

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: 06/05/2013

Placement: Regular class with indirect support

Exceptionality (identified): Communication: Deaf and Hard-of-Hearing

STUDENT PROFILE

Student OEN: 123456789

Last Name: UU

First Name: U

Gender: M

Date of Birth: 01/01/1996

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

School Type: Secondary

Principal: Mr. Principal

Current Grade/Special Class: Grade 12

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
Hearing Aid & Audiological Reassessment-Audiologist	14/08/2013	Moderate to profound loss in right ear. Moderately severe to profound loss in left ear.
Psycho-educational Assessment	01/03/2011	Overall average intellectual functioning and comprehension. Low average in writing, listening comprehension, oral expression and short term memory.

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

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Use of electronic dictionary when necessary	Hush-ups on chairs	Additional time
Wireless personal FM System	Strategic seating	Computer and wordprocessing software with spell-check
Reinforce oral instructions with written cues	Amplification systems	Preferential seating in all classes
Allow additional time to process and formulate response		Reclarify instructions to ensure understanding
Establish eye contact prior to giving instructions		
Duplicated notes providing details from discussions		
Notes prior to lecture for new concepts and vocabulary		
Closed-captioning for video materials		

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
Itinerant teacher-Deaf and Hard of Hearing (ISERT-DHH)	Monthly-monitoring (Sept-June)	Classroom
Guidance counsellor	Per semester-transition planning (October-May)	Guidance office
Special Education Resource Teacher (SERT)	75 minutes daily (GLE) Direct Instruction (semester one)	GLE class
Educational audiologist	Consultation with SERT and classroom teacher-once per year (October)	Resource room

Health Support Services in the School Setting: No Yes

IEP DEVELOPMENT TEAM

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

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will graduate from secondary school in June 2014 with an Ontario Secondary School Diploma and pursue studies at in the area of Marketing and Entrepreneurial Studies. Focus will be on student self-advocacy in preparation for the transition to post-secondary.

Actions	Person(s) Responsible for Actions	Timelines
Determine services required for his needs in the College setting. Add results to Individual Pathway Plan (IPP).	Student, parents, guidance staff, SERT, ISERT(DHH)	Gr 11/12
Create a portfolio of documentation (and add these to his IPP) required to access supports at the post secondary institution of his choice.	Student, parents	Gr. 10-12
Plan developed for specialized equipment required for post secondary studies.	Student, parents, ISERT(DHH)	Gr. 12
Attend local College/University Fair and visit selected Colleges if possible. Add reflections to his IPP.	Student, parents, post-secondary institution	Gr. 11
Make an appointment with Office of Special Needs once college offer has been accepted.	Student, staff at office of Special Needs	Gr. 12
Student to present required IEP accommodations to classroom teachers at the beginning of each semester.	Student, SERT	Gr. 10-12
Co-operative Education placement in field of interest. Add employer evaluation and student reflections to IPP.	Guidance, Co-op teacher, student Success, Student and OYAP, parents	Gr. 11-12

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
06/05/2013	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.
17/09/2013	IEP Consultation Meeting with student, parents, guidance, SERT	Student updated team on assessments from the summer. Transition goals for year were established and recorded on the IEP. Parents requested a transition planning meeting when College options are finalized. SERT arranged.
09/10/2013	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, Student verified the need for psycho-educational assessment based on his educational needs for post-secondary studies.

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:10/10/2013