|  |
| --- |
| **All IEPs are exactly that, *Individual* Education Plans. To give context to this sample IEP, we would like to introduce you to Sam Sample and the background context to the development of their grade 7 IEP.** |
| *Sam has attended the same small school in Interior B.C. since Kindergarten. The school-based team began monitoring Sam in Grade 1 and, once in Grade 2, referred Sam for an assessment by a Speech-Language Pathologist and Occupational Therapist due to persistent difficulty with social communication and emotion regulation. Over the years, Sam worked towards SLP and OT goals in monthly virtual sessions and twice annual in-person visits. At the same time, the school-based team continued to monitor Sam and kept track of what strategies were being tried in the classroom and noted their effectiveness. The team noticed Sam consistently using learned self-regulation strategies to help stay in the Green Zone. Yay!*  *Over time, Sam's teacher noticed that Sam most often practiced self-regulation strategies when asked to write. While Sam was able to maintain regulation, this resulted in Sam not engaging in the writing process, so assignments and opportunities were not being completed. Furthermore, once in Grade 5 it became more apparent that Sam was having continued difficulties with social communication and understanding social norms. Sam was becoming more isolated from peers despite having a desire to make friends. The school-based team worked with Sam's family to start the process for a BCAAN Assessment referral and reached out to FNESC's Specialist in Neurodiverse Exceptionalities for support in the meantime.*  *Sam received a diagnosis of Autism Spectrum Disorder (ASD) at the end of Grade 6 and Sam's family is now connected with a Behaviour Consultant. Sam is now beginning Grade 7 and preparing for the transition to high school next year. Now that Sam has a diagnosis, Sam's school-based team and family will meet to develop a comprehensive Individual Education Plan that will serve as a map for Sam's instruction, support, and services this school year.* |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Picture 1146783096, Picture | | **Sunshine Elementary School**  3333 Rainbow Lane  Phone (250)-388-3333 | | | | | | |
| **Individual Education Plan**  **2025-2026** | | | | | | | | |
| **Sam Sample** | | | | | | | | |
| *Student Photo Here* | | | **Date of Birth** | | | 01/01/2012 | | |
| **Grade** | | | 7 | | |
| **SSEP Portal No. OR Ministry Category** | | | 123456 | | |
| N/A | | |
| **Guardian Name** | | | Mrs. Sample | | |
| **Guardian Contact** | | | 123-456-7890 | | |
| **My Support Team** | | | | **IEP Meeting Attendance** | | | | |
| **Name** | **Role / Info** | | | *Oct 15/25* | *Feb 9/26* | | *May 25/26* | *Date* |
| Samantha Sample | Mother | | | **X** | **X** | | **X** |  |
| Samuel Sample | Father | | | **X** | **X** | | **X** |  |
| Cindy Lu | Family Advocate | | | **X** |  | | **X** |  |
| Mrs. Sunshine | Classroom Teacher | | | **X** | **X** | | **X** |  |
| Heather Helpful | Education Assistant | | | **X** | **X** | | **X** |  |
| Ms. Frizzle | Learning Assistance Teacher (LAT) | | | **X** | **X** | | **X** |  |
| George Sr. | Language & Culture Teacher | | | **X** | **X** | | **X** |  |
| Casey Finnigan | Counsellor | | | **X** | **X** | | **X** |  |
| Mr. Dressup | Behaviour Consultant | | | **X** | **X** | | **X** |  |
| Beverly Clearly | Speech-Language Pathologist | | | **X** |  | | **X** |  |
| Fred Rogers | Occupational Therapist | | | **X** |  | |  |  |
| Mary Poppins | Principal | | | **X** |  | | **X** |  |

|  |  |
| --- | --- |
| **My Personal Profile** | |
| My Gifts and Ways of Knowing: | |
| Student: | I love going fishing and being outdoors. I like listening to music while I’m doing work. |
| Team: | Sam enjoys Science class and prefers to work independently. Sam is learning to be more organized. |
| My Connections to My Culture and My Community: | |
| Student: | I like drumming and dancing. |
| Team: | Sam attends community events with their family. |
| My Dreams for My Future: | |
| Student: | I want to own my own fishing boat and take people on tours. |
| Family: | We want Sam to be happy and connected with their community. We also want Sam to be able to support their grandparents. |

|  |  |
| --- | --- |
| **Supportive Assessment Information** | |
| **Assessment**  *(most recent first)* | **Recommendations** |
| **June 20, 2025**  **BCAAN Assessment**  **Conducted by Dr. Swift** | * Social skills training * Assistive technology * Support from OT, SLP, and Behaviour Consultant * Self-regulation program with common language between home and school * Visual supports, graphic organizers * First, then language * Routine and consistent and explicit expectations |
| **May 30, 2025**  **Speech-Language Report**  **Conducted by Beverly Clearly** | * Continue with reciprocal communication skills instruction |
| **May 15, 2025**  **Occupational Therapy Report**  **Conducted by Fred Rogers** | * Building independence at home and school * Developing self-care skills and routines * Self-regulation and advocacy development |

|  |  |  |
| --- | --- | --- |
| **How I’m Supported** | | |
| **Collective Universal Supports** | **Individual Essential Supports** | **Other Supports & Services** |
| * Visual schedule * Visuals * Consistent and explicit classroom expectations * Calm corner * SEL program | * Task Organizer app * EA support | * Behaviour consultant   (1x per month)   * SLP (1x per month) * OT (1x per month) * Counselling (1x a week social group session) |
| **Supplementary Plans**  *(transition, behaviour, safety, health)* | | **Review Date:** |
|  | |  |

|  |  |  |
| --- | --- | --- |
| **My Competency Skills Profile** | | |
|  | **Where I Shine**  *When do I feel confident?*  *What can I do on my own?* | **Where I’m Growing**  *What do I need support with?*  *What skills am I developing?* |
| **Communication**  *How I express myself*  *How I share my ideas*  *How I understand others* | Student: I like talking about fishing, dancing, and Fortnite.    Team: Sam is always willing and able to express their ideas and opinions. | Student: I don’t like writing and find it really frustrating.    Team: Sam can speak without a filter amongst their peers. |
| **Thinking**  *How I problem-solve*  *How I share what I know*  *How I think of new ideas*  *How I learn from the land* | Student: I like to figure out problems in Fortnite.    Team: Sam generates many ideas in class and is often eager to provide a potential solution, especially as it relates to special interests. | Student: I don’t know.    Team: Sam is working on organizing their thinking to create a plan and is working on learning story and paragraph structure. |
| **Personal & Social**  *How I get along with others*  *How I respect myself & others*  *How I help myself & others* | Student: I like my classmates.    Team: Sam enjoys being around classmates, especially their cousin and those that have similar interests. | Student: I get frustrated sometimes when people don’t listen to me.    Team: Sam is working on perspective taking and listening to others’ ideas without judgment. Sam is learning more about personal hygiene and is developing an at-home routine. |
| **Curricular**  *How are my literacy skills*  *How are my numeracy skills* | Student: I love math!    Team: Sam is independent in math and enjoys math and is sometimes the first one finished! | Student: I don’t like writing    Team: Sam is in a good place right now to be able to focus on their paragraph writing to be ready for high school academics |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Suggested Areas to Support Competency Skill Development** | | | | | |
| **Communication** | | **Thinking** | | **Personal & Social** | |
|  | Communicating |  | Creative Thinking | **X** | Personal Awareness & Responsibility |
|  | Collaborating |  | Critical & Reflective Thinking |  | Positive Personal & Cultural Identity |
| **Curricular** | | | | **X** | Social Awareness & Responsibility |
| **X** | Literacy |  | Numeracy |  | |

|  |  |  |
| --- | --- | --- |
| **IEP Competency-Based Goal 1**  *“I can [goal]...by [objective]...”* | | |
| **Competency Area:** Personal Awareness & Responsibility | | |
| **GOAL 1:** I can learn more about my needs and take responsibility for myself and my learning | | |
| **Objective 1A:** by coming to school prepared and organizing materials for each class | | |
| What does this look like right now?  Sam currently struggles to consistently come to class prepared to learn. Sam often leaves homework at home and has difficulty gathering the appropriate materials for the upcoming task. This can sometimes lead to Sam being frustrated and flustered. | | |
| How will I be supported? Who will support me?   * Use of a task organizer app to provide a reminder for due dates and upcoming events * Use of visual supports to illustrate materials needed for upcoming task * Checking in before Sam begins to ensure preparedness * Visual schedule | | |
| **Progress** **Review: Goal 1 & Objective** **1A** | | |
| **Review Dates** | **Progress Indicators** | **Student & Team Review Comments**  *What worked? What didn’t?* *What’s next?* |
| Feb 9, 2026 | Developing | Sam is consistently referring to the visual supports to organize materials ahead of a task. Sam is having difficulty consistently and effectively using the task organizer app. The behaviour consultant will work with Sam and family to build a routine with the task organizer. The EA will work with Sam to add items to the task organizer when at school. |
| May 25, 2026 | Proficient | Sam says, “I like using the app. It makes me feel more organized.” The team agrees and thinks Sam is ready to learn more digital organizational tools that will be helpful for high school. |
|  | | |
| **Objective 1B:** by following my daily hygiene checklist | | |
| What does this look like right now?  Sam is currently learning about puberty and is adjusting to the new hygiene responsibilities that come with that. Sam is independent with brushing teeth and is working on taking daily showers, consistently wearing deodorant, and wearing clean clothes. | | |
| How will I be supported? Who will support me?   * Visual checklist for daily tasks (at home and school) made in collaboration with OT * Prompt student to complete daily checklist and tell adult once complete * Easy access to laundry basket and explicit instruction on how to do laundry * OT to help student build a hygiene kit (one at home, one at school) | | |
| **Progress** **Review: Goal 1 and Objective** **1B** | | |
| **Review Dates** | **Progress Indicators** | **Student & Team Review Comments**  *What worked? What* *didn’t?* *What’s next?* |
| Feb 9, 2026 | Developing | Sam can complete all tasks on the checklist with support. Next steps are for Sam to initiate tasks more independently. Sam will add a reoccurring daily task reminder on the task organizer app to help with this. |
| May 25, 2026 | Proficient | Sam says, “I don’t really like doing laundry. I like it when my mom does it for me. But I guess I’ve gotten better.”  The team agrees and the family would like to see further skills developed with the management of laundry. The team also recommends continuing with two hygiene kits (school and home). |

|  |  |  |
| --- | --- | --- |
| **IEP Competency-Based Goal 2**  *“I can [goal]...by [objective]...”* | | |
| **Competency Area:** Social Awareness & Responsibility | | |
| **GOAL 2:** I can develop meaningful friendships | | |
| **Objective 2A:** by letting others share their interests with me | | |
| What does this look like right now?  Sam likes to talk about their own interests and can often dominate the conversation. | | |
| How will I be supported? Who will support me?   * Social Skills Group with the counsellor 1x per week * Providing an opportunity for partner work on a neutral interest * EA to provide verbal prompts to student in the classroom to use the skills taught in Social Skills Group to help with generalization | | |
| **Progress** **Review: Goal 2 & Objective** 2**A** | | |
| **Review Dates** | **Progress Indicators** | **Student & Team Review Comments**  *What worked? What didn’t? What’s next?* |
| Feb 9, 2026 | Emerging | Sam is not currently making progress towards this objective as the Counsellor has not been able to host the Social Skills Group at a regular frequency. The group is to resume weekly sessions beginning March 3, 2025. |
| May 25, 2026 | Emerging | Due to unforeseen circumstances, the Social Skills Group was not able to occur. The team agrees that this is an important objective for Sam, and Sam has expressed frustration and loneliness. Next year, social skills that work on their ability to engage in others' non-shared interests should be considered as a priority. |
|  | | |
| **Objective 2B:** by participating in others’ interests | | |
| What does this look like right now?  Sam expresses a desire for friendships but does not accept offers to participate in activities with peers if they are not a shared interest. This can result in peers no longer inviting Sam to join, and then Sam can feel quite sad and isolated. | | |
| How will I be supported? Who will support me?   * Social Skills Group with the counsellor 1x per week * EA to prompt Sam to join in an activity when asked by a classmate * EA and Teacher to prompt classmates to provide an open invitation to everyone * Use of social stories and a script so Sam can ask to join an activity | | |
| **Progress** **Review: Goal 2 and Objective** 2**B** | | |
| **Review Dates** | **Progress Indicators** | **Student & Team Review Comments**  *What worked? What didn’t? What’s next?* |
| Feb 9, 2026 | Emerging | Due to the delay in facilitated social skills group Objective 3a has not been developed and therefore readiness for Objective 3b is not appropriate. The team has decided to replace objective 3b with the **new expectation that Sam will offer invitations to peers in activities of mutual interest.** |
| May 25, 2026 | Developing | Sam says, “I really like it when my friends do what I want to do. I wish everyone liked fishing.” The team found Sam can often invite peers into activities of mutual interest. Sam receives a lot of support to identify who has the mutual interest and could benefit from working on ways to respond to friends when they are not interested “right now.” |

|  |  |  |
| --- | --- | --- |
| **\* IEP Curricular Competency Goal #1**  *“I can [goal]...by [objective]...”*  \*Not all students will require a curricular goal for their IEP. Please delete it if it is not applicable. If a curricular goal is required, please include and prioritize it as appropriate for the student. | | |
| **Curricular Competency Area:** Writing | | |
| **Class Learning:** Use the writing and design process to plan, develop, and create engaging and meaningful multi-paragraph informational text. | | |
| **GOAL 1:** I can write and edit a cohesive paragraph | | |
| **Objective 1A:** by using a graphic organizer in my planning process to help develop a topic sentence, 3 supporting details, and a concluding sentence | | |
| What does this look like right now?  Sam is reluctant and at times refuses to engage in the writing process. Paragraphs often have one supporting detail or details that are off topic. | | |
| How will I be supported? Who will support me?   * Choices for paragraph topic (Sam) * Hamburger paragraph visual and graphic organizer to scaffold (classroom teacher) * Option to print or type (teacher/EA) | | |
| **Progress** **Review: Goal 1 & Objective 1A** | | |
| **Review Dates:** | **Progress Indicators** | **Student & Team Review Comments**  *What worked? What didn’t? What’s next?* |
| Feb 9, 2026 | Proficient | Sam is now able to write a cohesive 5-sentence paragraph and finds it easier to write now that they have the option of typing and choosing their own topic. The team thinks that Sam would benefit from support in learning how to edit their writing. The team agreed on a **NEW OBJECTIVE** (see below). |
|  | | |
| **Objective 1B:** by following an editing checklist to review my work (started February 2026) | | |
| What does this look like right now:  Sam does not revisit their paragraph to edit it before turning it in. Sam’s writing often has missing capitalization for proper nouns and missing punctuation at the end of a sentence. | | |
| How will I be supported? Who will support me?   * Use of “STOPS” editing checklist to check sentence structure, tenses, organization, punctuation, and spelling (Sam & teacher) * Sam to read their paragraph aloud to an adult (teacher/EA) * Focusing on one area to correct at a time | | |
| **Progress** **Review: Goal 1 and Objective** 1B | | |
| **Review Dates** | **Progress Indicators** | **Student & Team Review Comments**  *What worked? What didn’t? What’s next?* |
| May 25, 2026 | Proficient | Sam is now able to edit their writing using the STOPS editing checklist, with support. Sam prefers to type paragraphs and has shown interest in using speech-to-text for writing. The team thinks that Sam could learn to utilize the editing checklist independently next year and explore speech-to-text as an alternative to printing or typing. |

|  |
| --- |
| **Additional Information** |
| February 9, 2026, Review Meeting: Both parents (Samantha and Samuel) were invited to attend, however only Samantha could attend. Samuel provided his input to Samantha and was okay with her sharing his feedback at the meeting.  Transition Notes: Sam is very excited to attend high school and is looking forward to taking biology.  Other: Sam has an optometrist appointment scheduled for July to check for near-sightedness. |