

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 not formally identified. Student requires special education program/services in the form of accommodations to curricular expectations. Elementary school team indicates that student performs better when additional support is provided in all writing tasks.

Placement:

STUDENT PROFILE

Student OEN: 99999999

Last Name: AD

First Name: HD

Gender: F

Date of Birth: 05/06/2000

School: New Secondary School

School Type: Secondary

Principal: Mr. Principal

Current Grade/Special Class: Grade 9

School Year: 2014-2015

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

Information Source	Date	Summary of Results
Classroom based structured based observation (3 times) by classroom teacher and itinerant teacher assistive technology	25/03/2014	Able to complete many reading and writing tasks at grade level when assistive technology is applied.
Classroom based reading and writing samples	03/02/2014	Strength in decoding and in generating ideas for writing tasks. Need for accommodation in the production of writing materials. Requires prompting to complete tasks in structured and unstructured tasks. Close proximity to teacher increases on task behaviors.
Medical report	14/08/2014	Report confirms diagnosis of Attention Deficit Hyperactivity Disorder (ADHD).
Occupational therapy assessment	21/05/2011	Indicates areas of Need include pencil grasp, visual perception skills fine motor skills, organization and written output concerns.
CAT -3 level 17	06/02/2012	Results indicate areas of weakness in written language.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Expressive language skills -- speaking	
Number and mathematical skills	Expressive language skills -- writing
Problem solving skills	Organizational skills
Receptive language skills -- reading	Time management skills
	Fine motor skills
	Processing speed

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

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

1.English ENG 1D	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Science SNC1D	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Learning Strategies 1 GLE10	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.Information and Communication Technology in Business BTT10	<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	Computer with spell-check
Graphic organizers	Consistent classroom rules and routines	Speech-to-text software
Note-taking assistance		Text-to-speech software
Prompts to return student to task		Periodic breaks
Time management aids		

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Type of assessment: Grade 9 -- Mathematics

Permitted Accommodations No Yes (list below)

Response Format-use of a computer or word processor or assisted devices and technology

Setting-Prompts for students with severe attention problems

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 (20 minutes) starting in September	Resource Room
itinerant teacher Assistive Technology	Once a week for 45 minutes starting September and October	Resource Room
Occupational therapist	Consultation (once monthly)	Resource Room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr.. SERT	Special Education Resource Teacher
Ms. S	Science Teacher
Mr. B	Business Teacher
Miss E	English Teacher
Ms O	Occupational Therapist

TRANSITION PLAN No Yes

Long-term Goal(s):

Postsecondary college or university programs in the area of the arts.

Actions	Person(s) Responsible for Actions	Timelines
Student will meet with the Resource Teacher to discuss effective organization approaches in recording daily work expectations.	Resource teacher, student	Gr. 9 each sem
Student will meet with guidance teacher to review course selections and career goals.	Guidance teacher, student	Once each semester
Set up meeting with Guidance to look at completion of IPP and alignment with career goals.	Guidance teacher, student	Once each semester
Review Transition Plan annually.	Resource teacher, student, parent	Once each semester
Student will meet with the Itinerant Teacher Assistive Technology to review accommodations to the IEP and discuss technology use in class.	Itinerant Teacher, Resource Teacher, student, Classroom teacher	Once each semester
With the support of the Resource Teacher will present accommodation needs to each teacher.	Resource Teacher, student, Classroom Teacher	Once each semester
Explore options for community service.	Guidance Teacher, student	Gr. 9

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
04/09/2014	Meeting with Parent looking at IEP from Gr.8	Parent and student identified accommodations that worked.
15/09/2014	IEP Consultation Letter sent home for parental input	No response.
18/09/2014	IEP consultation with Resource Teacher	Student reported that some of the accommodations should be reviewed each month. Student would provide feedback to the teachers.
16/10/2014	IEP sent home	

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