

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: LL

First Name: Student L

Gender: M

Date of Birth: 01/01/1992

School: Ontario School

School Type: Secondary

Semester: NA

Principal: Ms. Principal

Current Grade/Special Class: Grade 11

School Year: 2008-2009

Exceptionality (identified): Developmental disability

Placement: Special education class with partial integration

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

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

Student L LL

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Psycho-educational assessment	05/05/2008	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.
Speech and Language	02/02/2004	Receptive language skills are significantly delayed when compared with his chronological age.
Brigance	04/04/2006	Moderate to severe delays in all areas of comprehension with basic computation skills as a relative strength.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Expressive language skills -- speaking	Receptive language skills -- reading
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

Student L LL

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
2.KTT-Computer Skills	<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
5.KHI-Culinary Skills	<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
7.KAL-Creative Arts	<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

Student L LL

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

Student L LL

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 completed Phase One Expressive and Receptive skills with 80% success. He also completed Prephase One Writing Skills with 75% accuracy.	
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 begin Phase Two Expressive and Receptive skills (ABELLS adapted) with at least 50% accuracy (R21-24 and E23-E24) and Phase One Writing skills (W21-W25) to 50% accuracy.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Read, orally and independently, the first 4 themes in Starfall Program.	Direct Instruction-theme biweekly with a focus on vocabulary decoding.	Weekly Teacher anecdotal notes on student accuracy in decoding. Student printouts of computer activity. Checklist of completion.
Interview a fellow student to write a newspaper report for the classroom newspaper based on a theme from one of the chapters of Robyn's Report (student choice) by asking the 5W questions. W21-W25	Direct instruction (SERT) on the 5 W format.	Rubric to assess content of News Report and use of 5 W questions (format). Weekly checklist for accuracy of sentence matching activities.
Create 3 questions about the chapter to ask peers as part of daily Group Instruction.	5 W organizer.	Student Log of questions per chapter. Checklist as to accuracy of answers to questions about each chapter.
Term 2		
Term 3		

Student L LL

Special Education Program		
Subject or Course/Code or Alternative Skill Area KTT-Computer 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 L regularly uses the computer to complete written tasks and completed an introductory computer skills program.
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 use computer technology and search engines for personal and educational purposes. The student will demonstrate the use of search engines to access community resources available.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Send email daily to parents, friends (using vocabulary in personal dictionary) Print one email per day for assessment data.	Provide concrete samples of emails to different audiences; provide a visual instruction sheet to access emails	Checklist to monitor vocabulary per audience
Use search engine to access 3 leisure sites within community (for example local leisure centre, local movie theatre, local bowling alley, local community living agency for social events, local Special Olympics site, local art gallery).	Provide a list of URL suitable for the community	Rubric that evaluates ability to use research tools appropriately
Prepare a tourism brochure of interesting local activities that took place during the semester. Divide the items into sections such as arts, hobbies, physical activities.	Provide examples of tourism brochures	Rubric (culminating course task)
Term 2		
Term 3		

Student L LL

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:

Student has completed Phase One from the PRIME mathematics assessment.

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, will complete one third of numbers and operations in Phase Two from PRIME mathematics.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Relate numbers to 100 to one another, either concretely or symbolically through group games		Weekly anecdotal comments based on observation
Describe contexts where numbers and numerals to 100 would be found in the environment in the form of a number booklet		Rubric for oral presentation and written product
Relate the relative size of numbers to 100 to the number of digits through a variety of sorting, matching and individual activities		Weekly checklist; anecdotal observation
Use computational strategies based on mathematical principles to learn addition/subtraction facts	Direct instruction to small group	Anecdotal data biweekly; monthly probes to assess progress
Term 2		
Term 3		

Student L LL

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: 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) and project marketing (April-June) with specific focus on developing skills in task completion, workplace etiquette and oral communication in the workplace.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Term 2		
Read and use orally a minimum of 25 words or phrases related to employment in inventory control and a further 25 words or phrases related to project marketing.	Provide daily task summary sheets for student completion	Task analysis checklist completed weekly to assess comprehension of weekly targeted vocabulary
Visually, in photo essay format, outline the inventory control process used.	Visual schedules of work process posted in work area for student reference	Summary of task completion data biweekly
Verbally, in video format, outline employer expectations for 3 employment etiquette items.	Visual reminders of workplace etiquette	Rubric to assess video content. Biweekly checklist to review workplace etiquette skills
In video format, outline to prospective clients how to access the "assembly" workforce for projects they may have.	Daily visual schedule and work log of tasks completed using the "work requisition" forms and the process in filling one out and completing the task	Rubric to assess content of video
Term 3		

Student L LL

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
KHI-Culinary 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: Regularly prepares snacks and lunches for personal use. Completed an introductory food and nutrition course.	
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 L will develop culinary skills for both leisure and future employment. The student will concentrate on safety skills in both the home and a commercial kitchen.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Identify, name and use 5 tools used for daily living in a kitchen environment.	Direct instruction/provide matching activities for student practice	Paper pencil task
Demonstrate 3 food-processing techniques.	Direct instruction, teacher modelling, opportunity to practice	Demonstration biweekly of tools used (checklist)
Explain the importance of and demonstrate accurate measurement techniques.	Direct instruction, teacher modelling, opportunity to practice	Demonstration and dialogue biweekly of measurements used (checklist)
Term 2		
Term 3		

Student L LL

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: Student is 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 Student L will participate in physical fitness and tell how it contributes to lifelong active living.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Term 2		
Comment on 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	Provide lists of suitable school and community facilities	Student log of daily facility use (teacher checklist)
Apply two guidelines for safe participation in physical activity	Teacher demonstration, peer modelling and practice opportunities	Demonstration of use of guidelines (rubric)
Demonstrate the development of two movement skills in a student selected activity	Teacher demonstration, peer modelling and practice opportunities	Teacher observation biweekly (data collection)
Term 3		

Student L LL

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
KAL-Creative Arts		
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 completes simple woodworking projects in his leisure time and has successfully completed one woodworking course with a focus on safe use of hand tools.
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 L will focus on the development of woodworking skills including proper use of and safety for both leisure and future employment.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Term 2		
Fabricate one product using hand tools and one product using two power tools	Teacher modelling and opportunities for practice	Rubric measuring criteria for projects (culminating unit one and two)
Demonstrate the safe use of five hand tools (hammer, handsaw, sander, chisel, paintbrush) and two power tools (drill, mitre saw)		Student demonstration and teacher checklist
Produce a hand drawn plan of 2 woodworking projects		Rubric
Identify and practice 5 simple shop safety rules		Demonstration biweekly of safety rules
Term 3		

Student L LL

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	Daily	Resource Room
Teacher assistant	Daily	Regular classroom, co-op placement
Child and youth worker	Weekly	Resource Room
Transition Facilitator	Once per semester	Resource Room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Miss. A	SERT
Mr. B	Culinary Skills Teacher
Mrs. C	Creative Arts Teacher
Miss D.	Personal Health and Fitness Teacher
Mr. E	World Of Work Teacher
Mrs. F	Money Management Teacher
Miss G.	Language and Communication Teacher
Mr. H.	Computer Skills Teacher

Student L LL

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will complete a certificate of accomplishment in secondary school. Will pursue post-secondary supported employment opportunities in the local community.

Actions	Person(s) Responsible for Actions	Timelines
Connect with Transition Facilitator (TF) to develop exit plan	Student, parent, TF,	Ongoing to 21
Continue to develop workplace experience and develop skills necessary for successful entry into the workplace with community partners	Student, parent,	Ongoing to 21
Meet with job coach to practice interviewing and employability skills	Student, parents, job coach	Ongoing to 21
Participate in a Transitions to the Workplace Program	Student , SERT, EA	June 2009
Improve academic skills with a focus on developing work-related skills	Classroom teacher	Ongoing to 21
Consult with relevant agencies	Student, parents, ODSP	February 2009
Participate in job shadowing and co-op placements	SERT/co-op teacher	Ongoing to 21

Student L LL

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
01/09/2008	Meeting with Transition Facilitator, student and parents	Met with transition facilitator to arrange meeting with community partners and community living services.
02/09/2008	Student and parent transition planning	Met with student and parents to discuss revisions to transition plan to reflect change in new school year.
03/09/2008	Student and parents to discuss transit training	Met to discuss outcome of transit training to assist Student L to get from school to job placement.

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