



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:      \_\_