



# Individual Education Plan

Pridham, Connor (066857921)

OEN	648509859	Id # 066857921	School Year	2014/2015
First Name	Connor		Gender	Male
Known As	PRIDHAM, CONNOR		School Name	Forest Heights Collegiate Institute
Last Name	Pridham		Grade	11
Street Address	149 Bankside Dr Kitchener, ON N2N3E4		DOB	14-SEP-1998
			Principal/VP	B Lemon
			IEP #	10
			SIS Change	23-Sep-2014
Student Phone #	519.568.7817			

Days/Periods Absent

0

Total Days/Periods Absent

0

Times Late

0

Total Times Late

0

## Parent / Guardian Information

### 1) Custodial Parents / Guardians With Whom Student Resides

Custodial Parents/Guardians:

- 1) Pridham, Paul Father
- 2) Pridham, Rachel Mother

149 Bankside Dr  
Kitchener, ON N2N3E4

Street Address

### 2) Custodial Parents / Guardians With Whom Student DOES NOT Reside

Custodial Parents/Guardians:

- 1)
- 2)

Street Address

### 1) Custodial Agency (if applicable)

Custodial Agency

Contact Person

Street Address



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Name	Pridham, Connor	Gender	Male
School Name	Forest Heights Collegiate Institute	DOB	14-SEP-1998
Student OEN	648509859 Id # 066857921	Principal/VP	B Lemon
Grade	11	School Year	2014/2015
Last IPRC/Annual Review Date	None	SEA Equipment	Yes
Exceptionality	N/A	IPRC Placement Start Date	
		Date Annual Review Waived	

IPRC Placement	Class Type
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Not determined

Reason For Developing An IEP	IEP Development Team
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-Student not identified by IPRC but requires special education program/services including modified and/or alternative learning expectations	Member Cook, T	Position Special Education Resource Teacher
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Health Support Services	Individualized SEA Equipment	Sources Consulted in the Development of the IEP
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-Adjustable desk or computer table -Computer hardware and software	-Parent/Guardian or Student if 16+ -Classroom Teacher -Itinerant Teacher - Enrichment -Previous teacher(s) -Special Education Resource Teacher -Student -Student's current work/performance
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Non-Clinical Assessments Relevant To The IEP		
Type	Date	Summary of Results

Educational Assessment	21-Sep-2011	Needs to use SEA equipment for written work
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Clinical Assessments Relevant To The IEP		
Type	Date	Summary of Results

Psychological Assessment	10-Apr-2010	-Report provides diagnosis of Attention Deficit Disorder -Report provides diagnosis of Dysgraphia
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Areas of Strength	Areas of Need
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-Abstract problem-solving skills -Advanced intellectual curiosity -Communicates well orally -Computer skills -Expressive language skills (speaking) -Creativity -Metacognitive skills -Work ethic -Vocabulary -Visual, auditory, and kinesthetic learner	-Availability of a computer to access and demonstrate learning -Requires opportunities to interact with intellectual peers on a regular basis -Requires opportunities to develop critical thinking and divergent thinking skills -Fine motor skills (extreme difficulty with handwriting) -Processing speed -Attention skills
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## Subject / Courses or Alternative Program

AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods  
MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations  
ALT (Alternative Program) - areas of learning other than the Ontario Curriculum

### Term / Semester 1

(AWS30I)	b AC	(ENG3UN)	b AC
(HSP3UI)	b AC	(SCH3UI)	b AC

### Term / Semester 2

(ICS3UI)	b AC	(MCR3UI)	b AC
(SPH3UI)	b AC	(TEJ3MI)	b AC

Human Resources (Teaching / Non Teaching Support Staff)					
Type	Start Date	Planned Intensity	Planned Frequency	Primary Location	Duration
Special Education Resource Teacher (Shared Support)	02-Sep-2014	As Needed	As required	Learning Centre	Sem 1 and 2
Educational Assistant (Shared Support)	02-Sep-2014	As Needed	As required	Learning Centre	Sem 1 and 2

Elementary Program Exemptions / Secondary Compulsory Course Substitutions		
Exemption	Substitution	Reasons

Provincial Assessments	
Permitted Accommodations (As Part Of Regular Classroom Practice)	Exemptions

### SETTING

- An individual or small-group setting or an individual study carrel
- Prompts for students with severe attention problems who are off-task for significant periods of time, solely to draw their attention back to the test

### TIMING

- Additional time, to a maximum of double the allotted time

### DIFFERENT RESPONSE FORMAT

- Use of computer or word processor

## Secondary School Goal (For Secondary Students Only)

Student is currently working toward the attainment of a: Ontario Secondary School Diploma  
Successful completion of the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course is a requirement of the Ontario Secondary School Diploma.



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## Accommodations

Exceptionality : N/A

**Purpose** Adapt the program for the student - Reflect what is different from what is normally provided for other students in the class - Do not alter the provincial learning expectations - are assumed to be common to all subjects, courses, skill areas unless otherwise indicated

### Instructional Accommodations

- Enrichment opportunities / ability grouping
- Computer options
- Note-taking assistance
- Duplicated notes
- Organization coaching

### Environmental Accommodations

- Computer options
- Access to Resource Centre during seatwork time

### Assessment Accommodations

- SETTING**
- An individual or small-group setting or an individual study carrel
  - Prompts for students with severe attention problems who are off-task for significant periods of time, solely to draw their attention back to the test
- TIMING**
- Additional time, to a maximum of double the allotted time
- DIFFERENT RESPONSE FORMAT**
- Use of computer or word processor
  - Computer options/assistive technology such as voice-text software
  - Verbatim scribing, as available
  - Oral responses, including audio tapes
  - Extended time limits for assignments
  - Extra time for writing tests and exams
  - Test and/or exams to be written in Resource Centre

## IEP Completion And Reporting

Date of IEP completion 16-Oct-2014    Reporting Dates 21-Nov-2014    12-Feb-2015    27-Apr-2015    03-Jul-2015

IEP Contact T. Cook

Reporting Format

- ☒ Provincial Report Card  
☒ Alternative Report Card

This IEP also includes (check if applicable)

- ☒ Annual program goals and learning expectations for modified subjects / courses or alternative program.    ☒ A transition plan



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## Transition Plan

### Reason for Developing a Transition Plan

This Transition Plan is created to support the student making the transition from one grade to the next as per WRDSB best practice.

### Specific Goal(s) for Transition

-Student will experience a smooth entry into the next grade and adjust to the new setting

Actions Required	Person(s) Responsible for Actions	Timelines
Communication between home and school	Special Education Resource Teacher, Parent/Guardian, Teachers, Student	On-going
Monitor student's progress	Special Education Resource Teacher, Parent/Guardian, Teachers, Student	On-going
Share relevant information with receiving teacher	Special Education Resource Teacher, Parent/Guardian, Guidance Counsellor, Student	On-going
Course planning for next year	Student, Parent/Guardian, Guidance Counsellor	Sem 2



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## Parent/Student Consultation and Staff Review and IEP Updating

Student Name	DOB	Grade	School Name	School Year
Pridham, Connor	14-SEP-1998	11	Forest Heights Collegiate Institute	2014/2015

Involvement of Parent/Guardian and Student (if student is 16 or older).

I was consulted in the development of the IEP.	<input type="checkbox"/>	Parent/Guardian	<input type="checkbox"/>	Student
I declined the opportunity to be consulted in the development of the IEP.	<input type="checkbox"/>	Parent/Guardian	<input type="checkbox"/>	Student
I have received a copy of the IEP.	<input type="checkbox"/>	Parent/Guardian	<input type="checkbox"/>	Student
I give permission for the IEP to be shared with school board teaching staff involved in the transition planning.	<input type="checkbox"/>	Parent/Guardian	<input type="checkbox"/>	Student

Parent/Guardian and Student Comments:

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Parent/Guardian Signature Date

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Student Signature (if 16 or older) Date

The principal has the legal requirement to implement and monitor the IEP.  
The plan has been developed according to the Ministry standards and addresses the student's strengths and needs. The learning expectations will be reviewed and student progress monitored at least once every reporting period.

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Principal's Signature Date



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## Record of Parent / Student / Staff Consultations and IEP Updating

Note: Consultation regarding significant changes to the IEP must occur prior to their implementation. Such changes include the level of learning expectations, frequency and/or intensity of support, degree of accommodations and the addition/deletion of assessed needs.

Date	Activity (Indicate parent/student consultation or staff review)	Outcome
10-Oct-2014	IEP reviewed by Principal Copy of IEP to parents/student 16+	