

Gifted



Student ID	3 [M]	School	
Date of Birth	1994/03/19 9 yrs 11 mo	Principal	
Grade	04 Term 2	Year	2003-2004

Reason for IEP	Student identified as exceptional by IPRC		
Initial IPRC	2004/01/28		
Latest IPRC	2003/01/28		
Exceptionality	Intellectual - Giftedness		
Placement	Regular class		
Placement date	2003/09/04		
IEP completed	2004/01/21	IEP revised	2004/02/20

Developed by: [Name] - Learning Support Teacher, [Name] - Classroom Teacher, [Name] - Principal

Strengths

- demonstrates a well developed knowledge base and a good ability to integrate this knowledge with current learning situations
- has very superior ability in non-verbal and mathematically based problems
- time is planned well
- confident
- enjoys oral presentations
- organized
- meticulous with written work

Needs

- encouragement to explore and challenge self in other areas of development ie: social studies
- take part in gifted withdrawal opportunities provided by itinerant teacher

Assessments

OLSAT (date: 2003/01/10 by Rob Guthrie)

- overall total score considered to have achieved the intellectual criterion for gifted identification

Accommodations for Teaching

Instructional
Extensions to regular class work

Special Education Services	• Resource Support - In class Intensity: As required starting: 2003/09/04	Provided by: Classroom Teacher Location: Regular classroom
	• Resource Support- Indirect Intensity: As required starting: 2004/01/28	Provided by: Learning Support Teacher Location: Regular classroom
	• Resource Support - Withdrawal Intensity: As scheduled starting: 2004/01/28	Provided by: Itinerant Teacher Location: Resource room

Individualized Equipment

n/a

Program overview This IEP applies to the following programs, courses or skill areas:
Alternative Enrichment

Elementary program exemptions:
n/a

Provincial Assessments

Exemptions from provincial assessments
n/a

Program Description and Evaluation

Program goals and expectations below are drawn from the regular curriculum where grades are noted, or are alternative definitions. Assessment levels are based on the defined program.

Enrichment		Teacher:	emr: 2
Program Goals			
En is working toward alternative expectations appropriate to the needs of the student. The expectations are not from the Ontario curriculum.			
Baseline level of achievement			
Letter grade / mark: A Curriculum grade level: grade 4			
Goals for this year			
will work on an enriched curriculum content in language and math			
Specific program focus for this IEP			
To recognize and develop leadership potential			
Learning Expectations	Teaching Strategies and Accommodations	Assessment Strategies	
<ul style="list-style-type: none"> to develop independent thinking skills have opportunities for group work 	<ul style="list-style-type: none"> encourage involvement in a variety of activities (peer tutoring, clubs, arts and sports) discuss and study leadership styles conference with student 	<ul style="list-style-type: none"> conference (discuss observations, self-evaluation) evaluate peer assessment responses 	
To interact with peers of similar abilities/interests/talents			
Learning Expectations	Teaching Strategies and Accommodations	Assessment Strategies	
<ul style="list-style-type: none"> demonstrate appropriate intellectual and social peer interaction 	<ul style="list-style-type: none"> provide opportunities for system based enriching activities (field trips, family of schools activities) interact with like peers beyond school setting provide feedback and alternative strategies for social situations 	<ul style="list-style-type: none"> appraise and critique self evaluation conference and validate personal goal-setting conference with parent(s) 	
To maximize personal potential			
Learning Expectations	Teaching Strategies and Accommodations	Assessment Strategies	
<ul style="list-style-type: none"> demonstrate divergent thinking 	<ul style="list-style-type: none"> provide a less restrictive environment establish open ended discussion and assignments allow student participation in decision making encourage risk taking promote continuous independent progress 	<ul style="list-style-type: none"> conference with student obtain parent feedback critically assess personal goals 	

Implementation and Monitoring

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.