

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 not formally identified. Transition Planning required for entry to school. (Connections for Students transition process) Based on Pre-School services assessment, student requires accommodations for instruction, classroom environment and assessment.

Placement:

STUDENT PROFILE

Student OEN: 123456789

Last Name: ZZZ

First Name: ZZZ

Gender: F

Date of Birth: 01/10/2008

School: School ZZZ

School Type: Elementary

Principal: Mr. ZZZ

Current Grade/Special Class: SK

School Year: 2013-2014

Reporting Period

Elementary



Term 1

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Observational Assessment (K teacher, ECE, Board Connections for Student staff)	29/03/2013	Minimal verbal prompting required to follow visual schedule, uses structured learning environment, picture exchange system used independently for functional requests, some oral language accompanying picture exchange, some communication with peers as well as educators.
Updated Communication Assessment and Individual Support Plan (ISP) (IBI Provider)	28/02/2013	Oral Language-two word sentences for functional communication, picture exchange system for most communication needs. Uses visual schedules with minimal verbal prompting to navigate through activities successfully. With structured environment, demonstrates learning readiness skills.
Comprehensive Functional Assessment (IBI Provider)	18/05/2012	Verbal Communication is limited to single word for functional requests, using picture exchange with some support, minimal support required for skills of daily living for age. (dressing, hygiene, eating)
Medical Assessment	26/11/2010	Diagnosis of Autism Spectrum Disorder.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Attention Skills (small group activities)	Augmentative communication skills
General knowledge	Social Skills with peers and adults
Visual learner	Language Skills-Oral Language

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

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

1.PERSONAL AND SOCIAL DEVELOPMENT	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
2.LANGUAGE	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.MATHEMATICS	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.SCIENCE AND TECHNOLOGY	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.HEALTH AND PHYSICAL ACTIVITY	<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

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
Picture Exchange System	Visual flow of the day, for communication	Picture Exchange System
Highly structured activities	Visual flow of the day and workspace	Structure presentation of tasks
Pair verbal with visual vocabulary	Access to sensory adaptive equipment in classroom	Additional time
		Structured breaks
Extra time for processing		
Structured breaks in day-preferred activities		
Video modeling		
Visual strategies		
Prompting		

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

PERSONAL AND SOCIAL DEVELOPMENT

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:

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 second year of the Kindergarten Program, the student will complete expectations with a modification to: Independently, demonstrate an ability to use problem-solving skills in selected social contexts within the classroom setting at all times. (modified K Program)

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
With some verbal support, use one simple strategy - for example, seek assistance from the Kindergarten Team, (modified K Program 2.1) during small group play in the classroom.	Verbal instruction of "seek assistance" strategy using social stories, visually structure process, chain forward for student mastery of process.	Probe weekly using checklist to monitor accuracy of strategy use, level of prompting required to complete process.
Term 1		
Independently use one simple strategy "seek assistance" (modified K Program 2.1) during social situations at snack table.	Adjust visual supports for larger group use if necessary, Provide opportunities for student to use strategy in larger groups. (getting ready to go outside, classm meetings)	Probe weekly using checklist to monitor accuracy of strategy use, prompting required to complete process.
Term 2		

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Educator Assistant	Daily shared with other students in the classroom (September-June)	Classroom
Special Education Resource Teacher (SERT)	Consultation to teacher and ECE (September-June)	Classroom
Itinerant Connections Facilitator	Monthly consultation or as needed by classroom staff (September-June)	Classroom
Speech language pathologist	Consultation as required by Connections Committee(September-June)	Resource Room

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 checked="" type="checkbox"/> Physiotherapy | <input type="checkbox"/> Speech and language therapy | <input type="checkbox"/> Suctioning |
| <input type="checkbox"/> Toileting | | |

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. K	Teacher
Mrs. K	Early Childhood Educator
Mr. Connections	Board Connections Facilitator
Mr. SERT	Special Education Resource Teacher
Ms. Principal	School Administration
Ms. SLP	Speech Language Pathologist

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will transition from Connections community program to full day Kindergarten in the Fall of 2013.

Actions	Person(s) Responsible for Actions	Timelines
Transition Meeting #1 Establish roles of committee members and complete introduction to student.	Connections Transition Committee as per Connections for Students guidelines	6 months before demission
#2 Initial goals established based on current assessment and observations.	Connections Transition Committee	5 months before demission
#3 Update on goals, problem solving, discussion of observations and visits from Connections and school staff.	Connections Transition Committee	4 months before demission
#4 Update on goal achievement, adjustments to program, transition to school-roles and requirements discussed and timelines set. Parents enrol student at school for September.	Connections Transition Committee	3 months before demission
#5 Update on goal achievement, student visit to school site. Discuss summer support for family and student.	Connections Transition Committee and Special Services Resourcing Staff	2 months before demission
#6 Update on goals, student visit, adjusting resources at school site, second student visit established. Initial IEP goals established. Summer support plans solidified.	Connections Transition Committee and Special Services Resource Staff	1 month before demission
#7 Update from summer from parents and community supports, review goals and update if necessary. Review safety plan and resources in place for school start up. Childcare arrangements finalized with family.	Connections Transition Committee, Addition of Childcare Staff to committee.	Late August second Kindergarten (K) year
#8 Discuss and make adjustments based on student's transitional experience. Consider physical environment, resources required, goal achievement. Review IEP with group.	Connections Transition Committee	September second Kindergarten (K) year
#9 Review student progress to date and suggestions of possible additional staff training requirements.	Connections Transition Committee	October second Kindergarten (K) year
#10 Progress Report discussed. IEP goals adjusted based on student progress.	Connections Transition Committee	November of 2nd Kindergarten (K) year
#11 Student progress reviewed. Plans for holiday break discussed and transition needs. Parents and community support will finalize plans.	Connections Transition Committee	Dec second Kindergarten (K) year
#12 Transition back to school after holiday reviewed. Connections and IEP goals adjusted for Term 2 based	Connections Transition Committee	Jan second Kindergarten (K)

on Community demission assessment and classroom based assessments. Discuss role of Board staff as Connections involvement for Transitions ends.

year

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
29/03/2013	Transition Meeting #3 Transition to school Planning (pre registration meeting)	Connections and school staff discussed transition needs with parents. Initial plans put in place.
25/04/2013	Transition Meeting #4 Transition to school Planning (post registration meeting)	Transition to school roles and requirements discussed and timelines set. Parents and school staff arranged student visit before the end of school year.
31/05/2013	Transition Meeting #5 - Establishing Environmental Needs (post registration meeting)	CCAC (OT and PT) will prescribe required equipment for school use; school staff modelled visual structures after observed resources in student current placement; parents and Connections Transition Facilitator arranged student visit to classroom and prepared transition materials.
21/06/2013	Transition Meeting #6- Establishing Annual Goals for IEP (post registration meeting)	Presentation of initial IEP goals discussed by Connections Team; student visit 2 arranged by parents and Connections Transition Facilitator; school shared visuals for student to use over the summer; August date arranged for next meeting. Special Needs Staff arranged summer supports with family.
29/08/2013	Transition Meeting #7-School Start	Resources and structures in place in classroom; teacher and ECE with support staff facilitated student first day ; parents updated student status from summer. IEP goals adjusted and Connections goals established for this month. Extended day arrangements finalized with family.
27/09/2013	Transition Meeting #8- Transition to FDK	Parents, Teacher and ECE reviewed transition and updated student goal achievement data from home and school. Principal reviewed IEP with team. No further adjustments required at this time. Parents signed consultation form. IEP filed in OSR. Extended day staff requested further training.
24/10/2013	Transition Meeting #9-Mid Term Review	Connections team reviewed monthly data results. Student progressing well on goals. Support staff requested additional training for data collection. Training arranged for following week by board staff.
22/11/2013	Transition Meeting #10-Progress Report Update	Connections Goals on track and student has adjusted to new learning environment. Updated IEP Goals reviewed with team and parents signed consultation form. Updated IEP filed in OSR.
13/12/2013	Transition Meeting #11- Transition Planning for holidays	Connections team discussed plans for holiday preparation and transitioning from and back to school. School staff prepared some visual supports for family and Connections facilitator will provide additional information to parents. Parents will contact school if necessary for New Year return.

25/01/2014

Transition Meeting #12-Role Determination

Connections goals updated, IEP goals developed for Term 2 (updated IEP will be sent home for parent review). Formal Connections Transition ends. School/Board and parents to continue monthly meetings as necessary to update student progress.

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:27/09/2013