

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

Student's reading and writing skills are significantly below the provincial standard. Elementary teachers recommended her as a student with special education needs requiring additional support. She continues to have difficulty in her academic classes after extensive remediation in the elementary panel.

Placement:

STUDENT PROFILE

Student OEN: 123456789

Last Name: Student N

First Name: NN

Gender: F

Date of Birth: 31/12/1999

School: New 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
Board based Language Assessment	26/09/2013	Reading and Writing Skills significantly below grade level. Trial of Assistive Technology initiated using Reading and Writing software.
Classroom based structured observation (3 sessions) by classroom teacher	24/05/2013	Strength in oral communication during classroom discussions and unstructured interactions with peers. Follows classroom routines consistently. Interacts positively with adults in the classroom in both structured and unstructured tasks. Passive in terms of asking for academic assistance.
Classroom based Reading and Writing Samples	19/04/2013	Reading Comprehension and Fluency below grade level. Writing conventions, spelling and word choice below grade level. Extra time provided for writing and reading tasks.
CAT-3 Level 17 and CCAT	15/10/2012	CAT-3 and CCAT results indicate difficulties in the areas of Reading (receptive) and Writing (expressive) Language.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Visual learner	Reading Skills
Social skills with adults	Writing Skills
Oral Language	Self-Advocacy Skills
Ability to follow routines	

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

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

1.English ENG 1P	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Geography of Canada CGC 1P	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
7.Learning Strategies 1: GLE 1O	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
8.Information and Communication Technology in Business BTT 1O	<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
Software with grammar and spell check		Software with grammar and spell check
Extra time for processing		Additional time
Graphic organizers		Verbatim reading of instructions and questions
Speech to Text software		Text to Speech software
Text to Speech software		Speech to Text software

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

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

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)	Once a week (15 minutes) starting in September.	Resource Room
Guidance Counsellor	Transition Planning. (pre option sheet time annually)	Guidance Office

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Miss SERT	Special Education Resource Teacher
Miss E	English Teacher
Mr. G	Geography Teacher

TRANSITION PLAN No Yes

Long-term Goal(s):

Student wants to pursue summer employment opportunities in area of recreational services. Student will graduate with a Secondary School Diploma and prepare for entry into post secondary program (college)in the area of Sports Management-Community Services.

Actions	Person(s) Responsible for Actions	Timelines
Student will meet with Special Education Resource teacher to review access to Assistive Technology at the secondary school and review accommodations on IEP.	Resource teacher, student	Gr 9 each sem.
With student, discuss process to complete community hours and other graduation requirements. Student to record hours on Individual Pathway Plan(IPP).	Guidance Counsellor, student	Gr. 9
Set up meeting with Guidance to review career goals and review Vocational Assessment results. Student to record results as part of IPP.	Guidance Counsellor, student	Gr. 10
Review Transition Plan annually and update Long Term Goal if necessary. Include goals as part of IPP.	Sped Ed team, student, parent	Gr.10 & ongoing
Update technology use, classroom and board based assessments to inform IEP and planning.	SERT, student, classroom teachers	Gr. 9
Student , with support of SERT, will present accommodation need to each teacher. Record	SERT, student, teacher	Gr. 10 to grad

reflections of process as part of IPP development.

From IPP, create post-secondary portfolio including required documentation

Student, school staff, parent

Gr. 10 to grad

Obtain part-time/summer employment and record experience as part of IPP.

Parent , student

Gr. 9 (Spring

Research possible post-secondary institutions and visit facilities (including Accessible Services). Record findings as part of IPP.

Parent, student, selected post-secondary representatives.

Gr. 11-12

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
17/09/2013	Student meeting to discuss IEP content.	Student receptive to support and discussed ways in which to self advocate re: learning needs.
22/09/2013	Call to parents to discuss IEP content and further testing.	Parent agreed to sign permission form for in school testing based on recommendations from elementary teacher and school administration.
07/10/2013	IEP sent home.	Parent and student returned signed IEP consultation . IEP stored in OSR.
16/10/2013	Testing results discussed with student and parents.	Results indicated that psycho-educational assessment would be appropriate to assist with programming. Student and parents given information about the reasons for psychoeducational assessments and will discuss questions with SERT before consent is given.
21/10/2013	Parental consent for Assessment.	Parent returned signed consent form.
11/12/2013	Phone conference with parents-student face to face.	SERT and Mathematics teacher reviewed accommodations for Gr. 9 EQAO assessment. Student was comfortable with technology used this semester. Accommodations also discussed for Semester One exams . Student and SERT discussed these with classroom teachers. Accommodations put in place.

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