

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: 20/05/2013

Placement: Regular class with withdrawal assistance

Exceptionality (identified): Communication: Autism

STUDENT PROFILE

Student OEN: 012345678

Last Name: QQ

First Name: Q

Gender: M

Date of Birth: 15/04/2000

School: Elementary Public School Placement Date: 03/09/13

School Type: Elementary

Principal: Mrs. Principal

Current Grade/Special Class: Grade 8

School Year: 2013-14

Reporting Period

Elementary

Progress Report

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Classroom based Language Assessment (Reading and Writing) Assistive technology used as an accommodation	26/09/2013	Using speech to text and text to speech software, Language Skills are slightly below grade level in writing. Reading comprehension at grade level.
Functional Behaviour Assessment-Board Staff	12/09/2013	Results indicate need for social skill development while participating in small groups. Skills related to active listening, turn taking, and showing respect for other opinions will assist with overall skills in collaboration. Generalization of current skills used in one-on-one situations.
Occupational Therapy Assessment	25/05/2013	Sensory Integration Dysfunction; fine motor skills significantly delayed.
Speech and Language Assessment	19/11/2012	Social communication deficits; weak problem-solving skills.
Psychological Assessment - Dr. Mind, DSB	08/05/2011	Reconfirms diagnosis of Asperger's Syndrome. Difficulties with anxiety and emotional regulation noted. Strategies for self-regulation provided. Expressive language skills in the area of writing are significantly impaired.
Psychological Assessment, Health Care Centre	10/05/2010	Diagnosis of Asperger's Syndrome.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Oral Language	Writing Skills
Intellectual curiosity	Self-regulatory skills
Number and mathematical skills	Problem solving skills
	Gross motor skills
	Social skills with peers

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

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

1.Mathematics	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Language	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Science and Technology	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.History	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.Geography	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6.Health and Physical Education	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
7.French	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
10.Collaboration	<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
Individualized daily visual schedule	Strategic seating	Individual or quiet setting
Laptop (text-to-speech, speech-to-text software, webbing)	Quiet setting with reduced social interaction for breaks	Periodic breaks
Visual supports to augment auditory information	Sensory equipment	Speech-to-text software
Organization coaching		Speech to text software, concept webbing software
Incorporate interests whenever possible		Videotaping of responses
Praise, reassurance		Laptop
Task analysis		
Shaping when introducing new behavioural expectations		

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		
Collaboration		
<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>Student is able to describe the intent of a character from a book, however, in his own interactions he frequently misreads the intentions of others. Student verbally participates in conversations but needs to develop his listening skills in small groups of peers.</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>Will consistently respond positively to the ideas, opinions, values and traditions of others in his instructional small groups and during lunch/recess periods.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Demonstrate the difference between types of questions (social greeting questions, bridging questions, questions to sustain a topic) and ask 3 social greeting questions per day during classroom based interactions using learned strategies.	Use comic strip conversations to teach the use of different types of social questions. Role play. Direct instruction on 2 strategies to ask a peer a question related to school work.	Conference with student to monitor self reflection. Observation to monitor question technique used and result Antecedent, Behaviour, Consequence (ABC)
Demonstrate active listening skills daily during small group instruction.	Directly teach the student how to listen with one's whole body (using ears to hear, the mind to concentrate on what is being said, eyes to look for nonverbal information, the whole body to face the speaker)	Teacher observation noting active listening techniques used. Student self reflection checklist. Conference with student to debrief small group participation.
Term 1		
Term 2		

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher (SERT)	Three times per week starting in September	Resource room
Itinerant teacher - Autism Spectrum Disorders	Once per month, or as required consultation to teacher/SERT starting in September	Resource room or classroom
Teacher assistant	Up to 120 minutes daily shared with other students in the classroom beginning in September.	Resource room and/or classroom
Behaviour Expertise Amount (BEA) Expert	Once per school year (October) for assessment and IEP consultation	Resource Room and classroom

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Teacher	Classroom team
Mr. SERT	Special education resource teacher
Mrs. Itinerant	Itinerant teacher - Autism Spectrum Disorders
Mr. Teacher Assistant	Teacher Assistant
Ms. BEA	Behaviour Expert
Mr. Francais	French teacher

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will successfully transition to secondary school. He will complete university / college bound course work during secondary school in order to transition to a post secondary institution following graduation with an Ontario Secondary School Diploma.

Actions	Person(s) Responsible for Actions	Timelines
Meeting to discuss transition needs to Grade 8 and family and student supports for summer.	SERT Parents, grade 7 teachers and grade 8 teachers, family community supports	May 2013
Student to visit school during last week of summer. Homeroom teacher to show him where he will sit, and what his schedule will look like. Student to add reflections about visit to his Individual Pathway Plan (IPP).	Homeroom teacher, student, parents	August 2013
Grade 8 teacher to contact parent by phone after a couple of days of school to update on school start. Parent/student update transition from home perspective.	Homeroom teacher, parents	Sept. 5, 2013
Discuss grade 8 from student's perspective. Begin discussion about the transition to secondary.	SERT, Student , parent, homeroom teacher	late Oct. 2013
Student and parent to visit high school and meet with the Head of Special Education. Student to add his reflections to his IPP.	SERT, student , parent, Secondary Special Education Department Head	January 2014
Annual Review of Placement (IPRC). Special Education Resource Teacher (SERT) from the secondary school to be invited.	SERT, IPRC committee, parents, student	February 2014
Course selection for grade 9, selections added to IPP (pathway) by student.	Parents, Head of Special Ed (secondary), guidance counsellor, student	February 2014
SERT from secondary to visit the elementary school to observe student in the classroom setting. Due to increased anxiety during gym, numerous visits arranged for Spring to visit gym/cafeteria to assist with transition. Student to add reflections and problem solving process to IPP.	Head of Special Ed (secondary), secondary phys ed teacher, elementary SERT, classroom teacher	May / June 2014
Parent, with Family/Student community support, to visit the secondary school with the elementary school SERT to meet special education staff and administrators. Summer support plan finalized.	Head of Special Ed (secondary), parent, SERT	June 2014
Transition guide/DVD prepared for the student to include: a map of the school, photos of staff he will need to know. Student to upload items to his IPP.	Head of Special Ed (secondary), student	June 2014

Student to visit school in late August. Walk through school with a timetable to locate classes.

Head of Special Ed (secondary), student, secondary student mentor

late Aug. 2014

Meeting to be held with Special Ed Head and all of student's teachers to discuss the transition and the effectiveness of supports.

Head of Special Ed (secondary), subject teachers, school principal

First week of Sept. 2014

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
04/09/2013	Phone call	Meeting arranged for September 17 to discuss the IEP. Updated Functional Behaviour Assessment arranged (parents will send back to school the signed consent form)
17/09/2013	Meeting of teacher, parent, SERT	Transition into grade 8 went well. Concern about some bullying by peers. Collaboration to focus on recognizing intentions of others. Also discussion of anxiety experienced in gym class and results of Behaviour Assessment presented to parents and IEP team.
09/10/2013	IEP sent home	Signed and returned. Stored in OSR.
14/10/2013	Phone call	Parent expressed concern about student's participation in health class when sexuality is being discussed. School explained that student's need will be accommodated in the classes working in collaboration with a community agency. Community support and SERT arranged.
05/12/2013	Teacher / parent interview	Progress Report reviewed. Data reviewed with parents re Collaboration goals. Parent generally pleased with progress; student continues to be resistant about writing. Parent will provide incentives at home for completing written assignments in alignment with curriculum expectations.

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:09/10/2013