

FSL FAQs

POPARD Family - School Liaison Newsletter



FAQ: WHO IS ACCOUNTABLE FOR ENSURING MY CHILD'S PROGRESS ON THEIR IEP GOALS?

Goal Development

Before we think about progress on goals, we may want to know about how the goals are developed in the first place. School staff and district professional support staff (or contracted professionals in private schools) have expertise in proposing goals and writing objectives to accomplish the goals that have been placed into an IEP.

District-level (professional) staff include:

- Speech Language Pathologists (SLPs) who provide knowledge in the development of communication skills and are best able to advise on the creation of goals for communication and writing objectives for the accomplishment of communication.
- Occupational Therapists (OTs) who provide knowledge in the development of motor abilities and sensory integration and can assist in writing objectives related to these domains.
- Psychologists who provide knowledge of cognitive learning, academic performance, social skills, and mental health issues and can assist in goal setting and writing objectives in these areas.

The Ministry of Education also stipulates that "...the board must offer each student learning activities in accordance with the IEP designed for that student [Ministerial Order M683/95 – Individual Educational Plan]. These learning activities are developed collaboratively as part of the IEP development process.

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m638_95.pdf

Progress Monitoring

The Manual of Policies, Procedures, and Guidelines for Special Educational Services specifies that the content of an IEP (p. 5) must include "evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals."

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

So, who is accountable for evaluating and reviewing progress on IEP goals and objectives? According to the *Manual of Policies, Procedures, and Guidelines*:

The **principal** of the school is responsible for the implementation of educational programs (School Act Regulation 5(7)(a)). Though planning occurs collaboratively, the principal of the school should ensure that for each such student **a case manager** is appointed to co-ordinate development, documentation and implementation of the student's IEP (p.18).

Commonly, the case manager takes on responsibility for monitoring fidelity in implementation (e.g., monitoring a particular instructional activity to determine if it was provided three times/week, if that was prescribed in the IEP). This is important when several staff are involved in supporting the student, and support extends across several domains of knowledge or expertise.

**IF YOU HAVE
QUESTIONS OR
WOULD LIKE FURTHER
INFORMATION,
CONTACT POPARD'S
FAMILY-SCHOOL
LIAISON.**

**EMAIL:
FSL@AUTISMOUTREACH.CA**

**PHONE:
604-952-4994**

Reporting

It is the role of the classroom teacher, who enrolls a child in their class, to report to parents and caregivers at specified intervals throughout the school year. Support staff (i.e., educational assistants) may be asked to collect data to determine the extent to which objectives are being accomplished.

For a student with special needs:

"...**a teacher must** prepare written student progress reports [Ministerial Order 191/94 – Student Progress Report Order] . . . [which] must contain written reporting comments in relation to the expected learning outcomes set out in that student's IEP."

This report is signed by the teacher and an administrator. This progress report may include reports from other school district professionals (i.e., SLP, OT, etc.) when professionals other than the classroom teacher provide or supervise a portion of the educational program.

<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m15089.pdf>

Sometimes, upon the occasion of review of the IEP, it is understood that objectives or goals in the IEP are not being met. This might be because:

- The initial goal or objective was inappropriate (e.g., beyond a student's current capacity);
- There is progress but a need for more time;
- More resources are needed; or
- An objective was not sensitive to the measurement that was employed and requires a redesign.

It is important for the school team to evaluate whether or not goals remain appropriate and if the objectives are clear, measurable, and relevant.

Addressing these issues is an important function of the collaborative planning that occurs in the course of an IEP review.