

INDIVIDUAL EDUCATION PLAN

Reason for Development of IEP	
-	Student identified as exceptional by IPRC
X	Student not formally identified but requires special education program/services including modified/alternative learning expectations and/or accommodations

Name:	Bill Ball	Gender:	Male	Date of Birth:	April 23, 2001
School:	Grand Elementary				
Student ID#:	253607	Principal:	Mrs. Strict		
Current Grade/Special Class:	Grade 4	School Year:	2010-2011		
Most Recent IPRC Date:	October 25, 2010	Date Annual Review Waived by Parent:			
Exceptionality: Student is unable to meet language arts reading expectations at grade level					
IPRC Placement Decision: (check one)					
X Regular Class With Indirect Support		Special Education Class With Partial Integration			
Regular Class With Resource Assistance		Special Education Class Full Time			
Regular Class With Withdrawal Assistance					

Assessment Data:

List relevant educational, detailed medical/health (hearing, vision, physical, neurological) psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results
Stanford Diagnostic Reading Test	September 15, 2010	Substantial difficulties in most reading skills. Below grade level in Auditory Vocabulary. Reading Comprehension, Word Reading, and Phonetic Analysis all significantly below grade level.
Stanford Achievement Test	September 15, 2010	Reading and Vocabulary abilities below grade level. Spelling and Mathematics two grades below grade level.
Wisconsin Tests of Reading Skill Development	October 16, 2010	Little difficulty with Level A. Level B results were below mastery level.
Wisconsin Tests of Reading Skill Development-Comprehension	October 16, 2010	Little difficulty with Level A. Comprehension decline present when student is required to do his own decoding.

Student's Strengths and Needs:

Areas of Strength	Areas of Need
<ul style="list-style-type: none"> - Accurate letter identification - Knowledge of spelling rules - Actively manipulating and working with new concepts - Attention to detail - Fine motor skills - Sportsmanship - Insight abilities - Artistic skills 	<ul style="list-style-type: none"> - Use of phonetic skills - Use of syntax rules - Word retrieval - Use of spelling rules - Auditory discrimination - Decoding skills - Self-confidence in reading ability - Receptive language skills - reading
Specialized Health Support Services/Personal Support Required <input type="checkbox"/> Yes (List Below) <input checked="" type="checkbox"/> No	

Subjects, courses, or alternative programs to which the IEP applies: Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1.	Language Arts	<input checked="" type="checkbox"/>	MOD		AC		ALT	6.			MOD	<input checked="" type="checkbox"/>	AC		ALT
2.	Mathematics		MOD		<input checked="" type="checkbox"/>	AC		7.			MOD		AC		ALT
3.	Science		MOD		<input checked="" type="checkbox"/>	AC		8.			MOD		AC		ALT
4.	Social Studies		MOD		<input checked="" type="checkbox"/>	AC		9.			MOD		AC		ALT
5.	The Arts		MOD		<input checked="" type="checkbox"/>	AC		10.			MOD		AC		ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions	
<input type="checkbox"/> Yes (Education rationale required) <input checked="" type="checkbox"/> No	
Student is currently working toward the attainment of a:	<input type="checkbox"/> Ontario Secondary School Diploma <input type="checkbox"/> Ontario Secondary School Certificate <input type="checkbox"/> Certificate of Accomplishment

Accommodations:

(Assume common to all subjects unless indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
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<ul style="list-style-type: none"> - Assistive Technology – Kurzweil - Audio version of text - Extra time for processing - Pre-teaching/re-teaching - Rehearsal - Rewording/Rephrasing of information 	<ul style="list-style-type: none"> - Headphones 	<ul style="list-style-type: none"> - Audio version of text - Text-to-speech software - Verbatim reading of instructions/questions - Verbatim scribing of responses
<p>Accommodation and Exemptions for Provincial Assessments:</p> <p>Accommodations: <input type="checkbox"/> Yes (List Below) <input type="checkbox"/> No</p> <p>Exemptions: <input type="checkbox"/> Yes (State educational rationale) <input type="checkbox"/> No</p>		

Special Education Program

To be completed for each subject/course with modified expectations and/or alternative expectations.

Student ID# 253607

SUBJECT/COURSE/ALTERNATIVE PROGRAM: Language Arts

Current Level of Achievement:
(Describes starting point for plan development)
Letter Grade/Mark: **R**
Curriculum Grade Level: **Grade 3**

Current Level of Achievement for Alternative Program:

Annual Program Goal(s): A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course or alternative program.

- By June, Bill will use knowledge of words and cueing systems to read grade 3 texts aloud with 70% accuracy.
- By June, Bill will orally respond correctly to questions relating to grade 3 texts

Learning Expectations (Knowledge and/or skills to be assessed by reporting period, including Grade level)	Teaching Strategies (List only those that are different for this student and specific to the learning expectations for the subject/course/alternative program)	Assessment Methods (For expectations for each reporting period)
Term 1 <ol style="list-style-type: none"> Grade 3 Reading 1.3 - Bill will identify 5 main ideas to describe an early grade 3 text Grade 3 Reading 1.7 – Bill will identify character, plot, and setting, with 2 points about each from a specific text Grade 3 Reading 2.3 - Bill will read three passages and verbally state the purpose of text features 70% of the time Grade 3 Reading 3.1– Bill will recognize and read aloud early grade three level high-frequency words 60% of the time Grade 3 Reading 3.2 – Bill will successfully read early grade three level sentences aloud 60% of the time using a variety of reading strategies Term 2 <ol style="list-style-type: none"> Grade 3 Reading 1.3 - Bill will identify 5 main ideas to describe an late grade 3 text Grade 3 Reading 1.7 – Bill will identify character, plot, and setting, with 2 points about each from a specific text Grade 3 Reading 2.3 - Bill will read three passages and verbally state the purpose of text features 70% of the time Grade 3 Reading 3.1 – Bill will recognize and read aloud late grade three level high-frequency words 60% of the time Grade 3 Reading 3.2 – Bill will 	Term 1 <ol style="list-style-type: none"> Select appropriate early grade 3 text Create chart with headings and two bullet point markings Compile list of early grade 3 high frequency words Term 2 <ol style="list-style-type: none"> Select appropriate late grade 3 text Create chart with headings and three bullet point markings Compile list of late grade 3 high frequency words 	Term 1 <ol style="list-style-type: none"> Mind map activity with rubric Chart activity with rubric Oral activity with checklist Oral activity with checklist Oral activity with checklist Term 2 <ol style="list-style-type: none"> Mind map activity with rubric Chart activity with rubric Oral activity with checklist Oral activity with checklist Oral activity with checklist

successfully read late grade three level sentences aloud 60% of the time using a variety of reading strategies		
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IEP Developed by:		Sources Consulted in the Development of the IEP: (check)	
Staff Member	Position	<input checked="" type="checkbox"/>	IPRC Statement of Decision (if applicable)
Mr. Schumacher	Special Education Teacher	<input checked="" type="checkbox"/>	Provincial Report Card
			Previous IEP
Mrs. Carlson	Classroom Teacher	<input checked="" type="checkbox"/>	Parents/Guardian
			Student
			Other (List Below)
		Other Sources:	

Date of Placement in Special Education Program: (select and appropriate option and provide date)	
<input checked="" type="checkbox"/>	1) First day of attendance in new special education program
<input type="checkbox"/>	2) First day of the new school year or semester in which the student is continuing in a placement
<input type="checkbox"/>	3) First day of student's enrollment in a special program that he/she begins mid-year or mid-semester as a result of a change in placement
Date of Placement: <u>October 27, 2010</u>	
Completion Date of IEP Development Phase: <u>November 10, 2010</u>	
(Within 30 school days following the Date of Placement)	

Transition Plan:

For Student who are 14 years of age or older, unless solely identified as gifted.

Transition Goal		
Specific Goal(s) for Transition to Postsecondary Activities		
Actions Required	Name of Person(s) Responsible for Actions	Timelines
Not Applicable	Not Applicable	Not Applicable

Implementation and Monitoring:

Human Resources: (Teaching/non-teaching)

Include service, initiation date, frequency or intensity, and location.

- In-class resource assistance
<ul style="list-style-type: none"> ○ Daily, during Language Arts period ○ One-on-one support

Evaluation

Reporting Dates: November 3, 2010 February 2, 2011 June 24, 2011

Reporting Format: (please check) ☒ **Provincial Report Card** (Required if student has modified expectations and/or accommodations only) ☐ **Alternative Report**

Log of Parent/Student Consultation and Staff Review/Updating

Date	Activity (Indicate Parent/Student Consultation or Staff Review)	Outcome
Nov. 1, 2010	Called parent to set up appointment to discuss new IEP and upcoming report card to be released this week	Appointment scheduled for Nov. 2, 2010 at 4:00pm

The Principal has the legal requirement to implement and monitor the IEP.

The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Principal's Signature: _____ Date: _____

Parent/Guardian/Student Involvement:

- ☐ I was consulted in the development of this IEP
☐ I declined the opportunity to be consulted in the development of this IEP
☐ I have received a copy of this IEP

Parent/Guardian/Student Comments:

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____
(If 16 or older)

IEP Assignment

IEP for Billy Ball

By: Kate Gilbert & Sara Van Aert

P/J Sectoin #2