

## 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: 15/04/2013

Placement: Regular class with withdrawal assistance

Exceptionality (identified): Intellectual: Mild Intellectual Disability

### STUDENT PROFILE

Student OEN: 123456789

Last Name: II

First Name: Student I

Gender: M

Date of Birth: 01/01/1998

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

School Type: Secondary

Principal: Ms. Principal

Current Grade/Special Class: Grade 10

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**

<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Comprehensive educational assessment (with assistive technology as accommodation)	20/06/2013	Moderate delay in most areas of Language and Mathematics.
Mathematics educational assessment	20/01/2013	Numbers and Operations are areas of need. Results indicate that performance is significantly below peers.
Teacher Structured Observation (over 3 consecutive days)	12/10/2012	Preference for tasks involving movement, manipulatives. Often asks for assistance from teacher, support staff and peers. Refers to writing models displayed in classroom while completing tasks.
Psychological assessment	04/10/2006	Intellectual functioning significantly below the average range for chronological age peers.
Speech and Language Pathology assessment	04/04/2005	Receptive and expressive oral language skills are significantly delayed when compared to chronological age peers. The area of greatest difficulty is the understanding and use of grammatical and syntactical structures and reading comprehension.

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

<b>Areas of Strength</b>	<b>Areas of Need</b>
Kinesthetic/tactile learner	Problem solving skills
Self-advocacy skills	Reading and Writing Skills
Visual learner	Number and mathematical skills
Gross motor skills	Research skills
	Oral Language Skills

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

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

1.ENG2L-English	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.HFN20-Food and Nutrition	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
3.HRE20-Religion	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.GLE20-Learning Strategies	<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
Speech to Text, Text to Speech, Graphic Organizers	Strategic seating	Software with spell check
Extra time for processing		Speech-to-text software
Concrete materials		Text-to-speech software
Highly structured activities		Additional time

**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

Setting-Individual or small group setting or individual study carrel

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

<b>Special Education Program</b>			
Subject or Course/Code or Alternative Skill Area <b>HFN20-Food and Nutrition</b>			
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): N/A Letter grade/Mark: N/A Curriculum grade level: N/A		<b>Baseline Level of Achievement for Alternative Skill Areas:</b>	
<p><b>Annual Program Goal(s):</b> 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.</p> <p>Complete all required expectations to earn a credit in this course with modification of some specific expectations in the Personal and Social Responsibilities, Social Challenges and Social Science Skills as outlined below. Focus for this semester will be on how to make informed food choices and how to prepare foods.</p>			
Learning Expectations	Teaching Strategies	Assessment Methods	
<b>One</b>			
Prepare one evaluation of three sources of food information. (newspapers, magazines, marketing media) in order to detect bias. (mod. HFN 20)	Provide information sources.	Rubric (culminating task unit one). Teacher checklist.	
Identify two techniques for reducing the percentage of fat content in a person's diet. (mod HFN 20)		Teacher student conference (unit two).	
Create a summary chart about one food issue, by reading and summarizing articles on food and nutrition in newspapers, magazines and selected marketing media literature. (mod HFN 20)	Provide graphic organizer to record information. Provide information sources.	Presentation Rubric (culminating task unit three). Student reflections through discussion with teacher.	
Analyse information from three sources (newspapers, magazines, marketing media) to determine society's changing perception of beauty. (mod HFN 20)	Provide informatio sources.	Presentation Rubric. (culminating task unit four) Teacher checklist and debrief with student after presentation.	
<b>Two</b>			

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area <b>GLE20-Learning Strategies</b>		
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): GLE10 Letter grade/Mark: 58 Curriculum grade level: 9	<b>Baseline Level of Achievement for Alternative Skill Areas:</b>	
<b>Annual Program Goal(s):</b> 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. Complete all required expectations to earn a credit in this course with some modifications of specific expectations in two strands-Learning Skills and Exploration of Opportunities as outlined below. Focus this semester will be to learn how to develop and apply literacy skills and motivation to pursue opportunities for success in secondary school and beyond.		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>One</b>		
Identify and use two reading skills and strategies to improve understanding of texts.	Provide outline of reading skill steps.	Weekly log maintained by student indicating reading strategy used; monthly conference with teacher to monitor strategy use.
Identify and use two oral communication skills to support reading and writing.		Teacher structured observation notes (monthly).
Use two forms of writing (news report, summary) to suit audience and purpose.	Provide exemplar of writing samples.	Written submission rubric (culminating task unit one and two).
Identify and use two strategies to improve writing (organizing ideas, editing).		Weekly log maintained by student indicating reading strategy used; monthly conference with teacher to monitor strategy use.
Explain the organization and graduation requirements of the secondary school program as it relates to the literacy requirements, including types of courses and program pathways and the possible destinations that are appropriate to the student.	Provide visual organization of pathways. Assist student with making appointment with guidance counsellor to discuss task.	Written task rubric (culminating task unit three).
<b>Two</b>		

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

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher (SERT)	Daily one period during semester one (GLE)	Resource room
Guidance counsellor	Once per semester (20 minutes) for Transition Planning	Guidance office
Special Education Resource Teacher (SERT)	30 minutes daily semester two - support ( group of students)	Resource room

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

**IEP DEVELOPMENT TEAM**

Staff Member	Position
Mr SERT	GLE teacher and support semester two
Mr English	English teacher
Ms Nutrition	Food and Nutrition teacher
Mr Faith	Religion teacher

**TRANSITION PLAN**  No  Yes

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

Student will work toward earning a Ontario Secondary School Diploma and to pursue post secondary apprenticeship opportunities in the area of construction or landscaping (graduation June 2016) .

<b>Actions</b>	<b>Person(s) Responsible for Actions</b>	<b>Timelines</b>
Complete Essential (locally developed) courses in Mathematics and English to close the gap in skills and determine if Applied studies is suitable.	Student, parents, teacher, SERT	Grade 9 and 10
Remediation in Language in preparation for the EQAO Literacy Test. Explore use of AT/IT supports for assessment and use in class daily.	SERT, remediation teacher	Grade 9-ongoing
Select a variety of cooperative education courses and programs in senior years to determine interests and aptitudes in workplace settings. Record reflections in Individual Pathway Plan (IPP).	Student, parents, co-op teacher, guidance counsellor	Gr 10 ongoing
Explore possible alternative pathways to reach post secondary goals (apprenticeship).	Student , parents, guidance	Grade 9 ongoing
Initiate contact with community employment agencies to assist finding part time employment for after school and summers.	Student, parents, CYC, ODSP partner	Grade 10
Attend school (co-op department) and board sponsored (OYAP) work experience fairs and presentations. Explore options and store information in the IPP.	Student, parents, SERT, co-op teacher, guidance counsellor	Annually
Participate in job shadowing opportunities annually to determine interests and potential co-op placements.	SERT, co-op teacher, employers, guidance counsellor	Grade 9 ongoing
Prepare skills portfolio as part of the IPP process in preparation for post-secondary requirements.	Student, guidance, parents, career education teacher	Grade 10 to grad



**LOG OF PARENT/STUDENT CONSULTATION**

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
04/04/2013	IEP update to select option sheets for following year.	Parent/student returned options sheet selections.
30/09/2013	Parent/student/SERT met to review goals in each subject area.	Student requested changes to GLE to reflect writing tasks using AT-IEP adjusted.
10/10/2013	Finalization of semester one goals and expectations with teachers.	Consultation complete with parent, student, classroom teachers-working copy signed off.

**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: 11/10/2013