The following sections are included in the Competency Based Individual Education Plan

Student Profile:

The first step includes the development of a Student Profile. This focuses on student interests, learning preferences, and what you need to know about the student. This information is gathered from multiple sources including the student and their family. It may be gathered through interviews, meetings, questionnaires, interactive observations and assessments.

Student Profile
My Interests:
My Learning Preferences:
What You Need To Know About Me:

Learning Profile:

The Learning Profile section of the IEP is focuses on the identification of strengths and stretches (areas for growth) within the Core Competencies of Personal, Social and Intellectual Development.

My Learning Profile			
Thoughts from my team	**Personal** *What I am able to do on my own*	**Social** *What I am able to do with others*	**Intellectual** *How I think*
My Strengths			
My Stretches			

Students will choose one or more Core Competency areas to focus on for this school year.

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

Universal and Essential Supports:

In this section supports are identified that are beneficial for the student. Universal supports are supports that benefit all students, for example: a classroom homework board or a sample of a finished project. Essential supports are individualized for a student and may not be necessary for all students in the classroom, for example a Personal FM system, or a personalized visual schedule.

Supports and Plans
Essential Supports
Universal Classroom

Supplementary Plans:

This section would be where the Case Manager lists any additional planning documents for the student, for example a Medical Care Plan.

Supplementary Plans	Date

Core Competency Goals

From the Learning profile section, students/families and the student's team will work to identify an area of the Core Competencies on which the student would like to focus. All students will, at minimum, have one core competency goal. Many students will have more than one core

competency goal. The CBIEP goals and objectives are written using student-friendly language from the core competencies (Personal, Social and Intellectual Development).

Core Competency Goals	
Core Competency Area of Focus - Choose: Personal/Social/Intellectual	Goal: Core Competency area to be developed.
Objective	*Strategy*
This is a student-specific objective related to the goal. Method of Measuring Progress	Specific strategies and actions suggested to meet this goal/objective.

Curricular Competency Goals:

In addition to Core Competency goals, some students will have Curricular goals in the academic areas where they require additional instruction or more individualized programming (i.e. reading, writing and/or math). The goals and objectives will be specific to the student and reflect their journey towards meeting a long-term goal.

Curricular Goals				
Content Area	Literacy / Numeracy		**Person Responsible**	
Big Idea	Big Idea from the BC Curriculum			
Learning Standards				
Learning standards from the BC Curriculum				
Objective		*Strategy*		

Evidence is collected in a variety of settings and over time and may be documented in an Evidence Log on the IEP. Examples of evidence may include:

- Conferences, consultations, and conversations
- Observations
- Products – example: assignments, tests, projects, presentations
- Data (academic assessments – classroom, school and district)

Based on this evidence, CBIEP objectives are adjusted. Progress is updated and reported to families according to the schools formal reporting periods.

Additional Comments

This information is directly connected to the Ministry Identification. For the Ministry we are required to include the assessment that confirms Ministry identification and current Direct Support Services that are above and beyond those offered to all students

Additional Comments