

Ministry Of Education 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 PROFILE

Student OEN: 123456789

Last Name: EFG

First Name: EFG

Gender: F

Date of Birth: 14/04/1998

School: Elementary School

School Type: Elementary

Semester: NA

Principal: Mr. Principal

Current Grade/Special Class: Grade 4

School Year: 2008-2009

Exceptionality (identified): Learning disability

Placement: Regular class with indirect support

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

- Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

EFG EFG

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Psychoeducational Assessment	18/09/2007	Assessment indicates Learning Disability. Student EFG has impairments in visual and motor processing skills resulting in deficits in writing skills. Also noted auditory/visual processing skills resulting in deficits in reading skills.
Medical Note	22/05/2007	Indicates medical diagnosis of Attention Hyperactivity Deficient Disorder. Student requires support in areas of attention, problem solving skills and social interaction.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Numerical concepts	Attention skills
Computer keyboarding skills	Social skills with peers
Co-operation with adults	Expressive language skills -- writing
	Receptive language skills -- reading
	Problem solving skills

EFG EFG

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

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

1.Language	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Social Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
3.Behaviour	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4.Social Studies	<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
Note-taking assistance	Strategic seating	Text-to-speech software
Computer (SEA)	Headphones	Speech-to-text software
Opportunities to share personal news with the Vice Principal		Prompts to return student to task
Duplicated notes		Preferential seating in reg. classroom
Extra time for processing		Periodic breaks
		Individual or quiet setting

EFG EFG

PROVINCIAL ASSESSMENTSThis is a provincial assessment year No YesPermitted 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		
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 EFG has been working on developing social skills. Improvements have been noted during class time. However Student EFG engages in some inappropriate interactions such as name calling, swearing and targeting students on the yard.	
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 year Student DEF will develop social skills to interact in a respectful manner with peers. She will develop positive leadership skills with younger students.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student EFG will assist peer monitors on the primary yard to organize activities for younger students once per week.	peer mentor, verbal praise, rewards	observation, checklist
Student EFG will use appropriate language (refrain from swearing) when problem solving with peers at recess time.	social stories, role play	observation
Student EFG will refrain from name calling when engaged in team sport activities during physical education class.	social stories, role play	observation
Term 2		
Student EFG will continue to work on using appropriate language when problem solving. She will identify when she requires assistance to problem solve appropriately.	social stories, role play	tracking office referrals
Student EFG will continue to work on refraining from name calling during recess and lunch breaks.	social stories, role play	tracking office referrals
Student EFG will assist primary aged students in the lunch room once per week.	peer mentor, verbal praise, rewards	checklist, observations
Term 3		

Special Education Program

Subject or Course/Code or Alternative Skill Area

Behaviour

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 EFG has been developing strategies to manage her anger and frustration. She still requires support in monitoring her frustration levels, emotions and attention.

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 year, Student DEF will identify and implement strategies to determine when breaks are needed to lengthen and improve her attention span. She will use established techniques to monitor her emotions, especially frustration and anger.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student EFG will identify when and how many breaks she needs during work periods.	use of break cards, sensory aids, social stories	checklist, observation
Student EFG will begin to identify when she is feeling frustrated and angry during situations and will communicate these feelings in socially acceptable manner.	angry thermometer (visual) to monitor self, participating in group sessions	observation, conferencing with teacher
Term 2		
Student EFG will be given 3 break cards per period and will self-regulate when she needs to take a break.	social stories, break cards, sensory aids	checklist, observation
Student EFG will display her anger in a non-physical and non-threatening manner in the classroom with 1 reminder.	social stories, cues	observation, conferencing with teacher
Term 3		

EFG EFG

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Teacher assistant	Daily	Classroom
Child and youth worker	Weekly-Social Skills Group	Resource Room
Teacher assistant	Weekly-Social Skills Group	Resource Room
Special education resource teacher	monthly consultation	Resource Room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr. Principal	Principal
Mr. Teacher	Classroom Teacher
Ms Child and Youth Counsellor	Child and Youth Counsellor

TRANSITION PLAN No Yes

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
10/09/2008	Phone Call	Informed parents that IEP is being developed and invited their input into the process.
23/09/2009	Phone Call	Parents declined offer to meet and provide input into IEP.
09/10/2009	IEP sent home	Parents recieved IEP and returned it signed.
22/10/2008	SEA equipment discussion	Student asked to take SEA laptop home. Contacted parents to see if they are interested and advised them of school board SEA equipment policy. Parents will sign form.
25/11/2009	Phone Call	Informed parents that Term 2 IEP is being developed. Asked for input. Parents indicated they are pleased with program and did not have any input to offer at this time.
13/01/2009	Term 2 IEP sent home.	Parents returned signed copy of Term 2 IEP.
11/03/2009	Term 3 IEP discussion.	Teacher and parent discussion to move to a modified Language program for Term 3.

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