**IEP Checklist**

**Plan Details**

[ ]  IEP has been renewed

[ ]  Case manager assigned

[ ]  Start date is filled out

[ ]  End date is filled out

[ ]  Review date is filled out

[ ]  Parent(s)/guardian(s) has/have been consulted and box has been checked for consultation

**Student Support Team**

This includes all members of the team that contributed to or helped implement the IEP, including the following:

[ ]  the student

[ ]  parent(s) or guardian(s)

[ ]  classroom teachers

[ ]  resource teachers

**Student Profile**

[ ]  The student profile is written in first-person language throughout the IEP

[ ]  My Interests are things that I like: e.g., I love Lego

[ ]  My Learning Profile is how I learn best: e.g., visuals support my organization

[ ]  Things You Need to Know about Me are additional facts that are important: e.g., I get migraines, I get angry when I'm hungry

[ ]  Strengths are the things I'm good at: e.g., I always try my best and want to please others

[ ]  Stretches are the difficulties I have in my learning: e.g., I struggle to put my ideas in writing

[ ]  Other Relevant Information includes relevant information from psychoeducational assessments

**Goals and Objectives**

[ ]  Long-term goals are reflective of the category and align with the most impacted domain identified on the ISPT

[ ]  Goals are worded as SMART goals: specific, measurable, relevant, and time-sensitive

[ ]  Short-term objectives are building blocks of the long-term goal

**Access to Learning**

[ ]  Universal Supports are supports in class that benefit the entire class such as a visual schedule on the board

[ ]  Essential Supports are supports that are specific to that student and come from the student’s psychoeducational assessment