The following sections are included in the CB IEP

Student Profile:

The first step includes the development of a Student Profile, this section is the same as the previous IEP template. This focuses on student interests, learning preferences, and what you need to know about me. 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.

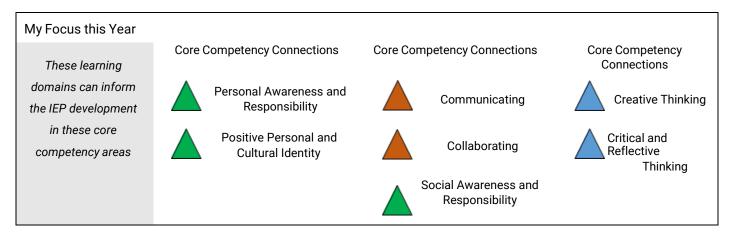
Student Profile		
My Interests:		
My Learning Preferences:		
What You Need To Know About Me:		

Learning Profile:

The Learning Profile section of the IEP is a new component that 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 frommy 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.



Universal and Essential Supports:

This section is the same as the previous IEP template. 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 students team will work to identify an area of the Core Competencies that the student would like to focus on. All students will at minimum have one core competency goal. Many students will have more than one core competency goal. The CB IEP 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.	Specific strategies and actions suggested to meet this goal/objective.	
Method of Measuring Progress		

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 Curricu	llum		
Learning Standa	rds			
Learning standards	from the BC Curriculum			
	Objective		Strategy	

Evidence is collected in a variety of settings and over time and then 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, CB IEP 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		