

What is I-Star

- * Web-based Special Education Tracking and Reporting
- * Fully integrated with Student Information System (SIS)
- * Fully integrated with Educator Information System (EIS)
- * Fully integrated with Educator Licensure Information System (ELIS)
- * Security system specific to district and user needs
- * IEP Activity Log for auditing purposes
- * Archived IEPs

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I-Star Features



- * Wizard integration on forms for improved IEP creation
- * Web-based (accessible from any computer with Internet connection)
- * FREE!
- * Saves time!
- * Electronic transfer of records between placements
- * Each user account is catered to their own case load only
- * Uses State IEP forms
- * Allows for PDF, Word Document, etc. attachments

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Access to I-Star

IWAS = ISBE Web Application System

www.isbe.state.il.us

After logging in, go to *System Listing* then click *I-Star - (Special Education)*

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending District), ROE (Pending ROE) or ISBE (Pending ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

Categories	Authorization
Reporting	Authorized
Annual	Authorized
I-Star - (Special Education)	Authorized

Legend: System Description - Detailed Due Dates Profile

[Want to Signup for Other Systems?](#)

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Landing Page

My IEP Students

SISID	Name	IEP Status / Start	Home School
99999901	John X One	Draft	Harrisburg High School

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Landing Page

The *Landing Page* acts as the system homepage

My IEP Students reflects the user's case load

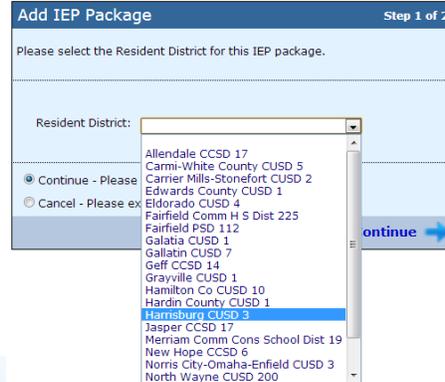
My IEP Students			
SISID	Name	IEP Status / Start	Home School
999999901	John X One	Draft	Harrisburg High School

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Create an IEP

- * Click *Current/Create IEP* button to add users to a student Access List 
- * Select the Resident District for the IEP package and click *Continue*



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Create an IEP Parent/Guardian(s)

- * The Add IEP Package Wizard offers the addition of Parent/Guardian data. Click *Add* to Start Entering data
- * Evaluate the three Parent/Guardian options and select the one that applies

Current Parent/Guardian(s) 					
Edit	Remove	Parent/Guardian	Addresses	Phones	Languages
No Records Found					

Add a New Parent/Guardian
 The Student is His/Her Own Guardian
 Search for a Sibling's Parent/Guardian

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Create an IEP Parent/Guardian(s)

* Enter demographic data and click *Continue*

Prefix:

First Name: *

Middle Name:

Last Name: *

Suffix:

Maiden Name:

Gender: *

Birthdate: MM/DD/YYYY

Ethnicity:

Email:

Interpreter Needed:

Continue - Please continue the wizard.

Cancel - Please exit the wizard.

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Create an IEP Parent/Guardian(s)

* To add Phone Numbers click *Add*

Phone numbers for **John X Three**

Phone Numbers		+ Add
Type	Number	
No Records Found		

* Enter Phone Type, Number and Extension if applicable and click *Save*

Enter the new phone number and click the Save button.

Phone Type:

Phone Number:

Extension:

* Enter Home, Alternate, Fax and/or Mobile Phone numbers

* Once all desired Phone data has been added, click *Continue*

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Create an IEP Parent/Guardian(s)

- * To add Address data click *Add*

Addresses for **John X Three**

Addresses + Add		
Type	Address	Invalid?
No Records Found		<input type="checkbox"/>

- * Enter Address Type, Street, City, State and Zip Code and click *Save*

Enter the new address and click the Save button.

Type:

Address:

City:

State:

Zip:

- * Once all desired Address data has been added, click *Continue*

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Create an IEP Parent/Guardian(s)

- * To add Language data click *Add*

Languages + Add	
Language	Primary?
No Records Found	

- * Select Language from the drop down and check if Primary then click *Save*

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

Language:

Primary?:

- * Once all desired Language data has been added, click *Save*

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Create an IEP Parent/Guardian(s)

- * Enter the date that the previously added Parent/Guardian began being this student's guardian (defaults to student's DOB), select the Relationship to the student and click *Save*

Please enter the date that **John X Three** began being this student's guardian.

John X Three
 Begin Date: *MM/DD/YYYY
 Relationship:

- * After the Parent/Guardian data is added for one person, the next addition can be quicker to add
- * To add another Parent/Guardian, click *Add*

Current Parent/Guardian(s) <input type="button" value="Add"/>		Addresses		Phones		Languages	
Edit/Remove	Parent/Guardian	Type	Address (Modify)	Type	Number (Modify)	Language (Modify)	Primary?
<input type="checkbox"/>	Mr. John X Three Sr. Father Begin: 1/1/1999 Interpreter Needed: <input type="checkbox"/>	Home	512 N. Main St. Harrisburg, IL 61946	Home	(618) 555-5555 Ext. 555	English	<input checked="" type="checkbox"/>

Create an IEP Parent/Guardian(s)

- * The steps will be the same to add additional Parent/Guardian data

* Step 1: **Add a New Parent/Guardian**
 The Student is His/Her Own Guardian
 Search for a Sibling's Parent/Guardian

* Step 2:

Profile:

First Name:
 Middle Name:
 Last Name:
 Suffix:
 Maiden Name:
 Gender:
 Birthdate: *MM/DD/YYYY
 Ethnicity:
 Email:
 Interpreter Needed:

Continue - Please continue the wizard.
 Cancel - Please end the wizard.

- * To enter Phone Numbers, click *Add* to add new or click the check mark to add Existing Numbers to save time

Enter the new phone number and click the Save button.

Phone Type:
 Phone Number:
 Extension:

You may choose a phone number from the list below. These phone numbers are from the student's own profile and any other current guardians. Please note, when selecting a phone number below it will be a copy. This means any future changes to one of the phone numbers will not be reflected everywhere the phone number is used.

Select	Phone Number
<input checked="" type="checkbox"/>	(618) 555-5555 Ext. 555 (Home)

Create an IEP Parent/Guardian(s)

- * To Add Address data, click *Add* or click the Select check mark to add an existing address then click *Continue*

Addresses for **Johna X Three**

Addresses + Add		
Type	Address	Invalid?
No Records Found		

You may choose an address from the list below. These addresses are from the student's own profile and any other current guardians. Please note, when selecting an address below it will be a copy. This means any future changes to one of the addresses will not be reflected everywhere the address is used.

Existing Addresses	
Select	Address
<input checked="" type="checkbox"/>	512 N. Main St. Harrisburg , IL 61946 (Home Address)

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

← Previous
Cancel
Continue →

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Create an IEP Parent/Guardian(s)

- * To add Language data click *Add*

Languages + Add	
Language	Primary?
No Records Found	

- * Select Language from the drop down and check if Primary then click *Save*

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

Language:

Primary?:

- * Once all desired Language data has been added, click *Save*

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Create an IEP Parent/Guardian(s)

- * Enter the date that the previously added Parent/Guardian began being this student's guardian (defaults to student's DOB), select the Relationship to the student and click *Save*

Please enter the date that **Johna X Three** began being this student's guardian.

Johna X Three
 Begin Date: *MM/DD/YYYY
 Relationship:

- * Additional Parent/Guardian(s) data can be entered if desired
- * Once all additions are complete, click *Continue*

Current Parent/Guardian(s) (+ Add)		Addresses		Phones		Languages	
Edit/Remove	Parent/Guardian	Type	Address (Modify)	Type	Number (Modify)	Language (Modify)	Primary?
<input checked="" type="checkbox"/>	Mr. John X Three Sr. Father Begin: 1/1/1999 Interpreter Needed: <input type="checkbox"/>	Home	512 N. Main St. Harrisburg, IL 61946	Home	(618) 555-5555 Ext. 555	English	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Mrs. Johna X Three Mother Begin: 1/1/1999 Interpreter Needed: <input type="checkbox"/>	Home	512 N. Main St. Harrisburg, IL 61946	Home	(618) 555-5555 Ext. 555	English	<input checked="" type="checkbox"/>

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Create an IEP Student Profile

- * Setting up Parent/Guardian(s) data can be done as previously demonstrated during the IEP creation OR it can be done from the Student Profile page
- * The process for adding Parent/Guardian(s) data will be the same process regardless of which avenue chosen

Student Profile
 Name: Johna X Three
 SSN ID: 999999993
 Natural Language: English
 Home Language: English
 Ethnicity: White
 Home Numbers (2/ Modify)
 Home: (333) 333-3333

Parent/Guardian(s)
 Name: Mrs. Johna X Three
 Type: Parent
 Gender: Female
 Birthdate: 01/01/1999
 Languages (1/ Modify)
 English
 Phone Numbers (2/ Modify)
 Home: (618) 555-5555
 Work: (618) 555-5555
 Mobile: (618) 555-5555
 Addresses (1/ Modify)
 Type: Address
 Home: 512 N. Main St.
 Harrisburg, IL 61946

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Create an IEP Student Profile

- * Student data will need to be added from the Student Profile page
- * To add student data, click *Modify*

Phone Numbers (X Modify)	
Type	Number
No Records Found	

Addresses (X Modify)		
Type	Address	Invalid?
No Records Found		

- * The data is entered as previous for Parent/Guardian(s) with the option to choose from existing data entered to save time

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Create an IEP

- * From the Landing page, click on the student that you would like to create an IEP for in *My IEP Students*

My IEP Students			
SISID	Name	IEP Status / Start	Home School
999999901	John X One	Draft	Harrisburg High School

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View All

- * Click *Current/Create IEP* button
- * Enter the Purpose for visiting the IEP then click *Save*

Purpose for IEP Activity	
You must enter a reason why you are visiting the IEP at this time.	
Purpose of Visit:	<input type="text"/>
Notes:	<input type="text"/> <ul style="list-style-type: none"> Schedule/Manage Meetings Review/Print the IEP Create Official Amendment Other (Explain)
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

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Create an IEP

- * Although the student has Parent/Guardian(s) data entered, they still have not been assigned to the case list for I-Star users. Adding I-Star users to the Access List for a Student will achieve this.
- * Click *Add Me* to add your account to the Access List or
- * Click *Add* to add additional users to the Access List or

Add me!

Access List (+ Add)							
Edit	Delete	Name	Entity	Interpreter	Read-Only	Notifications	Make Forms Official
No Records Found							

Manage the access list for this IEP

You may add, edit and delete users that can access this IEP.

You are adding wovsed1 DistrictDoc1 to the access list for this IEP. Configure the appropriate settings based on the level of access you want to give to wovsed1 DistrictDoc1.

User: **wovsed1 DistrictDoc1**

Interpreter:

Read-Only Flag:

Receive Notifications:

Make Forms Official:

Will Attend Meetings:

First Name:

Last Name:

Search by First Name and Last Name then click *Search*

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Create an IEP

- * Click the check mark in the select column under the Common Users to select

Access List (+ Add)							
Edit	Delete	Name	Entity	Interpreter	Read-Only	Notifications	Make Forms Official
		Admin, Wovsed	Wabash & Ohio Valley Sp Ed Dist	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Common Users					
Select	Name	Interpreter	Read-Only	Notifications	Make Forms Official
<input checked="" type="checkbox"/>	DistrictDoc1, wovsed1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- * Repeat these steps until all staff that need to see this student's IEP have been added then click *Return*

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Create an IEP

- * The IEP Overview tab now displays all staff that have access to this students IEP
- * When those staff members login to I-Star, this student will be in *My IEP Students* on their Landing Page



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IEP Case Management

IEP Toolbar



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Create an IEP

* To begin the IEP process, click *Add Form* to manually add all forms or click *Setup a Conference* for a wizard that creates the Notification of Conference and Conference Summary



Notification of Conference

PARENT/GUARDIAN NOTIFICATION OF CONFERENCE

DATE: _____ STUDENT'S NAME: _____ STUDENT'S DATE OF BIRTH: _____
 Dear _____
 (Parent(s)/Guardian(s) Name)

In order to discuss the educational needs of your child, you are invited to attend an IEP conference meeting to be held:
 Date: _____ Time: _____ Location: _____

You are a participant on the IEP Team which will meet to address the purpose as indicated in the next section. You have the right to bring other individuals who have knowledge or special expertise regarding your child. If you plan to bring other individuals, please notify the individual indicated below prior to the meeting so arrangements and accommodations for participants can be made. If these meeting arrangements are not agreeable and/or you require an interpreter or translator, please contact the individual indicated below.

The purpose of this conference is to:

<input type="checkbox"/> Review of Existing Data	Review your child's educational status and determine what additional data if any are needed to complete your child's evaluation.
<input type="checkbox"/> Initial Evaluation/Eligibility	Review your child's recent evaluation to determine initial eligibility for special education and related services.
<input type="checkbox"/> Reevaluation	Review your child's recent evaluation to determine (reconsider or change) continued eligibility for special education and related services.
<input type="checkbox"/> Initial Individualized Education Program	Review your child's need for special education and related services and placement and develop an initial IEP.
<input type="checkbox"/> IEP Review and Revision	Review and/or revise your child's IEP to determine special education and related services and placement.
<input type="checkbox"/> Secondary Transition	Consider postsecondary goals and transition services (beginning at age 14 1/2).
<input type="checkbox"/> Functional Behavioral Assessment/Behavioral Intervention Plan	Consider the need for a functional behavioral assessment for your child and a need to create or revise a behavioral intervention plan.
<input type="checkbox"/> Manifestation Determination Review	Consider relatedness of your child's disability to a disciplinary code violation(s).
<input type="checkbox"/> Graduation	Review your child's anticipated date of graduation.
<input type="checkbox"/> Other	Review/consider other areas (e.g. Termination of placement, Aging Out).

The invited individuals and/or their titles are listed below. If one of the required individuals listed below is unable to attend due to unforeseen circumstances, the district will designate an appropriate and suitable replacement to attend the IEP meeting. Any student, age 14 1/2 and older must be invited to any meeting if the purpose of the meeting is to consider transition service needs.

_____ Name and/or Title (General Education Teacher)	_____ Name and/or Title
_____ Name and/or Title (Special Education Teacher)	_____ Name and/or Title
_____ Name and/or Title (S.E.A. Representative)	_____ Name and/or Title
_____ Name and/or Title	_____ Name and/or Title

You and your child have protection under the procedural safeguards of special education regulations. The school district must provide you a copy of Explanation of Procedural Safeguards once a year. Please contact the district if you need a copy of Explanation of Procedural Safeguards.

Name: _____ Title: _____ Telephone: _____

Sincerely, _____
 Name: _____ (Signature)
 Title: _____

Conference Summary

STUDENT NAME: _____ DATE OF MEETING: _____

INDIVIDUALIZED EDUCATION PROGRAM (CONFERENCE SUMMARY REPORT)

DATE OF MOST RECENT EVALUATION: _____ DATE OF NEXT REEVALUATION: _____

PURPOSE OF CONFERENCE (Check all that apply)

Review of Existing Data
 Reevaluation
 IEP Review/Revision
 Secondary Transition
 Termination of Placement
 Initial Eligibility
 Initial IEP
 Transition
 Graduation
 Other (e.g. FERPA/PL)

STUDENT IDENTIFICATION INFORMATION

STUDENT'S ADDRESS (Street, City, State, Zip Code) _____ STUDENT'S DATE OF BIRTH _____ SSN NUMBER _____

MALE
 ETHNICITY _____
 LANGUAGE/MODE OF COMMUNICATION USED BY STUDENT _____
 CURRENT GRADE LEVEL _____
 ANTICIPATED DATE OF HIS GRADUATION _____
 FEMALE

PLACEMENT (To be completed after placement determination)
 YES
 NO
 Placement is in Resident School
 DEAF/BLIND _____
 MEDICAD NUMBER _____

RESIDENT DISTRICT _____ SERVING DISTRICT _____

RESIDENT SCHOOL _____ SERVING SCHOOL _____

PARENT/GUARDIAN INFORMATION

(1) PARENT'S NAME _____ (Educational Surrogate Parent) (2) PARENT'S NAME _____ (Educational Surrogate Parent)

(1) PARENT'S ADDRESS (Street, City, State, Zip Code) _____ (2) PARENT'S ADDRESS (Street, City, State, Zip Code) _____

(1) PARENT'S TELEPHONE NUMBER (include Area Code) _____ (2) PARENT'S TELEPHONE NUMBER (include Area Code) _____

(1) LANGUAGE/MODE OF COMMUNICATION USED BY PARENT(S) _____ (2) LANGUAGE/MODE OF COMMUNICATION USED BY PARENT(S) _____

YES
 NO
 Interpreter
 YES
 NO
 Interpreter

PARTICIPANTS INFORMATION

Signatures indicate attendance. Check appropriate boxes to indicate which meetings were attended. Anyone serving in a dual role should indicate so on the following lines. If a required participant participates through another report or is excused from all or part of the IEP meeting, the required excusal and entire report, as necessary, is attached.

ROLE	NAME	STATUS	IEP
<input type="checkbox"/> Parent	_____	<input type="checkbox"/> Present	<input type="checkbox"/> School Social Worker
<input type="checkbox"/> Parent	_____	<input type="checkbox"/> Present	<input type="checkbox"/> Speech-Language Pathologist
<input type="checkbox"/> Student	_____	<input type="checkbox"/> Present	<input type="checkbox"/> Interpreter
<input type="checkbox"/> IEP Representative	_____	<input type="checkbox"/> Present	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> General Education Teacher	_____	<input type="checkbox"/> Present	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Special Education Teacher	_____	<input type="checkbox"/> Present	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> School Psychologist	_____	<input type="checkbox"/> Present	<input type="checkbox"/> Other (specify) _____

If the parent(s) did not attend the IEP meeting, document the attempts to contact the parent(s) prior to the IEP meeting.

PROCEDURAL SAFEGUARDS

Explanation of Procedural Safeguards were provided to/reviewed with the parent(s) on: _____

Transfer of Rights - Seventeen-year old student informed of transfer rights that will transfer to the student upon reaching age 18. YES NA

Parents were given a copy of the:
 Evaluation report and eligibility determination
 IEP
 District's behavioral intervention policies
 District's behavioral intervention procedures (Initial IEP only)

ISBE 24-44 (10/17) Illinois State Board of Education, Special Education Services, 100 North First, Springfield, IL 62777-0001

Create an IEP

* Step 1: Enter the form date and the purpose of the conference then click *Continue*

Form Date: 10/18/2013 *MM/DD/YYYY

Purpose of Conference (Clear)

STEP 1

Review of Existing Data - Review your child's educational status and determine what additional data, if any, are needed to complete your child's evaluation.

Initial Evaluation/Eligibility - Review your child's recent evaluation to determine initial eligibility for special education and related services.

Reevaluation - Review your child's recent evaluation to determine (reconsider or change) continued eligibility for special education and related services.

Initial IEP - Review your child's need for special education and related services and placement and develop an initial IEP.

IEP Review and Revision - Review and/or revise your child's IEP to determine special education and related services and placement.

Secondary Transition - Consider postsecondary goals and transition services (beginning at age 14 1/2).

FBA/BIP - Consider the need for a functional behavioral assessment for your child and a need to create or revise a behavioral intervention plan.

MOR - Consider relatedness of your child's disability to a disciplinary code violation(s).

Graduation - Review your child's anticipated date of graduation.

Other - (e.g. Termination of Placement, Aging Out) :

Show Audit Trail

Continue - Please continue the wizard.

Cancel - Please exit the wizard.

Cancel Continue

Create an IEP

- * Step 2: Enter the meeting date and edit any of the pre-populated fields
 - * Click *Add* beside Address to add commonly used Rooms and Addresses for future use to save time
 - * Click *Continue* when meeting information complete

Please enter the information regarding the time and place of this conference.

Spell Check

Subject: Conference to discuss John X One's IEP.

Date: Populated automatically from Step 1 selection

Time: 7:30 AM to 8:00 AM

Details: Review the child's recent evaluation to determine initial eligibility for special education and related services.

Local Room:

Address:

City:

State: Illinois

Zip:

Invalid?:

Rooms and Addresses you commonly use

Location	Address
<input checked="" type="checkbox"/> Meeting Room A	
<input checked="" type="checkbox"/> 201	

Continue - Please continue the wizard.

Cancel - Please exit the wizard.

Create an IEP

- * Step 3: Verify and/or edit Parent/Guardian(s) data then click *Continue*

IEP Conference Setup Step 3 of 6

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

Current Parent/Guardian(s) (Add)		Addresses	Phones	Languages			
Edit/Remove	Parent/Guardian	Type	Address (Modify)	Type	Number (Modify)	Language (Modify)	Primary
<input checked="" type="checkbox"/>	Mrs. Johanna X One Mother Begin: 1/1/1999 Interpreter Needed: <input type="checkbox"/>	Home	120 Pankavilla Lane Harrisburg, IL 62946	Home	(555) 555-5555	English	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Mr. James X One Father Begin: 1/1/1999 Interpreter Needed: <input type="checkbox"/>	Home	120 Pankavilla Lane Harrisburg, IL 62946	Work	(323) 456-7890		
				Mobile	(618) 252-6818		

You may select guardians from the Historical Guardians list below for this student.

Historical Guardian(s)			
Relationship	Name	Begin Date	End Date
No Records Found			

Note: You may not add, edit, remove or select surrogate parents. Surrogates may only be assigned by ISBE staff and are shown here for informational purposes only.

Continue - Please continue the wizard.

Cancel - Please exit the wizard.

Create an IEP

* Step 4: Verify, Remove, Excuse, Add and/or Edit Conference Attendees data then click *Continue*

Conference Attendees (+ Add)						
Remove/Excuse	Contact Attempts	Name	Type	Excused	Interpreter Needed	Languages
✗	None listed.	One, Johnna X	Parent	<input type="checkbox"/>	<input type="checkbox"/>	English <input checked="" type="checkbox"/> Primary?
✗	None listed.	One, James X	Parent	<input type="checkbox"/>	<input type="checkbox"/>	English <input checked="" type="checkbox"/> Primary?
✗		Admin, Wovsed		<input type="checkbox"/>	<input type="checkbox"/>	No Records Found <input type="checkbox"/> Primary?
✗		DistrictDoc1, wovsed1		<input type="checkbox"/>	<input type="checkbox"/>	No Records Found <input type="checkbox"/> Primary?
✗		Supereducator, Roy X	LEA Representative	<input type="checkbox"/>	<input type="checkbox"/>	No Records Found <input type="checkbox"/> Primary?
✗		Greatteacher, Robert T	Special Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>	No Records Found <input type="checkbox"/> Primary?

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Create an IEP

* Click the pencil icon in the *Contact Attempts* column to log contact attempts

Conference Attendees (+ Add)						
Remove/Excuse	Contact Attempts	Name	Type	Excused	Interpreter Needed	Languages
✗	None listed.	One, Johnna X	Parent	<input type="checkbox"/>	<input type="checkbox"/>	English <input checked="" type="checkbox"/> Primary?
✗	None listed.	One, James X	Parent	<input type="checkbox"/>	<input type="checkbox"/>	English <input checked="" type="checkbox"/> Primary?
✗		Admin, Wovsed		<input type="checkbox"/>	<input type="checkbox"/>	No Records Found <input type="checkbox"/> Primary?
✗		DistrictDoc1, wovsed1		<input type="checkbox"/>	<input type="checkbox"/>	No Records Found <input type="checkbox"/> Primary?
✗		Supereducator, Roy X	LEA Representative	<input type="checkbox"/>	<input type="checkbox"/>	No Records Found <input type="checkbox"/> Primary?
✗		Greatteacher, Robert T	Special Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>	No Records Found <input type="checkbox"/> Primary?

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Create an IEP

* Enter the attempts to contact the guardian, click check mark in *Selected* column to apply attempts to the other guardian(s) then click *Save*

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Create an IEP

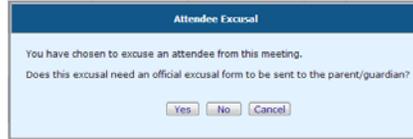
* Click the red X in the *Remove/Excuse* column to remove or excuse an attendee

Conference Attendees (+ Add)							
Remove/Excuse	Contact Attempts	Name	Type	Excused	Interpreter Needed	Languages	
X	None listed.	One, Johnna X	Parent	<input type="checkbox"/>	<input type="checkbox"/>	English	Primary? <input checked="" type="checkbox"/>
X	None listed.	One, James X	Parent	<input type="checkbox"/>	<input type="checkbox"/>	English	Primary? <input checked="" type="checkbox"/>
X		Admin, Wovsed		<input type="checkbox"/>	<input type="checkbox"/>	No Records Found	Primary? <input type="checkbox"/>
X		DistrictDoc1, wovsed1		<input type="checkbox"/>	<input type="checkbox"/>	No Records Found	Primary? <input type="checkbox"/>
X		Supereducator, Roy X	LEA Representative	<input type="checkbox"/>	<input type="checkbox"/>	No Records Found	Primary? <input type="checkbox"/>
X		Greatteacher, Robert T	Special Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>	No Records Found	Primary? <input type="checkbox"/>

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Create an IEP

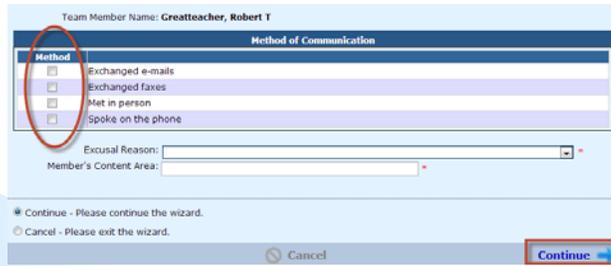
- * Decide if an official excusal needs to be sent to the parent/guardian and answer appropriately



Attendee Excusal

You have chosen to excuse an attendee from this meeting.
Does this excusal need an official excusal form to be sent to the parent/guardian?

- * If Yes, enter the Method of Communication, select an excusal reason and enter the member's content area then click *Continue*



Team Member Name: **Greatteacher, Robert T**

Method of Communication

Method
<input type="checkbox"/> Exchanged e-mails
<input type="checkbox"/> Exchanged faxes
<input type="checkbox"/> Met in person
<input type="checkbox"/> Spoke on the phone

Excusal Reason:

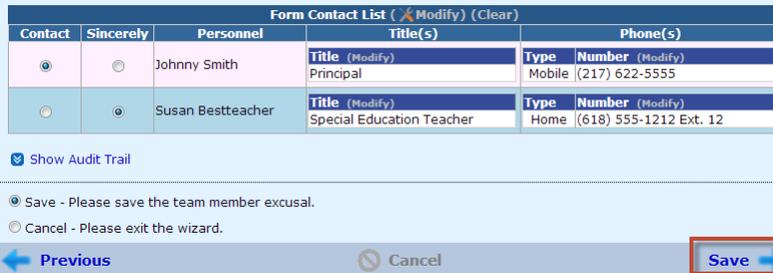
Member's Content Area:

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

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Create an IEP

- * Verify and/or edit Contact List and click *Save*



Form Contact List (X Modify) (Clear)

Contact	Sincerely	Personnel	Title(s)	Phone(s)
<input checked="" type="radio"/>	<input type="radio"/>	Johnny Smith	<input type="text" value="Principal"/> <small>Title (Modify)</small>	<input type="text" value="Mobile (217) 622-5555"/> <small>Type Number (Modify)</small>
<input type="radio"/>	<input checked="" type="radio"/>	Susan Bestteacher	<input type="text" value="Special Education Teacher"/> <small>Title (Modify)</small>	<input type="text" value="Home (618) 555-1212 Ext. 12"/> <small>Type Number (Modify)</small>

Show Audit Trail

Save - Please save the team member excusal.
 Cancel - Please exit the wizard.

- * Once the Conference Attendees wizard is complete, click *Return*

36

Create an IEP

* Step 5: Enter applicable Conference Summary data and click *Continue*

37

Create an IEP

* Step 6: Verify, Modify and/or Add the Form Contact List

* Note: To add personnel to this list, search District or IEIN

* Once the Form Contact List is complete, click *Save*

Contact	Sincerely	Personnel	Title(s)	Phone(s)
<input checked="" type="radio"/>	<input type="radio"/>	Johnny Smith	Title (Modify) Principal	Type Number (Modify) Mobile (217) 622-5555
<input type="radio"/>	<input checked="" type="radio"/>	Susan Bestteacher	Title (Modify) Special Education Teacher	Type Number (Modify) Home (618) 355-1212 Ext. 12

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IEP Case Management Create an IEP

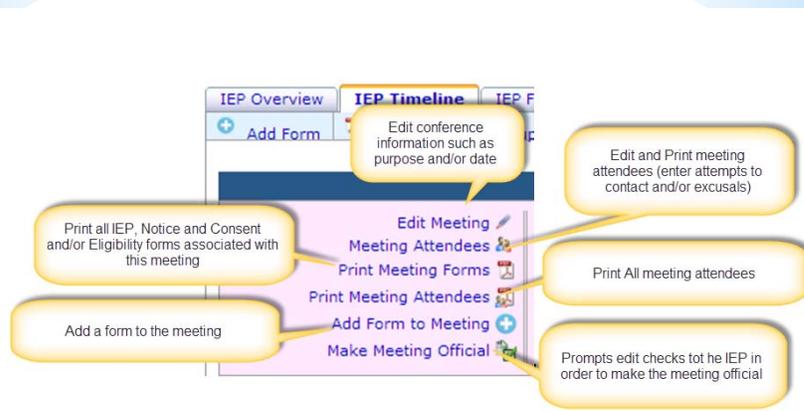
- * To view the results of the Setup a Conference wizard, click *IEP Timeline*
- * Click the double vertical arrow to expand the forms associated with the conference



39

Create an IEP

IEP Timeline Conference Tools



40

Create an IEP

* Add desired forms to IEP using *Add Form to Meeting*

IEP Conference

Conference: **Conference to discuss John X One's IEP.**
 Purpose: **Review your child's recent evaluation to determine initial eligibility for special education and related services.**
 Date: **4/24/2014 7:30:00 AM**
 Location: **Meeting Room A**
 Attendee Count: 4
 Form Count: 2
 Cancelled: **No**
 Details: Review the child's recent evaluation to determine initial eligibility for special education and related services.

Add Form to Meeting (highlighted in red box)

Click Here to Hide All the Forms Associated with the Meeting

Edit Form	Form: Form 37-44: Conference Summary
Make Form Official	Date: 04/24/2014
Print Form	Status: Draft
Form Activity Log	Update Info: Admin, Wovsed - 3/31/2014 10:12:34 AM
Delete Form	

Edit Form	Form: Form 34-37d: Notification of Conference
Make Form Official	Date: 03/31/2014
Print Form	Status: Draft
Form Activity Log	Update Info: Admin, Wovsed - 3/31/2014 10:12:34 AM
Delete Form	

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Create an IEP

* Click on the desired form name to add it to the meeting

Add a Form Step 1

Please select the form you wish to add.

IEP, Notice and Consent and/or Eligibility Forms can be added

IEP Forms | Notice and Consent Forms | Eligibility Forms

Started	IEP Forms	Name
	Data Chart	Form 37-44f
	Present Levels of Academic Achievement and Functional Performance	Form 37-44g
	Secondary Transition	Form 37-44h
	Functional Behavioral Assessment	Form 37-44j
	Behavioral Intervention Plan	Form 37-44k and Form 37-44l
	Goals and Objectives	Form 37-44m
	Educational Accommodations and Support	Form 37-44n
	Assessment	Form 37-44o
	Educational Services and Placement	Form 37-44p
	Educational Services and Placement (Page 2)	Form 37-44q
	Manifestation Determination	Form 37-44r
	Additional Notes/Information	Form 37-44s

Indicates this form has been started

Return →

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Present Levels of Academic Achievement and Functional Performance

STUDENT NAME: _____ DATE OF MEETING: _____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Complete for initial IEPs and annual reviews.

When completing this page, include all areas from the following list that are impacted by the student's disability: academic performance, educational status, independent functioning, vocational, motor skills, and speech and language/communication. This may include strengths/weaknesses identified in the most recent evaluation.

Student's Strengths

Parental Educational Concerns/Input

Student's Present Level of Academic Achievement (include strengths and areas needing improvement)

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

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

- For a preschool child, describe the effect of this individual's disability on involvement in appropriate activities.
- By age 14, describe the effect of this individual's disability on the pursuit of post-secondary expectations (living, learning, and working).

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Create an IEP

Present Levels of Academic Achievement and Functional Performance

* Enter remarks for the Student's Strengths, Parental Educational Concerns/Input, and the effect of the disability on involvement and progress

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

Present Levels of Academic Achievement and Functional Performance

Student's Strengths	Remarks
John is personable at times and is a polite young man. He has strong spelling, handwriting, and math calculation skills. John likes to demonstrate humor by sharing "jaffy" jokes. John stated that he is good at patterns, handcrafting, puzzles. Mom stated that he is polite and likes joke books at home. Nice manners demonstrated throughout the school and with staff. Classroom teacher states that his handwriting is especially clear and legible.	
Parental Educational Concerns / Input John's parents have expressed concern with his transition to the high school setting. Mom expressed concern/questioned the continued level of support staff at the high school level.	
Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills. * For a preschool child, describe the effect of this individual's disability on involvement in appropriate activities. * By age 14 1/2, describe the effect of this individual's disability on the pursuit of post-secondary expectations (living, learning, and working). John is prepared for class with needed materials and writes in his agenda on a daily basis. John requires prompting when working within algebra and language arts lessons. He struggles with homework completion and showing required work in math. John works well in a small group setting and gets along with peers he is familiar with. He sometimes has difficulty responding to questions to directives in an appropriate manner.	

Show Audit Trail

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

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Create an IEP Present Levels of Academic Achievement and Functional Performance

* Click *Add* for each deficient area under Academic Achievement and Functional Performance

Student's Present Level of Academic Achievement (Include strengths and areas needing improvement)

Academic Achievement (Add)		
Actions	Area	Remarks
No Records Found		

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

Functional Performance (Add)		
Actions	Area	Remarks
No Records Found		

Show Audit Trail

45

Create an IEP Present Levels of Academic Achievement and Functional Performance

* Enter the Academic Performance Area and Remarks then click *Save*

Academic Achievement Step 2 of 3

Complete this page after an initial evaluation, reevaluation, or review of an independent or outside evaluation. If prior to the meeting the parent(s) obtained an independent or outside evaluation, the team must document consideration of the evaluation.

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

Area:

Remarks:

Show Audit Trail

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Create an IEP Present Levels of Academic Achievement and Functional Performance

* After strengths and areas of improvement have been added for Academic Achievement and Functional Performance, utilize the *Spell Check* button if needed then click *Continue*

Student's Present Level of Academic Achievement (Include strengths and areas needing improvement)

Academic Achievement (Add)		
Actions	Area	Remarks
✗	Reading Comprehension	John struggles with reading comprehension when questions or discussions move beyond literal or factual information presented in a text. He is currently working at 31-2% accuracy when answering inferential comprehension questions. AIMSweb Assessments which are given twice monthly reveal that John is currently able to choose 13 correct words with 2 errors on a 3-minute cloze MAZE passage. 17 is the target score for the winter benchmark for the 25th percentile. He was below standards on the Spring 2012 ISAT and ThinkLink Test as results indicate that John's overall proficiency level is 1. He was at level 1 in the reporting categories of Literature, Information, Writing and level 3 in the category of Language.
✗	Written Expression	John understands the use of writing conventions such as capitalization and end marks. He is able to use a graphic organizer to generate ideas and write simple, grammatically correct sentences. However, he has difficulty writing compound sentences without prompting and cannot generate answers to written comprehension questions without prompting. His current scores on the AIMSweb Written Expression Curriculum-Based Measurement are 15 total words written (TWW), 14 correct writing sequences (CWS) and 15 Words Spelled Correctly (WSC). These scores indicate that John is working well below what is expected. Emerging for total word written is 39-48, correct writing sequence is 32-43 and words spelled correctly is 37-47.

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

Functional Performance (Add)		
Actions	Area	Remarks
✗	Social Emotional	John has been diagnosed with high functioning autism. As a result, John has difficulty communicating with teachers and peers and picking up social cues.
✗	Independent Functioning	John needs some redirection and prompting for reading comprehension and written expression.

Show Audit Trail
Spell Check
Continue - Please continue the wizard.
Cancel - Please exit the wizard.
Previous Cancel Continue

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Goals and Objectives/Benchmarks

STUDENT NAME: _____ DATE OF MEETING: _____

GOALS AND OBJECTIVES/BENCHMARKS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) must be notified of their specific responsibilities.)

The progress on annual goals will be measured by the short-term objectives/benchmarks. Check the methods that will be used to notify parents of the student's progress on annual goals and if the progress is sufficient to achieve the goals by the end of the IEP year:

Report card Progress reports Parent conference Other (specify) _____

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement # _____ of _____

Indicate Goal Area: Academic Functional Transition. Words Learning Standard: # _____

Title(s) of Goal Implementations: _____

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Date Reviewed/ Extent of Progress (Optional)
% Accuracy _____ # of attempts _____ Other (specify) _____	<input type="checkbox"/> Observation Log <input type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input type="checkbox"/> Other (specify) _____	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Date Reviewed/ Extent of Progress (Optional)
% Accuracy _____ # of attempts _____ Other (specify) _____	<input type="checkbox"/> Observation Log <input type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input type="checkbox"/> Other (specify) _____	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Date Reviewed/ Extent of Progress (Optional)
% Accuracy _____ # of attempts _____ Other (specify) _____	<input type="checkbox"/> Observation Log <input type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input type="checkbox"/> Other (specify) _____	

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Create an IEP Goals and Objectives/Benchmarks

* Click *Add* to enter Goals and Objectives/Benchmarks

Goals and Objectives / Benchmarks Add				
Edit	Delete	Goal Number	Goal Statement	Objectives
No Records Found				

* Type in the Goal Statement, select the Learning Standard Type and enter the Standard #.

Goal Details

Goal Statement:

Learning Standard Type

Common Core State Standard (Math and English Language Arts)
 Illinois Learning Standard
 Other (Transition Only)

Standard #:

Create an IEP Goals and Objectives/Benchmarks

* The goal area language can be imported from the Present Levels of Academic Achievement and Functional Performance form

Goal Details

Goal Designation:

Goal Statement:

Learning Standard Type

Common Core State Standard (Math and English Language Arts)
 Illinois Learning Standard
 Other (Transition Only)

Standard #:

Goal Area

Academic Functional Other (Transition Only)
 Transition SPB

Academic Achievement Present Levels

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

Selected Area	Description
<input checked="" type="radio"/>	Reading Comprehension John struggles with reading comprehension when questions or discussions move beyond literal or factual information presented in a text. He is currently working at 21.2% accuracy when answering inferential comprehension questions. ADGWeb assessments which are given twice monthly reveal that John is currently able to choose 12 correct words with 3 errors on a 3-minute timed fluency passage. 117 is the target score for the winter benchmark for the 20th percentile. He was below standards on the Spring 2013 SAT and ThinkLink Test. A results indicate that John's overall proficiency level is 1. He was at level 3 in the reporting categories of Literature, Information, Writing and level 3 in the reporting category of Language.
<input type="radio"/>	Written Expression John understands the use of writing conventions such as capitalization and end marks. He is able to use a graphic organizer to generate ideas and write simple, grammatically correct sentences. However, he has difficulty writing compound sentences without prompting and cannot generate answers to written comprehension questions without prompting. His current scores on the ADGWeb Written Expression Curriculum-Based Measurements are 23 Total Words Written (TW), 14 Current Writing Sequence (CWS), and 18 Words Spelled Correctly (WSC). These scores indicate that John is writing well below what is needed. Emerging for total words written is 20-48, correct writing sequences is 32-43 and words spelled correctly is 37-47.

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

Import This Text

Create an IEP Goals and Objectives/Benchmarks

* Click *Add* to select the Goal Implementer(s)

Title(s) of Goal Implementer(s) (+ Add)	
Delete	Title
No Records Found	

* Select the Title from the drop down and click *Save*. Repeat until all implementers have been added.

Goals and Objectives Step 2 of 2

You may add, edit and delete multiple goals using this wizard. You will be able to setup the objectives for each goal after you create the goals.

Title: Special Education Teacher

- Case Manager
- Director of Special Education - Cooperative
- Director of Special Education - District
- General Education Teacher
- Guidance Counselor
- Interpreter
- LEA Representative
- Occupational Therapist
- Other
- Paraprofessional/Teacher Aide
- Physical Therapist
- Principal
- School Nurse
- School Psychologist
- School Psychologist Intern
- School Social Worker
- School Social Worker Intern
- Special Education Coordinator/Supervisor
- Special Education Department Head
- Special Education Teacher

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Create an IEP Goals and Objectives/Benchmarks

* Select the type of reporting for goals and click *Save*

Reporting on Goals

Relevant	Reporting Method
<input type="checkbox"/>	Report Card
<input checked="" type="checkbox"/>	Progress Reports
<input type="checkbox"/>	Parent Conference
<input type="checkbox"/>	Other (specify) <input style="width: 80%;" type="text"/>

* Click *Modify* to add Short-Term Objectives/Benchmarks

Objectives

Short-Term Objectives / Benchmarks (+ Modify)

Objective

No Records Found

* Click *Add*

Short-Term Objectives/Benchmarks (+ Add)		
Edit	Delete	Objective
No Records Found		

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Create an IEP Goals and Objectives/Benchmarks

- * Enter the Short-Term Objective/Benchmark text, Evaluation Criteria, Evaluation procedures and Schedule for Determining for the Goal Statement and click *Save*. Repeat this process as necessary.

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Create an IEP Goals and Objectives/Benchmarks

- * Once all the Short-Term Objectives/Benchmarks have been entered, click *Return to Goals* to add more Goal Statements.

Edit	Delete	Objective
		Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 50% accuracy.
		Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 60% accuracy.
		Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 70% accuracy.

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Create an IEP Goals and Objectives/Benchmarks

* Enter more Goals by clicking *Add*. Once all Goals have been added, click *Save*.

Goals and Objectives / Benchmarks (+ Add)					
Edit	Delete	Move Up / Down	Goal Number-Designation	Goal Statement	Objectives
			1 - Reading	In order to prepare John for post-secondary living skills and employment in his chosen field, he will complete reading activities related to drawing conclusions and making inferences with 70% accuracy.	Short-Term Objectives / Benchmarks (+ Modify) Objective Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 50% accuracy. Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 60% accuracy. Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 70% accuracy.

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Create an IEP Goals and Objectives/Benchmarks

Goals and Objectives Step 2 of 2

You may add, edit and delete multiple goals using this wizard. You will be able to setup the objectives for each goal after you create the goals.

[Spell Check](#)

Goals and Objectives / Benchmarks (+ Add)					
Edit	Delete	Move Up / Down	Goal Number-Designation	Goal Statement	Objectives
			1 - Reading	In order to prepare John for post-secondary living skills and employment in his chosen field, he will complete reading activities related to drawing conclusions and making inferences with 70% accuracy.	Short-Term Objectives / Benchmarks (+ Modify) Objective Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 50% accuracy. Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 60% accuracy. Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 70% accuracy.
			2 - Writing	In order to prepare John for post-secondary living skills and employment in his chosen field, he will use a graphic organizer to generate ideas and develop a paragraph with grammatically correct simple and compound sentences while using organization and supporting details to maintain a consistent tone and focus with 3 or less prompts.	Short-Term Objectives / Benchmarks (+ Modify) Objective When developing a paragraph, John will use organization (introduction, body with 3 supporting details, and conclusion) that demonstrates coherence. When given a writing assignment, John will use a graphic organizer to generate ideas to develop a paragraph. When given a writing assignment, John will use a graphic organizer to write simple and compound sentences that express complete thoughts and utilize correct spelling and punctuation.

Show Audit Trail

[Spell Check](#)

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

[Previous](#) [Cancel](#) [Save](#)

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Create an IEP Mark IEP Official

- * To Make an IEP Official, click *Make Meeting Official* from the *IEP Timeline*

The screenshot shows the 'IEP Timeline' tab selected in a navigation menu. Below the menu, there are buttons for 'Add Form', 'Print IEP', and 'Setup a Conference'. The main content area is titled 'IEP Conference' and contains the following information:

- Conference: **Conference to discuss John X One's IEP.**
- Purpose: **Review your child's recent evaluation to determine initial eligibility for special education and related services.**
- Date: **4/24/2014 7:30:00 AM**
- Location: **Meeting Room A**
- Attendee Count: **4**
- Form Count: **2**
- Cancelled: **No**
- Details: **Review the child's recent evaluation to determine initial eligibility for special education and related services.**

On the left side of the conference details, there is a list of actions: 'Edit Meeting', 'Meeting Attendees', 'Print Meeting Forms', 'Print Meeting Attendees', 'Add Form to Meeting', and 'Make Meeting Official'. The 'Make Meeting Official' button is circled in red.

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Create an IEP Mark IEP Official

- * View column allows PDF review
- * Check the box next to the form(s) to make official or click *Select All*
- * A checkmark indicates that all error checking was passed
- * After desired forms have been selected, click *Change Status*

The screenshot shows the 'Change the Form Status' window, labeled 'Step 1 of 1'. It contains a table of forms with draft status. A yellow callout box points to the 'View' column, stating: 'View a pdf of the form(s)'. A green checkmark is placed above the 'Make Official' column. A red circle highlights the 'Change Status' button at the bottom right of the table.

View	Make Official	Passed Edits?	Errors	Form Date	Name	Description
	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10/31/2013	Form 37-44	Conference Summary
	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10/31/2013	Form 37-44q	Educational Services and Placement (Page 2)
	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10/31/2013	Form 37-44p	Educational Services and Placement
	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10/31/2013	Form 37-44o	Assessment
	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10/31/2013	Form 37-44n	Educational Accommodations and Support
	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10/31/2013	Form 37-44h	Secondary Transition
	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10/31/2013	Form 37-44m	Goals and Objectives
	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10/31/2013	Form 37-44g	Present Levels of Academic Achievement and Functional Performance
	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10/18/2013	Form 34-57d	Notification of Conference

Buttons at the bottom: Print Errors, Change Status

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Create an IEP Mark IEP Official

* Enter the IEP Start Date and click *Save*

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Progress Reports

IEP Conference	
Edit Meeting Meeting Attendees Print Meeting Forms Print Meeting Attendees Add Form to Meeting Make Meeting Official	Conference: Conference to discuss John X One's IEP. Purpose: Review your child's need for special education and related services and placement and develop an initial IEP. Date: 10/31/2013 7:30:00 AM Location: Meeting Room A Attendee Count: 4 Form Count: 10 Cancelled: No Details: Review the child's need for special education and related services and placement and develop an initial IEP.
Click Here to Hide All the Forms Associated with the Meeting	
Print Form Form Activity Log	Form: Form 37-44g: Present Levels of Academic Achievement and Functional Performance Date: 10/31/2013 Status: Official Update Info: Admin, Wovsed - 10/18/2013 4:00:06 PM
Print Form Form Activity Log Add progress report (Option 1) Add progress report (Option 2: Data Chart)	Form: Form 37-44m: Goals and Objectives Date: 10/31/2013 Status: Official Update Info: Admin, Wovsed - 10/18/2013 4:00:06 PM

* Once an IEP is marked official, Progress Reports become available

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Progress Reports

* Select the Report Date and the Reporting Staff Member then click *Continue*

Progress Report
Step 1 of 2

You are reporting progress on annual goals for this student. Enter the name of the person completing the report of progress and the report date.

Report Date: *MM/DD/YYYY

Reporting Staff Member: *

Show Audit Trail

Continue - Please continue the wizard.

Cancel - Please exit the wizard.

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Progress Reports

Progress Report
Step 2 of 2

Goal #1:
In order to prepare John for post-secondary living skills and employment in his chosen field, he will complete reading activities related to drawing conclusions and making inferences with 70% accuracy.

Goal Area(s): Academic
Reach Learning Standard #: 13, Reading

Progress

Completed
 Making Expected Progress
 Not Making Expected Progress
 Not Introduced Yet
 Demonstrated in a Data Chart

Additional Comments:

Report On Objectives

Objective/Benchmark:
Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 50% accuracy.

Completed
 Making Expected Progress
 Not Making Expected Progress
 Not Introduced Yet
 Demonstrated in a Data Chart

Additional Comments:

Objective/Benchmark:
Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 60% accuracy.

Completed
 Making Expected Progress
 Not Making Expected Progress
 Not Introduced Yet
 Demonstrated in a Data Chart

Additional Comments:

Objective/Benchmark:
Given a curriculum-based assessment, John will answer questions related to drawing conclusions and making inferences with 70% accuracy.

Completed
 Making Expected Progress
 Not Making Expected Progress
 Not Introduced Yet
 Demonstrated in a Data Chart

Additional Comments:

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Progress Reports

* The timeline now includes a Progress Report and the form can be made official

The screenshot shows the 'IEP Conference' interface. On the left, there is a menu with options: Edit Meeting, Meeting Attendees, Print Meeting Forms, Print Meeting Attendees, Add Form to Meeting, and Make Meeting Official. The main area displays conference details: Conference: Conference to discuss John X One's IEP, Purpose: Review your child's need for special education and related services and placement and develop an initial IEP, Date: 10/31/2013 7:30:00 AM, Location: Meeting Room A, Attendee Count: 4, Form Count: 10, Cancelled: No. Below this, there is a list of forms with options to print, log activity, and add progress reports. The form 'Form 37-44i: Progress Annual Goals Option 1' is highlighted with a red circle. Other forms include 'Form 37-44g: Present Levels of Academic Achievement and Functional Performance' and 'Form 37-44ii: Goals and Objectives'.

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Print Draft IEP

* To print a Draft IEP, click *Print Meeting Forms* for the Conference under *IEP Timeline*

The screenshot shows the 'IEP Timeline' interface. At the top, there are tabs for IEP Overview, IEP Timeline, IEP Forms, Notice and Consent Forms, Eligibility Forms, Print History, Activity Log, and Attachments. Below the tabs, there are buttons for Add Form, Print IEP, Setup a Conference, Annual Review, and Reevaluation. The main area displays conference details: Conference: Conference to discuss John X One's IEP, Purpose: Review your child's need for special education and related services and placement and develop an initial IEP, Date: 10/31/2013 7:30:00 AM, Location: Meeting Room A, Attendee Count: 4, Form Count: 9, Cancelled: No. The 'Print Meeting Forms' button in the left menu is highlighted with a red box.

* All pages will have a Draft watermark until the IEP is marked Official

STUDENT NAME: John X One DATE OF MEETING: 10/31/2013

INDIVIDUALIZED EDUCATION PROGRAM (CONFERENCE SUMMARY REPORT)

DATE OF MOST RECENT EVALUATION: DATE OF NEXT RE-EVALUATION:

PURPOSE OF CONFERENCE (Check all that apply)

<input type="checkbox"/> Review of Existing Data	<input type="checkbox"/> Initial Evaluation/Eligibility	<input type="checkbox"/> Reevaluation	<input checked="" type="checkbox"/> Initial IEP	<input type="checkbox"/> IEP Review and Revision
<input type="checkbox"/> Secondary Transition	<input type="checkbox"/> FBA/BIP	<input type="checkbox"/> MDR	<input type="checkbox"/> Graduation	<input type="checkbox"/> Other

STUDENT IDENTIFICATION INFORMATION

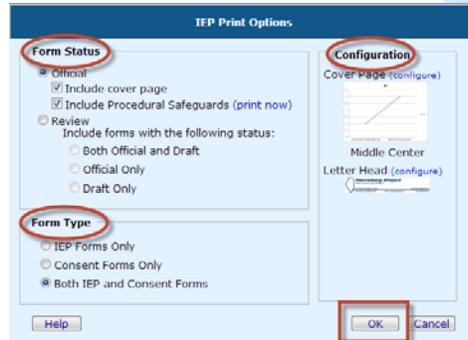
ADDRESS (Street, City, State, Zip Code)	DATE OF BIRTH	SSN ID
120 Parkville Lane	01/01/1999	999999901

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Print Official IEP



- * Form Status
 - * Click *Official* and check the box to include a Cover Page and/or the Procedural Safeguards
- * Form Type
 - * Select the type of forms to print
- * To configure a Cover Page or Letter Head, see the [I-Star User Guide](http://www.hbug.k12.il.us/IStarUserguide/index.htm) <http://www.hbug.k12.il.us/IStarUserguide/index.htm>
- * Once all areas have been addressed, click *OK*



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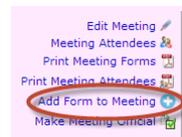
IEP Revisions



- * Once an IEP is marked Official, all future changes require another IEP meeting or an Amendment if both parties agree
- * The official Amendment Process should only be used for minimal changes
- * To setup a new meeting, use *Setup a Conference* 6 step wizard



- * Click *Add Form to Meeting* to revise the IEP



66

IEP Revisions



- * Select from the IEP Forms list to add new forms or select from existing IEP forms that need to be revised

Add a Form Step 1

Please select the form you wish to add.

IEP Forms Notice and Consent Forms Eligibility Forms

Select the Form		Name
<input type="checkbox"/>	Started	IEP Forms
<input type="checkbox"/>		Data Chart
<input type="checkbox"/>		Present Levels of Academic Achievement and Functional Performance
<input type="checkbox"/>		Secondary Transition
<input type="checkbox"/>		Functional Behavioral Assessment
<input type="checkbox"/>		Behavioral Intervention Plan
<input type="checkbox"/>		Goals and Objectives
<input type="checkbox"/>		Educational Accommodations and Support
<input type="checkbox"/>		Assessment
<input type="checkbox"/>		Educational Services and Placement
<input type="checkbox"/>		Educational Services and Placement (Page 2)
<input type="checkbox"/>		Manifestation Determination
<input type="checkbox"/>		Additional Notes/Information

You may also select official IEP forms that need to be revised.

Forms Available for Revision				
Select	Select	Name	Description	Meeting Date
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Form 37-44	Conference Summary	11/07/2013

[Return](#)

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IEP Revisions



- * Once the revisions have been made, remember to make the new meeting official. The current IEP will now contain 2 conferences in the IEP timeline.

IEP Overview **IEP Timeline** IEP Forms Notice and Consent Forms Eligibility Forms Print History Activity Log Attachments

[Add Form](#) [Print IEP](#) [Setup a Conference](#) [Annual Review](#) [Reevaluation](#)

IEP Conference

Conference: **Conference to discuss John X One's IEP.**
 Purpose: **Review your child's educational status and determine what additional data, if any, are needed to complete your child's evaluation.**
Review your child's educational status and determine what additional data, if any, are needed to complete your child's evaluation.

Date: **11/8/2013 7:30:00 AM**
 Location: **Meeting Room A**
 Attendee Count: **4**
 Form Count: **3**
 Cancelled: **No**
 Details: Review the child's educational status and determine what additional data, if any, are needed to complete the child's evaluation.

[Click Here to View All the Forms Associated with the Meeting](#)

IEP Conference

Conference: **Conference to discuss John X One's IEP.**
 Purpose: **Review your child's educational status and determine what additional data, if any, are needed to complete your child's evaluation.**

Date: **11/7/2013 7:30:00 AM**
 Location: **Meeting Room A**
 Attendee Count: **4**
 Form Count: **2**
 Cancelled: **No**
 Details: Review the child's educational status and determine what additional data, if any, are needed to complete the child's evaluation.

[Click Here to View All the Forms Associated with the Meeting](#)

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Create an Amendment



- * If all parties agree to create an official amendment without meeting, click *Create an Amendment*



- * Select personnel from the *Access List* that spoke with the Parent/Guardian by clicking the checkmark in the Select column, then click *Continue*

IEP Amendment Step 1 of 5

Please add the personnel that had contact with the parent/guardian.

Personnel That Spoke to the Parent/Guardian (0 Add)

Delete	Personnel
No Records Found	

You may select personnel from the access list listing below. If a person not listed in the access list spoke to the parent/guardian you may click the Add link above to search for that personnel.

Select	Name	Entity	Title	Interpreter	Read Only	Notifications
<input checked="" type="checkbox"/>	ovsed Admin	Wabash & Ohio Valley Sp Ed Dist		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	ovsed1 DistrictDoc1	Norris City Annex		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Show Audit Trail

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

Cancel Continue

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Create an Amendment

- * Enter the form date, date of contact and the method of communication then click *Continue*

IEP Amendment Step 2 of 5

Select the method by which the discussion was made to the parent or guardian.

Spell Check

Form Date: 10/21/2013 *MM/DD/YYYY
 Date of Contact: 10/21/2013 *MM/DD/YYYY

Method of Communication

Relevant	Items
<input type="checkbox"/>	Met in person
<input type="checkbox"/>	Spoke on the phone
<input type="checkbox"/>	Exchanged e-mails/texts
<input type="checkbox"/>	Exchanged faxes

Show Audit Trail

Spell Check

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

Previous Cancel Continue

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Create an Amendment

- * Enter the Effective Date for the changes and the explanation of the changes then click *Continue*

IEP Amendment Step 3 of 5

Please enter the changes that are being made to the IEP.

Effective Date: 10/21/2013 *MM/DD/YYYY

Changes and Explanation of Changes:

Show Audit Trail

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

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Create an Amendment

- * Verify and/or edit the contact information and click *Save*

IEP Amendment Step 4 of 5

You are selecting the personnel that will appear on this form. The form instructs the recipient to direct all questions to the person selected as the Contact. The person selected in the Sincerely column is listed as the signator on the form. The same person can be the contact and signator. You may update the title(s) and phone number(s) for the personnel by clicking the respective Modify links. And you may also change your contact list by clicking the Modify link on the header.

Form Contact List (<input type="button" value="Modify"/>) (<input type="button" value="Clear"/>)				
Contact	Sincerely	Personnel	Title(s)	Phone(s)
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Johnny Smith	<input type="button" value="Title (Modify)"/> Principal	<input type="button" value="Type"/> <input type="button" value="Number (Modify)"/> Mobile (217) 622-5555

Show Audit Trail

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

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Create an Amendment

- * Click on the check mark for the forms, if any, that you would like to amend and click *Return*

Forms Included in Amendment				
Actions	View Original	View New	Name	Current Errors
No Records Found				

Available Forms				
View	Select	Name	Description	Meeting Date
	<input checked="" type="checkbox"/>	Form 37-44t	Progress Annual Goals Option 1	10/21/2013
	<input checked="" type="checkbox"/>	Form 37-44g	Present Levels of Academic Achievement and Functional Performance	10/31/2013
	<input checked="" type="checkbox"/>	Form 37-44m	Goals and Objectives	10/31/2013
	<input checked="" type="checkbox"/>	Form 37-44h	Secondary Transition	10/31/2013
	<input checked="" type="checkbox"/>	Form 37-44n	Educational Accommodations and Support	10/31/2013
	<input checked="" type="checkbox"/>	Form 37-44o	Assessment	10/31/2013
	<input checked="" type="checkbox"/>	Form 37-44p	Educational Services and Placement	10/31/2013
	<input checked="" type="checkbox"/>	Form 37-44q	Educational Services and Placement (Page 2)	10/31/2013
	<input checked="" type="checkbox"/>	Form 37-44	Conference Summary	10/31/2013

[Show Audit Trail](#)

[Return](#)

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Create an Amendment

- * Click on *IEP Timeline* tab and locate the *IEP Amendment*
- * The Amendment process created the *Notification of IEP Amendment*, as well as the form that was selected to amend
- * Select the form to amend and make necessary changes

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Create an Amendment

* Click *Make Amendment Official* to remove the Draft watermark to print

The screenshot displays the 'IEP Amendment' management interface. At the top, there are navigation links: 'Edit Amendment', 'Delete Amendment', 'Print Amendment Forms', 'Manage Amendment Forms', and 'Make Amendment Official' (highlighted with a red box). The main content area shows two draft forms:

- Form 37-44m: Goals and Objectives**
 - Date: 10/31/2013
 - Status: Draft
 - Form Count: 2
 - Changes and Explanation: Add 20 minutes to reading activities daily.
 - Update Info: Admin, Wovsed - 10/21/2013 10:35:52 AM
- Form 34-57g: Notification of IEP Amendment**
 - Date: 10/21/2013
 - Status: Draft
 - Update Info: Admin, Wovsed - 10/21/2013 10:33:05 AM

Each form entry includes options to 'Edit Form', 'Delete Form', 'Print Form', and 'Form Activity Log'. A link at the bottom of each entry says 'Click Here to View All the Forms Associated with the Amendment'.

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Create an Amendment

* The changes will be amended into the IEP to print all forms or click *Print Amendment Forms* to print the amendment only

The screenshot shows the 'IEP Timeline' section of the software. It features a navigation bar with tabs for 'IEP Overview', 'IEP Timeline', 'IEP Forms', 'Notice and Consent Forms', 'Eligibility Forms', 'Print History', 'Activity Log', and 'Attachments'. Below the navigation bar are buttons for 'Add Form', 'Print IEP', 'Setup a Conference', 'Annual Review', and 'Reevaluation'.

The main content area is divided into two sections:

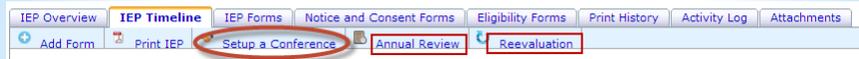
- IEP Conference**
 - Conference: **Conference to discuss John X One's IEP.**
 - Purpose: **Review your child's need for special education and related services and placement and develop an initial IEP.**
 - Date: 10/31/2013 7:30:00 AM
 - Location: Meeting Room A
 - Attendee Count: 4
 - Form Count: 10
 - Cancelled: No
 - Details: Review the child's need for special education and related services and placement and develop an initial IEP.
- IEP Amendment**
 - Date: 10/21/2013
 - Status: **Official**
 - Form Count: 2
 - Changes and Explanations: Add 20 minutes to reading activities daily.

The 'Print Amendment Forms' button in the IEP Amendment section is highlighted with a red box. A link at the bottom of each section says 'Click Here to View All the Forms Associated with the [Meeting/Amendment]'.

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Annual Review/Reevaluation

* Once a student has an IEP in I-Star, use *Annual Review* and/or *Reevaluation* for all future IEPs



* Evaluate the Access List and click *Save*

Access List (+ Add)							
Edit	Delete	Name	Entity	Interpreter	Read-Only	Notifications	Make Forms Official
		Admin, Wovsed	Wabash & Ohio Valley Sp Ed Dist	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		DistrictDoc1, wovsed1	Norris City Annex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Select	Name	Interpreter	Read-Only	Notifications	Make Forms Official
No Records Found					

Save - Please save the IEP Package
 Cancel - Please exit the wizard.

* Select *Setup a Conference* to create a new IEP

* The current IEP will be archived once a start date is entered for the new IEP

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Archived IEPs

* To view Archived IEPs for a student click *Archived IEPs*



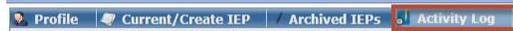
Archived IEP Packets							
View	Print History	Resident District	Status	Year	IEP Start	IEP End	Not Eligible
		Harrisburg CUSD 3	Official	2013	11/1/2013	10/21/2013	<input type="checkbox"/>

* Click the PDF icon to view/print the Archived IEPs

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Activity Log

- * The activity log contains a very detailed audit trail in the system and is available to all users with access



- * The log book tab shows all user activity:

Student Log Book				
User Name	Log Date	Type	Reason	Activity Count
Wovsed Admin (Coop Admin)	10/21/2013	Screen Navigation		37
Wovsed Admin (Coop Admin)	10/21/2013	Screen Navigation	Draft/Create the IEP	59
Wovsed Admin (Coop Admin)	10/21/2013	Data Transaction	Draft/Create the IEP	2
Wovsed Admin (Coop Admin)	10/21/2013	Printed IEP	Draft/Create the IEP	11
Wovsed Admin (Coop Admin)	10/21/2013	Data Transaction		12
Wovsed Admin (Coop Admin)	10/18/2013	Screen Navigation	Draft/Create the IEP	104
Wovsed Admin (Coop Admin)	10/18/2013	Data Transaction		58
Wovsed Admin (Coop Admin)	10/18/2013	Data Transaction	Draft/Create the IEP	9
Wovsed Admin (Coop Admin)	10/18/2013	Screen Navigation		14
Wovsed Admin (Coop Admin)	10/18/2013	Printed IEP	Draft/Create the IEP	2
harrsburg Admin (District Admin)	10/18/2013	Screen Navigation		2
Harrisburg District Admin (Coop Admin)	10/18/2013	Screen Navigation		6
Wovsed Admin (Coop Admin)	10/17/2013	Screen Navigation		5
Wovsed Admin (Coop Admin)	10/17/2013	Screen Navigation	Draft/Create the IEP	5
Wovsed Admin (Coop Admin)	10/17/2013	Data Transaction	Draft/Create the IEP	2
Wovsed Admin (Coop Admin)	10/16/2013	Screen Navigation		40
Wovsed Admin (Coop Admin)	10/16/2013	Screen Navigation	Draft/Create the IEP	66
Wovsed Admin (Coop Admin)	10/16/2013	Data Transaction		26
Wovsed Admin (Coop Admin)	10/16/2013	Data Transaction	Draft/Create the IEP	2
Wovsed Admin (Coop Admin)	10/15/2013	Screen Navigation	Draft/Create the IEP	23

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Additional Resources

www.hbug.k12.il.us/IStar

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Additional I-Star Resources

www.hbug.k12.il.us/IStar

View or print the I-Star User Guide

Training & Support

User Guide

- View the User Guide (updated 3/20/2016)
- Print the User Guide (updated 3/20/2016)

I-Star Pilot Webinar

- Print I-Star Pilot PowerPoint 4/2016
- Print I-Star Pilot Webinar Q&A 12/15/2015
- View I-Star Pilot Follow Up Webinar 12/15/2015
- Print the I-Star Pilot Webinar Presentation 12/15/2015

Import Instructions

- Print the IePoint to I-Star Import Instructions

Director's Conference

- Print I-Star 2015 Director's Conference Presentation

Support

- Request I-Star training
- View Training Videos
- How to Create an ELIS Account
- Contact Us

I-Star User Guide

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- Case #s
- Adding Attachments to the IEP
- Case #s
- Case #s Attachment
- Students IEP
- Special Services
- Assessment
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- IEP
- District and Group Admin Guide
- I-Star File Structure
- Home & Contact Forms
- Home & Contact Distribution
- Print IEP Forms
- IEP IEP Instructions

The Illinois State Board of Education has developed a web-based IEP database system. This database system is a special education data management tool for districts in Illinois. The web-based IEP is integrated with the new personnel and pupil reporting systems, which are currently being developed. 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 will be available to school districts, free of charge.

Last Updated: 07/30/13 | © Illinois State Board of Education & Harrisburg Project, 2013



ISBE Department of Special Education
 (217) 782-5589
istar@isbe.net

IWAS Call Center
 (217) 558-3600

Harrisburg Project
 (800) 635-5274
support@hbug.k12.il.us