

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: 10/05/2013

Placement: Regular class with resource assistance

Exceptionality (identified): Physical: Blind and Low Vision

STUDENT PROFILE

Student OEN: 123456789

Last Name: YY

First Name: Y

Gender: M

Date of Birth: 09/05/1998

School: Secondary School Placement Date: 03/09/13

School Type: Secondary

Principal: Mr. Principal

Current Grade/Special Class: Grade 10

School Year: 2013-14

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

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

Reporting Period

Secondary-Semester

- One

| RELEVANT ASSESSMENT DATA | | |
|--|-------------|--|
| Information Source | Date | Summary of Results |
| School Based Structured Observation (ISERT-Vision) | 23/11/2012 | Student independently seeks teacher assistance for accommodations, asks peers for clarification. Accesses accommodations in class and leisure areas of school. |
| Board Benchmark Assessment | 27/09/2012 | Academic results (Language and Mathematics) Levels 3 and 4 on provincial achievement chart. |
| Orientation and Mobility Assessment | 21/08/2012 | White cane and auditory travel skills for school and community necessary for safe and independent mobility. |
| Medical | 30/05/2011 | Bilateral microphthalmos; history of bilateral retinal detachments: significantly reduced vision to light perception in both eyes. |

| STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED | |
|--|--|
| Areas of Strength | Areas of Need |
| Writing Skills | Organizational skills |
| Knowledge of Braille code | Editing and revision of written work in Braille |
| Self-advocacy skills | Technology access skills |
| Self Efficacy Skills | Nemeth code to access math and science curricula |
| | Orientation and mobility skills |

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

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

| | |
|---|--|
| 1.English ENG 2D1 | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 2.Mathematics MPM 2D1 | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 3.Learning Strategies GLE 2O | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 4.History CHC 2D1 | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 5.Health and Physical Education PPL 2O | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 6.Civics CHV 2O1 | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 7.Music AMI 2O1 | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 8.Science SNC 2D1 | <input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT |
| 9.Orientation and Mobility-Expanded Core Curriculum | <input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT |
| 10.Technology Use | <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- for all subjects including Math (Nemeth) | Physical accessibility | Braille |
| Braille writer | Orientation and mobility support | Braille writer |
| Tactile graphics and illustrations | Increased storage and desk space | Assistive technology |
| Braille Note, speech synthesizer | Preferential locker position | Verbatim scribing of responses |
| Text to speech software | Strategic seating | Tactile graphics and illustrations |
| Verbal description and information | Consistent furniture placement | Pictures described in detail |
| | Reference binder of posted visuals (e.g., anchor charts) | |

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Type of assessment: Ontario Secondary School Literacy Test (OSSLT)

Permitted Accommodations No Yes (list below)

Setting-Individual or small group setting or individual study carrel

Time-Additional time to a maximum of double the allotted time

Presentation Format-Braille versions

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

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-Expanded Core Curriculum

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 currently supported in the management of his materials and equipment. Using a white cane, he is independent while navigating practiced neighborhood routes and within school boundaries.

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.

Develop safe and efficient orientation and mobility skills in the school and neighborhood environment (walking proximity). He will demonstrate daily independence and responsibility by caring for and storing his electronic devices.

| Learning Expectations | Teaching Strategies | Assessment Methods |
|--|---|--|
| One | | |
| During scheduled orientation and mobility lessons, Student will demonstrate 3 safe methods for crossing lighted intersections. | Schedule weekly lessons for orientation and mobility within the school environment, the neighborhood and in the community. | Checklist to note 3 methods used |
| Identify 8/8 landmarks and environmental cues for the first floor of the school and the first block of the surrounding neighborhood when traveling forward and then reversing his route. | Role play. Clearly verbalize the steps in the skill. Verbal and tactile prompts. Vary instructor's proximity to the student depending on the skill level. | Performance, checklist to track known landmarks and environmental cues |
| Bring his equipment to each class daily and then return it to the resource room at the end of the day daily. | Provide a clearly marked accessible place for equipment to be stored and retrieved. | Student checklist and daily check in with SERT |
| As needed, indicate orientation and mobility needs within his classroom environments. | | Weekly check-in with mobility instructor |
| Two | | |

Special Education Program

Subject or Course/Code or Alternative Skill Area

Technology Use

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:
 With support, is able to access print through the use of tools such as BrailleNote. Student is still struggling with the organization of his work.

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.
 Use tactile and auditory means to access academic and recreational print. He will independently manage electronic files using Braille Note and the laptop computer.

| Learning Expectations | Teaching Strategies | Assessment Methods |
|--|---|--|
| One | | |
| Consistently access curriculum notes and assignments for all classes using pre-established electronic file system. | Provide and review established electronic file system for current semester. Model and practice access to electronic files. Fade prompts as mastery increases. | Daily (fade to weekly) check-in to monitor use |
| Consistently, self identify concepts that require tactile and auditory instruction support in each class. | Provide curriculum material in alternate formats (tactile and auditory). Conference daily with student to determine conceptual areas in curriculum that require further tactile or auditory support or supports that require further clarification. | Chart Student 's requests for clarification of material (auditory or tactile supports) |
| Two | | |

HUMAN RESOURCES (teaching/non-teaching)

| Type of Service | Frequency or Intensity for board staff | Location |
|---|--|----------------------------------|
| Itinerant teacher-Blind / low vision (ISERT-Vision) | Daily (Sept.-June) | Classroom and resource room |
| Orientation and mobility personnel | Weekly (Sept.-June) | School and community environment |
| Special education resource teacher | Weekly consultation with teachers (Sept.-June) | Classroom and resource room |
| Teacher assistant | Daily (Sept.-June) | School and community environment |
| Transcriber | Weekly (Sept.-June) | Resource room |
| Guidance counsellor | Transition Planning annually | Guidance office |

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

| Staff Member | Position |
|------------------------------|--|
| Mr. SERT | Special Education Resource Teacher |
| Ms. Vision | Itinerant teacher - Blind / low vision |
| Ms. Orientation and Mobility | Orientation and mobility instructor |
| Mr. Principal | Secondary School |
| Ms. Classroom teacher | Teacher |

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will graduate from Secondary school with a Ontario Secondary School Diploma leading to post-secondary studies at University in the area of Sports Management.

| Actions | Person(s) Responsible for Actions | Timelines |
|---|--|----------------------------|
| Determine location for assistive equipment, storage and process to access. | Itinerant SERT, SERT, Student | Gr.9 and annually |
| Orientation and Mobility Instructor to work with the student during the last week of the summer to reorient him to new classroom locations. | SERT , O & M Instructor, Itinerant SERT | Each year |
| Consult with Guidance personnel to determine post-secondary requirements for programs in order to select options for grade 11 /12 (Pathway Plan). Record as part of Individual Pathway Plan (IPP). | Parents, Student , Guidance | Jan. grade 10 and annually |
| As part of IPP development, research and visit post-secondary institutions to determine supports available. | Parents, Student | Summer gr.10 |
| Determine goals for Orientation and Mobility for transitional times (semesters, school years, graduation). | Student, parents, O & M, Itinerant SERT, SERT | Annually |
| Meet with various postsecondary Offices for Special Needs to determine options for postsecondary choices. Record reflects as part of IPP. | Student , parents, post-secondary support staff (Accessible services) | Summer of gr11 |
| Determine equipment and documentation needs for application to post-secondary institutions. Include as part of IPP. | Student , parents, SERT, Itinerant SERT (Vision) , guidance counsellor | Fall of gr. 12 |
| Consultation with Ontario Blind Sports Association for specific adaptations as needed for phys ed classes and Track and Field co-curricular activity. | Physical Ed teacher/coach, ISERT (Vision) | Annually |

LOG OF PARENT/STUDENT CONSULTATION

| Date | Description of Consultation | Parent/Student Feedback/Outcome of Consultation |
|-------------|--|--|
| 01/06/2013 | Course selection and timetable verification. | Student and parents verified course selections. Needed to have lockers on first and third floor of school determined. SERT to arranged. O & M goals determined based on timetable for semester one. Student indicated his goal is to pursue Sports Management studies at a university upon graduation. |
| 06/06/2013 | Determination of alternative learning goals. | Annual Goals for alternative curriculum determined in consultation with parents, student, SERT and O & M instructor. SERT recorded on IEP. |
| 02/10/2013 | Consultation around accommodations for EQAO assessment in Spring gr. 10. | Additional goals in alternative program related to independence in accessing electronic files on the laptop added. SERT adjusted the learning expectation to reflect skill. |
| 16/10/2013 | Working copy of IEP for Sept - Feb shared with parents and student. | Parents and student agreed with alternative program, accommodations and Transition Plan for this semester. Parent and student signed IEP. |
| 04/12/2013 | Option selection and long-term transition planning | Appointment made with Guidance to discuss pathway options leading to Post-Secondary programs. Option selection to be informed by results of Guidance consultation. Parents and student given websites to access to begin research about available supports at post-secondary institutions in Ontario. |

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:16/10/2013