

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: TT

First Name: T

Gender: F

Date of Birth: 01/01/1995

School: Secondary School

School Type: Secondary

Semester: 1

Principal: Ms. Principal

Current Grade/Special Class: Grade 9

School Year: 2009-2010

Exceptionality (identified): Behaviour

Placement: Regular class with withdrawal assistance

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

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

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| RELEVANT ASSESSMENT DATA | | |
|---------------------------------|-------------|---|
| Information Source | Date | Summary of Results |
| Medical | 14/04/2009 | Reconfirms ADHD and Anxiety. Diagnosis of Obsessive Compulsive Disorder. Evidence of persistent perfectionism and repeating rituals to complete tasks. |
| Behaviour Assessment | 25/09/2008 | Frustration evident during rotary schedule changes. Anxiety levels elevated when unable to complete tasks in allotted times. Responds well to structure and clear instructions for task completion. Reluctant to ask for assistance in the classroom setting. |
| Psycho-Educational Assessment | 22/02/2007 | Average cognitive ability. No significant discrepancy between performance and ability. Strength evident in verbal memory and reading comprehension. Slight delay in processing speed. |
| Medical | 01/02/2006 | Diagnosis of Attention Deficit Hyperactive Disorder-Hyperactive (ADHD) |

| STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED | |
|--|----------------------|
| Areas of Strength | Areas of Need |
| Receptive language skills -- reading | Self-advocacy skills |
| Auditory memory skills | Attention skills |
| Average cognitive skills | |

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

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

| | |
|--------------------------------|--|
| 1.Learning Strategies (GLE 10) | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 2.Mathematics (MFM 1P) | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 3.Visual Arts (AVI 10) | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 4.English (ENG 1P) | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 5.Learning Skills | <input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT |
| 6.Assistive Technology (AT) | <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 |
|---|---|-----------------------------------|
| SEA Laptop, word processing, graphic organizers | Strategic seating | Computer with spell-check |
| Extra time for processing | Maintain stable classroom configuration when possible | Additional time |
| Prompts to return student to task | Daily schedule | Prompts to return student to task |
| Graphic organizers | Transition planning | Periodic breaks |
| Highly structured activities | | |

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PROVINCIAL ASSESSMENTSThis is a provincial assessment year No Yes

Type of assessment: Grade 9 -- Mathematics

Permitted Accommodations No Yes (list below)

An individual or small-group setting or an individual study carrel

Additional time, to a maximum of double the allotted time

Periodic supervised breaks

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

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| Special Education Program | | |
|---|---|--|
| Subject or Course/Code or Alternative Skill Area | | |
| Learning Skills | | |
| <p>Baseline Level of Achievement (usually from previous June report card):</p> <p>Prerequisite secondary course (if applicable):</p> <p>Letter grade/Mark:</p> <p>Curriculum grade level:</p> | <p>Baseline Level of Achievement for Alternative Skill Areas:</p> <p>Becomes frustrated when changing classes or daily schedule. When starting a task based on new material, frustration and anxiety levels increase and task completion decreases. When frustrated, inappropriate language is often used with peers and adults.</p> | |
| <p>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.</p> <p>Student T will recognize levels of personal frustration, seek assistance at early levels of frustration, predict situations and environments during the school day, that may cause anxiety or frustration.</p> | | |
| Learning Expectations | Teaching Strategies | Assessment Methods |
| Term 1/Semester | | |
| Student T will use personal anxiety scale daily at the beginning and end of each period to record anxiety level using criteria established in CYC/student training sessions. | Child and Youth Counsellor will model use of anxiety scale. | Student self assessment |
| Student T will indicate daily on her individual schedule, events or class activities that may cause increased anxiety and record possible events on daily communication log. | Provide daily schedule and agenda on board for each class. | Daily debrief consultation with CYC-record anecdotal notes. |
| Student T will initiate "break card" for situations when anxiety levels reach stage two of her "anxiety scale" and record choices in her communication log daily. | Provide break "card" choices on her daily schedule. | Running record of frequency of breaks required and outcome of using a break card (incidents in class). |
| Student T will identify and recognize personal symptoms of anxiety in classroom situations daily. | Role-playing and discussion of physiological and behavioural indicators of anxiety for T. | Checklist of accuracy of matching personal anxiety traits in role-playing situations. |
| Term 2 | | |
| Term 3 | | |

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| Special Education Program | | |
|--|--|---|
| Subject or Course/Code or Alternative Skill Area | | |
| Assistive Technology (AT) | | |
| 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: T has basic computer literacy skills and has demonstrated skills using text to voice software and graphic organizers during reading and writing activities. T is able to complete written tasks with increased fluency and speed (within given time) with word processor |
| 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. T will use her SEA laptop system and software in at least two classes this semester for both reading and writing tasks. Use of AT will increase task completion in English and Learning Skills and will usually allow for task completion during classroom instructional time. | | |
| Learning Expectations | Teaching Strategies | Assessment Methods |
| Term 1/Semester | | |
| T will determine, with her English and GLE teachers, reading and writing tasks that will be completed using AT for each unit of study. | Provide classroom teacher and T with written set of criteria for tasks that would best be completed using her AT system. | Unit Checklist of planned AT list vs actual. |
| T will record and graph tasks assigned in English and GLE and tasks completed during instructional period. | Provide graphing software for the task (file on T's laptop) and review process of digital graphing. | Weekly consultation to review AT needs and results of task completion-anecdotal notes (SERT). |
| Term 2 | | |
| Term 3 | | |

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HUMAN RESOURCES (teaching/non-teaching)

| Type of Service | Frequency or Intensity for board staff | Location |
|------------------------------------|---|-----------------|
| Special education resource teacher | 10 minutes per week-consultation re AT supports required | Resource room |
| Special education resource teacher | Daily (GLE class-75 minutes) | Classroom |
| Behaviour Consultant | Consultation once per semester | Resource room |
| Guidance counsellor | Once per semester (or as needed by student) | Guidance office |
| Child and youth worker | Small group role playing for 30 minutes per week for 6 weeks at the beginning of the semester | Resource room |
| Child and youth worker | Daily 10 minutes-beginning of the school day | Classroom |

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

| Staff Member | Position |
|----------------------------|--|
| Mr. Teacher | Resource Teacher (GLE) and Behaviour Alternative Program |
| Mrs. Teacher | Math |
| Ms. Teacher | English |
| Ms. Teacher | Visual Arts |
| Mr. Child and Youth Worker | Alternative Curriculum Implementation |
| Mrs. Behaviour Consultant | Consultation |
| Ms. Principal | Secondary School Principal |

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TRANSITION PLAN No Yes

Long-term Goal(s):

T will earn a Secondary School Diploma and study Fine Arts or Communications at Community College upon graduation from secondary school.

| Actions | Person(s) Responsible for Actions | Timelines |
|---|-----------------------------------|-----------------|
| Student T will explore supports available at the Community College level for students with special needs similar to hers. | T, SERT, CYW, Parents, SST | grade 10 and 11 |
| Student T will identify and share supports needed to reduce anxiety when transitioning to the Kindergarten class to volunteer and earn community hours. | KT, SERT, CYW, SST, T | Grade 9 |
| Student T will identify and use self advocacy skills in new classroom situations for transitions. | T, CYW | grade 9 |
| Student T will work with CYW and SERT to learn to navigate the secondary school system (code of conduct). | T, SERT, CYW | grade 9-sem one |

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LOG OF PARENT/STUDENT CONSULTATION

| Date | Description of Consultation | Parent/Student Feedback/Outcome of Consultation |
|-------------|---|--|
| 18/06/2009 | IEP goals related to Learning Skills for 2009-10 school year. | Goals established for alternative curriculum. Student Success Teacher was present at the meeting. It was concluded that Special Education team will provide monitoring for first semester next year. |
| 17/09/2009 | Draft IEP presented to student, parents for review. | AT laptop system added to IEP based on SEA claim approval. Parents and T signed the assumption of responsibility for SEA equipment (as per Board policy). |
| 02/10/2009 | Completed IEP shared with student, teachers and parents. | IEP sent home shared with teachers. GLE and English teachers acknowledged AT Goal for their classes. All teachers aware of T's need for breaks. |
| 06/10/2009 | IEP returned signed by parents and student. | Parents signed consultation sheet and requested update conference for mid-November. SERT will schedule. |

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