

Gabriel Ankomah

June 21, 2024

Personal Essay

My disability played a big part in my decision to pursue studies to become a child and youth worker. When I was in elementary school, I discovered that I have a mild intellectual disability, including dyslexia. Being in a classroom was very challenging but I received support and help from the Special Education Department. When I entered high school I was introduced to a child and youth worker who had a very significant influence on my learning and life.

Because of the CYW, I built up my self-esteem and confidence. She supported me in the areas I felt challenged by and made me realize that anything is possible. I learned to read on my own and not rely on others. Our collaboration was life-changing for me. As high school continued, the CYW was also there for me supporting me with personal issues and dealing with stress. She was instrumental in making sure my disability did not prevent me from staying on track to achieve my goals. I remained determined and resilient, especially in the last two years of high school. It is important to create a safe and supportive environment for children and adults to express their concerns and work together to find solutions. By fostering open communication, building trust, and providing guidance, child and youth workers can help individuals navigate difficulties effectively and develop the necessary skills to overcome obstacles in the future. I feel that my CYW did this for me and I anticipate being able to do this for others.

When I began researching possible career paths, I knew right away that becoming a child and youth worker would be the direction I wanted to go in. In the same way that I was impacted by my high school CYW, I wanted to be the same influence for other youth. I believe my own experience and perseverance, despite my disability, will help me help others with their problems. I want to provide guidance and support to young people who may need some direction outside the classroom. Whether they have an intellectual disability like me, or another issue they are facing, I want to guide them through their challenges. Without a doubt, individuals with disabilities working in child and youth roles can serve as powerful role models for both children and adults. By demonstrating resilience, determination, and compassion in the face of adversity, they can inspire and empower others to overcome their own obstacles and thrive. I want to be that role model for these young people.

The CYW diploma at George Brown College interested me immediately. I am so proud of myself for applying and being accepted to the program. I am excited to pursue this

opportunity and fulfill this dream of mine. I know that it will not be easy attending college and receiving a post-secondary education, however it is a goal that I am determined to achieve. I know that with the influence and supports I received from my CYW, I will be able to find success despite my disability.



Toronto Catholic District School Board Individual Education Plan 2023/2024

Dante Alighieri Academy Principal: Falzon, Caroline
OEN Number: 620-470-898

Student Name: Ankomah, Gabriel

Student Number: **Date of Birth:** **Gender:** **Grade:** 812-496-222 2005/04/17 Male 12 **Reason to Develop IEP:**

Student Identified as exceptional by IPRC.

Student Profile

Exceptionality: Mild Intellectual Disability

Date of Most Recent IPRC/Waiver: 2023/11/01

Regular Class with Withdrawal
Assistance

IPRC Placement Decision:

Assessment Data

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results
Medical Letter/Report	2019/12/30	Student requires additional help as a result of his intellectual disability.
Psychology File Note (TCDSB)	2017/09/08	In light of Gabriel's significant difficulties with academic achievement, it is essential that he continue to access assistive technology on a consistent basis in order to access the curriculum.
Psychology File Note (TCDSB)	2015/11/13	Review of report indicates student meets criteria for Intellectual Disability in the Mild range.
Psychological Assessment		TCDSB Psychology: Mild Intellectual Disability. Limited Processing Speed Skills a relative strength, significant difficulties with Verbal Comprehension, Perceptual Reasoning, Working Memory Skills, with reading, mathematics, writing and listening comprehension.

Student's Strengths and Needs

Areas of Strength	Areas of Need
<ul style="list-style-type: none">- Social skills- Computer literacy- Self advocacy	<ul style="list-style-type: none">- verbal and reading comprehension- working memory- perceptual reasoning- expressive language skills-writing- receptive language skills-listening- communication skills- functional and Mathematical reasoning skills- decoding- problem solving- fine motor skills- assistive technology(Read & Write)

Specialized Health Support Services/Personal Support Required: ☐ Yes ☒ No

Prevalent Medical Conditions

☐ Anaphylaxis ☐ Asthma ☐ Diabetes ☐ Epilepsy and/or Seizure ☐ General Student Plan of Care for Other Medical Conditions ☒ Not Applicable

Dante Alighieri Academy

Subjects, Courses, or Alternative Programs to which the IEP applies:

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT).

ENG4CS English - 2 credit co-op	Accommodated
GLC2OW Career Studies - 1 credit co-op	Accommodated
GPP3O1 Leadership and Peer Support	Accommodated
HPC3O1 Raising Healthy Children	Accommodated
PPL4OW Healthy Active Living Education - 1 credit co-op	Accommodated

Secondary School Compulsory Course Substitutions

☐ Yes (Provide educational rationale) ☒ No

attainment of the:

(Complete for secondary students only)

Student is Currently Working towards

☒ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

Accommodations

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations:	Environmental Accommodations:	Assessment Accommodations:
<ul style="list-style-type: none"> - ability grouping - chunk instructions/assignments - graphic organizers - shorten tasks - concrete/hands-on materials/manipulatives - repetition of information - rewording, rephrasing of information - extra time for processing - modelling - visual supports/schedules - assistive technology (speech to text/text to speech software) - electronic texts 	<ul style="list-style-type: none"> - strategic seating - proximity to instructor - use of Resource room 	<ul style="list-style-type: none"> - extra time for assignments and tests - prompts to return student's attention to task - retrieval format (e.g. multiple choice, word bank, etc.) - reduction in the number of tasks to assess a concept or skill - reduced/uncluttered formats - clarification of questions - assistive technology (Read and Write) - use of calculator/formula sheet - use of review sheet

Individualized Equipment: ☒ Yes (List below) ☐ No

SEA	Name	Make	Model	Serial #
	Laptop Computer Dell Computer Dell XPS 13 Ultrabook			BM2QPO2
	Charger			CN-0VT148L0C00

Provincial Assessment

This is a provincial assessment year <input type="checkbox"/> No <input type="checkbox"/> Yes Type of assessment: Exemption of Ontario Secondary School Literacy Test (OSSLT) with Rationale <input type="checkbox"/> No <input type="checkbox"/> Yes (list below)
Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale <input type="checkbox"/> No <input type="checkbox"/> Yes (list below)
Permitted Accommodations <input type="checkbox"/> No <input type="checkbox"/> Yes

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Dante Alighieri Academy

Human Resources (teaching / non-teaching)

Position	Type of Service Initiation Date Frequency / Intensity			Location of service
Special Education Teacher	Consultation 2023/09/05 As scheduled/as needed			All school-related settings/location
Child and Youth Worker	Consultation	2023/10/03	As scheduled/as needed	Guidance Room

Evaluation and Reporting of Student Achievement: ☐ Provincial ☐ Alternative Provincial Report Card

2023/11/15 2024/02/07 2024/04/23 2024/06/26 Alternative Report Card

Transition Plan Yes The student requires particular supports during transitions and actions are required

Transition Goal(s): Secondary to Post-Secondary School Gabriel would like to pursue a career as a Child and Youth Worker through the Ontario Youth Apprenticeship Program. He eventually hopes to become a physical education teacher.																	
Transition Action(s): <table border="1"> <thead> <tr> <th colspan="3">Secondary to Post-Secondary School</th></tr> <tr> <th>Action Required</th><th>Name of Person(s) Responsible for Actions</th><th>Timeline</th></tr> </thead> <tbody> <tr> <td>Counsel/confer with Gabriel regarding his course selection for this year.</td><td>Special Education Teacher/Student Special</td><td>Fall</td></tr> <tr> <td>Facilitate Gabriel thinking about post secondary career options.</td><td>Education Teacher/Student</td><td>Fall and Winter</td></tr> <tr> <td>Encourage Gabriel to visit post secondary settings to explore programs or options available to facilitate decision-making.</td><td>Special Education Teacher/Student</td><td>Fall</td></tr> </tbody> </table>			Secondary to Post-Secondary School			Action Required	Name of Person(s) Responsible for Actions	Timeline	Counsel/confer with Gabriel regarding his course selection for this year.	Special Education Teacher/Student Special	Fall	Facilitate Gabriel thinking about post secondary career options.	Education Teacher/Student	Fall and Winter	Encourage Gabriel to visit post secondary settings to explore programs or options available to facilitate decision-making.	Special Education Teacher/Student	Fall
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IEP Developed By:

Staff Member	Position
Ms. F. Franceschetti	Special Education Teacher (SET)

Mr. M. Di Leo	Special Education Teacher (SET)
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Sources Consulted in the Development of the IEP

Information Provided by Student	Ontario Student Record (OSR)
Previous IEP	

Date of Placement in Special Education Program: (select appropriate option and provide date)

- ☐ First day of attendance in new special education program
- ☐ First day of the new school year or semester in which the student is continuing in a placement ☐ First day of the student's enrollment in a special education program that he/she began in mid-year or mid-semester as a result of a change in placement

Date of Placement: 2023/09/05 2023/10/12
Completion Date of IEP:

Log of Parent / Student Consultation and Staff Review and Updating

Date	Activity (indicate Parent/student consultation or staff review)	Outcome
2023/09/13	Letter	IEP Parent letter sent home.
2023/09/18	Letter	IEP Parent letter signed and returned to school.
2024/03/20	E-mail	IEP updated for semester 2.

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Toronto Catholic District School Board

Individual Education Plan 2023/2024

Dante Alighieri Academy Principal: Falzon, Caroline



Student Name: Ankomah, Gabriel

Student Number: 812-496-222 Date of Birth: 2005/04/17 Gender: Male Grade: 12

The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the Ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and student's achievement evaluated at least once every reporting period.

Principal's Signature

Date:

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

I was consulted in the development of this IEP Student Parent/Guardian

I declined the opportunity to be consulted in the development of this IEP

Parent/Guardian

Student

I have received a copy of this IEP Parent/Guardian Student

Parents / Guardian And Student Comments:

Parent/ Guardian Signature Date:

Student Signature(If 16 years or older) Date:

Ankomah, Gabriel

STUDENT GRADUATION SUMMARY

Dante Alighieri Academy

Student Legal Name Ankomah, Gabriel

Student # 812-496-222

OEN 620-470-898

Homeroom GLC2OW-01

Cohort 2019-2020

Birthdate 2005-04-17 00:

Gender M

Grade 12

IEP Y

Mature Student N

SHSM N

Counsellor

Diploma Requirement	Required	Earned	Status
Diploma Type	OSSD (1999)	Feb 6, 2023	Met
Total Compulsory	18.00 Credits	18.00 Credits	Met
Total Optional	12.00 Credits	18.00 Credits	Met
Community Involvement	40.00 Hours	50.00 Hours	Met
Literacy Requirement	Eligible	OLC/CCL	Met
Online Learning	0.00 Credits	0.00 Credits	N/A

Area	Comp. Course	Date	Mark	Earned	Part	Notes	Optional Course	Date	Mark	Earned	Part	Notes
Arts	AM11O1	2020 01	54	1.00			AVI2O1	2022 01	70	1.00		
Canadian Geography	CGC1P1	2020 06	65	1.00			DCO3O2	2023 06	68	2.00		C
Canadian History	CHC2L1	2021 02	75	1.00			ENG2P1	2022 07	85	1.00		
Career Studies	GLC2O3	2021 03	78	0.50			GLE1O1	2020 06	66	1.00		
Civics	CHV2O3	2021 04	66	0.50			GLE2O1	2021 04	75	1.00		
English 09	ENG1L1	2020 01	77	1.00			GLE4O1	2023 02	65	1.00		
English 10	ENG2L1	2020 11	75	1.00			GPP3O1	2024 01	80	1.00		
English 11	NBE3E1	2022 06	85	1.00			HPC3O1	2024 01	85	1.00		
English 12	ENG4C1	2023 06	78	1.00			HRE1O1	2020 06	76	1.00		
French	PAL4OE	2023 02	80	1.00		X	HRE2O1	2021 02	75	1.00		
Group 1	HIF1O1	2019 07	62	1.00			HRF3O1	2022 06	70	1.00		
Group 2	PPL1OU	2021 06	65	1.00		@	MF2P1	2023 07	50	1.00		
Group 3	HRE4O1	2023 02	71	1.00		X	NBE3C1	2023 02	70	1.00		
Mathematics	MAT1L1	2020 01	65	1.00			OLC4O1	2023 01	52	1.00		
Mathematics	MAT2L1	2020 11	63	1.00			PAL2OE	2022 01	90	1.00		
Mathematics Sr.	MEL3E1	2022 01	77	1.00			PAL3OE	2022 06	90	1.00		
Physical Education	PAL1OE	2020 06	90	1.00			PPL4OU	2022 06	85	1.00		
Science	SNC1L1	2020 01	75	1.00			Total Optional			18.00		
Science	SNC2L1	2021 06	75	1.00			Additional Course	Date	Mark	Earned	Part	Notes
Total Comp				18.00								

CURRENT COURSES

Course	Date	Attempt	Part	Att.		Notes	SEM 1		SEM 2	
				A	L		T1	T2	T1	T2
GLC2OW-01	2024 02	1.00		10	0	C			60	
ENG4CS-03	2024 02	2.00		24	0	C			60	
PPL4OW-01	2024 02	1.00		5	0	C			60	
TOE4Y1-CENT-01	2024 02	2.00		0	0				NM	

COURSE REQUESTS

CURRENT COURSES - OTHER SCHOOLS

Course	Date	Attempt	Part	Att.		Notes	SEM 1		SEM 2		School
				A	L		T1	T2	T1	T2	



Gabraiel Ankomah
10-390 Driftwood Ave
North York, ON
Canada, M3N 2P8

Program Name: Child and Youth Care
Program Code: C133
Campus: St. James

Program Start Date: September 3, 2024
Semester/Term 1 - Fall 2024
ID Number: 101540212

Dear Gabraiel,

Congratulations and thank you for accepting your offer to **C133 - Child and Youth Care** for **Fall 2024** at George Brown College!

We are confident that you will make your career goals come true through innovative learning and real-world experience, in the heart of **downtown Toronto**: <https://www.georgebrown.ca/campuses>. You'll find a class of your own and be part of a vibrant community, just steps from **top employers**: <https://www.georgebrown.ca/why-george-brown/connected-to-employers>, and easily accessible by public transit.

Next Steps:

You will be receiving a Registration Letter & Invoice by email. The Registration Letter & Invoice will be issued starting early May and on-going after that.

- ✓ **Please check this Registration Letter & Invoice and make note of the due date. Please ensure you pay your non-refundable deposit of \$500 by the stated deadline.**
- ✓ To keep your seat in the program, **please pay on time.**

For more information regarding the tuition deposit and payment, visit www.georgebrown.ca/registernow



George Brown College has implemented a crucial security measure known as Multi-Factor Authentication (MFA), which is now **mandatory** for all students and staff. MFA is a widely recognized cybersecurity best practice, adopted by organizations worldwide to protect their systems and users from malicious attacks.

To ensure maximum security, in addition to your username and password, you will be required to have a secondary means of authentication using the Microsoft Authenticator app on your mobile device (phone/tablet). This extra layer of security will significantly reduce the risk of unauthorized access and protect your sensitive information from cyber threats. **Follow the steps on this page to set up MFA:** www.georgebrown.ca/mfa. If you have any questions please refer to our FAQs www.georgebrown.ca/mfa#faq or email mfa@georgebrown.ca.

AD_THANKYOU - Fall 2024

April 10, 2024

Your Payment Options:

1. Online through STU-VIEW

Your George Brown College Student ID and Password will let you make an online credit card payment on **STU-VIEW**: <http://stuvview.georgebrown.ca>

2. Online banking

Pay using Internet online banking*. Please select "GEORGE BROWN COL.-CUR.YR.-TUITION" as the payee; your student ID is your account number.

3. Other

In person at a Financial Institution

For more information about paying your fees and registering, please visit the **FAQ page** at: www.georgebrown.ca/registernow/faq.aspx and the **Step-By-Step Guide to Paying for College** at: www.georgebrown.ca/financialaid/a_step-by-step_guide_to_paying_for_college.aspx

Students may also be eligible for **financial aid**: www.georgebrown.ca/financialaid or **awards and scholarships**: www.georgebrown.ca/financialaid/awards through STU-VIEW.

***Please note that Internet banking may take 3-4 days to reach George Brown College. You must ensure that George Brown receives your payment by the due date stated on your invoice.**

Placement Test

Please check the Application Summary Page on STU-VIEW to see your status regarding the Placement Test. If you have not completed the test, please book to reserve your spot to ensure that you are placed in the correct English course. For information on how to book your test, please visit: www.georgebrown.ca/assessment/admipost. Please note that placement testing is taking place online at this time.

We look forward to welcoming you!

Sincerely,

ENDORSEMENTS AND LIMITATIONS
This passport is valid for all countries unless otherwise specified. The bearer must comply with any visa or other entry regulations of the countries to be visited.

SEE OBSERVATIONS BEGINNING ON PAGE 5 (IF APPLICABLE)



of bearer - Signature du titulaire



6K611396

CANADA

PASSPORT
PASSEPORT

GK611396

Type/Type	P	Sumame/Nom	ANAKONAH	Given names/Prénoms	GABRIEL GYAN	Nationality/Nationalité	CANADIAN/CANADIENNE	Date of birth/Date de naissance	17 APR / AVR 05	Place of birth/Lieu de naissance	TORONTO CAN	Date of issue/Date de délivrance	12 AUG / AOÛT 15	Date of expiry/Date d'expiration	12 AUG / AOÛT 20	Issuing Authority/Autorité de délivrance	NORTH YORK
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