

Ministry Of Education Individual Education Plan (IEP)		
THIS IEP CONTAINS <input checked="" type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT		
REASON FOR DEVELOPING THE IEP <input checked="" type="checkbox"/> Student identified as exceptional by IPRC <input type="checkbox"/> Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations		
STUDENT PROFILE		
Student OEN: 012345678		
Last Name: FF	First Name: Student F	
Gender: F	Date of Birth: 08/05/2000	
School: XYZ School		
School Type: Elementary	Semester: NA Principal: Mr. Principal	
Current Grade/Special Class: Grade 3	School Year: 2008-2009	
Exceptionality (identified): Language impairment		
Placement: Regular class with withdrawal assistance		
Student (secondary only) is currently working towards attainment of the:		
<input type="radio"/> Ontario Secondary School Diploma	<input type="radio"/> Ontario Secondary School Certificate	<input type="radio"/> Certificate of Accomplishment

Student F FF

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Speech and Language Assessment	15/05/2008	Moderate delays in both receptive and expressive language. Hearing was investigated and found to be in the normal range.
Psychological assessment,	25/07/2008	Average ability for nonverbal tasks; slightly below average in the verbal domain
Academic Assessment	30/01/2008	Math computation at grade level, math reasoning slightly below grade level, word identification at grade level, reading comprehension at grade level, listening comprehension significantly below grade level, Developmental Reading Assessment level 16

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Gross motor skills	Expressive language skills -- speaking
Rote Memory (spelling, math facts)	Expressive language skills -- writing
Number and mathematical skills	Receptive language skills -- listening
Visual memory skills	Processing speed
Perceptual reasoning skills	

Student F FF

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

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

1.English (Writing)	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
2.English (Oral Communication)	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Mathematics	<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	Alternative demonstrations of learning
Pre-teaching/reteaching		Support visual instructions / directions with visuals
Highly structured activities		Individual or quiet setting
Visuals to support oral information		Verbatim rdg. instructions/questions
Computer software (e.g. WordQ)		Verbatim scribing of responses
Rewording/rephrasing of information		Multiple choice, fill-in-the-blank, true/false tests

Student F FF

PROVINCIAL ASSESSMENTS This is a provincial assessment year <input type="radio"/> No <input checked="" type="radio"/> Yes Type of assessment: Grade 3 -- Reading, Writing and Mathematics
Permitted Accommodations <input type="radio"/> No <input checked="" type="radio"/> Yes (list below) An individual or quiet setting Verbatim reading of instructions and/or questions (for writing and mathematics only) Verbatim scribing of responses (for reading and mathematics only)
Exemption with Rationale <input checked="" type="radio"/> No <input type="radio"/> Yes (list below)
Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale <input checked="" type="radio"/> No <input type="radio"/> Yes (list below)
Ontario Secondary School Literacy Course (OSSLC) <input type="checkbox"/> Yes

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
English (Writing)		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: D Curriculum grade level: 2	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. Student F will work on the following grade 3 curriculum expectations that have been modified by number and complexity: Identify a main idea and supporting details using graphic organizers; Order a main idea and supporting details into a report of up to three paragraphs; Expand and use subject/topic vocabulary appropriately in her writing.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Classify by distinguishing main ideas from supporting details by sorting picture cards.	Sort picture cards (Pets: dogs, cats, birds, fish). Gradually move to more abstract concepts.	Sorting and matching activities.
Use a sequential chart to generate and organize a main idea and three supporting details on a predetermined topic.	Preteach, brainstorm and review vocabulary on the selected topic. Provide a picture dictionary for reference, and many opportunities to use the sequential chart for various purposes.	Collect pre- and post-samples of charts.
Match 10 - 15 new words to pictures generated from a thematic unit.		Performance task (matching activities)
Generate a simple sentence using each new word.	Use cloze exercises to introduce sentence structure. Provide the student with a specific sentence format (noun-verb-noun) and word bank.	Work samples (portfolio)
Term 2		
Vary sentence structures by using joining words (e.g., and, because) to combine simple sentences and use words that indicate time and sequence (e.g., first, then, next).	Use cloze exercises to introduce sentence structure. Provide the student with a specific sentence format (noun-verb-noun) and word bank.	Work samples (portfolio)
Use words and phrases that will convey her ideas or information as specifically as possible (e.g., adjectives, adverbs).	Brainstorm, mind mapping	Work samples
Use a sequential chart to organize the main idea and supporting details and develop a paragraph using varying sentence structures.	Use Word Q for creating sentences and paragraphs.	Portfolio assessment and conferencing
Make revisions to improve the content and clarity of her written work.	Directly teach the use of an editing checklist. Repeated practice.	Student checklist

Term 3		
Write a report of up to three paragraphs recounting a personal or factual event or experience that includes photographs or drawings and captions.	Use visual organizers and Word Q	Oral presentation, work samples
Make revisions to improve the content, clarity and interest of her written work by removing repetition or unnecessary information, adding material needed to clarify meaning, or adding or substituting words to increase interest.	Direct teaching, teacher/student conferencing, peer conferencing	Portfolio assessment

Student F FF

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
English (Oral Communication)		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: D Curriculum grade level: 2	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. Student F will work on the following grade 2 curriculum expectations: Use active listening strategies in order to benefit from and contribute meaningfully to classroom discussions. Communicate orally in a clear, coherent manner, presenting information in a logical sequence.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Given a specific purpose for listening (who, what, where, when) the student will answer a question orally in a one-to-one setting.	Provide the student with a question card prior to hearing and discussing a short simple story. Use visuals for a point of discussion and reference.	Oral responses, anecdotal records, checklists
Demonstrate an understanding of turn-taking during classroom discussions by using an object (talking stick) to differentiate between the speaker and listener by waiting to acquire the object before speaking.	Provide a concrete object such as an object to designate the speakers.	Demonstration, anecdotal records
Term 2		
Given a purpose for listening (who, what, where, when) the student will be able to answer questions orally in a small group setting.	Begin with short stories of increasing complexity.	Oral responses, anecdotal records, checklists
Demonstrate active listening by restating three facts presented by a speaker.		Rubric
Demonstrate an understanding of the information and ideas in oral texts by restating the main idea.		Anecdotal records
Term 3		
Given a purpose for listening (who, what, where, when, why and how) the student will answer questions orally in class discussions.		Anecdotal records
Communicate ideas and information orally in a clear, coherent manner using simple but appropriate organizational patterns (e.g., the five Ws; first, then, next; problem and solution).	Provide anchor charts with strategies.	Oral presentation / rubric

Student F FF

HUMAN RESOURCES (teaching/non-teaching)		
Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	30 minutes, 4x per week	Resource room
Speech language pathologist	Consultation once per term (or as needed)	Classroom or resource room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr. Teacher	Classroom teacher
Ms. SERT	Special education resource teacher
Mrs. SLP	Speech language pathologist

TRANSITION PLAN No Yes

Student F FF

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
17/09/2008	Initial IPRC	Parents in agreement with identification of Language Impairment and Regular Class - Withdrawal Assistance. Preliminary discussion of the IEP.
22/10/2008	Draft IEP is sent home	Parent returned draft with suggestions.
29/10/2008	Final IEP discussed at a meeting	IEP signed by the parent.
05/12/2008	Parent / teacher interview	Discussion of term 1 report card and progress on IEP expectations. Next steps discussed and expectations agreed upon. Copy of term 2 IEP given to parents.
30/03/2009	Teacher initiated phone call to parent	Discussion of progress and next steps. Copy of term 3 IEP sent home to parents.

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