

**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: EE

First Name: Student E

Gender: F

Date of Birth: 01/04/1994

School: XYZ School

School Type: Secondary

Semester: 1

Principal: Mr. Principal

Current Grade/Special Class: Grade 10

School Year: 2008-09

Exceptionality (identified): Multiple exceptionalities

Placement: Special education class with partial integration

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

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

Student E EE

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Psycho-educational assessment	10/10/2000	WISC IV score indicates intellectual functioning is significantly below average range and meets the criteria for an intellectual developmental disability.
Physiotherapy Assessment	10/17/2000	Student is diagnosed with spastic quadriplegia cerebral palsy. Accessibility necessitates use of wheelchair.
Speech and Language Assessment	11/04/2006	Report finds significant area of need in expressive language skills (articulation/expressive grammatical formulation errors).
Occupational Therapy Assessment	18/04/2006	An exercise program has been developed to relieve significant discomfort from the unrelieved pressure from sitting in the wheelchair for long periods during the day.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Social skills with adults and peers	Expressive language skills -- speaking
Co-operation with adults	Personal Management skills
Positive Attitude towards learning and school	Personal care/self-help skills
	Orientation and mobility skills

Student E EE

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

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

1.KGL- Personal Care Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
2.KEN- Language and Communication Development	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
3.KMM-Numeracy and Numbers	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4.AVI 10- Visual Arts	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" 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
PEC System (Picture Exchange Communication System)	Strategic seating	Additional time
Non-verbal signals	Physical accessibility	PEC System (Picture Exchange Communication System)
Use of manipulatives	Wheelchair accessible work area	Rehearsal of responses before assessments
Highly structured activities		
Choice of activities		
Repetition of instruction of new concepts		

Student E EE

PROVINCIAL ASSESSMENTS This is a provincial assessment year <input type="radio"/> No <input checked="" type="radio"/> Yes Type of assessment: Ontario Secondary School Literacy Test (OSSLT)
Permitted Accommodations <input checked="" type="radio"/> No <input type="radio"/> Yes (list below)
Exemption with Rationale <input type="radio"/> No <input checked="" type="radio"/> Yes (list below) The student's IEP indicates that he or she is not working toward an Ontario Secondary School Diploma (OSSD).
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 E EE

Special Education Program

Subject or Course/Code or Alternative Skill Area

KGL- Personal Care Skills

Baseline Level of Achievement (usually from previous June report card):

Prerequisite secondary course (if applicable):

Letter grade/Mark:

Curriculum grade level:

Baseline Level of Achievement for Alternative Skill Areas:

Student E was able to complete her physical hygiene routine with verbal and physical prompting 50% of the time.

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.

Student E will complete her personal hygiene routine 8 out of 10 times using visual supports without verbal prompting.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
With physical (hand over hand support) and verbal prompting, Student E will brush her teeth, wash hands and face and comb hair 6 out of 10 times.		Task completion log
With verbal prompting and visual support, Student E will brush her teeth, wash hands and face and comb hair using correct technique 6 out of 10 times.	Teacher/EA will model.	Anecdotal observational assessment
With verbal prompting and visual support, Student E will complete hygiene routine using the correct techniques 6 out of 10 times.	Step by step instructions supported by visuals (PEC system) and positive reinforcement for completing task.	Observation task check list
Term 2		
With verbal prompting and visual support, Student E will complete hygiene routine using the correct techniques 8 out of 10 times.	See Term 1	Observation task check list
Term 3		

Student E EE

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
KEN- Language and Communication Development		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:		Baseline Level of Achievement for Alternative Skill Areas: Student E successfully used the PECS to communicate 6 out of 10 times without comprehensible verbalization.
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. Student E will use the PEC System and verbally communicate comprehensibly with adults and peers at least 5 out of 10 times.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
With verbal prompting, Student E will choose appropriate response using PECS and verbally communicate the picture choices 3 out of 10 times.	Teacher/EA will prompt verbal communication	Teacher check list
Communicate with her peers using PECS and verbal communication during lunch times 5 out of 10 times.	Peer mentor will model and prompt effective communication.	Anecdotal reports to teacher
Term 2		
With verbal prompting, Student E will choose appropriate response using PECS and verbally communicate the picture choices 5 out of 10 times.	Teacher/EA will prompt verbal communication	Teacher check list
Communicate with her peers using PECS and verbal communication during lunch times 6 out of 10 times.	Peer mentor will model and prompt effective communication.	Anecdotal reports to teacher
Term 3		

Student E EE

Special Education Program		
Subject or Course/Code or Alternative Skill Area KMM-Numeracy and Numbers		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:	Baseline Level of Achievement for Alternative Skill Areas: Student E was successful in recognizing numbers from 1 to 6 in 9 out of 10 times.	
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. Student E will demonstrate an understanding, using concrete materials to explore and investigate counting, quantity, and number relationships up to 10 in 9 out of 10 times.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Will recognize numbers from 0 to 10 in 7 out of 10 times.	Teacher/EA to use manipulatives to create a quantity number line	Teacher checklist and observation
	Teacher/EA to use PECS to provide visual cues for each number	Teacher checklist and observation
Will practise skills learned in recognizing numbers to a real life situation.	Student E will assist with loading the drink machine	EA anecdotal and daily sign off sheet
Term 2		
Will recognize numbers from 0 to 10 in 9 out of 10 times.	Teacher/EA to use manipulatives to extend application of numbers from 0 to 10 (i.e. simple addition)	Teacher checklist and observation
	Student E will assist with loading the drink machine	EA anecdotal and daily sign off sheet
Term 3		

Student E EE

Special Education Program		
Subject or Course/Code or Alternative Skill Area AVI 10- Visual Arts		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:	Baseline Level of Achievement for Alternative Skill Areas: Student E enjoys participating in a number of arts and crafts activities.	
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. Student E will use the elements of design (colour, line, shape, texture) when producing her works of art.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Recognize and name primary colours (red, blue, yellow) 8 out of 10 times.		Checklist
Using primary colours, will create a work of art that will use colour as an element of design.		Completion of piece
Use a variety of lines (e.g., thick, thin, broken, dots) to create a work of art.		Completion of piece
Term 2		
Term 3		

Student E EE

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Occupational therapist	Monthly	Resource room
Physical therapist	Weekly	Resource room
Speech language pathologist	Weekly	Resource room
Special education teacher	Daily	Classroom
Teacher assistant	Daily-shared	Classroom with student

Health Support Services in the School Setting: No Yes

- | | | |
|--|--|---|
| <input type="checkbox"/> Administration of prescribed medication | <input type="checkbox"/> Assistance with mobility | <input type="checkbox"/> Catheterization |
| <input type="checkbox"/> Feeding | <input type="checkbox"/> Injection of medications | <input checked="" type="checkbox"/> Lifting and positioning |
| <input type="checkbox"/> Nursing | <input type="checkbox"/> Nutrition | <input checked="" type="checkbox"/> Occupational therapy |
| <input checked="" type="checkbox"/> Physiotherapy | <input type="checkbox"/> Speech and language therapy | <input type="checkbox"/> Suctioning |
| <input checked="" type="checkbox"/> Toileting | | |

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms Sert	Special Education Teacher
Ms Physio	Physiotherapist
Ms Occupational	Occupational Therapist
Ms Assistant	Educational Assistant
Ms Speak	Speech-Language Therapist

Student E EE

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

Will be encouraged to develop the skills necessary for transition from school to the community. Will be encouraged to access resources within the community. Will continue to explore and work towards a long term supported living plan.

Actions	Person(s) Responsible for Actions	Timelines
Conference with parents and Student E around the transition plan	SERT, parents, student	Sept. 2008
Provide family with information regarding accessing resources within the community (e.g. Community Living)	SERT, parents	Sept. 2008
Liaison between special education teacher, guidance, work experience co-ordinator and parents to discuss weekly work experience placements	SERT	January 2009
Meet with parents, and community living skills coordinator to explore additional social groups that might participate in	Case coordinator, parents	January 2009
Pursue community accessibility resource	Case Coordinator, SERT,parents	Sept. 2008

Student E EE

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
04/09/2008	Parents consulted about transition plan and IEP	Parents attended and are pleased with outlined plan
23/09/2008	Parents, Student E met to discuss practising use of public handicapped transportation	Parents agreed to help Student E practise using transportation from home
14/10/2008	IEP sent home	Parents returned IEP consult page signed on October 15, 2008
09/01/2009	Parents and Student E attended meeting about work experience	Parents and Student E discussed work experience possibilities - one option, working with animals

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