

INDIVIDUAL EDUCATION PLAN
Current School Year

Name: _____
 PEN: _____
 Date of Birth: _____
 Grade: _____

STUDENT DETAILS

Primary Designation: _____
 Additional Designations: _____
 IEP Date: _____
 Parent/Guardian Consultation: _____
 Parent/Guardian Consulted Date: _____
 Case Manager: _____

Student Support Team	Role

Student Profile

My Interests:

This information is gathered directly from the student about what they like - this can be done in writing, verbally or visually (ex. drawings, picture symbols).

Example: "I really like soccer. I spend lots of time playing outside with my friends. I also like to watch videos on YouTube"

This can also include "Thoughts from my team" or "Thoughts from my family"

Example: "My team notices that I love to spend time outside on the slide."

My Learning Preferences:

This information is gathered directly from the student about how they learn best.

Example: "I like it when I get a chance to share what I know by talking. Sometimes writing can be hard for me so I need more time. It helps if I have someone to share my ideas with and then I can tell the teacher."

This can also include "Thoughts from my team" or "Thoughts from my family"

Example: "My family notices that extra time can help me feel more confident."

What You Need To Know About Me:








This information is gathered directly from the student - this can be done in writing, verbally or visually.

Example: "I have two older brothers and a younger sister, so my family is big. We really like to watch movies together."

My Learning Profile

The student's words are captured for each area using quotation marks. This can also include "Thoughts from my team" or "Thoughts from my family".

Thoughts from my team	Personal <i>What I am able to do on my own</i>	Social <i>What I am able to do with others</i>	Intellectual <i>How I think</i>
My Strengths	What are some things that you are really good at? What are things you can do on your own?	What are some things that you can help others with or teach to others?	How do you show your thinking at school? What areas of learning do you feel you are strongest at?
My Stretches	What would you like to get better at?	What are some things you need support with?	What are some things that are hard but you are getting better at?

My Focus this Year	Core Competency Connections		Core Competency Connections		Core Competency Connections	
<i>These learning domains can inform the IEP development in these core competency areas.</i>	  	Personal Awareness and Responsibility Positive Personal and Cultural Identity Social Awareness and Responsibility	 	Communicating Collaborating	 	Critical and Reflective Thinking Creative Thinking

*** Check the "My Focus Area" box to indicate the competency or competencies that the student has chosen. This is a student selected area, and they may choose one or multiple. The Core Competency goals are developed from these focus areas.

Supports and Plans

Essential Supports

These are supports that are necessary for this specific student. Information for essential supports can be gathered from psychoeducational assessments, assessment/diagnostic reports, specialist staff etc.

Examples: vision magnifier, hearing aid, assistive communication tools, visual choice board, picture symbols, reader, scribe, etc.

Universal Classroom

These are supports that could be beneficial for all students. These are supports that could be made available to any student to foster greater inclusion in the classroom. List supports here that are particularly helpful for this specific student.

Ex. Visual schedule, homework board, FM System

Supplementary Plans	Date
This is a list of CURRENT plans in the file:	
i.e. Speech and Language plan	September 2023

Core Competency Goals	
CC - Choose: Personal/Social/Intellectual	The goal statement is taken directly from the Core Competency "I can statements"
Objective	Strategy
<p>Objectives are:</p> <ul style="list-style-type: none"> - individualized based on the needs of the student - measurable and directly related to the goal - often written as an action working towards the goal - achievable in the near future <p>i.e. by... (objective).ex. by making communication attempts through the exchange of picture symbols.</p> <p>September of current school year- Baseline: What can the student currently do in relation to the goal/objective?</p> <p>Method of Measuring Progress: How will evidence be gathered to track progress?</p>	<p>Strategies:</p> <ul style="list-style-type: none"> - utilize interests and strengths of the student - specific activities and actions suggested to meet this goal/objective - may include teaching strategies, supports, technologies and materials <p>Ex. Teach peers how to use symbols, opportunities to practise use of picture symbols through engaging activities that promote interaction</p>

Curricular Goals	
Content Area	Supplemental/ **Replacement
	Teacher Responsible
Big Idea	Copy Big Ideas directly from the BC Curriculum.
Learning Standards	
<p>Academic/Intellectual goals utilize curricular content and competencies (learning standards) - often connected to knowledge, skills, processes and concepts. Goals are connected to grade or class big ideas.</p> <p>Ex. (Goal) I can recognize the structure and elements of story</p>	

Objective	Strategy
<p>Objectives are:</p> <ul style="list-style-type: none"> - individualized based on the needs of the student - measurable and directly related to the goal - often written as an action working towards the goal - achievable in the near future <p>i.e. by...(objective) ex. By identifying the main characters using pictures on my communication device</p> <p>September of current school year- Baseline: What can the student currently do in relation to the goal/objective?</p> <p>Method of Measuring Progress: How will evidence be gathered to track progress?</p>	<p>Strategies:</p> <ul style="list-style-type: none"> - utilize interests and strengths of the student - specific activities and actions suggested to meet this goal/objective - may include teaching strategies, supports, technologies and materials

Additional Comments
<p>This information is directly connected to the Ministry Identification.</p> <p>Identify: Assessment that confirms Ministry identification and current Direct Support Services that are above and beyond those offered to all students</p> <p>i.e. Sunnyhill Hospital Assessment - June 2019</p> <p>Outline Services Student Receives: ie. Special Education Resource Teacher, Learning Resource Teacher, Education Assistant, Occupational Therapy, AAC SLP, counselling</p>