

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: 746352047

Last Name: PP

First Name: Student P

Gender: F

Date of Birth: 28/12/1997

School: Main Street Public School

School Type: Elementary

Semester:

Principal: Ms Principal

Current Grade/Special Class: Grade 6

School Year: 2008-2009

Exceptionality (identified): Mild intellectual disability

Placement: Special education class with partial integration

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

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

Student P PP

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Psycho-educational report	17/01/2006	cognitive skills well below average
Educational Assessment	30/04/2008	literacy and numeracy skills primarily at the grade 3 level

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Gross motor skills	Expressive language skills -- writing
Positive attitude	Receptive language skills -- reading
Decoding	Problem solving skills
Self-confidence	Number and mathematical skills
Computer keyboarding skills	

Student P PP

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
3.Social Studies	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
4.Science and Technology	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
5.French	<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
Word processing software e.g. Kidspiraton	Strategic seating	Word processing software e.g. Kidspiration
Highly structured activities		Verbatim scribing of responses
Pre-teaching/reteaching		Verbatim scribing of responses
Calculator		Individual or quiet setting
Manipulatives		Additional time
		Oral presentations/assessments

Student P PP

PROVINCIAL ASSESSMENTSThis is a provincial assessment year No Yes

Type of assessment: Grade 6 -- Reading, Writing and Mathematics

Permitted Accommodations No Yes (list below)

An individual or quiet setting

Verbatim reading of instructions and/or questions (for writing and mathematics only)

Use of a computer or word processor (with spell-checker)

Verbatim scribing of responses (for reading and mathematics only)

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 P PP

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 3 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. By the end of the year, Student P will demonstrate improvement in decoding and comprehension to the mid-Grade 4 level and improve written expression skills to the mid-Grade 4 level.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
The student will make 3 inferences about a text using stated and implied ideas from the text as evidence.		oral reading with running record; story retell checklist
The student will write sentences of different lengths and include 3 sentences that use conjunctions for written assessments.	list of conjunction words	checklist
The student will use 5 secondary sources to gather additional information about the Wright brothers and using a highlighter identify 5 key pieces of information.	provision of class models/examples of how to highlight key information	checklist
Term 2		
The student will demonstrate an understanding of a variety of texts by summarizing 3 ideas and citing supporting details.		checklist
The student will use a graphic organizer and/or computer applications to organize ideas in order to write a paragraph that includes a main idea and 3 supporting facts.	provision of class sample graphic organizer	graphic organizer, written activity, rubric
Term 3		

Student P PP

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: C Curriculum grade level: Grade 3 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. By the end of the year, Student P will demonstrate an understanding of mathematical skills and concepts such as data collection and organization, problem solving skills and determining relationships among units of measurement to the Gr. 4 level.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
The student will represent decimal numbers to tenths, simple fractions, and money amounts to \$100 in 80% of given questions.		PRIME Math assessment, rubrics, written tests, observation
The student will multiply two-digit whole numbers by one-digit whole numbers correctly 80% of the time.		written test
The student will solve 2-step multiplication and division problems of one-digit numbers 80% of the time.		written test
The student will measure and determine elapsed time to the hour and half hour correctly in 75% of the questions asked.		rubrics, written quizzes and observation with checklist
The student will solve 5 problems involving the relationship between hours and days.	provision of digital clocks and calendar	oral test
Term 2		
The student will collect data by conducting 5 different surveys and record that data on a table/bar graph.	sample bar graphs	bar graph with a rubric related to graphing
The student will use concrete materials to sort and classify 10 quadrilaterals (rectangle, square, parallelogram) by sides of equal length and parallel sides.		demonstration
Term 3		

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Social Studies		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: C+ Curriculum grade level: Grade 5 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. By the end of the year, the student will demonstrate an understanding of "First Nations Peoples and European Explorers" and "Canada's Link to the World"(Grade 6) focusing on fewer and less complex Specific Expectations taken primarily from the "Knowledge and Understanding" category.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
The student will identify one theory of origin of Inuit peoples in North America.		written or oral test (student may self select option)
The student will create a poster that illustrates 4 key characteristics (e.g agriculture, hunting, arts and recreation) for Algonquian or Iroquoian groups.	access to the Internet (e.g. Google images)	visual presentation
Term 2		
The student will identify 2 Viking explorers who first came to and explored Canada and explain the reasons for their journeys		oral test
Term 3		

Student P PP

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Science and Technology		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: C Curriculum grade level: Grade 5 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. The student will demonstrate an understanding of the basic concepts of the units of: Understanding Structures and Mechanisms - Flight, Understanding Earth and Space Systems - Space, and Understanding Matter and Energy - Electricity and Electrical Devices (Grade 6) focusing on fewer and less complex Specific Expectations i.e. an emphasis on "Understanding Basic Concepts".		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
The student will use the following vocabulary-glide, drag, thrust and lift in one oral and visual communication presentation.	correct spellings of vocabulary/Word Wall list	oral test
The student will identify and describe 2 of the 4 forces of flight.		observation, written and/or visual dependent upon student's choice of product
Term 2		
The student will build one simple paper airplane and be able to describe in simple terms one aspect of her design as it relates to one property of flight.		oral explanation with completed model
The student will provide one simple definition of static and current electricity.		
The student will sort 10 various provided items according to their ability to conduct or insulate.		written task i.e. chart
The student will predict which of 4 given items will conduct and/or insulate.	a chart with one example of each at the top for guidance	oral task
Term 3		

Student P PP

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
French		
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. By the end of Gr 6 Student P will participate in conversations and begin to write in French including asking and answering simple questions. (Grade 4 Modified)		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
The student will ask and respond to the question "Comment ca va?" once per day.	peer support	oral assessments
The student will use lower case letters and spell the days of the week correctly in 80% of dictations.	model	checklist
Term 2		
The student will ask and answer the weather question "Quelle temps fait-il aujourd'hui?" once per day.	peer support	oral assessments
The student will use the present tense of the verb "etre and avoir" correctly in daily conversations once per day.		checklists, oral assessments
The student will use lower case letters for the months of the year in 80% of the spelling dictations.	model	checklist
Term 3		

Student P PP

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Educaton Resource Teacher	available for program consultation once each IEP review period (one 35 period at minimum)	self contained classroom
Teacher assistant	up to 4 periods daily	self contained classroom and/or integrated classroom
Special Education Consultant	available on a part-time basis in the first half of each reporting period for program consultation	self contained classroom

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms Teacher	Self Contained Classroom Teacher
Mr. Classroom Teacher	Regular Classroom Teacher
Madame Francais	French Teacher
Mr. S.E.R.T.	Special Education Resource Teacher
Mrs. Consultant	Special Education Consultant

TRANSITION PLAN No Yes

Student P PP

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
09/10/2008	Family contacted for IEP input.	Family provided additional input re: strengths to consider for IEP.
08/10/2008	First IEP sent home for signatures and any further input for term 1 IEP.	IEP was returned with all signatures acquired on October 20, 2008.
03/12/2008	Parent input was solicited via phone call.	Parents provided positive feedback with regard to the student's first term report and were satisfied with receipt of revised IEP in print vs. a personal interview
17/12/2008	Term 2 IEP final version sent home.	School copy returned with all appropriate signatures.
09/03/2009	Parent/teacher meeting to discuss impending family move to Calgary.	Final review/update of IEP prior to the student's move - provision of IEP for family to share with new school.

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