IndianaIEP

User Manual
v 10.0

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

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PCG Overview

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

- Provided consulting, solutions & implementation services for 24 years
- 860 professionals in 35 offices serving clients in US, Canada, and Poland
- Technology expertise and services in four primary areas:
    - Education Services
    - Technology Consulting
    - Health & Human Services
    - Consumer Direction of Care
- Office in downtown Indianapolis

PCG Education

PCG Education has more than 250 staff serving over 1,800 school districts, the District of Columbia, and State Department of Education Agencies. PCG's client list includes:

- State level clients
    - Indiana
    - New Jersey
    - Tennessee
    - New Hampshire
    - District of Columbia
- District level clients
    - Chicago Public Schools, IL
    - Minneapolis Public Schools, MN
    - Genesee Intermediate School District, MI
    - Broward County Public Schools, FL
    - Memphis City Schools, TN

PUBLIC CONSULTING GROUP
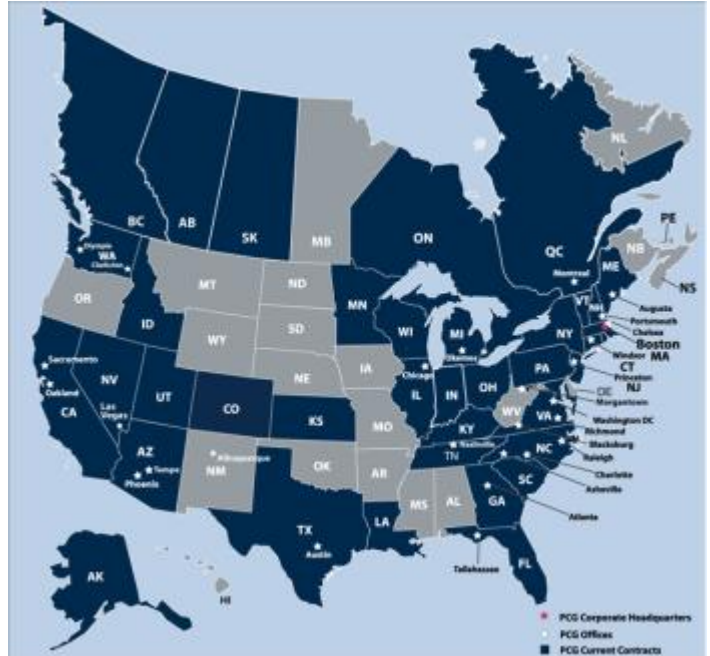
Security and Access

Security

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

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

A secure system needs your help:

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

Other Security Issues

- No Auto Save – You must hit an update button to save your changes
- Do not use the browser's Back button

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Capturing Signatures

IndianaIEP uses EasyFax to capture signatures on notices.

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

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

Del	Date Generated	Document Type	Type	EasyFax	Date Received
☐	03/17/2011	IEP	(Draft)	Yes	3/17/2011

[<< Back] [Save] [Save & Continue >>]

Viewing Document – Click on Documents tab on the Student Menu bar.

Log Out | **Main Menu** | Students | My Docs | My Reports | Wizards | Schools | School System | Users | Super User | 🔢 | PCG

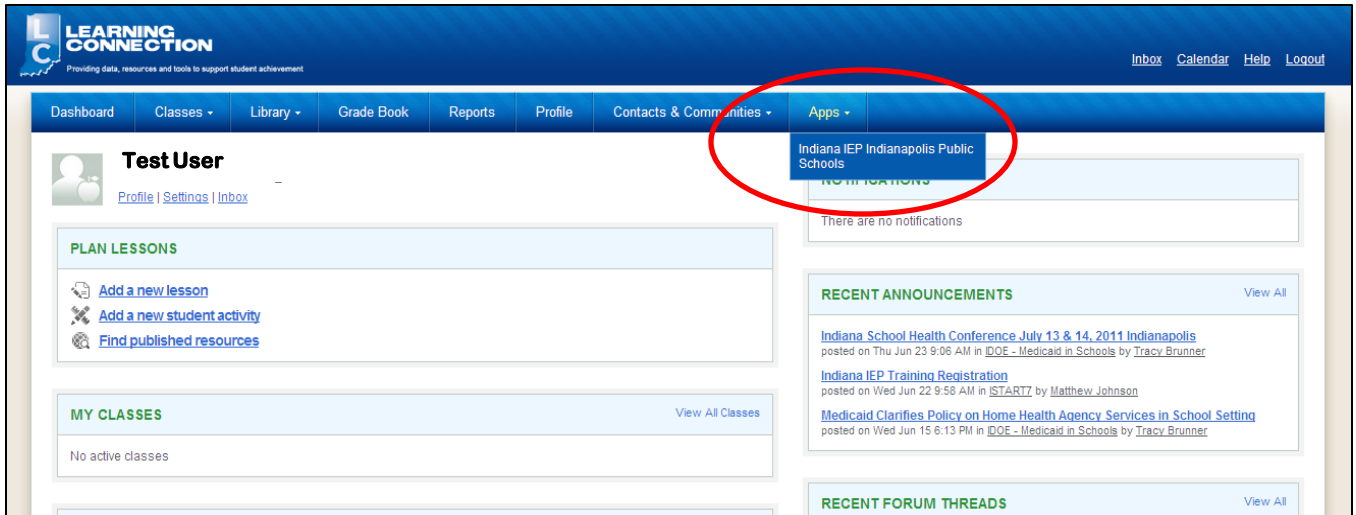| Students | Student Info | Eligibility | Assessments | Participations | Accommodations | Goals & Objectives | Student History | Special Ed Services |
| Parent Info | Communications | Team | Pre-Conference Planning | Evaluation Process | IEP Process | ISP Process | Documents | Related Services |

Documents created for Ben Testing

Del	Doc ID	Date Generated	Document		Status
☐	2256	06/15/2011	Notice of Initial Proposed IEP	PDF	(Draft)
☐	2102	06/03/2011	Notice of Initial Evaluation	PDF	(Draft)
☐	1913	05/16/2011	Billing Medicaid for Health-Related Services	PDF	☐
☐	1899	05/12/2011	Billing Medicaid for Health-Related Services	PDF	☐
☐	1897	05/12/2011	Billing Medicaid for Health-Related Services	PDF	☐

An 'E' in the 'Del' column indicates that the document is associated with an Event. A 'C' in the 'Del' column indicates that the document is associated with a Parent Contact. In either case, the document can't be deleted until the associated event or contact is deleted.

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Learning Connection

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

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

Multiple Corporation Users:

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

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

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Main Menu Screen

The Main Menu Screen of IndianaIEP Key Components

Navigation Toolbar at the top of the screen should by used to navigate the program.
- Avoid using the back browser button. This can will not show updated information.

"Send Us a Message" is where you, the user, can ask questions or submit suggestions to PCG. We will respond to you through email.

Check the Announcements section regularly for important messages
- PCG – Information on updates and scheduled system maintenance
- DOE – State wide announcements or changes
- District – District announcements or changes

Files Available for Viewing or Printing are posted by your Special Education Director and/or IndianaIEP Administrator.
- Documents, such as Tip Sheets or Manuals, can also be posted for User access

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chools | School System | Users | Super User | 🔢 | PCG

📑 EasyIEP™ v 9.8 Message Board

Send us a Message / My Messages
Review the License Agreement
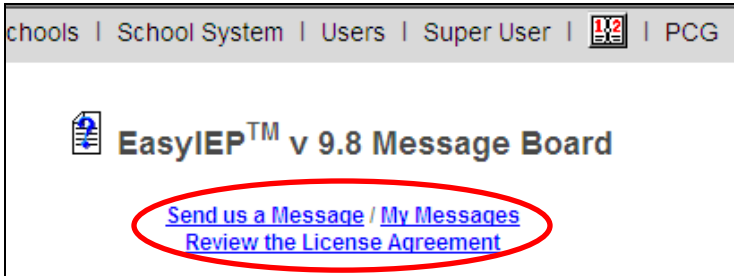
On the Main Menu screen, select **SEND US A MESSAGE**

📑 Send us a Message

Message Type:
Subject: Your E-Mail Address: khancock@pcgus.com
Page Title (if applicable): **Goal's Page**   Student (if applicable): **John Hancock**

Enter the Message Here:

Send Message

- Enter subject
- Enter your email address so that we can respond to you.
- Enter message in text box. Be as detailed as possible
- Click **SEND MESSAGE** button

Bug Reports – *please fill in the Page Title box and also the Student box if the error appeared when working with a particular student.*

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Basic Information

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

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

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

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

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

Article 7 link

Help Links for fields

Required field

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

Del allows user to delete the entry

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

New Pos allows you to reorder the line items

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Basic Information cont.

Student's Last Name ▼
Student's Last Name
Student's Middle Name
Student's First Name
School
Grade
Current Teacher of Record (TOR)/Case Manager

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

Create Draft Notice of …

Creates a draft of a particular document. This document will have a draft watermark at the top of the page. The document is not permanent.

Create Final Notice of …

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

Update the Database

Update the Database saves the information on the current page

Save

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

Save & Continue

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

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

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Finding a Student

From the Main Menu select **STUDENTS**

- Select criteria you wish to search

    Grade, School, Name (last, first, middle), Student ID, Status
- Click **VIEW STUDENTS** button

Users with a Caseload

- Click **VIEW MY CASELOAD**
- The students on your Caseload will appear.
- The student's record will appear only if the student fits the criteria OR a list of students who fit the criteria will appear.

- Click on any header to sort list
    - ➢ The compliance header will give you definitions to compliance symbols

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Accessing Student Account

CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Current Teacher of Record (TOR)/Case Manager
⚠	04/01/2011	05/30/2010	TS	5	Ben Testing	BT001	10 Years	OI	Kristin Hunter
🔴	04/25/2008		TS	12	Trevor Testing	TT0001	19 Years	SLD	Ryan Brown

Select a Student

(2 Students)

- Click on students name to access account
- Select reason for access

Verify student information.

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

Student Access Reason for **Ben Testing**

Reason for Access: Testing ▼

Evaluation
Record Review
Annual Review
Testing
Other

Copyright © 1999-20[...] ing Group, Inc. All rights rese[...]
geducation.com, System **inpilot**, Domain **Special Education**, StyleShe[...]
To Discontinue impersonating Kiwi Hancock, click on his/her name on the l[...]

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

Personal Information for **Ben Testing**   View: Workspace ▼

Workspace
Current IEP

Name:	Ben Testing
Gender:	Male
Race:	White
Date of Birth:	06/12/2000 (Age: 10 Years)
Grade:	5th Grade
Student ID:	BT001
School:	Test School
Home School:	-Unknown-
Prim. Language:	
Serving/Operating District:	Testing System
Length of School Day:	330.00 minute(s) (Std)

Allows you to choose which IEP to view on this page.

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Visual Compliance

Del	CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Current Teacher of Record (TOR)/Case Manager
☐	🔴	03/01/2011		TS	4	Bridget Test	37465	9 Years	SLD,ED,OHI	
☐	✔	03/11/2011	03/10/2011	TS	10	Bridget Test 2	BT2	14 Years	B,OI,OHI	
☐	✔	03/31/2010	03/23/2011	TS	PK	Bridget Test 3	BT3	11 Years	DD,OI	Cheryl Hartman
☐	🔴T	04/07/2009	05/02/2011	TS	4	Bridget Test 4	BTBT2	5 Years	ED,MR	Matt Johnson
☐	⚠			TS	10	Bridget Test 5	BT2323	14 Years	ED,MD	Bridget Test

View compliance for each student

✔ Student is in compliance and has all necessary documentation

⚠ Something is coming due and will need to be addressed

🔴 Something is overdue

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

✔ Page is compliant

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

[blank] Nothing has been touched on this page

EdPlan™ Referral Process

Sections

✏ Type of Evaluation ✔

📋 Existing Data ✖

👤 Referral Decision ✔

📊 Eligibility Categories and Assessments ✔

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Compliance Symbols

	General Education
✓	Student is not eligible for any type of special education.
❚❚	Any student for which a discontinuation of referral or parent consent denial occurred. The student has returned to the general education population.

	Special Education
✓	The student is fully compliant with all IEP/ISP/IFSP and eligibility requirements.
✓	Student has been referred to Special Education, but has not yet been determined eligible.
✉	The student has a new proposed IEP/ISP/IFSP or SPED/IFSP Eligibility and the system is waiting for the parent's response to be entered.
△	The student is eligible and has an IEP/ISP/IFSP and will soon require that a new IEP/ISP/IFSP be written.
⚠T	The student has been determined eligible for Special Education and will soon require a 3 year reevaluation.
⚠E	Student has been referred (and may have parental consent to evaluate). the student will soon need an initial eligibility determination completed.
⚠P	Student has been referred or is eligible, but will soon require parental consent to evaluate.
⚠R	Student has been referred to Special Education, but has not yet been determined eligible. The student is coming close to requiring further action (i.e. is in a 'warning' state.).
⇥	The student has recently transferred into this school system and will soon require that a new IEP/ISP/IFSP be written.
R↑	The student has recently been re-activated in this school system and will soon require that a new IEP/ISP/IFSP be written.
⊘	The student's new IEP/ISP/IFSP or SPED/IFSP eligibility has been rejected and a new one must be proposed.
!	The student has a rejected IEP/ISP/IFSP or SPED / IFSP eligibility and it has been over a set period of time after the rejection.
⬢	The student is eligible and has an IEP/ISP/IFSP, but is now past due to have a new one written and is now out of compliance.
T	The student has been determined eligible for Special Education but is past due for a 3 year re-evaluation and is out of compliance.
E	Student has been referred (and may have parental consent to evaluate). The student is now past due to receive an initial eligibility determination and is out of compliance.
P	Student has been referred or is eligible, but is past due to receive parental consent to evaluate. The student is now out of compliance.
R	Student has been referred to special education, but has not yet been determined eligible. The student has not received necessary action and is now out of compliance.

Student Personal Info

Personal Information for Ben Testing   View: Workspace

Name:	Ben Testing
Gender:	Male
Race:	White
Date of Birth:	06/12/2000 (Age: 10 Years)
Grade:	5th Grade
Student ID:	BT001
School:	Test School
Home School:	-Unknown-
Prim. Language:	
Serving/Operating District:	Testing System
Length of School Day:	330.00 minute(s) (Std)

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

IMPORTANT!

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

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Parent/Guardian Information

Click **PARENT INFO** tab to on the Student Menu bar

- Click **ADD NEW PARENT/GUARDIAN** button to add information to the file.

- Complete information
- Click **UPDATE THE DATABASE**

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Communications

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

- Click **ADD A CONTACT** or **ADD A NON PARENT CONTACT**

    Parent Contacts – Can be associated with a document in the IEP process. (i.e. received permission to evaluate)

    Non Parent Contacts – Cannot be associated with an IEP document

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Communications cont.

- Enter contact information
  - Person Contacted
  - Method
  - Date
  - Result
  - Notes
- Click **UPDATE THE DATABASE**
- System displays the Communication page with additions

The Contact Date and Contact Results columns can be revised from the Communication page.
- Click **UPDATE THE DATABASE** when complete
- Click the **DETAILS** button to see notes

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Pre-Conference Planning

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

| Log Out | **Main Menu** | Students | My Docs | My Reports | Wizards | Schools | School System | Users | Super User | 🔢 | PCG |

| Students | Student Info | Eligibility | Assessments | Participations | Accommodations | Goals & Objectives | Student History | Special Ed Services |
| Parent Info | Communications | Team | Pre-Conference Planning | Evaluation Process | IEP Process | ISP Process | Documents | Related Services |

EdPlan Referral for Initial Provision of Services Process   **Student: Student Manual**

Sections

✏️ Type of Evaluation

📋 Existing Data

👤 Referral Decision

📊 Eligibility Categories and Assessments

Navigation Menu for Pre-Conference Planning Process

| ✏️ Type of Evaluation ✓ | 📋 Existing Data (Current Selection) ✓ | 👤 Referral Decision ✓ | 📊 Eligibility Categories and Assessments ✓ |

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Type of Evaluation

- Select the Type of Evaluation

Type of Evaluation

Purpose of Meeting

- ☑ Initial Evaluation
  - ☐ Initial following lack of progress in response to interventions
- ☐ Reevaluation
- ☐ Move-in
  - ☐ Expedited Evaluation

[<< Back] [Save] [Save & Continue >>]

Reevaluation – Additional information is required
- Select need for reevaluation
- Click **SAVE & CONTINUE**

Initial Eligibility:	04/29/2011
Anniversary Reevaluation Date:	05/20/2011

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

There is a need for reevaluation information to:

- ⦿ Reestablish eligibility for special education and related services. *(12 month timeline)*
- ◯ Determine that the student is eligible for special education under a different or additional eligibility category. *(50 day timeline)*
- ◯ Inform the student's case conference committee of the student's related service needs. *(50 day timeline)*

[<< Back] [Save] [Save & Continue >>]

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

Enrollment Date: [ ]

Please contact your District Administrator to ensure that the student's Evaluation Information is entered into IIEP.

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Existing Data

This page also appears in the Evaluation and IEP processes.

Enter specific existing data in the appropriate box.

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

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

View Only

Reevaluation

Select a determination after reviewing existing data.

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

Describe the strengths of the student.

Student's Strengths

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

Parental Concerns

Since the child received scientific research-based interventions and did not make adequate progress, please describe:
1) the instructional strategies and research-based interventions in which the student participated; and
2) the student's response to this instruction or intervention.

Instructional Strategies & Student Response

Enter Progress Monitoring Data.

Progress Monitoring Data

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

Statement of Student's Present Levels

Statement by John Hancock

This is a statement from another user.

CCC Team has reviewed existing data and has determined:

○ Reestablish eligibility for special education and related services. *(12 month timeline)*

○ Determine that the student is eligible for special education under a different or additional eligibility category. *(50 day timeline)*
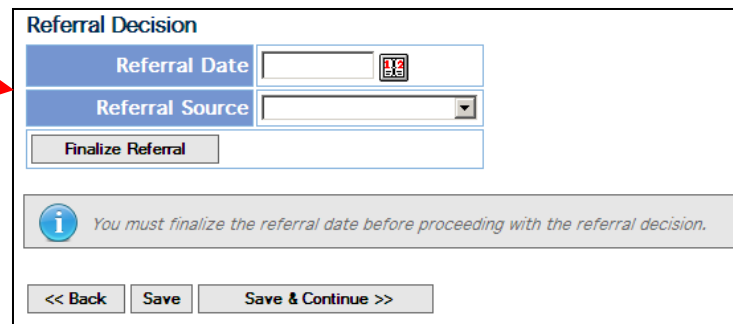
○ Inform the student's case conference committee of the student's related service needs. *(50 day timeline)*

○ There is no need for reevaluation information.

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New Referral

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

Referral Decision

| Referral Date | [   ] 📅 |
| Referral Source | [▼] |

[Finalize Referral]

ⓘ You must finalize the referral date before proceeding with the referral decision.

[<< Back] [Save] [Save & Continue >>]

Referral Decision

| Referral Date | 04/01/2011 |
| Referral Source | School |

Factors Considered

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

> Factors Considered
> Describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation:

Referral Decision

Will the public agency conduct an educational evaluation at this time?

- ⦿ Yes
- ◯ No

The decision to conduct this evaluation was based on:

> Referral Decision
>
> The decision to conduct this evaluation was based on:

[<< Back] [Save] [Save & Continue >>]

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

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Notice of Evaluation Refusal

Create Draft Notice of Evaluation Refusal

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

Make Final Notice to send and to archive in system

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

REMEMBER!

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

Eligibility Categories & Assessments

Choose suspected disability categories.

EdPlan™ Referral for Initial Provision of Services Process

Eligibility Categories and Assessments

Indicate the Suspected Disability Categories

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

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

Assessment Domains to be investigated for this evaluation

- ☑ Academic Achievement: Assessment of current academic achievement
- ☑ Functional Performance or Adaptive Behavior: Assessment of functional skills or adaptive behavior
- ☑ Functional Performance or Adaptive Behavior: A systematic observation across various environment
- ☑ Communication Skills: An assessment of the student's receptive, expressive, pragmatic and social
- ☑ Motor and Sensory Abilities: An assessment of motor skills and sensory responses
- ☑ Social and Developmental History
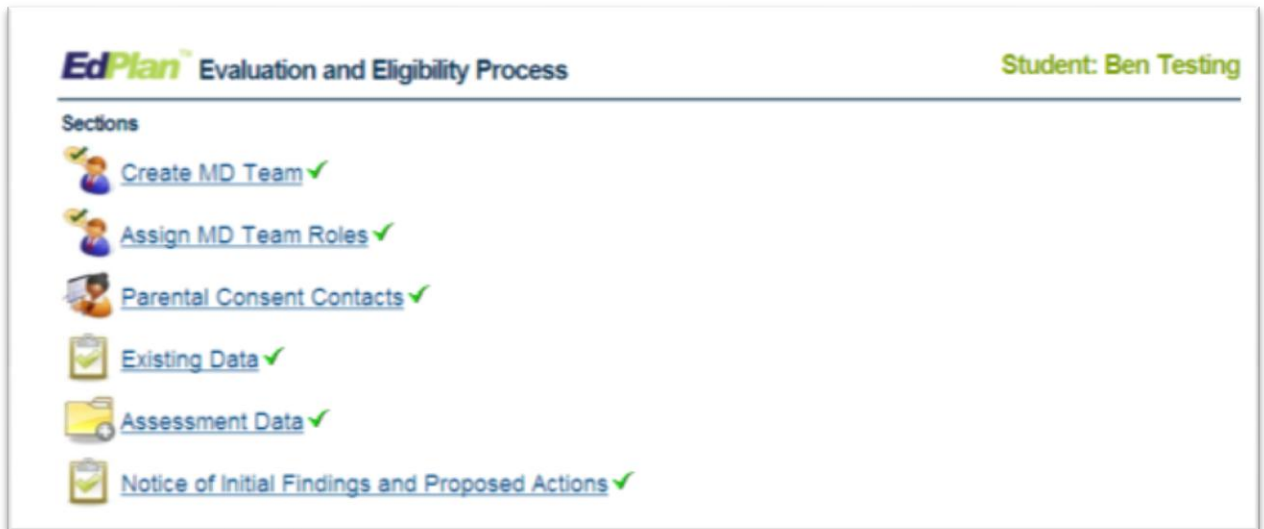- ☑ Any Other Assessments or Information Necessary to Determine Eligibility and Inform the CCC
- ☑ Academic Achievement: Assessment of progress and interventions
- ☑ Academic Achievement: An observation to document academic progress and behaviors in areas of dif
- ☑ Communication Skills: Assessment of articulation, fluency, and voice
- ☑ Communication Skills: Observation of student's speech by an SLP
- ☑ Motor and Sensory Abilities: A statement from a physician if an organic cause suspected
- ☑ Available Educationally Relevant Medical Info
- ☑ Cognition: Assessment of cognitive ability and functioning (norm referenced or criterion referen
- ☐ Development: Assessment of developmental areas
- ☐ Functional Performance or Adaptive Behavior: An assessment of emotional and behavioral function
- ☐ Functional Performance or Adaptive Behavior: A functional behavioral assessment
- ☐ Communication Skills: Assessment of communication, in mode of student
- ☐ Communication Skills: An assessment of functional literacy
- ☐ Motor and Sensory Abilities: Vision and hearing screening
- ☐ Motor and Sensory Abilities: An assessment of functional vision
- ☐ Motor and Sensory Abilities: An assessment of motor skills including travel skills
- ☐ Motor and Sensory Abilities: A written report from an optometrist or ophthalmologist
- ☐ Motor and Sensory Abilities: A written report from an educational or clinical audiologist, otolo
- ☐ Available Educationally Relevant Medical Info and mental health information

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

Parent must be provided written notice by: 02/22/2011

Some assessments may require additional parental consent.

Compliance date

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Notice of Initial Evaluation

Notice of Evaluation Refusal

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

| Create Draft Notice of Evaluation Refusal | Create Final Notice of Evaluation Refusal |

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

| << Back | Save | Save & Continue >> |

View/Print Notice of Initial Evaluation

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

Remember to click

Save & Continue

when you are done

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Notice of Reevaluation

Notice of Reevaluation
If you would like this document translated into another language, select it from the list: [▼]

Create Draft Notice of Reevaluation	Create Final Notice of Reevaluation

No Notice of Reevaluation documents have been generated yet for Pilot Bates.

<< Back	Save	Save & Continue >>

View/Print Notice of Reevaluation

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

REMEMBER!

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

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

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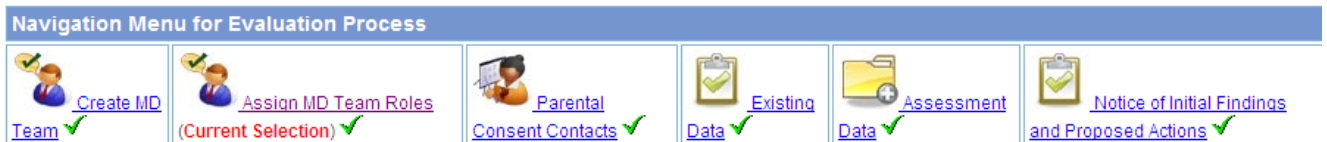
Create MD Team

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

Current Teacher of Record (TOR)/Case Manager:	Kristin Hunter ▼ ?
Name	**Relationship**
Matt Johnson	
Amy Starzynski	
Alisa Stovall	
Leah Nellis	
Kiwi Hancock	TOR
Bridget Test	
John Hancock	
* Ryan Brown	
* Mike Ruiz	Trainer
Mom and Dad Testing	Both Parents
d	Both Parents

* View-Only

[Select Team]

[<< Back] [Save] [Save & Continue >>]

EdPlan Evaluation and Eligibility Process
Update Team

Current Teacher of Record (TOR)/Case Manager: --none--

Parents, etc. who will receive IEP Information:

Parent Name(s)	Relationship
☑ Mom and Dad Jackson	Both Parents

Other Users at Test School who can access IEP Information:

User Name	View Only?
☐ Becky Bowman	☐ View Only
☐ Anna Davis	☐ View Only
☐ Oswald Dhanraj	☐ View Only
☐ Cheryl Hartman	☐ View Only
☐ Matt Johnson	☐ View Only
☐ Leah Nellis	☐ View Only
☐ Jolly Persall	☐ View Only
☐ Amy Starzynski	☐ View Only
☐ Alisa Stovall	☐ View Only
☐ Kristin Test, PCG Test User	☐ View Only

[<<Back] [Save] [Save &Continue >>]

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

The system populates the Create MD Team page with your selections

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

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Assign MD Team Roles

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

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

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Parental Consent Contacts

Parental Consent Contacts

Create a new Parent Consent to Evaluate Event	Is this a reevaluation? ☐
Parent Consent Granted?:	Yes ▾
Date Parent Consent/Response Received:	05/10/2011 📅
Evaluation Must be Completed and Conference Held By:	05/10/2012

Add Parent Contacts

Indicate which of the following contacts relate to meeting:

Select	Person Making Contact	Person Contacted	Contact Method	Contact Date	Contact Result
☑	Kathy Hancock	Mom and Dad Testing	Email	03/01/2011	Parent Agrees to Revise the IEP without a Meeting
☐	Kathy Hancock	Mom and Dad Testing	Phone Call	03/31/2011	No Response
☐	Kathy Hancock	Mom and Dad Testing	Letter	04/21/2011	Left Message

<< Back	Continue >>

- Select Parent Response
- Enter Date Parent Consent/Response Received
  - The system will calculate the "Evaluation must be completed and conference held by" date.
- Select which parental contact is associated with this document
- Click **SAVE & CONTINUE**

Adding Parent Contacts

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

PUBLIC CONSULTING GROUP

Existing Data

This page also appears in the Pre-Conference Planning and IEP processes.

- Describe the student's strengths, the parent's concerns, and statement of student's current achievement and performance in the appropriate box
- Each response requires at least 50 characters
- Each box has spell check
- Click the **SAVE** button often as you complete the text boxes

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

PUBLIC
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Uploading Documents

Users may upload certain file types to the account

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

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

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Assessment Data

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

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

PUBLIC CONSULTING GROUP

Education Evaluation Report

Create Draft or Final of Education Evaluation Report

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

REMEMBER!

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

PUBLIC CONSULTING GROUP

Notice of Initial Findings & Proposed Actions

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

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

Not an Initial Evaluation (see below)
- Click **NEXT**

PUBLIC CONSULTING GROUP

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

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EdPlan™ IEP   Student: Student Manual

Meeting Purpose

Purpose of Meeting

☐ Initial Evaluation
☐ Initial following lack of progress in response to interventions
☐ Reevaluation
☐ Reevaluation Review
☐ Annual
☐ Move-in
☐ Manifestation Determination
☐ Revise IEP
☐ Exit Secondary Education
☐ Revoke Consent for Special Education
☐ Consider Placement in an Alternative Program
☐ Consider Placement at a State School
☐ Consider Placement at a Private Facility
☐ Consider Service Plan
☐ Public Agency Placement with Different Public Agency of Service
☐ Interim Alternate Educational Setting
☐ Out-of-school Placement - 60 Day Review
☐ Revision without Parent Present
☑ Transition

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

PUBLIC CONSULTING GROUP

Meeting Purpose – Re-evaluation

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

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

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

PUBLIC CONSULTING GROUP

Create CCC Team

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

To Add Team Members

- Click **SELECT TEAM** to add other members

- Enter Conference Notes - optional

EdPlan™ IEP Process
Create CCC Team

Current Teacher of Record (TOR)/Case Manager:	Test User ▾ ?

Name	Relationship
Alisa Stovall	
Kiwi Hancock	TOR
Bridget Test	
John Hancock	
* Mike Ruiz	Trainer
Mom and Dad Testing	Both Parents
d	Both Parents

* View-Only

Select Team

Conference Notes:

<< Back | Save | Save & Continue >>

EdPlan™ Evaluation and Eligibility Process
Update Team

Current Teacher of Record (TOR)/Case Manager: --none--

Parents, etc. who will receive IEP Information:

Parent Name(s)	Relationship
☑ Mom and Dad Jackson	Both Parents

Other Users at Test School who can access IEP Information:

User Name	View Only?
Becky Bowman	☐ View Only
Anna Davis	☐ View Only
Oswald Dhanraj	☐ View Only
Cheryl Hartman	☐ View Only
Matt Johnson	☐ View Only
Leah Nella	☐ View Only
Jolly Piersall	☐ View Only
Amy Starzynski	☐ View Only
Alisa Stovall	☐ View Only
Kristin Test ,PCG Test User	☐ View Only

<< Back | Save | Save & Continue >>

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

The system populates the Create CCC Team page with your selections

- Click **SAVE & CONTINUE**

PUBLIC CONSULTING GROUP

Schedule CCC Meeting

Schedule CCC Meeting

Case Conference Committee Meeting Information

Date:	06/11/2011 🗓 (Evaluation must be completed and conference held by: 09/08/2011)
Time:	10:00 am
Place:	School
Date Document Sent to Parent:	06/01/2011 🗓 (10 days before meeting date)

IEP Dates

IEP Begin Date:	06/12/2011 🗓
IEP End Date:	06/12/2012 🗓

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

The system calculates your timeline for compliance

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

Select the individuals invited to the meeting

- Select/Enter required Attendees

- Select Additional Attendees from the CCC team

- Enter Additional Attendees

Position	Name	Additional Title	Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student	Student Manual					
Public Agency Rep	▼		▼	▼		
	▼					Parent
Current Teacher of Record (TOR)/Case Manager	Kristin Hunter		▼	▼		
General Ed Teacher			▼	▼		
Instructional Strategist	▼		▼	▼		
Transition Service Agency Rep	▼				▼	
		Add Additional Attendees from Team				
	▼					
		Add Additional Attendees				
					▼	

*Requesting Excusal Options

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

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

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

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

PUBLIC CONSULTING GROUP

Excusals & Invites

Position	Name	Additional Title	*Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student	Student Manual					
Public Agency Rep						
						Parent
Current Teacher of Record (TOR)/Case Manager	Kristin Hunter					
General Ed Teacher						
Instructional Strategist						
Transition Service Agency Rep						
Add Additional Attendees from Team						
Add Additional Attendees						

*Requesting Excusal Options

Option 1: Consent to excuse from the entire IEP meeting because the member's area of the curriculum or related services is not being modified or discussed in the meeting
Option 2: Consent to excuse them from the portion of the IEP meeting that does not involve their expertise
Option 3: Consent to excuse them from the entire IEP meeting. Input from these members will be submitted prior to the meeting or has been included in this notice
Option 4: The attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment

Meeting Excusal

Certain required attendees may request excusal from all or part of the meeting
- Choose an excusal option
- Indicate parental consent to excuse

Consent to Invite

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

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CCC Meeting Notice

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

	Create Draft CCC Meeting Notice		Create Final CCC Meeting Notice		

No Notice of Case Conference have been generated for this student.

❓ **Add Parent Contacts**

Indicate which of the following contacts relate to meeting:

Select	Person Making Contact	Person Contacted	Contact Method	Contact Date	Contact Result
☑	John Hancock	John and Kathy Testing	Phone Call	07/01/2011	Other
☐	John Hancock	John and Kathy Testing	Phone Call	07/06/2011	No Response

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

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

Indiana IEP Training Site	**Notice of Case Conference**
	Date of Report: 07/29/2011
	Individual Education Program

Student: Indiana Test7	**STN:** TEST7

Date of Birth: 05/31/2000   **Age:** 11   **Current Grade:** 5   **Gender:** M

A date, time, and place for a Case Conference Committee meeting for the above student has been mutually agreed
Date: 08/12/2011   Time: 10   Place: School

Purpose(s) of the meeting:

Initial Evaluation

Notice of Initial Findings and Proposed Action

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

Please provide a description of eligibility that may be proposed by the public agency including recommendations for services:

Provide an explanation of why the public agency may propose the eligibility:

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Additional pages of the CCC Meeting Notice

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Existing Data

This page is also seen in the Pre-Conference Planning and Evaluation processes.

- Describe the student's strengths, the parent's concerns, and statement of student's current achievement and performance in the appropriate box
- Each response requires at least 50 characters
- Each box has spell check
- Click the **SAVE** button often as you complete the text boxes

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

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Eligibility Information

- Select Yes/No to Eligibility Decision
  - Yes – Continue on
  - No – Allows for the creation on Notice of Ineligibility
- Enter Initial Eligibility Date – Only editable if there is no initial eligibility date in system; otherwise it is read only
- Enter reasons for eligibility determination
- Choose Primary Disability
  - Your options are limited to those selected in the Pre-Referral Planning
  - If cognitive – must choose disability level (mild, moderate, severe)
- Repeat for all Secondary Disabilities
- Enter Conference Notes - optional
- Click **SAVE & CONTINUE**

Missed 50 Day Timeline – A text box will appear if timeline is missed
- Enter explanation why 50 day timeline for decision was not met

PUBLIC CONSULTING GROUP

Notice of Ineligibility

When "No" is selected for the Eligibility Decision, the system will allow you to create a Notice of Ineligibility.
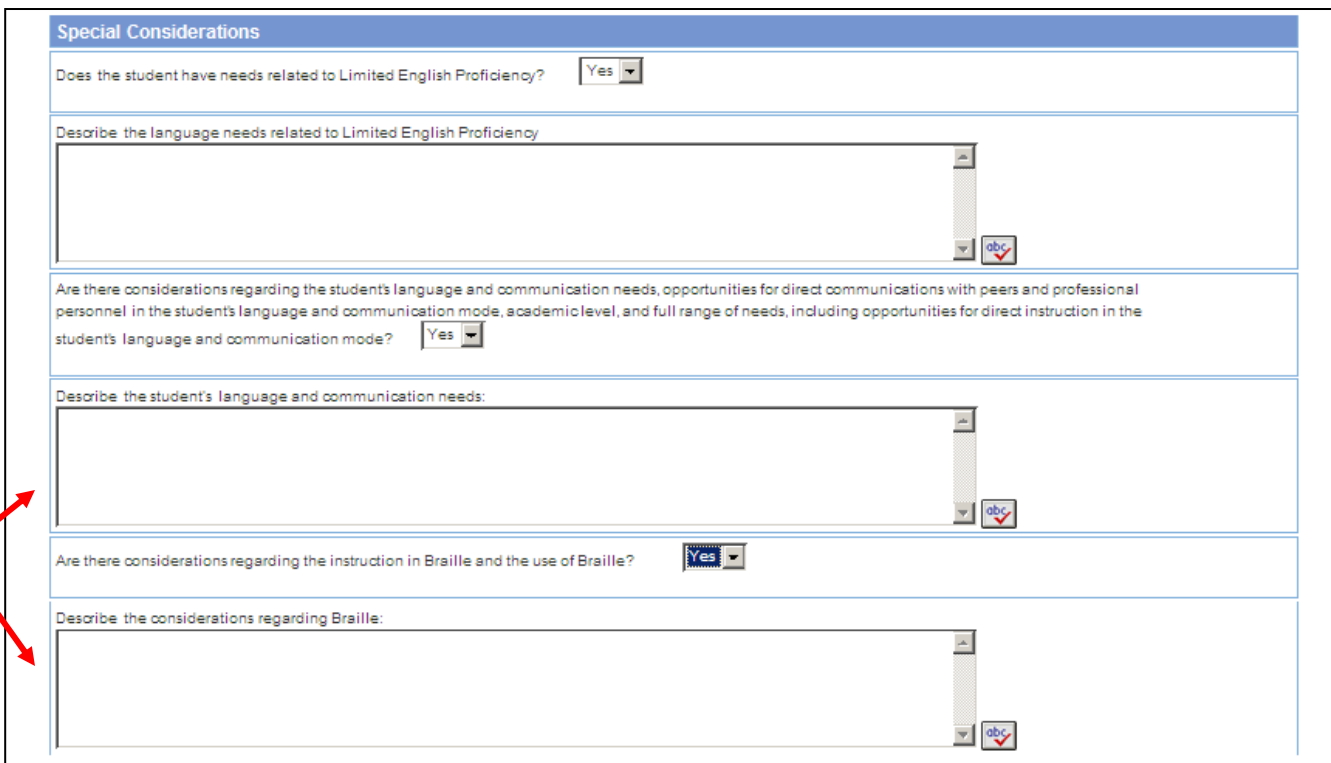

Create Draft Notice of Ineligibility
- Click **CREATE DRAFT NOTICE OF INELIGIBILITY**
- Click document name to view

Create Final Notice of Ineligibility
- Click **CREATE FINAL NOTICE OF INELIGIBILITY**
- Click document name to view and/or print
- Click **SAVE & CONTINUE**

Special Considerations

Special Considerations

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

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

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

PUBLIC CONSULTING GROUP

Behavioral Concerns

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

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

PUBLIC CONSULTING GROUP

Manifestation Determination

Manifestation Determination

Date of Incident: [____] 🔢

Describe the alleged misconduct and the action taken as a result of this misconduct.
[text box]

* Was the conduct in question caused by, or had a direct and substantial relationship to the student's disability? [___ ▼]

* Was the conduct in question the direct result of the public agency's failure to implement the student's individualized education program? [___ ▼]

Additional findings regarding manifestation determination:
[text box]

* Manifestation Determination is created with the IEP if Yes is answered to either or both of the questions.

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

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

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

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

PUBLIC CONSULTING GROUP

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

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

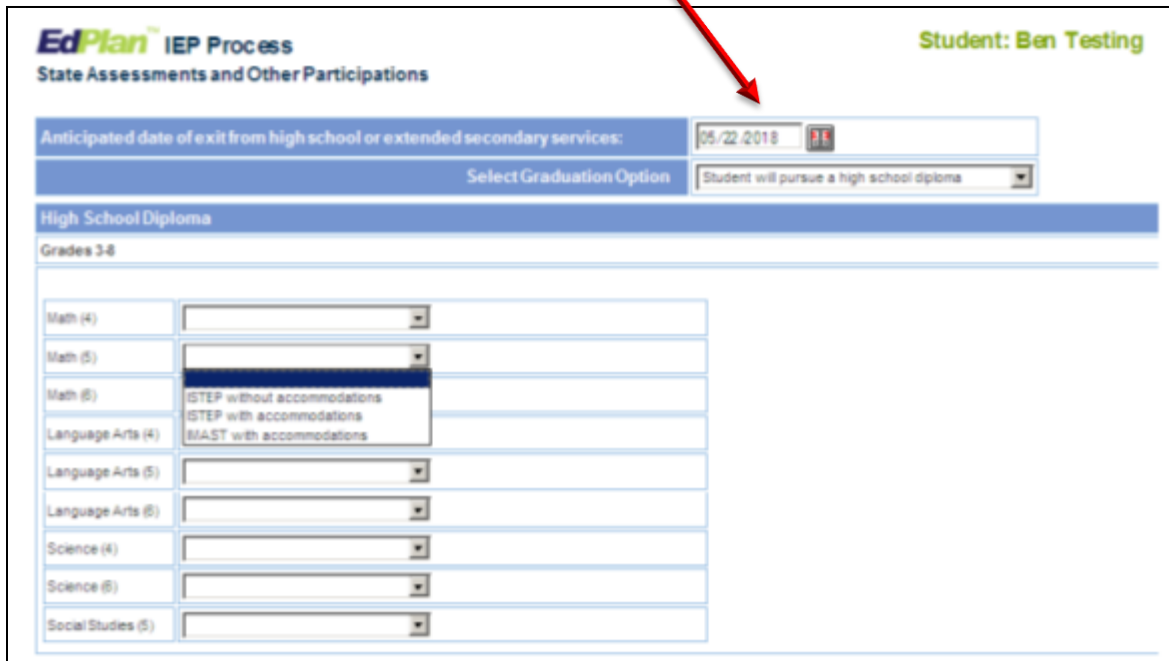- Enter information in all text boxes
- Click **SAVE & CONTINUE**

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

- Enter Anticipated Graduation Date
  - ➢ Not required for students younger that 3rd grade
- Select Graduation Option
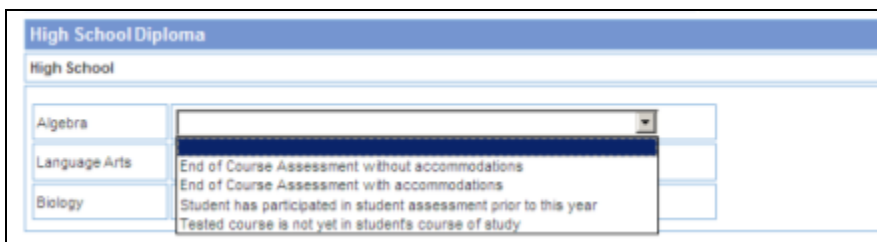
The system displays assessment options based on your selection and the age of the student

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

Sample of High School assessment options

PUBLIC CONSULTING GROUP

Making Accommodations

When an assessment is selected with accommodations, a button appears

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

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

PUBLIC CONSULTING GROUP

- The information bar provides a link to the Indiana Standards
- Users may organize goals on this page by either changing the position of or deleting the goal
- Details may be viewed on next page

Click on the link below to view the Indiana Standards:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Delete	Position	Goal Title	Goal	Details
☐	1	Title of Goal	Goal	Details

Add Goals   View Details for All Goals

Conference Notes:

View as a PDF   << Back   Save   Save & Continue >>

Adding A Goal

- Click **ADD GOALS**
- Enter
  - Goal Title
  - Present Level
  - Need
  - Goal
- Click **SAVE & CONTINUE**

Instruction - Click here to be directed to the state guide for help writing effective goals.

Add Goal

Goal Title:
Title

Present Level of Academic Achievement and Functional Performance
Present Level of Achievement and Performance

Need:
Need

Goal:
Goal

<< Back   Save & Continue >>

PUBLIC CONSULTING GROUP

The Goal Details page includes information from the Add Goals page

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

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Adding Standards

You may add standards from the following sources:
- Indiana Standards
- Common Core State Standards
- Functional Achievement Standards

- Click the **ADD STANDARDS** button

- Select Category
- The system will display standards

- Select appropriate standards
- More than one standard from more than one category may be selected
- Click **SAVE & CONTINUE**

- Standards are added to the Goal Details page
- You may delete a goal by checking **DELETE** and clicking **SAVE**

PUBLIC CONSULTING GROUP

Adding Progress Monitoring

- Select type of Progress Monitoring
- Click **ADD Progress Monitoring** button

Progress Monitoring:	○ Descriptive Documentation
	The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.
	○ Single Point
	The measurement of the goal depends on counting a number of instances or recording a score.
	◉ Single Rubric
	The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.
	○ Collection of Indicators
	The measurement of the goal is based on the direct assessment of one or more standard indicators and/or elements. Rubrics may be created for each element. These are data points that permit longitudinal analysis based on standards. It is the only option that interfaces with ISTAR.
	[Edit Progress Monitoring]

- Enter appropriate information
- Click **ADD ASSESSMENT**
  - ➢ Additional fields will open up to enter information
  - ➢ The system requests different information based on your selection

Progress Monitoring Assessment	Subject Area
[Add Assessment]	

- Complete chart for Progress Monitoring Assessment
  - ➢ Dates will pre-populate with the IEP begin and end dates
  - ➢ Click **SAVE & CONTINUE**
  - ➢ The system returns to the Goal Details page

Del	Progress Monitoring Assessment	Subject Area	Rubric	Parameters to Build Graph	Frequency of Collection
☐			Not Evident: ___ Introduced: ___ Emerging: ___ Developing: ___ Ongoing: ___ Demonstrated: ___ Applied: ___ [Apply Defaults]	Initial Score ___ Initial Date 07/05/2011 ___ Target Score ___ Target Date 07/05/2012 ___	1 Assessment(s) per week
[<< Back] [Save] [Save & Continue >>]					

Sample shown is a Single Rubric

PUBLIC CONSULTING GROUP

Provisions – Transition Services

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

- Click **ADD TRANSITION SERVICES**

Transition Services
There are no Transition Services for this student yet.

Add Transition Services

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

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

PUBLIC CONSULTING GROUP

Provisions –Special Ed Services

- Click **ADD SPECIAL ED SERVICES**

There are no Special Education Servicess for this student yet.

Add Special Ed Services

<< Back | Save | Save & Continue >>

Special Ed Services

Indirect Support
Direct Services
Speech and/or Language Services

<< Back | Save & Continue >>

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

Special Education Services

Del	Description	Initiation (Date)	Frequency (Number of Sessions)	Length (Time per Session)	Duration (End Date)	To Support	Log
	Indirect Support	05/23/2011	___ per day	___ min	05/23/2012	☐ Employment Skills	
☐	Location:	Narrative:				☐ Education /Training Skills ☐ Independent Living Skills	-----
There are no logs for this service.							

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

PUBLIC CONSULTING GROUP

Provisions –Related Services

There are no Related Servicess for this student yet.

Add Related Services

<< Back   Save   Save & Continue >>

- Click **ADD RELATED SERVICES**

Related Services

Audiology
Occupational Therapy
Physical Therapy
Psychological Services
Social Work Services
Nursing Services
Transportation
Other

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

Related Services

Del	Description	Initiation (Date)	Frequency (Number of Sessions)	Length (Time per Session)	Duration (End Date)	To Support	Log
☐	Psychological Services Location:	05/23/2011	per day	min	05/23/2012	☐ Employment Skills ☐ Education /Training Skills ☐ Independent Living Skills	-----
		Narrative:					

There are no logs for this service.

Add Related Services

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

PUBLIC CONSULTING GROUP

Provisions – Misc.

Accommodations

The following accommodations have been selected for state assessment purposes and must be provided on a regular basis:

Algebra

- Presentation Format: Student reads aloud to him or her self
- Response Format - Student uses lined paper turned sideways to help align math problems
- Timing / Scheduling - Longer breaks between sessions

System displays state assessment accommodations

Describe additional accommodations, if appropriate:

Transportation:

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

Describe and justify these needs:

Accessible Materials:

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

If yes, describe the environments, tasks, tools, and services related to their provision:

Complete the NIMAS order form: NIMAS order form

Link to NIMAS order form

Assistive Technology:

Does the student need assistive technology? Yes

If yes, describe the technology required:

Accommodations
- System displays state assessment accommodations
- Describe any additional accommodations

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

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

PUBLIC CONSULTING GROUP

Provisions – *Extended School Year*

Indicate a reason to include an Extended School Year

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

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

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

PUBLIC CONSULTING GROUP

Provisions – Misc.

Aids/Supports:

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

Document the types of supports that will be provided and the general intent of the supports:

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

Describe the program modifications that will be provided:

Progress Report Timeline:

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

Rationale:

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

☐ The student has an Emergency Evacuation Plan.

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

Progress Report Timeline
- Describe when periodic reports will be provided

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

Check box if the student has an Emergency Evacuation Plan

PUBLIC CONSULTING GROUP

LRE Placement – 3 to 5 Years

Education Setting

Age Less than 6 as of December 1, 2011 (Age: 4)

Percent of Time in General Education Setting	Calculated based on General Minutes per week/Total Minutes per week
100%	27 hr, 30 min

LRE Placement Category based on Federal Program Types:

33: Separate class

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

Additional descriptors of the Least Restrictive Environment

Oh here we go again=

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

We had something good here from the two year old May not generalize goals across settings if full time in the EI classroom.

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

This is where you say that your placement is the best choice at this point in time.

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

PUBLIC CONSULTING GROUP

LRE Placement – 6+ Years

The system provides guidance to help determine LRE placement

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

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

PUBLIC CONSULTING GROUP

General Considerations

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

Program Information

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

PUBLIC CONSULTING GROUP

Summary of Performance

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

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

PUBLIC CONSULTING GROUP

Review Conference Notes

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

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

Create IEP

ℹ️ The Case Conference Committee indicated reevaluation was necessary based on the committee's review of exisiting student data. Begin the Pre-Conference Process to generate the necessary forms to collect parental consent and record the date of consent to evaluate.

CCC Meeting Date:	04/11/2011
IEP Begin Date:	04/12/2011
IEP End Date:	04/12/2012

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

Yes
No
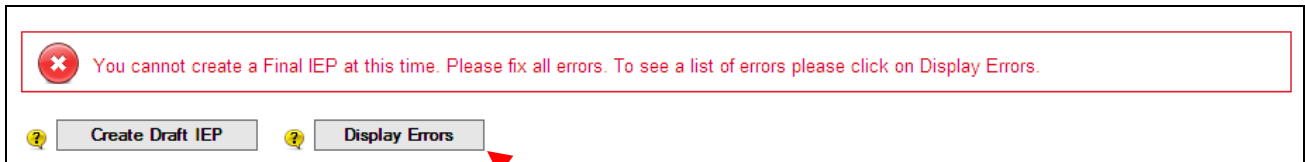
❓ CCC Meeting Attendees

Select	Position	Name	Additional Title
☐	Student	Bradyn Jackson	
☐	Public Agency Rep	Jolly Piersall	Principal
☐	Parent	Mom and Dad Jackson	
☐	Teacher of Record	Amy Adams	
☐	General Ed Teacher	Char Smothers	Grade One Teacher
☐	Instructional Strategist	Amy Adams	
☐	[ ]	[ ]	[ ]
	Add Additional Attendees		

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

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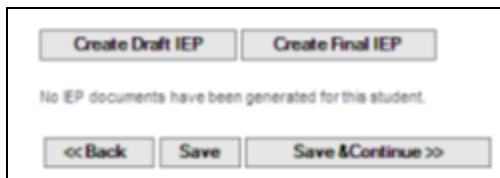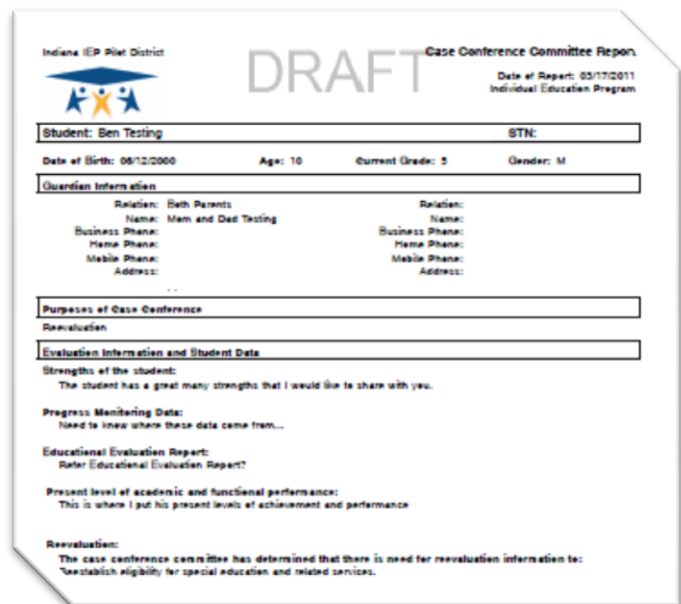

- Click **DISPLAY ERRORS** to display all errors associated with the IEP
- The Create Final IEP button will appear when all errors are fixed
- You may create a Draft IEP at any time

Create IEP

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

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Create IEP – Parent Response

Click **RESPONSE** button to add parent response

- Select **ACCEPTED/REJECTED**
- Select parent signing document
- Enter date of signature and notes
- Click **SAVE & CONTINUE**

Tracking Signatures - Track returned documents through EasyFax

Fax signed documents to:

888-865-5615

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EdPlan™ IEP Process
Additional IEP Process Documents

Student: Student Manual

Select which document you would like to create:

○ Billing Medicaid for Health-Related Services
○ Notice of Discontinuation of Special Education
○ Notice of Initial Proposed IEP
○ Rejection of Services in a Public School

Procedural safeguards given to parent? (Required at referral and initial evaluation, and then at least annually)
Procedural Safeguards
Procedural Safeguards (Spanish)

No documents have been generated yet for Student Manual

| Create Draft Document | Create Final Document |

| << Back | Save | Save & Continue >> |

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

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

Create Billing Medicaid for Health-Related Services form for Ben Testing

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

| Create Final Billing Medicaid for Health-Related Services Document |

| Continue >> |

Click link to view/print page →

Click here to view the Billing Medicaid for Health-Related Services

| Continue >> |

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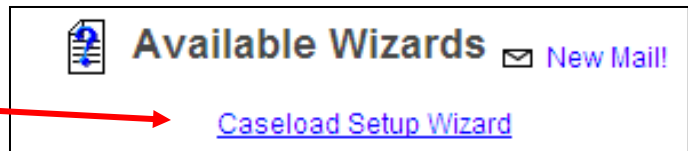
Users can setup their own caseloads by using the Caseload Setup Wizard.

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

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

- Click **CASELOAD SETUP WIZARD**

- Review caseload

Available Wizards ✉ New Mail!

Caseload Setup Wizard

- The system displays your current caseload

Caseload Setup Wizard - Current Caseload for **John Hancock** ✉ New Mail!

Current Teacher of Record (TOR)/Case Manager	Team Member	Student	School	Grade	DOB	Current Current Teacher of Record (TOR)/Case Manager
Check All / Check None	Check All / Check None					
☑	☐	Kiwi Hancock	HSOM	8	03/02/1996	John Hancock
☑	☐	Ben Testing	HSOM	8	06/12/1998	John Hancock

(2 Students)

Update the Database

Add More Students to Caseload

To Delete Students from Caseload:

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

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To Add Students to your Caseload:

- Click **ADD MORE STUDENTS TO CASELOAD**

- Select search criteria by:
  - ➤ Grade
  - ➤ School
  - ➤ Name
  - ➤ STN
  - ➤ Status

- Click **VIEW STUDENTS**

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

Current Teacher of Record (TOR)/Case Manager		Team Member		Student	School	Grade	DOB	Current Teacher of Record (TOR)/Case Manager
Check All	Check None	Check All	Check None					
☐		☐		Mary Appleseed	KSOE	9	03/13/1997	Johnny Appleseed
☐		☐		Sally Appleseed	KSOE	4	08/09/2002	Johnny Appleseed
☐		☐		Mary Armstrong	KSOE	9	03/11/1997	Lance Armstrong
☐		☐		Sally Armstrong	KSOE	4	08/08/2002	Lance Armstrong

(4 Students)

Add Students to caseload

Add Students to caseload, then find more

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Progress Monitoring Wizard

The system displays the following tabs:

Goal Information: Includes:

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

Graph:

- Graphs progress of goal
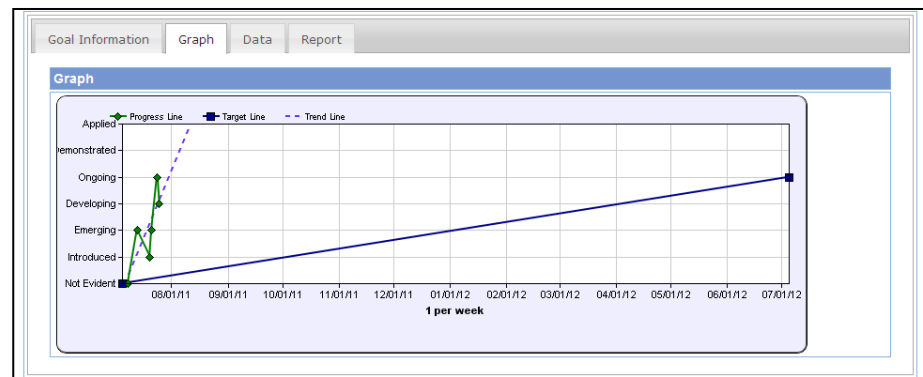
Data:

- Data entry
- Assessment History

NOTE: This is an example of a simple rubric. Each type of progress monitoring will look different.

Report:

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

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