

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 is in French immersion. Student is progressing with difficulty in Reading based on Teacher Grade 2 running record and comprehension assessments. Student is requiring accommodations to meet Grade 2 expectations.

Placement:

STUDENT PROFILE

Student OEN: 0123456789

Last Name: FI

First Name: FI

Gender: M

Date of Birth: 12/04/2008

School: French Immersion Public School

School Type: Elementary

Principal: Mr. Principal

Current Grade/Special Class: Gr 2-French Immersion

School Year: 2013-14

Reporting Period

Elementary



Progress Report

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Educational Assessment	15/09/2014	Reading assessment for fluency and comprehension completed in French. Reading Level 2. Comprehension is an area of relative weakness.
Educational Assessment	20/05/2014	Reading assessment completed in English. Reading at Level 4 as evidenced in running record.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Social skills with peers	Receptive language skills -- reading
Social use of language	Self-confidence
Artistic ability	Time management skills

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

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

1.Language	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.French	<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
Bilingual Text to Voice Software		Bilingual Text to Voice Software
Extra time for processing		Additional time
		Verbatim rdg. instructions/questions

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Permitted Accommodations No Yes (list below)

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

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	Once a week for 20 minutes reading support in French and/or Language.	Resource Room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms.French	French Teacher
Mr. Language	Language Teacher
Miss Special Education Resource Teacher	Special Education Resource Teacher
Mr Principal	Principal

TRANSITION PLAN No Yes

Long-term Goal(s):

At this time, no transition plan is required.

Actions	Person(s) Responsible for Actions	Timelines

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
01/10/2014	Met with Parents to discuss results of educational assessments and to discuss a non-identified IEP	Parent agreed with a non-identified IEP.
08/10/2014	IEP sent home for parents to review.	Parents agreed with IEP and indicated that no transition goals required at this time.
15/10/2014	IEP sent home.	Parents agreed with IEP and indicated that they wish to meet with school staff at time of first progress report.
20/10/2014	IEP returned with comments.	Parents have indicated that they are working with school to support and reinforce the development of their child's reading skills in the home language.

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