

## 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: 20/05/2013

Placement: Regular class with indirect support

Exceptionality (identified): Communication: Language Impairment

### STUDENT PROFILE

Student OEN: 012345678

Last Name: FF

First Name: Student F

Gender: F

Date of Birth: 08/05/2005

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

School Type: Elementary

Principal: Mr. Principal

Current Grade/Special Class: Grade 3

School Year: 2013-14

Reporting Period

Elementary



Term 2

**RELEVANT ASSESSMENT DATA**

<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Board Benchmark Assessment	11/10/2013	Strength in reading comprehension. Written expression and Math reasoning and problem solving slightly below grade.
Teacher developed writing samples	16/09/2013	Experiencing difficulty with organization (pre-writing) and sentence structure (writing).
Teacher developed vocabulary test	15/03/2013	Word identification and usage at grade level.
Academic Assessment	21/09/2012	Math computation at grade level, math reasoning slightly below grade level, word identification at grade level, reading comprehension at grade level, listening comprehension significantly below grade level.
Psycho-Educational assessment	25/07/2012	Average ability for nonverbal tasks; slightly below average in the verbal domain. Visual memory, perceptual reasoning and math skills are relative strengths.
Speech and Language Assessment	15/05/2011	Moderate delays in both receptive and expressive language. Hearing was investigated and found to be in the normal range.

**STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED**

<b>Areas of Strength</b>	<b>Areas of Need</b>
Gross motor skills	Oral Communication-Speaking and Listening
Rote Memory (spelling, math facts)	Writing Skills
Mathematical Skills	
Visual memory skills	
Perceptual reasoning skills	

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

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

1.Language (Writing)	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Language (Oral Communication)	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Mathematics	<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
Extra time for processing	Strategic seating	Alternative demonstrations of learning
Pre-teaching/reteaching	Access to computers/tablets	Support visual instructions / directions with visuals
highly structured listening and speaking activities		Individual or quiet setting
Visuals to support oral information		Word processing/graphic organizer for writing process
Word prediction software		
Rewording/rephrasing of information		
Use of word processing and graphic organizer software		

**PROVINCIAL ASSESSMENTS**

This is a provincial assessment year  No  Yes

Type of assessment: Grade 3 -- Reading, Writing and Mathematics

Permitted Accommodations  No  Yes (list below)

Setting-Individual or Quiet Setting

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 (Writing)

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

Prerequisite secondary course (if applicable):

Letter grade/Mark: B

Curriculum grade level: Grade 2 (MOD)

**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 the Grade 3 curriculum expectations for Writing with the exception of the following modification to the Overall Expectation "generate, gather, and organize ideas and information to write for an intended purpose and audience;" where the following specific expectations are changed by complexity.

Learning Expectations	Teaching Strategies	Assessment Methods
<b>Progress Report</b>		
With support, gather information to support ideas for writing in one way and from two sources. (Grade 3)	Direct instruction on the use of concept webbing software; direct instruction on use of two sources available in the classroom.	Teacher notes monitoring level of support required and accuracy of task completion.
With support, sort ideas and information for her writing using concept webbing software. (Grade 3)	Provide concept webbing software (graphic organizers).	Teacher observation notes monitoring student accuracy, complexity and level of support required to use software.
<b>Term 1</b>		
With minimal support, gather information to support ideas for writing in one way and from a two sources.(Grade 3)	Direct instruction on the use of concept webbing software; direct instruction on use of two sources available in the classroom.	Teacher notes monitoring level of support required and accuracy of task completion.
With minimal support, sort ideas and information for her writing using concept webbing software.(Grade 3)	Provide concept webbing software (graphic organizers).	Teacher observation notes monitoring student accuracy, complexity and level of support required to use software. Work samples.
<b>Term 2</b>		
Modifications no longer required for grade level curriculum.		

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area <b>Language (Oral Communication)</b>		
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: B- Curriculum grade level: 2 (MOD)		<b>Baseline Level of Achievement for Alternative Skill Areas:</b>
<b>Annual Program Goal(s):</b> 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 the Grade 3 curriculum expectations for Oral Communication with the exception of the following modification to the Overall Expectation "listen in order to understand and respond appropriately in a variety of situations for a variety of purposes" where the following specific expectations are changed by complexity.		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Progress Report</b>		
With support use three listening comprehension strategies appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts. (Grade 3)	Direct instruction of three strategies, model strategy, scaffold instructions, provide repeated opportunities to practice strategies in varied contexts.	Teacher checklist monitoring type and frequency of strategy used and level of support required.
With support, demonstrate an understanding of appropriate listening behaviour by using three active listening strategies in order to contribute meaningfully and work constructively in small groups. (Grade 3)	Direct instruction of three strategies, model strategy, scaffold instructions, provide repeated opportunities to practice strategies in varied contexts.	Teacher checklist monitoring type and frequency of strategy used and level of support required.
<b>Term 1</b>		
With minimal support use three listening comprehension strategies appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts. (Grade 3)	Prompt and modeling. Scaffold instructions, provide repeated opportunities to practice strategies in varied contexts.	Checklist monitoring type and frequency of strategy used and level of support required.
With minimal support, demonstrate an understanding of appropriate listening behaviour by using three active listening strategies in order to contribute meaningfully and work constructively in small groups. (Grade 3)	Co-create student self assessment checklist. Opportunities to practise strategies independently in varied contexts.	Teacher and student self assessment checklist monitoring type and frequency of strategy used and level of support required. Teacher and student compare results.
<b>Term 2</b>		
Modifications no longer required to grade level curriculum.		

**HUMAN RESOURCES (teaching/non-teaching)**

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	Consultation once per week beginning in September.	Classroom
Speech language pathologist	Consultation once per term	Classroom or resource room

**Health Support Services in the School Setting:**  No  Yes

**IEP DEVELOPMENT TEAM**

Staff Member	Position
Mr. Teacher	Classroom Teacher
Ms. SERT	Special Education Resource Teacher
Mrs. SLP	Speech Language Pathologist

**TRANSITION PLAN**  No  Yes

**Long-term Goal(s):**

Through the use of technology and programming in Writing and Oral Communication, she will close the gap in Language to the instructional level of her age appropriate peers. She will begin to understand her learning needs with respect to technology.

Actions	Person(s) Responsible for Actions	Timelines
Language program focussed on improvement in writing (main idea) and oral communication (listening).	Teacher, SLP	Grade 3
Begin to internalize strategies of Self-Advocacy Skills with respect to use of technology in the classroom. Add reflection to "All About Me Portfolio".	Student, teacher	Grade 3
Prepare requirements for using technology for grade 3 EQAO assessment.	Student, teacher, SERT	Fall Grade 3
Use assistive technology as part of the writing process. Student to add reflection about use of AT to "All About Me Portfolio".	Student, teacher	Grade 3
Transition Meeting in preparation for student moving to Junior Division to discuss strengths and needs.	Teacher, SERT, school administration	Grade 3

**LOG OF PARENT/STUDENT CONSULTATION**

<b>Date</b>	<b>Description of Consultation</b>	<b>Parent/Student Feedback/Outcome of Consultation</b>
17/09/2013	IPRC	Met with parents. They were in agreement with continuing the identification of Language Impairment and Regular Class - indirect support. Preliminary discussion of the IEP.
22/10/2013	Draft IEP is sent home	Parents unable to attend meeting but returned draft with suggestions that were incorporated.
29/10/2013	Final IEP discussed at a meeting	IEP signed by the parent.
05/12/2013	Parent / teacher interview	Discussion of Progress Report and progress on IEP expectations. Next steps discussed (student progressing well toward meeting goals). Use of technology is allowing the student to close the gaps in writing. Copy of term updated IEP given to parents.
30/03/2014	Teacher initiated phone call to parent	Discussion of progress and next steps. Parents and teachers will communicate again in June but at this time the recommendation is that the Student will not require an IEP for next school year. Progress toward meeting goals. Copy of updated IEP sent home to parents. Modifications not required.
20/06/2014	Transition Planning Meeting	Teacher, School Administration and parent agreed that an IEP was no longer necessary beginning in grade 4. Student will continue to access the assistive technology in the classroom (differentiated instruction) . If students' needs change in the future, this decision can be further discussed.
26/06/2014	IPRC held	Student no longer identified as Language Impaired. Parent and IPRC committee acknowledged the collaborative approach of family, student and school staff contributing to the achievement of the student.

**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:29/10/2013