

IEP PAPERWORK

teachers checklist



STUDENT NAME _____

MEETING DATE AND TYPE
(DOMAIN, ANNUAL, ELIGIBILITY) _____

DOMAIN MEETING

- Review student file (specifically last eligibility)
- Ensure you have access to IEP system that is identified in Power School
- At least 1 week prior to meeting - Using previous scores complete sections appropriate for your discipline (teachers only enter academic and functional, please also enter date of and results of last vision and hearing screenings) (Refer to the IEP OneNote if you have questions as to where to enter information)
- E-mail AP and Admin Assistant when paperwork is completed
- Begin completing identified assessments immediately after written consent is received

ELIGIBILITY

- A minimum of 7 school days prior to the scheduled meeting, enter results of assessment in the "Evaluation Summary" box. Please note that only the portions determine appropriate during the domain process will be displayed.
- If the meeting is also an IEP meeting, please see IEP checklist below. If meeting does not include the creation of an IEP, E-mail AP and Admin Assistant when this section is completed.



FLIP →

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- Ensure you have access to IEP system that is identified in Power School at the beginning of each school year.
- If your student is in grade 6 or above, begin the required transition assessments a minimum of 6 weeks prior to date of scheduled IEP meeting. Should your student be due for an IEP meeting in September, you should begin this process immediately. (If necessary schedule time with Irene via the Curriculum Hub for assistance) Teachers will need to write a summary of the transition assessments that were completed.
- If your student is in Early Childhood through grade 5, planning for the student's IEP should start a minimum of 4 weeks prior to date of scheduled IEP meeting. Should your student be due for an IEP meeting in September, you should begin this process immediately.
- Fill out EVERY section on student information page (section 6 in Easy IEP) (Related service staff should assist with autism considerations where appropriate)
- Annual goals (section 8 in Easy IEP) (please note goals must be written to address the needs identified at last eligibility meeting as well as transition outcomes where appropriate)
- Student transition (if in grade 6 or above) (section 8 in Easy IEP) (please note, that while transition outcomes should be used to drive goals, entering the goals first, works better within the Easy IEP system) (teachers should connect with related service staff to complete)
- Classroom and district assessments (section 10 in Easy IEP)
- Alternate assessments (complete for students in grades 2-12) (Section 11 in Easy IEP) most, but not all Elim students participate in alternate assessment. Please review and answer questions, individual districts will determine their agreement or disagreement based upon individual district assessment guidelines.
- State Assessment (complete for students in grades 2-12) (Section 12 in Easy IEP)
- Transportation (Section 15 in Easy IEP) - Teachers IF you are aware of specific transportation accommodations/modifications please enter them
- Notify AP a minimum of 7 school days when you have completed this process (sooner if notified of earlier date by administrator)

IEP access notes

For students where Embrace IEP is utilized, please contact Irene Yuska for access/training issues.

For students where Easy IEP is utilized: At the beginning of each school year, Irene Yuska contacts all districts and asks for access for the IEP team members who are identified in the therapist case log (due before the end of ESY). Please note, not all districts are prompt in addressing these requests. Please contact Irene Yuska for training issues.

If you have had access to an individual district's Easy IEP site previously and you no longer can access, please try the forgotten password option, if this does not work, you will need to contact the person identified in Power School on the Home District Info page and request assistance.

If there has been a change in a caseload after the access has been requested, individuals will need to reach out to the person identified in Power School on the Home District Info page and request assistance.

