

# INDIVIDUAL EDUCATION PLAN

PAGE 1.1

<b>INDIVIDUAL EDUCATION PLAN (IEP)</b> Meenal Singh, Sam Park, Sophy Shi, Steve Chang, Vanessa Li	
<b>THIS IEP CONTAINS:</b> AC        MOD <input checked="" type="checkbox"/> ALT	
<b>REASON FOR DEVELOPING THE IEP:</b>	
<input checked="" type="checkbox"/> Student Identified as exceptional by IPRC	Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations
<b>IPRC Date:</b> February 1, 2023	
<b>Placement:</b> Regular class with direct support in inclusive high school.	
<b>Exceptionality (identified):</b> Severe ASD	

<b>STUDENT PROFILE</b>	
<b>Student OEN:</b> 428-907-101	
<b>Last Name:</b> Claw	<b>First Name:</b> Raven
<b>Gender:</b> Female	<b>Date of Birth:</b> August 1, 2008
<b>School:</b> Hogwarts High School	<b>Placement Date:</b> September 9, 2023
<b>School Type:</b> High school	<b>Principal:</b> Mr. Dumbledore
<b>Current Grade/SE Class:</b> Grade 9	<b>School Year:</b> 2023-2024
<b>Reporting Period:</b> September 2023 - September 2024	

<b>IPRC</b>	
<b>Most Recent IPRC Date:</b> June 17, 2022	<b>Date Annual Rev. Waved by Parent/Guardian:</b> N/A
<b>Exceptionality:</b> Severe ASD	
<b>IPRC Placement Decision (check one):</b>	
Regular class with indirect support:	Regular class with direct support: <input checked="" type="checkbox"/>
Regular class with withdrawal assistance:	Part time regular class/self-contained class:
Full-time self-contained classroom:	

# INDIVIDUAL EDUCATION PLAN

PAGE 1.2

<b>ASSESSMENT DATA</b>		
<b>List relevant education, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.</b>		
<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Psychological assessment	January 27, 2016	ASD; General Anxiety Disorder
Behavioural assessment	February 5, 2016	Anxiety and boredom behaviours - pulls her hair, throws food, rocks. Limited social skills. Limited language skills.
Neurological assessment	January 7, 2017	Sensory integration dysfunction - insensitivity to physical pain and high sensitivity to sound.
Speech and language assessment	September 7, 2018	Verbal communication deficits.

<b>STUDENT'S STRENGTHS AND NEEDS</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
Self-regulatory skills (controls emotional reactions)	Social skills (eye contact)
In-class participation and involvement	Expressive language (speaking)
Augmentative communication skills (iPad)	
Technological skills	
Responsibility and initiative (classroom job)	

<p><b>HEALTH SUPPORT SERVICES/PERSONAL SUPPORT REQUIRED</b>    Yes (list below) <input checked="" type="checkbox"/> No</p> <p>- No additional support required, but monitor for indications of injury, illness, or infection because of her inability to feel pain.</p>
---

# INDIVIDUAL EDUCATION PLAN

**SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WATCH THE IEP APPLIES**

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

		MOD	AC	ALT			MOD	AC	ALT
1.	English Communication			X	6.	Geography - D2, E1		X	
2.	Mathematics - A2		X		7.	Technology - A1, C2		X	
3.	Health/Phys.Ed - A1		X		8.				
4.	Science - A2, B1, D1		X		9.				
5.	Music - B1, B2		X		10.				

**Elementary Program Exemptions or Secondary School Compulsory Course Substitutions**

Yes (provide educational rationale) / No

Raven's Language and English abilities are below curriculum expectations and require her to separately work on verbal communication and expanding her vocabulary. Substituting English with English Communication class would help her work on these skills. In addition, she should be exempted from the French curriculum as she lacks the foundations in learning the language and is currently focused on English communication and vocabulary.

*Complete for secondary students only:*

**Student is currently working towards attainment of the:**

Ontario Secondary School Diploma    Ontario Secondary School Certificate    Certificate of Accomplishment

# INDIVIDUAL EDUCATION PLAN

## ACCOMMODATIONS

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

<b>Instructional Accommodations</b>	<b>Environmental Accommodations</b>	<b>Assessment Accommodations</b>
Assistive technology - iPad	Quiet setting: Limit student access to instruments, radio, or other noise-making objects.	Extra time given for assessments.
Visual supports to augment auditory information.	Quiet setting: A designated “quiet space” in the classroom.	Method of demonstrating understanding: The student, Raven, may use assistive technology (Ipad) when it’s appropriate for the assessment, but verbal assessment requirements are encouraged.
Incorporating student interests into lessons, whenever possible.	Quiet setting: Noise-cancelling headphones.	
Individualized daily schedule.	Strategic seating: Seat near an aquarium if possible, and near the teacher or EA	
Alternative curriculum expectations (English)		
One-to-one EA classroom support.		
Resource room support available.		
Frequent breaks.		
Extra time and practice for skills.		

**Individualized Equipment**  Yes (list below) / \_\_\_ No

Assistive technology - iPad

## PROVINCIAL ASSESSMENTS (accommodations and exemptions)

Provincial assessments applicable to the student in the current school year:

Accommodations: \_\_\_ Yes (List below) /  No

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

Students with Special Education Needs (excluding gifted): Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified solely as gifted are not included.

# INDIVIDUAL EDUCATION PLAN

**Special Education Program:**

**To be completed for each subject/course with modified exceptions and/or each alternation program with alternative expectations.**

<b>Student OEN/MIN:</b> 428-907-101	<b>Subject/Course/Alternative Program:</b> English Communication
<b>Current Level of Achievement:</b> Prerequisite course (if applicable): Language Letter grade/Mark: N/A Curriculum grade level: Alternative curriculum	<b>Current Level of Achievement for Alternative Program:</b> Raven can mouth or softly speak some nouns. She can use her iPad as a method for non-verbal communication.

**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.

By the end of grade 9, Raven will increase her verbal and social communication skills by acquiring 3 new skills: Verbal communication endurance of 3 minutes, eye contact of at least 5 times per week, and 20 new vocabulary words, including at least 5 verbs, and 5 two-word phrases. Skill acquisition will be determined by the IEP team.

Learning Expectations	Teaching Strategies	Assessment Methods
<p><b>Expectation #1</b></p> <p>By the end of the year, Raven will improve her verbal communication skills and endurance by talking to a teacher or peer for <b>3 minutes</b>, mouthing words or whispering (without using her iPad). Formal assessments will be conducted monthly, and informal assessments will be done daily.</p> <p><u>Goals</u>  <i>Month 1-2:</i> 1 minute  <i>Month 2-4:</i> 1.5 minutes  <i>Month 4-6:</i> 2 minutes  <i>Month 7-8:</i> 2.5 minutes  <i>Month 9-10:</i> 3 minutes</p>	<p><b>Teaching Strategies for Expectation #1</b></p> <p>Use structured practice, including phrase repetition and casual conversations.                      Model verbal communication with instructional read-alouds and stories.                      Use visual supports and communication boards.                      Include positive reinforcers, such as classical music and iPad free-time.</p>	<p><b>Assessment Methods for Expectation #1</b></p> <p>Checklist: Monitor student communication duration using a teacher checklist and notes every month.                       Interview: Have formal conferences with the student every month.                       Conversations: Daily anecdotal notes on informal conversations with the student as an assessment for learning.</p>
<p><b>Expectation #2</b></p> <p>Throughout the year, Raven will work towards an English Communications goal similar to the grade 1 level curriculum expectation of B1.4: Identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or</p>	<p><b>Teaching Strategies for Expectation #2</b></p> <p>Build a trusting relationship between the teacher and student.                       Gradually increase the duration of eye contact with the student. Use positive reinforcers as needed.</p>	<p><b>Assessment Methods for Expectation #2</b></p> <p>ABLLS assessment L17 - Makes appropriate eye contact.                      Use this assessment monthly to see if Raven is meeting her target goals.                       Tally: Throughout the week, the teacher will note and tally instances</p>

## INDIVIDUAL EDUCATION PLAN

<p>contribute to the meaning of a message.</p> <p>By the end of the year, Raven will improve her social communication skills by making eye contact at least 5 times per week.</p> <p><u>Goals</u>  <i>Month 1-2:</i> 1 time/week  <i>Month 2-4:</i> 2 times/week  <i>Month 4-6:</i> 3 times/week  <i>Month 7-8:</i> 4 times/week  <i>Month 9-10:</i> 5 times/week</p>	<p>Provide the student with reminders and clear expectations of the desired behaviour.</p>	<p>of eye contact. The progress will be shared and visible to Raven as well through her ipad.</p>
<p><b>Expectation #3</b></p> <p>Throughout the year, Raven will work towards an English Communications expectation similar to the grade 1 curriculum expectation of B1.5: Use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas.</p> <p>Raven will expand her vocabulary to incorporate verbs. By the end of grade 9, Raven should be able to identify and verbalize 20 new words, including at least 5 verbs, and 5 two-word phrases.</p> <p><u>Goals</u>  <i>Month 1-2:</i> 4 words, 1 verb, 1 two-word phrase  <i>Month 2-4:</i> 8 words, 2 verbs, 2 two-word phrases  <i>Month 4-6:</i> 12 words, 3 verbs, 3 two-word phrases  <i>Month 7-8:</i> 16 words, 4 verbs, 4 two-word phrases  <i>Month 9-10:</i> 20 words, 5 verbs, 5 two-word phrases</p>	<p><b>Teaching Strategies for Expectation #3</b></p> <p>Have the student identify words on her iPad, using pictures, sounds and text. Then have the student mouth the words. The teacher can demonstrate, point to, or act out words as appropriate.</p> <p>The teacher can use Proloquo2Go to help increase Raven’s language skills.</p>	<p><b>Assessment Methods for Expectation #3</b></p> <p>Word list and checklist: Make a word list with the desired words, and then use a checklist to monitor progress. The checklist can be used informally, whenever Raven is heard saying a new word.</p> <p>Conversations: Have informal conversations with the student on an approximately daily basis, as an assessment for learning.</p> <p>Interviews: Have formal conferences with the student on a monthly basis as an assessment of learning to track progress towards meeting the Language Communications expectation.</p>

# INDIVIDUAL EDUCATION PLAN

**Transition Plan:**

Action required at this time  Yes  No

**Goal:**

Raven will successfully transition into grade 9, with the long-term goal of achieving her Certificate of Accomplishment.

ACTION REQUIRED	PERSONS RESPONSIBLE	TIMELINE
- Course selection for grade 9	- Head of high school special Education	- February, 2023
- Hogwarts High School special education teacher visits the student's elementary school to observe the student (Raven) in the classroom.	- Head of high school special education, student (Raven)	- May, 2023
- The student's parents visit Hogwarts High School with an elementary special education teacher to meet the high school special education staff and school administrators.	- Head of high school special education, student's parents, special education teachers, staff, school administrators	- June, 2023
- The high school special education teacher prepares a video for Raven that includes a map of the school, school staff, teachers and administrators.	- Head of high school special education, special education teacher, student (Raven)	- June 2023
- Raven visits Hogwarts High School in late August. She will walk through the school and locate her classes.	- Head of high school special education, student (Raven), student's parents	- Late August 2023
- Special education teachers and subject teachers meet to discuss her (Raven's) transition into high school, and discuss effective learning strategies for Raven.	- Head of high school special education, special education teachers, and subject teachers	- Early September 2023
- Special education teachers and subject teachers meet to discuss her (Raven's) progress transitioning into high school.	- Head of high school special education, special education teachers, and subject teachers	- Mid September 2021

# INDIVIDUAL EDUCATION PLAN

PAGE 5

---

**Human Resources (teaching and nonteaching):**

TYPE OF SERVICE	INITIATION DATE	FREQUENCY OF INTENSITY	LOCATION
English Communication Teacher	Sept 2023	Daily	Classroom
Educational Assistant	Sept 2023	Daily Small Group Support	Classroom
Special education teacher	Sept 2023	Optional, if needed	Resource Rooms (GAINS room, sensory room)

**IEP Development team:**

STAFF MEMBER	ROLE
Mr. Snape	Special Education Teacher
Ms. McGonagall	Head of High School Special Education
Mr. Hagrid	Communications Teacher
Mr. Dumbledore	Principal

**Sources consulted in IEP development:**

- IPRC (if applicable)       Provincial report card       Previous IEP  
 Parent/Guardian       Student       Other (list below):
- 
- 

**Date of Placement in special education program:**

- First day of attendance in new special education program  
 First day of the new school year or semester in which the student is continuing in a placement  
 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: 09/09/2023

Completion date of IEP: 10/31/2023



# INDIVIDUAL EDUCATION PLAN

## Log of parent/student consultation and staff review/updating:

Information Source	Description of Activity	Feedback/Outcome
Meeting (May 15, 2023)	IPRC- Review of placement	The head of high school special education attended elementary school to discuss the support needed for Raven.
Meeting (September 1, 2023)	Transition meeting for grade 9	See transition plan.
Meeting (September 12, 2023)	Meeting with subject teachers, parents, Head of Special Ed. teacher.	Transition into grade 9 went well; the student seems to be adapting well.
Phone call (September 15, 2023)	Phone call with English Communication teacher to discuss expectations and strategies.	See IEP page 3 for learning expectations.
Meeting (September 20, 2023)	Transition meeting for grade 9	See transition plan.
Edsby (October 30, 2023)	Student English Communications progress updates.	The parents were happy to hear about Raven's progress in learning.

The principal is responsible for each student's IEP and must ensure that it is implemented according to the ministry's guidelines and that a monitoring plan is in place.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs.

A. Dumbledore

Principal's signature:

October 31, 2023

Date:

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

I was consulted in the development of this IEP

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

I have received a copy of this IEP

Parent/Guardian  Student

Parent/Guardian  Student

Parent/Guardian  Student

Parent/ Guardian and Student Comments:

---

---

Tiger Claw

Parent/guardian signature:

November 3, 2023

Date:

\_\_\_\_\_  
Student signature:

\_\_\_\_\_  
Date:

---