

Ministry Of Education 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 PROFILE

Student OEN: 12345678

Last Name: ZZ

First Name: Z

Gender: M

Date of Birth: 20/11/94

School: Secondary School

School Type: Secondary

Semester: 1

Principal: Ms Principal

Current Grade/Special Class: Grade 10

School Year: 2008-2009

Exceptionality (identified): Learning disability

Placement: Regular class with indirect support

Student (secondary only) is currently working towards attainment of the:

- Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

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RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Psychological Assessment	15/08/2007	Average cognitive scores with significantly lower academic achievement reconfirms evidence of a learning disability. Reconfirms Attention Deficit Hyperactivity Disorder. Student requires support with self advocacy, social skills and organization.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Number and mathematical skills	Self-advocacy skills
Computer keyboarding skills	Attention skills
Gross motor skills	Organizational skills
	Social Skills

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

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

1.Social Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
2.Learning Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
3.Language (ENG1D0	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.Math (MPM1D)	<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
Pre-teaching/reteaching	Strategic seating	Prompts to return student to task
Organization coaching		Preferential seating in reg. classroom
laptop (SEA equipment)		Periodic breaks
		laptop
		Additional time
		Review drafts of written work

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PROVINCIAL ASSESSMENTSThis is a provincial assessment year No Yes

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

Permitted Accommodations No Yes (list below)

Prompts for students with severe attention problems who are off-task for significant periods of time, solely to draw their attention back to the test

Additional time, to a maximum of double the time allotted

Periodic supervised breaks

Assistive devices and technology (e.g., text-to-speech software or augmentative or alternative communication systems)

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

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Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Social Skills		
<p>Baseline Level of Achievement (usually from previous June report card):</p> <p>Prerequisite secondary course (if applicable):</p> <p>Letter grade/Mark:</p> <p>Curriculum grade level:</p>	<p>Baseline Level of Achievement for Alternative Skill Areas:</p> <p>Student Z has shown improvements when interacting with peers during social situations that involve sharing personal opinions, listening to others' thoughts and reading nonverbal body language. Student Z interrupts peers/adults several times during class.</p>	
<p>Annual Program Goal(s): 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>By the end of the year, Student Z will learn to adjust his tone of voice and eliminate interrupting peers/adults during teaching time, classroom discussions and conversations with peers.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student Z will learn to read and adjust his own voice when interacting with his peers during group work activities in class.	nonverbal cues, reminders, conferencing with teacher, teaching coaching	Checklist
Student Z will wait until the speaker has finished stating thoughts during classroom discussions before offering an opinion.	nonverbal cues, reminders, conferencing with teacher, teach self monitoring strategies	Observations
Term 2		
Term 3		

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Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Learning Skills		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:	Baseline Level of Achievement for Alternative Skill Areas: Student Z continues to require reminders and support to organize his personal belongings and come prepared to class.	
Annual Program Goal(s): 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. By the end of the year, Student Z will come prepared to each class everyday with required materials, including laptop.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student Z will bring his laptop to required classes and use it daily.	reminders, student checklist	checklist
Student Z will bring the required language materials to class to support his learning and preparation for the Grade 10 Literacy test.	reminders, student checklist	checklist
Term 2		
Term 3		

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HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
IT support staff	Monthly	Secondary School
Guidance counsellor	Weekly	Guidance Office
Special education resource teacher	Weekly	Resource Room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Principal	Principal
Mr. Teacher	Classroom Teacher
Mrs. SERT	Special Education Resource Teacher
Ms. Counsellor	Guidance Counsellor

TRANSITION PLAN No Yes

Long-term Goal(s):

Student Z will begin to explore and consider options for post secondary school.

Actions	Person(s) Responsible for Actions	Timelines
Student Z will meet with a guidance counsellor to begin to explore post secondary school options.	Student	Fall 2008
Parents, student and Student Success Team (SST) meet to explore post secondary school options and planning future course selections.	SST, Student, Parent	Spring 2009

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LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
31/08/2009	Meeting	Student brought in SEA equipment (laptop) after having it home for the summer holidays. Parents/Student requested SEA equipment to go home this year and new agreement was signed.
15/09/2009	Telephone conversation	Student Z is refusing to bring laptop to class. Phone call to parents. They will discuss at home with Student Z.
30/09/2009	Telephone conversation	Phoned parents to discuss IEP. Parents have asked that SERT meet with Student Z and include his feedback.
30/09/2009	IEP consult	Met with Student Z to review and inform IEP expectations for Term 1. Student Z in agreement with IEP.
12/10/2009	IEP consult	IEP sent home. Parents/Student Z reviewed, signed and returned.

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