

## Ministry Of Education 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

### STUDENT PROFILE

Student OEN: 848409304

Last Name: KK

First Name: Student K

Gender: M

Date of Birth: 8/09/98

School: Main Street Public School

School Type: Elementary

Semester:

Principal: Ms. Principal

Current Grade/Special Class: Grade 5

School Year: 2008-2009

Exceptionality (identified): Giftedness

Placement: Regular class with withdrawal assistance

Student (secondary only) is currently working towards attainment of the:

- Ontario Secondary School Diploma
- Ontario Secondary School Certificate
- Certificate of Accomplishment

Student K KK

**RELEVANT ASSESSMENT DATA**

Information Source	Date	Summary of Results
Psychological Assessment	07/11/2006	Identification in the very superior range of cognitive functioning
Educational Assessment	23/05/2006	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
Visual learner	
Self-motivated learner	
Academic areas: mathematics, general knowledge and language	

Student K KK

**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

<b>Instructional Accommodations</b>	<b>Environmental Accommodations</b>	<b>Assessment Accommodations</b>
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**PROVINCIAL ASSESSMENTS**This is a provincial assessment year  No  YesPermitted 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

Student K KK

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

Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Will compare/contrast 2 self-selected biographies from 2 diverse cultures by completing a graphic organizer with a minimum of 5 points focusing on beliefs and influences.	Access to software for graphic organizer e.g. Smart Ideas or Inspiration software	Graphic organizer with rubric
<b>Term 2</b>		
Using the graphic organizer developed in Term 1, Student K will write a biographical sketch of his choice focusing on beliefs and influences	Access to software for a graphic organizer e.g., Smart Ideas or Inspiration software	Graphic organizer with rubric, written assignment
<b>Term 3</b>		

Student K KK

## 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 K 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
<b>Term 1/Semester</b>		
Identify an issue in the school community. Collect, read, and interpret primary and secondary data.	Conferencing	Graphic organizer
Draw conclusions from collected primary and secondary data and generate possible solutions using a variety of problem solving strategies.	Conferencing with emphasis on organization and sharing of information	Oral presentation with Power:Point/Windows Movie Maker
	Access to laptop and appropriate software	
<b>Term 2</b>		
Demonstrate understanding of Fibonacci patterns as represented in nature. Select 2 examples. Present findings to peers explaining his reasoning.		Oral presentation and/or self-evaluation
<b>Term 3</b>		

Student K KK

**HUMAN RESOURCES (teaching/non-teaching)**

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher	Term 1 and 2 -monthly Term 3 - weekly	Regular Classroom and/or Resource Room
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

Student K KK

**LOG OF PARENT/STUDENT CONSULTATION**

<b>Date</b>	<b>Description of Consultation</b>	<b>Parent/Student Feedback/Outcome of Consultation</b>
16/09/2008	Individual conference with Student K to seek his input in terms of this year's program	Student K described specific interests he may wish to pursue in Language.
15/09/2008	Family called to attend "Parent IEP Consultation" mtg	Parents available later in September -date selected
29/09/2008	Parents and School Team shared program ideas and determined best way to meet Student K's strengths	IEP draft created to reflect modified program in Math and Language only. Other subjects to be considered later in the year.
14/10/2008	"30 school day review" IEP sent home for signatures	Returned with all signatures and no additions October 20, 2008
18/11/2008	Met with Student K to seek his input for term 2	No revisions made
12/12/2008	Term 2 IEP sent home for parent input	Parents did not request a personal mtg to discuss Term 2's IEP; signed and returned.
14/02/2009	Parents called to seek confirmation 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 K's personal understanding of his "giftedness" as a learner.
02/03/2009	School Team mtg to review parent request for "Alternative" programming	Special Education Resource Teacher is available for withdrawal support for the alternative program. IEP will be updated for term 3 review to reflect this approach. Student K is eager to participate.

**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.

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 Principal Signature

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 Date

Parent/Guardian Signature  
(Please sign and return this page to the school for the OSR)

Date

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Student Signature (if 16 years of age or older)

Date