**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