

Ministry Of Education Individual Education Plan (IEP)

THIS IEP CONTAINS AC MOD ALT

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

Student OEN: 123456789

Last Name: YY

First Name: Y

Gender: M

Date of Birth: 09/05/1991

School: Secondary School

School Type: Secondary

Semester: 1

Principal: Mr. Principal

Current Grade/Special Class: Grade 10

School Year: 2009-2010

Exceptionality (identified): Blind and low vision

Placement: Regular class with resource assistance

Student (secondary only) is currently working towards attainment of the:

- Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

Y YY

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Medical	30/05/2007	Bilateral microphthalmos; history of bilateral retinal detachments; significantly reduced vision to light perception in both eyes
Orientation and Mobility Assessment	21/08/2008	White cane and auditory travel skills for school and community necessary for safe and independent mobility

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Expressive language skills -- writing	Organizational skills
Knowledge of Braille code	Editing and revision of written work in Braille
Self-advocacy skills	Technology access skills
Desire for independence	Nemeth code to access math and science curricula
	Orientation and mobility skills

Y YY

SUBJECTS, COURSES/CODES OR ALTERNATIVE SKILL AREAS TO WHICH THE IEP APPLIES

Accommodated only(AC), Modified(MOD), Alternative(ALT)

1.English ENG 2D1	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Mathematics MPM 2D1	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Learning Strategies GLE 2O	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.History CHC 2D1	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.Health and Physical Education PPL 2O	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6.Civics CHV 2O1	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
7.Music AMI 2O1	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
8.Science SNC 2D1	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
9.Orientation and Mobility-Expanded Core Curriculum	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
10.Technology-Expanded Core Curriculum	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT

REPORTING FORMAT Provincial Report Card Alternative Report**ACCOMMODATIONS FOR LEARNING, INCLUDING REQUIRED EQUIPMENT**

Accommodations are assumed to be the same for all program areas unless otherwise indicated

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Braille- for all subjects including Math (Nemeth)	Physical accessibility	Braille
Braille writer	Orientation and mobility support	Braille writer
Tactile graphics and illustrations	Increased storage and desk space	Assistive technology
BrailleNote, Kurzweil, speech synthesizer	Preferential locker position	Verbatim scribing of responses
	Strategic seating	

Y YY

PROVINCIAL ASSESSMENTSThis is a provincial assessment year No Yes

Type of assessment: Ontario Secondary School Literacy Test (OSSLT)

Permitted Accommodations No Yes (list below)

Braille version

Assistive devices and technology (e.g., a speech synthesizer, a Braille, speech-to-text software or augmentative or alternative communication systems)

Verbatim scribing of responses

Audio version (CD or tape)

Exemption with Rationale No Yes (list below)Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale No Yes (list below)Ontario Secondary School Literacy Course (OSSLC) Yes

Y YY

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Orientation and Mobility-Expanded Core Curriculum		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:		Baseline Level of Achievement for Alternative Skill Areas: Student Y is currently supported in the management of his materials and equipment. Using a white cane, he is independent while navigating practiced neighborhood routes and within school boundaries.
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area. By the end of the year, Student Y will develop safe and efficient orientation and mobility skills in the school and neighborhood environment(walking proximity). He will demonstrate independence and responsibility by caring for and storing his electronic devices.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
During scheduled orientation and mobility lessons, Student Y will demonstrate 3 safe methods for crossing lighted intersections.	Schedule weekly lessons for orientation and mobility within the school environment, the neighborhood and in the community.	Checklist to note 3 methods used
Student Y will be able to identify landmarks and environmental cues for the first floor of the school and the first block of the surrounding neighborhood when traveling forward and then reversing his route.	Role play. Clearly verbalize the steps in the skill. Verbal and tactile prompts.Vary instructor's proximity to the student depending on the skill level.	Performance, checklist to track known landmarks and environmental cues
Student Y will bring his equipment to each class and then return it to the resource room at the end of the day daily.	Provide a clearly marked accessible place for equipment to be stored and retrieved.	Student checklist and daily check in with SERT
Student Y will indicate orientation and mobility needs within his classroom environments.		Weekly check-in with mobility instructor
Term 2		
Term 3		

Y YY

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Technology-Expanded Core Curriculum		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:		Baseline Level of Achievement for Alternative Skill Areas: With support, Student Y is able to access print through the use tools such as BrailleNote. Student Y is still struggling with the organization of his work.
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area. Student Y will use tactile and auditory means to access academic and recreational print. He will independently manage electronic files using BrailleNote and the laptop computer.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Access curriculum notes and assignments for all classes using pre-established electronic file system.	Provide and review established electronic file system for current semester.	Daily (fade to weekly) check-in to monitor use
	Model and practice access to electronic files.	
	Fade prompts as mastery increases.	
Self identify concepts that require tactile and auditory instruction support in each class.	Provide curriculum material in alternate formats (tactile and auditory).	Chart Student Y's requests for clarification of material (auditory or tactile supports)
	Conference daily with Y to determine conceptual areas in curriculum that require further tactile or auditory support or supports that require further clarification.	
Term 2		
Term 3		

Y YY

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Itinerant teacher-Blind / low vision	daily	classroom and resource room
Orientation and mobility personnel	weekly	school and community environment
Special education resource teacher	weekly consultation with teachers	classroom and resource room
Teacher assistant	daily	school and community environment
Transcriber	weekly	resource room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr. SERT	Special Education Resource Teacher
Ms. Vision	Itinerant teacher - Blind / low vision
Ms. Orientation and Mobility	Orientation and mobility instructor
Mr. Principal	Secondary School

Y YY

TRANSITION PLAN No Yes

Long-term Goal(s):

Student Y will graduate from Secondary school with a Ontario Secondary School Diploma leading to post-secondary studies at University in the area of Sports Management.

Actions	Person(s) Responsible for Actions	Timelines
Determine location for SEA equipment, storage and process to access.	Itin, SERT, Student Y	March 2009
Orientation and Mobility Instructor to work with the student during the last week of the summer to reorient him to new classroom locations.	SERT , O & M Instruct, Itin	August 2009
Consult with Guidance personnel to determine post-secondary requirements for programs in order to select options for grade 11 /12 (Pathway Plan).	Parents, Student Y, Guidance	by Jan 2010
Research and visit post-secondary institutions to determine supports available.	Parents, Student Y	Summer 2010
Determine goals for Orientation and Mobility for transitional times (semesters, school years, graduation).	Y, parents, O & M, Itin,SERT	annually
Meet with various postsecondary Offices for Special Needs to determine options for postsecondary choices.	Student Y, parents	Summer 2011
Determine equipment and documentation needs for application to post-secondary institutions.	Student Y, parents, SERT, Itin	Fall 2012
Consultation with Ontario Blind Sports Association for specific adaptations as needed for phys ed classes and Track and Field co-curricular activity.	Physical Ed teacher/coach	annually

Y YY

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
01/06/2009	Course selection and timetable verification for 2009-2010.	Student and parents verified course selections. Need to have lockers on first and third floor of school determined. SERT to arrange. O & M goals determined based on timetable for semester one. Y indicated that his goal is to pursue Sports Management studies at a university upon graduation.
04/09/2009	Determination of alternative learning goals.	Annual Goals for alternative curriculum determined in consultation with parents, student, SERT and O & M instructor. SERT recorded on IEP.
02/10/2009	Consultation around accommodations for EQAO assessment in Spring 2010.	Additional goals in alternative program related to independence in accessing electronic files on the laptop added. SERT adjusted the learning expectation to reflect skill.
16/10/2009	Working copy of IEP for Sept 2009-Feb 2010 shared with parents and student.	Parents and student agreed with alternative program, accommodations and Transition Plan for this semester. Parent and student signed consultation form.
04/12/2009	Option selection and long-term transition planning	Appointment made with Guidance to discuss pathway options leading to Post-Secondary programs. Option selection to be informed by results of Guidance consultation. Parents and student given websites to access to begin research about available supports at post-secondary institutions in Ontario.

PRINCIPAL'S RESPONSIBILITY

The principal is legally required to certify that the IEP is developed within 30 school days after placement in the program, and that the parent has been consulted in its development. The principal is further required to ensure that a copy of the IEP is sent to the parent (or the student if 16 years of age or older), that the IEP will be implemented and reviewed in relation to the student's report card each reporting period, and that it will be placed in the OSR.

 Principal Signature

 Date

 Parent/Guardian Signature

(Please sign and return this page to the school for the OSR)

 Date

Student Signature (if 16 years of age or older)

Date