

Individual Education Plan (IEP)

THIS IEP CONTAINS AC MOD ALT

REASON FOR DEVELOPING THE IEP

- Student identified as exceptional by IPRC
- Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

Student literacy skills are significantly below the provincial standard for Grade 3. In grade 2 and for Term 1 of Grade 3, her program was accommodated. Due to increased difficulty in meeting expectations at grade level, modification was necessary in both Reading and Writing programs.

Placement:

STUDENT PROFILE

Student OEN: 012345678

Last Name: AA

First Name: Student A

Gender: F

Date of Birth: 28-02-2005

School: XYZ School

School Type: Elementary

Principal: Ms. Principal

Current Grade/Special Class: Grade 3

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Classroom based structured observations	06/05/2013	Oral language strength during classroom discussions and conversations with peers. Printing and other fine motor tasks results are age appropriate.
Classroom based Writing and Reading Assessment	20/09/2013	Difficulties with word recognition at grade level (one grade below) Writing structures require significant prompting and support.
Benchmark Assessment	03/03/2013	Results indicate reading and writing skills at early grade 2 level.
Grade 3 Mid Year Writing Assessment	26/01/2013	Significantly below grade expectations expectation.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Oral Language	Writing Skills
Social skills with peers	Reading Skills
Fine motor skills	Self-confidence in reading and writing ability
Kinesthetic/tactile learner	

SUBJECTS, COURSES/CODES OR ALTERNATIVE SKILL AREAS TO WHICH THE IEP APPLIES

Accommodated only(AC), Modified(MOD), Alternative(ALT)

1. Reading	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
2. Writing	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT

REPORTING FORMAT

Provincial Report Card Alternative Report

ACCOMMODATIONS FOR LEARNING, INCLUDING REQUIRED EQUIPMENT

Accommodations are assumed to be the same for all program areas unless otherwise indicated

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Word prediction software (writing)		Word prediction software (writing)
Graphic organizers to assist with writing process		Verbatim rdg. instructions/questions
Personal word bank		Verbatim scribing of responses
Rewording/rephrasing of information		Text to voice software (reading)
Visual/word match software (writing)		Visual/word match software (writing)
Text to voice software (reading)		

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Type of assessment: Grade 3 -- Reading, Writing and Mathematics

Permitted Accommodations No Yes (list below)

Presentation Format-Assistive technology formats

Response Format-use of a computer or word processor or assisted devices and technology

Response Format-verbatim scribing of student responses

Exemption with Rationale No Yes (list below)

Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale No Yes (list below)

Ontario Secondary School Literacy Course (OSSLC) Yes

Special Education Program

Subject or Course/Code or Alternative Skill Area

Reading

Baseline Level of Achievement (usually from previous June report card):

Prerequisite secondary course (if applicable):

Letter grade/Mark: R (Dec08)

Curriculum grade level: 3

Baseline Level of Achievement for Alternative Skill Areas:

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

Will independently read and use specific reading strategies to increase comprehension and fluency.(late grade 2)

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Curriculum Accommodations only during this time.		
Term 1		
Read 130 sight words. (early Grade 2)	Provide a variety of sight word activities.	Oral reading assessment measuring accuracy and fluency. (Teacher checklist)
Identify and use 3 word attack strategies.	Provide direct instruction of 3 strategies.	Reading conference dialogue and student demonstration of each strategy.
Retell a story at the late grade 1 level in proper sequence.		Oral retell with rubric criteria including accuracy.
Read and understand fiction and non-fiction texts (early grade 2).		Running records and Benchmarks data.
Term 2		
Read 160 sight words. (end of Grade 2)	Provide a variety of sight word activities.	Oral reading assessment measuring accuracy and fluency.(teacher checklist)
Oral reading will sound like spoken language with appropriate pauses, stops and starts, indicated by punctuation. (Grade 2)	Provide individualized reading coaching, fade prompts.	Oral reading assessment. (running record, Benchmarks)
Make predictions prior to reading and use visualization during reading to help with reading comprehension. (Grade 2)	Direct instruction of visualization technique.	Reading conference; observation during Guided Reading and student demonstration of each strategy.
Read and understand fiction and non-		Running records and Benchmarks

fiction texts. (late Grade 2)

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Writing		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: R (Dec08) Curriculum grade level: 3		Baseline Level of Achievement for Alternative Skill Areas:
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area. Student will: spell high-frequency words, write simple questions, statements and exclamations and use adjectives at the grade 2 level.		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Curriculum Accommodations only during this time.		
Term 1		
Independently will use the following strategies for spelling unfamiliar words: listen for rhyming patterns, common letter sequences, and onset and rhyme in frequently used words. (Grade 1)	Direct Instruction of strategies.	Structured writing conferences to monitor student's use of strategies. (Teacher Checklist)
Consistently will write simple but complete sentences that make sense. (Grade 1)	Provide samples.	Checklist to access criteria of sentence structure.
Independently, write a story based on characters and events from a story read in class. (Grade 1)	Provide graphic organizer for story sequence.	Rubric for story to access strategies for spelling and sentence structure.
Term 2		
Using visual writing supports, spell many high-frequency words correctly. (Grade 2)	Provide word walls, anchor charts and words from her own vocabulary.	Writing conferences to monitor student's use of strategies.
Consistently, write simple questions, statements and exclamations. (Grade 2)	Provide samples.	Checklist to access criteria of sentence structure.
Consistently, use adjectives in her writing to communicate relevant details. (Grade 2)	Provide word walls, anchor charts and words from her own vocabulary.	Writing samples; daily journal noting frequency of adjective use.
Independently, write a friendly letter to her grandmother. (Grade 2)	Provide graphic organizer for letter format.	Rubric for letter.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher (SERT)	Consultation monthly (Sept-June)	Regular class
Board Itinerant Literacy Teacher	Consultation each reporting period (Nov., Jan., May)	Regular class

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Teacher	Classroom Teacher
Ms. SERT	Special Education Resource Teacher
Mr. Literacy	Board Itinerant Literacy Teacher

TRANSITION PLAN No Yes

Long-term Goal(s):

Through the use of technology and programming in Reading and Writing, she will close the gap in Language to the instructional level of her age appropriate peers. She will begin to understand her learning needs with respect to technology.

Actions	Person(s) Responsible for Actions	Timelines
Language program focussed on improvement in reading fluency and formal writing formats.	Student, Teacher, SERT, Board Itinerant Literacy teacher	Grade 3
Develop Self-Advocacy Skills with respect to use of technology in the classroom. Student to add new skills to "All About Me Portfolio".	Student, Teacher, Parents	Grade 3
Prepare requirements for using technology for grade 3 EQAO assessment.	Student, Teacher, SERT	Fall/SpringGr 3
Use assistive technology as part of the writing process for classroom tasks. Add new skills to "All About Me Portfolio".	Student, Teacher, parents	Grade 3
Transition Meeting to discuss student strengths and needs in preparation for student moving to Junior Division.	teacher, SERT, Principal, Parents, Board Itinerant Literacy Teacher	March Grade 3

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
29/09/2013	Parent meeting	Discussed accommodations that were effective last year; strengths and needs reviewed.
01/12/2013	Parent -Teacher Interview	Discussed reading and writing concerns as indicated on report card; agreement for need to develop modified curriculum in Reading and Writing.
08/01/2014	Parent/Classroom Teacher meeting around modified program, SERT	Identified reading and writing as key areas for modification; parents agreed. Some progress noted and student is responding well to using Assistive Technology.
13/01/2014	IEP sent home	Parents signed and returned. IEP stored in OSR.
05/03/2014	Parent-Teacher Interview	Parents agreed to expectations as discussed. Both parents and teacher discussed need for more formal assessments. Teacher will discuss this with SERT and principal. Copy provided to parents.
03/04/2014	Parent meeting to discuss formal assessment	Consent forms signed for psycho-educational assessment.

PRINCIPAL'S RESPONSIBILITY

The principal is legally required to certify that the IEP is developed within 30 school days after placement in the program, and that the parent has been consulted in its development. The principal is further required to ensure that a copy of the IEP is sent to the parent (or the student if 16 years of age or older), that the IEP will be implemented and reviewed in relation to the student's report card each reporting period, and that it will be placed in the OSR.

Principal Signature

Date

Parent/Guardian Signature
(Please sign and return this page to the school for the OSR)

Date

Student Signature (if 16 years of age or older)

Date

IEP completion date:01/10/2013