INDIVIDUAL EDUCATION PLAN

EXEMPLARS

RCDSB Special Education
2013

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

### ASSESSMENT:
- Only pertinent diagnosis info included,
- Uses descriptive term 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, less than six entries

---

### PROFICIENT (L4 - all)

#### 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, less than six entries

---

### SATISFACTORY (L3 - most)

#### ASSESSMENT:
- Only pertinent diagnosis info included,
- Uses descriptive terms not numerical or percentile scores,
- SERT assessment is current

#### STRENGTHS:
- Focuses on learning style, processing skills, previously acquired learning skills, some not really pertinent, more than six entries

#### NEEDS:
- Focuses on broad cognitive/processing challenges and skills deficits, less than six entries

---

### DEVELOPING (L2 - some)

#### 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- Includes history of outdated SERT assessment,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))

---

### EMERGENT (L1 - few)

#### 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- SERT assessment is outdated,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

---

### 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</td>
</tr>
<tr>
<td>Educational assessment</td>
<td>12-Apr-2011</td>
<td>SERT assessment confirmed Average reading and math skills, with writing skills significantly below grade level.</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

- Auditory learner
- Working Memory
- Math calculation & problem-solving skills
- Receptive language skills — reading
- Expressive language skills — writing (conventions & organization)
- Assistive technology skills
- Visual motor skills
- Social skills with Adults
- Social skills with Peers

### Areas of Need

- Expressive language skills — writing (conventions & organization)
- Assistive technology skills
- Basic literacy skills — writing

---

### 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</td>
</tr>
<tr>
<td>Educational assessment</td>
<td>12-Apr-2011</td>
<td>SERT assessment confirmed Average reading and math skills, with writing skills significantly below grade level.</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

- Social skills with adults
- Social skills with peers
- Expressive language skills — writing (conventions & organization)
- Expressive language skills — writing (spelling, punctuation)
- Expressive language skills — writing (ideas/orGANIZATION)
- Assistive technology skills
- Basic literacy skills — writing

### Areas of Need

- Write three paragraphs with accurate spelling & punctuation
- Needs to use WordQ
- Needs to ask for help when necessary
- Attend the after school homework support program
- Needs extra support for writing tasks
- Expressive language — Writing
- Access to technology
- Needs to improve handwriting
<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>
<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>

**HUMAN RESOURCES:** ☑ The purpose of this area is to show who is providing direct instruction, support and/or consultation beyond the classroom teacher.
### 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></td>
<td>- Assistive technology</td>
<td>- Access to resource room for academic support and/or as an alternate work space</td>
<td>- Extended time limits</td>
</tr>
<tr>
<td></td>
<td>- Electronic copy of notes</td>
<td>- Use of Assistive Device (laptop)</td>
<td>- Assistive Technology</td>
</tr>
<tr>
<td></td>
<td>- Word prediction software</td>
<td>-</td>
<td>- Word prediction software</td>
</tr>
<tr>
<td></td>
<td>- Extra time</td>
<td>-</td>
<td>- Verbatim scripting of responses (if assistive technology is unavailable)</td>
</tr>
<tr>
<td></td>
<td>- Use of a dictionary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- Use of a thesaurus</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></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.
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
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

### English Language: Writing: Modified Learning Expectations

<table>
<thead>
<tr>
<th>Baseline Level Of Achievement:</th>
<th>Baseline level of Achievement for Modified Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ontario Curriculum Subject</td>
<td></td>
</tr>
<tr>
<td>Prerequisite course</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>(Secondary)</td>
<td></td>
</tr>
<tr>
<td>Letter Grade / Mark</td>
<td>73</td>
</tr>
<tr>
<td>Grade Based On</td>
<td>5</td>
</tr>
</tbody>
</table>

Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.

Larry will continue to develop his written language, punctuation and spelling skills.

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry will research and gather information for 3 persuasive letters. He will sort and</td>
<td>- Use graphic organizer software</td>
<td>- Product samples</td>
</tr>
<tr>
<td>classify researched information using graphic organizers to make connections between</td>
<td>- Direct instruction</td>
<td>- Checklists</td>
</tr>
<tr>
<td>ideas.</td>
<td>- Group and partner discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Larry will write a persuasive letter of at least 3 paragraphs.</td>
<td>- Use word prediction software</td>
<td>- Product samples</td>
</tr>
<tr>
<td></td>
<td>- Direct instruction</td>
<td>- Conferencing</td>
</tr>
<tr>
<td></td>
<td>- Group and partner discussions</td>
<td></td>
</tr>
<tr>
<td>Larry will identify the topic, purpose, and audience for writing a supported opinion</td>
<td>- Provides an organization template</td>
<td>- Product sample</td>
</tr>
<tr>
<td>paragraph in response to reading an assigned piece of writing; (6)</td>
<td>- Direct Instruction</td>
<td>- Conferencing</td>
</tr>
<tr>
<td></td>
<td>- Group and partner discussions</td>
<td></td>
</tr>
<tr>
<td>Larry will use a checklist to determine whether elements have been included in an</td>
<td>- Provide Larry with a checklist of elements</td>
<td>- Checklist</td>
</tr>
<tr>
<td>assigned piece of writing.</td>
<td>- Direct Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Group and partner discussions</td>
<td></td>
</tr>
</tbody>
</table>
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.

---

**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
- ☐ 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 distil 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

CURRENT LEVEL OF ACHIEVEMENT:
- ☺ Missing the letter grade/mark for the subject from the Provincial Report Card, 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: ☑ 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 post-secondary activities
- ☑ Includes actions directly related to the specific goals, includes the people responsible and the timeline

PROFICIENT (L4 - all)

TRANSITION PLAN:
- 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

SATISFACTORY (L3 - most)

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

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
### PARENT CONSULTATION LOG:
- ☹️ No parent consultation/feedback is evident or recorded on the log
- ☁️ Minimal contact with parent is recorded
- ☁️ Entry doesn't include an outcome

### SATISFACTORY (L3 - most)
- ☑️ Parent consultation and feedback is evident and recorded on the log
- ☔️ Most contact with parent is recorded
- ☁️ Missing an outcome for one

### DEVELOPING (L2 - some)
- ☑️ Limited parent consultation/feedback is evident and recorded on the log
- ☁️ Minimal contact with parent is recorded
- ☁️ Entry doesn't include an outcome

### EMERGENT (L1 - few)
- ☉️ No parent consultation/feedback is evident or recorded on the log

---

### Record of Parent / Student / Staff Consultations and IEP Updating

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity (Indicate parent/student consultation or staff review)</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-May-2012</td>
<td>IPAC meeting, parents in attendance</td>
<td>Identification and placement agreed upon. IEP reviewed - parents would like a similar level of support to continue next year.</td>
</tr>
<tr>
<td>12-Sep-2012</td>
<td>IEP Input Form sent home for parent input</td>
<td>Form returned. Parents noted that Larry started wearing eye glasses in the summer. No other new information.</td>
</tr>
<tr>
<td>13-Oct-2012</td>
<td>IEP sent home for parents to review</td>
<td>Parents in agreement with IEP, signed and returned.</td>
</tr>
<tr>
<td>20-Nov-2012</td>
<td>Parent-teacher interview, SERT in attendance</td>
<td>IEP was reviewed. All in agreement. No changes required. Plans were made to meet again in January with the high school Guidance Counsellor to discuss transition to high school and college selection.</td>
</tr>
</tbody>
</table>