



School Logo Here

**INDIVIDUAL EDUCATION PLAN**

**2022-2023**

 **Date(s) of IEP Meeting:**

|  |  |
| --- | --- |
| **Student Name:**  |   **Grade**:  |
| **Birth Date:**  |  **Age:**  |
| **Parent/Guardian:**  |  **Phone:**  |

**STUDENT PROFILE**

|  |
| --- |
| **Strengths/Likes/Enjoys**  |

|  |
| --- |
| **Descriptors**  |

|  |
| --- |
| **Learns best when/how** |

|  |
| --- |
| **Medical History** |

|  |
| --- |
| **School History**  |

|  |
| --- |
| **ASSESSMENT INFORMATION****Formal Assessment** |
| **Date** | **Assessment Name** | **Strengths/Needs/Recommendations** |
|  |  | **Strengths:** **Needs:****Recommendations:** |
| \*Ministry Funding Category if applicable: This section is only applicable for non-status or off reserve First Nation students attending a First Nation Independent School that fit into a funded ministry category. • Supporting Documentation in file |
| **Informal Assessment** (Classroom Based /Teacher Assessment) |
| **Date** | **Assessment Name** |  **Instructional Levels** **Comments/Recommendations** |
|  |  |  |

**AREAS OF NEED/SUPPORT**

**Requires only a check and a word or short phrase**

|  |
| --- |
| **Academic:** |

|  |
| --- |
| **Behaviour:** |

|  |
| --- |
| **Social/Emotional:** |

|  |
| --- |
| **Physical: (vision, hearing, fine motor, gross motor, sensory needs**) |

|  |
| --- |
| **Communication & Language:**  |

|  |
| --- |
| **Life Skills:**  |

|  |
| --- |
| **Culture and Language:**  |

**LONG TERM GOALS AND DREAMS**

Senior School Years and Beyond

|  |
| --- |
|  |

**SHORT TERM GOALS FOR THE YEAR**

Group Brainstorm Activity

 What do we want to accomplish this year?

|  |
| --- |
|   |

As a team, prioritize no more than 3-5 areas from the Areas of Need and Support that will be targeted this year in the SMART Goal Chart.

[ ]  Academic Achievement

[ ]  Behaviour

[ ]  Social/Emotional

[ ]  Language/Communication

[ ]  Physical

[ ]  Life Skills

[ ]  Language & Culture

 **SMART Goals & Baseline Measure/Growth Chart**

**\*SPECIFIC \*MEASURABLE \*ATTAINABLE \*RESULTS-BASED \*TIMEBOUND**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **SMART Goal****(Include timeline)** | **Baseline Measure****(Instructional level)** | **Strategies/Actions and Team Member Responsible** | **Measure of Progress** | **Review 1****Date:** | **Review 2****Date:** | **Review 3****Date:** |
| 1 |  |   |  |  |  |  |  |
| 2 |  |  |  |   |  |  |  |
| 3 |  |  |  |  |  |  |  |

 **SUPPORT TEAM**

|  |  |  |
| --- | --- | --- |
| **Role** | **Participant Name** | **Contact Information** |
| **Parent** |  |  |
| **Teacher** |  |  |
| **Educational Assistant/s** |  |  |
| **Learning Support Teacher** |  |  |
| **Principal** |  |  |
| **Language Teacher** |  |  |
| **FNSA SEP Coach/es** |  |  |
| **Speech Language Pathologist** |  |  |
| **Counsellor/****Behaviour Specialist** |  |  |
| **Occupational Therapist** |  |  |
| **Visiting Pediatrician** |  |  |
| **Educational Psychologist** |  |  |
| **Other** |  |  |

(Signatures are not required, but if a school would like the signatures of those who attended the IEP meeting-see below)

Signatures:

**ADAPTATIONS & ACCOMMODATIONS**

**Accessibility:**

[ ]  access to all areas of school

[ ]  fire exits & routes

[ ]  furniture & storage

[ ]  health & personal care

[ ]  parking lot, roads & walkways

[ ]  play areas & equipment

[ ]  showers, washrooms & fountains

[ ]  transportation to/from school

[ ]  other:      \_\_\_\_\_\_\_

**Assignments & Homework:**

[ ]  alternate assignments or format

[ ]  length &/or number (decrease)

[ ]  partner or group assignments

[ ]  time allowed (increase)

[ ]  other:      \_\_\_\_\_\_\_

**Behaviour Management:**

[ ]  consequences - clear/consistent

[ ]  expectations/rules - clear/consistent

[ ]  home-school program

[ ]  outside agency support

[ ]  reinforcement (class/grp/indiv)

[ ]  routines established & followed

school counselling program

[ ]  student contract/goal setting

[ ]  teach/assignments at skill level

[ ]  teach & reinforce social skills

[ ]  other:      \_\_\_\_\_\_\_

**Teaching Strategies:**

[ ]  advance organizers/key visuals

[ ]  alternate content/skills

[ ]  demo/model processes/product

[ ]  feedback immediate/frequent

[ ]  practice guided/independent

[ ]  multisensory (oral/experiential/written)

[ ]  memory (reduce/teach strategies)

[ ]  pace quick/slow

[ ]  short sessions/lessons

[ ]  teach key concepts/vocabulary

[ ]  other:      \_\_\_\_\_\_\_

**Organizational & Study Strategies:**

[ ]  visual strategies (chart, blackboard)

[ ]  class visual schedule/timetable

[ ]  concrete measures of time (timer/watch)

[ ]  colour-coded binders, etc.

[ ]  organized classroom set-up

[ ]  routines for use of materials

[ ]  student planner/home-school book

[ ]  teach organizational/study skills explicitly

[ ]  other:      \_\_\_\_\_\_\_

**Equipment & Specialized Materials:**

[ ]  augmentative communication device

[ ]  braille machine/materials

[ ]  calculator (large keys/reg./voice)

[ ]  camera (digital/video)

[ ]  computer processor

[ ]  computer printer/peripherals

[ ]  fine/gross motor equipment

[ ]  hearing aids/personal or class FM system

[ ]  headphones/listening centre

[ ]  language master & cards

[ ]  magnifier/lenses

[ ]  overhead projector

[ ]  reference books

[ ]  spell checker/grammar checker

[ ]  standing frame/walker

[ ]  switches/adapted handles, etc.

[ ]  tape recorder

[ ]  wheelchair (reg./electric)

[ ]  other:      \_\_\_\_\_\_\_

**Increasing Written Output:**

[ ]  allow for a scribe, or a tape to record responses

[ ]  establish the process for revision (first draft, sharing, revising, second draft, sharing,

revising; third draft, polishing; final, publishing)

[ ]  have the student write ideas on post it notes and then rearrange them to make an outline

[ ]  teach keyboarding skills

[ ]  use an outline and two-column notes for paragraph and essay writing

[ ]  use graphic organizers

[ ]  use the dot procedure (work to the dot and get feedback)

[ ]  other:      \_\_\_\_\_\_\_

**Reading, Writing & Note-taking:**

[ ]  alternate formats of note-taking: carbon copy/outline/photocopy/taped notes

[ ]  alternate formats reading: braille/enlarged print/rebus/tapes/videos

[ ]  alternate formats writing: computer/printing/typewriter/

word process.

[ ]  alternate materials/texts: easier reading level/parallel unit

[ ]  note-taker, reader &/or scribe (parent/peer/staff/volunteer)

[ ]  other:      \_\_\_\_\_\_\_

**Following Directions:**

[ ]  provide only one or two directions at a time

[ ]  restate directions in clear simple language

[ ]  stand close to the student and gain eye contact before giving directions

[ ]  provide visual support for directions (on student’s desk, or on board)

[ ]  other:      \_\_\_\_\_\_\_

**Testing & Evaluation:**

[ ]  alternate setting/time

[ ]  alternate test/format

[ ]  time (increase/short sessions)

[ ]  open book/take home exams

[ ]  oral (reader/scribe/tape)

[ ]  programmed learning

[ ]  rewriting permitted

[ ]  recognize and give credit for class participation

[ ]  review the grading process before the test

[ ]  provide examples of criteria for each letter grade

[ ]  allow student to retake test

[ ]  teach relaxation strategies

[ ]  provide sample items at the beginning of the test

[ ]  provide visual graphic cues as the test directions change

[ ]  repeat directions to the student once you have given them to the class

[ ]  use take home tests for practice

[ ]  other:      \_\_