

**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: 012345678

Last Name: DD

First Name: Student D

Gender: M

Date of Birth: 01/01/1996

School: XYZ Public School

School Type: Elementary

Semester:

Principal: Ms. Principal

Current Grade/Special Class: Grade 6

School Year: 2008-2009

Exceptionality (identified): Learning disability

Placement: Regular class with resource assistance

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

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

Student D DD

<b>RELEVANT ASSESSMENT DATA</b>		
<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Psychological Assessment	02/06/2006	Diagnosis of learning disability; strong verbal comprehension skills; weak working memory and processing speed; weak reading, writing, and math computation skills
Grade 6 CASI (reading comprehension assessment)	19/09/2008	Grade 6 (Kurzweil 3000) with verbatim scribing indicates level 3 in knowledge and understanding and communication categories; level 2 in thinking and application skills
PM Benchmarks (oral reading, fluency and comprehension)	21/09/2008	Level 24 (mid grade 3) read with 94% accuracy but poor fluency
Grade 6 Mid-Year Writing Assessment	01/01/2008	Level 1 in all four categories (Knowledge and Understanding, Thinking, Communication, Application)
Multiple Intelligences Inventory	08/09/2008	Visual learner primarily; kinesthetic-tactile also strong
<b>STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED</b>		
<b>Areas of Strength</b>	<b>Areas of Need</b>	
Visual learner	Expressive language skills -- writing	
Receptive language skills -- listening	Receptive language skills -- reading	
Expressive language skills -- speaking	Number and mathematical skills	
General knowledge	Organizational skills	
	Processing speed	

Student D DD

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

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

1. Reading	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
2. Writing	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
3. Organization	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4. Math	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5. Social Studies	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6. Science and Technology	<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
Kurzweil 3000 (text-to-speech); CoWriter, Write Outloud	Strategic seating	Kurzweil 3000; CoWriter, Write Outloud
Extra time for processing		Calculator
Graphic organizers		Prompts to return student to task
Calculator		Computer with spell-check
Manipulatives for math		Individual or quiet setting
		Periodic breaks

Student D DD

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

Type of assessment: Grade 6 -- Reading, Writing and Mathematics

Permitted Accommodations  No  Yes (list below)

Verbatim scribing of responses (for reading and mathematics only)

Verbatim reading of instructions and/or questions (for writing and mathematics only)

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

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

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

Student D DD

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area		
<b>Reading</b>		
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: B Curriculum grade level: 3		<b>Baseline Level of Achievement for Alternative Skill Areas:</b>
<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. Student D will be able to read grade 4 level passages fluently at an instructional level (90-94% accuracy).		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Read grade 4 level passages with a fluency rate between 60-95 words per minute. 80% accuracy will be required.	Provide frequent opportunities to practice using his tape recorder	Timed and taped reading passages (pre and post-testing)
During a reading conference or guided reading session, will be able to identify three root words, suffixes and prefixes in order to solve unfamiliar words.	Provide with a personal list of root words, prefixes and suffixes	Reading checklist during reading conferences
Read with expression and convey a sense of text during readers' theatre.	Peer buddy for additional practice; provide Student D with rubric in advance	Readers' theatre rubric
<b>Term 2</b>		
Read grade 4 level passages with a fluency rate between 95-120 words per minute, 80% accuracy will be required.	Provide frequent opportunities to practice using his tape recorder	Timed and taped reading passage at end of term
During a reading conference or guided reading session, will be able to identify regular plurals and possessives in order to solve unfamiliar words.	Personal list of regular plurals and common possessives	Reading checklist during reading conferences
Identify and use two strategies that help him read more fluently.	Conferencing around strategies	Observation with checklist
<b>Term 3</b>		
Read grade 4 level passages with a fluency rate between 95-120 words per minute. 90% accuracy will be required.	Provide frequent opportunities to practice using his tape recorder	Timed and taped reading passages at end of year
During a reading conference or guided reading session, will be able to identify all contractions in order to solve unfamiliar words.	Personal list of contractions	Reading checklist during reading conferences

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area		
<b>Writing</b>		
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: B- Curriculum grade level: 3		<b>Baseline Level of Achievement for Alternative Skill Areas:</b>
<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. Student D will be able to write a cohesive and organized piece of non-fiction writing containing 5 paragraphs. He will obtain at least a level 2 (Ontario Curriculum) at the expectation for a grade 4 student.		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Combine simple sentences to form a paragraph.	Paragraph frame	Oral test
Create a timeline of important events in his life.	Smart Ideas (computer software)	Timeline
Write an information paragraph about himself. The paragraph will contain a topic and concluding sentence as well as three additional sentences.	Graphic organizer and/or Smart Ideas	Rubric for written narrative
<b>Term 2</b>		
Make jot notes to summarize the voyage of Christopher Columbus.	Kurzweil 3000 highlighting and study skills	Samples of jot notes made from Kurzweil reading selections
Complete a report, including jot notes comparing two European explorers of the Americas of his choice. The report will have an introductory and concluding paragraph as well as two paragraphs in the body.	Venn diagram as graphic organizer	Rubric for written report
<b>Term 3</b>		
Combine simple sentences into a complex sentence.	Edit simple sentences in pieces of writing in writing portfolio	Writing samples from portfolio
Write a two paragraph letter to an author about his reaction to the novel studied. The letter will contain at least two complex sentences.	Graphic organizer	Rubric for paragraph organization
Create a five paragraph news report on Apollo XIII's voyage to the moon.		Rubric for news report

Student D DD

<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): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:	<b>Baseline Level of Achievement for Alternative Skill Areas:</b> Student D often fails to hand in work due to lost completed work. He doesn't understand relative importance of assignments and will spend inappropriate amounts of time on small assignments, while ignoring more important ones.	
<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. By June, Student D will demonstrate at least three effective organizational strategies that work for him. Major assignments will be tracked using a prioritized monthly calendar and assignments will be handed in when completed.		
<b>Learning Expectations</b>	<b>Teaching Strategies</b>	<b>Assessment Methods</b>
<b>Term 1/Semester</b>		
Use subject folders, tabbed binders and checklists daily to organize his notes and materials.	Assist with finding method of organization that works best for him. Provide organizational checklists.	Performance task with checklist (subject folders, tabbed binders)
Identify and apply one quality of an organized person.	Student D will brainstorm with a peer to chose a quality of an organized person. Have peer model organizational skill over the term.	Student self-assessment using running log of use and success
<b>Term 2</b>		
Create a monthly calendar to keep track of assignments and due dates.	Assist student with creation of organization chart/checklist for each month.	Student self-assessment - charting organization and preparation
Identify and apply a second quality of an organized person. He will continue to apply the term one organizational skill.	Student D will brainstorm with a peer to chose a second quality of an organized person. Have peer model organizational skill over the term.	Student self-assessment using running log of use and success
<b>Term 3</b>		
Continue with his monthly calendar, tracking assignments and due dates.	Assist student with creation of organization chart/checklist for each month.	Student self-assessment by charting organization and preparation
Identify and apply a third quality of an organized person . He will continue to apply the term one and two organizational skills.	Student D will brainstorm with a peer to chose a third quality of an organized person. Have peer model organizational skill over the term.	Student self-assessment using running log of use and success
Prioritize assignments according to length and importance.	Student D will conference with peer and classroom teacher.	Student self-assessment using chart with assignments ranked most important to least.

Student D DD

<b>HUMAN RESOURCES (teaching/non-teaching)</b>		
<b>Type of Service</b>	<b>Frequency or Intensity for board staff</b>	<b>Location</b>
Special education resource teacher	3 x 30 mins per week	Regular classroom
Special education resource teacher	1 x 30 mins per week	Resource room

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

**IEP DEVELOPMENT TEAM**

<b>Staff Member</b>	<b>Position</b>
Mr. Teacher	Classroom Teacher
Ms. Sert	Special Education Resource Teacher

**TRANSITION PLAN**  No  Yes



**LOG OF PARENT/STUDENT CONSULTATION**

<b>Date</b>	<b>Description of Consultation</b>	<b>Parent/Student Feedback/Outcome of Consultation</b>
29/09/2008	Meet with student to discuss strengths, needs, and accommodations	Student D understands his strengths and needs and is gaining self-advocacy skills to request necessary accommodations.
02/10/2008	Parent meeting with classroom teacher and SERT	Both parents attended with Student D to discuss development phase of his IEP. Parents okayed direction discussed.
16/10/2008	Final IEP for Term 1 sent home for signatures	Both parents signed and commented that they were pleased with plan to date.
01/12/2008	Parent-Teacher interview with classroom teacher and SERT	Mother and Student D attended interview. Expectations from term 1 were discussed in relation to the report card and term 2 expectations were outlined; A copy of term 2 expectations, teaching strategies and assessment methods was given to parent. Mother was in agreement with the plan.
11/03/2009	Parent-Teacher interview with classroom teacher and SERT	Both parents attended the interview. Expectations from term 2 were discussed in relation to the report card and term 3 expectations were outlined; A copy of term 3 expectations, teaching strategies and assessment methods was given to parent. Both parents agreed with plan.

**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