

## 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: QQ

First Name: Q

Gender: M

Date of Birth: 15/04/1995

School: Elementary Public School

School Type: Elementary

Semester:

Principal: Mrs. Principal

Current Grade/Special Class: Grade 8

School Year: 2008-2009

Exceptionality (identified): Autism

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

Q Q Q

<b>RELEVANT ASSESSMENT DATA</b>		
<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Psychological Assessment, Health Care Centre	10/05/2001	Diagnosis of Asperger Syndrome.
Psychological Assessment - Dr. Mind, DSB	08/05/2006	Reconfirms diagnosis of Aspergers Syndrome. Difficulties with anxiety and emotional regulation noted. Strategies for self-regulation provided. Expressive language skills in the area of writing are significantly impaired.
Speech and Language Assessment	19/11/2007	Social communication deficits; weak problem-solving skills.
Occupational Therapy Assessment	25/05/2007	Sensory Integration Dysfunction; gross and fine motor skills significantly delayed.
<b>STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED</b>		
<b>Areas of Strength</b>	<b>Areas of Need</b>	
Expressive language skills -- speaking	Social skills with peers	
Intellectual curiosity	Self-regulatory skills	
Number and mathematical skills	Problem solving skills	
	Gross motor skills	
	Expressive language skills -- writing	

Q QQ

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

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

1. Mathematics	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2. English - Reading	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3. English - Writing	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
4. English - Oral and Visual Communication	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5. Science and Technology	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6. History	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
7. Geography	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
8. Health and Physical Education	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
9. French	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
10. Social Skills	<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

<b>Instructional Accommodations</b>	<b>Environmental Accommodations</b>	<b>Assessment Accommodations</b>
Graphic organizers	Strategic seating	Individual or quiet setting
SEA Laptop (text-to-speech, speech-to-text software)	Quiet setting with reduced social interaction for breaks	Periodic breaks
Visual supports to augment auditory information	Sensory equipment (SEA)	Speech-to-text software
Organization coaching		Text-to-speech software
Incorporate interests whenever possible		Videotaping of responses
Individualized daily schedule		SEA laptop

Q Q Q

**PROVINCIAL ASSESSMENTS**This is a provincial assessment year  No  YesPermitted 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

Q QQ

## Special Education Program

Subject or Course/Code or Alternative Skill Area

### English - Writing

**Baseline Level of Achievement** (usually from previous June report card):  
Prerequisite secondary course (if applicable):  
Letter grade/Mark: 70  
Curriculum grade level: 5 MOD

**Baseline Level of Achievement for Alternative Skill Areas:**

**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 grade 8, Student Q will organize his ideas and information and write research reports and reading responses. He will meet 50% of the grade 6 expectations for writing by using editing, proofreading, and publishing skills and strategies to correct errors and to produce a final product.

Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Student Q will gather information about 3 predetermined research topics. He will sort and classify researched information using graphic organizers to make connections between ideas.	Provide appropriate print and electronic resources. File folders for gathering information. Use software to create graphic organizers.	Product samples, checklists
Student Q will write a research report of at least 3 paragraphs.	Assist student in building paragraphs using graphic organizers. Use speech-to-text software.	Rubric, conferencing
Student Q will identify the topic, purpose, and audience for writing a supported opinion paragraph in response to reading an assigned piece of literature.	Provide an organization template.	Product sample, rubric, interview
Student Q will use a checklist, determine whether elements have been included in the assigned piece of writing.	Provide Q with a checklist of elements (main idea, topic sentence, punctuation).	Monitor use of the checklist, conferencing
<b>Term 2</b>		
Student Q will write 1 persuasive letter related to a topic that has been researched. Identify the audience, purpose for writing and what information the audience may not know.	Directly teach letter writing. Organization template.	Product samples. Checklist
Student Q will use 1 checklist to identify elements in his writing that need improvement.	Provide a checklist.	Monitor use of the checklist, conferencing
Student Q will make revisions to	Provide individual guidance and	Conference with student; product

improve the content, clarity, and interest of his written work.	feedback.	samples; rubric
<b>Term 3</b>		
Student Q will write 1 journalist's report on a real event or issue of personal interest.	Read newspaper articles related to similar topics. Discuss the elements of report writing. Provide Q with a checklist for writing the report.	Checklist; rubric
Student Q will proofread and correct 5 pieces of his own writing using teacher developed guidelines (e.g. an editing checklist specific to the writing task).	Provide a checklist.	Monitor use of the checklist
Student Q will create 2 visual presentations using different fonts, graphics, and layout (include photographs, magazine pictures, diagrams or maps).	Checklist. Provide specific times during the day (listed on the individualized schedule) when student will work on the task.	Rubric
Student Q will select 3 pieces of writing that he thinks reflect his growth and competence as a writer.	Keep a portfolio of Student Q's writing throughout the year. Support the selection of writing pieces with guiding questions.	Conference with student

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area		
<b>Health and Physical Education</b>		
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: 65 Curriculum grade level: 6 and 7 MOD		<b>Baseline Level of Achievement for Alternative Skill Areas:</b>
<b>Annual Program Goal(s):</b> 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 grade 8, Student Q will meet 75% of the expectations for living a healthy lifestyle that have been modified in number and complexity from the grade 8 curriculum.		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Student Q will engage in vigorous aerobic activity for 10 to 20 minutes daily.	Provide Q with an individualized list of fitness activities to complete alongside of peers.	Checklist
Student Q will create 1 personal food plan, based on nutritional needs and personal goals, to improve eating practices.	Templates, provide student with access to Canada's food guide and personal online planner	Product sample with rubric
Student Q will identify and describe 3 causes and symptoms of stress and positive ways to relieve stress.	Guide student through the development of a 5-point stress scale (1 being no stress; 5 being the highest point of stress). Include examples of what feelings of stress look like and feel like.	Completion of stress scale, observations
	Stress reduction and relaxation strategies.	
Student Q will recall the steps of a 5 point decision-making process.	1. Define the problem. 2. Identify options or alternatives. 3. Identify consequences (pros and cons) of options. 4. Make a decision. 5. Reflect on the decision.	Checklist, interview
<b>Term 2</b>		
Student Q will identify 3 situations at school and in the community where personal safety is at risk.	Provide a template with guiding questions. Explicitly teach the student about risks such as being bullied or manipulated by others. (Consult with family to determine risks from their perspective.)	Product sample with rubric, conferencing
Student Q will identify trustworthy people and support services at school and in the community (e.g., parents,	Identify for Q a "safe person" in the school who he can go to when feeling stressed or anxious. Explicitly teach	Student interview; anecdotal notes

siblings, specific peers, teachers, SERT, police) and discuss when and how their help may be accessed.	student criteria for determining another person's trustworthiness.	
Student Q will identify the steps of a decision-making process and apply them to case studies of students of a similar age.	Provide students with case study scenarios who had the types of problem that the student is likely to encounter. Provide a template for using the problem-solving steps to help the case study character solve his/her problem.	Product sample with rubric
Identify 5 strategies (e.g., saying no, walking away) that can be used to counter pressures to engage in risky or socially inappropriate behaviours.	Explicitly teach strategies. Role play the implementation of strategies. Debrief with student following situations when strategies were used or could have been used.	Student interview; anecdotal notes
<b>Term 3</b>		
Identify 3 symptoms of stress and select positive ways to cope with or relieve stress.	When student appears to be showing signs of stress, refer him to his Stress Scale and encourage the selection of an appropriate stress reduction activity. Praise student for all attempts to self-monitor and self-regulate using identified strategies.	Frequency checklist
Demonstrate 3 strategies (e.g., saying no, walking away) to counter pressures to engage in risky or socially inappropriate behaviours.	Role play. Encourage opportunities for peer buddies to be with student who are more likely to model these behaviours.	Frequency checklist
Report to staff incidents of peer pressure or bullying.		Student interview; anecdotal notes



Q QQ

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area		
<b>French</b>		
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: 75 Curriculum grade level: 7 MOD	<b>Baseline Level of Achievement for Alternative Skill Areas:</b>	
<b>Annual Program Goal(s):</b> 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 grade 8, Student Q will complete 75% of the grade 8 French oral and reading expectations that have been modified by number and complexity.		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Oral:		
Student Q will use 3 compound and 3 complex sentences appropriately in rehearsed and routine situations (e.g., Pauline n'a pas fait ses devoirs parce qu'elle a regardé la télé hier soir).	Provide opportunities to practice.	Alternative setting if needed, conferencing
Student Q will respond to 5 oral texts by answering questions.	Model appropriate responses. Opportunities to work with a peer.	Checklist, conferencing
Student Q will give 1 oral presentation of at least 5 sentences in length using a teacher selected topic.	Provision of high interest topic.	Alternative setting for oral presentation if required.
Reading:		
Student Q will read at least 5 simple texts (e.g., excerpts from newspapers, magazines), and identify the main idea and supporting details.	Offer a variety of reading materials.	Checklist
Student Q will design 1 book jacket that demonstrates understanding of written text.	Model.	Product sample and rubric
<b>Term 2</b>		
Oral:		
Student Q will give 1 oral presentation of at least 10 sentences in length using a short list of teacher-generated topics.	Provision of list of high interest topics.	Alternative setting for oral presentation if required
Reading:		
Student Q will read 10 simple texts	Offer a variety of reading materials.	Checklist, conferencing

(e.g., excerpts from newspapers, magazines), and identify the main idea and supporting details.		
Student Q will produce 1 brochure to demonstrate understanding of written text.	Provide a template and appropriate computer software.	Product sample and rubric
<b>Term 3</b>		
Oral:		
Student Q will give an oral presentation of at least 15 sentences in length with topic of own choice.		Alternative setting for oral presentation if required
Reading:		
Student Q will read 15 simple texts (e.g., excerpts from newspapers, magazines), and identify the main idea and supporting details.	Offer a variety of reading materials.	Checklist, conferencing
Student Q will produce 1 visual representation to demonstrate understanding of written text.	Offer a variety of visuals to choose.	Product sample and rubric

## Special Education Program

Subject or Course/Code or Alternative Skill Area

### Social 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 Q is able to describe the intent of a character from a book, however, in his own interactions he frequently misreads the intentions of others. Student Q verbally participates in conversations but needs to develop his listening 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.

By June, Student Q will use nonverbal cues such as body language, eye gaze and gestures to correctly interpret social information. He will continue to improve his social skills during interactions with peers focusing on listening and asking questions.

Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Student Q will demonstrate the difference between types of questions (social greeting questions, bridging questions, questions to sustain a topic) and ask 3 questions per day during social interactions.	Use comic strip conversations to teach the use of different types of social questions. Role play.	Checklist, anecdotes, questioning student to find out responses.
Student Q will describe two intents of a person's communicative interaction when shown a variety of video clips both from movies or videotaped interactions.	Use a stop and start procedure to discuss what the character in the clip knows, what he/she believes and what he/she intends to do.	Rubric
Student Q will demonstrate active listening skills daily by restating one conversation that Student Q has engaged in with peers.	Directly teach the student how to listen with one's whole body (using ears to hear, the mind to concentrate on what is being said, eyes to look for nonverbal information, the whole body to face the speaker)	Checklist
<b>Term 2</b>		
Student Q will describe 2 indicators in a person's tone of voice, body language, facial expression or chosen words that helped him to determine a person's intent.	Use videos and/or role play followed by discussion.	Rubric
Student Q will describe the 3 ways in which a person makes an impression on another (by what one says, how one looks and what one does).	Use comic strip conversations to demonstrate what an individual might be thinking (and the opinion he/she is forming) in response to another's actions.	Rubric
Student Q will describe 5 differences	Use examples from literature and	Interviews, anecdotes

between friendly teasing and mean-spirited teasing.	movies to draw the student's attention to teasing. Role play.	
<b>Term 3</b>		
Student Q will demonstrate the difference between when it is appropriate to tell people exactly what you are thinking and when this is not appropriate.	Social scripts, comic strip conversations.	Interview, anecdotes
Student Q will describe the difference between "white lies" that protect the feelings of others and "bold-faced lies" that deceive and/or protect one's own self.	Visual representations such as graphic organizers to sort different messages linked to what the possible outcome of that message or lie might accomplish.	Product samples

Q Q Q

**HUMAN RESOURCES (teaching/non-teaching)**

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	Three times per week	Resource room
Itinerant teacher - Autism Spectrum Disorders	Once per month, or as required	Resource room or classroom
Teacher assistant	Up to 120 minutes daily	Resource room and/or classroom
Occupational therapist	Consultation once per term	Resource Room
Speech language pathologist	Consultation once per term.	resource Room

Health Support Services in the School Setting:  No  Yes

**IEP DEVELOPMENT TEAM**

Staff Member	Position
Ms. Teacher	Classroom team
Mr. SERT	Special education resource teacher
Mrs. Itinerant	Itinerant teacher - Autism Spectrum Disorders
Mr. Teacher Assistant	Teacher Assistant

Q QQ

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

Q QQ will successfully transition to secondary school. Q will complete university / college bound course work in order to transition to a post secondary institution following graduation with an Ontario Secondary School Diploma.

Actions	Person(s) Responsible for Actions	Timelines
Meeting to discuss transition to grade 8. (Parents, grade 7 teachers and grade 8 teachers to participate.)	SERT	May 2008
Student to visit school during last week of summer. Homeroom teacher to show him where he will sit, and what his schedule will look like.	Homeroom teacher	August 2008
Grade 8 teacher to contact parent by phone after a couple of days of school to update on school start.	Homeroom teacher	Sept. 5, 2008
Student Q, parent, homeroom teacher to meet to talk about grade 8 from student's perspective. Begin discussion about the transition to secondary.	SERT	late Oct. 2008
Student and parent to visit high school and meet with the Head of Special Education.	SERT	January 2009
Annual Review of Placement (IPRC). Special Education Resource Teacher (SERT) from the secondary school to be invited.	SERT	February 2009
Course selection for grade 9.	Head of Special Ed (secondary)	February 2009
SERT from secondary to visit the elementary school to observe Q in the classroom setting.	Head of Special Ed (secondary)	May / June 2009
Parent to visit the secondary school with the elementary school SERT to meet special education staff and administrators.	Head of Special Ed (secondary)	June 2009
Transition guide/DVD prepared for the student to include: a map of the school, photos of staff he will need to know, etc.	Head of Special Ed (secondary)	June 2009
Student to visit school in late August. Walk through school with a timetable to locate classes.	Head of Special Ed (secondary)	late Aug. 2009
Meeting to be held with Special Ed Head and student's teachers to discuss the transition and the effectiveness of supports.	Head of Special Ed (secondary)	mid-Sept. 2009
Due to increased anxiety during gym, numerous visits will be arranged for Spring to visit gym/cafeteria to assist with transition.	SERT/Head of Special Ed (Sec)	Spring 2009

Q QQ

**LOG OF PARENT/STUDENT CONSULTATION**

<b>Date</b>	<b>Description of Consultation</b>	<b>Parent/Student Feedback/Outcome of Consultation</b>
04/09/2008	phone call	Meeting arranged for September 17 to discuss the IEP.
17/09/2008	meeting of teacher, parent, SERT	Transition into grade 8 went well. Concern about some bullying by peers. Social skills to focus on recognizing intentions of others. Also discussion of anxiety experienced in gym class and decision to highly modify physical education.
09/10/2008	IEP sent home	Signed and returned.
14/10/2008	phone call	Parent expressed concern about Q's participation in health class when sexuality is being discussed. Parent suggested that Q will be exempted from these classes and that the family will address sexuality education with support from a community agency. Expectations removed from IEP.
05/12/2008	teacher / parent interview	Parent generally pleased with progress; Q continues to be resistant about writing. Parent will provide incentives at home for completing written assignments in alignment with IEP expectations.
04/02/2009	IPRC - review of placement	Head of Special Education for the secondary school attended. Discussion of supports that will be required next year to support transition.
24/03/2009	phone call	Student disclosed to parent a bullying incident. School staff to increase monitoring of peer interactions. Programming changes added to Health and Physical Education as well as Social Skills section.
20/04/2009	phone call	Parent reports Q is feeling better about school and sees positive outcomes due to use of stress reduction strategies and social skills support.
15/05/2009	transition meeting	See transition plan.

**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