the number of outcomes achievable and manageable?
- Do the outcomes indicate what the student will do to demonstrate learning?

4. Performance Objectives (if required)

- Are the performance objectives written in small, manageable units or steps?
- Will the performance objectives lead to achievement of the student-specific outcomes?
- When is achievement expected?
- Is each performance objective observable or measurable?
- What are the conditions under which the student will perform each objective?
- What are the criteria for successful achievement of each outcome?

5. Instructional Strategies, Materials, and Environments

- What instructional strategies, assessment processes, and resources will be used?
- Where will the outcomes be addressed, practised, and assessed?

6. Team Members

- Who are the team members who will implement the IEP?

7. Evaluation and Review

- How will the IEP be evaluated?
- What are the dates and times of review meetings?

Appendix I: Verbs and Student-Specific Outcomes

SMART (specific, measurable, achievable, relevant, and time-related) student-specific outcomes clearly describe what the student will do.

When writing student-specific outcomes, choose verbs that state how students will demonstrate what they know or are able to do. The chosen verbs should refer to a skill sequence and describe observable and measurable behaviours.

The following verbs may be useful in writing SMART student-specific outcomes. They are listed in categories corresponding to some of the multiple intelligences identified by Howard Gardner.

Multiple Intelligences	Verbs for Writing SMART Student-Specific Outcomes			
Verbal/ Linguistic	Address Amend Answer Argue Articulate Associate Compose Convert Convince Create Critique Debate Defend Define Demonstrate Describe Devise Discuss Display Distinguish Draft	Elaborate Embellish Enrich Enunciate Expand Explain Express in other terms Extend Form Generalize Generate Give examples Give in own words Indicate Inform Interview Introduce Invent Justify Label	List Listen Make up Memorize Name Paraphrase Point out Predict Prescribe Present Pretend Produce Publish Question Quote Read Recall Recite Recognize Recommend Redirect	Relate Repeat Report Respond Restate Retell Revise Reword Rewrite Specify State Suggest Summarize Synthesize Teach Tell Translate Transmit Use Write
Logical/ Mathematical	Analyze Apply Appraise Arrange Brainstorm Break down Calculate cause/ effect Check Classify Combine Compare/contrast Compute Conclude Convert Count Criticize	Decide Decipher Deduce Demonstrate Derive Detect Determine Develop Devise Differentiate Discern Discover Discriminate Distinguish Estimate Evaluate Examine	Exercise Extrapolate Find examples Find relationships Find unknown Formulate Grasp Hypothesize Infer Integrate Interpret Link Measure Observe Order Outline Plot	Predict Prove Puzzle Rank Resolve Select Separate Sequence Simplify Solve Test Track Translate Unify Verify

(continued)

Appendix I (continued)

Multiple Intelligences	Verbs for Writing SMART Student-Specific Outcomes			
Visual/Spatial	Build Cast Change Chart Convert Compose Copy Create Decorate Demonstrate Design Diagram	Distinguish Divide Draw Elaborate Embellish Enlarge Expand Form Formulate Graph Identify Illustrate	Improve Integrate Interpret Invent Label List Make Mark Mind map Model Organize Originate	Outline Produce Rearrange Recognize Render Reorder Reproduce Show Sketch Transform
Musical/Rhythmic	Amplify Arrange Blend Classify Compare/contrast Compose Create Demonstrate Elevate	Enhance Explain Express Harmonize Hear Hum Illustrate Incorporate Interpret	Listen Make up Orchestrate Perform Play Practise Present Produce Represent	Retell Select Show Sing Stage Train Write about
Body/Kinesthetic	Act out Adjust Apply Arrange Bend Blend Build Categorize Change Choose Classify Collect information Combine Compare Compile Complete Conduct Construct Count Create Demonstrate Design Determine Develop Devise Discover Display Divide	Document Dramatize Engage Erect Examine Execute Exercise Experiment Fill in Find Fold Form Fuse Gauge Group Imitate Inspect Interpret Invent Investigate Jump Keep records Leap Locate Make Make up Manipulate Match	Measure Model Move Operate Order Organize Participate Perform Pick Plan Point Post Practise Prepare Present Produce Put Put in order Put to use Put together Rearrange Reconstruct Record Reorder Reorganize Restructure Role-play Rotate	Search Select Separate Shake Show Simulate Sort Spin Spring Stage Stand Stretch Subdivide Survey Tabulate Take apart Touch Trace Track Train Transfer Turn Twist Uncover Underline Use Vault Write

(continued)

Appendix I (continued)

Multiple Intelligences	Verbs for Writing SMART Student-Specific Outcomes			
Interpersonal	Advise Articulate Assign Coach Communicate an opinion Compose Contribute Create Demonstrate Design Discuss	Display Educate Empathize Encounter Evaluate Experience Explain Give feedback Identify Illustrate Improve Instruct	Interpret Interview Justify Listen Organize Perceive Plan Play Practise Present Project Receive feedback	Record Relate Role-play Seek Share Show Solve Spell out Teach Train Translate Write
Intrapersonal	Access Advocate Amend Analyze Apply Appraise Assess Assimilate Award Choose Communicate ideas Compare/contrast Concentrate Conclude Contribute Elevate	Create Critique Decide Defend Demonstrate Describe Determine Discriminate Draw Evaluate Explain Explore Focus Illustrate Imagine Interpolate	Interpret Judge List Make Narrate Plan Point out Position Practise Prepare Propose Rank Rate Recognize Recount Redraw	Reflect Report Review Revise Rewrite Select Self-reflect Share Show Suggest Support Tell Track Use Validate Write

Avoid verbs that cannot be demonstrated				
Examples	Acquire Appreciate Be aware of	Believe Consider Feel	Know Learn Remember	Think Understand Value

Appendix J: IEP Framework for Documenting Adaptations (Sample Form)

Student Name _____

Date _____

Current Level(s) of Performance (What do we know?)	
Adaptations (What will we try?)	
Assessment (How is it working?)	



Appendix K: IEP Framework for Documenting Student-Specific Outcomes (Sample Form)

Student Name _____ Date _____

Domain _____

Current Level of Performance _____

Student-Specific Outcome _____

Performance Objectives	Instructional Strategies, Materials, and Environments	Assessment and Evaluation (Include date and person gathering assessment data.)

Appendix L: Daily Planner for a Student Who Receives Adaptations (Sample)

Time, Subject/Course, and Location	Expected Learning Outcomes	Instructional Strategies, Materials, and Environments	Assessment and Evaluation
	<ul style="list-style-type: none"> ■ Which curricular learning outcomes is the class working to achieve? 	<ul style="list-style-type: none"> ■ Which adaptations are required? ■ Which strategies and resources are required to support the student? 	<ul style="list-style-type: none"> ■ Which adaptations are required? ■ Assessment methods? ■ Assessment materials? ■ Environments?

Appendix M: Daily Planner for a Student Who Receives Modified Programming (Sample)

Time, Subject/Course, and Location	Expected Learning Outcomes	Performance Objectives	Instructional Strategies, Materials, and Environments	Assessment and Evaluation
	<ul style="list-style-type: none"> ■ Which curricular learning outcomes is the student working to achieve? ■ To what level? 	<ul style="list-style-type: none"> ■ Which performance objectives would best be taught and practised during this time and in this environment? 	<ul style="list-style-type: none"> ■ Which strategies and resources are required to support the student? 	<ul style="list-style-type: none"> ■ Document observations. ■ Which assessment tools and strategies will be used? ■ Environments? ■ Did the student demonstrate the skill? <ul style="list-style-type: none"> ■ Independently? ■ Assisted? ■ On what date?

Appendix N: Daily Planner for a Student Who Receives Individualized Programming (Sample)

Time, Subject/Course, and Location	Performance Objectives	Instructional Strategies, Materials, and Environments	Assessment and Evaluation
<ul style="list-style-type: none"> ■ When? ■ Where? ■ Who? 	<ul style="list-style-type: none"> ■ Which performance objectives would best be taught and practised during this time and in this environment? ■ List the specific skills the student is expected to demonstrate. 	<ul style="list-style-type: none"> ■ Which strategies and resources are required to support the student? <ul style="list-style-type: none"> ■ Level of prompting? ■ Adaptive equipment? ■ Specific strategies? 	<ul style="list-style-type: none"> ■ Document observations. ■ Which assessment tools and strategies will be used? ■ Did the student demonstrate the skill? <ul style="list-style-type: none"> ■ Independently? ■ Assisted? ■ On what date?

Appendix O: Student Outcome Rubric (Sample Form)

Student Name _____ Date _____

Evaluator _____

Team Members/Positions _____

Domain _____ Target Skill _____		Level at Year End
Current Level of Performance		
1 Much less than expected		
2 Somewhat less than expected		
3 Expected (SSO)		
4 Somewhat more than expected		
5 Much more than expected		

