

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

Assessment from elementary school indicates supports required for Transitioning, English and Mathematics.

Placement:

STUDENT PROFILE

Student OEN: 123456789

Last Name: ABCD

First Name: ABCD

Gender: F

Date of Birth: 27/08/1999

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

School Type: Secondary

Principal: Mr. Secondary

Current Grade/Special Class: Grade 9

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

Information Source	Date	Summary of Results
Review of Attendance Profile (grade 8 and semester one)	24/01/2014	Significant absences in Term 2 of grade 8. Initial absences in September grade 9 have improved with support of Aboriginal Transition Support Worker intervention. Attendance should continue to be monitored during semester 2.
Board Benchmark Assessment (Language)	10/10/2013	Reading and Writing results indicate below grade level results.
Interest Inventroy (classroom based)	06/09/2013	Computer Usage, working in teams, team sports.
Learning Styles Inventory (classroom based)	03/06/2013	Visual Learner strength indicated.
Academic Assessment (classroom based) and writing sample.	27/05/2013	Language (Writing and Reading) and mathematics (Number Sense and Numeration and Patterning and Algebra) are areas of need. Handwriting illegible and written output is slow.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Visual learner	Language-Reading and Writing
Co-operation with adults	Mathematics-Number Sense/Numeration, Patterning/Algebra
Computer keyboarding skills	

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

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

1.Native Languages, Level 1 NL1 (semester one)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.English ENG 1P (semester one)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Information and Communication Technology in Business BTT10 (semester one)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.Learning Strategies GLE 10 (semester one)	<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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Rewording/rephrasing of information	Strategic seating	Use of software for the writing process
Use of software for writing process		Use of calculator and formula sheets
Graphic Organizer software		Text to Voice software for reading selections
Text to Voice software for reading selections		

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Type of assessment: Grade 9 -- 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

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
Special Education Resource Teacher (SERT)	Support in English class twice weekly-shared support	English classroom
Youth Aboriginal Transition Support Worker (YATSW)	Monthly seminar	Guidance Seminar Room
Guidance Counsellor	Transition Planning (annually before option selections)	Guidance office

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr. English	Teacher
Mr. Language	Teacher
Ms. GLE	Teacher
Mrs. Business	Teacher
Ms. SERT	Special Education Resource Teacher
Mr. YATSW	Youth Aboriginal Transition Support Worker

TRANSITION PLAN No Yes

Long-term Goal(s):

Successful transition to secondary school with a plan to study Recreational Leadership at the College Level upon earning a Secondary School Diploma.

Actions	Person(s) Responsible for Actions	Timelines
Transition Meeting to discuss student's academic, social, emotional needs as she moves to a secondary school setting.	Gr. 8 teacher, Youth Aboriginal Transition Support Worker (YATSW), Secondary School Guidance counsellor, parents, student, secondary SERT	April gr. 8
Update academic assessment, learning style and interest inventory to inform course selection and transition supports required for secondary school.	Gr. 8 teacher, student	May gr. 8
Meet with secondary school student mentor.	YATSW, student mentor, student	April-June gr. 8
Attend Orientation sessions held by secondary school	YATSW, secondary guidance counsellor, student	August/September gr. 9
Attend monthly transition seminars to discuss successes, strengths and needs in new environment. Record reflections as part of student Individual Pathway Plan (IPP)	YATSW, student	Sept.-June gr. 9
Review Board Benchmark Results and student achievement in semester one to determine further academic and social/emotional needs.	YATSW, Literacy Team, Special Education Department Head, Guidance, student, parents	November gr. 9
Complete Career Planning Assessment and include as part of IPP. Results can inform course selection for grade 10.	Guidance, student	January gr. 9
Review semester one assessment data to determine continued supports required for semester two. Share information with semester two teachers.	Guidance, YATSW, student, SERT, vice principal	Jan. gr. 9
School Team meeting to determine if academic assessment is required based on semester one achievement and response to supports in place.	SERT, Board Special Education Consultant, School Administration, Parents, Student	Jan. gr. 9
Review grade 9 achievements (academic and social/emotional) to determine required supports over the summer and for grade 10.	YATSW, Guidance, SERT, student, parents	May gr. 9

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
25/02/2013	Transition Meeting #1	Discussed student's academic and social/emotional needs. Suggestion was to provide updated academic assessment. Multiple Intelligence Inventory and an Interest Inventory to assist with program planning and supports required. Grade 8 teacher will complete assessments before next meeting.
19/06/2013	Transition Meeting #2	Assessment results reviewed and initial course selections adjusted to balance academic and active subjects. Transition support will be in place during orientation sessions arranged by secondary schools and monthly throughout grade 9. IEP for non-exceptional student initiated outlining supports.
10/09/2013	Transtion Meeting #3	Initial orientation and transition discussed.English teacher and student stated additional support required in class. SERT will provide support. Extra support required through after school remedial homework sessions offered by the English department. IEP returned signed by parents Sept 30
15/11/2013	Team Meeting to discuss results of Board Benchmark Language Results.	Additional support worked well for English class. Monitor progress to determine need for additional academic assessment.Student attending homework help and transition workshops regularly.
27/01/2014	Semester One Summary Results Meeting	Successful transtion to secondary school based on academic results and attendance profile. Student agrees with summary and acknowledges support required in English was helpful. Supports continued for semester two.
30/01/2014	Case Conference	Parents, YATSW, SERT and student co-created IEP goals for semester two. Decision made to proceed with Psychoeducational Assessment to determine additional strengths and needs and suggestions for program planning. Parents signed informed consent and SERT forward information to Assessment Office.
02/02/2014	IEP sent home for parent / student signature	IEP returned signed by parent and student Feb. 6, 2013. IEP shared with semester two 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:30/09/2013