

Ministry Of Education 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 PROFILE

Student OEN: 123456789

Last Name: II

First Name: Student I

Gender: M

Date of Birth: 01/01/1993

School: Ontario School

School Type: Secondary

Semester: 1

Principal: Ms. Principal

Current Grade/Special Class: Grade 10

School Year: 2008-2009

Exceptionality (identified): Mild intellectual disability

Placement: Regular class with withdrawal assistance

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

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

Student I II

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Speech and Language Pathology assessment	04/04/2000	Receptive and expressive oral language skills are significantly delayed when compared to chronological age peers. The area of greatest difficulty is the understanding and use of grammatical and syntactical structures and reading comprehension.
PRIME Mathematics	20/01/2008	Phase One Numbers and Operations
Woodcock Johnson	20/06/2008	Moderate delay in most areas of Language and Mathematics
Psychological Assessment	04/10/2001	Intellectual functioning significantly below the average range for chronological age peers

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Kinesthetic/tactile learner	Processing speed
Co-operation with adults	Expressive language skills -- writing
Visual learner	Number and mathematical skills
Gross motor skills	Research skills

Student I II

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

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

1.ENG2L-English	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.HFN20-Food and Nutrition	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
3.HRE20-Religion	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.GLE20-Learning Strategies	<input type="checkbox"/> AC <input checked="" 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
Speech to Text, Text to Speech, Graphic Organizers	Strategic seating	Computer with spell-check
Extra time for processing		Speech-to-text software
Concrete materials for older students		Text-to-speech software
Highly structured activities		Additional time

Student I II

PROVINCIAL ASSESSMENTSThis is a provincial assessment year No Yes

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

Permitted Accommodations No Yes (list below)

Assistive devices and technology (e.g., text-to-speech software or augmentative or alternative communication systems)

Use of a computer or word processor (with spell checker)

Additional time, to a maximum of double the time allotted

An individual or small-group setting or an individual study carrel

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 HFN20-Food and Nutrition		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): N/A Letter grade/Mark: N/A Curriculum grade level: N/A		Baseline Level of Achievement for Alternative Skill Areas:
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. Complete all required expectations to earn a credit in this course with the modification of some specific expectations in the Personal and Social Responsibilities, Social Challenges and Social Science Skills as outlined below. Focus for this semester will be on how to make informed food choices and how to prepare foods.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Prepare an evaluation of three sources of food information (newspapers, magazines, marketing media) in order to detect bias		Rubric (culminating task unit one)
Identify two techniques for reducing the percentage of fat content in a person's diet		Rubric (culminating task unit one)
Create a summary chart about one food issue; by reading and summarizing articles on food and nutrition in newspapers, magazines and selected marketing media literature	Provide graphic organizer to record information	Rubric (culminating task unit one)
Analyse information from three sources (newspapers, magazines, marketing media) to determine society's changing perception of beauty		Rubric (culminating task unit one)
Term 2		
Term 3		

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
GLE20-Learning Strategies		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): GLE10 Letter grade/Mark: 58 Curriculum grade level: 9		Baseline Level of Achievement for Alternative Skill Areas:
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. Complete all required expectations to earn a credit in this course with some modifications of specific expectations in two strands-Learning Skills and Exploration of Opportunities as outlined below. Focus this semester will be to learn how to develop and apply literacy skills and motivation to pursue opportunities for success in secondary school and beyond.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Identify and use two reading skills and strategies to improve understanding of texts	Provide outline of reading skill steps	Weekly log maintained by student indicating reading strategy used; monthly conference with teacher to monitor strategy use
Identify and use two oral communication skills to support reading and writing		Weekly log maintained by student indicating reading strategy used; monthly conference with teacher to monitor strategy use
Use two forms of writing (news report, summary) to suit audience and purpose	Provide exemplar of writing samples	Written submission rubric (culminating task unit one and two)
Identify and use two strategies to improve writing (organizing ideas, editing)		Weekly log maintained by student indicating reading strategy used; monthly conference with teacher to monitor strategy use
Explain the organization and graduation requirements of the secondary school program as it relates to literacy course/test requirements, including types of courses and program pathways and the possible destinations for which they are appropriate		Written task rubric (culminating task unit three)
Term 2		
Term 3		

Student I II

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education teacher	daily semester one (GLE) 73 minutes	resource room
Guidance counsellor	once per semester (20 minutes)	guidance office
Special education teacher	30 minutes daily semester two	resource room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr SERT A	GLE teacher
Mr English	English teacher
Ms Nutrition	Food and Nutrition teacher
Mr Faith	Religion teacher

TRANSITION PLAN No Yes

Long-term Goal(s):

Student A will work toward earning a Ontario Secondary School Diploma and to pursue post secondary apprenticeship opportunities in the area of construction or landscaping.

Actions	Person(s) Responsible for Actions	Timelines
Complete Essential (locally developed courses) in Mathematics and English to close the gap in skills and determine if Applied studies is suitable	Student, parent, teacher, SERT	Grade 9 and 10
Remediation in Language in preparation for the EQAO Literacy Test/course	SERT, remediation teacher	Grade 9-ongoing
Select a variety of cooperative education courses and programs in senior years to determine interests and aptitudes in workplace settings	Student, parents, co-op	Grade 10 ongoin
Explore possible alternative pathways to reach post secondary goals (apprenticeship)	Student , parent, guidance	Grade 9 ongoing
Initiate contact with community employment agencies to assist finding part time employment for after school and summers	Student, parents, CYC,	Grade 10
Attend school (co-op department) and board sponsored	Student, parents, SERT, co-op	Annually

(OYAP) work experience fairs and presentations		
Participate in job shadowing opportunities annually to determine interests and potential co-op placements	SERT, co-op	Grade 9 ongoing

Student I II

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
04/04/2008	IEP update to select option sheets for 2008-09	parent/student returned options sheet selections
30/09/2008	parent/student/SERT met to review goals in each subject area	student requested changes to GLE to reflect writing tasks using AT-IEP adjusted
10/10/2008	finalization of semester one goals and expectations with teachers	consultation complete with parent, student, classroom teachers-working copy signed off

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