

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: 21/01/2013

Placement: Special education class full-time

Exceptionality (identified): Multiple: Multiple Exceptionalities

Primary Exceptionality: Intellectual: Developmental Disability

Secondary Exceptionalities:

Physical: Physical Disability

STUDENT PROFILE

Student OEN: 123456789

Last Name: XX

First Name: X

Gender: M

Date of Birth: 18/07/1997

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

School Type: Secondary

Principal: Mr. 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

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Functional Behaviour Assessment	11/11/2013	Focus required for independent communication, communication, sensory needs.
CCAC Assessment	01/09/2012	The need for continued support with tube feeding and catheterization during lunch hour daily. Support for suctioning is required.
Adaptive Assessment	22/08/2012	Community agency conducted adaptive assessment identifying the need to transition to a community living, fully supported setting. Safety concerns will require constant supervision.
Occupational Therapy Assessment	16/04/2012	Recent significant decreases in Student's ability to use his right hand.
Behavioural Assessment	25/03/2012	Updated Behavioural assessment is consistent with medical assessment. Both indicate an increase in self-injurious behaviours, that are most likely a function of organic brain impairment.
Speech/Language Assessment	13/02/2012	Updated Speech/Language assessment indicates a need for increase in functional communication skills. Continue to use augmentative communication systems. Greater focus on increasing knowledge and use of picture symbols is required. Use of PECS program to continue.
Medical Assessment	04/10/2010	Reconfirms global developmental delay. Requires tracheotomy, prolonged ventilation, chronic aspiration. Tube feeding is required. Experiences seizures, stroke-like episodes and uncontrollable severe self-abusive behaviour.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Visual learner	Augmentative communication skills
Kinesthetic/tactile learner	Personal care/self-help skills
Social skills	

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

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

1.Social Skills Development KHD	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
2. Exploring our Environment KSN	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
3.Self Help and Self Care KPP	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4.Language and Communication Development KEN	<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
Visual aids/concrete materials	Device to support student's arm	Additional time
Picture Symbols, Picture Exchange Communication system	Individualized table	Picture symbols and PECS
Highly structured activities	Physical accessibility	Large print
Large print	Helmet, padded wrist/arm guards	Speech Output device
Non-verbal signals	Change table, mechanical lift, wheelchair	Individual area/room
Visual scheduling		
Speech Output device		
55 cm exercise ball		

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

Social Skills Development KHD

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:

Understands and uses some tactile picture communication symbols when verbally prompted. A trial period using a speech generating device was implemented and the student experienced success. Student selects personal preference when verbally prompted.

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.

Increase independent and spontaneous functional communication during transitional times throughout the school day.

Learning Expectations	Teaching Strategies	Assessment Methods
Will use a pic symbol to make personal requests during each transition throughout the school day.	Picture exchange communication system, Reinforcement.	Checklist indicating choice, level of prompting required.
Will answer the question "How are you feeling today?" by pressing one of the emotions symbols using his speech generating device upon arrival to school and after lunch daily.	Verbal and physical prompt, visual cue. Fade prompts and reinforcement with mastery.	Checklist indicating accuracy of speech generating device use and level of prompt/reinforcement.
Will follow a visual schedule to complete his daily activities and indicate preferences.	Adult prompts, Modelling. Fade prompts. Provide choice on visual schedule.	Daily Log of choices made and level of prompting required.

Special Education Program		
Subject or Course/Code or Alternative Skill Area Exploring our Environment KSN		
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: Consistently, with minimal support, recognizes and uses appropriate phrases with respect to the classroom environment. (learning, leisure and daily living)	
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. Consistently and with minimal support, recognize and use appropriate vocabulary related to leisure opportunities in the greater school community and the community at large.		
Learning Expectations	Teaching Strategies	Assessment Methods
Independently and with minimal prompting, recognize and use specific vocabulary related to equipment and safety in the exercise room in the school and the library in the school.	Provide some specific visuals to picture exchange system. Model communication. Fade prompts as appropriate.	Checklist indicating accuracy, level of support required.
With minimum support, recognize and use specific vocabulary related to equipment and safety in the exercise room at the local community centre, public library at the leisure centre.	Provide some specific visuals to picture exchange system. Model communication. Fade prompts as appropriate.	Checklist indicating accuracy, level of support required.

Special Education Program

Subject or Course/Code or Alternative Skill Area

Self Help and Self Care KPP

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:

Beginning to use his right hand for picture exchange communication. He is able to follow a visual schedule throughout the day with some verbal prompts.

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 improve the grip of his right hand so that he can accurately and independently slide a picture symbol across his desk or wheelchair tray.

Learning Expectations	Teaching Strategies	Assessment Methods
Will be able to squeeze a stress ball at least 10 times unassisted in approximately one minute.	Hand-over-hand assistance, modelling. Fade physical prompts.	Checklist the number of times X can squeeze the ball during timed intervals.
Will be able to lay his hand on a puzzle piece and slide it right to left on his wheelchair tray with support.	Hand-over-hand assistance, modelling. Fade physical prompts.	Charting to monitor accuracy, speed and level of prompting to complete the task.
Will move a 55 cm exercise ball from right to left , unassisted.	Hand-over-hand assistance, modelling. Fade physical prompts.	Charting to monitor accuracy, speed and level of prompting to complete the task.
Will be able to lay his hand on a picture symbol on his wheelchair tray and slide it from right to left unassisted.	Hand-over-hand assistance, modelling. Fade physical prompts.	Charting to monitor accuracy, speed and level of prompting to complete the task.

Special Education Program

Subject or Course/Code or Alternative Skill Area

Language and Communication Development KEN

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:
Trial of speech generating device for communication system supports continued use of AT for communication. Currently uses a picture exchange system with physical support and prompting. Students uses a 15 symbol communication system with people with whom he is familiar

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.

Increase use of familiar communication symbols through a speech generating device system throughout the school day. Increase symbol recognition of concepts/places in the school community and the greater community with a focus on leisure opportunities.

Learning Expectations	Teaching Strategies	Assessment Methods
Independently communicate already familiar concepts using a speech generating device system.	Program familiar symbols in a speech generating device system. Model and support use. Fade physical/verbal support as appropriate.	Chart symbols used, accuracy and level of support required.
Use new vocabulary (added to communication systems) related to leisure activities (a) within the school (b) within the community.	Direct instruction of new vocabulary Provide opportunities to use vocabulary during the school day Add vocabulary to picture exchange and the speech generating device systems.	Track use , accuracy and level of prompting required when vocabulary used.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Teacher assistant	2.0 FTE, daily (Sept-June)	Classroom, break room, outside, bus area
Teacher assistant	1.0 FTE as required for personal safety (Sept-June)	As above
Special education teacher	At least 75 minutes of each school day (Sept-June)	Classroom, break room
Speech language pathologist	Consult, once yearly to set annual goals and augmentative communication program (May)	Classroom, office
Board behaviour staff	Monthly, as required on consult (Sept-June)	Classroom, break room, outside, bus

Health Support Services in the School Setting: No Yes

- | | | |
|--|--|---|
| <input type="checkbox"/> Administration of prescribed medication | <input checked="" type="checkbox"/> Assistance with mobility | <input checked="" type="checkbox"/> Catheterization |
| <input checked="" type="checkbox"/> Feeding | <input type="checkbox"/> Injection of medications | <input checked="" type="checkbox"/> Lifting and positioning |
| <input checked="" type="checkbox"/> Nursing | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Occupational therapy |
| <input checked="" type="checkbox"/> Physiotherapy | <input type="checkbox"/> Speech and language therapy | <input checked="" type="checkbox"/> Suctioning |
| <input type="checkbox"/> Toileting | | |

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Principal	Principal
Ms. Special Education Classroom Teacher	Special Education Classroom Teacher
Mr. Head - Special Education Department	Head - Special Education Department
Ms. Behaviour Counsellor	Behaviour Counsellor
Ms. Speech/Language Pathologist	Speech/Language pathologist
Mr. Teacher Assistant	Teacher Assistant
Ms. Nurse	CCAC Nursing Staff

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will transition to a community living setting that can provide significant support and supervision for his medical and safety needs.

Actions	Person(s) Responsible for Actions	Timelines
Meet with parents, behaviour counsellor and CCAC nurse to update Student's strengths, needs, interests and physical/medical needs. With support, student to add summary to his Individual Pathways Plan (IPP).	Principal/SERT/Parents/student	August annually
Meet with parents, CCAC nurse and other community supports to begin discussions regarding long term planning for Student. Student to indicate preferences and, with support, save reflections to IPP.	Principal/SERT/Parents/student	Transition Meeting- year 4 to grad
Annual Integrated Transition planning discussions- will include community resources/agencies, funding, residential programs, safety concerns. See Integrated Transition Plan for full details.	Community Living Agency representative, parents, student, SERT	Year 6-graduation
Update Leisure Skills and Interest Inventory for IEP Planning and to assist student in articulating interests to Community Living staff and parents. Include interests as part of IPP.	SERT and student	Year 4
Update Comprehensive Assessment of Skills to inform post secondary placement	SERT, community partners	Year 6/7
Compile Transition Portfolio (interests, skills, accomplishments)	SERT, student, parents	Year 6/7
Program focus on development of Communication Skills	SERT, student, parents	Year 1-4
Plan summer activities in conjunction with Community Supports and Parents. Include summary of summer activities as part of IPP.	Community Living staff, parents, student, SERT	Annually with Transition Planning meeting

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
26/08/2013	Case conference to discuss personal safety and most recent medical assessment.	Parents shared concerns that will harm himself while at school. Use of a specific behaviour modification plan and the support of staff at all times to maintain safety will be implemented during the first month. Monthly case conferences to occur.
26/09/2013	Meeting to discuss IEP goals, recent progress at school and SIP application package.	Parents agree with progress thus far and support goals outlined in the IEP and the renewal of the SIP application.
24/10/2013	Monthly case conference.	Head banging and hitting continues. Will complete a functional assessment of behaviour (FBA). Progress noted in Student's communication skills.
28/11/2013	Monthly case conference.	Results of FBA reviewed with parents, Implementation of the use of safety gear at all times. Waive December case conference at parent request.
30/01/2014	Monthly case conference.	Communication skills using picture symbols is rapidly increasing. Parents are pleased. Grip in right hand is getting stronger.
06/03/2014	Monthly case conference.	February conference waived as Student was out of school due to medical condition. Upon return to school, noted increase in self-injurious behaviours. Increased staff support needed until transition to school is complete and behaviours decrease in frequency/severity/duration.
24/04/2014	Monthly case conference.	Conference attended by community living representatives to begin discussions and planning for long term transition to community living setting.
22/05/2014	Monthly case conference.	Student has shown dramatic improvement (regained skills as in Semester 1) in the use of picture symbols and right hand grip. Can now move a picture symbol across his wheelchair tray. Parents are very pleased with his progress.
12/06/2014	Monthly case conference.	Discussion of Student 's summer plans and begin to plan support and program for upcoming school year.

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