Indiana IEP Walkthrough for Teachers of Record

IIEP Main Page

CREATE CASELOAD

1.) From the Main Page, select Wizards from the gray menu bar at the top of the screen

2.) Select Caseload Setup Wizard

3.) To add students to the caseload click the button at the bottom of the screen labeled, “Add More Students to Caseload”

Note. To “Add More Students to Caseload”

- *a) Enter search criteria*
- *b) Click View Students button*
- *c) Students meeting search criteria display on screen*
- *d) Check either TOR/Case Manager or Team Member for the students*
- *e) Click Add Students to Caseload button at the bottom*
- *e’)* ***OR****, Add Students to Caseload, then find more to complete another student search and add more students*

4.) Change the location of the check and update database to change from TOR/Case Manager to Team Member and vice versa

5.) Remove both checks for a student to remove them from the Caseload

VIEW CASELOAD

1.) Select Students from the gray menu bar at the top of the screen

2.) Click View My Caseload

3.) TOR/Case Manager or Team Member Caseload displays

Note. To add or remove students from this list see 1) Create Caseload

- *a.) Click on the header of any column to sort by that information*
  - *i) By default, the list is sorted by student name with the TOR’s students listed first*
  - *ii) Any students assigned to the user as Teacher of Service are listed next*
- b.) Click the header of the first column (CP) for a detailed explanation of the compliance symbols

ACCESS THE IEP

1.) From the Caseload list, click a student’s name

2.) Select a reason for access ***<then>*** click continue

3.) From the Blue Student Menu, select IEP Process

Meeting Purpose

1.) Select the Meeting Purpose that best represents the reason for calling a Case Conference

Note.

- *a)* *Some purposes may be preselected, such as Transition, according to the student's age or grade level*
- *b)* *Multiple purposes may be selected*
    - *i)* *IIEP will not allow some combinations of purposes*
    - *ii)* *Annual and Initial may not be selected together, for example*
- *c)* IEP may prompt for additional information on this page based on the purpose
- *d)* As with all pages in IIEP, Conference Notes are available

2.) Click: <SAVE> ***OR*** < SAVE & CONTINUE >

Note. As with all pages in IIEP, Conference Notes are available

- *a)* *"<SAVE>" saves the information on the screen*
- *b)* *"<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*
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- *d)* *If all parts are complete, IIEP advances to the next page*

CREATE CCC TEAM

1.) Current Teacher of Record/Case Manager should display the current TOR

Note. To change this select the new TOR from the dropdown list

2.) Click the "Select Team" button to choose the Case Conference Committee Team

3.) Update Team Page to include the following:

- a) Current TOR/Case Manager
- b) Parent(s) who will receive IEP Information
- c) Users within IIEP that may access IEP data at this school
    - i) Check users that will be a part of the CCC team
    - ii) Check the view only box to limit team member access to read only

4.) Once all information is accurately recorded, click: <SAVE> ***OR*** < SAVE & CONTINUE >

Note. If all parts are complete, IIEP returns to Create CCC Team

5.) To add or edit the CCC team click the "Select Team" button

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SCHEDULE CCC MEETING
1.) Enter proposed Date, Time and Place for the CCC Meeting *Note. This date populates the date fields for Annual Goals and Special Education or Related Services.*
2.) Record Date the Notice of Case Conference Document Sent to Parent
3.) Record Proposed IEP Begin and End Dates
4.) **<Secondary Transition Only>** Indicate whether the Transition Service Agency Representative is to be invited to the case conference.
5.) Assign Roles to CCC Team Members – Student
6.) Assign Roles to CCC Team Members - Public Agency Representative
Note. *i) Select CCC Team Member that best fits the requirements for this role* *ii) This individual may be excused from the CC with prior written consent of the parent* *iii) If this team member must be excused select the appropriate option from the Requesting Excusal Dropdown* *(1) Definitions of the excusal options appear below the Invited Individuals grid* *iv) Consent for excusal prompts are included in the Notice of Case Conference if selected here* *v) Record Parent response to excusal request in the Consent to Excuse column*
7.) Assign Roles to CCC Team Members - Parent *Note. Any individual designated as a guardian in the Parent Info section may be selected here*
8.) Assign Roles to CCC Team Members - Current TOR/Case Manager
Note. *i) This information should be hard coded from the selection made on the Select CCC Team page* *ii) This individual may be excused from the CC with prior written consent of the parent* *iii) If this team member must be excused select the appropriate option from the Requesting Excusal Dropdown* *(1) Definitions of the excusal options appear below the Invited Individuals grid* *iv) Consent for excusal prompts are included in the Notice of Case Conference if selected here* *v) Record Parent response to excusal request in the Consent to Excuse column*
9.) Assign Roles to CCC Team Members - General Education Teacher
Note. *i) This individual does not typically have an account in IIEP* *(1) The General Education Teacher's name may be entered in the text area provided* *ii) This individual may be excused from the CC with prior written consent of the parent* *iii) If this team member must be excused select the appropriate option from the Requesting Excusal Dropdown* *(1) Definitions of the excusal options appear below the Invited Individuals grid* *iv) Consent for excusal prompts are included in the Notice of Case Conference if selected here* *v) Record Parent response to excusal request in the Consent to Excuse column*

10.) **<Secondary Transition Only>** Assign Roles to the CCC Team Members – Transition Service Agency Representative **<if invitation was previously indicated>**

Note.

- i) *This individual does not typically have an account in IIEP*
  - (1) *The Representative's name may be entered in the text area provided*
- ii) *This individual may be* ***INVITED to*** *the CC with prior written consent of the parent*
- iii) *Consent for invitation prompts are included in the Notice of Case Conference if selected here*
  - (1) *Record Parent response to consent to invite request in the Consent to Invite column*

11.) Create Draft Notice of Case Conference

Note. This step is not required but is beneficial in eliminating mistakes in dates, times, participants etc.

12.) Create Final Notice of Case Conference

13.) Select Parent Communication

Note. Select from the Parent Communications listed the event that records the delivery of the Notice of Case Conference.

14.) Click: <SAVE> ***OR*** < SAVE & CONTINUE >

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EXISTING DATA

1.) Describe strengths of the student

2.) Describe the concerns of the parent for enhancing the education of the student

3.) **<Initial Following Failed Response to Intervention Only>** Record information regarding the instructional strategies and research-based interventions in which the student participated

Note. This field appears only if the purpose of the case conference is indicated as Initial Following Failed Response to Intervention.

4.) Review Progress Monitoring Data and record results

Note. This data may help the CCC to determine the need for additional testing. This field may be used to describe the growth or progress this student has made related to his or her annual goals.

5.) Record Present Level data for the student including current academic and functional performance.

Note. Be sure to address how the student's disability affects access to the general education curriculum.

6.) Based upon the data collected and reported here, determine whether there is a need for reevaluation

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ELIGIBILITY INFORMATION
1.)This page should only be accessed during the scheduled case conference *Note. Eligibility determinations should only be made at a case conference by the committee after a review of data*
2.) Based on the data recorded, the case conference committee determines the student's eligibility
Note. *a) If the student's eligibility is not yet determined, select that option from the eligibility choices.* *i) In this case only the Eligibility Information Page may be saved with no event created.* *ii) Reasons for eligibility may be recorded here as well.* *b) If the student is eligible, record reasons for the eligibility decision* *i) Click Create Eligibility button* *ii) From the new Eligibility Selection screen,* *(1) Enter the current eligibility date for the student.* *(a) The Eligibility date cannot be a future date.* *(b) For Annual Case Reviews this date may be changed to match the date of the conference. This confirms that reevaluation was considered after a review of existing data.* *(2) Select the primary and if needed any additional secondary eligibility areas for the student.* *iii) Click the Back button to return to the Eligibility Information page.* *iv) Click the **Create Eligibility Event & Continue to confirm the eligibility choices** and return to the Eligibility Information page.* ***v) The Eligibility Information page is now locked and will remain locked until a Final IEP is created.*** *c) If the student is not eligible for services, create a final notice of ineligibility* i) *There is no need to continue with the remainder of the IEP documentation once the final notice of ineligibility is created*
Note. As with all pages in IIEP, Conference Notes are available *a) "<SAVE>" saves the information on the screen* *b) "<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion* *c) If any part is incomplete or missing, error messages will appear at the top of the page* *d) If all parts are complete, IIEP advances to the next page*

SPECIAL CONSIDERATIONS AND BEHAVIOR CONCERNS
1.) Complete Special Considerations for Limited English Proficiency – select either Yes ***OR*** No *Note. Limited English Proficiency needs must be addressed for each student; there may be additional questions here based upon the eligibility areas of the student.*
2.) If yes is selected - Describe the language needs related to Limited English Proficiency as comprehensively as possible
3.) Complete Behavior Concerns – select either Yes ***OR*** No *Note. If Manifestation Determination is the purpose, those options will be displayed on this page*
4.) If yes is selected - Behaviors of Concern: Describe the patterns of concerning behaviors as comprehensively as possible
5.) Functions of Behavior: Include the evidence of factors affecting behavior describe as comprehensively as possible
6.) Positive Strategies/Instructional Experiences: Articulate the plan to provide behavior support/interventions describe as comprehensively as possible
7.) Indicate whether or not to design a goal or goals (by selecting either Yes ***OR*** NO) for this student and if necessary entitle a new goal(s) *Note. It is not necessary to record behavior goals here if an annual goal for the behavior has already been entered into Annual Goals.*
8.) Indicate the need for Special Education and Related Services (by selecting either Yes ***OR*** NO) and describe the service if required
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TRANSITION
Note. *a) All previous/current transition assessments will be listed on this page* *b) Click “<Add Assessment>” to record the name of a new transition assessment* *c) To delete a transition assessment* *i) Check the box preceding the transition assessment in the “Del” column* *ii) Click the “<SAVE>” button* *d) To reorder the list of transition assessments* *i) Enter the new order in the box provided in the “New Pos” column* *ii) Click the “<SAVE>” button*
1.) Discuss findings of any age-appropriate transition assessments
2.) Decide if the student has sufficient skills to live independently - select either Yes ***OR*** No
Note. *a.) If “Yes”, cite the evidence for this selection. Be sure to address independent living skills in the transition assessment summary.* *b.) If No, enter information for all three postsecondary statements.*
Note. Dropdown menus with standard transition statement endings formulated statements should make sense based on the ending selected
4.) Select appropriate: The transition goals updated annual either “Yes- postsecondary goals were reviewed and discussed and remain the same” ***OR*** “Yes – postsecondary goals were reviewed and discussed and have been updated accordingly”
Note. As with all pages in IIEP, Conference Notes are available *a) “<SAVE>” saves the information on the screen* *b) “<SAVE & CONTINUE>” saves the information on the screen and checks it against IIEP’s Rules of Completion* *c) If any part is incomplete or missing, error messages will appear at the top of the page* *d) If all parts are complete, IIEP advances to the next page*

STATE ASSESSMENTS AND OTHER PARTICIPATIONS
1.) Enter the anticipated date of the student’s exit from high school or from extended secondary services
2.) Select either: “Student will pursue High School Diploma” ***OR*** “Student will pursue a certificate of completion"
3.) If “Student will pursue High School Diploma” is selected - Choose the appropriate level of participation in ISTEP testing
4.) If “Student will pursue High School Diploma” is selected - If student is in grades 3-8, select his/her specific participation level in each curriculum area
5.) If “Student will pursue High School Diploma” is selected - If “Student will pursue High School Diploma” is chosen - Choose the appropriate level of participation in ISTEP testing
4’.) If “Student will pursue a certificate of completion” is selected - select either: “Meets the criteria to participate in alternative assessment” if the student meets the criteria to participate in the assessment ***OR***

For High School students, “Student will not be in 10th grade. Therefore, State assessment is not required,”
5’.) If “Student will pursue a certificate of completion” is selected - Complete the Rationale section and describe the reasoning for state assessment selections *Note. Continue to step 8*
6.) If “Student will pursue High School Diploma” is selected - Choose the appropriate level of participation in ISTEP testing
7.) If “Student will pursue High School Diploma” is selected - If ISTEP+ ***OR*** End Of Course with accommodations is selected for any area, choose appropriate accommodations *Note. ISTEP+ OR End Of Course will depend on age/ grade level*
Note. To add accommodations i) *Click “Add Accommodations”* ii) *Check the appropriate accommodation(s) for this student* iii) *Click “Save and Continue” to return to the State Assessments and Other Participations page* iv) *Selected accommodations appear next to the chosen curriculum area and grade level* v) *To remove an accommodation, check the box in the “Delete” column and “Save” the page*
8.) Complete the Rationale section and describe the reasoning for state assessment selections
9.) Other Participation: Articulate a plan for the student’s participation in any other testing that may take place at school Include accommodations and any other direction

IREAD3
10.) If the student is currently in third grade options to document participation in IREAD3 appear.
Note. Document the student’s results in the IREAD3 assessment. According to the outcome of the assessment retention, remediation and retake results may be recorded here.
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Goals
Note. *a) All current goals are listed on this page* *b) To delete a goal* *i) Check the box preceding the goal in the "Del" column* *ii) Click the "Save" button* *c) To reorder the list of goals* *i) Enter the new order in the box provided in the "Position" column* *ii) Click the "Save" button* *d) To update or change a goal* *Click the "Details" button associated with that goal*
ADD GOAL (NEW)
1.) Add new goal
2.) Click Add Goal on the Goals page to enter a new annual goal for a student
3.) Capture Present Levels of Academic Achievement and Functional Performance (PLAAFP) data **relevant to this annual goal.**
4.) Describe the student's Educational Needs based upon the data reported and collected in the IEP
5.) Compose a measurable Annual Goal that addresses one or more of the student's educational needs
6.) Click "<SAVE & CONTINUE>" to save the content and continue developing the annual goal
GOAL DETAILS
Note. *a) This page contains the information from the Add Goal page or saved work entered previously* *All information may be updated or changed to reflect a student's current needs*
b) 1.) Present Levels **-** Capture Present Levels of Academic Achievement and Functional Performance data that is relevant to the annual goal
2.) Needs **-** Describe the student's Educational Needs based upon the data reported and collected in the IEP
3.) Annual Goal - Compose a measurable Annual Goal that addresses one or more of the student's educational needs
4.) Method/Instrument for Measuring Progress - Record the Method or Instrument used to measure student progress *Note. This method or instrument should be the same tool used to establish the student's PLAAFP data*
5.) Standards – Click <ADD STANDARD>.
6.) Standards – Click the + symbol next to either the Common Core, Functional Achievement Standard, Indiana Standard, ISTAR KR Standards, or ISTAR Standards in each Domain.
7.) Standards – Selected standards appear at the bottom of the Add Standards screen.
Note. To remove a standard *(a) Place a check in the "Delete" box beside the standard* *(b) Click "Save" to remove the standard*
8.) Progress Monitoring – Select the progress monitoring method that best fits the method or instrument used to monitor student progress on this annual goal.

Goals – Progress Monitoring
Note. *For Annual Case Reviews and any Revised IEP an “Apply” button appears.* *With a single click the Proposed IEP dates fill in the Initial and Target dates for the selected goal.*
PROGRESS MONITORING – DESCRIPTIVE DOCUMENTATION
1.) Click “<EDIT PROGRESS MONITORING>”
2.) Under Progress Monitoring Assessment record the tool or instrument to be used
3.) Under Subject Area record the subject area addressed by the annual goal
4.) Click “<ADD ASSESSMENT>” to save this information
5.) Click “<SAVE AND CONTINUE>” to save the data and return to the Goal Details page
PROGRESS MONITORING – SINGLE POINT
1.) Click “<EDIT PROGRESS MONITORING>”
2.) Under Progress Monitoring Assessment record the tool or instrument to be used
3.) Under Subject Area record the subject area addressed by the annual goal
4.) Under Metric enter the task, behavior, or score being recorded
5.) Click “<ADD ASSESSMENT>” to save this information
6.) Enter Parameters to build the graph
7.) Initial Value and Date - Enter the score representing the student’s initial skill level and the date it was recorded
8.) Target Value and Date - Enter the target score and the date by which the student should achieve this
9.) Frequency of Collection - Record the frequency of data collection
10.) Click “<SAVE AND CONTINUE>” to save the data and return to the Goal Details page
PROGRESS MONITORING – SINGLE RUBRIC
1.) Click “<EDIT PROGRESS MONITORING>”
2.) Under Progress Monitoring Assessment record the tool or instrument to be used
3.) Under Subject Area record the subject area addressed by the annual goal
4.) Click “<ADD ASSESSMENT>” to save this information
5.) Create a rubric by entering the rubric criteria in the provided form or “Add Rubric(s) from Bank”

Goals – Progress Monitoring (Continued)
PROGRESS MONITORING – SINGLE RUBRIC (continued)
Note. a) *Add Rubrics from User's Bank for "Student Name" page contains:* i) *a dropdown list of user created rubric categories,* ii) *a list of uncategorized rubrics (if any)* iii) *"Manage Rubrics in Bank" button* iv) *"Back" to return to Goals without saving* v) *"Save" to save data* vi) *"Save & Continue" to save data and return to Goals* b) *To add rubrics already stored in the rubric bank* i) *Choose the category, if any* ii) *Click the appropriate box in the "Add" column* iii) *Click Save & Continue to add the rubric and return to the Progress Monitoring screen* (1) *The rubric should be listed along with the rest of the parameters* c) *Click "Manage Rubrics in Bank" to add a new rubric* d) *Enter the Rubric Title* e) *Complete at least three rubric criteria entries* i) *Click "Back to Student Name" to return to the Goal Details page without saving information* ii) *Click "Save" at the bottom of the screen to save the rubric* iii) *Click "Save & Continue" to save the rubric and return to the student's Goal Details page* f) *Click "Edit Categories for My Rubric Bank" to create organizational categories to sort rubrics* i) *Enter a title for a rubric category* (1) *Click "Back" to return to the Manage Rubric Bank screen* (2) *Click "Save" to save the information* (3) *Click "Save & Continue" to save the information and return to the Manage Rubric Bank screen* ii) *Rubric Categories may also be reordered or deleted from this screen* (1) *Enter the number of the new position in New Pos column and click "Save" to make the change* (2) *To delete a rubric category click the box in the "Del" column and click "Save" to make the change* g) *Click "Import Rubrics to my Rubric Bank from my Caseload" to add previously created rubrics to the rubric bank* i) *Choose to import Rubrics from the current student only or from and entire caseload* ii) *Click "Save & Continue" to import rubrics and return to the Manage Users Rubric Bank screen* iii) *Imported rubrics should appear in a list at the top of the screen*
6.) Enter Parameter to build the graph
7.) Initial Value and Date - Enter the score representing the student's initial skill level and the date it was recorded
8.) Target Value and Date - Enter the target score and the date the student should achieve this

Goals – Progress Monitoring (Continued)

PROGRESS MONITORING – SINGLE RUBRIC (continued)

9.) Record the frequency of data collection

10.) Click “<SAVE AND CONTINUE>” to save the data and return to the Goal Details page

PROGRESS MONITORING – COLLECTION OF INDICATORS

1.) **Record objectives before Editing Progress Monitoring.**

2.) Click “<EDIT PROGRESS MONITORING>”

3.) Under Progress Monitoring Assessment record the tool or instrument to be used

4.) Under Subject Area record the subject area addressed by the annual goal

5.) Under Metric enter the task, behavior, or score being recorded

6.) Click “<ADD ASSESSMENT>” to save this information

7.) Enter Parameters to Build Graph for Annual Progress.

8.) Enter Initial and Target Percentage.

9.) Enter Initial and Target Date - The Initial and Target Date may not be outside of the IEP Effective dates.
Note. The Date Range may be less than the effective dates.

10.) Create a rubric by entering the rubric criteria in the provided form

11.) Create a rubric by entering the rubric criteria in the provided form or “Add Rubric(s) from Bank”

Note.

- *(a) Add Rubrics from User’s Bank for “Student Name” page contains:*
  - *(i) a dropdown list of user created rubric categories,*
  - *(ii) a list of uncategorized rubrics (if any)*
  - *(iii) “Manage Rubrics in Bank” button*
  - *(iv) “Back” to return to Goals without saving*
  - *(v) “Save” to save data*
  - *(vi) “Save & Continue” to save data and return to Goals*
- *(b) To add rubrics already stored in the rubric bank*
  - *(i) Choose the category, if any*
  - *(ii) Click the appropriate box in the “Add” column*
  - *(iii) Click Save & Continue to add the rubric and return to the Progress Monitoring screen*
  - *(iv) The rubric should be listed along with the rest of the parameters*
- *(c) Click “Manage Rubrics in Bank” to add a new rubric*
- *(d) Enter the Rubric Title*
- *(e) Complete at least three rubric criteria entries*
  - *(i) Click “Back to Student Name” to return to the Goal Details page without saving information*
  - *(ii) Click “Save” at the bottom of the screen to save the rubric*
  - *(iii) Click “Save & Continue” to save the rubric and return to the student’s Goal Details page*

Goals - Progress Monitoring (Continued)

PROGRESS MONITORING – COLLECTION OF INDICATORS (continued)

Note. (Continued)

- *(f) Click “Edit Categories for My Rubric Bank” to create organizational categories to sort rubrics*
  - *(i) Enter a title for a rubric category*
    - *1. Click “Back” to return to the Manage Rubric Bank screen*
    - *2. Click “Save” to save the information*
    - *3. Click “Save & Continue” to save the information and return to the Manage Rubric Bank screen*
  - *(ii) Rubric Categories may also be reordered or deleted from this screen*
    - *1. Enter the number of the new position in New Pos column and click “Save” to make the change*
    - *2. To delete a rubric category click the box in the “Del” column and click “Save” to make the change*
- *(g) Click “Import Rubrics to my Rubric Bank from my Caseload” to add previously created rubrics to the rubric bank*
  - *(i) Choose to import Rubrics from the current student only or from and entire caseload*
  - *(ii) Click “Save & Continue” to import rubrics and return to the Manage Users Rubric Bank screen*
  - *(iii) Imported rubrics should appear in a list at the top of the screen*
- *(h) Frequency of Collection*
  - *(i) Record the frequency of data collection*
- *(i) Select the objectives to which this rubric applies.*
  - *(i) Rubrics may be created for each individual objective.*
  - *(ii) One rubric may be applied to all objectives.*
  - (iii) *Only one rubric may be applied to any one objective.*

12.) Click “<SAVE AND CONTINUE>” to save the data and return to the Goal Details page

PROVISIONS

Note.

For Annual Case Reviews and any Revised IEP an “Apply” button appears.
With a single click the Proposed IEP dates fill in the Initial and Target dates for the selected goal.

1.) **Transition Service** – Click “<ADD TRANSITION SERVICE>” to add transition service.

2.) Click “Add Transition Service” to add a transition service

3.) Enter Description, Frequency, Postsecondary Goal to Support, by whom, and anticipated Date of Completion

4.) Enter Narrative detail.

5.) Save the entry and add as many services as are required

6.) Record/Document any and all Adult Services information shared with the student and his/her parents

7.) **Special Education Service** - Click “<ADD SPECIAL EDUCATION SERVICE>” to add a special education service

8.) Select Indirect Support, Direct Services, or Speech and/or Language Services
9.) Click “<SAVE AND CONTINUE>” to continue adding the service
10.) Enter Initiation, Frequency, Length, Duration, To Support (if Transition), Location, and Narrative
12.) Click “<SAVE>“ and Add as many services as are required
13.) **Related Services** - Click “<ADD RELATED SERVICES>” to add a related service
14.) Select Related Service Description
15.) Click “<SAVE AND CONTINUE>” to continue adding the service
16.) Enter Initiation, Frequency, Length, Duration, To Support (if Transition), Location, and Narrative
17.) Click “<SAVE>” and Add as many services as are required
18.) **Accommodations** - ISTEP+ or End of Course Assessments accommodations are listed here *Note. An additional box is provided for accommodations unrelated to testing*
19.) **Transportation** - Answer “Yes **OR** No” to the transportation question
20.) If transit time or transportation needs of the student are different than non-disabled peers, record the transportation needs of the student and enter a related service if necessary.
21.) If Transportation is recorded as a related service, the medical reason for special transportation may be recorded. Select Other for a text box to report any reason not listed in the dropdown menu.
22.) **Accessible Materials** - Answer “Yes **OR** No” to the question
23.) If the student needs instructional materials provided in accessible format, describe the environments, tasks, tools, and services related to the provision of accessible instructional materials to this student
24.) **Assistive Technology** - Answer “Yes **OR** No” to the question
25.) If the student needs assistive technology, describe the assistive technology required
26.) **Extended School Year (ESY) -** Select the appropriate choice for ESY *N*ote. ESY is indicated if one of the first three choices is selected; If ESY is unnecessary select “<NONE>”
27.) If ESY is indicated, please enter a special education and/or related service to support this choice
28.) **Aids/Supports** - Answer “Yes **OR** No” to the question
29.) If “Yes”, record the plan to provide school personnel with the knowledge required to implement the student’s IEP
30.) Answer “Yes **OR** No” to the second question
31.) If Yes, record modifications necessary for this student to participate in the described activities
32.) **Progress Report Timeline** - Enter the frequency progress will be reported for this student
33.) **Rationale** - Describe the rationale for providing these services and supports, as well as describing reasons for rejecting other options

LRE PLACEMENT

1.) **Course of Study** – Choose Course of study from drop down menu.

2.) **Education Setting** – enter total instructional minutes per week.

3.) Enter total special education minutes per week
Note. These minutes should mirror the minutes in the special education services.

4.) LRE Placement Codes – select the code that corresponds to the % of time in the general education setting.

5.) **ED Students only** – choose full time or all other

6.) List any additional descriptors of LRE.

7.) Describe discussion of harmful effects

8.) **General Considerations** - Consider each of the five statements carefully, If No is selected: please state the exceptions and describe the reasoning for these exceptions

9.) **Program Information** – If the program information in the box is correct, check the box, ***IF NOT*** continue with the prompts

10.) Select district and school from dropdown menus.

11.) If next educating school is non-public – select accreditation information.

12.) If the next educating school is the same check the box, ***IF NOT*** continue with the prompts.

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d) If all parts are complete, IIEP advances to the next page

SUMMARY OF PERFORMANCE

Note.

This page generates the Indicator 14 letter that should accompany the IEP when Exit from Secondary Services is a selected purpose of the conference. Be sure parent information is up to date and as accurate as possible.

1.) Enter Recommendations to Assist in Meeting Postsecondary Goals

2.) Describe the accommodations, modifications, and/or assistive technology that have been most useful to the student

3.) Describe what will help the student be successful after graduation

4.) Create Final Summary of Performance *Note. SOP may be printed separately, but is intended to be a part of the IEP report*

Note. As with all pages in IIEP, Conference Notes are available

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REVIEW CONFERENCE NOTES

1.) Review Conference notes for content and accuracy

Note.

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- *b) "<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*
- *c) If any part is incomplete or missing, error messages will appear at the top of the page*
- *d) If all parts are complete, IIEP advances to the next page*

CREATE FINAL IEP

1.) If the Case Conference Committee decided upon reevaluation, a reminder appears at the top of the page

2.) CCC meeting date, IEP begin date, and end date are reported
Note. To change the IEP begin or end dates return to the ***Schedule CCC Meeting*** *page and make the appropriate adjustments*

3.) Mark whether the parent(s) reject the provision of FAPE
Note. If FAPE is rejected, the process continues with the creation of the ISP

4.) Check all that attended the case conference - Click "Add Additional Attendees" to record any other persons in attendance at the case conference

5.) If any errors exist in the IEP the button "<DISPLAY ERRORS>" appears - Click the button to view a list of errors

6.) Click "<CREATE DRAFT IEP>" at any time to view a draft of the IEP containing all information entered in the IEP workspace when the draft is created

7.) If there are no errors and the CCC has finished deliberating - click "<CREATE FINAL IEP>"
Note. Confirm that a Final IEP is to be created

8.) Click the "<IEP>" link to view and/or print the IEP

9.) Once the parent(s) have signed the IEP (if required) fax the signature page to the provided fax number *Note. Once received a link will appear next to the IEP with a date the fax was received Click the link to view the faxed document*

10.) Click the Proposed Button to confirm acceptance of the IEP

11.) Record whether the IEP was: Accepted ***OR*** Rejected – parent rejects provision of FAPE and intends to unilaterally enroll child in a non-public school.

12.) **(For Initial IEPs only)** Rejected – Student remains in General Education
Note. This option is available when parents reject the Initial IEP only. The student remains in general education and receives no special education or related services.

13.) Record who signed the document, the date, and any notes

Note.

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- *c) If any part is incomplete or missing, error messages will appear at the top of the page*

If all parts are complete, IIEP advances to the next page

ADDITIONAL IEP DOCUMENTS
1.) Review the Final IEP and create any additional Final documents necessary *Note. Additional Documents are listed here*
Note. *a) “<SAVE>” saves the information on the screen* *b) “<SAVE & CONTINUE>” saves the information on the screen and checks it against IIEP’s Rules of Completion* *c) If any part is incomplete or missing, error messages will appear at the top of the page* *d) If all parts are complete, IIEP advances to the next page*