

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: SS

First Name: S

Gender: M

Date of Birth: 04/04/1999

School: Elementary School

School Type: Elementary

Semester: NA

Principal: Mrs. Principal

Current Grade/Special Class: Junior Classroom-Multi

School Year: 2008-2009

Exceptionality (identified): Multiple exceptionalities

Placement: Special education class full-time

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

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

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Psychological Assessment	04/09/2006	The student presents with significant limitations in cognitive abilities, accompanied by significant deficits in adaptive functioning; however, the severity of the student's intellectual impairment is unknown. School programming must take into account the student's intellectual and adaptive needs.
Psychiatric Assessment	03/03/2007	Diagnosis at discharge-Oppositional Defiant Disorder and Global Developmental Delay.
Reading Assessment	14/09/2008	Unable to complete assessment.
Early Integration Program (Community Agency)	07/08/2004	Requires constant supervision while out in playground to ensure safety. No concept of traffic safety and wanders indoors and outdoors.
Speech Language Report	07/12/2004	Significant expressive and receptive language delays. Student communicates using visuals, gestures and technology.
Medical Assessment	05/05/2003	Diagnosed with Smith Magenis Syndrome. Impairments in behaviour. Student can be aggressive, anxious and self abusive. Compulsive flipping of pages of books and licking of fingers.
STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED		
Areas of Strength	Areas of Need	
Tactile learner	Functional literacy and numeracy skills	
Developing an interest in peers	Sensory	
	Social skills with peers	
	Communication	
	Self-regulatory skills	

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

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

1.Language	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Mathematics	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Behaviour	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4.Communication	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
5.Social	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
6.Physical Education	<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
Monitoring during all transition times	Sensory equipment	Individualized support for assessment
Individual visual schedule	Minimizing dangerous materials in his proximity	Alternative area for assessment
Sensory equipment	Quiet space for breaks	Intervention log
Limited time task followed by break, incentive	School yard safety plan	Dynovox (SEA)
Visual Timer	Behaviour management plan	
Dynovox (SEA)	Weighted vest	
	Access to a quiet room/space	

S SS

PROVINCIAL ASSESSMENTS
This is a provincial assessment year <input checked="" type="radio"/> No <input type="radio"/> Yes
Permitted Accommodations <input checked="" type="radio"/> No <input type="radio"/> Yes (list below)
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

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Language		
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 S has completed some components of the Kindergarten Language program specifically areas that promote functional language skills.	
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 S will complete the Kindergarten curriculum.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
In order to gain a preferred activity, Student S will follow simple one and two step directions.	Short timed task, timed tasks, visual schedule	Charting student response
Student S will identify personal preferences in reading materials by choosing a book at the library that they enjoy once per week.	verbal encouragement, opportunity to explore different books, modeling	Charting of chosen books to determine favourites
Student S will respond and comment on animated works using visuals.	Variety of cartoons and programs, picture cues	Observations, charting of responses
Term 2		
Student S will use and interpret gestures, tone of voice and other nonverbal means to communicate and respond.	Staff will use tone appropriate to situation as a para-verbal cue	As in term 1
Student S will identify letters S, A, M. (letters in his first name) on his board.	Choose from an array of letters	Chart response during performance tasks on daily basis.
Term 3		
Student S will retell stories in proper sequence using visuals in correct order 75% of the time.	Visuals, verbal prompts	Performance task
Student S will communicate ideas about personal experiences twice per week using visuals.	Visual communication book to be shared between home and school, verbal prompts, identifying pictures of family and activities	Charting

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Mathematics		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: 3 Curriculum grade level: Kindergarten		Baseline Level of Achievement for Alternative Skill Areas: Student S is working from the Kindergarten curriculum. He has demonstrated some understanding of one to one correspondence through setting the table (ie. 5 spoons for 5 people) during morning snack and sorting concepts such as items for recycling.
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 S will continue to work on sorting and one to one correspondence in everyday activities. In addition, Student S will extend and create pattern, participate in data collection activities and increase number sense and numeration concepts such as learning to identify coins and quantities.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student S will extend an ABAB pattern in 4 out of 5 trials.	manipulatives, peer support, modeling	Checklist
Student S will build 3 dimensional structures using a variety of materials.	manipulatives, peer support	Observation
Student S will identify loonies during 3 out of 5 trials.	manipulatives, physical prompts, visual supports	Checklist
Term 2		
Student S will extend and reproduce an ABAB pattern 75% of the time.	manipulatives, peer support, modeling	Checklist
Student S will build 3 dimensional structures and begin to recognize structures that they contain. For example, show me the circle.	manipulatives, peer support, verbal encouragement, physical prompts	Checklist with identifying components, observations
Student S will investigate and develop strategies for composing and decomposing quantities to 5.	Verbal prompts, physical prompts, provide opportunities to represent this in a variety of ways	Checklist
Term 3		
Student S will extend, reproduce and create an ABAB pattern 50% of the time.	manipulatives, peer support, modeling	Checklist
Student S will assist a peer to collect data and show the data on a graph once per week.	peer support, verbal encouragement, Dynovox pre-programmed with data collection questions	Checklist, observation

Special Education Program

Subject or Course/Code or Alternative Skill Area

Behaviour

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 S has been working on sensory self regulation but continues to lick books and fingers. Student S has shown improvement in aggressive behaviour but continues to work on transitioning from preferred to non-preferred activity with limited aggression.

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 S will replace licking behaviours with sensory activities to self regulate this need. Student S will replace aggressive behaviours with appropriate ones.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student S will wear and use chewlery to regulate drooling and licking.	Functional behaviour assessment to determine patterns, implement sensory diet under Occupational Therapists direction, prompts	Charting, observation
Student S will transition from activity with limited aggression to self and others.	Visual schedule, verbal prompts, sensory toy (soft) to use to link transitions, Behaviour management plan	ABC observations and charting,
Student S will remain in the classroom 100% of the time, refraining from trying to open the door.	Opportunities to be involved in activities, redirection, verbal encouragement	ABC observations and charting,
Term 2		
In addition to wearing chewlery, Student S will identify and participate in sensory activities to regulate need for sensory stimulation.	Teach use of sensory activities (water, bubbles)	Chart the amount of time Student S uses the weighted vest to reach a appropriate level of calm
Student S will remain in close proximity to staff during recess and lunch hour while in the yard 100% of the time.	Visual story to rehearse, verbal encouragement	Observation,
Student S will transition from activity to activity with no aggression.	First/Then card, visual supports	ABC Chart
Term 3		
Student S will use a towel when drooling.	Social script, verbal encouragement, visual prompt	Observation
Student S will stay with staff at all	Physical prompts, social scripts,	ABC Chart

times during outings to the park and grocery store to ensure a safe environment.	rehearsing, verbal reminder	
--	-----------------------------	--

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Communication		
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 S uses pictures, signs and gestures to communicate. Student S uses these pictures on a consistent basis; food, ball, drink, toy, walk, home, mom, sister and teacher. Student S uses a hand signal for washroom.	
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 the end of the year, Student S will increase his picture vocabulary. Student S will learn how to use a wrist talk to develop functional communication and social conversation skills.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student S will press "Hello" on her Dynovox to initiate interaction with a peer/adult once per day.	Reward, physical prompts	Checklist
Student S will choose one picture from a possibility of 3 pictures/choices of items to do during free play.	Reward of chosen activity, prompting, pairing visual card with the item	Observation, checklist
Term 2		
Student S will press "want to play" to ask a peer to play with her during free play.	Hand over hand, praise and encouragement	Checklist
Student S will choose from 2 food pictures to indicate what he would like during morning snack.	Reinforcement, physical and verbal prompts	Observation
Term 3		
Student S will press "what do you have for snack" during snack time when participating in conversation with a peer.	Physical prompt, verbal encouragement	Checklist
Student S will choose from 2 pictures to indicate what he would like to do at recess.	Reinforcement, reward, physical prompts	Observation

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Social		
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 S is interacting with peers during recess and in the classroom but requires significant support and encouragement to do so.
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 the end of the year, Student S will participate in games and activities with peers and develop skills in turn taking, sharing and conversation skills.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student S will engage in interactive play with 1 peer at the water table and take turns using a toy for 1 minute.	Visual timer to indicate time, only place 1 toy in the water table, verbal reminders,	Chart, checklist
Student S will use the picture card "My Turn" and "Your Turn" to indicate whose turn it is when playing board games with a peer.	Prompts, hand over hand, modelling, verbal encouragement and praise.	Observations, checklist
Using the picture card for "Play", Student S will choose one peer to play with during recess time daily.	Verbal encouragement, reward, playground equipment/toys, adult monitoring	Observations
Term 2		
During one recess each day, Student S will engage and remain sustained in an activity (throwing/catching a ball) with a peer for 10 minutes.	Verbal encouragement and praise, modelling, peer mentor, adult monitoring	Observation, checklist
During social opportunities (snack, lunchtime) Student S will begin to engage in conversation using her wrist talk with the following pre programmed prompts "Hello, how are you?" "What are you eating?"	Prompts	Observation
Term 3		
During recess time, Student S will play with a group of peers in game/play situations such as soccer, playing on the climbers, tag etc.,	Visual prompts indicating that it is recess with suggested activity cards, adult monitoring	Chart number of times S can be redirected to engage in the activity
During class activities when social situations permit, Student S will be prompted to use her wrist talk to initiate and sustain conversation.	Program predetermined conversations starters into wrist talk, verbal encouragement, teacher initiation when needed	Checklist

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Teacher Assistant	2.0 FTE, daily	Classroom, quiet room, outside, bus area
Teacher Assistant	1.0 FTE as required for safety	As above
Special Education Teacher	At least 100 minutes of the day, on a daily basis	Classroom, quiet room
Speech Language Pathologist	Consult, once a term	Classroom
Behaviour Counsellor	Monthly, as required on consult	Classroom, quiet room, outside, bus
Developmental Delay Liaison Worker for Reach Program	Once per month, consultation	Resource Room

Health Support Services in the School Setting: No Yes

- | | | |
|---|--|--|
| <input checked="" 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 type="checkbox"/> Lifting and positioning |
| <input type="checkbox"/> Nursing | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Occupational therapy |
| <input type="checkbox"/> Physiotherapy | <input type="checkbox"/> Speech and language therapy | <input type="checkbox"/> Suctioning |
| <input type="checkbox"/> Toileting | | |

IEP DEVELOPMENT TEAM

Staff Member	Position
Teacher 1	Program Teacher
Teacher 2	Special Education Resource Teacher
Counsellor 1	Behaviour Resource Counsellor (District School Board)
Consultant 1	Community Agency Consultant
Speech Language Pathologist	District School Board Speech Language Pathologist
EA 1	Educational Assistant
EA 2	Educational Assistant
EA 3	Educational Assistant
Principal	School Principal

S SS

TRANSITION PLAN No Yes

Long-term Goal(s):

A plan to an appropriate secondary school placement will begin. Recommendations for transition to summer programs. Transition from bus to classroom in the morning and classroom to bus to be created for this school year.

Actions	Person(s) Responsible for Actions	Timelines
Meet with parents, outside agencies, behaviour counsellor and SIP school team to discuss S's strengths, needs, interests and plans for the summer.	Principal/SERT/Agencies	End of March.
Determine most appropriate IEP focus for grade 6 year based on transition goals.	Principal/SIP team	End of June.
A social story for leaving the bus to enter the school building and leaving school to enter the bus to be created.	SERT, Beh. Resource Counsellor	End of August

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
31/08/2008	Meet with parents and Behaviour counsellor; review Beh Management plan and School Yard Safety plan.	Parents supported direction taken in the plans. Will attempt to incorporate into home routines.
09/09/2008	Meeting with parents to discuss Annual goals, expectations and strategies outlined in current IEP.	Parents support plans outlined in the IEP.
30/09/2008	Parents, SIP Team, reviewed Intervention Log/SIP file for the month of September.	Noticed increase of aggressive incidents at transition times. Will seek support from Behaviour Resource and REACH Agency and implement suggestions where appropriate to classroom setting. Parents support renewal of SIP application.
30/10/2008	Case Conference with Parents, Behaviour Resource, REACH Agency and SIP Staff	Reviewed concerns over escalation in aggressive incidents. REACH Agency and Behaviour Resource will observe student and make recommendations. Also celebrated good academic progress being made.
28/11/2008	Monthly case conference.	Decrease in some aggressive behaviours noted. Use of time timer at home will begin.
19/12/2008	Monthly case conference.	WAIVED. Will reconvene at the end of January based on parent telephone request.
29/01/2009	Monthly case conference.	Aggressive incidents have increased. Use of time timer at home beginning to be implemented more regularly. Will call in Behaviour counsellor to review school behaviour strategies and make recommendations.
20/02/2009	Monthly case conference.	Dramatic improvement in behaviour noted. Aggression is only noted when having to wait for a preferred activity. Will focus IEP goals on teaching S to use a "first/then" card at home and school. WAIVE March case conference at parent request.
29/04/2009	Monthly case conference.	REACH community agency attends to help with transition planning for summer and for secondary placement. Agreed that the June meeting will focus on best placement and goals for grade 6 program. WAIVE May case conference at parent request.
19/06/2009	Monthly case conference/transition planning.	Celebration of S's academic and behavioural successes over the past year. Plan to have S remain in self-contained program for grade 6 year. Begin to look at appropriate secondary school placement to transition to community living and supported work once he has finished high school.

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