

Individual Education Plan (IEP)

Student's Name: David Lee

Student's ID #: HV 001234

Grade: 9

Date: March 15, 2014

Date of Birth: April 10, 1999

Age: 14

School: Hidden Valley Secondary High

Home Address: 25 South Ave., Hidden Valley

Referral Date: December 12, 2013

Review Date: June 15, 2014

Planning Committee:

Name	Position	Signature
Michael Moore	Principal	<i>M Moore</i>
George Lee	Parent (Father)	<i>G Lee</i>
Marcia Lee	Parent (Mother)	<i>M Lee</i>
David Lee	Student	<i>D Lee</i>
Yvonne Magnus	Guidance Counsellor	<i>Y Magnus</i>
Judith Mighty	MOE Rep. (Special Edu. Unit)	<i>J Mighty</i>
Andrea Wilson	Special Educator	<i>A Wilson</i>
Dion Williams	Reading Specialist	<i>D Williams</i>

Present Level of Functioning:

Academic needs/written language:

David is approximately two (2) grade levels behind his peers in the following skills: spelling, punctuation, capitalization and usage. He therefore needs strong remedial help in these areas.

Study skills/organizational needs:

David lacks skills in the following areas: How to read text, note taking, how to study notes, memory work, preparation for class with materials. His attention span and on-task behavior also need to be extended and improved.

Annual Goals:

1. At the end of the academic year, David will have better grades and by his own report, will have learned new study skills.

2. Within one academic year, David will improve his written language skills by 1.5 or 2 full grade levels to a 6 grade level as measured by a standardized test.
3. At the end of the academic year David will be able to remain on -task for at least ninety percent (90%) of the time as judged by the teacher.

Objectives:

Goal # 1:

1. Given a 20-30 min lecture/oral lesson, David will take appropriate notes as judged by the teacher.
2. Given 10-15 pages of text to read, David will employ an appropriate strategy for retaining information, i.e. mapping, webbing, outlining, notes, etc. as judged by the teacher.
3. Given notes to study for a test, David will do so successfully as evidenced by his test score.

Goal # 2:

1. Given 10 sentences of dictation at his current level of instruction, David will punctuate and capitalize with 90% accuracy (checked at the end of each unit taught).
2. Given 30 sentences with choices of usage, at his current instructional level, David will make the correct choice in 28 or more sentences.
3. Given a list of 150 commonly used words in 6th grade writing, David will spell 95% of the words correctly.

Goal #3

1. Given any of the task s above David will be able to remain on task to effectively complete each within the prescribed time.

Description of Special Education and Related Services

Setting: Regular classroom and resource room.

Study skills/organizational needs:

1. Speech and language therapist, resource room teacher, and content area teachers will provide David with direct and specific teaching of study skills, ie. Note taking from lectures, note taking while reading text, how to study notes for a test, memorization hints and strategies for reading text to retain information.
2. Assign a "study buddy" for David in each content area class.
3. Prepare a motivation system for David to be prepared for class with all necessary materials.
4. Develop a motivational plan to encourage David to extend his attention span and time on task.
5. Provide aide to monitor on-task behaviours in first month, or so of plan and teach David self-monitoring techniques.

6. Provide motivational system and self-recording form for completion of academic tasks in each class.

Academic needs/written language:

1. Provide direct instruction in written language skills (punctuation, capitalization, usage, and spelling) by using a highly structured, well-sequenced program. Services provided in small group of no more than four students in the resource room, 50 minutes per day.
2. Build in continuous and cumulative review to help with short-term rote memory difficulty.
3. Develop a list of commonly used words in student writing (or use one of many published lists) for David's spelling program.

Adaptations (accommodations and modifications):

- In all classes, David should sit near the front of the class.
- David should be called on often to keep him involved and on task.
- All teachers should help David with study skills as trained by spelling/language specialist and resource room teacher.
- Teachers should monitor David's work closely in the beginning weeks/months of his program.

Progress Report:

<i>Method</i>	<i>Frequency</i>
Written yes_x__ no___	Every month
Parent Conference yes_x__ no___	Every three (3) months or as required.
Other (specify)_____	

Dates:

Implementation: March 20, 2014

Completion: March 20, 2015