

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: 05/04/2013

Placement: Special education class with partial integration

Exceptionality (identified): Intellectual: Developmental Disability

STUDENT PROFILE

Student OEN: 123456789

Last Name: LL

First Name: Student L

Gender: M

Date of Birth: 01/01/1997

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

School Type: Secondary

Principal: Ms. Principal

Current Grade/Special Class: Grade 11

School Year: 2013-14

Student (secondary only) is currently working towards attainment of the:

Ontario Secondary School Diploma

Ontario Secondary School Certificate

Certificate of Accomplishment

Reporting Period

Secondary-Semester

One

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Employment Skill Assessment	06/05/2013	Relative strength in Computer Use, Job Task Planning and Organization, Oral Communication. Areas requiring further focus: Money Math, Measurement and Calculation.
Leisure Skills and Interest Inventory	08/04/2013	Interest developed in Recreation (fishing, horseshoes) and emerging interest in Leisure (attending movies, sporting events, woodworking).
Psycho-educational assessment	05/05/2010	Meets criteria for Developmental Disability; social reasoning better developed than cognitive skill areas; oral communication is a relative strength; significantly lower than chronological peers in receptive language. Processing speed significantly delayed.
Comprehensive Assessment	04/04/2010	Moderate to severe delays in all areas with basic computation skills as a relative strength.
Speech and Language	02/02/2008	Receptive language skills are significantly delayed when compared with his chronological age.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Oral Language-Speaking	Reading Skills
Gross motor skills	Processing speed
Kinesthetic/tactile learner	Abstract reasoning
Social skills with adults	Organizational skills
Basic computational skills	Personal care/self-help skills
	Visual memory skills

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

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

1.KEN-Language and Communication	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
3.KBB-Money Management	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4.KGW-World of Work	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
6.KPF-Personal Health and Fitness	<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 to text, text to speech, word processing device	Strategic seating	Additional time
Extra time for processing		Speech-to-text software
Organization coaching		Text-to-speech software
Concrete materials for older students		Oral evaluations
		Reduce written requirements
		Individual or quiet setting
		Word processing

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
KEN-Language and Communication

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 uses verbal skills to exchange ideas and information in some settings.

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 will demonstrate improvement in oral communication skills daily in a variety of settings in the school and the community with a focus on communicating with one person at a time, in everyday and predictable contexts using established format and style.

Learning Expectations	Teaching Strategies	Assessment Methods
One		
Independently and accurately book appointments for a variety of contexts.	Provide appointment script/template. Fade prompts to independent.	Checklist measuring level of prompting required and accuracy of information recorded.
Independently and accurately listen to, record and leave short voice mail messages for a variety of contexts (life, learning, work).	Provide template for voice mail recording.	Checklist measuring level of prompting required and accuracy of information recorded.
Independently and accurately, respond to and ask questions using 5W format.	5 W organizer. Direct instruction and practice using the format.	Checklist measuring level of prompting required and accuracy of information recorded.
Two		

Special Education Program

Subject or Course/Code or Alternative Skill Area

KBB-Money Management

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:
 With support, demonstrated some skills in Money Math and measurement and Calculation in a classroom setting.

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 and with consistent accuracy, student will demonstrate skill in Money Math, Mearsurement and Calulation in a variety of settings.

Learning Expectations	Teaching Strategies	Assessment Methods
One		
With minimal support, accurately collect money (dollars) for a variety of activities and provide change.	Direct instruction of skill, provide opportunities for student to collect money, fade support as student masters skills.	Daily checklist measuring accuracy and level of support.
With minimal support, accurately purchase items and determine if change is correct (dollars).	Direct instruction for a variety of situations, provide oportunities for purchases throughout the week, fade support as student masters skills.	Daily checklist measuring accuracy and level of support.
With minimal support, accurately use an electronic scale to measure weight of a variety of items related to living, learning and life.	Provide direct instruction on use of tool and opportunities to practise skill, fade support as student masters skills.	Weekly probe for accuracy and level of support required to complete task.
With minimal support and accurately measure amounts of dry and liquid ingredients for tasks related to living, learning and life.	Provide direct instruction on skill, opportunities to practise skill, fade support as student masters skills.	Anecdotal data biweekly; monthly probes to assess progress.
Two		

Special Education Program

Subject or Course/Code or Alternative Skill Area

KGW-World of Work

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:
 Successfully completed two workplace placements within the school community and is ready to move out into the larger community.

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 will gain out of school work experience in the area of inventory control (Feb-April) with specific focus on developing skills in task completion, workplace etiquette and oral communication in a workplace setting related to Recreation (NOC Code 6671).

Learning Expectations	Teaching Strategies	Assessment Methods
One		
Read and use orally a minimum of 25 words or phrases related to employment for attendants in Recreation placements.	Direct instruction to pre teach weekly vocabulary.	Task analysis checklist completed weekly to assess comprehension of weekly targeted vocabulary.
Independently and accurately exchange information with co-workers concerning customer bookings and coordinated tasks.	Visual schedule of task completion posted for student referral if required.	Task analysis checklist to assess level of support required and accuracy of task completion.
Independently and accurately complete customer booking forms.	Visual schedule of task completion posted for student referral if required.	Summary of task completion data (biweekly).
In video format, outline to prospective clients how to access one service in the recreation facility.	Provide opportunities for student to practice explanation.	Rubric to assess content of video accuracy and use of key vocabulary.
Verbally , in video format, outline employer expectations for 3 employment etiquette items.	Visual reminders of workplace etiquette (posters).	Rubric to assess video content accuracy of content. Biweekly checklist to review workplace etiquette skills.
Two		

Special Education Program

Subject or Course/Code or Alternative Skill Area

KPF-Personal Health and Fitness

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:
 Actively involved in leisure activities in the community and has completed two previous physical education courses focusing on participation with peers.

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.
 In Physical Education will participate in daily physical fitness activities and tell how they contribute to lifelong active living.

Learning Expectations	Teaching Strategies	Assessment Methods
One		
Identify and explain two benefits of physical activity to living a long life.	Instruction by teacher, allow opportunities to practice oral presentation.	Oral presentation to selected peer group.
Participate daily in physical activity using community and school facilities.		Student log of daily facility use (teacher checklist).
Independently and consistently, use two guidelines for safe participation in physical activity.	Teacher demonstration, peer modelling and practice opportunities.	Demonstration of use of guidelines (rubric)Bi-weekly probe using checklist measuring level of independence and accuracy of guideline application.
Two		

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher (SERT)	Daily starting - September-June	Resource Room
Educational Assistant	Daily-shared with small group (September-June)	Regular classroom, co-op placement
Board Transition Facilitator	Once per semester Sept.-June	Resource Room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Miss. A	SERT
Miss D.	Personal Health and Fitness Teacher
Mr. E	World Of Work Teacher
Mrs. F	Money Management Teacher
Miss G.	Language and Communication Teacher

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will complete a certificate of accomplishment in secondary school. Will pursue postsecondary supported employment and leisure opportunities in the local community.

Actions	Person(s) Responsible for Actions	Timelines
Connect with Board Transition Facilitator (TF) to initiate Transition Planning. Include Community Living case manager in planning sessions. Student, with adult support, to include plans in his Individual Pathway Plan (IPP). See Integrated Transition Plan for full details.	Student, parent, TF, community living representative and other family/student supports.	Grade 9
Develop workplace experience and develop skills necessary for successful entry into the workplace with community partners. Student, with support, to include workplace evaluations in his IPP. Include input from Community Living partner as to placements and goal setting.	Student, parent, SERT, Co-op	Grade 11-grad
Meet with job coach to practice interviewing and employability skills. Invite Community Living and other community support staff to observe student at workplace in order to inform future planning.	Student, parents, job coach	Year 6 and 7
Update Vocational and Leisure Skill Assessment to inform Spec. Ed. Program planning. Student, with support, to add results to his IPP.	SERT, student	Year 2 /year 5
Develop skills in local community related to transit training and leisure opportunities. Student, with support, to include reflections and progress in his IPP.	parent, CLA support, student	Year 3 to grad
Consult with relevant agencies -Community Living case manager and ODSP facilitator to access additional funding available.	Student, parents, ODSP	Age 16
As part of IPP updates, with support, prepare Transition Portfolio for Post-Secondary (documents, work and leisure experience).	SERT, Parents, student	Year 6/7
Update Comprehensive Assessment to plan post-21 Transition. Student, with support, to add results to IPP.	SERT, CLA support, student	Year 6

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
01/09/2013	Meeting with Board and Community Transition Facilitators, student and parents	Met with transition facilitator to plan for community partners and community living services.
02/09/2013	Student and parent transition planning	Met with student and parents to discuss revisions to transition plan to reflect change in new school year.
03/09/2013	Student and parents to discuss transit training	Met to discuss outcome of transit training to assist to get from school to job placement.
06/09/2013	IEP sent home for further consultation and signatures based on previous transition meetings.	IEP returned with student and parents signatures. Meeting set up for December with parents, student and community partners to review and update Semester Two goals and strategies.

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:06/09/2013