

## 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: TT

First Name: T

Gender: F

Date of Birth: 01/01/1995

School: Secondary School

School Type: Secondary

Semester: 1

Principal: Ms. Principal

Current Grade/Special Class: Grade 9

School Year: 2009-2010

Exceptionality (identified): Behaviour

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

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<b>RELEVANT ASSESSMENT DATA</b>		
<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Medical	14/04/2009	Reconfirms ADHD and Anxiety. Diagnosis of Obsessive Compulsive Disorder. Evidence of persistent perfectionism and repeating rituals to complete tasks.
Behaviour Assessment	25/09/2008	Frustration evident during rotary schedule changes. Anxiety levels elevated when unable to complete tasks in allotted times. Responds well to structure and clear instructions for task completion. Reluctant to ask for assistance in the classroom setting.
Psycho-Educational Assessment	22/02/2007	Average cognitive ability. No significant discrepancy between performance and ability. Strength evident in verbal memory and reading comprehension. Slight delay in processing speed.
Medical	01/02/2006	Diagnosis of Attention Deficit Hyperactive Disorder-Hyperactive (ADHD)

  

<b>STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
Receptive language skills -- reading	Self-advocacy skills
Auditory memory skills	Attention skills
Average cognitive skills	

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

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

1.Learning Strategies (GLE 10)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Mathematics (MFM 1P)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Visual Arts (AVI 10)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.English (ENG 1P)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.Learning Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
6.Assistive Technology (AT)	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" 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>
SEA Laptop, word processing, graphic organizers	Strategic seating	Computer with spell-check
Extra time for processing	Maintain stable classroom configuration when possible	Additional time
Prompts to return student to task	Daily schedule	Prompts to return student to task
Graphic organizers	Transition planning	Periodic breaks
Highly structured activities		

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**PROVINCIAL ASSESSMENTS**This is a provincial assessment year  No  Yes

Type of assessment: Grade 9 -- Mathematics

Permitted Accommodations  No  Yes (list below)

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

Additional time, to a maximum of double the allotted time

Periodic supervised breaks

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



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<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area		
<b>Assistive Technology (AT)</b>		
<p><b>Baseline Level of Achievement</b> (usually from previous June report card):</p> <p>Prerequisite secondary course (if applicable):</p> <p>Letter grade/Mark:</p> <p>Curriculum grade level:</p>	<p><b>Baseline Level of Achievement for Alternative Skill Areas:</b></p> <p>T has basic computer literacy skills and has demonstrated skills using text to voice software and graphic organizers during reading and writing activities. T is able to complete written tasks with increased fluency and speed (within given time) with word processor</p>	
<p><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.</p> <p>T will use her SEA laptop system and software in at least two classes this semester for both reading and writing tasks. Use of AT will increase task completion in English and Learning Skills and will usually allow for task completion during classroom instructional time.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
T will determine, with her English and GLE teachers, reading and writing tasks that will be completed using AT for each unit of study.	Provide classroom teacher and T with written set of criteria for tasks that would best be completed using her AT system.	Unit Checklist of planned AT list vs actual.
T will record and graph tasks assigned in English and GLE and tasks completed during instructional period.	Provide graphing software for the task (file on T's laptop) and review process of digital graphing.	Weekly consultation to review AT needs and results of task completion-anecdotal notes (SERT).
<b>Term 2</b>		
<b>Term 3</b>		

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

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	10 minutes per week-consultation re AT supports required	Resource room
Special education resource teacher	Daily (GLE class-75 minutes)	Classroom
Behaviour Consultant	Consultation once per semester	Resource room
Guidance counsellor	Once per semester (or as needed by student)	Guidance office
Child and youth worker	Small group role playing for 30 minutes per week for 6 weeks at the beginning of the semester	Resource room
Child and youth worker	Daily 10 minutes-beginning of the school day	Classroom

Health Support Services in the School Setting:  No  Yes

**IEP DEVELOPMENT TEAM**

Staff Member	Position
Mr. Teacher	Resource Teacher (GLE) and Behaviour Alternative Program
Mrs. Teacher	Math
Ms. Teacher	English
Ms. Teacher	Visual Arts
Mr. Child and Youth Worker	Alternative Curriculum Implementation
Mrs. Behaviour Consultant	Consultation
Ms. Principal	Secondary School Principal

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TRANSITION PLAN  No  Yes

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

T will earn a Secondary School Diploma and study Fine Arts or Communications at Community College upon graduation from secondary school.

Actions	Person(s) Responsible for Actions	Timelines
Student T will explore supports available at the Community College level for students with special needs similar to hers.	T, SERT, CYW, Parents, SST	grade 10 and 11
Student T will identify and share supports needed to reduce anxiety when transitioning to the Kindergarten class to volunteer and earn community hours.	KT, SERT, CYW, SST, T	Grade 9
Student T will identify and use self advocacy skills in new classroom situations for transitions.	T, CYW	grade 9
Student T will work with CYW and SERT to learn to navigate the secondary school system (code of conduct).	T, SERT, CYW	grade 9-sem one

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**LOG OF PARENT/STUDENT CONSULTATION**

<b>Date</b>	<b>Description of Consultation</b>	<b>Parent/Student Feedback/Outcome of Consultation</b>
18/06/2009	IEP goals related to Learning Skills for 2009-10 school year.	Goals established for alternative curriculum. Student Success Teacher was present at the meeting. It was concluded that Special Education team will provide monitoring for first semester next year.
17/09/2009	Draft IEP presented to student, parents for review.	AT laptop system added to IEP based on SEA claim approval. Parents and T signed the assumption of responsibility for SEA equipment (as per Board policy).
02/10/2009	Completed IEP shared with student, teachers and parents.	IEP sent home shared with teachers. GLE and English teachers acknowledged AT Goal for their classes. All teachers aware of T's need for breaks.
06/10/2009	IEP returned signed by parents and student.	Parents signed consultation sheet and requested update conference for mid-November. SERT will schedule.

**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

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 Student Signature (if 16 years of age or older)

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 Date