

EASY IEP/IEP Process Step by Step

When preparing for an IEP Meeting; 99.9% of all information can and should be entered before the meeting including projected classes/minutes and services. It is easier to edit information, then to type everything in at the meeting. Overall the Parents concerns and the Final Placement Option are the two areas that will need to be added and anything discussed at the meeting which isn't captured on the form.

IEP Process- In order to complete an IEP in the system, you'll need to complete all steps below.

✓ This is good- The section is complete and you may proceed

✗ This means you have an error in this section/or missing information. When you click save and continue a list of errors to be corrected will pop up in red. Fix the errors and then save and continue to receive a green check.



Review IEP TEAM- Log in and verify that all team members are selected. Only Case Managers, Student Managers, Directors and Support staff can add or remove people from the team.



Create Parent Notification of Conference (34-57D) - This is where you create the notice of conference to the parents. Be sure to click a signature for whoever is creating the document (It is a drop down of team member names). Be sure to add the General Education Teacher, LEA Representative, and Special Education Teacher under "Additional Invited Individual The signer MUST have a **Title** and **Phone Number** in the system or the final document will not generate. **A FINAL Notification of Conference must be created before the IEP can be completed.**



Team Member Excusal- This is a simple yes or no drop down. If all team members that were invited are in attendance, click yes and save and continue. If someone is absent, click no, hit save and continue and complete the next form.



Create Team Member Excusal Form (34-57H) – If you excused any members above complete this form otherwise, click save and continue. **Parents need to sign this form.**



Create Conference Report- This is the front page for signing in. Please print this before the IEP meeting and before you enter information in the meeting participants section. Once you check off names in the meeting participants section, those names will print on this page, leaving no room for signatures.



Student Information-In this section you enter **Student Strengths', Results of Recent or Other Assessment Data** (Aimsw Webb, Read 180, Quarterly Math, Terra Nova, ISAT or Current Grades are all appropriate or any other assessments that might have been completed).


Parental Concerns –Be sure to update this at every annual; **do not leave last years concern here.**

Academic, Developmental & Functional Needs Stemming from the Student's Disability (IES) - A basic statement as to why Special Ed. Services are needed. This can come right from the eligibility document. **Consideration of Special Factors-** These are all drop down selections; N/A/No/Yes please make notes for any that you answer yes to.



Behavior Intervention Plan- If you answer no to the first question simply hit *Save and Continue* and move on. If you answer yes, the system will continue to prompt you with questions to complete a Behavior Intervention Plan. **A Functional Behavioral Analysis (FBA) must be completed for all formal Behavior Intervention Plans.**



Transition- If a student will be 14.5 or older by the completion of this IEP regardless of current grade a Transition Plan must be completed. You will need to complete something in each of the three areas to obtain a  and be able to save and continue. **NOTE: Projected Graduation/Exit Date, must be in 'mm/dd/yyyy' format.**



Annual Goals- All goals and objectives should be entered ahead of time as they are a draft until the meeting is held. Be sure to have at least 2 Objectives per Goal. Separate ESY Goals are not necessary if you check ESY as the type of Goal for those which will be focused on during ESY.



Assessments- Here you will indicate in drop downs or by selecting the choices provided which Assessments the student will participate in.

Classroom Based Assessments=Those tests that occur in class. Unit or chapter tests.

District-Wide Assessments =Aimsw Webb, GATES, Terra Nova.

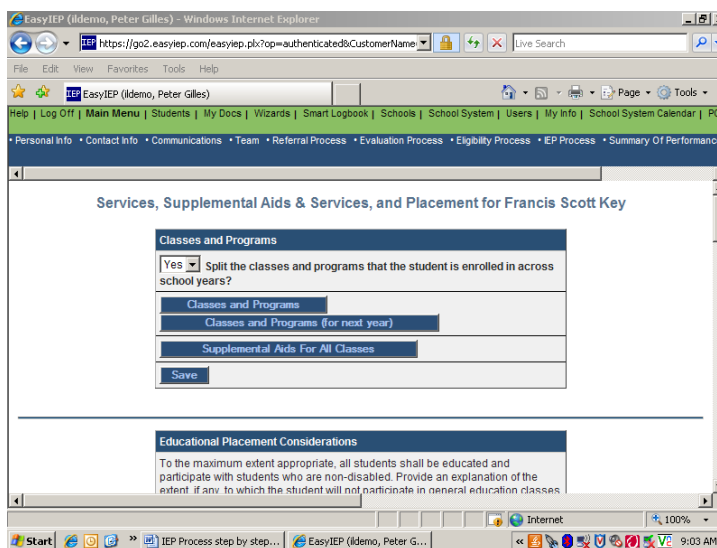
State Assessment =ISAT or IAA.

Students can only receive accommodations on testing which they normally receive throughout the year. Do not complete a new IEP the month/week before ISAT to add accommodations.



Services, Supplemental Aids & Services, and Placement –

1. Split Classes yes or no in the drop down menu. If there is a change in minutes – bell-to-bell, instructional or service minutes due to a change in building, grade or placement... Classes must be split.
2. When splitting classes, the class for General Ed. will state this year or next year at the top in red. This way you'll know which year you are in.
3. The 1st Blue Classes and programs button is for this school year. Classes and Programs (for next year) button is to the right of that.



4. Enter General Ed. Classes with type of class (A, B or C) – Minutes and Days per week are optional unless your Director requires you to enter those in these boxes.

A-General education classroom with NO modifications and or supplementary aids and services

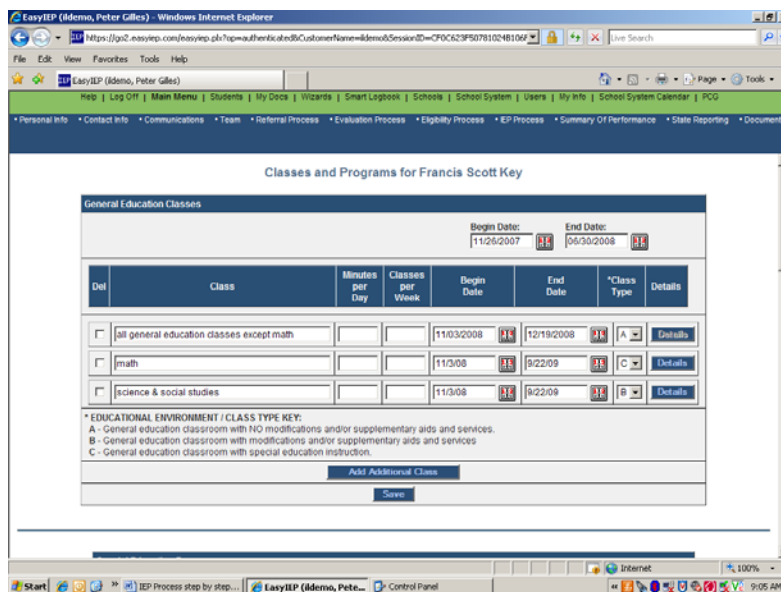
B- General education classroom with modifications and or supplementary aids and services

C- General education with special education instruction

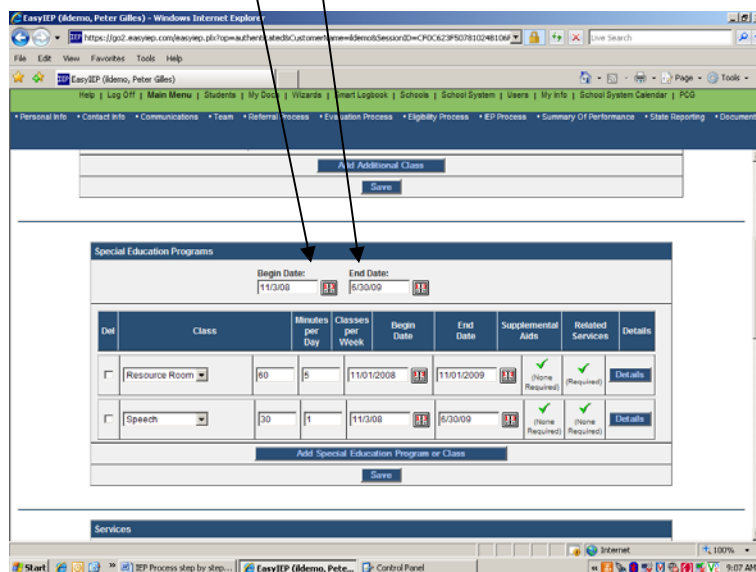
5. **Supplemental Aids for all Classes**-This button allows you to enter supplemental aids if they are the same for all general education classes (Type A)

- If Aids are different from class to class, they need to be entered on the class list line in the details box (required for all B and C Type classes)

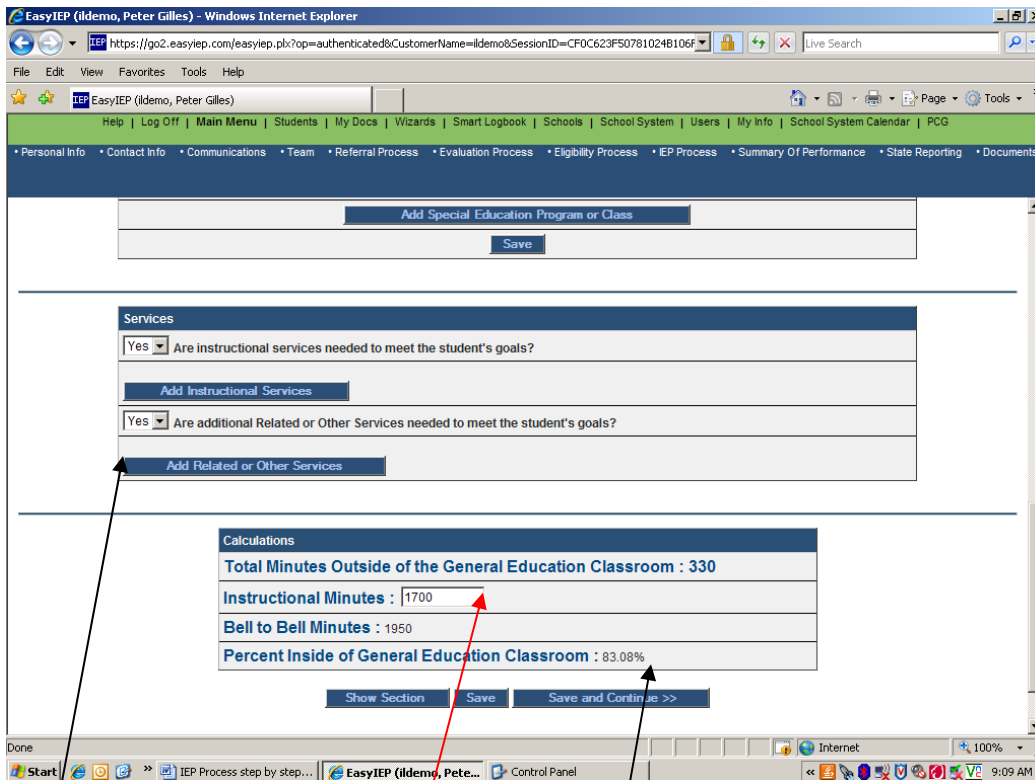
If you can combine two or three Gen. Ed, Classes on the same line this will save steps. (As long as your Director is fine with combining classes.) This can only be done if the supplemental aids would remain the same for all classes combined and that the min. reflect the total daily min. for combined classes.



6. **Special Education Programs**-are entered in the same manner as the general education classes above. The Classes are in a drop down menu. **Minutes and Days per week are required for Special Education Classes and Programs. If the student is receiving "Related Services" during the Special Education Program, click in "Details" to add those services.**



7. Are any instructional services needed? If someone is providing service (resource push-in) to a student in a class, then you would add that here and the minutes they service that child.



8. Related Services-Add all related services here unless they receiving the service during the time they would have been in a Special Ed. Program above. If services are delivered during the Special Education Class or Program time. Add those related services by using the Details Button, next to each Special Education class/ program).

9. Calculations:

- Total Min. Outside of the General Education Classroom are calculated by the min. you’ve entered under classes and programs.
- Instructional Min.- This is total bell to bell min. of the week subtracting non-instructional times; for example, lunch, recess.
- Bell to Bell Min. is entered at by the Director or their support staff –If blank or inaccurate, let them know immediately.
- Percent Inside of Gen. Ed. Classroom- This is calculated for you and includes all services provided in Gen. Ed (Co-taught, push-in etc... plus gen ed. time).



Transportation- Here you indicate what type of transportation the student is **ELIGIBLE** for. If a parent states that they will transport, great, but please complete a transportation plan including what the child would need when on a bus. This might be needed for a fieldtrip or if the parent decides to change to our transportation.



Extended School Year- Indicate whether a child is or isn’t eligible for summer services. If you need to decide later in the year indicate that in this section “The team will review ESY eligibility after winter or spring break” **BE SURE TO RECONVENE** if you do this. Even when you indicate the ESY in not required a rationale must be entered. “No regression of skills has been noted”.



Meeting Participants-Please indicate all individuals who attended the meeting. If a team member was excused earlier in the process they should not be marked as in attendance.



Review Conference Notes-Here you will see a list of all notes entered throughout the process in the conference note box in each section. You can also add any additional information here in the section as needed (like our old addendum forms with pages of notes☺). The Conference Notes Boxes Look Like this:

ConferenceNotes **Conference Notes:**

Matt broke his leg



Create IEP Document-Enter IEP begin and end date and answer the questions listed in order to create a final IEP document. On the screen there is a Display Error button that will list out any errors in RED when selected. If you see a Create Final IEP button you do not have any errors ☺ Select and then print. **All errors have to be corrected before a final document can be created. (VERY IMPORTANT-PLEASE DO NOT CREATE MULTIPLE FINALS! THIS WILL CREATE MANY PROBLEMS WHEN UPDATING REPORT CARDS!)**



Create Notification of Conference Recommendations (34-57E)-Complete all text boxes, be sure to select the signature of the team member creating the document (usually case manager or sped. Administrator) and then create the document. **NOTE: If the IEP is part of an Eligibility Review, this form was already created in the eligibility section and there isn't a need to have two.**



Create Parent Consent for Initial Provisions (34-57F)-This form is only required for an initial IEP. Click signature drop down and create the form. Parent signs and the original should be sent to Special Services.



Create Notification of IEP Amendment (34-57G) - This form can be used in lieu of an IEP meeting as long as a change of placement doesn't occur as a result of this amendment. Answer all questions and explain what is being amended in the current IEP. Be careful with changes from co-taught to instructional services one class can change a student percent from resource to instructional.

Examples of Good Reasons for Amendments:

- Reducing or increasing related service minutes.
- Changing transportation for Reg. to Spec. (Attach Transportation pages).
- Parent/staff request for team to add accommodations/supplemental aids.
- Change of schedule that doesn't change placement.



Manifestation Determination-This section is only needed when behavior or an isolated situation requires the team to address the behavior and possible change of placement due to the behavior/incident. This will only be done with a Special Ed. Administrator and Building Administrator involved.

You must complete the ENTIRE State Reporting section before you can complete the FINAL IEP Document.