

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

Based on Pre-School services assessments, student requires accommodations to instruction, environment and assessment. Transition Planning required for entry to school.

Placement:

STUDENT PROFILE

Student OEN: 012345678

Last Name: GG

First Name: Student G

Gender: M

Date of Birth: 31/10/2008

School: XYZ School

School Type: Elementary

Principal: Ms. Principal

Current Grade/Special Class: SK

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Teacher Conference and Structured Observation (Interest Inventory)	16/09/2013	Interests in athletics, hesitancy to join peer groups in a classroom situation. Fine motor skills well developed.
Classroom Oral Language Assessment	15/09/2013	Exhibits lanugage skills in most areas approaching peers. Expressive oral language is slightly below norm for age.
Demission Report (Auditory Verbal Therapy)	05/07/2013	Improvement in Expressive Oral Language. Slightly below age appropriate skills in speaking and listening.
Demission Report (Provincial Schools Home Visiting Transition to School Report)	21/06/2013	Oral Language slightly below grade level in speaking and listening skills.
Audiological report	05/08/2012	Profound bilateral sensorineural hearing loss - cochlear implant at age 2.
Speech-Language Pathology Assessment Report	27/06/2011	Delay in receptive and expressive language; more emphasis recommended on pragmatics. (social use of language)

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Visual learner	Oral Language-speaking and listening
Visual memory skills	Social skills with peers
Artistic ability	Social use of language
Gross motor skills	

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.Personal and Social Development	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
3.Mathematics	<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.Health and Physical Activity	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
6.The Arts	<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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Support oral instruction with visual aids when possible	Hush-ups on chairs	Extra time for processing
Partnering	Reduce classroom noise	
Rewording/rephrasing of information as required	FM/Soundfield system including batteries	
Reviewing material		
Establish eye contact prior to giving instructions		
FM system-personal		

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Permitted 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

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special Education Resource Teacher	Consultation with educator monthly starting in September.	Regular classroom
Teacher of the Deaf and Hard of Hearing (ISERT-DHH)	Resource Assistance (preteach program concepts in consultation with Kindergarten educators) - 3 hours per week.	Classroom and/or resource room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Teacher	Classroom Teacher
Ms. ECE	Early Childhood Educator (ECE)
Mr. Itinerant	Itinerant Teacher of the Deaf and Hard of Hearing
Ms. AVT	Auditory Verbal Therapist
Ms. SERT	Special Education Resource Teacher

TRANSITION PLAN No Yes

Long-term Goal(s):

To independently and consistently participate both academically and socially during the school day with a focus on oral expressive language with peers and social use of language.

Actions	Person(s) Responsible for Actions	Timelines
Transition Planning Meeting #1 to discuss student needs (instructional, environmental, social/well being) for transition to new classroom.	ECE, K. teacher, Provincial Schools Home Visiting Teacher (HVT), parents, Nursery School transition facilitator, Auditory Verbal Therapist (AVT)	Spring before Second Kindergarten year
Transition Meeting #2 to review accommodations in place and update changes over the summer. Student was demitted from AVT over the summer. AVT goals and education goals discussed.	SERT, Provincial Schools HVT, school administration, parents, Itinerant SERT (DHH), ECE, K. Teacher, Board Auditory Verbal Teacher	Early September before second kindergarten year
Transition Planning Meeting #3 Sharing information with school staff/teachers including safety process in place for site evacuations.	Itinerant SERT (DHH), K teacher, ECE, School Administration	First week of school SK year and annually
Learn to care for personal technology that will be used for assessment and instructional tasks. Student to add/review steps for equipment care to his "All About Me Portfolio".	ISERT (DHH), K teacher, student	Grades 1-3
Complete assessments to review technology needs.	Audiologist, Itinerant SERT, Parents, Provincial School for Deaf and Hard of Hearing Consultant	Gr. 3 and Gr. 6
At the beginning of each school year, allow student time to adjust to auditory signal and quality via FM system.	K teacher, ECE, student	Second Kindergarten year and annually
Allow student transition time to become familiar with different speakers (teachers) because each "voice" is unique	K Teacher, ECE, guest speakers in classroom	Second Kindergarten year and on going
Allow adjustment time when transitioning to a new listening environment (classroom to halls to gym) and to fire alarms and PA systems.	School staff, student	Second Kindergarten year and on going

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
02/09/2013	Kindergarten educators and parents (Assessment Reports)	Pre-school demission reports presented to parents and school staff. Accommodations required discussed and initial IEP content decided.
04/09/2013	Kindergarten educators arranged Parent meeting & SERT	Discussed development of IEP and Transition Plan.
24/09/2013	IEP sent home	Parents signed and returned IEP.
15/10/2013	Case conference with parent, Teacher of Deaf & Hard of Hearing, Kindergarten educators & SERT	Reviewed progress to date.
17/11/2013	Parent - Kindergarten educators interview	Both parents attended and are pleased with progress so far; plan for second term was discussed.
03/03/2014	Parent - Kindergarten educators interview	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

IEP completion date:25/09/2013