



Lambton Kent District School Board

Individual Education Plan for LD Exemplar

Working Document
as at 05 Sep 2007

Student ID	123456789 [F]	School	Sarnia Education Centre
Student OEN	123-456-789	Principal	Mr. Smith
Date of Birth	20 Sep 1996 10 yrs 11 mo	Year	2007-2008
Grade	05 Term 1		

Reason for IEP Student identified as exceptional by IPRC

Latest IPRC	12 Apr 2007
Exceptionality	Communication - Learning Disability
Placement	Regular Classroom with Resource Assistance
Placement date	04 Sep 2007 (first day of continuing placement)
IEP completed	15 Oct 2007 IEP revised 05 Sep 2007

Developed by Mrs.;Jones - Resource Teacher Mr. Smith - Principal
MissDoe - Classroom Teacher

Assessments

	<u>Information Source</u>	<u>Date</u>	<u>Summary of Results</u>
<i>Assistive Technology Assessment</i>	Assistive Technology Team - Mrs. Key	05 Feb 2007	Assistive technology to assist with written output was recommended.
<i>Brigance</i>	Mrs. Jones - Resource Teacher	07 Dec 2006	<ul style="list-style-type: none"> • Word Recognition: Gr.5 • Oral Fluency: Gr.4 • Silent Comprehension: Gr.5 • Math Computation: Gr.3 • Word Problems: Gr.2
<i>Canadian Achievement Test (CA1)</i>	Mrs. Jones - Resource Teacher	18 Oct 2006	<ul style="list-style-type: none"> • Level: 15 • Reading: G.E. 4.6 • Language: G.E. 2.6 • Math: G.E. 2.1
<i>DRA</i>	Miss Doe - Classroom Teacher	28 Sep 2006	Literacy skills at grade level.
<i>Psycho-educational assessment</i>	Mr. Smith - Lambton Kent District School Board	09 Feb 2006	Results indicate a learning disability due to a discrepancy between verbal and perceptual abilities, with verbal abilities being the stronger of the two.
<i>Medical</i>	Dr. Who	11 Apr 2005	A diagnosis of ADHD was made and Medication was recommended.
<i>Occupational therapy assessment</i>	School Health Support Services - Mr. Hand	03 Jan 2005	Results indicate a visual perception and a visual motor disorder. Weekly occupational therapy was recommended.

Strengths and Needs

Areas of Strength	Areas of Need
<ul style="list-style-type: none"> • Active Working Memory • Auditory Skills • Cooperative Learner • Decoding Skills • Reading Comprehension • Verbal Skills 	<ul style="list-style-type: none"> • Attention Concentration Skills • Numeracy Skills • Organization • Performance Consistency • Self Advocacy Skills • Written Output

Individual Education Plan for LD Exemplar *continued*

Accommodations

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

Instructional	Environmental	Assessment
<ul style="list-style-type: none"> • access to computer for written work • assign one task at time • extra review/drill • increased task completion time • opportunities for choices and alternatives • photocopy notes • posted timetable • reduce new skills to smaller steps • visual aids/concrete materials • encourage self-talk • reduced workload 	<ul style="list-style-type: none"> • minimize distractions • proximity to instructor • strategic seating • access to personal technology • use a variety of cues (ie. verbal, visual, tactile) to gain attention • display charts, examples, etc. 	<ul style="list-style-type: none"> • access to computer for written work • allow for frequent breaks • alternatives to written output • extra time to respond • opportunities for oral evaluation • scribe • visual aids/concrete materials • allow use of calculator • reduce number of questions

Human Resources (teaching/nonteaching)

- Instructional support
Intensity: 40 minutes Daily starting: 04 Sep 2007
Provided by: Resource Teacher
Location: Regular class
- Occupational therapy support
Intensity: Weekly starting: 09 Oct 2007
Provided by: Occupational Therapist
Location: Resource-withdrawal
- Dispensing Medication
Intensity: Daily starting: 04 Sep 2007
Provided by: School Secretary
Location: Resource-withdrawal
- Technology program support
Intensity: 12 hours of training starting: 17 Sep 2007
Provided by: Assistive Technology Team
Location: Regular class

Individualized Equipment

- Kurzweil (*Ministry Funded*)
- Personal Laptop Computer with Scanner (*Ministry Funded*)

Provincial Assessments

Exemptions from provincial assessments
n/ a

Program Summary

This IEP applies to the following programs, courses or skill areas:

Accommodated Only	Modified	Alternative
Language Second Language - French Mathematics Science and Technology Social Studies	None	None

Elementary program exemptions:
n/ a

Implementation and Monitoring

The Principal has the legal requirement to implement and monitor the IEP. The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Individual Education Plan for LO Exemplar *continued*

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|--------------------------------|--|
| Summary of Information Sources | <ul style="list-style-type: none"> • LD's OSR • LD's latest report card • IPRC information • Classroom observations • LD's current work • Clinical assessments • Educational assessments • Consultation with parent/guardian |
|--------------------------------|--|

Evaluation and Reporting	<table border="0"> <thead> <tr> <th style="text-align: left;"><u>Reporting Dates</u></th> <th style="text-align: left;"><u>Reporting Format</u></th> </tr> </thead> <tbody> <tr> <td>27 Jun 2008</td> <td>Provincial Report Card</td> </tr> <tr> <td>29 Nov 2007</td> <td>Provincial Report Card</td> </tr> <tr> <td>30 Mar 2008</td> <td>Provincial Report Card</td> </tr> </tbody> </table>	<u>Reporting Dates</u>	<u>Reporting Format</u>	27 Jun 2008	Provincial Report Card	29 Nov 2007	Provincial Report Card	30 Mar 2008	Provincial Report Card
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Log of Parent/Student Consultation	<table border="0"> <tr> <td style="vertical-align: top;">18 Sep 2007</td> <td>Contact with Both parents by Miss Doe, Mr. Smith, Mrs. Jones A draft copy of the IEP was sent home for parental consultation and input. Parents were in agreement with the contents of the draft IEP.</td> </tr> </table>	18 Sep 2007	Contact with Both parents by Miss Doe, Mr. Smith, Mrs. Jones A draft copy of the IEP was sent home for parental consultation and input. Parents were in agreement with the contents of the draft IEP.
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Approved: _____

 Principal's Signature Date



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Student ID	123456789 [F]	School	Samia Education Centre
Student OEN	123-456-789	Principal	Mr. Smith
Date of Birth	20 Sep 1996 10 yrs 11 mo	Year	2007-2008
Grade	05 Term 1		

Reason for IEP Student identified as exceptional by IPRC

Latest IPRC	12 Apr 2007
Exceptionality	Communication - Learning Disability
Placement	Regular Classroom with Resource Assistance
Placement date	04 Sep 2007 (first day of continuing placement)
IEP completed	15 Oct 2007
IEP revised	05 Sep 2007

Developed by	Mrs. Jones - Resource Teacher	Mr. Smith - Principal
	Miss Doe - Classroom Teacher	

Summary of Parent/Student Consultation

18 Sep 2007

Contact with **Both parents** by **Miss Doe, Mr. Smith, Mrs. Jones**

A draft copy of the IEP was sent home for parental consultation and input. Parents were in agreement with the contents of the draft IEP.

Please complete and return this form by 25 Oct 2007

<input type="checkbox"/> I was consulted in the development of this IEP	<input type="checkbox"/> I have received a copy of this IEP
<input type="checkbox"/> I declined the opportunity to be consulted	<input type="checkbox"/> Any comments I provided are noted above
_____ Parent / Guardian	_____ Date

File in OSR. Form not returned by deadline. Principal's signature _____ Date _____



Lambton Kent District School Board

Individual Education Plan for M.I.D. Exemplar

Working Document
as at 11 Dec 2007

Student ID	123456 [M]	School	Sarnia Education Centre
Student OEN	123-456-789	Principal	Mr. Smith
Date of Birth	18 Nov 1998 9 yrs 0 mo	Year	2007-2008
Grade	03 Term 1		

Reason for IEP Student identified as exceptional by PRC

Latest IPRC	08 May 2007
Exceptionality	Intellectual - Mild Intellectual Disability
Placement	Regular Classroom with Withdrawal Assistance
Placement date	04 Sep 2007 (first day of continuing placement)
IEP completed	15 Oct 2007
IEP revised	11 Dec 2007

Developed by	Mrs. Jones - Resource Teacher	Mrs. Doe - Classroom Teacher
	Mr. Smith - Principal	

Assessments	Type	Information Source	Date	Summary of Results
	Assistive Technology Assessment	Ms. Handy-LKDSB	07 May 2007	Recommendation for assistive technology equipment and software.
	Audiological assessment	Dana Heno- Pathways	13 Nov 2006	Normal hearing with mild central auditory processing difficulties. To be reassessed in one year.
	Psycho-educational assessment	Mr. Wise LKDSB	25 May 2006	Results indicate a profile consistent with an identification of Mild Intellectual Disability.
	Occupational therapy assessment	Mr. Hand - Pathways	27 Jun 2005	Significant difficulties with visual-motor skills and acquisition of letter and number concepts. Admitted to caseload.
	Brigance	Mrs. Jones-LKDSB	10 Apr 2005	<ul style="list-style-type: none"> • Word Recognition G.E. 1 • Oral Fluency G.E. Upper 1 • Silent Comp. G.E. Upper 1 • Math Computations G.E. 1 -Math Word Problems G.E. 1
	Speech and language assessment	Joy Noble- Pathways	14 Feb 2005	Moderately delayed receptive language skills and mildly delayed articulation skills. Admitted to caseload.
	Developmental assessment	Dr. M. Fox, CPRI.	14 Oct 2003	Assessment shows functioning at borderline to below average range and mild developmental delay.

Strengths and Needs

Areas of Strength	Areas of Need
<ul style="list-style-type: none"> • Cooperative Learner • Gross Motor Skills • Social Skills • Tactile Learner • Visual Learner 	<ul style="list-style-type: none"> • Fine Motor Skills • Literacy Skills • Memory Skills • Numeracy Skills • Self Advocacy Skills

Individual Education Plan for M.I.D. Exemplar *continued*

Accommodations

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

Instructional	Environmental	Assessment
<ul style="list-style-type: none"> • access to computer for written work • communication book • extra review/drill • increased task completion time • peer tutor • read all written instructions • reduce new skills to smaller steps • visual aids/concrete materials 	<ul style="list-style-type: none"> • minimize background noise • minimize distractions • proximity to instructor • use of Premier Suite software 	<ul style="list-style-type: none"> • access to computer for reading • access to computer for written work • alternatives to written output • extra time to respond • opportunities for oral evaluation • provide self-checking methods • read all written instructions • scribe • visual aids/concrete materials

Human Resources (teaching/nonteaching)

- Direct instruction
Intensity: 40 minutes daily starting: 04 Sep 2007
Provided by: Resource Teacher
Location: Resource-withdrawal
- Speech and language support
Intensity: Weekly starting: 17 Oct 2007
Provided by: Speech-Language Pathologist
Location: Resource-withdrawal
- Occupational therapy support
Intensity: Weekly starting: 18 Oct 2007
Provided by: Occupational Therapist
Location: Resource-withdrawal

Individualized Equipment

- Kurzweil (*Ministry Funded*)
- Personal Laptop Computer with Scanner (*Ministry Funded*)

Provincial Assessments

Exemptions from provincial assessments
n/a

- Accommodations for provincial assessments
- extra time to respond
 - opportunities for oral evaluation
 - read all written instructions
 - scribe

Program Summary

This IEP applies to the following programs, courses or skill areas:

Accommodated Only	Modified	Alternative
Second Language - French Science and Technology Social Studies	Language Mathematics	None

Elementary program exemptions:

French - exempt - Program requires written and oral expression which are beyond M.I.D.'s ability.

Description of Special Education Programs, Courses or Skill Areas

Language	Teacher: Mrs. Doe	Term 1
<p>M.I.D. is working toward the completion of curriculum expectations which are modified from those defined by the Ministry of Education for this subject/course.</p> <p>Current level of achievement as of June 2007 Letter grade / mark: C Curriculum grade level: Grade 1</p> <p>Goals for this year M.I.D. will demonstrate that he has acquired half of the expectations for each of the 4 strands of the Ontario Grade 2 curriculum.</p>		

Individual Education Plan for M.I.D. Exemplar *continued*Language *continued*

Term 1		
Learning Expectations	Teaching Strategies	Assessment Methods
<ul style="list-style-type: none"> -Use knowledge of word endings to recognize the same word in different forms (eg.,jumps, jumped, jumping) (Grade 2) • Use phonics as an aid in learning new words. (Grade 2) • Correctly use punctuation to help him understand what he reads (eg. question mark, apostrophe) (Grade 2) • Identify nouns as words that name people, places and things.(Grade 2) 	<ul style="list-style-type: none"> • Teach basic morphographs. • Use phonemic strategies, charts and books. • Use of Reading Academy. • Small group instruction with individual support. • Give several examples and repetition. • Essential Skills computer program for primary grammar. 	<ul style="list-style-type: none"> • Written and oral assessments. • Oral activity. • Checklist of new words learned. • Written activity and oral feedback. • Monitor success on software. • Observation
<p>Accommodations for teaching specific to this program <i>Instructional</i></p> <ul style="list-style-type: none"> • use of personal word dictionary 		

Mathematics

Teacher: Mrs. Doe Term: 1

M.J.D. is working toward the completion of curriculum expectations which are modified from those defined by the Ministry of Education for this subject/course.

Current level of achievement as of June 2007
 Letter grade / mark: B Curriculum grade level: Grade 1

Goals for this year
 M.J.D. will demonstrate that he has acquired half of the expectations of the Ontario Grade 2 curriculum in each of the 5 strands.

Term 1

Learning Expectations	Teaching Strategies	Assessment Methods
<ul style="list-style-type: none"> • Estimate and measure length, height, and distance, using standard units (ie. centimetre, metre) (Grade 2) • Solve problems involving addition and subtraction of two-digit numbers, with and without regrouping. (Grade 2) • Create a repeating pattern by combing two attributes (eg. colour and shape: colour and size) (Grade 2) 	<ul style="list-style-type: none"> • Use concrete materials and manipulatives. • Use of Nelson Math computer program. • Use of counters and base ten blocks. • Use concrete materials and visual aids. • Use of Nelson Math computer program. 	<ul style="list-style-type: none"> • Record accuracy of measurements. • Observe accuracy of computations. • Oral assessment and observation of pattern development.

Mathematics *continued*

Accommodations for teaching specific to this program
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Instructional

- allow use of calculator

Implementation and Monitoring

The Principal has the legal requirement to implement and monitor the IEP.

The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Summary of Information Sources	<ul style="list-style-type: none"> • M.I.D.'s OSR • M.I.D.'s latest report card • M.I.D.'s latest IEP • IPRC information • Classroom observations • M.I.D.'s current work • Clinical assessments • Educational assessments • Consultation with parent/guardian
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Evaluation and Reporting	<u>Reporting Dates</u>	<u>Reporting Format</u>
	29 Nov 2007	Provincial Report Card
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Review and Updating	16 May 2007	At the annual review, revisions were made to the third term IEP to include additional expectations as discussed with parents. Parents and the school team were in agreement that these additional expectations would help to ensure M.I.D.'s success in the next school year. [<i>Resource Teacher; Classroom Teacher; Principal</i>]
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	13 Jun 2007	Contact with Both parents by Resource Teacher, Classroom Teacher A meeting was held with the parents to discuss changes to the IEP for the following school year. Parents were in agreement with the changes.

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Parent/Guardian

Date

File in OSR. Form not returned by deadline. Principal's signature. _____ Date _____