

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

IPRC Date: 20/05/2013

Placement: Regular class with withdrawal assistance

Exceptionality (identified): Physical: Blind and Low Vision

STUDENT PROFILE

Student OEN: 123456789

Last Name: JJ

First Name: Student J

Gender: F

Date of Birth: 05/11/2005

School: ABC Elementary School Placement Date: 03/09/13

School Type: Elementary

Principal: Mrs. Principal

Current Grade/Special Class: Grade 3

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Orientation and Mobility Assessment Report	27/05/2013	Based on age/grade and classroom placement requires development of higher level of mobility independence.
Educational Assessment	18/04/2013	Achievement at grade level across all academic areas, with accommodations for vision impairment. Strength in oral communication in large and small groups. (classroom)
W. Ross Macdonald School for the Blind	28/03/2013	Student is a tactile learner. Braille will be her main mode for reading. Self Advocacy skill development required for Transition Planning.
Vision Assessment	25/08/2010	Diagnosis of Retinosis Pigmentosa with degenerative vision impairment and a recommendation for support from Vision Resource Services.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Oral Language-Speaking and Listening	Tactile Reading Skills
General knowledge	Orientation and mobility skills
Intellectual curiosity	Self-advocacy skills
Tactile learner	Braille Production Skills
Self-confidence	

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	Consistent furniture placement	Speech-to-text software
OCR software, text-to-speech/speech-to-text software	Reference binder of posted visuals (e.g., anchor charts)	Text-to-speech software
Verbal description and information		Verbatim rdg. instructions/questions
Braille		Verbatim scribing of responses
Tactile graphics and illustrations		Audio version of assessments when appropriate

Digital Files		Oral assessments
Material read to student		Breaks for fatigue
		Pictures described in detail, tactile materials (graphics)

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

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

Permitted Accommodations No Yes (list below)

Presentation Format-Braille versions

Presentation Format-Assistive technology formats

Response Format-use of a computer or word processor or assisted devices and technology

Response Format-verbatim scribing of student responses

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		
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 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 will consistently and accurately 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
Progress Report		
Consistently and accurately, 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.	Structured 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 1		
Consistently and accurately, 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.
Consistently and accurately, 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, consistently and accurately travel within designated area of schoolyard.		Structured observation from O&M instructor and teacher.
Term 2		
With peer support, consistently and accurately travel within designated area of schoolyard.		Structured observation from O&M instructor and teacher.

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Braille Literacy		
<p>Baseline Level of Achievement (usually from previous June report card):</p> <p>Prerequisite secondary course (if applicable):</p> <p>Letter grade/Mark:</p> <p>Curriculum grade level:</p>	<p>Baseline Level of Achievement for Alternative Skill Areas:</p> <p>Student has not been introduced to Braille and currently uses technology to assist with reading and writing, therefore no baseline of achievement data is available.</p>	
<p>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.</p> <p>Student will be introduced to Braille concepts and by the end of the year will consistently and accurately 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.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Recognize all letters of the Braille alphabet.	Braille concepts and materials.	Structured 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).		Stuctured observation, checklist, quizzes to record consistency and accuracy.
Recognize 25 Braille contractions.		Structured checklist to record accuracy of response.
Term 1		
Read simple phrases in Braille using high frequency and familiar words.	Braille concepts and materials.	Structured observation, checklists, rubrics, typing test, talking typer.
Read simple words in Braille (e.g. the entire Grade 1 high frequency word list).		Stuctured observation, checklist, quizzes to record consistency and accuracy.
Recognize 50 Braille contractions.		Structured checklist to record accuracy of response.
Term 2		
Read simple sentences in Braille using high frequency and familiar words.	Braille concepts and materials.	Structured observation, checklists, rubrics, typing test, talking typer.
Read simple words in Braille (e.g. up to and including the mid-Grade 2 high frequency word list).		Stuctured observation, checklist, quizzes to record consistency and accuracy.
Recognize 100 Braille contractions.		Structured checklist to record accuracy of response.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Classroom teacher	Daily beginning in September	Regular classroom
Itinerant Teacher for Blind/Low Vision (ISERT-Vision)	Daily afternoons (25% of the day) beginning in September	Regular classroom, resource room
Teacher assistant	Classroom and recess, shared among students	Regular classroom, hallways, school yard
Special Education Resource Teacher (SERT)	Consultative support, in partnership with Itinerant Teacher beginning in September	Regular classroom
Orientation and mobility personnel	Two hours training (student) and consultation to ISERT, SERT and classroom teacher- 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. ISERT-Vision	Itinerant Teacher for Blind/Low Vision
Mrs. Principal	Principal

TRANSITION PLAN No Yes

Long-term Goal(s):

She will increase her independence during both instructional periods and leisure opportunities within the school day and in the greater community in order to be prepared for transition to middle school and then secondary school.

Actions	Person(s) Responsible for Actions	Timelines
Commence instruction in Orientation and Mobility (O & M) within the school. (transitions within the school). Include reflections in "All About Me Portfolio."	O& M Instructor ISERT student	Grade 3
Expand skills in O & M to school/ home community including school bus transportation. (transitions during transportation and the school/home community)	O& M Inst. ISERTstudent parent	Grade 4
Expand skills in O & M to larger community including public transportation, leisure centres (transitions in the larger community). Include reflections in "All About Me Portfolio."	O& M Inst. ISERTstudent parent	Grade 5 and on
Introduce Braille to supplement use of technology for communication.	Itinerant SERT, teachers, parents, student	Grade 3
Technology Assessment to further increase independence in academics. Include results and reflections from student in "All About Me Portfolio".	Provincial School for Blind/Low Vision consultant, Itinerant SERT, student, parents	Grade 5
Prepare student for accommodations used in EQAO testing.	Itinerant SERT, classroom teachers	Grade 3, 6
Partner student with peer advocate from the Middle School and later Secondary School to mentor regarding new cultures in each environment. Record reflections in "All About Me Portfolio".	Itinerant SERT, middle and secondary school guidance counsellor	Grade 5 (Middle) Gr 8 (Secondary)

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
12/09/2013	Case conference to discuss current year program goals to draft IEP.	Parent and student agreed on a focus of learning Braille and to increase independence in orientation and mobility. Itinerant teacher made arrangements. IEP goals added.
26/09/2013	Draft IEP sent home for parental input and feedback.	Parent returned IEP with input on strengths, needs and goals for current school year. Changes made to IEP.
13/10/2013	First term IEP sent home for signing.	Parent signed and returned IEP.
05/12/2013	Parent interview to discuss Progress Report and updated IEP.	Parent signed copy of IEP.
23/03/2014	Case conference with all stakeholders to discuss goals and begin plans for next school year.	Parent and student were happy with progress this school year. Resource teacher from Ross MacDonald invited for consultation and transition planning. Term IEP goals updated. Accommodations for EQAO arranged by ISERT-Vision.
27/03/2014	IEP sent home for signing.	Parent signed IEP.
16/06/2014	Case conference with all stakeholders to plan transition to next grade.	Parent and student agreed with a continued focus on developing skills in orientation and mobility and Braille literacy. Resource Teacher (Ross MacDonald) presented assessment results and Transition suggestions (equipment, O&M needs). Suggestions will be incorporated on next year's IEP.

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

IEP completion date: 14/10/2013