

## 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: 05/04/2013

Placement: Regular class with indirect support

Exceptionality (identified): Communication: Language Impairment

### STUDENT PROFILE

Student OEN: 234567891

Last Name: WW

First Name: W

Gender: F

Date of Birth: 25/05/98

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

School Type: Secondary

Principal: Mr. Principal

Current Grade/Special Class: Grade 10

School Year: 2013-2014

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

- Two

**RELEVANT ASSESSMENT DATA**

<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Speech Language Re-assessment	06/06/2012	Reassessment confirms that Student has Specific Language Impairment that is affecting her semantic language. Student continues to use short sentences, has difficulty with word retrieval, language organization.
Career and Interest Inventory (classroom based)	17/04/2012	Indicates interests in Creative Arts (visual arts, media arts).
Psycho-educational Assessment	26/10/2009	Indicates specific language areas as area of need. Written language (word choice, organization, fluency of writing) is below age norm. Does not meet criteria for a Learning Disability.

**STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED**

<b>Areas of Strength</b>	<b>Areas of Need</b>
Co-operation with adults	Verbal organization
Intellectual curiosity	Grammar constructs
Motivation	Word retrieval
Self-advocacy skills	
Artistic Skills (fine arts)	

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

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

1.English ENG2P	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Canadian History Since WW I CHC2P	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Visual Arts AVI2O	<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>
Preteaching new vocabulary	Strategic seating	Additional time
Highlighting important information	Access to references (word wall, semantic webbing)	Software with spell check
Organization coaching		Multiple choice option for vocabulary or content assessment
Teacher/peer modelling		Concept-webbing software for writing process
Note-taking assistance		Text-to-speech software
Rewording/rephrasing of information		
Allowing additional time for verbal responses		
Text-to-speech software		
Concept-webbing software for writing process		
Fill in the blank notes where appropriate		

**PROVINCIAL ASSESSMENTS**

This is a provincial assessment year  No  Yes

Type of assessment: Ontario Secondary School Literacy Test (OSSLT)

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

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
Guidance counsellor	annually (option sheets) for transition planning	Guidance office
Speech language pathologist	Consultation to Special Education Resource Teacher annually	Resource Room
Special Education Resource Teacher	Consultation as required with teachers	Resource Room

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

**IEP DEVELOPMENT TEAM**

Staff Member	Position
Mr. Teacher	Art Teacher
Mrs. Teacher	English Teacher
Ms. Resource	School Resource Teacher
Ms. Speech Language Pathologist	Speech Language Pathologist
Ms. Principal	Principal

**TRANSITION PLAN**  No  Yes

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

Ontario Secondary School Diploma with further studies at the Community College in Fine Arts.

<b>Actions</b>	<b>Person(s) Responsible for Actions</b>	<b>Timelines</b>
Review IEP Accommodations and process for accessing AssistiveTechnology at the secondary school. Review required accommodations with teachers.	SERT, Student ,	Grade 9
Update interest inventory, learning style profile. Save results to the Individual Pathway Plan (IPP).	Student , SERT	Grade 10
Course selection for Gr 11 and Gr 12 (Review course pathways for college and workplace). Record course pathways in IPP.	Student , SERT, parents, guidance counsellor	Grade 10
Attend Pathways to Success Workshop held by post secondary institution. Record reflections as part of IPP.	Student , parents, post secondary accessible services representative	Grade 11
As part of IPP updates, create a Transition Portfolio consisting of required documentation for post-secondary institution.	Student, parents	Grade 12
Review required accommodation with teachers. Ask SERT for assistance if required.	Student	Grade 10-12
Explore post secondary programs of interest, identifying prerequisites and accommodations made by program. Record favorites as part of IPP updates.	Student , parents, guidance counsellor, post secondary accessibility representative	Grade 11 and 12

**LOG OF PARENT/STUDENT CONSULTATION**

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
04/09/2013	Parents, Student, SERT re:course selection and review of previous school year	Reviewed IEP with parents and discussed accomodations. Parents and student agreed with accommodations and requested similar Transition Meeting for semester 2. SERT arranged with classroom teachers.
12/09/2013	IEP sent home for parent/student signatures	IEP returned signed on September 13, 2013.
05/02/2014	Parent, Student, Resource Teacher re: IEP for Semester 2	Parent and student agreed with IEP. To improve student self advocacy, student agreed to explain required accommodations to one teacher this semester. SERT followed up.

**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:13/09/2013