

Individual Education Plan

Student Details		
Student Name: B.D.	Student PEN: 11111111	IEP Date: September 19, 2016
Grade: 9 DOB:	School Name: Secondary	Case Manager: LM
Ministry Designation: Primary: F – Deaf/Hard of Hearing Additional: K – Mild Intellectual Disability	Student Support Team: L.S. (teacher) R.H. (teacher) L & G D (parents) S. S. (Vice Principal) L. M.(Inclusion Specialist)	

Accessibility		
Support Plans	Essential Supports	Universal Supports
-Safety Plan	<ul style="list-style-type: none"> -hearing aides (B is able to adjust the volume on her hearing aides. You may want to check to see that the volume is on/turned up) -Roger Pen and FM System -specialized “Strato” chair -seating that is close to the presenter, front and centre (not under a direct light source) to help accommodate for hearing and vision loss -computer for writing projects -one step instructions -frequent review, repetition, and re-teaching of concepts -14 point font for written instructions and assignments -bold, dark pens and pencils (for student and teacher use) 	<ul style="list-style-type: none"> -more time -short, oral directions -decrease pace of instruction -visual representation of new concepts -clear routines within a structured environment

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 -sets realistic goals and perseveres with challenging tasks -makes choices to benefit well-being and stay safe in the community -uses calming strategies when feeling angry, upset, or frustrated -advocates for own ideas and is proud of who she is -represents cultural contexts (family, school, community, peer groups) through words or images -describes things that are personally important			Stretches -ensuring that her online interactions are safe -setting priorities and implementing, monitoring, adjusting the plan, and assessing the results -finding social support and taking responsibility for learning -working toward a healthy and balanced lifestyle and dealing with emotional challenges by finding peace in stressful times -sharing ideas and working toward change in self and the world			

	-describes and demonstrates pride in positive qualities, characteristics, and/or skills									-understanding that identity includes personal experiences, family history, heritage, community, and family/social networks -understanding that values influence choices and behavior -understanding that personal characteristics, qualities, strengths, and challenges make individuals unique
Social	Communication	1	2	3	④	5	6	7	8	No
	Social Responsibility	1	2		③		4		5	No
	Strengths -demonstrates growing confidence when communicating with peers and adults -gathers basic information and presents it in ways that have been learned when completing school and personally meaningful tasks -being an engaged listener who asks clarifying and extending questions (C 5) -shares roles and responsibilities when talking and working with peers -tells about events and experiences -positively contributes to classroom, school, community, and group activities -considers others' views and peacefully expresses a different opinion -identifies problems and possible problem-solving strategies -demonstrates respectful and inclusive behaviour (including online) -explains why something is unfair -advocating for others and taking steps to help others feel included (SR 4) -builds and sustains relationships (cares for elders)					Stretches -communicating clearly, in an organized way, using a variety of forms -acquiring and clearly presenting information when completing school and personally meaningful tasks -contributing to planning and adjusting a plan to help solve problems or conflicts -representing learning, connecting it to personal experiences and efforts -giving and receiving constructive feedback -identifying how actions (own and others) affect the community and works to make positive changes -identifying different perspectives about an issue -clarifying problems, considering alternatives, and evaluating strategies -respecting differences and demonstrating respectful and inclusive behaviour (including online) -maintaining relationships with people from different generations				
Intellectual	Critical Thinking	1	2	○	3	4	5	6	Yes	
	Creative Thinking	①	2		3		4		5	Yes
	Strengths -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) -contributes to and uses simple criteria -finds some evidence and makes judgements -uses senses to explore and develop ideas -enjoys playing -develops ideas and is able to change these ideas to match the situation					Stretches -asking open-ended questions, exploring, gathering information, and experimenting to purposefully develop options -contributing to and using criteria -using observations, experiences, and imagination to draw conclusions, make judgements, and ask new questions -describing thinking and how it is changing -developing new ideas, building on other's ideas, adding new ideas to own, or combining other's ideas in new ways to create new things or solve simple problems -developing ideas that are fun, entertaining, and useful -making 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	Intellectual			
Goal: B can make choices that keep her safe in her online community			Communicating Student Learning			
Objective	demonstrating that she has learned three ways to safely use the internet and three ways that would put her at risk on the internet.		AE	MM	FM	EE
Strategies: -explicit instruction and practice with safely using the internet -opportunities to practice safe internet use through inquiry research -internet safety videos -explicit teaching about the difference between websites, group chats, and emails -explicit teaching about types of scams that occur online (internet and email)						

Goal Area	<input type="checkbox"/> Personal	<input type="checkbox"/> Social	<input checked="" type="checkbox"/> Intellectual			
Goal: B can develop her critical thinking skills by			Communicating Student Learning			
Objective	asking open-ended questions.		AE	MM	FM	EE
Strategies: -middle school inquiry model -explicit instruction and guided practice with asking open-ended questions -sample open-ended questions -providing a open and closed question words bank						

Goal Area	<input type="checkbox"/> Personal	<input type="checkbox"/> Social	<input checked="" type="checkbox"/> Intellectual			
Goal: B can get new ideas, build on other's ideas, and add new ideas of her own in new ways to create new things or solve straightforward problems by			Communicating Student Learning			
Objective:	completing inquiry projects that demonstrate an evolution from an original idea to a final product.		AE	MM	FM	EE
Strategies: -middle school inquiry model -explicit instruction and guided practice to choose ideas and decide on a product that would fit the topic -sample inquiry project ideas and final products -choices for inquiry project topics						

IEP Goals: Curricular Competencies (Students in grade 4-12 with a Modified Curriculum)			
Course: Inquiry (Integrated studies)	Teacher: LS	Support Staff: JF	Term: 1

Unit Big Idea: Should the Olympics Continue?					
Goal: B will develop an understanding of the social costs of the Olympics and become open minded about the choices we make by putting money into it by			Communicating Student Learning		
Objective	identifying and explaining one positive and one negative about investing money into a community social program.	AE	MM	FM	EE
Strategies: -middle school inquiry model -adult support to identify a community social program -explicit teaching and examples about the difference between a positive and a negative -internet -adult support to find appropriate websites -Venn diagram graphic organizers					

Unit Big Idea: Should the Olympics Continue?					
Goal: B will develop an understanding of the environmental costs of the Olympics and become open minded about the choices we make by putting money into it by			Communicating Student Learning		
Objective	identifying an environmental concern in our community and providing at least three reasons why it is a concern.	AE	MM	FM	EE
Strategies: -middle school inquiry model -adult support to identify an environmental concern in our community -internet -adult support to find appropriate websites					

Unit Big Idea: How is community and citizenship related?					
Goal: B will develop an understanding about conflict and why there is conflict in the world by			Communicating Student Learning		
Objective	explaining why conflicts arise among peers and adults within a school, family, and community setting.	AE	MM	FM	EE
Strategies: -inquiry model -reading stories with peer and adult conflict (Fin's Friends stories, local newspapers that highlight stories with an element of community conflict) -internet research -interviewing peers and adults					

Comments

Rubric Assessment		AM	MM	FM	EE
A	Total				
B	Weight	X 1	X 2	X 3	X 4
C	Multiple A and B				
D	Add columns in C				
E	# of objectives x 4				
F	Divide D/E				
G	X 100				
Grade %					

Assessment Rubric

Review Date: *November 2016*

	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: