

**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: 123456789

Last Name: VV

First Name: V

Gender: F

Date of Birth: 01/01/1995

School: Secondary School

School Type: Secondary

Semester: 1

Principal: Mr. Principal

Current Grade/Special Class: Grade 9

School Year: 2008-2009

Exceptionality (identified): Giftedness

Placement: Special education class full-time

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

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

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RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Canadian Cognitive Abilities Test	29/03/2004	Scores indicate Student V could be identified as gifted.
Psychoeducational assessment	09/01/2008	WISC IV scores in the very superior range with evidence of anxiety related to perfectionism

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Abstract reasoning and advanced thinking skills	Intellectual stimulation and challenge in all areas
Ability to sustain interest over a period of time	Opportunity to explore areas of interest
Strong creative, artistic abilities	Self-confidence due to hesitation to submit assignments
	Address negative self-reflection

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

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

1. Alternative Gifted Program

 AC MOD 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
Extending creative thinking skills		Additional time
Differentiation by kind		Individual or quiet setting
Differentiation by pace		
Differentiation by depth		
Using critical thinking skills		
Self awareness and responsibility development		
Community service and social skills development		
Developing independent research skills		

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PROVINCIAL ASSESSMENTSThis is a provincial assessment year No Yes

Type of assessment: Grade 9 -- Mathematics

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		
Alternative Gifted Program		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:	Baseline Level of Achievement for Alternative Skill Areas: Student V identified as gifted and placed through an IPRC into an enhanced regional program.	
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 V will engage in interaction with intellectual peers and demonstrate appropriate application of work habits on all project/assignments. Student V's program will be offered at the enhanced Grade 9 level. Student V will demonstrate leadership abilities in organizing a Science Olympics.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student V will plan and implement two independent research projects	Compacted curriculum	Product completion rubric
Student V will collaborate with a partner to complete and present research projects		Class presentation, self and peer evaluation chart
Student V will write course pretest and when demonstrating mastery will be invited to participate in enhanced activities		Test mastery rubric, completed project rubric
Student V will develop three strategies to help reduce anxiety re: testing and assignments with 'pro/con' discussion about submitting tests and assignments	Student selection process for choosing enhanced learning projects	Conferencing re: effectiveness of strategies to enhance the student's ability to reduce anxiety
Term 2		
Student V will design oral presentations for all projects to share results of research	Teacher will collaborate with Student V to determine research topic and expected product (outcome)	Rubric collaboratively designed with Student V
Student V will participate with peers to successfully organize a Science Olympics for Grade 8 student in feeder schools	Staff supervisor will assist in the development of the workplan and allot time from other course work	Evaluation survey rubric for feeder schools. Develop a peer evaluation rubric
Term 3		

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HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Guidance counsellor	Monthly appointments	Guidance office
Special education teacher	2 enhanced courses per semester	Resource room
Psychoeducational consultant	Consult once per term	Special education resource room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mrs. Geography	Teacher
Mr. French	Teacher
Mr. English	Teacher
Mrs. Gifted Coordinator	Special Education Teacher
Mrs. Mathematics	Teacher

TRANSITION PLAN No Yes

Long-term Goal(s):

Student V will determine situations which are highly anxiety producing and will advocate for appropriate support.
Student V will investigate areas of interest that will lead to potential post-secondary programs.

Actions	Person(s) Responsible for Actions	Timelines
Counselling appointments will be set up for V to assist in learning how to alleviate stress and anxiety.	V, special education teacher	2x per semester
Goal setting -Investigate volunteer options available and work on starting hours of community service.	V, counsellor, parents	Ongoing
Goal setting -Investigate career opportunities and university programs.	V, counsellor	Ongoing
V will begin to investigate areas of interest where leadership skills could be developed.	V, counsellor	Semester 2

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LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
02/10/2008	Review of IEP with parent and student.	Although V is aware that a transition plan is not a necessary part of the IEP for students identified as gifted, V has asked for support with goal setting and dealing with anxiety around testing situations. Parent willing to support V.
22/10/2008	Discussion of transition plan development.	V positive about actions and participated actively in the development.
02/11/2008	Discussion with counsellor and V over anxiety at midterm time.	V asked for a separate area to write exams-added alternate location to accommodations as 'Individual or quiet setting'
17/12/2008	Discussion with V and special education teacher.	Term 2 transition plan goal set-start to work on enhancing leadership skills.

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