CHAPTER 3: A STUDENT-SPECIFIC PLANNING PROCESS

C HAPTER 3: A S TUDENT-S PECIFIC P LANNING P ROCESS

Key Ideas in This Chapter

❏ Student-specific planning is a collaborative team process.
❏ Student-specific planning involves four essential and overlapping steps/components.
❏ Effective student-specific planning is based on a comprehensive understanding of the student.

This chapter explores the steps in the student-specific planning process. Each step is presented separately and in a sequence; however, when actually planning for a student, the steps and activities will overlap and blend. Teams will participate in the planning process in different ways, depending on the needs of the students with whom they work.

An Overview of Student-Specific Planning and IEP Development

When an educator working with a student becomes aware that the student continues to struggle to meet the expected learning outcomes, the student-specific planning process is initiated.

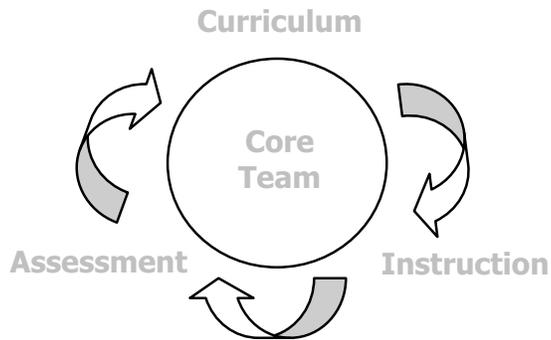Student-specific planning involves four essential and overlapping steps/components:

■ Develop or revise the student profile.

■ Develop and write the IEP.

■ Implement the IEP.

■ Review, evaluate, and revise the IEP.

Together, these components constitute a continuous and flexible process, rather than a series of separate and discontinuous steps. Whenever possible, this planning process should be integrated into the regular routines of planning, instruction, assessment, evaluation, and reporting that occur for all students.

An educational planning process is illustrated in Figure 3.1. The curriculum-instruction-assessment cycle that occurs in the classroom for all students, as described in Chapter 1, is included as the typical first step in the student-specific planning process, followed by the four planning components that follow after the core team has determined that the student has a specific need. Figure 3.2 lists activities that typically comprise each planning component.

Figure 3.1 THE STUDENT-SPECIFIC PLANNING PROCESS WITHIN EDUCATIONAL PLANNING

Curriculum

Core Team

Assessment

Instruction

**Determine That Student Has a Specific Need
(Clarify Purpose)**

Develop or Revise
the Student Profile

Develop and Write
the IEP

Review, Evaluate,
and Revise the IEP

Implement
the IEP

Figure 3.2 THE STUDENT-SPECIFIC PLANNING PROCESS (EXPANDED)

**Determine That Student Has a Specific Need
(Clarify Purpose)**

**Develop or Revise
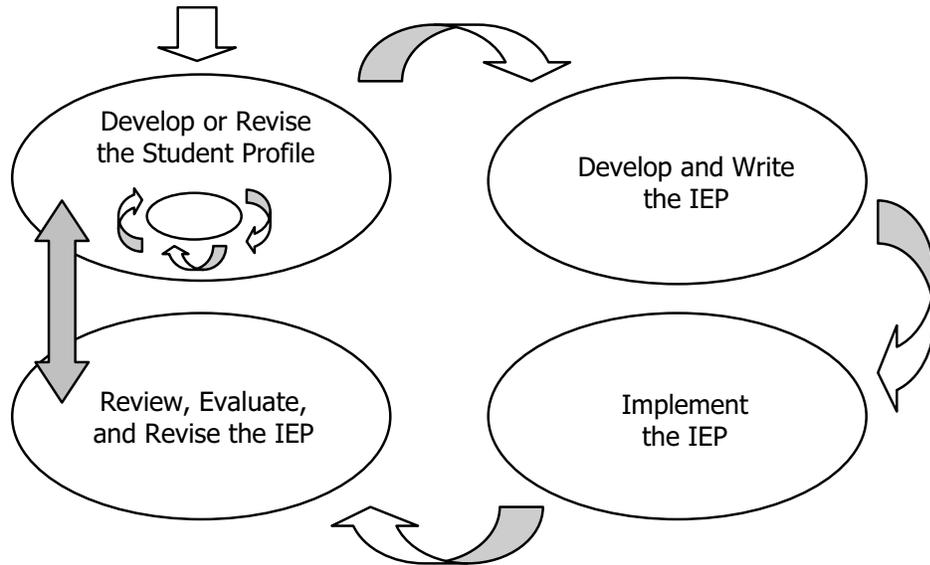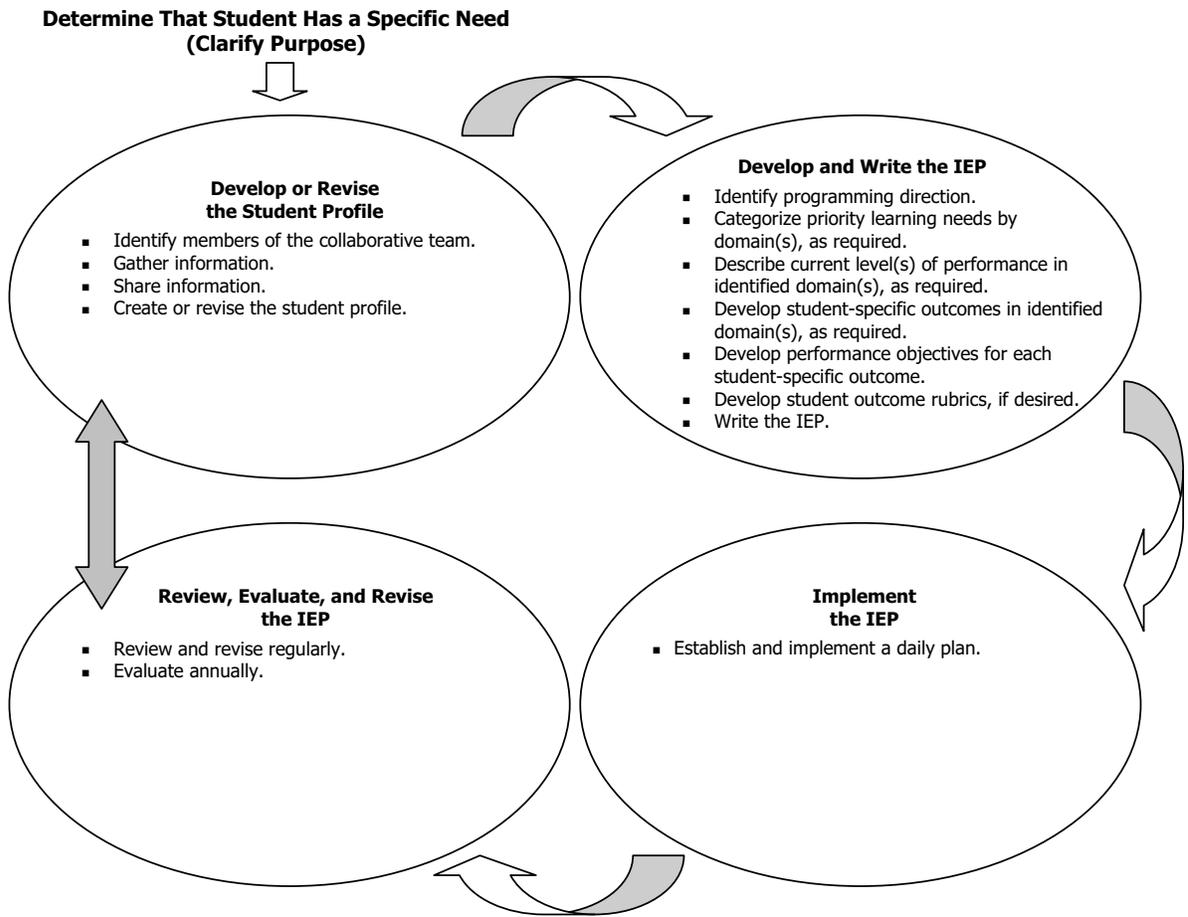the Student Profile**

- Identify members of the collaborative team.
- Gather information.
- Share information.
- Create or revise the student profile.

Develop and Write the IEP

- Identify programming direction.
- Categorize priority learning needs by domain(s), as required.
- Describe current level(s) of performance in identified domain(s), as required.
- Develop student-specific outcomes in identified domain(s), as required.
- Develop performance objectives for each student-specific outcome.
- Develop student outcome rubrics, if desired.
- Write the IEP.

**Review, Evaluate, and Revise
the IEP**

- Review and revise regularly.
- Evaluate annually.

**Implement
the IEP**

- Establish and implement a daily plan.
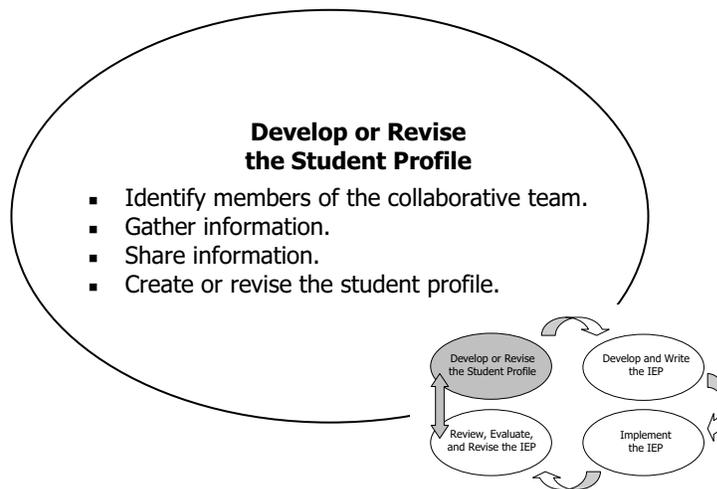
Develop or Revise the Student Profile

The purpose of student-specific planning is to identify and address the unique learning needs of students. The student-specific planning process is initiated when someone working with a student identifies a concern. A student's needs will most effectively be met if the IEP that results from the student-specific planning process is based on a solid understanding of the student and is grounded in the student's profile.

A student profile

- is a summary of what the student support team knows about a student
- identifies priority learning needs
- guides the team in determining appropriate educational programming and developing the student-specific plan

A student profile should include

- history and background information
- a summary of assessment and diagnostic information
- a summary of the student's interests, strengths, preferences, and learning styles
- clear descriptions of the student's current levels of performance
- priority learning needs identified and agreed upon by the student support team

**Develop or Revise
the Student Profile**

- Identify members of the collaborative team.
- Gather information.
- Share information.
- Create or revise the student profile.

☑ **Identify members of the collaborative team.**

For student-specific planning to be effective and efficient, it is essential that the student support team work with a clear sense of direction from the outset. Team members involved in implementing programming benefit from participating in the planning process.

The Student Support Team

A **student support team** consists of people who have the knowledge and skills to identify the student's needs and to develop and implement a plan to meet those needs. The composition of the team will vary according to the unique needs of each student and the resources available in the school and/or school division.

■ Every student's **core team** will consist of the student, the student's parent(s), and the student's teacher(s).

■ The **in-school team** will consist of the core team and other school staff, as required.

■ Members of the **school support team**, such as clinicians and consultants, will become involved as needed when the in-school team requires consultation and collaboration.

Figure 3.3 identifies some personnel who may be part of the student support team, depending on the needs of the student and available school division and community resources.

Figure 3.3   PERSONNEL ON A STUDENT SUPPORT TEAM (SAMPLE)
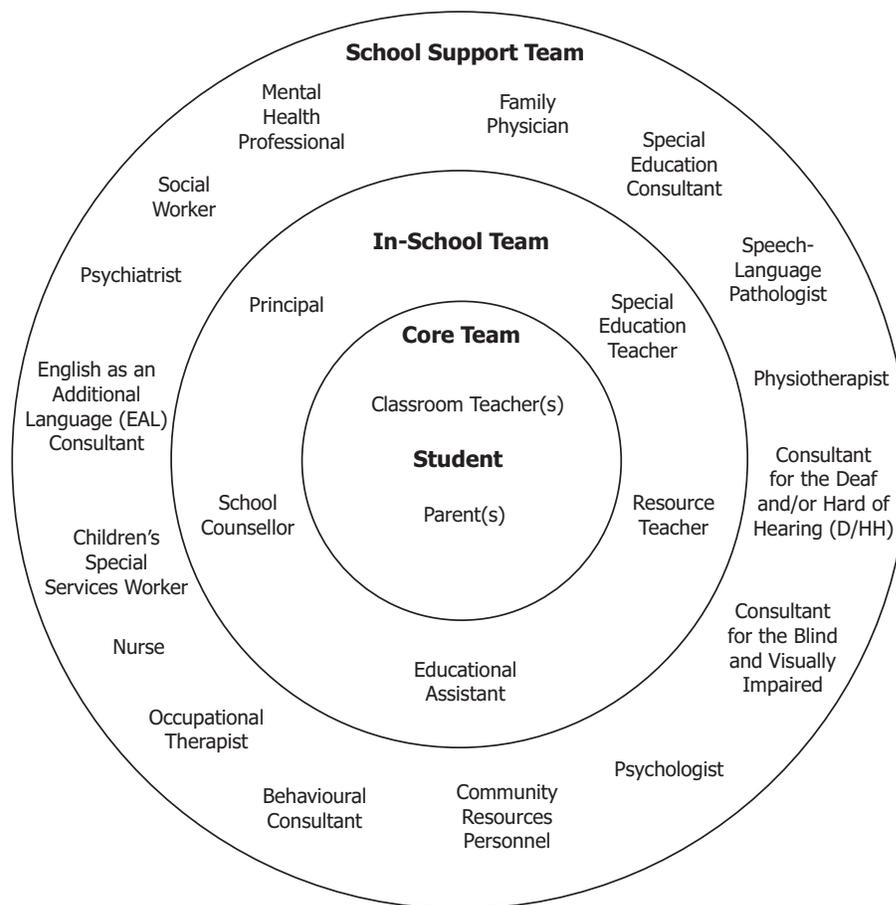
The Core Team

The **core team**, consisting of the student, the student's parent(s), and the student's teacher(s), is the fundamental educational planning team.

- **Students** may be involved in their educational planning in many ways. They can express their interests, preferences, and needs, and may benefit by discussing the strategies and activities that enhance their learning. This information could be gathered during classroom interactions and activities and does not require that the students attend formal meetings if this does not seem appropriate. Students' engagement in learning is enhanced by their sense that educational programming goals reflect their aspirations.

- **Parents** are advocates for their child, and have the right to participate in the student-specific planning and IEP process. They contribute valuable information about their child's interests and learning approaches, and about ways to avoid potential problems. The information they provide helps ensure continuity in educational programming. Parents also play an important role in reinforcing student-specific outcomes at home.

- **Teachers** use whole-class and student-specific assessment to become aware of the knowledge, skills, and values that their students bring to a learning task. Teachers also use the data gathered both as a starting point for new instruction and to monitor each student's changing perceptions as instruction proceeds. Teachers need to be aware of each student's learning styles and preferences and of the instructional strategies that are most effective.

The In-School Team

When the core team requires consultation and collaborative support, they are joined by school-based personnel to become an in-school team. Members of the **in-school team** are the key decision makers in the student-specific planning process.

> An **educational assistant** is a person hired to support the work of professional staff, such as teachers and clinicians. While not key decision makers, educational assistants are valued members of the school community. They make a significant contribution to the work of the school and toward the education of all students.

The School Support Team

Members of the **school support team** can assist the in-school team by

- further developing the student profile by providing additional assessment data
- identifying additional appropriate strategies and materials
- developing strategies for incorporating therapy into the classroom routine
- training staff to implement strategies
- providing technical assistance and advice about materials and resources
- accessing community-based resources and supports, as required

The Case Manager

One of the first tasks of the student support team is to identify the **case manager**. Case management is a collaborative process of assessment, planning, facilitation, and advocacy for options and services to meet an individual student's needs. During the student-specific planning process and the development of the IEP, the case manager oversees the work of the team.

Responsibilities of case managers generally include

- coordinating the development and ongoing revision of the IEP

- facilitating group decision making

- maintaining communication among team members, including parents

- ensuring that a process to monitor student progress and achievement is established

- organizing and chairing student-specific planning meetings

- distributing a written and timed agenda prior to meetings

- ensuring meeting minutes are kept and distributed

- documenting and distributing revisions of the IEP

- initiating and maintaining contact with external agencies, as required

> School divisions shall:
> - 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)
>   *Appropriate Educational Programming in Manitoba: Standards for Student Services* (Manitoba Education, Citizenship and Youth 16)

E NCOURAGING P ARENTAL P ARTICIPATION

Parents are more likely to participate actively in student-specific planning when they understand the process and are equal team members. The in-school team can encourage the participation of parents by

- providing a comfortable, welcoming, non-intimidating environment

- establishing and maintaining communication

- valuing parents' contributions and priorities

- arranging meetings when it is possible for parents to participate

- discussing the purpose of each meeting and providing an agenda

- avoiding jargon and explaining all terms and data clearly

> Principals are responsible for:
> - 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
>   *Appropriate Educational Programming in Manitoba: Standards for Student Services* (Manitoba Education, Citizenship and Youth 17)

☑ **Gather information.**

When gathering information about a student, the student support team focuses on determining the following:

- What do we know about the student?

- What do we need to know about the student?

- What are the gaps in our knowledge?

> School divisions shall:
> - use assessment results to guide programming decisions (MR 155/05)
>   *Appropriate Educational Programming in Manitoba: Standards for Student Services* (Manitoba Education, Citizenship and Youth 13)

To optimize the student's opportunities to learn, it is essential that the student support team profits from and builds on existing information. Information can be gathered and provided by various members of the student support team, according to their knowledge of and interaction with the student, and their background and training.

Information about the student may be gathered from a variety of sources and in a variety of ways, including

- discussions with the student about his or her preferences and personal perceptions of own strengths and needs

- discussions with parents to learn their perspectives of their child's development, preferences, strengths, and needs

- discussions with previous teachers about strategies that have been effective or ineffective with the student

- a review of the student's pupil file

- student portfolios and work samples

- current classroom assessment and performance records

- focused observations that provide objective information on how the student functions in a variety of situations, including managing his or her daily routine and responding to specific activities, cues, and instructional strategies

- formal assessment tools

☑ **Share information.**

Sharing information allows the student support team to create a profile of the student that is more complete than any one individual could create alone. After considering the information available, team members may decide that further assessment is necessary to help them understand the challenges the student is experiencing, or to identify ways these challenges may be addressed.

☑ **Create or revise the student profile.**

The student profile provides a comprehensive and concise written description of the student's current level(s) of performance, and serves as a reference for the student support team in determining strengths and priority learning needs.

The student support team should attempt to agree upon a manageable number of priority learning needs. Reaching consensus on priority learning needs allows team members to focus their attention and effort. While agreement is the goal, agreement may not always be possible. Disagreement offers an opportunity for team members to explore and gather additional information through
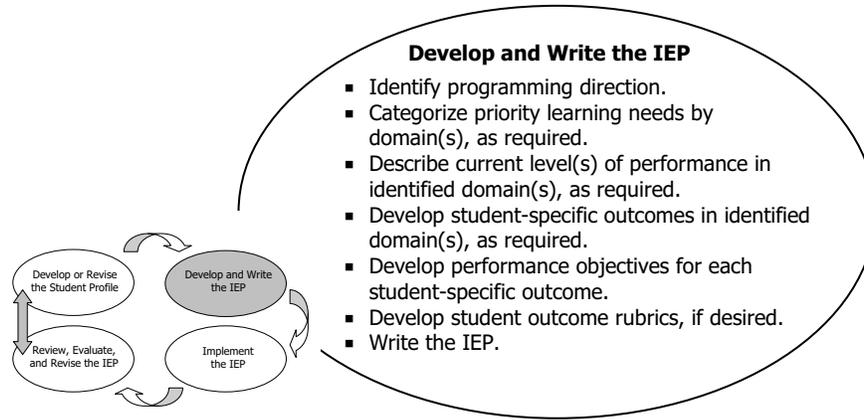
- further observation
- additional assessment
- involvement of others to provide a fresh perspective

A sample form for creating a student profile is provided in Appendix G.

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 Learning Needs	

Develop and Write the IEP

The student's strengths, needs, and current level(s) of performance identified in the student profile serve as the basis for developing the IEP.

Develop and Write the IEP

- Identify programming direction.
- Categorize priority learning needs by domain(s), as required.
- Describe current level(s) of performance in identified domain(s), as required.
- Develop student-specific outcomes in identified domain(s), as required.
- Develop performance objectives for each student-specific outcome.
- Develop student outcome rubrics, if desired.
- Write the IEP.

Develop or Revise the Student Profile

Develop and Write the IEP

Review, Evaluate, and Revise the IEP

Implement the IEP

☑ **Identify programming direction.**

All students can learn, but not all students learn the same things, at the same rate, or in the same way. Identifying programming direction requires that a student support team consider the student's profile to determine the extent to which the student will work to achieve expected curricular learning outcomes and/or student-specific outcomes, and the supports required to do so.

If a student requires specific support to meet the expected curricular learning outcomes, it is appropriate to document this requirement, the supports provided, and the effectiveness of the supports. A written record serves as a planning and communication tool. It is important to document not only the adaptations being provided, but also the student's current level(s) of performance (from the student profile) in order to establish clear links between the student's needs and the supporting strategies and materials. It is also important to review the adaptations regularly to ensure that they are effective and beneficial to the student.

> **Adaptation** means a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes.
> *Appropriate Educational Programming Regulation 155/2005*

If a student requires adaptations only, it is not necessary to develop student-specific outcomes, as the student will be working to achieve the expected learning outcomes in provincial curricula. Some students, however, may be working to achieve the expected curricular learning outcomes but also have specific needs in other domains, such as behaviour or motor skills. These students require student-specific outcomes only in the target domain(s).

> An IEP that documents academic adaptations only does not include student-specific outcomes.

☑ **Categorize priority learning needs by domain(s), as required.**

The student profile provides the basis for the student support team to determine strengths and priority learning needs (i.e., those general areas that require focus and attention). Priority learning needs can generally be grouped in domains. The broader the range of student needs, the more domains the IEP will address.

Domains

Domains identify specific areas of development, including

    communication (verbal and non-verbal)

    cognitive/academic

    vocational

    recreation/leisure

    social skills and relationships (e.g., play skills, sensitivity to others, responsibility taking)

    self-help (e.g., dressing, feeding, toileting)

    independent living (e.g., use of money, time management, telephone skills)

    physical (e.g., mobility, gross and fine motor skills)

☑ **Describe current level(s) of performance in identified domain(s), as required.**

A *current level of performance* is a specific description of the student's achievement. This information is available in the student profile and will both guide the student support team in selecting appropriate student-specific outcomes and serve as a baseline for measuring student growth.

☑ **Develop student-specific outcomes in identified domain(s), as required.**

Student-specific outcomes (SSOs) are concise descriptions of what the student will know and be able to do by the end of the school year. It is important for the student support team to agree on a manageable number of SSOs in each target domain, to ensure that educational programming remains focused and effective.

Student-Specific Outcomes

Student-specific outcomes (SSOs) are concise descriptions of what the student will know and be able to do by the end of the school year.

Each student-specific outcome should

- address a priority learning need identified in the student profile
- be derived from the student's current level of performance
- take into consideration the student's past rate of progress
- challenge the student
- 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 or she will stop doing)

Writing appropriate student-specific outcomes is a fundamental component of the student-specific planning process. Effective SSOs should be SMART.

SMART SSOs

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:	able to be accomplished within a specific time period, typically one school year

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The following sample template can be used to facilitate writing SMART SSOs.

SAMPLE **T**EMPLATE FOR **W**RITING **SMART SSO**s

[The student] will [action] [how/what] [where] [by what criteria] [by what date].

A Vague SSO

> Caitlin will improve her functional reading skills.

A SMART SSO

> Caitlin will read independently to locate requested information in the daily newspaper with 90% accuracy within the Grade 9 English Language Arts class by June 2010.

A Vague SSO

> Simon will improve his social skills.

A SMART SSO

> Simon will take three turns independently when playing a board game with peers from his circle of friends at school for 10 minutes a day over five consecutive days by June 2010.

☑ **Develop performance objectives for each student-specific outcome.**

Student-specific outcomes should be achievable within one school year. To facilitate student achievement, each student-specific outcome is broken down into smaller, more manageable components or steps called *performance objectives.* Performance objectives provide greater detail regarding the what, where, and how of instruction and assessment. The achievement of performance objectives should culminate in the ultimate achievement of the student-specific outcomes from which they were derived.

> **Performance Objectives**
>
> *Performance objectives (POs)* are student-specific outcomes broken down into small, manageable components or steps.

Performance objectives, like student-specific outcomes, describe observable and measurable behaviours. When writing a performance objective, the student support team will

- identify the essential components involved in achieving the student-specific outcome
- organize the component tasks into sequences
- describe how the student will demonstrate that the performance objective has been achieved
- identify the date when achievement is expected
- specify the conditions under which the student will perform the task (e.g., relevant environmental factors, level of assistance required, equipment needed)
- determine the criteria (e.g., accuracy, duration, rate, standard of performance) for attainment of the performance objectives

Performance objectives should be attainable within a reasonable period of time, typically six to eight weeks, and should be reviewed, assessed, and revised regularly. It may be practical to write performance objectives so that the expected date of achievement corresponds to the standard reporting periods of the school.

Student-Specific Outcome

Caitlin will read independently to locate requested information in the daily newspaper with 90% accuracy within the Grade 9 English Language Arts (ELA) class by June 2010.

Performance Objectives

- By October 2009, Caitlin will locate four pieces of information in the daily newspaper independently with 90% accuracy, as measured using a checklist. The pieces of information are

  - name of paper
  - date
  - day in the school cycle
  - day in the recycling cycle

- By January 2010, Caitlin will independently use the above four pieces of information to answer scripted questions posed by her peers within the Grade 9 ELA class with 90% accuracy.

- By March 2010, Caitlin will locate six pieces of information in the daily newspaper independently with 90% accuracy, as measured using a checklist. The pieces of information are

  - name of paper
  - date
  - day in the school cycle
  - day in the recycling cycle
  - weather forecast
  - daily television schedule

- By June 2010, Caitlin will independently use the above six pieces of information to answer scripted questions posed by her peers within the Grade 9 ELA class with 90% accuracy.

☑ **Develop student outcome rubrics, if desired.**

A *student outcome rubric (SOR)* is a tool that can be used at the end of the school year to evaluate and report a student's level of achievement of his or her student-specific outcome(s). Each SOR specifies the behaviour that must be exhibited to be assigned an evaluative rating of 1 to 5.

Rubrics

Rubrics specify the qualities or processes that must be exhibited in order for a performance to be assigned a particular evaluative rating.

STUDENT OUTCOME RUBRIC (SAMPLE FORMAT)		
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		

A sample form is provided in Appendix O.

The process of developing an SOR derives directly from the student-specific planning process. The first three steps of the process (emphasized below in bold type) will have been completed during the student-specific planning process and can be transferred directly to the SOR.

S TEPS IN D EVELOPING A S TUDENT O UTCOME R UBRIC

1. **Identify the target domain and behavioural indicator** (i.e., the observable behaviour that is to be measured).

2. **Summarize the current level of performance.**

3. **Identify the student-specific outcome** and set this as the student's expected level of achievement (Level 3).

4. Specify achievement that is somewhat more (Level 4) and somewhat less (Level 2) than expected.

5. Specify achievement that is much more (Level 5) and much less (Level 1) than expected.

The possible levels of achievement (Levels 1, 2, 4, 5) may vary according to

- accuracy
- frequency of response
- use of supports (e.g., material, technical)
- level of independence (e.g., independent, verbal cue, physical prompt)
- transfer to other settings

An SOR should

- use clear, non-technical language
- have a continuous scale (i.e., distinct levels with no gaps between levels)

STUDENT OUTCOME RUBRIC (EXAMPLE)		
Domain Responsibility/Independence/Citizenship **Target Skill** Reporting to homeroom		**Level at Year End**
Current Level of Performance	Jim arrives at school at 8:45 a.m. daily. He avoids going to his homeroom an average of three days a week. Instead of going to his homeroom, he wanders the halls or goes to the resource room.	
1 Much less than expected	Jim will report to his homeroom at 9:00 a.m. with verbal reminders and physical prompts 75% of the time by the end of June 2010.	
2 Somewhat less than expected	Jim will report to his homeroom at 9:00 a.m. with a verbal reminder 75% of the time by the end of June 2010.	
3 Expected (SSO)	Jim will independently report to his homeroom at 9:00 a.m. 50% of the time by the end of June 2010.	
4 Somewhat more than expected	Jim will independently report to his homeroom at 9:00 a.m. 70% of the time by the end of June 2010.	
5 Much more than expected	Jim will independently report to his homeroom at 9:00 a.m. 90% of the time by the end of June 2010.	

☑ **Write the IEP.**

At this point, the student support team will have developed and documented

- ☑ a clear and complete student profile, which includes current level(s) of performance

- ☑ student-specific outcomes that address priority learning needs

- ☑ performance objectives that detail the steps required to achieve the student-specific outcomes

- ☑ student outcome rubrics, if desired

The team will now determine and record

- instructional strategies and materials to be used

- the setting(s) where the student will work to achieve the student-specific outcomes

- appropriate assessment strategies

- the names of team members who will be implementing the student-specific plan

- the role and responsibilities of each team member

It is the case manager's responsibility to ensure that the student's IEP is written and that copies are distributed to all team members. While all members of the student support team will have been (and will continue to be) involved in the student-specific planning process, the team may find it more efficient to choose one member to put the decisions of the team into written format.

An effective team strives for consensus throughout the student-specific planning process. Meaningful agreement means that team members see themselves as respected participants in the planning process and are committed to the part they will play in implementing the IEP.

P R I V A C Y   P R O T E C T I O N

School and school division personnel need to be aware of their responsibilities concerning *The Freedom of Information and Protection of Privacy Act* (FIPPA) and *The Personal Health Information Act* (PHIA) during the student-specific planning process. Gathering and recording information, as well as distributing and storing the IEP, will need to be done in accordance with local school division policy related to these acts. The *Manitoba Pupil File Guidelines* document is an informative reference.

For additional information, refer to

The Freedom of Information and Protection of Privacy Act (Manitoba), available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/f175e.php>. Information about FIPPA is available on the Culture, Heritage, Tourism and Sport website at www.gov.mb.ca/chc/fippa/index.html.

The Personal Health Information Act (Manitoba), available online at http://web2.gov.mb.ca/laws/statutes/ccsm/p033-5e.php. Information about PHIA is available on the Manitoba Health website at www.gov.mb.ca/health/phia/index.html.

Appropriate Educational Programming: A Handbook for Student Services (Manitoba Education, Citizenship and Youth), available online at www.edu.gov.mb.ca/k12/specedu/aep/handbook_ss/index.html.

Guidelines on the Retention and Disposition of School Division/District Records (Manitoba Education and Training), available online at www.edu.gov.mb.ca/k12/docs/policy/retention/index.html.

Manitoba Pupil File Guidelines (Manitoba Education, Citizenship and Youth), available online at www.edu.gov.mb.ca/k12/docs/policy/mbpupil/index.html.
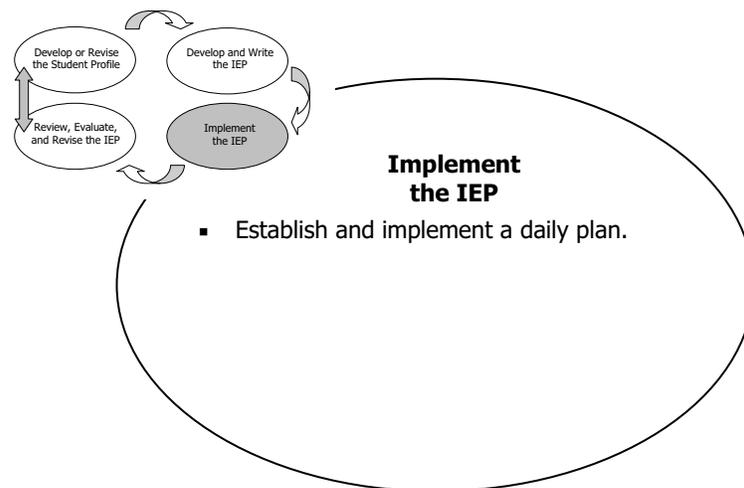
Implement the IEP

The student-specific planning process does not end when an IEP is documented in writing. Systematic implementation of the plan facilitates student learning.

Effective implementation of a student's IEP is a dynamic process that involves

- providing the student with opportunities to develop and practise skills
- ongoing assessment of the student's progress and achievement
- identification of changing student needs
- review and revision of the daily plan

Implement the IEP
- Establish and implement a daily plan.

☑ **Establish and implement a daily plan.**

A daily plan links the IEP explicitly to ongoing daily instruction. It specifies how, when, and by whom each strategy and support is put into action. A daily plan is designed to

- serve as an instructional guide
- provide a mechanism for recording student progress and achievement
- help the student support team make decisions about the effectiveness of strategies and materials
- facilitate communication among team members
- provide accountability

Effective daily plans are consistent with the student's classroom and/or individual timetable and include a concise description of

- the student's performance objectives
- environments where each performance objective will be taught and practised
- strategies to be used
- equipment and materials required
- team member responsibilities
- evaluation criteria and record-keeping tools

Each team member involved in implementation should have a copy of the daily plan. It may be useful to provide space on the plan for team members to record observations and assessment data. Retaining completed implementation plans provides a valuable record of instruction and student progress.


ESTABLISHING A DAILY PLAN

1. Identify the events, activities, and environments in the student's day that provide opportunities for the student to demonstrate his or her performance objectives. (It is often appropriate to start with the existing classroom timetable. An individualized timetable may be required for a student receiving individualized programming.)

2. List the specific supports, strategies, and materials required for the student to participate in the identified events and activities.

3. Determine evaluation criteria (e.g., accuracy, duration, rate, standard of performance).

4. Identify the team members responsible for instructing, assisting, and/or supervising the student during the specified times or activities.

A daily plan should provide sufficient detail to ensure that consistent and effective instruction and assessment occurs each day. However, the term *daily plan* does not mean that a new plan needs to be developed for each student each day. A daily plan should reflect the student's timetable and daily activities, and be revised as these change.

Review, Evaluate, and Revise the IEP

As part of the ongoing instruction-and-assessment cycle, the student support team meets to review, evaluate, and revise a student's educational programming.

Review, Evaluate, and Revise the IEP
- Review and revise regularly.
- Evaluate annually.
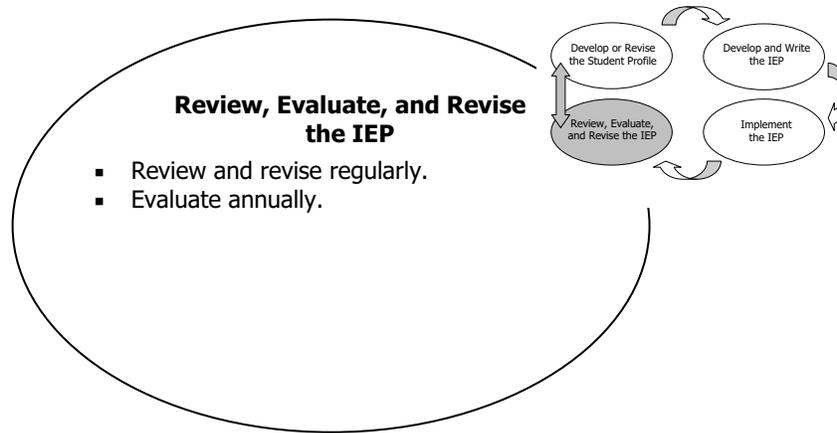
☑ **Review and revise regularly.**

Student-specific planning and the resulting IEP are intended to be flexible enough to accommodate changes in a student's needs and circumstances. As team members implement the daily plan, they make observations, communicate regularly, and collect data on an ongoing basis. Ongoing assessment allows teachers to determine not only the student's level(s) of performance (assessment *of* learning), but also whether various instructional strategies and classroom practices are effective in furthering the student's learning (assessment *for* learning).

The team may decide to revise performance objectives, strategies, and/or resources if the existing course of action is not effective. If the student is progressing more slowly than anticipated, or does not appear to be making progress, the team should ask:

- Are the strategies being implemented as planned? If not, are there difficulties that can be addressed?

- Are there alternative strategies and resources that would be more effective?

- Do the assessment strategies and opportunities enable the student to demonstrate the performance objectives?

- Should the performance objectives be broken into smaller components or steps?

School divisions shall:
- inform parents of students' progress at the regularly scheduled reporting periods throughout the year or more frequently if programming changes are deemed appropriate (*The Public Schools Act* [*PSA*] 58.6, MR 468/88)
- involve parents, students (when appropriate), teachers, and other professionals in the development, implementation, monitoring and evaluation of students' IEPs (MR 155/05)
- 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)
  Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education, Citizenship and Youth 16–17)

In addition to meeting for ongoing review and revision, the student support team may also meet formally to review a student's educational programming on dates identified in the IEP. For convenience, these dates may correspond with school reporting periods. This formal programming review may take the team back to any of the previous steps in the student-specific planning process.

Team members need to prepare for review meetings in the same way that they prepare for the initial planning meeting. The case manager chairs the meeting. All team members share information on successful strategies they have used and on assessment results.

After sharing information, discussion should focus on the following questions:

- Is the IEP still an accurate reflection of the student's educational needs?
- How effective are the selected strategies and resources in supporting the student's learning?
- How much progress has the student made toward achieving the student-specific outcomes and performance objectives?
- Is there any new information that suggests that changes should be made in the student's programming?

If the student is attaining the performance objectives, the student support team may decide to continue with the plan. If the student is learning at a faster rate than anticipated, the team may develop additional student-specific outcomes and performance objectives. If the student is making unsatisfactory progress after teaching and learning strategies and resources have been reviewed and revised, the team may consider changing the performance objectives. The student support team will also consider whether the other priorities need greater emphasis. All changes are recorded in the IEP.

For further information, see

Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning (Manitoba Education, Citizenship and Youth), available online at www.edu.gov.mb.ca/k12/assess/wncp/index.html.

☑ **Evaluate annually.**

The assessment data initially collected while developing or revising the student profile serves as the baseline for measuring student growth. At the end of the school year the student support team again reviews the IEP, documents the student's achievement, and reports this achievement through the school reporting process. If student outcome rubrics have been developed, the team will use the assessment data collected to evaluate the student's progress toward achieving the student-specific outcomes.

> **Individual Education Plans**
> 5(2) The principal must ensure that a pupil's individual education plan (d) is updated annually or sooner if required by a change in a pupil's behaviour or needs
>
> *Appropriate Educational Programming Regulation 155/2005*

The annual review helps to ensure continuity of the student's learning and provides the foundation on which the following year's educational programming will be developed. An effective student-specific planning process is dynamic and ongoing. It should not end in June; rather, the planning that has occurred and the IEP that has been developed should facilitate continuous, uninterrupted educational programming as the student transitions from grade to grade and from school to school. The student-specific planning process should minimize the need to develop IEPs "from-scratch" each year; rather, an ongoing instruction-assessment-review-revision process should ensure that an effective plan is continuously in place to facilitate appropriate educational programming for a student.

Chapter Summary

❏ Student-specific planning is a dynamic, ongoing process.

❏ Student-specific planning and an established IEP facilitate seamless educational programming and student support.