

INDIVIDUAL EDUCATION PLAN (IEP) CHECKLIST

Frequently Asked Questions & Answers:

1. Q: How do we determine if a non-identified student requires an IEP?

- A: This is a very individualized decision and should be a discussion with the in-school team and parents/guardians. Consideration of the steps below may assist with the decision:
- Step 1: Student is not achieving level 1 or above on the Provincial Report Card.
 - Step 2: Student receives intervention and possible referral for assessment.
 - Step 3: In-school team evaluates intervention.
 - Step 4: Decision made whether student requires an IEP in consultation with parents/guardians.

2. Q: What is an Accommodated Program?

- A: Accommodations do not alter the provincial curriculum expectations for the grade. They refer to the individualized teaching and assessment strategies, human supports, and individualized equipment required to enable an individual student to learn and to demonstrate achievement of expectation. Do not check the IEP box on the Provincial Report Card.

3. Q: What is a Modified Program?

- A: Changes are made to the grade-level expectations for subject or course in order to meet a student's learning needs. These changes may involve developing expectations for a different grade level or for the same grade level but increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

4. Q: What is an Alternative Program?

- A: Expectations are developed to help students acquire knowledge and skills that are not in the Ontario curriculum for their grade level. Consult Students Services for assistance.

5. Q: How do we decide if a student receives a modified program?

- A: This decision needs to be based on the assessment data. Consideration of the following three steps may be helpful in determining the kind of program support the student requires.
- Step 1: Differentiated instruction within the classroom occurs. If the student requires further support then move on to step 2.
 - Step 2: Specific accommodations are given to the individual student (e.g. reducing the amount of work; working in alternative formats using assistive technology).
 - Step 3: If the student requires further support, then modifications are considered (learning expectations for a different grade level or for the same grade level but increasing or decreasing the number and/or complexity of regular grade-level curriculum expectations) or alternative program expectations are provided.

6. Q: Can a student who has an IEP receive a level 4, 3, 2 or 1?

A: Students who have an IEP should receive a mark on the Provincial report card that most accurately reflects their level of achievement against the expectations on that student's IEP, whether it is Level 4, 3, 2, or 1.

A student with an IEP who received a level 4 or 3 on the Provincial report card would indicate to parents/guardians that the expectation(s) had been met and a revised IEP will be forthcoming for consultative purposes. The revised IEP would indicate goals that reflect the next steps outlined in the Provincial Report Card for that student's individual growth.

A student who receives a level 2 or level 1 would indicate that the student had not yet reached the provincial standard for that expectation and the expectation may continue on the IEP into a portion of the next term.

7. Q: When does the initial IEP go home?

A: An IEP must go home within 30 school days after the placement date. If the student is in a continuing placement, then the placement date is usually the first day of school in September.

8. Q: Does the IEP go home with the report card?

A: A copy of the IEP for which teachers are using for reporting on the Provincial Report Card Alternative Report Card should be sent home with the appropriate term's Provincial Report Card. This way, the comments on the report card reflect achievement against the expectations on the IEP that accompanies it.

9. Q: What procedure needs to be followed when changes are made to the IEP?

A: When any changes are noted, consultation occurs with the parent and is logged in the consultation log (e.g. change in diagnosis; significant changes to the student's learning expectations and/or types or level of accommodations). A revised IEP should be sent home with the appropriate term's Provincial Report Card or alternative report card.

Creating / Retrieving IEPs from-IEP Engine

1. Open the Portal
2. Click on the Clevr icon
3. Login using your username and password
4. The home page of IEPs will appear
5. Contact student Services for further assistance

Profile:

- Review all student information fields

- Ensure that the school listed is accurate
- Reason for IEP
 1. Student identified as exceptional - Complete the IPRC and placement information
 2. Student not formally identified - Provide a brief statement describing the characteristics of the student that make a special education program and/or services necessary in the box entitled (“Presenting Characteristics and/or Rational for IEP”)
- Placement definitions:
 1. Regular Class with Indirect Support: The student is placed in a regular class for the entire day and the teacher receives specialized consultative services. (This support would be provided by the SERT(Special Education Resource Teacher).
 2. Regular Class with Resource Assistance: The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
 3. Regular Class with Withdrawal Assistance: The student is placed in a regular class and receives instruction outside of the classroom for less than fifty percent of the school day from a qualified special education teacher. (The student with this placement option will receive instruction and support from the regular classroom teacher and specialized instruction and support from the Special Education Resource Teacher
 4. Special Education Class with Partial Integration: The student is placed by the IPRC in a special education class for at least fifty percent of the school day, but is integrated with a regular class for at least one instructional period daily. (This placement would apply to a student who attends a Life Skills Developmental Centre Program if they are integrated into a regular classroom within the school for at least one instruction period per day.
- Placement date:
 1. New: The first day of a student’s attendance in a special education program as specified in the IPRC’s statement of decision.
 2. Continuing: The first day of the new school year or semester in which the student is continuing in a placement subsequent to its confirmation in the annual IPRC review.
 3. Change: The first day of the student’s enrolment in a special education program that he or she begins in mid-year or mid-semester as the result of a change of placement.
- Reporting Format: Both options (Provincial and Alternative) may apply for some students. Check which option applies.
For Example: Students receiving programming in a Life Skills Developmental Centre may receive an Alternative Report Card and in some cases a Provincial Report Card.

IEP Development Team:

- Staff members and their roles are to be entered under the “General Info” tab on the IEP template in clevr.

Assessment Data:

- Educational Assessments
 1. Include only current achievement
 2. Choose tools that provide in-depth information such as PM Benchmarks, CASI or PRIME.
- Clinical Assessments
 1. Include reports that support the identification of the student’s exceptionality or diagnosis.

2. Include the date, name of specialist, and a brief summary statement of each report's findings, but not numerical scores or percentiles
- Do not include every report in the student's OSR but only the most recent assessments.
 - Do not include personal/family information or medical diagnoses that do not relate to the identification

Examples of summary statements:

1. Report supports the identification of Learning Disability.
2. Information indicates a mild to moderate hearing loss.
3. WISC: More difficulty with expressive than receptive language, weak fine motor skills, low average short-term memory and visual problem solving, more difficulty with reasoning task.

Strengths/Needs:

- Clinical data provides information about the student's learning strengths and needs.
- Ensure there is a balance of Strengths and Needs (approximately 3 to 5).
- Strengths:*
For Example: Include student's preferred learning styles such as visual/auditory or kinesthetic learner. Include previously acquired learning skills such as organizational skills or time-management skills.
- Needs:*
For Example: Include broad cognitive and/or processing challenges such as visual memory, or working memory. Include skill deficits that interfere with the ability to learn such as social skills, attention, or emotional control.
**Do not include: what a student needs (e.g. program, equipment, or support personnel); needs to do (e.g. the student needs to improve his/her math skills); personality traits; or what a student enjoys.

Program Exemptions:

- If there are no program exemptions, then leave blank. If there are program exemptions, then list the program and state the educational rationale for the exemption.

Accommodations:

- Include a manageable number of general accommodations that are specific to the student's needs and only those strategies and supports that differ from what is normally provided during classroom instruction.
- Refer to the student's Clinical reports for suggested accommodations.
- Ensure that appropriate accommodations are selected under Instructional, Environmental, and Assessment (Elementary or Secondary). Write in others, as needed.

Equipment:

- Indicate all SEA funded equipment.
- If a student is accessing assistive technology, either from the Resource Centre has their own SEA device, share SEA equipment, please specify.
- Indicate in "Other" if SEA claim is pending and list the equipment and software required.

Provincial Assessment:

- Indicate whether it is a Provincial Assessment year.

- Indicate whether the student has been exempted from Provincial Assessments and the reason for the exemption.

Program Areas:

- Specific subjects, whether accommodated, modified, or alternative, need to be listed on the IEP.
- Accommodated Program: accommodations do not alter the provincial curriculum expectations for the grade. They refer to the teaching and assessment strategies, human supports, and individualized equipment required to enable an individual student to learn and to demonstrate learning.
- Do not check the IEP box on the Report Card.
- Modified Program: changes made to the grade-level expectations for a subject or course. These changes may involve developing expectations for a different grade level or for the same grade level but increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.
- Alternative: expectations are developed to help students acquire knowledge and skills that are not in the Ontario curriculum. For example:
 1. Personal: Motor Skills, Self-Care, Relationships and Daily Living
 2. Self-Determination: Self-Awareness, Self-Regulation and Goal Setting
 3. Communication: Receptive Language, Expressive Language and Non-verbal Communication
 4. Social: Healthy Relationships, Teamwork/Belonging and Conflict Resolution

Note: All areas need to be addressed in the Annual Goals, Performance Tasks, Teaching Strategies and Assessment sections of the IEP.

1. Behaviour - Use as appropriate, Behaviour and Social/Emotional. These areas need to be addressed in the Annual Goals, Learning Expectations, Teaching Strategies and Assessment sections of the IEP.
2. Communication - Autism: use as appropriate, Communication, Social/Emotional, and Self-Regulation. These areas need to be addressed in the Annual Goals, Learning Expectations, Teaching Strategies and Assessment sections of the IEP.
3. Communication - Deaf/Hard of Hearing: use as appropriate, Self-Advocacy and Auditory Verbal Communication. If applicable, select Speech/Articulation. These areas need to be addressed in the Annual Goals, Learning Expectations, Teaching Strategies and Assessment sections of the IEP.

Programming Consideration for Categories of Exceptionalities:

1. Communication - Learning Disability: Select, as appropriate, Self-Regulation and Self-Advocacy. These areas need to be addressed in the Annual Goals, Learning Expectations, Teaching Strategies and Assessment sections of the IEP.
2. Intellectual - Developmental Disability: Select, as appropriate, Behaviour, Communication, Life Skills, Physical/Motor, and Social/Emotional. Choose literacy and numeracy expectations pulled from the English and Mathematics Curriculum. Select Vocational Skills if applicable for older students. These areas need to be addressed in the Annual Goals, Learning Expectations, Teaching Strategies and Assessment sections of the IEP.
3. Intellectual - Gifted: Gifted students may have both Program Modifications and Accommodations under the Program Area. Some students may also need to include Social/Emotional under the Alternative Curriculum. These areas need to be addressed in the Annual Goals, Learning Expectations, Teaching Strategies and Assessment sections of the IEP.

4. Physical - Blind and Low Vision: Select, as appropriate, both Visual Efficiency and Orientation and Mobility. These areas need to be addressed in the Annual Goals, Learning Expectations, Teaching Strategies and Assessment sections of the IEP.

Modified Subjects or Courses and/or Alternative Skill Areas To Which The IEP Applies:

- The subjects that are modified or alternative will appear here.
- Baseline level of achievement:
 - Elementary: is usually the mark or letter grade for that subject from the June Report Card and the grade level of the modified expectations on which the evaluation was based. This does not need to be updated until the following school year. It remains unchanged for the duration of the IEP - until the end of the school year.
 - Secondary: the current level of achievement is usually the prerequisite course. The name & course type should be provided along with the student's grade. This does not need to be updated until the following school year. It remains unchanged for the duration of the IEP - until the end of the semester.

Examples:

 - 1) Grade 6 student working on Language at grade 3 level (Language C+, curriculum grade level 3)
 - 2) Grade 6 student working on Grade 6 curriculum with changes to the number and/or complexity of the expectations (Language C+, curriculum grade level 6 MOD)
 - 3) If student is studying a subject for the first time (such as french in grade 4) then N/A should be entered in the current level of achievement.
 - Alternative Subjects: The baseline level of achievement is a statement taken from information in the report card such as "In social skills, Student is able to employ "Stop, Think, Do", at a rate of 2 out of 10 possible situations.
- Annual program goals: statement that describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, taking into account the student's strengths, needs, and current level of achievement. Goals need to be observable and measurable. (e.g. in math, (Name) will complete half the grade 3 expectations in each of the five strands. In reading, (Name) will improve decoding and comprehension skills to the grade 4 level). Goals for other subjects can be observable achievement. (e.g. In Social Studies, (Name) will demonstrate improvement in his/her ability to recall and communicate basic concepts, his research skills, his skills in using maps and globes, and his/her ability to make connections between social studies and the world outside the classroom).
- Learning Expectations, Teaching Strategies, Assessment Methods:

Learning Expectations: Choose specific curriculum expectations from the appropriate grade level. Learning Expectations must be stated as measurable outcomes for the purposes of evaluation. They should be designed to develop the student's literacy, numeracy & cognitive skills. You may add the learning expectations all at once or do it by reporting period, but they have to be added at least before the start of each reporting period. Any significant changes to the IEP requires that the IEP be sent home (e.g. change in expectations; new assessment data; new diagnosis).

Teaching Strategies: You only need to list a teaching strategy if it differs from the strategies used with other students. If there is no difference, then a strategy need not be identified. (e.g. provide organizers of reading content in advance).

Assessment methods: Record the assessment method that will be used to assess the student learning outlined in each learning expectation. (e.g. For the learning expectation "Describe the basic structure and function of the major organs in one of the organ systems" might have the assessment method, "short oral presentation with visual aid".

Examples:

- 1) (Name) will demonstrate the ability to recall addition and subtraction facts to 18. **Grade 3 expectation.**
- 2) (Name) will name four types of people who lived in medieval times, construct a medieval castle and demonstrate, through an oral presentation, two methods that were used to defend a castle. **Social Studies, Grade 4 - MOD**
- 3) (Name) will demonstrate achievement of all the expectations for Grade 8 History except for “identify the colonies that joined Confederation (dates of entry not required), describe orally, using a series of maps rather than analyze, synthesize, and evaluate historical information. **History, Grade 8 – MOD**

Human Resource Support:

- Human Resource Support for Board Staff: It is not necessary to list the regular classroom teacher in this section. Choose the type of service and who will provide the service (e.g. special education teacher, speech & language). List the planned frequency or intensity of the service and the start date.

Health Support:

- This section refers to the services related to health needs that must be addressed on a scheduled basis.
- Include: suctioning, injections, tube feeding, personal care-lifting, toileting
- Do not include: emergency plans, description of the medical condition, nor information on the distribution of oral medication.
- A Medical Care Plan may be required...

Information Sources:

- Indicate documentation consulted when creating the IEP (e.g. OSR, report card, clinical and educational assessment data, IPRC, and current IEP)

Transition Plan:

- Transition planning is an important process for all students, but especially for students with Autism Spectrum Disorder (ASD) and is a required component for all students with ASD.
- In accordance with PPM 156, all students with an IEP require a Transition Plan.
- Transitions may include: entry to school; transition between activities and settings or classrooms; transitions between grades; moving from school to school or from an outside agency to a school; transition from elementary to secondary school; transition from secondary school to post-secondary destinations and/or the workplace.
- Relevant ABA methods must be used to support transition, where appropriate.
- For students who are entering school and where the student is currently working with a community service professional, that professional should be involved with the transition process.
- Must include at least one action plan and one time line for implementation
- The Transition Plan is a long range plan and is cumulative - do not delete previous entries from the current school year.
- The plan should be precise and goal-oriented.
- Include specific goals for the student’s transition. The goals must be realistic and must reflect the strengths, needs, interests, social and emotional needs of the student.
- Include the actions required, now and in the future, to achieve the stated goals.

- Include the person or agency (the student, parents, educators, community agencies) responsible for or involved in completing each of the identified actions.
- Include timelines for the implementation of each of the identified actions.

Examples of Transitions:

1) Goal for transition: Prepare (Name) for transition to grade one.

Required: School will determine the grade one teacher.
Roles and Responsibilities: School Staff
Timeline: June 30th

Required: (Name) will become familiar with grade one teacher and the classroom during short scheduled visitations.
School Staff

Required: Timeline: late April, May, early June and late June

Required: (Name) will be given a social story/picture book about grade one.
Receiving teacher
Timeline: June

2) Goal for transition: (Name) will explore options available for post-secondary options.

Required: Explore Career Cruising software on the Limestone Website
(Name)
Timeline: Fall

Required: Choose 2 or 3 career possibilities and research the necessary secondary courses required to fulfil the post-secondary admission requirements.
(Name) and Guidance Counsellor

Required: Create a web design for each career, with necessary courses required
(Name), and LPS teacher

Consultation:

- Document all consultations with the student and the student's parents, regarding the IEP development, within a given school year.
- Record the date and the outcome of each consultation.
- Consultation Log must be attached to the IEP and sent home for parent signature within the first 30 days of the school year and after any significant changes have been made to the IEP.

Principal Signature and Date:

- Principal must sign the IEP
- Parent and student (if 16 or older) are asked to sign the IEP

Display/Print:

Select from the Print options. Selections include:

- Print IEP
- Print IEP Consultation
- Print Parent/Guardian Consultation
- Print Accommodations

Print Parent/Guardian Consultation:

- Click here to print the consultation log. Use the built-in contact record and print the information. The consultation log remains for the duration of the IEP - for the current the school year.