

Ministry Of Education Individual Education Plan (IEP)		
THIS IEP CONTAINS <input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT		
REASON FOR DEVELOPING THE IEP		
<input checked="" type="checkbox"/> Student identified as exceptional by IPRC	<input type="checkbox"/> 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: CC	First Name: Student C	
Gender: M	Date of Birth: 30/09/1995	
School: XYZ Public School		
School Type: Elementary	Semester:	Principal: Ms. Principal
Current Grade/Special Class: Grade 7		School Year: 2008-2009
Exceptionality (identified): Behaviour		
Placement: Regular class with resource assistance		
Student (secondary only) is currently working towards attainment of the:		
<input type="radio"/> Ontario Secondary School Diploma	<input type="radio"/> Ontario Secondary School Certificate	<input type="radio"/> Certificate of Accomplishment

Student C CC

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Physician	08/02/2005	Diagnosis of ADHD
Behavioural Assessment	01/10/2007	Problems identified in the areas of aggression, attention, and self-regulation
Psychological Assessment	16/10/2007	Diagnosis of Oppositional Defiant Disorder (ODD); average cognitive ability; reading, writing and math skills are age-appropriate
Kaufman TEA	17/04/2008	Reading and math composites are both in the average range
Multiple Intelligences and Interest Inventory	23/09/2008	Strength as kinesthetic/tactile learner; good athlete; strong interest in sports

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Kinesthetic/tactile learner	Anger management skills
Expressive language skills -- speaking	Self-regulatory skills
General knowledge	Attention skills
Fine motor skills	
Gross motor skills	
Leadership skills	

Student C CC

SUBJECTS, COURSES/CODES OR ALTERNATIVE SKILL AREAS TO WHICH THE IEP APPLIES		
Accommodated only(AC), Modified(MOD), Alternative(ALT)		
1.Behaviour	<input type="checkbox"/> AC	<input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
REPORTING FORMAT		
<input checked="" type="checkbox"/> Provincial Report Card <input type="checkbox"/> 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
Non-verbal cueing to redirect student's focus	Provide a quiet spot to go to when overwhelmed or frustrated	Accept oral responses
Problem solve a positive solution with student	Frequent breaks for movement	Permit time to get up and move during a long test
Partner with a positive peer role model	Provide tools such as stress balls	Complete verbal instructions before handing out materials
Provide clear expectations in advance and model often		Prompts to return student to task
Be aware of specific triggers to avoid		Provide option of alternative work/test location
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		
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 C is impulsive and easily distracted, therefore, frequently off-task. Little work gets accomplished (50%). When angry or frustrated, Student C refuses to comply(80%). Escalating, he will swear, kick, or throw things at anyone within range.
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 C will listen attentively and use acceptable language for 15 minutes during instructional time. He will complete 80% of assigned tasks and comply with teacher requests 70% of the time, during teacher-directed activities.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Recognize how he feels when he gets angry or frustrated by designing a "When I am angry" poster.	Second Step Curriculum. Conference with student and discuss feelings and physical changes in the body when stressed.	Student poster
Display acceptable social manners in class by using age appropriate language when calm.	Teach calming strategies of deep breathing and counting.	Self-assessment using a behaviour tracking sheet
Demonstrate increasing on-task behaviour by displaying good listening skills for 5 mins during instructional time & completion of 50% of assigned tasks.	Support skill by teaching "Stop, Look and Listen" model. Engage Student C in role-playing.	Behaviour tracking sheet with rubric. Chart completed tasks
Demonstrate compliance by responding appropriately to teacher requests 50% of the time during teacher directed activities.	Prompt, make eye-contact before beginning request. Use open-ended questioning techniques.	Performance task with rubric
Term 2		
Be able to identify three strategies to use when he is angry or frustrated.	Role-play strategies	Oral conference with student
Display acceptable social manners in class by using age appropriate language during instructional time for 10 minutes.	Provide frequent opportunities to practice responding appropriately.	Tracking sheets
Demonstrate increasing on-task behaviour by displaying good listening skills for 10 mins during instructional time and completion of 70% of assigned tasks.	Support skills by teaching "Stop, Look, and Listen" model. Redirect initially, then fade over time.	Behaviour tracking sheet with rubric. Chart completion of assigned tasks.
Demonstrate compliance by responding appropriately to teacher requests 60% of the time during teacher directed activities.	Provide opportunities to practice responding in various situations. Prompt, make eye-contact before beginning request.	Performance task with rubric

Display leadership skills by coaching grade 2 boys intramural basketball team.		Self-assessment with leadership checklist
Term 3		
Create a video illustrating one of the anger management strategies from term two.	Provide access to video equipment.	Video
Display acceptable social manners in class by using age appropriate language during instructional time for 15 minutes.	Provide frequent opportunities to practice responding appropriately.	Self-assessment using tracking sheets
Demonstrate increasing on-task behaviour by displaying good listening skills for 15 mins during instructional time and completion of 80% of assigned tasks.	Provide frequent opportunities to practice responding appropriately. Redirect as required.	Tracking behaviour using rubric. Chart completion of assigned tasks.
Demonstrate compliance by responding appropriately to teacher requests 70% of the time during teacher directed activities.	Verbal prompting. Repeat request in a calm manner. Make eye-contact before beginning. Use open-ended questioning techniques.	Performance tasks with rubric
Develop leadership skills by coaching grade 2 boys intramural soccer team.		Self-assessment with leadership checklist

Student C CC

HUMAN RESOURCES (teaching/non-teaching)		
Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	3 x 20 mins per week	Regular class
Teacher assistant	30 mins daily (shared)	Regular class
Teacher mentor for coaching	as required in term 2 and 3	Gym/Soccer Field

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr. Teacher	Classroom teacher
Ms. Sert	Special education resource teacher

TRANSITION PLAN No Yes

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
22/09/2008	Meeting with student to discuss strengths, needs, and alternative program.	Student C attended the meeting but chose not to contribute to the discussion and remained silent.
24/09/2008	Meeting with foster parent and guardian to discuss development phase of IEP and seek input.	Student C chose not to attend. IEP discussed.
15/10/2008	IEP sent home to foster parent and legal guardian for signatures.	Legal guardian returned signed copy.
01/12/2008	Parent-Teacher-Student interview with classroom teacher and SERT.	Legal guardian and foster parent attended interview. Expectations from term 1 were discussed and term 2 expectations were outlined. A copy of term 2 plan was given to both foster parent & guardian.
11/03/2009	Parent-Teacher interview with classroom teacher and SERT.	Legal guardian attended the interview. Expectations from term 2 were discussed in relation to the report card and term 3 expectations were outlined; A copy of term 3 expectations, teaching strategies and assessment methods was given to the legal guardian & a 2nd copy sent home to the foster parent.

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