

Individual Education Plan

Student Details		
Student Name: SE	Student PEN: 111111111	IEP Date: September 13, 2016
Grade: 10 DOB:	School Name: Secondary	Case Manager: LM
Ministry Designation Primary: Q – Learning Disability	Student Support Team: LS (mother) CE (father) RH (teacher) LS (teacher) NM (District Inclusion Specialist) LM (Inclusion Specialist)	

Accessibility		
Support Plans	Essential Supports	Universal Supports
N/A	-more time -calculator -computer to complete written assignments -text to speech software (Seth will usually decline to use this but it needs to be an option) -speech to text software	-short, concise instructions -reduce pencil and paper tasks -manipulatives -graphic organizers -choice with product to demonstrate learning

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 s/he is -understands that identity includes personal experiences, family history, heritage, community, and family/social networks -understands that values influence choices and behaviour -understands that personal characteristics, qualities, strengths, and challenges make individuals unique			Stretches -sets priorities and is able to implement, monitor, adjust the plan, and assess the results -knows how to find social supports and takes responsibility for learning -works toward a healthy and balanced lifestyle and deals with emotional challenges by finding peace in stressful times -shares ideas and works toward change in self and the world -understands that learning is continuous and that concepts of self and identity evolve over time -describes how life experiences, family history, background, and community influence personal values and choices -understands that strengths will help meet challenges and that challenges can be opportunities for growth -identifies own leadership potential						
Social	Communication	1	2	3	4	⑤	6	7	8	No
	Social Responsibility	1	2	3	4	④	5	No		
	Strengths					Stretches				

	<ul style="list-style-type: none"> -communicates clearly, in an organized way, using a variety of forms -acquires and clearly presents information when completing school and personally meaningful tasks -is an engaged listener who asks clarifying and extending questions -contributes to planning and adjusting a plan to help solve problems or conflicts -represents learning, connects it to personal experiences and efforts -gives and receives constructive feedback -identifies how actions (own and others) affect the community and works to make positive changes -identifies different perspectives about an issue -clarifies problems, considers alternatives, and evaluates strategies -respects differences and demonstrates respectful and inclusive behaviour (including online) -advocates for others and takes steps to help others feel included -maintains relationships with people from different generations 	<ul style="list-style-type: none"> -communicates confidently, in an organized way, with attention to audience and purpose -acquires, synthesizes, and presents information with thoughtful analysis about complex and specialized sources -asks thought-provoking questions and integrates new information -positively contributes to discussions and collaborative projects and helps to organize and monitor the work -offers a detailed description of efforts and experiences -gives, receives, and acts on constructive feedback -analyzes complex social or environmental issues from multiple perspectives -takes thoughtful actions to influence positive, sustainable change -clarifies problems or issues, generates multiple strategies, weighs consequences, compromises to meet the needs of others, and evaluates actions -identifies how diversity is beneficial (including online) and takes action to support diversity and defend human rights -builds and sustains relationships with diverse people, including people from different generations -shows empathy for others and adjusts behaviour to accommodate the needs of others 						
Intellectual	Critical Thinking	1	2	3	4	5	6	Yes
	Creative Thinking	1	2	3	4	5		No
	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> -uses background knowledge to identify problems and ask questions -considers more than one option and makes reasonable choices that are based on the task -develops or adapts criteria, checks information, assesses thinking, and develops reasonable conclusions, judgements, or plans -generates new ideas to pursue interests -seeks out learning opportunities to generate new ideas -builds on skills to make ideas work 	<p style="text-align: center;">Stretches</p> <ul style="list-style-type: none"> -asks questions and offers judgements, conclusions, and interpretations that are supported with evidence -is flexible, open-minded, willing to take risks, and recognizes that success may not be immediate -explains more than one perspective and considers the implications -gathers, selects, evaluates, and synthesizes information -examines own thinking, seeks feedback, reassesses work, and adjusts -expresses self by forming creative ideas -uses specific strategies to focus and develop creative ideas -uses own experiences to direct next steps 						

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: S will demonstrate that he is able to set priorities and implement, monitor, adjust plans, and assess the results by						Communicating Student Learning		
Objective	making a weekly plan for task completion and recording progress that he has made each day during his middle school inquiry class.				AE	MM	FM	EE
Strategies:								

-week plan graphic organizer -gradual release of adult support to set daily goals for the week -keeping a record of actual task completed each day				
--	--	--	--	--

Goal Area	<input type="checkbox"/> Personal	<input type="checkbox"/> Social	<input checked="" type="checkbox"/> Intellectual				
Goal: S will demonstrate that he is flexible, open-minded, willing to take risks, and recognize that his successes may not be immediate by			Communicating Student Learning				
Objective	improving his oral, fluent reading while reading levelled passages.			AE	MM	FM	EE
Strategies: -6 Minute Solution -daily practice and progress monitoring							

Goal Area	<input type="checkbox"/> Personal	<input type="checkbox"/> Social	<input checked="" type="checkbox"/> Intellectual				
Goal: S will examine his own thinking, seek feedback, reassess his work, and adjust accordingly by			Communicating Student Learning				
Objective:	reflecting upon feedback from completed assignments and implementing one of the suggestions for his next assignment.			AE	MM	FM	EE
Strategies: -reflection graphic organizer -direct instruction and guided practice with meaningful reflection -time and opportunity to reflect upon each assignment and set goals for improvement							

Comments

	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: