



Association for Bright Children of Ontario

**DEVELOPING
INDIVIDUAL EDUCATION PLANS
FOR GIFTED STUDENTS:
Information for Parents**

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IEP Templates with Explanatory Notes and Sample Individual Educational Plans for Gifted Students
Developed in consultation with the Special Education Branch, Ministry of Education of Ontario



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Dear Director and Supervisory Officer:

As part of its educational mandate, the Association for Bright Children of Ontario is pleased to provide you with an important resource related to programming for gifted students. In response to numerous questions, "Developing Individual Education Plans" was produced to help parents understand the intention of the Individual Educational Plan and how current wisdom about teaching gifted students can be demonstrated in the IEP. Included in the package are IEP templates with explanatory notes and samples of plans for gifted students. Developed in consultation with the Ministry of Education, Special Education Policy and Programs Branch, these samples extend the direction provided by the 2004 Individual Education Plan Resource Guide. While the explanatory information is aligned with Ministry publications from the 1980's to the present, including Education for All, ABC takes responsibility for that content.

We hope that this material will provide clarification regarding how modifications of content, pace, instruction, and outcome, changes fundamental to meeting the needs of students with advanced cognitive abilities, should be outlined for the benefit of teachers, parents, and students alike.

We welcome your comments and suggestions for future editions of these examples. They can be directed to feedback@abcontario.ca or to the above address.

Sincerely yours,

Elizabeth Buckingham
President
ABC Ontario

Part 1

About Individual Education Plans and their Development

A lot is known about how to program effectively for gifted students, and the IEP provides a suitable framework for applying that knowledge. ABC Ontario, in consultation with the Ministry of Education, has produced samples of Individual Education Plans for gifted students; the aim of this document is to provide those samples with sufficient background that parents can advocate confidently for their children.

In 2000, the Ministry of Education introduced standards for writing Individual Education Plans.(7) The idea was that all of the “pieces” describing the exceptional child—the psycho-educational assessment, the needs resulting from the exceptionality, personal strengths, and the performance in the classroom—should be the foundation of an instructional plan with behavioural outcomes. This packet contains

- A general introduction to the function and features of the Individual Education Plan,
- A table that shows the association between the “needs and strengths” of gifted children and the relevant educational modifications, and
- Sample Individual Education Plans in the format used by the Ministry in the 2004 Resource Guide.(8)

The table is a synthesis of ideas from Ministry documents and other resources; concepts drawn from Ministry documents are highlighted. Source materials are identified throughout to enable you to cite those authorities. While you may have personal experiences that are contrary to the suggestions we make below, we have tried to provide direction supported by evidence that you can examine for yourself. We believe that as an expert on

your child and as a well-informed consumer, you can improve what the system offers your gifted children.

Why does giftedness need to be an exceptionality?

Intellectual giftedness involves the extraordinary ability to learn, perceive, and apply that knowledge. While not all of these characteristics appear together or all of the time, compared with their age peers, gifted students learn faster about more subjects, in a more symbolic way, with greater insight, and they remember what they learn. "The greater degree to which cognitive development outstrips physical development [dependent on chronological age], the more "out-of-sync" the child feels internally, in social relations, and in relation to the school curriculum."(18, p. 7) If giftedness is viewed, as Matthews and Foster have suggested, as a "mismatch between a child's current developmental level in a given subject area and the educational programming that is usually offered at that student's age and grade level," the logical outcome is that educational programming should be changed.(10, p. 66) In the words of Karen Rogers, "If a child is exceptional, that child needs exceptions to the ordinary program."(17, p. 8) Within the Ontario education system, the gifted "label" legitimizes those exceptions.

What do you want for your child?

Before you begin working on the education plan, we think that, in fairness to both the teacher and your child, you need to reflect on a couple of issues around what you value and want for your child.

1. Whose needs are driving the discussion about gifted programming—yours or your child's? Gifted children and their parents do not always see school through the same lens. It is worthwhile to consider whose—if anyone's—ego is being served by gifted programming. You may need to be prepared to back down if your expectations seem to exceed

what your child is willing to take on. Is it your child who wants to go to Harvard or is it you who want him to go to Harvard? Is it your child who says, "This is baby work!", or is it you who think that the book distributed for a novel study is too simple to be worthwhile?

2. What is the relative importance of learning and grades to you and your child? There is not necessarily a direct relationship between quality of learning and grades. More challenging work may result in lower grades which some would say penalizes the student. The penalty concept involves two assumptions: (1) that if the student were doing the "usual" work, her grades would be topnotch, AND (2) that presented with more challenging assignments, the student would not perform at an extraordinary level. The existence of gifted "underachievers" indicates that the first assumption is not necessarily true: some kids won't do well unless they are challenged (and some, unfortunately, not even then). Only experience will prove or disprove the second assumption. You and your child should decide which you believe to be more significant as a source of personal validation: grades (that is, the higher the grade, the better the student will feel about herself) or challenging standards (that is, working towards higher standards is intrinsically rewarding). (See discussion of grading later.)

So the question is whether the child AND the parent can tolerate the possibility of lower grades. If the answer is "no," then parents and students need to consider not asking for changes in instruction. We remind you that a bright child may underachieve due to lack of stimulation or interest: Direct support and a more complex curriculum may be what your child needs.

3. Who and where do you and your child want his friends to be? For some children doing challenging work is more important than remaining at

the neighbourhood school with kids their own age. These children may find older and/or intellectual peers more satisfying socially. Full grade acceleration, full time gifted classes, and dual enrolment (taking classes both in elementary and secondary or secondary school and university at the same time) may be suitable options for this group. Some children want to be in their home school with their age peers and established friends. For these students, compacting and curriculum modification within the regular classroom are suitable choices though they may separate the child from their classmates: There may not be anyone else in the class who is reading a book as difficult or who is working on math two grades ahead of everyone else. In other words, there is a risk that even with the child remaining in the regular classroom, the child may be set apart by appropriate instructional modifications.

What is an IEP and when is an IEP required?

The Individual Education Plan is a working document about what will be done to help a child meet his potential. Educational interventions may always be undertaken without a formal plan or identification by an Identification, Placement and Review Committee (IPRC) (20): a teacher sees a need and responds. For gifted students, the magnitude of the changes required will affect learning outcomes and grades, and therefore should be described in an IEP.

If an IPRC identifies the child as gifted, an Individual Education Plan is required. The IPRC confirms the exceptionality (gifted), the corresponding needs and strengths (see below), and placement (where the instruction will take place, for example, the regular classroom with withdrawal assistance or a full-time special class). Both the decision to identify or not to identify your

child and the placement decision are subject to appeal regardless of the district school board's policies. Though your child may have an IEP without formal identification, there is no appealing placement without formal identification.(20) For example, if a parent thinks that the needs of a child would be better served by a congregated class rather than the regular class, there is no ability to seek this placement without identification by the IPRC; identification allows the parent to seek a congregated class of some kind regardless of whether it currently exists in the board.

Parents should be consulted when the plan is being developed. "The educational priorities identified by family members are important to the student's overall learning experience."(8, p. 20) The IEP does not cover day-to-day details. The Plan may be mapped out for the entire year/semester or may be written in instalments for each reporting period. Therefore, you should receive an updated IEP (programming portion, page 3 in the samples) at the beginning of each reporting period (3 times/year for elementary schools, 4 times/year for semestered secondary schools , and 3 or more times/year for non-semestered secondary schools). The report card at the end of the reporting period should reflect assessment based on the learning expectations stated in the IEP, that is, the grades reported indicate how well the student achieved the modified objectives. The IEP box should be checked on the report card only for subject areas that were modified.

What are the strengths and needs of gifted students?

The Individual Education Plan (IEP) sets out the changes so that everyone—teachers, parents, and students—knows what is planned and how the student will be evaluated. The Plan is a response to what the student needs in order to perform optimally. These needs are usually listed on the first page of the IEP and theoretically should be the same ones identified at the

IPRC. For gifted students, the facility to learn results in the needs. By agreement with the Ministry of Education, the gifted student's "strengths" and "needs" can be the same unless the student has coexisting conditions (for example, intellectual giftedness with a learning disability, intellectual giftedness and hearing loss, intellectual giftedness and anxiety disorder).

We suggest that you choose either of the following as the strength and need:

1. General advanced cognitive abilities, or
2. Advanced cognitive ability in [subject].

We have restricted our suggestions to the two possibilities as a way of maintaining the focus on academics. The heart of intellectual giftedness is intellectual ability, and it is that ability that needs to get most of the attention. Rogers suggests that 60-65% of the efforts in education plans be directed to academic progress, with the remainder to remediation, motivation and self-esteem-building activities, and socialization; she counsels that parents guard against plans that focus on the last three items as an excuse to avoid delivering academic changes.(17) The characteristics of advanced curiosity, heightened sensitivity and creativity, heightened motivation, and extended affective capacities,(5) commonly associated with advanced cognitive ability, can be taken into account when planning for the academic needs of the student.

Many boards use software called IEP engines to assist teachers in writing the Plans. This software usually has a drop-down menu of suggested needs and strengths. There is no requirement to use items on those lists; other concepts, like the ones we have suggested above, may be used instead of the menu selections. We have suggested simple statements in order to

maintain the focus on the intervention; if different needs are on the IEP that you receive but the interventions seem on track, you may choose to wait until the annual IPRC review to change the needs statements or you may request an IPRC review as soon as possible.

What can be done to meet the needs of gifted students?

Simply put, schools can place gifted students at the appropriate grade level, provide them with more complex work, and/or offer them more subjects to learn.

In educational parlance, these strategies constitute "curriculum modification," that is, alteration in when, what, or how things will be learned. These changes are qualitative rather than quantitative; there is not simply more, but different work. They represent something quite different than time-filling "enrichment" in the form of miscellaneous field trips, cultural events, and conferences. They go beyond the minor changes that any good teacher should make for her students. They are peculiar to each student (INDIVIDUAL Education Plan). They relate to the Ontario Curriculum.

Assess what the student knows, then place her where there is something new to learn.

First and foremost, students should be assessed subject by subject to determine what they already know. The object is for a gifted student—any student, for that matter—to learn something new! Winebrenner defines learning as "forward progress from what you know to what you don't yet know." (21, p. 4) The Expert Panel on Literacy and Numeracy(3) refers to this as putting the student in the "zone of proximal development." Finding that zone requires determining what curriculum the student has mastered and letting him go forward from that point, regardless of age.

Assessing the level of mastery may take a number of forms, all of which are about making a “best estimate” of what the student can do. Appropriate achievement tests may not be available in all subject areas at suitable grade levels. Exemplars for grading are available for most subjects for the Ontario curriculum at a range of grade levels; these could serve as yardsticks for above-grade level achievement. (Find exemplars at www.edu.gov.on.ca, elementary and secondary schools, information for teachers, curriculum documents, by subject.) Having a discussion with the student may be a simple and effective measure. It is important that assessment methods not restrict the level of achievement that can be demonstrated.

Accelerate the student

According to Colangelo, Assouline, and Gross, internationally recognized experts in the field of gifted education, “Acceleration is an intervention that moves students through an educational program at rates faster, or at younger ages, than typical. It means matching the level, complexity, and pace of the curriculum to the readiness and motivation of the student. Examples of acceleration included early entrance to school, grade-skipping, moving ahead in one subject area, or Advanced Placement (AP).”(2, xi) According to Robinson, in an article about the social and emotional consequences of acceleration, “Acceleration of some sort should be a central aspect of every gifted student’s program.”(16, p. 64) Confronted with administrative resistance, counter with evidence and deliver at least the summary in Volume One of A Nation Deceived. The Iowa Acceleration Scale has been validated as an effective tool for judging the appropriacy of whole grade acceleration for a student.(2)

Acceleration requires that you and the teacher think about where the student will be taught, whom they will be learning with, and who will be teaching. Having the student switch classrooms or buildings requires some administrative attention related to time-tabling, transportation, and safety issues; in the case of enrolment in university courses, another question may be who will pay the tuition. Moving the student to the appropriate level may result in the student being with intellectual peers; if acceleration is handled by individual instruction, no such benefit accrues and you will need to work out other ways for the student to have intellectual peer interaction. If you encounter resistance owing to management issues, acknowledge the complexity and remind the players that acceleration works and is worth the effort.

Acceleration can occur by a variety of methods, in a single subject or one or more entire grade levels. For a lengthy discussion of acceleration methods, see Rogers (17) or Southern and Jones (19). One means of acceleration available to Ontario secondary school students is the system for awarding credits through the Previous Learning and Recognition (PLAR) program (13); others include co-enrolment in post-secondary courses, local or distance learning programs.

Differentiate the curriculum

Placing the student where he will be learning something new is not sufficient by itself, however. The gifted student is still going to learn the material faster and more readily than the average student. The curriculum must be "differentiated" by changing the pace of instruction, changing the content or how it is learned, or by changing the way learning is demonstrated.

In the case of general advanced cognitive ability, modifying instruction in all subjects may neither be realistic for the school nor healthy for the student. (17, pp.117-118) Because gifted children often work intensely on what they find interesting and are resistant to working on things they do not find interesting, modifying subjects of particular interest to the student will maximize the likelihood of reward for the teacher and student. Both Rogers and Kanevsky have produced some helpful tools for identifying areas of interest and preferred learning styles. (17, pp.473-480; 9, pp. 86-88)

According to a number of authorities, compacting curriculum, that is, compressing instruction and offering other materials, will often be required (17, 21). This maneuver recognizes the possibility of previous mastery, the ability to learn rapidly, and the need for time to explore certain topics in more breadth and depth while reducing boredom with unnecessary repetition and drill. Curriculum compacting involves identifying key concepts to be learned, assessment/pre-testing to determine mastery (against established criteria), and providing alternate learning activities if mastery is demonstrated.(17) Winebrenner provides extensive material on curriculum compacting.

Considering the nature of their strengths, making the course of study more complex in areas of major strength and interest just makes good sense for gifted students. "Standard" expectations from the Ontario Curriculum (6) provide the foundation for creating more challenging expectations. The idea is to make the grade level objectives more "substantial" by

- Changing the content: Making it more abstract, increasing the difficulty and intricacy of the material, connecting information across disciplines, changing the sequence of instruction, relating the content

to human situations and problems the student deems important, and altering the method of inquiry.

Greater abstraction and complexity are indicated by “higher-order thinking skills” reflected by the verb used in the learning expectation. Refer to Bloom’s Taxonomy of Educational Objectives.(1)

- Changing the process by which teachers teach and students learn: Accelerating instruction or providing time for slow, careful study, creating flexible tasks that students design, using open-ended questions that require thinking of many answers, requiring proof and reasoning, and developing students’ abilities to set their own learning goals and benchmarks.
- Change the product that will demonstrate achievement: Instead of a test, the product may be a letter to the editor, making a movie using Flash, writing an essay, carrying out a scientific investigation, or debating an issue, etc.

For a full discussion of these changes, see the references.(5,9,17,) Refer to the sample IEPs that follow, comparing the original and modified expectations. One cautionary note: Be careful that modifications do not move the objective into advanced grade-level curriculum unless there is some system in place for the student to “get credit” in subsequent years or unless the student is being accelerated in that particular subject (in which case you would be starting with the expectations for a later grade anyway.)

Modifications may have consequences outside the home classroom. For example, if the child is working a couple of grades ahead in some subject, he/she may need to go to another classroom (so that the teachers may need to coordinate timetables or a special teacher may be required) or another school (with the consequences that the homeroom teacher needs to adjust

his/her timetable so that the student doesn't miss other subjects and activities, that responsibility for attendance and safety must be assumed by both schools, and that transportation for the student must be provided). The full impact of modifying curriculum must be considered; parents need to ask "who, when, and where" instruction will occur.

Enrich the curriculum

Finally, educational experts say that gifted students need an enriched curriculum because of what society needs and expects from them—more languages, more interdisciplinary courses, more courses in the arts, as well as leadership, organizational, and interpersonal skills. The extent to which school boards can offer these "extras" varies widely. Nevertheless, these are worth remembering when negotiating a modified program for academic progress and when thinking about what to do with extra time resulting from acceleration and compacting.

How are acceleration, differentiation, and additional curriculum shown in the IEP?

The Individual Education Plan should spell out the modifications, subject by subject. As discussed before, it may neither be practical nor desirable to modify all subjects, but certainly those subjects of particular interest to the student should be adjusted. The subjects that are altered may vary from one grading period to another. Currently, many boards are directing teachers to write plans around what are called "accommodations" instead of around modifications. Accommodations are intended for students, for example, those with learning disabilities, who need things like technical assistance to access or record information and may need more time on tests; these are different from the kind of academic changes that generally are required by gifted students. Should you receive a Plan using accommodations, seek clear

changes in learning expectations (that is, modifications) citing the Ministry IEP Resource Guide that says, "It is important to note that if a student is identified solely as gifted, accommodations are not generally required." (8, p.27)

What about independent study?

Some people assume that gifted students can learn "independently," meaning without much involvement of a teacher. While they may not need as much direct instruction, more than any other group of exceptional students, gifted students need teachers who will be "guides on the side." After working with the student to set the goals and to clarify the objectives, the teacher can step aside, remaining available for guidance. A student working "independently" still needs a teacher, parent, or mentor for establishing and maintaining direction and locating resources, if not for direct instruction.(9) (See sample Individual Education Plans)

To work "independently," a student must have the skills to do the work or to be taught the skills explicitly. As part of the picture of giftedness, there may be asynchrony between conceptual abilities and the skills required to develop those conceptual abilities further. These skills include practical organizational, interpersonal, technological, and inquiry and research skills. To some extent, all students need to learn these skills, but the gifted student may need to learn them earlier so that skills match sophistication of thinking and resources. For example, the expectations for a grade 7 student might be modified in History and Geography so that the student can "independently" investigate the relationship of political strife in the Balkans to the physical geography of the region. In order to be able to handle this broad and complex topic, the student has to have the ability to narrow the topic, have the skills to find and to analyze changes in maps of the region for the last

100 years or more, and have the organizational skills necessary to get the project completed on time.

Additional curriculum (also known as alternate programming) may be developed by local school boards to provide direct instruction in these skills. For gifted students, alternate programming supports but does not substitute for modified Ontario curriculum.

Why should gifted students learn with other gifted students?

While the regular classroom poses challenges with respect to the resources to support modification, both of personnel and information, one of the major deficiencies of the regular classroom for the gifted student is that there may not be other students of similar ability. Gifted students need each other—to share, compare, challenge, and to understand themselves: it is no fun to make a sly play on words that no one else “gets” or to have an “out of the box” idea that no one appreciates (or will even entertain) or to go unappreciated by another student who “gets” you. We would not expect Gretzky to have had fun for long playing in local leagues—neither the challenge of other gifted hockey players nor the stimulus to further development of his talent would have been there. We would rather a congregated gifted class be the preferred placement, with the regular classroom as the fall back placement. Instruction with their intellectual peers offers true inclusion for these students: They can see themselves as normal in a setting offering the potential for full development of personal and academic abilities. There are also other options for grouping students of similar ability together. For a comparison of various grouping options on the basis of evidence-based research plus coaching on how to respond to resistance to grouping, refer to Rogers (17).

The Ministry of Education supports grouping gifted students together.(5, 15) The recent literacy and numeracy document reinforces that position by promulgating social context and the interactions of the student within that social context as playing a fundamental role in the acquisition of knowledge.(3) Though this is the view of the Ministry, it is district school boards that decide on special education programming and that are accountable through their trustees for whether the needs of children are served.

“Placement,” one feature of the IPRC decision, has to do with the intensity of support that the student needs, and, partly as a by-product, whether the student will be taught with other similar exceptional students. The Ministry advocates a range of placements for exceptional students, including the regular classroom with various levels of special teacher support within and outside that class, a part-time special class, a full-time special class, and provincial schools (there is not one for gifted students). For reasons of economics, social philosophy (or the appearance of it), and religious beliefs, many district school boards provide few, if any, placements other than the regular classroom. If the needs of the student have not previously been met in a regular classroom, it is incumbent on the parent to ask what will change, and then, whether some other placement such as a part-time or full-time special class might be better. The parent does not have to accept the direction of the board (via the IRPC) with respect to placement.(21)

How do you grade modified curriculum?

This is a thorny question; policies vary among and even within school boards. For elementary students, we feel that the report card should clearly show that the IEP addressed issues related to intellectual advancement. Since currently that is not required, parents may register this fact by writing

a response to the report card indicating that the modification in [subject] was for advancement; this note will then become part of the student's Ontario Student Record. For secondary students, marks will affect potential for scholarships and university admission; currently, there is no indication on the Ontario transcript of advanced or fast-paced courses. For these reasons, secondary students planning to attend university in Ontario may choose not to have the curriculum modified in their final year. Secondary students seeking admission to universities abroad should request that the guidance department attach a letter to the transcripts explaining the Ontario marking system as well as noting courses modified for intellectual advancement.

Summary

By definition, because gifted students will generally be intellectually out of sync with their age peers, what they are ready to learn will often be out of step with what is considered age-appropriate curriculum. Hence, often acceleration and differentiated curriculum always will be required in response to the advanced cognitive ability characteristic of these students. Gifted students need to be placed at the grade level where they can learn something new in subjects of interest, given more challenging work, and offered more subjects to learn. Curriculum modifications—changing what and how things are learned—are the heart of the Individual Education Plan for gifted students. These changes exceed the adjustments that a good teacher might make for any student and have many repercussions for alternate skills curriculum, timetabling, and staffing. The IEP provides a curriculum-based framework for applying evidence-based programming, a potentially powerful combination for improving education for all children including those who are gifted.

References

1. Bloom's Taxonomy of Educational Objectives

<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

A classic ladder of thinking skills with lists of verbs indicative of each rung. This is not the original source, but makes the information easily accessible. Winebrenner uses a slightly modified version of this list.

2. Colangelo, Nicholas, Assouline, Susan G., and Gross, Miraca U.M. *A Nation Deceived: How Schools Hold Back America's Brightest Students*. Two volumes. Iowa City, Iowa: University of Iowa, 2004.

<http://nationdeceived.org>

Acceleration has an undeservedly bad reputation. According to the editors of this two volume document, all internationally known experts in the field of gifted education, "America has been deceived...because we have known the truth about the effectiveness of acceleration for decades. However, the truth has been kept from the decision-makers who set the educational policy for our country's children. Therefore, decisions about acceleration have traditionally been based upon personal biases, or incomplete and incorrect information." (p.5) The intention of this document is to provide the correct information to foster the use of acceleration and, thus, to support the pursuit of excellence. Volume One is designed for the lay public and is a pleasure to read. Be prepared to be enthused!

3. *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6*. Ontario Ministry of Education, 2005.

<http://www.edu.gov.on.ca/eng/document/reports/speced/panel/index.html>

This report focuses on students with special needs who are having difficulty with literacy or numeracy. While essentially ignoring students who are working beyond grade level, the document reinforces a number of concepts that can serve the gifted community as well as other exceptionalities: determining what the student already knows before undertaking instruction, differentiating instruction to meet the needs of any group of students, basing instructional practices on evidence-based research, and treating students differently depending on their needs.

4. Feldhusen, John F. "Policies and Procedures for the Development of Defensible Programs for the Gifted," in *Critical Issues in Gifted Education* edited by C. June Maker. Rockville, MD: Aspen Publications, 1986.

5. "Giftedness," in *Ontario Curriculum Unit Planner: Special Education Companion*. Ontario Ministry of Education, 2002.

<http://ocup.org/resources/documents/companions/speced2002.pdf>

Characteristics of gifted students are described and teaching strategies are outlined. The principles of differentiating the curriculum, accelerating students, compacting curriculum, and grouping students of similar ability are included.

6. *Grade by Grade Curriculum*. Ontario Ministry of Education, 2005.

<http://ocup.org/resources/#check>

This is Ontario's plan for orderly learning that should provide the foundation for modification.

7. *Individual Education Plans: Standards for Development, Program Planning, and Implementation*. Ontario Ministry of Education, 2000.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html>

This document established policy and framework for implementing IEPs.

8. *Individual Education Plan (IEP): A Resource Guide*. Ontario Ministry of Education, 2004.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html>

This document will probably be more helpful than the 2000 document.

9. Kanevsky, Lannie. *The Tool Kit for Curriculum Differentiation* (work in progress). Burnaby, B.C.: Simon Fraser University, 1999.

Order form for the Tool Kit: <http://www.sfu.ca/~kanevsky/pdfs/TKorder.pdf>

"Possibilities for Learning" survey in the Tool Kit:

<http://www.sfu.ca/~kanevsky/pdfs/PFL.pdf>

This book must be ordered from the author. Her approach is practical, with low-cost checklist methods of identifying students who need curriculum modification.

10. Matthews, Dona J. and Foster, Joanne. "Refinements, Bridges, and Themes in our Conceptual Foundations." *Roepers Review*, 28 (Winter, 2006): 64-69.

In this paper, Matthews and Foster compare the mystery versus mastery model of giftedness which was a central concept of their book, *Being Smart About Gifted Children*. The mastery model requires addressing the mismatch between the knowledge and skills the student brings with the curriculum as it is being taught.

11. *Ontario Curriculum Unit Planner: Assessment Companion*. Ontario Ministry of Education, 2002.

<http://ocup.org/resources/documents/companions/assess2002.pdf>

A section on strategies for assessment of learning (presentations, conferences, essays, etc.) may be of assistance.

12. *Ontario Curriculum Unit Planner: Teaching/Learning Companion*. Ontario Ministry of Education, 2002.

<http://ocup.org/resources/documents/companions/telrsta2002.pdf>

This document explains various teaching strategies (activity-based, cooperative, direct instruction, etc.) as well as student learning styles and appropriate teaching methods for those styles.

13. PPM 129: Previous Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools. Ontario Ministry of Education, July 6, 2001.

<http://www.edu.gov.on.ca/extra/eng/ppm/129.html>

14. Personal communication. Report of the Gifted Review Committee (in progress), Thames Valley District School Board, 2005.

15. *Programming for the Gifted*, Ontario Ministry of Education, 1985. (out of print).

The most recent (!) document from the Ministry of Education about programming for gifted students. Despite a strange physical format, the relevant concepts are included. Seek this from a consultant who has been around your board for a while.

16. Robinson, Nancy M., "Effects of Academic Acceleration on the Social-Emotional Status of Gifted Students," in *A Nation Deceived*, Vol. 2, edited by Colangelo, Assouline, and Gross. Iowa City, Iowa: The University of Iowa, 2004, pp. 59-67.

<http://nationdeceived.org>

A review of the research that validates acceleration in terms of the social-emotional response.

17. Rogers, Karen. *Re-Forming Gifted Education*. Scottsdale, AZ: Great Potential Press, 2002. ISBN: 0-910707-46-4

Rogers believes that parents must prepare a profile of their child as well as an education plan in order to effectively advocate for the child. An excellent evidence-based resource on the strategies used for curriculum modification, acceleration, and grouping.

18. Silverman, Linda K. "Universal Experience of Being Out-of-Sync." Keynote address at the Eleventh World Conference on Gifted and Talented Children. Hong Kong, July 31, 1995.

Silverman defines giftedness as "asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm...."

19. Southern, W. Thomas, and Jones, Eric D. "Types of Acceleration," in *A Nation Deceived*, Vol. 2, edited by Colangelo, Assouline, and Gross. Iowa City, Iowa: The University of Iowa, 2004, pp. 5-12.

<http://nationdeceived.org>

20. *Special Education, A Guide for Educators*. Ontario Ministry of Education, 2001.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide.html>

This book outlines the law and regulations with respect to special education in understandable language. For the original "goods" on Identification, Placement, and Review Committees, this is the source to read.

21. Winebrenner, Susan. *Teaching Gifted Kids in the Regular Classroom*. Minneapolis, MN: Free Spirit Publishing, 2001. ISBN: 1-57542-089-9

Written primarily for educators, this book describes gifted learners and how they learn. Presuming that the students will be in the regular classroom, the author describes practical approaches for curriculum compacting, curriculum differentiation, and curriculum extensions. There is a lengthy discussion of clustered groupings within the regular classroom.

Part 2

Connections: The Relationship of Curriculum Modifications and Administrative Supports to the Needs of Gifted Students

All of the following assumes **placement at the appropriate grade level** (full year or by subject) based on high-ceilinged assessment of current knowledge and skill level. There should be consistent opportunities to demonstrate previous mastery in advance of instruction. (Highlighting indicates concepts taken directly from Ministry of Education documents. References 5,7,8,11,12,15 as listed in Part 1.)

STRENGTH/NEED OF THE INTELLECTUALLY GIFTED STUDENT	SUGGESTS THESE LEARNING REQUIREMENTS	ASSOCIATED WITH THESE CURRICULUM MODIFICATIONS	AND REQUIRING SOME OR ALL OF THESE ADMINISTRATIVE SUPPORTS
<p>ADVANCED COGNITIVE ABILITIES may be demonstrated by:</p> <ul style="list-style-type: none"> -an ability to conceptualize and generalize easily -an ability to process and retain information quickly and easily -an interest in critical and creative thinking -an interest in abstract thought and cause-effect relationships -ability to focus on the "crux" of a situation which allows separation of relevant from irrelevant information(17) -love of learning with perpetual craving for new and different content (17) 	<p>Placement of student in grade where he/she will be learning the next new material.</p> <p>Instruction that is fast-paced and involves minimal repetition and practice in two or three subjects.(17)</p> <p>Maximum achievement of basic skills and concepts. (4)</p>	<p>Acceleration (that is, learning subject matter sooner than expected)</p> <p>a. Whole grade -early entrance to K or grade 1 -grade "skip"</p> <p>b. Subject based -grade "skip" -compacting curriculum with subject otherwise taught at standard pace</p> <ul style="list-style-type: none"> -telescoping curriculum (curriculum taught at faster pace, for example, two years taught in one year) -distance/correspondence courses (talent search, independent learning center, local distance course options) -concurrent enrolment within public school system or with college/university -testing out, e.g. Previous Learning Assessment and Recognition (PLAR) 	<p>Policy supporting placement suitable to mastery. Requires curriculum-based assessment strategies.</p> <p>Flexibility in timetabling</p> <p>Staffing in recognition that ancillary teachers may be required for supervision and/or instruction for reasons of time, place for instruction, pace of instruction, or expertise.</p> <p>Report cards that indicate modifications for advanced cognitive ability and/or acceleration.</p> <p>Policy supporting concurrent enrolment with transportation support</p> <p>Policy supporting distance learning and costs thereof.</p> <p>Policy, procedures and tests to support "testing out" e.g., PLAR</p> <p>Grouping intellectually gifted students together in academic core areas for the majority of time as</p> <ul style="list-style-type: none"> -full-time programming -cross-grade grouping

STRENGTH/NEED OF THE INTELLECTUALLY GIFTED STUDENT	SUGGESTS THESE LEARNING REQUIREMENTS	ASSOCIATED WITH THESE CURRICULUM MODIFICATIONS	AND REQUIRING SOME OR ALL OF THESE ADMINISTRATIVE SUPPORTS
	<p>Content that</p> <ul style="list-style-type: none"> -is advanced beyond current knowledge and skills -is complex and abstract (Ref 14) -connects across disciplines (Ref 14) -relates to people in the field, famous people, human situations and problems (17) -relates to how things work, methods that are used in the field (17) <p>Products that</p> <ul style="list-style-type: none"> -are real world -are presented to experts or a live audience -represent transformations of what has been learned into visual, dramatic, or other useful form (17). 	<p>Learning expectations differentiated by/with:</p> <ul style="list-style-type: none"> -abstract content -higher order thinking skills -complex tasks -creative problem solving and problem finding -cultural enrichment in the arts -dilemma and conflict resolution tasks -open-ended assignments -requirement to show proof and reasoning -"real-audience" feedback -relevance to real-world issues -study of people and issues within a field -using conceptual theme to unite multiple disciplines and to promote in-depth exploration of concepts -Interest-based projects -intuitive expression practice -talent exhibition -transformational products -visualization techniques (17,20) 	<p>Appointing teachers who are able to provide an accepting, explorative learning environment. The teacher may provide direct instruction or, after establishing the structure in collaboration with the student, act chiefly as a resource.</p> <p>Grouping intellectually gifted students together (in academic core areas for the majority of time as</p> <ul style="list-style-type: none"> -full-time programming -cross-grade grouping -cooperative grouping (17) <p>Providing alternate suitable place(s) for supervised study and research</p> <p>Providing accessible resources (texts, library, and Internet) at appropriate cognitive level</p>
	<p>Exchange with fellow students of like intellectual ability on a regular basis</p>		<p>Grouping intellectually gifted students together (without consideration of age—see above) for part or whole day. May occur via audio/video technology.</p> <p>Making available computers, teleconferencing system, and support staff for networking</p>

STRENGTH/NEED OF THE INTELLECTUALLY GIFTED STUDENT	SUGGESTS THESE LEARNING REQUIREMENTS	ASSOCIATED WITH THESE CURRICULUM MODIFICATIONS	AND REQUIRING SOME OR ALL OF THESE ADMINISTRATIVE SUPPORTS
	Access to broad range of subjects of study (4)	Locally developed courses University courses Courses through Independent Learning Courses (TVO) or through other district school boards	Procedures, budgetary support, and structural support for instruction outside of home school (other schools or universities, distance learning) Procedures supporting concurrent enrolment in elementary and/or secondary and/or university with technology and personnel for distance learning, if required, and transportation Providing accessible resources (texts, library, and Internet) at appropriate cognitive level
	Development of self-understanding of gifts and skills in self-reflection, stress management, and self-advocacy (14)	Alternate programming (interpersonal—individual and group, intrapersonal, and leadership skills)	Providing appropriate facility, timetable, and instructors.
	Development of strong (information) research skills and critical thinking skills along with proficiency with digital technology for accessing and presenting information	Alternate programming (thinking skills; digital technology)	Providing appropriate facility, equipment, time table, and instructors Providing support staff for use of technology
	Development of sophisticated organizational skills	Alternate curriculum (personal organizational including time management and goal setting skills; "backwards planning")	Providing appropriate facility, timetable, and instructors Making counsellors available

OTHER COMMON CHARACTERISTICS OF INTELLECTUALLY GIFTED STUDENTS THAT MAY REQUIRE ATTENTION

CHARACTERISTIC	SUGGESTS THESE LEARNING REQUIREMENTS	ASSOCIATED WITH THESE CURRICULUM MODIFICATIONS	AND REQUIRING ALL OR SOME OF THESE ADMINISTRATIVE SUPPORTS
<p>ADVANCED INTELLECTUAL CURIOSITY may be demonstrated by:</p> <ul style="list-style-type: none"> -curiosity, questioning, and intuitiveness (which may lead to conflict with teachers) -a wide range of interests OR -intense, focused interest and skill set -pleasure in intellectual activity including the pursuit of open-ended issues and problems -the ability to be fluent, flexible, original, and elaborative thinkers -keen powers of observation and an eagerness to examine the unusual -self-criticism more than children of similar age; mistrust of own ability, perhaps as a result of uneven skill set 	<p>Exploring, examining, and problem-solving topics of interest in the manner of an expert, especially contemporary issues relevant to the student</p>	<p>Learning expectations differentiated by/with:</p> <ul style="list-style-type: none"> -abstract content -higher order thinking skills -complex tasks -creative problem solving and problem finding -cultural enrichment in the arts -dilemma and conflict resolution tasks -open-ended assignments -requirement to show proof and reasoning -"real-audience" feedback -relevance to real-world issues -study of people and issues within a field -using conceptual theme to unite multiple disciplines -interest-based projects -intuitive expression practice -talent exhibition -transformational products -visualization techniques 	<p>Flexibility regarding who (teacher or community mentor), how, and when student will be taught/supervised</p> <p>Providing instructional, financial, and transportation support for attending conferences</p> <p>Developing and supporting suitable co-op placements</p>
<p>Developing a practical approach to problem solving (convergent thinking), competency with a variety of reasoning skills, and a practical approach to creative (divergent) thinking</p>	<p>Alternate programming (thinking skills and creative problem-solving skills)</p>	<p>Alternate programming (thinking skills and creative problem-solving skills)</p>	<p>Providing appropriate facility, timetable, and instructors.</p>
<p>Developing appropriate communication, collaboration, leadership, and mentorship skills</p>	<p>Alternate programming (Interpersonal skills)</p>	<p>Alternate programming (Interpersonal skills)</p>	<p>Providing appropriate facility, timetable, and instructors.</p>
<p>Development of strong (information) research skills along with proficiency with digital technology for accessing and presenting information</p>	<p>Alternate programming (inquiry and research skills; digital technology)</p>	<p>Alternate programming (inquiry and research skills; digital technology)</p>	<p>Providing facilities and instructors to support use of technology</p>

CHARACTERISTIC	SUGGESTS THESE LEARNING REQUIREMENTS	ASSOCIATED WITH THESE CURRICULUM MODIFICATIONS	AND REQUIRING ALL OR SOME OF THESE ADMINISTRATIVE SUPPORTS
	Developing reading skills and vocabulary at appropriate cognitive level in the manner of an expert	Modified instruction and expectation	Staffing in recognition that ancillary teachers may be required for supervision and/or instruction for reasons of time, place for instruction, pace of instruction, or expertise. Grouping intellectually gifted students together (see above) Providing accessible resources (texts, library, and Internet) at appropriate cognitive level
	Developing skills for task specification and completion	Alternate programming (organizational skills)	Providing appropriate facility, timetable, and instructors. Making counsellors available to assist with stress and perfectionism issues.
	Developing understanding of self	Alternate programming (intrapersonal skills)	Providing appropriate facility, timetable, and instructors. Making counsellors available to assist with stress and perfectionism issues.
<p>HEIGHTENED SENSITIVITY AND CREATIVITY may be demonstrated by:</p> <ul style="list-style-type: none"> -strong creative and imaginative abilities -a keen sense of humour that is often off-beat -the ability to see unusual and diverse relationships; tolerance for ambiguity -questioning, or even rejecting, the known in order to invent for themselves -impatience with repetition of instructional content, especially from a single perspective -need to shape the environment around self and determine how things will be done -great confidence in their ability to produce at will 	Applying concepts in creative ways	<p>Learning expectations differentiated by/with:</p> <ul style="list-style-type: none"> -abstract content -higher order thinking skills -complex tasks -creative problem solving and problem finding -cultural enrichment in the arts -dilemma and conflict resolution tasks -open-ended assignments -requirement to show proof and reasoning -"real-audience" feedback -relevance to real-world issues -study of people and issues within a field -using conceptual theme to unite multiple disciplines -interest-based projects -intuitive expression practice -talent exhibition -transformational products -visualization techniques (17) <p>Products to demonstrate learning that provide creative opportunities</p>	Appointing and affirming teachers that recognize and encourage creative approaches

CHARACTERISTIC	SUGGESTS THESE LEARNING REQUIREMENTS	ASSOCIATED WITH THESE CURRICULUM MODIFICATIONS	AND REQUIRING ALL OR SOME OF THESE ADMINISTRATIVE SUPPORTS
<p>HEIGHTENED MOTIVATION (when interested) as demonstrated by:</p> <ul style="list-style-type: none"> -above average ability to attend, concentrate, and retain -high task and goal orientation -high self-direction and independence -a frustration with inactivity, absence of progress, or the perception that the work is irrelevant or unworthy -tendency to perfectionism 	Developing creative and divergent thinking skills	Alternate programming (thinking skills)	Providing of appropriate facility, timetable, and instructors
	Instruction with minimal repetition and practice	Acceleration (see above)	See above
	Exchanging ideas in an accepting environment		Grouping intellectually gifted students together (see above)
	Multilayered analysis for interpreting works of art	Learning expectations involving higher order thinking skills (demonstrating an interdisciplinary view of knowledge)	Appointment of teachers and/or mentors who recognize and affirm creative approaches
	Development of self-understanding and gifts with skills in self-reflection, stress management, and self-advocacy	Alternate programming (interpersonal and intrapersonal skills)	Providing of appropriate facility, timetable, and instructors.
	Placement of students in grade where he/she will be learning the next new material.	Acceleration (see above)	Making counsellors available
	Instruction in two or three subjects (maximum) that is fast-paced and involves minimal repetition and practice.		Policies, staffing, peer grouping, and report cards as above (p.1)
	Influencing policies and thinking of the community and decision makers	Differentiated learning expectations (see above)	Providing topic/issue-specific mentors or audience
	Affirmation (verbally and in report cards) of the complexity and high level of achievement with feedback that matches task complexity		Flexibility in scheduling instruction
			Report cards that indicate curriculum modifications for advanced cognitive ability and/or acceleration, preferably with visual highlighting, Collaborating with student in devising modification of programming Appointing teachers who are able to encourage and value: risk-taking, work in progress, "thinking big", and project completion.

CHARACTERISTIC	SUGGESTS THESE LEARNING REQUIREMENTS	ASSOCIATED WITH THESE CURRICULUM MODIFICATIONS	AND REQUIRING ALL OR SOME OF THESE ADMINISTRATIVE SUPPORTS
	Developing self-understanding of gifts and skills in self-reflection, stress management, self-advocacy, and time management	Alternate curriculum (Interpersonal and intrapersonal skills; organizational skills)	Providing appropriate facility, timetable, and instructors. Providing counsellors
	Self-determination with respect to learning (9)		Collaboration with student in devising modification of programming
	Refining ability to work effectively and independently within time constraints	Guided instruction with modified curriculum Alternate programming (inquiry skills and organizational skills)	Providing appropriate facility, timetable, and instructors. Providing counsellors
<p>EXTENDED AFFECTIVE CAPACITIES</p> <ul style="list-style-type: none"> -may be demonstrated by: -high motivation when interacting with intellectual peers and may become complacent or unmotivated when there are no such opportunities -discrepancy between development of cognitive and emotional abilities -a heightened sensitivity to criticism -vulnerability to rejection or bullying by age-peers -a passion for their beliefs 	Safety of interaction with intellectual peers		Intellectual peer ability grouping (see above)
	Direct instruction re: interpersonal and social skills	Alternate programming (Interpersonal skills : expression and reception of opinions and beliefs)	Appropriate facility, timetable, and instructors Counsellor available
	Leadership opportunities and instruction re: social issues	Alternate programming (Interpersonal skills : affecting social change; ethics)	Appropriate facility, timetable, and instructors Teacher or mentor with connections to social agencies
	Stimulation and reinforcement to pursue higher level goals and aspirations	Intellectual peer ability grouping (see above)	Educational community that recognizes achievements outside the age-norm Clear indication on report card that modifications for advancements have been made

Part 3

IEP Templates with Explanatory Notes and Sample Individual Education Plans for Gifted Students

The original templates can be found in
The Individual Educational Plan (IEP): A Resource Guide, Ontario
Ministry of Education, 2004, pp. 52-56.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html>

Individual Education Plan

REASON FOR DEVELOPING THE IEP

- Student identified as exceptional by IPRC
- Student identified by IPRC

In preparation for the next school year, parents should be invited annually to a review of the IPRC to confirm the identification, appropriate placement, and needs. A parent can provide written permission to dispense with the review.

STUDENT PROFILE

Name: _____
 School: _____
 Student OEN/MIN: _____
 Current Grade/Special Class: _____ School Year: _____
 Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
 Exceptionality: _____

Three months after one IPRC meeting, you may request another to discuss changes in identification or placement.

IPRC Placement Decision (check one)

- Regular class with indirect support
- Regular class with resource assistance
- Regular class with withdrawal assistance

Boards may elect to add clustered placement within regular class or use congregated class instead of special education class full-time.

ASSESSMENT DATA

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

Information Sources

May include some or all of the following: Screening tools (OLSAT, Woodcock-Johnson Test), curriculum exemplars used for comparison (e.g., Grade 3 math exemplar), checklists (Kanevsky's Brilliant Behaviours; Renzulli), psychological tests (WISC, Iowa Acceleration Scale), and work portfolios.

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need
Advanced cognitive abilities	Advanced cognitive abilities

The Ministry of Education has agreed that the needs of gifted students often result from their strengths. On the IEP, the strength and need may be identical.

The strength/need DO NOT have to be taken from predetermined lists or drop-down menus.

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

- | | |
|--|---|
| 1. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT | 6. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT |
| 2. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT | 7. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT |
| 3. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT | 8. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT |
| 4. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT | 9. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT |
| 5. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT | 10. _____ <input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT |

For needs solely related to giftedness, only subjects that are being modified or alternative programs should be listed.

Elementary Program Exemptions or Secondary Program Exemptions

Yes (provide educational rationale) No

Complete for secondary students only:

Student is currently working towards attainment of:

Ontario Secondary School Diploma Ontario Secondary School Certificate Ontario Secondary School Certificate with Honors Ontario Secondary School Certificate with Distinction Ontario Secondary School Certificate with Merit

This includes full grade acceleration. If no modifications are being made in the accelerated grade, the following comment should be listed in the learning expectations column on page three:

"Student will demonstrate achievement of the expectations for Grade x [subject] as outlined in the Curriculum."

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<p>Gifted students <u>may</u> need accommodations if they exhibit other needs besides advanced cognitive ability, e.g., anxiety, learning disabilities, etc.</p>		<p>See p. 66, "Assessment Accommodations," in <u>Special Education Companion</u> at: http://www.ocup.org/resources/documents/companions/speced2002.pdf</p>

Individualized Equipment Yes (list below) No

PROVINCIAL ASSESSMENTS (accommodations and exemptions)

Provincial assessments applicable to the student in the current school year: _____

Accommodations: Yes (list below) No

Exemptions: Yes (provide explanatory statement from relevant EQAO document) No

Enter the last grade and mark received for this subject or course. Indicate whether the course was modified.

Each modified subject/course or alternative program requires a separate page 3 to be completed.

This is measurable observation of current behaviour.

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

This is an overall target for what is to be accomplished in the year/semester.

Learning Expectations (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods (Identify the assessment method to be used for each learning expectation)
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These are measurable learning expectations that reflect acceleration and/or differentiation in response to the needs stated on p.1.

The modifications can be planned for the entire year in advance (if applicable) or sequentially term by term.

Ideally, the modifications for subsequent terms show development.

These strategies relate to the learning expectations in the column to the left and must only be listed if they are unique to the student.

These are techniques or tools used to determine if the learning expectations have been achieved. Because different methods may be used each term, methods must be listed every term.

For ideas see -
<http://www.ocup.org/resources/documents/comparisons/TLStrategiesChecklist.pdf>
 and page 59 at:
<http://www.ocup.org/resources/documents/comparisons/speced2002.pdf>

HUMAN RESOURCES (teaching/non-teaching)

Include type of service, initiation date, frequency or intensity, and location

These are the people required to "act out" the IEP. See examples below.

<i>Direct Instruction</i>	<i>IT Support Staff</i>	<i>09/08/2005</i>	<i>30min. minimum</i>
<i>Direct Instruction-Lana.</i>	<i>Special Education Teacher</i>	<i>10/10/2005</i>	<i>30mins 3x/week</i>

EVALUATION

Reporting Dates:

Achievement for modified expectations should be reported on Provincial Report Card. Achievement for alternative programs is reported with an "anecdotal report card" (alternative report).

Reporting Format

- Provincial Report Card (required unless student's program is an alternative program)
- Alternative Report

Gifted students with other issues (e.g., anxiety problems, difficulty hearing) should have transition plans.

TRANSITION PLAN

If the student is 14 years of age or older and is not identified solely as gifted, a transition plan is required (*see page 6*).

IEP Developed by:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

- IPRC Statement of Decision (if applicable)
- Provincial Report Card
- Other sources (*list below*)

Note that the IEP should be completed in a timely manner after the start of a "placement," i.e., the regular classroom with various levels of support, a part-time, or full time (congregated) special class.

Date of Placement in Special Education Program (*select the appropriate option*)

- 1) First day of attendance in new special education program
- 2) First day of the new school year or semester in which the student is commencing in a placement
- 3) First day of the student's enrolment in a special education program that begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase (within 30 school days following the Date of Placement):

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	Activity (Indicate parent/student consultation or staff review)	Outcome

The Principal is required to sign this ensuring the IEP meets the Ministry's standards and appropriately addresses the student's strengths and needs. IF a parent or student, 16 years of age or older, disagrees with any part of the IEP they should so note under "Parent/Guardian and Student Comments".

The principal is legally required to ensure that the IEP is properly implemented and monitored. This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Principal's Signature

Date

Involvement of Parent/Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP Parent/Guardian Student

I declined the opportunity to be consulted in the development of this IEP Parent/Guardian Student

I have received a copy of this IEP Parent/Guardian Student

Parent/Guardian and Student Comments:

A parent's signature does not imply agreement with the Plan.

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

Transition Plan

Student's name _____ OEN/MIN _____

Specific Goal(s) for Transition to Postsecondary Activities

Actions Required	Person(s) Responsible for Actions	Timelines
<p>Transition plans are currently not required for gifted students. However, the following are examples of when gifted students may need a transition plan to be in place:</p> <ul style="list-style-type: none">-Marked anxiety-Where mentors will be arranged-For orientation where students are co-enrolled in secondary school or university-For counselling regarding selection of secondary school or university programs prior to full time enrolment		

Special Education Program

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

Student OEN / MIN:	Subject/Course/Alternative Program: Mathematics Grade 8
Current Level of Achievement: Prerequisite course (if applicable) _____	Current Level _____
Letter grade/Mark A+	
Curriculum grade level 6	

Student is in grade 7, but will do grade 8 math. Assessment revealed that student had mastered grade 7 math concepts and skills.

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

Student ABC will successfully complete the Grade Eight Mathematics expectations by the end of the school year.

Learning Expectations <small>(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)</small>	Teaching Strategies <small>(List only those that are particular to the student and specific to the learning expectations)</small>	Assessment Methods <small>(List only those that are particular to the student and specific to the learning expectations)</small>
<p>Term 1: Student ABC will demonstrate achievement of the expectations for Grade 8 math as outlined in the Curriculum.</p> <p>Term 2: Student ABC will demonstrate achievement of the expectations for Grade 8 math as outlined in the Curriculum with the following addition: Student ABC will create and solve a given number of Pythagorean puzzles.</p>	<p>Place Student ABC in Grade 8 class for math instruction only.</p> <p>Conferencing Workbook</p>	<p>Math Journal</p>

A response to heightened motivation with a need for minimal repetition and practice.

Requires grade 7 and grade 8 math to be scheduled during the same block of time.

The student requires increased complexity and challenge in addition to being placed ahead a grade in the Curriculum.

Original Ontario Grade 8 Math Curriculum Expectation:
Determine the Pythagorean relationship, through investigation using a variety of tools and strategies.

Special Education Program

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

Student OEN/MIN:	Subject/Course/Alternative Program: Grade Nine English
Current Level of Achievement: Prerequisite course (if applicable) _____	Current Level of Achievement for Alternative Program:
Letter grade/Mark <u>94</u>	
Curriculum grade level <u>8 (MOD)</u>	

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

Student ABC shall complete Grade Nine Academic English curriculum expectations at X Secondary School.

Learning Expectations <small>(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)</small>	Teaching Strategies <small>(List only those that are particular to the student and specific to the learning expectations)</small>	Assessment Methods <small>(Identify the assessment method to be used for each learning expectation)</small>
<p>Semester One: Student ABC shall complete the Ontario Grade Nine Academic English curriculum expectations at X Secondary School.</p> <div style="border: 2px solid orange; border-radius: 50%; width: 30%; margin: 20px auto; padding: 10px; text-align: center;"> <p>A comment should appear on the Grade 8 report card indicating that the student is enrolled in Grade Nine English.</p> </div>		<p>As described in the course syllabus from the Secondary School.</p>

Special Education Program

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

Student OEN / MIN:	Subject/Course/Alternative Program: Mathematics 7 and 8
Current Level of Achievement: Prerequisite course (if applicable) _____	Current Level of Achievement: _____
Letter grade/Mark: 94	
Curriculum grade level: 6 (MOD)	

Student is in grade 7 and will complete two years of math expectations in one year. The student will co-enrol in high school in grade 8 to take grade 9 math.

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

To complete grade seven and eight math expectations by the end of the school year.

Learning Expectations <small>(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)</small>	Teaching Strategies <small>(List only those that are particular to the student and specific to the learning expectations)</small>	Assessment Methods <small>(Identify the assessment method to be used for each learning expectation)</small>
<p>Student ABC will complete curriculum expectations as listed in the Ontario Mathematics Gr. 7 and 8 Curriculum.</p>	<p>Plan time for individual instruction.</p> <p>Provide computer math tutorial(s).</p>	<p>Regular classroom assessments.</p>

Student requires fast-paced instruction. Pace is modified but not curriculum content or outcomes.

Extra personnel should be listed under "Human Resources" on page 4 of the IEP.

Special Education Program

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

Student OEN / MIN:	Subject/Course/Alternative Program: Language—Reading Strand	
Current Level of Achievement: B	Current Level of Achievement for Alternative Program:	
Prerequisite course (if applicable) _____		
Letter grade/Mark _____		
Curriculum grade level <u>4 MOD</u>		

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

Student ABC will extend her skills in analysis of written work to other media. She will also expand her vocabulary at levels appropriate to her reading skills.

Learning Expectations <small>(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)</small>		Assessment Methods <small>(Identify the assessment method to be used for each learning expectation)</small>
<p>Student ABC will complete the following in place of all curriculum expectations in Term 1 for the Reading Strand.</p> <p>Term 1: Compare the sequence of events in a novel with the sequence in the film based on that book (reading level of novel will be high school or beyond)</p> <p>Discuss the impact of those changes.</p> <p>Create a dictionary of new vocabulary in the book with text, definition, identification of root.</p>	<p style="text-align: center;">Not more, just different expectations.</p> <p>View film Conferencing</p> <p>Work Sheet on essay format</p>	<p style="text-align: center;">Essay—use rubric</p> <p style="text-align: center;">A standard rubric for evaluation is used.</p> <p>Conferencing based on double entry journals.</p>
	<p>Recognizes advanced skills in reading. Expectations use higher level thinking skills.</p>	
	<p>Original Grade 5 Ontario Curriculum Expectations</p> <ul style="list-style-type: none"> * Describe a series of events in a written work (e.g., in a novel or a history book), using evidence from the work; * Make judgements and draw conclusions about the content in written materials, using evidence from the materials * Use a dictionary and a thesaurus to expand their vocabulary; * Identify root words, prefixes, and suffixes 	

Special Education Program

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

Student OEN / MIN:	Subject/Course/Alternative Program: Language across the curriculum
Current Level of Achievement: Prerequisite course (if applicable) _____	Level of Achievement for Alternative Program: _____
Letter grade/Mark <u> A </u>	
Curriculum grade level <u> 2 (MOD) </u>	

Student is in grade 3.

Grade four writing expectation

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

Student ABC will use computer technology to write a brief research report on a class investigation for classmates

Learning Expectations <small>(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)</small>	Teaching Strategies <small>(List only those that are particular to the student and specific to the learning expectations)</small>	Assessment Methods <small>(Identify the assessment method to be used for each learning expectation)</small>
<p>Term 1: (Technology and Writing) Student ABC shall explore and use the internet and a word processing program with specific focus on editing and proofreading.</p> <p>Term 2: (Science) Student ABC shall construct and complete a chart, using the computer, to communicate her investigation results.</p> <p>Term 3: (Social Studies) Using the computer, student ABC will locate, research and write a report about pioneer communities.</p>	<p>Access word processor</p> <p style="border: 1px solid orange; border-radius: 50%; padding: 10px; display: inline-block; margin-top: 20px;">List "Human Resources", i.e., I.T. staff, on page 4 of the IEP.</p>	<p>Term 1: Two assignments; rubric</p> <p>Term 2: Produce chart, presentation</p> <p>Term 3: Report</p>

Learning expectations are focused on writing and use of technologies as per student request.