



Individual Education Plan

2022-2023

(First Last)

PEN : #####

Date of Birth :Month Day, Year

Grade : ##

(school logo)

School Name

School Address

Student Details

Primary Designation :

P — Gifted

Additional Designations :

Student Photo

IEP Date :

Month Day, Year

Parent/Guardian Consultation :

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Parent/Guardian Consulted Date :

Case Manager :

Case Manager Name

Student Support Team	Role
Parent Name	Mother
Parent Name	Father
Teacher Name	Classroom Teacher
Case Manager Name	Case Mangager

Student Profile

My Interests :

I like:

- most sports
- puzzles
- Star Wars
- studying space
- science (from chemistry to electrical stuff) and lots of STEM stuff.
- real world long math problems

I really, really like long boardgames

I play the guitar and the violin. I used to play the piano.







My Learning Preferences :

I learn best when I'm not tired and more energetic. If I'm tired, I end up staring at my desk or pencil for awhile.
 I like a calm classroom. I'm fine with people talking, but not if they are yelling.
 I like to be challenged in math. I like long problems that take a long time to do.

My team thinks I like to spend a long time going in-depth on a topic

What You Need To Know About Me :

I like to be challenged. A lot of times there are things we are learning that I have already known for years.

My Learning Profile			
<input type="checkbox"/> <i>Thoughts from my team</i>	Personal <i>What I am able to do on my own</i>	Social <i>What I am able to do with others</i>	Intellectual <i>How I think</i>
My Strengths	I am smart and funny.	I get along with my friends.	I do well in all subject areas at school. I memorize things quickly if it's stuff that I'm interested in. I know I'm really good at math and logic problems.
My Stretches	My team thinks it would be beneficial for me to develop strategies to help prioritize my work.	<p>I'm not the best at working with other people. If it's a project that's due quickly, it's hard for me not to be bossy.</p> <p>My team thinks I'm learning to give helpful feedback to peers when we are collaborating and that I could use some modelling, mentoring and supportive feedback stems to do so moving forward. This supported learning will ensure everyone in the group feels valued and happy with both the process and product.</p>	<p>I can get bored in class when the teacher is teaching something I have known for years.</p> <p>My teams thinks it would help challenge my thinking if I had a binder I could access when needed with deeper level math problems.</p> <p>Since I really like learning about space, it would be great if I could sometimes engage in more in-depth learning about space.</p>
<div> <div> My Focus Area This Year <input checked="" type="checkbox"/> </div> <div> Core Competency Connections <div>  <div> Personal Awareness and Responsibility Positive Personal and Cultural Identity </div> </div> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> Core Competency Connections <div>  Communicating  Collaborating  Social Awareness and </div> </div> </div> <div> <div> <input checked="" type="checkbox"/> </div> <div> Core Competency Connections <div>  Creative Thinking  Critical and Reflective </div> </div> </div>			

These learning domains can inform the IEP development in these core competency areas

Supports and Plans

Universal Classroom

Environmental

- Access to binder with additional critical thinking challenges such as logic puzzles
- group work roles with clear criteria, including sentence stems to support helpful advocacy and partner feedback towards a positive group/collaborative experience (process/product) for all group members

Core Competency Goals		
Creative Thinking	I can use strategies deliberately for quieting my mind so that I can be creative by...	
Objective	Strategy	
identifying and prioritizing tasks, and beginning with the most important one.	<ul style="list-style-type: none">-looking at due dates-deciding if I want to start with what I'm most interested in, or least interested in-whether it's a group work project or not-which one holds more weight-Time-Action-Standards-Content (TASC) template to concretely break down tasks	
Personal Awareness & Responsibility	I can take action to meet my wants and needs and/or joy and satisfaction by...	
Objective	Strategy	
asking the teacher to work on more in-depth problems that challenge my thinking when there are math concepts taught in class that I already fully understand.	<ul style="list-style-type: none">- Access to binder with deeper level math challenges from sites such as youcubed website (tasks) and brainzilla.- Parents will provide an Alan Turing math workbook.- Teacher check-in- LST check-in and prompting to support generalizing math concepts taught in class and in additional resources (sites, workbook, binder) to real life use and for complex problem-solving. Focus on transfer/generalizing to solve real life, complex problems.	
working with my group members to write out a plan of action to accomplish the group goal	<ul style="list-style-type: none">- With my group, I will write out (or support another group member to write) the needed tasks and who will do what (i.e. Task-Intent-Criteria or Time-Action-Standards-Content templates to support)- I will seek support from teacher when needed- Reminder of whole-class stems to support effective collaboration and helpful problem-solving	
Additional Comments		