School Name

School Year

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| **Student Details** | |
| Student Photo | Student First Name/Last Name:  PEN:  Date of Birth:  Grade:  Primary Designation:  Additional Designations:  IEP Date:  Parent/Guardian Consultation:  Parent/Guardian Consulted Date:  Case Manager: |

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| **Student Support Team** | **Role** |
| Parent/Guardian Names | Everyone must have a role (e.g., parents) |
| List everyone else on the team (in the order you prefer) | Full names only, no initials or acronyms |
| e.g., Laura Smith | e.g., Psychologist, Wishing Star Counselling |
| e.g., Philip Jones | e.g., Physiotherapist, Kids First Therapy |

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| **Personal Profile** |
| **My Interests**  **Use the interview grids, Student Survey, My Strengths Chart, Talking Mats with visuals, or other tools to help summarize the student interests.**  ELEMENTARY EXAMPLE  *“I like to play Lego. I play with my brother. My favourite colour is blue.”*  HIGHSCHOOL/MIDDLE SCHOOL EXAMPLE  *“I can rip it out on the guitar. I really like to draw. Mr. Jones taught me how to shade, I am so much better now. We go camping up to Lost Lake. I like to fly fish up there, it is so quiet, I really like the quiet.” James has some incredible drawings of spiderman.*  USING THE STUDENTS WORDS AS MUCH AS POSSIBLE   * Quotations indicate student voice (use I student voice is paraphrased). * Use student name when ideas come from home/school team.   LOCATION OF EVIDENCE: Where the information is located (e.g., ISP/LST FILE/ MyBlueprint/ FreshGrade) |
| **My Learning Preferences**  **Use a Student Survey, My Learning Tools chart, Talking Mats with visuals, or other tools to help summarize what helps the student to learn.** ELEMENTARY EXAMPLE *“Gym” is Riley’s Favourite class, “I like to run around and throw balls.” Sitting in class is hard for Riley. “Mr. Mike lets me go for a run around the school, it helps.” Riley sometimes uses noise cancelling headphones when the class is loud. Riley is able to ask for them on his own.* USE THE STUDENTS WORDS A MUCH AS POSSIBLE *“I like to read in class, I’m reading Lord of the Rings right now”. I usually take my work home and type my assignments on the computer my printing is really messy.” “I like Ms. C in my LST block. She helps me keep organized and figures out what assignments I am missing.” I need my teachers to us assignments with instructions or examples.” I like the projects we are doing in science; they are cool.*  LOCATION OF EVIDENCE: Where the information is located (e.g., ISP/LST FILE/ MyBlueprint/ FreshGrade) |
| **What You Need to Know About Me**  **This information is written by or with the student/family and includes information about things that may impact learning or that are needed to help them be successful at school. Do not include sensitive information in the IEP in this section.**  INFORMATION THE STUDENT SHARES ABOUT THINGS THAT MAY IMPACT THEIR LEARNING  *E.g., I take \_\_\_\_ medication that helps them function during the day.*  *E.g., Refer to Teacher/Parent Meeting Notes dated September 20th, 2022.*  LOCATION OF EVIDENCE: Where the information is located (e.g., ISP/LST FILE/ MyBlueprint/ FreshGrade) |

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| **My Learning Profile** | | | |
|  | **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** | **These are related to the student’s designation & identified needs.** STUDENT INPUT   * *“I like playing cars”*  SCHOOL/HOME TEAM  * *Riley likes to explore the environment out of his chair* * *Riley is happy at school* * *Riley shows preference for activities he is interested in* | **These are related to the student’s designation & identified needs.** STUDENT INPUT   * *“I like Sam and Jamie”*  SCHOOL/HOME TEAM  * *Riley is sociable and engages in parallel play* * *Riley shows when he is happy* | **These are related to the student’s designation & identified needs.**SCHOOL/HOME TEAM  * *Riley is curious* * *Riley generates ideas through pursuit of his interests* * *Riley demonstrates learning by doing or playing* |
| **My Stretches** | **These are related to the student’s designation & identified needs.**SCHOOL/HOME TEAM  * *Riley is starting to build his physical strength by increasing time in his walker* * *Riley is developing self- advocacy skills by responding to simple, direct questions (communicating his wants and needs)* | **These are related to the student’s designation & identified needs.** STUDENT INPUT   * *“I sometimes fight with my friends”*  SCHOOL/HOME TEAM  * *Riley is learning to ask for help when needed.* * *Riley is learning to make safe choices independently.* * *Riley is learning to respect others personal space* | **These are related to the student’s designation & identified needs.** SCHOOL/HOME TEAM   * *Riley demonstrates thinking through actions and words.* * *Riley is expanding the variety of activities he participates in.* * *Riley is learning to persevere during non- preferred tasks* |
| **My Focus Areas** |  |  |  |
| **These learning areas can inform IEP core competency goals** |  | | |

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| **Supports** | | |
| **Essential Supports**  **Supports that are identified in assessments as necessary in order for the student to access the curriculum.** | Support Type (Essential or Universal) | **Description**  **Identify the supports that can help the student access the curriculum**   * These may be found in recommendations from professional reports * Or through teacher observation (SBT notes, Report Cards, etc.) |
| **Universal Supports**  **Supports that could be beneficial for all students. Lists supports that are particularly helpful for this student.** | Support Type (Essential or Universal) | **Description**  **Supports that are available and beneficial to all students.**   * List 3-5 supports that are particularly helpful for the student * Aim for 3-5 specific supports |
| **Supplementary Plans** | | |
| **Supplementary Plans**  List any other plans that the student may have, such as a Safety plan, Medical Plans, Behavior plan, etc.  The supplementary plans are listed here but not attached. Please refer to the student’s confidential student file to view them. | | **Date** |
| **Additional Comments** | | |
| **Include relevant and current information that supports the learning:**   * Transition plan meeting – (date) * Riley was homeschooled for one year (date) * Integrated Case Management Meetings (dates) | | |

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| **Core Competency Goals** | |
| **Goal Area:** **Sub-competency**  Personal Awareness & Responsibility  Positive Personal & Cultural Identity  Social Awareness & Responsibility  Collaboration  Communication  Critical & Reflective Thinking  Creative Thinking | **Include goals using “I can” statements that relate to the category designation and identified needs**  **I can …**  (The goal is taken from the I can statement in the Core Competency subcategory. Refer to the Core Competencies by Profiles chart.  Sample Goal related to behaviour:  *I can take ownership of my goals and behaviour* |
| **Objective:**  **Create 1-3 objectives for each goal.**  **Use the Core Competency Objective and Strategy Reference tools to assist with developing specific and measurable objectives (qualitative or quantitative).**  **Collaborate (when possible) with the student, teacher, case manager, school support team and outside agencies to develop the objectives.**  **Sample Objectives**   1. *By taking turns during centre time with some support* 2. *By taking turns in conversation with my friends in group activities* 3. *By self-monitoring my on-task behaviour with support*   PROVIDE THE METHOD OF MEASUREMENT:  E.g., data collection chart, observation log, video of student, assignment product, goal tracking chart, photos, conferencing, work samples, etc.  PROVIDE CURRENT PROGRESS AT THE START OF THE IEP  PROVIDE AN UPDATE EACH REPORTING PERIOD  Keep a running account of the progress. This information will help you more efficiently write your IEP review each reporting period.  INDICATE WHEN THE OBJECTIVE IS ACHIEVED | **Strategy:**  **Strategies are specific to assist student in exploring and developing the objective(s). A verb used to lead strategy statement of the adult actions.** **Include information about who is responsible to implement the strategy and how the service is provided. Strategies can also include verbs about how the student will use specific resources.**  Use a minimum of one strategy for each objective; suggest maximum of 3-5 for any one objective  **Sample Strategies for objectives 1-2**   * *The inclusion support teacher and speech language pathologist create social stories that will be implemented each week. They instruct the EA about how to teach the social stories.* * *The EA teaches a new social story one-on-one with the student. The social story is used daily before centre time and small group activities.*   **Sample strategies for objective 3**   * *EA teach Riley how to monitor task completion using a checklist and will prompt as needed.* * *The teacher will teach the importance of and will use a countdown timer during activities to help with time on task and transition between activities.* * *EA will teach how to use an off-task tally and support student use of the strategy to monitor*   *on -task behaviour.* |

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| **Curricular Competency Goals**  **Requires Collaboration with the Classroom Teacher** | |
| **Area of Learning:** English Language Arts Grade 3 | **Type of Goal** (Supplemental OR Replacement)  **Supplemental goals are in addition to the goals of the subject area Replacement are instead of the grade level curriculum for students in an Evergreen Program** |
| **Big Idea:**  **Taken from the subject area curriculum**  Using language in creative and playful ways helps us understand how language works. | **Curricular Goal:**  **Taken from the Curricular Competencies of the subject or course. Refer to the Supplemental or Replacement Curricular Reference tools to assist with writing curricular goals.**  Sample goals:   1. *I can use Developmentally appropriate reading, listening, and viewing strategies to make meaning.* 2. *I can identify familiar and sight words* |
| **Objectives:**  **Create the objective using the curricular content the student is using to explore the goal area.**  **Usually 1-3 objectives for each goal.**  **Refer to the Supplemental or Replacement Curricular Reference tools to assist with developing specific and measurable objectives (qualitative or quantitative).**  **Sample Objectives:**  To match Goal #1 above   1. *By using reading strategies before, during and after reading using my reading strategy chart during small group reading.*   To match Goal #2 above   1. *By reading Dolch words independently with 100% accuracy.*   Method of Measurement:  *Weekly observation log, daily tracking of strategy use, student/teacher interviews.*  Current Level of Performance:  ***Reading Strategies***  *Riley can read aloud texts at his instructional reading level with a fluency of 25 words/minute. He tries to sound out words he doesn’t know but often replaces them with nonsense words. He can answer one question orally about something he has read.*  ***Sight words***  *Riley can read 15 sight words from the Dolch word list #1 with 100% accuracy.*  Record progress at least each reporting period | **Strategies:**  **Determine strategies to support the student in exploring and developing the objectives.**  **List what the support team will do, resources to be utilized and any key universal/essential supports.**  **Sample Strategies:**  To match reading strategy objective:   * *Learning support teacher supports the student in a small group during reading. The reading strategies are explicitly taught and the LST uses pre-reminders and supports the student use of the strategies.*   To match Dolch word reading objective:   * *Teacher will teach effective ways of learning new sight words to the class.* * *EA will support the student in learning, practicing and assessing sight word learning* * *Teacher will reinforce the practice of sight word learning through the use of a word wall, word walks and other strategies in the classroom.* * *Parent will practice sight word reading with the student daily at home using flashcards and reading familiar text with these sight words.* |