




## IWAS Access

- Each I-Star user has to have an IWAS account  
<https://sec1.isbe.net/iwas/asp/login.asp?js=true>
- Visit the IWAS User Guide or IWAS Training Video for IWAS Help
  - IWAS Help Desk (217) 558-3600 
- Once an account is established, each user has to request access to the I-Star Application
- It is recommended that users request read-only access to SIS during this time as well
- Once the IWAS account and the I-Star access is approved, I-Star can be accessed under the System Listing → Reporting → Annual

ISBE Home

Home

Sign Up Now

Get Password

Contact Us

Help

**IWAS User Guide**

**IWAS Training Video**

**Categories** - Click to Expand/Collapse Tree **Authorization**

- [-] Reporting
- [-] Annual

I - Star (Special Education) - Training Authorized

# I-Star Security

1. From the Landing Page, click Request Access

**Request Access**  
 Are you not seeing a list of students? Use this link to request a change to your I-Star security settings.

2. Click Modify beside User's Assigned System Roles

User's Assigned System Roles (X) **Modify**

3. Click Request Access next to the desired roles

Student Approvals (Clear)		
Request Access	Current Access	Role Name
<input type="checkbox"/>	<input type="checkbox"/>	Student Approvals Full Access
<input type="checkbox"/>	<input type="checkbox"/>	Student Approvals Read Only

Student Claims (Clear)		
Request Access	Current Access	Role Name
<input type="checkbox"/>	<input type="checkbox"/>	Student Claims Full Access
<input type="checkbox"/>	<input type="checkbox"/>	Student Claims Read Only

4. Once desired roles have been selected, click Save

# I-Star Security

1. The District Superintendent or Coop Administrator approves Security Requests. From the Landing Page, click Approve/Deny a Security Request.

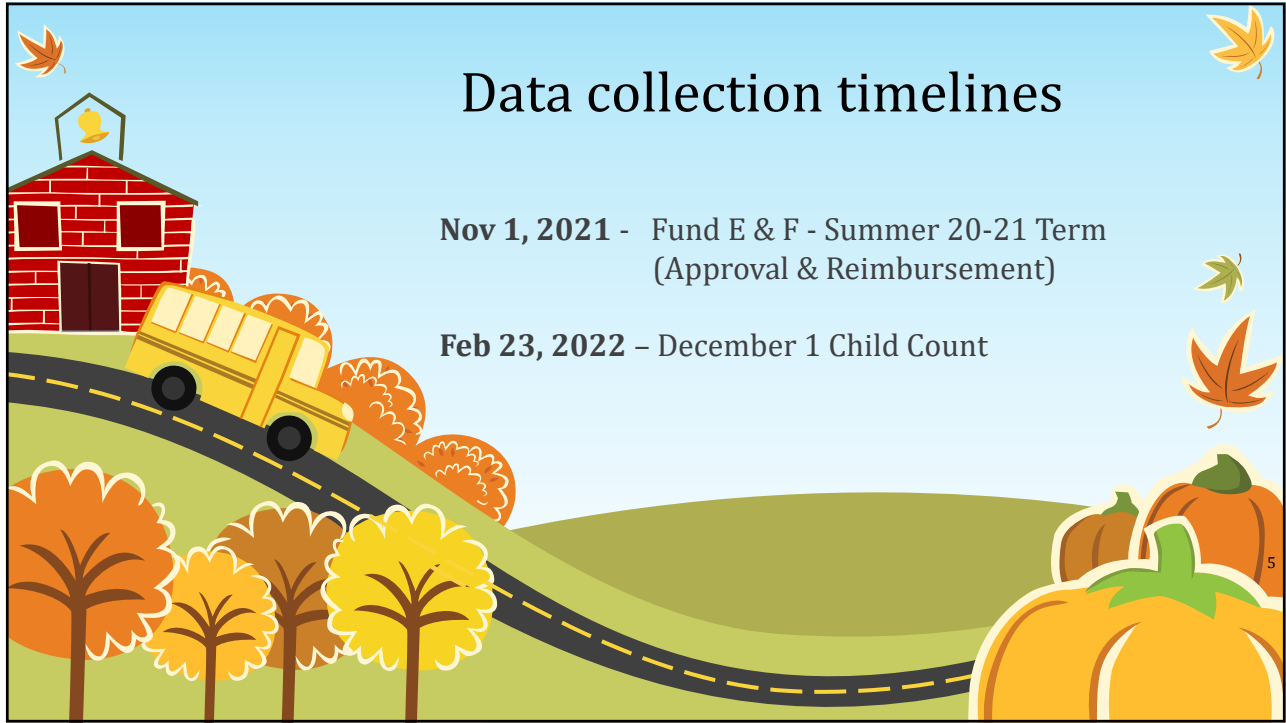
**Approve/Deny a Security Request**  
 At least one person has submitted a security request. Use this quick link to view the details of the request.

2. Click the name of the user to edit their access under the Manage Security Tab (or locate their request under Security Requests tab)
3. Click Approve or Deny for the request then click Save

**\*\*Security administration can be designated by the Superintendent or Coop Administrator to another user(s)**

First/Initial	Full Name	Edits	Email	Approval Group	Logged In	Roles	Is Active
		Wabash & Ohio Valley Sp Ed Dist		District Admin	<input type="checkbox"/>	Role Name Personnel Approvals Full Access Personnel Claims Full Access JEP Administrator Access District Security Administrator Import Personnel Claims Full Access	True
		North City Annex		Document Auditor	<input type="checkbox"/>	Role Name Personnel Approvals Full Access Personnel Claims Full Access Student Approvals Full Access Student Claims Full Access JEP Administrator Access District Security Administrator Import Personnel Claims Full Access	True

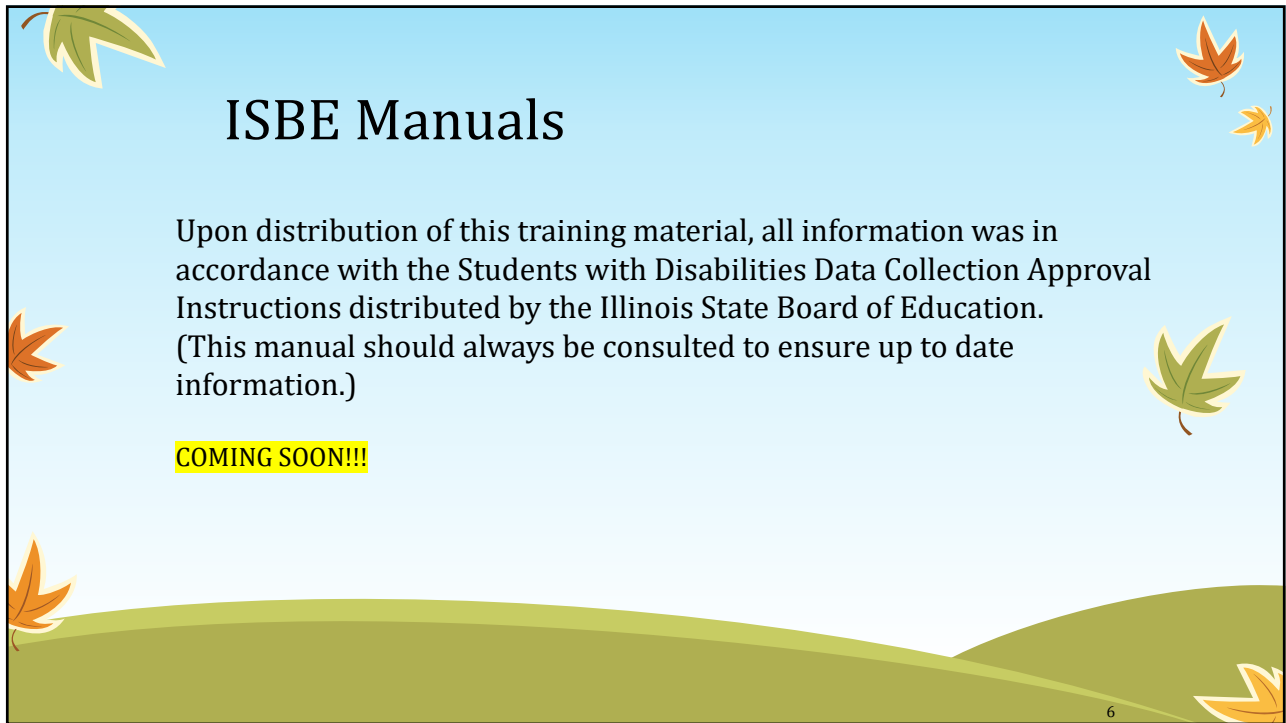
District Security Administrator (Clear)		
Request Access	Current Access	Role Name
<input type="checkbox"/>	<input type="checkbox"/>	District Security Administrator

A colorful illustration of a farm scene. On the left, there is a red brick barn with a yellow bell in a cupola. A yellow school bus is driving on a winding road that curves through a landscape of rolling green hills, orange and yellow trees, and several pumpkins. The sky is light blue with a few falling leaves. The number '5' is visible in the bottom right corner of the illustration.

## Data collection timelines

Nov 1, 2021 - Fund E & F - Summer 20-21 Term  
(Approval & Reimbursement)

Feb 23, 2022 - December 1 Child Count

A slide with a light blue background and autumn-themed decorations. There are several falling leaves in shades of orange, yellow, and green. The bottom of the slide features rolling green hills. The number '6' is visible in the bottom right corner.

## ISBE Manuals

Upon distribution of this training material, all information was in accordance with the Students with Disabilities Data Collection Approval Instructions distributed by the Illinois State Board of Education. (This manual should always be consulted to ensure up to date information.)

**COMING SOON!!!**

## I-Star Landing Page

Welcome Coop User  
**Train15Jess Brown**  
 Norris City Annex

Thank you for using the I-Star training system.  
 Welcome to I-Star. Please feel free to share all questions, concerns and comments that you have with us [here](#). Your input is very valuable to us.

**Request Access**  
 Are you not seeing a list of students? Use this link to request a change to your I-Star security settings.

**2021 School year Student records with fatal errors: 13**  
**2022 School year Student records with fatal errors: 1**  
 Use this quick link to go to Student

**2021 School year Personnel records with fatal errors: 2**  
**2022 School year Personnel records with fatal errors: 1**  
 Use this quick link to go to Personnel

**Current Child Count Status**  
 Use this link to get updated Child Count numbers


**SPP 14: Post School Outcome Surveys**

**Total Personnel EBF Offset within range**  
 Use this quick link to view current EBF Totals

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## Student Information System (SIS) Tips

- Students cannot be entered into I-Star without a SIS ID
  - All student demographics carry from SIS
  - Students receiving ESY should remain enrolled in SIS (or be exited and re-enrolled if home or serving school changes) until ESY is ended
  - SIS administrators should upload to SIS as often as possible to keep the data 'Up-To-Date'
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**Tip**

## Student Information System (SIS) Tips

- SIS error checks in I-Star
  - RCDTS for Home = Resident District in I-Star
    - The first 11 digits of the SIS Home RCDTS **MUST MATCH** the RCDT of the Resident District being reported in I-Star
  - RCDTS for Service Provider in SIS = Serving District in I-Star
    - The first 11 digits of the SIS Serving Provider RCDTS **MUST MATCH** the RCDT of the Serving District in I-Star **AND/OR**
  - RCDTS for Serving in SIS = Serving School in I-Star
    - The SIS Serving RCDTS **MUST MATCH** the RCDT of the Serving School in I-Star
- Enrollment Date for Serving must be either before or the same as Approval Begin Date
- Enrollment Exit Date is the after or the same as the Approval End Date


Approved Example:

- Approval Begin = 09/01/2021 and SIS Enrollment Date = 08/19/2021
- Approval End Date = Blank and SIS Exit Date = Blank

Disapproved Example:

- Approval Begin = 08/19/2021 and SIS Enrollment Date = 09/01/2021
- Approval End Date = Blank and SIS Exit Date = Blank

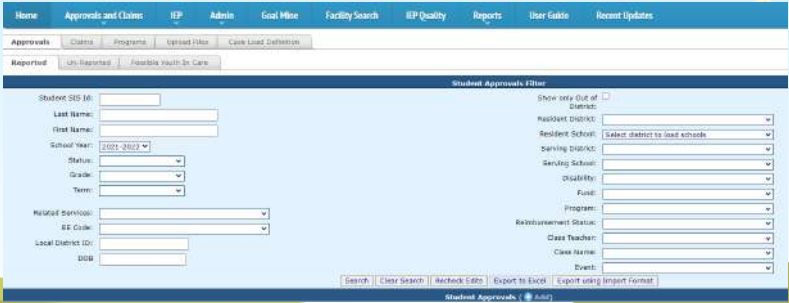
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**Tip**

## Student Approvals

- Search for students included in your Approval data using one or more filter(s)
- **Reported** – students with an approval record
- **Un-Reported** – students in jurisdiction SIS upload with IEP Indicator marked 'Yes' but no approval record



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# Student Approvals

- To add a new student click Add and use either Last Name, First Name, DOB and Gender OR SIS ID to locate the desired student

# Student Approval

- Once student is added, an approval record can be completed for the student

Display/Update SIS Enrollment



Hide SIS Enrollment

Res RCDTS:20-083-0030-26-0000 Harrisburg CUSD 3  
 Serv RCDTS:20-083-0030-26-0000 Harrisburg CUSD 3  
 Serv Prov:  
 Beg Date:8/1/2018 End Date:

- To see if the record has any errors, click Save & Check Errors

Save & Check Errors

Edit Results	
(F-025) Section 14-7.03 Eligibility Items 0/are Missing or Invalid.	
(F-027) Section 14-7.03 Eligibility verification is NOT complete.	
(F-048) If FUND = DEF, 3 GUARDIANSHIP can't be Blank	
(F-053) If FUND = DEF, 3 PLAYING AGENT can't be Blank	
(W-115) Indicator 11 Errors Exist	

## Warnings/Errors vs. Approved/Disapproved

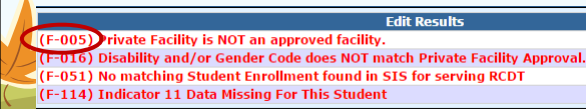
### Warnings = Approved

- Warning messages start with (W-



### Errors = Disapproved

- Error messages start with (F-



**Errors/Disapproved** must be corrected by Pickup Date!!!

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## Fund Codes

- IDEA Fund Codes

- Fund A – IDEA Child Count** – students enrolled, with an IEP and receive services in public programs
- Fund K – Nonpublic Dually Enrolled** - students homeschooled or attend nonpublic school for general education and have an IEP and receive special education services from the public district
- Fund L – Nonpublic, Not Enrolled** – students attend nonpublic (parochial) school for general education and have an ISP and receive special education services from the public district
- Fund P – Home-Schooled, Not Enrolled** – students are homeschooled for general education and are not enrolled and have an ISP and receive special education services from the public district

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## Fund Codes (cont.)

- State Reimbursement Fund Codes
  - **Fund B – Private Day – Residential Facilities – Out-of-State Public Schools** – students attend nonpublic facilities and out-of-state public schools, includes tuition and room and board
  - **Fund D – Orphanage Act** – students attend public education programs and are placed in a residence for the purpose of care/custody, welfare, medical/mental health treatment rehab or protection by an Illinois public agency with authority and responsibility for the students
  - **Fund E – Orphanage Act** – Individual Programs – students attend public school educational programs and are placed in a residence by an Illinois public agency
  - **Fund F – Private Facilities/Orphanage Act** – students are placed by an IL public agency or court in this State who attend special education private facilities approved by ISBE
  - **Fund H – Phillip J. Rock Center and School**

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## Fund Codes (cont.)

- State Reimbursement Fund Codes
  - **Fund J – Private Residential Facility/Public School District Education Program/Fund for Children Requiring Special Education Services** – students placed by a school district into a private residential program who attend a public school educational program
  - **Fund X – Funding for Children with Excess Costs** – students in public programs whose education costs exceed four times district per capita tuition

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# Fund Codes (cont.)

- Fund Codes for Students NOT Receiving Services:
  - **Fund N – Non-Public School Students NOT Receiving Services** – non-public students, including home-schooled, who have been evaluated and had their eligibility determined and are NOT receiving special education services. (Indicator 11 and PPNP compliance)
  - **Fund U – Public School Students NOT Receiving Services** – public school students who have been initially evaluated, had their eligibility determined and are NOT receiving special education services (Indicator 11 compliance)

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# Fund Codes (cont.)

- Post Secondary Transition Recovery Eligible
  - **Fund R – Section 14-7.02 (Postsecondary Transition Recovery Eligible)** (a) If a student with an IEP reaches the age of 22 during the time in which the student's in-person instruction, services, or activities are suspended for a period of three months or more during the school year as a result of the COVID-19 pandemic, the student is eligible for such services up to the end of the regular 2021-22 school year.
  - (b) This Section does not apply to any student who is no longer a resident of the school district that was responsible for the student's IEP at the time the student reached the student's 22nd birthday.
  - (c) The IEP goals in effect when the student reached the student's 22nd birthday shall be resumed unless there is an agreement that the goals should be revised to appropriately meet the student's current transition needs.
  - (d) If a student was in a private therapeutic day or residential program when the student reached the student's 22nd birthday, the school district is not required to resume that program if the student has aged out of the program or the funding for supporting the student's placement in the facility is no longer available.
  - (e) Within 30 days after the effective date of this amendatory Act of the 102nd General Assembly, each school district shall provide notification of the availability of services under this Section to each student covered by this Section by regular mail sent to the last known address of the student or the student's parent or guardian.

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## % Special Ed vs. % Time Inside Reg. Classroom

### % Special Ed

- Reflects the amount of time for which a student receives special ed services under his/her IEP at the time of entry into the special ed program as compared to the total amount of time in the student's regular instruction day
- (Instructional minutes received/Total Instructional minutes possible) \* 100
- Instructional day is NOT "bell to bell" (should omit passing periods, lunch and recess unless IEP requires support during those times)
- % Special Ed is not equal to % Time Inside Reg. Classroom and will have no effect on Educational Environment (formerly LRE)

### % Time Inside Reg. Classroom

- Reflects the amount of time for which a student receives special ed services under their IEP inside the General Education Classroom
- (Bell to Bell minutes received/Total Bell to Bell minutes possible) \* 100
- Bell to Bell includes all classes, passing periods, lunch and recess
- % Time Inside Reg. Classroom determines Educational Environment Code (formerly LRE)

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## Resident & Serving Districts/Schools

Resident District:	Harrisburg CUSD 3 - 20-083-0030-26
Resident School:	Harrisburg Middle School - 20-083-0030-26-1
Serving District:	Harrisburg CUSD 3 - 20-083-0030-26 (2)
Serving School:	Harrisburg Middle School - 20-083-0030-26 (4)

- Resident District = District where student resides
- Resident School = School student would attend if they were not receiving special education services
- Serving District = Local Education Agency that operates the program the student attends
- Serving School = Location where the child is physically seated receiving services

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# Student Approval

\* To perform an end/add on a student approval record, click the chain icon in the Actions column for the student:

Actions	Ind	Student Name & Grade	SIS Id	Resident RCDT DOB	Fund	Priv Fac	Disab	Rel Svc	Ed Env	% SpEd	% Reg	Term	Begin Date	End Date	Exit Code	Incl on Appr	Status	Errors
	11 13	Cooper, DemoKip Maximilian (N/)	999999008	20-083-0030-26 8/14/2001	A		C	05 25 02	01	100	78	B	8/13/2021				D	3

\* Edit the end date for the current record if what has auto filled is not correct. Choose the Exit Code and click End/Add

**End/Add Student Approval**

This process will make a copy of the current record. The new record will have a begin date one day after the end date of the original record.

End Date for original Approval:  MM/dd/yyyy

Exit Code:

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# State Performance Plan (SPP) Indicators

Actions	Ind	Student Name & Grade	SIS Id
	11 13	Evans, DemoElena Cali (N/)	999999027
	11 13	Flores, DemoCash Grant (N/)	999999001

- Indicator 11 (60 school day evaluation) response is required for ALL students
- Indicator 13 (Post-Secondary Transition) response is required for students age 14 ½ or older (except Fund Code L, P, N, U)

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## SPP 11

- To add a new SPP 11 record, click Add

Student Indicator 11 (Add)				
Student	Start Year	Parental Consent Date	Eligibility Determination Date	Evaluating District
No Records Found				

- Enter data from the IEP and click Save

Initial Evaluation Start Year: 2022

Initial Evaluation Parental Consent Date: MM/DD/YYYY

Initial Eligibility Determination Date: MM/DD/YYYY

Evaluating District: [Dropdown]

Number of School Days: [Input] Recalculate

Reason Timeline Not Met: [Dropdown]

Reason Not Applicable: [Dropdown]

Save & Check Errors

## SPP 13

- Complete for all students age 14 ½ and older (except Fund Codes L, P, N, U)
- Complete form based on transition plan in the student's IEP
- Yes** = Approved in Student Approval
- No** = Approved in Student Approval, but out of compliance with ISBE
- Incomplete** = Disapproved in the Student Approval

Questions		Yes	No	Incomplete
1.	There are measurable postsecondary goals in the areas of employment, education and / or training, and independent living. 34 CFR 300.320(b)	Yes	No	Incomplete
a.	Is there a measurable postsecondary goal for employment which will occur after high school/aging out?	Yes	No	Incomplete
b.	Is there a measurable postsecondary goal for education and/or training which will occur after high school/aging out?	Yes	No	Incomplete
c.	Is there a measurable postsecondary goal for independent living which will occur after high school/aging out? 105LCS 5/14-5.02(a)-5)	Yes	No	Incomplete
2.	The postsecondary goals are updated annually. 34 CFR 300.320(b)	Yes	No	Incomplete
a.	Has the current IEP been updated for employment?	Yes	No	Incomplete
b.	Has the current IEP been updated for education and/or training?	Yes	No	Incomplete
c.	Has the current IEP been updated for independent living? 105LCS 5/14-5.02(a)-5)	Yes	No	Incomplete
3.	There is evidence that the measurable postsecondary goals were based on age appropriate transition assessments and provided information on "the student's needs taking into account strengths, preferences and interests". 34 CFR 300.320(b)	Yes	No	Incomplete
a.	Was an age appropriate assessment given prior to the IEP meeting that addressed employment?	Yes	No	Incomplete
b.	Was an age appropriate assessment given prior to the IEP meeting that addressed education and/or training?	Yes	No	Incomplete
c.	Was an age appropriate assessment given prior to the IEP meeting that addressed independent living? 105LCS 5/14-5.02(a)-5)	Yes	No	Incomplete
4.	There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals. 34 CFR 300.320(b)	Yes	No	Incomplete
a.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary employment goal that will occur during and/or after high school to facilitate movement from school to post-school?	Yes	No	Incomplete
b.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary education and/or training goal that will occur during and/or after high school to facilitate movement from school to post-school?	Yes	No	Incomplete
c.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary independent living goal that will occur during and/or after high school to facilitate movement from school to post-school? 105LCS 5/14-5.02(a)-5)	Yes	No	Incomplete
5.	The IEP includes a course of study that will reasonably enable the student to meet his/her postsecondary goals. 34 CFR 300.320(b)	Yes	No	Incomplete
a.	Does the course of study address the student's current and remaining years in school and take notes of classes, rather than a statement of instructional program, that describes a progression towards meeting the post-secondary goal?	Yes	No	Incomplete
6.	There are annual IEP goals related to the student's transition service needs. 34 CFR 300.320(2)(i)	Yes	No	Incomplete
a.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of employment?	Yes	No	Incomplete
b.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of education and/or training?	Yes	No	Incomplete
c.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of independent living? 105LCS 5/14-5.02(a)-5)	Yes	No	Incomplete
7.	There is evidence that the student was involved in the IEP team meeting where transition services were discussed. 34 CFR 300.321(b)	Yes	No	Incomplete
a.	Was the student invited to the IEP meeting by being listed on the notification of Conference form AND/OR did the student sign in as an IEP team member at the meeting?	Yes	No	Incomplete
b.	If appropriate, there is evidence that a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. 34 CFR 300.321(b)(3)	Yes	No	Incomplete
c.	Is it too early to determine if the student will need outside agency involvement?	Yes	No	Incomplete
d.	If transition services are listed that will be provided by or paid by an outside agency, is there evidence that the agency was listed on the notification of Conference form?	Yes	No	Incomplete
e.	If transition services are listed that will be provided by or paid by an outside agency, is there evidence of current written PRIOR consent obtained from the parent or student who has reached the age of majority? Consent is valid for 3 year from date of signature on the form.	Yes	No	Incomplete
Does the IEP meet the requirement of Indicator 13?				
		Yes	No	Incomplete

\* Yes: If items 1a through 1c are ALL answered Yes, then the IEP meets Indicator 13 requirements.  
 \* No: If items 1a through 7a, 7b, and 7c are ALL answered Yes AND 7d is answered No, then the IEP meets Indicator 13 requirements.  
 \* Incomplete: If one or more items were answered No, with the exception of 7c, then the IEP does not meet Indicator 13 requirements.

## Student Approvals Recheck Edits



- Click Recheck Edits
- You will receive two emails on the status of the error check. The first will tell you that the processing has started and the second will tell you that it's complete.
- The errors can be viewed on each Approval record or on the error report

The screenshot shows the 'Student Approvals Filter' interface. At the top, there are tabs for 'Approvals', 'Claims', 'Programs', 'Upload Files', and 'Case Load Definition'. Below these are 'Reported' and 'Un-Reported' tabs, with 'Possible Youth In Care' also visible. The main area contains various filters for Student ID, Name, School Year, Status, Grade, Term, Related Services, EE Code, Local District ID, and DOB. On the right side, there are filters for District, Resident School, Serving School, Disability, Fund, Program, Reimbursement Status, Class Teacher, and Class Name. At the bottom, there are buttons for 'Search', 'Clear Search', 'Recheck Edits' (circled in red), 'Report to Excel', and 'Export using Import Format'.

## Student Approval Error Report



To run a report with all errors click:  
**Reports-Application Reports**

Select Report Type:  
**Student**

Select Report Categories:  
**Errors**

Select:  
**Student Approval Error Listing**

Click:  
**Run and/or Export Report**

The screenshot shows the 'Reports-Application Reports' interface. At the top, there are tabs for 'Admin', 'Goal Mine', 'Facility Search', 'IEP Quality', 'Reports', and 'User Guide'. The 'Reports' tab is highlighted in red. Below the tabs, there are 'Report Type' and 'Report Categories' dropdowns. The 'Report Type' is set to 'Student' and 'Report Categories' is set to 'Errors'. Under 'Select Report Description', 'Student Approval Error Listing' is selected. The 'Report Description' field shows 'Alphabetical list of students with approval errors and warnings. Grouped by Resident District.' Below this is the 'Reports Filter' section with various filters for Student ID, School Year, Gender, District, Term, Ethnicity, District Facility, Class Name, Teacher Name, Location Name, Age, Related Services, Resident District, Serving District, Serving School, Disability, Fund, Indicator, Error, Include on Approval, and Error Type. At the bottom, there are sections for 'For Approval Records' and 'For Classified Enrollment Records'. The 'Run Report' button is circled in red.

# ISBE Manuals

Upon distribution of this training material, all information was in accordance with the Special Education Personnel Approval procedures distributed by the Illinois State Board of Education

(This manual should always be consulted to ensure up to date information.)

**COMING SOON!!!**

# Data Collection Timelines

Personnel Approval Due

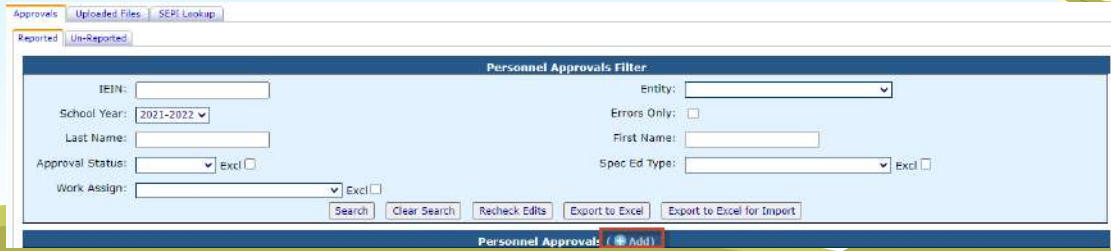
June 30



# Personnel Approval



- Search for personnel included in your Approval data using one or more filter(s)
- **Reported** – personnel with an approval record
- **Un-Reported** – personnel in jurisdiction EIS upload but no approval record



# Personnel Approval

- To add a new personnel click Add and use either District, Last Name, First Name, Gender combination OR IEIN to locate the desired person



# Personnel Approval

- Once person is added, an approval record can be completed for the employee

- Click the Add icon to add the Work Assignment(s) and select the FTE from the drop down.
- Full Time Equivalency (FTE) now part of approval form; required for ALL employees
- Calculating percentage to assist in reporting FTE - "Total hours worked per year in the work assignment", (divided by) "normal school day classroom hours", equals "total days worked per year". Dividing the "total days worked" by 180 days, will equal the "total FTE percentage."
- Select FTE drop down in I-Star to select the numerical value that best estimates the amount of time spent in the work assignment and click Save.

# Personnel Approval

FTE for Paraprofessional staff must be reported for each age group served:

- Grades PreK and KG-12
- Estimate the FTE as accurately as possible when time is spent serving both age ranges.

Paraprofessional Work Assignment Codes:

- PA3=Program Aide serving grade PreK
- PA6=Program Aide serving grades KG-12
- TA3=Teacher's Aide serving grade PreK
- TA6=Teacher's Aide serving grades KG-12
- NHA3=Non-certified Health Aide grade PreK
- NHA6=Non-certified Health Aide grades KG-12



## Personnel Approval

- Special Ed Type will no longer be selected. The I-Star system will automatically match the appropriate Special Education ID code:
  - A - Special Education Teacher
  - B - Related Services
  - C - Paraprofessional
  - D - Administrative
- This code will be determined once a Work Assignment is selected

**Personnel Approval Information**

Year: 2021-2022      Employed as of: 12/1/2021:

Entity: Wabash & Ohio Valley Sp Ed Dist (6)      Total FTE: 1.0

Special Ed Type: A-Special Education Teachers      Term: Regular

Work Assignment(s) (+ Add)							
Edit	Delete	Move Up	Move Down	Code	Assignment	Work Assignment Status	Regular FTE
				ECT	Early Childhood Teacher	Not Qualified	1.0

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## Personnel Approval

This box will default to be checked unless the record is created after December 1 in a school year.

All special education staff who work during the current regular school term should be entered into I-Star even if they were hired after December 1.

**Personnel Approval Information**

Year: 2021-2022      Employed as of: 12/1/2021:

Entity: Wabash & Ohio Valley Sp Ed Dist (6)      Total FTE: 1.0

Special Ed Type: A-Special Education Teachers      Term: Regular

Work Assignment(s) (+ Add)							
Edit	Delete	Move Up	Move Down	Code	Assignment	Work Assignment Status	Regular FTE
				ECT	Early Childhood Teacher	Not Qualified	1.0

Selecting a term code is no longer necessary. Only "regular school term" staff are to be reported.

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## Status Codes

- Status codes are used by ISBE to indicate the approval status of a work assignment(s). The status is verified with ELIS.

- Available Status Codes:

- Qualified – replaced Approved
- Not Qualified – replaces Disapproved

*I-Star generates a warning message indicating the record status is "Not Qualified".*

*This does NOT cause an error and the record will be submitted as "Not Qualified".*

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## Personnel Approvals Recheck Edits

- Click Recheck Edits

- You will receive two emails on the status of the error check. The first will tell you that the processing has started and the second will tell you that it's complete.

- The errors can be viewed on each Approval record or on the error report

The screenshot shows a web application interface for 'Personnel Approvals Filter'. It includes several input fields: 'IEIN', 'School Year' (set to 2021-2022), 'Last Name', 'Approval Status', 'Work Assign', 'Entity', 'Errors Only' (checkbox), 'First Name', and 'Spec Ed Type'. At the bottom, there are buttons for 'Search', 'Clear Search', 'Recheck Edits' (highlighted with a red box), 'Export to Excel', and 'Export to Excel for Import'.

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# Personnel Approval Error Report

To run a report with all errors click:  
**Reports-Application Reports**

Select Report Type:  
**Personnel**

Select Report Categories:  
**Personnel Approval**

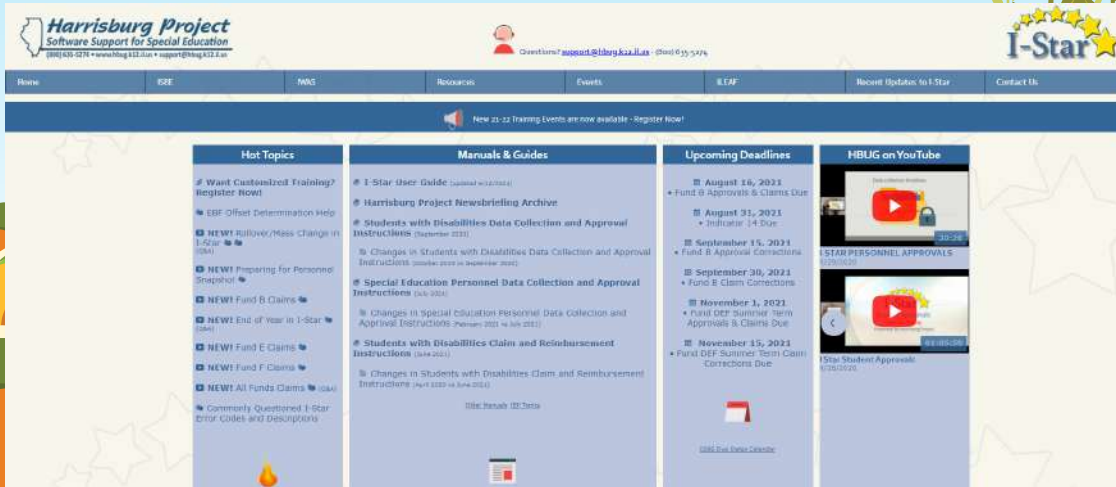
Select:  
**Personnel Error Listing**

Click:  
**Run and/or Export Report**



# I-Star Resource Website

[www.hbug.k12.il.us](http://www.hbug.k12.il.us)



# I-Star User Guide

<http://www.hbug.k12.il.us/istarhelp.aspx>

**Harrisburg Project**  
Software Support for Special Education  
(800) 635-5274 • www.hbug.k12.il.us • support@hbug.k12.il.us

Home ISBE IWAS Resources Events

**I-Star IEP User Guide**

**I-Star Personnel User Guide**

**I-Star Student User Guide**

- Print Combined Student Guide
- I-Star User Guide Introduction**
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## I-Star User Guide Introduction

The Illinois State Board of Education has developed a web-based special education reporting system called I-Star. This database system is a management tool for districts in Illinois. A web-based IEP is integrated with the new personnel and pupil reporting systems, which are currently in pilot testing. The student demographic data is pulled directly from the Student Information System (SIS). Instant error checking in I-Star will help your district achieve federal and State Performance Plan Indicators compliance. The web-based IEP, Student Approval and Personnel Approval reporting tools will be available to school districts, free of charge.

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# I-Star

Contact  
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[support@hbug.k12.il.us](mailto:support@hbug.k12.il.us)  
with I-Star Questions  
and Feedback

Contact  
IWAS Helpdesk  
with IWAS Account Questions  
**(217) 558-3600**  
IWAS User Guide:  
<ftp://help.isbe.net/webapps/iwas/pdf/IWASUserGuide.pdf>

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