

BCeSIS

Supporting Student Achievement

Student Services Full Individual Education Plan (IEP) Reference Guide

Version 1.6
Mar. 18, 2009

BCeSIS Implementation Team

Version History

Version	Date	Description
1.0	Mar 5, 2008	Minor changes made from pilot group feedback
1.1	May 13, 2008	Teacher access and Considerations, Transition and Cross Enrolment
1.2	June 24, 2008	Update on use of View/Edit and Amend
1.3	Oct 20, 2008	Minor changes to Introduction on p4 and to p8, p19 and p21. Addition of new View/Edit vs Amend section on p4.
1.4	Jan. 13, 2009	Changes to Introduction, Courses/Curriculum, and addition of Amendment function information added. Addition of Planning for next school year and documenting parent input sections.
1.5	Feb. 12, 2009	Edits to a number of sections: p6,7,8,12,13,14,& 17 and addition of the information on the Enclosures Tab p21
1.6	Mar. 18, 2009	Updated information in the following areas: Participants Tab on p8 and Services Tab on p17

TABLE OF CONTENTS

Introduction

View/Edit vs Amend

FOIPPA notification

1.0 CREATING AN INDIVIDUAL EDUCATION PLAN (IEP)..... 5

- 1.1 Basic Info Tab 6**
- 1.2 Parents Tab 7**
- 1.3 Participants Tab..... 8**
- 1.4 Strengths and Needs Tab 9**
- 1.5 Parent Input Tab 10**
- 1.6 Annual Goals Tab 11**
- 1.7 Goal Progress Tab..... 14**
- 1.8 Assistive Technology Tab 15**
- 1.9 Adaptations Tab..... 16**
- 1.10 Services Tab..... 17**
- 1.11 Provincial and District Exams Tab..... 18**
- 1.12 Considerations Tab 19**
- 1.13 Programs/Courses Tab 20**
- 1.14 Teacher Access to IEP and Goal Progress Reports..... 21**
- 1.15 Transition and Cross Enrollment 22**
- 1.16 Amending an IEP 23**
- 1.17 Planning for NEXT school year 24**
- 1.18 Documenting Parent Input..... 24**

Summary..... 25

Introduction

It is important to keep in mind that this is a fully integrated Student Services module for maintaining information relative to the decisions regarding, and delivery of, the educational program for students requiring service/support. (Note: While this module meets the requirements of the Special Education Policy; not all current variations in practice that exist in the field may fit with the functionality.) The IEP is only one part of this process and this is where BCeSIS provides a significant advantage over programs designed simply to create an IEP.

The IEP created using the Student Services Full module meets the Ministry of Education requirements. It has the further advantage of creating a history for the student which continues with the student from one BCeSIS school to another. The IEP, by policy, is for one year from its creation. In keeping with this policy, you should **Finalize** an IEP when it is an accurate reflection of the current goals and objectives for the student for the year.

Prior to the use of the IEP function, staff who will be creating IEPs must have:

- A role in Staff Maintenance
- A regular BCeSIS security role; and must be
- Assigned as the Case Manager for the student for whom the IEP is being created

View/Edit vs Amend

There is considerable confusion about these two IEP functions. To avoid the error of creating multiple versions of essentially the same IEP, especially prior to the implementation of the requested Delete IEP functionality, it is critically important to understand the distinction between the two:

- **View/Edit** does not create a new version of the IEP; whereas
- **Amend** does create a new version.
- **View/Edit** allows changes to be made to the existing IEP data unless the current version of the IEP has been finalized; whereas
- In any new version created using **Amend**, it is not possible to edit any data from previous versions which displays in the Amended version.

Case Managers should continue to make changes to the draft IEP, using **View/Edit**, until the IEP is a reasonably accurate reflection of the goals and objectives for the student for the year and staffing for the school is settled (typically completed by the end of September each year). At this point, the IEP should be **Finalized**. If circumstances arise, after an IEP is Finalized, which necessitate minor adjustments to the original data – e.g. a change in the teacher assigned to report on a specific goal, or spelling corrections, etc, **Re-open** the IEP and, using **View/Edit**, make the necessary changes and **Finalize** again. The goal is to have the Finalized BCeSIS IEP, as with the legacy paper version, stand as an historical snapshot of a student's status as of a particular date.

The **Amend** functionality should be used only if major changes need to be made to a Finalized IEP – which typically occurs at a review of the student's progress at Reporting Periods. A new version will be created in this instance and it will only be possible to add data. It will not be possible to edit any information entered in a previous version and appearing in the Amended version. Once a new version is created using **Amend**, even though it is technically possible to do so, avoid working in a previous version or the historical snapshot will be corrupted and numerous complications will result. The Amended version should be finalized once the necessary changes have been completed.

Based on your district policy, you will have a strategy for making changes that ensures an accurate and complete history is maintained for the student - see *the Preparing for NEXT year section of this document for details on how to complete existing reports for the current year while preparing for next year's IEP.*

FOIPPA notification

The data displayed in the screen shots of this document is from a test environment. The district and school names are real, but all other information (students, parents, teachers, etc.) is scrambled in accordance with the protection of individual information.

1.0 Creating an Individual Education Plan (IEP)

Main Menu > IEP/Services Plan > Add IEP button

To create a new IEP, choose the Add IEP button

The screenshot shows a web application window titled "BC - IEP / Services Plans". At the top, there are input fields for "HSS" (Houston Secondary), "Homeroom" (No Homeroom), and "Grade" (12). A yellow "Alert" button is visible. Below these are fields for "Pupil Number" (221065), "Usual Last Name" (Clements), "Suffix", "Preferred First Name" (Royal), "Middle Name" (Hans), "Age" (17-08), "Gender" (M), and "Birth Date" (15-JUN-1990). There are also fields for "Ministry Designation" (Mild Intellectual Disability) and "Case Manager" (Rashni, Cochrane 90084).

The main section is titled "IEP/Service Plan Summary" and contains a table with the following data:

Number	Date	Next Review Date	Ministry Category	Type
1	20-FEB-2008	20-FEB-2009	Mild Intellectual Disability	IEP

At the bottom of the window, there are four buttons: "Add Service Plan", "Add IEP", "Amend", and "View Details". There are also navigation icons for a mouse cursor and a keyboard.

For the purposes of this document, we will walk you through the process using an existing sample student IEP following the tabs in the IEP loop.

1.1 Basic Info Tab

On this first screen you will need to choose a type for this IEP, whether the student will be working toward School Completion, or whether the student will be expected to follow a path leading to Graduation. This does not draw from the diploma module in main BCeSIS for three reasons:

- The student will not have a diploma assigned if the student has not yet reached grade 10; and
- The schools will have different policies for when a student may be identified as on a path leading to School Completion, therefore, they may use the generic Graduation path until that decision has been made.
- A student in grade 3 may not be on one of the existing grad programs by the time they reach grade 10.

At the time of creation of this IEP, the Case Manager may change the **IEP Date** and the **IEP Review Date**. However, the **Initial IEP Date** will be populated with the date the first version of this IEP was created. Once this date is populated, it cannot be changed even through Amendment, as it represents the date when this student first received an IEP (remember the history for the database starts from the first entry of information for the student and does not include any legacy history)

Next, there is a box available to check if the student requires assistive technology. When this box is checked, the tab for Assistive Technology will appear along the row of tabs for the IEP. This will enable the Case Manager to enter detailed information about the technology. If left unchecked, that tab does not appear.

The Case Manager will auto populate if you have either:

- Used the School Based Team/Student Review process to assign a Case Manager; or
- Used the “Assign Case Manager” item from the menu, in Student Services module, to assign a Case Manager prior to beginning the IEP

The Eligibility date and Ministry designation will auto populate from the Eligibility Determination which would be done prior to creating an IEP.

1.2 Parents Tab

BC - IEP Details

MSS Merritt Secondary Homeroom 09H-Zeno, Sisco 20067 Grade 09 **Alert**

Pupil Number 222856 Usual Last Name Aley Suffix Preferred First Name Stacy Middle Name Elizabeth Age 16-02 Gender F Birth Date 24-NOV-1991

Ministry Designation Physical Disability or Chronic Health Impairment Case Manager Annabelle, Lopez 20072

Basic Info Parents/Guardian Participants Strength... Parent ... Annual ... Goal Pr... Assisti... Adaptat... Services

Relationship Type Mother
 Name Helga Daynard
 Address 6039 Red Court
 Home Phone (250)555-9002
 Work Phone (250)555-3022
 E-mail Helga.Daynard@someplace.com
 First Language English
 Print Name Only

Select Delete

Finalized By
 Date Finalized

Historical Info Finalize Spell

The parents auto populate from core BCeSIS. However, you may add additional guardians in the participants tab who may be involved in the care of this student and therefore, involved in the IEP process (e.g. Social Services personnel, Respite Care parents or Group Home parents who play a significant role in the student's life.)

If more than one parent/guardian record exists, the scroll bar will appear

Print Name Only checkbox: This enables the user to put only the parent/guardian name on the final printed IEP.

1.3 Participants Tab

Participant Name	Position / Relationship
Annabelle, Lopez 20072	Teacher
Brigitta, Helal 20103	Teacher
Casey, Nymark 58044	Vice Principal

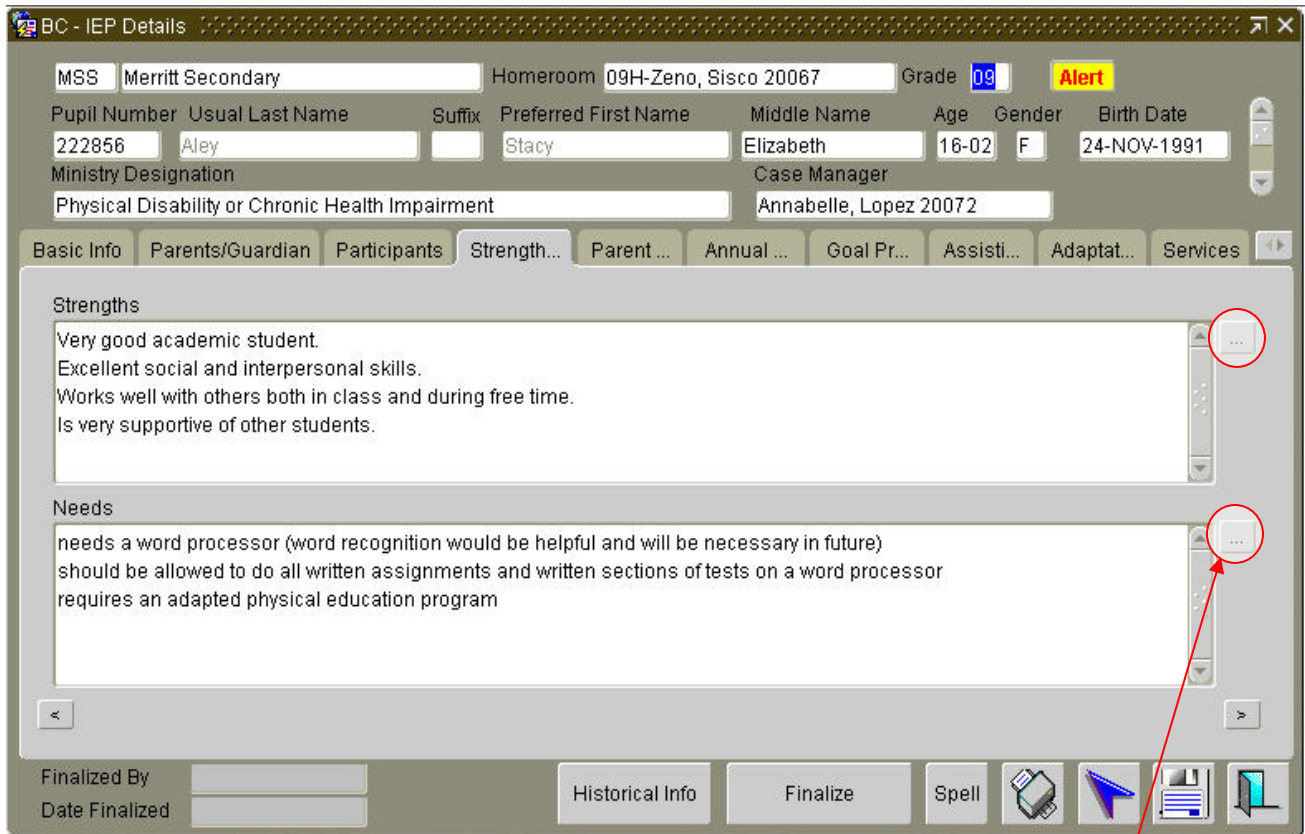
Add all participants, staff, parents, and internal/external providers, who are involved in the meeting to develop the IEP. To enter a parent, as a participant, use the **P** button and select the parent(s). This may be done by using the P or ? to select an individual, or by typing the person’s name in. If you type the person’s name in, you will need to select an appropriate position or relationship for the person.

This is a valuable history in terms of who had knowledge of the requirements, and who had the opportunity for input into the IEP requirements.

Position/Relationship can only be selected from the drop down list which consists of positions created for regular BCeSIS. Refer to the document: *Using Staff Roles to populate Positions in Student Services* for more information.

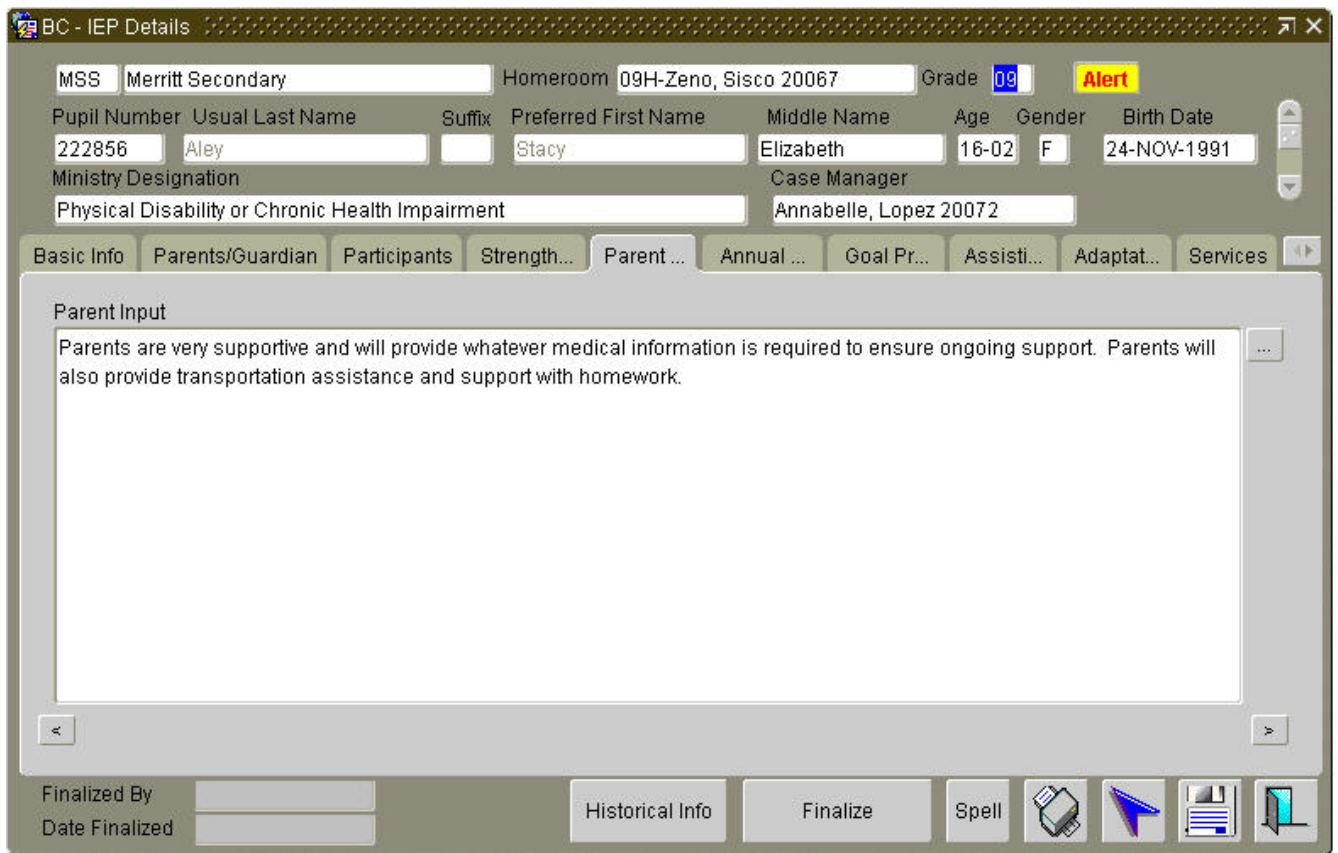
Student participant – to add the student as a participant in his/her IEP, type in the student’s name and then from the Position/Relationship table select **Self**.

1.4 Strengths and Needs Tab



These text boxes provide ample space to detail this important information. The text editor boxes are the easiest way to enter this information quickly. The box expands as the text is entered so you are able to capture all vital information in either point form or anecdotal form. Your school or district may have a preferred method for entering this information in a consistent manner.

1.5 Parent Input Tab



MSS	Merritt Secondary	Homeroom	09H-Zeno, Sisco 20067	Grade	09	Alert	
Pupil Number	Usual Last Name	Suffix	Preferred First Name	Middle Name	Age	Gender	Birth Date
222856	Aley		Stacy	Elizabeth	16-02	F	24-NOV-1991
Ministry Designation				Case Manager			
Physical Disability or Chronic Health Impairment				Annabelle, Lopez 20072			

Parent Input

Parents are very supportive and will provide whatever medical information is required to ensure ongoing support. Parents will also provide transportation assistance and support with homework.

Finalized By:
 Date Finalized:

Historical Info Finalize Spell

You will note when you view the print version of the document, that there is no Parent Signature space. The document is for the school and district to provide the best educational program for the student. The parent does not have to agree with or sign the document for it to be valid and active. However, it is required that parent input be sought in the creation of the document.

This text box permits you to enter all parent input, even if it is only “declined to participate”. This too creates a valuable history if a parent/guardian later has issue with the educational program being delivered for the student. This screen can also be used to identify the level of participation of the parent(s)/guardian(s) in the development of this IEP.

1.6 Annual Goals Tab

This vital part of the IEP assists in the creation of specific and measurable goals with attached objectives that must have goal progress reports at each school reporting period.

This screen is a little short of space and it should be noted that neither of the following needs to be checked if it is not relevant: “Transition Goal” or “Discontinuation Goal” (see circled items above).

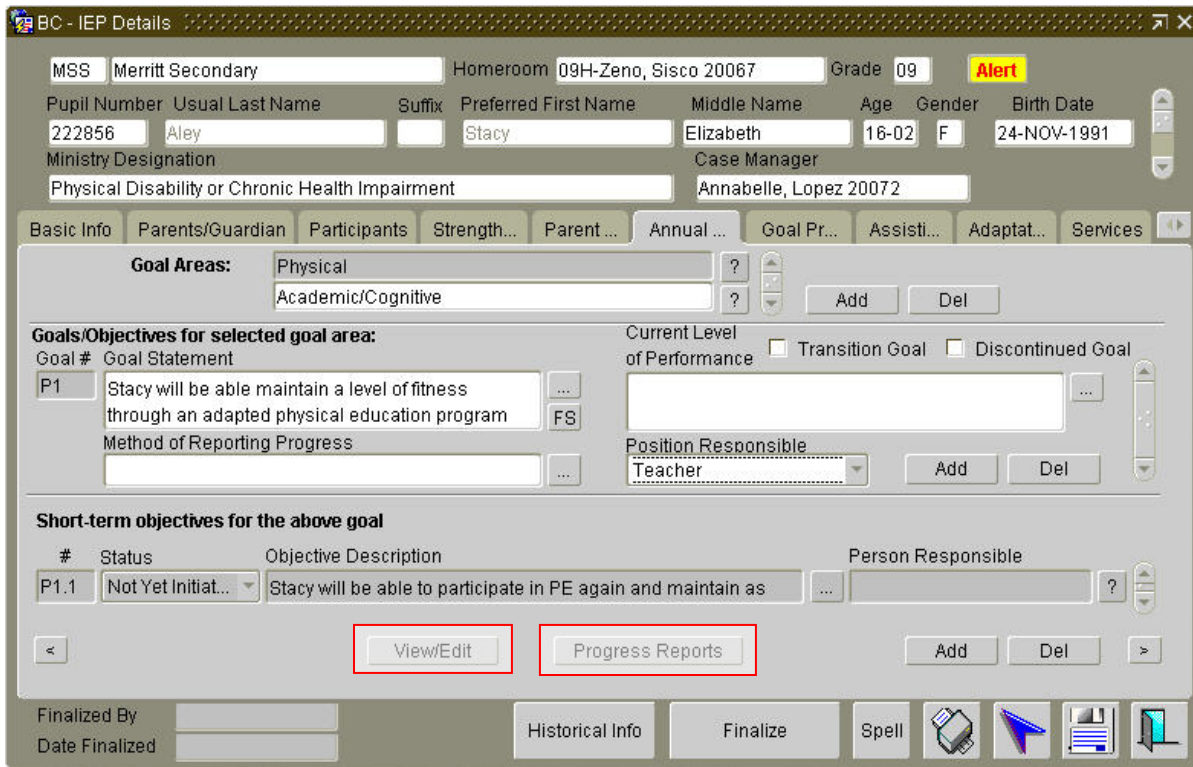
However, for students nearing the end of the formal schooling, the “Transition Goal” is a very important marker in determining whether the student has completed all possible educational activities the school has to offer and therefore needs to move to the next step in life.

- You may create several **Goal Areas** if a student has multiple needs. Within each goal area you must then create at least one goal. For each goal you must create at least one objective. You may create more than one goal for each area and more than one objective for each goal as necessary to clearly define what the student is expected to achieve.

One of the requirements for each goal is that it be measurable. The field under the goal requires that the method of measurement for that goal be entered (**Method of Reporting Progress**). In the next field enter the position responsible for that measurement.

There is a text box above this position which allows for the entry of information on the current performance level of the student relative to this goal which provides a baseline for the ensuing progress reports.

Finally, at the bottom of the screen, there are the fields for the objectives. Again, the text editor is the most efficient way of entering the information. The Progress Reports required for each school reporting period are based on the objectives; therefore each objective should have a specific person assigned to it.



View/Edit: Enables the user to enter more comprehensive information about each objective, see screen shot on next page.

Progress Reports: Once progress reports have been created for a student, they may be viewed from the IEP loop using this button.

Numbering process for goals and objectives:

- Each goal begins with a letter which also identifies with the area – e.g. for goal area Physical, the goals will begin with the letter “P”
- The first goal in that area will be P1, the next P2, etc.
- To relate the objective to the goal, and thus the goal area, the objective begins with P1 and then the number of the objective is identified by the numeral following the decimal – e.g. the first objective for goal P1 is P1.1, the second P1.2, etc.

The sequence in which the user does this process is critical to avoid getting locked into a loop:

- Select a Goal Area
- Complete a Goal for that Goal Area – the first one will be added for you with a letter and a number. The letter represents the Goal Area and the number indicates the number for that goal in that Goal Area. In the screen above for the Goal Area “Physical”, the first Goal is “P1”. The stem for the Goal will appear for you and then you must enter the rest of the information.
- Before you add another Goal for this Goal Area, be sure to complete at least one Objective for this first Goal. The Object must have a letter and two numbers (as in the examples above, the first Objective it P1.1). Do not proceed to enter information for the Objective unless that letter/number identifier appears. Use the **Add** button prior to creating an Objective to have the letter/number identifier appear. Then use the **View/Edit** button to enter the necessary information for the Objective

Student Services - IEP Reference Guide

BC - IEP Details

HSS Houston Secondary Homeroom No Homeroom Grade 12 **Alert**

Pupil Number 221065 Usual Last Name Clements Suffix Preferred First Name Royal Middle Name Hans Age 17-08 Gender M Birth Date 15-JUN-1990

Ministry Designation Mild Intellectual Disability Case Manager Rashni, Cochrane 90084

Short-term Objectives Details

Objective Number	Status	Person Responsible	Position	Summary of Progress
A1.1	In progress	Rashni, Cochrane 90084		

Expected Short-term Objective description and expected progress:

a1.1 test

Strategies/Materials

Method of Evaluation

Assistive Technology Provided

All boxes with white space in the form above (with the exception of the Assistive Technology check box) must be completed.

If you have not checked the **Assistive Technology** checkbox on the **Basic Info** tab, but assistive technology will be required to meet a specific objective, you may check the **Assistive Technology Provided** box on this screen. Once that is checked, the **Assistive Technology** tab will then be available in the IEP loop.

1.7 Goal Progress Tab

BC - IEP Details

MSS Merritt Secondary Homeroom 09H-Zeno, Sisco 20067 Grade 09 **Alert**

Pupil Number 222856 Usual Last Name Aley Suffix Preferred First Name Stacy Middle Name Elizabeth Age 16-02 Gender F Birth Date 24-NOV-1991

Ministry Designation Physical Disability or Chronic Health Impairment Case Manager Annabelle, Lopez 20072

Basic Info Parents/Guardian Participants Strength... Parent... Annual... Goal Pr... Assisti... Adaptat... Services

Please enter the name of the person responsible for preparing the goal's reports. Staff members selected using the search tool will be able to enter the reports directly into eSIS.

Goal #	Skills/Behavior Goal	Position Responsible	Reporting Frequency	Assigned to:	On-line access
P1	Stacy will be able maintain a level of ...	Teacher	Regular S...	Zeno, Sisco 20067	? <input checked="" type="checkbox"/>
A1	Stacy will be able to maintain her ...	Teacher	Regular S...	Zeno, Sisco 20067	? <input checked="" type="checkbox"/>
					? <input type="checkbox"/>
					? <input type="checkbox"/>
					? <input type="checkbox"/>
					? <input type="checkbox"/>
					? <input type="checkbox"/>
					? <input type="checkbox"/>

Finalized By: _____ Date Finalized: _____

Historical Info Finalize Spell [Printer Icon] [Mouse Icon] [Print Icon] [Refresh Icon]

This screen details the information about who is responsible for the entry of the Goal Progress report and the frequency. **Note:** A check box exists to the right of the person's name. If the person identified with this responsibility is a member of the school staff (most often this should be a classroom teacher), then the box can be checked (it will generally default to being checked if the person is a staff member with a BCeSIS User id) and that person can enter the Goal Progress report (based on the objectives assigned to that person) directly into the Student Services Module.

Goal # Skills/Behavior Goal Position Responsible

P1 Stacy will be able maintain a level of ... Teacher

A1 Stacy will be able to maintain her ... Teacher

Editor

Stacy will be able to maintain her current very strong academic performance with the support of computer equipment for word processing.

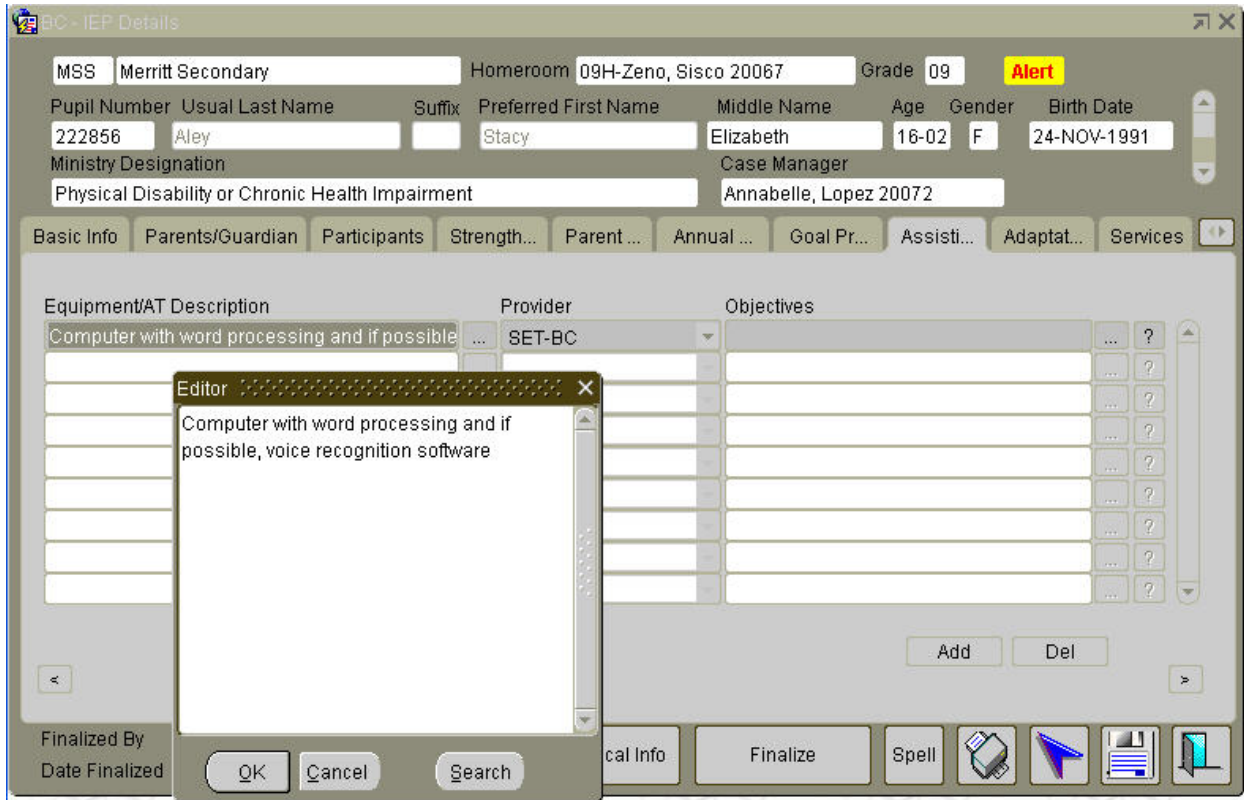
Finalized By: _____ Date Finalized: _____

OK Cancel Search

Text Editor boxes serve two purposes:

- Enables easier typing of the information; and
- Provides the full description, which is unavailable on the regular screen due to limited space.

1.8 Assistive Technology Tab



Remember this tab will only appear if the box is checked on the **Basic Info tab** or on the **Short Term Objectives Screen**. This screen provides the Case Manager with a simple method of tracking equipment, ensuring they have an accounting of who provided the equipment, and very importantly, what the equipment is intended to add in support of the student’s education.

The objectives for the use of the assistive technology can either be chosen using the ? from the objectives in the goal section of the IEP or, using the text editor, you can create additional objectives specific just to the use of the assistive technology.

1.9 Adaptations Tab

The screenshot shows the 'BC - IEP Details' window. At the top, there are fields for 'MSS' (Merritt Secondary), 'Homeroom' (09H-Zeno, Sisco 20067), and 'Grade' (09). A yellow 'Alert' button is visible. Below this is a table of student information:

Pupil Number	Usual Last Name	Suffix	Preferred First Name	Middle Name	Age	Gender	Birth Date
222856	Aley		Stacy	Elizabeth	16-02	F	24-NOV-1991

Below the table are fields for 'Ministry Designation' (Physical Disability or Chronic Health Impairment) and 'Case Manager' (Annabelle, Lopez 20072). A navigation bar contains tabs: 'Basic Info', 'Parents/Guardian', 'Participants', 'Strength...', 'Parent ...', 'Annual ...', 'Goal Pr...', 'Assisti...', 'Adaptat..', and 'Services'. The 'Adaptat..' tab is active. It contains two main sections: 'Adaptation Categories' with a list (Materials, Environment, Assignments) and a 'Select' button; and 'Adaptations' with a list containing 'Provide computer software writing aids' and a 'Select' button. Below these is an 'Other Adaptations' text box. At the bottom, there are fields for 'Finalized By' and 'Date Finalized', and a toolbar with buttons: 'Historical Info', 'Finalize', 'Spell', and icons for printer, mouse, and help.

This term is not to be confused with the terms used in relation to the level of a course (Modified, Adapted, Regular, Gifted). Those terms will be related to the student's courses or curriculum later in the development of this document. This section allows the Case Manager to enter any further adaptations which will occur within the student's entire environment for accommodation of needs. For example, a student may be participating in the course through a modified version, but still require adaptation to the classroom environment such as alternate seating or a specific type of desk.

The Adaptation Categories and Adaptations can be selected, using the **Select** buttons, from a pre-populated drop down list. If the Case Manager wishes to identify further needs, this can be done using the Other Adaptations box and entering via the text editor.

1.10 Services Tab

The **Services** section of the IEP serves two purposes, to:

- capture the support being provided to the student on the IEP, such as a learning assistant, counseling support, etc. and the critical elements of frequency of that support, period of support, etc.
- enable the inclusion in the IEP of information related to additional services that may be being provided to the student through an itinerant or outside service provider such as hearing or vision support, occupational therapist, medical support, etc.

This tab is required as the **Frequency** of service provides a critical piece of information not only to school and district staff but also in the event of an audit. Use the scroll bar below **Location** and **Frequency** to access the additional Services data fields: Start Date; Anticipated Duration (months); Agency/Service Provider; and Service Description.

Services or support that are a vital part of the performance of a student in specific goal areas can have the appropriate goals attached to the service or support. This enables the reporting through Service Reports of progress in this area of support for the identified goal(s).

View Service Reports: When a service has been assigned, a progress report can be created. This button allows the user to see all service reports created to date.

Additional tabs icon (circled above): Use this to access the list of remaining tabs in the IEP loop or use the navigation arrows at the bottom of the screen.

Important Note: At least one service **MUST** be defined before the IEP can be Finalized.

1.11 Provincial and District Exams Tab

While this tab has the title Provincial and District Exams, it pulls information from the Standardized Test module in regular BCeSIS. Therefore, the choices for **Type** of exam are the same as those in the test module and we do not have the ability to change or limit these choices here (National, Provincial, Assessment, and District). This section can be used to create a history of exams that the student has taken.

Note: If you use the scroll bar (circled above), you are able to access the following three fields:

Participation Code

The selections below appear when you click the arrow to add a participation code

- Student is excluded from the test
- Student will take test with adaptations
- Student will take the regular test

Adaptations for Assessment

If you have entered adaptations in the Adaptations tab, you may use the Select button to populate these fields. If not or if further adaptations are required for the assessments, use the text editor to enter this information.

Explanation Notes

This field may be used to enter any additional information you wish to keep regarding the support provided to the student for exams and assessments.

1.12 Considerations Tab

This tab contains a significant check box relative to audit requirements: Parent Input. It does not contain text or other information about Parent Input (see section 18 for further information on how to document Parent input), but it stores an acknowledgement that parent input has been sought as required:

BC - IEP Details

LKE Lake Kathlyn Elementary School Homeroom D4-Katia, Rodriguez 60050 Grade 07 **Alert**

Pupil Number 220421 Usual Last Name Alkema Suffix Preferred First Name Rand Middle Name Dylen Age 11-10 Gender M Birth Date 28-JUN-1996

Ministry Designation Learning Disability Case Manager Katia, Rodriguez 60050

Strengt... Parent ... Annual ... Goal Pr... Adaptat... Services Provinc... **Conside...** Program... Enclosu...

Acknowledgements

The parent(s)/guardian was offered the opportunity to be consulted about the preparation of the IEP

Other Considerations

The student's parent(s) declined to participate

The student was offered the opportunity to be consulted about the preparation of the IEP

A program consultation offer was made

Other

Finalized By _____ Date Finalized _____

Historical Info Finalize Spell [Printer Icon] [Mouse Icon] [List Icon] [Window Icon]

1.13 Programs/Courses Tab

The screenshot shows the 'Programs/Courses' tab in the IEP software. At the top, there are fields for school (Merritt Secondary), homeroom (09H-Zeno, Sisco 20067), and grade (09). Student details include Pupil Number (222856), Usual Last Name (Aley), Preferred First Name (Stacy), Middle Name (Elizabeth), Age (16-02), Gender (F), and Birth Date (24-NOV-1991). The Case Manager is Annabelle, Lopez 20072. Below this is a navigation bar with tabs like Parent, Annual, Goal Pr..., Assisti..., Adaptat..., Services, Provinc..., Considere..., Program..., and Enclosu... The main area contains a table of courses:

Program/Course	Type	Notes
English 09	Adapted	
Textiles 10	Adapted	
Physical Education 10	Adapted	

Each course row has a 'Select' button (highlighted in red in the image), an 'Add' button, and a 'Del' button. Below the table are sections for 'Adaptations' and 'Other Adaptation', each with a 'Select' button. At the bottom, there is a 'Goal #' section with a 'Select' button. The bottom of the window has fields for 'Finalized By' and 'Date Finalized', and buttons for 'Historical Info', 'Finalize', 'Spell', and printer icons.

This is another powerful section of this IEP. It is linked to regular BCeSIS for courses (or curriculum if this is an elementary student and the school is using curriculum). The Case Manager is able to identify each course the student is taking and how that course is being taken (Modified, Adapted, Regular, or Gifted). **Note: The user can Add or Delete courses (or curriculum) in this screen, but these changes will not be reflected in regular BCeSIS. The change process only translates in one direction: from regular BCeSIS to Student Services. Changes of any kind in Student Services do not translate back to regular BCeSIS.**

When a change is made to the student's courses in core eSIS after an initial IEP for that year has been created, the change does not appear in this window. However, the change in courses will appear by choosing the **Select** button next to the course window.

For curriculum, even though you assign curriculum to a staff member in Staff Maintenance, it does not limit the curriculum choices in the IEP for that staff member's students as curriculum is attached to the teacher not to the student. You have to filter the curriculum for the student using the **Select** button next to the course window.

For each course, the Case Manager would use the **Select** button next to the Adaptations fields and choose from the Adaptations already created in the previous tab. Likewise, in the Goal section, the **Select** button would be used to choose from the Goals created earlier in the IEP process.

The teachers responsible for educating this student in each of these courses would then be able to see the complete information on adaptations required, if any, and the goals and objectives that student is working toward in his/her class. Each teacher would then be able to report progress on those goals and objectives at the reporting periods.

Student Services - IEP Reference Guide

For elementary, these progress reports can be used in place of the performance scale and comments on the regular report card as at this level anecdotal information on the student's progress toward his/her IEP goals are all that is required. A performance indicator is not required.

This section also creates a more comprehensive performance history for the student than the Credit Details or Curriculum history; particularly if the student is on a completely modified program.

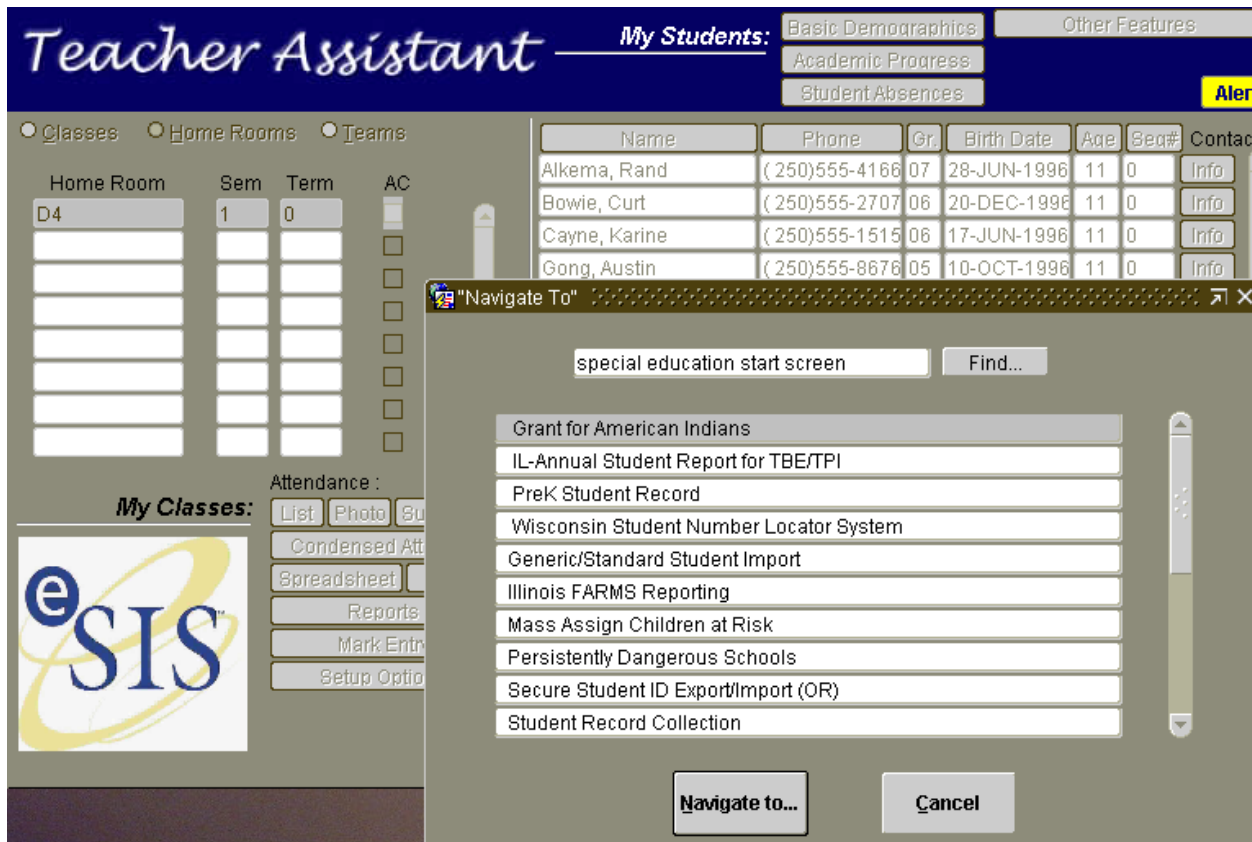
1.14 Enclosures

The checkbox in this screen must be checked. This indicates that the parent has been provided with either the electronic location of the Guide (on either the Ministry of Education website in the Parent Information section or on the Superintendents' Association website) or a printed copy.

1.15 Teacher Access to IEP and Goal Progress Reports

The classroom teacher assigned goals for a student will have access to the following through Teacher Assistant:

- Notification that the student has an eligibility: If the school has turned on the Alerts for Special Education the teacher will:
- See (*) next to the students name on the class or homeroom list in the Teacher Assistant;
- See an alert button when there cursor is on the student and within the Alert box will see either the general information that this is a Special Education Student, or if the Special Education Detail is turned on in the school alerts, the teacher will see the specific eligibility the student has;
 - Be able to navigate to the Student Services module and view the IEP, including the goals for his/her subject area; and
 - Enter the goal progress report for the students assigned at the reporting period.



- When the teacher navigates to the Student Services module, he/she will be taken to the Student Services Start Screen with the student from his/her class as the active student in this screen.
- Once the user has typed in “special education start screen” or any part of that with a % sign after, the user can click **Find** or use the Tab key. Click on the Special Education Start Screen in the results list that displays and click **Navigate to**, or press Enter to be taken to the Student Services module.
- The teacher would then use the Main Menu to access either the IEP or the Goal Progress reporting choices.
- Information on how to enter a Goal Progress Report is available in the Goal Progress reporting documentation.

1.16 Transition and Cross Enrollment

When a student is transitioned from a feeder school to the next school, the receiving school (based on security) will have access to the Student Services records in BCeSIS for that student. An error message will display on the screen about the Case Manager. That can be ignored as it occurs because the student’s current Case Manager is not a member of staff at the receiving school.

Important Note: The receiving school should not assign a new Case Manager until after YET when the student is no longer cross enrolled through transition. However, the receiving school in conjunction with the feeder school can create a new IEP for the student for the next year. The option is also available to **Amend** the current IEP if it has not completed its life cycle of one year. However, this option creates a number of potential problems that can be avoided by creating a new IEP.

The new IEP can be left open until after YET, and **Finalized** once the new Case Manager has been assigned and the September staffing and timetabling changes are completed. The start date for this IEP should be after YET (August/September of the new year). This allows the feeder or current home school

Student Services - IEP Reference Guide

to complete the Progress Reports and finish the year for the current IEP. It also starts the 12 month period for the new one in the school year in which it will actually be an active IEP. By following this process, the school can include any assessment updates – these have to occur before the IEP date in order to be included in that IEP. Future ones can be captured through the **Amend** process.

For cross enrolled students, the home school and the cross enrolled schools (based on security) are able to view the Student Services records for shared students. The cross enrolling school needs to work with the home school for access of records, ownership, entering or changing information, etc.

1.17 Amending an IEP

When to use Amend

This function enables the user to have a complete copy of the original, make the necessary changes and create no impact on the history contained in the original. It is NOT intended to be used to correct simple errors such as spelling mistakes. As with the original, once an amended version has been completed, it should be Finalized.

During the school year, when an IEP review takes place and changes are required to the existing IEP use the Amend button to create a revised version of the original IEP.

- The original IEP for this year MUST be Finalized before an amendment can be created
- The Amend function should be used instead of the Reopen function to reflect changes while maintaining history in the original

Case Manager change

When a change is made to a Case Manager during the current school year, use the Amend function to create a version of the IEP with the new Case Manager.

Change of Eligibility

When an Eligibility for a student is discontinued, and a new eligibility created, use the Amend function to create a newer version of the IEP for the current school year. When you create the amended version, you can select the new eligibility while maintaining the previous eligibility in the history for that year in the original IEP.

1.18 Planning for NEXT school year

When planning in the spring for the next school year, there are some steps that can be undertaken to start the IEP process, but there are some items that must be avoided until after YET:

- If the student is remaining in the same school with the same Case Manager:
 - The Case Manager can ADD a new IEP for the next year
 - Select the student's next year courses – this can only be done once the school has completed the course options for students for the next year
 - Complete any other parts of the IEP as necessary
 - **DO NOT FINALIZE** – the current year progress reports need to be finished and the current year IEP needs to be completed
 - the Case Manager can finalize the new IEP in the fall once all teachers and courses are settled and the student has begun work on this new IEP (typically this would be mid to late September when all staffing and course changes are complete)
- If the student is transitioning to the next school:
 - **DO NOT** assign a new Case Manager for the next school until after YET as the student does not belong to that school until the next school year
 - the current Case Manager can work with the next school to start an IEP for the next school year if desired, but this IEP must **NOT BE FINALIZED** for the same reasons as noted above
 - the next year school will be able to view all the student services information for the incoming student (with the appropriate security access) but should NOT make any changes until after YET
 - the student will be able to do course options for the next school in the same manner as all other incoming students and those will show in the IEP using the **Select** button next to the courses section

1.19 Documenting Parent Input

In the IEP, the parent participation/input can be captured as follows:

- by adding the parent(s) as participant(s) if they were part of the IEP meeting process
- by capturing in text form the parent input to the IEP – see 1.5 Parent Input Tab
- by checking in the **Considerations Tab** the tick box acknowledging that the parent was offered the opportunity to be consulted. Also, in this tab, there is a text box where information may be captured
- in addition to the IEP, there is the ability to capture a synopsis of communications with parents using the **Contact Log**

Summary

The IEP is a living document. However, when the process is completed through the initial meetings, it should be **Finalized**. As indicated in the introduction, it can then be **Reopened** (will not create another historical version) and edited, or it can be amended (will create another historical version).

Under the Student Services **Main Menu > Historical Information**, you will now be able to see a record of this document, and all subsequent versions or new IEPs.

Transition from one school to the next becomes a much less labour intensive process to provide the next Case Manager with complete information on the student. If the student is moving through this process using pre-transition, the next school would see this information in the spring and would be able to prepare for the next school year, create appropriate placement, and develop the next version of the IEP. Meeting time can then be used in a meaningful and less time consuming way as the receiving school is able to review all information prior to the meeting.

Transfer to a new school in another district is also simplified through the use of this electronic IEP/Student Services process. Once the student is admitted to the new school, the new assigned Case Manager is able to begin the placement process with all the historical information contained in this module.