I-Star IEP

Welcome to the Illinois State Board of Education's online IEP system, I-Star (IEP Special Education Tracking and Reporting).

Illinois's online IEP is fully integrated with SIS (Student Information System), EIS (Educator Information System), and ELIS (Educator Licensure Information System). The system is accessed through IWAS (ISBE Web Application Security) so each user will need an IWAS account. If you do not have an IWAS account, visit the **IWAS User Guide.**

I-Star IEP Administrator Guide

This portion of the User Guide is for administrators who will be managing security for I-Star users. This part of the guide should be completed before staff IEP training.

Checklist to Prepare

Before receiving an I-Star training the following steps need to be performed for a successful experience:

- All staff that will require access to I-Star must have an IWAS account.
- All District Superintendents or Coop Administrators must assign security roles.
- All students must have a SIS ID, including PreK students and other students served in a community.
- SIS ID's batch uploads must be done daily.
- Personnel must have IEIN number. Social Security numbers will not be accepted.

IWAS Account

There are two layers of security when using the I-Star system.
1. The first layer is provided by IWAS (ISBE Web Application System)
2. The second layer is provided inside the I-Star System

Before being assigned a role in the IEP system, you must create an IWAS account to establish authorization to use ISBE systems.
Many ISBE web applications are accessed through IWAS for security and convenience.

Access IWAS using Steps 1-4 below:

Step 1: Click the link **https://www.isbe.net/** to access the Illinois State Board of Education Website.

Step 2: Click on the **Administrators** tab.

Step 3: Click **Log in to IWAS.**

Step 4: For guidance on setting up an IWAS account you may access the *IWAS User Guide* located in the link below OR select **IWAS User Guide** from the IWAS page:

https://sec1.isbe.net/iwas/documents/pdf/IWASUserGuide.pdf

Step 5: Once the IWAS account is obtained, the user will follow the instructions in the **IWAS User Guide** to request access to I-Star Application.

I-Star Application

Step 1: After requesting access to I-Star application in IWAS, *I-Star* can be accessed under **System Listing > Reporting > Annual > I -Star (Special Education).**

Step 2: The user will notice the I-Star application authorization will be *Pending.* Once the user is *Authorized* to access I-Star, simply click on the system name to use it.

Step 3: This will redirect the user to the I-Star Landing Page.

NOTE: The Landing Page will differ for users based on their security role in the system. Some users may have access to administrative portions of the system while others may not. Below is an example of what the Landing Page may look like:

I-Star User Roles/Requests

NOTE: District or cooperative administrators can assign security roles to all users OR the users can request the type of role they desire for approval/denial.

Option A: If you are a district or cooperative administrator and would like to assign security roles to all users please see **Assign Security Roles** tab.

Option B: If you know the level of access that you need in I-Star, you can submit a security request and the request will be reviewed and approved/denied by your district or coop administrator. Submit a security request within I-Star by clicking on the **Request Access** link on the Landing Page. See instructions below for Option B:

Step 1: From the Landing Page click **Request Access**.

Step 2: Click **Modify.**

Step 3: You will be able to see your current access, if any, and request access if needed.

NOTE: Click the question mark icon to view descriptions of these roles.

Evaluate the roles and click **Continue**.

Step 4: Once you have selected the desired access level, select the **Save** radio button.

Step 5: Once a security request is submitted, the message on your landing page will change from *Request Access* to *Review Your Security Request.*

Step 6: Security request approval is performed by a district or cooperative administrator. See instructions at **Approve/Deny a Security Request.**

Approve/Deny a Security Request

From the Landing Page of I-Star, the district or cooperative administrator will take the following steps below to approve/deny a security request:

Step 1: Click **Approve/Deny a Security Request.**

Step 2: Click the **Security Requests** tab.

Step 3: Click the icon to review the request.

Step 4: Review the request and click **Approve** or **Deny.**

Step 5: Click the **Save** radio button and then click **Save.**

Assign Security Roles

This layer of security allows a district or coop administrator to assign specific roles to I-Star users.

Once all of your I-Star users have established IWAS accounts and **logged into I-Star at least once**, the district or cooperative administrator can assign security roles to all the users on their behalf.

To assign specific roles to I-Star users follow the steps below:

Step 1: From the Landing Page, click **Manage Security.**

NOTE: The User List will have two tabs:

1. Manage Security
a. This tab will show all users assigned to your district(s).

2. Security Request
a. This tab shows any users who have requested a user role. See **Approve/Deny a Security Request.**
b. If a district or coop administrator has not assigned a security role to a user, see **I-Star User Roles/Requests.**

Step 2: Select a user in the *IWAS UserID* list.

Step 3: Click **Modify** to edit the security role for the user.

Step 4: Click the question mark icon for a description of the 3 security roles.

Step 5: Evaluate the roles and click **Continue.**

IEP Case Management Access Levels

I. IEP Administrator Access
  a. Create IEPs
  b. Search for students
  c. Modify an IEP Access List
  d. Manage Form Contacts, Letterheads, Coversheets, and Common Users
  e. Access and modify IEPs when listed on the IEP Access List

II. IEP Basic Access:
  a. Access and modify IEPs when listed on the IEP Access List

III. IEP Read-Only Access:
  a. Read-only access to IEPs when listed on the IEP Access List

Continue
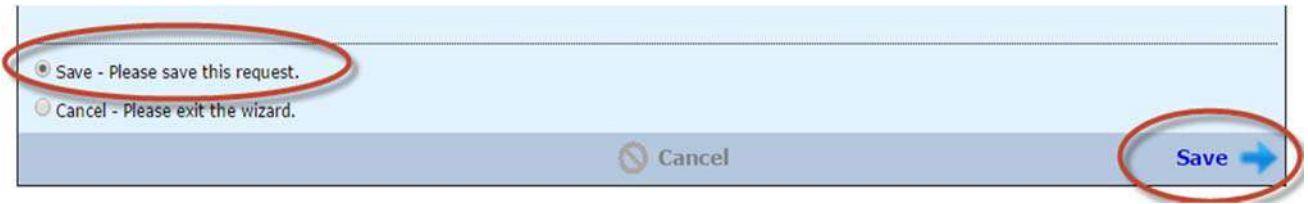
Step 6: Select the type of role that you would like this user to have by clicking the appropriate button in the *Current Access* column.

Current Access
⊙
⊙
⊙

Step 7: District superintendents and/or cooperative directors are the only IWAS users that can manage security in the IWAS system. Since this may be a time-consuming task, they may delegate this responsibility to another user or users in their district or cooperative for I-Star. Select the button under the current access column under the *District Security Administrator* box.

District Security Administrator (Clear)

Current Access	Role Name
⦿	District Security Administrator

Step 8: Click the **Save** radio button and click **Save**.

Step 9: Click **User List** to continue managing security for other users.

NOTE: To request a security role, see **I-Star User Roles**.

Landing Page

Once you have logged into IWAS, requested access to I-Star and established your security role in I-Star, you will see the I-Star Landing Page.

The system menu at the top of the Landing Page is used throughout the entire I-Star system and will be similar for all users.

NOTE: The Landing Page will differ for users based on their security role in the system. This is an example of what the Landing Page may look like. Some users may have access to administrative portions of the system while others may not.

Special Needs Definition

Special Needs Definition
Special Needs Definition is where you can set up your special needs for the drop-downs on the special transportation section of the student's profile.

Step 1: To add a *Special Needs Definition* from the **Admin** drop-down menu, click **District Maintenance** and **Special Needs**.

Step 2: To add a new special needs definition, click **Add** next to *Special Transportation Needs.*
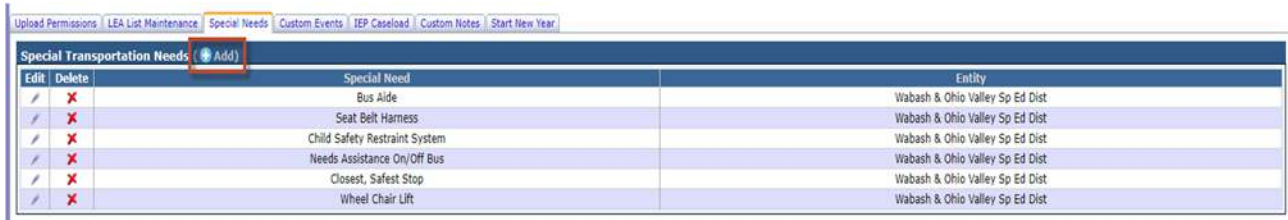
Step 3: Enter the new *Special Need* and click **Save**.

Step 4: The new definition will show up in your list. To edit a definition, click the pencil icon. To delete, click the red **X.**

Special Transportation Needs (⊕ Add)			
Edit	**Delete**	**Special Need**	**Entity**
🖊	✖	Bus Aide	Wabash & Ohio Valley Sp Ed Dist
🖊	✖	Seat Belt Harness	Wabash & Ohio Valley Sp Ed Dist
🖊	✖	Child Safety Restraint System	Wabash & Ohio Valley Sp Ed Dist
🖊	✖	Needs Assistance On/Off Bus	Wabash & Ohio Valley Sp Ed Dist
🖊	✖	Closest, Safest Stop	Wabash & Ohio Valley Sp Ed Dist
🖊	✖	Wheel Chair Lift	Wabash & Ohio Valley Sp Ed Dist

Custom Events

Custom Events

The *Custom Events* tab is where you can set up your custom events for the drop-downs on the *Event Type* section of the student's profile.

Step 1: To add a Custom Event from the **Admin** drop-down menu, click **District Maintenance** and **Custom Events**.
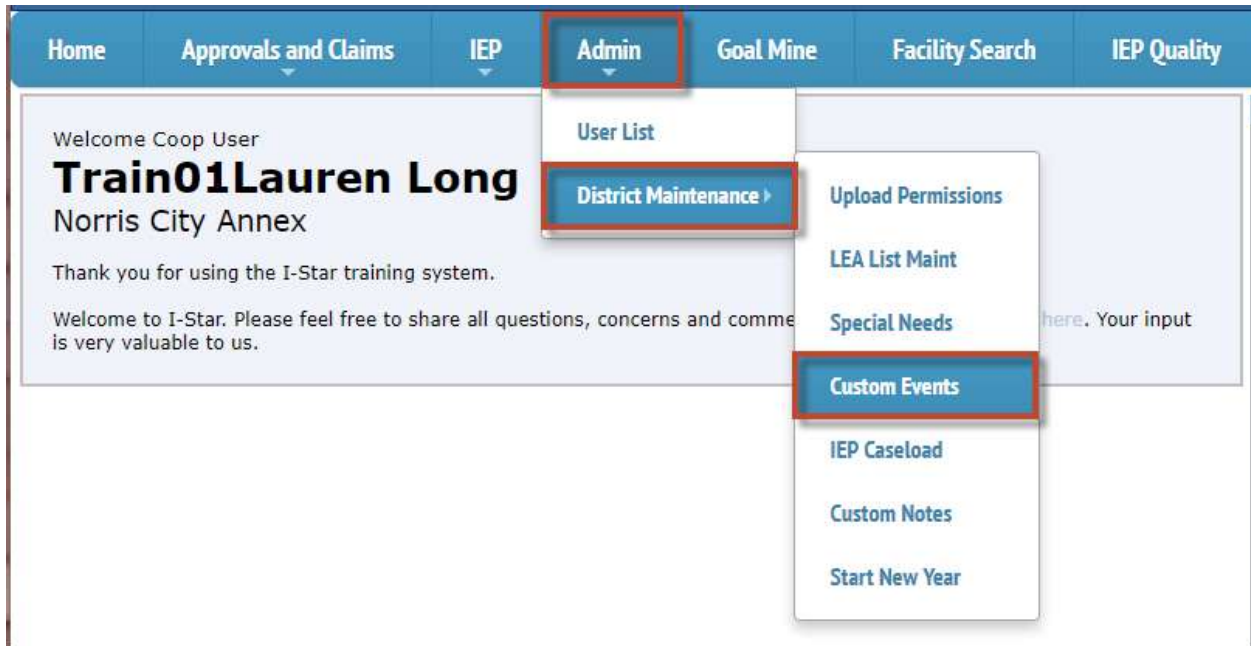
Step 2: To add a new *Event Type*, click **Add** next to *Custom Events*.
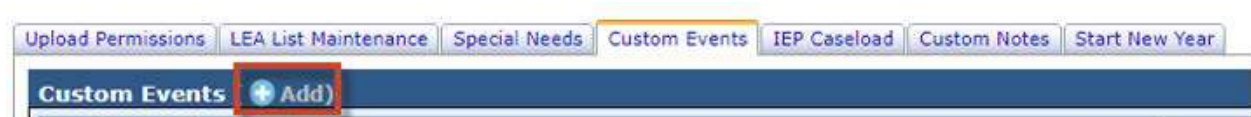
Step 3: Enter the new custom *Event Type* and click the **Save** button.
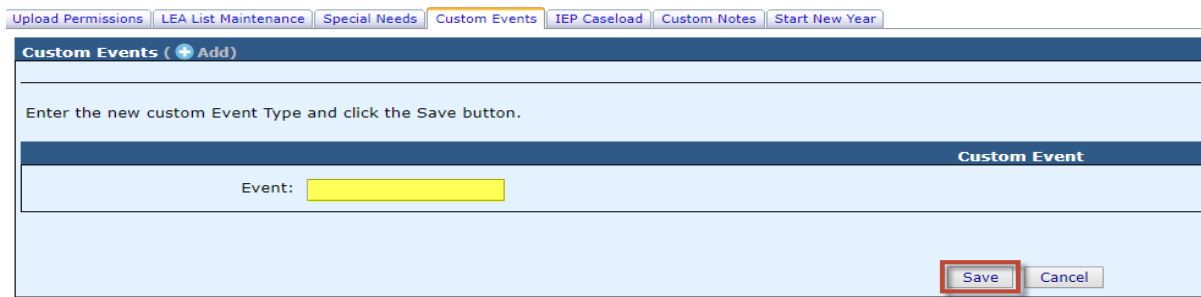
Custom Notes

Custom Notes

The *Custom Events* tab is where you can set up your custom events for the drop-downs on the *Note Type* section of the student's profile.

Step 1: To add a Custom Event from the **Admin** drop-down menu, click **District Maintenance** and **Custom Notes**.

Step 2: To add a new *Note Type*, click **Add** next to *Custom Notes*.
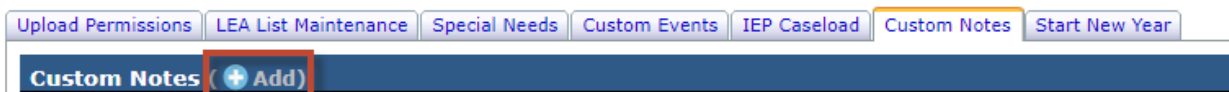
Step 3: Enter the new custom *Note Type* and click the **Save** button.
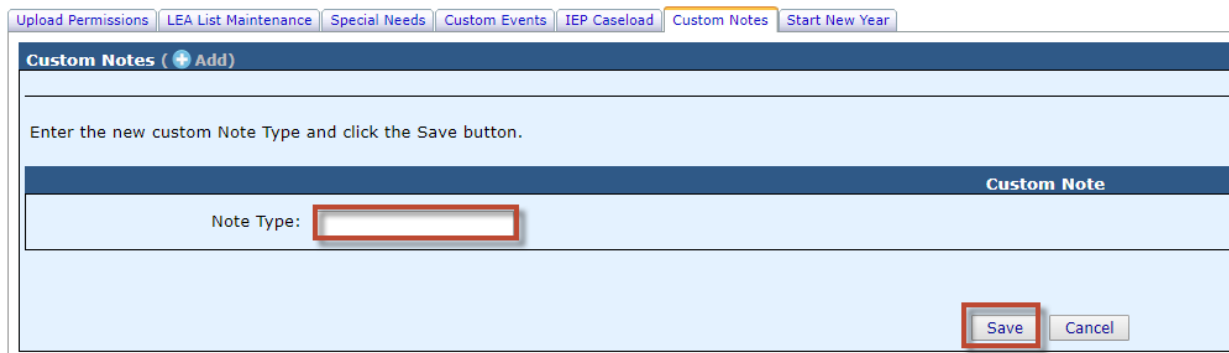
IEP Caseload

The IEP Case Load Management tab allows users to update caseloads for staff more efficiently than visiting each IEP to update the access list.

Step 1: From the **Admin** drop-down menu, click **District Maintenance** and **IEP Caseload.**
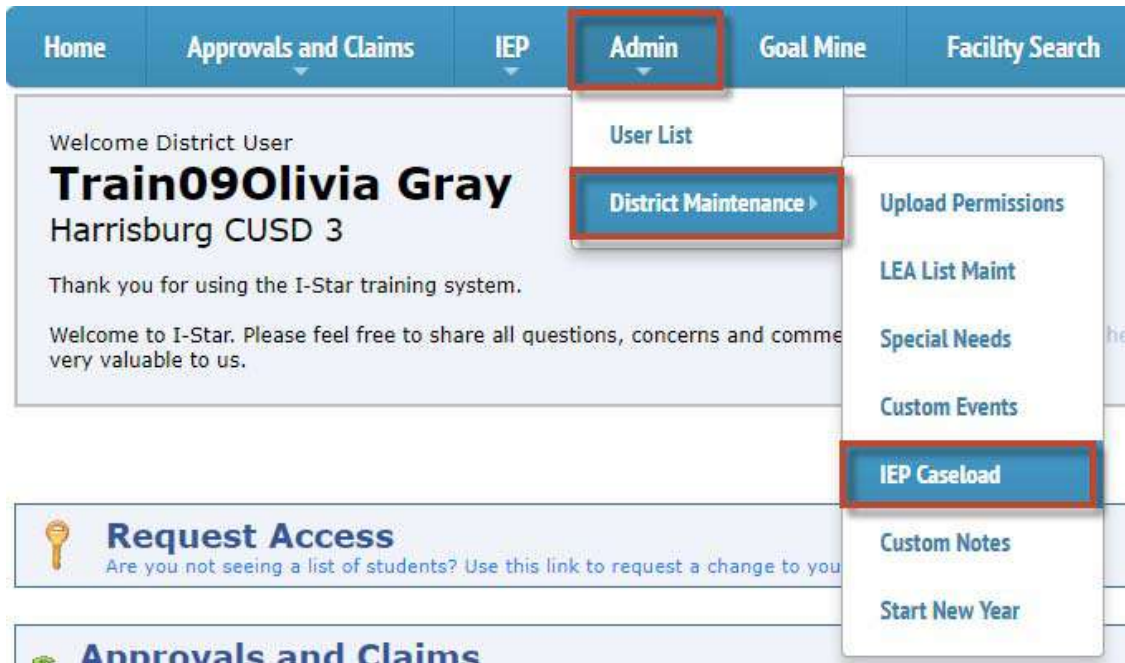
Step 2: Enter the *First Name* and *Last Name* for the I-Star user that need added to the Access List and click **Search**.

Step 3: Click the checkmark to the left of the user's name.
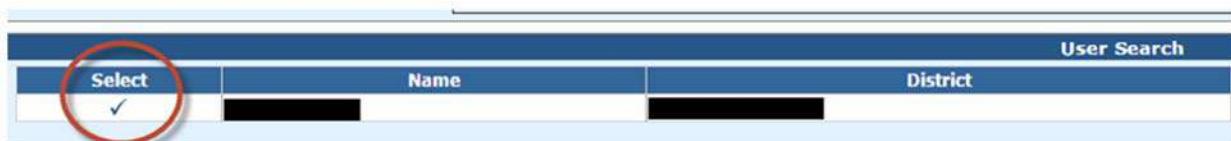
NOTE: To take this student off of the staff member's case load, follow steps 3a-3b.

Step 3a: Select a student.

Step 3b: Click **Remove.**
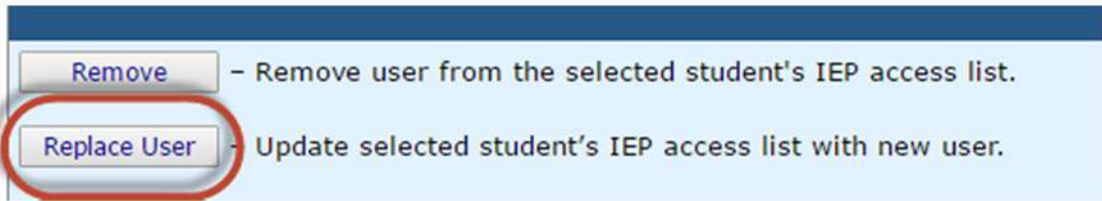
NOTE: To take this student off of the staff member's case load and add it to another, follow steps 3c-3d.

Step 3c: Select the student.

Step 3d: Click **Replace User.**

IEP Form Contacts

IEP Form Contacts can be setup from the **Landing Page**. This creates a default list of staff that need to be designated as the contact and signator for *Notice and Consent* documents.

Step 1: From the drop-down menu on the Landing Page, click **IEP** and select **IEP Form Contacts**.

Step 2: Click **Add**.

Step 3: Search for the staff member that should be a contact, signator, or both on forms.

Step 4: Click the check-mark next to the desired staff.

Select	IEIN	Name	Gender	Ethnicity	District	Spec Ed Id	Work
✓	9000029	DemoRoxana J Adams	Female	White	Wabash & Ohio Valley Sp Ed Dist		
✓	9000161	Train11Chelsey L Bailey	Female	Black or African American	Wabash & Ohio Valley Sp Ed Dist		
✓	9000028	DemoAngie D Baker	Female	White, Non-Hispanic	Wabash & Ohio Valley Sp Ed Dist		
✓	9000003	DemoLina A Bell	Female	Unknown	Wabash & Ohio Valley Sp Ed Dist		
✓	9000034	DemoMarisa Bell	Female	Hispanic or Latino	Wabash & Ohio Valley Sp Ed Dist		
✓	9000024	DemoReina Brooks	Female	White, Non-Hispanic	Wabash & Ohio Valley Sp Ed Dist		
✓	9000019	DemoAsia D Brown	Female	White	Wabash & Ohio Valley Sp Ed Dist		
✓	9000165	Train15Jess Brown	Female	Hispanic or Latino	Wabash & Ohio Valley Sp Ed Dist		
✓	9000013	DemoGabriel E Clark	Male	White	Wabash & Ohio Valley Sp Ed Dist		
	9000042	DemoOakes Clark	Male	White	Wabash & Ohio Valley Sp Ed Dist		

Step 5: Select **Contact, Sincerely,** or both for the added staff member.
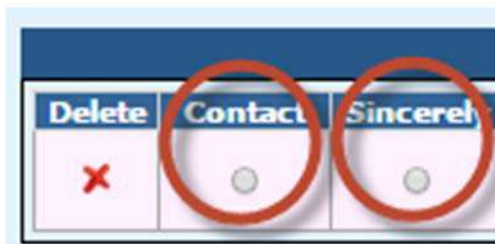
Step 6: To modify Personnel *Title(s)*, click **Modify.**

Step 7: Click **Add.**

Step 8: Select *Title* role of the selected personnel.

Title: General Education Teacher ▼

Step 9: Click **Save.**

Select the new title and click the Save button.

Title: General Education Teacher ▼

Save   Cancel

Step 10: Click **Return.**

Personnel Titles   **Step 1 of 1**

When are you finished setting up the titles click Return.

Title(s) for **DemoPaloma F Allen**

		Titles (⊕ Add)
Edit	Delete	Title
🖉	✖	General Education Teacher

NOTE: Select the desired icon to edit or delete the personnel title.

Return →

Step 11: To add *Phone(s)*, click **Modify.**

Step 12: Click **Add.**

Step 13: Enter the *phone type, number,* and *extension* if available.

Step 14: When complete, click **Save.**

Step 15: Click **Return.**

Step 16: Repeat steps 2-13 to add any additional staff members to the default list for use during IEP creation.

Step 17: To exit the wizard, click **Return.**

Adding IEP Common Users

Common users is a default list that can be created for all IEP users to utilize. This default list can be used for quicker case load and IEP creation.

Step 1: From the drop-down menu on the Landing Page, click **IEP** and select **IEP Common Users**.
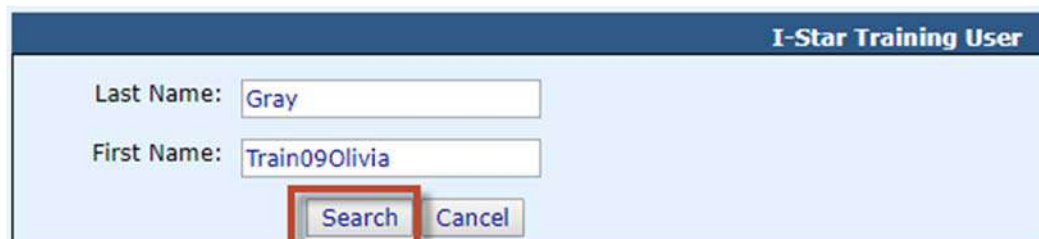
Step 2: Click **Add** next to *Common Users.*

Step 3: Enter the *First Name* and *Last Name* of the user.

Step 4: Click **Search**.

Step 5: Select the check-mark to add users to the common users list.

User Search				
Select	**Name**	**District**	**Email Address**	**IWAS User Id**
✓	Train09Olivia Gray	Harrisburg CUSD 3	jpeck@isbe.net	Train09IStar

Step 6: Click the desired boxes you would like the user to have.

Step 7: Click **Add**.

Step 8: You will then see that user in your *Common Users* grid.

Common Users (⊕ Add)							
Edit	**Delete**	**Name**	**Interpreter**	**Read-Only**	**Notifications**	**Make Forms Official**	**Will Attend Meetings**	**Iep Case Manager**
✎	✗	Gray, Train09Olivia	☐	☐	✓	✓	✓	✓

Step 9: Repeat steps 2-5 to add additional *Common Users* to the grid.

Step 10: Click **Return** to go back to your home screen.
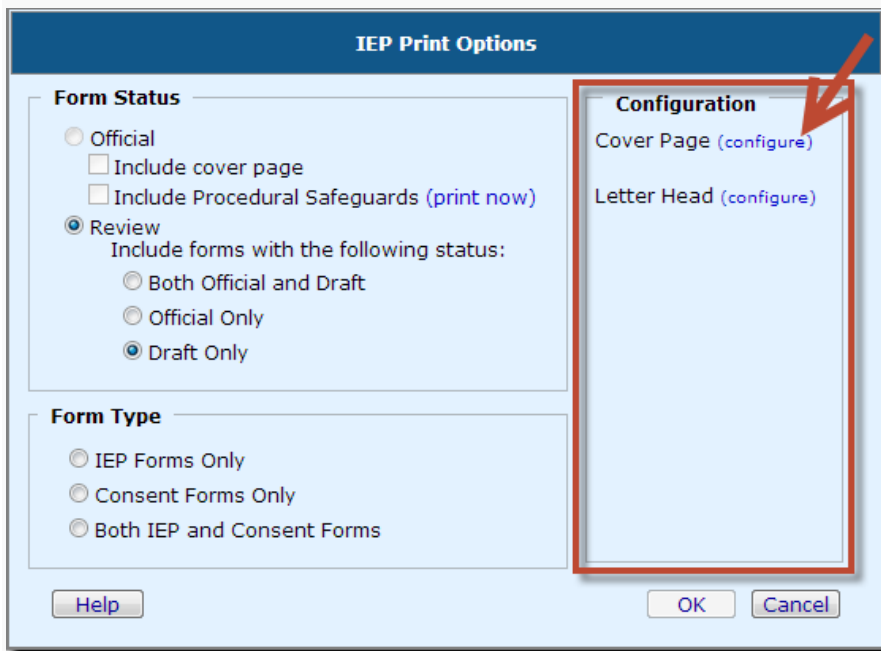
Configuring a Cover Page

NOTE: There are two ways to configure a coversheet. See these two options in step 1a and step 1b below:

Step 1a: From the drop-down menu on the Landing Page, click on **IEP** and **IEP Coversheets,** and follow steps 2-5.

Step 1b: From the *IEP Print Options*, click **configure,** and follow steps 2-5c.

Step 2: From here, you can choose an image and upload it to appear on the cover page. Click **Choose File.**
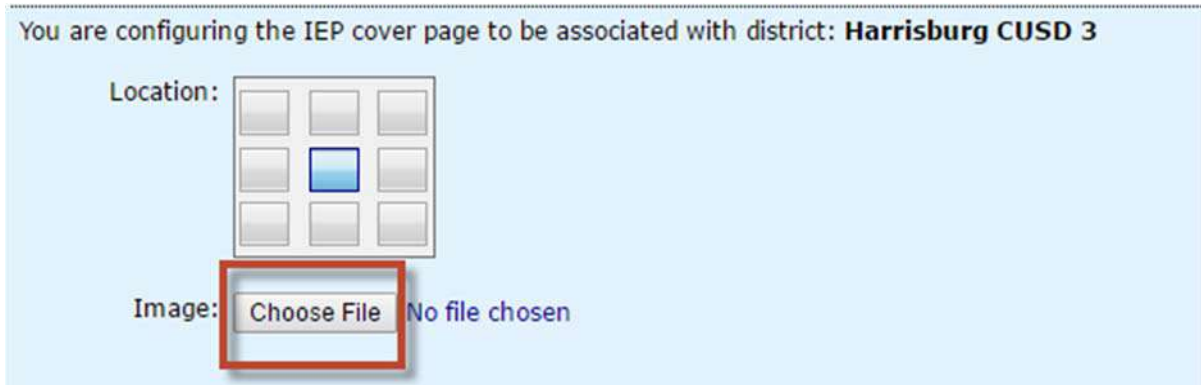
Step 3: Browse to the location where your image is located. Select the image and click **Open**.
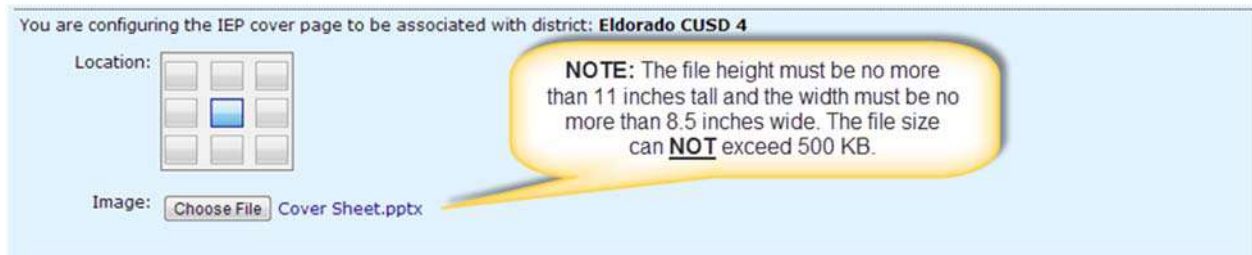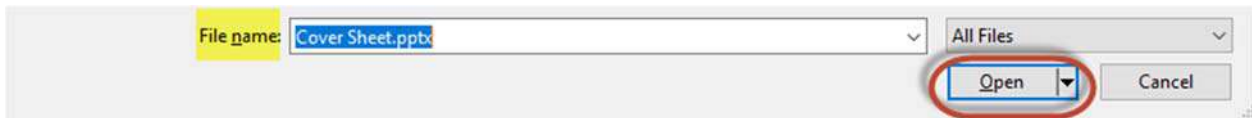
Step 4: Choose the location on the page where you would like this image to appear.
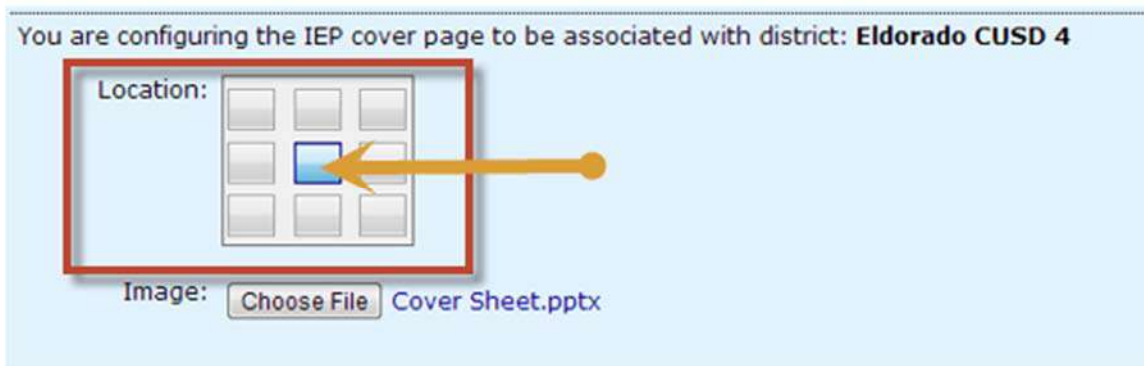
Step 5: When complete, click **Save**.

NOTE: If you are working in the *IEP Print Options*, continue by following steps 5a-5c.

Step 5a: I-Star will return to the **IEP Overview** page. To view your cover page, click **Print IEP**.
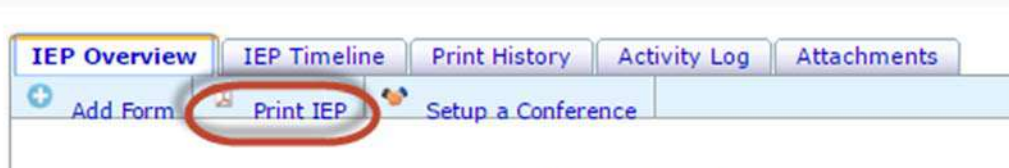
Step 5b: You should then see the image that you uploaded.
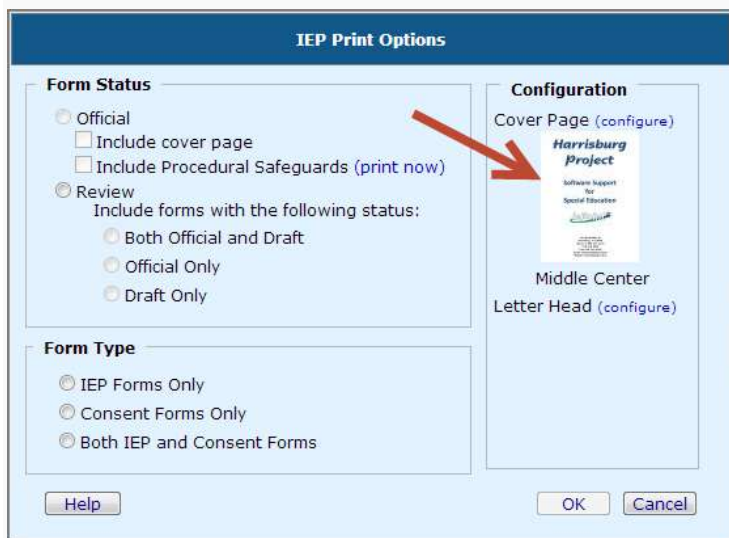
Step 5c: When complete, click **OK.**
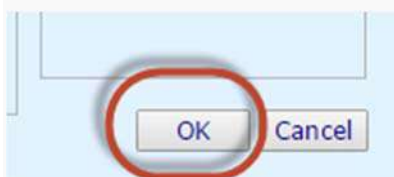
Configuring Letter Head

NOTE: There are two ways to configure a letterhead. See these two options in step 1a and step 1b below:

Step 1a: From the drop-down menu on the Landing Page, click on **IEP** and **IEP Letterheads** and follow steps 2-4.
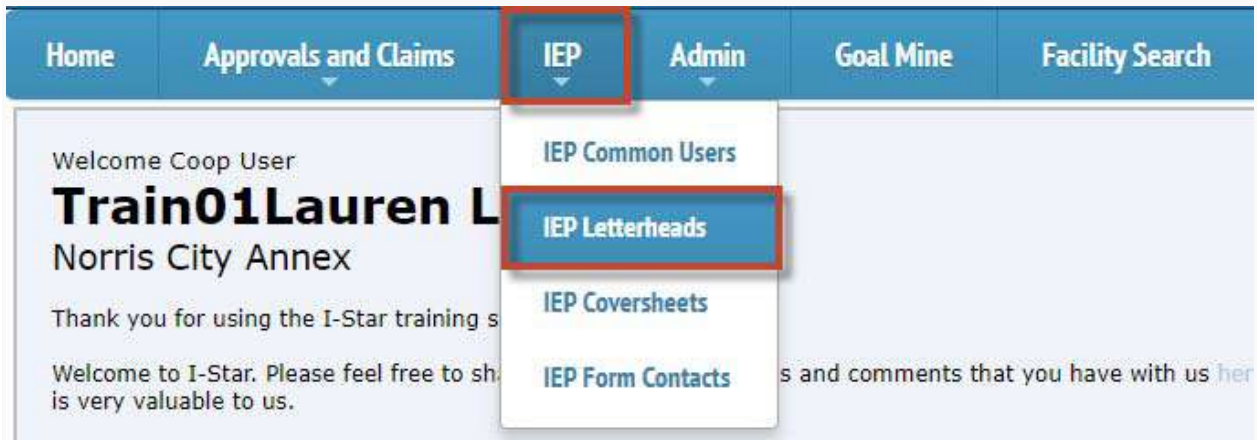
Step 1b: From the *IEP Print Options*, click **configure** and follow steps 2-4c.
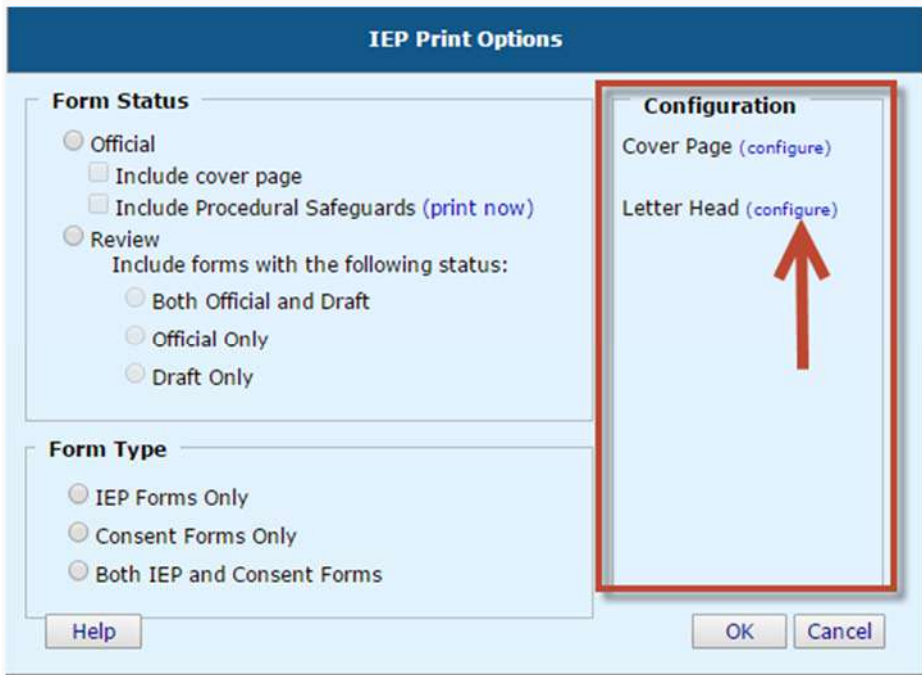
Step 2: Choose the image you would like to serve as your letter head by clicking **Choose File**.

Step 3: Select image and click **Open**.

Step 4: Once you've chosen your letter head, click **Save**.
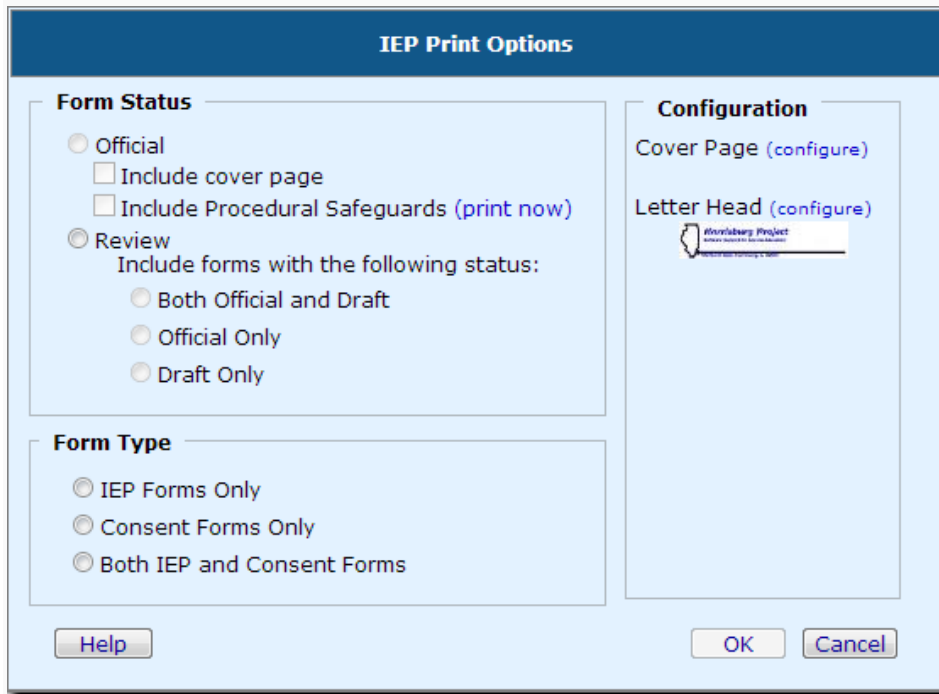
NOTE: If you are working in the *IEP Print Options*, continue by following steps 4a-4c.

Step 4a: I-Star will return to the *IEP Overview* page. To view your cover page, click **Print IEP**.

Step 4b: You should then see the image that you uploaded.

Step 4c: When complete, click **OK.**

Adding Users to the Access List

Step 1: From the **Student Profile**, click **Current/Create IEP.**

Step 2: You will be required to enter a *Purpose of Visit* and click **Save**.

Step 3: You will be directed to the **IEP Overview** tab of the student's IEP.

Step 4: From here, click **Modify** in the *Access List* box.

Step 5: Select the check-mark beside the common user you would like to add to the *Access List*.

Step 6: Click the desired boxes you would like the user to have.

Step 7: Click **Add**.

Step 8: The *Common User* will be moved to the *Access List.*

	Access List (⊕ Add)								
Edit	Delete	Name	Entity	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings	Iep Case Manager
🖊	✖	Train09Olivia Gray	Harrisburg CUSD 3	☐	☐	✔	✔	✔	✔

You can select a user from the list of common user for your district.

	Common Users						
Select	Name	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings	Iep Case Manager
No Records Found							

Step 9: If you have IEP Administrative access, you will have the option to click **(Add Me!)** to add yourself to the *Access List.*

NOTE: If you have been setup as a basic user, you will need to contact the district administrator or the IEP administrator to set up your case load.

(Add me!)

	Access List (⊕ Add)								
Edit	Delete	Name	Entity	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings	Iep Case Manager
No Records Found									

You can select a user from the list of common user for your district.

	Common Users						
Select	Name	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings	Iep Case Manager
✔	Gray, Train09Olivia	☐	☐	✔	✔	✔	✔

Step 10: Click **Add** in the *Access List* box to add a user that is not listed in the *Common Users* pool.

	Access List (⊕ Add)								
Edit	Delete	Name	Entity	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings	Iep Case Manager
🖊	✖	Train09Olivia Gray	Harrisburg CUSD 3	☐	☐	✔	✔	✔	✔

You can select a user from the list of common user for your district.

	Common Users						
Select	Name	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings	Iep Case Manager
No Records Found							

Step 11: Enter *First Name* and *Last Name.*

Step 12: Click **Search**.

Step 13: Select the check-mark to add them to the *Access List.*

Step 14: Check the desired roles you would like the user to have.

Step 15: Click **Add**.

You are adding Train15Jess Brown to the access list for this IEP.
Configure the appropriate settings based on the level of access you want
to give to Train15Jess Brown.

User:	**Train15Jess Brown**
Interpreter:	☐
Read-Only Flag:	☐
Receive Notifications:	☑
Make Forms Official:	☑
Will Attend Meetings:	☑
IEP Case Manager	☐

[Add] [Cancel]

Step 16: Once all users have been added, click **Return**.

				Access List (⊕ Add)						
Edit	Delete	Name	Entity	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings	Iep Case Manager
✎	✖	Train09Olivia Gray	Harrisburg CUSD 3	☐	☐	☑	☑	☑	☑
✎	✖	Train15Jess Brown		☐	☐	☑	☑	☑	☐

You can select a user from the list of common user for your district.

			Common Users				
Select	Name	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings	Iep Case Manager
No Records Found							

⊘ Cancel   Return ➡

NOTE: The user will also be granted access to the IEP case management module
of this application by their security administrator.

Student Profile

The student profile information is automatically imported from the Student Information System (SIS). The following information carries over from SIS to I-Star:

- Name
- SIS ID
- Natural Language
- Home Language
- Home School
- Serving School
- Gender
- Birthdate
- Ethnicity

🚌 Transportation
Use this to modify transportation for this student.

Student Profile

Name:	**DemoMckenzie Magda Watson**
SIS Id:	**999999081**
Natural Language:	**Spanish**
Home Language:	**Spanish**
Home School:	**Harrisburg CUSD 3**
Serving School:	**Harrisburg CUSD 3**
Grade:	**6th**
Gender:	**Female**
Birthdate:	**4/7/2002**
Ethnicity:	**Hispanic or Latino**

Other Information (🔧 Modify)

Medicaid #	Anticipated Grad Date	Eligibility Determination Date

📒 Notes (0)

Update Date	Note Type	Note
No Records Found		

🕐 Events (1)

Type	Most Recent Date	Next Event Date
Case Study Consent		4/27/2018 12:00:00 AM
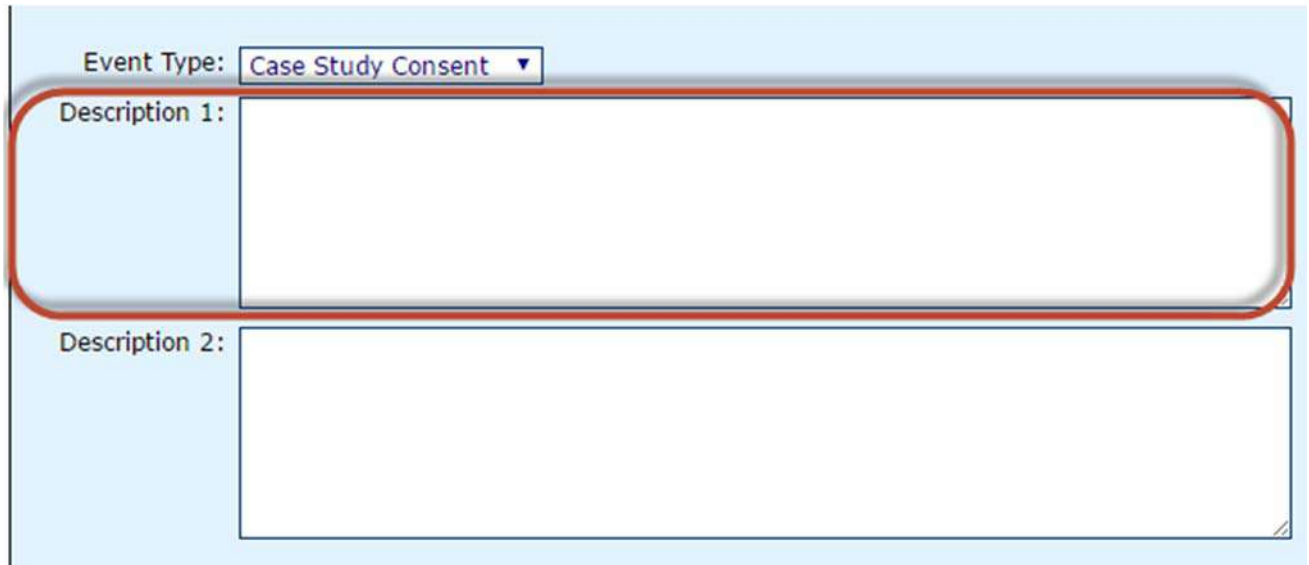
Parents/Guardians (🔧 Modify)

Name:	**Kenzie Schmitt**
Type:	**Parent**
Gender:	**Female**
Birthdate:	
Ethnicity:	

Languages (🔧 Modify)

Language	Primary?
English	☑

Phone Numbers (🔧 Modify)

Type	Number
Home	(618) 272-7470

Addresses (🔧 Modify)

Type	Address
Home	123 Sesame Street Harrisburg, IL 62946

Other Information

Step 1: *Other Information* is located in the **Student Profile.**

Step 2: To enter *Medicaid Number, Anticipated Grad Date,* and/or *Eligibility Determination Date*, click **Modify.**

Step 3: Enter the student's *Medicaid Number, Anticipated Graduation Date,* and *Eligibility Determination Date*, if known.

Edit the information and click the Save button.

Medicaid #: [   ]

Anticipated Grad Date: __/__/____ ▾ MM/DD/YYYY

Eligibility Determination Date: [   ] ▾ MM/DD/YYYY

◉ Save - Please Save the Other Information

○ Cancel - Please exit the wizard.

🚫 Cancel   Save ➡

Step 4: When complete, click **Save.**

◉ Save - Please Save the Other Information

○ Cancel - Please exit the wizard.

🚫 Cancel   Save ➡

Notes

Step 1: Notes are located in the **Student Profile.**

Step 2: To edit/add notes, click **Notes.**

Step 3: Click **Add.**

Step 4: Select *Note Type.*

Step 5: Enter the description of the *Note.*

Step 6: To set as *Private* or *Set Reminder*, check the box.

Step 7: When complete, click **Save.**

Events

Step 1: Events are located in the **Student Profile.**

Step 2: To edit or add events, click **Events.**

Step 3: Click **Add.**

Step 4: Select the *Event Type* from drop-down.

Step 5: Enter *Description 1* of the event.
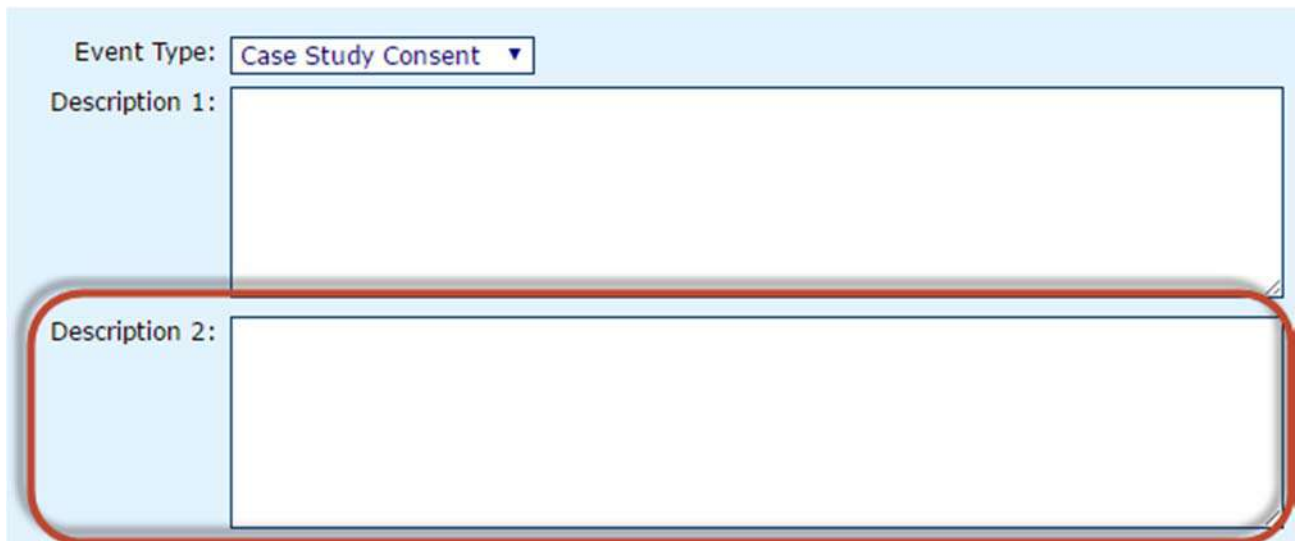
Step 6: If needed, enter *Description 2* of the event.
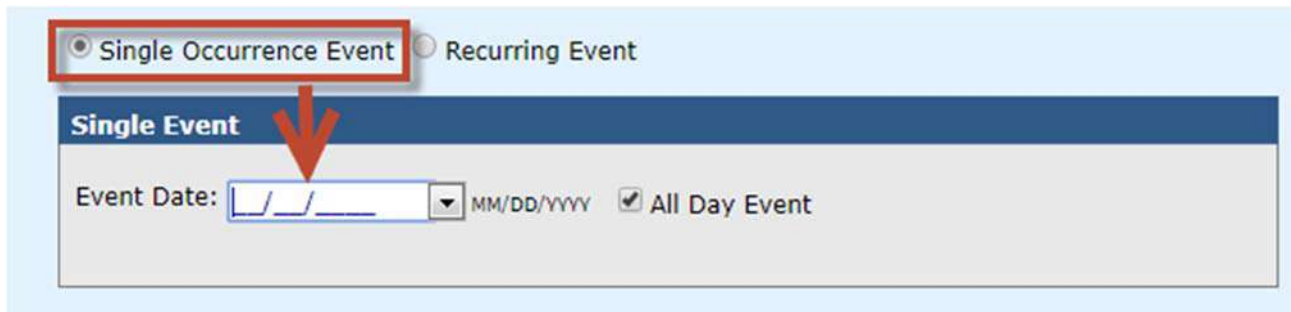
Step 7: Select *Single Occurrence Event* or *Recurring Event.*

Step 8: If *Single Occurrence Event* is selected, enter the *Event Date,* and determine if this will be an *All Day Event* by checking the box.
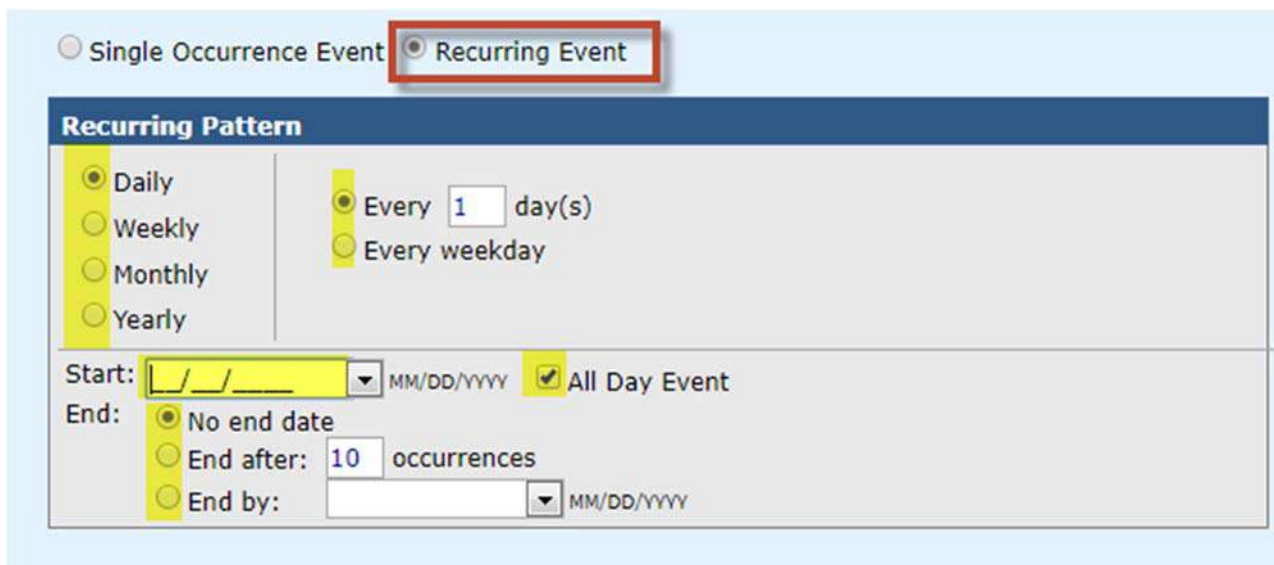
Step 9: If *Recurring Event* is selected, determine the *Recurring Pattern* below.

Step 10: Once complete, click **Continue.**

Step 11: To return to the **Student Profile**, click **Return to Profile.**

Transportation

Step 1: Click the **Transportation** button to enter to the student's special transportation information.

Step 2: Click **Add** next to the section you where wish to add a new record.

Transportation Schedule

Step 3: Enter the appropriate information and click **Save**.

Step 4: To edit a transportation schedule record, simply click the pencil icon. To delete, click the red **X.**

Special Needs

Step 5: Choose the special need from the drop-down and click **Save**.

NOTE: *Special Needs* in this drop-down are populated from the *Special Needs Definition* that required an initial set up. See **Special Needs** for instructions to add a *Special Needs Definition*.

Step 6: To edit a special needs record, simply click the pencil icon. To delete, click the red **X**.

Special Needs (⊕ Add)		
Edit	**Delete**	**Special Needs**
✎	✕	Wheel Chair Lift
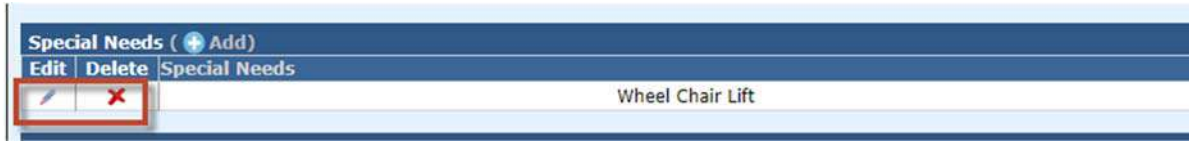
Billing History
Step 7: Enter the appropriate information and click **Save**.

Enter the new transportation billing information and click the Save button.

Billing District Entity: Harrisburg CUSD 3 - 20-083-0030-26 ▼

Start Date: [   ] ▼ MM/DD/YYYY

End Date: [   ] ▼ MM/DD/YYYY

Charge Rate: [   ]

Notes: [   ]

Save   Cancel

Step 8: To edit a billing history record, simply click the pencil icon. To delete, click the red **X.**

Billing History (⊕ Add)					
Edit	**Delete**	**District To Bill**	**Start Date**	**End Date**	**Charge Rate**
✎	✕	Harrisburg CUSD 3			

Step 9: Click **Return** to go back to the student's profile.

Return ➡
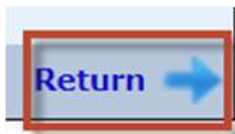
Phone Numbers

Phone numbers associated with the student can be entered from the **Student's Profile** page.

Step 1: Click **Modify** in the *Phone Numbers* box.

Phone Numbers (✕ Modify)	
Type	**Number**
Home	(123) 456-7890

Step 2: Click **Add** to add a new phone number.

NOTE: You may add, edit, and delete multiple phone numbers using the wizard.

	Phone Numbers (➕ Add)		
Edit	**Delete**	**Type**	**Number**
✏	✖	Home Phone	(123) 456-7890

Step 3: Enter the *Phone Type* and *Phone Number*. If known, provide the *Extension*.

Enter the new phone number and click the Save button.

Phone Type: Home ▾
Phone Number: [ ] [ ] [ ]
Extension: [ ]

Save   Cancel

Step 4: Click the **Save** button.

Enter the new phone number and click the Save button.

Phone Type: Home ▾
Phone Number: [ ] [ ] [ ]
Extension: [ ]

Save   Cancel

Step 5: If existing phone numbers are listed below that you would like to add, simply click the check-mark.

Existing Phone Numbers

Select	Phone Number
✓	(123) 456-7890 (Home)

Step 6: Click **Return** to get back to the **Student Profile** page.

You may add, edit and delete multiple phone numbers using this wizard.

Phone numbers for **Kenzie Schmitt**

Phone Numbers (⊕ Add)

Edit	Delete	Type	Number
✎	✘	Home Phone	(618) 272-7470
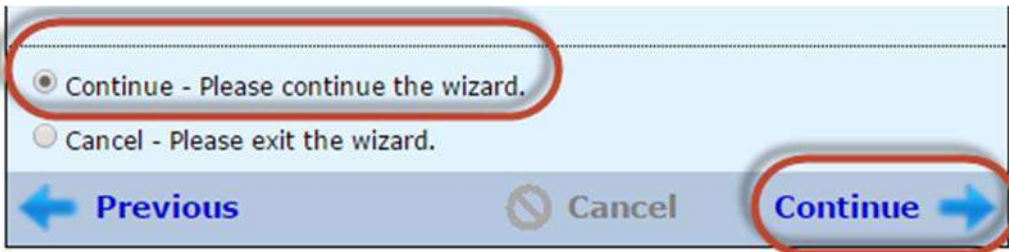
You may choose a phone number from the list below. These phone numbers are from the student's own profile and any other current guardians. Please note, when selecting a phone number below it will be a copy. This means any future changes to one of the phone numbers will not be reflected everywhere the phone number is used.

Existing Phone Numbers

Select	Phone Number
No Records Found	

🚫 Cancel   **Return** ➡

Addresses

Addresses associated with the student can be entered from the **Student's Profile** page.

Step 1: Click **Modify** in the *Addresses* box.

Addresses (Modify)		
Type	**Address**	**Invalid?**
Home	16 S. Webster St Harrisburg, IL 62946	☐

Step 2: Click **Add** to add a new address.

NOTE: You may add, edit, and delete multiple addresses using the wizard.

		Addresses (⊕ Add)		
Edit	**Delete**	**Type**	**Address**	**Invalid?**
✎	✗	Home Address	123 Happy St Harrisburg, IL 62946	☐

Step 3: Enter the new address information.

Type: Home ▾
Address:
City:
State: Illinois ▾
Zip: -

Save   Cancel

Step 4: Click the **Save** button.

NOTE: You can also choose from the list of existing addresses. Simply click the check-mark to add the existing address for the student.

Step 5: Click **Return** to get back to the **Student Profile** page.

Parents/Guardians

Step 1: Click **Modify** to edit the parents and guardians for a student.

Step 2: Click **Add** to add a new parent/guardian.

Step 3: To add a new parent/guardian, click **Add a New Parent/Guardian**.

NOTE: You can also add *The Student is His/Her Own Guardian* or *Search for a Sibling's Parent/Guardian.*

Step 4: Enter the required information and click **Continue.**

Step 5: To add *Phone Number(s)*, click **Add.**

NOTE: Phone numbers can also be selected from existing phone numbers associated with this student. Click the check-mark to select an existing phone number.

Step 6: Enter the new phone number and click **Save.**

Step 7: To add more phone numbers, repeat steps 5-6.

Step 8: When complete, click **Continue.**

Step 9: To add a new address, click **Add.**

NOTE: Addresses can also be selected from the list of existing addresses associated with this student. Click the check-mark to add the existing address.
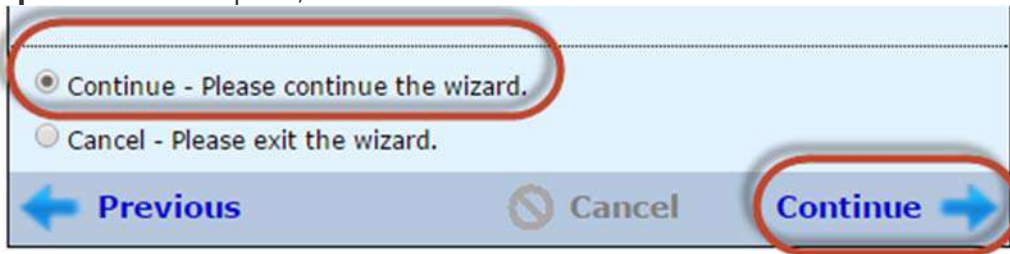
Step 10: Enter the new address and click **Save.**

Step 11: When complete, click **Continue.**

Step 12: To add *Languages*, click **Add.**

Step 13: Select the *Language* and indicate if it is the *Primary* language.

Step 14: Click **Save.**

Select the Language and indicate if it is the Primary Language and click the Save button.

Language: English ▼

Primary?: ☑

Save   Cancel

Step 15: When complete, click **Save.**

Person Profile   Step 4 of 4

You may add, edit and delete multiple languages for this person using this wizard.

Languages (⊕ Add)

Edit	Delete	Language	Primary?
✎	✗	English	True

← **Previous**   🚫 Cancel   **Save** →

Step 16: Enter the *Begin Date* when he/she became this student's guardian, confirm *Relationship* to the student, and click **Save**.

NOTE: The date defaults to the student's date of birth.

Student Guardians   Step 1 of 1

You may add and remove the student's guardians using this wizard. You may also add and remove parents using this wizard. You also have the ability to select from historical guardians associated with this student.

Please enter the date that **Kenzie Schmitt** began being this student's guardian.

Kenzie Schmitt

Begin Date: 09/12/1998 ▼ * MM/DD/YYYY

Relationship: Mother ▼

Save Cancel

Step 17: To add additional parent/guardian to this student, repeat steps 2-15.

Step 18: When complete, click **Return.**

Creating a Case Load

On your **Landing Page**, you will find the students in your caseload under the *My IEP Students* section.

Step 1: To add students to your case load from the **Landing Page**, click **Search for an IEP Student**.

Step 2: You can search for a student by entering either his/her *SIS ID,* or the combination of the *Last Name, First Name, Date of Birth,* and *Gender*.

Step 3: Once you have entered this information, click **Search**.

Step 4: Click **Select** to add student to your case load.

Step 5: Once you add a student, you will have view only access. To change your access level for this student, click **Current/Create IEP**.

Step 6: Select the correct *Resident District,* and click **Continue**.

NOTE: If this is the first time this student's record has been visited, you will need to add a new IEP package. Choose the *Resident District* to be associated with this student's IEP.

Step 7: You can add the *Parent/Guardian(s)* information at this time or choose to enter it at a later time. See **Parents/Guardians** for instructions.

Step 8: Click save, then **Continue**.

Step 9: To add users to the *Access List*, see **Adding Users to the Access List.**

Step 10: Once users have been added to the Access List, click **Return.**

Step 11: The student you created a case load for will then appear in *My Students*.

Create an IEP/ Setup a Conference

To begin the IEP process, you will need to *Setup a Conference*. These steps will guide you through the wizard to *Setup a Conference*, which will create the *Notification of Conference* and *Conference Summary*.

Step 1: From the **Landing Page,** click on a student in your case load for whom you would like to create an IEP.

Step 2: On the **Student Profile** page click **Current/Create IEP**.

Step 3: Enter a *Purpose of Visit* and click **Save**.

Step 4: This will open to the *IEP Overview* tab. Click **Setup a Conference.**

Step 5: Enter the *Form Date*.

Step 6: Select the *Purpose of Conference*.

Step 7: Click **Continue**.

Step 8: Enter information regarding the time and place of the conference.

Step 9: To add an *Address,* click **Add**.

Step 10: Enter the *Address, City, State, Zip,* and click **Save**.

Step 11: When finished, click **Continue**.

Step 12: Add or edit the parent/guardian(s) for this student if you have not already done so on the student's profile page. See **Parents/Guardians** for instructions.

Step 13: When complete, click **Continue**.

Step 14: Click **Add** to set up *Conference Attendees* if you have not already done so.

Step 15: Here you will be able to add the student as a conference attendee or *Search for Conference Attendee.*

NOTE: If you choose to add conference attendees using the personnel search, you will be able to add multiple staff to the conference at once. To add multiple staff, click the check box located under the *Multi Select* column. Once you have selected the desired conference attendees from the *Personnel Search Results* grid, click the **Use Selected** button to add the attendees.

Step 16: To log *Contact Attempts,* click the pencil.

Step 17: Enter all attempts to contact the guardian.

Step 18: To apply attempts to other guardian(s) listed below, click the box under the *Selected* column and click **Save.**

Step 19: To *Remove/Excuse* an attendee, click the **Red X.**

Step 20: Decide if an official excusal needs to be sent to the parent/guardian and answer appropriately.

Step 21: If yes, enter the *Method of Communication, Excusal Reason,* and *Member's Content Area*.

Step 22: When complete, click **Save**.

Step 23: To edit attendee roles under *Type* column, click the pencil.

Step 24: Select desired role for the attendee, then click **Save.**

	Roles	
Selected		**Role**
☐	Assistant Principal	
☐	Bilingual Specialist	
☐	Case Manager	
☐	Director of Special Education - Cooperative	
☐	Director of Special Education - District	
☐	General Education Teacher	
☐	Guidance Counselor	
☐	Interpreter	
☐	LEA Representative	
☐	Occupational Therapist	
☐	Paraprofessional/Teacher Aide	
☐	Physical Therapist	
☐	Principal	
☐	School Nurse	
☐	School Psychologist	
☐	School Psychologist Intern	
☐	School Social Worker	
☐	School Social Worker Intern	
☐	Special Education Teacher	
☐	Special Education Coordinator/Supervisor	
☐	Special Education Department Head	
☐	Speech & Language Pathologist	
☐	Student Teacher	
☐	Superintendent	
☐	Other:	

Save   Cancel

Step 25: When complete, click **Continue.**

Step 26: Enter *Dates of Most Recent Evaluation*, and *Date of Next Reevaluation*, if known.

Step 27: Enter the *Anticipated Date of High School Graduation*, if known. If student has a *Medicaid Number*, enter it here.

Step 28: Enter information on *Procedural Safeguards*.

Step 29: Placement is populated by *Educational Placement and Services* automatically.

Step 30: When complete, Click **Continue.**

Step 31: To verify, modify, and/or add to the *Default Contact List*, see **IEP Form Contacts** for instructions.

Step 32: After completing the *Default Contact List*, click **Continue.**

Step 33: Click the box of the forms you would like to add to the conference from the *IEP Forms, Notice and Consent Forms, Eligibility Forms*, and *Other Forms* tab.

Click Here to Add meeting notes

IEP Forms | Notice and Consent Forms | Eligibility Forms | Other Forms

Select the Form

Started	IEP Forms	Name
☐	Data Chart	Form 34-54F
☐	Present Levels of Academic Achievement and Functional Performance	Form 34-54G
☐	Secondary Transition	Form 34-54H-I
☐	Functional Behavioral Assessment	Form 34-54J
☐	Behavioral Intervention Plan	Form 34-54K-L
☐	Goals and Objectives	Form 34-54M
☐	Educational Accommodations and Support	Form 34-54N
☐	Assessment	Form 34-54O
☐	Educational Services and Placement	Form 34-54P
☐	Educational Services and Placement (Page 2)	Form 34-54Q
☐	Manifestation Determination	Form 34-54R
☐	Additional Notes/Information	Form 34-54S

Click Here to Add meeting notes

IEP Forms | **Notice and Consent Forms** | Eligibility Forms | Other Forms

Select the Form

Started	IEP Forms	Name
☐	Notification of Conference Recommendations	Form 34-57E
☐	Consent For Outside Agency Invitation	Form 34-57L

Click Here to Add meeting notes

IEP Forms | Notice and Consent Forms | **Eligibility Forms** | Other Forms

Select the Form

Started	IEP Forms	Name
☐	Documentation of Evaluation Results	Form 34-54A
☐	Eligibility Determination (Other than SLD)	Form 34-54B
☐	Documentation of Intervention/Evaluation Results (SLD)	Form 34-54C
☐	Eligibility Determination (SLD)	Form 34-54D-E

Click Here to Add meeting notes

IEP Forms | Notice and Consent Forms | Eligibility Forms | **Other Forms**

Select the Form

Started	IEP Forms	Name
☐	Autism Considerations	Form 34-54V
☐	Summary of Performance	Form 34-60

Step 34: When complete, click **Save.**

Step 35: I-Star will then open to the *IEP Overview* page. To view the IEP you created, select the **IEP Timeline** tab.

Step 36: Click the double vertical row arrows to expand the forms associated with the conference.

Add Form to Meeting

To add a form to the meeting, follow the steps below.

NOTE: The *IEP Timeline* conference tools:
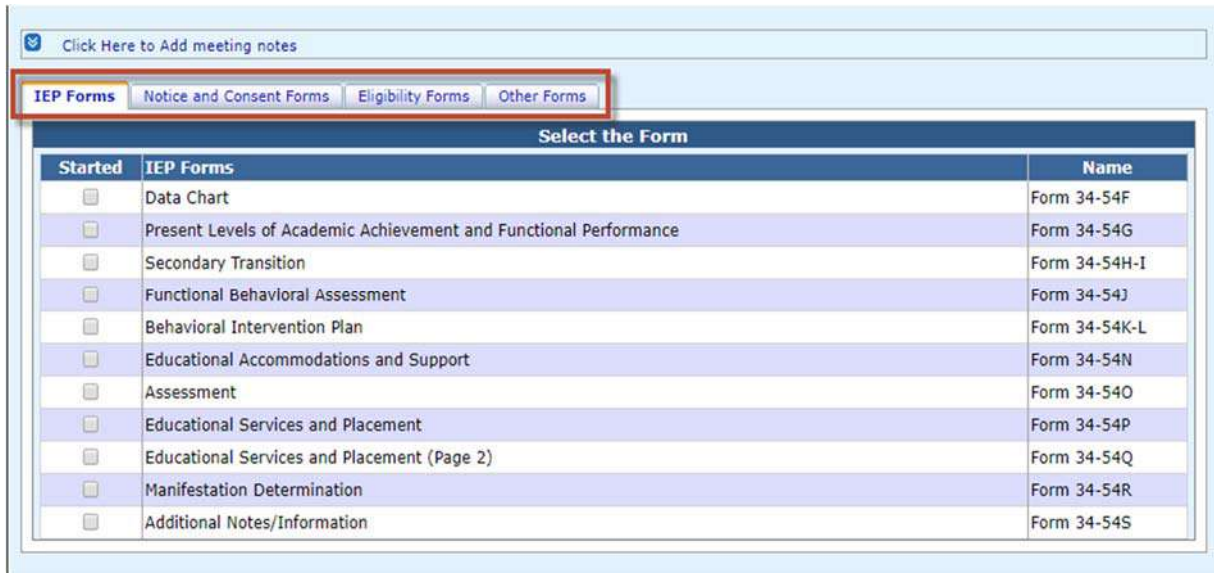
Step 1: In the pink section of the *IEP Conference*, click **Add Form to Meeting.**
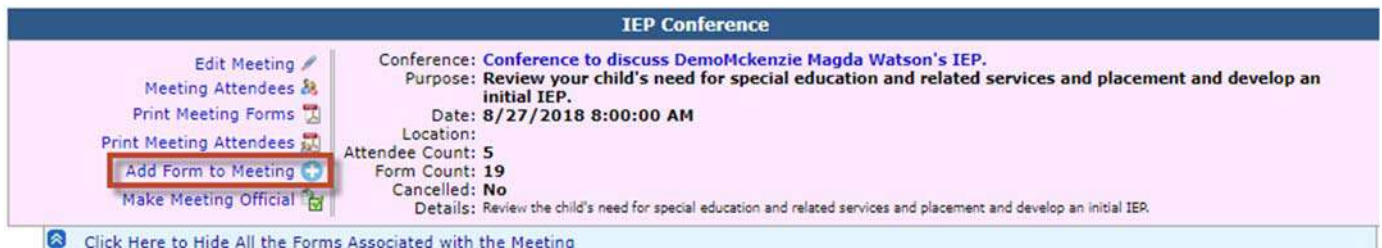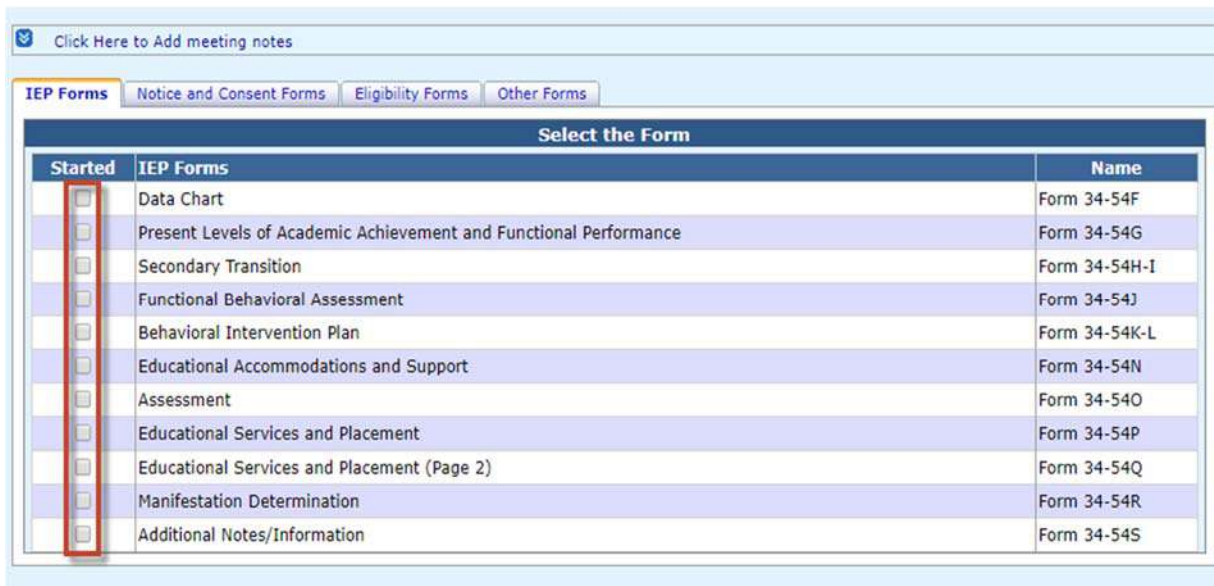
Step 2: By clicking the respective tabs, choose the form(s) you wish to add to the meeting.

Step 3: Click the box for the name of the form(s) you would like to add.

Step 4: Once you select the desired form, you will enter the wizard to complete the form in the student's IEP.

IEP Forms

Select the Form

Started	IEP Forms	Name
	Data Chart	Form 34-54F
	Present Levels of Academic Achievement and Functional Performance	Form 34-54G
	Secondary Transition	Form 34-54H-I
	Functional Behavioral Assessment	Form 34-54J
	Behavioral Intervention Plan	Form 34-54K-L
	Goals and Objectives	Form 34-54M
	Educational Accommodations and Support	Form 34-54N
	Assessment	Form 34-54O
	Educational Services and Placement	Form 34-54P
	Educational Services and Placement (Page 2)	Form 34-54Q
	Manifestation Determination	Form 34-54R
	Additional Notes/Information	Form 34-54S

Tabs: IEP Forms | Notice and Consent Forms | Eligibility Forms | Other Forms

Data Chart

Step 1: From the *IEP Forms* tab, select the **Data Chart** form.

Step 2: Select a meeting, or click **Add** to add a new meeting. If you are adding a new meeting, see **Create an IEP/ Setup a Conference**.

Step 3: Click Continue.

Step 4: Click **Add** to *Insert Data Chart*.

Step 5: Click **Choose File.**
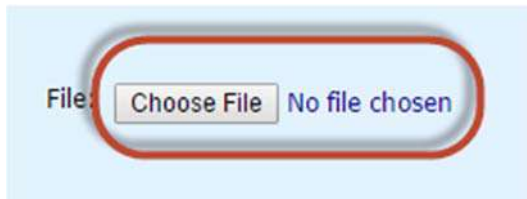
Step 6: Search *File Name,* select the file, and click **Open.**

Step 7: Once the Data Chart is imported, click **Save.**

Step 8: When complete, click **Save.**

Present Levels of Academic Achievement and Functional Performance

Step 1: From the *IEP Forms* tab, click the **Present Levels of Academic Achievement and Functional Performance** form.

IEP Forms	Notice and Consent Forms Eligibility Forms Other Forms	
	Select the Form	
Started	**IEP Forms**	**Name**
	Data Chart	Form 34-54F
	Present Levels of Academic Achievement and Functional Performance	Form 34-54G
	Secondary Transition	Form 34-54H-I
	Functional Behavioral Assessment	Form 34-54J
	Behavioral Intervention Plan	Form 34-54K-L
	Goals and Objectives	Form 34-54M
	Educational Accommodations and Support	Form 34-54N
	Assessment	Form 34-54O
	Educational Services and Placement	Form 34-54P
	Educational Services and Placement (Page 2)	Form 34-54Q
	Manifestation Determination	Form 34-54R
	Additional Notes/Information	Form 34-54S

Step 2: Enter the *Student's Strengths* in the text box below.

Remarks
Student's Strengths
Type the student's strengths here.

Step 3: Enter the *Parental Educational Concerns/Input* in the text box below.

Parental Educational Concerns / Input
Type the Parental Educational Concerns/ Input here.

Step 4: When complete, click **Continue.**

Step 5: To add *Academic Achievement*, click **Add.**

Step 6: Enter the *Academic Achievement Area* and *Remarks.*

Step 7: When complete, click **Save.**

Academic Achievement (Current or past academic achievement data pertinent to current educational performance.)

Area: [ ] *

Remarks: [ ]

Save   Cancel

Step 8: To add *Functional Performance*, click **Add.**

Student's Present Levels of Functional Performance (Include strengths and areas needing improvement)

	Functional Performance [⊕ Add)	
Actions	**Area**	**Remarks**
No Records Found		

Step 9: Enter *Functional Performance Area* and *Remarks.*

☑   Click Here to Add meeting notes

Functional Performance (Current or past functional performance data pertinent to current functional performance.)

Area: [ ] *

Remarks: [ ]

Save   Cancel

Step 10: When complete, click **Save.**

Functional Performance (Current or past functional performance data pertinent to current functional performance.)

Area: [_____] *

Remarks: [_____]

[Save] [Cancel]

Step 11: Click **Continue.**

⦿ Continue - Please continue the wizard.

◯ Save and Exit - Please save this form and exit the wizard.

◯ Cancel - Please exit the wizard.

⬅ **Previous**   🚫 Cancel   **Continue** ➡

Step 12: Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.

Academic Achievement   **Step 4 of 4**
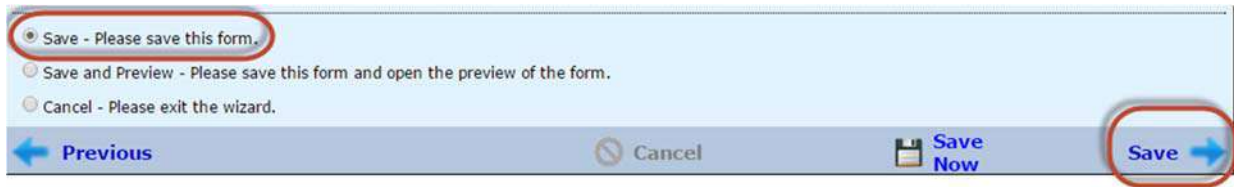
When completing this page include all areas that are impacted by the student's disability(s). The present levels of academic achievement and functional performance should be descriptive statements addressing both areas and showing a relationship to the Illinois Learning Standards.   Help ◼

☑   Click Here to Add meeting notes

Present Levels of Academic Achievement and Functional Performance

Remarks

Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.
   * For a preschool child, describe the effect of this individual's disability on involvement in appropriate activities.
   * By age 14 1/2, describe the effect of this individual's disability on the pursuit of post-secondary expectations (living, learning, and working).

[_____]

Step 13: When complete, click **Save.**

Secondary Transition

Step 1: From the *IEP Forms* tab, select **Secondary Transition** form.

Started	IEP Forms	Name
	Data Chart	Form 34-54F
	Present Levels of Academic Achievement and Functional Performance	Form 34-54G
	Secondary Transition	Form 34-54H-I
	Functional Behavioral Assessment	Form 34-54J
	Behavioral Intervention Plan	Form 34-54K-L
	Goals and Objectives	Form 34-54M
	Educational Accommodations and Support	Form 34-54N
	Assessment	Form 34-54O
	Educational Services and Placement	Form 34-54P
	Educational Services and Placement (Page 2)	Form 34-54Q
	Manifestation Determination	Form 34-54R
	Additional Notes/Information	Form 34-54S

IEP Forms | Notice and Consent Forms | Eligibility Forms | Other Forms

Select the Form

Step 2: Select **Add** to add *Assessments* for employment.

Post Secondary Goal	Assessment Data				
	Assessments (⊕ Add)				
Employment	**Actions**	**Assessment Type**	**Responsible Agency**	**Date Conducted**	**Summary of Results**
	No Records Found				

Step 3: Fill out *Employment Outcomes/Goals* fields.

Employment Outcomes/Goals

Assessment Type: Vocational skill Invntories/ Career Portfolios *

Responsible Agency: School Transition Coordicator

Date Conducted: 10/20/2020 MM/DD/YYYY

Summary of Results: Upon completion of high school,McKenzie will work part time for YMCA Intramural Program as an Assistant to the Head Basketball Coach by 20XX and part time as a construction trainee.

Save Cancel

Step 4: When complete, click **Save.**

Employment Outcomes/Goals

Assessment Type: Vocational skill Invntories/ Career Portfolios *

Responsible Agency: School Transition Coordicator

Date Conducted: 10/20/2020 ▼ MM/DD/YYYY

Summary of Results: Upon completion of high school,McKenzie will work part time for YMCA Intramural Program as an Assistant to the Head Basketball Coach by 20XX and part time as a construction trainee.

Save   Cancel

Step 5: Select **Add** to add *Assessments* for education.

Education

Assessments (⊕ Add)

Actions	Assessment Type	Responsible Agency	Date Conducted	Summary of Results
No Records Found				

Step 6: Fill out the *Post-Secondary Education Outcomes/Goals* fields.

Post-Secondary Education Outcomes/Goals

Assessment Type *

Responsible Agency

Date Conducted ▼ MM/DD/YYYY

Summary of Results:

Save   Cancel

Step 7: When complete, click **Save.**

Post-Secondary Education Outcomes/Goals

Assessment Type: Transition Surveys *

Responsible Agency: Special Education Case Manager

Date Conducted: 10/21/2020 ▼ MM/DD/YYYY

Summary of Results: Upon completion of high school, McKenzie will enroll full time at Parkland Community College in classes related to Sports Training and Management, and Construction Management by 20XX.

Save   Cancel

Step 8: Select the **Add** icon to add *Assessments* for training.

Training	Assessments (⊕ Add)				
	Actions	**Assessment Type**	**Responsible Agency**	**Date Conducted**	**Summary of Results**
	No Records Found				

Step 9: Fill out *Post-Secondary Training Outcomes/Goals* fields.

Post-Secondary Training Outcomes/Goals

Assessment Type: [   ] *
Responsible Agency: [   ]
Date Conducted: __/__/____ ▼ MM/DD/YYYY
Summary of Results: [   ]

[Save] [Cancel]

Step 10: When complete, click **Save.**

Post-Secondary Training Outcomes/Goals

Assessment Type: Transition *
Responsible Agency: School Transition Coordinator
Date Conducted: 10/20/2020 ▼ MM/DD/YYYY
Summary of Results: Upon completion of high school, McKenzie will be participate annually in Coach Ray's Summer Coaches Clinic at University of Quality by 20XX and also apprentice with his uncle in the construction field.

[Save] [Cancel]

Step 11: Select **Add** to add *Assessments* for independent living.

Independent Living	Assessments (⊕ Add)				
	Actions	**Assessment Type**	**Responsible Agency**	**Date Conducted**	**Summary of Results**
	No Records Found				

Step 12: Fill out the *Independent Living Outcomes/Goals.*

Step 13: When complete, click **Save.**

Step 14: Once all *Assessment Data* is entered, click **Continue.**

Continue - Please continue the wizard.
Save and Exit - Please save this form and exit the wizard.
Cancel - Please exit the wizard.

← Previous   ⊘ Cancel   Continue →

Step 15: Enter *Post-Secondary Employment Outcomes/Goals.*

Post-Secondary Transition Outcomes/Goals

Employment Outcomes/Goals (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): AND

Upon completion of high school,McKenzie will work part time for YMCA Intramural Program as an Assistant to the Head Basketball Coach by 20XX and part time as a construction trainee.

Step 16: Enter *Post-Secondary Education Outcomes/Goals.*

Post-Secondary Education Outcomes/Goals (e.g., community college, 4-year university, technical/vocational/trade school): AND/OR

Upon completion of high school, McKenzie will enroll full time at Parkland Community College in classes related to Sports Training and Management, and Construction Management by 20XX.

Step 17: Enter *Post-Secondary Training Outcomes/Goals.*

Post-Secondary Training Outcomes/Goals (e.g., vocational or career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): AND

Upon completion of high school, McKenzie will be participate annually in Coach Ray's Summer Coaches Clinic at University of Quality by 20XX and also apprentice with his uncle in the construction field.

Step 18: Enter *Post-Secondary Independent Living Outcomes/Goals.*

Independent Living Outcomes/Goals (e.g., independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs):

Upon completion of high school, McKenzie will be able to maintain a personal finance budget. Upon completion of high school, McKenzie will maintain a professional manner when in the workplace.

Step 19: When complete, click **Continue.**

Post-Secondary Transition Outcomes/Goals

Employment Outcomes/Goals (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): AND

Upon completion of high school,McKenzie will work part time for YMCA Intramural Program as an Assistant to the Head Basketball Coach by 20XX and part time as a construction trainee.

Post-Secondary Education Outcomes/Goals (e.g., community college, 4-year university, technical/vocational/trade school): AND/OR

Upon completion of high school, McKenzie will enroll full time at Parkland Community College in classes related to Sports Training and Management, and Construction Management by 20XX.

Post-Secondary Training Outcomes/Goals (e.g., vocational or career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): AND

Upon completion of high school, McKenzie will be participate annually in Coach Ray's Summer Coaches Clinic at University of Quality by 20XX and also apprentice with his uncle in the construction field.

Independent Living Outcomes/Goals (e.g., independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs):

Upon completion of high school, McKenzie will be able to maintain a personal finance budget. Upon completion of high school, McKenzie will maintain a professional manner when in the workplace.

Step 20: Click **Add** next to *Post-Secondary Transition Course of Study.*

Step 21: Enter *Year* and *Course(s).*

Step 22: When complete, click **Save.**

Step 23: Repeat Steps 20-22 to add additional Course(s), when finished, click **Continue.**

Post-Secondary Transition Course of Study (⊕ Add)			
Edit	**Delete**	**Year**	**Course**
✏	✖	Year 1	Algebra Biology IL State History PE Learning Support (Sped) English 9
✏	✖	Year 2	Geometry Health/PE World History Spanish 1 Learning Support (Sped) English 10
✏	✖	Year 3	US History Algebra 2 Trig SAT Prep Class Spanish 2 Learning Support (Sped) English 11
✏	✖	Year 4	Auto CAD Chemistry Sports Medicine PE Learning Support (Sped) English 12

◉ Continue - Please continue the wizard.

◯ Save and Exit - Please save this form and exit the wizard.

◯ Cancel - Please exit the wizard.

← **Previous**   ⊘ **Cancel**   **Continue** →

Step 24: Click **Add** to add *Instruction* services.

Post-Secondary Transition Services			
None	**Services**		
	INSTRUCTION (⊕ Add)		
☐	**Actions**	**Service**	**Provider Agency and Position**
	No Records Found		

Step 25: Enter the *Instruction Secondary Transition Information.*

INSTRUCTION (e.g., tutoring, skills training, prep for college entrance exam, accommodations, adult basic ed.):

a. Tour Basketball coaching clinics
b. Develop a monthly living budget
c. Auto CAD / computer programming class
(If none, indicate "none")

Step 26: Select the related goals to this transition service.

Relate this transition service to one or more of the Secondary Transition Outcomes/Goals that you defined earlier.

		Secondary Transition Outcomes/Goals
Include	**Category**	**Outcome/Goal**
☑	Employment	Upon completion of high school, McKenzie will work part time for YMCA Intramural Program as an Assistant to the Head Basketball Coach by 20XX and part time as a construction trainee.
☐	Education	Upon completion of high school, McKenzie will enroll full time at Parkland Community College in classes related to Sports Training and Management, and Construction Management by 20XX.
☑	Training	Upon completion of high school, McKenzie will be participate annually in Coach Ray's Summer Coaches Clinic at University of Quality by 20XX and also apprentice with his uncle in the construction field.
☐	Independent Living	Upon completion of high school, McKenzie will be able to maintain a personal finance budget. Upon completion of high school, McKenzie will maintain a professional manner when in the workplace.

Step 27: Enter the *Provider Agency* and *Position*.

Provider Agency and Position: Case Manager

Step 28: Enter the *Date to be Addressed* and *Date Completed.*

Date to be Addressed: ▼ MM/DD/YYYY

Date Completed: ▼ MM/DD/YYYY

Step 29: To have goals appear in this grid, you will need to create a new and/or modify the *Goals and Objective* form.

The transition services and the goals are associated automatically from the Goals and Objectives Form. To have goals appear in this grid you will need to create a new or modify an existing 3744m - Goals and Objective form.

Associated Goals	
Goal Number	**Goal Statement**
No goals are associated with this transition service.	

Step 30: When complete, click **Save.**
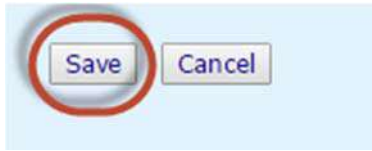
Step 31: Repeat steps 24-30 for Related Services, Community Experiences, Development of Employment and Other Post-School Adult Living Objectives, Appropriate Acquisition of Daily Living Skills and/or Functional Vocational Evaluation, and Linkages to After Graduation Supports/Services. When complete, click **Continue**.
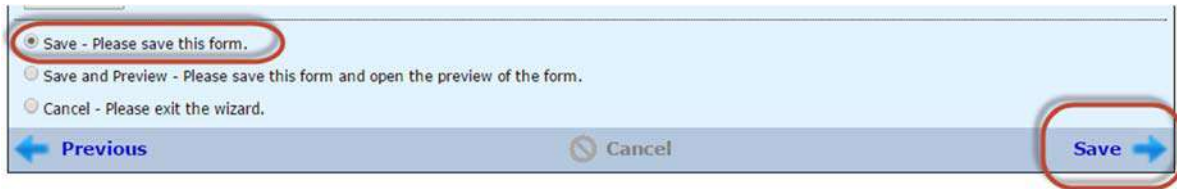
Step 32: Answer the *Home-Based Support Services Program* questions by clicking **Yes** or **No.**

Step 33: If **Yes** is selected, enter the *Home-Based Support Service Plan.*

Step 34: When complete, click **Save.**

Functional Behavioral Assessment

Step 1: From the *IEP Forms* tab, select the **Functional Behavioral Assessment** form.

IEP Forms	Notice and Consent Forms	Eligibility Forms	Other Forms	
Started	**IEP Forms**			**Name**
	Data Chart			Form 34-54F
	Present Levels of Academic Achievement and Functional Performance			Form 34-54G
	Secondary Transition			Form 34-54H-I
	Functional Behavioral Assessment			Form 34-54J
	Behavioral Intervention Plan			Form 34-54K-L
	Goals and Objectives			Form 34-54M
	Educational Accommodations and Support			Form 34-54N
	Assessment			Form 34-54O
	Educational Services and Placement			Form 34-54P
	Educational Services and Placement (Page 2)			Form 34-54Q
	Manifestation Determination			Form 34-54R
	Additional Notes/Information			Form 34-54S

Step 2: You must assign this documentation to a meeting by either creating a new meeting or assigning it to an existing meeting. To extend the search criteria, click the drop-down list below.

Select a meeting (⊕ Add)		
Select	**First Meeting Date**	**Subject**
○	4/26/2018 8:00:00 AM	Conference to discuss DemoMckenzie Magda Watson's IEP.
☑ Show past meetings that are no more than 1 Week ▼ old		

Step 2a: This will populate the past meetings. To select a past meeting, click the button located under the *Select* column.

Select a meeting (⊕ Add)		
Select	**First Meeting Date**	**Subject**
○	4/26/2018 8:00:00 AM	Conference to discuss DemoMckenzie Magda Watson's IEP.
☑ Show past meetings that are no more than 1 Week ▼ old		

Step 3: If you are creating a new meeting, click **Add**.

Step 3a: To set up a conference, click **Create an IEP** and follow steps 5-33.

Step 4: Once a meeting has been selected, click **Continue.**

Step 5: Enter the *Student's Strengths.*

Functional Behavioral Assessment
Remarks
Student's Strengths - Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.)
McKenzie is an imaginative student, whose writing possess many good ideas and interest facts. McKenzie's parents report that he is responsible at home and he often completes his chores, takes care of her siblings, and reads picture books to her younger sisters. Socially, McKenzie has many friends and she likes talk to adults. McKenzie participates in extracurricular activities and she is an athletic student. McKenzie especially enjoys her physical education class. McKenzie is well liked by peers and engages in discussion with trusted adults. She likes to participate in class discussion and is generally attentive.

Step 6: Enter the *Operational Definition of Target Behavior.*

Operational Definition of Target Behavior - Include a description of the frequency, duration and intensity of the behavior.

Enter text here. (test1)

Step 7: Enter the *Setting.*

Setting - Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved.)

Enter Text Here

Step 8: Enter the *Antecedents.*

Antecedents - Include a description of the relevant events that preceded the target behavior.

Enter Text Here

Step 9: Enter the *Consequences.*

Consequences - Include a description of the result of the target behavior (e.g. removed from classroom and did not complete assignment. What is the payoff for the student?)

Enter Text Here

Step 10: Enter the *Environmental Variables.*

Environmental Variables - Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, diet, sleep, social factors.)

Enter Text Here

Step 11: Enter the *Hypothesis of Behavioral Function.*

Hypothesis of Behavioral Function - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

Enter Text Here

Step 12: When complete, click **Save.**

- ◉ Save - Please save this form.
- ○ Save and Preview - Please save this form and open the preview of the form.
- ○ Cancel - Please exit the wizard.

← **Previous**   ⊘ Cancel   💾 **Save Now**   **Save** →

Behavioral Intervention Plan

Step 1: Under the *IEP Forms* tab, select **Behavioral Intervention Plan.**

Started	IEP Forms	Name
	Data Chart	Form 34-54F
	Present Levels of Academic Achievement and Functional Performance	Form 34-54G
	Secondary Transition	Form 34-54H-I
	Functional Behavioral Assessment	Form 34-54J
	Behavioral Intervention Plan	Form 34-54K-L
	Goals and Objectives	Form 34-54M
	Educational Accommodations and Support	Form 34-54N
	Assessment	Form 34-54O
	Educational Services and Placement	Form 34-54P
	Educational Services and Placement (Page 2)	Form 34-54Q
	Manifestation Determination	Form 34-54R
	Additional Notes/Information	Form 34-54S

NOTE: If you would like to populate information from the previous FBA or BIP click **Load Previous FBA Form Details** or **Load Previous BIP Form Details.**

Target Behavior

Load Previous FBA Form Details.

Load Previous BIP Form Details.

This behavior was caused by:

○ Skill Deficit
○ Performance Deficit

Skill Deficit: The student does not know how to perform the desired behavior.
Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Step 2: Select the *Target Behavior*.

Target Behavior

This behavior was caused by:

○ Skill Deficit
○ Performance Deficit

Skill Deficit: The student does not know how to perform the desired behavior.
Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Step 3: Enter the *Student's Strengths.*

Behavioral Intervention Plan (As Appropriate)
Remarks

Student's Strengths - Describe student's behavioral strengths

McKenzie is an imaginative student; whose writings possess many good ideas and interesting facts. McKenzie's parents report that he is responsible at home and he often completes his chores, takes care of his siblings, and reads picture books to his younger sisters. Socially, McKenzie has many friends and he likes talking to adults. McKenzie participates in extracurricular activities and he is an athletic student. McKenzie especially enjoys his physical education class. McKenzie is well liked by peers and engages in discussions with trusted adults. She likes to participate in class discussions and is generally attentive during lectures and class presentations

Step 4: Enter the *Hypothesis of Behavioral Function.*

Hypothesis of Behavioral Function - Include hypothesis developed through the Functional Behavioral Assessment (attach completed form). What desired thing(s) is the student trying to get? OR What undesired thing(s) is the student trying to avoid?

See the FBA for more specific information on each of these behaviors
1) Elevated physical and vocal comments
2) Inappropriate comments
3) Aggressive arguments with teachers

To escape academic tasks that are above his ability level, McKenzie will exhibit behaviors 1,2 and 3.
To gain attention from peers, McKenzie will exhibit behaviors 2 and 3.
To gain attention from teachers and staff, McKenzie will exhibit behaviors 1 and 2:
To maintain command of the situation and not appear "stupid" in front of peers, McKenzie will exhibit behaviors 2 and 3.

Step 5: Enter the *Summary of Previous Interventions Attempted.*

Summary of Previous Interventions Attempted - Describe any environmental changes made, evaluations conducted, instructional strategy of curriculum changes made or replacement behaviors taught.

Throughout 'McKenzies academic career, he has been involved with several attempted interventions.
•McKenzie was given a help card to use that he would flip when he needed assistance. This system was unsuccessful because other students asked what the card was for and McKenzie immediately felt singled out and refused to continue with it. Also, teachers did not always notice the card right away, providing time for behaviors to occur.
• McKenzie was moved from a general education reading class to an instructional reading class, where his behaviors have decreased from those seen in the general education reading class.
• At the present time, McKenzie is working with his case manager on engaging in appropriate conversations with teachers and staff, effectively dealing with frustration, and appropriately asking for attention and help with assignments.

Step 6: Enter the *Replacement Behaviors.*

Replacement Behaviors - Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g. student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

McKenzie will be taught in his resource class appropriate ways of asking for help and dealing with academic frustration in the classroom setting that will not result in embarrassment around peers, as McKenzie is very aware of peer acceptance. In addition to reinforcement plans (see next page) primary instructional methods will be teacher modeling and prompting of appropriate responses.
In addition, McKenzie will begin attending the school counselor's anger management group. The sessions will deal directly with how to respond, without anger or escalating the situation, to teacher redirection or prompts to begin working and techniques that he can use to diffuse his own anger.
1) Elevated physical and vocal comments - replaced with appropriate ways to ask for assistance with academic tasks and more appropriate ways to relieve stress/anxiety in a classroom setting.
2) Inappropriate comments - replaced with appropriate ways to ask for assistance with academic tasks
3) Aggressive arguments with teachers - replaced with appropriate ways to ask for assistance with academic tasks, specific, more respectful phrases to use with adults when anger is escalating, and techniques for dealing with escalating anger and feelings of frustration that help to de-escalate the anger.

Step 7: When complete, click **Continue.**

⦿ Continue - Please continue the wizard.
⦾ Save and Exit - Please save this form and exit the wizard.
⦾ Cancel - Please exit the wizard.

← **Previous**   🚫 Cancel   💾 Save Now   **Continue** →

NOTE: If you would like to load previous BIP information, click **Load Previous BIP Form Details**.

Behavioral Intervention Plan (As Appropriate)

Load Previous BIP Form Details.

Remarks
Environment How can the environment or circumstances that trigger the target behavior be adjusted?

Step 8: Enter the *Environment.*

Behavioral Intervention Plan (As Appropriate)

Remarks
Environment How can the environment or circumstances that trigger the target behavior be adjusted?

McKenzie's environment is crucial to his success.
☐ She should be moved closer to the teacher and away from distractions.
☐ She should have immediate access to calculators and any academic tool necessary for his success (see supplementary aids section of

Step 9: Enter the *Instruction and/or Curriculum.*

Instruction and/or Curriculum What changes in instructional strategies or curriculum would be helpful?

McKenzie's behaviors may reflect some problems with instructional strategies.
☐ Non-structured time period should be avoided or limited.
☐ The teacher should develop a strategy to acknowledge McKenzie during times of confusion or frustration so that he is not reprimanded publicly.

Step 10: Describe all *Positive Supports.*

Positive Supports Describe all additional services or supports needed to address the student's identified needs that contribute to the target behavior.

McKenzie's case manager, academic instructors, counselors, and parents must work together to ensure his success.
☐ The case manager must monitor Diego's progress and attend to instruction on appropriate ways to deal with academic frustration and his adherence to the behavior plan.

Step 11: Describe the *Motivators and/or Rewards.*

Motivators and/or Rewards Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

☐ Teachers should use consistent verbal reinforcement for appropriate behaviors.
☐ Positive phone calls or letters will be sent home in response to appropriate behavior displayed on a continual basis.
Diego will be placed on a token reward management system to reinforce the behaviors being taught in his resource setting and anger management

Step 12: Describe the *Restrictive Disciplinary Measures.*

Restrictive Disciplinary Measures Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used (include necessary documentation and timeline for evaluation.)

The following restrictions will be documented by teachers on his daily behavior chart and given to his case manager daily, who will chart them weekly.
☐ The teacher will redirect and specifically identify McKenzie's behavior.
☐ The teacher will reduce McKenzie's self-management points and discuss the reasoning behind the reduction.

Step 13: Describe the *Crisis Plan.*

Crisis Plan Describe how an emergency situation or behavior crisis will be handled.

If McKenzie's behaviors escalate quickly, and it becomes a crisis situation, the following steps should be taken:
1) McKenzie should be removed from the situation.
2) During this time, McKenzie should be given a chance to cool-off. While, McKenzie is cooling-off, he should be in the company of a trusted adult.

Step 14: Describe the *Data Collection Procedures and Methods.*

Data Collection Procedures and Methods Describe expected outcomes of the interventions, how data will be collected and measured, timelines for and criteria to determine success or lack of success of the interventions.

Desired outcomes and criteria for success include:
a. She will learn how to utilize the raise-and-wait procedure, respond to teacher direction, ask for assistance, and comply with teacher request. These behaviors will become mastered based on a compliance rate of 80% (8 times out of 10). As a result:

Step 15: Describe the *Provisions for Coordination with Caregivers.*

Provisions for Coordination with Caregivers Describe how the school will work with the caregivers to share information, provide training to caregivers if needed, and how often this communication will take place.

McKenzie's grandparents should be involved with every step of the intervention. During this meeting, McKenzie's grandparents assisted in creating the self management checklist and token reinforcers.
1) The case manager is responsible for the majority of communication between the school and grandparents.
2) The case manager will distribute this plan to all teachers and administrators directly involved with McKenzie.
3) All of McKenzie's teachers will be trained on the self-management procedures.

Step 16: To save the form, click **Save.**

- ● Save - Please save this form.
- ○ Save and Preview - Please save this form and open the preview of the form.
- ○ Cancel - Please exit the wizard.

← **Previous**   ⊘ **Cancel**   💾 **Save Now**   **Save** →

Goals and Objectives

Step 1: Under the *IEP Forms* tab, select the **Goals and Objectives** form.

Step 2: Click **Add** to add *Goals and Objectives/Benchmark(s).*

Step 3: Type in the text box the *Goal Area* and *Goal Statement.*

Step 4: Select the *Learning Standard Type.*

Step 5: Select the desired *Goal Area.*

Goal Area
⦿ Academic ○ Functional ○ Other (Transition Only) ☐ Transition ☐ ESY

Step 6: You can import the text from the *Academic Achievement of Present Levels* form to prepopulate in the *Current Academic Achievement and Function Performance* box by selecting the checkbox, and click **Import This Text**.

Academic Achievement Present Levels

Select the text you would like to import into the Current Academic Achievement and Functional Performance section for this goal. Press the "Import This Text" button and selected text will appear in the box below. You may then edit or type in any additional information.

Selected	Area	Description
☑	Reading	Mckenzie comprehends best when text is read to her. She averages 8 out of 10 correct answers on weekly reading probes (which consist of story and informative text at the 6th and 7th grade level of 2-3 paragraphs length chosen by his teacher) when the text is read to him, compared to 5 out of 10 correct when he reads independently. When required to read independently, his difficulty with decoding (reading the words on the page), interferes with his comprehension. He relies heavily on sight word vocabulary (words he knows by heart and does not need to sound out). Testing shows: * On an assessment of the letter and letter-pair sounds that Mckenzie knows, Mckenzie had difficult blending (putting sounds together such as "s" and "t" in "Start") and chunking (separating words into their individual sounds - "p-l-a-n-t" is five sounds. Brinlyn often says "pl-a-nt"- three sounds). While he knows most of the basic one letter phonemes (b,c,d,, etc- missed x,q, and added "uh" to the end of many), he does not know most of the muti-letter phonemes or those for vowels (ie, ough, eigh, ai, ph, etc...) " He currently reads grade level reading passages at an average rate of 100 words correct per minute, as assessed using the DIBELS program. * On the most recent yearly state standardized test of academic progress, Mckenzie scored 9 out of 24 correct in reading comprehension.

Please note that importing this text will replace all text currently in the Current Academic Achievement and Functional Performance text box.

[Import This Text]

Current Academic Achievement and Functional Performance

Step 7: The *Current Academic Achievement and Functional Performance* text box will be complete OR you can edit the text box if you do not want this to prepopulate.

Current Academic Achievement and Functional Performance

Academic Achievement:
Reading: Mckenzie comprehends best when text is read to her. She averages 8 out of 10 correct answers on weekly reading probes (which consist of story and informative text at the 6th and 7th grade level of 2-3 paragraphs length chosen by his teacher) when the text is read to him, compared to 5 out of 10 correct when he reads independently. When required to read independently, his difficulty with decoding (reading the words on the page), interferes with his comprehension. He relies

Step 8: Click **Add** to add *Title(s) of Goal Implementer(s).*

Title(s) of Goal Implementer(s) (⊕ Add)

Step 9: Select the *Title* from the drop-down box and click **Save**.

Step 10: Select the desired *Reporting Method.*

Step 11: When complete, click **Save.**

Step 12: To add *Short-Term Objectives/Benchmarks*, click **Modify.**

		Move Up / Down	Goal Number-Designation	Goal Statement	Objectives
Edit	Delete				
✏	✕	▲ ▼	1 - Reading	Given sixth-grade class reading materials, and using age-appropriate strategies, McKenzie will answer 10 comprehension questions (literal and inferential) about the given text with 90%- 100% accuracy. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficient, with scaffolding and needed at the high end of the range.	**Short-Term Objectives / Benchmarks** ⚒ Modify **Objective** No Records Found

Goals and Objectives / Benchmarks (⊕ Add)
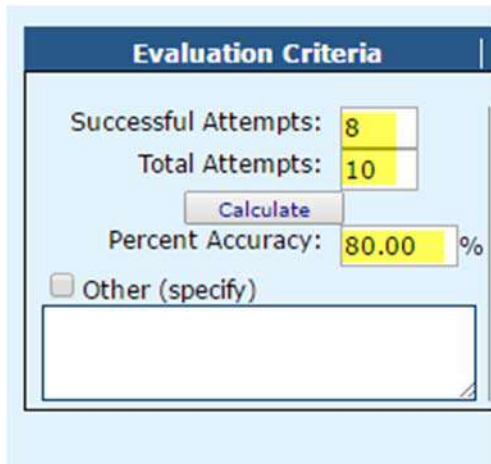
Step 13: Click **Add.**

Short-Term Objectives/Benchmarks (⊕ Add)

Edit	Delete	Move Up / Down	Objective
No Records Found			

Step 14: Type the *Short-Term Objective/Benchmark* in the text box.

Short-Term Objectives/Benchmarks

Edit	Delete	Move Up / Down	Objective
No Records Found			

Goal Statement

Given sixth-grade class reading materials, and using age-appropriate strategies, McKenzie will answer 10 comprehension questions (literal and inferential) about the given text with 90%- 100% accuracy. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficient, with scaffolding and needed at the high end of the range.

Short-Term Objective/Benchmark

By April 15, given a 5th grade reading passage and 10 literal comprehension questions, McKenzie will use the Word Identification Strategy and Paraphrasing Strategy (RAP- Read, Asking-" What are the main ideas, Put the ideas in your own words.) to answer 80-100% of the questions correctly across 3 trails.

*
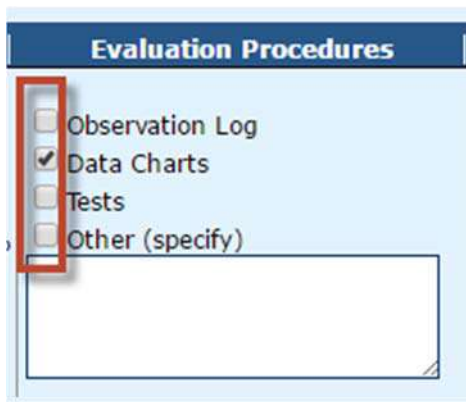
Step 15: Enter the *Evaluation Criteria.*
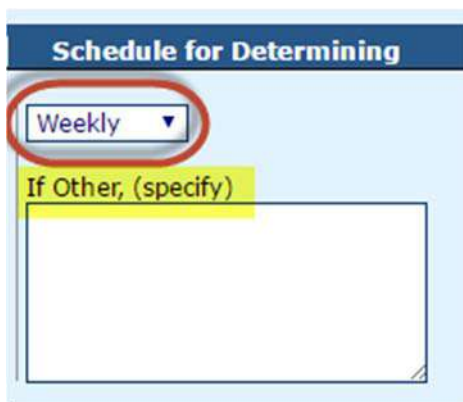
Step 16: Select the *Evaluation Procedures.*

Step 17: From the drop-down select the *Schedule for Determining.*

Step 18: When complete, click **Save.**

Step 19: When complete adding *Short-Term Objectives/Benchmarks*, click **Return to Goals.**

Step 20: When complete adding all *Goals and Objectives/Benchmarks*, click **Save.**

Step 21: The *Goals and Objectives* form will be added to the meeting as a draft under the *IEP Timeline* tab.

Progress Annual Goals Option 1

NOTE: Progress Reports will become available AFTER the *Goals and Objectives* Form has been made OFFICIAL.

Step 1: After selecting *Make Form Official*, the **Goals and Objectives** form will go through an error check.

NOTE: The check-mark will indicate the form has passed the error check.

NOTE: A red icon will indicate there are errors. All errors need to be corrected before the form can be made official. The error description will also be listed.

Step 2: Once the form has passed the error checking, you may select the form to be updated to official status.

Step 3: Click **Change Status.**

Step 4: Enter the *Official Start Date for this IEP.*

Step 5: Click **Save.**

Step 6: This will bring you back to the *IEP Timeline,* where you will now have the option to add progress report(s).

NOTE: The IEP status for the IEP becomes official once the IEP gets a start date.

Step 7: Click **Add progress report (Option 1).**

Step 8: Enter the **Report Date.**
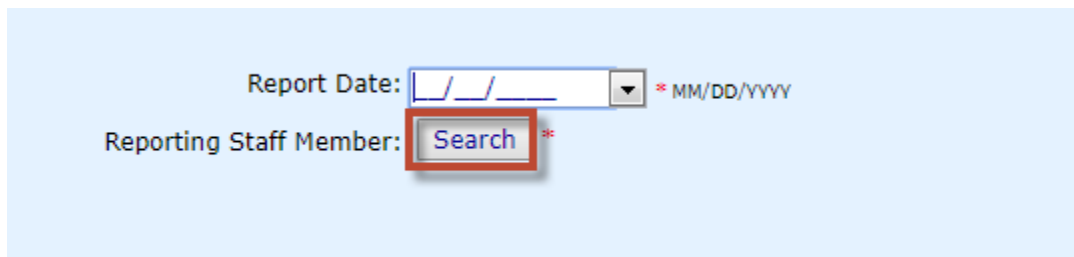
Step 9: Click **Search** to enter the name of the person completing the report.

Step 9a: Search for the personnel completing the report by *First Name, Last Name*, and *Gender*, or *IEIN*.

Step 9b: To select personnel in the search results, click the **check-mark.**

Step 9c: Enter the *Title* of the reporting staff member and click **Modify.**

Step 9d: Click **Add.**

When are you finished setting up the titles click Return.

Title(s) for **Mackenzie Schmitt**

Titles ⊕ Add)
Title
No Records Found

Step 9e: Select the personnel *Title* from the drop-down.

Select the new title and click the Save button.

Title: [▼]

Save   Cancel

Step 9f: Click **Save.**

Select the new title and click the Save button.

Title: [Special Education Teacher   ▼]

Save   Cancel

Step 9g: When complete, click **Return.**

Title(s) for **Mackenzie Schmitt**

Titles (⊕ Add)		
Edit	**Delete**	**Title**
✎	✖	Special Education Teacher

Return ➡

Step 10: Click **Continue.**

Step 11: Select how the student is progressing toward meeting his/her goal.

NOTE: You can report on the goals or the objectives, but you must specify your reporting option for each goal statement.

Step 12: If you would like to report on goals, select the student's progress.

Step 12a: If you would like to add *Additional Comments,* you can do so here.

Step 13: Check the box if you would like to report on the **Objective(s)/Benchmark(s).**

NOTE: This should only be unchecked if you wish to NOT report on Objectives.
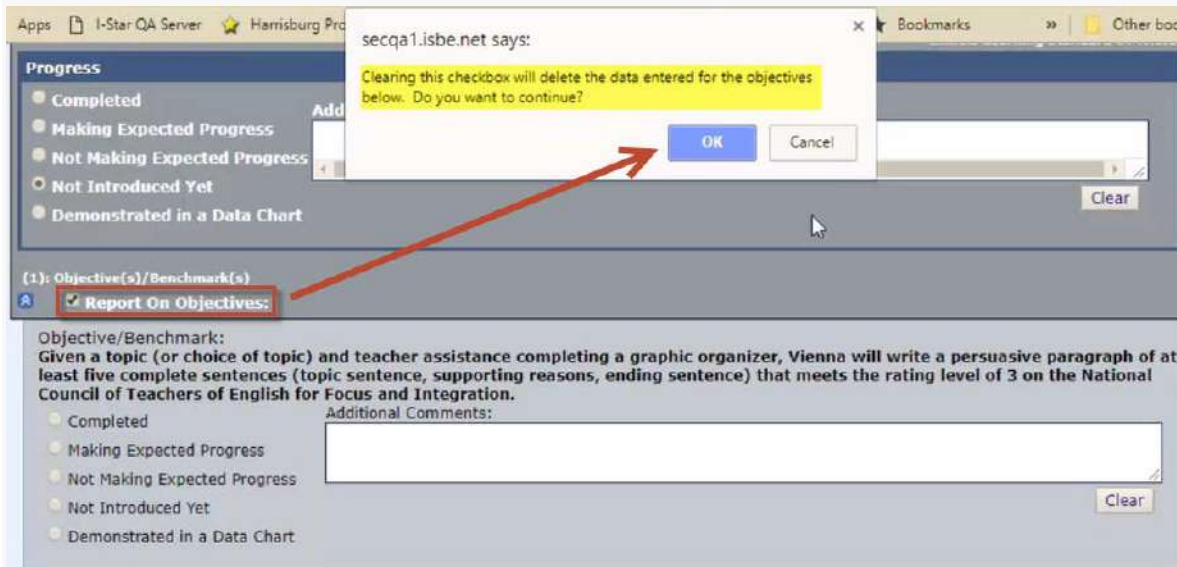
Step 13a: Select the student's progress toward the *Objective(s)/Benchmark(s)*.
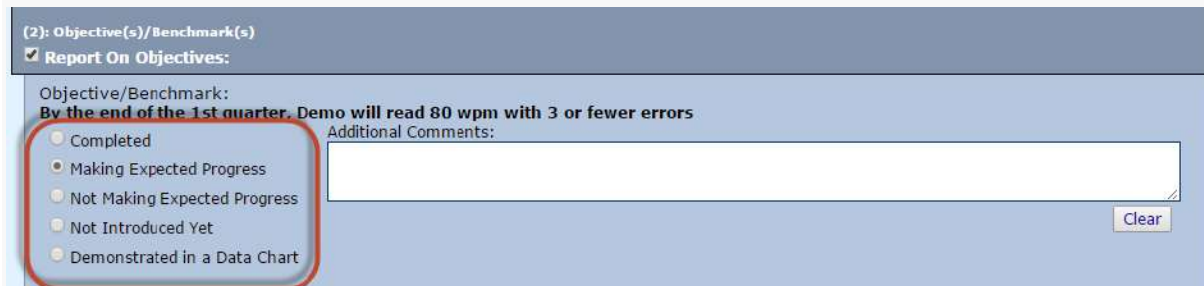
Step 13b: If you would like to add *Additional Comments*, you can do so here.
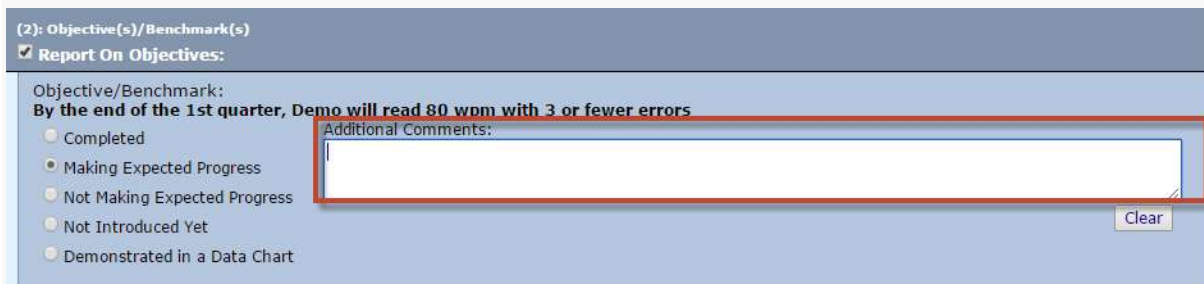
Step 14: When complete, **Save** the form.

Progress Annual Goals Option 2 (Data Chart)

NOTE: Progress Reports will become available AFTER the *Goals and Objective* form has been made OFFICIAL.

Step 1: After selecting *Make Form Official*, the *Goals and Objective* form will go through an error check.

NOTE: The check-mark will indicate the form has passed the error check.

NOTE: A red icon will indicate there are errors. All errors need to be corrected before the form can be made official. The error description will also be listed next to the red icon.

Step 2: Once the form has passed the error checking, you may select the form to be updated to official status.

Step 3: Click **Change Status.**

Step 4: Enter the *Official Start Date for this IEP.*

Step 5: Click **Save.**

Step 6: This will bring you back to the *IEP timeline* where you will now have the option to add progress report(s).

NOTE: The IEP status for the IEP becomes official once the IEP gets a start date.

Step 7: Select **Add progress report (Option 2: Data Chart).**

Step 8: Enter **Report Date.**

Step 9: Click **Search** to enter the name of the person completing the report.

Step 9a: Search for the personnel completing the report by *First Name, Last Name, Gender,* or *IEIN.*

Step 9b: To select personnel in the search results, click the check-mark.

Step 9c: Enter the *Title* of the *Reporting Staff Member* and click **Modify.**

Step 9d: Click **Add.**

Step 9e: Select the personnel *Title* from the drop-down.

Select the new title and click the Save button.

Title: [▼]

[Save] [Cancel]

Step 9f: Click **Save.**

Select the new title and click the Save button.

Title: [Special Education Teacher ▼]

[Save] [Cancel]

Step 9g: When complete, click **Return.**

Title(s) for **Mackenzie Schmitt**

Titles (⊕ Add)		
Edit	**Delete**	**Title**
🖊	✖	Special Education Teacher

Return ➡

Step 10: Click **Continue.**

Step 11: Select how the student is progressing toward meeting his/her goal.

NOTE: You can report on the goals or the objectives but you must specify your reporting option for each goal statement
.

Step 12: To report the goals:

Step 12a: Insert a data chart that displays the student's progress in reading, writing, or math relative to his/her peer group for a visual representation of the student's growth. Click **Choose File.**
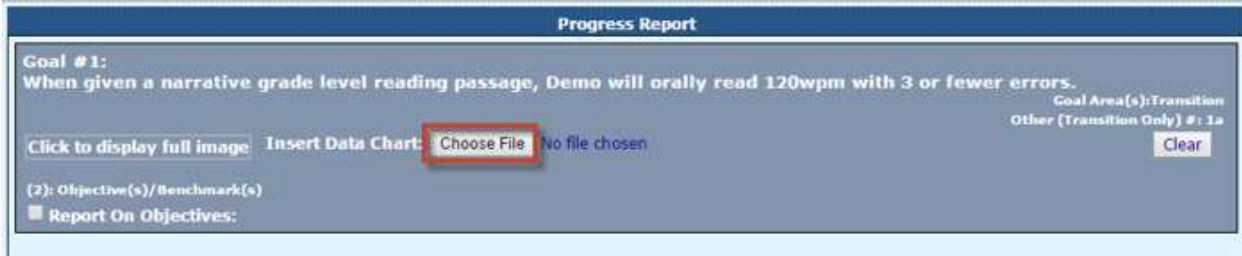
Step 12b: Browse the location of the *Data Chart*. Select and click **Open** to upload.
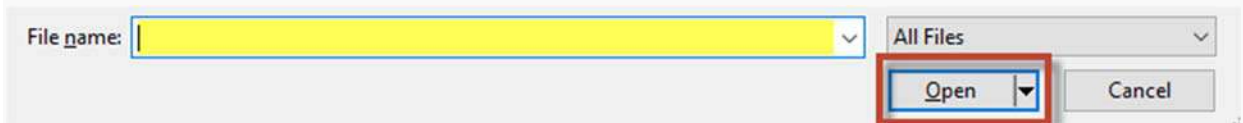
Step 13: To report the *Objective(s)/Benchmark(s)*:

Step 13a: Insert a data chart that displays the student's progress in reading, writing, or math relative to his/her peer group for a visual representation of the student's growth. Click **Choose File.**

Step 13b: Browse the location of the *Data Chart.* Select and click **Open** to upload.

Step 14: When complete, click **Save.**

Educational Accommodations and Support

Step 1: Under the *IEP Forms* tab, select the **Educational Accommodations and Support** form.

Step 2: Select **Yes** or **No** under the *Requires Aids/Services* section.

Step 3: If **Yes** is selected, add *Aids, Accommodations,* and *Modifications* by clicking **Add.**

Step 4: Enter the *Area* and *Accommodation* in the text box.

Step 5: Click **Save.**

Step 6: Click **Continue.**

Step 7: Answer the questions by selecting **Yes** or **No.**

Step 8: If **Yes**, specify in the text box below.

Linguistic and Cultural Accommodations/Support for School Personnel	
Relevant	**Questions**
○ Yes ● No	The student requires accommodations for the IEP to meet his/her linguistic and cultural needs.
○ Yes ● No	Special Education and related services will be provided in a language or mode of communication other than or in addition to English.
● Yes ○ No	Program trainings and/or supports for school personnel are needed for the student to advance appropriately toward attaining the annual goals, participate in the general curriculum, and be educated and participate with other students in educational activities. **If yes, specify what trainings and/or supports are needed, including when appropriate, the information that clarifies when the trainings and/or supports will be provided, by whom, in what location, etc.** Training on self-monitoring forms and behavior intervention plan for McKenzie's teachers by her case manager prior to 11/18/XX. Training on use of text readers for McKenzie's teachers by her case manager prior to 11/18/XX

Step 9: Select *Language and Communication Needs.*

Language and Communication Needs	
Select	
☐	ASL
☐	Auditory/Oral
☐	Cued Speech
☐	Speech Generated Device
☐	Tactile
☐	Signed English
☐	Other (please describe)

Step 10: List the *Opportunities for Direct Communication/Interaction.*

List the opportunities for direct communication/interaction with peers and professional personnel in the child's language and communication mode:

Step 11: List the *Identified Mode of Communication* the student will receive.

List the identified mode of communication accessible in academic instruction, school services, and extracurricular activities that the student will receive:

Step 12: When complete, click **Save.**
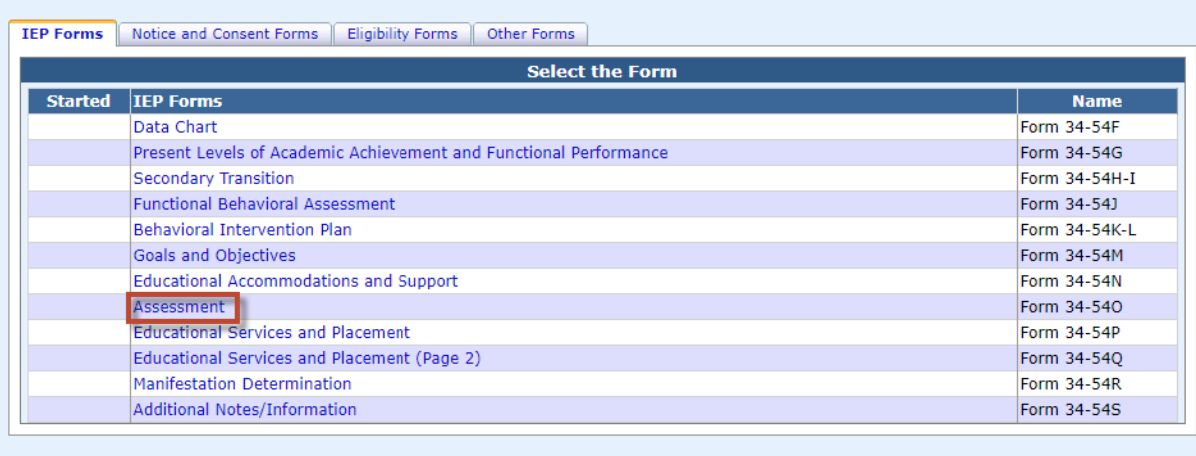
● Save - Please save this form.
○ Save and Preview - Please save this form and open the preview of the form.
○ Cancel - Please exit the wizard.

← Previous   ○ Cancel   💾 Save Now   Save →

Assessment

Step 1: From the *IEP Forms* tab, select **Assessment.**

	IEP Forms	Name
Started	**IEP Forms**	**Name**
	Data Chart	Form 34-54F
	Present Levels of Academic Achievement and Functional Performance	Form 34-54G
	Secondary Transition	Form 34-54H-I
	Functional Behavioral Assessment	Form 34-54J
	Behavioral Intervention Plan	Form 34-54K-L
	Goals and Objectives	Form 34-54M
	Educational Accommodations and Support	Form 34-54N
	Assessment	Form 34-54O
	Educational Services and Placement	Form 34-54P
	Educational Services and Placement (Page 2)	Form 34-54Q
	Manifestation Determination	Form 34-54R
	Additional Notes/Information	Form 34-54S

IEP Forms | Notice and Consent Forms | Eligibility Forms | Other Forms

Select the Form

Step 2: *Select the grade of the student will be in when assessment will be administered.*

Select the grade the student will be in when the assessment will be administered: ▼ *

Step 3: Select ONE of the *Classroom-Based Assessment* option.

Select	Options
	Student will participate in classroom assessments with no accommodation(s).
	Student will participate in classroom assessments with accommodation(s). (Complete Assessment Accommodations section on the IEP)

CLASSROOM-BASED ASSESSMENTS

Step 4: Select a *District-Wide Assessment* option.

DISTRICT-WIDE ASSESSMENTS	
Select	**Options**
◯	District does not administer district-wide assessments.
◯	District does not administer district-wide assessments at this grade level: **6th**
◯	Student will not participate in the entire district-wide assessment.
◯	Participate with accommodation(s).(Complete Assessment Accommodations section)
◯	Student will participate in the entire district-wide assessment with no accomodation(s).
◯	Student will participate in the entire district-wide assessment with accomodation(s). (Complete Assessment Accommodations section on the IEP).
◯	Student will participate in part(s) of the district-wide assessment (specify which part(s) and what if any, accomodations are required). (Complete Assessment Accomodations section on the IEP).
◯	Student will participate in the district-wide alternate assessment without accommodation(s).
◯	Student will participate in the district-wide alternate assessment with accommodation(s). (Complete Assessment Accommodations section on the IEP).

Step 5: At the bottom of the wizard, click **Continue.**

◉ Continue - Please continue the wizard.
◯ Save and Exit - Please save this form and exit the wizard.
◯ Cancel - Please exit the wizard.

⬅ **Previous**   🚫 **Cancel**   **Continue** ➡

Step 6: Select *Illinois Assessments of Readiness (IAR)* for *Grades 3-8.*

Illinois Assessments of Readiness (IAR) (grades 3-8)

Select	Options
◯	The IAR assessment is not appropriate. (Go to #2)
◯	Student will participate in IAR with no accessibility features turned on in advance and no accommodation(s).
◯	Student will participate in IAR assessment with accessibility features turned on in advance and/or accommodation(s). (Complete the IAR Accessibility Features and Accommodations form and attach).

NOTE: For IAR and DLM Instructions, click on link located in the red box below.

If appropriate, check the box to indicate that the state-assessment is not provided at the student's particular grade level. Enter any needed accommodations or aids for any assessments for which the student is participating. For IAR Instructions see this document. For DLM Instructions see this document. If the student is an English Language Learner indicate any needs during ACCESS. Help◼

This information will be saved when you click Continue at the bottom of the wizard.

☑ Click Here to Add meeting notes

STATE ASSESSMENTS	

Illinois Assessments of Readiness (IAR) (grades 3-8)

Select	Options
○	The IAR assessment is not appropriate. (Go to #2)
○	Student will participate in IAR with no accessibility features turned on in advance and no accommodation(s).
○	Student will participate in IAR assessment with accessibility features turned on in advance and/or accommodation(s). (Complete the IAR Accessibility Features and Accommodations form and attach).

Dynamic Learning Maps (DLM) (ELA/L, Math, Science) (Alternate assessment for grades 3-11)

Select	Options
○	The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach).
○	Student will participate in DLM with no accessibility features/accommodation(s).
○	Student will participate in DLM with accessibility features/accommodation(s). (Complete the DLM Accessibility Features and Accommodations form and attach)

Step 7: Select *DLM, ELA/L, Math, Science* option for *Alternate assessment grades 3-8 and 11.*

Dynamic Learning Maps (DLM) (ELA/L, Math, Science) (Alternate assessment for grades 3-11)

Select	Options
○	The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach).
○	Student will participate in DLM with no accessibility features/accommodation(s).
○	Student will participate in DLM with accessibility features/accommodation(s). (Complete the DLM Accessibility Features and Accommodations form and attach)

Step 7a: If the top option is selected, you must complete the *DLM Participation Guidelines* and attach the reasons. Then, you will need to decide if the student will participate in DLM without or with accessibility feature/accommodations by selecting the appropriate option and filling out the correct forms.

NOTE: If the *Student will participate in DLM with no accessibility feature/accommodations*, you will only need to complete the *DLM Participation Guidelines* form.

Dynamic Learning Maps (DLM) (ELA/L, Math, Science) (Alternate assessment for grades 3-11)

Select	Options
⦿	The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach).
⦿	Student will participate in DLM with no accessibility features/accommodation(s).
○	Student will participate in DLM with accessibility features/accommodation(s). (Complete the DLM Accessibility Features and Accommodations form and attach)

DLM Participation Guidelines
Students with the most significant cognitive disabilities may take the DLM if participation in the state's regular assessments is not appropriate, even with accommodations, and they meet all of the criteria below.

Select	Participation Criteria	Participation Criterion Descriptors	Reason(s)
○ Yes ○ No	The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.	
○ Yes ○ No	The student's instruction is linked to grade level content and reflective of the Common Core Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Common Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	
○ Yes ○ No	The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum	The student: a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in the alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	

NOTE: If the *Student will participate in DLM with accessibility feature/accommodations*, you will need to also complete the *DLM Participation Guidelines, DLM Accessibility Features*, and the *DLM Accommodations* form.

Dynamic Learning Maps (DLM) (ELA/L, Math, Science) (Alternate assessment for grades 3-11)

Select	Options
●	The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach).
○	Student will participate in DLM with no accessibility features/accommodation(s).
●	Student will participate in DLM with accessibility features/accommodation(s). (Complete the DLM Accessibility Features and Accommodations form and attach)

DLM Participation Guidelines
Students with the most significant cognitive disabilities may take the DLM if participation in the state's regular assessments is not appropriate, even with accommodations, and they meet all of the criteria below.

Select	Participation Criteria	Participation Criterion Descriptors	Reason(s)
○ Yes ○ No	The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.	
○ Yes ○ No	The student's instruction is linked to grade level content and reflective of the Common Core Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Common Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	
○ Yes ○ No	The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum	The student: a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in the alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	

DLM Accessibility Features

Category 1: Support provided within KITE via the PNP Profile	Magnification	Allows screen magnification during testing. The magnification options are 2x, 3x, 4x, 5x.	○ Yes ○ No
	Overlay Color	The overlay color is the background color of the test; the default color is white. During testing there are other alternate colors options: blue, green, pink, gray, and yellow. The font will remain black.	○ Yes ○ No
	Invert Color Choice	The invert color will cause the test background to appear black with white/gray lettering. Use with "contrast color" to change the display to a different color scheme.	○ Yes ○ No
	Color Contrast	The contrast color section provides several background and lettering color schemes: white background with green font, white background with red font, black background with gray font, black background with yellow font.	○ Yes ○ No
	Synthetic Spoken Audio(read aloud with highlighting)	**Text Only** Provides audio for the text and not for images.	○ Yes ○ No

				Yes	No
	Text and Graphics Provides audio for the text and an audio description of the images.			○ Yes	○ No
	NonVisual Provides audio for the text, an audio description of the images, and an audio description of the layout.			○ Yes	○ No
Category 2: Support Requires Additional Tools/Materials	Uncontracted Braille	Uncontracted (only available option)		○ Yes	○ No
	Single Switch System	Is activated using a switch set up to simulate the "Enter" key on the keyboard. On the PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.		○ Yes	○ No
	Two-Switch System	Does not require activation in the PNP. Is used to emulate the tab key to move between choices, and the Enter key to select the choice when highlighted.		○ Yes	○ No
	Individualized Manipulatives	Manipulatives that is familiar to the students to use while testing (i.e. unit cubes, interlocking blocks, counters, etc.)		○ Yes	○ No
	Calculator	Permitted to use on math testlets unless it interferes with the construct of the testlet. The Test Information Page (TIP) for each math testlet will specify whether or not a calculator is permitted.		○ Yes	○ No

DLM Accommodations

				Yes	No
Category 3: Support provided by the Test Administrator Outside the DLM System	Human Read Aloud	If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.		○ Yes	○ No
	Signed interpretation of text	Signing is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or a personalized sign system.		○ Yes	○ No
	Language Translation of Text (Math only)	Test administrators may translate the text for students who are English Language learners or respond best to a language other than English on the math assessment only.		○ Yes	○ No
	Test administrator enters responses for student	If a student is unable to independently and accurately record his/her own responses into the system, the student may indicate the selected responses through normal response types and/or forms of communication such as eye gaze, and the test administrator will keys in the student's response.		○ Yes	○ No
	Partner-Assisted Scanning	A strategy in which test administrators assist students with scanning, or going through, students' answer choices. Test administrators read and/or point to each answer choice and the students indicate when their desired choice is presented.		○ Yes	○ No
	Team-defined	Any accommodations that are not addressed may be implemented IF the accommodation does not negate the purpose of the assessment. Any accommodation used during testing should be familiar to the student through previous use in the student's instructional program.		○ Yes	○ No

Step 8: Click **Continue.**

● Continue - Please continue the wizard.
○ Save and Exit - Please save this form and exit the wizard.
○ Cancel - Please exit the wizard.

← **Previous**   ⊘ **Cancel**   💾 **Save Now**   **Continue** →

Step 9: Select a *Physical Fitness Assessment.*

Inidcate below which state academic assessment(s) this student will take and, if applicable, if accessibility feature(s) and/or accommodation(s) are needed.

Physical Fitness Assessment (e.g. Fitness Gram©,Brockport©)

Select	Options
○	Student will participate in physical education assessment with accommodation(s).
○	Student will participate in the Brockport© assessment with no accommodation(s).
○	Student will participate in the Brockport© assessment with accommodation(s).
○	Will not participate in the physical fitness assessment (Explain):
○	Student will participate in physical education assessment with no accommodation(s).

Step 10: If applicable, list assessment to be given for *Kindergarten Individual Development Survey (KIDS).*

Kindergarden Individual Development Survey (KIDS)

Select	Options
○	The KIDS Assessment is not appropriate.
○	Participate in KIDS with no accommodation(s). Indicate which subsets:1,2,3
○	Participate in KIDS with accommodation(s). Indicate which subsets:1,2,3 Indicate which accommodations are needed: ☐ Communication Devices ☐ Braille ☐ Enlarged Print/pictures ☐ FM System ☐ Adapted Writing Utensils ☐ Adapted Scissors

Step 11: The *State Assessment of English Language Proficiency* is prepopulated from SIS.

STATE ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY

ELL Status is maintained in SIS and this checkbox is populated from that data.

☐ Yes ☑ No   The student is an English Learner (EL)

○ Participate in the ACCESS with no accommodation(s).   ○ Participate in the alternate ACCESS with no accommodation(s).
○ Participate in the ACCESS with accommodation(s).   ○ Participate in the alternate ACCESS with accommodation(s).

Step 12: Click **Continue.**

◉ Continue - Please continue the wizard.
○ Save and Exit - Please save this form and exit the wizard.
○ Cancel - Please exit the wizard.

← **Previous**   ⊘ **Cancel**   💾 **Save Now**   **Continue** ➡

Step 13: Enter any *Accommodations* or alternate assessment/methods associated with the student.

ASSESSMENT ACCOMMODATIONS
Accommodations
Classroom-Based Assessments
District-Based Assessments
College Board Assessments
Science Assessment
Physical Fitness Assessment (e.g. Fitness Gram©, Brockport©)
KIDS Assessment
ACCESS/Alternate ACCESS

Step 14: When complete, click **Save.**

- ⦿ Save – Please save this form.
- ○ Save and Preview – Please save this form and open the preview of the form.
- ○ Cancel – Please exit the wizard.

← **Previous**   ⊘ Cancel   💾 Save Now   **Save** →

Educational Services and Placement

Step 1: Under the *IEP Forms* tab, select **Educational Services and Placement** form.

IEP Forms	Notice and Consent Forms	Eligibility Forms	Other Forms	
Select the Form				
Started	**IEP Forms**			**Name**
	Data Chart			Form 34-54F
	Present Levels of Academic Achievement and Functional Performance			Form 34-54G
	Secondary Transition			Form 34-54H-I
	Functional Behavioral Assessment			Form 34-54J
	Behavioral Intervention Plan			Form 34-54K-L
	Goals and Objectives			Form 34-54M
	Educational Accommodations and Support			Form 34-54N
	Assessment			Form 34-54O
	Educational Services and Placement			Form 34-54P
	Educational Services and Placement (Page 2)			Form 34-54Q
	Manifestation Determination			Form 34-54R
	Additional Notes/Information			Form 34-54S

Step 2: Enter the *Initiation* and *Duration Date.*

NOTE: The *Initiation Date* is the first day of school following the finalization of the IEP. This should be listed as an eight digit date.

Example: If the IEP is completed on 10/23/2007, then the initiation date should be 10/24/2007. However, if 10/23/2007 is a Friday or before a break, then the initiation date should always be the NEXT school day during which students will be in attendance.

NOTE: *Duration* should be listed as the amount it is thought the service will be provided prior to the next anticipated IEP meeting. In most cases, this will be one year.

Example: Meeting is held on 10/23/2007. Initiation date would be 10/24/2007 and the duration date would be 10/24/2008.

Initiation Date: __/__/____ ▼ * MM/DD/YYYY
Duration Date: __/__/____ ▼ * MM/DD/YYYY

Step 3: Click **Modify** to enter the *General Education with no Supplementary Aids.*

Step 4: Click **Add.**

Step 5: Enter the *Content Area/Class.*

Step 6: Enter *Minutes per week (optional).*

Step 7: Click **Save.**

Step 8: To add additional *Content Area/Class* repeat steps 4-7. When complete, click **Return.**

Step 9: Click **Modify** to enter the *General Education with Supplementary Aids.*

Step 10: Click **Add.**

Step 11: Enter the *Content Area/Class.*

Step 12: Enter *Minutes per week (Optional).*

Step 13: When complete, click **Save.**

Step 14: To add additional *Content Area/Class,* repeat steps 10-13. When complete, click **Return.**

Step 15: Click **Modify** to enter the *Special Education and Related Services within the General Education Classroom (A).*

Step 16: Click **Add.**

Step 17: Enter *Content Area/Class.*

Step 18: Enter the *Minutes per week.*

Step 19: Click **Save.**

Step 20: To add additional *Content Area/Class,* repeat steps 16-19. When complete, click **Return.**

Step 21: Click **Modify** to enter *Special Education Services - Outside General Education (B).*

Participation in Special Education Services

Special Education Services - Outside General Education (B)

Details	✗ Modify)
Content Area/Class	**Minutes per Week**
No Records Found	

Step 22: Click **Add** to enter details for *Special Education Services - Outside General Education (B).*

You are managing details for **Special Education Services - Outside General Education** (B). When you are done setting up the details click Return.

Details for Special Education Services - Outside General Education (➕ Add)	
Content Area/Class	**Minutes Per Week**
No Records Found	

Step 23: Enter *Content Area/Class.*

Content Area/Class: ＊
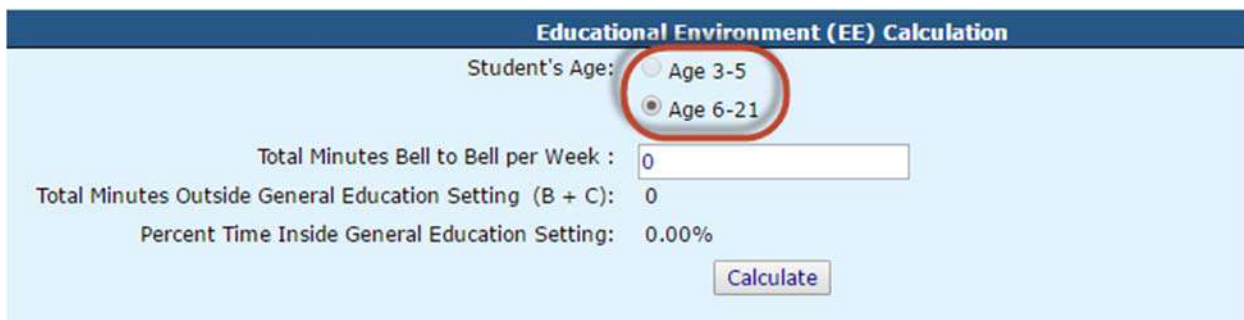
Step 24: Enter *Minutes per week.*

Minutes per week

Step 25: Click **Save.**

Content Area/Class: Instructional Reading class in special education room ＊

Minutes per week: 225

Save   Cancel

Step 26: To add additional *Content Area/Class* repeat steps 22-25. When complete, click **Return.**

Details for Special Education Services - Outside General Education (⊕ Add)			
Edit	**Delete**	**Content Area/Class**	**Minutes Per Week**
✏	✖	Instructional Reading class in special education room	225
✏	✖	Resource / study skills class in special education room	225
✏	✖	Pull-out for assistance with classwork in history and science	50

Return ➡

Step 27: Click **Modify** to enter *Special Education Services - Outside General Education (C).*

Related Services - Outside General Education (C)

Details ✖ Modify)	
Content Area/Class	**Minutes per Week**
No Records Found	

Step 28: Click **Add** to enter details for *Special Education Services - Outside General Education (C).*

You are managing details for **Related Services - Outside General Education** (C). When you are done setting up the details click Return.

Details for Related Services - Outside General Education (⊕ Add)	
Content Area/Class	**Minutes Per Week**
No Records Found	

Step 29: Enter *Content Area/Class.*

Content Area/Class: [   ] *

Step 30: Enter *Minutes per week.*

Minutes per week [   ]

Step 31: When complete, click **Save.**

Step 32: To add additional *Content Area/Class,* repeat steps 28-31. When complete, click **Return.**

Step 33: Select the *Student's Age* in the *Educational Environment (EE) Calculation* box.
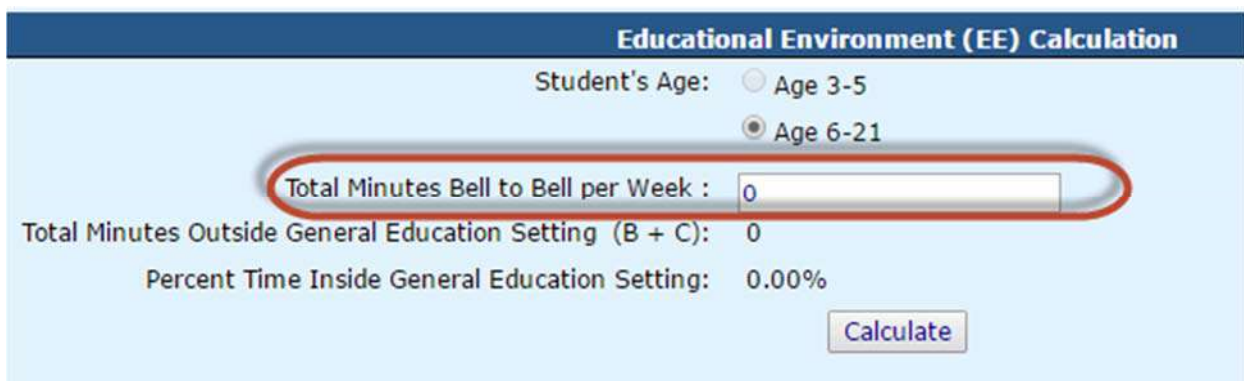
Step 34: Enter *Total Minutes Bell to Bell per week.*

Step 35: Click **Calculate.**

Step 36: Enter the *Total Instructional Minutes per week.*

Step 37: Click **Calculate** to populate the *Percent of Total Special Education Minutes.*

Step 35: When complete, click **Save.**

Educational Services and Placement (Page 2)

Step 1: Under the *IEP Forms* tab, Select **Educational Services and Placement (Page 2)** form.

Started	IEP Forms	Name
	Data Chart	Form 34-54F
	Present Levels of Academic Achievement and Functional Performance	Form 34-54G
	Secondary Transition	Form 34-54H-I
	Functional Behavioral Assessment	Form 34-54J
	Behavioral Intervention Plan	Form 34-54K-L
	Goals and Objectives	Form 34-54M
	Educational Accommodations and Support	Form 34-54N
	Assessment	Form 34-54O
	Educational Services and Placement	Form 34-54P
	Educational Services and Placement (Page 2)	Form 34-54Q
	Manifestation Determination	Form 34-54R
	Additional Notes/Information	Form 34-54S

Step 2: Select **Yes** or **No** along with explanation for *Relevant Educational Environment Considerations.*

Click Here to Add meeting notes

Educational Environment Considerations

Relevant	
○ Yes ○ No	Special education classes, separate schooling, or removal from the regular education environment is required because the nature or severity of the student's disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. **If yes, explain:**
○ Yes ○ No	Will participate in nonacademic activities with nondisabled peers and have the same opportunity to participate in extracurricular activities as nondisabled peers. **If no, explain:**
○ Yes ○ No	Will attend the school he or she would attend if nondisabled. **If no, explain:**

Transportation

Relevant	
○ Yes ○ No	Special transportation is required to and from schools and/or between schools.
○ Yes ○ No	Special transportation is required in and around school buildings.
○ Yes ○ No	Specialized equipment (such as special or adapted buses, lifts, and ramps) is required.

Step 3: Select **Yes** or **No** to determine if the *Transportation* is relevant.

Transportation	
Relevant	
○ Yes ○ No	Special transportation is required to and from schools and/or between schools.
○ Yes ○ No	Special transportation is required in and around school buildings.
○ Yes ○ No	Specialized equipment (such as special or adapted buses, lifts, and ramps) is required.

Step 4: When complete, click **Continue.**

● Continue - Please continue the wizard.
○ Save and Exit - Please save this form and exit the wizard.
○ Cancel - Please exit the wizard.

← **Previous**   ⊘ Cancel   **Continue** →

Step 5: Determine if parents have been informed of *Illinois School for the Deaf/Visually Impaired.*

Illinois School for the Deaf/Illinois School for the Visually Impaired
For a child who is deaf, hard of hearing, blind or visually impaired, parents have been informed of existence of the Illinois School for the Deaf or the Illinois School for the Visually Impaired, and other local schools that provide similar services.
○ Yes
○ N/A

Step 6: To add *Placement Considerations*, click **Add.**

Placement Considerations (⊕ Add)			
Actions	**Placement Options Considered**	**Potentially Harmful Effect/Reasons Rejected**	**Team Accepts Placement**
No Records Found			

Step 7: Enter the *Placement Options Considered.*

Placement Options Considered:	When completing this section, the team must document the reasons why placements considered were rejected. Additionally, the team must consider and document any potentially harmful effect of the proposed placement on the student or the quality of services he/she needs.
Potentially Harmful Effect / Reasons Rejected:	Complete this section by selecting the school(s)/facility(s) that are determined suitable for students placement.	
Team Accepts Placement:	○ Yes ○ No

Save   Cancel

Step 8: Enter the *Potentially Harmful Effect/Reasons Rejected.*

Potentially Harmful Effect / Reasons Rejected:	Complete this section by selecting the school(s)/facility(s) that are determined suitable for students placement.

Step 9: Select **Yes** or **No** to determine if the *Team Accepts Placement.*

Team Accepts Placement: ○ Yes ○ No

Step 10: When complete, click **Save.**

⊗   Click Here to Add meeting notes

Placement Options Considered: | must consider and document any potentially harmful effec needs. |

Potentially Harmful Effect / Reasons Rejected: | Complete this section by selecting the school(s)/facility(s) |

Team Accepts Placement: ● Yes ○ No

Save   Cancel

Step 11: To enter *Placement Decisions* and click **Add.**

Placement Decisions (⊕ Add)		
Actions	**FTE**	**Serving School/Facility**
No Records Found		

Step 12: To locate the *Serving School/Facility* click **Search.**

Educational Services and Placement   **Step 3 of 4**

Placement Considerations
When completing this section, the team must document the reasons why placements considered were rejected. Additionally, the team must consider and document any potentially harmful effect of the proposed placement on the student or the quality of services he/she needs.

Placement Decisions
Complete this section by selecting the school(s)/facility(s) that are determined suitable for students placement.   Help ◼

This information will be saved when you click Continue at the bottom of the wizard.

Click Here to Add meeting notes

Serving School/Facility | Search | *

Full Time Equivalent (FTE): [   ]   *   (example: 0.2, 0.5 etc.)

| Save | Cancel |

Step 13: Enter the desired search criteria, and click **Search.**

Entity Search

General Search   **Additional Search Criteria**

Name: [   ]   County: [▼]
Address: [   ]   Facility Type: [▼]
City: [   ]
☐ within [ ] miles of
Zip Code: [   ]
RCDT: [   ]

| Search | Clear Search | Cancel |
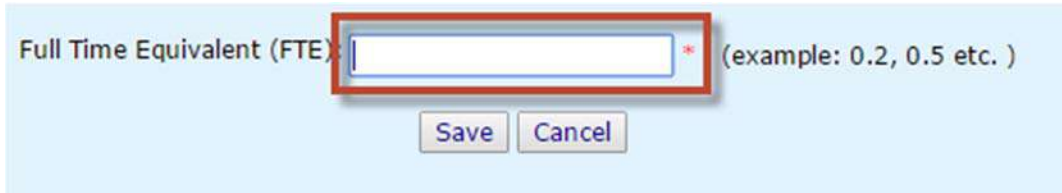
Step 14: Once the entity is found in the results, select the check-mark to add.

Select
✓
✓
✓
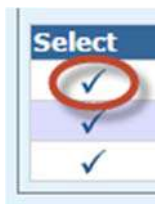
Step 15: Enter *FTE (Full Time Equivalent).*

Full Time Equivalent (FTE): [   ] * (example: 0.2, 0.5 etc.)

Save   Cancel

Step 16: When complete, click **Save.**

Save   Cancel

Step 17: To move onto the next wizard, click **Continue.**
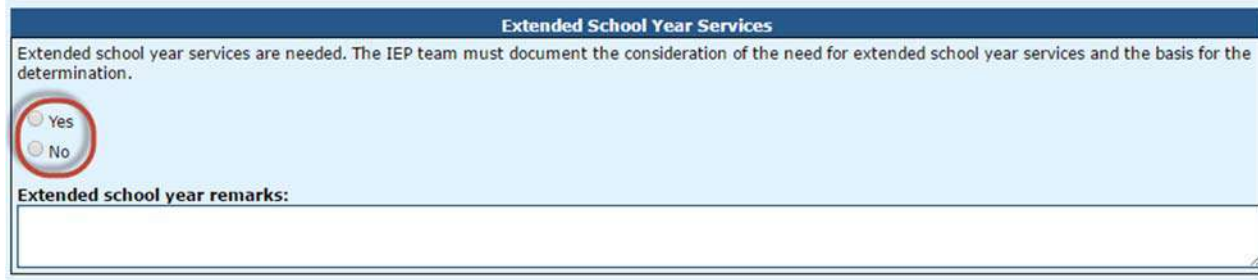
◉ Continue - Please continue the wizard.
○ Save and Exit - Please save this form and exit the wizard.
○ Cancel - Please exit the wizard.

← Previous   ⊘ Cancel   Continue →

Step 18: Select **Yes** or **No** to determine if extended school year services are needed.

Extended School Year Services

Extended school year services are needed. The IEP team must document the consideration of the need for extended school year services and the basis for the determination.

○ Yes
○ No

Extended school year remarks:

[   ]

Step 19: Enter *Extended school year Remarks.*

Extended school year remarks:

[   ]

Step 20: If **Yes** is selected, you must add *Extended School Year Services Detailed Section.* Click **Add.** If **No** was *Selected in the Extended School Year Service* skip to step 27.

Step 21: Enter *Special Education Service.*

Step 22: Enter *Location.*

Step 23: Enter *Amount/Frequency.*

Step 24: Enter the *Initiation* and *Duration of Services.*

Step 25: Select *Goal Statements Addressed.*

NOTE: If you do not see *Goal Statements* listed below, you will need to create a new, or modify an existing, 37-44M- Goals and Objective form and mark the applicable goals as ESY. Below is a screenshot of what this may look like:

The extended year services and goals are associated here from the goals marked as Extended School Year (ESY) on the Goals and Objectives form. To have goals appear as available for selection in this grid you will need to create a new, or modify an existing, 3744 M - Goals and Objective form and mark the applicable goals as ESY.

* Note: You can only choose goals on this page if Form 37-44m Goals and Objectives/Benchmarks is marked official.

Goal Statements		
Select	Goal Number	Statement
No Records Found		

Step 26: When complete, click **Save.**
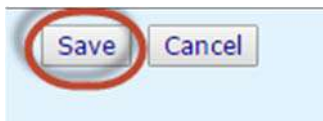
Step 27: Click **Save.**

○ Save - Please save this form.
○ Save and Preview - Please save this form and open the preview of the form.
○ Cancel - Please exit the wizard.

← **Previous**   ⊘ **Cancel**   **Save** →

Manifestation Determination

Step 1: From the *IEP Forms* tab, select **Manifestation Determination** form.

Step 2: Enter the description of the *Incident(s) that Resulted in Disciplinary Action.*

Step 3: Enter the *Student's IEP and Placement.*

Step 4: Enter the *Observation of the Student.*

Step 5: Enter the *Information provided by the Parents.*

Step 6: Select **Yes** or **No** to conduct the cause and effect of the *Manifestation Determination.*

Step 7: When complete, click **Continue.**

Step 8: Depending on what was determined on the *Manifestation Determination*, you will see ONE of the following messages below:

A.)

B.)

You are documenting the student's behavior and if it was manifested by his/her disability.   Help ■◀

☑   Click Here to Add meeting notes

The student's behavior **was not** a manifestation of his/her disability. The relevant procedure applicable to students without disabilities may be applied to the student in the same manner in which they are applied to students without disabilities. If the district initiates disciplinary procedures applicable to all students, the district shall ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

Step 9: Once reviewed, click **Save.**

◉ Save - Please save this form.
○ Save and Preview - Please save this form and open the preview of the form.
○ Cancel - Please exit the wizard.

← **Previous**   ⊘ **Cancel**   **Save** →

Additional Notes/ Information

Step 1: From the *IEP Forms* tab, select the **Additional Notes/Information** form.

Step 2: Enter the desired *Additional Notes/Information* for this student.

Step 3: When complete, click **Save.**

Notice & Consent Forms

	Select the Form		
Started	**IEP Forms**		**Name**
	Request for an Evaluation		Form 34-57A
	Consent for Initial Evaluation		Form 34-57B
	Consent for Reevaluation		Form 34-57C
	Notification of Conference		Form 34-57D
	Notification of Conference Recommendations		Form 34-57E
	Consent for Initial Provisions of Spec. Ed. and Related Services		Form 34-57F
	Notification of IEP Amendment		Form 34-57G
	Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority		Form 34-57I
	Delegation of Rights to Make Educational Decisions		Form 34-57K
	Consent For Outside Agency Invitation		Form 34-57L
	Mutual Written Agreement to Extend Evaluation Timeline		Form 34-57M

IEP Forms | **Notice and Consent Forms** | Eligibility Forms | Other Forms

Request for an Evaluation

Step 1: Under the *Notice and Consent Forms* tab, select **Request for an Evaluation** form.

Started	IEP Forms	Name
	Request for an Evaluation	Form 34-57A
	Consent for Initial Evaluation	Form 34-57B
	Consent for Reevaluation	Form 34-57C
	Notification of Conference	Form 34-57D
	Notification of Conference Recommendations	Form 34-57E
	Consent for Initial Provisions of Spec. Ed. and Related Services	Form 34-57F
	Notification of IEP Amendment	Form 34-57G
	Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority	Form 34-57I
	Delegation of Rights to Make Educational Decisions	Form 34-57K
	Consent For Outside Agency Invitation	Form 34-57L
	Mutual Written Agreement to Extend Evaluation Timeline	Form 34-57M

Tabs: IEP Forms | **Notice and Consent Forms** | Eligibility Forms | Other Forms
Table title: Select the Form

Step 2: Select the *Type* of evaluation.

Decision Regarding a Request for an Evaluation — Step 1 of 3

If an evaluation/reevaluation is determined to be necessary, this form is to be utilized in conjunction with the Parent/Guardian Consent for Evaluation or Parent/Guardian Consent for Reevaluation, whichever is appropriate to the situation. When a request for an evaluation is received by a district, a response for evaluation determination must be ascertained and parent/guardian given this notification within fourteen school days.   Help

This information will be saved when you click Continue at the bottom of the wizard.

Type: ○ Initial Evaluation
       ○ Re-Evaluation

Form Date: __/__/____ ▼ * MM/DD/YYYY
Request Date: _____ ▼ MM/DD/YYYY
Requestor: Search

Step 3: Select the *Form Date.*

Form Date: __/__/____ ▼ * MM/DD/YYYY

Step 4: Enter the *Request Date.*

Request Date: _____ ▼ MM/DD/YYYY

Step 5: Click **Search** to add the *Requestor*.

Step 5a: Enter the information in the boxes below and click **Search.**

Step 5b: If the requestor is found, they will populate in the box below. To select the requestor, click the check-mark.

Step 5c: The Requestor name will appear.

Step 6: To add a requestor, click **Add**.

Search Results	⊕ Add)		
Select	**Name**	**Gender**	**Phone**	**Email**
No Records Found				

Step 6a: Enter the required fields such as *Fist Name, Last Name,* and *Gender.* You will also be able to enter any other desired fields as well. This may include *Prefix, Middle Name, Suffix, Maiden Name, Birthdate, Ethnicity,* and/or *Email.*

Step 6b: If an Interpreter is needed, check the box *Interpreter Needed.*

Step 6c: When complete, click **Continue.**

Step 6d: Review the people listed below select the button located under the *Details* column.

Step 6e: Review the details to determine which button to click. If the information above is correct, click **Use This Profile**. If this information above is incorrect, click **This is Not the Person.**

The system has identified a possible existing profile matching the information you entered.

Please review the people listed below to determine if they are the person you are trying to create.

Details for **John Smith**

Phone Numbers			Addresses		
Type	**Number**		**Type**	**Address**	
Mobile	(222) 222-2222		Home	123 Main Street	
Home	(555) 555-5555			HARRISBURG, IL 62946	

Languages		Profile Types	
Language		**Profile Type**	
		Parent	
		Student Guardian	

Use This Profile   This Is Not The Person

Step 6f: If you do not find a profile matching the one you wish to create then click **Continue with New Profile.**

Please review the people listed below to determine if they are the person you are trying to create.

		Existing Profiles				
Details	**Name**	**Birthdate**	**Email Address**	**Gender**	**Ethnicity**	**Phone**
○	John Smith			Male		(222) 222-2222

If you do not find a profile matching the one you wish to create then click Continue with New Profile.

Continue with New Profile   Cancel

Step 6g: Click **Add** to add a new phone number.

NOTE: You may add, edit, and delete multiple phone numbers using the wizard.

Person Profile	Step 2 of 4

You may add, edit and delete multiple phone numbers using this wizard. When you are completed click the Continue button.

Phone numbers for **John Smith**

Phone Numbers	⊕ Add)
Type	**Number**
No Records Found	

Step 6h: Enter the *Phone Type* and *Phone Number*. If known, provide the *Extension*.

Enter the new phone number and click the Save button.

Phone Type:	Home ▼
Phone Number:	☐ ☐ ☐
Extension:	☐

Save   Cancel

Step 6i: Click **Continue.**

⦿ Continue - Please continue the wizard.
◯ Cancel - Please exit the wizard.

⬅ **Previous**   🚫 **Cancel**   **Continue** ➡

Step 6j: Click **Add** to add an address.

Addresses for **John Smith**

Addresses (⊕ Add)

Type	Address
No Records Found	

Step 6k: Enter the new address.

Step 6l: Click the **Save** button.

Step 6m: Click **Continue.**

Step 6n: To add *Languages*, click **Add.**

Step 6o: Select the *Language* and indicate if it is the *Primary* language.

Step 6p: Click **Save.**

Step 6q: When complete, click **Save.**

Person Profile — Step 4 of 4

You may add, edit and delete multiple languages for this person using this wizard.

Languages (➕ Add)

Edit	Delete	Language	Primary?
✏️	✖	English	True

⬅ **Previous**   🚫 **Cancel**   **Save** ➡

Step 7: Click **Continue.**

◉ Continue - Please continue the wizard.
◯ Save and Exit - Please save this form and exit the wizard.
◯ Cancel - Please exit the wizard.

NOTE: Clicking the **Save Now** radio button will allow you to save your work as you go.

⬅ **Previous**   🚫 **Cancel**   💾 **Save Now**   **Continue** ➡

Step 8: Enter the reason for the request for an evaluation.

The request for an evaluation was made for the following reasons:

Request for Evaluation

Select one	
◯	A review of the request has determined that an evaluation **is deemed necessary** at this time.
◯	A review of the request has determined that an evaluation **is not deemed necessary** at this time.

The reasons and relevant factors for the above indicated decision include:

Explanation of Procedural Safeguards

Select one	
◯	The parent(s)/guardian(s) **did receive** a copy of the **Explanation of Procedural Safeguards**.
◯	The parent(s)/guardian(s) **did not receive** a copy of the **Explanation of Procedural Safeguards**.

Step 9: Select the *Request for Evaluation.*

Step 10: Enter *The reasons and relevant factors for the above indicated decision.*

Step 11: Select the correct *Explanation of Procedural Safeguards.*

Step 12: Click **Continue.**

Step 13: Modify, add, edit, and/or delete the *Form Contact List.* For Instructions See **IEP Form Contacts**.

Step 14: When complete, click **Save.**

Consent for Initial Evaluation

Step 1: Under the *Notice and Consent Forms* tab, select **Consent for Initial Evaluation** form.

Started	IEP Forms	Name
	Request for an Evaluation	Form 34-57A
	Consent for Initial Evaluation	Form 34-57B
	Consent for Reevaluation	Form 34-57C
	Notification of Conference	Form 34-57D
	Notification of Conference Recommendations	Form 34-57E
	Consent for Initial Provisions of Spec. Ed. and Related Services	Form 34-57F
	Notification of IEP Amendment	Form 34-57G
	Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority	Form 34-57I
	Delegation of Rights to Make Educational Decisions	Form 34-57K
	Consent For Outside Agency Invitation	Form 34-57L
	Mutual Written Agreement to Extend Evaluation Timeline	Form 34-57M

*IEP Forms **Notice and Consent Forms** Eligibility Forms Other Forms*

Select the Form

Step 2: Enter the *Form Date*.
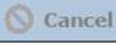
Form Date: [/ /] ▼ * MM/DD/YYYY

Identification of Needed Assessments

Domain Type	Relevant	Existing information about the child	Additional evaluation data needed	Sources from which data will be obtained
Academic Achievement	Yes No			
Functional Performance	Yes No			
Cognitive Functioning	Yes No			
Communication Status	Yes No			
Health	Yes No			
Hearing / Vision	Yes No			
Motor Abilities	Yes No			
Social / Emotional Status	Yes No			

Step 3: For each *Domain Type*, determine if the domain is relevant or not relevant by selecting *Yes* or *No* located under the *Relevant* column.

NOTE: All domains must be marked as relevant or not relevant and no boxes should be left blank.

Identification of Needed Assessments				
Domain Type	**Relevant**	**Existing information about the child**	**Additional evaluation data needed**	**Sources from which data will be obtained**
Academic Achievement	◯ Yes ◯ No			
Functional Performance	◯ Yes ◯ No			
Cognitive Functioning	◯ Yes ◯ No			
Communication Status	◯ Yes ◯ No			
Health	◯ Yes ◯ No			
Hearing / Vision	◯ Yes ◯ No			
Motor Abilities	◯ Yes ◯ No			
Social / Emotional Status	◯ Yes ◯ No			

Step 4: Enter the *Existing information about the child* for each *Domain Type.*

		Identification of Needed Assessments		
Domain Type	**Relevant**	**Existing information about the child**	**Additional evaluation data needed**	**Sources from which data will be obtained**
Academic Achievement	○ Yes ○ No			
Functional Performance	○ Yes ○ No			
Cognitive Functioning	○ Yes ○ No			
Communication Status	○ Yes ○ No			
Health	○ Yes ○ No			
Hearing / Vision	○ Yes ○ No			
Motor Abilities	○ Yes ○ No			
Social / Emotional Status	○ Yes ○ No			

Step 5: Enter any *Additional evaluation data needed* for each *Domain Type.*

		Identification of Needed Assessments		
Domain Type	**Relevant**	**Existing information about the child**	**Additional evaluation data needed**	**Sources from which data will be obtained**
Academic Achievement	○ Yes ○ No			
Functional Performance	○ Yes ○ No			
Cognitive Functioning	○ Yes ○ No			
Communication Status	○ Yes ○ No			
Health	○ Yes ○ No			
Hearing / Vision	○ Yes ○ No			
Motor Abilities	○ Yes ○ No			
Social / Emotional Status	○ Yes ○ No			

Step 6: Enter the *Sources from which data will be obtained* for each *Domain Type.*

Identification of Needed Assessments					
Domain Type	**Relevant**		**Existing information about the child**	**Additional evaluation data needed**	**Sources from which data will be obtained**
Academic Achievement	○ Yes	○ No			
Functional Performance	○ Yes	○ No			
Cognitive Functioning	○ Yes	○ No			
Communication Status	○ Yes	○ No			
Health	○ Yes	○ No			
Hearing / Vision	○ Yes	○ No			
Motor Abilities	○ Yes	○ No			
Social / Emotional Status	○ Yes	○ No			

Step 7: When complete, click **Save.**

◉ Save - Please save this form.
○ Save and Preview - Please save this form and open the preview of the form.
○ Cancel - Please exit the wizard.

Ⓢ Cancel   💾 Save Now   Save ➡

Consent for Reevaluation

Step 1: Under the *Notice and Consent Forms* tab, select **Consent for Reevaluation** form.

Started	IEP Forms	Name
	Request for an Evaluation	Form 34-57A
	Consent for Initial Evaluation	Form 34-57B
	Consent for Reevaluation	Form 34-57C
	Notification of Conference	Form 34-57D
	Notification of Conference Recommendations	Form 34-57E
	Consent for Initial Provisions of Spec. Ed. and Related Services	Form 34-57F
	Notification of IEP Amendment	Form 34-57G
	Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority	Form 34-57I
	Delegation of Rights to Make Educational Decisions	Form 34-57K
	Consent For Outside Agency Invitation	Form 34-57L
	Mutual Written Agreement to Extend Evaluation Timeline	Form 34-57M

(Tabs: IEP Forms | Notice and Consent Forms | Eligibility Forms | Other Forms — **Select the Form**)

Step 2: Enter the *Form Date*.

Form Date: [ ] * MM/DD/YYYY

Identification of Needed Assessments

Domain Type	Relevant	Existing information about the child	Additional evaluation data needed	Sources from which data will be obtained
Academic Achievement	○ Yes ○ No			
Functional Performance	○ Yes ○ No			
Cognitive Functioning	○ Yes ○ No			
Communication Status	○ Yes ○ No			
Health	○ Yes ○ No			
Hearing / Vision	○ Yes ○ No			
Motor Abilities	○ Yes ○ No			
Social / Emotional Status	○ Yes ○ No			

Step 3: For each *Domain Type*, determine if the domain is relevant or not relevant by selecting *Yes* or *No* located under the *Relevant* column.

NOTE: All domains must be marked as relevant or not relevant and no boxes should be left blank.

Identification of Needed Assessments				
Domain Type	**Relevant**	**Existing information about the child**	**Additional evaluation data needed**	**Sources from which data will be obtained**
Academic Achievement	Yes No			
Functional Performance	Yes No			
Cognitive Functioning	Yes No			
Communication Status	Yes No			
Health	Yes No			
Hearing / Vision	Yes No			
Motor Abilities	Yes No			
Social / Emotional Status	Yes No			

Step 4: Enter the *Existing information about the child* for each *Domain Type*.

Identification of Needed Assessments				
Domain Type	**Relevant**	**Existing information about the child**	**Additional evaluation data needed**	**Sources from which data will be obtained**
Academic Achievement	Yes No			
Functional Performance	Yes No			
Cognitive Functioning	Yes No			
Communication Status	Yes No			
Health	Yes No			
Hearing / Vision	Yes No			
Motor Abilities	Yes No			
Social / Emotional Status	Yes No			

Step 5: Enter any *Additional evaluation data needed* for each *Domain Type.*

Identification of Needed Assessments				
Domain Type	**Relevant**	**Existing information about the child**	**Additional evaluation data needed**	**Sources from which data will be obtained**
Academic Achievement	○ Yes ○ No			
Functional Performance	○ Yes ○ No			
Cognitive Functioning	○ Yes ○ No			
Communication Status	○ Yes ○ No			
Health	○ Yes ○ No			
Hearing / Vision	○ Yes ○ No			
Motor Abilities	○ Yes ○ No			
Social / Emotional Status	○ Yes ○ No			

Step 6: Enter the *Sources from which data will be obtained* for each *Domain Type.*

Identification of Needed Assessments				
Domain Type	**Relevant**	**Existing information about the child**	**Additional evaluation data needed**	**Sources from which data will be obtained**
Academic Achievement	○ Yes ○ No			
Functional Performance	○ Yes ○ No			
Cognitive Functioning	○ Yes ○ No			
Communication Status	○ Yes ○ No			
Health	○ Yes ○ No			
Hearing / Vision	○ Yes ○ No			
Motor Abilities	○ Yes ○ No			
Social / Emotional Status	○ Yes ○ No			

Step 7: When complete, click **Save.**

Notification of Conference

To begin the IEP process, you will need to *Setup a Conference*. These steps will guide you through the wizard to *Setup a Conference*, which will create the *Notification of Conference* and *Conference Summary*.

Step 1: From the **Landing Page,** click on a student in your case load for whom you would like to create an IEP.

Step 2: On the **Student Profile** page click **Current/Create IEP**.

Step 3: Enter a *Purpose of Visit* and click **Save**.

Step 4: This will open to the *IEP Overview* tab. Click **Setup a Conference.**

Step 5: Enter the *Form Date*.

Step 6: Select the *Purpose of Conference*.

Step 7: Click **Continue**.

Step 8: Enter information regarding the time and place of the conference.

Step 9: To add an *Address*, click **Add**.

Step 10: Enter the *Address, City, State, Zip,* and click **Save**.

Step 11: When finished, click **Continue**.

Step 12: Add or edit the parent/guardian(s) for this student if you have not already done so on the student's profile page. See **Parents/Guardians** for instructions.

Step 13: When complete, click **Continue**.

Step 14: Click **Add** to set up *Conference Attendees* if you have not already done so.

Step 15: Here you will be able to add the student as a conference attendee or *Search for Conference Attendee.*

NOTE: If you choose to add conference attendees using the personnel search, you will be able to add multiple staff to the conference at once. To add multiple staff, click the check box located under the *Multi Select* column. Once you have selected the desired conference attendees from the *Personnel Search Results* grid, click the **Use Selected** button to add the attendees.

Step 16: To log *Contact Attempts,* click the pencil.

Click Here to Add meeting notes							

Conference Attendees (⊕ Add)							
Remove/ Excuse	**Contact Attempts**	**Name**	**Type**	**Excused**	**Interpreter Needed**	**Languages**	
							Primary?
✖	✎ None listed.	Kenzie Schmitt	Parent	☐	☐	English	✔
							Primary?
✖		Train09Olivia Gray ✎		☐	☐	No Records Found	☐

Note: Returning to the previous page will cause any changes made to the Conference Attendees to be lost.

Step 17: Enter all attempts to contact the guardian.

Guardian Name: **Kenzie Schmitt**

Please enter all attempts to contact this guardian below.

☑ Show these contact attempts on Conference Summary Report for this guardian

Apply these contact attempts to the following guardians as well.	
Selected	**Guardian Name**
☐	John Smithc

Step 18: To apply attempts to other guardian(s) listed below, click the box under the *Selected* column and click **Save.**

Guardian Name: **Kenzie Schmitt**

Please enter all attempts to contact this guardian below.

☑ Show these contact attempts on Conference Summary Report for this guardian

Apply these contact attempts to the following guardians as well.	
Selected	**Guardian Name**
☐	John Smithc

◉ Save - Please save the attempts to contact the parent/guardian.

○ Cancel - Please exit the wizard.

🚫 Cancel   Save ➡

Step 19: To *Remove/Excuse* an attendee, click the **Red X.**

⊗   Click Here to Add meeting notes

Conference Attendees (⊕ Add)							
Remove/ Excuse	**Contact Attempts**	**Name**	**Type**	**Excused**	**Interpreter Needed**	**Languages**	**Primary?**
✖	✎ None listed.	Kenzie Schmitt	Parent	☐	☐	English	☑
✖		Train09Olivia Gray ✎		☐	☐	No Records Found	☐

Note: Returning to the previous page will cause any changes made to the Conference Attendees to be lost.

Step 20: Decide if an official excusal needs to be sent to the parent/guardian and answer appropriately.

Step 21: If yes, enter *all attempts to contact this guardian* below, check the boxes that apply, and click **Remove Excusal**.

Step 22: When complete, click **Save**.

Step 23: To edit attendee roles under *Type* column, click the pencil.

Step 24: Select desired role for the attendee, then click **Save.**

Step 25: When complete, click **Continue.**

Step 26: Enter *Dates of Most Recent Evaluation*, and *Date of Next Reevaluation*, if known.

Step 27: Enter the *Anticipated Date of High School Graduation*, if known. If student has a *Medicaid Number*, enter it here.

Step 28: Enter information on *Procedural Safeguards*.

Step 29: Placement is populated by *Educational Placement and Services* automatically.

Step 30: When complete, Click **Continue.**

Step 31: To verify, modify, and/or add to the *Default Contact List*, see **IEP Form Contacts** for instructions.

Step 32: After completing the *Default Contact List*, click **Continue.**

Step 33: Click the box of the forms you would like to add to the conference from the *IEP Forms, Notice and Consent Forms, Eligibility Forms*, and *Other Forms* tab.

☑ Click Here to Add meeting notes

| IEP Forms | Notice and Consent Forms | Eligibility Forms | Other Forms |

Select the Form

Started	IEP Forms	Name
☐	Data Chart	Form 34-54F
☐	Present Levels of Academic Achievement and Functional Performance	Form 34-54G
☐	Secondary Transition	Form 34-54H-I
☐	Functional Behavioral Assessment	Form 34-54J
☐	Behavioral Intervention Plan	Form 34-54K-L
☐	Goals and Objectives	Form 34-54M
☐	Educational Accommodations and Support	Form 34-54N
☐	Assessment	Form 34-54O
☐	Educational Services and Placement	Form 34-54P
☐	Educational Services and Placement (Page 2)	Form 34-54Q
☐	Manifestation Determination	Form 34-54R
☐	Additional Notes/Information	Form 34-54S

☑ Click Here to Add meeting notes

| IEP Forms | **Notice and Consent Forms** | Eligibility Forms | Other Forms |

Select the Form

Started	IEP Forms	Name
☐	Notification of Conference Recommendations	Form 34-57E
☐	Consent For Outside Agency Invitation	Form 34-57L

☑ Click Here to Add meeting notes

| IEP Forms | Notice and Consent Forms | **Eligibility Forms** | Other Forms |

Select the Form

Started	IEP Forms	Name
☐	Documentation of Evaluation Results	Form 34-54A
☐	Eligibility Determination (Other than SLD)	Form 34-54B
☐	Documentation of Intervention/Evaluation Results (SLD)	Form 34-54C
☐	Eligibility Determination (SLD)	Form 34-54D-E

☑ Click Here to Add meeting notes

| IEP Forms | Notice and Consent Forms | Eligibility Forms | **Other Forms** |

Select the Form

Started	IEP Forms	Name
☐	Autism Considerations	Form 34-54V
☐	Summary of Performance	Form 34-60

Step 34: When complete, click **Save.**

Step 35: I-Star will then open to the *IEP Overview* page. To view the IEP you created, select the **IEP Timeline** tab.

Step 36: Click the double vertical row arrows to expand the forms associated with the conference.

Notification of Conference Recommendations

Step 1: From the *Notice and Consent Forms* tab, select the **Notification of Conference Recommendations** form.

Step 2: Enter the *Form Date*.

Step 3: You must assign this documentation to a meeting by either creating a new meeting or assigning it to an existing meeting. To extend the search criteria, click the drop-down list below.

Step 3a: This will populate the past meetings. To select a past meeting, click the button located under the *Select* column.

Step 4: If you are creating a new meeting, click **Add**.

Step 4a: To set up a conference, click **Create an IEP** and follow steps 5-33.

Step 5: Once a meeting has been selected, click **Continue.**

Step 6: Select the *Conference Determination.*

Step 7: Here you can modify, add, edit, and/or delete the *Form Contact List.* For Instructions See **IEP Form Contacts** steps 2-15.

NOTE: To clear the *Form Contact List,* click **Clear.**

Step 8: When complete, click **Save.**

Consent for Initial Provisions of Sp Ed. & Related Services

Step 1: Under the *Notice and Consent Forms* tab, select **Consent for Initial Provisions of Spec. Ed. and Related Services** form.

Started	IEP Forms	Name
	Request for an Evaluation	Form 34-57A
	Consent for Initial Evaluation	Form 34-57B
	Consent for Reevaluation	Form 34-57C
	Notification of Conference	Form 34-57D
	Notification of Conference Recommendations	Form 34-57E
	Consent for Initial Provisions of Spec. Ed. and Related Services	Form 34-57F
	Notification of IEP Amendment	Form 34-57G
	Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority	Form 34-57I
	Delegation of Rights to Make Educational Decisions	Form 34-57K
	Consent For Outside Agency Invitation	Form 34-57L
	Mutual Written Agreement to Extend Evaluation Timeline	Form 34-57M

Tabs: IEP Forms | Notice and Consent Forms | Eligibility Forms | Other Forms
Select the Form

Step 2: Enter the *Form Date.*

Consent for Initial Provisions and Related Services   Step 1 of 2

You are sending a consent for initial special education and related services form to the parent(s)/guardian(s). If the parent(s)/guardian(s) have completed and returned this form, please update their response.   Help

Form Date: __/__/____ ▼ * MM/DD/YYYY

Step 3: When complete, click **Continue.**

○ Continue - Please continue the wizard.
○ Cancel - Please exit the wizard.

⊘ Cancel   Continue ➡

Step 4: Here you can modify, add, edit, and/or delete the *Form Contact List.* For Instructions See **IEP Form Contacts** steps 2-15.

Form Contact List (Modify) (Clear)						
Contact	**Sincerely**	**Personnel**	**Title(<)**		**Phone(s)**	
●	●	DemoPaloma Allen	**Title** (Modify) General Education Teacher	**Type** Work	**Number** (Modify) (618) 272-7470 Ext. 123	

Step 5: Click **Save.**

● Save - Please save this form.

○ Save and Preview - Please save this form and open the preview of the form.

○ Cancel - Please exit the wizard.

⬅ **Previous**   ⊘ **Cancel**   **Save** ➡

Notification of IEP Amendment

Step 1: Under the *Notice and Consent Forms* tab, select **Notification of IEP Amendment** form.

NOTE: You can only use this option if an official IEP already exists in I-Star.

IEP Forms	Notice and Consent Forms	Eligibility Forms	Other Forms		
		Select the Form			
Started	**IEP Forms**				**Name**
	Request for an Evaluation				Form 34-57A
	Consent for Initial Evaluation				Form 34-57B
	Consent for Reevaluation				Form 34-57C
	Notification of Conference				Form 34-57D
	Notification of Conference Recommendations				Form 34-57E
	Consent for Initial Provisions of Spec. Ed. and Related Services				Form 34-57F
	Notification of IEP Amendment				Form 34-57G
	Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority				Form 34-57I
	Delegation of Rights to Make Educational Decisions				Form 34-57K
	Consent For Outside Agency Invitation				Form 34-57L
	Mutual Written Agreement to Extend Evaluation Timeline				Form 34-57M

Step 2: Enter the *Form Date*.

IEP Amendment   Step 1 of 5

Please add the personnel that had contact with the parent/guardian.   Help

This information will be saved when you click Continue at the bottom of the wizard.

Form Date: [/ /] ▼ * MM/DD/YYYY

Personnel That Spoke to the Parent/Guardian (⊕ Add)	
Delete	**Personnel**
No Records Found	

You may select personnel from the access list listing below. If a person not listed in the access list spoke to the parent/guardian you may click the Add link above to search for that personnel.

Access List						
Select	**Name**	**Entity**	**Title**	**Interpreter**	**Read-Only**	**Notifications**
✓	Train09Olivia Gray	Harrisburg CUSD 3		☐	☐	☑
✓	Train15Jess Brown	Norris City Annex		☐	☐	☑

Step 3: You may select the check-mark from the access list below or if a person is not listed in the access list that spoke to the parent/guardian you may click **Add.**

NOTE: If you have clicked the **Add** icon, follow steps 3a-3d.

Step 3a: Use the *Personnel Search* to find the personnel who spoke with the parent.

Step 3b: If the personnel for whom you are searching appears in the *Personnel Search Results*, click the check-mark under *Select* to select them.

Step 3c: If the person has already been added to the student's *Access List*, you can simply click the check-mark under *Select* column to add them.

Step 3d: Once you have added the personnel that you need, click **Continue**.

Step 4: Select the *Contact Date.*

Step 5: Select the *Method of Communication* made to the parent/guardian.

Step 6: Click **Continue.**

Step 7: Enter the *Effective Date.*

Step 8: Enter the changes that are being made to the student's IEP.

Step 9: Click **Continue.**

Step 10: Select the personnel to be contact and signator for this IEP.

NOTE: To modify, add, and/or delete personnel contact that will appear on this form see **IEP Form Contacts** for instructions.

Step 11: When complete, click **Save and Continue.** Next, click **Save.**

Step 12: Select the form(s) you wish to amend by clicking the checkmark from the *Available Forms* box.

Available Forms				
View	Select	Name	Description	Meeting Date
🗎	✓	Form 37-44	Conference Summary	06/12/2017
🗎	✓	Form 34-54A	Documentation of Evaluation Results	06/12/2017
🗎	✓	Form 34-54B	Eligibility Determination (Other than SLD)	06/12/2017
🗎	✓	Form 34-54G	Present Levels of Academic Achievement and Functional Performance	06/12/2017
🗎	✓	Form 34-54J	Functional Behavioral Assessment	06/12/2017
🗎	✓	Form 34-54K-L	Behavioral Intervention Plan	06/12/2017
🗎	✓	Form 34-54M	Goals and Objectives	06/12/2017
🗎	✓	Form 34-54N	Educational Accommodations and Support	06/12/2017
🗎	✓	Form 34-54P	Educational Services and Placement	06/12/2017
🗎	✓	Form 34-54Q	Educational Services and Placement (Page 2)	06/12/2017
🗎	✓	Form 34-54S	Additional Notes/Information	06/12/2017
🗎	✓	Form 34-54V	Autism Considerations	06/12/2017

Step 13: When complete, click **Return.**

Return ➡

Parent/Guardian and Student Notification of Transfer of Rights Due to Age

Step 1: Under the *Notice and Consent Forms* tab, select **Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority** form.

IEP Forms	Notice and Consent Forms	Eligibility Forms	Other Forms

	Select the Form	
Started	**IEP Forms**	**Name**
	Request for an Evaluation	Form 34-57A
	Consent for Initial Evaluation	Form 34-57B
	Consent for Reevaluation	Form 34-57C
	Notification of Conference	Form 34-57D
	Notification of Conference Recommendations	Form 34-57E
	Consent for Initial Provisions of Spec. Ed. and Related Services	Form 34-57F
	Notification of IEP Amendment	Form 34-57G
	Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority	Form 34-57I
	Delegation of Rights to Make Educational Decisions	Form 34-57K
	Consent For Outside Agency Invitation	Form 34-57L
	Mutual Written Agreement to Extend Evaluation Timeline	Form 34-57M

Step 2: Enter the *Form Date.*

Form Date	__/__/____ ▼ * MM/DD/YYYY	
	Age of Majority	
Select	**Items**	
○	This serves as your one (1) year prior notice of the anticipated transfer of educational rights to the above named student under IDEA.	
○	This serves as your notice that all educational rights under IDEA have been transferred to the above named student.	

Step 3: Select the *Age of Majority.*

Age of Majority	
Select	**Items**
○	This serves as your one (1) year prior notice of the anticipated transfer of educational rights to the above named student under IDEA.
○	This serves as your notice that all educational rights under IDEA have been transferred to the above named student.

Step 4: Click **Continue.**

⦿ Continue - Please continue the wizard.
○ Cancel - Please exit the wizard.

🚫 Cancel   Continue ➡

Step 5: Select the personnel to be contact and signator for this IEP.

Form Contact List (⚒ Modify) (Clear)					
Contact	**Sincerely**	**Personnel**	**Title(s)**		**Phone(s)**
◉	◉	Johnny Smith	**Title** (Modify) Principal	**Type** **Number** (Modify) Mobile	(217) 622-5555

NOTE: To modify, add, and/or delete personnel contact that will appear on this form see **IEP Form Contacts** for instructions.

Student Rights Transfer/Age of Majority   Step 2 of 2

You are selecting the personnel that will appear on this form. The form instructs the recipient to direct all questions to the person selected as the Contact. The person selected in the Sincerely column is listed as the signator on the form. The same person can be the contact and signator. You may update the title(s) and phone number(s) for the personnel by clicking the respective Modify links. And you may also change your contact list by clicking the Modify link on the header.   Help ◼

Form Contact List ⚒ Modify) (Clear)					
Contact	**Sincerely**	**Personnel**	**Title(s)**		**Phone(s)**
◉	○	Allen, DemoPaloma	**Title** (Modify) Director of Special Education - District	**Type** **Number** (Modify) Work	(618) 272-7470 Ext. 123

Step 6: When complete, click **Save**.

◉ Save - Please save this form.

○ Save and Preview - Please save this form and open the preview of the form.

○ Cancel - Please exit the wizard.

⬅ **Previous**   🚫 **Cancel**   **Save** ➡

Delegation of Rights to Make Educational Decisions

Step 1: Under the *Notice and Consent Forms* tab, select **Delegation of Rights to Make Educational Decisions** form.

IEP Forms	Notice and Consent Forms	Eligibility Forms	Other Forms

Select the Form		
Started	**IEP Forms**	**Name**
	Request for an Evaluation	Form 34-57A
	Consent for Initial Evaluation	Form 34-57B
	Consent for Reevaluation	Form 34-57C
	Notification of Conference	Form 34-57D
	Notification of Conference Recommendations	Form 34-57E
	Consent for Initial Provisions of Spec. Ed. and Related Services	Form 34-57F
	Notification of IEP Amendment	Form 34-57G
	Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority	Form 34-57I
	Delegation of Rights to Make Educational Decisions	Form 34-57K
	Consent For Outside Agency Invitation	Form 34-57L
	Mutual Written Agreement to Extend Evaluation Timeline	Form 34-57M

Step 2: Enter *Form Date.*

Delegation of Rights to Make Educational Decisions — Step 1

Please select the form date.   Help ▸

Form Date: [__/__/____] ▾ = MM/DD/YYYY

◉ Save - Please save this form.

○ Save and Preview - Please save this form and open the preview of the form.

○ Cancel - Please exit the wizard.

⊘ Cancel   Save ➡

Step 3: Click **Save.**

◉ Save - Please save this form.

○ Save and Preview - Please save this form and open the preview of the form.

○ Cancel - Please exit the wizard.

⊘ Cancel   Save ➡

Consent for Outside Agency Invitation

Step 1: Under the *Notice and Consent Forms* tab, select **Consent For Outside Agency Invitation** form.

Step 2: You must assign this documentation to a meeting by either creating a new meeting or assigning it to an existing meeting. To extend the search criteria, click the drop-down list below.

Step 2a: This will populate the past meetings. To select a past meeting, click the button located under the *Select* column.

Step 3: If you are creating a new meeting, click **Add**.

Select a meeting (⊕ Add)		
Select	**First Meeting Date**	**Subject**
○	4/26/2018 8:00:00 AM	Conference to discuss DemoMckenzie Magda Watson's IEP.

☑ Show past meetings that are no more than [1 Week ▼] old

Step 3a: To set up a conference, click **Create an IEP** and follow steps 5-33.

Form Date: [_/_/____ ▼] * MM/DD/YYYY

	Purpose of Conference (Clear)
Select	**Purpose**
☐	**Review of Existing Data** - Review your child's educational status and determine what additional data, if any, are needed to complete your child's evaluation.
☐	**Initial Evaluation/Eligibility** - Review your child's recent evaluation to determine initial eligibility for special education and related services.
☐	**Reevaluation** - Review your child's recent evaluation to determine (reconsider or change) continued eligibility for special education and related services.
☐	**Initial IEP** - Review your child's need for special education and related services and placement and develop an initial IEP.
☐	**IEP Review and Revision** - Review and/or revise your child's IEP to determine special education and related services and placement.
☐	**Secondary Transition** - Consider postsecondary goals and transition services (beginning at age 14 1/2).
☐	**FBA/BIP** - Consider the need for a functional behavioral assessment for your child and a need to create or revise a behavioral intervention plan.
☐	**MDR** - Consider relatedness of your child's disability to a disciplinary code violation(s).
☐	**Graduation** - Review your child's anticipated date of graduation.
☐	**Other** - (e.g. Termination of Placement, Aging Out) :

Step 4: Select the *check box* Agencies that will be requested at the Transition meeting.

Consent For Agency Invitation to Transition Meeting		
Select	**Description**	**Notes**
☐	Rehabilitation Services	Department of Human Services Division of Rehabilitation Services (DRS) (e.g., local DRS counselor)
☐	Developmental Disabilities	Department of Human Services Division of Developmental Disabilities (e.g., case coordination or PAS agency encompassing our community)
☐	Specialized Care	Division of Specialized Care for Children (DSCC)
☐	Post-Secondary Education	Post-Secondary Education Disability Services (e.g., disability service office of any post-secondary education institution including community college, college, tradeor vocational schools)
☐	Other Agency	

Step 5: Select the personnel to be contact and signator for this IEP.

NOTE: To modify, add, and/or delete personnel contact that will appear on this form see **IEP Form Contacts** for instructions.

Step 6: When complete, click Save.

Mutual Written Agreement to Extend Evaluation Timeline

Step 1: Under the *Notice and Consent Forms* tab, select **Mutual Written Agreement to Extend Evaluation Timeline** form.

Started	IEP Forms	Name
	Request for an Evaluation	Form 34-57A
	Consent for Initial Evaluation	Form 34-57B
	Consent for Reevaluation	Form 34-57C
	Notification of Conference	Form 34-57D
	Notification of Conference Recommendations	Form 34-57E
	Consent for Initial Provisions of Spec. Ed. and Related Services	Form 34-57F
	Notification of IEP Amendment	Form 34-57G
	Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority	Form 34-57I
	Delegation of Rights to Make Educational Decisions	Form 34-57K
	Consent For Outside Agency Invitation	Form 34-57L
	Mutual Written Agreement to Extend Evaluation Timeline	Form 34-57M

IEP Forms | Notice and Consent Forms | Eligibility Forms | Other Forms

Select the Form

Step 2: Enter the *Form Date.*

Form Date: [__/__/____] * MM/DD/YYYY
Type: ○ Initial Evaluation ○ Re-Evaluation
Original Evaluation Date: [_____] * MM/DD/YYYY
Proposed Evaluation Date: [_____] * MM/DD/YYYY
Reason for Timeline Extension: [_____] *

Step 3: Select the Evaluation *Type.*

Type: ○ Initial Evaluation
      ○ Re-Evaluation

Step 4: Enter the *Original Evaluation Date.*

Original Evaluation Date: [_____] * MM/DD/YYYY

Step 5: Enter the *Proposed Evaluation Date.*

Proposed Evaluation Date: [_____] * MM/DD/YYYY

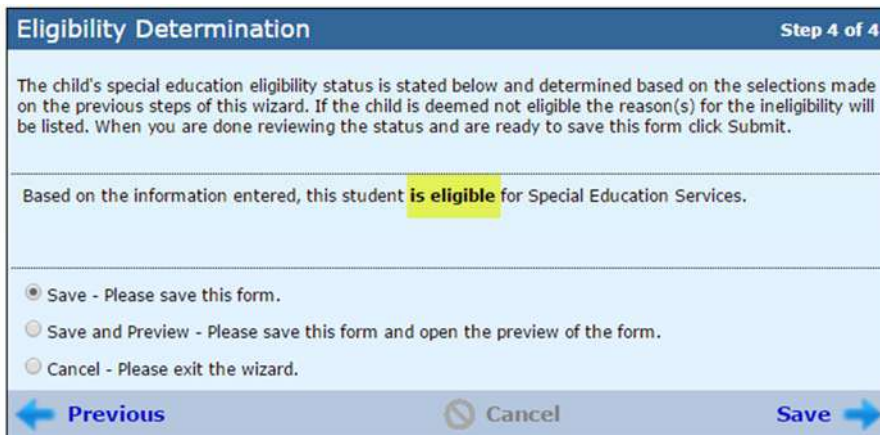**Step 6:** Enter a *Reason for Timeline Extension*.

Reason for Timeline Extension:

Step 7: Click **Continue.**

Continue - Please continue the wizard.
Cancel - Please exit the wizard.

Cancel   Continue ➡

Step 8: Modify, add, edit, and/or delete the *Form Contact List.* For Instructions See **IEP Form Contacts**.

Mutual Agreement to Extend Evaluation Timeline   Step 2 of 2

You are selecting the personnel that will appear on this form. The form instructs the recipient to direct all questions to the person selected as the Contact. The person selected in the Sincerely column is listed as the signator on the form. The same person can be the contact and signator. You may update the title(s) and phone number(s) for the personnel by clicking the respective Modify links. And you may also change your contact list by clicking the Modify link on the header.   Help

		Form Contact List ✂ Modify) (Clear)				
Contact	**Sincerely**	**Personnel**	**Title(s)**		**Phone(s)**	
⦿	⦿	Allen, DemoPaloma	**Title** (Modify) Director of Special Education - District	**Type** Work	**Number** (Modify) (618) 272-7470 Ext. 123	

Step 9: When complete, click **Save.**

Save - Please save this form.
Save and Preview - Please save this form and open the preview of the form.
Cancel - Please exit the wizard.

⬅ **Previous**   Cancel   **Save** ➡

Eligibility Forms

NOTE: When conducting an eligibility meeting and IEP at the same meeting, the eligibility forms should be made official before the IEP *Conference Summary* Form is made official.

If not completed in the above order, the reevaluation date and eligibility category will not show up correctly on the *IEP Forms*.

Documentation of Evaluation Results

Step 1: From the *Eligibility Forms* tab, select the **Documentation of Evaluation Results** form.

Step 2: Click **Add** to add *Academic Achievement* OR check the box if the student is *Not Applicable* check the box and skip to step 5.

Step 3: Enter the *Area* and *Remarks* of *Academic Achievement*.

Step 4: Click **Save.**

Academic Achievement (Current or past academic achievement data pertinent to current educational performance.)

Area: [_____]*

Remarks: [_____]

Save   Cancel

Step 5: Click **Add** to add *Functional Performance*, OR if the student is **Not Applicable** check the box and skip to step 8.

Functional Performance (Current or past functional performance data pertinent to current functional performance.)
☐ Not Applicable

	Functional Performance (⊕ Add)	
Actions	**Area**	**Remarks**
No Records Found		

Step 6: Enter the *Area and Remarks of Functional Performance.*

Functional Performance (Current or past functional performance data pertinent to current functional performance.)

Area: [_____]*

Remarks: [_____]

Save   Cancel

Step 7: When complete, click **Save.**

Functional Performance (Current or past functional performance data pertinent to current functional performance.)

Area: [_____]*

Remarks: [_____]

Save   Cancel

Step 8: Click **Continue.**

Step 9: Complete this page AFTER an initial evaluation, reevaluation, or review of an independent or outside evaluation. Enter the *Documentation of Evaluation Results.*

Step 10: When complete, click **Save.**

Eligibility Determination (Other than SLD)

Step 1: From the *Eligibility Forms* tab, select the **Eligibility Determination (Other than SLD).**

Started	IEP Forms	Name
	Documentation of Evaluation Results	Form 34-54A
	Eligibility Determination (Other than SLD)	Form 34-54B
	Documentation of Intervention/Evaluation Results (SLD)	Form 34-54C
	Eligibility Determination (SLD)	Form 34-54D-E

IEP Forms | Notice and Consent Forms | Eligibility Forms | Other Forms

Select the Form

Step 2: Select **Yes** or **No** and *Evidence Provided*.

Determinant Factors

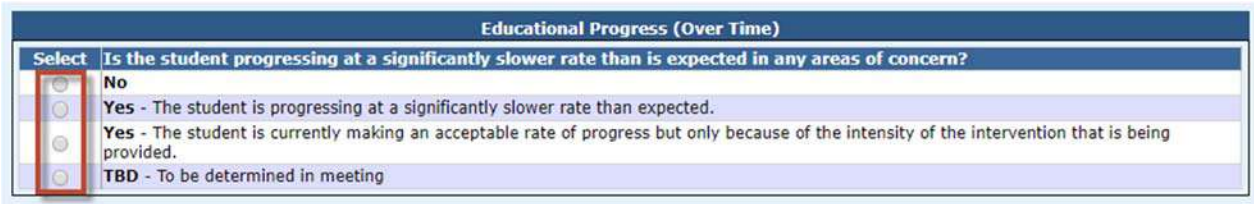| Relevant	Evidence Provided
Yes No	Lack of appropriate instruction in reading, including the essential components of reading instruction **(Evidence Provided)**
Yes No	Lack of appropriate instruction in math **(Evidence Provided)**
Yes No	Limited English Proficiency **(Evidence Provided)**

Step 3: Click **Continue.**

Continue - Please continue the wizard.
Cancel - Please exit the wizard.

Previous   Cancel   Save Now   Continue

Step 4: Determine if the disability is identified. If "*No disability identified*" skip to step 5.

If a disability is identified then enter applicable information pertaining to adverse effects, suspected disability and educational needs.

Spell Check

Disability

Select	
○	No disability identified
○	Disability identified

NOTE: If *Disability Identified*, complete steps 4a-4b.

Step 4a: Select the *Primary and Secondary Disabilities.*

Disability		
Select		
○	No disability identified	
⦿	Disability identified ←	

Based on the team's analysis, select the primary and secondary disabilities.
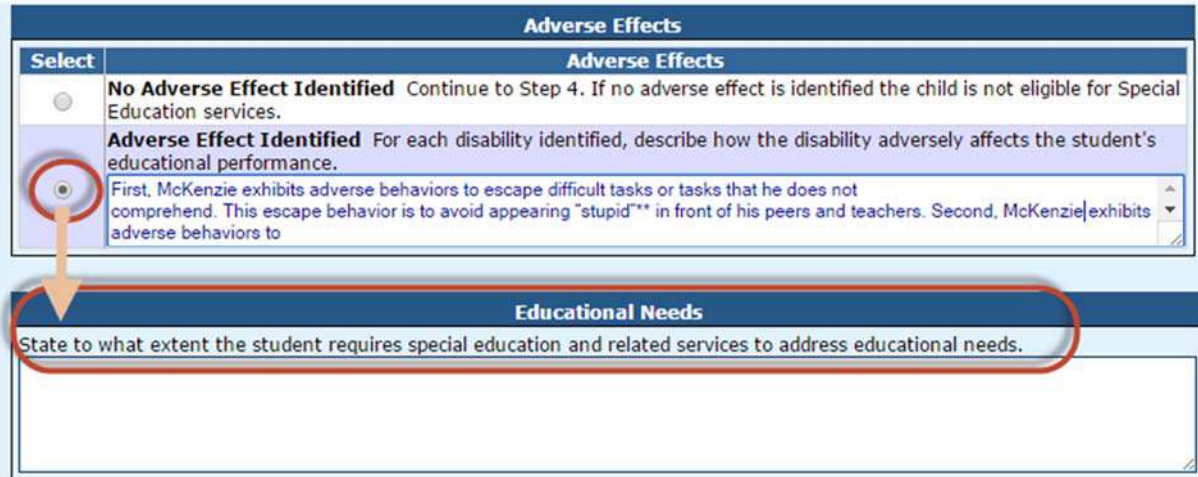
	Identify Disability (Clear)		
Primary	**Secondary**	**Disability**	
○	☐	Autism (O)	
○	☐	Deaf-Blindness (H)	
○	☐	Deafness (G)	
○	☐	Developmental Delay (N)	
○	☐	Emotional Disability (K)	
○	☐	Hearing Impairment (F)	
○	☐	Intellectual Disability (A)	
○	☐	Multiple Disabilities (M)	
○	☐	Orthopedic Impairment (C)	
○	☐	Other Health Impairment (L)	
○	☐	Speech and/or Language Impairment (I)	
○	☐	Traumatic Brain Injury (P)	
○	☐	Visual Impairment (E)	

Adverse Effects	
Select	**Adverse Effects**
○	**No Adverse Effect Identified** Continue to Step 4. If no adverse effect is identified the child is not eligible for Special Education services.
○	**Adverse Effect Identified** For each disability identified, describe how the disability adversely affects the student's educational performance.

Step 4b: Select the *Adverse Effects*.

Adverse Effects	
Select	**Adverse Effects**
○	**No Adverse Effect Identified** Continue to Step 4. If no adverse effect is identified the child is not eligible for Special Education services.
○	**Adverse Effect Identified** For each disability identified, describe how the disability adversely affects the student's educational performance.

NOTE: IF *Adverse Effect Identified* is selected, the *Educational Needs* section will appear and the student's educational needs should be entered.

Step 5: Click **Continue.**

Step 6: Based on the information entered, the child's special education eligibility status will be stated here.

Step 7: Click **Save.**

Documentation of Intervention/Evaluation Results (SLD)

Step 1: From the *Eligibility Forms* tab, select the **Documentation of Intervention/Evaluation Results (SLD).**

Step 2: Provide the *Problem Identification/Statement of Problem.*

Step 3: Describe the *Problem Analysis/Strengths and Weaknesses.*

Step 4: Describe the *Plan of Development/Intervention(s).*

Step 5: Provide the *Plan of Evaluation/Educational Progress.*

Plan Evaluation / Educational Progress
Provide documentation of student progress over time as a result of the intervention. Attach evidence/graphs.

Step 6: Enter the *Plan of Evaluation/Discrepancy.*

Plan Evaluation / Discrepancy
States the current performance discrepancy after intervention, i.e., the difference between a student's level of performance compared to the performance of peers or scientifically-based standards of expected performance. Attach evidence.

Step 7: Enter the *Plan of Evaluation/Instructional Needs.*

Plan Evaluation / Instructional Needs
Summarize the student's needs in the area of curriculum, instructions, and environment. Include a statement of whether the student's needs in terms of materials, planning, and personnel required for intervention implementation are significantly different from those of general education peers. Attach evidence.

Step 8: Enter any *Additional Information Necessary for Decision-Making.*

Additional Information Necessary for Decision-Making
Report any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. Attach evidence.

Step 9: When complete, click **Save.**

- Save - Please save this form.
- Save and Preview - Please save this form and open the preview of the form.
- Cancel - Please exit the wizard.

Previous   **Cancel**   **Save Now**   **Save**

Eligibility Determination (SLD)

Step 1: From the *Eligibility Forms* tab, select the **Eligibility Determination (SLD).**

Step 2: Select **Yes** or **No** and document the *Evidence Provided*.

Step 3: Select **Yes** or **No** to indicate if the team has determined that the student's instructional need is the primary result of a visual, hearing or motor disability, cognitive disability, emotional disability, cultural factors, or environmental or economic disadvantage and document the *Evidence Provided* in each area.

Step 4: Click **Continue.**

Step 5: Select the best description of the student's *Educational Progress.*

	Educational Progress (Over Time)
Select	**Is the student progressing at a significantly slower rate than is expected in any areas of concern?**
○	**No**
○	**Yes** - The student is progressing at a significantly slower rate than expected.
○	**Yes** - The student is currently making an acceptable rate of progress but only because of the intensity of the intervention that is being provided.
○	**TBD** - To be determined in meeting
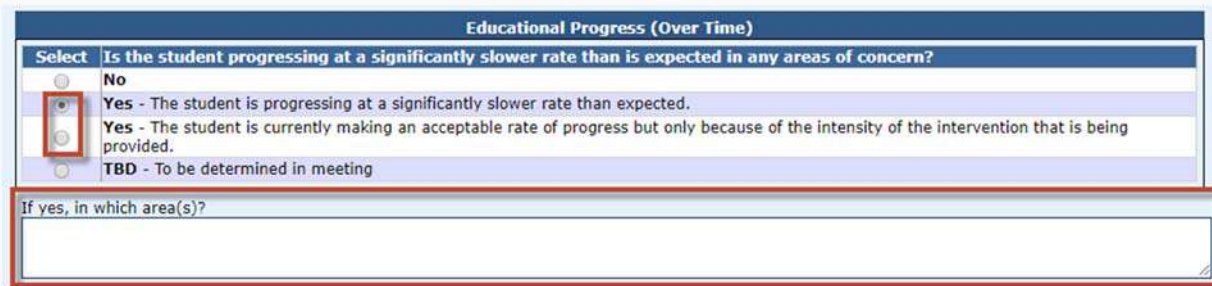
NOTE: If **Yes** is selected, describe which area(s).

	Educational Progress (Over Time)
Select	**Is the student progressing at a significantly slower rate than is expected in any areas of concern?**
○	**No**
●	**Yes** - The student is progressing at a significantly slower rate than expected.
○	**Yes** - The student is currently making an acceptable rate of progress but only because of the intensity of the intervention that is being provided.
○	**TBD** - To be determined in meeting
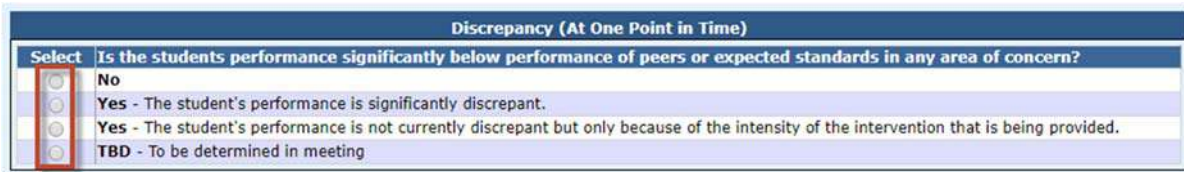
If yes, in which area(s)?

Step 6: Select the best description of the *Discrepancy.*

	Discrepancy (At One Point in Time)
Select	**Is the students performance significantly below performance of peers or expected standards in any area of concern?**
○	**No**
○	**Yes** - The student's performance is significantly discrepant.
○	**Yes** - The student's performance is not currently discrepant but only because of the intensity of the intervention that is being provided.
○	**TBD** - To be determined in meeting
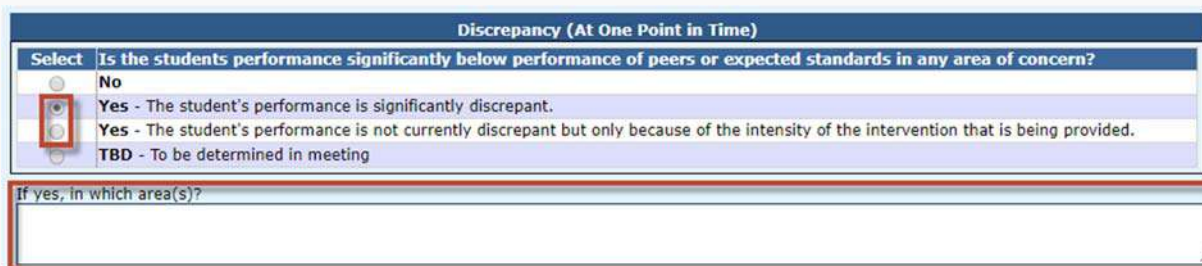
NOTE: If **Yes** is selected, describe which area(s).

	Discrepancy (At One Point in Time)
Select	**Is the students performance significantly below performance of peers or expected standards in any area of concern?**
○	**No**
●	**Yes** - The student's performance is significantly discrepant.
○	**Yes** - The student's performance is not currently discrepant but only because of the intensity of the intervention that is being provided.
○	**TBD** - To be determined in meeting

If yes, in which area(s)?

Step 7: Select the best description of the student's *Instructional Needs.*

NOTE: If **Yes** is selected, describe which area(s).

Step 8: Click **Continue.**

Step 9: The child's specific learning disability and special education eligibility status is stated and determined based on the selections made on the previous steps of this wizard.

NOTE: If the student is determined NOT ELIGIBLE, go to Step 10.

NOTE: If the student is determined ELIGIBLE, complete steps 9a-step 9c below.

Step 9a: Complete the *Optional Criteria* section.

Step 9b: Determine if this is the *Primary* or *Secondary Disability*.

Is this the primary or secondary disability?
- Primary
- Secondary

Step 9c: Select *Disability Area(s)*.

Disability Area(s)	
Select	**Area**
☐	Basic reading skills
☐	Reading fluency skills
☐	Reading comprehension
☐	Mathematical calculation
☐	Mathematical problem solving
☐	Written expression
☐	Oral expression
☐	Listening comprehension

Step 10: Click **Continue.**

◉ Continue - Please continue the wizard.
○ Cancel - Please exit the wizard.

⬅ **Previous**   🚫 Cancel   **Continue** ➡

Step 11: Determine if *Conference Attendees* agree or disagree by selecting **Yes** or **No.**

Conference Attendees (✖ Modify)	
Agrees	**Name**
○ Yes ○ No	Gray, Train09Olivia
○ Yes ○ No	Schmitt, Kenzie

Step 12: When complete, click **Save.**

Other Forms

Started	IEP Forms	Name
	Select the Form	
	Revocation of Consent	
	Autism Considerations	Form 34-54V
	Summary of Performance	Form 34-60

Revocation of Consent

Step 1: From the *Other Forms* tab, select the **Revocation of Consent** form.

Step 2: Enter the *Form Date* and *Contact Date* the parent/guardian revoked consent for the provision of special education services for this student.

Step 3: Select either **Oral** or **Written** for the *Contact Method*.

Step 4: Click **Continue.**

Step 5: Enter the Personnel that will appear on this form.

Step 6: When complete, click **Save.**

Summary of Performance

Step 1: From the *Other Forms* tab, select the **Summary of Performance** form.

Started	IEP Forms	Name
	Revocation of Consent	
	Autism Considerations	Form 34-54V
	Summary of Performance	Form 34-60

IEP Forms Notice and Consent Forms Eligibility Forms **Other Forms**

Select the Form

Step 2: Enter the *Anticipated Graduation Date.*

Summary of Performance   Step 2 of 10

Complete the Summary of Performance (SOP) to comply with the new requirement in IDEA 2004. Subsequent to the termination of the student's eligibility due to graduation or aging out, the Summary of Performance must be provided to the student. This form must be completed in the final year prior to the student exiting high school.

This information will be saved when you click Continue at the bottom of the wizard.

Anticipated Graduation Date: ▼ * MM/DD/YYYY
Date Summary Completed: ▼ MM/DD/YYYY
Most Recent IEP Start Date:
Person Completing Form: Search

Step 3: Enter the *Date Summary Completed.*

Anticipated Graduation Date: ▼ * MM/DD/YYYY
Date Summary Completed: ▼ MM/DD/YYYY

NOTE: The *Most Recent IEP Start Date* is automatic.

Most Recent IEP Start Date: 2/27/2018

Step 4: Click **Search** to enter the person completing this form.

Person Completing Form: Search

Step 5: Search for the personnel completing this form.

Step 6: Once user is found, click the check-mark to select the user.

Step 6a: Enter the Personnel *Phone Number* by clicking **Modify.**

Step 6b: Click **Add.**

Step 6c: Enter the *Phone Type, Phone Number,* and *Extension* (if available). Then, click the **Save** button.

Step 6d: Click **Return** when finished.

Step 7: Click **Continue.**

Step 8: Enter the recommendations of modifications and accommodations to assist the student in meeting the *Student Post-Secondary Goal(s).*

Student Post-Secondary Goal(s)	
Employment Outcomes/Goals	
Post-Secondary Education Outcomes/Goals	
Post-Secondary Training Outcomes/Goals	
Independent Living Outcomes/Goals	

Step 9: Click **Continue.**

- ⦿ Continue - Please continue the wizard.
- ○ Save and Exit - Please save this form and exit the wizard.
- ○ Cancel - Please exit the wizard.

← **Previous**   🚫 Cancel   **Continue** →

Step 10: Enter the student's *Summary of Academic Achievement and Functional Performance* and *Assessment(s)* for each *Academic/Functional* area.

🗹 Click Here to Add meeting notes

Academic Achievement and Functional Performance		
Academic/Functional Area	**Summary of Present Levels of Academic Achievement and Functional Performance**	**Assessment(s)**
Academic Reading and Math (e.g., basic skills, reading comprehension, decoding; math calculation skills, math problem solving)		
Functional Performance (e.g., general ability and problem solving, attention/organization, social skills and behaviors, self advocacy)		
Independent Living (e.g., self-care, transportation, life skills, personal safety)		
Communication Status (Written and Oral) (e.g., speech/language, writing ability, expressive/receptive language)		
Vocational & Career (e.g., job training, career explorations)		

Step 11: Click **Continue.**
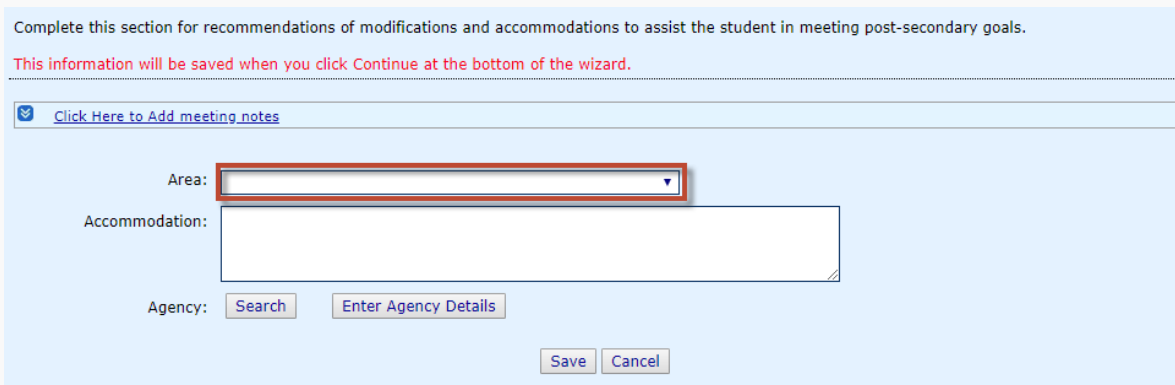
Step 12: Click **Add** to complete this section for recommendations of modifications and accommodations to assist the student in meeting post-secondary goals.

Step 12a: Select the *Area* in the drop-down.

Step 12b: Enter the *Accommodations.*

Step 12c: To enter an *Agency* from whom the student may be getting accommodations, you can either:

A.) **Search** for the entity, OR

B.) **Enter Agency Details.**

Step 12d: When complete, click **Save.**

Step 13: When complete, click **Continue.**

Step 14: Select the *Individuals Completing This Section.*

Step 15: Enter the *Student Perspective.*

NOTE: This section may be completed independently by the student or with assistance.

Step 16: To add *Accommodations and Supports,* click **Add.**

Complete the table below by identifying the accommodations and supports that have been tried by teachers or by you (e.g. pacing, extra time, visual supports, adaptive equipment) to help you succeed in school. Please indicate whether each one was effective or not effective.

This information will be saved when you click Continue at the bottom of the wizard.

Click Here to Add meeting notes

			Accommodations and Supports ⊕ Add)		
Edit	Delete	Area	Accommodations/Supports	Effective	Not Effective
No Records Found					

Step 16a: Enter the *Area, Accommodations and Supports,* and indicate whether each was *Effective* or *Not Effective.*

NOTE: It is OK to put things that were not effective here, because it will be important for the next service provider.

Complete the table below by identifying the accommodations and supports that have been tried by teachers or by you (e.g. pacing, extra time, visual supports, adaptive equipment) to help you succeed in school. Please indicate whether each one was effective or not effective.

This information will be saved when you click Continue at the bottom of the wizard.

Click Here to Add meeting notes

Area:

Accommodations and Supports:

○ Effective
○ Not Effective

Save | Cancel

Step 16b: When complete, click **Save.**

Step 17: Click **Continue.**

Step 18: Select the *Anticipated Exit Reason.*

Step 19: Click **Continue.**

Step 20: You can select, modify, and/or delete the personnel contact that will appear on this form.

NOTE: To modify, add, and/or delete personnel contact that will appear on this form see **IEP Form Contacts** for instructions.

Step 21: When complete, click **Continue**, then **Save.**

Step 22: Select the response given by the student.

NOTE: The *Post-School Data Collection Survey* is taken one year after the student has left or graduated high school.

Step 23: Enter the *Date Signed.*

Step 24: To save the form, click **Save.**

Autism Considerations

Step 1: From the *Other Forms* tab, click on the **Autism Considerations** form.

IEP Forms	Notice and Consent Forms	Eligibility Forms	**Other Forms**

	Select the Form		
Started	**IEP Forms**		**Name**
	Revocation of Consent		
	Autism Considerations		Form 34-54V
	Summary of Performance		Form 34-60

Step 2: This will open the *Autism Considerations* form.

In the development of the individualized education program for a student who has disability on the autism spectrum, the IEP team shall consider all the following factors.   Help ◼

⬇   Click Here to Add meeting notes

Autism Considerations		
Factors	**Student Needs**	**Supports Identified**
Verbal and nonverbal communication needs		
Social interaction skills and proficiencies		
Needs resulting from unusual responses to sensory experience		
Needs resulting from resistance to environmental change or change in daily routines		
Needs resulting from engagement in repetitive activities and stereotyped movements		
Needs for any positive behavioral interventions, strategies and supports		
Other needs which impact progress in general curriculum, including social and emotional development		

Step 3: Enter the *Students Needs* and *Supports Identified* for *Verbal and nonverbal communication needs.*

Autism Considerations		
Factors	**Student Needs**	**Supports Identified**
Verbal and nonverbal communication needs		

Step 4: Enter the *Student Needs* and *Supports Identified* for the student's *Social interaction skills and proficiencies.*

Autism Considerations		
Factors	**Student Needs**	**Supports Identified**
Verbal and nonverbal communication needs		
Social interaction skills and proficiencies		

Step 5: Enter the *Student Needs* and *Supports Identified* for the student's *Needs resulting from unusual responses to sensory experience.*

Autism Considerations		
Factors	**Student Needs**	**Supports Identified**
Verbal and nonverbal communication needs		
Social interaction skills and proficiencies		
Needs resulting from unusual responses to sensory experience		

Step 6: Enter the *Student Needs* and *Supports Identified* for the student's *Needs resulting from resistance to environmental change or change in daily routines.*

Autism Considerations		
Factors	**Student Needs**	**Supports Identified**
Verbal and nonverbal communication needs		
Social interaction skills and proficiencies		
Needs resulting from unusual responses to sensory experience		
Needs resulting from resistance to environmental change or change in daily routines		

Step 7: Enter the *Student Needs* and *Supports Identified* for the student's *Needs resulting from engagement in repetitive activities and stereotyped movements.*

Autism Considerations		
Factors	**Student Needs**	**Supports Identified**
Verbal and nonverbal communication needs		
Social interaction skills and proficiencies		
Needs resulting from unusual responses to sensory experience		
Needs resulting from resistance to environmental change or change in daily routines		
Needs resulting from engagement in repetitive activities and stereotyped movements		

Step 8: Enter the *Student Needs* and *Supports Identified* for the student's *Needs for any positive behavioral interventions, strategies and supports.*

Autism Considerations		
Factors	**Student Needs**	**Supports Identified**
Verbal and nonverbal communication needs		
Social interaction skills and proficiencies		
Needs resulting from unusual responses to sensory experience		
Needs resulting from resistance to environmental change or change in daily routines		
Needs resulting from engagement in repetitive activities and stereotyped movements		
Needs for any positive behavioral interventions, strategies and supports		

Step 9: Enter the *Student Needs* and *Supports Identified* for the student's *Other needs which impact progress in general curriculum, including social and emotional development.*

Autism Considerations		
Factors	**Student Needs**	**Supports Identified**
Verbal and nonverbal communication needs		
Social interaction skills and proficiencies		
Needs resulting from unusual responses to sensory experience		
Needs resulting from resistance to environmental change or change in daily routines		
Needs resulting from engagement in repetitive activities and stereotyped movements		
Needs for any positive behavioral interventions, strategies and supports		
Other needs which impact progress in general curriculum, including social and emotional development		

Step 10: To save the form, click **Save.**

- Save - Please save this form.
- Save and Preview - Please save this form and open the preview of the form.
- Cancel - Please exit the wizard.

← **Previous**   ⊘ Cancel   💾 Save Now   **Save** →

Add Meeting Notes

Step 1: Click on the form from the meeting you would like to add the meeting notes to.

NOTE: You will be able to add meeting notes to any IEP form in I-Star.

Step 2: At the top of every page, you will select *Click Here to Add meeting notes* to the desired pages you would like to add a note to.

Step 3: Type the desired text.

Step 4: The note will automatically be saved when you click continue at the bottom of the screen and proceed throughout the wizard.

Making an Entire Meeting Official

To make the entire meeting official, follow the steps below:

NOTE: You must designate the *IEP Case Manager* from the *Access List* before you can mark an IEP official. See **Adding Users to the Access List**

Step 1: To make the meeting official, select **Make Meeting Official** in the *Pink IEP Conference box.*

NOTE: Once an IEP has been made official, you will not be able to edit the information.

Step 2: When making the meeting official, I-Star will go through an error checking process of the forms that are associated with that meeting.

View	Make Official	Passed Edits?	Errors	Form Date	Name	Description
(o)	☐	⊘	• The required field IEP Case Manager Flag is missing. You must supply data for this field.	05/16/2018	Form 37-44	Conference Summary
(o)	☑	✓		05/16/2018	Form 34-57D	Notification of Conference
(o)	☑	✓		05/16/2018	Form 34-54V	Autism Considerations
(o)	☑	✓	Check Mark(s) indicate the Form(s) has passed the error checking	05/16/2018	Form 34-54S	Additional Notes/Information
(o)	☑	✓		05/16/2018	Form 34-54P	Educational Services and Placement
(o)	☑	✓		05/16/2018	Form 34-54O	Assessment
(o)	☑	✓		05/16/2018	Form 34-54N	Educational Accommodations and Support
(o)	☑	✓		05/16/2018	Form 34-54M	Goals and Objectives
(o)	☑	✓		05/16/2018	Form 34-54K-L	Behavioral Intervention Plan
(o)	☑	✓		05/16/2018	Form 34-54J	Functional Behavioral Assessment
(o)	☑	✓		05/16/2018	Form 34-54G	Present Levels of Academic Achievement and Functional Performance

Forms with Draft Status

Step 3: If any errors are found, the RED icon will appear.

View	Make Official	Passed Edits?	Errors	Form Date	Name	Description
(o)	☐	⊘	• The required field IEP Case Manager Flag is missing. You must supply data for this field.	05/16/2018	Form 37-44	Conference Summary
(o)	☑	✓		05/16/2018	Form 34-57D	Notification of Conference
(o)	☑	✓		05/16/2018	Form 34-54V	Autism Considerations
(o)	☑	✓	NOTE: All errors must be corrected to make an individual form and/or meeting official.	05/16/2018	Form 34-54S	Additional Notes/Information
(o)	☑	✓		05/16/2018	Form 34-54P	Educational Services and Placement
(o)	☑	✓		05/16/2018	Form 34-54O	Assessment
(o)	☑	✓		05/16/2018	Form 34-54N	Educational Accommodations and Support
(o)	☑	✓		05/16/2018	Form 34-54M	Goals and Objectives
(o)	☑	✓		05/16/2018	Form 34-54K-L	Behavioral Intervention Plan
(o)	☑	✓		05/16/2018	Form 34-54J	Functional Behavioral Assessment
(o)	☑	✓		05/16/2018	Form 34-54G	Present Levels of Academic Achievement and Functional Performance

Forms with Draft Status

NOTE: You will receive the highlighted area below if you do NOT have an *IEP Case Manager* designated in the *Access List* located under the **IEP Overview Tab**.

To add an *IEP Case Manager* to the *Access List*, see **Adding Users to the Access List**.

View	Make Official	Passed Edits?	Errors	Form Date	Name	Description
(0)	☐	⊘	• The required field IEP Case Manager Flag is missing. You must supply data for this field.	05/16/2018	Form 37-44	Conference Summary
(0)	☑	✓		05/16/2018	Form 34-57D	Notification of Conference
(0)	☑	✓		05/16/2018	Form 34-54V	Autism Considerations

Profile   **Current/Create IEP**   **Archived IEPs**   **Activity Log**

Student: DemoLyndon Hubert Butler   SIS ID: 999999019   DOB: 11/17/2008 (9 yrs 6 mos)

IEP Overview IEP Timeline Print History Activity Log Attachments

Add Form   Print IEP   Setup a Conference   ✕ Delete/Hide IEP Package

IEP: (Select Others)
Year: **2018**
IEP Status: **Draft**
Resident District: **Harrisburg CUSD 3**
IEP Start Date:
Annual Review Date:
Evaluation Dates:
Anticipated Graduation Date: **6/5/2027**
Disabilities:

Disabilities (Modify)

Type	Disability
Primary Disability	
Secondary Disability	

Access List:

Access List (Modify)

Name	Entity	Read-Only	Notifications	Make Forms Official	Will Attend Meetings	IEP Case Manager
Bailey, Train11Chelsey	Norris City Annex	☐	☑	☑	☑	☐
Long, Train01Lauren	Norris City Annex	☐	☑	☑	☑	☐

Step 4: To correct the errors on the form, click on the RED icon.

View	Make Official	Passed Edits?	Errors	Form Date	Name	Description
(0)	☐	⊘	• The required field IEP Case Manager Flag is missing. You must supply data for this field.	05/16/2018	Form 37-44	Conference Summary
(0)	☑	✓		05/16/2018	Form 34-57D	Notification of Conference
(0)	☑	✓		05/16/2018	Form 34-54V	Autism Considerations

Step 5: Once all errors are corrected and have *Passed Edits,* you can make the meeting official.

Step 6: All forms listed in the meting must be checked to *Make Official* to allow the entire meeting to become official.

Step 7: Click **Change Status.**

Step 8: Enter the *Official Start Date.*

Please Enter the Official Start Date for this IEP

Start Date: [__/__/____] ▼ * MM/DD/YYYY

Step 9: Click **Save.**

Save Cancel

Step 10: After entering the Official Start date of the IEP, it will bring you back to the IEP Timeline. Since the entire meeting/IEP is now official, you will see the following tabs: **Create an Amendment**, **Annual Review**, and **Reevaluation.**

| IEP Overview | **IEP Timeline** | Print History | Activity Log | Attachments |

⊕ Add Form Print IEP Setup a Conference Create an Amendment Annual Review Reevaluation

NOTE: On the **Landing Page**, you will also notice the status changed from *Draft* to *Official.*

My IEP Students

	IEP Status / Start	Home School
	Draft	
	Draft	Harrisburg CUSD 3
	Official 4/21/2017	Harrisburg CUSD 3
	Items Per Page 20 ▼	⏮ ⬅ ➡ ⏭

Annual Review

If a student has an existing IEP in I-Star, you will use the *Annual Review* option from *Current/Create IEP*. Follow steps 1-7 below.

NOTE: You should NOT perform the Annual Review or Reevaluation processes unless you have an official IEP for that student and want to create a new IEP Package.

Step 1: If a student has an existing IEP in I-Star, from the **Student Profile**, select **Current/Create IEP.**

Step 2: Enter a *Purpose of Visit* and click **Save.**

Step 3: From the *IEP Overview* tab, select **Annual Review.**

Step 4: Select **Resident District.**

Resident District: | Harrisburg CUSD 3 ▼

Step 5: Review the *Access List* to verify that all users on it should remain. You can also add any new users that need access to the student's IEP. See **Adding Users to the Access List** for instructions.

Annual Review

Please review the access list to make sure they are still appropriate.
Saving will begin a new IEP. **(If this student already has a draft IEP this may not be necessary)**

Resident District: Harrisburg CUSD 3 ▼

Access List (➕ Add)

Edit	Delete	Name	Entity	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings
✎	✖	Long, Train01Lauren	Norris City Annex	☐	☐	✔	✔	✔
✎	✖	Ortiz, Train03Isabella	Norris City Annex	☐	☐	✔	✔	✔

You can select a user from the list of common user for your district.

Common Users

Select	Name	Interpreter	Read-Only	Notifications	Make Forms Official	Will Attend Meetings
✓	Bailey, Train11Chelsey	☐	☐	✔	✔	✔

◉ Save - Please save the IEP Package
◯ Cancel - Please exit the wizard.

⊘ Cancel   Save ➡

Step 6: SAVING WILL BEGIN A NEW IEP. If you wish to continue, click **Save** once you are satisfied with the *Access List*.

Step 7: After clicking the annual review button, the official IEP will be located under the *Achieved IEP* tab. You will then be able to continue by clicking **Setup a Conference** to begin the annual review.

Step 8: Proceed by following the steps to **Create an IEP.**

Reevaluation

NOTE: You should NOT perform the Annual Review or Reevaluation processes unless you have an OFFICIAL IEP for that student and want to create a new IEP Package.

Step 1: If a student has an existing IEP in I-Star, from the **Student Profile**, select **Current/Create IEP**

Step 2: Enter a *Purpose of Visit* and click **Save.**

Step 3: From the *IEP Overview* tab, select **Reevaluation.**

Step 4: Select **Resident District.**

Step 5: Review the *Access List* to verify that all users on it should remain. You can also **Add** any new users that need access to the student's IEP. See **Adding Users to the Access List** for instructions.

Step 6: SAVING WILL BEGIN A NEW IEP. If you wish to continue, click **Save** once you are satisfied with the *Access List.*

Step 7: After clicking the annual review button, the official IEP will be located under the *Archived IEP* tab. You will then be able to continue by clicking **Setup a Conference** to begin the annual review.

Step 8: Proceed by following the steps to **Create an IEP.**

Archived IEP

Archiving an IEP is done a variety of ways:

1.) When performing the **Annual Review** function, the current IEP is archived when the new IEP is made official.

2.) When performing the **Reevaluation** function, the current IEP is archived when the new IEP is made official.

3.) If you do NOT wish to use the Annual Review or Reevaluation functions, you can also **Setup a Conference**. The date the new IEP goes into effect, the current IEP will be archived.

To access the archived IEPs, follow the steps below:

Step 1: Click **Archived IEPs** in the top toolbar from the **Student Profile** page.

Step 2: Here you will see a list of *Archived IEP Packets*.

Step 2a: If you would like to view the *Archived IEP Packet*, click the view icon.

Step 2b: To print the archived IEP, click the eye glasses icon.

Profile	Current/Create IEP	Archived IEPs	Activity Log

Student: **DemoJeff Roscoe Anderson**   SIS ID: **999999061**   DOB: **12/3/2001 (15 yrs 4 mos)**

Archived IEP Packets

View	Print History	Resident District	Status	Year	IEP Start	IEP End	Not Eligible
🗎	👓	Harrisburg CUSD 3	Official	2016	2/14/2017	2/13/2017	☐

Create an Amendment

To create an amendment follow the steps below:

NOTE: You can only create an amendment after IEP is considered official.

Step 1: From the **Landing Page**, select the student's name under *My IEP Students*.

SISID	Name	IEP Status / Start	Home School
999999061	DemoJeff Roscoe Anderson	Official 2/14/2017	Harrisburg CUSD 3
999999116	DemoRiver Yusuf Bell	Draft	Harrisburg CUSD 3
999999052	DemoGarrett Hendrix Collins	Draft	Harrisburg CUSD 3
999999052	DemoGarrett Hendrix Collins	Official 2/15/2017	Harrisburg CUSD 3
999999001	DemoCash Grant Flores	Draft	
999999001	DemoCash Grant Flores	Draft	

(Page 1 of 1)   Page 1   Items Per Page 20

View All

Step 2: Click **Current/Create IEP.**

Goal Mine   IEP Quality   My Students: DemoGarrett Hendrix Collins

Profile   Current/Create IEP   Archived IEPs   Activity Log

Student: **DemoGarrett Hendrix Collins**   SIS ID: 999999052   DOB: 10/15/1999 (17 yrs 5 mos)

Step 3: Enter a *Purpose of Visit* and click **Save.**

Purpose for IEP Activity

You must enter a reason why you are visiting the IEP at this time.

Purpose of Visit:

Notes:

Save   Cancel

Step 4: While in the student's *IEP Timeline* tab, click **Create an Amendment**.

Step 5: Enter the *Form Date*.
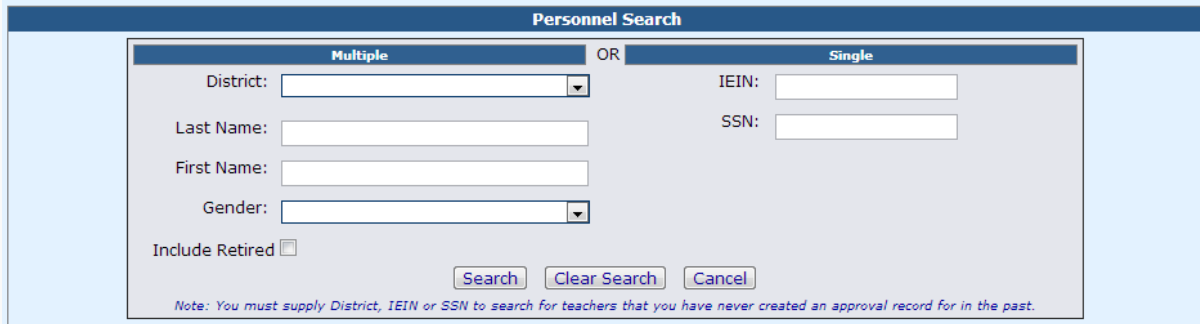
Step 6: You may select the check-mark from the access list below or if a person is not listed in the access list that spoke to the parent/guardian you may click **Add.**
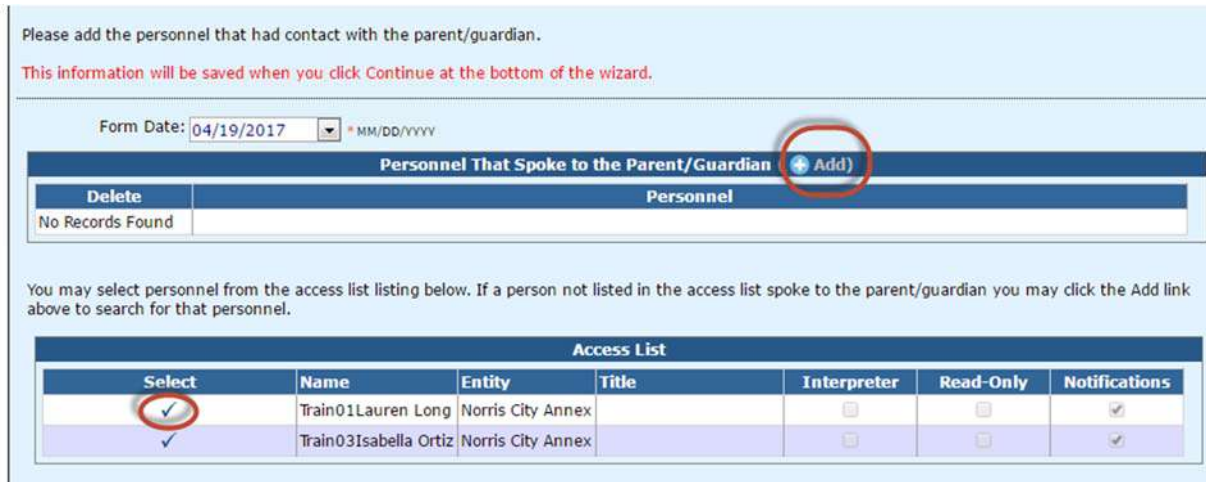
NOTE: If you have clicked the **Add** icon, follow steps 6a-6d.

Step 6a: Use the *Personnel Search* to find the personnel who spoke with the parent.

Step 6b: If the personnel for whom you are searching appears in the *Personnel Search Results*, click the check-mark under *Select* to select them.

Step 6c: If the person has already been added to the student's *Access List*, you can simply click the check-mark under *Select* column to add them.

Step 6d: Once you have added the personnel that you need, click **Continue**.

Step 7: Select the *Contact Date.*

Step 8: Select the *Method of Communication* made to the parent/guardian.

Step 9: Click **Continue.**

Step 10: Enter the *Effective Date.*

Step 11: Enter the changes that are being made to the student's IEP.

Step 12: Click **Continue.**

Step 13: Select the personnel to be contact and signator for this IEP.

NOTE: To modify, add, and/or delete personnel contact that will appear on this form see **IEP Form Contacts** for instructions.

Step 14: When complete, click **Save and Continue.** Next, click **Save.**

Step 15: Select the form(s) you wish to amend by clicking the check-mark from the *Available Forms* box.

			Forms Included in Amendment	
Actions	**View Original**	**View New**	**Name**	**Current Errors**
No Records Found				

Available Forms

View	Select	Name	Description	Meeting
📄	✓	Form 37-44	Conference Summary	06/12/20
📄	✓	Form 34-54A	Documentation of Evaluation Results	06/12/20
📄	✓	Form 34-54B	Eligibility Determination (Other than SLD)	06/12/20
📄	✓	Form 34-54G	Present Levels of Academic Achievement and Functional Performance	06/12/20
📄	✓	Form 34-54J	Functional Behavioral Assessment	06/12/20
📄	✓	Form 34-54K-L	Behavioral Intervention Plan	06/12/20
📄	✓	Form 34-54M	Goals and Objectives	06/12/20
📄	✓	Form 34-54N	Educational Accommodations and Support	06/12/20
📄	✓	Form 34-54P	Educational Services and Placement	06/12/20
📄	✓	Form 34-54Q	Educational Services and Placement (Page 2)	06/12/20
📄	✓	Form 34-54S	Additional Notes/Information	06/12/20
📄	✓	Form 34-54V	Autism Considerations	06/12/20
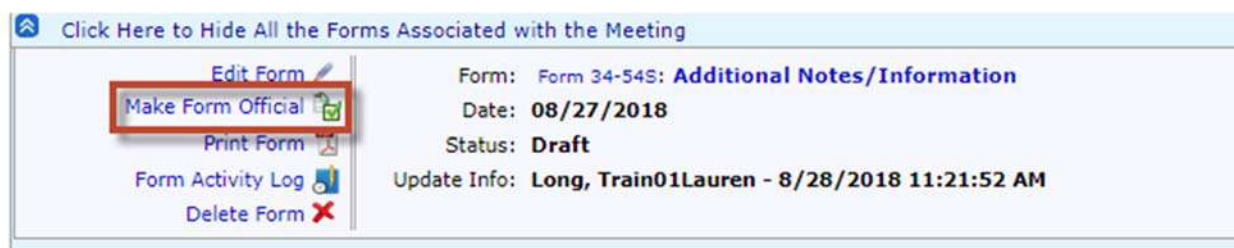
Step 16: When complete, click **Return.**

Return →

Make Individual Form Official

NOTE: Once and IEP gets a start date, it becomes official. There are a few forms that will provide a start date, mainly the forms in sequence after the Data Chats. (With the exception of the Progress Reports.) The status of the IEP isn't affected by the present or absence of any singular form. Marking one of these forms official sets the start date of the whole IEP.

Step 1: To make an individual form official, click **Make Form Official** to the left of the form description.

Step 2: The form you have selected to make official will go through a list of error checks.

NOTE: A RED icon will indicate there are errors, which needs to be corrected before making the form official. The error description will be listed next to the red icon.

NOTE: A check mark will represent the form has *Passed Edits.*
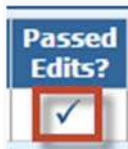
Step 3: Once the form has passed the error check, you can select the form to change its status to official.

Step 4: Click **Change Status.**

Step 5: Enter the *Official Start Date for this IEP.*

Step 6: Click **Save.**

NOTE: You will also notice the *Status* of the form was changed from *Draft* to *Official.*

Print IEP

Step 1: Go to the **Student's Profile** of the student's IEP you wish to print.

Step 2: Click the **Current/Create IEP** tab.

Step 3: Enter a *Purpose of Visit* and click **Save.**

Step 4: Select the **IEP Timeline** tab.

Step 5: Click **Print IEP.**

Step 6: Choose from the following *IEP Print Options.*

Step 7: Select the *Form Status.*
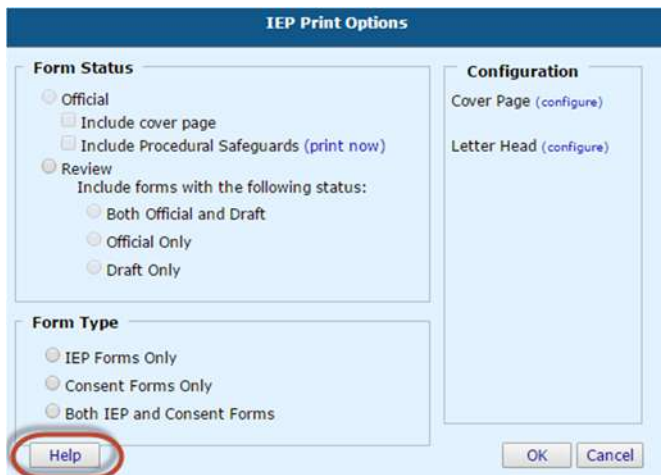
Step 8: Select desired *Form Type.*

Step 9: For further explanation on the *Form Status* and *Form Type*, click **Help.**

Step 10: To add an image for *Cover Page*, click **Configure**. See **Configuring a Cover Page** for instructions.

NOTE: Only IEP administrators will be able to configure a cover page.

Configuration

Cover Page (configure)

Letter Head (configure)

Step 11: To add an image for *Letter Head*, click **Configure.** Click **Configuring Letter Head** for instructions.

NOTE: Only an IEP administrators will be able to configure a letter head.

Step 12: When complete and ready to print, click **OK.**

Print History

To view the student's IEP print history follow the steps below:

Step 1: From the **Student Profile** page, click **Current/ Create IEP.**
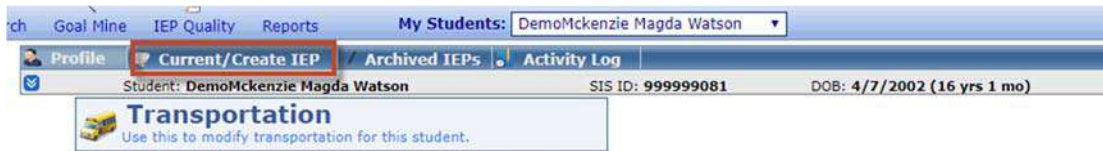
Step 2: Select the **Print History** tab.
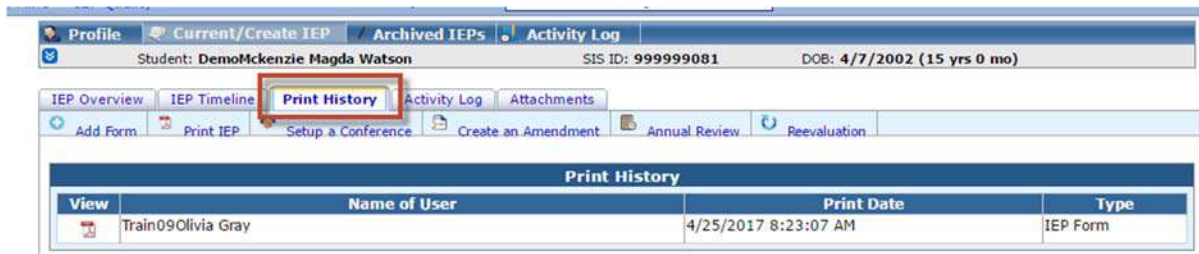
Step 3: To view the student's *IEP Print History* form, click the view icon.
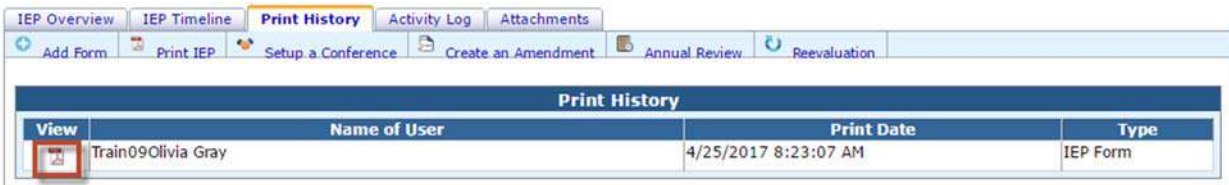
Adding Attachments to the IEP

NOTE: Occasionally there will be portions of an IEP that are not reflected in the forms alone. These additional documents can be uploaded to the I-Star system for these situations.

Step 1: From the **Landing Page**, select the student's name under *My IEP Students.*

Step 2: Click **Current/Create IEP.**

Step 3: Enter a *Purpose of Visit* and click **Save.**

Step 4: Click the **Attachments** tab.

Step 5: Click **Add.**

Step 6: Enter a *Title* and *Description* for the document.

Step 7: To upload a file, click *Choose File.*

Step 8: Search *File Name,* Select File, and click **Open.**
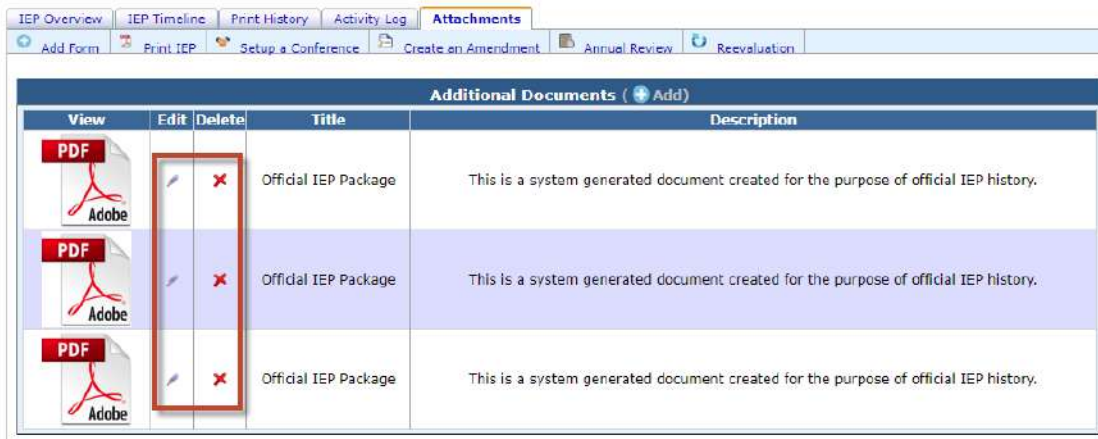
Step 9: This will upload the file you have chosen.

Step 10: Select **Import**, then **Save.**

Step 11: Once the attachment is saved, you can view, edit and/or delete from the *Attachments* tab for that student.

Activity Log

Step 1: Click **Activity Log** to access the *Log Book*.

Profile	Current/Create IEP	Archived IEPs	Activity Log
Student: DemoJeff Roscoe Anderson		SIS ID: 999999061	DOB: 12/3/2001 (15 yrs 4 mos)

Step 2: From here, you can see the *Log Book*. This shows the *User Name, Log Date, Type of navigation, Reason* for visiting the IEP, and the *Activity Count*.

Profile	Current/Create IEP	Archived IEPs	Activity Log
Student: DemoJeff Roscoe Anderson		SIS ID: 999999061	DOB: 12/3/2001 (15 yrs 4 mos)

Log Book | Details

Student Log Book — View 20 ▼ Log Book Entries

User Name	Log Date	Type	Reason	Activity Count
Train01Lauren Long (Coop User)	04/20/2017	Screen Navigation	Review/Print the IEP	5
Train01Lauren Long (Coop User)	04/20/2017	Screen Navigation		19
Train01Lauren Long (Coop User)	04/20/2017	Printed IEP		1
Train01Lauren Long (Coop User)	04/19/2017	Screen Navigation	Review/Print the IEP	12
Train01Lauren Long (Coop User)	04/19/2017	Screen Navigation		8
Train01Lauren Long (Coop User)	04/19/2017	Data Transaction		5
Train01Lauren Long (Coop User)	04/11/2017	Screen Navigation	Review/Print the IEP	3
Train01Lauren Long (Coop User)	04/11/2017	Screen Navigation		3

Step 3: Click the *Details* tab to *Filter Activity Log*.

Log Book | Details

Filter Activity Log

Begin Date: 04/18/2018 — MM/DD/YYYY   End Date: 05/02/2018 — MM/DD/YYYY — Search   User: ▼

Step 3a: You can choose to search by *begin date*, *end date*, and *user*.

Filter Activity Log

Begin Date: 04/18/2018 — MM/DD/YYYY   End Date: 05/02/2018 — MM/DD/YYYY — Search   User: ▼

Step 3b: Choose the *Activity Items* that you would like to appear in the results.

Step 3c: The log will then appear.

IEP Reports

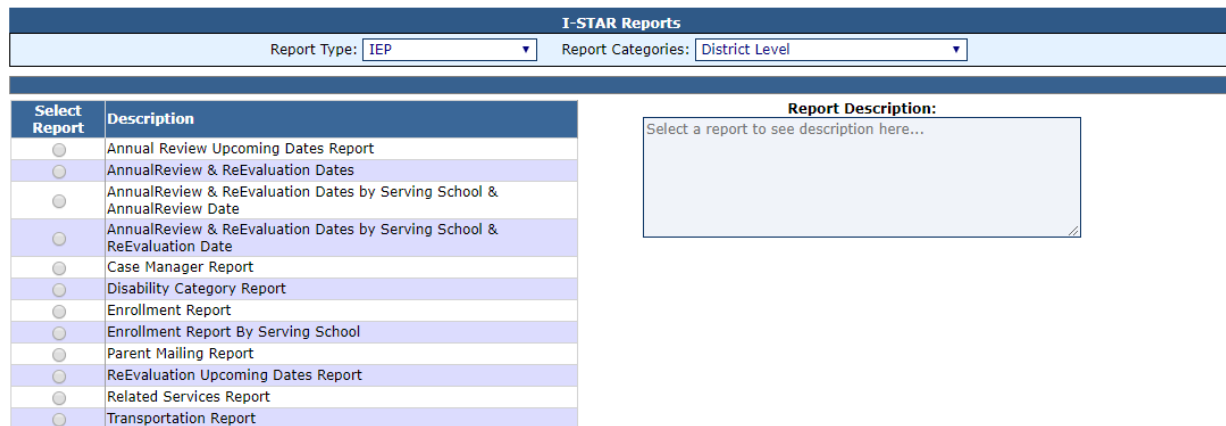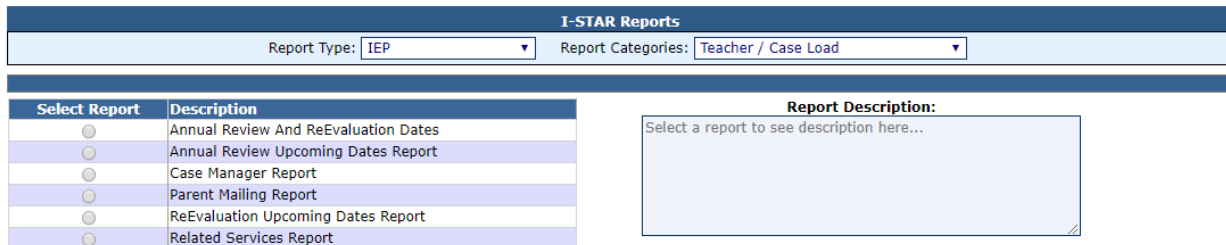**Step 1:** To access IEP reports, click the **Reports** tab.

Step 2: Under *I-STAR Reports*, select **IEP** for the *Report Type*.

Step 3: Select either **Teacher/Case Load** or **District Level** from the drop-down menu for the *Report Categories*.

NOTE: Depending on your *Report Categories* selection, this will populate different reports.

Step 3: Under the *Select Report* column, click the correct *Description* of the report you are wanting to run and/or export.

Step 4: Click either **Run Report** or **Export Report**.

IEP-Q

The IEP-Q is an excellent resource for all the teachers. This website is recommended if you need ideas and/or support on how to complete the sections or any of the sections in the IEP forms. It is encouraged you to register for the IEP-Q website. To register, see the link below:

https://iepq.education.illinois.edu/

Notice & Consent Instructions

Select the link below to view the **Notice & Consent Instructions** provided by the *Illinois State Board of Education.*

Including the Explanation of Procedural Safeguards (34-57J) (all forms provided in Arabic, Chinese, English, Gujarati, Korean, Polish, Russian, Spanish, Tagalog, Urdu, Vietnamese)

https://www.isbe.net/Documents/consent_forms_instruct.pdf

ISBE IEP Forms

Select the link below to view the **IEP Forms (English)** provided by the *Illinois State Board of Education*.

https://www.isbe.net/Documents/34-54-iep-forms.pdf

Select the link below to view the **IEP Forms (Spanish)** provided by the *Illinois State Board of Education*.

https://www.isbe.net/Documents/34-54-iep-forms-sp.pdf

ISBE IEP Instructions

Select the link below to view the **IEP Instructions** provided by the *Illinois State Board of Education.*

http://www.isbe.net/Documents/iep_instructions.pdf