IEP Checklist

The following checklist will help you review the IEP process to ensure that it contains all the key aspects required by the Ministry.

1. The IEP was created collaboratively, with input from the classroom teacher, parent, student and outside agency where appropriate.	
2. Itinerant Specialists (e.g. SLP, OT/PT) were included in the goal-setting process.	
3. The first goal on the IEP speaks directly to the designation. (e.g. a Chronic Health IEP addresses the challenges resulting from the health need, an IEP for Autism has a communication goal first).	
4. The IEP has been written with competency-based goals (e.g. I can ….)	
5. For students with functional needs, goals were developed using the data from a functional assessment tool such as the AFLS (as opposed to being based strictly on observational data).	
6. IEP Goals reflect any additional diagnosis/specific needs as outlined in the recommendations from formal assessment reports.	
7. Consideration has been given to recommended adaptations/accommodations outlined in assessment reports.	
8. Background information, medical and assessment history have been updated.	
9. Additional supports are documented on the IEP as well as on the Additional Supports Checklist (in the designation file).	
10. Consent for sharing of information has been re-confirmed, (or obtained), from the parent, where appropriate.	
11. The goals & objectives are "tight" (i.e. limited to 2-3 key areas, with no more than 2-3 objectives/goal. (Knowing it's a working document that can be added to as objectives are met over the course of the school year.)	
12. The list of strategies focuses in on 3-5 KEY things that will be most impactful/supportive for the learners (rather than being an exhaustive list of options).	
13. Everyone (classroom teacher, support teacher, EA, admin, student, parent) is clear about their role/responsibility in supporting the goals and adaptations contained in the IEP.	
14. Classroom teachers have a copy of the finished IEP and are aware of the adaptations/approaches/accommodations for the learner.	
15. Education Assistants have been provided tools and understand the expectations regarding support for students and data collection, as appropriate.	