

**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: MM

First Name: Student M

Gender: M

Date of Birth: 01/01/91

School: ABC Secondary School

School Type: Secondary

Semester: NA

Principal: Mr. Principal

Current Grade/Special Class: Grade 11

School Year: 2008-2009

Exceptionality (identified): Learning 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 M MM

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Psycho-educational Assessment	04/06/2008	Diagnosis of Learning Disability confirmed as per assessment, 1999, reassessment indicates specific LD in the areas of reading, writing, working memory and processing speed deficits

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Problem solving skills	Processing speed
Self-advocacy skills	Expressive language skills -- writing
Expressive language skills -- speaking	Receptive language skills -- reading
Computer keyboarding skills	Organizational skills

Student M MM

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

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

1.ENG 3C	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.MBF 3C	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.PPL 3O	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.CHH 3C	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.SBI 3C	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6.GLE 3O	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
7.BTA 3O	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
8.ADA 3M	<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
Assistive technology: text-to-speech,	Access to electrical outlet for assistive technology	Additional time
Assistive technology:speech-to-text		Computer with spell-check
Word processing for spell check		Speech-to-text software
Extra time for processing		Text-to-speech software
Graphic organizers		Verbatim scribing of responses
Organization coaching		
Laptop		

Student M MM

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Permitted Accommodations No Yes (list below)

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 M MM

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Education Teacher (SE Teacher)	Daily during semester with GLE	Resource room
Guidance counsellor	Monitor one time per month	Guidance office
Support for computer programs	Minimum once per semester	Resource room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Miss S	Special Education Teacher
Miss G	Learning Strategies Teacher
Mr. E	English Teacher
Mrs. M	Mathematics Teacher
Mr. P	Health Teacher
Mr. B	Biology Teacher
Mrs. C	History Teacher
Mr. D	Dramatic Arts Teacher
Mrs. BT	Business Teacher

Student M MM

TRANSITION PLAN No Yes**Long-term Goal(s):**

LD Sample will attend a college program related to computers and marketing.

Actions	Person(s) Responsible for Actions	Timelines
Investigate options and entrance criteria for computers/marketing programs at colleges	MM (student)	Sept. - Nov. 08
Ensure course selections include requisite courses for college admission	MM, counsellor, parents	Oct. 08
Review criteria of special needs services at college	MM, counsellor, parents	March 08
Scheduled visits to college open houses and school career fairs	MM, counsellor, parents	ongoing
Develop a record keeping binder for career information including special supports available at each college	MM	ongoing to grad
Pursue summer employment in computers/marketing	MM counsellor, parents	ongoing to grad
Review transition plan annually	MM, SE teacher, parents	ongoing to grad

Student M MM

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
13/10/2008	Consultation with MM for student input into IEP	MM suggested needing organizational support as a priority and would use agenda daily
15/10/2008	Completed IEP sent home	Returned with parent and MM's signature on October 20
28/10/2008	Interview with parents and MM	According to MM, accommodations are helpful and should continue. MM is encouraged to continue to self advocate re: implementation of all accommodations.
09/12/2008	Phone call to parents and appointment with MM	MM has not been using assistive technology and feels he can manage without-marks are dropping, assignments incomplete-parents will discuss with MM and get back to SE teacher
11/12/2008	Parents returned SE teacher's call	MM has agreed to reinstate use of assistive technology-will connect with SE teacher again re: second semester-SE teacher to meet with MM twice weekly about outstanding assignments-reviewed course selection for Semester 2
10/02/2009	SE teacher meeting with MM	M M in GLE this semester- has agreed to continue to use assistive technology
25/03/2009	Review of IEP and next year's course selection and accommodations	Meeting with MM, guidance counsellor, SE teacher and parents-course selection appropriate and MM accepts accommodations

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