

**Anywhere District School Board
Individual Education Plan
(IEP)**

IEP Nov.01.02

Student Information

First Kry Last Within
 Student # 000000 D.O.B. 07/20/1992
mm/dd/yyyy
 Gender Female/Male Grade/Level 10/11
 Current School Keephope C.I.
 Home School Keephope C.I.
 Home Address 2 Homesafe Circle
 City & Prov. Lovepresent, Ont.
 Postal Code O1O 010 Tel 416 000 - 0000
 Teacher I. Will-Care
Initial Last
 Language Spoken at Home English

School Year 2006/2007
yyyy/yyyy
 IEP Date 11/01/2006
mm/dd/yyyy
 Last IPRC Review Date 05/29/2006
mm/dd/yyyy
 Exceptionality Communications – Learning Disability
 Placement Regular Class/Support
 Original IPRC Date 11/29/01
mm/dd/yyyy
 Health Considerations Anxiety, ADHD-inattentive type
Central Auditory Processing
Difficulties

Profile of Strengths

- motivated to do well
- good abstract reasoning
- excellent comprehension and reasoning abilities
- excellent problem solving skills
- conceptual learner and thinker
- excellent verbal ability
- good sense of humour
- interacts respectfully and peacefully with peers and staff
- excellent spatial / visual processing
- extremely visual
- avid reader
- strong math skills
- strong interest in technology, especially computers
- strong interest in construction, building, planes, cars, ships
- quick to grasp new concepts and skills
- considerate and kind to those in need
- enjoys math, puzzles, cards, chess
- able to hyper-focus at times
- respectful of property, his own and others

Profile of Needs

- needs to be taught organizational skills and time management for work done at school and at home
- needs to be taught skills on how to self-advocate
- needs to be taught strategies on how to be a positive active learner
- needs to be taught strategies on how to focus
- needs to be taught strategies on how to give precise and complete oral and written answers
- needs to be taught how to identify important ideas and how to study material
- needs to be taught strategies on how to review daily work for comprehension and memorization
- needs to be taught skills on how to proof-read efficiently
- needs to be taught typing skills and given time to practise to increase speed and accuracy
- needs to be encouraged to achieve success relative to his personal potential
- needs assistance in developing skills to work with short term memory and auditory sequencing disability
- needs assistance with graphomotor disability
- needs to be provided with opportunities to develop self-confidence and to know that he is a valued member of the school
- needs acceptance and discreet accommodations for disabilities

Current Education / Support Services

Special Education Teacher

Building ongoing rapport, tracking assignments, conferencing with individual teachers, communication with parents

Goal – for Kry to successfully complete all courses in a safe supportive environment conducive to learning and achieving success relative to Kry’s personal potential

Outside Agencies

Parent / Student Input to the IEP

Signature _____ Date _____
mm/dd/yyyy

IEP developed by

Special Education Teacher

Program Description / Level of Support

Curriculum Modification	_____	%
Access to EA Support	_____	
Special Ed. Teacher	_____	
Program Description		
<input checked="" type="checkbox"/> Integration	<input checked="" type="checkbox"/> Withdrawal	<input type="checkbox"/> In-class Support
Program Area and Grade	_____	Mins / week

Annual Review Recommendations

Date _____
 Exceptionality _____
 Recommendation _____



General Classroom Accommodations

<p>General Respect student's privacy Mnemonics Clarification for understanding Copy of teachers notes, allowing focus on oral presentation thereby helping to accommodate graphomotor, short term and auditory disabilities Teachers notes given at beginning of lesson for previewing & personalizing / highlighting as lesson continues Demonstrations, Hands On, Illustrations provided Direct instruction / repetition Subtle reminders to be on task Small chunking / prioritizing of work / assignments – size of units to gradually increase with successful progress Increased time for assignments, with clearly stated due dates Increased time for tests / exams, with encouragement to proof-read Monitoring motor demands to encourage task completion and decrease frustration due to slow psychomotor expression</p>	<p>Behaviour / Motivation Clearly defined assignment due dates / expectations / consequences Consistency of accommodations Counselling – academic short and long term goals Modelling Positive reinforcement (build self-esteem)through personal success Encourage self evaluation with emphasises put on reinforcement of positive skills / personality traits Grouping with students interested in improving scholastic success Teachers to have consistent routines to monitor work and to receive completed assignments leading to guided independence and good habits Encourage risk-taking Teachers to conference with each other regarding work load</p>
<p>Reading Instruction on what to highlight – important ideas/facts/dates Vocabulary drill / use of comprehension strengths and strategies Instruction in reading strategies specific to study strategies egSQ4R Teach how to read for detail and précis writing</p>	<p>Writing Computer (word processing) availability Dictionary / thesaurus (book / software) Editing support To be taught writing mechanics and organization for exam, essay, project and précis writing skills Receive copy of teacher's notes or tape Spelling check To be allowed to underline / highlight during lesson if needed Develop and practice pre-writing strategies eg outlining, web mapping to be used in daily classes Provide opportunities to develop use of expressive language</p>
<p>Oral and Visual Communication Provide verbal input emphasizing sounds / keywords / phrases Preview / review vocabulary concepts Alert student to changes in topics / activities Reinforce individualized listening strategies Repeat / rephrase instructions / input / summarize periodically Provide extra time for oral answers Make discussion / oral summarization of readings and projects integral part of learning Provide opportunities to practise the use of expressive language Preferential seating - close to teacher and board, among students interested in improving scholastic success Sit close to and face speaker due to low average auditory closure – low ability to understand speech not clearly delivered</p>	<p>Mathematics Calculator – check work to aid in developing self-monitoring skills Examples left on blackboard or desk Explicit teaching of math language Grid sheets or graph paper Reference sheet for tables / formulas</p>
<p>Enrichment Teachers to present opportunities in 'new' learning situations to promote more active learning and more positive academic self-concept eg. risk-taking</p>	<p>Accommodation(s) for Assessment Increment / extended time for tests / computer exams / Review sample questions Rephrase or repeat instructions Independent quiet work space/room for tests / exams. Use variety of testing formats ie oral and written to provide for post-secondary experiences, exams, tests, quizzes, reports, in-school work, regularly assigned homework Provide / allow extra paper to be used for organization of thoughts and answers</p>
	<p>Personalized Equipment</p>
<p>Program Substitutions / Exemptions French exemption</p>	<p>Current Assessments / Reports Dr. T. Akestime Dr. L. Isten I. B. Elieveinyou, Audiologist</p> <p>Date March 29, 2001 April 17, 2001 May 22, 29, 2001</p>

Specific Program Expectations

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Name KryWithin

Program Area(s) GRADE 10/11 **Goal(s)** _____
No Modification to Courses _____

Current Achievement Level / Assessment Data	Methods of Assessing Progress

Grade Level of Expectation	What Student Needs To Learn (EXPECTATIONS)	How Student Will Learn (STRATEGIES & RESOURCES)	How Student Has Demonstrated Learning (EVALUATION, DATES)

I have received a copy of the IEP.

Parent / Guardian Signature	Date	Student Signature	Date
Teacher Signature	Date	Principal Signature	Date

Written by Georgina Rayner

