

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

IPRC Date: 04/03/2013

Placement: Regular class with withdrawal assistance

Exceptionality (identified): Behaviour: Behaviour

STUDENT PROFILE

Student OEN: 123456789

Last Name: TT

First Name: T

Gender: F

Date of Birth: 01/01/1999

School: Secondary School Placement Date: 03/09/13

School Type: Secondary

Principal: Ms. Principal

Current Grade/Special Class: Grade 9

School Year: 2013-14

Student (secondary only) is currently working towards attainment of the:

- Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

Reporting Period

Secondary-Semester

- One

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Classroom based Multiple Intelligence Survey and Interest Inventory	02/10/2012	Visual and Auditory Learner, interest in Fine Arts and Graphic Arts.
Medical	14/04/2011	Confirms Attention Deficient Hyperactivity Disorder and Anxiety. Diagnosis of Obsessive Compulsive Disorder. Evidence of persistent perfectionism and repeating rituals to complete tasks.
Psycho-Educational Assessment	22/02/2011	Average cognitive ability. No significant discrepancy between performance and ability. Strength evident in verbal memory and reading comprehension. Slight delay in processing speed.
Behaviour Assessment	25/09/2010	Frustration evident during rotary schedule changes. Anxiety levels elevated when unable to complete tasks in allotted times. Responds well to structure and clear instructions for task completion. Reluctant to ask for assistance in the classroom setting.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Reading skills	Self-advocacy skills
Auditory memory skills	Attention skills
Average cognitive skills	Self-regulatory skills
Visual learner	
Auditory learner	

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

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

1.Learning Strategies (GLE 10)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Mathematics (MFM 1P)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Visual Arts (AVI 10)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.English (ENG 1P)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.Self Regulation	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
6.Assistive Technology (AT)	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" 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 processing, graphic organizers	Strategic seating	Word processing
Extra time for processing	Maintain stable classroom configuration when possible	Extra time or spacing out assessment over days
Prompts to return student to task	Daily schedule	Prompts to return student to task
Chunk work into smaller amounts	Transition planning	Periodic breaks
Highly structured activities	Structured work space	Individual or quiet setting
Use of computer or tablet for written products		Use of computer or tablet for written assessments
Periodic breaks		

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Type of assessment: Grade 9 -- Mathematics

Permitted Accommodations No Yes (list below)

Setting-Individual or small group setting or individual study carrel

Setting-Preferred seating in the assessment room

Time-Additional time to a maximum of double the allotted time

Presentation Format-Assistive technology formats

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

Self Regulation

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

Prerequisite secondary course (if applicable):

Letter grade/Mark:

Curriculum grade level:

Baseline Level of Achievement for Alternative Skill Areas:

Becomes frustrated during transitions (when changing classes or daily schedule.) When starting a task based on new material, frustration and anxiety levels increase and task completion decreases. When frustrated, inappropriate language is often used with peers and adults

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.

In order to independently assess and reflect critically on her own strengths, needs and interests, Student will recognize levels of personal frustration, seek assistance at early levels of frustration and predict situations and environments during the school day, that may cause anxiety or frustration.

Learning Expectations	Teaching Strategies	Assessment Methods
One		
Use personal anxiety scale daily at the beginning and end of each period to record anxiety level using criteria established in Child and Youth Counsellor (CYC)/student training sessions.	CYC discuss with student what student's frustration looks like and when it is likely to happen. CYC will model use of anxiety scale.	Student self assessment.
Indicate daily on her individual schedule, events or class activities that may cause increased anxiety and record possible events on daily communication log.	Provide daily schedule and agenda on board for each class.	Daily debrief consultation with CYC-record anecdotal notes.
Initiate "break card" for situations when anxiety levels reach stage two of her "anxiety scale" and record choices in her communication log daily.	Provide "break card" choices on her daily schedule.	Running record of frequency of breaks required and outcome of using a break card (incidents in class).
Identify and recognize personal symptoms of anxiety in classroom situations daily.	Role-playing and discussion of physiological and behavioural indicators of anxiety for student.	Checklist of accuracy of matching personal anxiety traits in role-playing situations.
Two		

Special Education Program

Subject or Course/Code or Alternative Skill Area

Assistive Technology (AT)

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

Prerequisite secondary course (if applicable):

Letter grade/Mark:

Curriculum grade level:

Baseline Level of Achievement for Alternative Skill Areas:

Student has basic computer literacy skills and has demonstrated skills using text to voice software and graphic organizers during reading and writing activities. She completes written tasks with increased fluency and speed (within given time) with word processing.

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.

In order to reduce anxiety related to production of written work, she will use a laptop system and software in at least two classes this semester for all reading and writing tasks.

Learning Expectations	Teaching Strategies	Assessment Methods
One		
Determine and complete, with her English and General Learning Strategies Expectation (GLE) teachers, reading and writing tasks that will be completed using AT for each unit of study.	Provide direct instruction on use of AT (software, filing process, saving processes).	Class writing rubric. Student oral and written self reflection on task completion using AT.
Record and graph tasks assigned in English and GLE and tasks completed during instructional period.	Provide graphing software for the task (file on student's laptop) and review process of digital graphing.	Weekly consultation to review AT needs and results of task completion-anecdotal notes Special Education Resource Teacher (SERT).
Two		

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
SERT	10 minutes per week - consultation re: AT supports required starting in September.	Resource room
SERT	Daily (GLE class - 75 minutes) Semester One only	Classroom
Behaviour Consultant	Consultation once per semester (starting in September)	Resource room
Guidance Counsellor	Once per semester (or as needed by student) for Transition Planning.	Guidance office
CYC	Small group role playing for 30 minutes per week for 6 weeks at the beginning of the semester (September)	Resource room
Child and Youth Counsellor (CYC)	Daily 10 minutes - beginning of the school day (starting in September)	Classroom

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr. SERT	SERT (GLE) and Assistive Technology Support
Mrs. Teacher	Math Teacher
Ms. Teacher	English Teacher
Ms. Teacher	Visual Arts Teacher
Mr. Child and Youth Counsellor (CYC)	Alternative Curriculum Implementation
Mrs. Behaviour Consultant	Behaviour Consultant
Ms. Principal	Secondary School Principal

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will earn a Secondary School Diploma and study Fine Arts or Communications at Community College upon graduation from secondary school for June 2017.

Actions	Person(s) Responsible for Actions	Timelines
Explore supports available at the Community College level for students with needs similar to hers. Add findings to her Individual Pathway Plan (IPP).	Student, SERT, CYC, Parents	Gr. 10 and 11
Complete vocational aptitude assessment as part of the Individual Pathway Plan (IPP) software. Include results in IPP.	Guidance, Student	Gr. 10
Identify and use self advocacy skills in new classroom situations for transitions. Include self reflections as part of IPP.	Student, CYC	Gr. 9
Compile Transition Portfolio of documents required to access post-secondary supports. Record as part of IPP.	Student, SERT, Guidance	Gr. 11/12
Work with CYC and SERT to learn to navigate the secondary school system (code of conduct). Include reflections as part of IPP (Transition Planning)	Student, SERT, CYC	Gr. 9-sem one
Attend summer Transition Program at chosen post-secondary institution. Include reflections on the opportunity as part of IPP (Transition Planning) with recommendations for following years.	Parents, Student	Summer after Gr. 11

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
18/06/2013	IEP goals related to Alternative Program for 2009-10 school year.	Goals established for alternative curriculum. Student Success teacher was present at the meeting. It was concluded that Special Education Team will provide monitoring for first semester next year.
17/09/2013	Draft IEP presented to student, parents for review.	AT laptop system added to IEP. Parents and student signed the assumption of responsibility for equipment (as per Board policy).
02/10/2013	Completed IEP shared with student, teachers and parents.	IEP sent home shared with teachers. GLE and English teachers acknowledged AT goal for their classes. All teachers aware of student's need for breaks.
07/10/2013	IEP returned signed by parents and student.	Parents signed consultation sheet and requested update conference for mid-November. SERT will schedule.
11/11/2013	Transition Review Meeting	Parents, student and SERT and CYC reviewed successful transition to secondary school setting. Student and parents made appointment for parent/teacher interviews with teachers.

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:07/10/2013