

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: 012345678

Last Name: GG

First Name: Student G

Gender: M

Date of Birth: 31/10/2002

School: XYZ School

School Type: Elementary

Semester: NA

Principal: Ms. Principal

Current Grade/Special Class: Grade 1

School Year: 2008-2009

Exceptionality (identified): Deaf and hard-of-hearing

Placement: Regular class with withdrawal assistance

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

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

Student G GG

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Auditory-Verbal Therapy Report	23/04/2006	Area of need in expressive oral language
Speech-Language Pathology Assessment Report	27/06/2006	Severe delay in receptive and expressive language; more emphasis recommended on pragmatics (social use of language)
Audiological report	05/08/2006	Profound bilateral sensorineural hearing loss - cochlear implant at age 2

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Visual learner	Expressive language skills -- speaking
Visual memory skills	Receptive language skills -- listening
Artistic ability	Social use of language
Gross motor skills	Social skills with peers

Student G GG

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

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

1.Communications	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
2.Social Skills	<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
	Hush-ups on chairs	Individual or quiet setting
Non-verbal signals		Preferential seating in reg. classroom
Rewording/rephrasing of information	FM/Soundfield system	Periodic breaks for fatigue
Visual schedule		Extra time for processing
Establish eye contact prior to giving instructions	Anti-static screen & mat for computer equipment	
Support oral instruction with visual aids when possible	Reduce classroom noise where appropriate	

Student G GG

PROVINCIAL ASSESSMENTSThis is a provincial assessment year No YesPermitted Accommodations No Yes (list below)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

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Communications		
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 G currently uses one-two word phrases, without pronouns to communicate (e.g., bathroom, go, want, eat). Struggles with simple directions & simple questions. Understands a few prepositions (in, out, on, off) and can listen to simple stories.	
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 June Student G will be able to communicate in a complete simple sentence of four to five words including pronouns and adjectives. He will be able to follow a two-step direction.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Communicate using two to three word phrases once per day.	Model; repeat	Observation checklist
Use the pronouns: you, me and mine when communicating at least three times a week.	Verbal cueing	Observation checklist
Follow a simple one-step direction without visual aids twice per day.		Performance task
Demonstrate understanding of the following prepositions up and down once per week.		Record demonstration of skills in response to oral directions
Term 2		
Communicate using three to four word phrases once per week.	Model; repeat	Observation checklist
Use the pronouns I and we at least three times a week.	Verbal cueing	Observation checklist
Follow two-step directions with visual supports twice per week.	Picture cues	Observation checklist
Show understanding of the following prepositions over and under once per week.		Record demonstration of skills in response to oral directions.
Term 3		
Communicate using a simple sentence of four to five words once per week.	Model; repeat	Observation checklist
Use some simple adjectives (colour words, big/little, soft/hard) at least		Observation checklist

three times a week.		
Follow a two-step direction once per week.		Record demonstration of skills in response to oral directions.

Student G GG

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Social Skills		
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 G presently communicates with adults only in a 1:1 situation, with peers he usually uses gestures. In small and large group situations, he tends to withdraw and rarely participates orally.
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 June, Student G will use language to communicate with a peer during play time and volunteer answers orally at circle time.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Use language (with prompting) to respond to a peer during play time once a week.	Model turn taking and game playing	Teacher observation
Respond orally with rehearsed answers to teacher-directed questions during circle time at least 50% of the time.		Observation checklist
Term 2		
Use language (with 50% prompting) to respond to a peer during play time at least once a day.		Teacher observation
Respond orally to teacher-directed questions during circle time at least 75% of the time.		Observation checklist
Term 3		
Make an oral request of a peer twice per week.		Observation checklist
Voluntarily participate orally in circle time both initiating and responding to peers and adults once per day.		Record demonstration of performance task

Student G GG

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	Consultation with classroom teacher monthly	Regular classroom
Teacher assistant	Instructional support - shared - daily	All areas of school grounds; classroom, gym, library, playground
Teacher of the deaf and hard of hearing	Direct instruction - 3 hours per week	Classroom and/or resource room
Communication disorder assistant	Communication support - 45 minutes - 3 times per week - shared	Resource room
Auditory-verbal therapist	Consult with classroom teacher, Special education resource teacher and teacher assistant - 3 times per year	Teleconference
Speech language pathologist	Consult with classroom teacher and Special education resource teacher - 3 times per year	Regular classroom

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Teacher	Classroom Teacher
Ms. SERT	Special education resource teacher
Ms. Itinerant	Itinerant Teacher of the Deaf and Hard of Hearing
Mr. Speech	Speech-Language Pathologist

TRANSITION PLAN No Yes

Student G GG

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
02/09/2008	Telephone conversation with parents to request copies of assessment reports	Parent provided copies of audiological and speech-language assessments
04/09/2008	Parent meeting with classroom teacher & SERT	Discussed development of IEP with alternative curriculum
24/09/2008	IEP sent home	Parents signed and returned IEP
15/10/2008	Case conference with parent, SLP, Teacher of Deaf & Hard of Hearing, classroom teacher & SERT	Review of progress to date and reduced number of learning expectations from 5 to 4 in communication program
17/11/2008	Parent - teacher interview	Both parents attended and are pleased with progress so far; plan for second term was discussed, copy provided
03/03/2009	Parent - teacher interview	Third term plan was discussed, updated IEP provided

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