

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: AA

First Name: Student A

Gender: F

Date of Birth: 28-02-1999

School: XYZ School

School Type: Elementary

Semester:

Principal: Ms. Principal

Current Grade/Special Class: Grade 3

School Year: 2008-2009

Placement:

Presenting characteristics (non-identified):

Student A's literacy skills are well below the provincial standard for grade 3. She was on an accommodated IEP in grade 2 and for term 1 of grade 3. She was unsuccessful in meeting expectations for reading and writing in term 1, so a modified program was developed for the beginning of term 2.

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

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

Student A AA

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
PM Benchmarks	10/06/2008	Level 15 = late grade 1
Provincial Report Card	26/11/2008	Marks well below standards for reading and writing in term 1
Grade 3 Mid Year Writing Assessment	26/01/2009	Below level 1 for grade 3 (significantly below expectation)
PM Benchmarks	03/03/2009	Level 18 = early grade 2

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Expressive language skills -- speaking	Expressive language skills -- writing
Social skills with peers	Receptive language skills -- reading
Fine motor skills	Self-confidence in reading and writing ability
Kinesthetic/tactile learner	

Student A AA

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

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
Co-Writer, Write Out Loud, Clicker		Co-Writer, Write Out Loud, Clicker
Peer Buddy		Verbatim rdg. instructions/questions
Rehearsal		Verbatim scribing of responses
Prompts to return student to task		Prompts to return student to task
		Individual or quiet setting

Student A AA

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) Prompts for students with severe attention problems who are off-task for significant periods of time, solely to draw their attention back to the assessment
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

Student A AA

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Reading		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: R (Dec08) Curriculum grade level: 3	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. By June Student A will: recognize 160 Dolch sight words, read and understand fiction and non-fiction texts at a level 22 (late grade 2), use at least three strategies for reading unfamiliar words, be able to make predictions prior to reading at a grade 2 level text, and use visualization during reading.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Term 2		
Recognize 130 Dolch sight words. (early grade 2)		Dolch sight words - oral assessment
Identify and use the following 3 strategies to use when she comes to a word she doesn't know: read ahead and come back to the word; say the first sound of the word; and look at the picture) (grade 1)		Reading conference dialogue
Retell a story at the late grade 1 level in proper sequence.		Oral retell with rubric
Read and understand fiction and non-fiction texts at a level 18 (early grade 2)		Running records and PM Benchmarks
Term 3		
Recognize 160 Dolch sight words (end of grade 2)		Dolch sight words - oral assessment
Oral reading will sound like spoken language with appropriate pauses, stops and starts, indicated by punctuation (grade 2)		Oral reading assessment (running record, PM Benchmarks)
Make predictions prior to reading and use visualization during reading to help with reading comprehension (grade 2)		Reading conference; observation during Guided Reading
Read and understand fiction and non-fiction texts at a level 22 (late grade 2)		Running records and PM Benchmarks

Student A AA

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Writing		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: R (Dec08) Curriculum grade level: 3		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. By end of June Student A will: spell high-frequency words, write simple questions, statements and exclamations and use adjectives at the grade 2 level.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Term 2		
Use the following strategies for spelling unfamiliar words: listen for rhyming patterns, common letter sequences, and onset and rhyme in frequently used words (grade 1)		Writing portfolio; writing conferences; observation
Write simple but complete sentences that make sense (grade 1)		Writing samples
Write a story based on characters and events from a story read in class (grade 1)		Rubric for story
Term 3		
Spell many high-frequency words correctly using word walls, anchor charts and words from her own vocabulary (grade 2)		Writing conference; writing portfolio; observation
Write simple questions, statements and exclamations (grade 2)		Writing samples; daily journal
Use adjectives in her writing to communicate relevant details (grade 2)		Writing samples; daily journal
Write a friendly letter to her grandmother (grade 2)		Rubric for letter

Student A AA

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education teacher	Consultation monthly	Regular class
Literacy Teacher	Consultation weekly	Regular class

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Teacher	Classroom Teacher
Ms. SERT	Special Education Resource Teacher
Mr. Literacy	Literacy Teacher

TRANSITION PLAN No Yes

Student A AA

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
29/09/2008	Parent meeting	Discussed accommodations that were effective last year; strengths and needs reviewed.
01/12/2008	Parent -Teacher Interview	Discussion of reading and writing concerns as indicated on report card; agreement for need to develop a modified IEP
08/01/2009	Parent/Classroom Teacher meeting around modified program	Identified reading and writing as key areas for modification; parents agreed
13/01/2009	IEP sent home	Parents signed and returned
05/03/2009	Parent-Teacher Interview	Parents agreed to Term 3 expectations as discussed. Copy provided to parents
03/04/2009	Parent meeting to discuss formal assessment	Consent forms signed for psycho-educational assessment

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