

SSNET IEP Checklist for Administrators

For more information around IEP Standards, please visit: [Special Education in Ontario: Kindergarten to Grade 12 Policy and Resource Guide 2017](#)

Student Information:

- IEP Completion Date—ensure date is **within 30 school days** of the student’s placement within a special education program.
- Safety Plan—**Checkbox: Yes or No**
- Health Support Services—**Checkbox: Yes or No**
- If yes, include Essential Routine Health Services Plan**

*Note: Medical Care Plans are **not** included in an IEP*

Rationale for developing the IEP:

- Student Identified as Exceptional by IPRC:** pre-populated from student profile – not editable
- Student Not Formally Identified by IPRC but Requires Special Education:** pre-populated from student profile – not editable
- Must include a brief statement describing characteristics of the student that make a special education program and/or services necessary

Placement Information:

- Identification: pre-populated from student profile – not editable
- Placement: pre-populated from student profile – not editable
- Placement Date: determined by the IPRC
- Last IPRC Date: pre-populated from student profile – not editable
- If No IPRC: first date of placement in a special education program

Subject, Courses or Alternative Programs to which the IEP Applies:

- List of courses with corresponding teacher(s) to be updated as changes occur
- Program Type—**all subjects are listed and checked as either AC or MOD**
- Alternative program areas are listed and checked as **ALT**

Evaluation:

- Reporting Dates: pre-populated but editable for schools with alternate reporting dates (i.e. BCSS, KHS, SDHS etc.)
- Reporting Format: must select **Provincial Report Card** or **Attachment to the Ontario Report Card** as appropriate
 - Secondary: Attachment to the Ontario Report Card is selected **ONLY** for students who are taking K-coded courses, or for students who are receiving a mark for significantly modified credit bearing courses (Y coded courses) and/or who are working on alternative learning expectations (e.g., life skills, advocacy, social skills, hearing). Secondary Students: student is working towards the attainment of: OSSD, OSSC, Certificate of Accomplishment

- Elementary: Attachment to the Ontario Report Card is used *in a very few instances* and selected **ONLY** for students who working on **alternative curriculum** expectations.

Human Resources (teaching/non-teaching):

- SERT is listed with type of service, frequency and location that corresponds to the student's placement.
- When student has had an IPRC, ensure this section of the IEP aligns with the statement of decision.
- EA is listed with type of Service, frequency and location that corresponds to the student's placement
- EA is listed **ONLY** for students who require the support of an EA on a regular scheduled basis such as a student who has a SIP claim, requiring personal care or in a Community Class
*Note: Name of EA **NOT** to be listed*
- Choice of Semester 1, Semester 2, or Semester 1 & 2 **OR** Term 1, Term 2, Term 1&2
- Additional information text box should be empty unless student has a SIP claim or special notes are required.

Signatures:

- Principal Signature and Date
 - Must Sign to indicate his or her assurance that the plan is appropriate to the student's strengths and needs and that it meets all standards
- Teacher(s) Signature and Date
 - Not required, but recommended
- Parent/Guardian/Student Signature
 - Student signs if 16 years or older
- Principal must ensure parents, and students if 16 years or older are consulted in the development of the IEP

Sources Consulted Page:

- Assessment Summary:
 - Diagnosis that supports the identification of a student's exceptionality is listed
 - Relevant and current information as related to the need for a special education program and/or services with date and source is included
 - Percentile and numerical scores are **NOT** included
- Student Strengths and Needs:
 - Strengths and needs align with relevant assessment reports
 - Strengths are reflective of learning styles and preferences, acquired learning skills and cognitive processing and communication skills
 - Needs are reflective of broad cognitive and/or processing challenges, skills deficits related to student's exceptionality and/or interfere with ability to learn
 - Strengths and needs are balanced

Accommodations Page:

- Only specific strategies and supports that differ from normal classroom instruction and assessment (i.e. chunk information using colour codes)
 - All accommodations documented in the IEP must be made readily available to the student
- Accommodations are **specific** to the individual student
 - Instructional Accommodations
 - Environmental Accommodations
 - Assessment Accommodations – should reflect appropriate accommodations as per instructional accommodations listed in the instructional accommodation column
 - Individualized equipment – SEA equipment which has been deemed essential for a student to access curriculum and/or attend school
 - Provincial Assessments is checked if it is an EQAO/OSSLT year for the student and permitted accommodations are listed– should reflect appropriate accommodations from the Assessment Accommodations column and consistent with those permitted by EQAO

Program Pages:

- Baseline level of achievement is completed with data from most recent report card
- Description of achievement level for curriculum areas and with data from recent reports/assessment/observations for alternative areas
- Annual Program Goals are statements describing what a student can reasonably be expected to accomplish in a particular subject, course, or skill area by the end of the school year. a student can reasonably be expected to accomplish by the end of the school year.
 - Annual Program Goals are expressed as observable, measurable outcomes.
 - Annual program goals represent reasonable objectives, not rigid requirements.
 - Annual program goals may need to be revised as the teacher develops a better understanding of the student's learning processes and/or the student's rate of acquisition of knowledge and skills change.
- Annual Program Goals may be modified from overall expectations
- Learning Expectations are specific, realistic and observable
- Learning Expectations are included for each term
- A reasonable number of Learning Expectations is included
- Learning Expectations include the grade level of the expectations for curriculum areas
- Learning expectations expressed in such a way that the student and parent can understand, to the extent possible
- Assessment methods align with learning expectations and are specific
- Percentages and terms such as 3 out of 4 times ONLY appear as appropriate to instruction and assessment

Transition Plan Page:

- Must be developed and included as part of a student's IEP
- If no need of transition support at this point in time, no actions required must be checked
- Reflects key transitions that a student makes in the course of their education
- Reflects student's interests
- Reflects student's strengths and needs
- Goals will vary depending on student's needs (e.g., Post-Secondary, employment, future education and /or community living.

- Next steps to achieve this Goal—as appropriate
- Actions to Date- list of actions identified for current school year to continue to progress toward student's goals
- Each action identified should have a clear timeline or completion date
- Future Recommendations—if possible actions for future years should be identified to:
 - clarify the student's progression towards his or her goals;
 - test the appropriateness of the planned steps and actions as ways to help the student achieve the goals;
 - alert team members to future responsibilities
- Anticipated Secondary School Graduation Year (this date will either reflect the anticipated grade 12 graduation date or June of the calendar year in which the student turns 21)
- To be completed in consultation with parent/guardian and/or student

Safety Plan-as Required:

- Student Information
- Staff Information
- Developed By
- Shared With
- Staff Available to Support
- Sources Consulted
- Personal Protective Equipment
- Signature
- Precipitating Factors
- Triggers
- Student Behaviour/Staff Response
 - Anxiety/Supportive/Intervention
 - Defensive/Directive/Intervention
 - Risk Behaviour/Non Violent Physical Crisis Intervention/Intervention
 - Tension Reduction/Therapeutic Rapport/Intervention

IEP Consultation Log:

- Date/Person Contacted/Type of Contact/Actions or Outcomes
- There is evidence the parent and/or the student (if 16 or older) has been part of the IEP development and on-going updates
- Should only include information around discussions pertaining to IEP