

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: 20/05/2013

Placement: Regular class with resource assistance

Exceptionality (identified): Intellectual: Developmental Disability

STUDENT PROFILE

Student OEN: 123456789

Last Name: OO

First Name: Student O

Gender: F

Date of Birth: 02/09/2007

School: ABC Elementary School Placement Date:03/09/13

School Type: Elementary

Principal: Mr. Principal

Current Grade/Special Class: Grade 1

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Vision Assessment	12/08/2013	Nearsighted (wears corrective lenses).
Audiological Assessment	12/08/2013	Hearing within normal limits.
Speech and Language Assessment	13/06/2013	Receptive and expressive language skills are significantly delayed. Severe delays in articulation.
Educational Assessment	06/06/2013	Can recite alphabet letters and numbers 1-10. Recognizes and names primary colours.
Occupational Therapy Assessment	13/06/2012	Significant delays in fine motor skills, visual motor integration, and activities of daily living.
Psychological Assessment	11/08/2011	Significant delays in cognitive abilities and all areas of adaptive skills.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Willingness to communicate	Writing Skills
Socially interactive with peers and adults	Oral Language-Speaking Skills
Positive attitude	Functional Mathematics
Personal computer skills	Self-regulatory skills
Leisure skills	Fine motor skills
	Reading Skills

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

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

1.Language Arts	<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.Social Studies	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.Science	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.Physical Education	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6.The Arts	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
7.Fine Motor Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
8.Learning Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
9.Communication 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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Cueing	Strategic seating	Pencil grips
Extra time for processing	Triangular pencil/pencil grip	Periodic breaks
Prompts to return student to task	Raised line paper	Prompts to return student to task
Portable word wall	Adjustable easel 35% angle	Adapted keyboard with alphabet overlay
Highly structured activities	Carpet square	
Social reinforcement	Timer to signify transitions	Videotaping of responses
Verbal instructions broken into smaller chunks	Talking word processor	
	Adaptive keyboard with alphabet overlay	
	Portable communication book	

Visual symbols

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

Special Education Program

Subject or Course/Code or Alternative Skill Area

Language Arts

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

Prerequisite secondary course (if applicable):

Letter grade/Mark: N/A

Curriculum grade level: JK (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.

Will consistently and independently recognize her name in a variety of environments and demonstrate basic book conventions independently (left to right, front to back). With limited assistance, she will create and retell stories based on personal experiences.

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
With limited assistance, identify the front and back of the book.	Teacher modelling, visual cues, verbal cues, repetition of the task, 1-1 conferencing, hand over hand instruction.	Observation and record on checklist (successful attempts, # of cues required).
With limited assistance, name 2 features of the story book cover for a book with a single picture cover.	Teacher selected books motivating to student, reinforcement of correct articulation.	Monitoring and recording articulation patterns, anecdotal records, vocabulary checklist.
Independently, choose her first name from an array of 3 first names and place it on the attendance board.	Array of different names, modelling of task (teacher/peer), portable word wall.	Observation and checklist of correct attempts.
With limited assistance, use 2-3 words to describe self created pictures.	Student created photo/digital albums, taping of stories.	Observation and anecdotal record, audio recording.
Independently and consistently, find the letters of her name on an adapted keyboard.	Adapted keyboard, model of name (large size bolded font).	Observation and anecdotal record.
With limited assistance, use preposition in oral language.	Teacher modelling, visual cues, verbal cues, repetition of the task, 1-1 conferencing.	Observation and anecdotal record.
Term 1		
Independently and consistently, identify the front, back, and left side of the book.	Teacher modelling, visual cues, verbal cues, repetition of the task.	Observation and record on checklist (successful attempts, # of cues required).
Independently and consistently, name 3-5 features of a single picture story book cover.	Teacher selected books motivating to student, reinforcement of correct articulation.	Monitoring and recording articulation patterns, anecdotal records, vocabulary checklist.
With limited assistance, use 3-5	Student created photo/digital albums,	Observation and anecdotal record,

words to tell stories relevant to self created pictures.	taping of stories.	audio recording.
Find and stroke the letters of her name and A-M on an adapted keyboard with 80 % accuracy.	Adapted keyboard, model of name (large size bolded font).	Observation and anecdotal record.
Independently and consistently, use preposition in oral language.	Teacher modelling, visual cues, verbal cues, repetition of the task, 1-1 conferencing.	Observation and anecdotal record.
Term 2		
Independently and consistently, name 3-5 features of a two picture story book cover.	Direct instruction.	Observation and anecdotal record.
Use subject and prepositions and verb accurately in short oral communication.	Direct instruction, modelling, cuing, positive reinforcement for attempts, fade support as student masters concept.	Observation and anecdotal conferencing record.
Independently, use 4-5 words to tell stories relevant to the pictures on the pages of self created books .	Student created photo/digital albums, taped stories.	Observation and anecdotal record.

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: NA

Curriculum grade level: JK(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.

Independently and consistently, in a variety of settings, demonstrate an understanding of numbers using concrete materials to explore and investigate counting, quantity and number relationships. (Number Sense FDK Program)

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Independently and consistently, demonstrate an understanding of number relationships for numbers from 0-10, through investigation.	Provide manipulatives, provide direct instruction.	Observation and student/teacher conference notes re level of prompting and accuracy of responses.
With some support, use ordinal numbers in a variety of every day contexts.		Weekly probe using checklist to monitor level of prompting and accuracy.
With some support, use, read and represent whole numbers to 10 in a variety of personally meaningful contexts.		Weekly probe using checklist to monitor level of prompting and accuracy.
With support, identify and explore different Canadian coins.	Provide coin manipulatives.	Weekly probe using checklist to monitor level of prompting and accuracy.
Term 1		
With limited support, use ordinal numbers in a variety of every day contexts.	Provide manipulatives, provide direct instruction.	Observation and student/teacher conference notes re level of prompting and accuracy of responses.
With limited support, use, read and represent whole numbers to 10 in a variety of personally meaningful contexts.		Weekly probe using checklist to monitor level of prompting and accuracy.
With some support, investigate and develop strategies for composing and decomposing quantities to 10.		Weekly probe using checklist to monitor level of prompting and accuracy.
With some support, identify and explore different Canadian coins.		Weekly probe using checklist to monitor level of prompting and accuracy.

Term 2		
Independently and consistently, use ordinal numbers in a variety of every day contexts.	Provide manipulatives, provide direct instruction.	Weekly probe using checklist to monitor level of prompting and accuracy.
Independently and consistently, read and represent whole numbers to 10 in a variety of personally meaningful contexts.		Weekly probe using checklist to monitor level of prompting and accuracy.
Independently and consistently, investigate and develop strategies for composing and decomposing quantities to 10.		Weekly probe using checklist to monitor level of prompting and accuracy.
Investigate addition and subtraction in everyday activities.		Observation and student/teacher conference notes re level of prompting and accuracy of responses.
Independently and consistently, identify and explore different Canadian coins.		Weekly probe using checklist to monitor level of prompting and accuracy.

Special Education Program

Subject or Course/Code or Alternative Skill Area

Fine Motor 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:

Displays a right hand preference for drawing and printing. She can approximate the printing of the first letter of her first name. She has difficulty recognizing boundaries for printing and colouring and using scissors.

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.

With some support, will consistently recognize boundaries while printing, colouring and using scissors.

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
With support, use a model to draw vertical, horizontal and diagonal lines using a pencil on 2 of 5 trials with 50% accuracy.	Kinesthetic modelling, dot to dot tracing models, fade support as appropriate.	Work sample, checklist, teacher created rubric.
Trace the letters of her first name with an accuracy of within 2.5 cm of a large sized model.		Observation noting level of support required and accuracy of task completion.
With support, use large handle scissors to cut paper shapes in two.	Provide scissors (Occupational Therapist recommendations)	Observation noting level of support required and accuracy of task completion.
Term 1		
With minimal support, follow a model to draw vertical, horizontal and diagonal lines using a pencil.	Kinesthetic modelling, dot to dot tracing models, fade support as appropriate.	Observation noting level of support required and accuracy of task completion.
Trace the letters of her first and last name with an accuracy of within 1.5 cm of the model.		Observation noting level of support required and accuracy of task completion.
With some support, cut given 10 cm line.		Observation noting level of support required and accuracy of task completion.
Term 2		
Independently draw pre-printing shapes and lines.	Kinesthetic modelling, dot to dot tracing models, fade support as appropriate.	Observation noting level of support required and accuracy of task completion.
Accurately trace the letters of her first and last name.		Observation noting level of support required and accuracy of task completion.

Independently print her first name within double lined space.		Observation noting level of support required and accuracy of task completion.
With minimal support, cut outline of large primary shapes. (e.g., triangle, square).		Observation noting level of support required and accuracy of task completion.

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Learning 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: Has difficulty recognizing personal boundaries and requires frequent redirection to maintain appropriate social interactions during group 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. With minimal support, will take responsibility for and manage personal behaviour during morning group activities.		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Follow the teacher's physical prompts (thumbs up) and verbal reinforcement to keep hands to self (in her lap) during guided reading.	Verbal reinforcement, physical prompting, verbal and non-verbal cuing, proximity control (personal space), reinforcement chart, social story. Fade prompts as appropriate.	Observation, checklist, reinforcement chart monitoring prompts required and duration of student response.
Respond to the teacher's physical prompts and verbal reinforcement by raising her hand and waiting to respond until acknowledged by the teacher during morning group activities.	Video modelling.	Video (bi-weekly) to review level of prompting required and duration of response.
Term 1		
With minimal prompts, keep hands to herself (in her lap) during guided reading and Math centres.	Fade prompts, positive reinforcement at regular intervals as student masters concepts.	Observation, checklist, reinforcement chart monitoring prompts required and duration of student response.
With minimal prompts, raise her hand and wait for her turn to respond when acknowledged by the teacher.	Provide Coaching.	Video (bi-weekly) to review level of prompting required and duration of response.
Term 2		
With minimal prompting, keep her hands to herself during all morning small group activities.	Proximity control, fade prompts, positive reinforcement at regular intervals as student masters concepts.	Observation, checklist, reinforcement chart monitoring prompts required and duration of student response.
Independently, raise her hand and wait for her turn, withhold responding until acknowledged by the teacher in all small groups throughout the day.	Peer modelling, conference with student, provide positive reinforcement for attempts, fade prompting.	Conference, observation noting student response, duration of response.

Special Education Program

Subject or Course/Code or Alternative Skill Area

Communication 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:
 Is able to correctly name 2-3 classmates and some family members. She uses gestures to respond to and greet others. She has significant difficulty with prepositions and articulating 's' 'th' 'r' and 'f' sounds in isolation and words.

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.

With minimal support, will build healthy peer to peer relationships through her personal interactions throughout the day.

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Independently and consistently, use a personalized photo album/communication book to point to and name her parents, siblings, teacher, TA and bus driver.	Provide personalized photo album.	Oral performance task monitoring level of support required and accuracy of student response.
When prompted, will consistently and correctly use a rehearsed greeting phrase with familiar adults.		Observation, tracking.
Term 1		
With support, correctly name classmates.		Oral performance task monitoring level of support required and accuracy of student response.
Will join conversations with peers in a structured situation.	Rehearse and model with student, provide direct instruction on strategies.	Observation, tracking.
Consistently, will respond to greetings from familiar adults and peers.	Provide direct instruction and rehearsal.	Observation, tracking.
Term 2		
With minimal support, correctly name classmates.		Weekly probe to monitor frequency and level of support required for task completion.
Will independently greet and respond to greetings from adults and peers.		Weekly probe to monitor frequency and level of support required for task completion.
With minimal support, will initiate conversation with self selected peer.		Weekly probe to monitor frequency and level of support required for task completion.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher (SERT)	Consultation as required (Sept-June)	Classroom
Teacher assistant	60 minutes per day in class support (Sept-June)	Classroom
Occupational Therapist (OT)	40 minutes per month (Sept-June)	Classroom/therapy room
Speech and Language Pathologist (SLP)	40 min/month (Sept-June)	Classroom/therapy room
IT Support-computer support/teacher training	Consultation as required (Sept-June)	Classroom
Child and Youth Counsellor (CYC)	Bi weekly (Sept-June)	classroom

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

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Teacher	Classroom Teacher
Mr. SERT	Special Education Resource Teacher
Ms. OT	Occupational Therapist
Mrs. SLP	Speech Language Pathologist

TRANSITION PLAN No Yes

Long-term Goal(s):

Will focus on levels of independence and communication strategies in order to fully participate during small group instructional periods and non-structured periods with peers eventually leading to increasing opportunities at school, in the community and at home.

Actions	Person(s) Responsible for Actions	Timelines
Focus on developing personal behaviour in Learning Skills and to transfer skills developed to community and home.	Teacher, student, support staff, parent	Grade 1
Increase vocabulary and articulation in order to improve independent communication skills.	Teacher, student	Grade 1-3
Learn classroom skills necessary for more formal classroom environment (transition from SK to grade 1 environment). Add skill demonstration to "All About Me Portfolio." (photo, video, reflections)	Teacher, student	Grade 1
Update Speech and Language Assessment to inform IEP goals.	Teacher, SLP, SERT	Grade 3
Increase peer network at school, home and in the community. Student to add photos of friends and support to "All About Me Portfolio."	Teacher, CYC, student , parent	Grade 1,2
Transition Planning –IEP goal setting meeting for following year.	Teacher, SERT, parents, student	Annually (Spring)
Focus on Continue to focus on behaviour skills, specifically identifying personal space and keeping hands on own body while at school, in the community and at home.	Teacher, student, parents, SERT	Grade 2/3
Follow visual schedule throughout the daily classroom activities. Student to add routine to "All About Me Portfolio."	Teacher, student	Grade 1
Follow visual schedule routine to transition from transportation to classroom and from classroom to transportation daily. Student to add routine to "All About Me Portfolio." (video record)	Teacher, student, support staff	Fall Grade 1 and on-going
Follow visual schedule to join peers during leisure opportunities (recess, lunch time) and include reflections (photos, vocabulary) as part of "All About Me Portfolio."	Teacher, student	Throughout grade 1

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
08/09/2013	Consultation with parent regarding IEP goals/directions.	Mutual goals established between home and school.
10/10/2013	Draft IEP sent home for parent review.	Parent signed IEP and indicated support of the IEP.
11/11/2013	Parent contacted teacher regarding the name printing goal.	Teacher called parent and explained progression of printing skills, parent agreed to continue with focus of original goal.
25/11/2013	Meeting with Parent to re view IEP and Report Card.	Parent pleased with progress to date. Discussed IEP goals for Term 1 to increase student's independence. Transition plan to begin to identify goals for Grade 2 and 3.
06/12/2013	IEP Sent home for parent review.	Parent signed IEP and indicated support of the IEP.
07/03/2014	Meeting with parent to review Term 1 IEP and Report Card.	progress made in Language and Math. Continue to require prompting to recognize personal space. Review Term 2 IEP goals.
21/03/2014	IEP Sent home for parent review.	Parent signed IEP and indicated support of the IEP.

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:11/10/2013