



Indiana IEP Walkthrough for Teachers of Record

IIEP Main Page

CREATE CASELOAD

- 1) From the Main Page, select *Wizards* from the green menu bar at the top of the screen
- 2) Select *Caseload Setup Wizard*
- 3) To add students to the caseload, click the button at the bottom of the screen labeled, *Add More Students to Caseload*
- 4) To *Add More Students* to Caseload
 - a) Enter search criteria
 - b) Click *View Students* button
 - c) Students meeting search criteria display on screen
 - d) Check either TOR/Case Manager or Team Member for the students
- 5) Click *Add Students to Caseload* button at the bottom **OR**
- 6) Click *Add Students to Caseload, then find more* to complete another student search and add more students
- 7) Change the location of the check and update database to change from TOR/Case Manager to Team Member and or from Team Member to TOR/Case Manager
- 8) Remove both checks for a student to remove them from the Caseload
- 9) **Click *Update the Database* to confirm the change**

VIEW CASELOAD

- 1) Select Students from the green menu bar at the top of the screen
- 2) Click *View My Caseload*
- 3) TOR/Case Manager or Team Member Caseload appears
 - a) To add or remove students from this list see - **Create Caseload above**
- 4) Click on the header of any column to sort by that information
 - a) By default, the list is sorted by student name with the TOR's students listed first
 - b) Any students assigned to the user as Teacher of Service are listed next
 - c) Click the header of the first column (*CP*) for a detailed explanation of the compliance symbols

ACCESS THE IEP

- 1) From the Caseload list, click a student's name or click the student's name from the Main Page
- 2) From the blue menu bar, select *IEP Process*

IEP Process

Meeting Purpose

- 1) Select the Meeting Purpose that best represents the reason for calling a Case Conference
 - a) Some purposes may be preselected, such as Transition, according to the student's age or grade level
 - b) Multiple purposes may be selected
 - i) IIEP will not allow some combinations of purposes
 - ii) For example: Annual and Initial Evaluation may not be selected together
 - c) IIEP may prompt for additional information on this page based on the purpose (i.e., Move-In)
 - d) For the Meeting Purposes Annual, Revise IEP, and Revise IEP without a meeting, a checkbox to Reset Pre-Conference Planning, Evaluation Process, and IEP Process status at midnight appears
 - i) This is intended to aid in the development of a new IEP
 - ii) This option will reset the compliance check marks for each of the process pages
 - (1) Each Page in the process must be revisited to regain the compliance check marks
 - iii) The only page that is completely reset is the Schedule CCC Meeting page
- 2) Click: **Save OR Save & Continue**
 - a) **Save** saves the information on the screen
 - b) **Save & Continue** saves the information on the screen and checks it against IIEP's Rules of Completion
 - c) If any part is incomplete or missing, error messages will appear at the top of the page
 - d) If all parts are complete, IIEP advances to the next page

CREATE CCC TEAM

- 1) Current Teacher of Record/Case Manager should display the current TOR
 - a) To change this, select the new TOR from the dropdown list
- 2) Click the *Select Team* button to add to or edit the Case Conference Committee Team
- 3) Update Team Page to include the following:
 - a) Current TOR/Case Manager
 - b) Parent(s) who will receive IEP Information
 - c) Users within IIEP that may access IEP data at this school
 - d) Check users that will be a part of the CCC team
 - i) Check the view only box to limit team member access to read only
- 4) Once all information is accurately recorded, click: **Save OR Save & Continue**
 - a) If all parts are complete, IIEP returns to Create CCC Team

SCHEDULE CCC MEETING

- 1) Enter proposed Date, Time and Place for the CCC Meeting
 - a) This date populates the date fields for Annual Goals and Special Education or Related Services
 - b) If the Meeting Purpose is Revise without a Meeting, enter the Revise IEP date. In this case there should be no requirement to generate a Notice of Case Conference.
- 2) Record Date the Notice of Case Conference Document Sent to Parent
- 3) Record Proposed Initiation and Annual Review Dates
- 4) **Secondary Transition Only** Indicate whether the Transition Service Agency Representative is to be invited to the case conference

INVITED INDIVIDUALS

- 1) **Student**
 - a) The student may be selected from the available dropdown or may be left blank if the student is not attending the case conference
- 2) **Public Agency Representative**
 - a) Select CCC Team Member that best fits the requirements for this role
 - b) This individual may be excused from the CC **with prior written consent** of the parent
 - c) If this team member must be excused select the appropriate option from the Requesting Excusal Dropdown
 - i) Definitions of the excusal options appear below the Invited Individuals grid
 - d) Consent for excusal prompts are included in the Notice of Case Conference if selected here
- 3) **Parent**
 - a) Any individual designated as a Legal Guardian in the **Parent Info** section may be selected here
- 4) **Current TOR/Case Manager**
 - a) This information should be the same as the selection made on the Select CCC Team page
 - b) This individual may be excused from the CC **with prior written consent** of the parent
 - c) If this team member must be excused select the appropriate option from the Requesting Excusal Dropdown
 - i) Definitions of the excusal options appear below the *Invited Individuals* grid
 - d) Consent for excusal prompts are included in the Notice of Case Conference if selected here
 - e) Record Parent response to excusal request in the Consent to Excuse column
- 5) **General Education Teacher**
 - a) This individual does not typically have an account in IIEP
 - i) The General Education Teacher's name may be entered in the text area provided
 - b) This individual may be excused from the CC **with prior written consent** of the parent
 - c) If this team member must be excused select the appropriate option from the Requesting Excusal Dropdown
 - i) Definitions of the excusal options appear below the *Invited Individuals* grid
 - d) Consent for excusal prompts are included in the Notice of Case Conference if selected here
 - e) Record Parent response to excusal request in the *Consent to Excuse* column
- 6) **Secondary Transition Only – Transition Service Agency Representative if invitation was previously indicated in step 4 of the Schedule CCC Meeting process**
 - a) This individual does not typically have an account in IIEP
 - i) The Representative's name may be entered in the text area provided

- b) This individual may be **invited** to the CC **with prior written consent** of the parent
- c) Consent for invitation prompts are included in the Notice of Case Conference if selected here
 - i) Record Parent response to consent to invite request in the *Consent to Invite* column
- 7) Create Draft Notice of Case Conference**
 - a) This step is not required but is beneficial in eliminating mistakes in dates, times, participants, and location
- 8) Create Final Notice of Case Conference**
- 9) Select Parent Communication**
 - a) Select from the Parent Communications listed the event that records the delivery of the Notice of Case Conference
- 10) Click: *Save OR Save & Continue***
 - a) **Save** saves the information on the screen
 - b) **Save & Continue** saves the information on the screen and checks it against IIEP's Rules of Completion
 - c) If any part is incomplete or missing, error messages will appear at the top of the page
 - d) If all parts are complete, IIEP advances to the next page

EXISTING DATA

- 1) Notice of Procedural Safeguards (If Meeting Purpose is Annual or any Initial)**
 - a) Record the date the Notice of Procedural Safeguards were provided to the parent or guardian
 - b) The date should be on or before the conference meeting date
- 2) Evaluation Information and Student Data**
 - a) Describe strengths of the student
 - b) Describe the concerns of the parent for enhancing the education of the student
 - c) Initial Following Failed Response to Intervention Only**
 - i) Record information regarding the instructional strategies and research-based interventions in which the student participated
 - ii) This field appears only if the purpose of the case conference is indicated as Initial Following Failed Response to Intervention
 - d) Review Progress Monitoring Data and record results
 - i) This data may help the CCC to determine the need for additional testing
 - ii) This field may be used to describe the growth or progress this student has made related to his or her annual goals
 - e) Provide a statement of the student's Present Levels of Academic Achievement and Functional Performance
 - i) Include how the student's disability or suspected disability affects involvement and progress in the General Education Curriculum
 - ii) Each contributor to the IEP document may enter a separate statement
 - iii) The Teacher of Record has the option to delete outdated entries
- 3) Click: *Save OR Save & Continue***

ELIGIBILITY INFORMATION

Note: This page should only be accessed during the scheduled case conference. Eligibility determinations should only be made at a case conference by the committee after a review of existing data.

- 1) If the student's eligibility is not yet determined
 - a) Select *To Be Determined* from the eligibility choices
 - b) In this case only the Eligibility Information Page may be saved with no event created
 - c) Typically, this option is used during the development of an Initial IEP or after a Reevaluation
- 2) If the student is eligible
 - a) Select Yes from the eligibility choices
 - b) Record reasons for the eligibility decision
 - c) Click *Create Eligibility* button
 - d) From the new Eligibility Selection screen, select the primary and if needed any additional secondary eligibility areas for the student
 - e) Enter the Eligibility Date
 - i) The current Eligibility Date will display
 - f) Click the **Create Eligibility Event & Continue** to confirm the eligibility choices and return to the Eligibility Information page
 - g) The Eligibility Information page is now locked and will remain locked until a Final IEP is created**
- 3) If the student is not eligible for services
 - a) Select No
 - b) Go to the Create IEP page to record attendees of the meeting
 - c) Create a final notice of ineligibility
 - i) The Notice of Ineligibility includes the content of the Existing Data page, Conference Notes, and a list of attendees as well as an explanation of the event.
 - d) There is no need to continue with the remainder of the IEP documentation once the final notice of ineligibility is created
- 4) Click: **Save OR Save & Continue**

SPECIAL CONSIDERATIONS AND BEHAVIOR CONCERNS

- 1) Complete Special Considerations for Limited English Proficiency – select either Yes **OR** No
 - a) Limited English Proficiency needs must be addressed for each student; there may be additional questions here based upon the eligibility areas of the student
 - b) If Yes is selected - Describe the language needs related to Limited English Proficiency as comprehensively as possible
 - c) Participation in the Limited English Proficiency assessments will be recorded in the State Assessments and Other Participations page
- 2) Complete Special considerations regarding instruction in Braille and the use of Braille – select either Yes **OR** No
 - a) This option only appears if Blind Low Vision or Deaf-Blind are selected as eligibility areas for the student

- b) If Yes is selected, choose the Braille literary and math code accommodation types from the dropdown menu
- i) Record the considerations as well as justification for the selection

Manifestation Determination

- 1) Manifestation Determination only appears if Manifestation Determination is a meeting purpose
- 2) Record the Date of Incident
- 3) Describe the alleged misconduct and the action taken as a result of the misconduct
- 4) Was the conduct in question caused by, or had a direct and substantial relationship to the student's disability?
 - a) If YES, **The conduct in question was caused by, or had a direct and substantial relationship to the student's disability**
 - b) If NO, **The conduct in question was not caused by, or directly and substantially related to the student's disability**
- 5) Was the conduct in question the direct result of the public agency's failure to implement the student's individualized education program?
 - a) If YES, **The conduct in question has been determined to be the direct result of the public agency's failure to implement the student's individualized education program**
 - b) If NO, - **The conduct in question was not the direct result of the public agency's failure to implement the student's individualized education program**
- 6) If there was a failure to implement the student's IEP, then describe the deficiencies and steps needed to remedy the deficiencies
- 7) Share any additional findings regarding the manifestation determination
- 8) Determine whether a FBA or BIP is indicated at this time

Behavioral Concerns

- 1) There is a behavior of concern for the Case Conference Committee to discuss
 - a) If NO, this section is complete
 - b) If YES, Provide a description of the behavior of concern
 - i) Does the pattern of student behavior impede his or her learning or that of others?
 - (1) If Yes, describe how the behavior impedes his or her learning or that of other and the impact of the behavior
 - (2) If No:
 - (a) Document the reasons for determining the behaviors of concern are not impeding the student's learning or that of others
 - (b) A No response may also be selected to indicate behavior plan will be discontinued
 - (c) The Behavior Intervention Plan was discontinued based upon the data and team discussion
 - c) **Click Save**

CCC Determination

- 1) Select A Functional Behavior Assessment (FBA) is not recommended at this time. Supports will be implemented as indicated
 - a) Select at least one support to be implemented:
 - i) Environmental Supports
(1) Describe the supports to be implemented
 - ii) Accommodations
(1) Describe the accommodations to be provided
 - iii) Specially Designed Instruction
 - b) A prompt to indicate which goal is aligned with student's behavioral needs will be added to the goals page
- 2) A Functional Behavior Assessment is recommended: **The FBA will include new data.**
 - a) Provide the CCC's rationale used to recommend a functional behavior assessment
 - b) List or describe the new student data to be collected to reevaluate this student
 - c) Select at least one support to be implemented while student data is reviewed or collected:
 - i) Environmental Supports
(1) Describe the supports to be implemented
 - ii) Accommodations
(1) Describe the accommodations to be provided
 - iii) Specially Designed Instruction
 - d) A prompt to indicate which goal is aligned with this student's behavioral needs will be added to the goals page
- 3) A Functional Behavior Assessment (FBA) is recommended: **The FBA will be solely based on the review of existing data**
 - a) Record the date to reconvene the Case Conference following the completion of the FBA
 - b) Provide the CCC's rationale used to recommend a functional behavior assessment
List or describe the existing data to be reviewed to reevaluate this student
 - c) Select at least one support to be implemented while student data is reviewed or collected:
 - i) Environmental Supports
(1) Describe the supports to be implemented
 - ii) Accommodations
(1) Describe the accommodations to be provided
 - iii) Specially Designed Instruction
 - d) A prompt to indicate which goal is aligned with this student's behavioral needs will be added to the goals page
- 4) A Functional Behavior Assessment (FBA) has been completed
 - a) Continue to Behavior Intervention Plan Development, CCC Analysis of FBA Data, and Develop Behavior Intervention Plan
- 5) A review of the Existing Functional Behavior Assessment (FBA) is needed
 - a) Continue to Behavior Intervention Plan Development, CCC Analysis of FBA Data, and Develop Behavior Intervention Plan

Behavior Intervention Plan Development

- 1) Functional Behavior Assessment was completed using the IIEP System
 - a) Functional Behavior Assessment data is displayed
- 2) Functional Behavior Assessment was completed without the IIEP System
 - a) Choose File to upload
 - b) Rename File if needed and Save

CCC Analysis of Functional Behavior Assessment Data

- 1) Record Interfering Behavior(s)
- 2) Record Precipitating Factors
- 3) Record Setting Events
- 4) Record Antecedents
- 5) Record Maintaining Consequences
- 6) Record Related Deficits

Functional Behavior Assessment Summary & Hypothesis

- 1) Briefly summarize the FBA
- 2) Determine the hypotheses for the function of the student's behavior

Develop Behavior Intervention Plan

- 1) Hypothesis of the function of the behavior
 - a) Record the hypothesis of the function of the student's behavior.
- 2) Proactive Strategies
 - a) Replacement behaviors and skills to be taught and learned
- 3) Record Instructional Strategies
- 4) Record Antecedent Strategies
- 5) Record Positive Consequence Strategies
- 6) Record Negative Consequence Strategies
- 7) Record Behavioral Goals/Skills to be taught and learned
- 8) Record Available local and state resources
- 9) Indicate BIP review by CCC and decision to implement as written or to implement with revisions

TRANSITION

- 1) Transition Assessments
 - a) All previous/current transition assessments will be listed on this page
 - b) Click *Add Assessment* to record the name of a new transition assessment
 - c) To delete a transition assessment
 - i) Check the box preceding the transition assessment in the *Del* column
 - ii) Click the *Save* button
 - d) To reorder the list of transition assessments
 - i) Enter the new order in the box provided in the *New Pos* column
 - ii) Click the *Save* button
- 2) Discuss findings of any age-appropriate transition assessments
- 3) Decide if the student has sufficient skills to live independently - select either Yes **OR** No
 - a) If Yes, record the evidence that the student has skills to live independently

- i) Be sure to address independent living skills in the transition assessment summary
- b) If No, continue to step 4
- 4) Enter Post-Secondary Goals regarding Independent Living, Employment, and Education and Training after high school
- 5) The transition goals updated annual either
 - a) Yes- postsecondary goals were reviewed and discussed and remain the same **OR**
 - b) Yes – postsecondary goals were reviewed and discussed and have been updated accordingly
- 6) **Click: Save OR Save & Continue**

STATE ASSESSMENTS AND OTHER PARTICIPATIONS

- 1) Enter the anticipated date of the student's exit from high school or from extended secondary services
- 2) Click Add Daily Accommodations to view a list of accommodations.
 - a) Select accommodations based on the needs of this student established in the discussion of present levels of academic achievement and functional performance
 - b) **Click: Save OR Save & Continue**
- 3) The selected accommodations appear
 - a) Check the box in the Delete column beside any accommodation and Click Save to remove it from the list
- 4) Describe any accommodations not listed and/or guidance for implementation of accommodations in the box provided.
- 5) Select the student's state testing participation level.
- 6) If State Assessment participation is selected, choose whether the student will participate with or without accommodations for the current and next grade level.
- 7) If Alternate Assessment is selected, respond to the criteria statements for participation in the alternate assessment.
 - a) The answer to all prompts must be "Yes" for the student to be eligible for the alternate assessment.
 - b) If the student is eligible, choose whether the student will participate with or without accommodations for the current and next grade level
- 8) Click Review Assessment Accommodations to view the list of accommodations available for this student for each assessment based upon the Daily Accommodations selected
 - a) This List only shows accommodations allowed based upon Daily Accommodations selected
 - i) These items should match the list provided by the Department of Education, Office of Student Assessment
 - b) Accommodations may be removed, but not added
 - c) There may be specific test settings available here that a student may need for the state assessment only such as an online glossary or streamline version of the test. Select those items as needed.
 - d) Review the list of accommodations adding test settings as needed.
 - e) If any accommodations are not listed for the state assessment the Daily Accommodations may have to be adjusted for them to be available here.
 - f) **Click: Save OR Save & Continue**

- 9) Both the Daily Accommodations and Assessment Accommodations will appear on the final IEP.
- 10) Complete the Rationale section and describe the reasoning for state assessment selections
- 11) Other Participation: Articulate a plan for the student's participation in any other testing that may take place at school Include accommodations and any other direction

IREAD3

- 1) If the student is currently in third grade options to document participation in IREAD3 appear
 - a) Document the student's results in the IREAD3 assessment
 - b) Record if the student passed IREAD3 record the event here
 - c) If the student did not pass
 - i) Retention, remediation and retake results may be recorded here
- 2) Click: **SAVE OR SAVE & CONTINUE**

GOALS

- 1) All current goals are listed on this page
- 2) To delete a goal
 - a) Check the box preceding the goal in the *Del* column
 - b) Click the *Save* button
- 3) To reorder the list of goals
 - a) Enter the new order in the box provided in the *Position* column
 - b) Click the *Save* button
- 4) To update or change a goal
 - a) Click the *Details* button associated with that goal

ADD GOAL (NEW)

- 1) Add new goal
 - a) Enter the Title for the new annual goal Click *Add Goal* and on the Goals page
 - b) The Goal Details Page opens with the Goal Title completed

GOAL DETAILS

- 1) This page contains the information from the Add Goal page or from previous IEP goals
 - a) For **New Goals** - All information may be entered to reflect a student's current needs
 - b) For **Existing Goals** – selected fields may be updated to reflect current information
 - i) **Copy Goals** – This option creates a complete, editable copy of the current Annual Goal.
The new copy appears on the Goals page at the bottom of the current goal list
- 2) **Present Levels** - Capture Present Levels of Academic Achievement and Functional Performance data that is relevant to the annual goal
- 3) **Standards** – Click *ADD STANDARD*.
 - a) Standards – Click the + symbol next the selected standards group
 - (1) Click the checkbox beside the desired standard and Click *Save* to record the selection.
 - b) Standards – Selected standards appear at the bottom of the Add Standards screen
 - (1) To remove a standard:
 - (a) Place a check in the *Delete* box beside the standard
 - (b) Click *Save* to remove the standard
- 4) **Specially Designed Instruction**- Describe the specially designed instruction needed to address the student's educational needs based upon the data reported and collected in the Present levels
- 5) **Annual Goal** - Compose a measurable Annual Goal that addresses one or more of the student's educational needs
- 6) **Method/Instrument for Measuring Progress** - Record the Method or Instrument used to measure student progress
 - i) This method or instrument should be the same tool used to establish the student's PLAAFP data
- 7) **Progress Monitoring** – Select the progress monitoring method that best fits the method or instrument used to monitor student progress on this annual goal

Goals – Progress Monitoring Design

DESCRIPTIVE DOCUMENTATION

- 1) Objectives are **optional** for Descriptive Documentation
 - a) Click *ADD OBJECTIVES OR BENCHMARKS* to add a new item
 - b) Enter the text of the new Objective and click *Save and Continue*
 - c) Repeat this process until all objectives/benchmarks are addressed
- 2) Click *EDIT PROGRESS MONITORING*
 - a) Click *Apply* under Carryover IEP Dates to use the IEP Proposed Initiation and Annual Review Dates as Initial and Target dates for the annual goal
 - b) Under Progress Monitoring Assessment record the tool or instrument to be used
 - c) Under Subject Area record the subject area addressed by the annual goal
- 3) Click *ADD ASSESSMENT* to save this information
 - a) Enter Parameters to build the graph
 - b) Initial Value and Date: Enter the score representing the student's initial skill level and the date it was recorded
 - c) Target Value and Date: Enter the target score and the date by which the student should achieve this.
- 4) Click *Save & Continue* to save the data and return to the Goal Details page

Goals – Progress Monitoring Design

SINGLE POINT

- 1) Click *EDIT PROGRESS MONITORING*
 - a) Click *Apply* under Carryover IEP Dates to use the IEP Proposed Initiation and Annual Review Dates as Initial and Target dates for the annual goal
 - b) Under Subject Area record the subject area addressed by the annual goal
 - c) Under Metric enter the task, behavior, or score being recorded
- 2) Click *ADD ASSESSMENT* to save this information
 - a) Enter Parameters to build the graph
 - b) Initial Value and Date: Enter the score representing the student's initial skill level and the date it was recorded
 - c) Target Value and Date: Enter the target score and the date by which the student should achieve this goal
 - d) Frequency of Collection: Record the frequency of data collection
- 3) Click *Save & Continue* to save the data and return to the Goal Details page

Goals – Progress Monitoring Design

SINGLE RUBRIC

- 1) Click *EDIT PROGRESS MONITORING*
- 2) Click *Apply* under Carryover IEP Dates to use the IEP Proposed Initiation and Annual Review Dates as Initial and Target dates for the annual goal
- 3) Under Subject Area record the subject area addressed by the annual goal
- 4) Click *ADD ASSESSMENT* to save this information
 - a) Create a rubric by entering the rubric criteria in the provided form or *Add Rubric(s) from Bank* Enter Parameter to build the graph
 - b) Initial Value and Date: Enter the score representing the student's initial skill level and the date it was recorded
 - c) Target Value and Date: Enter the target score and the date by which the student should achieve this goal
 - d) Record the frequency of data collection.
- 5) Click *Save & Continue* to save the data and return to the Goal Details page

Access the Rubric Bank for Single Rubric and Collection of Indicators

- 1) Add Rubrics from User's Bank for *Student Name* page contains:
 - a) a dropdown list of user created rubric categories
 - b) a list of uncategorized rubrics (if any)
 - c) *Manage Rubrics in Bank* button
 - d) *Back* to return to Goals without saving
 - e) *Save* to save data
 - f) *Save & Continue* to save data and return to Goals
- 2) To add rubrics already stored in the rubric bank
 - a) Choose the category, if any
 - b) Click the appropriate box in the *Add* column
 - c) Click *Save & Continue* to add the rubric and return to the Progress Monitoring screen
 - d) The rubric should be listed along with the rest of the parameters
- 3) Click *Manage Rubrics in Bank* to add a new rubric
- 4) Enter the Rubric Title
- 5) Complete at least three rubric criteria entries
 - a) Click *Back to Student Name* to return to the Goal Details page without saving information
 - b) Click *Save* at the bottom of the screen to save the rubric
 - c) Click *Save & Continue* to save the rubric and return to the student's Goal Details page
- 6) Click *Edit Categories for My Rubric Bank* to create organizational categories to sort rubrics
 - a) Enter a title for a rubric category
 - i) Click *Back* to return to the Manage Rubric Bank screen
 - ii) Click *Save* to save the information
 - iii) Click *Save & Continue* to save the information and return to the Manage Rubric Bank screen
 - b) Rubric Categories may also be reordered or deleted from this screen
 - i) Enter the number of the new position in *New Pos* column and click *Save* to make the change
 - ii) To delete a rubric category, click the box in the *Del* column and click *Save* to make the change

- 7) Click *Import Rubrics to my Rubric Bank from my Caseload* to add previously created rubrics to the rubric bank
 - a) Choose to import Rubrics from the current student only or from and entire caseload
 - b) Click *Save & Continue* to import rubrics and return to the Manage Users Rubric Bank screen
 - c) Imported rubrics should appear in a list at the top of the screen

Goals – Progress Monitoring Design

COLLECTION OF INDICATORS

- 1) Objectives/Benchmarks are **required** for Collection of Indicators
 - a) Click *ADD OBJECTIVES/BENCHMARKS* to add a new item
 - b) Enter the text of the new Objective/Benchmark and click *Save and Continue*
 - c) Repeat this process until all objectives/benchmarks are addressed
- 2) **Record objectives before Editing Progress Monitoring**
 - a) Click *EDIT PROGRESS MONITORING*
 - b) Click *Apply* under Carryover IEP Dates to use the IEP Proposed Initiation and Annual Review Dates as Initial and Target dates for the annual goal
 - c) Under Subject Area record the subject area addressed by the annual goal
 - d) Under Metric enter the task, behavior, or score being recorded
- 3) **Click *ADD ASSESSMENT* to save this information**
 - a) Enter Parameters to Build Graph for Annual Progress
 - b) Enter Initial and Target Percentage
 - c) Enter Initial and Target Date: The Initial and Target Date may not be outside of the IEP Effective dates
 - i) The Date Range may be less than the effective dates
 - d) Create a rubric by entering the rubric criteria in the provided form or
 - i) *Add Rubric(s) from Bank*
 - ii) *See Add Rubrics from Bank under Single Rubric description*
- 4) **Click *Save & Continue* to save the data and return to the Goal Details page**

PROVISIONS

- 1) Transition Service – Click *ADD TRANSITION SERVICE***
 - a) Click *Apply* under Carryover IEP Dates to use the IEP Proposed Initiation and Annual Review Dates as Initial and Target dates for the annual goal
 - b) Enter Description, Frequency, Postsecondary Goal to Support, by whom, and anticipated Date of Completion
 - c) Enter Narrative detail
 - d) Save the entry and add as many services as are required
- 2) Record/Document any and all Adult Services information shared with the student and his/her parents**
 - a) Click *SAVE* and add as many services as are required
- 3) Special Education Service - Click *ADD SPECIAL EDUCATION SERVICE***
 - a) Select Indirect Support, Direct Services, or Speech and/or Language Services
 - b) Click *Save & Continue* to continue adding the service
 - c) Enter Initiation, Frequency, Length, Duration, To Support (if Transition), Location, and Narrative
- 4) Related Services - Click *ADD RELATED SERVICES***
 - a) Select Related Service Description
 - b) Click *Save & Continue* to continue adding the service
 - c) Enter Initiation, Frequency, Length, Duration, To Support (if Transition), Location, and Narrative
 - d) Click *Save* and add as many services as are required
- 5) Accommodations**
 - a) **State Assessment accommodations are listed here**
 - b) An additional box is provided for accommodations unrelated to testing
- 6) Transportation**
 - a) Answer Yes **OR** No to the transportation question
 - i) If transit time or transportation needs of the student are different than non-disabled peers, record the transportation needs of the student and enter a related service if necessary
 - ii) If Transportation is recorded as a related service, the medical reason for special transportation may be recorded. Select *Other* for to report any reason not listed in the dropdown menu
- 7) Accessible Materials**
 - a) Answer Yes **OR** No to the question
 - i) If the student needs instructional materials provided in accessible format, describe the environments, tasks, tools, and services related to the provision of accessible instructional materials to this student
- 8) Assistive Technology**
 - a) Answer Yes **OR** No to the question
 - b) If the student needs assistive technology, describe the assistive technology required
- 9) Extended School Year (ESY)**
 - a) Select the appropriate choice for ESY
 - i) ESY is indicated if one of the first three choices is selected; If ESY is unnecessary select *NONE*

- ii) If ESY is indicated, please enter a special education and/or related service to support this choice

10) Aids/Supports

- a) Answer Yes **OR** No to the question
 - i) If Yes, record the plan to provide school personnel with the knowledge required to implement the student's IEP
- b) Answer Yes **OR** No to the second question
 - i) If Yes, record modifications necessary for this student to participate in the described activities

11) Progress Report Timeline

- a) Enter the frequency progress will be reported for this student

12) Rationale

- a) Describe the rationale for providing these services and supports, as well as describing reasons for rejecting other options

13) Access to and Disclosure of Educational Records

- a) Answer Yes **OR** No to the Emergency Evaluation Plan
 - i) If Yes, record where Emergency Evaluation Plan is located
- b) Answer Yes **OR** No to Student Health Plan
 - i) If Yes, record where plan is located

14) Click: Save **OR Save & Continue**

LRE PLACEMENT

1) Course of Study (Post-Secondary Transition Only)

- a) Choose the diploma or diploma designation the student is pursuing
 - i) Certificate of Completion
 - ii) Alternate Diploma
 - iii) General Designation
 - iv) Core 40 Designation
 - v) Core 40 with Academic Honors Designation
 - vi) Core 40 with Technical Honors Designation
- b) **If the student is entering high school or older**, document the discussion at the case conference regarding the student's progress toward the selected diploma

2) Education Setting

a) For Early Childhood students

- i) **LRE Placement Codes:**
 - (1) Select the code that corresponds to the student's placement

b) For K-12 students

- i) The standard instructional minutes per week for the school will appear
 - (1) This value may be adjusted here to suit the student's needs
- ii) The system then subtracts the Total Minutes in the Special Education Setting per week
 - (1) This value is derived from the services entered in the Provisions page that occur in the Special Education Setting
- iii) The system then presents the number of minutes in the General Education Setting

iv) This value is used to calculate the percentage of time in the General Education Setting and suggest the LRE for the student

v) **LRE Placement Codes**

(1) Select the code that corresponds to the student's placement

c) **ED Students only**

i) Full Time

(1) Student receives special education support 50% or more of the school day

ii) All Other

(1) Student receives special education support less than 50% of the school day

3) General Education Service Minutes

a) **Additional Descriptors of the Least Restrictive Environment**

i) List any additional descriptors of LRE

b) **Potential Harmful Effects**

i) Summarize the discussion of potential harmful effects of the placement on the student or quality of services

c) **Reasons for Placement Decisions**

i) Describe the reason for the placement decision and other options that were considered

4) General Considerations

a) Consider each of the five statements carefully, If No is selected: please state the exceptions and describe the reasoning for these exceptions

5) Program Information

a) **Legal Settlement**

i) The Corporation of Legal Settlement (COLS) reported to Indiana IEP appears here

(1) If the COLS is different than reported, select the correct school district of residence

b) **Access and Reporting**

i) These fields display the school and district providing services to the student

ii) This information is reported directly to Indiana IEP via the DOE-RT or DOE-RA through the Indiana Department of Education

6) Educating School or Program

a) School or Program Name and School or Program Code are the current school where the student is enrolled and attending

b) This information is reported directly to Indiana IEP via the DOE-RT or DOE-RA through the Indiana Department of Education

c) Select the appropriate Facility Type

i) For most students, 99 Not Applicable, state assigned school number provided, should be selected

ii) For facility type 01 Community-based Preschool, enter the name and state code of the preschool program

iii) For all other cases, select the facility code that corresponds to the student's educating school or program

iv) Describe any other program information

(1) This optional field provides space to further describe the student's educating program or school if needed

7) Next Projected Educating School or Program

- a) Include Notes or other information pertaining to the next school or program to provide services to this student

8) Click: *Save OR Save & Continue*

SUMMARY OF PERFORMANCE

- 1) If Exit from Secondary Education is selected as the purpose of the IEP, this page will display the information from the current workspace for each section of the service plan
 - a) This page is not required unless the meeting purpose is Exit from Secondary Education
 - b) To change any information displayed revisit the original page
- 2) Complete the *What works for me* section based on student input
 - a) Describe the accommodations, modifications, and/or assistive technology that have been most useful to the student
 - b) Describe what will help the student be successful after graduation
- 3) Create Final Summary of Performance
 - a) This will include the most recent Education Evaluation Report if one exists within IIEP
 - b) Uploaded reports must be printed separately and attached to the summary of performance
- 4) Update Contact information if needed
- 5) SOP may be printed separately
- 6) Create Final Indicator 14 Letter and provide to student
 - a) This document explains the procedure for a follow up survey to check in on the student's progress toward his or her post-secondary goals
- 7) **Click: Save OR Save & Continue**

REVIEW CONFERENCE NOTES

- 1) Review Conference notes for content and accuracy
- 2) **Click: Save OR Save & Continue**

CREATE FINAL IEP

- 1) If the Case Conference Committee decided upon reevaluation, a reminder appears at the top of the page
- 2) CCC meeting date and IEP Dates are reported
 - a) To change the IEP dates return to the **Schedule CCC Meeting** page and make the appropriate adjustments
- 3) Mark whether the parent(s) reject the provision of FAPE
 - a) If FAPE is rejected, the process continues with the creation of the ISP
- 4) Based upon the data reported and discussion during the development of the IEP, determine whether there is a need for reevaluation
 - a) Select the option that best represents the needs of the student regarding reevaluation
- 5) **Continuation of CCC Meeting**
 - a) Record the date the Case Conference Committee convened
 - i) This date will complete the Annual Review Timeline and confirm that the meeting was held
 - b) Record the Projected CCC Meeting Date
 - i) This date may match the next scheduled Annual Case Review or
 - ii) The next date the Case Conference Committee plans to meet if needed
- 6) **CCC Meeting Attendees**
 - a) Check all that attended the case conference
 - b) Click *Add Additional Attendees* to record any other persons in attendance at the case conference

7) Create Translated Version of this document

- a) This option only appears if the student's Home Language Survey indicates the need
 - b) If checked the entire IEP will be translated into the student's native language
 - c) Both the English and Translated document are produced and can be printed
 - d) The English version is legally binding. The translated version includes notes to explain this to the reader
- 8) If any errors exist in the IEP the button *DISPLAY ERRORS* appears
- a) Click the button to view a list of errors
- 9) Click *CREATE DRAFT IEP* at any time to view a draft of the IEP containing all information entered in the IEP workspace when the draft is created
- 10) If there are no errors and the CCC has finished deliberating:
- a) click *CREATE FINAL IEP*
 - b) A parent survey link appears
 - i) Click the link for the student's parents to complete the survey
 - ii) Or provide parents with the link to complete the survey at a later date
- 11) Click the *IEP* link to view and/or print the final or draft IEP
- 12) Once the parent(s) have signed the IEP (if required) fax the signature page to the provided fax number
- a) Once received a link will appear next to the IEP with a date the fax was received
 - b) Click the link to view the faxed document
- 13) Parent Receipt of Proposed IEP Document**
- a) Record the date the parent was provided a copy of the final IEP.
 - b) Click *SAVE DATE*
 - i) The system will automatically accept the IEP 10 Instructional days from this recorded date
 - ii) Click *REMOVE DATE* to replace the current date
- 14) Click the Proposed Button to confirm acceptance of the IEP
- 15) Record whether the IEP was:
- a) Accepted
 - b) Rejected – parent rejects provision of FAPE and intends to unilaterally enroll child in a non-public school
 - c) **(For Initial IEPs only)** Rejected – Student remains in General Education
 - i) This option is available when parents reject the Initial IEP only. The student remains in general education and receives no special education or related services
 - d) Record who signed the document, the date, and any notes
- 16) **Click: Save OR Save & Continue**

REVOCATION OF SPECIAL EDUCATION SERVICES

1) Discontinuation of Special Education

Note: A student's legal guardian has the right to revoke consent for special education services.

- a) Record the date the public agency received notice in writing that the student's parent or legal guardian revoked consent for special education services
- b) Record the date the public agency provided the Final Notice of Discontinuation of Special Education to the student's parents or legal guardian
- c) Record the date the student's special education services will be discontinued based on the parent's or legal guardian's response to the Notice of Discontinuation of Special Education
 - i) This will create an Ineligibility Event in the IEP system and the student will be designated as *General Education*

ADDITIONAL IEP PROCESS DOCUMENTS

- 1) Review the Final IEP and create any additional Final documents necessary
 - a) Additional Documents related to the IEP process are listed here