

Individual Education Plan

Student Details		
Student Name: DB	Student PEN: 11111111	IEP Date: September 21, 2016
Grade: 6 DOB:	School Name: Elementary	Case Manager: LM
Ministry Designation Primary: C – Moderate to Profound Intellectual Disability	Student Support Team: RB (mother) MF (Uncle) AR (Family Support Worker) CP (Insight Services) MN (Family Counsellor) AD (teacher) SS (Vice Principal) LM (Inclusion Specialist)	

Accessibility		
Support Plans	Essential Supports	Universal Supports
-Complex Care and Intervention Program (in progress)	-text to speech software (Google Chrome Speakit or Firefly) -alternate text at his reading level -scribe or speech to text software -more time -adapted/modified criteria for assignments -calculator -directions and assignments given in 1-2 concise steps -repetition of instructions/expectations	-small group support -frequent movement/brain breaks -manipulatives -hands-on activities -visual prompts/reminders/instructions -reduce pencil and paper tasks

Current Level of Performance											
Inclusive Lens	Core Competency	Continuum						Focus Area			
Personal	Personal Awareness/ Responsibility	①	2	3	4	5		Yes			
	Positive Personal & Cultural identity	1	②	3	4	5		No			
	Strengths -with support, shows a sense of accomplishment and joy -with support, expresses some wants and needs -can sometimes recognize emotions -participates in activities that support well-being -describes family, home, and/or community -identifies some individual characteristics -explains likes, dislikes, and interests			Stretches -celebrates efforts and accomplishments -independently, expresses wants and needs -uses strategies to help manage feelings and emotions -connects actions with consequences -represents cultural contexts (family, school, community, peer groups) through words or images -describes things that are personally important -describes and demonstrates pride in positive qualities, characteristics, and/or skills							
Social	Communication	1	2	○	3	4	5	6	7	8	No
	Social Responsibility	①	2	3	4	5					Yes
	Strengths -with direct support, communicates with peers and adults -understands and shares basic information that is personally important -talks and listens to trusted people			Stretches -with some support, communicates with peers and adults -participates in conversations for a variety of purposes (to connect, help, be friendly, learn/share) -listens and responds to others							

	<ul style="list-style-type: none"> -plans and completes activities with peers and adults -answers simple and direct questions about personal activities and experiences -is aware that others can be different -interacts with friends -is able to be part of a group with some support 	<ul style="list-style-type: none"> -contributes a fair share when working with others to complete a short-term, concrete goal -tells about simple experiences and activities and shares learning -positively participates in classroom and group activities -shares feelings and listens to others' views -independently solves some problems and knows when to ask for help -demonstrates respectful and inclusive behaviour (including online) with some support -identifies when something is unfair for self or others -identifies when others need help 	
Intellectual	Critical Thinking	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/>	No
	Creative Thinking	1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/>	No
	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> - uses senses to gather information -explores materials and actions -contributes to and uses simple criteria -shows likes and dislikes -uses senses to explore and develop ideas -enjoys playing -develops ideas and is able to change these ideas to match the situation 	<p style="text-align: center;">Stretches</p> <ul style="list-style-type: none"> -asks questions, makes predictions, and uses senses to gather information -explores with purpose and uses what has been learned -demonstrates thinking (with words or actions) -finds some evidence and makes judgements -develops new ideas, builds on other's ideas, adds new ideas to own, or combines other's ideas in new ways to create new things or solve simple problems -develops ideas that are fun, entertaining, and useful -makes ideas work within constraints of a given form, problem, or with specific materials 	

IEP Goals: Core Competencies (All students with ministry categories)					
Goal Area	<input checked="" type="checkbox"/> Personal	<input type="checkbox"/> Social	<input type="checkbox"/> Intellectual		
Goal: D can participate in activities that support his wellbeing by			Communicating Student Learning		
Objective	exploring the possible negative consequences of specific actions and developing a plan for alternate actions during recess and lunch playtime.	AE	MM	FM	EE
Strategies: -actions and consequences graphic organizer -graphic organizer to develop a list of appropriate alternate activities/actions for situations as they arise					

Goal Area	<input type="checkbox"/> Personal	<input checked="" type="checkbox"/> Social	<input type="checkbox"/> Intellectual	
Goal: D can independently solve some problems and know when to ask for help by			Communicating Student Learning	

Objective	referring to his actions, consequences, and appropriate alternate activities graphic organizer before making a choice about what to do during recess and lunch playtimes.	AE	MM	FM	EE
Strategies: -adult check-ins before recess and lunch to discuss activity choice -limiting recess and lunch activity choices -adult support and prompting to refer to graphic organizer					

IEP Goals: Curricular Competencies (Students in grade 4-12 with a Modified Curriculum)			
Course: Inquiry (Integrated studies)	Teacher: AD	Support Staff: MA (ASSW) BC (EA)	Term: 1

Unit Big Idea: Body Systems					
Goal: D can understand the function of body systems by				Communicating Student Learning	
Objective	describing the parts and function of one body system.	AE	MM	FM	EE
Strategies: -choice of body system -choice of animal or human body system -body systems posters and videos as learning tools -choice of product to demonstrate learning					
Objective	describing why the chosen body system is important.	AE	MM	FM	EE
Strategies: -body systems posters and videos as learning tools -choice of product to demonstrate learning -exemplar of how to explain why a body system is important					

IEP Goals: Curricular Competencies (Students in grade 4-12 with a Modified Curriculum)			
Course: Math	Teacher: AD	Support Staff: MA (ASSW) BC (EA)	Term: 1

Unit Big Idea: Multiplication					
Goal: D can manipulate multiplication facts for products up to 100 using mental math strategies by				Communicating Student Learning	
Objective	demonstrating that he understands that multiplication is a process of determining how many there are altogether by adding equal groups of items.	AE	MM	FM	EE
Strategies: -manipulatives -concrete, pictorial, and abstract opportunities for learning -multiplication games -focus only on determining the product for groups of 2, 5, and 10					

Unit Big Idea: Division						
Goal: D can manipulate division facts for quotients up to 100 using mental math strategies by			Communicating Student Learning			
Objective	demonstrating that he understands that division is a process of breaking a larger group of items into smaller equal groups.		AE	MM	FM	EE
Strategies: -manipulatives -concrete, pictorial, and abstract opportunities for learning -division games -focus only on division problems that are the inverse of the multiplication facts that have already been mastered						

Comments

Assessment Rubric

Review Date:

	Approaching Expectations (AE)	Minimally Meeting Expectations (MM)	Fully Meeting Expectations (FM)	Exceeding Expectations (EE)
Support Level	This goal is not yet within reach/ a new goal is needed	Student needs errorless support and/or significant assistance and prompting to meet this goal	Student can meet this goal with some support or prompting	Student can meet this goal without assistance or prompting
Independence Level		Student does not independently initiate	Student sometimes independently initiates	Student independently initiates most/all times
Participation Level		Student can participate when offered one-to-one matches	Student can participate when offered up to 3 choices	Student can participate without any offers of choices

Evidence/Student Samples (e.g. photos, videos, work samples)				
Date:	Date:	Date:	Date:	Date: