

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: JJ

First Name: Student J

Gender: F

Date of Birth: 05/11/1999

School: ABC Elementary School

School Type: Elementary

Semester: NA

Principal: Mrs. Principal

Current Grade/Special Class: Grade 3

School Year: 2008-2009

Exceptionality (identified): Blind and low vision

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 J JJ

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Vision Assessment	25/08/2005	Diagnosis of Retinosis Pigmentosa with degenerative vision impairment and a recommendation for support from Vision Resource Services.
W. Ross Macdonald School for the Blind	28/03/2008	Student J is a tactile learner. Braille will be her main mode for reading.
Orientation and Mobility Assessment Report	27/05/2008	Based on age/grade and classroom placement requires development of higher level of mobility independence.
Educational Assessment	18/04/2008	Achievement at grade level across all academic areas, with accommodations for vision impairment.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Expressive language skills -- speaking	Vision
General knowledge	Orientation and mobility skills
Intellectual curiosity	
Receptive language skills -- listening	
Self-confidence	
Tactile learner	

Student J JJ

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

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

1.Language	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Math	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Social Studies	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4.Science and Technology	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
5.The Arts - Music	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6.The Arts - Drama & Dance	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
7.The Arts - Visual Arts	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
8.Health & Physical Education	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
9.Orientation and Mobility Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
10.Braille Literacy	<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 writer	Strategic seating	Braille versions
Audio version of text	Preferential cubby/locker locations	Braille writer
Personal laptop, big key keyboard, scanner, printer		Speech-to-text software
OCR software, text-to-speech/speech-to-text software		Text-to-speech software
		Verbatim rdg. instructions/questions
		Verbatim scribing of responses
		Audio version of assessments when appropriate
		Oral assessments

		Breaks for fatigue	
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Student J JJ

PROVINCIAL ASSESSMENTSThis is a provincial assessment year No Yes

Type of assessment: Grade 3 -- Reading, Writing and Mathematics

Permitted Accommodations No Yes (list below)

An individual or quiet setting

Audio version for low-vision or visually impaired students (CD)

Verbatim reading of instructions and/or questions (for writing and mathematics only)

Verbatim scribing of responses (for reading and mathematics only)

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

Student J JJ

Special Education Program

Subject or Course/Code or Alternative Skill Area

Orientation and Mobility 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 J is dependent on adult guidance to travel throughout the school and on the school grounds.

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 J will use a cane technique to travel independently through the classroom and hallways of the school, locating important areas such as exits, the gym, washrooms, the office, the library, and the schoolyard.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Use a cane technique to travel from the entry of the school to the classroom, classroom to washroom and office with adult guidance.	Directly teach the cane technique.	Checklist and anecdotal report.
	Provide opportunities for daily practice with adult guidance. Gradually increase length of route, as appropriate.	Weekly tracking on tactile map of school.
Term 2		
Use a cane technique to travel from the classroom to secondary exits, the gym, and the library.	Provide opportunities for daily practice of walking route with adult guidance.	Weekly tracking on tactile map of school.
Travel independently from the entry of the school to the classroom, classroom to washroom and office.	Slowly fade adult support and allow student to make trips independently.	Weekly recording on checklist of adult support required to travel within school.
With adult guidance, travel within designated area of schoolyard.		Observation.
Term 3		
With peer support, travel within designated area of schoolyard.		Observation.

Student J JJ

Special Education Program

Subject or Course/Code or Alternative Skill Area

Braille Literacy

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 J has not been introduced to Braille and currently uses technology to assist with reading and writing, therefore no baseline of achievement data is available.

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 J will be introduced to Braille concepts and by the end of the year will read in Braille: letters of the alphabet; 100 contractions of the Braille code; high frequency word lists to mid-Grade two, familiar words (e.g. her name) and simple sentences.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Recognize all letters of the Braille alphabet.	Braille concepts and materials.	Observation, checklists, rubrics, typing test, talking typer.
Recognize simple and familiar words (e.g. her name, the first half of the Grade 1 high frequency list, using Braille).		Observation, checklist, quizzes.
Recognize 25 Braille contractions.		Checklist
Term 2		
Read simple phrases in Braille using high frequency and familiar words.	Braille concepts and materials.	See term 1.
Read simple words in Braille (e.g. the entire Grade 1 high frequency word list).		
Recognize 50 Braille contractions.		
Term 3		
Read simple sentences in Braille using high frequency and familiar words.	Braille concepts and materials.	See term 1.
Read simple words in Braille (e.g. up to and including the mid-Grade 2 high frequency word list).		
Recognize 100 Braille contractions.		

Student J JJ

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Classroom teacher	.5 day (morning)	regular classroom
Itinerant Teacher for Blind/Low Vision	.5 day (afternoon)	regular classroom, resource room
Teacher assistant	mornings and recess, shared among students	regular classroom, hallways, school yard
Special education resource teacher	consultative support, in partnership with Itinerant Teacher, one afternoon per 5-day cycle	regular classroom
Orientation and mobility personnel	two hours training and consultation support the beginning of each term	regular classroom, hallways, school yard

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Teacher	Classroom teacher
Mrs. SERT	Special Education resource teacher
Mr. Itinerant	Itinerant Teacher for Blind/Low Vision
Mrs. Principal	Principal

TRANSITION PLAN No Yes

Student J JJ

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
12/09/2008	Case conference with all stakeholders to discuss current year program goals to draft IEP.	Parent and student agree with school on a focus of learning Braille and to increase independence in orientation and mobility.
26/09/2008	Draft IEP sent home for parental input and feedback.	Parent returned IEP with input on strengths, needs and goals for current school year.
13/10/2008	First term IEP sent home for signing.	Parent signed and returned IEP.
05/12/2008	Parent attends interview to discuss report card and second term IEP.	Parent signed copy of second term IEP.
23/03/2009	Case conference with all stakeholders to discuss Term 3 goals and begin plans for next school year.	Parent and student are happy with progress this school year.
27/03/2009	Third term IEP sent home for signing.	Parent signed third term IEP.
16/06/2009	Case conference with all stakeholders to plan transition to next grade.	Parent and student agree with a continued focus on developing skills in orientation and mobility and Braille literacy.

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