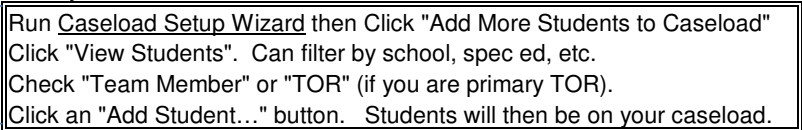


CC Coor
TOR
Tx/Beh
Psy/PS
C

Tx/Beh = OTs/PTs or Behavior Consultants; Psy/PSC = Psychologist, PS Coordinator or SLPs for speech only students.

✓	✓	✓	✓	MAIN: Login through Learning Connection (LC) Apps. Join Communities to gain access to students. Messages Use PCG as a last resort for help. Contact other local teachers first, then the Co-op before sending a message to PCG. Alerts on main screen plus resource files, manuals organized by tabs
✓	✓	✓	✓	MY DOCS All IIEP documents created by you and for all students for whom you are TOR.
✓	✓	✓	✓	WIZARDS <u>IEP at a Glance</u> <u>Caseload Setup</u> FIRST STEP FOR NEW USERS  <u>Service documentation</u> (OT/PT/SLPs)
✓	✓	✓	✓	STUDENTS Search: Enter Criteria, click View Students (only for current Corp.) Each item you enter or check limits the search. View Caseload: <u>USUAL STARTING PLACE</u> (If this button not seen, add kids to caseload using Wizards\Caseload Setup)
				STUDENT MENU (after clicking STUDENTS from the initial menu) Can view for current workspace or recent IEPs. STUDENTS: Just returns to Student Search/Caseload page STUDENT INFO: To change incorrect info, the school must update the info in the STN/RT system. ELIGIBILITY: Tracks timelines, evaluation progress and eligibility. Some editable by admins, others from IEP. STUDENT HISTORY: Lists eligibility determinations, referrals, consents and IEPs. Click "Details" to see. ↑ DOCUMENTS: All documents created for the student, plus additional documents that can be created. (Can upload here.)
	✓			⇒ PARENT INFO: Add parents/others. At least one with "Legal Guardian" checked and one "Lives here"! Usually check "IEP Team" too More phone numbers etc. can be added after you Update and click Details.
✓	✓	✓	✓	COMMUNICATIONS: Document <u>all</u> contacts with parents concerning the IEP, permissions and IEP scheduling.
✓				⇒ TEAM: Select the IEP team and TOR. Parents must be added under PARENT INFO.
PRE-CONFERENCE PLANNING (Referral Process) for initials and reevaluations. Be careful to SAVE every page!				
✓			✓	Type of Evaluation: Selections here can affect MANY pages later in the IEP! Look for the <<=> symbols.
✓			✓	Purpose of Meeting
✓			⇒	Initial (50 day timeline), Initial following lack of progress (20 day timeline)
✓			⇒	Move-in or Expedited Evaluations (10 day timelines)
✓			⇒	Reevaluation - the "Need for Reevaluation" section appears.
			⇒	1 - Reestablish eligibility... (12 month timeline)
			⇒	2 - Determine eligibility under different or additional category (50 day)
			⇒	3- Inform CCC of student's related service needs
				Existing Data (This page also appears in the Evaluation Process and IEP Process sections.)
				Strengths. Be specific. Include objective data. (50) (<i>Indicates the minimum number of characters required in an entry.</i>)
				Parent Concerns (50)
			⇐	Instructional Strategies and Student Response (50) (Only if CC purpose is "Initial following lack of progress")
				Progress Monitoring Data (50) - History of scores and info that show growth; placement testing, ISTEP, etc. <u>Added to</u> each AR.
✓	✓	✓		Present Levels (50) - <u>Current</u> information; grades, reading levels, etc. <u>Changed</u> each AR. Each team member gets own box.
			⇒	Referral Decision: Enter Referral Date and Source then click the Finalize Referral button. <i>If 'locked' contact an admin.</i>
✓				<N> Factors Considered -What data have you considered? <N> (<N> indicates this info will print on notices.)
✓				<N> Referral Decision: Select Yes or No and add justification. <N> If NO, print <u>Final Notice of Evaluation Refusal</u> .
✓				Eligibility Categories and Assessments: This information affects other IIEP pages and appears on notices.
✓			⇒ <N>	Suspected Disability. If Initial or Reeval option 2, you can select any category. Otherwise only shows current eligibility.
✓			⇒ <N>	Assessment Domains (THIS evaluation). Initials automatically selected based on disability (can add others).

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>><N>

For reevals you can change them.

[Print Final Notice of Initial Evaluation](#) or [Final Notice of Reevaluation](#). (Make sure previous pages all SAVED.)

EVALUATION PROCESS (Evaluation and Eligibility Process)

>>

Create MD Team: Select TOR. (Unless you *are* the TOR, do NOT put yourself down as TOR/Case Manager.)

Click Select Team. Grant access from list. If not on list, they must joins school's LC community.

>>

Assign MD Roles: *Required* team members only. Members must be added to team (Team page) first to be selectable.

>>

Parental Consent Contacts: (If this section locked, check Pre-Conf Planning/Type of Eval/Purpose)

>>

Consent (for Initial/Reevaluation) Yes or No. For initial evals to proceed, parental consent is usually needed.

Reevaluations *may* continue after reasonable attempts, without response, have been documented (see Article 7).

Add Parent Contacts: Document communications with parents to gain consent for evaluation.

Existing Data: (This page also appears in the Pre-Conference Planning and IEP Process sections.)

<N>

Strengths (50)

<N>

Parent Concerns (50)

<N>

Instructional Strategies and Student Response (50) (Only if CC purpose is "Initial following lack of progress")

<N>

Progress Monitoring Data (50) - History of scores and info that show growth; placement testing, ISTEP, etc. Added to each AR.

<N>

Present Levels (50) - Current information; grades, reading levels, etc. Changed each AR. Each team member gets own box.

>

Assessment Data: Assessment info for all assessments (selected in Pre-Conference...Assessments.) Can upload documents here.

<N>

Start and End dates (for future federal reporting, but must fill in.) Can use begin/end of 50 day timeline, or actual dates.

<N>

Instuments, evaluators, completion dates

<N>

Narrative – Most have 50 character minimums. Can copy paste assessment summaries here.

<N>

Synthesized Summary - Overall summary of all assessments by psychologist, PSC, or SLP if speech only.

Create [Educational Evaluation Report](#) and make available to parents

Notice of Initial Findings and Proposed Actions: (only if Initial).

<N>

Descibe assessments and other info used to form the basis for the proposed eligibility.

<N>

Describe the proposed eligibility and recommended services

<N>

Explain why you are proposing the eligibility. [Prints with Notice of CC in IEP Process/Schedule CC](#)

IEP PROCESS (Place for meeting notes on most pages, joined together as unlabeled paragraphs on printed IEP)

>><N>

Meeting Purpose: Select as needed. * - (When revising IEP, whoever initiates the revision is responsible.)

Reevaluation Review should only be selected if a reevaluation has already been completed.

Checking the "Reset... at midnight" clears: Schedule CCC Meeting date, IEP begin date, all green checkmarks; if ANNUAL also: IEP end date, invitees, dates for goals and services, all notes, Transition box "Document the..."

<N>

Create CCC Team: Select TOR (only the true TOR, unless early in an Initial).

Click Select Team. Grant access from list. If not on list, they must joins school's LC community.

Schedule CCC Meeting:

<N>

Enter meeting date, time and place. Document the date meeting notice was sent to parents.

>><N>

Select IEP dates (Must do before adding goals.) Cannot be more than 365 days.

<<><N>

Invite additional attendees. If name is not on drop-down, add to team or use 'Additional'. Request/Consent excusals.

[Print final CC meeting notice](#). Add parental contact (Communications) when notice sent and when returned.

Existing Data (This page also appears in the Pre-Conference Planning and Evaluation Process sections.)

Strengths. Be specific. (50) (*Indicates the minimum number of characters required in an entry.*)

Parent Concerns (50)

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Transportation should be added as a related service.

Accommodations: Specify any additional, non-statewide testing, accommodations.

Transportation: Yes = regular transportation. No = special transportation. Describe and submit the Co-op transportation card.

You must specify criteria. *If no criteria list, then you didn't list transportation as a related service.*

Accessible Materials: If the student needs digital text, large print, Braille, etc., mark YES and complete NIMAS form.

Assistive Tech: Describe current or needed tech in general terms. Don't forget devices to access digital text if required.

ESY: Mark as required. If not "none" coordinate this with Co-op administration.

If ESY is required, add Spec Ed services and Related Services with appropriate service dates.

Aids/Supports: Document if general training or school/class program modifications are needed.

Progress Report Timeline: Typically with report cards.

Rationale: Describe why selected services best meet the student's needs and why others were rejected.

Student has and Emergency Evacuation Plan? If checked, describe in notes or upload in Documents.

LRE Placement: Choose the *true* Course of Study from the drop-down menu.

Educational Setting: % calculation may not be the same as LRE placement below, but is a general indicator.

LRE Placement Category is "butt time". Our goal is for the lowest placement number (highest % in gen ed).

Additional LRE Descriptors - Physical location of the services and anything else to clarify the LR environment.

Potential harmful effects - Are the services provided harmful to the student in any way?

Describe why the chosen LRE placement is the best choice and why other more/less restrictive were not chosen.

Select Full Time/Part Time - Only if primary disability is ED. Part Time is less than 50% service outside gen. ed.

General considerations: Fill out Yes/No list. Usually Yes. Give exceptions and reasons if No.

Current Educating School: Select Corp and School. If moving up during IEP effective dates, indicate Next school.

School of Service and other program information.

Summary of Performance: Graduating seniors only . Otherwise just Save and Continue.

Review Conference Notes: (Each section is a paragraph at the end of the IEP. Headings do not print on IEP.)

Create IEP: Check/add invitees who actually participated or attended via phone, etc. Use Notes to clarify others.

Check eligibility on the Eligibility Info page.

Note and fix any errors. Create and [print Final IEP](#). If no Final IEP button, check eligibility.

Accept IEP if parent is present and signs. **IEP will not be in effect until accepted!**

If not signed at CC, accept when parent returns permission or after 10 days (signature *required* for Initial).

Revocation of Special Education Services: Only used when parents unilaterally choose to completely revoke all spec. ed.

Additional IEP Process Documents: Don't forget!

-Medicaid Billing, -Notice of Initial Proposed IEP, -IEP/ISP at a Glance. [Create and Print a final document.](#)

-Procedural Safeguards (Use ones from Co-op website instead since they have a local information page.)

PROGRESS MONITORING WIZARD (If current goals are not shown, make sure IEP has been ACCEPTED.)

Click Add Data Point for the student you want.

Click Add Data Point for each goal. (Select Current or Previous IEPs as needed.)

Data Tab: add date, measurement, notes. Delete any erroneous data points in Assessment History. **SAVE.**

Report Tab: Enter start/end dates (usually the start/end IEP dates) and Print Graph.