

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 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			
My Stretches			

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

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

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. 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 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