

## Memo

**To: Elementary Support Teachers, Classroom Teachers, Principals and Vice-Principals**  
**From: Harry Dhillon, Assistant Superintendent**  
**Date: February 22, 2018**  
**Re: Term 1 and Term 2 Student Progress Reporting for Students on an IEP**

The purpose of this memo is to provide guidance and assistance to classroom teachers, support teachers, vice principals and principals specific to Student Progress Reporting for students on an Individualized Education Plan. The guidance provided here is within the context of Student Inclusive Conferencing for **Term 1 and Term 2 reporting**.

**Where a Student is on an IEP:** ensure that the IEP box has been checked off on the report. Additionally:

**A. Where an IEP indicates 'Adaptations':**

- Note within the template only where applicable (i.e.: adjacent to a main heading; a sub heading; or a specific disposition/competency/statement): **(Adaptations per IEP)**
- Indicate performance assessment of all such noted dispositions/competencies as would normally be done with the marking of 'X' within the scales.
- In the 'Teacher Comments' and 'Next Steps/Moving Forward' sections (K and Primary) and the 'Discussion Notes' section (Intermediate), comments in relation to adaptations and learning progress should be included as appropriate.

**B. Where an IEP indicates a highly individualized program with very substantial program adaptations in a specific area:**

- Note within the template only where applicable: **(Per IEP see Teacher Comments); do not mark within the scale**
- Comments are to be in relation to learning progress and are to include:
  - Areas of Success
  - Areas Requiring Further Attention/Development
  - Ways to Support Learning
- Please note that the Communicating Student Learning templates for Kindergarten and Primary fully address requirements as set out above through completion of the comments sections on the last page.
- Please note that the Communicating Student Learning template for intermediate which includes the headings 'Discussion Notes' and 'Collaborative Goals and Next Steps' can be used to embed the required comments as outlined above.

**C. Where an IEP indicates a highly individualized program with very substantial program adaptations in most areas:**

- In such cases consultation should occur involving classroom teacher, support teacher and school administration before proceeding.
- What may be most effective may be to use only what forms the last page of the Kindergarten, Primary and Intermediate templates. Using the sub headings on this page, comments are to be in relation to learning progress and are to include:
  - Areas of Success
  - Areas Requiring Further Attention/Development
  - Ways to Support Learning