

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: 234567891

Last Name: WW

First Name: W

Gender: F

Date of Birth: 25/05/93

School: Secondary School

School Type: Secondary

Semester: 2

Principal: Mr. Principal

Current Grade/Special Class: Grade 10

School Year: 2008-2009

Exceptionality (identified): Language impairment

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
Speech Language Assessment - SL Pathologist	06/06/2006	Reassessment confirms that Student V has Specific Language Impairment. Student V continues to use short sentences, has difficulty with word retrieval, grammar structure and language organization.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Co-operation with adults	Verbal organization
Intellectual curiosity	Grammar Structure
Motivation	Word retrieval
Self-advocacy 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.English ENG2P	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.History CHC2P	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Art 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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Pre-teaching/reteaching	Strategic seating	Additional time
Highlighting important information		Computer with spell-check
Organization coaching		Verbatim scribing of responses
Teacher/peer modelling		
Note-taking assistance		
Rewording/rephrasing of information		

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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)

Additional time, to a maximum of double the time allotted

Use of a computer or word processor (with spell checker)

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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HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Teacher assistant	Daily (when needed)	Resource Room
Speech language pathologist	Once per semester, consultation for Special Education Resource Teacher	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
Mrs. Teacher Assistant	Teacher Assistant
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):

Support with language retrieval and acquisition. Planning for post secondary options. Self advocacy around language issues.

Actions	Person(s) Responsible for Actions	Timelines
Review student's language needs with community placement agency to receive volunteer hours.	SERT, Student, Partners	Fall 09
Update interest inventory, learning style profile.	Student, SERT	Fall 09
Course selection for Gr 11 and Gr 12 (Review course pathways for College and Workplace).	Student, SERT, Parents	Spring 09
Attend Pathways to Success Workshop.	Parents, Student	Spring 09
Explore post secondary programs of interest, identifying prerequisites and accommodations made by program.	Parents, school staff, Student	Spring 09

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LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
08/09/2008	Parents, Student, SERT re: course selection and review of Semester 2, Grade 9 year	Reviewed IEP with parents and discussed accomodations.
05/02/2009	Parent, Student, Resource Teacher re: IEP for Semester 2	Parent and student in agreement with IEP.

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