

Individual Education Plan (IEP)

THIS IEP CONTAINS AC MOD ALT

REASON FOR DEVELOPING THE IEP

- Student identified as exceptional by IPRC Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

IPRC Date: 20/05/2013

Placement: Regular class with withdrawal assistance

Exceptionality (identified): Intellectual: Giftedness

STUDENT PROFILE

Student OEN: 848409304

Last Name: KK

First Name: Student K

Gender: M

Date of Birth: 8/09/2003

School: Main Street Public School Placement Date: 03/09/13

School Type: Elementary

Principal: Ms. Principal

Current Grade/Special Class: Grade 5

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Classroom based Interest Inventory	04/03/2014	Interest in Visual and Performance Arts including Music.
Classroom based Multiple Intelligence Survey	17/02/2014	Visual and Auditory Learner.
Psychological Assessment	07/11/2010	Results are in the very superior range of cognitive functioning. (Abstract reasoning, thinking skills)
Educational Assessment	23/05/2010	Indicates above grade level skills (2 - 3 years) in reading, writing and math (problem-solving).

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Abstract reasoning	No significant deficits noted - program based on strengths
Advanced thinking skills	Self awareness as a gifted learner, capacity, interests
Visual learner	Critical Thinking Skills (Math and Language)
Self-motivated learner	Self-advocacy skills
Academic areas: mathematics, general knowledge and language	

SUBJECTS, COURSES/CODES OR ALTERNATIVE SKILL AREAS TO WHICH THE IEP APPLIES

Accommodated only(AC), Modified(MOD), Alternative(ALT)

1.Language	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Mathematics	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT

REPORTING FORMAT

Provincial Report Card Alternative Report

ACCOMMODATIONS FOR LEARNING, INCLUDING REQUIRED EQUIPMENT

Accommodations are assumed to be the same for all program areas unless otherwise indicated

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Appropriate level and pace	Flexible grouping	Performance tasks
Opportunities for independent projects	Access to enriched information on a range of topics	
Opportunities for problem solving		

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Permitted Accommodations No Yes (list below)

Exemption with Rationale No Yes (list below)

Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale No Yes (list below)

Ontario Secondary School Literacy Course (OSSLC) Yes

Special Education Program

Subject or Course/Code or Alternative Skill Area

Language

Baseline Level of Achievement (usually from previous June report card):

Prerequisite secondary course (if applicable):

Letter grade/Mark: B+

Curriculum grade level: Grade 4 Modified

Baseline Level of Achievement for Alternative Skill Areas:

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area.

Student will complete the Grade 5 Ontario Language curriculum with modifications to specific learning expectations i.e. increase complexity. Student will demonstrate higher order thinking skills; completion of more complex tasks; make connections to real-world issues.

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Will compare/contrast 2 self-selected biographies from 2 diverse cultures by completing 3 graphic organizers with a minimum of 5 points focusing on beliefs and influences. Student will select one graphic organizer based on suitability for task.	Access to software for graphic organizer software. Conference with student regarding suitability criteria for graphic organizer.	Graphic organizer with rubric. Student provides criteria for selection of graphic organizer and the rationale for selection.
Term 1		
Using the graphic organizer developed in Term 1 (or revised based on student use), Student will write a biographical sketch of his choice focusing on beliefs and influences	Access to software for a graphic organizer software.	Graphic organizer with rubric, written assignment.
Term 2		
Using the biographical sketch from term 1, Student will use a graphic organizer to compare the biographical information research to information about her own life.	Access to software for a graphic organizer software.	Graphic organizer with rubric.
Using results of Multiple Intelligence Survey and Interest Inventory, Student will develop a T chart outlining his learning characteristics and learning opportunities to demonstrate the skills and characteristics.	Provide results from assessments, T chart. Teacher and student co create assessment checklist.	Student self assessment using co created checklist. Teacher use of checklist. Conference to compare student and teacher results.

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Mathematics		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: A Curriculum grade level: Grade 4 Modified		Baseline Level of Achievement for Alternative Skill Areas:
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area. Student will complete the Grade 5 Ontario Mathematics curriculum with modifications to specific learning expectations in the Data Management and Probability and Patterning and Algebra strands i.e., increase complexity by focusing on creative problem solving and requirement to show proof and reasoning.		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Identify an issue in the school community. Collect, read, and interpret primary and secondary data.	Direct Instruction re: data collection + interpretation	Teacher Conference notes re: student reasoning strategies used + level of support required.
Draw conclusions from collected primary and secondary data and generate possible solutions using a variety of problem solving strategies.	Provide direct instruction on Problem Solving Strategies, Instruction on presentation methods as needed.	Rubric with criteria measuring problem solving strategies, data accuracy.
Term 1		
Demonstrate understanding of Fibonacci patterns as represented in nature. Select 2 examples. Present findings to peers explaining his reasoning.	Direct instruction to introduce Fibonacci patterns. Access to research. Collaborate with student to develop rubric for assessment.	Rubric (student/teacher developed) with criteria for oral presentation and Patterning concepts.
Term 2		
Explain how Fibonacci patterns, and other patterns are evident in other disciplines including Performance Arts (dance, visual art, music)	Facilitate opportunities for primary research with Art experts (in person, on line including virtual interviews) Co-create assessment rubric with student.	Student self assessment using co-created rubric.
Expand on T chart (see Language Curriculum) to reflect interests and talents in mathematics.		Assessment checklists co-created. (teacher and student)

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher	Sept-Feb -monthly 2 hours (lang and math) Feb-June- weekly 45 minutes (language, math, and multiple intelligence).	Regular Classroom and/or Resource Room
Itinerant Teacher for Gifted	Monthly consultation with the classroom teacher.	Regular Classroom

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Teacher	Classroom Teacher
Mr. SERT	Special Education Resource Teacher
Ms. Itinerant	Itinerant Teacher of the Gifted

TRANSITION PLAN No Yes

Long-term Goal(s):

No specific need of support during transitions at this time

Actions	Person(s) Responsible for Actions	Timelines
No Actions are required at this time		

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
16/09/2013	Individual conference with Student to seek his input in terms of this year's program	Student described specific interests he may wish to pursue in Language.
30/09/2013	Parents and School Team shared program ideas and determined best way to meet Student's strengths	IEP draft created to reflect modified Numeracy and Literacy based subjects primarily. Skills developed as part of modifications to Literacy and Numeracy will be applied in other interdisciplinary tasks where appropriate. Parent/Student and school team agreed that no transition needs were required.
14/10/2013	IEP sent home for signatures	Returned with all signatures and no additions October 20, 2013.
18/11/2013	Met with Student to seek his input for next term.	Progress Report reviewed and Term 1 IEP developed. No revisions made.
12/12/2013	IEP sent home for parent input	Parents did not request a personal mtg to discuss IEP; signed and returned.
14/02/2014	Teacher called parents to confirm IEP should continue with modifications to Math and Language only	Parent requested, as well as modified language and math, consideration for alternative program to address Student 's personal understanding of his "giftedness" as a learner.
02/03/2014	School Team mtg to review parent request for additional alternative programming	Special Education Resource Teacher is available for withdrawal support for the alternative program. IEP updated to reflect this approach as part of the Language and Mathematics Curriculum. Student is eager to participate. Teacher will complete Multiple Intelligence/Interest Inventory.

PRINCIPAL'S RESPONSIBILITY

The principal is legally required to certify that the IEP is developed within 30 school days after placement in the program, and that the parent has been consulted in its development. The principal is further required to ensure that a copy of the IEP is sent to the parent (or the student if 16 years of age or older), that the IEP will be implemented and reviewed in relation to the student's report card each reporting period, and that it will be placed in the OSR.

 Principal Signature

 Date

Parent/Guardian Signature

(Please sign and return this page to the school for the OSR)

Date

Student Signature (if 16 years of age or older)

Date

IEP completion date:21/10/2013