

## 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 indirect support

Exceptionality (identified): Communication: Learning Disability

### STUDENT PROFILE

Student OEN: 12345678

Last Name: ZZ

First Name: Z

Gender: M

Date of Birth: 20/11/98

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

School Type: Secondary

Principal: Ms Principal

Current Grade/Special Class: Grade 10

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

- One

**RELEVANT ASSESSMENT DATA**

| <b>Information Source</b>                | <b>Date</b> | <b>Summary of Results</b>  |
|--|-------------|--|
| Board Diagnostic Assessment-<br>Language | 10/10/2011  | Strength indicated - Inferring, Area of need reading text, organizing and supporting written expression.   |
| Learning Style Preference<br>Inventory   | 09/29/2011  | Strong preference for tactile learning ,visual learner.  |
| Psychological Re-Assessment              | 15/08/2010  | Evidence of a Specific Learning disorder. Difficulty with writing (grammar, punctuation, paragraph organization, clarity of ideas are areas of need) Reconfirms Attention Deficit Hyperactivity Disorder. Student requires support with self advocacy, social skills and organization. |

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

| <b>Areas of Strength</b>    | <b>Areas of Need</b>  |
|-----------------------------|-----------------------|
| Mathematical Skills         | Self-advocacy skills  |
| Computer keyboarding skills | Attention skills      |
| Gross motor skills          | Organizational skills |
| Oral Communication          | Social Skills         |
|                             | Writing Skills        |

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

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

|                                |  |
|--------------------------------|--|
| 1.Collaboration                | <input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT |
| 2.Organization                 | <input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT |
| 3.English (ENG2D)              | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 4.Math (MPM2D)                 | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 5.Learning Strategies (GLE 20) | <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

| <b>Instructional Accommodations</b>                | <b>Environmental Accommodations</b>                        | <b>Assessment Accommodations</b>         |
|--|--|--|
| Pre-teaching/reteaching                            | Strategic seating  | Prompts to return student to task        |
| Organization coaching                              | Structured and predictable classroom environment           | Preferential seating in reg. classroom   |
| Voice to text/text to voice software               | Clearly outline the consequences for undesirable behaviour | Periodic breaks                          |
| Spell and grammar check functions                  |  | Text to voice and voice to text software |
| Concept Webbing software for the writing process   |  | Additional time                          |
| Chunk critical instructions                        |  | Review drafts of written work            |
| Ask the student to repeat instructions             |  | Individual or quiet setting              |
| Attention cue to prompt students to remain on task |  |  |

**PROVINCIAL ASSESSMENTS**

This is a provincial assessment year  No  Yes

Type of assessment: Ontario Secondary School Literacy Test (OSSLT)

Permitted Accommodations  No  Yes (list below)

Setting-Individual or small group setting or individual study carrel

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

## Collaboration

**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 has shown improvements when interacting with peers during social situations that involve sharing personal opinions, listening to others' thoughts and reading nonverbal body language. Student interrupts peers/adults several times during instructional time.

**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 respond positively to the ideas, opinions, values and traditions of others when working in small groups during instructional time.

| Learning Expectations  | Teaching Strategies   | Assessment Methods   |
|--|---|--|
| <b>One</b>   |   |  |
| With support, will learn to read and adjust his own voice when interacting with his peers during group work activities in class.         | Nonverbal cues, reminders, conferencing with teacher, teaching coaching, fade prompting as appropriate based on checklist data. | Checklist to monitor level of prompting required and amount of adjustment required.  |
| With support, will wait until the speaker has finished stating thoughts during classroom discussions before offering an opinion.         | Nonverbal cues, reminders, conferencing with teacher, teach self monitoring strategies.   | Teacher Observations based on level of prompting required.   |
| <b>Two</b>   |   |  |
| With minimal support, will learn to read and adjust his own voice when interacting with his peers during group work activities in class. | Co-create self assessment checklist with student.   | Student self assessment checklist to monitor level of prompting required and amount of adjustment required.                    |
| With minimal support, will wait until the speaker has finished stating thoughts during classroom discussions before offering an opinion. | Co-create self assessment checklist with student.   | Teacher Observations based on level of prompting required and conference with student to compare student self assessment data. |
|  |   |  |

| <b>Special Education Program</b>   |  |  |
|--|--|--|
| Subject or Course/Code or Alternative Skill Area   |  |  |
| <b>Organization</b>  |  |  |
| <b>Baseline Level of Achievement</b> (usually from previous June report card):<br>Prerequisite secondary course (if applicable):<br>Letter grade/Mark:<br>Curriculum grade level:  | <b>Baseline Level of Achievement for Alternative Skill Areas:</b><br>Student continues to require constant reminders and support to organize his personal belongings and come prepared to class. |  |
| <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.<br>With minimal prompting, will identify, gather and use information, technology and resources to complete tasks during instructional time. |  |  |
| Learning Expectations  | Teaching Strategies  | Assessment Methods   |
| <b>One</b>   |  |  |
| Will bring his laptop to required classes and use it daily.  | Student checklist, fade verbal reminders as student masters skill.   | Student self-checklist to monitor level of prompt required and completion of task. |
| Will bring the required language materials to class to support his learning and preparation for the Grade 10 Literacy test.  | Reminders, student checklist, fade verbal reminders as student masters skill.  | Student self-checklist to monitor level of prompt required and completion of task. |
| <b>Two</b>   |  |  |
| Will bring the required materials to all his classes to support his learning .   | Student checklist, fade verbal reminders as student .  | Student self-checklist to monitor level of prompt required and completion of task. |
|  |  |  |

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

| Type of Service                           | Frequency or Intensity for board staff | Location         |
|---|--|------------------|
| IT support staff                          | Per semester                           | Secondary School |
| Guidance counsellor                       | Annually                               | Guidance Office  |
| Special Education Resource Teacher (SERT) | Weekly                                 | Resource Room    |

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

**IEP DEVELOPMENT TEAM**

| Staff Member   | Position                           |
|----------------|------------------------------------|
| Ms. Principal  | Principal                          |
| Mr. Teacher    | Classroom Teacher                  |
| Mrs. SERT      | Special Education Resource Teacher |
| Ms. Counsellor | Guidance Counsellor                |

**TRANSITION PLAN**  No  Yes

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

Will attend a University program in the area of Business Studies.

| Actions   | Person(s) Responsible for Actions | Timelines     |
|---|-----------------------------------|---------------|
| Meet with a guidance counsellor to determine required courses for post secondary programs.  | Student, Guidance, Parents        | Gr. 10 and on |
| Determine required documentation for access to Accessible Service. Add notes to Individual Pathway Plan (IPP).  | Student, SERT, Parent             | Gr. 11        |
| Determine use of technology permitted in various post-secondary institutions for assessment.  | Student, Guidance                 | Gr.11         |
| Research scholarships and bursaries available at various post-secondary institutions including those for students with Special Needs. Include results in IPP. | Student, Guidance, parents        | Gr. 11        |
| As part of IPP creation, research and narrow down potential post-secondary institutions-Accessibility, admission policies.                                    | Student, Parents                  | Summer gr 11  |
| Attend Summer Institute -Transition Planning  | Student, Parents                  | Summer gr 12  |

|   |                        |          |
|---|------------------------|----------|
| Accessible Learning (Post-Secondary). Add reflections to IPP.   |                        |          |
| As part of IPP, compile Transition Portfolio-required documents for Accessible Services (post-secondary). | Student, SERT, Parents | Gr 11/12 |



**LOG OF PARENT/STUDENT CONSULTATION**

| <b>Date</b> | <b>Description of Consultation</b> | <b>Parent/Student Feedback/Outcome of Consultation</b>   |
|-------------|------------------------------------|--|
| 31/08/2013  | Meeting                            | Student brought in AT equipment (laptop) after having it home for the summer holidays. Parents/Student requested equipment to go home this year and new agreement was signed.                          |
| 15/09/2013  | Telephone conversation             | Student forgets to bring laptop to class. Phone call made to parents. They discussed this with Student. Discussed IEP. Parents asked that SERT meet with Student and include his feedback.             |
| 30/09/2013  | IEP consult                        | Met with Student to review and inform IEP expectations for Semester 1. Student in agreement with IEP. Transition plan was updated.   |
| 30/09/2013  | IEP consult                        | IEP sent home. Parents/Student reviewed, signed and returned.  |
| 30/01/2014  | Transition Plan review             | SERT met with student to review general expectations for documentation required for post-secondary studies. Student will continue by researching specific institution requirements and add to his IPP. |

**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.

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 Principal Signature

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 Date

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 Parent/Guardian Signature

(Please sign and return this page to the school for the OSR)

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 Date

Student Signature (if 16 years of age or older)

Date

IEP completion date:30/09/2013