PUTTING THE “I” IN IEP
Collaborative Teacher Mini-Inquiry

RCDSB Special Education
2013
What is an IEP ... really

An IEP is ...

• a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student’s strengths and needs – that is, the strengths and needs that affect the student’s ability to learn and to demonstrate learning;

• a record of the particular accommodations\(^2\) needed to help the student achieve his or her learning expectations, given the student’s identified learning strengths and needs;

• a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education’s curriculum policy documents;

• a working document that identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;

• a record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;

• an accountability tool for the student, the student’s parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

\(^2\) Accommodations are supports or services that are not provided to the general student population but that are required by individual students with special needs to help them achieve learning expectations and demonstrate learning.

An IEP is not ...

• a description of everything that will be taught to the student;

• a list of all the teaching strategies used in regular classroom instruction;

• a document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations;

• a daily lesson plan.

From the Ontario Ministry of Education’s Individual Education Plan: A Resource Guide 2004
Important Information to Be Included in an IEP

- The strengths and needs that relate to the student’s learning. If the student has been formally identified as exceptional, the IEP should include the strengths and needs identified in the statement of decision received from the IPRC.

- Relevant assessment data that support the identification of an exceptionality or the reasons that give rise to the need for special education programs and services.

- Any specialized health support services needed to enable the student to attend school.

- A list of all subjects/courses in which the student requires modified expectations and/or accommodations, and all alternative programs.

- A list of the accommodations the student requires to help him or her learn and demonstrate learning.

- The student’s current level of achievement in each modified subject or course and/or alternative program area.

- Annual program goals and learning expectations for each reporting period in each subject or course in which modified expectations are required and/or in each alternative program area.

- The assessment methods that will be used to assess the student’s achievement of the modified or alternative expectations.

- A clear indication of the way in which student progress will be reported to parents (i.e., on the Provincial Report Card and/or in an alternative report) and the dates on which reports will be issued.

- Documentation of consultations with parents and the student (if the student is 16 or older) during the development of the IEP and any subsequent reviews, and a record of the review and updating of learning expectations by school staff.

- A transition plan (if required, according to Regulation 181/98, PPM 140).

From the Ontario Ministry of Education’s Individual Education Plan: A Resource Guide 2004
<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Look Fors</th>
<th>Emergent (1) Developing (2) Satisfactory (3) Proficient (4)</th>
</tr>
</thead>
</table>
| Assessment Data       | • This field should NEVER be empty (it provides evidence of the need for an IEP, and supports the identification based on assessment by appropriate professionals)  
• Diagnoses documentation is included only if pertinent to the student’s exceptionality or special education programming  
• Numerical scores or percentiles are NOT included (use general descriptive terms e.g., “Below Average”, “Grade Two level”, etc)  
• Any SERT assessment listed should be ≤ one year old (elementary). Achievement or grade-equivalent scores that are not current should NOT be included |                                                            |
| Strengths & Needs     | • **Strengths** should focus on preferred learning style/modality, processing skills and/or previously acquired learning skills that describe the student as a learner  
• **Needs** should focus on broad cognitive and/or processing challenges and on skill deficits that relate to the student’s exceptionality and/or interfere with their ability to learn  
• Should NOT list the need for a type or level of human support, specific program/tool, or be worded in terms of needed improvement (e.g., “needs to reduce impulsivity”)  
• The Ministry recommends no more than 6 entries in each field (students with very high needs may require more) |                                                            |
| Human Resources       | • The purpose of this area is to show who is providing direct instruction, support and/or consultation beyond the classroom teacher  
• This field should NEVER be empty. Minimum requirement would be someone (SERT, SSC, etc) monitoring the IEP program. |                                                            |
| Accommodations        | • Accommodations are not generic or numerous, and ALL accommodations listed must be readily available to the student  
• Lists the KEY strategies and supports required for the student to learn and show their learning to their full potential, that aren’t routinely provided during classroom instruction. | (N/A if accom. only)                                      |
| Current Level of Achievement | **Modified Programs**: includes the letter grade/mark for the subject from the Provincial Report Card of the previous June, AND the curriculum grade level of the expectations on which the evaluation was based. If it was modified, the MOD box is checked.  
The text box on the right can be used to record additional pertinent information (PM Benchmarks, etc), or it can be left blank.  
**Alternative Programs**: Should be a brief comment that describes the student’s current skills in this area, and provides a starting point for the program | (N/A if accom. only)                                      |
| Annual Program Goals  | • Annual program goals are stated as observable/measurable outcomes for language, math, and alternative skill areas  
• Annual program goals are stated in observable terms for other subjects/courses | (N/A if accom. only)                                      |
| Learning Expectations | • The Ministry recommends a maximum of 3 to 5 expectations per strand  
• Needs to be measurable enough that it is clear to all when it has been achieved  
• On Modified program pages, indicate the grade level of the curriculum they are based on (usually in brackets following the expectation)  
• Written in jargon-free parent-friendly language; clear what they must know or be able to do  
• For modified programs, teachers need to distil the learning expectations found in Ontario curriculum policy documents and make them measurable performance tasks  
• Revised by term | (N/A if accom. only)                                      |
| Teaching Strategies   | • Strategies are aligned with the learning expectations, as necessary, and are ONLY included if unique to the student and the specific expectation | (N/A if accom. only)                                      |
| Assessment Methods    | • Assessment methods are aligned with EACH learning expectation  
• Assessment methods indicate what method/technique will be used to monitor and assess each expectation | (N/A if accom. only)                                      |
| Transition Plan       | • Required for all students 14 years of age or older who are not solely identified as gifted, and/or for students with Autism spectrum disorders  
• Should reflect long-range planning and collaborative responsibility among the student, parents, school and community partners for the transition to postsecondary activities or community living (for 14+ students)  
• Should reflect goals and strategies to help students with ASD with transitions between activities/classes/grades/schools/etc.  
• MUST include actions directly related to the specific goals, and include the people responsible and the timeline |                                                            |
| Parent Consultation   | • Parent (student 16+) consultation/feedback is evident and clearly recorded on the log  
• Each entry includes an outcome |                                                            |
| Link to Provincial Report Card | • The IEP box is checked off for subjects that are modified (not for accommodated only IEPs)  
• The statement about expectations which vary from those of the current grade level is included for modified subjects ONLY  
• The report card for a student with an accommodated only IEP should make no mention of the IEP  
• The parent will find a clear link between the expectations on the IEP and the Provincial Report Card |                                                            |
TRICKY BITS OF THE IEP

Health Support Services in a School Setting:
Health support services are services related to health needs that must be addressed on a scheduled basis in order to enable a student to attend school. These services are provided by individuals who are specifically assigned to administer the required procedures.

What to include:
- services required for health needs that must be addressed on a scheduled basis in order for a student to attend school (e.g., suctioning, injections, tube feeding, personal care – lifting, toileting, feeding)

What NOT to include:
- emergency plans (such as those for anaphylactic reactions)
- a description of the medical condition that makes specialized health support services necessary
- information on the distribution of oral medication

Relevant Assessment Data:
Information provided in this section of the IEP should be directly related to the reasons that give rise to the need for a special education program and services for the student. Possible sources of assessment data include educational assessments, medical/health assessments (vision, hearing, physical, neurological), speech/language assessments, occupational/physical therapy assessments, behavioural/psychiatric assessments, and psychological assessments. The date, source, and results or recommendations of each relevant assessment report must be recorded in the IEP.

What to include:
- reports that support the identification of the student’s exceptionality
- a brief summary statement of each report’s findings
- medical diagnoses that support the identification of the student’s exceptionality
- if desired, current achievement and grade-equivalent scores

What NOT to include:
- every report in the student’s files
- numerical scores or percentiles, such as IQ scores
- medical diagnoses that do not relate to the identification of the student’s exceptionality
- personal/family information
- achievement or grade-equivalent scores that are not current
**Areas of Need:**
The description of the student’s *areas of need* should make evident the reasons that the student requires a special education program and/or services.

<table>
<thead>
<tr>
<th>What to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• broad cognitive and/or processing challenges (e.g., in the area of visual memory)</td>
</tr>
<tr>
<td>• skill deficits that relate to the student’s exceptionality and/or interfere with his or her ability to learn (e.g., in areas such as social skills, attention, emotional control, expressive language – writing, number and mathematical skills)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What NOT to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is not appropriate to include information about <em>what the student needs</em> or <em>what the student needs to do</em>, such as the following:</td>
</tr>
<tr>
<td>- the need for a type or level of human support (e.g., “the student needs a teacher’s assistant” or “the student needs one-to-one assistance”)</td>
</tr>
<tr>
<td>- the need for a specific program or service (e.g., “the student needs speech therapy”, &quot;access to assistive technology&quot;)</td>
</tr>
<tr>
<td>- the need for improvement in a particular subject or area (e.g., “the student needs to improve his or her math skills”, &quot;needs to reduce impulsivity&quot;)</td>
</tr>
<tr>
<td>• For most exceptionalities, the areas of need do not change significantly over time.</td>
</tr>
</tbody>
</table>

**Accommodations vs. Teaching Strategies:**

<table>
<thead>
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<th>Accommodations:</th>
</tr>
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<tbody>
<tr>
<td>• Accommodations include special teaching and assessment strategies, and/or individualized equipment that help the student learn and demonstrate learning.</td>
</tr>
<tr>
<td>• Accommodations described in the IEP should include only those strategies and supports that differ from what is normally provided during classroom instruction.</td>
</tr>
<tr>
<td>• All accommodations documented in the IEP must be made readily available to the student</td>
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<table>
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<tr>
<th>Teaching Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If there is a teaching strategy that relates to a particular expectation, and it differs from the strategies used with other students, it should be recorded alongside the learning expectation in the IEP.</td>
</tr>
<tr>
<td>• It is possible that some learning expectations do not require different teaching strategies from those regularly used in the classroom. Where that is the case, a strategy need not be identified.</td>
</tr>
</tbody>
</table>
Current Level of Achievement:
The information in the Current Level of Achievement area describes the starting point for the goals and learning expectations for each modified subject/course.

What to include:
- The mark or letter grade for that subject from the most recent Provincial Report Card (typically from the previous school year) must be recorded
- The grade level of the expectations on which the evaluation was based must be identified
- If the mark or letter grade was based on the achievement of modified expectations the Modified box should be checked
- If you want to include marks for all strands, or current assessment data (CASI, PM Benchmarks, PRIME data, etc) it can be added to the Baseline Data text box

What NOT to include:
- This area should NEVER be blank
- This information does NOT get updated each term, it is the starting point for the IEP as a whole
- The grade level should reflect the level of the expectations on the previous report card, NOT the level of the current learning expectations

Learning Expectations:
Describe the learning goals for reporting purposes that reasonably be achieved by the student in one term.

What to include:
- Maximum of 3 to 5 expectations per strand
- Distilled version of curriculum expectations that are measurable performance tasks, written in jargon-free parent-friendly language
- Grade level of the curriculum it is based on
- Strategies and Assessment Methods aligned with EACH expectation

What NOT to include:
- Copy & pasted curriculum expectations directly from the curriculum
- ALL expectations that will be taught - only list those that will be used for assessment purposes and reported on in the report card
- Teaching Strategies that aren't unique to the student and the expectation (see Accommodations vs Teaching Strategies section)

Four-Point Scoring Scale

Emergent: The IEP complies with few of the Ministry’s IEP Standards. Some of the required information is missing or incorrectly noted. Few of the content is personalized and precise.

Developing: The IEP complies with some of IEP Standards. Some of the required information is noted. Some of the content is personalized and precise.

Satisfactory: The IEP complies with most of the required IEP Standards. Most the content is personalized and precise.

Proficient: The IEP complies with all of the IEP Standards. All the information is personalized and precise.
INDIVIDUAL EDUCATION PLAN

EXEMPLARY

RCDSB Special Education
2013

Based on a 2012-13 IEP for a grade 8 student with a learning disability
### IEP EXEMPLARS – PAGE ONE

**Assessments & Reports**

<table>
<thead>
<tr>
<th>Type</th>
<th>Date</th>
<th>Summary of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psycho-educational</td>
<td>09-Feb-2010</td>
<td>Diagnosis of a learning disability. Average cognitive ability with impairments in visual and motor processing ability resulting in deficits in writing skills.</td>
</tr>
<tr>
<td>Educational assessment</td>
<td>12-Apr-2012</td>
<td>Bragine assessment confirmed Average reading and math skills, with writing skills significantly below grade level. An unedited writing sample without assistive technology demonstrated weaknesses in spelling, punctuation, organization, and amount of written output.</td>
</tr>
</tbody>
</table>

**Areas of Strength**

<table>
<thead>
<tr>
<th>Areas Of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Auditory learner</td>
</tr>
<tr>
<td>- Working Memory</td>
</tr>
<tr>
<td>- Math calculation &amp; problem solving skills</td>
</tr>
<tr>
<td>- Receptive language skills -- reading</td>
</tr>
</tbody>
</table>

**Needs**

- Focuses on broad cognitive/processing challenges and skills deficits, ≤ six entries

---

**Assessments & Reports**

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**Areas of Strength**

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<td>- Expressive language skills -- writing (conventions &amp; organization)</td>
</tr>
<tr>
<td>- Assistive technology skills</td>
</tr>
<tr>
<td>- Visual motor skills</td>
</tr>
</tbody>
</table>

**Needs**

- Focuses on broad cognitive/processing challenges and skills deficits, ≤ six entries

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**Assessments & Reports**

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<th>Summary of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational assessment</td>
<td>15-Dec-2009</td>
<td>Reading, writing, junior level, math primary level</td>
</tr>
<tr>
<td>Psycho-educational</td>
<td>09-Feb-2010</td>
<td>Diagnosis of a learning disability. Average cognitive ability with impairments in visual and motor processing ability resulting in deficits in writing skills.</td>
</tr>
<tr>
<td>IPRC Statement of Decision</td>
<td>25-Mar-2010</td>
<td>Access to SERT support, modified Math program</td>
</tr>
<tr>
<td>Educational assessment</td>
<td>12-Apr-2010</td>
<td>Average reading and math skills, with writing skills significantly below grade level.</td>
</tr>
</tbody>
</table>

**Areas of Strength**

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<th>Areas Of Need</th>
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<tbody>
<tr>
<td>- Social skills with adults</td>
</tr>
<tr>
<td>- Social skills with peers</td>
</tr>
</tbody>
</table>

**Needs**

- Lists the same skill four different ways rather than one broad skill deficit (e.g., expressive language – writing (conventions & organization))

---

**Assessments & Reports**

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<td>Educational assessment</td>
<td>15-Dec-2009</td>
<td>Reading skills, writing skills, math skills</td>
</tr>
<tr>
<td>Psycho-educational</td>
<td>09-Feb-2010</td>
<td>Learning disability, VIG 55%, IRE 45%, WME 60%, PST 55%</td>
</tr>
<tr>
<td>Parent Report</td>
<td>25-Mar-2010</td>
<td>Allergy to penicillin</td>
</tr>
</tbody>
</table>

**Areas of Strength**

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</table>

**Needs**

- Lists the need for a type or level of human support, specific program and tools, and is worded in terms of needed improvement. Includes more than six entries

---

**Assessment:** ☑ Only pertinent diagnosis info included, ☑ uses descriptive terms not numerical or percentile scores, ☑ SERT assessment is current, ☑ description provides clear picture of the student as a learner

**Strengths:** ☑ Focuses on learning style, processing skills, previously acquired learning skills

**Needs:** ☑ Focuses on broad cognitive/processing challenges and skills deficits, ≤ six entries

---

**Assessment:** ☑ Only pertinent diagnosis info included, ☑ uses descriptive terms not numerical or percentile scores, ☑ SERT assessment is current, ☑ description provides clear picture of the student as a learner

**Strengths:** ☑ Focuses on learning style, processing skills, previously acquired learning skills

**Needs:** ☑ Focuses on broad cognitive/processing challenges and skills deficits, ≤ six entries

---

**Assessment:** ☑ Pertinent diagnosis info included, ☑ includes history of outdated SERT assessment, ☑ IPRC info is not considered an assessment or report and so should not be included

**Strengths:** ☑ Focuses on non-pertinent skills only, ☑ no mention of Average reading & math skills or cognitive strengths

**Needs:** ☑ Five entries, ☑ but lists the same skill four different ways rather than one broad skill deficit (e.g., expressive language – writing (conventions & organization))

---

**Assessment:** ☑ SERT assessment is outdated, ☑ uses numerical and percentile scores, ☑ includes non-pertinent diagnostic information

**Strengths:** ☑ Focuses on non-pertinent skills only, ☑ no mention of Average reading & math skills or cognitive strengths

**Needs:** ☑ Lists the need for a type or level of human support, specific program and tools, and is worded in terms of needed improvement. Includes more than six entries

---

**Proficient (L4 - All)**

- Your description

**Satisfactory (L3 - Most)**

- Your description

**Developing (L2 - Some)**

- Your description

**Emergent (L1 - Few)**

- Your description
### Human Resources:

This field should NEVER be empty. Minimum requirement would be someone (SERT, SSC, etc) monitoring the IEP program.

### Purpose of this Area

The purpose of this area is to show who is providing direct instruction, support and/or consultation beyond the classroom teacher.

### Proficient (L4 - all)

**Human Resources:** ☑️ The purpose of this area is to show who is providing direct instruction, support and/or consultation beyond the classroom teacher.

<table>
<thead>
<tr>
<th>Type</th>
<th>Start Date</th>
<th>Up To</th>
<th>Planned Frequency</th>
<th>Location</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Resource Teacher</td>
<td>04-Sep-2012</td>
<td>20 Minutes</td>
<td>1-2 times per week</td>
<td>Regular classroom</td>
<td>Sept - June</td>
</tr>
</tbody>
</table>

### Satisfactory (L3 - most)

**Human Resources:** ☑️ The purpose of this area is to show who is providing direct instruction, support and/or consultation beyond the classroom teacher.

<table>
<thead>
<tr>
<th>Type</th>
<th>Start Date</th>
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<th>Location</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Special Education Resource Teacher</td>
<td>04-Sep-2012</td>
<td>20 Minutes</td>
<td>1-2 times per week</td>
<td>Regular classroom</td>
<td>Sept - June</td>
</tr>
</tbody>
</table>

### Developing (L2 - some)

**Human Resources:** ☑️ The purpose of this area is to show who is providing direct instruction, support and/or consultation ☑️ beyond the classroom teacher.

<table>
<thead>
<tr>
<th>Type</th>
<th>Start Date</th>
<th>Up To</th>
<th>Planned Frequency</th>
<th>Location</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>04-Sep-2012</td>
<td>300 Minutes</td>
<td>5 days per week</td>
<td>Regular classroom</td>
<td>Sept - June</td>
</tr>
</tbody>
</table>

### Emergent (L1 - few)

**Human Resources:** ☑️ This field should NEVER be empty. Minimum requirement would be someone (SERT, SSC, etc) monitoring the IEP program.
IEP EXEMPLARS – PAGE THREE

### Accommodations

**Exceptionality: Learning Disability**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Instructional Accommodations</th>
<th>Environmental Accommodations</th>
<th>Assessment Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assistive technology</td>
<td>- Access to resource room for academic support and/or as an alternate work space</td>
<td>- Use of Assistive Device (laptop)</td>
<td>- Extended time limits</td>
</tr>
<tr>
<td>- Electronic copy of notes</td>
<td>- Assistive Technology</td>
<td></td>
<td>- Assistive Technology</td>
</tr>
<tr>
<td>- Word prediction software</td>
<td>- Word prediction software</td>
<td></td>
<td>- Word prediction software</td>
</tr>
<tr>
<td>- Extra time</td>
<td>- Verbatim scoring of responses (if assistive technology is unavailable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use of a dictionary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use of a thesaurus</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PROFICIENT (L4 - all)

**ACCOMMODATIONS:** ☺ Accommodations are not generic or numerous, and ☺ ALL accommodations listed could be reasonably and readily available to the student.

- ☺ Lists the KEY strategies and supports required for the student to learn and show their learning to their full potential. ☺ that aren’t routinely provided during classroom instruction.

### SATISFACTORY (L3 - most)

**ACCOMMODATIONS:** ☺ Accommodations are not numerous, and ☺ accommodations listed could be readily available to the student.

- ☺ Lists the KEY strategies and supports required for the student to learn and show their learning to their full potential.
- ☺ Some listed are routinely provided to all during classroom instruction (dictionary, thesaurus).

### DEVELOPING (L2 - some)

**ACCOMMODATIONS:** ☺ Accommodations are numerous. ☺ It would be difficult for a teacher to have ALL of these accommodations readily available for one student.

- ☺ Some are generic and/or repetitive (graphic organizers, mind maps, and visual representations of thinking / electronic copy of notes, note-taking assistance, copy of notes for highlighting, copy of notes).
- ☺ EQAO accommodations are listed in a non-EQAO school year (grade 8 student).
- ☺ Some listed are routinely provided to all during classroom instruction (dictionary, thesaurus, anchor charts, a supportive and encouraging learning environment).

### EMERGENT (L1 - few)

**ACCOMMODATIONS:** ☺ With the exception of an IEP for a student identified solely as Gifted, all IEPs MUST include accommodations.
IEP EXEMPLARS – PAGE FOUR

CURRENT LEVEL OF ACHIEVEMENT:
- ☺ Includes the letter grade/mark for the subject from the Provincial Report Card of the previous June
- ☺ Includes the curriculum grade level of the expectations on which the evaluation was based
- ☺ It was modified so the MOD box is checked
- ☺ The text box on the right can be used to record additional pertinent information (PM Benchmarks, etc), or it can be left blank

ANNUAL PROGRAM GOAL: ☺ Annual program goals are stated as clearly observable and measurable outcomes – making it very clear what is expected by the end of the year.

LEARNING EXPECTATIONS: ☺ The Ministry recommends a maximum of 3 to 5 expectations per strand
- ☺ It is measurable and therefore clear to all when it has been achieved
- ☺ Indicates the grade level of the curriculum it is based on in brackets following each expectation (for Modified programs only)
- ☺ It is written in jargon-free parent-friendly language; clear what they must know or be able to do
- ☺ It distils the learning expectations found in Ontario curriculum policy documents and makes them measurable performance tasks
- ☺ Revised by term

TEACHING STRATEGIES: ☺ Strategies are aligned with the learning expectations, as necessary
- ☺ Are ONLY included if individualized to the student
- ☺ Are ONLY included if particular to the specific expectation

ASSESSMENT METHODS: ☺ Assessment methods are aligned with EACH learning expectation
- ☺ Assessment methods indicate what method/technique will be used to monitor and assess each expectation
CURRENT LEVEL OF ACHIEVEMENT:

- ☑️ Includes the letter grade/mark for the subject from the Provincial Report Card of the previous June, AND ☑️ the curriculum grade level of the expectations on which the evaluation was based.
- ☑️ It was modified but the MOD box isn’t checked.
- ☑️ The text box on the right can be used to record additional pertinent information (PM Benchmarks, etc), or it can be left blank.

ANNUAL PROGRAM GOAL:

- ☑️ Annual program goals are stated as observable outcomes, ☑️ but not measurable - making it difficult to know what is expected by the end of the year.

LEARNING EXPECTATIONS:

- ☑️ The Ministry recommends a maximum of 3 to 5 expectations per strand
- ☑️ Indicates the knowledge and/or skills the student is expected to demonstrate and have assessed, by reporting period
- ☑️ It is measurable, and therefore clear to all when it has been achieved
- ☑️ Doesn’t indicate the grade level of the curriculum it is based on in brackets following each expectation
- ☑️ Written in jargon-free parent-friendly language; fairly clear what they must know or be able to do (☑️ last expectation is vague)
- ☑️ Distils the learning expectations found in Ontario curriculum policy documents and makes them measurable performance tasks (☑️ with the exception of the last expectation)
- ☑️ Revised by term

TEACHING STRATEGIES:

- ☑️ Strategies are aligned with the learning expectations, as necessary
- ☑️ Direct instruction and Group Discussions included, but not individualized to the student
- ☑️ Direct instruction and Group Discussions included, but not particular to the specific expectation

ASSESSMENT METHODS:

- ☑️ Assessment methods are aligned with EACH learning expectation
- ☑️ Assessment methods indicate what method/technique will be used to monitor and assess each expectation
CURRENT LEVEL OF ACHIEVEMENT:

- ☻ Missing the letter grade/mark for the subject from the Provincial Report Card of the previous June, ☻ includes the curriculum grade level of the expectations on which the evaluation was based. ☻ It was modified so the MOD box is checked.

- ☻ The text box on the right can be used to record additional pertinent information (PM Benchmarks, etc), or it can be left blank.

ANNUAL PROGRAM GOAL: ☻ Annual program goals are stated as somewhat observable outcomes, ☻ not measurable, and open to broad interpretation.

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LEARNING EXPECTATIONS:

- ☻ Indicates the knowledge and/or skills the student is expected to demonstrate and have assessed, by reporting period
- ☻ None are clearly measurable, and therefore it will be difficult to know when it has been achieved
- ☻ Indicates the grade level of the curriculum it is based on in brackets following each expectation
- ☻ Written in eduspeak, non-parent-friendly language; unclear what they specifically must know or be able to do
- ☻ Does not distil the learning expectations found in Ontario curriculum policy documents, and they are not measurable performance tasks (What does ‘variety’, ‘range’, or ‘units’ mean exactly? How many paragraphs make a ‘multi-paragraph piece of writing’?)
- ☻ Revised by term

TEACHING STRATEGIES:

- ☻ Strategies are aligned with the learning expectations, ☻ but aren’t individualized or specific so are not necessary
- ☻ Direct instruction and Group Discussions copy & pasted for each expectation - not unique to the student or the specific expectation

ASSESSMENT METHODS:

- ☻ Assessment methods are not aligned with each learning expectation
- ☻ Assessment methods don’t indicate what method/technique will be used to monitor and assess each expectation
LEARNING EXPECTATIONS: ☺ The Ministry recommends a maximum of 3 to 5 expectations per strand (there are 4 although it is hard to tell)

- ☺ Indicates the knowledge and/or skills the student is expected to demonstrate and have assessed, by reporting period
- ☺ None are clearly measurable, and therefore it will be difficult to know when it has been achieved
- ☺ Doesn’t indicate the grade level of the curriculum it is based on in brackets following each expectation
- ☺ Written in eduspeak, non-parent-friendly language; unclear what they specifically must know or be able to do. ☺ Expectations have been cut & pasted directly from the Ontario curriculum policy documents including teacher prompts, headings, numbers, etc. ☺ The lack of spacing makes it extremely difficult for a parent or educator to read
- ☺ Does not distill the learning expectations found in the curriculum documents (see above), and ☺ they are not measurable performance tasks
- ☺ Revised by term

TEACHING STRATEGIES: ☺ Strategies are not aligned with the learning expectations

- ☺ Strategies are a direct copy of the Accommodations section, and therefore unnecessary

ASSESSMENT METHODS: ☺ Assessment methods are not aligned with each learning expectation

- ☺ Assessment methods don’t indicate what method/technique will be used to monitor and assess each expectation, but rather re-state the learning expectations

EMERGENT (L1 - few)

CURRENT LEVEL OF ACHIEVEMENT:

☺ Missing the letter grade/mark for the subject from the Provincial Report Card of the previous June, and ☺ the curriculum grade level of the expectations on which the evaluation was based.

☺ It was modified but the MOD box isn’t checked.

ANNUAL PROGRAM GOAL: ☻ Annual program goal is blank.
# IEP Exemplars – Transition Plan

## Transition Plan

**Reason for Developing a Transition Plan:**
The Transition Plan is to be created for any student who is 14 years of age or older with an IEP, unless solely identified as gifted. The Transition Plan required by Regulation 151/91 relates to the student’s transition to postsecondary activities, such as work, further education, and community living.

### Specific Goal(s) for Transition:
- To attend secondary school.
- To make appropriate course selections based on needs for future job interests in consultation with parents, teachers, Student Services and the Special Education Department.
- To become familiar with available secondary school support services in the school (Resource, Guidance, Student Success, etc.).

### Actions Required

<table>
<thead>
<tr>
<th>Actions Required</th>
<th>Person(s) Responsible for Actions</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend high school info session(s)</td>
<td>Student and Parents</td>
<td>January 2013</td>
</tr>
<tr>
<td>Attend transition-planning meeting to develop goals and direction for the future</td>
<td>Special Education Resource Teacher, Classroom Teacher, Guidance Counsellor, Parents, Student</td>
<td>January-February 2013</td>
</tr>
<tr>
<td>Ensure appropriate courses are selected and meet college/university prerequisites</td>
<td>Guidance Department and Student</td>
<td>February 2013</td>
</tr>
<tr>
<td>Attend Orientation BBQ in August (set up locker, walk to each classroom on schedule)</td>
<td>Student</td>
<td>August 2013</td>
</tr>
</tbody>
</table>

### PROFICIENT (L4 - all)

**Transition Plan:** ☑ Required for all students 14 years of age or older (Student is 14)
- ☑ Reflects long-range planning and collaborative responsibility among the student, parents, and school for eventual transition to postsecondary activities
- ☑ Includes actions directly related to the specific goals, includes the people responsible and the timeline

### SATISFACTORY (L3 - most)

**Transition Plan:** ☑ Required for all students 14 years of age or older (Student is 14)
- ☑ Reflects short-range planning for transition to secondary school only, not eventual post-secondary.
- ☑ Collaborative responsibility among the student, parents, and secondary school
- ☑ Includes actions directly related to the specific goals, includes the people responsible and the timeline

### DEVELOPING (L2 - some)

**Transition Plan:** ☑ Required for all students 14 years of age or older (Student is 14)
- ☑ No specific goals listed
- ☑ Collaborative responsibility among the student, parents, and secondary school
- ☑ Includes actions, includes the people responsible and the timeline

### EMERGENT (L1 - few)

**Transition Plan:** ☑ Required for all students 14 years of age or older (Student is 14)
- ☑ No specific goals listed
- ☑ No collaborative responsibility among the student, parents, and school listed
- ☑ Includes one action for the student only, and the timeline
IEP EXEMPLARS – PARENT CONSULTATION LOG

PROFICIENT (L4 - all)

PARENT CONSULTATION LOG:
- ☑ Parent (student 16+) consultation and feedback is evident and clearly recorded on the log
- ☑ All contact with parent is recorded
- ☑ Each entry includes an outcome

DEVELOPING (L2 - some)

PARENT CONSULTATION LOG:
- ☑ Limited parent consultation/feedback is evident and recorded on the log
- ☑ Minimal contact with parent is recorded
- ☑ Entry doesn’t include an outcome

SATISFACTORY (L3 - most)

PARENT CONSULTATION LOG:
- ☑ Parent consultation and feedback is evident and recorded on the log
- ☑ Most contact with parent is recorded
- ☑ Missing an outcome for one

EMERGENT (L1 - few)

PARENT CONSULTATION LOG:
- ☑ No parent consultation/feedback is evident or recorded on the log