

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 resource assistance

Exceptionality (identified): Communication: Learning Disability

STUDENT PROFILE

Student OEN: 012345678

Last Name: DD

First Name: Student D

Gender: M

Date of Birth: 01/01/2002

School: XYZ 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



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Grade 6 Mid-Year Writing Assessment (accommodations provided)	01/01/2014	Grade level in all four categories (Knowledge and Understanding, Thinking, Communication, Application)
Benchmarks (oral reading, fluency and comprehension)	21/09/2013	Reads with accuracy but poor fluency
Grade 6 (reading comprehension assessment)	19/09/2013	Grade 6 with verbatim scribing indicates grade level in knowledge and understanding and communication categories; approaching grade level in thinking and application skills
Classroom based Learning Styles Inventory	08/09/2013	Visual learner , Auditory learner
Psycho-Educational Assessment	02/06/2011	Diagnosis of learning disability; strong verbal comprehension skills; impairments in reading (reading rate or fluency), writing (spelling, clarity or organization of written expression), Mathematics (memorization of arithmetic facts, number sense, math reasoning)

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Visual learner	Reading Skills
Oral Language-listening and speaking skills	Writing Skills
General knowledge	Mathematical Skills
Auditory learner	Organizational skills
	Processing speed

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

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

1. Reading	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2. Writing	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3. Organization	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4. Math	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5. Social Studies	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6. Science and Technology	<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
Text-to-speech, word prediction software	Strategic seating	Text-to-speech, word prediction software
Extra time for processing		Calculator
Graphic organizers		
Calculator		Computer with spell-check
Manipulatives for math		
Break down tasks		

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)

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

Organization

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 often fails to hand in work due to lost completed work. He doesn't understand relative importance of assignments and will spend inappropriate amounts of time on small assignments, while ignoring more important ones.

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.

With minimal support, will devise and follow a plan and process for completing work and tasks that includes the accommodations required for him to access grade 6 curriculum expectations.

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
With minimal verbal support, use subject folders, tabbed binders and checklists daily to organize his notes and materials.	Assist with finding method of organization that works best for him. Provide organizational checklists.	Performance task with checklist (subject folders, tabbed binders) (Student self-assessment) Teacher structured observation using checklist. Compare student/teacher results.
With minimal verbal support, identify and apply one quality of an organized person (for example, someone who brings all required materials to class/school/hockey practice).	Brainstorm with a peer to choose a quality of an organized person. Have peer model organizational skill over the term.	Student self-assessment using running log of use and success. Compare to teacher's anecdotal notes during student/teacher conference.
Term 1		
With minimal verbal support,, create a monthly calendar to keep track of assignments and due dates.	Assist student with creation of organization chart/checklist for each month.	Student self-assessment - charting organization and preparation.(Student self-assessment) Teacher structured observation using checklist. Compare student/teacher results.
Independently, identify and apply a second quality of an organized person (for example, someone who uses a calendar to plan ahead to meet deadlines and plan appointments). He will continue to apply the term one organizational skill.	Brainstorm with a peer to choose a second quality of an organized person. Have peer model organizational skill over the term.	Student self-assessment using running log of use and success.Compare to teacher's anecdotal notes during student/teacher conference.
Term 2		
Independently, continue with his monthly calendar, tracking assignments and due dates.	Assist student with creation of organization chart/checklist for each month.	Student self-assessment by charting organization and preparation. (Student self-assessment) Teacher structured observation using checklist. Compare student/teacher

		results.
Independently, identify and apply a third quality of an organized person (for example, a person who has the required information before him before he begins a school assignment) . He will continue to apply the term one and two organizational skills.	Brainstorm with a peer to choose a third quality of an organized person. Have peer model organizational skill over the term.	Student self-assessment using running log of use and success. Compare to teacher's anecdotal notes during student/teacher conference.
Independently, prioritize assignments according to length and importance.	Conference with peer and classroom teacher.	Student self-assessment using chart with assignments ranked most important to least. Compare to teacher's anecdotal notes during student/teacher conference.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	3 x 30 mins per week	Regular classroom

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

TRANSITION PLAN No Yes

Long-term Goal(s):

Through the use of technology and programming in Reading and Writing, he will close the gap in Language to the instructional level of his age appropriate peers. In addition, to prepare for the transition to the Intermediate Level (rotary schedule) he will focus on Organizational Skills.

Actions	Person(s) Responsible for Actions	Timelines
Focus on Organization.	Student, teacher	Grade 6
Continue developing the use of technology and add reflections to "All About Me Portfolio."	Student, teacher	Grade 6 ongoing
Prepare requirements for using technology for grade 6 EQAO assessment.	Student, teacher, SERT	Fall-Spring Gr. 6
Language program focused on improvement in reading fluency and formal writing formats.	Student, teacher, SERT	Grade 6
Focus on Self-Regulation.	Student, teacher	Grade 7 and 8
Complete Multiple Intelligence Inventory and Vocational Skills and Interest inventory. Add results to "All About Me Portfolio."	Student, classroom teacher	Grade 7
Meet with secondary school staff and mentor student. Include reflections and plans in "All About Me Portfolio."	Student, SERT (elementary and secondary)	Fall grade 8
Attend annual IPRC meetings and contribute to discussion of required accommodations, Transition Planning and strengths and needs.	Student, SERT (elementary and secondary),	Spring gr 7 / 8

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
13/09/2013	Meet with student to discuss strengths, needs, and accommodations	Understood his strengths and needs and the importance of gaining self-advocacy skills to request necessary accommodations.
20/09/2013	Parent meeting with classroom teacher and SERT	Both parents attended with Student - discussed development phase of his IEP. Parents agreed with direction discussed.
30/09/2013	Final IEP for Term 1 sent home for signatures	Both parents signed and commented that they were pleased with plan to date. Student indicated increased interest in using AT software.
01/12/2013	Parent-Teacher interview with classroom teacher and SERT	Mother and Student attended interview. Progress Report reviewed. A copy of Term 1 IEP expectations, teaching strategies and assessment methods was given to parent. Mother was in agreement with the plan. Use of AT for EQAO assessment were reviewed.
11/03/2014	Parent-Teacher interview with classroom teacher and SERT	Both parents attended the interview. Term 2 IEP goals were reviewed.

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:30/09/2013