

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: 06/05/2013

Placement: Regular class with resource assistance

Exceptionality (identified): Communication: Learning Disability

STUDENT PROFILE

Student OEN: 123456789

Last Name: MM

First Name: Student M

Gender: M

Date of Birth: 01/10/97

School: ABC Secondary School Placement Date: 03/09/13

School Type: Secondary

Principal: Mr. Principal

Current Grade/Special Class: Grade 11

School Year: 2013-14

Student (secondary only) is currently working towards attainment of the:

- Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

Reporting Period

Secondary-Semester

- Two

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Psycho-Educational Assessment	04/06/2012	Diagnosis of Learning Disability. Reassessment indicates specific Mild Learning Disabilities in the areas of reading (reading rate or fluency and word reading accuracy), writing (spelling, grammar and punctuation accuracy, clarity or organization of written expression). Strength in oral language.
Learning Style Inventory	10/10/2012	Tactile Learner , Visual Learner profile
Vocational Skills Assessment	19/10/2012	Computers and Telecom Cluster and Science / Engineering Cluster Interests

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Problem solving skills	Organizational skills
Self-advocacy skills	Writing Skills
Oral Language skills	Reading Skills
Computer keyboarding skills	

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

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

1.English College ENG 3C	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2FOUNDATIONS FOR COLLEGE MATHEMATICS MBF 3C	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.HEALTHY ACTIVE LIVING EDUCATION PPL 30	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.CANADIAN HISTORY AND POLITICS SINCE 1945 CHH 3C	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.BIOLOGY COLLEGE SBI 3C	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6.ADVANCED LEARNING STRATEGIES: SKILLS FOR SUCCESS AFTER SECONDARY SCHOOL GLE 30	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
7.INFORMATION AND COMMUNICATION TECHNOLOGY : THE DIGITAL ENVIRONMENT BTA 30	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
8.DRAMA UNIVERSITY/COLLEGE ADA 3M	<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
Assistive technology: text-to-speech,	Access to electrical outlet for assistive technology	Additional time
Assistive technology:speech-to-text	Laptop/Tablet with software listed above installed	Word processing with spell check
Word processing for spell check		Speech-to-text software
Provide extra time for processing		Text-to-speech software
Provide software for graphic organizers		
Organization coaching		

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 (SERT)	Daily during semester with GLE. In class support semester two (English)	Resource room
Guidance counsellor	each semester for Transition Planning	Guidance office
Support for computer programs	Minimum once per semester	Resource room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. SERT	Special Education Resource Teacher (GLE and In class support)
Mr. English	Teacher
Mrs. Mathematics	Teacher
Mr. Health	Teacher
Mr. Biology	Teacher
Mrs. History	Teacher
Mr. Drama	Teacher
Mrs. Business	Teacher
Mr. Guidance	Counsellor

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will attend a college program related to computers and marketing. Graduation earning a diploma in June 2016.

Actions	Person(s) Responsible for Actions	Timelines
Investigate options and entrance criteria for computers/marketing programs at colleges as part of (Individual Pathway Plan) IPP updates.	Student	Fall gr 10
Ensure course selections include requisite courses for college admission. Add results to IPP.	Student, counsellor, parents	Oct. gr 11/12
Review criteria of special needs services at college and obtain required documentation. Add results to IPP.	Student, counsellor, parents, SERT	Gr. 11/12
Scheduled visits to college open houses and school career fairs including visits to Accessible Service Centre.	Student, counsellor, parents	Gr 11
As part of IPP development, develop a record keeping binder for career information including special supports available at each college.	Student	Ongoing to grad
Pursue summer employment in computers/marketing. Upload employer evaluations to IPP.	Student, counsellor, parents	Ongoing to grad
Review transition plan annually.	Student, SERT, parents	Ongoing to grad
Attend summer Transition Program at area Community College. Include reflections as part of IPP.	Parent, Student, SERT	Summer gr 11
Attend and register with specific Transition Program at selected post secondary institution to review services and funding options for students with similar needs.	Parent, Student	Summer gr 12

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
13/10/2013	Consultation with student for input into IEP	Student suggested needing organizational support as a priority and would use agenda daily. Student began research on possible post-secondary institutions with Guidance counsellor.
15/10/2013	Completed IEP sent home	Returned with parent and student's signature on October 20.
28/10/2013	Interview with parents and student	According to student, accommodations were helpful and should continue. Student was encouraged to continue to self advocate re: implementation of all accommodations. SERT will support student. Student will update the IPP.
09/12/2013	Phone call to parents and appointment with student	Student had not been using assistive technology and felt he could manage without-marks were dropping, assignments incomplete-parents discussed this with student and replied to SERT.
11/12/2013	Parents returned SERT's call	Student has agreed to reinstate use of assistive technology-connected with SERT again re: second semester-SERT to meet with student twice weekly about outstanding assignments-reviewed course selection for Semester . Student met with Guidance to update schedule.
10/02/2014	SERT / Guidance meeting with student	Student taking GLE this semester- has agreed to continue to use assistive technology. IEP returned with parent and student signature (Semester Two) Student will complete research for possible post-secondary institutions as part of GLE.
25/03/2014	Review of IEP and next year's course selection and accommodations	Meeting with student, guidance counsellor, SE teacher and parents-course selection appropriate and student agreed with accommodations.

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:02/10/2013