

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: 11/02/2013

Placement: Special education class with partial integration

Exceptionality (identified): Intellectual: Mild Intellectual Disability

STUDENT PROFILE

Student OEN: 746352047

Last Name: PP

First Name: Student P

Gender: F

Date of Birth: 28/12/2002

School: Main Street Public School Placement Date: 03/09/13

School Type: Elementary

Principal: Ms Principal

Current Grade/Special Class: Grade 6

School Year: 2013-14

Reporting Period

Elementary



Progress Report

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Multiple Intelligence Assessment (classroom based-board wide tool)	06/09/2013	Kinesthetic/tactile learner, visual learner.
Educational Assessment (Board Benchmark)	30/04/2013	(Assistive Technology used as an accommodation) Literacy and numeracy skills primarily at the early Junior level. Oral Language and decoding skills at age appropriate levels.
Physiotherapy Report	05/11/2012	Fine and gross motor skills are age appropriate. Computer keyboarding skills developing (speed and accuracy).
Medical Report	16/01/2012	Diagnosis of Fetal Alcohol Spectrum Disorder Presenting symptoms include short attention span with poor impulse control.
Psycho-educational report	17/01/2011	Cognitive skills below average. Difficulty with academic skills (reading, writing, arithmetic). Adaptive skills in the Social domain are more concrete or immature than expected for the age. Problem solving and critical thinking are areas of need for personal safety and academic achievement.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Gross motor skills	Reading and Writing Skills
Kinesthetic/tactile learner	Oral Language-Listening
Decoding	Problem Solving and Critical Thinking Skills
Self-confidence	Mathematical Skills
Computer keyboarding skills	
Oral Language-speaking	

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

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

1.Language	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Mathematics	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Social Studies	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.Science and Technology	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.French	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
6.Self-Regulation	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" 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
Word processing software	Strategic seating	Word processing software
Highly structured activities		Graphic organizer software-pre-writing
Pre-teaching/reteaching		Tactile presentation formats/assessments
Calculator		Individual or quiet setting
Manipulatives		Text-to-voice software for reading tasks
Graphic Organizer software		Oral presentations/assessments
Visual support with instructions		
Text-to-voice software		

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Type of assessment: Grade 6 -- Reading, Writing and Mathematics

Permitted Accommodations No Yes (list below)

Setting-Individual or Quiet Setting

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

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Language		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: B Curriculum grade level: Grade 3 Modified		Baseline Level of Achievement for Alternative Skill Areas:
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. Complete all of the Grade 4 Language program with a focus on listening in order to understand and respond appropriately; using knowledge of words and cueing systems to read fluently; generating, gathering, and organizing ideas and information to write for an intended purpose and audience and demonstrating an understanding of a variety of media texts. (Modified gr. 4 Overall Expectations)		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Oral Language: With teacher, identify one listening comprehension strategy and use it appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts. (Modified gr 4, 1.3)	Direct instruction of agreed upon listening strategy.	Teacher structured observation and conferencing (anecdotal notes) monitoring use of strategy, level of support required and student comprehension.
Reading: Read and demonstrate understanding of all high-frequency words, all most regularly used words, and all words of personal interest or significance in selected reading contexts. (Modified gr. 4, 3.1)	Provide selected texts. Develop personal dictionary (word wall) with student.	Monthly reading assessment to monitor fluency and comprehension. Teacher to chart results.
Writing: Identify one topic, purpose, and audience for selected writing forms. (Modified gr. 4, 1.3)	Direct instruction of writing forms. Provide sample of each form for student to reference. Co create assessment checklist with student.	Writing checklist-student self – assessment and teacher use of checklist to monitor accuracy.
Media: Identify one purpose and audience for selected media texts. (Modified gr. 4, 1.1)	Provide selected media texts. Co create checklist with student.	Reading Checklist-student self – assessment and teacher use of checklist to monitor accuracy.
Term 1		
Term 2		

Special Education Program

Subject or Course/Code or Alternative Skill Area

Mathematics

Baseline Level of Achievement (usually from previous June report card):

Prerequisite secondary course (if applicable):

Letter grade/Mark: C

Curriculum grade level: Grade 3 Modified

Baseline Level of Achievement for Alternative Skill Areas:

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.

Will complete all of the grade 4 Mathematics curriculum with a focus on the Number Sense and Numeration, Measurement and Data Management and Probability Strands. The following modifications to complexity and number have been made to Specific Expectations in the Geometry and Spatial Sense and Patterning and Algebra strands. (Modified grade 4)

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Geometry and Spatial Sense: Identify and compare two different types of quadrilaterals (i.e., rectangle, square) and sort and classify them by their geometric properties. (Modified grade 4)	Direct Instruction; provide concrete shapes and sorting organizers.	Teacher observation notes.
Patterning and Algebra: Make one prediction related to repeating simple geometric and numeric patterns. (Modified grade 4)	Provide concrete materials and visual supports.	Student communication journal-teacher/student conference notes.
Term 1		
Term 2		

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
French		
<p>Baseline Level of Achievement (usually from previous June report card):</p> <p>Prerequisite secondary course (if applicable):</p> <p>Letter grade/Mark: B</p> <p>Curriculum grade level: Grade 4 Modified</p>	<p>Baseline Level of Achievement for Alternative Skill Areas:</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>Complete the Grade 4 expectations for Speaking and Listening, with a focus on using a variety of listening and speaking strategies to communicate information and participate in simple, structured interactions. The following modifications to complexity have been made to specific expectations in the Reading and Writing strands.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Using Reading Comprehension Strategies: focus on using pictorial and contextual cues to predict meaning and confirm understanding. (Gr 4 MOD)	Provide peer support daily, personal word bank and picture dictionary.	Structured oral assessments-daily. Weekly anecdotal observations and feedback (Guided reading).
Writing in a Variety of Forms: apply some of the structural elements to create a greeting card. (Gr. 4 MOD)	Models provided to student	Writing checklist.
Term 1		
Term 2		

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Self-Regulation		
<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 independently seeks clarification or assistance when needed. She perseveres and makes an effort when responding to academic and personal challenges. She requires support to set individual goals and to reflect on her own strengths, needs and interests.</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>With minimal verbal support from teacher, Student will set two individual learning goals and monitor her progress each term in achieving the goals. She will reflect on supports and strategies that helped her achieve the goals and those that hindered her achievement.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
<p>Set and complete one learning goal related to use of assistive technology for reading and writing tasks.</p>	<p>Provide template for goal writing and samples to follow. Conference with student as part of brainstorming ideas.</p>	<p>Teacher checklist to monitor accuracy and consistency of goal achievement. Student/Teacher conference-anecdotal notes. Student will record in "All About Me Portfolio".</p>
<p>Set and complete one learning goal for culminating tasks in Social Studies and Science and Technology classes (e.g., using a calendar to design timeline and chunk tasks).</p>	<p>Provide sample calendars (on line and hard copy), provide opportunities to discuss meeting timeline strategies with other students, conference with student to co-create student and teacher checklists to monitor progress.</p>	<p>Student and Teacher Checklist-student/teacher conference to compare and discuss results for each culminating task.</p>
Term 1		
Term 2		

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher (SERT)	Available for program consultation once each IEP review period (one 35 period at minimum)	Self contained classroom
Teacher assistant	Shared with all students in classroom daily from September	Self contained classroom and/or integrated classroom
Child and youth counsellor (CYC)	Weekly-shared with all students in classroom from September	Self contained classroom
Special Education Consultant	Available in the first half of each reporting period for program consultation and Transition Planning	Resource Room
Literacy and Numeracy Coach	Once per school year to assist with goal setting (Spring of school year to give input next year's goals)	Resource Room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms Teacher	Self Contained Classroom Teacher
Mr. Classroom Teacher	Regular Classroom Teacher
Madame Francais	French Teacher
Mr. S.E.R.T.	Special Education Resource Teacher
Mrs. Consultant	Special Education Consultant

TRANSITION PLAN No Yes

Long-term Goal(s):

Continue to close the gap academically and social/emotionally to increase opportunities in secondary school and community participation.

Actions	Person(s) Responsible for Actions	Timelines
Meet with Guidance staff from the elementary or/and secondary school to review options and pathways to inform program planning. Include information in "All About Me Portfolio" (group presentation to grade levels).	Student, teacher, parents, Guidance staff (elementary and secondary)	grade 6 and annually
Complete the Junior program in Language and Mathematics leading to Locally Developed Essential courses in English, Mathematics, Science and Geography in grade 9.	Teacher, SERT, Literacy/ Numeracy coach	Gr 6, 7, 8
Complete interest and career aptitude assessment to inform personal goal setting. Include results in "All About Me Portfolio" and Individual Pathway Plan (IPP).	Teacher, student	Gr. 6, 8
Focus on Self- Regulation-Learning Skills and Work Habits. Include reflections in "All About Me" Portfolio and IPP.	Teacher, student, CYC	Gr 6-8
Participation in Community leisure opportunities (volunteer, sports, youth leadership). Record reflections in IPP.	Parents, student, CYC	Gr. 6-8
Peer Mentor Program-Transition to Secondary. Record reflections in IPP.	Parents, secondary guidance, SERT (elementary and secondary), Student	Gr 7-8
Record Secondary Program planning as part of IPP development.	Parents, secondary guidance, SERT (elementary and secondary), Student	Gr 8 (Fall & ongoing)

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
05/09/2013	Family contacted for IEP input.	Family provided additional input re: strengths to consider for IEP.
26/09/2013	First IEP sent home for signatures and any further input for updated IEP.	IEP was returned with all signatures acquired on Sept. 23,2013.
18/11/2013	Parent input was solicited via phone call.	Parents provided positive feedback with regard to the student's Progress Report and were satisfied with suggestions for revised IEP in print vs. a personal interview
19/12/2013	Discussion with parent over the phone-discussion about Transition Process as student moves.	Parents also informed school that they would be moving out of province. Transition documents will be collected and made available to family as required by new school.

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:23/09/2013