

## 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: 21/01/2013

Placement: Special education class with partial integration

Exceptionality (identified): Multiple: Multiple Exceptionalities

Primary Exceptionality: Intellectual: Developmental Disability

Secondary Exceptionalities:

Physical: Physical Disability

### STUDENT PROFILE

Student OEN: 012345678

Last Name: EE

First Name: Student E

Gender: F

Date of Birth: 01/04/1998

School: XYZ School Placement Date: 03/09/13

School Type: Secondary

Principal: Mr. Principal

Current Grade/Special Class: Grade 10

School Year: 2013-14

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

Ontario Secondary School Diploma

Ontario Secondary School Certificate

Certificate of Accomplishment

Reporting Period

Secondary-Semester

Two

**RELEVANT ASSESSMENT DATA**

<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Board Based Assessment for Achievement in Alternative Areas	21/06/2013	Functional Communication continues to be an area of need. Focus area suggested is choice making for daily living situations.
Occupational Therapy Assessment	18/04/2013	An exercise program has been developed to relieve significant discomfort from the unrelieved pressure from sitting in the wheelchair for long periods during the day. Results indicate significant delays in daily living skills.
Speech and Language Assessment	11/04/2011	Report finds significant area of need in expressive language skills (articulation/expressive grammatical formulation errors). Results indicate need for the development of functional communication.
Physiotherapy Assessment	10/17/2005	Student is diagnosed with spastic quadriplegia cerebral palsy. Accessibility necessitates use of wheelchair.
Psycho-educational assessment	10/10/2005	WISC IV score indicates intellectual functioning is significantly below average range and meets the criteria for an intellectual developmental disability.

**STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED**

<b>Areas of Strength</b>	<b>Areas of Need</b>
Social skills with adults and peers	Functional Communication Skills for Daily Living
Positive attitude towards learning and school	Personal Management skills
	Personal care/self-help skills

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

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

1.KGL- Personal Care Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
2.KEN- Language and Communication Development	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
3.KMM-Numeracy and Numbers	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4.AVI 10- Visual Arts (not for credit)	<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
Picture Exchange Communication System	Strategic seating	Additional time
Non-verbal signals	Physical accessibility	PEC System (Picture Exchange Communication System)
Use of manipulatives	Wheelchair accessible work area	Rehearsal of responses before assessments
Highly structured activities		
Choice of activities		
Repetition of instruction of new concepts		

**PROVINCIAL ASSESSMENTS**

This is a provincial assessment year  No  Yes

Type of assessment: Ontario Secondary School Literacy Test (OSSLT)

Permitted Accommodations  No  Yes (list below)

Exemption with Rationale  No  Yes (list below)

The student's IEP indicates that he or she is not working toward an Ontario Secondary School Diploma (OSSD).

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

## KGL- Personal Care 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:**  
 Was able to complete her morning physical hygiene routine with verbal and physical prompting . She is able to prepare and access personal materials for transitioning from home to morning classes.

**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 increase independence in completing daily hygiene routines and managing transitions throughout the day.

Learning Expectations	Teaching Strategies	Assessment Methods
<b>One</b>		
With verbal prompting, will brush her teeth, wash hands and face and comb hair in the morning and after lunch daily.	Fade physical prompts as student masters skill.	Task completion log with checklist to monitor level of support required and time required to complete task.
Independently access and prepare materials for morning transition to class.	Teacher/EA will model. Fade physical prompts as student masters skill.	Anecdotal observational assessment. Task completion log with checklist to monitor level of support required and time required to complete task.
With visual task schedule, clean up learning materials to prepare for transition to lunch.	Step by step instructions supported by visual picture exchange system and positive reinforcement for completing task.	Task completion log with checklist to monitor level of support required and time required to complete task.
<b>Two</b>		
Independently access and prepare materials for transition to afternoon classes and preparation for home.	Teacher/EA will model. Fade physical prompts as student masters skill.	Anecdotal observational assessment. Task completion log with checklist to monitor level of support required and time required to complete task.

# Special Education Program

Subject or Course/Code or Alternative Skill Area

## KEN- Language and Communication Development

**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:**  
 Successfully used a picture exchange system to communicate with familiar students and staff without comprehensible verbalization.

**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 E will use the PEC System and verbally communicate comprehensibly with adults and peers in familiar environments and during transitional times.

Learning Expectations	Teaching Strategies	Assessment Methods
<b>One</b>		
With verbal prompting, will choose appropriate greeting using picture exchange and verbally communicate the picture to her peers and staff during morning classes.	Teacher/EA will prompt verbal communication.	Teacher check list measuring choice and level of comprehensibility.
Communicate with her peers using picture exchange system and verbal communication during lunch with a focus on personal choices and preferences.	Peer mentor will model and prompt effective communication.	Anecdotal reports to teacher measuring choice and level of comprehensibility.
<b>Two</b>		
With verbal prompting, will choose appropriate response using picture exchange and verbally communicate the picture choices to peers and staff related to transitional choices during lunch and upon arrival to school.	Teacher/EA will prompt verbal communication.	Teacher check list measuring choice and level of comprehensibility.
Communicate with her peers using picture exchange and verbal communication throughout the school day.	Peer mentor will model and prompt effective communication.	Anecdotal reports to teacher measuring choice and level of comprehensibility.

# Special Education Program

Subject or Course/Code or Alternative Skill Area

## KMM-Numeracy and Numbers

**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:**  
 With minimal prompts was successful in recognizing numbers from 1 to 6.

**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 independently and consistently demonstrate an understanding, using concrete materials to explore and investigate counting, quantity, and number relationships up to 10.

Learning Expectations	Teaching Strategies	Assessment Methods
<b>One</b>		
Will independently, consistently recognize numbers from 0 to 10.	Teacher/EA to use manipulatives to create a quantity number line. Use Picture Exchange to provide visual cues for each number. Fade prompts as appropriate.	Teacher checklist and observation measuring level of prompting and accuracy of response.
With some prompting, will consistently indicate "which number is bigger?" using numbers 0-5.	.Teacher/EA to use manipulatives to create a quantity number line. Use Picture Exchange to provide visual cues for each number. Fade prompts as appropriate.	Teacher checklist and observation measuring level of prompting and accuracy of response.
<b>Two</b>		
Independently, will consistently indicate "which number is bigger?" using numbers 5-10.	Teacher/EA to use manipulatives to create a quantity number line. Use Picture Exchange to provide visual cues for each number. Fade prompts as appropriate.	Teacher checklist and observation measuring level of prompting and accuracy of response.

# Special Education Program

Subject or Course/Code or Alternative Skill Area  
**AVI 10- Visual Arts (not for credit)**

<p><b>Baseline Level of Achievement</b> (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><b>Baseline Level of Achievement for Alternative Skill Areas:</b></p> <p>Enjoys participating in a number of arts and crafts activities.</p>
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**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.

To further develop leisure skills in Art, with minimum support, will use the elements of design (colour, line, shape, texture) when producing works of art and express her preferences with respect to her work. She will use three tools-the paint brush, markers and clay for each element of design.

Learning Expectations	Teaching Strategies	Assessment Methods
<b>One</b>		
With minimum support, recognize and name primary colours (red, blue, yellow) using her picture exchange system.	Provide picture exchange system with appropriate visuals.	Checklist indicating accuracy of communication.
Using primary colours, will create a work of art that will use colour as an element of design and indicate what she likes about her piece.	Provide picture exchange system with appropriate visuals.	Observation notes noting student opinions.
Use a variety of lines (e.g., thick, thin, broken, dots) to create a work of art and indicate what she likes about her piece.	Provide picture exchange system with appropriate visuals.	Observation notes noting student opinions.
<b>Two</b>		



**HUMAN RESOURCES (teaching/non-teaching)**

Type of Service	Frequency or Intensity for board staff	Location
Occupational therapist	Per semester (Nov and May)	Resource room
Speech language pathologist	Per semester (Sept. and Feb.)	Resource room
Special education teacher	Daily (starting Sept)	Classroom
Teacher assistant	Daily-shared with other students in class (starting September)	Classroom with student

**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 checked="" type="checkbox"/> Lifting and positioning |
| <input type="checkbox"/> Nursing                                 | <input type="checkbox"/> Nutrition                   | <input checked="" type="checkbox"/> Occupational therapy    |
| <input checked="" type="checkbox"/> Physiotherapy                | <input type="checkbox"/> Speech and language therapy | <input type="checkbox"/> Suctioning                         |
| <input checked="" type="checkbox"/> Toileting                    |  |   |

**IEP DEVELOPMENT TEAM**

Staff Member	Position
Ms Sert	Special Education Teacher
Ms Physio	Physiotherapist
Ms Occupational	Occupational Therapist
Ms Assistant	Educational Assistant
Ms Speak	Speech-Language Pathologist
Mr. Principal	School Principal

**TRANSITION PLAN**  No  Yes

**Long-term Goal(s):**

Achieve a Certificate of Accomplishment with a focus on skills necessary for a long term care placement or appropriate Community placement.

Actions	Person(s) Responsible for Actions	Timelines
Provide family and student with information regarding accessing resources within the community (e.g. Community Living). With support, student to upload these options to the Individual Pathways Plan (IPP).	SERT, parents, Student	Spring gr.8
Meet with parents, and Community Living skills coordinator to explore additional community social groups. With support, student to add preferences and reflections to the IPP. See Integrated Transition Plan for more details.	Case Coordinator from Community Living Agency, parents, student	Gr. 10 & annual
Pursue community accessibility resources for respite and future placement options.	Case Coordinator from Community Living Agency, SERT,parents	Gr. 9 & annual
Confirm registration with Developmental Services and complete any required paperwork	Case Coordinator from Community Living Agency, Parents and student	Age 16
Update Comprehensive Assessment for program planning (academic, social skills, daily living skills)	SERT, student, Community Living Representative	Gr. 11 and grad year
Program focus on Communication and Daily Living Skills for post 21 placements.	Community Living representative, SERT, parents, student	Grade 12-grad
Liaison between special education teacher, guidance, work experience co-ordinator (Community Living Agency) and parents to discuss weekly work experience placements	SERT, parents, student	Grade 12
Develop Transition Portfolio (evidence of skills and required documentation)	SERT, parents, student, Community Living Representative	Year 6/7

**LOG OF PARENT/STUDENT CONSULTATION**

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
04/09/2013	Parents consulted about transition plan and IEP	Parents attended and are pleased with outlined plan.
23/09/2013	Parents, Student met to discuss practising use of public accessible transportation	Parents agreed to help Student practise using transportation from home.
14/10/2001	IEP sent home	Parents returned IEP signed on October 15, 2008.
09/01/2014	Parents and Student attended meeting about work experience	Parents and Student discussed work experience possibilities - one option, working with animals. SERT will include this information for future program planning.

**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.

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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:15/10/2013