

## 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: UU

First Name: U

Gender: M

Date of Birth: 01/01/1990

School: Secondary School

School Type: Secondary

Semester: 1

Principal: Mr. Principal

Current Grade/Special Class: Grade 12

School Year: 2009-2010

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

Placement: Regular class with indirect support

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

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

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<b>RELEVANT ASSESSMENT DATA</b>		
<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Hearing Aid & Audiological Reassessment-Audiologist	14/08/2009	Moderate to profound loss in right ear. Moderately severe to profound loss in left ear.
Psycho-educational Assessment	01/03/2007	Average intellectual functioning and comprehension. Low average in writing, listening comprehension, oral expression and short term memory.

  

<b>STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
Self-advocacy skills	Expressive language skills -- speaking
Sense of ownership and responsibility for own education	Receptive language skills -- listening
Visual learner	Short term memory
Computer keyboarding skills	

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

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

1. Mathematics (MAP4C)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2. Social Sciences and the Humanities (HNB4O)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3. Advanced Learning Strategies (GLE 40)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
4. Accounting (BAT4M)	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input 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

<b>Instructional Accommodations</b>	<b>Environmental Accommodations</b>	<b>Assessment Accommodations</b>
Word lists or use of dictionary when necessary	Hush-ups on chairs	Additional time
Wireless personal FM System (SEA)	Strategic seating	Computer with spell-check
Reinforce oral instructions with written cues	Amplification systems (SEA)	Preferential seating in reg. classroom
Allow additional time to process and formulate response		Reclarify instructions to ensure understanding
Establish eye contact prior to giving instructions		
Duplicated notes		
Notes prior to lecture		
Closed-captioning for video materials		

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**PROVINCIAL ASSESSMENTS**This 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

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**HUMAN RESOURCES (teaching/non-teaching)**

Type of Service	Frequency or Intensity for board staff	Location
Itinerant teacher-Deaf and Hard of Hearing	monthly-monitoring	classroom
Guidance counsellor	three times per semester-transition planning	guidance office
Special education resource teacher	75 minutes daily (GLE) Direct Instruction	GLE class
Educational audiologist	Consultation with SERT and classroom teacher-once per year	resource room

Health Support Services in the School Setting:  No  Yes

**IEP DEVELOPMENT TEAM**

Staff Member	Position
Mrs. Special Education Resource Teacher	GLE teacher
Mr. Teacher	Math
Ms. Teacher	Social Sciences
Miss Teacher	Marketing
Miss Itinerant Special Education Resource Teacher	Deaf and Hard of Hearing
Mr. Guidance Counsellor	Transition Planning for Post Secondary Studies
Mrs. Educational Audiologist	Consultant
Ms. Principal	Principal of Secondary School

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TRANSITION PLAN  No  Yes

**Long-term Goal(s):**

Student U will graduate from secondary school in June 2010 with an Ontario Secondary School Diploma and pursue studies at "Community College U" in the area of Marketing and Entrepreneurial Studies.

Actions	Person(s) Responsible for Actions	Timelines
Determine services required for his needs in the College setting	Student parent, guidance, SERT	June 2009
Create a portfolio of documentation required to access supports at the post secondary institution of his choice.	Student, parents	May 2010
Access Websites (www.youth4youth.ca) for information about post-secondary requirements based on his needs.	Student, GLE SERT	Jan 2010
Plan developed for specialized equipment required for post secondary studies	Student, parents	May 2010
Attend local College/University Fair and visit selected Colleges if possible	Student, parents	Dec 2009
Make an appointment with Office of Special Needs once college offer has been accepted	Student	May 2010

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**LOG OF PARENT/STUDENT CONSULTATION**

<b>Date</b>	<b>Description of Consultation</b>	<b>Parent/Student Feedback/Outcome of Consultation</b>
06/05/2009	Transition Planning Meeting with student, parents, Educational Audiologist, Itinerant SERT, SERT	Audiologist recommended parents obtain updated Audiology Report for post-secondary, SERT asked student to verify requirements re: Psycho-educational Updates required for post secondary. Parents and student will complete this during the summer.
17/09/2009	IEP Consultation Meeting with U, parents, guidance, SERT	U updated team on assessments from the summer. SERT will update IEP when formal results are shared. Transition goals for year were established and recorded on the IEP. Parents requested Spring Transition Planning Meeting when College options are finalized. SERT will arrange.
09/10/2009	IEP sent home and shared with IEP team.	Signed consultation form returned (student and parent). Formal assessment results added to IEP Assessment section (SERT) As part of his GLE class, U will verify that an updated psycho-educational assessment is not required based on his educational needs.

**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.

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 Principal Signature

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 Date

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 Parent/Guardian Signature

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

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 Date

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 Student Signature (if 16 years of age or older)

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 Date