Individual Education Plan for Developmental Disability Sample

Student ID (OEN) 123456789  [F]  
School Mary Ward  
Date of Birth 1998/10/23  10 yrs 11 mo  
Principal Domenic Massi  
Grade 6  
Year 2009-2010  

Reason for IEP  Student identified as exceptional by IPRC  

Initial IPRC 2003/12/03  
Latest IPRC 2009/12/09  
Exceptionality Intellectual - Developmental Disability  
Placement Regular Class with Indirect Support  
Placement date 2009/09/08 (first day of continuing placement)  
IEP completed 2009/10/14  

Developed by M. Ruggi - Educational Resource Teacher  
in consultation with:  
Domenic Massi - Principal  
N. Driscoll - French Teacher  
Mr. & Mrs. Sample - Parents  
Mrs. Sniff - Special Needs Facilitator  

Assessments  
Occupational Therapy Assessment (date: 2004/04/01 by Ms. Fiona Motorola) • DD displays a deficit in vestibular awareness.  
Psycho-educational (NCDSB Staff) (date: 2003/11/04 by PRT) • Both DD's intellectual and academic scores were within the significantly below average range.  
Kaufman Test of Educational Achievement II (KTEA-II) (date: 2003/05/14 by ERT) • DD scored within the significantly below average range in all sub tests.  

Strengths & Needs  
Areas of Strength  
• fine motor skills  
• non-verbal communication  
• attendance  
• punctuality  
• initiative  
• participation  
• initiative  
• kinesthetic learning style  
• tactile learner  

Areas of Need  
• gross motor abilities  
• basic life skills  
• expressive language (speaking)  
• expressive language (writing)  
• memory skills  
• receptive language skills (comprehension)  
• literacy skills  
• numeracy skills  
• attention  

Subjects, Courses, or Alternative Program to which this IEP applies  
(AC Accommodated only  MOD Modified  ALT Alternative)  

1. Language  ✓ MOD  ☐ AC  ☐ ALT  
2. Mathematics  ✓ MOD  ☐ AC  ☐ ALT  
3. Science and Technology  ✓ MOD  ☐ AC  ☐ ALT  
4. Social Studies  ✓ MOD  ☐ AC  ☐ ALT  
5. Second Language - French  ✓ MOD  ☐ AC  ☐ ALT  
6. Life Skills  ☐ MOD  ☐ AC  ✓ ALT  

Elementary program exemptions:  
n / a  

Draft as at 2010/05/12
### Individual Education Plan for Developmental Disability Sample

#### Accommodations

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Environmental</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• assign one task at time</td>
<td>• assistive devices or adaptive equipment</td>
<td>• access to computer or word processor (with spell check)</td>
</tr>
<tr>
<td>• calculator</td>
<td>• preferential seating</td>
<td>• opportunities for oral evaluation</td>
</tr>
<tr>
<td>• colour cues</td>
<td>• frequent breaks</td>
<td>• preferential seating within the regular classroom</td>
</tr>
<tr>
<td>• duplicated notes</td>
<td>• highlight/chunk material</td>
<td>• visual aids/concrete materials</td>
</tr>
<tr>
<td>• frequent breaks</td>
<td>• read all written instructions</td>
<td></td>
</tr>
<tr>
<td>• highlight/chunk material</td>
<td>• reduce new skills to smaller steps</td>
<td></td>
</tr>
<tr>
<td>• read all written instructions</td>
<td>• reduced workload</td>
<td></td>
</tr>
<tr>
<td>• reduce new skills to smaller steps</td>
<td>• scribe</td>
<td></td>
</tr>
<tr>
<td>• frequent breaks</td>
<td>• taped texts</td>
<td></td>
</tr>
</tbody>
</table>

#### Equipment

- Yes [ ] No [✓]  

#### Provincial Assessments

Exemptions from provincial assessments  
**Gr 6 Assessment of Reading, Writing and Mathematics** - exempt - DD is unable to complete the assessment with allowed accommodations.

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## Special Education Programs

### Language (Modified)

**Teacher:** M. Ruggi  
**Term:** 1

#### Current level of achievement as of June 2009

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Oral Communication</th>
<th>Media Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>B</td>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum grade level**

- SK Modified

#### Annual Program Goal

- Reading  
  - By the end of June, DD will be reading at a level 10 PM benchmark with a 90% accuracy.  
  - She will recognize thirty sight words from the grade two no excuse word list.  
  - She will demonstrate understanding of a text by retelling or restating the information read, including the main idea and 2 other points with 80% accuracy

- Writing  
  - With level 2 accuracy at the Grade One level, DD will write 1 sentence about a given topic using proper conventions and spelling

### Term 1

#### Learning Expectations

- By the end of November, DD will be reading at a level 6 PM benchmark with a 90% accuracy.  
  - She will recognize 12 sight words from the grade two no excuse word list.  
  - She will demonstrate understanding of a text by retelling or restating the information read, including the main idea with 80% accuracy

- Writing  
  - With level 2 accuracy at the Grade One level, DD will write 1 sentence about a given topic using proper conventions and spelling

#### Teaching Strategies

- Guided and Shared Reading  
  - One to one support  
  - Use leveled guided and shared reading materials to go home on a daily basis  
  - Use of Kurzweil

- Guided and Shared Writing  
  - One to One support  
  - Sample writing  
  - Graphic organizers  
  - Use of Kurzweil

#### Assessment Methods

- Running Record on PM Benchmark leveled books  
- Observation Survey  
- Grade 2 no excuse word list checklist  
- Rubric from the Ontario Curriculum - grade one  
- Written work
### Language continued

#### Term 2

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of March, DD will be reading at a level 8 PM</td>
<td>• Guided and Shared Reading</td>
<td>• Running Record on PM Benchmark leveled books</td>
</tr>
<tr>
<td>benchmark with a 90% accuracy. She will recognize 12 additional sight words from the</td>
<td>• One to one support.</td>
<td>• Observation Survey</td>
</tr>
<tr>
<td>grade two no excuse word list. She will demonstrate understanding of a text by</td>
<td>• use leveled guided and shared reading materials to go home on a daily basis</td>
<td>• Grade 2 no excuse word list checklist</td>
</tr>
<tr>
<td>retelling or restating the information read, including the main idea with 85%</td>
<td>• Use of Kurzweil</td>
<td></td>
</tr>
<tr>
<td>accuracy. She will make one connection to herself, another text or the world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writing • With level 2 accuracy at the Grade One level, DD will write 3 sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about a given topic using proper conventions and spelling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Second Language - French (Modified)

<table>
<thead>
<tr>
<th>Current level of achievement as of June 2009</th>
<th>Curriculum grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>B</td>
</tr>
<tr>
<td>Writing</td>
<td>B</td>
</tr>
<tr>
<td>Oral and Visual Communications</td>
<td>B</td>
</tr>
</tbody>
</table>

**Annual Program Goal**

DD will count to 20 in French with 90% accuracy DD will read the date and will use one weather word to describe the day's weather with one prompt.

#### Term 1

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD will count to 10 in French with 90% accuracy. DD will repeat the day's date and</td>
<td>• Number games</td>
<td>• Observation</td>
</tr>
<tr>
<td>weather with one verbal prompt.</td>
<td>• Number books</td>
<td>• Oral Responses</td>
</tr>
<tr>
<td></td>
<td>• One to one support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• daily review</td>
<td></td>
</tr>
</tbody>
</table>

### Mathematics (Modified)

**Teacher:** M. Ruggi  **Term:** 1
**Mathematics continued**

<table>
<thead>
<tr>
<th>Current level of achievement as of June 2009</th>
<th>Curriculum grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number sense and numeration</td>
<td>B  SK</td>
</tr>
<tr>
<td>Measurement</td>
<td>B  SK</td>
</tr>
<tr>
<td>Geometry and spatial sense</td>
<td>B  SK</td>
</tr>
<tr>
<td>Patterning and algebra</td>
<td>B  SK</td>
</tr>
<tr>
<td>Data management and probability</td>
<td>B  SK</td>
</tr>
</tbody>
</table>

**Annual Program Goal**
- Number Sense • DD will be able to add and subtract numbers to 30 with 75% accuracy and be able to count to 100 • Patterning • DD will be able to create and extend patterns with 2 attributes • Measurement • DD will be able to estimate and measure 2-D shapes using standard and non-standard units of measure with 80% accuracy • Data Management • DD will collect data for a chosen question and display information on a pictograph and a bar graph with 80% accuracy. • Geometry and Spatial Sense • DD will identify all 3-D objects with a 75% accuracy.

**Term 1**

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)</th>
<th>Assessment Methods (Identify the assessment method to be used for each learning expectation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number Sense • DD will be able to add and subtract numbers to 15 with 75% accuracy and be able to count to 35</td>
<td>• scaffolding • use of charts, diagrams, counters • use of manipulatives • Math Litterature • Daily Review • Math Games • One to One support</td>
<td>• Oral Responses • Daily work • Quiz</td>
</tr>
<tr>
<td>• Patterning • DD will be able to create a pattern with 2 attributes</td>
<td>• scaffolding • use of charts, diagrams • use of manipulatives • Math Litterature • Daily Review • Math Games • One to One support</td>
<td>• Oral Responses • Daily work • Quiz</td>
</tr>
<tr>
<td>• Measurement • DD will be able to estimate and measure 2-D shapes using standard and non-standard units of measure with 80% accuracy</td>
<td>• scaffolding • use of manipulatives • Math Litterature • Daily Review • Math Games • One to One support</td>
<td>• Oral Responses • Daily work • Quiz</td>
</tr>
</tbody>
</table>
Mathematics  

Term 2

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number Sense • DD will be able to add and subtract numbers to 20 with regrouping with 75% accuracy and be able to count to 60</td>
<td>• scaffolding • use of charts, diagrams, counters • use of manipulatives • Math Litterature • Daily Review • Math Games • One to One support</td>
<td>• Oral Responses • Daily work • Quiz</td>
</tr>
<tr>
<td>• Data Management • DD will collect data for a chosen question and display information on a pictograph and a bar graph with 80% accuracy.</td>
<td>• scaffolding • use of charts, diagrams • use of manipulatives • Math Litterature • Daily Review • One to One support</td>
<td>• Oral Responses • Daily work • Quiz</td>
</tr>
<tr>
<td>Geometry and Spatial Sense • DD will identify 4 3-D objects (sphere, cube, cone and rectangular prism) with a 75% accuracy.</td>
<td>• scaffolding • use of charts, diagrams • use of manipulatives • Math Litterature • Daily Review • One to One support</td>
<td>• Oral Responses • Daily work • Quiz</td>
</tr>
</tbody>
</table>

Science and Technology (Modified)

Teacher: M. Ruggi  Term: 1

Current level of achievement as of June 2009
Letter grade / mark: B  Curriculum grade level: Grade 5 Modified

Annual Program Goal
DD will be exposed to the regular grade curriculum with modifications to the content, assignments and evaluation.

Term 1

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DD will be able to name and identify 4 of the planets based on the visual characteristics. (i.e. Mars is small and red; Saturn has visible rings, etc.) with Level 3 accuracy.</td>
<td>• concrete models • visual displays • direct instruction • planet game</td>
<td>• Observations • Oral Responses</td>
</tr>
</tbody>
</table>
### Science and Technology

**Term 2**

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD will design, build and test a flying device that will be launched and fly at least 1 metre.</td>
<td>• hands-on activities • direct assistance • manipulatives • models of flying devices • step by step guided instruction</td>
<td>• observation • written work • test flight • review of device</td>
</tr>
</tbody>
</table>

### Social Studies (Modified)

**Teacher:** M. Ruggi  **Term:** 1

**Current level of achievement** as of June 2009  
Letter grade / mark: B  Curriculum grade level: Grade 5 Modified

**Annual Program Goal**  
DD will be exposed to the regular grade curriculum with modifications to the content, assignments and evaluation.

**Term 1**

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD will identify 2 explorers who first explored Canada and provide one main reason for each explorer's journey with 75% accuracy.</td>
<td>• visual aids • timelines • direct instruction • small group instruction • interactive bulletin board and game</td>
<td>• oral response test</td>
</tr>
</tbody>
</table>

**Term 2**

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD will identify 2 of Canada's trading partners and list 1 important fact about each partner with 75% accuracy</td>
<td>• visual aids • timelines • direct instruction • small group instruction • interactive bulletin board</td>
<td>• observations • written work</td>
</tr>
</tbody>
</table>

### Life Skills (Alternative)

**Teacher:** M. Ruggi  **Term:** 1

**Current level of achievement** as of June 2009  
DD is able to use Velcro shoes independently. She can crossover laces but is unable to loop and tie. She enjoys playing with a telephone, but does not understand the functional use of a phone.
**Life Skills continued**

**Annual Program Goal**
By the end of June, DD will be able to tie her shoes with 100% accuracy. DD will be able to pick up the phone and independently dial her mother's number and speak to her on the phone.

**Term 1**

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)</th>
<th>Assessment Methods (Identify the assessment method to be used for each learning expectation)</th>
</tr>
</thead>
</table>
| DD will be able to tie a knot on a model shoe with 100% accuracy. | • One to One support  
• Model  
• Daily Practice | • Observation |
| DD will be able to pick up the phone and dial her mother's number with 2 or less verbal prompts. | • Visual aid  
• Verbal Prompting  
• One to one support  
• Model | • Checklist |

**Term 2**

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)</th>
<th>Assessment Methods (Identify the assessment method to be used for each learning expectation)</th>
</tr>
</thead>
</table>
| DD will be able to tie a knot on her shoe and construct two loops needed to construct a bow with 100% accuracy. She will make the bow 2 out of 5 times. | • One to One support  
• Model  
• Daily Practice | • Observation  
• Checklist |
| DD will be able to pick up the phone and dial her mother's number with no verbal prompting. | • Visual aid  
• non verbal prompting as needed  
• One to one support  
• Model | • Checklist |

**Human Resources**

- **Direct instruction**
  Intensity: Daily  starting: 2009/09/08  
  Provided by: Classroom Teacher  
  Location: Regular class

- **Instructional support**
  Intensity: As directed by the teacher  starting: 2009/09/08  
  Provided by: Educational Assistant  
  Location: Regular class

- **Consultation**
  Intensity: As directed by the teacher  starting: 2009/09/08  
  Provided by: Educational Resource Teacher  
  Location: Regular class

- **Consultation**
  Intensity: Bi-monthly  starting: 2009/09/22  
  Provided by: Occupational Therapist  
  Location: Resource-withdrawal
### Summary of Information Sources
- Developmental’s OSR
- Developmental’s latest report card
- Developmental’s latest IEP
- IPRC information
- Developmental’s timetable
- Classroom observations
- Developmental’s current work
- Clinical assessments
- Educational assessments
- Consultation with parent/guardian
- Consultation with board staff

### Evaluation and Reporting

<table>
<thead>
<tr>
<th>Reporting Dates</th>
<th>Reporting Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/03/09</td>
<td>Provincial Report Card and Alternative Program report</td>
</tr>
<tr>
<td>2010/06/28</td>
<td>Provincial Report Card and Alternative Program report</td>
</tr>
</tbody>
</table>

### Log of Review, Updating and Parent/Student Consultation

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity / Outcome</th>
</tr>
</thead>
</table>
| 2009/10/07    | Contact with Both parents by M. Ruggi, N. Driscoll  
• Met with parents to discuss Term 1 IEP. Parents requested that a focus of life skills program be developing functional telephone skills. |
| 2009/11/30    | Contact with Both parents by M. Ruggi, N. Driscoll  
• Term 1 report was discussed and term 2 IEP goals were discussed. Parents were in agreement with all expectations on the IEP. |

The Principal has the legal requirement to implement and monitor the IEP.
The plan has been developed according to the Ministry’s standards, addresses the student’s strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Approved: ___________________________  
Principal’s signature  Date