

**Mary Training**

Student ID#: 000123456789

Student OEN: 123-456-789

Date of Birth: 05/10/2004



**Hastings and Prince Edward DSB**

156 Ann Street

Belleville, ON

613-966-1170

**Case Conference Invitation**

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To: John Counselor

Date: 01/30/2015

Student's Name: Mary Training

Teacher's Name: Wendy O'Neill-Richardson

This is to notify you that a case conference has been scheduled for the above student. You are a valued member of the school team and your attendance and participation at this meeting are very important. The purpose of this meeting is to:

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**This meeting has been scheduled for:**

Date: 01/22/2015      Time: 11:08 AM

Location \_\_\_\_\_

The following are invited to attend and participate in the case conference: (name, title)

John Counselor, Attendance Counsellor      Tom Thompson, Principal

Joan Thomas, Vice Principal      Leslie Abram, Attendance Counsellor

If you have any questions/concerns regarding this meeting, please contact Wendy O'Neill-Richardson at 613-962-0694.

If you require accessibility related accommodations for attendance at this meeting, please notify the school in advance of the meeting date so that arrangements can be made.

**Please complete the bottom portion of this form and return to the school as soon as possible.**

---

**Student's Name:** Mary Training

**Parent/Guardian:** \_\_\_\_\_

I will attend the case conference on (input date/time/location)

I am unable to attend my child's case conference.

**Other possible dates/times:** \_\_\_\_\_

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To: Tom Thompson

Date: 01/30/2015

Student's Name: Mary Training

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To: Joan Thomas

Date: 01/30/2015

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Teacher's Name: Wendy O'Neill-Richardson

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**Case Conference Invitation**

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To: Leslie Abram

Date: 01/30/2015

Student's Name: Mary Training

Teacher's Name: Wendy O'Neill-Richardson

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**IEP Cover Page**

**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: Mary Training Gender: F Date of Birth: 05/10/2004

School: Bayside Public School

Student OEN: 123-456-789 Principal: Vasiliki Stelatos

Current Grade/Special Class: Grade 6 School Year: 2013-2014

Most Recent IPRC Date: 09/15/2014 Date Annual Review Waived by Parent/Guardian: \_\_\_\_\_

**Statement of Decision:**  Exceptional: Communication - Autism  Not Exceptional

**IPRC Placement Decision** (*check one*)

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

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### Assessments

#### 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
Occupational Therapy Susan Samuelson	05/05/2014	Mary presents with average gross motor skills. Fine motor skills are delayed. Mary presents with sensitivities to sensory input and will benefit from a sensory diet.
Developmental Dr. Samdup, Child Development Centre, Hotel Dieu Hospital Kingston	07/06/2012	Report confirms a diagnosis of autism spectrum disorder.
Medical Dr. Jones, Pediatrician	12/14/2011	Report states that Mary presents with many characteristics often associated with autism spectrum disorder. A referral to the Child Development Centre has been made.
Audiology Susie Smith	06/23/2014	Report indicates that Mary's hearing is within normal range.

#### Areas of Strength

Long Term Memory     Visual Learning Skills     Technology Skills

#### Areas of Need

Expressive Language     Receptive Language     Language Processing

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

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**Courses and Accommodations**

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

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

1. Mathematics- Geometry and Spatial Sense	<input checked="" type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT
2. Science and Technology	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT
3. Language- Reading	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT
4. Social Studies	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT
5. Mathematics- Number Sense and Numeration	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT
6. Mathematics- Measurement	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT
7. French- Oral Communication	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT
8. _____	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT
9. _____	<input type="checkbox"/> MOD	<input 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
Assign tasks in smaller steps - Mathematics- Geometry and Spatial Sense, Science and Technology, Language- Reading, Social Studies, Mathematics- Number Sense and Numeration, Mathematics- Measurement	Minimize transitions - Mathematics- Geometry and Spatial Sense, Science and Technology, Language- Reading, Social Studies, Mathematics- Number Sense and Numeration, Mathematics- Measurement	Computer options - Mathematics- Geometry and Spatial Sense, Science and Technology, Language- Reading, Social Studies, Mathematics- Number Sense and Numeration, Mathematics- Measurement
Computer options - Mathematics- Geometry and Spatial Sense, Science and Technology, Language- Reading, Social Studies, Mathematics- Number Sense and Numeration, Mathematics- Measurement	Opportunity to participate in sensory activities - Mathematics- Geometry and Spatial Sense, Science and Technology, Language- Reading, Social Studies, Mathematics- Number Sense and Numeration, Mathematics- Measurement	Extended time limits - Mathematics- Geometry and Spatial Sense, Science and Technology, Language- Reading, Social Studies, Mathematics- Number Sense and Numeration, Mathematics- Measurement
Copies of Notes - Mathematics- Geometry and Spatial Sense, Science and Technology, Language- Reading, Social Studies, Mathematics- Number Sense and Numeration, Mathematics- Measurement	Visual schedule - Mathematics- Geometry and Spatial Sense, Science and Technology, Language- Reading, Social Studies, Mathematics- Number Sense and Numeration, Mathematics- Measurement	Extra time for processing - Mathematics- Geometry and Spatial Sense, Science and Technology, Language- Reading, Social Studies, Mathematics- Number Sense and Numeration, Mathematics- Measurement

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**Courses and Accommodations**

**Individualized Equipment**     Yes (*list below*)     No

Desktop Computer

Move n Sit Cushion

Weighted vest/hoodie

Fine motor item (pencil grips, bead stacker/game, puzzle, scissors)

**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

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



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**Special Education Program**

**Mathematics- Geometry and Spatial Sense**

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

<b>Teacher:</b> Allison, Cindy	<b>Subject/Course/Alternative Program:</b> Mathematics- Geometry and Spatial Sense
<b>Current Level of Achievement:</b> Prerequisite course (if applicable) _____ Letter grade/Mark <u>  A  </u> Curriculum grade level <u>  3  </u>	<b>Baseline Level of Achievement for Alternative Program:</b>

**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.

Mary will develop her understanding of two and three dimensional shapes and learn to use the correct mathematical terms when describing angles, shapes and transformations. Mary will be able to demonstrate her understanding of three dimensional shapes and transformations orally, using concrete materials to demonstrate her learning and by drawing pictures to show her understanding of the concepts.

<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)	<b>Assessment Methods</b> (Identify the assessment method to be used for each learning expectation)
Provincial Report 2		
1. Mary will be able to rotate squares and triangles by 1/4 turn, 1/2 turn and 3/4 turn.		1. Daily Log, Demonstration of Knowledge
2. Mary will be able to identify the characteristics, (number of faces, vertices, edges) of four different three dimensional shapes.		2. Daily Work, Demonstration of Knowledge

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### Transition

#### Transition Goals: Activity to Activity

Actions Required	Action Detail	Person(s) Responsible	Timelines
Mary will refer to a visual schedule to support to follow the daily classroom schedule.			
Visual Schedule		school team	daily from September to June

#### Transition Goals: Location to Location

Actions Required	Action Detail	Person(s) Responsible	Timelines
To travel from one classroom to another within the school building independently. student will move from one classroom to another in the school. Mary will travel to the gym without running away.			

#### Transition Goals: Elementary to Secondary

Actions Required	Action Detail	Person(s) Responsible	Timelines
Know how to ride bus to school No supports for transition are required at this time.			

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**Human Resources & IEP Team****HUMAN RESOURCES (teaching/non-teaching)**

Service	Provider	Initiation Date	Frequency	Location(s)
In-School Resource Teacher	HPEDSB	06/23/2014	Monthly	School
Occupational Therapist	CCAC	06/23/2014	As Delivered by 3rd Party	School
Shared Educational Assistant Support	HPEDSB	06/23/2014	Weekly	Classroom

**EVALUATION**

Reporting Dates:

**Reporting Format**

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

**IEP TEAM****IEP Developed by:**

Staff Member	Position	Staff Member	Position
Karen Dinsmore	Coordinator	Stephen McFadden	Vice-Principal
Supply Teacher			

**Sources Consulted in the Development of the IEP**

- IPRC Statement of Decision     Provincial Report Card     Previous IEP     Parents/Guardians     Student
- Other

**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:

06/24/2014

Completion Date of IEP Development Phase

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

06/23/2014

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**Consultation Log & Signatures**

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

Date	Activity (indicate parent/student consultation or staff review)	Outcome
01/06/2015	Spoke with Mary's mother regarding the recent changes made to the IEP. She is pleased with the accommodations that are now in place.	

**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.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
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:

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\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature (if 16 or older)

\_\_\_\_\_  
Date