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| **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.* |

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| 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 |
| **SEP Portal No.**  **OR** | 123456 |
| **Ministry Category** | N/A |
| **Guardian Name** | Mrs. Sample |
| **Guardian Contact** | 123-456-7890 |

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| **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** |  |

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| **My Personal Profile** |
| Gifts and Ways of Knowing: |
| * Loves fishing and the outdoors. Listening to music while working. * Sam enjoys Science class and prefers to work independently. Sam is learning to be more organized. |
| Connections to Culture and Community: |
| * Enjoys drumming and singing. * Sam attends community events with their family |
| Dreams for the Future: |
| * Sam wants to own a fishing boat and take people on tours. * Sam’s family would like Sam to be happy and connected with their community, and to be able to support their grandparents. |

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| **Supportive Assessment Information** | |
| **Assessment**  *(most recent first)* | **Recommendations** |
| **June 20, 2025**  **BCAAN**  **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 * Routine and consistent and explicit expectations |
| **May 30, 2025**  **Speech-Language Report**  **Conducted by Mrs. Clearly** | * Continue with reciprocal communication skills instruction |
| **May 15, 2025**  **Occupational Therapy Report**  **Conducted by Mr. Rogers** | * Building independence at home and school * Developing self-care skills and routines * Self-regulation and advocacy development |

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| **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:** |
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| **Areas for Support** | | | |
| **X** | Academic Achievement |  | Behaviour / Safety |
| **X** | Social / Emotional |  | Communication |
|  | Physical / Medical | **X** | Life Skills |
|  | Culture / Language |  | Other: |

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| **S.M.A.R.T. Goals**  *Specific, Measurable, Attainable, Results-Based, Timebound* | | |
| **Focus Area: Life Skills** | | |
| **GOAL 1:** Sam will be prepared for school and have materials organized for class 75% of the time by February 9, 2026. | | |
| What does this look like right now? *(e.g., baseline)*   * Sam struggles to come to class organized to learn. Sam often leaves homework at home and has difficulty gathering materials for upcoming tasks. | | |
| Which strategies will be used, and who will support me?   * Provide task organizer app on Sam’s iPad (Teacher) * Provide visual supports to illustrate materials needed for upcoming task (Teacher) * Check in before Sam begins to ensure preparedness (EA) * Visual schedule (EA) | | |
| Measure of Progress & Person(s) Responsible:   * Record check-in on tracking sheet (EA, Classroom Teacher, Behaviour Consultant) | | |
| **Progress** **Review: Goal 1** | | |
| **Review Dates** | **Progress Indicators** | **Review Comments:** *What worked? What didn’t? What’s next?* |
| Feb 9/26 | In progress | 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 25/26 | Goal met | The app helps Sam feel more organized. The team thinks Sam is ready to learn more digital organizational tools that will be helpful in high school. |

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| **Focus Area: Academic** | | |
| **GOAL 2:** Sam will be able to write a cohesive 5-sentence paragraph that includes a topic and concluding sentence and 3 supporting details by February 9, 2026. | | |
| What does this look like right now? *(e.g., baseline)*   * Sam is reluctant and, at times, refuses to engage in the writing process. Paragraphs often have 1 detail or details that are off topic. | | |
| Which strategies will be used, and 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) * Use of STOPS editing checklist to check sentence structure, tense, organization, punctuation and spelling (Sam and teacher) * Have Sam read their paragraph aloud to an adult (teacher/EA) * Focus on one area to correct at a time (teacher/EA) | | |
| Measure of progress & Person(s) Responsible:   * Writing samples (Sam, teacher/EA) | | |
| **Progress** **Review: Goal 2** | | |
| **Review Dates** | **Progress Indicators** | **Review Comments:** *What worked? What didn’t? What’s next?* |
| Feb 9/26 | Goal met | 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. This goal will extend to: **“Sam will use the STOPS editing checklist to check sentence structure, tense, organization, punctuation and spelling”.** The teacher and EA will provide Sam with support in using the editing checklist. |
| May 25/26 | Goal met | 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. |

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| **Focus Area: Social-Emotional** | | |
| **GOAL 3:** Sam will accept invitations to participate in activities with peers, even if they are not a shared interest, at least 50% of the time by February 9, 2026. | | |
| What does this look like right now? *(e.g., baseline)*   * Sam talks about their own interests and dominates the conversation. 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. | | |
| Which strategies will be used, and who will support me?   * Social Skills Group with the counsellor 1x per week * Providing an opportunity for Sam to work on a project with a classmate that is on a neutral topic (Teacher) * EA to prompt Sam to join in an activity when asked by a classmate (EA, Teacher) * 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 (EA) | | |
| Measure of progress & Person(s) Responsible:   * Observation and notes (EA, Counsellor, Classroom Teacher) | | |
| **Progress** **Review: Goal 3** | | |
| **Review Dates** | **Progress Indicators** | **Review Comments:** *What worked? What didn’t? What’s next?* |
| Feb 9/26 | Not met | Due to the delay in facilitated social skills group, this goal was not started. The team has decided to discontinue this goal and replace it with the **new expectation that “With support, Sam will offer invitations to peers in activities of mutual interest 3 or more times per week by May 25/26.”** |
| May 25/26 | Goal met | The team found Sam can often invite their 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.” Next year, Sam could work on becoming more independent in inviting peers and on ways to respond when they are not interested “right now”. |

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| **Additional Information** |
| February 9, 2026, Review Meeting: Both parents (Samantha and Samuel) were invited to attend; however, only Samanatha 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. |