

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: 24682468

Last Name: QRS

First Name: TUV

Gender: M

Date of Birth: 20/05/1999

School: Elementary Public School

School Type: Elementary

Semester:

Principal: Mr. Principal

Current Grade/Special Class: Grade 6

School Year: 2010-2011

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

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

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Audiologist Report (Board Based)	20/07/2010	Report indicates severe to profound bilateral sensorineural hearing loss. (Student has had a cochlear implant since age 2)
Speech/Language Pathology Report (Board Based)	16/03/2010	Report recommends emphasis on pragmatics (social use of language)
Psychological Report (Board Based)	03/03/2008	Report indicates average cognitive ability.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Computer keyboarding skills	Social skills with peers
Organizational skills	Self-advocacy skills
Cooperation with adults and peers	Auditory and Visual Processing Skills
Auditory learner	

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.Social Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
6.Self Advocacy 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
Visual aids	Strategic seating	Additional time
Extra time for processing	Hush-ups on chairs	Oral and written clarification for assessments
Visual supports to presentations	Individual FM system	Alternative settings
	Acoustic treated classroom	
	Reduce background noise in all environments	

TUV QRS

PROVINCIAL ASSESSMENTSThis is a provincial assessment year No Yes

Type of assessment: Grade 6 -- Reading, Writing and Mathematics

Permitted Accommodations No Yes (list below)

An individual or quiet setting

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		
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: The student is comfortable in social situations and participates in group discussions. He needs to initiate interactions with peers.	
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 the student will initiate interactions with other peers in social activities by engaging in conversations including initiating, maintaining and ending them 75% of the time.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
The student will initiate a conversation with a peer(s) once a day by asking them "What did you do last night?"	Modeling, Conversational Skills Program, Small Group Sessions, Cueing, Peer Coach	Teacher observations, conferencing, checklist
The student will maintain conversation by actively listening and asking one question about the topic of conversation once per day.	Modeling, Conversational Skills Program, Small Group Sessions, Cueing, Peer Coach	Teacher observations, conferencing, checklist
Term 2		
Term 3		

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Self Advocacy 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: The student struggles in daily work when he is unclear of learning expectations and does not ask for clarification. The student independently maintains his cochlear implant and occasionally takes responsibility for the FM system.
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 the student will begin to ask for clarification when he does not understand expectations 80% of the time. The student will work towards independently maintaining his FM system 80%.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
The student will ask for clarification of material (if necessary) at the end of each lesson.	Peer tutor, non-verbal signal, Self Advocacy Skills Program, model	Teacher observation, conferencing, checklist
The student will transfer his FM system from teacher to teacher daily 50% of the time.	Modeling, Small Group-FM maintenance skills	Co-created checklist, teacher observation, conferencing
Term 2		
Term 3		

TUV QRS

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Deaf/Hard of Hearing Itinerant Teacher	FM system support; direct teaching-45 minutes once a week	Regular Classroom/Resource Room
Special education resource teacher	once a month-consultation	Resource Room
Educational audiologist	once a term-consultation	Resource Room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr. Principal	Principal
Mrs. Teacher	Classroom Teacher
Ms. Itinerant	Itinerant Deaf/Hard of Hearing Teacher
Mr and Mrs Parent	Parents
Ms. Special Education Resource Teacher	SERT

TRANSITION PLAN No Yes

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
20/09/2010	Telephone discussion to review last years IEP and discuss goals for upcoming year.	Parent indicated that they would like to see more ownership for FM system.
06/10/2010	DRAFT copy of IEP sent home for parents to review and provide input.	Parents reviewed--no suggestions/changes made.
13/10/2010	Term #1 IEP sent home.	Parents signed and are in agreement with Term #1 goals.

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