

APPENDIX B:
SAMPLES OF COMPLETED IEP FORMS

Individual Education Plan



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

Name: Student A Gender: Male Date of Birth: 06/23/1991

School: Ontario School

Student OEN/MIN: 123456789 Principal: B. Principal

Current Grade/Special Class: 8 School Year: 2004-2005

Most Recent IPRC Date: 06/02/2002 Date Annual Review Waived by Parent/Guardian: 25/05/2004

Exceptionality: Learning Disability

IPRC Placement Decision (check one)

- Regular class with indirect support Special education class with partial integration
 Regular class with resource assistance Special education class full-time
 Regular class with withdrawal assistance

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results
Psychological report	03/05/1998	Report provides a diagnosis of learning disabilities
Audiologist report	11/03/1997	Report indicates area of need in central auditory processing

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need
Expressive language skills (speaking)	Receptive language skills (reading and listening)
Visual memory skills	Expressive language skills (writing)
Visual figure ground skills	Auditory memory skills
Problem-solving skills	Auditory discrimination skills
Computer keyboarding skills	Organizational skills

Health Support Services/ Personal Support Required Yes (list below) No

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

- 1. English MOD AC ALT
- 2. Core French MOD AC ALT
- 3. Mathematics MOD AC ALT
- 4. History/Geography MOD AC ALT
- 5. Health/Phys.Ed. MOD AC ALT
- 6. Science & Technology MOD AC ALT
- 7. The Arts MOD AC ALT
- 8. Reading Print MOD AC ALT
- 9. _____ MOD AC ALT
- 10. _____ MOD AC ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

Yes (provide educational rationale) No

Complete for secondary students only:

Student is currently working towards attainment of the:

Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Duplicated notes Assistive technology – text-to-speech and speech-to-text software Graphic organizers Time-management aids Taped texts Audiotapes of instruction Extra time for processing Main facts highlighted in text Daily schedules/timetables Non-verbal signals	Use of headphones Alternative (quiet) setting Preferential seating	Extended time limits Verbatim scribing Oral responses, including audiotapes Alternative (quiet) setting Assistive technology – text-to-speech and speech-to-text software Reduction in the number of tasks used to assess a concept or skill

Individualized Equipment Yes (list below) No

Individual computer for assistive technology (hardware and software)

Tape recorder for recording oral instructions

PROVINCIAL ASSESSMENTS (accommodations and exemptions)

Provincial assessments applicable to the student in the current school year: None

Accommodations: Yes (list below) No

Exemptions: Yes (provide explanatory statement from relevant EQAO document) No

HUMAN RESOURCES (teaching/non-teaching)

Include type of service, initiation date, frequency or intensity, and location

Consultation/Teacher Support	Special Education Teacher	07/09/2004	Minimum once per month
Reading Instruction	Special Education Teacher	20/09/2004	20 min. 3 X week, resource room
Technical Support	IT Support Staff	08/09/2004	30 minutes every other week, classroom

EVALUATION

Reporting Dates:

01/12/2004

24/03/2005

29/06/2005

Reporting Format

- Provincial Report Card (required unless student's program comprises alternative expectations only)
 Alternative Report
-

TRANSITION PLAN

If the student is 14 years of age or older and is not identified solely as gifted, a transition plan is required (*see page 6*).

IEP Developed by:

Staff Member	Position	Staff Member	Position
Ms. Teacher	Classroom Teacher		
Mr. Special Teacher	Special Ed. Teacher		
Ms. T. Support	IT Support Staff		

Sources Consulted in the Development of the IEP

- IPRC Statement of Decision (if applicable) Provincial Report Card Previous IEP Parents/Guardians Student
 Other sources (*list below*)
-
-

Date of Placement in Special Education Program (*select the appropriate option*)

- 1) First day of attendance in new special education program
 2) First day of the new school year or semester in which the student is continuing in a placement
 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

07/09/2004

Completion Date of IEP Development Phase

(within 30 school days following the Date of Placement):

04/10/2004

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	Activity (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 expectations 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.

Ms Principal

Principal's Signature

October 4, 2004

Date

Involvement of Parent/ Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP

Parent/Guardian Student

I declined the opportunity to be consulted in the development of this IEP

Parent/Guardian Student

I have received a copy of this IEP

Parent/Guardian Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

Transition Plan

Student's name _____ OEN/ MIN _____

Specific Goal(s) for Transition to Postsecondary Activities

Actions Required	Person(s) Responsible for Actions	Timelines

Individual Education Plan



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

Name: Student B Gender: Female Date of Birth: 03/03/1990

School: Ontario School

Student OEN/MIN: 234567891 Principal: B. Principal

Current Grade/Special Class: 9 School Year: 04-05 Sem 1

Most Recent IPRC Date: 28/05/2004 Date Annual Review Waived by Parent/Guardian: _____

Exceptionality: Developmental Disability

IPRC Placement Decision (check one)

- Regular class with indirect support Special education class with partial integration
 Regular class with resource assistance Special education class full-time
 Regular class with withdrawal assistance

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results
Psychological report	09/04/1995	Report indicates moderate developmental delays.
Behaviour assessment	25/01/2000	Report indicates moderate adaptive functioning delays.
Speech report	13/11/2001	Report indicates mild articulation difficulty.

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need
Visual acuity skills	Receptive language (comprehension and decoding)
Kinesthetic learning style	Expressive language (written)
Gross motor abilities	Cognitive understanding and memory skills
Self-regulatory skills	Social skills
	Self-help skills
	Fine motor skills

Health Support Services/ Personal Support Required Yes (list below) No

Personal care support

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

- | | | | | | | | |
|-------------------------|---|-----------------------------|---|-----------|------------------------------|-----------------------------|------------------------------|
| 1. Numeracy KMM10 | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input checked="" type="checkbox"/> ALT | 6. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 2. Geography CGC1P | <input checked="" type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT | 7. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 3. Healthy Living PPL10 | <input checked="" type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT | 8. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 4. Music AMU10 | <input checked="" type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT | 9. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 5. Personal Care | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input checked="" type="checkbox"/> ALT | 10. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

Yes (provide educational rationale) No

Complete for secondary students only:

Student is currently working towards attainment of the:

Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

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 Yes (list below) No

PROVINCIAL ASSESSMENTS (accommodations and exemptions)

Provincial assessments applicable to the student in the current school year: Grade 9 – Mathematics

Accommodations: Yes (list below) No

Exemptions: Yes (provide explanatory statement from relevant EQAO document) No

Student not able to provide evidence of learning under the conditions of the assessment.

Special Education Program

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

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 (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (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)
<u>Term 1</u> Student B will: 1. count by 1's to 70; read and print numerals from 10 to 30; 2. recall addition and subtraction facts to 5; 3. add two-digit numbers without regrouping (using counters); 4. demonstrate halves, using concrete materials and drawings; 5. name and state the value of a penny, a quarter, and a loonie.		1. Oral and written activity 2. Oral and written activity 3. Written demonstration 4. Written demonstration 5. Oral activity

3(a)

Special Education Program

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: GEOGRAPHY OF CANADA CGC1P (MOD) (NON-CREDIT)
Current Level of Achievement: Prerequisite course (if applicable) _____ Letter grade/Mark <u>72%</u> Curriculum grade level <u>8 (MOD)</u>	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 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 (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (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)
<u>Term 1</u> Student B will: 1. create a visual presentation of familiar buildings/ areas in the community and identify orally the purpose for each; 2. match province names to their locations on a map of Canada; 3. locate Canada and Ontario on a globe; 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.	1. Arrange for staff member to accompany Student B on a walking tour, taking along a digital camera. 4. Provide project framework.	1. Visual and oral presentation to selected audience 2. Map activity – written 3. Globe activity – demonstration 4. Written project

3(b)

Special Education Program

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: HEALTHY ACTIVE LIVING EDUCATION PPL10 (MOD) (NON-CREDIT)
Current Level of Achievement: Prerequisite course (if applicable) _____ Letter grade/Mark <u>68%</u> Curriculum grade level <u>8 (MOD)</u>	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 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.

Learning Expectations (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (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)
<p><u>Term 1</u> Student B will:</p> <ol style="list-style-type: none"> demonstrate understanding of rules for participation in a basic group activity; improve fitness level by increasing power-walking time to 15 minutes; throw an object overhand or side-arm, to a target or a partner at a distance of 10 m; identify harmful substances and their negative effects on health; 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. 	<ol style="list-style-type: none"> Provide simple visual aids and text on harmful substances. 	<ol style="list-style-type: none"> Checklist and oral assessment Journal/data collection Demonstration/data collection Written project Oral assessment/performance

3(c)

Special Education Program

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) _____ Letter grade/Mark <u> 74% </u> Curriculum grade level <u> 8 (MOD) </u>	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 B will demonstrate improved understanding of the basic elements of music, improved performance skills, and a greater ability to listen attentively.

Learning Expectations (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (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)
<u>Term 1</u> Student B will: <ol style="list-style-type: none"> distinguish between a treble clef and a bass clef and label the notes on the treble clef staff; perform note values for whole, half, and quarter notes; keep a steady beat on the snare drum, while following a conductor; 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. 	<ol style="list-style-type: none"> Provide tape-recording equipment. 	<ol style="list-style-type: none"> Written activity Performance Performance Oral presentation/audiotape

3(d)

Special Education Program

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

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.)	Teaching Strategies (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)
<u>Term 1</u> Student B will: 1. readjust clothing and check appearance in mirror with one verbal prompt; 2. recall hand-washing step without prompt 5 out of a possible 10 times; 3. return to the classroom without vocalization 5 out of a possible 10 times.		1. Checklist and data collection 2. Checklist and data collection 3. Checklist and data collection

3(e)

HUMAN RESOURCES (teaching/non-teaching)

Include type of service, initiation date, frequency or intensity, and location

Consultation/Teacher Support	Special Education Teacher	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

Reporting Format

- Provincial Report Card (required unless student's program comprises alternative expectations only)
- Alternative Report

TRANSITION PLAN

If the student is 14 years of age or older and is not identified solely as gifted, a transition plan is required (*see page 6*).

IEP Developed by:

Staff Member	Position	Staff Member	Position
Ms. Numeracy Teacher	Classroom Teacher	Mr. Music Teacher	Classroom Teacher
Ms. Geography Teacher	Classroom Teacher	Mr. Special Teacher	Spec. Ed. Teacher
Ms. Health Teacher	Classroom Teacher	Ms. T. Assistant	Teacher's Assistant

Sources Consulted in the Development of the IEP

- IPRC Statement of Decision (if applicable)
- Provincial Report Card
- Previous IEP
- Parents/Guardians
- Student
- Other sources (*list below*)

Date of Placement in Special Education Program (*select the appropriate option*)

- 1) First day of attendance in new special education program
- 2) First day of the new school year or semester in which the student is continuing in a placement
- 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: 07/09/2004 Completion Date of IEP Development Phase (within 30 school days following the Date of Placement): 04/10/2004

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	Activity (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

Principal's Signature

October 4, 2004

Date

Involvement of Parent/ Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP

Parent/Guardian Student

I declined the opportunity to be consulted in the development of this IEP

Parent/Guardian Student

I have received a copy of this IEP

Parent/Guardian Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

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
1. Meet with local Community Living Association and register for any wait-listed programs/services	student, parents, Community Living representative (Special ed. teacher to coordinate)	Oct. 2004 and annually in fall 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
4. Plan for work placement through cooperative education programs	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

Individual Education Plan



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

Name: Student C Gender: Male Date of Birth: 04/19/1994

School: Ontario School

Student OEN/MIN: 345678910 Principal: B. Principal

Current Grade/Special Class: 5 School Year: 2004-2005

Most Recent IPRC Date: 21/05/2004 Date Annual Review Waived by Parent/Guardian: _____

Exceptionality: Behaviour

IPRC Placement Decision (check one)

- Regular class with indirect support Special education class with partial integration
 Regular class with resource assistance Special education class full-time
 Regular class with withdrawal assistance

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results
Psychological report	21/11/2002	Report provides diagnosis of oppositional defiant disorder
Educational assessment	15/06/2004	Literacy and numeracy skills grade-appropriate
Medical assessment	09/04/2000	Report provides diagnosis of ADHD

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need
Kinesthetic learning style	Attention skills
Gross and fine motor skills	Social skills
Receptive language (reading)	Anger-management skills
Expressive language (speaking/writing)	
Memory skills	

Health Support Services/ Personal Support Required Yes (list below) No

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

- | | | | | | | | |
|-------------------------|------------------------------|--|------------------------------|-----------------------|------------------------------|--|---|
| 1. English | <input type="checkbox"/> MOD | <input checked="" type="checkbox"/> AC | <input type="checkbox"/> ALT | 6. Health & Phys. Ed. | <input type="checkbox"/> MOD | <input checked="" type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 2. Mathematics | <input type="checkbox"/> MOD | <input checked="" type="checkbox"/> AC | <input type="checkbox"/> ALT | 7. The Arts | <input type="checkbox"/> MOD | <input checked="" type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 3. Core French | <input type="checkbox"/> MOD | <input checked="" type="checkbox"/> AC | <input type="checkbox"/> ALT | 8. Behaviour | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input checked="" type="checkbox"/> ALT |
| 4. Science & Technology | <input type="checkbox"/> MOD | <input checked="" type="checkbox"/> AC | <input type="checkbox"/> ALT | 9. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 5. Social Studies | <input type="checkbox"/> MOD | <input checked="" type="checkbox"/> AC | <input type="checkbox"/> ALT | 10. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

Yes (provide educational rationale) No

Complete for secondary students only:

Student is currently working towards attainment of the:

Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations	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 to task
Non-verbal signals	Study carrel	Simplified, uncluttered formats
More frequent breaks		Reduced number of tasks used to assess a concept or skill
Concrete/hands-on material		
Simplified, uncluttered formats		

Individualized Equipment Yes (list below) No

PROVINCIAL ASSESSMENTS (accommodations and exemptions)

Provincial assessments applicable to the student in the current school year: None

Accommodations: Yes (list below) No

Exemptions: Yes (provide explanatory statement from relevant EQAO document) No

Special Education Program

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

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

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 (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (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)
<p><u>Term 1</u> Student C will:</p> <ol style="list-style-type: none"> 1. create and present orally a poster illustrating the physical changes that signal anger/frustration; 2. participate through role-playing in a video depicting 3 strategies for dealing appropriately with anger/frustration; 3. express anger/frustration without physical contact in 5 out of 10 possible situations; 4. follow basic instructions from staff in 5 out of 10 possible situations; <p><u>Term 2</u></p> <ol style="list-style-type: none"> 1. write and illustrate a short book on a cartoon character who learns from past experiences; 2. prepare and present, with a classmate, a skit about anticipating consequences; 3. express anger/frustration without physical contact in 7 out of 10 possible situations and without abusive language 4 out of 10 times; 4. follow basic instructions from staff in 6 out of 10 possible situations; <p><u>Term 3</u></p> <ol style="list-style-type: none"> 1. plan and deliver a mini-lesson to share with a younger student on how to respond to teasing; 2. identify 3 tension-reducing activities; 3. express anger/frustration without physical contact in 8 out of 10 possible situations and without abusive language 5 out of 10 times; 4. follow basic instructions from staff in 7 out of 10 possible situations. 	<p>3&4. Establish system of positive reinforcements.</p> <ol style="list-style-type: none"> 3. Establish private area for regaining self-control. 4. Provide student with specific choices when requesting compliance. <p>As for Term 1</p> <ol style="list-style-type: none"> 2. Assist student in selection of classmate <p>As for Term 1</p>	<ol style="list-style-type: none"> 1. Poster and oral presentation (presented to teacher in private) 2. Video presentation and self and peer assessment 3. Checklist/data collection 4. Checklist/data collection <ol style="list-style-type: none"> 1. Written activity 2. Written and oral presentation 3. Checklist/data collection 4. Checklist/data collection <ol style="list-style-type: none"> 1. Oral and written presentation 2. Oral activity 3. Checklist/data collection 4. Checklist/data collection

HUMAN RESOURCES (teaching/non-teaching)

Include type of service, initiation date, frequency or intensity, and location

Direct instruction	Special Education Teacher	07/09/2004	60% to 80% of school day, classroom
Behaviour support	Teacher's Assistant	07/09/2004	300 min./day shared with 2 students, classroom
Direct instruction	Social Worker	20/09/2004	40 min. 3 X week , seminar room

EVALUATION

Reporting Dates: 03/12/2004 24/03/2005 29/06/2005

Reporting Format

- Provincial Report Card (required unless student's program comprises alternative expectations only)
- Alternative Report

TRANSITION PLAN

If the student is 14 years of age or older and is not identified solely as gifted, a transition plan is required (*see page 6*).

IEP Developed by:

Staff Member	Position	Staff Member	Position
Ms. Special Teacher	Spec. Ed. Teacher	Ms. Assistant	Teacher's Assistant
Mr. Teacher	Classroom Teacher		
Ms. Worker	Social Worker		

Sources Consulted in the Development of the IEP

- IPRC Statement of Decision (if applicable)
- Provincial Report Card
- Previous IEP
- Parents/Guardians
- Student
- Other sources (*list below*)

Date of Placement in Special Education Program (*select the appropriate option*)

- 1) First day of attendance in new special education program
- 2) First day of the new school year or semester in which the student is continuing in a placement
- 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: 07/09/2004 Completion Date of IEP Development Phase (within 30 school days following the Date of Placement): 04/10/2004

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	Activity (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 incidents. Copy of Term 3 expectations provided to parents.
Jun. 27/05	Final interview with parents	Shared checklist results and discussed summer 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

Principal's Signature

October 4, 2004

Date

Involvement of Parent/ Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP

Parent/Guardian Student

I declined the opportunity to be consulted in the development of this IEP

Parent/Guardian Student

I have received a copy of this IEP

Parent/Guardian Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

Transition Plan

Student's name _____ OEN/ MIN _____

Specific Goal(s) for Transition to Postsecondary Activities

Actions Required	Person(s) Responsible for Actions	Timelines