



Principal's / SERT's IEP Checklist

LOOK FORS						
IEP Section	IDENTIFIED STUDENTS	YES	NO	NON-IDENTIFIED STUDENTS	YES	NO
1 Reason For IEP	- Include a reason for all IEP's – identified or not identified			- Include a reason for all IEP's – identified or not identified		
2 Exceptionality	- Diagnosed with a Ministry of Education exceptionality - Diagnosis must be listed in the assessment section - Only listed if an IPRC has been held - IPRC minutes must be in Documentation File in OSR.			N/A		
3 Exceptionality Start Date	- Date of the initial IPRC			N/A		
4 Annual Review Date	- Date of annual IPRC or date IPRC was waived - Check off Annual Review Waived box if applicable - Minutes or waiver need to be filed in the Documentation File in the OSR			N/A		
5 Placement	- Type of placement			- Type of placement		
6 Specialized health services	- Only checked if receiving nursing, medical or specific procedures			- Only checked if receiving nursing or specific medical procedures		
7 SEA equipment	- Box checked and fields filled in that they have equipment eg. Chromebook(even in 1-to-1 classrooms), iPad, bicycle, FM System			- Box checked and fields filled in that they have equipment eg. Chromebook(even in 1-to-1 classrooms), iPad, bicycle, FM System		
8 Assessments	-Relevant assessment only (older than 2yrs delete)**While WIAT-II assessment results may stay on the IEP for more than 2 year, shorter forms of assessment need to be done that indicate what grade level the student is working at (DRA, Keymath) -Diagnosis report included for all students with a diagnosis -Very brief summary outlining areas of difficulty			-Relevant assessment only (older than 2yrs delete) -Diagnosis report included for all students with a diagnosis -Very brief summary outlining areas of difficulty		
9 Strengths/ Needs	-3-5 skills based strengths and needs that are identified in the assessment reports			-3-5 skills based strengths and needs that are identified in the assessment reports		
Page 2 Acc/Mod/Alt Programs						
1 Subjects/ Courses	- identifies subjects and programs that are accommodated, modified, or alternative					
2 Accommodations	- only include accommodations that will be different from the rest of the class - blanks are O.K. (if it is listed, it needs to be done)					
Page 3 Program Information						
1 Human Resources	- If there are no outside agencies involved and there is no EA, the minimum requirement is to list the SERT as a resource - A good practice is to list all the personnel who visit them during the school day					
2 Program Exemptions	- lists any exempted subjects or substitutions, with a reason					
3 Provincial Assessments	- Check box if the assessment is applicable this school year - Then, check the appropriate box (exemptions or accommodations) and complete the fields - Ensure that this box is not checked if it is not an EQAO year					
Page 4 Transition Plan						
1 Reason For Transition Plan	- All students with an IEP require a Transition Plan as of Sept. 2013.					
2 Transition Goal	- Transitional goal is listed					

3 Transition Action Plan	- Transition action is stated		
4 Community Agencies Involved	-If student receives services, agencies will be listed		
Page 5 Safety Plan			
1 Safety Plan	-If students have one, ensure all fields are completed and share with applicable staff		
2 School Bus	- If students have one, ensure all fields are completed - all required signatures are included.		
Page 6 Parent Review			
1 Signature Page	- Signed copy is in the OSR or disclaimer that form was not returned		
Page 7 Parent Consultation			
1 IEP Development Team	-All staff involved in the development of the IEP are listed		
2 Sources Consulted in the IEP	-All applicable sources are checked		
3 IEP Completion Date	- IEP completion date is within the 30 day time period		
4 Type of Report Card	- Appropriate box(es) checked		
5 IEP Contact	-Name of contact listed		
6 Log of Parent/Student Consultation	-Date of IEP completion is stated -At least one contact logged per term (date IEP was sent home to parents/guardians)		
Page 8 Modifications (if applicable)			
1 Previous June Report Card Mark	-Letter grade/percentage indicated		
2 Previous June Curriculum Level	-June curriculum level of achievement is indicated and aligns with the performance tasks on the current IEP		
3 Annual Goal	-Should be an observable, measureable goal that identifies what a student should reasonably be expected to achieve within the school year/term		
4 Performance tasks/expectations	-Two to three measureable performance tasks written for each term		
5 Teaching Strategies	-Must align with the expectations (not curriculum expectations) -Only if unique to the students		
6 Assessment Methods	-One clearly aligned with each expectation		
Page 9 Alternative Programming (if applicable)			
1 Baseline level of achievement	-Anecdotal statement reflecting current level of achievement from pervious alternative report card		
2 Annual Program Goal	- Should be an observable, measureable goal that identifies what a student should reasonably be expected to achieve within the school year/term		
3 Alternative Expectations	-Two to three measureable performance tasks written for each term		
4 Teaching Strategies	-Must align with the expectations (not curriculum expectations) -Only if unique to the students		
5 Assessment Methods	-One clearly aligned with each expectation		