K – 8 CB IEP Reporting Guidelines
FREQUENTLY ASKED QUESTIONS
October 2023

Greater VICTORIA School District

Where do I report on IEP Progress throughout the year?

According to audit criteria, we need to include evidence of service and strategies provided in relation to a student's IEP goals. In order to adhere to this and to follow new reporting policy, we are recommending that for both core and curricular goals, this is to be included in end of term learning updates through CSL.

How do I report on Curricular Competency Goals?

For curricular goals, we are recommending that comments (including a description of service and strategies provided) related to curricular CB IEP goals be included in CSL within the end of term learning update in the section they apply to. For example, if it is a numeracy curricular goal, you may include a paragraph following the classroom numeracy written feedback that follows this frame:
1. *In addition* to grade level (subject) learning standards, Ss is working on..."
2. Performance at the beginning of term...
3. Objectives we worked on & progress, including programming & strategies
4. Next steps, next term.

How do I report on Core Competency Goals?

For core competency goals, teachers can support students in self-reflection by noticing the services and strategies provided to support (ie. My team notices…). Often, students will be able to self-reflect with scaffolding, however, for the few students not yet independently able to self-reflect, teachers can notice and share their observations of evidence of core competency growth.
Consider sharing:
- • Where is this progress happening?
- • How is this goal being supported?
- • What strategies have been used to support?
- • Next steps for this goal?

Does the use of assessment supports impact where a student is on the proficiency scale?

No, if a student uses an assessment support to show their learning in relation to a learning standard, this does NOT impact where a student is on the proficiency scale. All students are entitled to all universal assessment supports regardless of whether or not a student has an IEP.

For more information and examples, see:
https://learn.sd61.bc.ca/tools-for-communicating-student-learning/