

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): Physical: Physical Disability

STUDENT PROFILE

Student OEN: 012345678

Last Name: BB

First Name: Student B

Gender: M

Date of Birth: 07/08/2004

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

School Type: Elementary

Principal: Mr. Principal

Current Grade/Special Class: Grade 5

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Educational Assessment	08/09/2013	Board Benchmark Assessment indicates that reading skills are at Grade level. Informal Math Inventory indicates math skills at grade level. Written output is slow but assistive technology (computer keyboard) increased output.
Occupational Therapy	18/06/2013	Fine motor skills are significantly delayed. Writing aid and adapted equipment necessary for fine motor activities.
Physiotherapy	18/06/2013	Gross motor skills significantly delayed. Diminished flexibility and postural support.
Speech Language Assessment	18/06/2013	Moderate delays in articulation and voice fluency.
Medical Assessment (Hospital for Sick Children)	22/06/2010	Diagnosis of Cerebral Palsy. Left side significantly impacted. Significant mobility needs.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
General knowledge	Articulation and voice fluency
Intellectual curiosity	Augmentative communication skills
Motivation	Fine motor skills
Social skills with peers and adults	Gross motor-mobility
Willingness to communicate	Computer keyboarding skills
Self-advocacy skills	

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

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

1.Language, Mathematics, Social Studies, Science and Technology, Arts	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Health and Physical Education, French as a Second Language	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Self-Regulation	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4.Fine Motor Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
5.Gross Motor 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
Speech Generating Device	4 Wheeled Walker	Speech Generating Device
Communication Book	Velcro secured knee braces	Communication Book
Laptop with modified large key keyboard	Customized chair	Assistive Writing Aid
Assistive Writing Aid	Slant board	
Activity pacing, option for breaks in gym	Stand by supervision for safety in gym, hallways, schoolyard	
	Adapted mount for keyboard	
	Arm support for left side of all seating	

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		
Self-Regulation		
<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 is aware of his speech production and requires few cues to enhance the quality of his communication attempts. He is accepting of the use of a communication book and Speech Generating Device. At times oral communication is not comprehensible to peers and teacher.</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>During conversational speech, Student will independently assess and reflect critically on his own strengths, needs and social conversations and independently recognize that he has not been understood. He will employ strategies to enhance his communication attempts.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
With staff direct verbal support, recognize diminished voice quality during conversations, and consistently employ strategies to correct it.	Verbal cueing, model correct articulation and modes of correction, conversation opportunities in real life context. Fade verbal prompts.	Observation of attempts and checklist to monitor strategy used, level of prompts required. Student self-monitor.
With some direct staff verbal support, recognize when his message has not been understood in small group conversations and consistently clarify his message with graphics from his communication book.	Communication book, conversation opportunities.	Checklist-bi-weekly probe to monitor frequency and accuracy of student response, videotape analysis of conversation by teacher and student.
With some direct staff verbal support, use a Speech Generator Device to enhance his communication using a noun, verb sentence.	Provide common noun, verb overlay, conversation opportunities, modelling,. Fade support/prompts.	Videotape of conversation attempts, checklist and observation.
Term 1		
With minimal direct staff verbal support, recognize diminished voice quality during conversations, and consistently employ strategies to correct it.	see term 1.	Observation of attempts and checklist to monitor strategy used, level of prompts required. Student self-monitor.
With minimal direct staff verbal support, recognize when his message has not been understood in small group conversations and consistently clarify his message with graphics from his communication book.		Checklist-bi-weekly probe to monitor frequency and accuracy of student response, videotape analysis of conversation by teacher and student.
Often, with minimal direct staff		Videotape of conversation attempts,

verbal support, use a Speech Generator Device to enhance his communication using a noun, verb sentence.		checklist and observation
Term 2		
Independently recognize diminished voice quality during conversations, and consistently employ strategies to correct it.	see term 1.	Observation of attempts and checklist to monitor strategy used, level of prompts required. Student self-monitor.
Independently, recognize when his message has not been understood in small group conversations and consistently clarify his message with graphics from his communication book.		Checklist-bi-weekly probe to monitor frequency and accuracy of student response, videotape analysis of conversation by teacher and student.
Often, initiate use of a Speech Generator Device to enhance his communication using a noun, verb sentence.		Videotape of conversation attempts, checklist and observation.

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Fine Motor Skills		
<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 is more efficient and accurate using a computer for written work than paper and pencil. He is currently letter spelling on an adapted keyboard and completes 2 sentence responses in 30 minutes.</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>Increase the efficiency and the quantity (number of sentences of his written output will be at least 5 sentences in given time) using an adapted keyboard.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Independently type written responses of 3 complete (grammatically correct, properly spelled) sentences within a 30 minute time period.	Timer, task prompting.	Chart/checklist, visual chart for Student B to observe success, goal setting.
Term 1		
Independently type written responses of 4 complete (grammatically correct, properly spelled) sentences within a 30 minute time period.	Timer, task prompting.	Chart/checklist, visual chart for Student B to observe success, goal setting.
Term 2		
Independently type written responses of 5 complete (grammatically correct, properly spelled) sentences within a 30 minute time period.	Timer, task prompting.	Chart/checklist, visual chart for Student B to observe success, goal setting.

Special Education Program

Subject or Course/Code or Alternative Skill Area

Gross 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:

Student maintains postural control sitting in a straight back chair for up to 5 minutes. He is able to walk with the aid of a walker for distances of up to 15 m. with stand by supervision on level floors and unlevel surfaces for 20 m with frequent breaks.

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.

Using a Walker and with standby supervision, Student will display functional mobility (as defined in the Physiotherapy Assessment) and increased endurance (# of breaks required, time taken, physical condition) when walking on a variety of surfaces (hallways, asphalt) of distances up to 30 metres.

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Using his Walker, Student will walk from the classroom to the gym (20 m) within 15 minutes, with two, 2 min. breaks.	Real life walking situations, stand by supervision.	Charting of length of walk, time taken, # of breaks taken, physical condition of student, videotape of performance, gait analysis, anecdotal records, Gross Motor Function Measurement Tool.
Term 1		
Using his Walker, Student will walk from the classroom to the therapy room (25 m) within 15 minutes, with two, 2 min. breaks.	Real life walking situations, stand by supervision.	Charting of length of walk, time taken, # of breaks taken, physical condition of student, videotape of performance, gait analysis, anecdotal record, Gross Motor Function Measurement Tool.
Term 2		
Using his Walker, Student will walk from the classroom to his bus (30m) within 15 minutes, with two, 2 min. breaks.	Real life walking situations, stand by supervision.	Charting of length of walk, time taken, # of breaks taken, physical condition of student, videotape of performance, gait analysis, anecdotal records, Gross Motor Function Measurement Tool.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	Consultation-as needed (Sept-June)	Classroom/Resource Room
Occupational therapist	Once per week, 60 minutes, 10 sessions (Sept-June) as determined by CCAC	Classroom/Therapy Area
Physical therapist	Once every other week, 60 minutes, 8 sessions (Sept-June) as determined by CCAC	Gymnasium, hallways, school yard, classroom
Speech Language Pathologist (SLP)	Once per week, 40 minutes, 20 sessions (Sept-June)	Classroom, Resource Room
Teacher assistant	Daily up to 100 minutes (Sept-June)	Classroom, school yard, washroom
Augmentative Communication Resource Teacher	Once every other week, 45 minutes (Sept-June)	Classroom

Health Support Services in the School Setting: No Yes

- | | | |
|--|---|--|
| <input type="checkbox"/> Administration of prescribed medication | <input checked="" 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 checked="" type="checkbox"/> Speech and language therapy | <input type="checkbox"/> Suctioning |
| <input checked="" type="checkbox"/> Toileting | | |

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr. Teacher	Classroom Teacher
Ms. SERT	Special Education Resource Teacher
Mr. ACR Teacher	Augmentative Communication Resource Teacher
Ms. Occupational	Occupational Therapist
Ms. Physio	Physiotherapist
Mr. SLP	Speech Language Pathologist

TRANSITION PLAN No Yes

Long-term Goal(s):

To independently and consistently communicate clearly in both academic and social situations during the school day as preparation for increased expectations for a full rotary schedule in the Intermediate Division and Secondary School.

Actions	Person(s) Responsible for Actions	Timelines
Focus on Self-Regulation (recognizing when alternative strategies to communicate clearly are required) for Learning Skills and Work Habits.	Student, teacher, SERT	Grade 5
Regular, independent use of Assistive Technology that will be used during EQAO assessment and instructional/communication tasks.	SERT, student, teacher	Grade 4, 5, 6
Interest, aptitude assessment to assist with Career Planning and program decisions. Add results to the Individual Pathway Plan (IPP).	Student, parents, guidance and classroom teacher	Grade 7, 8
Update Physical Therapy and Occupational Therapy Assessments to assess program needs and physical development.	PT, OT, parents	Grade 6, 8
Update Assistive Technology Assessment-for school, home and community use.	Community Care Access Centre, parents	Gr 8, gr 11
Plan transitional equipment and physical needs for Rotary system.	Student, parents, community support	Gr 6/Fall gr. 7
Plan transitional equipment and physical needs for Secondary School.	Student, parents, community support	Gr 8
Plan transitional equipment and physical needs for Post-Secondary School.	Student, parents, community support	Gr 11/12

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
08/09/2012	IEP Questionnaire sent home to parents/guardian and student	Questionnaire returned, parents indicated that communication was a key area of focus for them and for student.
09/10/2012	Parent Meeting to discuss the draft IEP.	Parents agree with the inclusion of Augmentative Communication as an area on the IEP.
11/12/2012	Student progress and IEP review meeting.	Parents and student agree with progress and in agreement with direction of Term 1 IEP.
10/02/2013	Phone call to parents regarding Term 2 EP goals.	IEP requires revision in gross motor area as Student has surpassed annual goal. Parent and student will identify new priority in this area. Follow up meeting on Feb. 17.
06/03/2013	IEP Review completed and sent home with report card.	Report Card p.3 and IEP consultation form returned with parent signature and supportive comments.
16/05/2013	Parent called and stated they are moving to another school district, expressed concern over status of IEP.	Meeting arranged for May 30 at 2:15 pm to review current IEP with receiving school.

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