

INDIANAIEP

User Manual

v. 5



IndianaIEP



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PCG Overview

Public Consulting Group (PCG) is a national consulting firm specializing in public sector services.

- Provided consulting, solutions & implementation services for 24 years
- 2,000 professionals in 60 offices serving clients in US, Canada, and Europe
- Technology expertise and services in four primary areas:
 - Education Services
 - Technology Consulting
 - Health & Human Services
 - Consumer Direction of Care
- Office in downtown Indianapolis

PCG Education

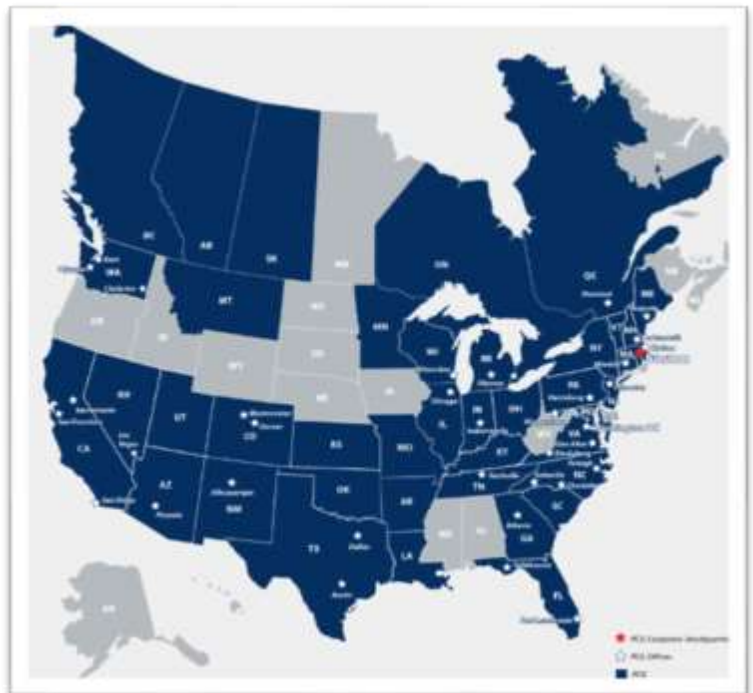
PCG Education has current projects in 32 states and five Canadian provinces and serves 13 of the 25 largest U.S. school districts. PCG's client list includes:

State level clients

- Indiana
- New Jersey
- Tennessee
- New Hampshire
- District of Columbia

District level clients

- Chicago Public Schools, IL
- Minneapolis Public Schools, MN
- Genesee Intermediate School District, MI
- Broward County Public Schools, FL
- Memphis City Schools, TN



Security and Access

Security

The IndianaIEP server uses Secure Socket Layer (SSL) to encrypt the information as it flows across the Internet. This is the same technology that is used to protect your credit card numbers and other sensitive information that is sent over the Internet.

- Private and confidential
- Many safeguards to accommodate FERPA and HIPPA laws and regulations

A secure system needs your help:

- Do not save documents or reports on an unsecured computer
- Do not email unsecured documents or reports
- Do not leave computer unattended when in IIEP

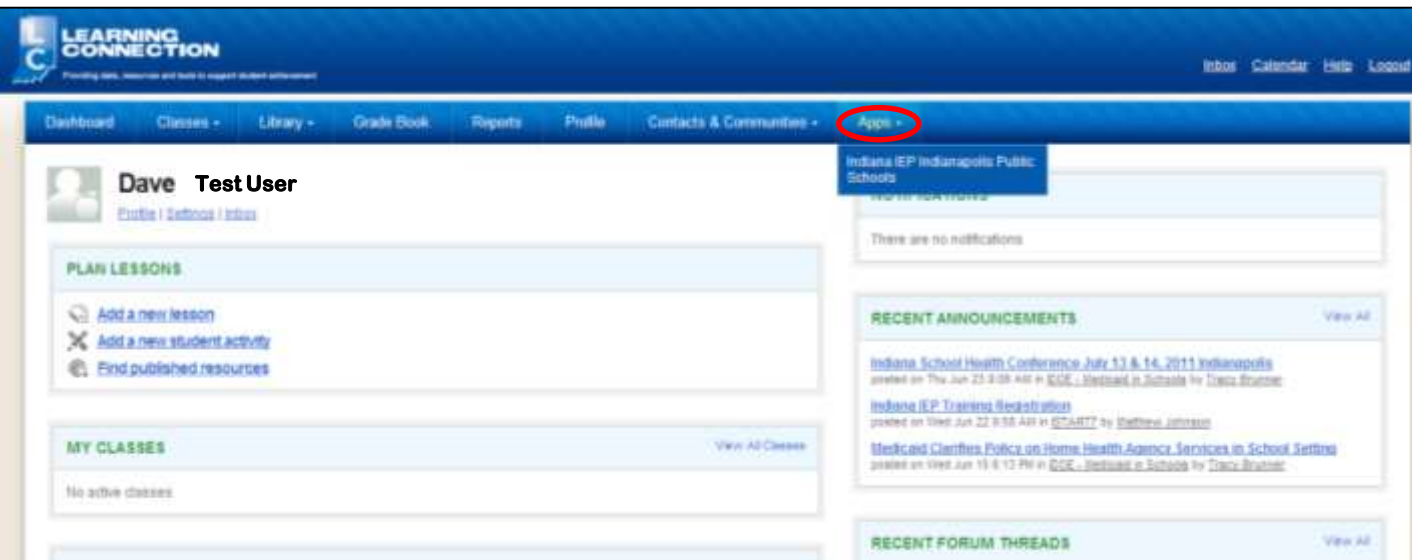
Other Security Issues

- No Auto Save – You must hit an update button to save your changes
- Do not use the browser's Back button
- Do not refresh the page – will automatically logout users

Learning Connection

IndianaIEP(IIEP) is a single Sign-On system. You must access the system through Learning Connection.

- Click the IIEP button under the **APPS** tab
- This will bring you to the Main Menu in IIEP



Multiple Corporation Users:

You should have an Indiana IEP button for every corporation for which you need access.

NOTE:

IndianaIEP will automatically time out after 60 minutes of inactivity. Access the system again through the Learning Connection portal.




Contact your Learning Connection Administrator if you do not have Indiana IEP as an option on your Application tab.

Main Menu Screen

The Green Menu Bar at the top of the screen is used to navigate the program.

- Avoid using the back browser button. This will not show updated information.
- Avoid using the Refresh button. This will log out the account.

Log Out | **Main Menu** | Students | My Docs | My Reports | Wizards | School System |  | PCG | Progress Monitoring Wizard

The Main Menu has many widgets designed for users to easily access important information

- 1. Message of the Day** – Allows PCG, DOE, and district administrators to post important deadlines or updates
 - PCG – Information on updates and scheduled system maintenance
 - DOE – State wide announcements or changes
 - District – District announcements or changes
- 2. My Messages** – Allows you to send and receive messages in a secure environment to protect all FERPA and HIPPA regulations
- 3. My Meetings** – Displays upcoming meetings for the next 7 days, also contains a link to a personal calendar



Message of the Day


Indiana IEP Resource Center

Indiana IEP Resource Center
"The smallest unit of inclusion is a school building."

My Messages

New Messages [Send Message](#) [View All Messages](#)

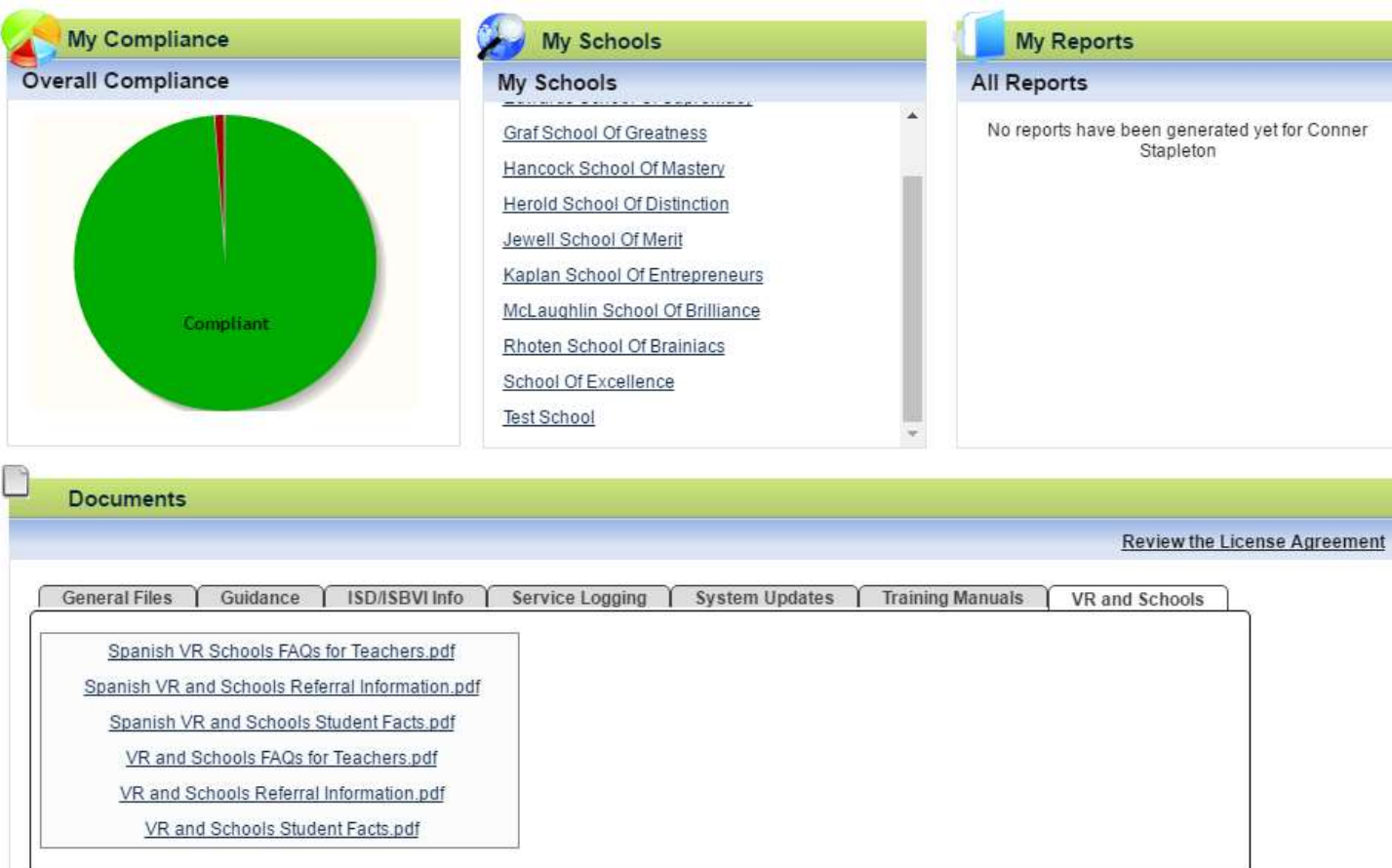
You Have No New Messages

My Meetings

Upcoming Meetings	My Calendar
<u>Monday</u> No Meetings Entered	June 08
<u>Tuesday</u> No Meetings Entered	June 09
<u>Wednesday</u> No Meetings Entered	June 10
<u>Thursday</u> No Meetings Entered	June 11
<u>Friday</u> No Meetings Entered	June 12
<u>Saturday</u> No Meetings Entered	June 13
<u>Sunday</u> No Meetings Entered	June 14

Main Menu Screen cont.

- 4. My Compliance** – Illustrates the total percentage of students that are compliant or non-compliant, represented in a pie chart
- 5. My Schools** – Allows you to view your schools as well as students within those schools.
- 6. My Reports** – Displays all reports that have been generated for you
- 7. Documents** – Provides a location for training manuals, tip sheets, and district specific files that users can access



The screenshot displays the Main Menu interface with four main sections:

- My Compliance:** Shows a pie chart titled "Overall Compliance" with a single green slice labeled "Compliant".
- My Schools:** Lists several schools with hyperlinks: Graf School Of Greatness, Hancock School Of Mastery, Herold School Of Distinction, Jewell School Of Merit, Kaplan School Of Entrepreneurs, McLaughlin School Of Brilliance, Rhoten School Of Brainiacs, School Of Excellence, and Test School.
- My Reports:** Displays "All Reports" with a message: "No reports have been generated yet for Conner Stapleton".
- Documents:** Features a "Review the License Agreement" link and a list of PDF files under tabs: General Files, Guidance, ISD/ISBVI Info, Service Logging, System Updates, Training Manuals, and VR and Schools. The files listed are:
 - Spanish VR Schools FAQs for Teachers.pdf
 - Spanish VR and Schools Referral Information.pdf
 - Spanish VR and Schools Student Facts.pdf
 - VR and Schools FAQs for Teachers.pdf
 - VR and Schools Referral Information.pdf
 - VR and Schools Student Facts.pdf

Calendar

The calendar widget displays events for the next 7 days.

The calendar logo on the menu tab will also take you to a full screen display of the current month's calendar. This can be accessed from the green menu bar at any time.

Note that this calendar is the school system calendar, not a personal calendar, and cannot be edited.



Basic Information

Here are a few definitions that may be helpful as you use IIEP.

Remember to use the toolbar at the top to navigate the system.

All Actions in IndianaIEP™ are single clicks with the mouse.



Check boxes are used in where more than one selection can be made



Calendar boxes add a date, you may click on the calendar and scroll through the screens to find the appropriate date.



Article 7 link



Help Links for fields



Required field



Information Box includes helpful information to make informed decisions concerning that page

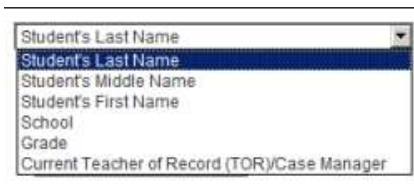
Del	Pos	NewPos
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>	4	<input type="checkbox"/>
<input type="checkbox"/>	16	<input type="checkbox"/>

Del allows user to delete the entry (**sometimes this will inactivate an event, but not delete it**)

Pos shows what position (order) the items are in (Used with goals, contacts, etc.)

New Pos allows you to reorder the line items

Basic Information cont.



A screenshot of a dropdown menu. The menu is open, showing a list of options. The top option is "Student's Last Name", which is highlighted in blue. Below it are "Student's Middle Name", "Student's First Name", "School", "Grade", and "Current Teacher of Record (TOR)/Case Manager". The menu is enclosed in a thin black border.

Drop down menus are used when a selection can be made from a List.

Create Draft Notice of ...

Creates a draft of a particular document. This document will have a draft watermark at the top of the page. The document is not permanent and will expire in 30 days.

Create Final Notice of ...

Creates a final notice of a particular document. This is your formal document to mail. It will become part of the student's permanent file.

Update the Database

Update the Database saves the information on the current page

Save

Save saves new information and leaves you on the current page. It does not check for errors.

Save & Continue

Save & Continue saves changed information, runs it against a list of error checks and continues to the next screen

Document Translations

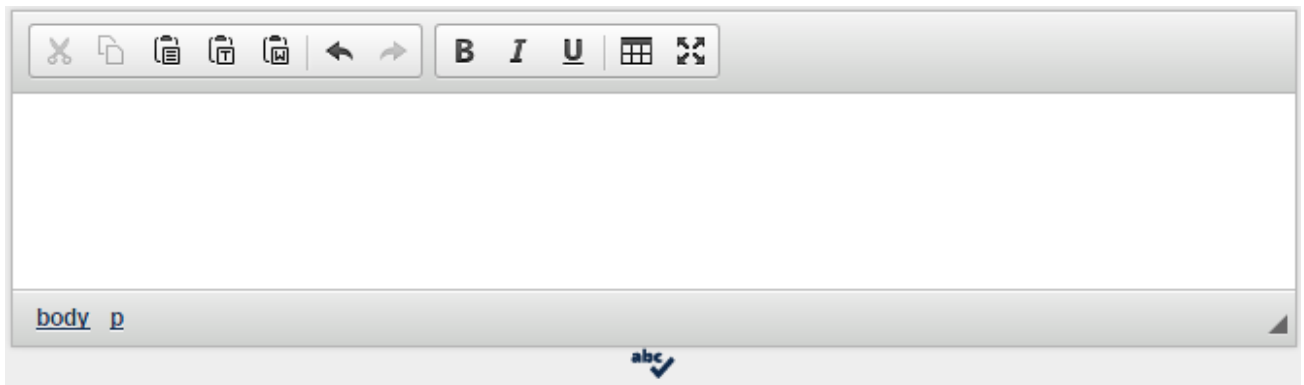
You may request to create a document in another language. At this time, only Spanish is available. When selected the system creates two versions of the same document. One in Spanish and the other in English.

Rich Text Fields vs. Text Boxes

Indiana IEP contains two different text fields for alpha-numeric data entry:
Rich Text Fields (RTFs) and text boxes



Text Boxes, as pictured above, support nearly all text, and are used frequently throughout IIEP. The text box supports copy/paste functions as well as spell check, indicated by the logo in the bottom right corner of the text box.



Rich Text Fields (RTFs) allow users to format characters within the field. The many icons designate functions such as:

- Bold
- Italics
- Underline
- Insert table
- Undo/redo
- Copy/paste functions
- Spell check

RTFs and Text Box Limitations

Text Boxes have many limitations, and does not support

- bold / italics / underline
- Double/triple spacing
- Color
- Any table
- Graphs/charts

On the other hand, RTFs are more flexible than text boxes, but have similar limitations such as:

- Colored fonts
- Cut/copy from excel
- Graphs/charts
- Color fonts/highlighted text

? Describe the concerns of the parent for enhancing the education of the student

? Enter Progress Monitoring Data

body p

Capturing Signatures

IndianaIEP uses EasyFax to capture signatures on notices.

Each finalized document will have a unique bar code for each document per student.

- Receive document with necessary signature
- Fax document to 888-865-5615
- Document is scanned as a pdf and attached to the students record
- Load multiple documents for multiple students at once

Del	Date Generated	Document Type	Status	EasyFax	Date Received
	09/27/2011	IEP	Accepted	Yes	9/30/2011

<< Back Save Save & Continue >>

Viewing A Signature—

Click the **DOCUMENTS** tab.

Click on the hyperlink under the "Attachment" column to view document.

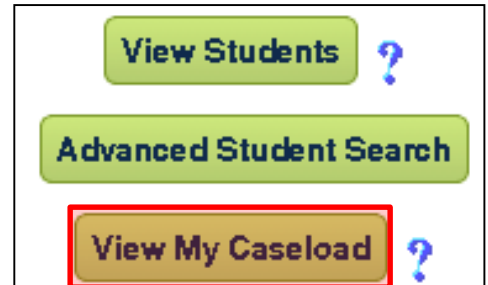
Documents created for Kwi Hancock						
Del	Doc ID	Date Generated ?	Document ?	Status	Attachment	Date Received
<input type="checkbox"/>	6148	04/11/2014	Billing Medicaid for Health-Related Services	PDF	<input type="checkbox"/> Fax	04/11/2014
<input type="checkbox"/>	6146	04/11/2014	EasyFAX Coversheet - General Fax	PDF	<input type="checkbox"/>	
<input type="checkbox"/>	6913	02/06/2014	Data Points	PDF	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	6391	07/30/2013	Notice of Case Conference (Evaluation)	PDF	<input type="checkbox"/> Fax	02/24/2014
<input checked="" type="checkbox"/>	6219	06/20/2013	IEP	PDF	Accepted test	09/06/2013

Finding a Student




In order to access a record, a TOR or Team Member must be a member of the student's "team" which places the record on the user's caseload.

To Access Your Caseload:

- Click **STUDENTS > VIEW MY CASELOAD**
- The students on your Caseload will appear.



Select a Student (Caseload of James Dean)

CP	Last Elig	EP Begin	EP End	School	Grade	Name	Student ID	Age	Dis	Case Manager
				CSOS	K	Johnny Adams	IN00197	7 Years		James Dean
	03/06/2012	11/30/2012	11/30/2013	CSOS	7	Sally Adams	IN00422	16 Years	SLD	James Dean
	06/01/2013	10/05/2013	10/05/2014	TS	12	Cousin Ilt Addams	110109	17 Years		James Dean

- Click on any header to sort list
 - The compliance header will give you definitions to compliance symbols
- Click the student's name of the record you wish to review

Finding a Student cont

To Manually Search for a Student:

- From the Main Menu select **STUDENTS**
- Select criteria you wish to search
 - Grade, School, Name (last, first, middle), Student ID, Status
- Click **VIEW STUDENTS** button

Log Out | Main Menu | **Students** | My Data | My Reports | Schools | School System | PGC | Progress Monitoring Wizard

Criteria for Selecting Students to View

Grade Level: All Grade

School: All Schools

Student Last Name: ExactMatch

Student First Name: ExactMatch

Student Middle Name: ExactMatch

Student ID: ExactMatch

Status: General Ed Exceptional EP
 Child Study Special Ed Decoupled
 Pending EP

Sort By: Student Last Name

View Students

Advanced Student Search

View My Courses

Search Bar Feature:

- Search by student's last name ONLY
- Can access from anywhere in IIEP



Accessing Student Record

Select a Student (Caseload of James Dean)

CP	Last Elig	EP Begin	EP End	School	Grade	Name	Student ID	Age	Dis	Case Manager
II				CSOS	K	Johnny Adams	IN00197	7 Years		James Dean
T	03/06/2012	11/30/2012	11/30/2013	CSOS	7	Sally Adams	IN00422	16 Years	SLD	James Dean
✓	06/01/2013	10/05/2013	10/05/2014	TS	12	Cousin Lt. Addams	110109	17 Years		James Dean

- Click on student's name to access account
- Select reason for access

Verify student information.

If data is not correct, notify your system administrator. This information must be changed through Learning Connection.

Student Access Reason John Smith

Reason for Access:

- Evaluation
- Record Review
- Annual Review
- Other
- System Testing

PUBLIC CONSULTING GROUP

Students Student Info Eligibility Parent Info Communications Team
 Student History Pre-Conference Planning Evaluation Process EP Process ISP Process Documents

Personal Information

View: Workspace
Workspace
Other IEP / ISP

Name:	John Smith
Gender:	Male
Race:	Unknown
Date of Birth:	10/04/2001 (Age: 12 Years)
Grade:	5th Grade
Student ID:	JSMITH
School:	Kaplan School Of Entrepreneurs
Home School:	-unknown-
Prim. Language:	
Serving/Operating District	Indiana IEP Training Site
Length of School Day:	330.00 minute(s) (< Std)

Make this student inactive ?

The view determines the source of data that is displayed onscreen for an IEP or ISP.

- Only the "workspace" view is editable.
- The background color changes when not viewing current "workspace".

Visual Compliance

Select a Student (Caseload of James Dean)										
CP	Last Elig	EP Begin	EP End	School	Grade	Name	Student ID	Age	Dis	Case Manager
				CSOS	K	Johnny Adams	IN00197	7 Years		James Dean
	03/06/2012	11/30/2012	11/30/2013	CSOS	7	Sally Adams	IN00422	16 Years	SLD	James Dean
	06/01/2013	10/05/2013	10/05/2014	TS	12	Cousin Ilt Addams	110109	17 Years		James Dean
	04/21/2013	04/21/2013	04/21/2014	ABCS	2	Eleanora Donohue	118906181	11 Years	CD,SI	James Dean
		10/21/2013	10/21/2014	ABCS	6	Triscen Irvine	118905926	15 Years	SLD	James Dean

General Overview of compliance for each student

- Student is in compliance and has all necessary documentation
- Something is coming due and will need to be addressed
- Something is overdue

Type of Evaluation

Existing Data

Referral Decision

Eligibility Categories and Assessments



Rules of Completion are applied to each page when you click Save & Continue. In order to finalize a document, the account must be compliant.

- Page is compliant
- Something on this page is not complete or doesn't satisfy the rules of completion

















[blank] Nothing has been touched on this page

Compliance Symbols

General Education Compliance

	Student is not eligible for any type of special education.
	This compliance symbol displays for any student for which a discontinuation of referral or parent consent denial occurred. The student has returned to the general education population.

Special Education Compliance

	The student is fully compliant with all IEP / ISP and Eligibility requirements.
	The student has a new Proposed IEP / ISP and the system is waiting for the parent's response to be entered.
	The student has an overdue Proposed IEP / ISP and the system is waiting for the parent's response to be entered.
	The student's new IEP / ISP has been Rejected and a new one must be Proposed.
	The student has a Rejected IEP / ISP and it has been over a set period of time after the rejection.
	The student is Eligible and has an IEP / ISP and will soon require that a new IEP / ISP be written.
	The student is Eligible and has an IEP / ISP, but is now past due to have a new one written and is now out of compliance.
	The student has recently transferred into this school system and will soon require that a new IEP / ISP be written.
	The student has been determined Eligible for Special Education and will soon require their re-evaluation.
	The student has been determined Eligible for Special Education but is past due for their re-evaluation and is out of compliance.
	Student has been referred (and may have Parental Consent to Evaluate). The student will soon need their initial Eligibility determination completed.
	Student has been referred (and may have Parental Consent to Evaluate). The student is now past due to receive their initial Eligibility determination and is out of compliance.
	The student has an IEP / ISP / IFSP Meeting event, and the next projected meeting event will soon be required.
	The student has a recent IEP / ISP / IFSP Meeting event, and has not yet had the next projected meeting event.
	Reminder: The IEP system is seeking a Parent Consent Event to follow the referral event
	Reminder: The referral event is greater than 90 school days without a Parent Consent Event.

Student Personal Info

Log Out | Main Menu | **Students** | My Docs | My Reports | Wizards | School System |  | PCG | Progress Monitoring Wizard

Personal Information

Joann Smith

Name:	Joann Smith
Gender:	Female
Race:	White (Other)
Date of Birth:	05/17/2002 (Age: 14 Years)
Grade:	4th Grade
Student ID:	JSMITH1
School:	Hancock School Of Mastery
Home School:	-unknown-
Prim. Language:	
Length of School Day:	6.50 hour(s) (> Std)

Verify that you have selected the correct student by checking the demographic information for that student.

IMPORTANT!

If data is incorrect, notify your System Administrator. This information must be corrected through RealTime/STN.

Eligibility Information Hulk Hero (✉)

Referral Date:	-none-	Proj Parent Consent Date:	06/27/2017
Parent Consent Date:	-none-	Proj Eligibility Date:	07/07/2017
Eligibility Date:	07/07/2014	Eligible?	Yes
Last IEP Date:	-none-	Proj IEP Date:	08/06/2014

-- Proposed / Rejected Event Details --

Proposed IEP Date:	07/07/2014	Days Since Proposal:	23
--------------------	------------	----------------------	----

Current Eligibility Disabilities: ?

Primary:	Deaf or Hard of Hearing
Secondary:	Cognitive Disability
Third:	-none-
Fourth:	-none-
Fifth:	-none-

Next Disabilities: ?

Primary:	Deaf or Hard of Hearing
Secondary:	Cognitive Disability
Third:	-none-
Fourth:	-none-
Fifth:	-none-

----- No Evaluation Components -----

The Eligibility tab shows general information concerning the student record.

- Clicking on the compliance symbol displays the Student History page
- The top portion shows the last date in the system for the last Referral, Parent Consent, Eligibility, and IEP
 - The Eligibility Date is used to track the eligibility of the students, and to allow the notification of deadlines in the IEP compliance process
 - A Referral Date is NOT required if an IEP has already been generated
 - An Eligibility Date is NOT required if an IEP has already been generated
- The **Current Eligibility Disabilities** indicate what is active on the record
- The **Next Disabilities** indicate what will go in place when the next eligibility event is created – This column is not active on the record yet
- The bottom portion shows a list of evaluations for this record and the date the evaluation was completed

Parent & Non-Parent Information

Enter Parent and Non-Parent information on the **PARENT INFO** tab.



- Click **PARENT INFO** tab to on the blue menu bar
- Click **ADD NEW PARENT/GUARDIAN** button to add information to the file.
- Complete information
- Click **UPDATE THE DATABASE**



Relationship Options:

- Both Parent
- Father
- Mother
- Legal Guardian
- Self
- Educational Surrogate Parent
- Other Relative
- Friend
- Gen Ed Teacher
- Public Agency Rep
- COLS Representative
- Non Public Agency Rep
- Doctor
- Other

Add Parent(s)/Guardian Hulk Hero

Full Name:	<input type="text"/>	*
Relationship:	Both Parents	*
Language:	<input type="text"/>	?
Address:	<input type="text"/>	?
City, State, Zip Code:	<input type="text"/> <input type="text"/> <input type="text"/>	?
<input checked="" type="checkbox"/> Student Lives Here		?
<input type="checkbox"/> Legal Guardian		?
E-Mail:	<input type="text"/>	?
Home Phone:	<input type="text"/>	?
<small>(Note: For consistency, if both parents work, enter the father's work phone number first, and the mother's second)</small>		
Work Phone:	<input type="text"/> <input type="text"/>	?
<input checked="" type="checkbox"/> Include on IEP Team		?
Comments:	<input type="text"/>	

Update the Database ?

Parents/Guardians Hulk Hero

Del ?	Pos	New Pos ?	Name *	Relation ?	Home Ph ?	Work Ph ?	Cell Ph ?	?
<input type="checkbox"/>		<input type="checkbox"/>	Ma and Pa	Both Parents	2069089123	2069089123		Details

Update the Database ?

Add new parent/guardian ?

Communications

Keep a running log of all parent, guardian, and other source communications. To track this information you will need to click **COMMUNICATIONS** on the top menu bar.

Log Out	Main Menu	Students	My Docs	My Reports	Wizards	School System	PGC	Progress Monitoring Wizard
	Students	Student Info	Eligibility	Parent Info	Communications	Team		
	Student History	Pre-Conference Planning	Evaluation Process	IEP Process	ISP Process	Documents		

Parent Contacts							Ben Testing	
Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	Document		
	John Hancock	Joe and Jane Parent	Fax	09/01/2011	No Response	EasyFAX Cover Sheet - External IEP	Details	
	John Hancock	Jeff	Email	08/03/2011	Left Message	EasyFAX Cover Sheet - External IEP	Details	
	Holly Hancock	Joe and Jane Parent	In person conversation	10/01/2013	IOC meeting confirmed	EasyFAX Cover Sheet - External IEP	Details	

Other Contacts						
Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	
	John Hancock	Aunt Suzie	In person conversation	07/12/2011	No items available!	Details

Print Contact Logs Export Contact Logs

Update the Database ?

Add a Contact ?

Add a non Parent Contact ?

- Click **ADD A CONTACT** or **ADD A NON PARENT CONTACT**
 - Parent Contacts** – Can be associated with a document in the IEP process. (i.e. received permission to evaluate)
 - Non Parent Contacts** – Cannot be associated with an IEP document

Communications cont.

- Enter contact information
 - Person Contacted
 - Method
 - Date
 - Result
 - Notes

- Click **UPDATE THE DATABASE**

- System displays the Communication page with additions

The Contact Date and Contact Results columns can be revised from the Communication page.

- Click **UPDATE THE DATABASE** when complete
- Click the **DETAILS** button to see notes

Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	Download	Details
	John Hancock	Jim and Jane Parent	Phone	08/01/2011	No Response	Save As: Contact Sheet - Subrow 1.DET	Details
	John Hancock	Jim	Email	08/01/2011	Let's Message	Save As: Contact Sheet - Subrow 1.DET	Details
	Holly Hancock	Jim and Jane Parent	In person conversation	10/01/2011	COO meeting continued	Save As: Contact Sheet - Subrow 1.DET	Details

Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	Details
	JOHN HANCOCK	Aunt Bette	In person conversation	07/12/2011	No items available	Details

[Print Contact Logs](#)
[Export Contact Logs](#)
[Update the Database](#)

Student History Tab

Student History								Ben Testing (0)	
Del	Event ID	Event Date	Event Type	Begin Date	End Date	User	Document	Date Created	
<input type="checkbox"/>	3902	12/01/2011	Referral			Kathy Hancock		01/10/2012 15:57 (919 days)	Referral Source: Parent / Legal Guardian
<input type="checkbox"/>	6720	01/01/2013	Eligibility Determination	01/01/2013	01/01/2016	Kathy Hancock		01/09/2013 14:01 (562 days)	Details
<input type="checkbox"/>	6721	01/01/2013	IEP	01/01/2013	01/01/2014	Kathy Hancock		01/09/2013 14:01 (562 days)	Details
<input type="checkbox"/>	6975	02/01/2013	IEP	02/01/2013	02/01/2014	Kathy Hancock		02/11/2013 13:49 (501 days)	Details

The Student History Page shows a detailed list of events that have been created for a student in chronological order by event date.

- **Event ID** – ID given to each event for tracking purposes
- **Event Date** – The date the event should take place; this is the meeting date for IEPs/ISPs and Eligibility Determinations
- **Event Type** – Type of event occurring
- **Begin/End Dates** – Indicates the begin and end dates when appropriate
- **User** – Name of user who created the event
- **Document** – Provides a document link if the event is associated with one
- **Date Created** – The date the user created the event
- **Details button** – Provides details of the event on a separate page

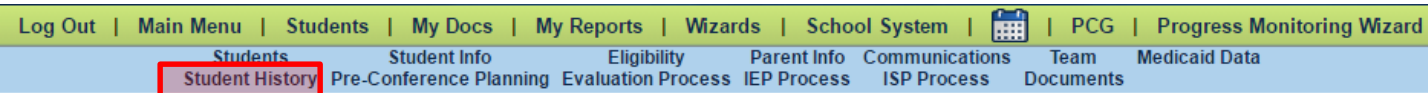
Highlighted events indicate the most current events in effect on the record. Here are the most common.

Bright Green	Active IEP/ISP
Light Green	Previous IEP/ISP
Blue	Proposed IEP/ISP
Gold	Active Eligibility
Red	Denial or Inactivation
Purple	Medicaid Parent Consent

Events created in error can be inactivated by contacting your District Administrator.

Pre-Conference Planning

Click **PRE-CONFERENCE PLANNING** from the Student Menu bar



Referral for Initial Provision of Services Process

Student: Alaskan Vacation

Click on “type of evaluation”

-  Type of Evaluation
-  Existing Data
-  Referral Decision
-  Eligibility Categories and Assessments



Type of Evaluation

Select the purpose for the evaluation.

? Purpose of Meeting

Initial Evaluation

Initial following lack of progress in response to interventions

Reevaluation

Move-in





Expedited Evaluation

[<< Back](#) [Save](#) [Save & Continue >>](#)

- Select the Type of Evaluation
- Click **SAVE & CONTINUE**

Pre-Conference Planning Process Dashboard

Enter any of the links below to move throughout the Pre-Conference Planning Process

 Type of Evaluation ★	 Existing Data	 Referral Decision	 Eligibility Categories and Assessments
--	--	--	---

★ - Current Selection

- The Dashboard above is a tool located at the bottom of the pre-conference planning process pages to help you identify the current page as well as what links have been completed
- *Note: The Gold Star at the bottom of the dashboard marks the user's current section*

Existing Data

This information also appears in the Evaluation, IEP and ISP processes.

Enter specific existing data in the appropriate box.

- Each response requires at least 50 characters
- Each box has spell check



- Click **SAVE** button often as you complete the text boxes

Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.

A screenshot of a web-based form titled "Existing Data" for "Student: Ben Testing". The form includes a notification: "Note: All responses on this page require a minimum response of 50 characters". It is divided into several sections: "Evaluation Information and Student Data" with three input boxes for "Describe the strengths of the student" (containing "Ben is a very sweet student! - he likes attention and wants to spend time with his peers."), "Describe the concerns of the parent for enhancing the education of the student" (containing "Ben is not able to hear instructions or any communication from his peers."), and "Enter Progress Monitoring Data" (containing "Ben received RtI and did not make adequate progress."). Below these is a "Statement of Student's Present Levels" section with a large text area (containing "Ben received RtI and did not make adequate progress.") and a list of statements from other users, such as "Statement by John Hancock" and "Statement by Kathy Hancock". At the bottom are buttons for "<< Back", "Save", and "Save & Continue >>".

Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.

Referral Decision

New Referral

- Enter the Referral Date and Source
- Click **FINALIZE REFERRAL**
 - New referrals only

A form with two input fields: "Reevaluation Referral Date" with a calendar icon and "Reevaluation Referral Source" with a dropdown menu. Below the fields is a green button labeled "Finalize Reevaluation Referral". The dropdown menu is open, showing "Parent / Legal Guardian" and "School / Public Agency". A red arrow points from the "New Referral" instructions to the "Reevaluation Referral Source" field.A screenshot of the "Referral Decision" form for a student named "Ben Testing". The form has a header with a question mark icon and the text "Referral Decision". Below the header are two rows of input fields: "Reevaluation Referral Date" with the value "07/31/2014" and "Reevaluation Referral Source" with the value "Parent / Legal Guardian". Below these is a green section titled "Factors Considered" with a question mark icon and a text box for describing the evaluation procedure. Below that is another green section titled "Referral Decision" with a question mark icon and a question: "Will the public agency conduct an educational evaluation at this time?" with radio buttons for "Yes" and "No". At the bottom are three buttons: "<< Back", "Save", and "Save & Continue >>". Red arrows point to the "Factors Considered" and "Referral Decision" sections.

- Describe the Factors Considered
- Indicate Evaluation Decision
 - An appropriate text box appears to document your decision
- If the decision is "No", create the Notice of Evaluation Refusal
- Click **SAVE & CONTINUE**


Notice of Evaluation Refusal

Create Draft Notice of Evaluation Refusal

- Click **CREATE DRAFT NOTICE OF EVALUATION REFUSAL**
- Click document name to view
- Click **SAVE**



Referral Decision

Will the public agency conduct an educational evaluation at this time? Yes No


The decision not to conduct this evaluation was based on 

Notice of Reevaluation Refusal

If you would like this document translated into another language, select it from the list

 [Create Draft Notice of Reevaluation Refusal](#) [Create Final Notice of Reevaluation Refusal](#)  **Final**

No Notice of Reevaluation Refusal documents have been generated yet for Ben Testing.

[<< Back](#) [Save](#) [Save & Continue >>](#) 


Make Final Notice to send and to archive in system

- Click **CREATE FINAL NOTICE OF EVALUATION REFUSAL**
- Click document name to view and/or print
- Click **SAVE & CONTINUE**

REMEMBER!

You must create and send a Final Notice to archive it to the account.

Indiana IEP Training School Corporation

 **DRAFT** **Notice of Initial Evaluation**

Date of Report: 06/14/2016
Individualized Education Program

Student: Joann Smith **STN:** JSMITH1

Date of Birth: 05/17/2002 **Age:** 14 **Current Grade:** 4 **Gender:** F

Please describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation.

The school is proposing to conduct an initial educational evaluation at this time. The decision to conduct this evaluation was based on:

The student will be evaluated for the following suspected disabilities:

The proposed evaluation procedures include reviewing existing data and collecting new information in the areas of:

- Academic Achievement: Assessment of current academic skills
- Academic Achievement: Assessment of progress and interventions
- Academic Achievement: Observation to document academic progress/behaviors in areas of difficulty
- Available educationally relevant medical information
- Social and developmental history

Eligibility Categories & Assessments

Indicate the Suspected Disability Categories

- Autism Spectrum Disorder
- Blind or Low Vision
- Cognitive Disability
- Deaf or Hard of Hearing
- Deaf-Blind
- Emotional Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Language Impairment
- Speech Impairment

Eligibility Categories and Assessments

Choose suspected disability categories.



- Required assessments, based off disability categories selected, will automatically be selected
- Click any additional evaluations to be completed

Assessment Domains to be Investigated for This Evaluation

- Social and developmental history
- Academic Achievement: Assessment of current academic skills
- Academic Achievement: Assessment of progress and interventions
- Academic Achievement: Observation to document academic progress/behaviors in areas of difficulty
- Any other assessments or information necessary to determine eligibility and inform the CCC
- Available educationally relevant medical info and mental health information
- Available educationally relevant medical information
- Cognitive ability and functioning
- Communication Skills: An assessment of functional literacy
- Communication Skills: Assessment of articulation, fluency, and voice
- Communication Skills: Assessment of communication...in mode of student
- Communication Skills: Assessment of receptive, expressive, pragmatic and social communication
- Communication Skills: Observation of student's speech by an SLP
- Developmental assessment
- Functional Performance/Adaptive Behavior: A functional behavioral assessment
- Functional Performance/Adaptive Behavior: A systematic observation across various environments
- Functional Performance/Adaptive Behavior: Adaptive behavior across environments and sources
- Functional Performance/Adaptive Behavior: Assessment of emotional/behavioral functioning
- Motor and Sensory Abilities: A statement from a physician if an organic cause suspected
- Motor and Sensory Abilities: A written report from an optometrist or ophthalmologist
- Motor and Sensory Abilities: An assessment of functional vision
- Motor and Sensory Abilities: An assessment of motor skills and sensory responses
- Motor and Sensory Abilities: An assessment of motor skills including travel skills
- Motor and Sensory Abilities: Vision and hearing screening
- Motor and Sensory Abilities: Written report from audiologist/otologist/otolaryngologist




Information from outside agencies may require additional parental consent for release of information to the school. Contact your local administrators concerning the procedures for your district.



Notice of Initial Evaluation



Referral Decision

Will the public agency conduct an educational evaluation at this time? Yes No


The decision not to conduct this evaluation was based on 

Notice of Reevaluation Refusal

If you would like this document translated into another language, select it from the list

 [Create Draft Notice of Reevaluation Refusal](#) [Create Final Notice of Reevaluation Refusal](#)  **Final**

No Notice of Reevaluation Refusal documents have been generated yet for Ben Testing.

[<< Back](#) [Save](#) [Save & Continue >>](#) 

View/Print Notice of Initial Evaluation

- Click **CREATE DRAFT** or **FINAL NOTICE OF INITIAL EVALUATION**
- The system displays the Notice file with the date generated
- Click notice that you want to view and/or print

Indiana IEP Training School Corporation



Notice of Initial Evaluation

Date of Report: 06/13/2016
Individualized Education Program

Student: Joann Smith STN: JSMITH1

Date of Birth: 05/17/2002 Age: 14 Current Grade: 4 Gender: F

Please describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation.

testing...testing...testing...testing...testing...testing...testing...testing...testing...testing...

The school is proposing to conduct an initial educational evaluation at this time. The decision to conduct this evaluation was based on:

testing...testing...testing...testing...testing...testing...testing...testing...testing...testing...

The student will be evaluated for the following suspected disabilities:

Specific Learning Disability

The proposed evaluation procedures include reviewing existing data and collecting new information in the areas of:

- Academic Achievement: Assessment of current academic skills
- Academic Achievement: Assessment of progress and interventions
- Academic Achievement: Observation to document academic progress/behaviors in areas of difficulty
- Available educationally relevant medical information
- Social and developmental history

Remember to click

[Save & Continue >>](#)

when you are done



Notice of Reevaluation

Notice of Reevaluation Refusal

If you would like this document translated into another language, select it from the list

Final

Del	Date Generated	Document Type	Type
<input type="checkbox"/>	07/31/2014	Notice of Reevaluation Refusal	(Draft)

View/Print Notice of Reevaluation

- Click **CREATE DRAFT OR FINAL NOTICE OF REEVALUATION**
- The system displays the Notice file with the date generated
- Click on the notice that you want to view and/or print

REMEMBER!

Only Final documents will archive with the account. You must create a final to complete this process

Indiana IEP Training School Corporation



Notice of Initial Evaluation

Date of Report: 06/13/2016
Individualized Education Program

Student: Joann Smith STN: JSMITH1

Date of Birth: 05/17/2002 Age: 14 Current Grade: 4 Gender: F

Please describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation.

testing...testing...testing...testing...testing...testing...testing...testing...testing...

The school is proposing to conduct an initial educational evaluation at this time. The decision to conduct this evaluation was based on:

testing...testing...testing...testing...testing...testing...testing...testing...testing...

The student will be evaluated for the following suspected disabilities:

Specific Learning Disability







The proposed evaluation procedures include reviewing existing data and collecting new information in the areas of:

- Academic Achievement: Assessment of current academic skills
- Academic Achievement: Assessment of progress and interventions
- Academic Achievement: Observation to document academic progress/behaviors in areas of difficulty
- Available educationally relevant medical information
- Social and developmental history

Evaluation Process







Click **EVALUATION PROCESS** on the Student Menu bar

Evaluation Process Student: Ben Testing

 Create MD Team ✓	 Existing Data ✓
 Assign MD Team Roles ✓	 Assessment Data ✗
 Parental Consent Contacts ✓	 Notice of Initial Findings and Proposed Actions ✗

Evaluation Process Dashboard

Enter any of the links below to move throughout the Evaluation Process

 Create MD Team ★ ✓	 Assign MD Team Roles ✓	 Parental Consent Contacts ✓
 Existing Data ✓	 Assessment Data ✗	 Notice of Initial Findings and Proposed Actions ✗

★ - Current Selection

Create MD Team



Multidisciplinary Team

Current Teacher of Record (TOR)/Case Manager: James Dean ?

Name	Relationship
Joe and Jane Parent	Both Parents
Dr. Smith	Doctor

Select Team

<< Back Save Save & Continue >>

Create MD Team

- Choose a Teacher of Record/Case Manager from the list provided.
- Review team members
- Click **SELECT TEAM** to add other members

Update Team Student: Ben Testing

Current Teacher of Record (TOR)/Case Manager: James Dean

Parents who will receive IEP Information

Parent Name(s)	Relationship
<input checked="" type="checkbox"/> Joe and Jane Parent	Both Parents
<input checked="" type="checkbox"/> Dr. Smith	Doctor

Other Users at Hancock School Of Mastery who can access IEP Information

User Name	View Only?
<input type="checkbox"/> Kathy H Admin	<input type="checkbox"/> View Only
<input type="checkbox"/> Bridget Admin	<input type="checkbox"/> View Only
<input type="checkbox"/> Bettyjo Admin	<input type="checkbox"/> View Only
<input type="checkbox"/> Kristin Administrator	<input type="checkbox"/> View Only
<input type="checkbox"/> Testing User , tile	<input type="checkbox"/> View Only
<input type="checkbox"/> Courtney User , POG	<input type="checkbox"/> View Only
<input type="checkbox"/> Destination Vacation	<input type="checkbox"/> View Only
<input type="checkbox"/> Venus Willians , Teacher of Record	<input type="checkbox"/> View Only

<< Back Save Save & Continue >>

- Select parents/guardians who will receive IEP information
- Select other team members from same school
- Click **SAVE & CONTINUE**

The system populates the Create MD Team page with your selections

- Click **SAVE & CONTINUE** on the Review Team page to continue to the Assign MD Team Roles page

Assign MD Team Roles



Assign MD Team Roles

The list of roles on this screen are determined by federal and state requirements for the suspected disability categories selected during the Pre-Conference Planning Process.

Assign MD Team Roles

Student: Joann Smith

Instruction - Article 7 specifies the composition of the multidisciplinary team to include at least the below individuals for each suspected disability category. Other professionals can be included as members, depending on the needs of the student.

Required Multidisciplinary Team Members by Disability Category

Role	Team Member
Licensed Teacher/Specialist	<input type="text"/>
School Psychologist	<input type="text"/>
General Education Teacher	<input type="text"/>

*Other qualified professional could be a Licensed Teacher/Specialist, SLP, School Psychologist, AT Specialist, Occupational Therapist, Physical Therapist, etc.

Additional Multidisciplinary Team Members

Additional Members from Team

Role	Team Member
<input type="text"/>	<input type="text"/>

Add Additional Attendees from Team

Additional Members

Role	Team Member
<input type="text"/>	<input type="text"/>

Add Additional Attendees

<< Back

Save

Save & Continue >>

- Select a team member to fill a team role
- A person may satisfy more than one role
- Click **SAVE & CONTINUE**



Parental Consent Contacts



Parental Consent Contacts

The system uses parent consent dates to calculate the "Evaluation Must be Completed and Conference Held By" date.

- Select Parent Response "Yes" or "No"
- Enter Date Parent Consent/Response Received
 - The system will calculate the "Evaluation must be completed and conference held by" date.
- Select which parent communication is associated with this document
- Click **SAVE & CONTINUE**

Adding Parent Contacts

For assistance with adding Parental Contacts, see the "Communications" section of this manual.

? Parental Consent Contacts

Student: **Blackjack Vegas**

Parental Consent	
Parent Response:	<input type="text"/>
Date of Parent Consent/Response:	<input type="text"/>
Evaluation Must be Completed and Conference Held By:	

? [Add Parent Contacts](#)

Indicate which of the following contacts relate to the meeting

Select	Person Making Contact	Person Contacted	Contact Method	Contact Date	Contact Result
<input type="checkbox"/>	James Dean	Mom & Dad Vegas	Phone Call	06/09/2015	CCC meeting confirmed

<< Back Save Save & Continue >>

Existing Data



This information also appears in the Pre-Conference Planning, Evaluation, and ISP processes.



Enter specific existing data in the appropriate box.

- Each response requires at least 50 characters
- Each box has spell check
- Click **SAVE** button often as you complete the text boxes

Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.

Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.



Existing Data Student: Ben Testing

Note: All responses on this page require a minimum response of 50 characters.

Evaluation Information and Student Data

Describe the strengths of the student
Ben is a very sweet student - he likes attention and wants to spend time with his peers.
Student's Strengths

Describe the concerns of the parent for enhancing the education of the student
Ben is not able to hear instructions or any communication from his peers.
Parental Concerns

Enter Progress Monitoring Data
Ben received RTI and did not make adequate progress.
Instructional Strategies & Student Response

Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability (or suspected disability) affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities
Progress Monitoring Data

Statement of Student's Present Levels

Del **Statement by Jaka Hancock**
 We observed Ben on a regular basis and tried working with him to see if his communication can improve. We can add here, and it will show up in the previous box. We can edit this but cannot edit the comment below from Kathy. bad spelling

Del **Statement by Kathy Hancock**
 Ben was evaluated and a summary statement of his academic achievement and functional performance is provided here.



Assessment Data


Assessment Data

Assessment Data


Reason for Referral

Assessments to be completed

- Social and developmental history
- Academic Achievement: Assessment of current academic skills
- Academic Achievement: Assessment of progress and interventions
- Academic Achievement: Observation to document academic progress-behaviors in areas of difficulty
- Available educationally relevant medical information

 Educational evaluation reports for the eligibility areas of Autism Spectrum Disorder and Specific Learning Disability have additional requirements. See Article 7.5.11 IAC 7-40-5(f) and (g) for detailed information.

Provide a synthesized summary of all assessments completed or reviewed.




Multidisciplinary Team Members

Role	Name	License Number
Licensed Teacher/Specialist	Celt McCoy	<input type="text"/>
School Psychologist	Angela McKinney	<input type="text"/>
General Education Teacher	Mr. Ackemann	<input type="text"/>

- Select which assessment you wish to enter
- Enter Assessment Begin Date, End Date, Instrument Name and Evaluator
- Narrative must be at least 200 characters
- Repeat for all assessments shown
- Enter a synthesized summary of all assessments

The system only shows the assessments selected during the Pre-Conference Planning Process.

Uploading Documents

 Permitted file extensions are: PDF, DOC, DOCX, XLS, XLSX, PPT, PPTX, TXT, RTF, TIF, JPG, and PNG
No file may be greater than 3.00 MB in size.

File	Name (if not provided the file name will be used)
Upload File: <input type="button" value="Choose File"/> No file chosen	<input type="text"/> <input type="button" value="Save"/>

File(s) U ploaded

File(s) U ploaded			
Del	Date U ploaded	Name	Type
<input type="checkbox"/>	10/23/2013	Evaluation Assessment	doc

Users may upload certain file types to the account


- Indicate the name and location of the file
- Name document – Optional
- Click **SAVE**
- To view document, click on document name
- Documents may be printed
- All documents can also be found under the Documents tab on the blue menu bar


File Requirements

- Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, and PNG.
- No file may be greater than 3.00 MB in size.



Education Evaluation Report


Create Draft Education Evaluation Report
Create Final Education Evaluation Report



No Education Evaluation Report documents have been generated yet for Ben Testing.

<< Back
Save
Save & Continue >>

Create Draft or Final of Education Evaluation Report

- Click **CREATE DRAFT** or **FINAL EDUCATION EVALUATION REPORT**
- Click on the document name to view
- Click **SAVE & CONTINUE**

REMEMBER!

You must create and send a Final Notice to archive it to the account.

Indiana IEP Training School Corporation		Education Evaluation Report	
		Date of Report: 06/13/2016 Individualized Education Program	
Student: Joane Smith		STN: JSMITH1	
Date of Birth: 05/17/2002	Age: 14	Current Grade: 4	Gender: F
Reason for Referral			
<p>Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or any other intervention or initiative to assess any aim, realistic concept/proposal, or any alternative, to help in decision-making, or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed [1]. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change [2].</p> <p>Evaluation is often used to characterize and appraise subjects of interest in a wide range of human enterprises, including the arts, criminal justice, foundations, non-profit organizations, government, health care, and other human services. It is long term and done at the end of a period of time.</p> <p>An individualized comprehensive educational evaluation was completed to inform special education eligibility and programing decisions. A discussion of the evaluator results and findings are presented below for each of the assessment domains that were addressed.</p>			
Social and developmental History			
<p>Author: Chris Stapleton</p> <p>Instrument and/or methods used for this domain: Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or any other intervention or initiative to assess any aim, realistic concept/proposal, or any alternative, to help in decision-making, or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed [1]. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change [2].</p> <p>Evaluation is often used to characterize and appraise subjects of interest in a wide range of human enterprises, including the arts, criminal justice, foundations, non-profit organizations, government, health care, and other human services. It is long term and done at the end of a period of time.</p> <p>Test results for the instrument/methods used for this domain: Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or any other intervention or initiative to assess any aim, realistic concept/proposal, or any alternative, to help in decision-making, or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed [1]. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change [2].</p> <p>Evaluation is often used to characterize and appraise subjects of interest in a wide range of human enterprises, including the arts, criminal justice, foundations, non-profit organizations, government, health care, and other human services. It is long term and done at the end of a period of time.</p>			

Notice of Initial Findings & Proposed Actions

Notice of Initial Findings and Proposed Actions

This section is only required if this is an Initial Evaluation.

Notice of Initial Findings and Proposed Actions Student: Your Hero

Initial Findings and Proposed Actions	
<p>? Provide a description and overall findings of each evaluation, procedure, assessment, record or report the public agency used as a basis for proposed eligibility</p>	<p>Indiana's three most populous counties are among five picked for the state's pilot program that will allow low-income Hoosier children to attend preschool.</p> <p>Gov. Mike Pence's office announced Tuesday that Allen,</p> <p style="text-align: right;">abc</p>
<p>Provide a description of eligibility that may be proposed by the public agency including recommendations for services</p>	<p>Indiana's three most populous counties are among five picked for the state's pilot program that will allow low-income Hoosier children to attend preschool.</p> <p>Gov. Mike Pence's office announced Tuesday that Allen,</p> <p style="text-align: right;">abc</p>
<p>Provide an explanation of why the public agency may propose the eligibility</p>	<p>Indiana's three most populous counties are among five picked for the state's pilot program that will allow low-income Hoosier children to attend preschool.</p> <p>Gov. Mike Pence's office announced Tuesday that Allen,</p> <p style="text-align: right;">abc</p>

<< Back
Save
Save & Continue >>

- Enter data in boxes
- Click **SAVE & CONTINUE**

Not an Initial Evaluation (see below)

- Click **NEXT**

Evaluation Process Dashboard		
Enter any of the links below to move throughout the Evaluation Process		
<p>Create MD Team</p> <p>★ ✓</p>	<p>Assign MD Team Roles</p> <p>✓</p>	<p>Parental Consent Contacts</p> <p>✓</p>
<p>Existing Data</p> <p>✓</p>	<p>Assessment Data</p> <p>✗</p>	<p>Notice of Initial Findings and Proposed Actions</p> <p>✗</p>
<p>★ - Current Selection</p>		

IEP Process

IEP Process

Student: Alaskan Vacation

Meeting Purpose	Goals
Create CCC Team	Provisions
Schedule CCC Meeting	LRE Placement
Existing Data	Summary of Performance
Eligibility Information	Review Conference Notes
Special Considerations and Behavioral Concerns	Create IEP
Transition	Revocation Of Special Education Services
State Assessments and Other Participations	Additional IEP Process Documents

Click **IEP PROCESS** on the Student Menu bar

IEP Process Dashboard

Enter any of the links below to move throughout the IEP Process

Meeting Purpose ★	Create CCC Team	Schedule CCC Meeting	Existing Data	Eligibility Information	Special Considerations and Behavioral Concerns	Transition	State Assessments and Other Participations
Goals	Provisions	LRE Placement	Summary of Performance	Review Conference Notes	Create IEP	Revocation Of Special Education Services	Additional IEP Process Documents

★ - Current Selection

Meeting Purpose

- Select Purpose of Meeting
- Click **SAVE & CONTINUE**

 Meeting Purpose


Meeting Purpose

? Purpose of Meeting

- ? Initial Evaluation
- Initial following lack of progress in response to interventions
- ? Reevaluation Review
- ? Manifestation Determination
- ? Exit Secondary Education
- ? Consider Placement in an Alternative Program
- ? Consider Placement at a State School
- ? Consider Placement at a Private Facility
- Consider Service Plan
- Public Agency Placement with Different Public Agency of Service
- ? Interim Alternate Educational Setting
- ? Out-of-school Placement - 60 Day Review
- ? Transition

Reset Pre-Conference Planning, Evaluation Process, and IEP Process status at midnight.

Conference Notes



Move-In

- Enter Enrollment Date
- This will start the 10 day timeline

Date:

03/01/2013




Meeting Purpose – Reevaluation

If the Purpose of Meeting is “Reevaluation”, the following boxes will display at the bottom of the screen


The Initial Eligibility Date and Anniversary Reevaluation Date appear for reference.

Last Date Eligibility Confirmed:	01/16/2013
Anniversary Reevaluation Date:	01/16/2016

 A public agency must consider reevaluation for each student receiving special education and related services: (1) at least once every three years, however reevaluation need not occur if the parent and the public agency agree that it is unnecessary; (2) if the public agency determines, at any time during the three year cycle, that additional information is needed to address the special education or related services needs of the student; and (3) if the student's parent or teacher requests reevaluation. Reevaluation may occur not more than once a year, unless the parent and public agency agree otherwise.

Conference Notes

said hellos



[<< Back](#) [Save](#) [Save & Continue >>](#)

- Select Need for Reevaluation
- Enter in Conference Notes - optional
- Click **SAVE & CONTINUE**

Create CCC Team

CCC Team

Current Teacher of Record (TOR)/Case Manager: James Dean ?

Name	Relationship
Ellen Degeneres	Teacher of Record
Jerry Bruckheimer	Teacher of Record
Steve Carell	Teacher of Record
Holiday Vacation	
Mom and Dad	Both Parents

Select Team

Conference Notes

<< Back Save Save & Continue >>

Create CCC Team

- Select Teacher of Record/Case Manager
- Review Team Members

To Add Team Members

- Click **SELECT TEAM** to add other members
- Enter Conference Notes - optional

Update Team Stude

Current Teacher of Record (TOR)/Case Manager: James Dean

Parents who will receive IEP Information

Parent Name(s)	Relations
<input checked="" type="checkbox"/> Joe and Jane Parent	Both Parents
<input checked="" type="checkbox"/> Dr. Smith	Doctor

Other Users at Hancock School Of Mastery who can access IEP Information

User Name	View Only?
<input type="checkbox"/> Kathy H Admin	<input type="checkbox"/> View Only
<input type="checkbox"/> Bridget Admin	<input type="checkbox"/> View Only
<input type="checkbox"/> Bettyjo Admin	<input type="checkbox"/> View Only
<input type="checkbox"/> Kristin Administrator	<input type="checkbox"/> View Only
<input type="checkbox"/> Testing User , tile	<input type="checkbox"/> View Only
<input type="checkbox"/> Courtney User , POG	<input type="checkbox"/> View Only
<input type="checkbox"/> Destination Vacation	<input type="checkbox"/> View Only
<input type="checkbox"/> Venus Williams , Teacher of Record	<input type="checkbox"/> View Only

<< Back Save Save & Continue >>

- Select Parents/Guardians who will receive IEP information
- Select other users from same school
- Click **SAVE & CONTINUE**

The system populates the Create CCC Team page with your selections

- Click **SAVE & CONTINUE**

Schedule CCC Meeting

- Enter Date, Time, & Place of CCC Meeting
- Enter Date Document was Sent to Parent



The system calculates your timeline for compliance

- Enter the Begin and End Date of the IEP
- Dates will pre-populate throughout the IEP process (i.e. adding services)

Schedule CCC Meeting Student: Mary Aniston

Case Conference Committee Meeting Information

Date: 03/01/2013 ←

Time: 4

Place: Here

Date Document Sent to Parent: 02/22/2013

IEP Dates

IEP Proposed Begin Date: 01/17/2013 →

IEP Proposed End Date: 01/17/2014

Select the individuals invited to the meeting

- Select/Enter required Attendees
- Select Additional Attendees from the CCC team →
- Enter Additional Attendees →

Invited Individuals

Position	Name	Additional Title	Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student	Mary Aniston					
Public Agency Rep	Jerry Bruckheimer					
Parent	Mom and Dad					
Current Teacher of Record (TOR)/Case Manager	James Dean					
General Ed Teacher	GET					
Multidisciplinary Team Member	Ellen Degeneres					
Add Additional Attendees from Team						
Add Additional Attendees						

Requesting Excusal Options

Option 1: Consent to excuse from the entire IEP meeting because the member's area of the curriculum or related services is not being modified or discussed in the meeting

Option 2: Consent to excuse them from the portion of the IEP meeting that does not involve their expertise

Option 3: Consent to excuse them from the entire IEP meeting. Input from these members will be submitted prior to the meeting or has been included in this notice

Option 4: The attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment

Excusals & Invites

Invited Individuals						
Position	Name	Additional Title	Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student	Mary Aniston					
Public Agency Rep	Jerry Bruckheimer					
Parent	Mom and Dad					
Current Teacher of Record (TOR)/Case Manager	James Dean					
General Ed Teacher	GET					
Multidisciplinary Team Member	Ellen Degeneres					
Add Additional Attendees from Team						
Add Additional Attendees						
Requesting Excusal Options						
Option 1:	Consent to excuse from the entire IEP meeting because the member's area of the curriculum or related services is not being modified or discussed in the meeting					
Option 2:	Consent to excuse them from the portion of the IEP meeting that does not involve their expertise					
Option 3:	Consent to excuse them from the entire IEP meeting. Input from these members will be submitted prior to the meeting or has been included in this notice					
Option 4:	The attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment					

Meeting Excusal

Certain required attendees may request excusal from all or part of the meeting

- Choose an excusal option
- Indicate parental consent to excuse

Consent to Invite

- Indicate if consent is needed for Additional Attendees
- Indicate parental consent for Additional Attendees

CCC Meeting Notice

- Click **Create Draft CCC MEETING NOTICE** or **Final CCC MEETING NOTICE** button
- System creates document
- Click on document to view or print
- Enter Conference Notes - optional
- Click **SAVE & CONTINUE**

? [Create Draft CCC Meeting Notice](#)
? [Create Final CCC Meeting Notice](#)
Final

Del	Date Generated	Document Type	Type	EasyFax	Date Received
	03/26/2013	Notice of Case Conference (Evaluation)	Final		
	01/08/2013	Notice of Case Conference (Evaluation)	Final		

? [Add Parent Contacts](#)

Indicate which of the following contacts relate to the meeting


Select	Person Making Contact	Person Contacted	Contact Method	Contact Date	Contact Result
<input type="checkbox"/>	James Dean	Mom and Dad	Phone Call	08/01/2014	Parent Agrees to Revise the IEP without a Meeting

Link a parent contact with the consents granted on this page by clicking the box next to the appropriate contacts in the Select column.

Notice of Initial Findings and Proposed Action only prints on the notice when the purpose of the meeting is initial evaluation.

Indiana IEP Training Site Notice of Case Conference

Date of Report: 04/23/2013
Individual Education Program



Student: Joann Smith **STN:** JSMITH1

Date of Birth: 05/17/2002 **Age:** 10 **Current Grade:** 4 **Gender:** F

A date, time, and place for a Case Conference Committee meeting for the above student has been mutually agreed
Date: 04/01/2013 **Time:** 10:00 **Place:** Conference Room

Purpose(s) of the meeting:
Initial Evaluation

Notice of Initial Findings and Proposed Action

Please provide a description and overall findings of each: evaluation, procedure, assessment, record or report the public agency used as a basis for proposed eligibility:
 testing...testing...testing...testing...testing...testing...testing...testing...testing...testing...

Existing Data

This information also appears in the Pre-Conference Planning, Evaluation, and ISP processes.



Enter specific existing data in the appropriate box.

- Each response requires at least 50 characters
- Each box has spell check
- Click **SAVE** button often as you complete the text boxes

Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.

The screenshot shows a web form titled "Existing Data" for "Student: Ben Testing". At the top, there is a "Notice of Procedural Safeguards" section. Below that, a note states: "Note: All responses on this page require a minimum response of 50 characters". The form is divided into several sections:

- Describe the strengths of the student:** A text box containing "Ben is a very sweet student - he like attention and wants to spend time with his peers." This section is labeled "Student's Strengths".
- Describe the concerns of the parent for enhancing the education of the student:** A text box containing "Ben is not able to hear instructions or any communication from his peers." This section is labeled "Parental Concerns".
- Enter Progress Monitoring Data:** A text box containing "Ben received RTI and did not make adequate progress." This section is labeled "Instructional Strategies & Student Response".
- Statement of Student's Present Levels:** A large text box containing "Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities." This section is labeled "Progress Monitoring Data".

At the bottom, there are two "Del" (Delete) buttons for statements by "John Hancock" and "Kathy Hancock". The "John Hancock" statement contains the text: "We observed Ben on a regular basis and tried working with him to see if his communication can improve. We can add here, and it will show up in the previous box. We can edit this but cannot edit the comment below from Kathy. bad spelling". The "Kathy Hancock" statement contains the text: "Ben was evaluated and a summary statement of his academic achievement and functional performance is provided here." At the very bottom, there are three buttons: "<< Back", "Save", and "Save & Continue >>".

Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.




Existing Data cont.

? CCG Team has reviewed existing data and has determined

- Information is needed to reestablish eligibility for special education and related services. (12 month timeline)
- Information is needed to determine that the student is eligible for special education under a different or additional eligibility category. (50 day timeline)
- Information is needed to inform the student's case conference committee of the student's related service needs, such as the student's need for assistive technology or a related service. (50 day timeline)
- There is no need for reevaluation information.

Conference Notes:



[<< Back](#) [Save](#) [Save & Continue >>](#)

Select the determination based on the existing data.

Eligibility Information



Eligibility Information

- Select Eligibility Decision
- Enter reasons for eligibility determination
- Click **CREATE ELIGIBILITY** button

Eligibility Decision

The case conference committee has determined that the student's disability adversely affects the student's educational performance.

Yes

Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected.

Create Eligibility

Yes – Creates an eligibility event for the student

No – Allows for the creation of Notice of Ineligibility

To Be Determined – Allows you to complete the page and later return to determine eligibility (The page will show a red "x" until determination is made.)

- Enter Current Eligibility Date
- Select Primary Disability
- Select Secondary Disabilities if needed
- Click **CREATE ELIGIBILITY EVENT & CONTINUE** button

Current Eligibility Date 01/27/2015

Primary Disability

Cognitive Disability

Select the current cognitive disability level Mild

Secondary Disability

Speech Impairment

<< Back Create Eligibility Event & Continue >>

This creates an Eligibility event in Student History

Remember:

- Disability options are limited to those selected in the Pre-Conference Planning process
- If Cognitive Disability is selected, a drop down appears to select severity
- Emotional Disability level is selected on the LRE Placement page

Eligibility Information cont.

The system redisplay the Eligibility Information page with selections made.

Remember:

- Disability options are limited to those selected in the Pre-Conference Planning process
- If Cognitive Disability is selected, a drop down appears to select severity
- Emotional Disability level is selected on the LRE Placement page

Disabilities	
Primary Disability	Cognitive Disability
Cognitive Disability Level	Mild
Secondary Disability	Speech Impairment

Conference Notes	
Notes from Eligibility Information page.	

abc ✓

- Enter Conference Notes - optional
- Click **SAVE & CONTINUE**

Missed Timeline

If the timeline for the eligibility decision is not met, you must enter a reason from the drop down choices.

Date of receipt of Parent Response: 01/15/2012
Case Conference Committee Meeting Date: 05/17/2012
Evaluation must be completed and conference held by: 03/26/2012

Indicate why the 50 day timeline for the eligibility decision was not met:

- Parents missed two mutually agreed upon appointments
- Student transferred to another school district during the evaluation process
- Deadline missed, other reason
- Parent revoked consent for testing

Notice of Ineligibility

If "No" is selected for the Eligibility Decision, the system displays buttons to create the Notice of Ineligibility.

- Confirm that meeting attendees are identified on the Create IEP page
- Enter reason for determination of ineligibility
- Add Conference notes if needed
- Create Notice of Ineligibility

? Eligibility Decision	
The case conference committee has determined that the student's disability adversely affects the student's educational performance.	No
Ineligibility Date	-Unknown-
The following pages will print to the Notice of Ineligibility: <ul style="list-style-type: none">• Meeting Purpose• Schedule CCC Meeting• Existing Data• Eligibility Information• Conference Notes for each page above• General IEP Conference notes Please go to Create IEP section page to identify CCC Meeting Attendees before creating the Notice of Ineligibility document.	
I confirm that I have identified the CCC Meeting Attendees in Create IEP section page.	<input type="checkbox"/>
? Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected.	image ttip_2.png Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected.
If you would like this document translated into another language, select it from the list	
Create Draft Notice of Ineligibility	Create Final Notice of Ineligibility



If the student is found ineligible, this completes the IEP process.

Special Considerations



Special Considerations and Behavioral Concerns

Special Considerations and Behavioral Concerns

Student: Mary Aniston

Special Considerations

Does the student have needs related to Limited English Proficiency? Yes ▾

Describe the language needs related to Limited English Proficiency



Behavioral Concerns

Does the behavior impede his or her learning or learning of others? Yes ▾

Behaviors of Concern: (Describe the patterns of concerning behaviors)

Functions of Behavior: (Include the evidence of factors affecting behavior)

Special Considerations

- If answer is Yes, system displays a text box to describe the student's needs in this area

Some considerations only appear if required by the disabilities previously selected or the purpose of the meeting.

- **Communication needs** – only appears if disability selected is deaf/hard of hearing or deaf-blind
- **Braille instruction** – only appears if disability selected is blind/low vision or deaf-blind



Behavioral Concerns

The screenshot shows a web form titled "Behavioral Concerns". At the top, there is a question: "Does the behavior impede his or her learning or learning of others?" with a dropdown menu set to "Yes". Below this are three text input areas, each with a rich text editor toolbar and a "body E" placeholder. The first section is "Behaviors of Concern (Describe the patterns of concerning behaviors)", the second is "Functions of Behavior (include the evidence of factors affecting behavior)", and the third is "Positive Strategies/Instructional Experiences (Articulate the plan to provide behavior support/interventions)". At the bottom of these sections is another question: "Is an annual goal needed to address behavior skill development at this time?" with a dropdown menu set to "Yes". Below this is an "Annual Goals" section with a message: "There are no annual goals for this student yet." and an "Add Goals" button. The bottom section is "Special Education Services" and "Related Services", each with a question and a dropdown menu. Red arrows point from callout boxes to the "Yes" dropdown at the top, the "body E" placeholder in each of the three text boxes, the "Add Goals" button, and the dropdown menus in the "Special Education Services" and "Related Services" sections.



Use spell check on your replies by clicking this button

Goals & Services may be added by clicking on the button

If behavior impedes learning, select **YES** and complete the following:

- Enter concerns, functions, and positive strategies/instructional experiences in text boxes
- Select Yes/No regarding need of a specific goal, special education service, or related service
- Click **SAVE & CONTINUE**

Manifestation Determination

Manifestation Determination	
Date of Incident	<input type="text"/> 
? Describe the alleged misconduct and the action taken as a result of this misconduct	<input type="text"/>
? *Was the conduct in question caused by, or had a direct and substantial relationship to the student's disability?	<input type="text"/>
? *Was the conduct in question the direct result of the public agency's failure to implement the student's individualized education program?	<input type="text"/>
Additional findings regarding manifestation determination	<input type="text"/>
 Manifestation Determination is created with the IEP if Yes is answered to either or both of the questions.	
? Is an FBA / BP indicated at this time?	<input type="text"/>

If Manifest Determination was selected as Meeting Purpose, then questions regarding the incident appear on the Special Considerations and Behavioral Concerns page.

- Enter Date of Incident
- Describe the alleged misconduct and the action taken
- Answer questions concerning cause of conduct:
 - Caused by, or had a direct and substantial relationship to the student's disability
 - The direct result of the public agency's failure to implement the student's individualized education program?
- Enter additional findings
- Click **SAVE** to continue on this page

View as a PDF

<< Back

Save

Save & Continue >>

A Manifestation Determination is created with the IEP if "Yes" is answered to either or both questions listed above.

Transition

Transition

Transition is required for students aged 14 years and older or grade 9 and up and will be an optional area for all other students.

- If you choose to do transition, you must complete all portions
- The system shows the age of the student at the beginning and ending of the current IEP

Transition Student: Mary Annison

Instruction:
211 IAC 7-4.3-4 The DEC must develop a transition plan when the student (1) enters into grade 9 (2) becomes 14 years of age, whichever occurs first, or earlier if determined appropriate by the DEC.

Transition

Student will be 12 years old on the IEP Start Date. Student will be 13 years old on the IEP End Date.

The age of the child does require a transition IEP to be completed at this time.

Transition Assessments

ID#	Pos	New Pos	Date Completed	Assessment
1	1	<input type="checkbox"/>	01/16/2012	Transition Assessment 1

[Add Transition Assessment](#)

- Enter information in all text boxes
- Click **SAVE & CONTINUE**

4 Discuss the findings of age-appropriate transition assessments that have been conducted, the indication of need for future transition assessments, and any viable alternatives that support that development of transition skills. Summarize these discussion points.

5 Is there evidence that this student has achieved sufficient skills for independent living?

Cite evidence to support the decision that an Independent Living Skills goal is not applicable.

Regarding Employment after high school, I will: Yes

Regarding Education and Training after high school, I will: Other

The postsecondary goals were updated accordingly.

Conference Notes

[View as a PDF](#) [Back](#) [Save](#) [Save & Continue](#)

If the answer is "Yes" a different box appears to "Cite evidence to support the decision that an Independent Living Skills goal is not applicable:"

? Is there evidence that this student has achieved sufficient skills for independent living? Yes

Cite evidence to support the decision that an Independent Living Skills goal is not applicable.

State Assessments

- Enter Anticipated Graduation Date
 - Not required for students younger than 3rd grade
- Select Graduation Option

State Assessments and Other Participations

State Assessments and Other Participations Student: Mary Aniston

Special Considerations

Anticipated Date of Exit from High School or Extended Secondary Services: 05/21/2018

Select Graduation Option: Student will pursue a high school diploma

Grade: Freshman

Is the student's attending school accredited? Yes

High School Diploma

Grades 3-8

Math (8): ISTEP without accommodations

Language Arts (8): ISTEP without accommodations

High School

Algebra: End of Course Assessment without accommodations

Language Arts: End of Course Assessment without accommodations

Biology: End of Course Assessment without accommodations

The system displays assessment options based on your selection and the age of the student

- Assessments appear for: current grade, previous grade, next grade
- Complete the assessments that will apply to your student when state testing is administered

High School

Algebra: End of Course Assessment without accommodations

Language Arts: End of Course Assessment without accommodations
End of Course Assessment with accommodations
Student has participated in student assessment prior to this year
Tested course is not yet in student's course of study

Biology: End of Course Assessment without accommodations

Sample of High School assessment options

Making Accommodations

High School Diploma	
Grades 3-8	
Math (8)	ISTEP with accommodations
Language Arts (8)	ISTEP without accommodations ISTEP with accommodations

Add Accommodations

When an assessment is selected with accommodations, a button appears

- Click **ADD ACCOMMODATIONS**
- Select accommodations for that test and click **SAVE & CONTINUE**
- Do this for each test that has accommodations

Add Accommodations Student: Mary Aniston

Area: Math (8)

Accommodations

- Timing / Scheduling: Time of day for testing altered
- Timing / Scheduling: Student provided with additional breaks
- Timing / Scheduling: Test administered in several sessions

- Enter Rationale
- Describe plans for other testing
- Click **SAVE & CONTINUE**

Explain why the chosen assessments are appropriate for the student. If the student will participate in an alternate assessment, describe why the student cannot participate in the general assessment. Include information in support of each criterion for participation in an alternate or modified assessment if relevant.

Rationale

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

Describe the concerns of the

Describe the plans for participation in other local, national, and international testing

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

Describe the concerns of the

Goal Details

The Goal Details page includes information from the Add Goals page

The screenshot shows a web form with three main sections on the left, each with a red arrow pointing to it:

- Method / Instrumentation for Monitoring Progress:** A text area containing two identical lines of text: "image tip_2.png Describe the concerns of the parent for enhancing the education of the student." There is a small "abc" icon in the bottom right corner of the text area.
- Standards:** A table with a "Delete" column and a "Standard" column. The "Delete" column has a checkbox. The "Standard" column contains the text: "(CC.9-12.A-APR.1) Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials." Below the table is a green button labeled "Add Standard(s)".
- Progress Monitoring:** A list of radio buttons with corresponding descriptions:
 - Descriptive Documentation
The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.
 - Single Point
The measurement of the goal depends on counting a number of instances or recording a score.
 - Single Rubric
The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.
 - Collection of Indicators
*The measurement of the goal is based on the direct assessment of one or more objectives and/or benchmarks. Rubrics may be created for each objective and/or benchmark. These are data points that permit longitudinal analysis based objectives and/or benchmarks.*Below the list is a green button labeled "Edit Progress Monitoring".

At the bottom of the form are three green buttons: "<< Back", "Save", and "Save & Continue >>".

- Enter the Method/Instrumentation for Measuring Progress:
- If this is a transition goal, indicate what it supports
 - This will not appear if transition is not being addressed
- Add Standards that pertain to the goal
- Select Type of Progress Monitoring
- Add Goals/Objectives that pertain to the goal if required
- Click **SAVE & CONTINUE** – system returns to the main Goals page
- Click **SAVE & CONTINUE** from the main Goals page to continue in the IEP process

Copy Goals

For each new or existing goal, users can opt to copy the goal. IIEP will treat the existing goal as a brand new goal and will be an individual goal in the Progress Monitoring Wizard

Goal Details

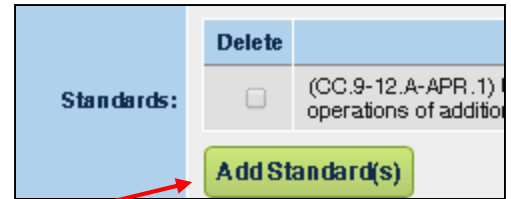
Student: Ally Bolander

Copy Goal

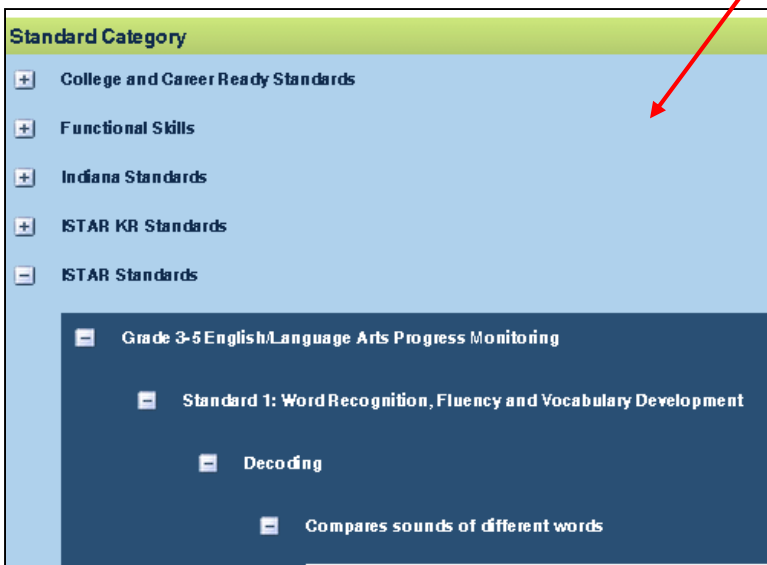
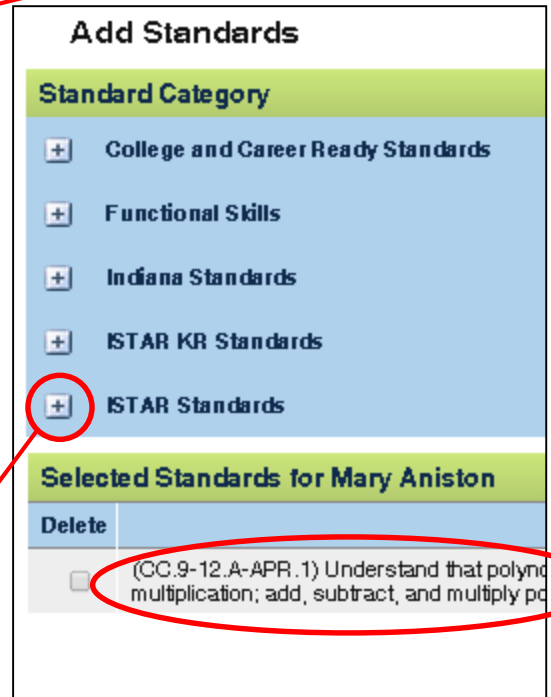
Adding Standards

You may add standards from the following sources:

- Common Core State Standards
- Functional Achievement Standards
- Indiana Standards
- ISTAR Standards
- ISTAR KR Standards



- Click the **ADD STANDARDS** button on the Goal Details page
- Select Category and drill down to the desired standard
- Select appropriate standard
- Repeat this process to select multiple standards for this goal
- Click **SAVE & CONTINUE**



You may delete a goal by checking **DELETE** and clicking **SAVE**.

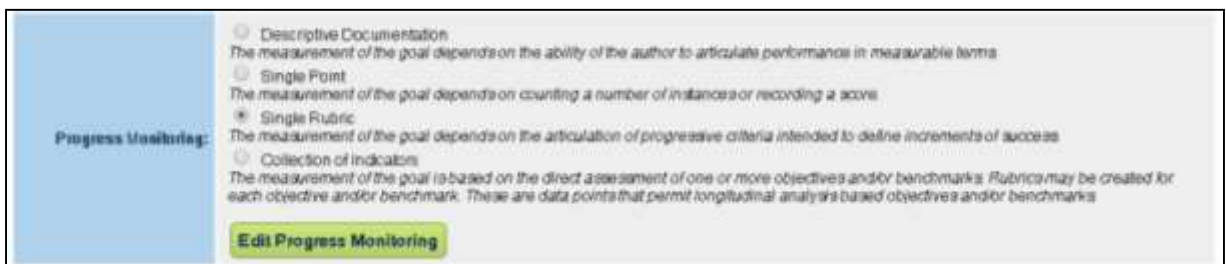
Edit Progress Monitoring

Progress monitoring is used to assess students' academic performance and evaluate the effectiveness of instruction. IndianaIEP has four types of monitoring available.

- **Descriptive Documentation** - The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.
- **Single Point** - The measurement of the goal depends on counting a number of instances or recording a score.
- **Single Rubric** – The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.
- **Collection of Indicators** - The measurement of the goal is based on the direct assessment of one or more standard indicators and/or elements. Rubrics may be created for each element. These are data points that permit longitudinal analysis based on standards.

Editing Progress Monitoring

1. Select type of Progress Monitoring and click **Edit Progress Monitoring** button



The screenshot shows a user interface for selecting a progress monitoring type. On the left, there is a blue vertical bar with the text "Progress Monitoring:". To the right, there are four radio button options, each with a brief description:

- Descriptive Documentation
The measurement of the goal depends on the ability of the author to articulate performance in measurable terms
- Single Point
The measurement of the goal depends on counting a number of instances or recording a score.
- Single Rubric
The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success
- Collection of Indicators
The measurement of the goal is based on the direct assessment of one or more objectives and/or benchmarks. Rubrics may be created for each objective and/or benchmark. These are data points that permit longitudinal analysis based objectives and/or benchmarks

At the bottom of the selection area, there is a green button labeled "Edit Progress Monitoring".

Edit Progress Monitoring cont.

2. Enter assessment title and subject area then click **ADD ASSESSMENT** button
 - A metric is required to add an assessment when Single Point is selected
 - You can add more than one assessment for each goal

Single Rubric Progress Monitoring (Goal: test goal)	
Progress Monitoring Assessment	Subject Area
<input type="text" value="Progress Monitoring Assessment"/>	<input type="text" value="Subject Area"/>
<input style="background-color: #90EE90;" type="button" value=" << Back "/>	

3. Complete chart for Progress Monitoring Assessment and click **SAVE & CONTINUE** button
 - The system returns to the Goal Details page
 - Click **SAVE & CONTINUE** button to return to the Goals page
 - Click **SAVE & CONTINUE** button to continue in the process

Descriptive Documentation – no additional information is required

Del	Progress Monitoring Assessment	Subject Area	Metric	Parameters
<input type="checkbox"/>	<input type="text" value="Progress Monitoring Assessment"/>	<input type="text" value="Subject Area"/>	Description	<input type="button" value="Initial Date"/> 03/01/2013 <input type="button" value="Calendar"/> <input type="button" value="Target Date"/> 03/01/2014 <input type="button" value="Calendar"/>
<input style="background-color: #90EE90;" type="button" value=" << Back "/> <input style="background-color: #90EE90;" type="button" value=" Save "/> <input style="background-color: #90EE90;" type="button" value=" Save & Continue >> "/>				

Single Point – Enter the following areas:

- Parameters to build graph
 - The initial and target dates must within the dates of the IEP
- Frequency of Collection

Metric	Parameters to Build Graph		Frequency of Collection
<input type="text" value="Rubric"/>	<input type="button" value="Initial Score"/> Not Evident <input type="button" value="Target Score"/> Ongoing	<input type="button" value="Initial Date"/> 03/01/2013 <input type="button" value="Calendar"/> <input type="button" value="Target Date"/> 03/01/2014 <input type="button" value="Calendar"/>	<input type="text" value="1"/> Assessment(s) per <input type="text" value="day"/>
<input style="background-color: #90EE90;" type="button" value=" << Back "/> <input style="background-color: #90EE90;" type="button" value=" Save "/> <input style="background-color: #90EE90;" type="button" value=" Save & Continue >> "/>			

Edit Progress Monitoring cont.

Single Rubric – Enter the following areas:

- Rubric
- Parameters to Build Graph
 - The initial and target dates must within the dates of the IEP
- Frequency of Collection

The screenshot shows the 'Edit Progress Monitoring Assessment' form. The 'Rubric' section is active, displaying a list of rubric items with their status (e.g., 'Not Evident', 'Evident', 'Emerging', 'Developing', 'Ongoing', 'Demonstrated', 'Applied'). The 'Parameters to Build Graph' section is also visible, showing 'Initial Date' (02/01/2013) and 'Target Date' (02/01/2014) for the 'Ongoing' status. The 'Frequency of Collection' is set to 'Assessment/Year'. Buttons for 'Apply Defaults', 'Add Rubric(s) from Bank', 'Back', 'Save', and 'Save & Continue' are visible at the bottom.

Collection of Indicators – Enter the following areas:

- Rubric
- Parameters to Build Graph
 - The initial and target dates must within the dates of the IEP
- Frequency of Collection
- Objectives/Benchmarks

The screenshot shows the 'Edit Progress Monitoring Assessment' form. The 'Parameters to Build Graph' section is active, showing 'Initial Date' (03/01/2013) and 'Target Date' (03/01/2014) for the 'Ongoing' status. The 'Frequency of Collection' is set to 'Assessment/Year'. Buttons for 'Apply Defaults', 'Add Rubric(s) from Bank', 'Back', 'Save', and 'Save & Continue' are visible at the bottom.

Creating Rubric Banks

A user can customize a rubric bank where you can save and manage rubrics that you have created for your students.

The rubric bank is accessed through the IEP Process > Goals > Goal Details > Progress Monitoring

- Select Single Rubric or Collection of Indicators for type of progress monitoring
- Click **EDIT PROGRESS MONITORING**
- Click **ADD RUBRIC(S) FROM BANK** button in Rubric column

Subject Area	Rubric
	Not Evident: <input type="text"/>
	Introduced: <input type="text"/>
	Emerging: <input type="text"/>
	Developing: <input type="text"/>
	Ongoing: <input type="text"/>
	Demonstrated: <input type="text"/>
	Applied: <input type="text"/>

Apply Defaults **Add Rubric(s) from Bank**

- Click **MANAGE RUBRICS IN BANK**

Add Rubrics from Bank

Info - There are no Rubrics in your bank

Manage Rubrics in Bank

- Enter a rubric title
- Enter the details of the rubric
- Click **SAVE**

Rubric Data

Rubric Title:

RUBRIC

Not Evident:

Introduced:

Emerging:

Developing:

Ongoing:

Demonstrated:

Applied:

Apply Defaults

Create Categories for my Rubric Bank

Import Rubrics to my Rubric Bank from my Caseload

<< Back to Mary Aniston

Save

Save & Continue to Mary Aniston >>

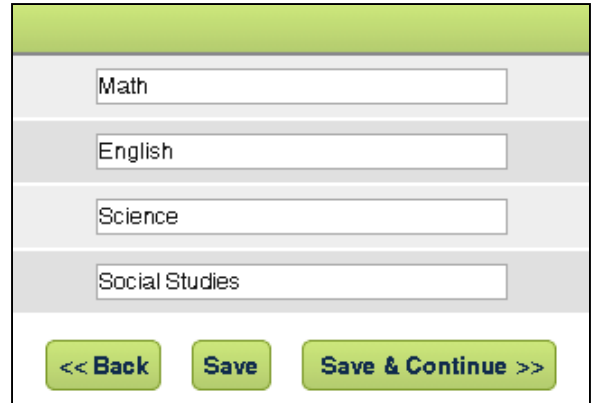
Managing Rubric Banks

You can manage your Rubric Banks by categorizing them under a specific name. You can also import all rubrics you have created for different students, categorize them, and place them in your rubric bank.

Categorize Rubric Banks

- Click on **CREATE CATEGORIES FOR MY RUBRIC BANK** button
- Enter category names
- Click **SAVE & CONTINUE**

Create Categories for my Rubric Bank

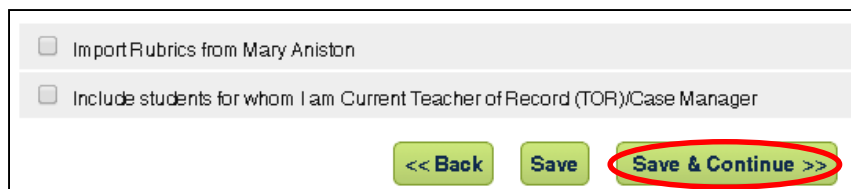


The rubric should appear at the top of the Manage Users Rubric Bank page.

Import Rubrics from Caseload

- Click **IMPORT RUBRICS TO MY RUBRIC BANK FROM MY CASELOAD** button
- Select from where to import rubrics
- Click **SAVE & CONTINUE**

Import Rubrics to my Rubric Bank from my Caseload



The rubric should appear at the top of the Manage Users Rubric Bank page.

Adding a Rubric from the Bank

- Select a category
- Click **SAVE & CONTINUE TO <student name>**

The system returns to the Add Rubrics from Users Bank for <student name> page.

Pos	New Pos	Del	Category	Rubric Title	Rubric
1	<input type="checkbox"/>	<input type="checkbox"/>	2	RUBRIC	
2	<input type="checkbox"/>	<input type="checkbox"/>	1	RUBRIC2	
3	<input type="checkbox"/>	<input type="checkbox"/>	3	NO	

Not Evident: Element has not been introduced.

Introduced: Element has been introduced.

Emerging: In early stages of development.

Developing: Progress is evident.

Ongoing: In advanced stages of development.

Demonstrated: Performed under direction or request.

Applied: Used to complete complex tasks or solve problems.

To Add a Rubric to your goal:

- Select the category for the bank that you wish to add from the Add Rubrics from Users Bank page
- Place a check mark in the box in the Add column
- Then click on **SAVE AND CONTINUE**

Add Rubrics from Users Bank for Kevin Spacey

Student: Kevin Spacey

Add	Rubric Title	Rubric Details
<input checked="" type="checkbox"/>	Rubric 1	<p>Not Evident: Element has not been introduced.</p> <p>Introduced: Element has been introduced.</p> <p>Emerging: In early stages of development.</p> <p>Developing: Progress is evident.</p> <p>Ongoing: In advanced stages of development.</p> <p>Demonstrated: Performed under direction or request.</p> <p>Applied: Used to complete complex tasks or solve problems.</p>

Manage Rubrics in Bank

<< Back

Save

Save & Continue >>

Provisions – Transition Services

Transition Services appears only if the Transition was selected for the student.



- Click **ADD TRANSITION SERVICES**



- Enter Description, Skills to Support, By Whom, and Date of Completion
 - Date of Completion automatically populates with the IEP End Date
 - Click **SAVE & CONTINUE**

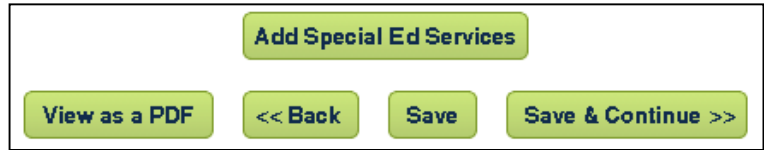


Transition Services					
Del	Description	Frequency	By Whom	Date of Completion	To Support
<input type="checkbox"/>	Description	5 per mon	Ms Thompson; Kristin	01/20/2014	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education /Training Skills <input checked="" type="checkbox"/> Independent Living Skills
Narrative: The student is going to receive this service to help them through the transition to college.					

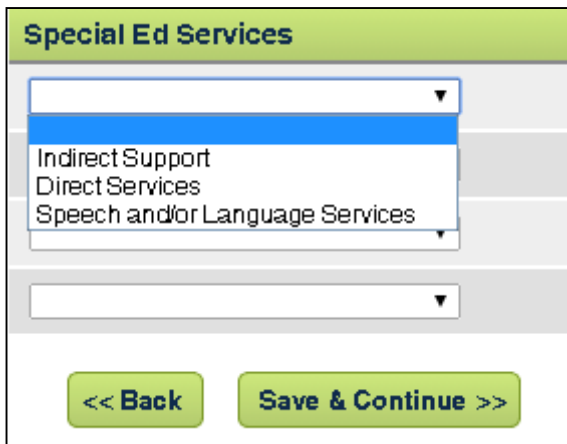
- Transition Services are displayed on the Provisions page
 - Document information presented regarding adult services
 - Click **SAVE** (You must finish the rest of the Provisions page to continue)

Provisions –Special Ed Services

- Click **ADD SPECIAL ED SERVICES**

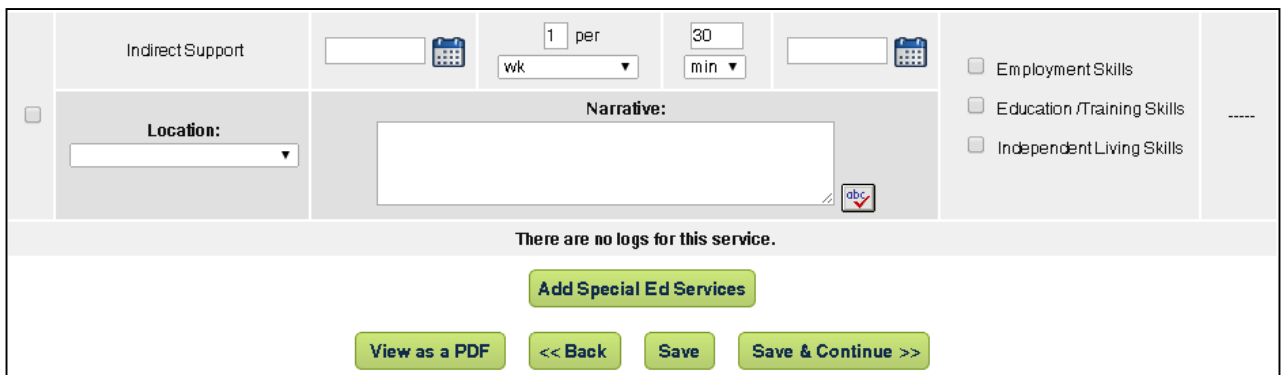


A screenshot of a software interface showing a green button labeled "Add Special Ed Services" at the top. Below it are three more green buttons: "View as a PDF", "<< Back", and "Save", followed by a "Save & Continue >>" button.



A screenshot of a software interface titled "Special Ed Services". It features a dropdown menu with three options: "Indirect Support", "Direct Services", and "Speech and/or Language Services". Below the dropdown is another empty dropdown menu. At the bottom are two green buttons: "<< Back" and "Save & Continue >>".

- Select desired services
- Click **SAVE & CONTINUE**



A screenshot of a software interface for configuring a service. It includes a table with columns for "Indirect Support", "Frequency", "Duration", and "Location". The "Indirect Support" column has a checkbox. The "Frequency" column shows "1 per wk" and "30 min". The "Duration" column shows "30 min". The "Location" column has a dropdown menu. Below the table is a "Narrative" text area with a "abc" icon. To the right are three checkboxes: "Employment Skills", "Education /Training Skills", and "Independent Living Skills". Below the form is a message "There are no logs for this service." and a green button "Add Special Ed Services". At the bottom are four green buttons: "View as a PDF", "<< Back", "Save", and "Save & Continue >>".

Enter Initiation, Frequency, Length, Duration, and Location of services

- Initiation and Duration automatically populate with the IEP Begin and End dates –these dates may be edited by the user
- If this is a Transition IEP, user must select an option in "To Support".
 - "To Support" does not appear if this is not a Transition IEP
- Click **SAVE** or **SAVE & CONTINUE**

Provisions –Related Services

- Click **ADD RELATED SERVICES**

Add Related Services
View as a PDF << Back Save Save & Continue >>

Related Services

- Audiology
- Occupational Therapy
- Physical Therapy
- Psychological Services
- Social Worker Services
- Nursing Services
- Transportation
- Counseling services
- Early identification and assessment of disabilities
- Interpreting services
- Medical services for the purpose of diagnosis and evaluation
- Orientation and mobility services
- Parent Counseling
- Recreation
- Rehabilitation counseling
- Other

- Select desired services
- Click **SAVE & CONTINUE**

Del	Description	Initiation (Date)	Frequency (Number of Sessions)	Length (Time per Session)	Duration (End Date)	To Support	Log
<input type="checkbox"/>	Physical Therapy	01/21/2013	1 per day	25 min	01/20/2014	<input checked="" type="checkbox"/> Employment Skills <input type="checkbox"/> Education /Training Skills <input type="checkbox"/> Independent Living Skills	Log
Location: General Education Setting		Narrative: PT will assist Zoe with her torticollis.					
View Service Log -->		On or After: 07/04/2014 Before: 08/05/2014 (2 logs exist from 04/09/2012 to 04/12/2012)					
Add Related Services View as a PDF << Back Save Save & Continue >>							

Enter Initiation, Frequency, Length, Duration, and Location of services

- Initiation and Duration automatically populate with the IEP Begin and End dates – these dates may be edited
- If this is a Transition IEP, user must select an option in "To Support".
 - "To Support" does not appear if this is not a Transition IEP
- Click **SAVE** or **SAVE & CONTINUE**

Provisions – Misc.

Accommodations

The following accommodations have been selected for state assessment purposes and must be provided:

Language Arts (4)	<ul style="list-style-type: none">Timing / Scheduling - Longer breaks between sessions
Math (4)	<ul style="list-style-type: none">Presentation Format: Student test individuallyTiming / Scheduling - Longer breaks between sessions

Describe additional accommodations, if appropriate: Testing Accommodation

Transportation

Are the student's transit time and transportation needs the same as that of non-disabled peers? No

Describe and justify these needs: The student needs to have an aide on the bus.

Accessible Materials

Does the student need instructional materials provided in an accessible format to receive a free and appropriate public education? (FAPE) Yes

If yes, describe the environments, tasks, tools, and services related to their provision: Complete the NIMAS order form: [NIMAS order form](#)

Assistive Technology

Does the student need assistive technology? No

Accommodations

- System displays state assessment accommodations
- Describe any additional accommodations

Transportation

- Indicate if transportation needs are the same as non-disabled peers
- If No a text box appears to justify needs

Accessible Materials & Assistive Technology

- Indicate if the student needs accessible materials or assistive technology
- If Yes, a text box appears to add details

Provisions – Extended School Year

Extended School Year

The student is expected to regress to a lower level of academic or behavioral functioning evidenced by a measurable decrease in the level of behaviors or skills that cannot be recovered with a reasonable amount of time after the interruption of education services.

The student is at a critical point of skill acquisition or readiness that would be lost or greatly reduces as a result of an interruption of services.

There are special circumstances that make extended school year services necessary to the provision of a free and appropriate public education.

None

Info - There are no Extended School Year Special Ed Service for this student yet.

[View as a PDF](#) [<< Back](#) [Save](#) [Save & Continue >>](#)

Info - There are no Extended School Year Related Service for this student yet.

[View as a PDF](#) [<< Back](#) [Save](#) [Save & Continue >>](#)

Indicate a reason to include an Extended School Year

- If ESY is not being considered, click **NONE**

You may add specific Special Education or Related Services that are tied to an Extended School Year

- Click on **Add ESY Special Ed Services** or **Add ESY Related Services**
- Select service and click **SAVE & CONTINUE**
- The services are displayed under the Extended School Year section
- Enter Initiation, Frequency, Length, Duration, and Location of Services
- Click **SAVE & CONTINUE**

Special Ed Services

▼

- Indirect Support
- Direct Services
- Speech and/or Language Services

▼

[<< Back](#) [Save & Continue >>](#)

Related Services

▼

- Audiology
- Occupational Therapy
- Physical Therapy
- Psychological Services
- Social Worker Services
- Nursing Services
- Transportation
- Counseling services
- Early identification and assessment of disabilities
- Interpreting services
- Medical services for the purpose of diagnosis and evaluation
- Orientation and mobility services
- Parent Counseling
- Recreation
- Rehabilitation counseling
- Other



Provisions – Misc.

? Aids/Supports

Is support necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's individualized education program?

No ▾

Are program modifications needed to enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities or to be educated or participate with other students with disabilities and non-disabled students?

Yes ▾

Describe the program modifications that will be provided

Progress Report Timeline

Describe when periodic reports on the progress the student is making toward meeting the annual goals will be provided.

Rationale

Describe the rationale for providing these services and supports as well as describing reasons for rejecting other options.

? The student has an Emergency Evacuation Plan.

Conference Notes

Aids/Supports

- Indicate if there is a need for support or program modifications
- If Yes, a text box will appear to add details

Progress Report Timeline


- Describe when periodic reports will be provided

Rationale


- Describe rationale for providing aids and supports as well as reasons for rejecting other options.
- Click **SAVE & CONTINUE**

Check box if the student has an Emergency Evacuation Plan

LRE Placement – 3 to 5 Years

 LRE Placement


Education Setting

 Age Less than 6 as of December 1, 2014 (Age: 3)

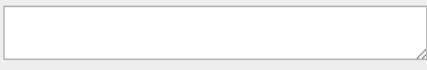

LRE Placement Category based on Federal Program Types

27: In a regular early childhood program at least 10 hours per week and receiving the majority of services in some other location



Instruction -

 Document the discussion surrounding the potential harmful effects that the proposed special education services may have on the child's education

Additional descriptors of the Least Restrictive Environment

Summarize the discussion and consideration of any potentially harmful effects of the suggested services on the student or on the quality of services needed.

- Select LRE Placement Category – system only show codes allowable 3-5 yrs – Codes 26 to 37
- Enter additional descriptors of the LRE
- Summarize potential harmful effects of suggested services
- Describe reasons for placement determination and rejected options

LRE Placement – 6+ Years

The system provides guidance to help determine LRE placement

- Verify/Update the Total of Educational Minutes per week
- Enter minutes per week spent in Special Education Setting
- System calculates and displays minutes per week spent in General Education
- System displays time in General Education setting by percentage and hh:mm

Education Setting		
Total Instructional Minutes (minutes per week)	(-) Special Education Setting (minutes per week)	(=) General Education Setting (minutes per week)
1200	- 0	= 1200
Percent of Time in General Education Setting		Calculated based on General Minutes per week/Total Minutes per week
100.00%		20 hr, 0 min
Age 6 plus as of December 1, 2014 (Age: 10)		
Special Education Service Minutes		
General Education Service Minutes		
Suggested LRE Placement Category Code	50: General education classroom (In a general education classroom for 80% or more of the day)	
LRE Placement Category based on Federal Program Types	54: Residential facility	
<p>Instruction - Document the discussion surrounding the potential harmful effects that the proposed special education services may have on the child's education</p>		
Additional descriptors of the Least Restrictive Environment	none required	
Summarize the discussion and consideration of any potentially harmful effects of the suggested services on the student or on the quality of services needed.	no harmful effects have been determined for Zøe at this time.	
Describe the reasons for placement determination including the other options considered and the reasons these options were rejected.	this is the best placement for Zøe based on her needs.	

- Select LRE Placement Category – system only show codes allowable 6-21 yrs – Codes 50 to 57
- Enter additional descriptors of the LRE
- Summarize potential harmful effects of suggested services
- Describe reasons for placement determination and rejected options

LRE Placement – cont.

The screenshot displays a web-based form for LRE Placement. The 'General Considerations' section contains five questions with dropdown menus for 'Yes' or 'No'. A red text box highlights that a text box for exceptions appears when the answer is 'No'. The 'Program Information' section includes a legend for 'Instruction' types, a 'Corporation of Legal Settlement' section with dropdowns for District (21st Century Charter Sch of Gary) and School (Test School), and an 'Educating School' section with dropdowns for District (University Heights Prep Academy) and School (University Heights Preparatory Academy (5664)). It also includes a 'Next Educating School - for this IEP' section and a text box for 'Describe any other program information.' The 'Conference Notes' section is a large text area at the bottom. Navigation buttons at the bottom include 'View as a PDF', '<< Back', 'Save', and 'Save & Continue >>'.

General Considerations

- Select Yes/No to general questions concerning student’s placement
 - Yes – continue to next question
 - No – text box appears to state exceptions and describe reason for exceptions

Program Information

- Verify district and school for School of Legal Settlement
- Select district and school for School of Service
- Describe any other program information
- Click **SAVE & CONTINUE**

Summary of Performance

Summary of Performance is only required when Exit Secondary Education is selected as a Meeting Purpose.

- Describe accommodations, modifications and/or assistive technology that have been most helpful to the student.
- Describe what will help the student be successful after graduation.
- Click **SAVE & CONTINUE**

 Summary of Performance

Recommendations to Assist in Meeting Post-Secondary Goals

NOTE: If selected meeting purpose is Exit Secondary Education or if the Anticipated Graduation Date is between the start and end date of the IEP or equal to the end date of the IEP the student's primary and secondary contact information must be confirmed and updated as necessary on the Parent Info tab, linked below.

[Update Contact Information](#)

Contact information has been updated.

Indicator 14 Notice

Instruction - Student should be provided with a copy of the Survey Reminder letter.

If you would like this document translated into another language, select it from the list

[Create Draft Indicator 14 Letter](#) [Create Final Indicator 14 Letter](#)

No Indicator 14 Letter documents have been generated yet for Zbe Hunter.

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

Describe what will help the student be successful after graduation.

If you would like this document translated into another language, select it from the list

[Create Draft Summary of Performance](#) [Create Final Summary of Performance](#)

No Summary of Performance documents have been generated yet for Zbe Hunter.

Conference Notes





[<< Back](#) [Save](#) [Save & Continue >>](#)

Review Conference Notes

 Review Conference Notes

Users may review and edit Conference Notes from the individual pages in the IEP Process.

- If a text box is revised, remember to click the Save button.

Existing Data	
<input type="text"/>	
<input type="button" value="Save"/>	
Eligibility Information	
<input type="text"/>	
<input type="button" value="Save"/>	
Special Considerations and Behavioral Concerns	
<input type="text" value="The test is going to happen."/>	
<input type="button" value="Save"/>	
Transition	
<input type="text"/>	


Create IEP


 Create IEP

- Review dates
 - CCC Meeting Date
 - IEP Begin Date and
 - IEP End Date
- Select Yes/No if parent rejects provision
- Select CCC Meeting Attendees who were present
- Click **ADD ADDITIONAL ATTENDEES** to enter any attendees that were at the meeting but not listed above
 - An additional line will appear to manually add attendee

Create IEP
Student: Zoe Hunter

CCC Meeting Date	08/06/2013
IEP Begin Date	09/03/2013
IEP End Date	09/03/2014

 Does the parent reject provision of FAPE and intend to unilaterally enroll child in a non public school?


 **CCC Meeting Attendees**

Select	Position	Name	Additional Title
<input type="checkbox"/>	Student	Zoe Hunter	Student
<input checked="" type="checkbox"/>	<input type="text" value="Gale Jacobsen"/>	<input type="text" value="Aunt"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text" value="Gramma"/>	<input type="text" value="Gramma"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text" value="Eve"/>	<input type="text" value="Eve"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text" value="Surprise"/>	<input type="text" value="Driver"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text" value="Mother"/>	<input type="text" value="Kristin Hunter"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text" value="Aunt"/>	<input type="text" value="Jill"/>	<input type="text"/>

Add Additional Attendees

Create IEP – cont.

If there are errors on the account, the system will not allow you to create a Final IEP.


You cannot create a Final IEP at this time. Please fix all errors. To see a list of errors please click on Display Errors.

If you would like this document translated into another language, select it from the list: Spanish ▼

?
Create Draft IEP
?
Display Errors

- Click **DISPLAY ERRORS** to display all errors associated with the IEP
- The Create Final IEP button will appear when all errors are fixed
- You may create a Draft IEP at any time

Create IEP

- Click **CREATE DRAFT IEP** or **CREATE FINAL IEP**
- System creates document
- Click on document to view/print

Indiana IEP Training School Corporation	Case Conference Committee Report
	Date of Report: 05/13/2016 Individualized Education Program IEP Effective Date: 04/01/2013 to 04/01/2014
Student: Joaquin Smith	STN: JSMITH1
Date of Birth: 05/17/2002	Age: 14 Current Grade: 4 Gender: F
Guardian Information	
Relation: Both Parents	Relation: Name:
Business Name: Everett and Ada Smith	Business Phone:
Business Phone: 317-558-5555	Home Phone:
Home Phone:	Mobile Phone:
Address: 123 Easy Street Indianapolis, IN 46206	Address:
Purpose of Case Conference	
Transition: Initial Evaluation	
Case Conference Meeting Scheduled	
Date: 03/01/2013	Time: 10:00 Place: Conference Room
Evaluation Information and Student Data	
Strengths of the student: testing...testing...testing...testing...testing...testing...testing...testing...	
Progress Monitoring Data:	

If you would like this document translated into another language, select it from the list: Spanish ▼

?
Create Draft IEP
?
Display Errors

Instruction -
Please ensure that the parent/guardian has signed the IEP prior to entering the parent response.
Once you know the status of the Parent/Guardian's response to the proposed IEP, click on the "Response" button and complete all fields.

Doc	Date Generated	Document Type	Status	EasyFax	Date Received
	02/08/2010	IEP	Accepted		
	06/09/2011	IEP	Accepted		

← Back
Save
Save & Confirms →

Create IEP – Parent Response

- Click **RESPONSE** button to add parent response
- Complete form
- Click **SAVE & CONTINUE**

Doc	Date Generated	Document Type	Status	FempFax	Date Received
	12/14/2014	IEP	Response		
	03/13/2014	IEP	Accepted		

[<< Back](#) [Save](#) [Save & Continue >>](#)

The Parent Signing drop down is populated from the Parent Info tab

- “Legal Guardian” and “Include on IEP Team” must be selected for the contact to appear here

Add Parent Response for Proposed IEP (8649)

This Proposed IEP was	<input type="radio"/> Accepted
	<input type="radio"/> Rejected - Parent rejects provision of FAPE and intends to unilaterally enroll child in a non-public school.
Parent Signing	<input type="text"/>
Date of Signature	<input type="text"/>
Notes	<input type="text"/>

[<< Back](#) [Save & Continue >>](#)

Renaming Faxes

For a users who have permission to rename fax links, the Change Fax Labels button appears on the student's Documents tab. This permission is available for users with a user type of Planning District Administrator, District Administrator, and Teacher of Record.



- Click on **DOCUMENTS** tab
- Click **CHANGE FAX LABELS** button
- A new page appears showing only documents that have received faxes.



Relabel faxes for Zoe Hunter

Doc ID	Date Generated ?	Document ?	EasyFax	Date Received	Label
6201	05/09/2014	Billing Medicaid for Health-Related Services	Fax	05/09/2014	<input type="text"/>

(1 Document)

[Update the Database](#)

- Enter the new name for the fax in the label field
 - If the Label field is blank, the fax link displays "Fax" as it has always done
- Click **UPDATE THE DATABASE** button
- The results will appear on the Documents page only

Documents created for Zoe Hunter

Del	Doc ID	Date Generated ?	Document ?	Status	Attachment	Date Received
<input type="checkbox"/>	6446	08/05/2014	IEP	PDF	(Draft)	
<input type="checkbox"/>	6437	08/05/2014	Billing Medicaid for Health-Related Services	PDF	(Draft)	
<input type="checkbox"/>	6201	05/09/2014	Billing Medicaid for Health-Related Services	PDF	<input type="checkbox"/>	Fax 05/09/2014

Additional IEP Process Documents

Additional IEP Process Documents

Select which document you would like to create

- Billing Medicaid for Health-Related Services
- Notice of Initial Proposed IEP
- Rejection of Services in a Public School
- IEP/IEP at a Glance
- Procedural safeguards given to parent? (Required at referral and initial evaluation, and then at least annually)
- Procedural Safeguards - July 2012 Spanish
- Procedural Safeguards - July 2012

Doc ID	Date Generated ?	Document ?	Received ?	EasyFax	Date Received
6497	06/05/2014	Billing Medicaid for Health-Related Services	Draft		
6201	05/09/2014	Billing Medicaid for Health-Related Services	<input type="checkbox"/>	Fax	05/09/2014
58	06/03/2011	Billing Medicaid for Health-Related Services	<input type="checkbox"/>		

(3 Documents)

The Additional IEP Process Documents page provides users with quick access to additional documents which may be needed for the student's IEP.

- Select document
- Click **CREATE DRAFT DOCUMENT** or **CREATE FINAL DOCUMENT**
- Click **CREATE [DOCUMENT NAME]**
- Click **CONTINUE>>** to return to first page

Create Document

Student: Zoe Hunter


Create Draft Billing Medicaid for Health-Related Services Document

Create Billing Medicaid for Health-Related Services form for Zoe Hunter

If you would like this document translated into another language, select it from the list:

Click link to view/print page

[Click here to view the Billing Medicaid for Health-Related Services](#)

 Note: Draft documents are not official documents. They are intended for review only.
(0:19 secs)

ISP Process - Differences

The Individualized Service Plan (ISP) is much like the IEP process with only a few pages with differences. You will also find that the system has fewer "error checks" when you click the **Save & Continue** button that allows you to complete a page with a green check mark. Information that was entered in the IEP process will roll over to the ISP process workspace in order for you to accept or make revisions. The differences are outlined below by page.

Meeting Purpose page

- A new check box allows for an initial ISP when a different district is responsible for the IEP
 - "Initial Service Plan" appears once this is checked
- Purpose options are different
- Question regarding provision of FAPE from the Create IEP page is moved here
 - FAPE must be rejected to complete an ISP

? Purpose of Meeting

? Revise Service Plan

? Annual Service Plan

Initial following lack of progress in response to interventions

? Has parent previously rejected provision of FAPE and unilaterally enrolled student in a non-public school? Yes ▾

Schedule CCC Meeting page

- IEP Dates do not populate to ISP process
- Non-public School Representative is listed under Invited Individuals

ISP Dates

Current IEP Begin Date: 08/14/14

Current IEP End Date: 08/14/15

IEP Proposed Begin Date: 10/14/14

IEP Proposed End Date: 10/14/15

Transition

Transitions are those activities in a meeting process of the user's preference. Would you like to expect that a Transition Service Agency Representative attend? No ▾

Invited Individuals

Position	Name	Additional Title	Responding Consent?	Consent to Enter?	Consent to Invite/Revisit?	Consent to Invite/Conduct?
Student	Joe Martin	Student				
Public Agency Rep	Heath Advertiser	Representative				
Nonpublic School Rep						
Parent	Leah and Brandon Martin					
Current Teacher of Record (TCP/Case Manager)	Alyssa Davis					
General Ed Teacher	Ma Lynch					
Instructional Strategist	Heath Advertiser					

Add Additional Invited Individuals

ISP Process - Differences

Special Considerations page – Manifestation Determination is not in the ISP process

Transition page – Not required in the ISP process

State Assessments page

- Additional question concerning accreditation
- If accredited, you must enter accommodations for testing

Special Considerations	
Anticipated Date of Exit from High School or Extended Secondary Services:	06/05/2015
Select Graduation Option:	Student will pursue a high school diploma
Grade:	3rd Grade
Is the student's attending school accredited?	Yes

Provisions page

- Accommodations section only appears if school is accredited
- Transition Service only appears if transition was selected on the Transition page

LRE Placement page

- There is no calculation for general education setting minutes
- Code 56 is only option for LRE Placement category

Education Setting	
Age 6 plus as of December 1, 2014 (Age: 10)	
LRE Placement Category based on Federal Program Types	56: Parentally placed in private school
	56: Parentally placed in private school
Instruction - Document the discussion surrounding the potential harmful effects that the proposed special education	

Create IEP/ Create ISP page

- The list of participants will disappear when FAPE is rejected in the IEP Process, but will be available to select in the ISP process

IEP	ISP												
<p>CCC Meeting Date: 08/06/2013</p> <p>IEP Begin Date: 09/03/2013</p> <p>IEP End Date: 09/03/2014</p> <p>Does the parent reject provision of FAPE and intend to unilaterally enroll child in a non public school? No</p> <p>If you would like this document translated into another language, select it from the list: Spanish</p> <p>Create Draft IEP Display Errors</p>	<p>Create ISP</p> <p>CCC Meeting Date: 08/06/2013</p> <p>ISP Begin Date: 12/02/2013</p> <p>ISP End Date: 12/01/2014</p> <p>CCC Meeting Attendees</p> <table border="1"> <thead> <tr> <th>Select</th> <th>Position</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td>Student</td> <td>Zoe Hunter</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Public Agency Rep</td> <td>Kristin Administrator</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Nonpublic School Rep</td> <td></td> </tr> </tbody> </table>	Select	Position	Name	<input type="checkbox"/>	Student	Zoe Hunter	<input checked="" type="checkbox"/>	Public Agency Rep	Kristin Administrator	<input type="checkbox"/>	Nonpublic School Rep	
Select	Position	Name											
<input type="checkbox"/>	Student	Zoe Hunter											
<input checked="" type="checkbox"/>	Public Agency Rep	Kristin Administrator											
<input type="checkbox"/>	Nonpublic School Rep												

Initial Service Plan

- Complete the Pre-Conference Planning and Evaluation Process sections.
- Complete the IEP Process:
 - Reject provision of FAPE on the Create IEP page by answering “Yes” (The list of participants will disappear)
 - Click the Response button and select “???”
- Complete the ISP Process
 - Select Initial Service Plan as the meeting purpose
 - Select participants on the Create ISP page
- Finalize the ISP and be sure to accept the final document from the Response button

Initial Service Plan without creating IEP in your District

There may be instances when another district is responsible for the IEP process and you need to create only the ISP.

NOTE: If re-evaluation for the student is needed, complete the Pre-Conference Planning and Evaluation Process.

- Select the suspected disability categories on the Eligibility Categories & Assessments page in Pre-Conference Planning and click **SAVE**
- Complete the ISP Process
 - Check the box by the statement “The student attends a non-public school that is not within the geographic boundaries of his/her resident district.”
 - Select Initial Service Plan as the meeting purpose
 - Select “Yes” to the question “Has parent previously rejected provision of FAPE and unilaterally enrolled student in a non-public school?”
- Finalize the ISP
 - Be sure to accept the final document from the Response button

Revise or Annual Service Plan

If the student had a previous ISP, complete the following steps:

- If re-evaluation for the student is needed, complete the Pre-Conference Planning and Evaluation Process
- Complete the ISP Process
 - Select either Revise Service Plan or Annual Service Plan as the meeting purpose
 - Select “Yes” to the question “Has parent previously rejected provision of FAPE and unilaterally enrolled student in a non-public school?”
- Finalize the ISP
- Accept the final document from the Response button



Move-In Service Plan

Student's previous school used the IndianaIEP system

- Your District Administrator should request a file transfer once the STN appears in your system
 - This is done through the transfer contact person for your corporation
- Complete the ISP Process as normal

Move-In Service Plan from a non IIEP district

- Your District Administrator should add the last eligibility date from the previous school onto the Eligibility tab
- Complete all or part of Pre-Conference Planning
 - If reevaluation is needed, complete all of the Pre-Conference Planning and Evaluation Processes
 - If reevaluation is not needed, Select the suspected disability categories and click "Save" on the Eligibility Categories and Assessments page
- Complete the ISP Process
 - Select "Yes" to the question "Has parent previously rejected provision of FAPE and unilaterally enrolled student in a non-public school?"
- Finalize the ISP
- Enter the parental response through the Response button

Caseload Setup Wizard

Users can setup their own caseloads by using the Caseload Setup Wizard.

- Click **WIZARDS** on the Main Menu bar



- Click **CASELOAD SETUP WIZARD**

- Review caseload



- The system displays your current caseload

Caseload Setup Wizard - Current Special Education Caseload							James Dean	
Current Teacher of Record (TOR)/Case Manager		Team Member		Student	School	Grade	Date Of Birth	Current Current Teacher of Record (TOR)/Case Manager
Check All	Check None	Check All	Check None					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Johnny Adams	CSOS	K	09/07/2006	James Dean
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sally Adams	CSOS	7	12/10/1997	James Dean

(13 Students)

[Update the Database](#)

[Add More Students to Caseload](#)

To Delete Students from Caseload:

- Uncheck box of student to remove
 - Utilize the **CHECK NONE** buttons if needed
- Click **UPDATE THE DATABASE**

Caseload Setup Wizard cont.

To Add Students to your Caseload:

- Click **ADD MORE STUDENTS TO CASELOAD**

Update the Database

Add More Students to Caseload

- Select search criteria by:

- Grade
- School
- Name
- STN
- Status

Grade Level:	All Grades	*
School:	All Schools	*
Student Last Name:	<input type="text"/>	<input type="checkbox"/> Exact Match ?
Student First Name:	<input type="text"/>	<input type="checkbox"/> Exact Match ?
Student Middle Name:	<input type="text"/>	<input type="checkbox"/> Exact Match ?
Student ID:	<input type="text"/>	<input type="checkbox"/> Exact Match ?
Status:	<input type="checkbox"/> General Ed <input type="checkbox"/> Eligibility <input type="checkbox"/> ISP <input type="checkbox"/> Child Study <input type="checkbox"/> Special Ed <input type="checkbox"/> Discontinued <input type="checkbox"/> Referral <input type="checkbox"/> IEP	
Sort List By:	Student's Last Name	*

View Students ?

- Click **VIEW STUDENTS**

- Check TOR or Team Member box for desired students
- Click **ADD STUDENTS TO CASELOAD** or **ADD STUDENTS TO CASELOAD, THEN FIND MORE**

Current Teacher of Record (TOR)/Case Manager		Team Member		Student	School	Grade	DOB	Current Teacher of Record (TOR)/Case Manager
<input type="checkbox"/> Check All	<input type="checkbox"/> Check None	<input type="checkbox"/> Check All	<input type="checkbox"/> Check None					
<input type="checkbox"/>		<input type="checkbox"/>		Joann Smith	HSOM	4	05/17/2002	
<input type="checkbox"/>		<input type="checkbox"/>		John Smith	KSOE	5	10/04/2001	

(2 Students)

Add Students to Caseload

Add Students to Caseload, then Find More

Progress Monitoring Wizard

After the IEP has been finalized, progress monitoring can be done for students on your caseload.

- Click **PROGRESS MONITORING WIZARD** from the Main Menu

Log Out | Main Menu | Students | My Docs | My Reports | Wizards | School System |  | PCG | **Progress Monitoring Wizard**

- System displays all students on your caseload that have goals ready to monitor

<u>Student</u>	<u>Birth Date</u>	<u>Grade</u>	<u>Actions</u>
Sally Adams	12/10/1997	7th Grade	Add Data Point
Cousin Itt Addams	10/20/1996	Senior	Add Data Point
Ally Bolander	01/05/1994	Sophomore	Add Data Point

- Click **ADD DATA POINT** for desired student
- System shows all goals associated with the selected student

<u>Student Name</u>		<u>Birth Date</u>	<u>Grade</u>
Zoe Hunter		05/11/2004	3rd Grade
<u>Position</u>	<u>Goal Title</u>	<u>Goal</u>	<u>Details</u>
1	Social	Zoe will interact with others on a regular basis.	Add Data Point
2	Behavior	Zoe will come to me when I call her 8 out of 10 times.	Add Data Point

[<< Back](#)

- Click **ADD DATA POINT** for specific goal

Progress Monitoring Wizard

The system displays the following tabs:

Goal Information:

- Goal Statement
- Method/Instrumentation
- Objectives/Benchmarks
- Standard(s) / Element(s)
- Parameters

Goal Information

Annual Goal Statement:
 (User will produce the /r/ sound, particularly the /r/ combination and /r/ blend sounds in words/phrases/sentences/spontaneous speech with 95% accuracy by the end of the school year.)

Parameters to Build Graph

Initial Percent	45.0% on 05010010
Target Percent	95.0% on 05010014
Frequency of Collection	2 per week

Standards / Elements Aligned to Goal

- Acts to make and maintain friendships

Graph:

- Graphs progress of goal



Data:

- Data entry
- Assessment History

NOTE: This is a Collection of Indicators. Each type of progress monitoring will look different.

Enter Data for Articulation

Collection Date:

Faculty Name:

Objective/Benchmark	Progress	Skills
User will produce the /r/ and /r/ blend sounds with 95% accuracy.	Not Introduced	Element has not been introduced.
	Introduced	Element has been introduced.
	Emerging	In early stages of development.
	Developing	Progress is evident.
	Emerging	In advanced stages of development.
	Developing	Performed under direction or request.
	Applied	Used to complete complex tasks or solve problems.

Skill Category: **Not Introduced**

Progress Complete: 0.00%

Data Point History

No data has been logged.

Report:

- Select Start and End dates
- Select **PRINT GRAPH** to view report and print

Report

Start Date:

End Date:

Print Graph(s)

Service Logging Wizards

The Service Logging Wizards allow you to select student(s) from your caseload for which you would like to record a service. There are three types of logging wizards.

- Basic Logging Wizard – Allows users to log one service at a time for a student
- Monthly Logging Wizard – Allows users to log multiple services provided in a specific month for a student before confirming them all at one time
- Group Logging Wizard – Allows users to log services for a student as a group and then add student specific information before confirming the service.

Logging wizards are available for the following:

- Pre-School
- Speech/Language
- Audiology
- Occupational Therapy
- Physical Therapy
- Speech and/or Language Services
- Psychological Services
- Social Work Services
- Nursing Services

Errors

If you record any services in error, you must mark the service for deletion. We need to have documentation that you have requested the deletion of a service. You will then have to add the correct service to the system.

My Documents

This page lists the documents created by you and documents created by other users for students for whom you are the current teacher of record. This also includes draft documents that have not expired.

Log Out | Main Menu | Students | **My Docs** | My Reports | Wizards | School System |  | PCG | Progress Monitoring Wizard

The system will only display up to 75 documents at one time. Use the search feature to narrow the number of documents.

Enter search criteria

Document Age

Student

Document name

Document Age: 1 month(s) Old

Grade Level:

Pre-School 4th Grade Freshman Un-graded
 Kindergarten 5th Grade Sophomore Post Graduate
 1st Grade 6th Grade Junior Grade 12+ / Adult
 2nd Grade 7th Grade Senior Age 0-2 years
 3rd Grade 8th Grade

(Will search in all available grades if none are selected)

School: All Schools*
(* Limited to those schools you have access to)

Student: All Students

Document: All Documents

Click **SEARCH MY DOCUMENTS**

Click the document name to view and print and individual document

Date Created	Created By	Student	Batch	Document	Year / Report Pd	Status	EasyFax	Date Received
08/05/2014	James Dean	Zoe Hunter	<input type="checkbox"/>	Billing Medicaid for Health-Related Services	PDF	(Draft)		
08/05/2014	James Dean	Zoe Hunter	<input type="checkbox"/>	IEP	PDF	(Draft)		
05/09/2014	Kristin Graf	Zoe Hunter	<input type="checkbox"/>	Billing Medicaid for Health-Related Services	PDF	<input type="checkbox"/>	Fax	05/09/2014

(3 Documents)

To Batch Print

Check the box under the "Batch" column of the desired documents

Click **VIEW DOCUMENT BATCH**

Use the printer icon that appears in the view toolbar

My Reports

Log Out | Main Menu | Students | My Docs | **My Reports** | Wizards | School System |  | PCG | Progress Monitoring Wizard

This tab lists all of the standard reports you have requested. Most reports clear off the system after 7 days. Click on the report name to view report.

For more information regarding reports, please see the Reports section of this manual.

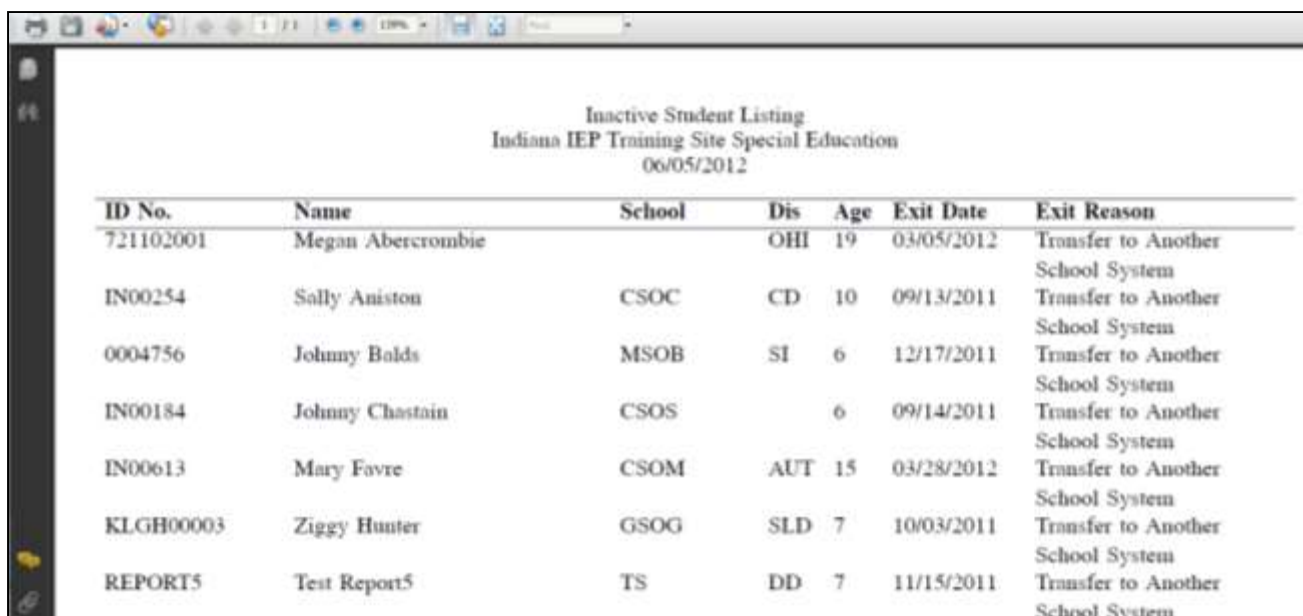
Reports

Chris Stapleton

 [New Mail!](#)

Report	Date Created	Created By	Report Level		
			System	School	User
Projected Eligibility Meetings (txt)	06/16/2016	Chris Stapleton			

(Reports)



Inactive Student Listing
Indiana IEP Training Site Special Education
06/05/2012

ID No.	Name	School	Dis	Age	Exit Date	Exit Reason
721102001	Megan Abercrombie		OHI	19	03/05/2012	Transfer to Another School System
IN00254	Sally Aniston	CSOC	CD	10	09/13/2011	Transfer to Another School System
0004756	Johnny Balds	MSOB	SI	6	12/17/2011	Transfer to Another School System
IN00184	Johnny Chastain	CSOS		6	09/14/2011	Transfer to Another School System
IN00613	Mary Favre	CSOM	AUT	15	03/28/2012	Transfer to Another School System
KLGH00003	Ziggy Hunter	GSOG	SLD	7	10/03/2011	Transfer to Another School System
REPORT5	Test Report5	TS	DD	7	11/15/2011	Transfer to Another School System

School System

School System System Info Reports	
School System Information	Indiana IEP Training Site
School System Name:	Indiana IEP Training Site
School Year:	2014-2015
School System Code:	INTraining
Address:	
City:	
State:	
Zip Code:	
Phone Number:	
Fax Number:	
E-Mail Address:	
Time Zone:	
EasyFax Number:	888-865-6615

The School System tab provides general information concerning your corporation. This information is provided through the IDOE system. Changes to this information should be sent to your IIEP District Administrator.

Depending on your user permissions, you may have other tabs on the School System menu. Procedures for special tasks can be found in the Administrator Manual.

School System – Reports

From the Main Menu, click **SCHOOL SYSTEMS > REPORTS**



PCG provides a base level of reports to users. Not all available reports are detailed here as ***it is recommended and encouraged by PCG that users run the reports to become familiar with their format and contents.***

- Reports come text, Excel, or PDF (Adobe Acrobat).
 - Text files can be imported into other software(Excel, Access or other report software) to review and/or formulate into their own reports
 - To convert txt formatted reports to Excel:
 - Right click on the link to the report
 - Save Target As.....rename/save to a place on your computer
 - Right click on the newly saved txt document
 - Click Open With, select Excel
 - Report data opens in Excel document which can be saved
- Once a report is generated, it can be saved to your local hard drive as it will only be available for a brief time on the system
- Reports are scheduled to run overnight so that it doesn't impact server performance for the users
 - You will receive an email confirming that the report has run and is available for pick up
 - Your report will appear at the bottom of the Reports page or on the My Reports tab



Saved System Reports

Date Generated ?	Created By	Report Type ?	Expiration Date
06/13/2016 12:22:00	John Andretti	Hours Logged by Student/Service (txt)	06/18/2016

(1 Reports)

Using the Reset Button

After an IEP is finalized, no data is cleared out of the workspace. Data can be reset or cleared by the system when you go back to the Meeting Purpose page to begin your next IEP.

- Select Annual, Revise IEP, or Revise IEP without a meeting as the meeting purpose
- Check the box by "Reset Pre-Referral Planning, Evaluation Process, and IEP Process status at midnight"
- Fields will clear overnight

Fields Cleared when selecting Annual:

- Meeting dates on Schedule CCC Meeting Info Page
- IEP begin date and end date
- Invitees from CCC Meeting info Page
- All green check marks
- All dates for goals and services
- On transition page clear out the text box labeled "Document the review / discussion that occurred to determine that the goals listed above are appropriate and measurable"
- All notes

If Revise IEP or Revise without Meeting is selected as a purpose:

- Meeting dates on Schedule CCC Meeting Info page
- IEP begin date
- All green check marks



Using the Reset Button

Fields Cleared when selecting Revise Service Plan:

- Meeting dates on Schedule CCC Meeting Info page
- IEP begin date
- All green check marks

Fields Cleared when selecting Annual Service Plan

- Meeting dates on Schedule CCC Meeting Info Page
- IEP begin date
- IEP end date
- Invitees from CCC Meeting info Page
- All green check marks
- All dates for goals and services
- On transition page, the text box labeled "Document the review / discussion that occurred to determine that the goals listed above are appropriate and measurable"
- All notes

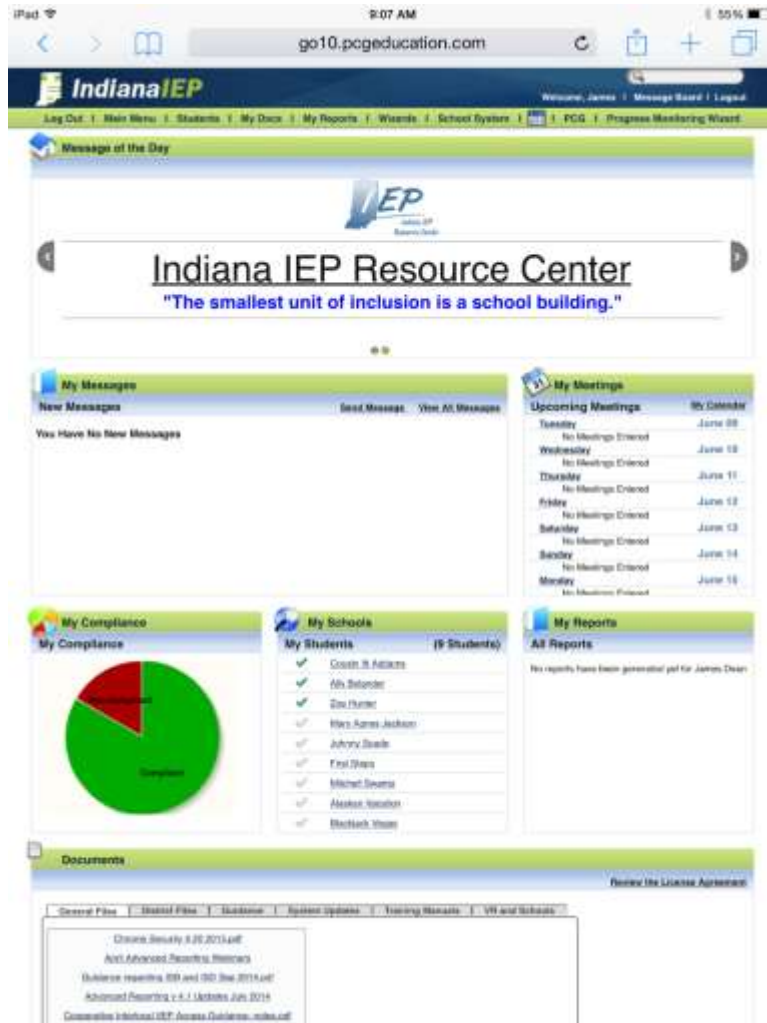


Indiana IEP on iPad

Indiana IEP supports mobile access and functions quite well aside from some errors currently present in the system.

All functions within IndianaIEP. However, users may experience glitches that can hinder the overall experience. Rich Text Fields will jump users to the top of the webpage when accessed on iPad or on other mobile devices

Users may also experience webpages within IIEP which will not display fully on a mobile display



Known Issues

Although the system has gradually improved, there are still issues and glitches that directly effect users. These issues may appear due to browser settings or the browser itself.

Google Chrome

Pop-up/internet security settings directly effect ease of Rich text field use



Internet Explorer

- Pop-ups appear in background
- Calendar date appears in background
- Always have to allow access to clipboard

