

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

IPRC Date: 27/05/2013

Placement: Regular class with resource assistance

Exceptionality (identified): Behaviour: Behaviour

STUDENT PROFILE

Student OEN: 012345678

Last Name: CC

First Name: Student C

Gender: M

Date of Birth: 30/09/2001

School: XYZ Public School Placement Date: 03/09/13

School Type: Elementary

Principal: Ms. Principal

Current Grade/Special Class: Grade 7

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Functional Behavioural Assessment	01/10/2013	Problems identified in the areas of aggression, attention, and self-regulation
Multiple Intelligences and Interest Inventory	23/09/2013	Strength as kinesthetic/tactile learner; strong interest in athletics
Board Diagnostic Assessment	17/04/2013	Reading and math composites are both in the average range
Psychoeducational Assessment	16/10/2012	Diagnosis of Oppositional Defiant Disorder (ODD); average cognitive ability; reading, writing and math skills are age-appropriate
Physician	08/02/2010	Diagnosis of Attention Deficient Hyperactivity Disorder

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Kinesthetic/tactile learner	Anger management skills
Oral language skills	Self-regulatory skills
General knowledge	Attention skills
Fine motor skills	
Gross motor skills	
Leadership skills	

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

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

1. Self Regulation	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
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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
Nonverbal 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
Differentiate instruction with kinesthetic options to learn		Kinesthetic options to demonstrate knowledge and skills

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Permitted 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

<h1 style="text-align: center;">Special Education Program</h1>		
Subject or Course/Code or Alternative Skill Area <h2 style="text-align: center;">Self Regulation</h2>		
<p>Baseline Level of Achievement (usually from previous June report card):</p> <p>Prerequisite secondary course (if applicable):</p> <p>Letter grade/Mark:</p> <p>Curriculum grade level:</p>	<p>Baseline Level of Achievement for Alternative Skill Areas:</p> <p>Student requires support to set individual goals and monitor his progress in achieving them including identifying learning opportunities, choices and strategies to meet personal needs and achieve goals.</p>	
<p>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.</p> <p>With minimal support, student will set individual goals and monitor his progress in achieving them. With minimal support, he will identify learning opportunities, choices and strategies to meet his needs and achieve his goals for this year.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Identify physiological and emotional traits he displays when he is calm, frustrated and angry.	Conference with student re: his feelings and physical changes. Develop self-charting methods with student. Fade support re:charting as student masters concept.	Rubric for Emotional Traits Poster. Student self-charting twice a week.
Identify personal goal for listening during instructional period and using appropriate language during instructional periods.	Based on student's goal, provide direct instruction and practice opportunities for selected strategies.	Daily charting of strategies - frequency of use, outcome, emotions related to situation, level of support required to use strategy.
Term 1		
Identify 3 strategies that have been successful during Progress Report to maintain or achieve a calm demeanour during instructional periods.	Review charting data from Progress Report with student. Develop self-charting method to use in Term 1 with student. Fade support re:charting as student masters concept.	Poster Rubric for Successful Strategies Poster. Student self-charting twice a week.
Update personal goal for listening during instructional period and using appropriate language during instructional periods.	Based on student's goal, provide direct instruction and practice opportunities for selected strategies.	Daily charting of strategies-frequency of use, outcome, emotions related to situation, level of support required to use strategy.
Term 2		
Identify most successful strategy from Progress Report and Term 1. Maintain or achieve calm demeanour during instructional periods.	Review charting data from Progress Report and Term 1 with student. Develop self-charting method to use in Term 2 with student. Provide access to video equipment to complete task.	Poster Rubric for Successful Strategies video. Student self-charting twice a week.

Update personal goal for listening during instructional period and using appropriate language during instructional periods.

Conference with student to help student make connections between his goal setting, choices, use of strategies and success during this school year. Review charting with student toward the end of the term to determine goals for next school year.

Daily charting of strategies - frequency of use, outcome, emotions related to situation, level of support required to use strategy.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher (SERT)	3 x 20 mins per week (starting September)	Regular class
Teacher assistant	30 mins daily (shared in classroom starting September)	Regular class
Teacher mentor for coaching	As required in term 2 and 3 (Starting January)	Gym/Soccer Field
Applied Behaviour Analysis (ABA) Expertise Professional	Annual consultation with IEP team (starting September)	Special Education Office
Child and Youth Counsellor (CYC)	Weekly-group session (starting September)	Resource Room

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
Ms. ABA Expertise Professional	ABA Expertise Professional
Ms. Vice Principal	Vice Principal

TRANSITION PLAN No Yes

Long-term Goal(s):

By Grade 8 graduation, the student will work on personal growth skills to increase potential of success in secondary school. Student will begin secondary school by selecting the Academic stream for English and Mathematics in order to pursue post-secondary studies in Kinesiology.

Actions	Person(s) Responsible for Actions	Timelines
Focus on Self-Regulation	Student, CYC, SERT, teacher	Grade 7
Focus on Responsibility and Independent Work in the IEP for next year.	Student, CYC, SERT, teacher	Grade 8
Complete Multiple Intelligence Inventory and Vocational Skills and Interest inventory. Include results in the Individual Pathway Plan (IPP).	Student, classroom teacher	Grade 7
Meet with secondary school staff and secondary mentor student. Include reflections as part of IPP development.	Student, SERT (elementary and secondary)	Grade 8
Attend Transition Meeting to plan Secondary Program - discuss strengths, needs and required accommodations. Include reflections and plan in IPP.	SERTS, student, guardian	Grade 8
Attend annual IPRC/IEP planning meetings and contribute to discussions of strengths and needs, transition planning and accommodations.	SERTS, student, guardian	Grade 7/8
Attend Summer Transition Institute held by local Secondary School. Include reflections of the opportunity in IPP.	SERTS, student, guardian	August after Grade 8
Start Community Service Hours (secondary school graduation requirement). Add experience to IPP.	Student, Community Services representative, guardian	Summer after Grade 8

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
22/09/2013	Meeting with student to discuss strengths, needs, and alternative program.	Student attended the meeting but chose not to contribute to the discussion and remained silent.
24/09/2013	Meeting with foster parent and guardian to discuss development phase of IEP and seek input.	Student chose not to attend. IEP discussed. Functional behaviour assessment scheduled for October. Results to inform program approach.
03/10/2013	Functional Behaviour Assessment results presented	Guardian and staff will consider results. Staff will incorporate Learning Skills and Work Habit Areas to IEP.
15/10/2013	IEP sent home to foster parent and legal guardian for signatures.	Legal guardian returned signed copy.
08/11/2013	Updated IEP discuss with Guardian (phone) and with student in person.	Guardian and student contributed to the goals for Self Regulation (Learning Skills). IEP returned with signatures Nov. 11, 2013.
01/12/2013	Parent-Teacher-Student interview with classroom teacher and SERT	Legal guardian and foster parent attended interview. Expectations from Progress Report were discussed and Term 1 expectations were outlined. A copy of Term 1 plan was given to both foster parent & guardian.
03/02/2014	IEP update meeting with student and guardian.	Guardian and student gave input to goals. Student is taking more ownership of goals and will self- monitor his progress more fully this term. IEP returned with signatures Feb 5, 2014.
11/03/2014	Parent-Teacher interview with classroom teacher and SERT.	Legal guardian attended the interview. Expectations from Term 1 were discussed in relation to the report card and Term 2 expectations were outlined; A copy of Term 2 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

IEP completion date:14/10/2013