








## IWAS Access

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

ISBE Home
Home
Sign Up Now
Get Password
Contact Us
Help
<a href="#">IWAS User Guide</a> 
<a href="#">IWAS Training Video</a>

Categories - Click to Expand/Collapse Tree	Authorization
Reporting	
Annual	
I - Star (Special Education) - Training    <span>Authorized</span>	

# I-Star Security

1. From the Landing Page, click Request Access



## Request Access

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

2. Click Modify beside User's assigned System Roles

User's Assigned System Roles (Modify)

3. Click Request Access next to the desired roles

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

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

4. Once desired roles have been selected, click Save

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# I-Star Security

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



## Approve/Deny a Security Request

At least one person has submitted a security request. Use this quick link to view the details of the request.

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


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

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

Manage Security Security Requests (0)						
User Name Filter: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Load						
First Name	Full Name	Entity	Email	Approval Group	Logged In	Is Active
		Wabash & Ohio Valley Sp Ed Dist		District Admin	<input type="checkbox"/>	True
		North City Annex		Document Author	<input type="checkbox"/>	True

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## Data collection timelines



**Nov 1** - Fund E & F - Summer Term (Approval & Reimbursement)

**Feb 26** – Dec 1 Child Count

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## ISBE Manuals

Upon distribution of this training material, all information was in accordance with the Students with Disabilities Data Collection Approval Instructions distributed by the Illinois State Board of Education.

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

[http://www.hbug.k12.il.us/ISBEManuals/18-19 FACTS Instructions \(Oct%202018\).pdf](http://www.hbug.k12.il.us/ISBEManuals/18-19 FACTS Instructions (Oct%202018).pdf)

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## I-Star Landing Page

Welcome District User  
**Train09Olivia Gray**  
Harrisburg CUSD 3

Thank you for using the I-Star training system.

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

SISID	Name	IEP Status / Start	Home School	IEP Case Manager
999999021	DemoRiley Saffron Bennett	Draft		
999999067	DemoTucker Grigor Nelson	Draft	Harrisburg CUSD 3	
999999002	DemoOcean Teresa Rodriguez	Draft	Harrisburg CUSD 3	
999999081	DemoMckenzie Magda Watson	Official 5/15/2018	Harrisburg CUSD 3	
999999003	DemoWilliam Ray Young	Draft	Harrisburg CUSD 3	

(Page 1 of 1) Page 1 Items Per Page 20

[View All](#)

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

**Search for an IEP Student**  
Use this quick link to go to the Student Search.

**Approvals and Claims**  
Use this quick link to go to Claims.

**2019 School year Student records with fatal errors: 13**  
Use this quick link to go to Student.

**2019 School year Personnel records with fatal errors: 6**  
Use this quick link to go to Personnel.

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

**SPP 14: Post School Outcome Surveys**

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

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## Student Information System (SIS) Tips

- Students cannot be entered into I-Star without a SIS number
- All student demographics carry from SIS
- Obtain SIS numbers for all students including:
  - Birth to 3
  - Parochial
  - Students Evaluated but NOT receiving services
- Students receiving ESY should remain enrolled in SIS (or be exited and re-enrolled if home or serving school changes) until ESY is ended
- SIS administrators should upload to SIS as often as possible to keep the data up to date

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## Student Information System (SIS) Tips

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

### Approved Example:

- Approval Begin = 09/01/2019 and SIS Enrollment Date = 08/19/2019
- Approval End Date = Blank and SIS Exit Date = Blank

### Disapproved Example:

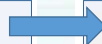
- Approval Begin = 08/19/2019 and SIS Enrollment Date = 09/01/2019
- Approval End Date = Blank and SIS Exit Date = Blank

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## Student Approvals

Approvals and Claims	IEP
Student	Approvals
Personnel	Claims

**Approvals and Claims**  
Use this quick link to go to Claims



**Student Approvals and Claims**  
Use this quick link to go to Student

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

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## Student Approvals

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

To add a student approval record, click **ADD** under the **Items** column.

Student Approvals: **ADD**

(Page of ) Page Items Per Page

**Student Approval** Step 1 of 1

Click on save to add Approval

**Student Search**

SIS ID:

Last Name:

First Name:

DOB:  \* MM/DD/YYYY

Gender:

Exact Name Match: ☐

Grade:

Ethnicity:

Mother's Maiden Name:

Guardian Last Name:

Guardian First Name:

Search Clear Search Cancel

\* Note: To search for students you must provide either the SIS ID, or the combination of Last Name, First Name, Date of Birth (DOB) and Gender.

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## Student Approval

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

Approval Status: Disapproved

School Year: 2019-2020

Include on Approval: ☒

Dually Enrolled: ☐

Fund: A

% Special Ed: 3

Display/Update SIS Enrollment

Resident District:

Resident School:

Serving District:

Serving School:

Disabilities: A-Intellectual

Related Service: 23

Education Environment: 01-Inside regular classroom 80% or more of day

% Time Inside Reg Classroom: 98

Term: Regular

Begin Date: 08/12/2019 \* MM/DD/YYYY Refresh Claim Days

End Date:  MM/DD/YYYY

Exit Code:

Local District ID:

Notes (0)

Update Date Note Type/Note

No Records Found

Method of Computing Days

Manual ☐

Calendar

Program

Participation Rates

% Regular Ed:

FTE:

ADE:

Participation Days

	Enrolled	In Session
Regular	<input type="text"/>	<input type="text"/>
Summer	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>

Display/Update SIS Enrollment



Hide SIS Enrollment

Res RCDTS:12-040-0010-26-2011 Ste Marie Elem School  
 Serv RCDTS:12-040-0010-26-2011 Ste Marie Elem School  
 Serv Prov:12-040-0010-26-0000 Jasper County CUD 1  
 Beg Date:8/15/2018 End Date:

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

Save & Check Errors

**Edit Results**

(F-025) Section 14-7.03 Eligibility Items is/are Missing or Invalid.

(F-027) Section 14-7.03 Eligibility verification is NOT complete.

(F-048) If FUND = DEF, 3 GUARDIANSHIP can't be Blank

(F-053) If FUND = DEF, 3 PLACING AGENCY can't be Blank

(W-115) Indicator 11 Errors Exist

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## Warnings/Errors vs. Approved/Disapproved

### Warnings = Approved

- Warning messages start with (W-

Edit Results
(F-051) No matching Student Enrollment found in SIS for serving RCDT
(W-116) Indicator 13 is incomplete

### Errors = Disapproved

- Error messages start with (F-

Edit Results
(F-005) Private Facility is NOT an approved facility.
(F-016) Disability and/or Gender Code does NOT match Private Facility Approval.
(F-051) No matching Student Enrollment found in SIS for serving RCDT
(F-114) Indicator 11 Data Missing For This Student



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

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## Fund Codes

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

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## Fund Codes (cont.)

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

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## Fund Codes (cont.)

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

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## Fund Codes (cont.)

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

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

### % Special Ed

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

### % Time Inside Reg. Classroom

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

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# Resident & Serving Districts/Schools

Resident District:

Resident School:

Serving District:



Serving School:

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

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## Student Approval

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

Actions	Ind	Student Name & Grade	SIS Id	Resident RCDT	DOB	Fund	Priv	Fac	Disab	Rel Svc	Ed Env	% SpEd	% Reg	Term	Begin Date	End Date	Exit Code	Incl on Appr	Status	Errors
	1113	Evans, DemoElena Cali (N)	999999027	20-083-0030-26	10/1/2008	A			N	10	08	100	0	B	8/20/2019			<input checked="" type="checkbox"/>	D	1
	1113	Flores, DemoCash Grant (N)	999999001	20-083-0030-26	8/15/2008	A			I		02	100	50	R	8/20/2019			<input checked="" type="checkbox"/>	D	1

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

### End/Add Student Approval









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

End Date for original Approval:  MM/DD/YYYY

Exit Code:

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## State Performance Plan (SPP) Indicators

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

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

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## SPP 11

- To add a new SPP 11 record, click Add

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

- Enter data from the IEP and click Save


Initial Evaluation Start Year: 2019


Initial Evaluation Parental Consent Date:  MM/DD/YYYY

Initial Eligibility Determination Date:  MM/DD/YYYY

Evaluating District:

Number of School Days:

Reason Timeline Not Met:  

Reason Not Applicable:  

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## SPP 13

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

Questions		Yes	No	Incomplete
<b>1. There are measurable postsecondary goals in the areas of employment, education and / or training, and independent living. 34 CFR 300.320(b)</b>				
a.	Is there a measurable postsecondary goal for <b>employment</b> which will occur after high school/aging out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Is there a measurable postsecondary goal for <b>education and/or training</b> which will occur after high school/aging out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Is there a measurable postsecondary goal for <b>independent living</b> which will occur after high school/aging out? 105ILCS 5/14-6.03(a-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. The postsecondary goals are updated annually. 34 CFR 300.320(b)</b>				
d.	Has the current SEP been updated for <b>employment</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Has the current SEP been updated for <b>education and/or training</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Has the current SEP been updated for <b>independent living</b> ? 105ILCS 5/14-6.03(a-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. There is evidence that the measurable postsecondary goals were based on age appropriate transition assessments and provided information on "The student's needs taking into account strengths, preferences and interests". 34 CFR 300.320(b)</b>				
g.	Was an age appropriate assessment given prior to the SEP meeting that addressed <b>employment</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	Was an age appropriate assessment given prior to the SEP meeting that addressed <b>education and/or training</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	Was an age appropriate assessment given prior to the SEP meeting that addressed <b>independent living</b> ? 105ILCS 5/14-6.03(a-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals. 34 CFR 300.320(b)</b>				
j.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary <b>employment</b> goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary <b>education and/or training</b> goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary <b>independent living</b> goal that will occur during and/or after high school to facilitate movement from school to post-school? 105ILCS 5/14-6.03(a-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. The IEP includes a course of study that will reasonably enable the student to meet his/her postsecondary goals. 34 CFR 300.320(b)</b>				
m.	Does the course of study address the student's current and remaining years in school and lists names of classes, rather than a statement of instructional programs that describe a progression towards meeting the post-secondary goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. There are annual IEP goals related to the student's transition service needs. 34 CFR 300.320(2)(i)</b>				
n.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of <b>employment</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of <b>education and/or training</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of <b>independent living</b> ? 105ILCS 5/14-6.03(a-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. There is evidence that the student was invited to the IEP team meeting where transition services were discussed. 34 CFR 300.321(b)</b>				
q.	Was the student invited to the SEP meeting by being listed on the notification of Conference form AND/OR did the student sign in as an IEP team member at the meeting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>8. If appropriate, there is evidence that a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. 34 CFR 300.321(b)(3)</b>				
r.	Is it too early to determine if the student will need outside agency involvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s.	If transition services are listed that will be provided by or paid by an outside agency, is there evidence that the agency was listed on the notification of Conference form?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t.	If transition services are listed that will be provided by or paid by an outside agency, is there evidence of current written PRCON consent obtained from the parent or student who has reached the age of majority? (Consent is valid for 1 year from date of signature on the form.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Does the IEP meet the requirement of Indicator 13?</b>				
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<b>Yes</b>	<b>No</b>	<b>Incomplete</b>

• Yes: If items 1a through 1r are ALL answered Yes, then the IEP meets Indicator 13 requirements.  
 • Yes: If items 1a through 7g, 8a and 8t are ALL answered Yes AND 8r is answered No, then the IEP meets Indicator 13 requirements.  
 • No: If one or more items were answered No, with the exception of 8r, then the IEP does not meet Indicator 13 requirements.

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## Student Approvals Recheck Edits



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

Approvals | Claims | Programs | Upload Files | Case Load Definition

Reported | Un-Reported

**Student Approvals Filter**

Student SIS ID:

Last Name:

First Name:

School Year: 2019-2020 ▼

Status:

Grade:

Term:

Show only Out of:

District:

Resident District:

Resident School:

Serving District:

Serving School:

Disability:

Fund:

Class Teacher:

Class Name:

Event:

Search | Clear Search | **Recheck Edits** | Export to Excel | Export using Import Format

Student Approvals ( 0 Add)

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# Student Approval Error Report



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

Select Report Type:  
**Student**

Select Report Categories:  
**Errors**

Select:  
**Student Approval Error Listing**

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

The screenshot shows the 'I-STAR Reports' interface. At the top, there is a navigation bar with 'Admin', 'Goal Mine', 'Facility Search', 'IEP Quality', 'Reports' (highlighted with a red box), and 'User Guide'. Below the navigation bar, the 'Report Type' is set to 'Student' and 'Report Categories' is set to 'Errors'. The 'Select Report Description' section shows 'Student Approval Error Listing' selected. The 'Report Description' section states: 'Alphabetic list of students with approval errors and warnings. Grouped by Resident district.' The 'Reports Filters' section contains various filters: 'Student ID#', 'School Year' (2019-2020), 'Gender', 'Grade', 'Term', 'Ethnicity', 'Private Facility', 'Class Name', 'Teacher Name', 'Location Name', 'Age', 'Related Service', 'Resident District', 'Serving District', 'Serving School', 'Disability', 'Fund', 'Indicator Errors', 'Include on Approval' (Yes), and 'Error Type'. There are also sections for 'For Approval Records' and 'For Caseload Enrollment Records' with checkboxes for 'Active as of today', 'Active on Child Count Date', 'Active as of', 'Only Future Dates', 'Active Enrollment', and 'Future Enrollment'. At the bottom, there are buttons for 'Run Report', 'Export Report', and 'Clear Filters'.

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## I-Star Resource Website

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

The screenshot shows the 'Harrisburg Project Software Support for Special Education' website. The header includes the logo, contact information, and a navigation bar with 'Home', 'IDE', 'IRAS', 'Resources', 'Events', 'IEP', and 'Contact Us'. Below the navigation bar, there is a 'See you at Directors' Conference!' banner. The main content area is divided into several sections: 'Hot Topics' (Directors' Conference 2019, IEP Official Confirmation Help, IEPSE APP Directory, How to Locate Your BPH), 'Manuals & Guides' (I-Star User Guide, Students with Disabilities Data Collection and Approval Instructions, Changes in Students with Disabilities Approval Instructions, Students with Disabilities Reimbursement Instructions, Changes in Students with Disabilities Reimbursement Instructions, Special Education Personnel Approval Instructions, Changes in Special Education Personnel Instructions, Changes in Special Education Personnel Instructions), 'Deadlines' (June 28, 2019 - Personnel Approval Due in I-Star, July 8-9, 2019 - Enrollments (Fund 602) & Orphanages (Fund 602) Reimbursement - Student Claim Due in I-Star, July 24-25, 2019 - Directors' Conference, Springfield, August 15, 2019 - Private Facility (Fund 6) Student Claim Due in I-Star), 'Student Profile & Approval' (Approve New User, Approve Refresher, Caseload Overview, Transportation, Events Overview, Using the End/Add Function, LEA Maintenance, Rollover/Phase Change, Indicator 1.2), 'Student Claims' (I-Star Fund B Claims, I-Star Fund F Claims, I-Star Fund X Claims, I-Star Fund B Claims, I-Star All Claims, SDOA Tuition Cost Sheet, Summer Orphanage Claims, Add Multiplier to Case Load), 'Personnel Approval' (Personnel Approval, IEP Distribution, Part 130 Proposed Changes, HHS Q & A, Create an ILETS Account), and 'Recently Added' (a lightbulb icon). The footer includes contact information and copyright notice.

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# I-Star User Guide

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

**Harrisburg Project**  
Software Support for Special Education  
(800) 635-5274 • [www.hbug.k12.il.us](http://www.hbug.k12.il.us) • [support@hbug.k12.il.us](mailto:support@hbug.k12.il.us)

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**I-Star Personnel User Guide**  
**I-Star Student User Guide**  
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 I-Star User Guide Introduction  
 I-Star Student Admin  
 • Checklist to Prepare  
 • IWAS Account  
 • I-Star Application  
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 • Adding Student Approval Record  
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 • Case Load

Microsoft Word - I-Star User Guide Introduction.docx 1 / 1

## I-Star User Guide Introduction

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

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Contact

Harrisburg Project

**(800) 635-5274**

[support@hbug.k12.il.us](mailto:support@hbug.k12.il.us)

with I-Star Questions  
and Feedback

Contact

IWAS Helpdesk

with IWAS Account Questions

**(217) 558-3600**

IWAS User Guide:

<ftp://help.isbe.net/webapps/iwas/pdf/IWASUserGuide.pdf>

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