# APPENDIX B: SAMPLES OF COMPLETED IEP FORMS

REASON FOR DEVELOPING		
Student identified as exceptional by IPRC		<ul> <li>identified but requires special education program/services,</li> <li>alternative learning expectations and/or accommodations</li> </ul>
STUDENT PROFILE		
Name: Student A		Gender: <u>Male</u> Date of Birth: <u>06/23/1991</u>
School: Ontario School		
Student OEN/MIN: <u>123456789</u>	Prir	ncipal: B. Principal
Current Grade/Special Class: _8		School Year: 2004-2005
Most Recent IPRC Date: 06/02/2	2002 Date Anr	nual Review Waived by Parent/Guardian: 25/05/2004
Exceptionality: <u>Learning Disab</u>		
🗴 Regular class with withdrawa	lassistance	
ASSESSMENT DATA List relevant educational, medica	l/health (hearing, vision, ph	ysical, neurological), psychological, speech/language, occupa-
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav	l/health (hearing, vision, ph	
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav	l/health (hearing, vision, ph ioural assessments.	ysical, neurological), psychological, speech/language, occupa- Summary of Results Report provides a diagnosis of learning disabilities
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav Information Source	I/health (hearing, vision, ph ioural assessments. Date	Summary of Results           Report provides a diagnosis of learning disabilities
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav Information Source Psychological report	I/health (hearing, vision, ph ioural assessments. Date 03/05/1998	Summary of Results
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav Information Source Psychological report	I/health (hearing, vision, ph ioural assessments. Date 03/05/1998 11/03/1997	Summary of Results           Report provides a diagnosis of learning disabilities
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav Information Source Psychological report Audiologist report STUDENT'S STRENGTHS AN Areas of St	I/health (hearing, vision, ph ioural assessments. Date 03/05/1998 11/03/1997 ID NEEDS	Summary of Results         Report provides a diagnosis of learning disabilities         Report indicates area of need in central auditory processin         Areas of Need
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav Information Source Psychological report Audiologist report STUDENT'S STRENGTHS AN Areas of St Expressive language skills (spea	I/health (hearing, vision, ph ioural assessments. Date 03/05/1998 11/03/1997 ID NEEDS	Summary of Results         Report provides a diagnosis of learning disabilities         Report indicates area of need in central auditory processin         Areas of Need         Receptive language skills (reading and listening)
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav Information Source Psychological report Audiologist report STUDENT'S STRENCTHS AN Areas of St Expressive language skills (spea Visual memory skills	I/health (hearing, vision, ph ioural assessments. Date 03/05/1998 11/03/1997 ID NEEDS	Summary of Results         Report provides a diagnosis of learning disabilities         Report indicates area of need in central auditory processin         Areas of Need         Receptive language skills (veriting)         Expressive language skills (writing)
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav Information Source Psychological report Audiologist report STUDENT'S STRENGTHS AN Areas of St Expressive language skills (spea Visual memory skills Visual figure ground skills	I/health (hearing, vision, ph ioural assessments. Date 03/05/1998 11/03/1997 ID NEEDS	Summary of Results         Report provides a diagnosis of learning disabilities         Report indicates area of need in central auditory processin         Areas of Need         Receptive language skills (reading and listening)         Expressive language skills (writing)         Auditory memory skills
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav Information Source Psychological report Audiologist report Audiologist report STUDENT'S STRENCTHS AN Areas of St Expressive language skills (spea Visual memory skills Visual figure ground skills Problem-solving skills	I/health (hearing, vision, ph ioural assessments. Date 03/05/1998 11/03/1997 ID NEEDS	Summary of Results         Report provides a diagnosis of learning disabilities         Report indicates area of need in central auditory processin         Areas of Need         Receptive language skills (reading and listening)         Expressive language skills (writing)         Auditory memory skills         Auditory discrimination skills
ASSESSMENT DATA List relevant educational, medica tional, physiotherapy, and behav Information Source Psychological report Audiologist report STUDENT'S STRENGTHS AN	I/health (hearing, vision, ph ioural assessments. Date 03/05/1998 11/03/1997 ID NEEDS	Summary of Results         Report provides a diagnosis of learning disabilities         Report indicates area of need in central auditory processin         Areas of Need         Receptive language skills (reading and listening)         Expressive language skills (writing)         Auditory memory skills

Identify each as Modified (MOD), Accor	nmodated only (AC), or Alternative (ALT)	
1. English	□ MOD 🗵 AC □ ALT 6. Science & Tec	hnology 🛛 🗆 MOD 🗵 AC 🗌 AL
2. Core French	🛛 MOD 🗌 AC 🗌 ALT 7. The Arts	MOD 🛛 AC 🗌 AL
3. Mathematics	□ MOD 🖾 AC □ ALT 8. <u>Reading Print</u>	MOD 🗌 AC 🗵 AL
4. History/Geography	X mod 🗆 ac 🗆 alt 9	MOD 🗌 AC 🗌 AL
5. Health/Phys.Ed.		
Elementary Program Exemptions or Yes (provide educational rationale)	Secondary School Compulsory Course Sul	ostitutions
Complete for secondary students only: Student is currently working toward Ontario Secondary School Diplom ACCOMMODATIONS		ate 🗌 Certificate of Accomplishment
(Accommodations are assumed to be	the same for all subjects, unless otherwise in	· ·
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Duplicated notes	Use of headphones	Extended time limits
Assistive technology – text-to-speech and speech-to-text software	Alternative (quiet) setting	Verbatim scribing
•	Preferential seating	Oral responses, including audiotapes
Graphic organizers		Alternative (quiet) setting
Time-management aids		Assistive technology – text-to-speech
Taped texts		and speech-to-text software
Audiotapes of instruction		Reduction in the number of tasks used to assess a concept or skill
Extra time for processing		
Main facts highlighted in text		
Daily schedules/timetables		
Non-verbal signals		
Individualized Equipment X Yes		
Tape recorder for recording oral instr	uctions	
PROVINCIAL ASSESSMENTS (ad	commodations and exemptions)	
	ne student in the current school year: <u>None</u>	
Accommodations: 🗌 Yes (list be	ow) 🗌 No	
	·	
	anatory statement from relevant EQAO docume	nt) 🗋 No
<b>Exemptions:</b> Sector Yes (provide explo	· · · · · · · · · · · · · · · · · · ·	
Exemptions:  Yes (provide explo		

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN / MIN:	Subject/ Course/ Alternative Program:	
123456789	CORE FRENCH	
Current Level of Achievement:         Prerequisite course (if applicable)         Letter grade/Mark       C         Curriculum grade level       5	Current Level of Achievement for Alternative 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 in a particular subject, course, or alternative program.

Student A will demonstrate that he has acquired approximately half of the knowledge and skills described in the Grade 6 curriculum expectations.

Learning Expectations	Teaching Strategies	Assessment Methods	
(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	(List only those that are particular to the student and specific to the learning expectations)	(Identify the assessment method to be used for each learning expectation)	
Grade 6 expectations			
Term 1			
Student A will:			
1. learn 30 sight words;	1. Provide matching picture/	1. Oral and written activity	
2. conjugate <i>aller</i> ;	word flashcards.	2. Oral and written activity	
<ol> <li>read 3 simple passages or stories (about 50 words long) and write simple responses to demonstrate understanding;</li> </ol>		3. Oral and written activity	
4. prepare and deliver an oral presentation of 10 sentences in length.		4. Written activity and presentation	
Term 2			
Student A will:			
1. learn 30 sight words;	1. Provide matching picture/	1. Oral and written activity	
2. conjugate <i>faire</i> ;	word flashcards.	2. Oral and written activity	
<ol><li>read 3 simple passages or stories (about</li></ol>		3. Oral and written activity	
75 words long) and write simple responses to			
demonstrate understanding;			
4. create an illustrated menu and present the		4. Written activity and	
information orally, using simple sentences.		presentation	
	3(a)	1	
	- ()		
	-(*)		

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN / MIN: 123456789	Subject/ Course/ Alternative Program: HISTORY/GEOGRAPHY	
Current Level of Achievement: Prerequisite course (if applicable)	Current Level of Achievement for Alternative Program:	
Letter grade/Mark		
Curriculum grade level7 (MOD)		

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Student A will demonstrate an understanding of events in Canada from the 1850s to 1914 and patterns in human geography, economic systems, and migration.

Learning Expectations	Teaching Strategies	Assessment Methods
(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	(List only those that are particular to the student and specific to the learning expectations)	(Identify the assessment method to be used for each learning expectation)
Grade 8 expectations		
Student A will demonstrate achievement of all of the expectations for Grade 8 history and geogra- ohy as given in the curriculum document, except for the following, which have been modified:		
Term 1 Student A will: 1. identify the colonies that joined Confederation (dates of entry not required); 2. describe orally, using a series of maps, the changes in Canada's boundaries from 1867 to 1949 (rather than "analyse, synthesize, and eval- uate historical information").		1. Written assignment 2. Visual and oral presentation
<ul> <li>Term 2</li> <li>Student A will:</li> <li>1. [compare the challenges facing farmers and workers] (delete expectation);</li> <li>2. research current job trends (prediction of skills needed not required).</li> </ul>		2. Written assignment
	3(b)	

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN / MIN:	Subject/ Course/ Alternative Program:	
123456789	READING PRINT	
Current Level of Achievement:	Current Level of Achievement for Alternative Program:	
Prerequisite course (if applicable)	Student A's decoding skills are at the early Grade 3 level and	
Letter grade/Mark	his comprehension skills are at the mid-Grade 3 level.	
Curriculum grade level		

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Student A will demonstrate improvement in decoding skills to the late Grade 3 level and in comprehension skills to the mid-Grade 4 level.

(List only those that are particular to the student and specific to the learning expectations)	(Identify the assessment method to be used for each learning expectation)	
	(Identify the assessment method to be used for each learning expectation)	
1. Select words from the [ <i>specify title</i> ] reading series and curriculum subject areas.	<ol> <li>1. Oral activity</li> <li>2. Checklist</li> <li>3. Oral and written activity</li> <li>4. Oral and written activity</li> </ol>	
1. Select words from the [specify title] reading series and curriculum subject areas.	<ol> <li>Oral activity</li> <li>Checklist</li> <li>Oral and written activity</li> <li>Oral and written activity</li> </ol>	
3(c)		
	[specify title] reading series and curriculum subject areas. 1. Select words from the [specify title] reading series and curriculum subject areas.	

Include type of service, initiation o	late, frequency or intensity, and	location		
Consultation/Teacher Support		07/09/2004	Minimum once per	month
Reading Instruction	Special Education Teacher	20/09/2004	20 min. 3 X week, re	esource room
Technical Support	IT Support Staff	08/09/2004	30 minutes every ot	her week, classroom
EVALUATION				
Reporting Dates: 01/12/2004	24/03/	2005	29	9/06/2005
X       Provincial Report Card (requine)         X       Alternative Report	uired unless student's program	comprises altern	ative expectations only	/)
TRANSITION PLAN				
If the student is 14 years of age	or older and is not identified so	ely as gifted, a tr	ansition plan is require	d ( <i>see page 6</i> ).
If the student is 14 years of age and the student is 14 years of age and a student is 14 years of age			ansition plan is require	
If the student is 14 years of age of IEP Developed by: Staff Member	Position	ely as gifted, a tr	ansition plan is require	d ( <i>see page 6</i> ). Position
If the student is 14 years of age of <b>IEP Developed by:</b> Staff Member Ms. Teacher	Position Classroom Teacher		ansition plan is require	
If the student is 14 years of age IEP Developed by: Staff Member Ms. Teacher Mr. Special Teacher	Position Classroom Teacher Special Ed. Teacher		ansition plan is require	
IEP Developed by: Staff Member Ms. Teacher Mr. Special Teacher	Position Classroom Teacher		ansition plan is require	
If the student is 14 years of age of <b>IEP Developed by:</b> Staff Member Ms. Teacher	Position         Classroom Teacher         Special Ed. Teacher         IT Support Staff	Staff Member	ansition plan is require         Image: state	Position
If the student is 14 years of age of IEP Developed by: Staff Member Ms. Teacher Mr. Special Teacher Ms. T. Support Sources Consulted in the Deve I IPRC Statement of Decision (if applicable) Other sources ( <i>list below</i> ) Date of Placement in Special E 1) First day of attendance in 2) First day of the new school	Position         Classroom Teacher         Special Ed. Teacher         IT Support Staff         elopment of the IEP         X Provincial Report Card         Education Program (select the option of the special education program option of semester in which the enrolment in a special educati	Staff Member	Image: Second state sta	Position X Student
If the student is 14 years of age of IEP Developed by: Staff Member Ms. Teacher Mr. Special Teacher Ms. T. Support Sources Consulted in the Deve IPRC Statement of Decision (if applicable) Other sources ( <i>list below</i> ) Date of Placement in Special E 1) First day of attendance in 2) First day of the new schc 3) First day of the student's	Position         Classroom Teacher         Special Ed. Teacher         IT Support Staff         elopment of the IEP         X Provincial Report Card         Education Program (select the open new special education program open year or semester in which the enrolment in a special educati	Staff Member	X       Parents/Guardians         η)       name	Position          Visition         Image: Student         Image: Student         year or mid-semeste         t Phase

#### LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	<b>Activity</b> (Indicate parent/student consultation or staff review)	Outcome
Sept. 14/04	Meet the Teacher Night	Parent would like to be faxed a copy of the draft IEP prior to phone consultation.
Sept. 27/04	Faxed parent draft copy of the IEP	Parent phoned September 29/04. No changes required.
Oct. 4/04	IEP sent home for signature	School copy returned.
Nov. 26/04	Staff review/update of expectations	Added expectations for Term 2.
Dec. 3/04	Report Card interview with parent	Parent expressed satisfaction with Student A's progress for Term 1. Copy of Term 2 expectation provided to parent.

#### The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

<u>My Principal</u> Principal's Signature	<i>October 4,</i> Date	2004	
Involvement of Parent/ Guardian and Student (if stu I was consulted in the development of this IEP I declined the opportunity to be consulted in the develo I have received a copy of this IEP		<ul> <li>Parent/Guardian</li> <li>Parent/Guardian</li> <li>Parent/Guardian</li> </ul>	<ul><li>Student</li><li>Student</li><li>Student</li></ul>
Parent/Guardian and Student Comments:			
Parent/Guardian Signature	Date		
Student Signature (if 16 or older)	Date		
	5		

### **Transition Plan**

Student's name

OEN/MIN \_\_\_\_\_

Specific Goal(s) for Transition to Postsecondary Activities

Actions Required	Person(s) Responsible for Actions	Timelines
	6	

REASON FOR DEVELOPING TH		
Student identified as exceptional by IPRC	Student not formally	identified but requires special education program/services, Iternative learning expectations and/or accommodations
STUDENT PROFILE		
Name: Student B		Gender: Female Date of Birth: 03/03/1990
School: Ontario School		
Student OEN/MIN: <u>234567891</u>	Prin	cipal: B. Principal
Current Grade/Special Class: 9		School Year: 04-05 Sem 1
		ual Review Waived by Parent/Guardian:
Most Recent IPRC Date: <u>28/05/200</u> Exceptionality: <u>Developmental Dis</u>		
<ul> <li>Regular class with indirect supp</li> <li>Regular class with resource assis</li> <li>Regular class with withdrawal as</li> </ul>	tance	<ul> <li>Special education class with partial integration</li> <li>Special education class full-time</li> </ul>
Regular class with resource assis     Regular class with withdrawal as     ASSESSMENT DATA List relevant educational, medical/h	tance ssistance ealth (hearing, vision, ph	Special education class full-time
Regular class with resource assis     Regular class with withdrawal as     ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou	tance ssistance ealth (hearing, vision, ph	Special education class full-time
<ul> <li>Regular class with resource assis</li> <li>Regular class with withdrawal as</li> <li>ASSESSMENT DATA</li> <li>List relevant educational, medical/h tional, physiotherapy, and behaviou</li> </ul>	tance ssistance ealth (hearing, vision, phy iral assessments.	Special education class full-time
<ul> <li>Regular class with resource assis</li> <li>Regular class with withdrawal as</li> <li>ASSESSMENT DATA</li> <li>List relevant educational, medical/h tional, physiotherapy, and behaviou</li> <li>Information Source</li> </ul>	tance ssistance ealth (hearing, vision, phy iral assessments. Date	Special education class full-time ysical, neurological), psychological, speech/language, occup Summary of Results
<ul> <li>Regular class with resource assis</li> <li>Regular class with withdrawal as</li> <li>ASSESSMENT DATA</li> <li>List relevant educational, medical/h tional, physiotherapy, and behaviou</li> <li>Information Source</li> <li>Psychological report</li> </ul>	tance ssistance ealth (hearing, vision, phy iral assessments. Date 09/04/1995	Special education class full-time results Report indicates moderate developmental delays.
<ul> <li>Regular class with resource assis</li> <li>Regular class with withdrawal as</li> <li><b>ASSESSMENT DATA</b></li> <li>List relevant educational, medical/h tional, physiotherapy, and behaviou</li> <li>Information Source</li> <li>Psychological report</li> <li>Behaviour assessment</li> </ul>	tance ssistance ealth (hearing, vision, phy iral assessments. Date 09/04/1995 25/01/2000	<ul> <li>Special education class full-time</li> <li>ysical, neurological), psychological, speech/language, occup</li> <li>Summary of Results</li> <li>Report indicates moderate developmental delays.</li> <li>Report indicates moderate adaptive functioning delays.</li> </ul>
Regular class with resource assis     Regular class with withdrawal as     ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Behaviour assessment Speech report STUDENT'S STRENGTHS AND	tance ssistance ealth (hearing, vision, phy iral assessments. Date 09/04/1995 25/01/2000 13/11/2001 13/11/2001	Special education class full-time Special education class full-time sical, neurological), psychological, speech/language, occup Summary of Results Report indicates moderate developmental delays. Report indicates moderate adaptive functioning delays. Report indicates mild articulation difficulty.
Regular class with resource assis     Regular class with withdrawal as     ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Behaviour assessment Speech report STUDENT'S STRENGTHS AND Areas of Stree	tance ssistance ealth (hearing, vision, phy iral assessments. Date 09/04/1995 25/01/2000 13/11/2001 13/11/2001	Special education class full-time Special education class full-time Summary of Results Report indicates moderate developmental delays. Report indicates moderate adaptive functioning delays. Report indicates mild articulation difficulty. Areas of Need
Regular class with resource assis     Regular class with withdrawal as     ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Behaviour assessment Speech report STUDENT'S STRENGTHS AND Areas of Street Visual acuity skills	tance ssistance ealth (hearing, vision, phy iral assessments. Date 09/04/1995 25/01/2000 13/11/2001 13/11/2001	Special education class full-time Special education class full-time Summary of Results Report indicates moderate developmental delays. Report indicates mild articulation difficulty. Areas of Need Receptive language (comprehension and decoding)
Regular class with resource assis     Regular class with withdrawal as     ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Behaviour assessment Speech report Student'S STRENGTHS AND Areas of Stree Visual acuity skills Kinesthetic learning style	tance ssistance ealth (hearing, vision, phy iral assessments. Date 09/04/1995 25/01/2000 13/11/2001 13/11/2001	Special education class full-time Special education class full-time Summary of Results Report indicates moderate developmental delays. Report indicates moderate adaptive functioning delays. Report indicates mild articulation difficulty.  Areas of Need Receptive language (comprehension and decoding) Expressive language (written)
Regular class with resource assis     Regular class with withdrawal as     ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Behaviour assessment Speech report STUDENT'S STRENGTHS AND Areas of Street Visual acuity skills Kinesthetic learning style Gross motor abilities	tance ssistance ealth (hearing, vision, phy iral assessments. Date 09/04/1995 25/01/2000 13/11/2001 13/11/2001	Special education class full-time Special education class full-time Summary of Results Report indicates moderate developmental delays. Report indicates moderate adaptive functioning delays. Report indicates mild articulation difficulty.  Areas of Need Receptive language (comprehension and decoding) Expressive language (written) Cognitive understanding and memory skills
Regular class with resource assis     Regular class with withdrawal as     ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Behaviour assessment Speech report STUDENT'S STRENGTHS AND Areas of Street Visual acuity skills Kinesthetic learning style Gross motor abilities	tance ssistance ealth (hearing, vision, phy iral assessments. Date 09/04/1995 25/01/2000 13/11/2001 13/11/2001	Special education class full-time Special education class full-time Summary of Results Report indicates moderate developmental delays. Report indicates moderate adaptive functioning delays. Report indicates mild articulation difficulty.  Areas of Need Receptive language (comprehension and decoding) Expressive language (written) Cognitive understanding and memory skills Social skills
<ul> <li>Regular class with resource assis</li> <li>Regular class with withdrawal as</li> <li>ASSESSMENT DATA</li> <li>List relevant educational, medical/httional, physiotherapy, and behaviou</li> <li>Information Source</li> <li>Psychological report</li> <li>Behaviour assessment</li> <li>Speech report</li> </ul> STUDENT'S STRENGTHS AND Areas of Street Visual acuity skills Kinesthetic learning style	tance ssistance ealth (hearing, vision, phy iral assessments. Date 09/04/1995 25/01/2000 13/11/2001 13/11/2001	Special education class full-time Special education class full-time Summary of Results Report indicates moderate developmental delays. Report indicates moderate adaptive functioning delays. Report indicates mild articulation difficulty.  Areas of Need Receptive language (comprehension and decoding) Expressive language (written) Cognitive understanding and memory skills

identify each as Moalflea (MOD), Accom	modated only (AC), or Alternative (ALT)	
1. Numeracy KMM10		
2. Geography CGC1P	I mod □ ac □ alt   7	MOD 🗆 AC 🗆 AL
3. Healthy Living PPL10	MOD 🗌 AC 🗌 ALT 8	MOD AC AL
4. Music AMU10	MOD 🗆 AC 🗆 ALT 9	
5. Personal Care	] mod □ ac 🖾 alt 10	
Elementary Program Exemptions or	Secondary School Compulsory Course Sub	ostitutions
Complete for secondary students only: Student is currently working toward Ontario Secondary School Diploma ACCOMMODATIONS		te X Certificate of Accomplishment
(Accommodations are assumed to be t	ne same for all subjects, unless otherwise ind	
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Colour-coded organizers	Reduced audio/visual stimuli	Alternative supervised setting
Concrete materials/manipulatives	Use of headphones	Periodic supervised breaks
Picture cues to reinforce understanding	Alternative supervised setting	Pictures/charts/diagrams for expressing ideas
High structure		Verbatim scribing of responses
Cueing systems for self-monitoring		Extra time for processing
Dramatizing information		
Visual cues		
Extra time for processing		
Individualized Equipment	list below) 🗵 No	
PROVINCIAL ASSESSMENTS (ac	commodations and exemptions)	e 9 – Mathematics
PROVINCIAL ASSESSMENTS (ac	e student in the current school year: <u>Grade</u>	e 9 – Mathematics
PROVINCIAL ASSESSMENTS (acc Provincial assessments applicable to th	e student in the current school year: <u>Grade</u>	e 9 – Mathematics
PROVINCIAL ASSESSMENTS (ac	e student in the current school year: <u>Grade</u>	e 9 – Mathematics
PROVINCIAL ASSESSMENTS (acc         Provincial assessments applicable to th         Accommodations:          Yes (list below)          Exemptions:          Yes (provide explant)	e student in the current school year: <u>Grade</u>	<i>nt</i> ) 🗌 No

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN / MIN: 234567891	Subject/ Course/ Alternative Program: NUMERACY AND NUMBERS KMM10	
Current Level of Achievement:	Current Level of Achievement for Alternative Program:	
Prerequisite course (if applicable)	Student B adds and subtracts one-digit whole numbers using	
Letter grade/Mark	counters, counts to 50, and names and states the value of a penny and a loonie.	
Curriculum grade level		

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Student B will demonstrate the ability to recall addition and subtraction facts to 10, add and subtract two-digit whole numbers without regrouping (using counters), count to 100, demonstrate halves, and name and state the value of a quarter, a dime, and a toonie.

	Learning Expectations	Teaching Strategies	Assessment Methods
Student B will:       1. Oral and written activity         1. count by 1's to 70; read and print numerals from 10 to 30;       2. recall addition and subtraction facts to 5;         2. recall addition and subtraction facts to 5;       3. Oral and written activity         3. add two-digit numbers without regrouping (using counters);       3. Written demonstration         4. demonstrate halves, using concrete materials and drawings;       4. Written demonstration         5. name and state the value of a penny, a quarter,       5. Oral activity	(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period.	(List only those that are particular to the student and specific to the	(Identify the assessment method to be used for each learning expectation)
	<ul> <li>Student B will:</li> <li>1. count by 1's to 70; read and print numerals from 10 to 30;</li> <li>2. recall addition and subtraction facts to 5;</li> <li>3. add two-digit numbers without regrouping (using counters);</li> <li>4. demonstrate halves, using concrete materials and drawings;</li> <li>5. name and state the value of a penny, a quarter,</li> </ul>		<ol> <li>2. Oral and written activity</li> <li>3. Written demonstration</li> <li>4. Written demonstration</li> </ol>

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN / MIN:	Subject/ Course/ Alternative Program:	
234567891	GEOGRAPHY OF CANADA CGC1P (MOD) (NON-CREDIT)	
Current Level of Achievement: Prerequisite course (if applicable)	Current Level of Achievement for Alternative Program:	
Letter grade/Mark		
Curriculum grade level <u>8 (MOD)</u>		

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Student B will demonstrate improvement in her recall and communication of basic concepts relating to community, province, and country, in her ability to use a map, and in her ability to make connections with the world outside the classroom.

Learning Expectations	Teaching Strategies	Assessment Methods
(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	(List only those that are particular to the student and specific to the learning expectations)	(Identify the assessment method to be used for each learning expectation)
<ul> <li>Term 1</li> <li>Student B will:</li> <li>1. create a visual presentation of familiar buildings/ areas in the community and identify orally the purpose for each;</li> <li>2. match province names to their locations on a map of Canada;</li> <li>3. locate Canada and Ontario on a globe;</li> <li>4. choose two countries (e.g., in near-polar and near-equatorial regions) and compare the weather, homes, food, and clothing typical in those countries.</li> </ul>	<ol> <li>Arrange for staff member to accompany Student B on a walking tour, taking along a digital camera.</li> <li>Provide project framework.</li> </ol>	<ol> <li>Visual and oral presentation to selected audience</li> <li>Map activity – written</li> <li>Globe activity – demonstration</li> <li>Written project</li> </ol>
	3(b)	

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

<b>Student OEN / MIN:</b> 234567891	Subject/Course/Alternative Program: HEALTHY ACTIVE LIVING EDUCATION PPL10 (MOD) (NON-CREDIT)	
Current Level of Achievement: Prerequisite course (if applicable)		Current Level of Achievement for Alternative Program:
Letter grade/Mark68%		
Curriculum grade level <u>8 (MOD)</u>		

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Student B will demonstrate improvement in her movement skills, through regular participation in physical activities, and in her understanding of safety and injury prevention, including substance use and abuse.

<b>Learning Expectations</b> (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	<b>Teaching Strategies</b> (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods (Identify the assessment method to be used for each learning expectation)
<ul> <li><u>Term 1</u></li> <li>Student B will:</li> <li>1. demonstrate understanding of rules for participation in a basic group activity;</li> <li>2. improve fitness level by increasing powerwalking time to 15 minutes;</li> <li>3. throw an object overhand or side-arm, to a target or a partner at a distance of 10 m;</li> <li>4. identify harmful substances and their negative effects on health;</li> <li>5. participate in a skit demonstrating how to use decision-making and assertion skills when confronted with media and peer pressure related to alcohol, tobacco, and other drugs.</li> </ul>	4. Provide simple visual aids and text on harmful substances.	<ol> <li>Checklist and oral assessment</li> <li>Journal/data collection</li> <li>Demonstration/data collection</li> <li>Written project</li> <li>Oral assessment/performance</li> </ol>
	3(c)	

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN / MIN: 234567891	Subject/ Course/ Alternative Program: MUSIC AMU10 (MOD) (NON-CREDIT)	
Current Level of Achievement:         Prerequisite course (if applicable)		Current Level of Achievement for Alternative Program:
Curriculum grade level <u>8 (MOD)</u>		

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Student B will demonstrate improved understanding of the basic elements of music, improved performance skills, and a greater ability to listen attentively.

Learning Expectations	Teaching Strategies	Assessment Methods
(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	(List only those that are particular to the student and specific to the learning expectations)	(Identify the assessment method to be used for each learning expectation)
<ul> <li>Term 1</li> <li>Student B will:</li> <li>1. distinguish between a treble clef and a bass clef and label the notes on the treble clef staff;</li> <li>2. perform note values for whole, half, and quarter notes;</li> <li>3. keep a steady beat on the snare drum, while following a conductor;</li> <li>4. name 4 music genres and select 4 pieces of music, each reflecting one type (e.g., rap, pop, country, classical), for inclusion on an audiotape.</li> </ul>	4. Provide tape-recording equipment.	<ol> <li>Written activity</li> <li>Performance</li> <li>Performance</li> <li>Oral presentation/audiotape</li> </ol>
	3(d)	

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN / MIN:	Subject/ Course/ Alternative Program:	
234567891	PERSONAL CARE	
Current Level of Achievement:		Current Level of Achievement for Alternative Program:
Prerequisite course (if applicable)		With respect to washroom visits, Student B indicates need to visit washroom, undresses, and uses facilities appropriately.
Letter grade/Mark		Student washes hands and re-enters classroom quietly, without prompts, 2 out of a possible 10 times.
Curriculum grade level		

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Student B will demonstrate greater independence in performing the sequence of skills required for a washroom visit, including readjusting clothing, hand-washing, and returning quietly to the classroom.

Learning Expectations (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	<b>Teaching Strategies</b> (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods (Identify the assessment method to be used for each learning expectation)
<ul> <li>Term 1</li> <li>Student B will:</li> <li>1. readjust clothing and check appearance in mirror with one verbal prompt;</li> <li>2. recall hand-washing step without prompt 5 out of a possible 10 times;</li> <li>3. return to the classroom without vocalization 5 out of a possible 10 times.</li> </ul>		<ol> <li>Checklist and data collection</li> <li>Checklist and data collection</li> <li>Checklist and data collection</li> </ol>
	3(e)	

	ning/non-teaching)			
Include type of service, initiation de Consultation/Teacher Support	ate, frequency or intensity, and Special Education Teacher	location 07/09/2004	Minimum once per	month
Resource Support	Special Education Teacher	20/09/2004	Min. 2 X month per	modified course,
			resource room	
Personal Care Support	Teacher's Assistant	07/09/2004	20 min. per day, as	required
EVALUATION				
Reporting Dates: 08/11/2004	07/02/	2005		
Alternative Report TRANSITION PLAN				
	or older and is not identified sol	ely as gifted, a tr	ansition plan is require	d (see page 6).
	or older and is not identified sol	ely as gifted, a tra	ansition plan is require	d (see page 6).
IEP Developed by:	Position	ely as gifted, a transference of the second se	ansition plan is require	d ( <i>see page 6</i> ). Position
IEP Developed by: Staff Member				Position
IEP Developed by: Staff Member Ms. Numeracy Teacher	Position	Staff Member	cher	
IEP Developed by: Staff Member Ms. Numeracy Teacher Ms. Geography Teacher	Position Classroom Teacher	Staff Member Mr. Music Tead	cher	Position Classroom Teacher
Staff Member Ms. Numeracy Teacher Ms. Geography Teacher Ms. Health Teacher	PositionClassroom TeacherClassroom TeacherClassroom Teacher	Staff Member Mr. Music Tead Mr. Special Tea	cher	Position Classroom Teacher Spec. Ed. Teacher
IEP Developed by: Staff Member Ms. Numeracy Teacher Ms. Geography Teacher Ms. Health Teacher	Position         Classroom Teacher         Classroom Teacher         Classroom Teacher         Classroom Teacher	Staff Member Mr. Music Tead Mr. Special Tea Ms. T. Assistar	cher	Position Classroom Teacher Spec. Ed. Teacher Teacher's Assistan
IEP Developed by: Staff Member Ms. Numeracy Teacher Ms. Geography Teacher Ms. Health Teacher Sources Consulted in the Devel X IPRC Statement of Decision (if applicable) Other sources ( <i>list below</i> ) Date of Placement in Special Ed 1) First day of attendance in X 2) First day of the new school	Position         Classroom Teacher         Classroom Teacher         Classroom Teacher         Classroom Teacher         Classroom Teacher         Sepment of the IEP         X         Provincial Report Card         Seport Card         Se	Staff Member Mr. Music Tead Mr. Special Tea Ms. T. Assistar Previous IEP	cher acher nt IX Parents/Guardians n)	Position Classroom Teacher Spec. Ed. Teacher Teacher's Assistan
IEP Developed by: Staff Member Ms. Numeracy Teacher Ms. Geography Teacher Ms. Health Teacher Sources Consulted in the Devel X IPRC Statement of Decision (if applicable) Other sources ( <i>list below</i> ) Date of Placement in Special Ed 1) First day of attendance in X 2) First day of the new school 3) First day of the student's as the result of a change of	Position         Classroom Teacher         Classroom Teacher         Classroom Teacher         Classroom Teacher         Classroom Teacher         Classroom Teacher         Sepment of the IEP         X         Provincial Report Card         Seport Card         Seport Card         Seport Card         Seport Seport Card         Seport Seport Card         Seport Seport Seport Card         Seport Seport Seport Seport Card         Seport Se	Staff Member Mr. Music Tead Mr. Special Tea Ms. T. Assistar Previous IEP previous IEP appropriate option mestudent is cont on program that Completion Da	cher acher nt IX Parents/Guardians n) tinuing in a placement he/she begins in mid-	Position Classroom Teacher Spec. Ed. Teacher Teacher's Assistan X Student
IEP Developed by: Staff Member Ms. Numeracy Teacher Ms. Geography Teacher Ms. Health Teacher Sources Consulted in the Devel IPRC Statement of Decision (if applicable) Other sources ( <i>list below</i> ) Date of Placement in Special Ed 1) First day of attendance in 2) First day of the new school 3) First day of the student's	Position         Classroom Teacher         Classroom Teacher         Classroom Teacher         Classroom Teacher         Classroom Teacher         Classroom Teacher         Sepment of the IEP         X         Provincial Report Card         Seport Card         Seport Card         Seport Card         Seport Seport Card         Seport Seport Card         Seport Seport Seport Card         Seport Seport Seport Seport Card         Seport Se	Staff Member Mr. Music Tead Mr. Special Tea Ms. T. Assistar Previous IEP previous IEP appropriate option mestudent is cont on program that Completion Da	cher acher nt IX Parents/Guardians n) tinuing in a placement he/she begins in mid-	Position Classroom Teacher Spec. Ed. Teacher Teacher's Assistan X Student

#### LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	<b>Activity</b> (Indicate parent/student consultation or staff review)	Outcome
Sept. 16/04	Phone call to parent	Parent requested phone conversations with the numeracy and geography teachers
Sept. 20/04	Phone call to parent by numeracy teacher	Parent requested that concept of halves be included in IEP expectations.
Sept. 23/04	Phone call to parent by geography teacher	Discussed first-term expectations and ways parent can support learning
Oct. 1/04	IEP sent to parent	Returned with signature Oct. 4/04

#### The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Mr. Principal	October 4, 20	004	
Principal's Signature	Date		
Involvement of Parent/ Guardian and Student (if student is I was consulted in the development of this IEP I declined the opportunity to be consulted in the development I have received a copy of this IEP Parent/Guardian and Student Comments:		<ul> <li>Parent/Guardian</li> <li>Parent/Guardian</li> <li>Parent/Guardian</li> </ul>	Student
Parent/Guardian and Student Comments:			
Parent/Guardian Signature	Date		
Student Signature (if 16 or older)	Date		
5			

## **Transition Plan**

Student's name Student B

OEN/MIN 234567891

Specific Goal(s) for Transition to Postsecondary Activities

Student B is planning for independent living in the community with supported employment.

Actions Required	Person(s) Responsible for Actions	Timelines
<ol> <li>Meet with local Community Living Association and register for any wait-listed programs/services</li> </ol>	student, parents, Community Living representative (Special ed. teacher to coordinate)	Oct. 2004 and annually in fal of each year
2. Attend Post-21 Community Options presentation	student, parents	Before June 2006
3. Visit Community Living supported employment locations	student, parents, Community Living representative	Before June 2006
<ol> <li>Plan for work placement through cooperative education programs</li> </ol>	student, parents to meet with co-op teacher	Every February beginning in 2006
5. Investigate summer work placement programs	student, parents, Community Living representative	Every Spring beginning in 2007
	6	1

REASON FOR DEVELOPING TI	HE IEP	
Student identified as exceptional by IPRC	Student not formally	videntified but requires special education program/services, alternative learning expectations and/or accommodations
STUDENT PROFILE		
Name: Student C		Gender: Male Date of Birth: 04/19/1994
School: Ontario School		
Student OEN/MIN: <u>345678910</u>	Prir	ncipal: B. Principal
Current Grade/Special Class: _5		School Year: 2004-2005
Most Recent IPRC Date: 21/05/200	04 Date Anr	nual Review Waived by Parent/Guardian:
Exceptionality: Behaviour		
<ul> <li>Regular class with indirect supp</li> <li>Regular class with resource assis</li> <li>Regular class with withdrawal a</li> </ul>	stance	<ul> <li>Special education class with partial integration</li> <li>Special education class full-time</li> </ul>
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou	ealth (hearing, vision, ph ıral assessments.	ysical, neurological), psychological, speech/language, occupa
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou	ealth (hearing, vision, ph ıral assessments. Date	Summary of Results
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report	ealth (hearing, vision, ph ural assessments. Date 21/11/2002	Summary of Results           Report provides diagnosis of oppositional defiant disorder
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou	ealth (hearing, vision, ph ıral assessments. Date	Summary of Results
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Educational assessment	ealth (hearing, vision, ph iral assessments. Date 21/11/2002 15/06/2004	Summary of Results         Report provides diagnosis of oppositional defiant disorded         Literacy and numeracy skills grade-appropriate
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Educational assessment	ealth (hearing, vision, ph ural assessments. Date 21/11/2002 15/06/2004 09/04/2000	Summary of Results         Report provides diagnosis of oppositional defiant disorded         Literacy and numeracy skills grade-appropriate
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Educational assessment Medical assessment	ealth (hearing, vision, ph aral assessments. Date 21/11/2002 15/06/2004 09/04/2000 NEEDS	Summary of Results         Report provides diagnosis of oppositional defiant disorded         Literacy and numeracy skills grade-appropriate
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Educational assessment Medical assessment STUDENT'S STRENGTHS AND Areas of Stre	ealth (hearing, vision, ph aral assessments. Date 21/11/2002 15/06/2004 09/04/2000 NEEDS	Summary of Results         Report provides diagnosis of oppositional defiant disord         Literacy and numeracy skills grade-appropriate         Report provides diagnosis of ADHD
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Educational assessment Medical assessment STUDENT'S STRENGTHS AND Areas of Stre Kinesthetic learning style Gross and fine motor skills	ealth (hearing, vision, ph aral assessments. Date 21/11/2002 15/06/2004 09/04/2000 NEEDS	Summary of Results         Report provides diagnosis of oppositional defiant disord         Literacy and numeracy skills grade-appropriate         Report provides diagnosis of ADHD         Areas of Need
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Educational assessment Medical assessment STUDENT'S STRENGTHS AND Areas of Stre Kinesthetic learning style Gross and fine motor skills Receptive language (reading)	ealth (hearing, vision, ph aral assessments.	Summary of Results         Report provides diagnosis of oppositional defiant disorded         Literacy and numeracy skills grade-appropriate         Report provides diagnosis of ADHD         Areas of Need         Attention skills
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Educational assessment Medical assessment STUDENT'S STRENGTHS AND Areas of Stre Kinesthetic learning style Gross and fine motor skills Receptive language (reading)	ealth (hearing, vision, ph aral assessments.	Summary of Results         Report provides diagnosis of oppositional defiant disorded         Literacy and numeracy skills grade-appropriate         Report provides diagnosis of ADHD         Areas of Need         Attention skills         Social skills
ASSESSMENT DATA List relevant educational, medical/h tional, physiotherapy, and behaviou Information Source Psychological report Educational assessment Medical assessment STUDENT'S STRENGTHS AND	ealth (hearing, vision, ph aral assessments.	Summary of Results         Report provides diagnosis of oppositional defiant disord         Literacy and numeracy skills grade-appropriate         Report provides diagnosis of ADHD         Areas of Need         Attention skills         Social skills

Identify each as Modified (MOD), A	ccommodated only (AC), or Alternative (ALT)	
1. English	MOD 🛛 AC 🗌 ALT 6. <u>Health &amp; Ph</u>	ys. Ed. 🗌 mod 🗵 ac 🗌 al
2. Mathematics	MOD 🛛 AC 🗌 ALT 7. The Arts	MOD 🛛 AC 🗌 AL
		MOD 🗌 AC 🛛 AL
4. Science & Technology		
5. Social Studies	🗆 mod 🗵 ac 🗆 alt 10	MOD 🗆 AC 🗆 AL
Elementary Program Exemption Yes (provide educational ration	s or Secondary School Compulsory Course S ale) 🗵 No	Substitutions
Complete for secondary students on Student is currently working tov Ontario Secondary School Dip	vards attainment of the:	ficate 🗌 Certificate of Accomplishment
ACCOMMODATIONS (Accommodations are assumed to	be the same for all subjects, unless otherwise	indicated)
Instructional Accommodation	ons Environmental Accommodations	Assessment Accommodations
High structure	Alternative (quiet) setting	Alternative (quiet) setting
Contracts	Strategic seating	More frequent breaks
Reinforcement incentives	Reduced audio/visual stimuli	Prompts to return student's attention
Non-verbal signals	Study carrel	to task
More frequent breaks		Simplified, uncluttered formats
Concrete/hands-on material		Reduced number of tasks used to
Simplified, uncluttered formats		assess a concept or skill
Individualized Equipment	Yes ( <i>list below</i> ) 🗵 No	
	(accommodations and exemptions)	ne
	_	
Accommodations: U Yes (list	below) 🗌 No	
Exemptions: 🗌 Yes (provide e	xplanatory statement from relevant EQAO docu	ment) 🗌 No

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN / MIN:	Subject/Course/	Alternative Program:
345678910	BEHAVIOUR	
Current Level of Achievement:		Current Level of Achievement for Alternative Program:
Prerequisite course (if applicable)		Student C expresses anger/frustration appropriately in 1 out of
Letter grade/Mark		10 possible situations. He follows basic instructions from staff in 3 out of 10 possible situations.
Curriculum grade level		

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Student C will express anger/frustration without physical contact 8 out of 10 times and without abusive language 5 out of 10 times. He will follow basic instructions from staff in 7 out of 10 possible situations.

Learning Expectations	Teaching Strategies	Assessment Methods
(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	(List only those that are particular to the student and specific to the learning expectations)	(Identify the assessment method to be used for each learning expectation)
<u>Term 1</u> Student C will:		
<ol> <li>create and present orally a poster illustrating the physical changes that signal anger/frustration;</li> <li>participate through role-playing in a video</li> </ol>		1. Poster and oral presentation (presented to teacher in private)
depicting 3 strategies for dealing appropriately with anger/frustration;	3&4. Establish system of posi- tive reinforcements.	2. Video presentation and self and peer assessment
<ol> <li>express anger/frustration without physical contact in 5 out of 10 possible situations;</li> </ol>	<ol> <li>Establish private area for regaining self-control.</li> </ol>	3. Checklist/data collection
<ol> <li>follow basic instructions from staff in 5 out of 10 possible situations;</li> </ol>	<ol> <li>Provide student with specific choices when requesting compliance.</li> </ol>	4. Checklist/data collection
Term 2 1. write and illustrate a short book on a cartoon character who learns from past experiences;	As for Term 1	1. Written activity
<ol> <li>Prepare and present, with a classmate, a skit about anticipating consequences;</li> </ol>	2. Assist student in selection of classmate	2. Written and oral presentation
<ol> <li>express anger/frustration without physical contact in 7 out of 10 possible situations and without abusive language 4 out of 10 times;</li> </ol>		3. Checklist/data collection
<ul> <li>follow basic instructions from staff in 6 out of 10 possible situations;</li> </ul>		4. Checklist/data collection
<u>Term 3</u> 1. plan and deliver a mini-lesson to share with a	As for Term 1	1. Oral and written presentation
younger student on how to respond to teasing; 2. identify 3 tension-reducing activities;		2. Oral activity
<ol> <li>express anger/frustration without physical con- tact in 8 out of 10 possible situations and with- out abusive language 5 out of 10 times;</li> </ol>		3. Checklist/data collection
4. follow basic instructions from staff in 7 out of 10 possible situations.		4. Checklist/data collection
	3	1

include type of service	<b>CES (teaching/</b> e, initiation date, fre		•	cation		
Direct instruction	Special Education	on Teacher	07/09/2004	60% to	80% of school day, cla	ssroom
Behaviour support	Teacher's Assist	ant	07/09/2004	300 min	/day shared with 2 stude	ents, classroom
Direct instruction	Social Worker		20/09/2004	40 min.	3 X week , seminar roo	m
EVALUATION Reporting Dates:						
03/12/2	2004		24/03/20	005	2	9/06/2005
X Alternative Repo	AN				rnative expectations onl transition plan is require	
EP Developed by:	5			, <u> </u>		
		osition				
Staff Member	l P	OSILION		Staff Membe	er	Position
		Spec. Ed. Tea	cher	Staff Membe Ms. Assistar	-	
Ms. Special Teache	r :				-	
Staff Member Ms. Special Teache Mr. Teacher Ms. Worker	r .	Spec. Ed. Tea	acher		-	Position Teacher's Assistant
Ms. Special Teache Mr. Teacher	in the Developme X	Spec. Ed. Tea Classroom Te Social Worker	acher		-	Teacher's Assistant
Ms. Special Teache Mr. Teacher Ms. Worker Sources Consulted Image: Sources Consulted Decision (if application) Other sources ( <i>li</i> ) Date of Placement Image: 1) First day of a 2) First day of the Image: Special Teacher Sources Consulted Date of Placement Image: Special Teacher Sources Consulted Date of Placement Image: Special Teacher Sources Consulted Date of Placement Image: Special Teacher Date of Placement Image: Special Teacher Image: Special Teacher Sources Consulted Image: Special Teacher Image:	in the Developme in the Developme x pplicable) ist below) in Special Educati ittendance in new s he new school year	Spec. Ed. Tea Classroom Te Social Worker <b>nt of the IEP</b> Provincial Report Card <b>on Program</b> ( special educat or semester i nent in a spec	acher acher Pr <i>select the ap</i> ion program n which the	Ms. Assistar	t X Parents/Guardian	Teacher's Assistant
Ms. Special Teache Mr. Teacher Ms. Worker Sources Consulted I IPRC Statement of Decision (if ap Other sources ( <i>li</i> ) Date of Placement I) First day of a 2) First day of th 3) First day of th as the result	in the Developme in the Developme x pplicable) ist below) in Special Educati ittendance in new s he new school year he student's enroln	Spec. Ed. Tea Classroom Te Social Worker <b>nt of the IEP</b> Provincial Report Card <b>on Program</b> ( special educat or semester i nent in a spec	acher acher Pr select the ap ion program n which the ial educatior	Ms. Assistar	it          Image: style="text-align: center;">Image: style="text-align: center;"/>Image: style="text-align: center;"////Image: style="text-align: center;"////Image: style="text-align: center;"//	Teacher's Assistan
Ms. Special Teache Mr. Teacher Ms. Worker Sources Consulted Image: Sources Consulted Decision (if application) Other sources ( <i>li</i> ) Date of Placement Image: 1) First day of a 2) First day of the Image: Special Teacher Sources Consulted Date of Placement Image: Special Teacher Sources Consulted Date of Placement Image: Special Teacher Sources Consulted Date of Placement Image: Special Teacher Date of Placement Image: Special Teacher Image: Special Teacher Sources Consulted Image: Special Teacher Image:	in the Developme in the Developme x pplicable) ist below) in Special Educati ittendance in new s he new school year he student's enroln	Spec. Ed. Tea Classroom Te Social Worker <b>nt of the IEP</b> Provincial Report Card <b>on Program</b> ( special educat or semester i nent in a spec	acher acher Pr select the ap ion program n which the ial educatior	Ms. Assistar	it Parents/Guardian ion) intinuing in a placemen at he/she begins in mid Date of IEP Developmer	Teacher's Assistan

#### LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	<b>Activity</b> (Indicate parent/student consultation or staff review)	Outcome
Sept. 15/04	Meet the Teacher Night	Parent requests meeting with teacher. Date set
Sept. 21/04	Meeting with parent	Discussed reinforcement incentives and sequence of consequences. Reviewed accommodations for IEP.
Oct. 1/04	Sent home completed IEP	Returned with signature Oct. 4/04
Nov. 24/04	Staff review/update of expectations	Added expectations for Term 2
Dec. 3/04	Report card interview with parents	Parents inquired about effectiveness of various reinforcement incentives. Copy of Term 2 expectations provided to parents.
Mar. 21/05	Staff review/update of expectations	Added expectations for Term 3
Mar. 29/05	Report card interview with parents	Parents pleased with reduction in violent incident Copy of Term 3 expectations provided to parent
Jun. 27/05	Final interview with parents	Shared checklist results and discussed summe activities.

#### The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Mrs. Principal	October 4,	2004
Principal's Signature	Date	
Involvement of Parent/ Guardian and Student (if stud I was consulted in the development of this IEP	dent is 16 or older)	🗌 Parent/Guardian 🗌 Student
I declined the opportunity to be consulted in the develo I have received a copy of this IEP	pment of this IEP	<ul> <li>□ Parent/Guardian</li> <li>□ Parent/Guardian</li> <li>□ Student</li> </ul>
Parent/Guardian and Student Comments:		
 Parent/Guardian Signature	Date	
Student Signature (if 16 or older)	Date	
	5	

### **Transition Plan**

Student's name

OEN/MIN \_\_\_\_\_

Specific Goal(s) for Transition to Postsecondary Activities

Actions Required	Person(s) Responsible for Actions	Timelines
	6	