

## 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: 25/03/2013

Placement: Regular class with indirect support

Exceptionality (identified): Intellectual: Giftedness

### STUDENT PROFILE

Student OEN: 012345677

Last Name: YYY

First Name: YYY

Gender: M

Date of Birth: 01/04/1999

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

School Type: Secondary

Principal: Mr. YYY Secondary

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

<b>RELEVANT ASSESSMENT DATA</b>		
<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Teacher/Student Conference	06/09/2013	Student indicated interest in developing leadership skills and learning to integrate skills in Applied Mathematics and Creative Arts.
Classroom based (Board Gifted Program) Multiple Intelligence and Interest Inventories.	11/02/2013	Visual and Logical Mathematical learner. Interest indicated in Applied Mathematics and Creative Arts (Writing and Visual Arts).
Board based benchmark assessments (Language)	08/10/2012	Results indicate strengths in Writing and Reading, Critical Thinking, Making Connections.
Standardized Large Scale testing (Language and Mathematics)	17/05/2010	Level 4 in all areas of Language and Mathematics.
Psychoeducational Assessment	26/03/2008	Results in the very superior range globally. Student meets criteria to be considered for Giftedness exceptionality.

<b>STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
Visual, Logical Mathematical Learning Style	Leadership skills
Critical Thinking, Inferencing	Opportunities to integrate learning from various disciplines
Language Skills (Writing, Reading, Oral Language)	Use critical thinking skills across the curriculum
Mathematical Skills	

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

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

1.Integrated Arts ALC10	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Principles of Mathematics MPM1D	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Science SNC1D	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.Core French FSF1D	<input checked="" type="checkbox"/> AC <input 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

<b>Instructional Accommodations</b>	<b>Environmental Accommodations</b>	<b>Assessment Accommodations</b>
Encourage integrated approach to tasks	Independent study space in school (e.g. library)	Conference with student re: alternative tasks
Opportunities for advanced Critical Thinking	Time for complex thinking	Project based tasks
Leadership opportunities in class and school		
Provide independent inquiry based projects		

**PROVINCIAL ASSESSMENTS**

This is a provincial assessment year  No  Yes

Type of assessment: Grade 9 -- Mathematics

Permitted Accommodations  No  Yes (list below)

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

**HUMAN RESOURCES (teaching/non-teaching)**

Type of Service	Frequency or Intensity for board staff	Location
Itinerant SERT-responsibilities include Gifted	Per semester consultation with teachers and SERT	Resource Room
Special Education Resource Teacher	Monthly-teacher/student conference and planning	Classroom or Resource Room
Guidance counsellor	Transition Planning (Option Sheet time or as needed by student)	Guidance Office

**Health Support Services in the School Setting:**  No  Yes

**IEP DEVELOPMENT TEAM**

Staff Member	Position
Ms. Art	Teacher
Ms. Mathematics	Teacher
Mr.. SERT	Special Education Resource Teacher
Mrs.Science	Teacher
Mr. French	Teacher

**TRANSITION PLAN**  No  Yes

**Long-term Goal(s):**

Student will pursue a Secondary School Diploma in order to further studies at a University Level. Specific area of post-secondary study has not been decided at this point but student is considering Architecture.

Actions	Person(s) Responsible for Actions	Timelines
Discuss goals for grade 9 year in order to inform possible opportunities to assist in meeting goals that are available within the school, board, greater community. Add results to Individual Pathway Plan (IPP).	SERT, student, classroom teachers, guidance counsellor	Sept. grade 9
Complete Career Interest Inventory. Save results to IPP for future reference and research.	Student, Guidance counsellor, Career Education teacher	Grade 9 and annually.
Research a variety of possible career destinations based on student's skills and aptitudes. (face to face and on line reseach) Add results to IPP for future reference.	Student, guidance counsellor, Career Education teacher	Grade 9 and annually
Determine possible destination pathways to university program. Record as part of IPP.	Student, Career Education teacher	Grade 9 and on-going.
Gain leadership skills through opportunities within the school, board and greater community especially in the area of Creative Arts and Applied Mathematics.	Student, teachers, SERT, guidance counsellor, parents	Grade 9 and 10
Gain leadership and integrated thinking experience within the greater community and provincially.	Student, parents, community partners (local university and businesses)	Grades 10-12
Research possible scholarships and bursaries for areas of interest. Add results to IPP.	Student, parents, Community agencies, post-secondary institutions (websites)	Grade 11
Through information gathered and stored in IPP throughout secondary school, create a Transition Portfolio for applications to post-secondary institutions.	Student, parents	Grade 11 and 12

**LOG OF PARENT/STUDENT CONSULTATION**

<b>Date</b>	<b>Description of Consultation</b>	<b>Parent/Student Feedback/Outcome of Consultation</b>
06/09/2013	SERT/student conference	Student completed Interest Inventory and Goal Setting (Self Regulation-Learning Skills). Student reviewed IEP and services available at school. Student will take IEP home and review.
10/09/2013	IEP Parent/Student consultation (phone and in person)	Student brought IEP back to school. With parents on phone, student and SERT discussed current leadership opportunities within the school and board. Student selected initial opportunities to try. Community leadership opportunities in the greater community were also discussed.
11/09/2013	IEP returned for Semester One.	Parent/student signed IEP consultation. Student will review strengths, needs and accommodations with classroom teacher and ask SERT for assistance if required. IEP shared with teachers electronically.
24/10/2013	Student/SERT conference	Goals for Semester One IEP discussed. Student is adjusting well to secondary school and is involved in opportunities at the school and the board level. Math and Arts teacher have agreed to integrated culminating task for this month. Art teacher provided contacts with Art Gallery in the community.
22/11/2013	Student/SERT conference	Student agreed to a board leadership opportunity (Conference Executive). Integrated culminating task worked very well and would be something to consider for Semester Two. Student gained volunteer hours as part of Art Gallery student leadership team. Will continue semester two.
12/12/2013	Student/SERT/parent conference (phone and in person)	Itinerant teacher presented opportunities for Semester Two goals initial discussion. Student will discuss options with parents. Decisions for January.
17/01/2014	Student/SERT/parent conference (in person)	Student presented options for goals for Semester Two involving possible integration of culminating tasks (Religion and English) and continuation of school and board leadership opportunities. SERT will arrange meeting with classroom teachers and student early in Feb. to finalize goals.

**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.

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Principal Signature

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Date

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Parent/Guardian Signature

(Please sign and return this page to the school for the OSR)

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Date

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Student Signature (if 16 years of age or older)

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Date

IEP completion date: 11/09/2013