

**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: OO

First Name: Student O

Gender: F

Date of Birth: 02/09/2002

School: ABC Elementary School

School Type: Elementary

Semester: NA

Principal: Mr. Principal

Current Grade/Special Class: Grade 1

School Year: 2008-2009

Exceptionality (identified): Developmental disability

Placement: Regular class with resource assistance

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

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

Student O OO

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Psychological Assessment	11/08/2006	Significant delays in cognitive abilities and all areas of adaptive skills.
Speech and Language Assessment	13/06/2008	Receptive and expressive language skills are moderately delayed. Severe delays in articulation.
Educational Assessment	06/06/2008	Can recite alphabet letters and numbers 1-10. Recognizes and names primary colours.
Vision Assessment	12/08/2008	Nearsighted (wears corrective lenses).
Audiological Assessment	12/08/2008	Hearing within normal limits.
Occupational Therapy Assessment	13/06/2007	Moderate delays in fine motor skills, visual motor integration, and activities of daily living.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Willingness to communicate	Articulation skills
Socially interactive with peers and adults	Expressive language skills -- speaking
Positive attitude	Expressive language skills -- writing
Comfortable with a computer	Self-regulatory skills
Enjoys books	Fine motor skills
	Receptive language skills -- reading

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

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

1.Language Arts	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Mathematics	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Social Studies	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.Science	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.Physical Education	<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
7.Fine Motor Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
8.Learning Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
9.Communication 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
Cueing	Strategic seating	Pencil grips
Extra time for processing	Triangular pencil/pencil grip	Periodic breaks
Prompts to return student to task	Raised line paper	Prompts to return student to task
Portable word wall	Adjustable easel 35% angle	Adapted keyboard with alphabet overlay
Highly structured activities	Carpet square	Option to insert assessment accomm.
Social reinforcement	Timer to signify transitions	Videotaping of responses
Verbal instructions broken into smaller chunks	Talking word processor	
	Adaptive keyboard with alphabet overlay	
	Portable communication book	

	Visual symbols	
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Student 0 00

PROVINCIAL ASSESSMENTS
This is a provincial assessment year <input checked="" type="radio"/> No <input type="radio"/> Yes
Permitted Accommodations <input checked="" type="radio"/> No <input type="radio"/> Yes (list below)
Exemption with Rationale <input checked="" type="radio"/> No <input type="radio"/> Yes (list below)
Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale <input checked="" type="radio"/> No <input type="radio"/> Yes (list below)
Ontario Secondary School Literacy Course (OSSLC) <input type="checkbox"/> Yes

Student O OO

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Language Arts		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: N/A Curriculum grade level: JK (MOD)		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 June 2009, Student O will recognize her name and demonstrate basic book conventions independently (left to right, front to back). With limited assistance, she will create and retell stories based on personal experiences. She will recognize the letters of the alphabet on the computer keyboard.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Identify the front and back of the book in 3 of 5 guided reading sessions.	Teacher modelling, visual cues, verbal cues, repetition of the task, 1-1 conferencing, hand over hand instruction	Observation and record on checklist (successful attempts, # of cues required)
Name 2 features of the story book cover for a book with a single picture cover.	Teacher selected books motivating to student, reinforcement of correct articulation	Monitoring and recording articulation patterns, anecdotal records, vocabulary checklist
With cuing, choose her first name from an array of 3 first names and place it on the attendance board 3 out of 5 days per week.	Array of different names, modelling of task (teacher/peer), portable word wall	Observation and checklist of correct attempts
Use 2-3 words to describe self created pictures with 50% accuracy.	Student created photo/digital albums, taping of stories	Observation and anecdotal record, audio recording
Find the letters of her name on an adapted keyboard with 50 % accuracy.	Adapted keyboard, model of name (large size bolded font)	
Term 2		
Identify the front, back, and left side of the book in 5 out of 5 guided reading sessions.	Teacher modelling, visual cues, verbal cues, repetition of the task	See Term 1
Name 3-5 features of a single picture story book cover.	See Term 1	
With cuing, choose her first name from an array of 5 first names and place it on the attendance board 4 out of 5 days per week.		
Use 3-5 words to tell stories relevant to self created pictures with 75%		

accuracy.		
Find and stroke the letters of her name and A-M on an adapted keyboard with 80 % accuracy.		
Term 3		
During any class reading session, will identify the front, back, right and left side of the book with 100% accuracy.	Verbal cues, repetition of the task, positive reinforcement	See Term 1
Name 3-5 features of a two picture story book cover.		
With cuing, will choose her first name from an array of 10 first names and place it on the attendance board 5 out of 5 days per week.	Array of 10 different names, modelling of task (teacher/peer), portable word wall	
Use 4-5 words to tell stories relevant to the pictures on the pages of self created books with 100% accuracy.	Student created photo/digital albums, taped stories	
Independently find and stroke the letters of the alphabet on an adapted keyboard with 100 % accuracy.		

Special Education Program

Subject or Course/Code or Alternative Skill Area

Mathematics

Baseline Level of Achievement (usually from previous June report card):

Prerequisite secondary course (if applicable):

Letter grade/Mark: NA

Curriculum grade level: JK(MOD)

Baseline Level of Achievement for Alternative Skill Areas:

Recognizes numerals to 10. Rote counts to 15 with some prompting. Uses 1-1 correspondence to count up to 10 objects.

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 count by ones from 0 to 50, name numerals and match number and objects to 20 by June 2009.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Count by rote from 1-20 with prompting .		Performance assessment with checklist, computer assessment, teacher conferencing
Identify the numerals 1-15 with 75% accuracy.		
Count up to 15 objects using 1-1 correspondence with 75% accuracy.		
Term 2		
Count by rote from 1-30 without prompting.		See Term 1
Identify the numerals 1-20 with 75% accuracy.		
Count up to 20 objects using 1-1 correspondence with 50% accuracy.		
Term 3		
Count by rote from 1-50 without prompting.		See Term 1
Identify the numerals 1-20 with 100% accuracy.		
Count up to 20 objects using 1-1 correspondence with 100% accuracy.		

Special Education Program

Subject or Course/Code or Alternative Skill Area

Fine Motor Skills

Baseline Level of Achievement (usually from previous June report card):

Prerequisite secondary course (if applicable):

Letter grade/Mark: NA

Curriculum grade level: NA

Baseline Level of Achievement for Alternative Skill Areas:

Student O displays a right hand preference for drawing and printing. She can approximate the printing of the first letter of her first name. She has difficulty recognizing boundaries for printing and colouring and using scissors.

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 June 2009, will stay within large spaced lines and shapes to print her first name and colour. She will use correct scissor grasp to cut large shapes.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Use a model to draw vertical, horizontal and diagonal lines using a pencil on 2 of 5 trials with 50% accuracy.	Kinesthetic modelling, dot to dot tracing models	Work sample, checklist, teacher created rubric
Trace the letters of her first name with an accuracy of within 2.5 cm of a large sized model.		Observation, portfolio
Use large handle scissors to cut paper shapes in two.		Observation, portfolio
Term 2		
Follow a model to draw vertical, horizontal and diagonal lines using a pencil on 5 of 5 trials with 80% accuracy.		See Term 1
Trace the letters of her first and last name with an accuracy of within 1.5 cm of the model.		
Cut given 10 cm line with 50% accuracy.		
Term 3		
Independently draw pre-printing shapes and lines with 80% accuracy in 3 of 5 trials.		See Term 1
Trace the letters of her first and last name with 100% accuracy of provided model.		
Print her first name within double		

lined space.		
Cut outline of large primary shapes (e.g., triangle, square) with 80% accuracy.		

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Learning Skills		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: NA Curriculum grade level: NA	Baseline Level of Achievement for Alternative Skill Areas: Student O has difficulty recognizing personal boundaries and requires frequent redirection to maintain appropriate social interactions during group activities.	
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 June 2008, Student O will independently demonstrate appropriate social interactions with peers by respecting personal space (hands to self) and waiting quietly for her turn during small group settings.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Follow the teacher's physical prompts (thumbs up) and verbal reinforcement to keep hands to self (in her lap) for 5 minutes during guided reading 2 of 4 consecutive days.	Verbal reinforcement, physical prompting, verbal and non-verbal cuing, proximity control (personal space), reinforcement chart, social story	Observation, checklist, reinforcement chart
Respond to the teacher's physical prompts and verbal reinforcement by raising her hand and waiting to respond until acknowledged by the teacher in 2 of 4 trials on 2 of 4 consecutive days.	Video taping	Observation, checklist
Term 2		
Follow the teacher's physical prompts (thumbs up) to keep hands to herself (in her lap) for 10 minutes during guided reading 3 of 4 consecutive days.		See Term 1
Respond to the teacher's physical prompts by raising her hand and waiting for her turn to respond when acknowledged by the teacher in 3 of 4 trials on 3 of 4 consecutive days		
Term 3		
Follow a picture cue (thumbs up) to keep her hands to herself for 20 minutes during guided reading 3 of 4 consecutive days.	Picture cue (thumbs up), proximity control	See Term 1
Raise her hand and patiently withhold responding until acknowledged by the teacher with 100% accuracy.	Pre-lesson coaching, peer modelling	

Student O OO

Special Education Program

Subject or Course/Code or Alternative Skill Area

Communication 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 O is able to correctly name 2-3 classmates and some family members. She uses gestures to respond to and greet others. She has significant difficulty with prepositions and articulating 's' 'th' 'r' and 'f' sounds in isolation and words.

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 June 2008, Student O will correctly name her classmates, family members and familiar adults. She will respond to and greet others using appropriate phrases and use prepositions to correctly describe the relative positions (e.g., behind, before) of objects. Student O will correctly articulate the 'th' and 's' sounds in the beginning, middle and end of words.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Use a personalized photo album/communication book to point to and name her parents, siblings, teacher, TA and bus driver with 100% accuracy.	Personalized photo album	Oral performance task
When prompted, will correctly use a rehearsed greeting phrase with familiar adults.		Observation, tracking
Will use prepositions (on, under, behind) with 60% accuracy.		Checklist
Correctly articulate 'th' and 's' sounds.		Checklist tracking sheet
Term 2		
Correctly name 50% of classmates.		See Term 1
Will respond to greetings from familiar adults and peers with 70% accuracy.		
Will use prepositions (above, below, through) with 80% accuracy.		
Correctly articulate 'th' and 's' at the beginning and end of words.		
Term 3		
Correctly name 100% of classmates.		See Term 1
Will independently greet and respond		

to greetings from adults and peers with 90% accuracy.		
Will use prepositions (before, after, with) with 100% accuracy.		
Articulate 'th' and 's' correctly in beginning, end, middle of words.		

Student O OO

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	Consultation as required	Classroom
Teacher assistant	60 minutes per day in class support	Classroom
Occupational therapist	40 minutes per month	Classroom/therapy room
Speech language pathologist	40 min/month	Classroom/therapy room
IT Support-computer support/teacher training	Consultation as required	Classroom

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

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Teacher	Classroom Teacher
Mr. SERT	Special Education Resource Teacher
Ms. OT	Occupational Therapist
Mrs. SLP	Speech Language Pathologist

TRANSITION PLAN No Yes

Student O OO

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
08/09/2008	Consultation with parent regarding IEP goals/directions.	Mutual goals established between home and school.
10/10/2008	Draft IEP sent home for parent review.	Parent signed IEP and indicated support of the IEP.
11/11/2008	Parent contacted teacher regarding the name printing goal.	Teacher called parent and explained progression of printing skills, parent agreed to continue with focus of original goal.
04/12/2008	Parent/teacher interview	Goals for Term 2 discussed and agreed upon.

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