

# School District No. 78 (Fraser-Cascade)



**Special  
Education**

## **Standards of Practice**



**DEVELOPMENT AND IMPLEMENTATION  
OF  
INDIVIDUAL EDUCATION PLANS**

**Special Education Standards of Practice**  
**Development and Implementation of**  
**Individual Education Plans**

**Special Education Category Reviewed:**

Indicate in corresponding check box (☒ )

<b>A</b> Physically Dependent	<input type="checkbox"/>	<b>H</b> Intensive Behaviour Intervention/ Serious Mental Illness	<input type="checkbox"/>
<b>B</b> Deaf/blind	<input type="checkbox"/>	<b>K</b> Mild Intellectual Disability	<input type="checkbox"/>
<b>C</b> Moderate to Profound Intellectual Disability	<input type="checkbox"/>	<b>P</b> Gifted	<input type="checkbox"/>
<b>D</b> Physical Disability or Chronic Health Impairment	<input type="checkbox"/>	<b>Q</b> Learning Disability	<input type="checkbox"/>
<b>E</b> Visual Impairment	<input type="checkbox"/>	<b>R</b> Moderate Behaviour Support/ Mental Illness	<input type="checkbox"/>
<b>F</b> Deaf or Hard of Hearing	<input type="checkbox"/>		
<b>G</b> Autism Spectrum Disorder	<input type="checkbox"/>		

**FILE REVIEW**

File coversheet thoroughly completed. Documentation well selected and clearly supports special education identification. Well-organized, easy to read file.

File coversheet completed. Documentation adequately supports special education identification.

File coversheet partially completed. Documentation minimally supports special education identification.

File coversheet not present. File disorganized. Necessary documentation missing.

**STUDENT IDENTIFICATION**

Student identification criteria is competently interpreted and applied to the essential aspects of the student's overall IEP.

Student identification criteria is understood and applied to key aspects of the student's overall IEP.

Student identification criteria is misunderstood and inappropriately applied to the student's IEP.

Student identification criteria is disregarded.

**IEP DEVELOPMENT**

The IEP was developed collaboratively by relevant members of the school-based team, classroom teacher(s), Special Education/LA teacher, parents, and where appropriate through consultation with support services personnel (SEA, CCC, District staff, outside agencies) and the student.

The IEP was developed collaboratively by the classroom teacher(s), special education/LA teacher, parents, and where appropriate by consultative services and the student.

The decision to develop an IEP was made by the special education/LA teacher through classroom teacher input and parental consent. The parent reviewed the final document.

The decision to develop, and the development of the IEP were made through parental or administrative insistence or in isolation by the special education/LA teacher.

## **IEP CONTENT**

The IEP presents a comprehensive student profile and learning plan as per the District IEP template. Long-term or transition planning insightfully addresses the student's current and future learning and programming suggestions as per current assessments.

The IEP includes relevant information as per the district template. It includes student achievement expectations and assessment procedures. Long-term or transition planning adequately addresses future learning and programming suggestions as per current assessments.

The IEP contains some basic information as per the district template. If included, the assessment findings fail to direct program planning, and future/ transition plans lack detail.

The IEP if completed lacks much required information as per the district template. It fails to address student achievement and assessment information, and future/transition planning is omitted.

## **GOALS AND OBJECTIVES**

The goals, objectives and special learning outcomes clearly address the student's assessed skill levels, strengths, needs and other pertinent recommendations. Objectives are written in measurable terms and accompanied by comprehensive evaluation strategies.

The goals and learning outcomes address the student's skill levels, strengths and needs as based on assessment findings and recommendations. Objectives are written in measurable terms. Some evaluation strategies are included.

The goals and objectives address some of the student's basic learning outcomes. Measurable objectives and evaluation strategies are lacking.

Goals and objectives, if any, are uninformed by student achievement or assessment.

## **PROGRAMMING**

The IEP insightfully addresses integration and remediation, and/or specialized programming needs are effectively addressed.

The IEP appropriately addresses integration (through accommodations and modifications) and remediation, and/or it adequately addresses specialized programming needs (behavioral, life skills, hearing, sight, etc.)

The IEP only minimally addresses integration or remediation, and/or specialized programming is uninformed and underdeveloped.

Attention to programming is either absent or inappropriate.

**STUDENT ACHIEVEMENT/SUCCESS**

High levels of success relative to goals/objectives as per measurable data/anecdotal comments is evident in student progress reports.

Adequate levels of success relative to goals/objectives is evident in student progress reports.

Some success relative to goals/objectives is reported.

Minimal success relative to goals/objectives may or may not be reported.

**IB/SMI STUDENT IEP (IN ADDITION TO THE ABOVE, THE FOLLOWING IS PRESENT FOR IB/SMI STUDENTS):**

Functional Behavior Assessments are insightfully completed with chronology of presenting behaviors. Goals clearly address areas identified on the FBA. Objectives are written in measurable terms. Outside agency support is in place with well defined roles/responsibilities. Evidence of regular CARE team meetings with minutes and other supporting documentation.

Functional Behavior Assessment adequately completed. Goals/Objectives address areas identified on the FBA. Outside agency support identified and applied to key aspects of IEP/FBA. Evidence of regular CARE team meetings.

Functional Behavior Assessment partially completed and minimally addresses areas identified on the FBA. Outside agency support identified and minimally linked to IEP/FBA. Measurable objectives and evidence of regular CARE team meetings lacking.

Functional Behavior Assessment not included. Outside agency support identified but not linked to IEP/FBA. Goals and objectives uninformed by FBA.