High Plains
Educational Cooperative

ETR/IEPs

and the

netIEP

System

Revised 7/09

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Using netIEP System

Netchemia out of Kansas City hosts HPEC's web-based IEP System (netIEP). The system has been specifically designed for HPEC use, using our unique forms. Within the system you will find easy usability and user-friendly buttons, and pull down menus.

In order to use the netIEP you will need a username and password supplied by HPEC. You will not be able to access the system without these items.

The psychologist or their para are responsible for starting new student files on the netIEP. Speech only students are put in the system by the SLPs. If a student transfers into the district, please let the psychologist know. If you happen to get paperwork that was sent with the student, please make sure the psychologist has copies of it so the file can be started online.

If a student returns to one of our districts, please notify the MIS department at the Central Office so that the student's file can be reactivated on the netIEP. This will alleviate problems of having split/duplicate files in the system.

Preparing Your Computer to Use the netIEP

Pop Up Blockers
    If you are using a program that automatically closes windows of pop up ads, you will need to disable it before working with the netIEP. Not doing so will cause the pop up windows used in the system to close and making it impossible to insert the appropriate information.

INTERNET BROWSERS - Preferred
PC – Microsoft Internet Explorer (www.microsoft.com)
Mac OS X – Firefox (www.mozilla.org)

COOKIES MUST BE ENABLED

MONITOR RESOLUTION
Should be set to 800x600 or larger

PRINT SETTINGS SHOULD BE CORRECT
Set your browser so that headers & footers do not print
Margins should be set to approximately .25" all around.

The address of the netIEP is www.hpec611.org. In order get to the address you must type the web address into the address bar exactly as listed. A picture of the address bar is located below. Do not put the address in a **search bar** that is located within the web page (example – www.msn.com "Search the Web…").
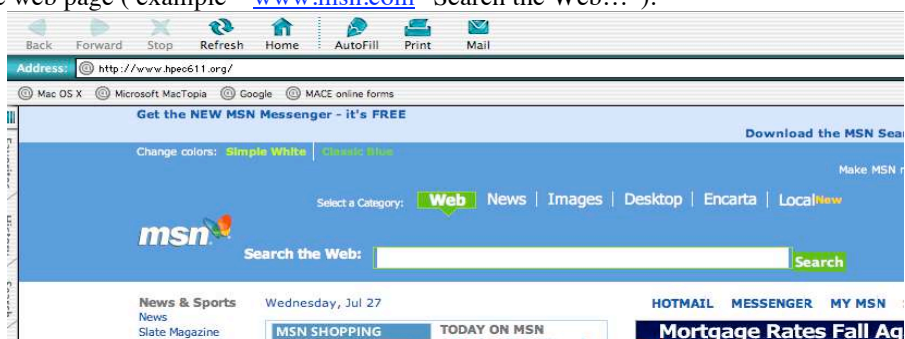
Once there, enter your assigned username and password.
The first time you enter your name and password on a particular computer, you will get a message asking if you would like to save your name and password. Respond to this with – No or Never. If you respond with yes you could be jeopardizing the security of your IEPs.

After you have logged into the system a screen with User Tasks will load. Under that title you will see:

Student Forms
Document Library
Reports
Technical Support

There is a teal bar at the top with these same options. School Psychologists and Speech Language Pathologists will have a dark blue-green title bar in addition to the teal bar at the top of the screen. You can move between students using the title bar area.

Users Tasks

The Users Tasks do the following:

Student Forms
Work with Special Education Forms: Where you go to work on anything related to the ETR/IEP
Document library
Access Document Library: Allows access to any documents or forms uploaded to the library
Reports

    View Assigned Students-By Building
    View Assigned Students-By District
    View Assigned Students-Not Making Progress
    View Assigned Students-Progress Reports
    View Assigned Students-Unfinished IEPs
    View Caseload Roster

        To View Reports:
        Click on the type of report you would like to have.
        Clicking on View Caseload Roster will produce a roster of students who have been entered into the netIEP. Students who have not had an evaluation completed yet online, will not be on your list. This is a good report to have, as it will list your students with their ID numbers

Technical Support
    Submit an Issue:
    If you are having problems with a particular form, please submit an issue. Please be sure to enter a detailed description of your problems. Click on the "submit" button. This issue will automatically be sent to the central office. We will review it to see if we can fix it, if not we will send it on to Netchemia. If you have forms in which the data is different in the edit screen as compared to the print screen please do not try to fix it by reentering your data as it may make matters worse.

Working on a Student's File

1-Click on *Work with Special Education Forms:*

> Search for the student, by their last name. Type in the first few letters of the student's last name. Once you find your student, click on the select button.

> TIP: Unable to a find a student you're looking for? Try searching for the student's first name in the last name field. Sometimes the names get switched around by accident.

2-Once you have selected your students, the next time you login a list of your students that you have worked on will show up in the tab listed available students/your caseload. You then need only select the student you wish to work with and it will take you directly to the forms list.

3- If you wish to continue working on the IEP, make amendments, or update goals, go directly to the form you wish work on and click on start or update.

4-If you wish to start a new annual IEP, go to the button on the upper right marked *IEP Tasks* and follow the directions to start a new IEP.

****Before getting started please review the following tips to be used throughout the netIEP system*****

Dates:

Next to each date field there is a calendar icon, which when clicked on enables a calendar. Select the date and the date will automatically fill in. If you choose to input the date manually, you can type in 01 01 2003 or 1 1 2003, tabbing between fields. It is necessary to put all four digits of the century into the date field.

Pull down menu:

When you encounter a pull down menu you can type in the first letter of the choice you want and it will automatically scroll to it. Example: When putting in the purpose of the ETR/IEP you can type A and Annual will pop up. When putting in the home language, typing E will bring up English. Within the State pull down menu, typing a K will bring up Kansas and other states beginning with the letter K. The idea is to get you as close to your choice without you having to scroll through all the available options.

Select button:

When you click on a *Select* button throughout the forms you will need to type in the first few letters of a last name. You do not need to spell the entire last name, just the first few letters will narrow down the choices for you. Once you find the name you are looking for, simply click the select button with the underline next to the name and it will automatically fill the name in for you.

Non-Modifiable Fields:

There are several fields which are not modifiable by teachers; however if you notice that the information in any of the boxes is incorrect contact your School Psychologist Office so the information can be updated.

Auto Script:

Auto scripts are phrases/statements that allow you to select predetermined text without having to type it in. These are general statements and can be selected and modified to fit your needs. You will see an *Auto Script* button below the text block area that the script coordinates with. These are scripts of text that allow you to select the text and it will automatically be inserted into the text box. You are not required to use the auto scripts, however they are an option to simplify your use of the forms. You can select more than one phrase/statement if you like by selecting the box next to the text, then click on Insert Items. All selected phrases will automatically show up in the form.

Save Draft:

This button is located on each form at the top and the bottom of the forms. While you are inputting information it is advised that you frequently *Save Draft* to save your information. Save draft on each form before a staffing while you are working on them. You cannot go into a meeting with a finalized document, however you can go with a draft. The forms will print "Draft" across the top of each page. (When you save as draft there is no history collected. So we highly suggest that you also save your forms as completed, but be sure to save as draft before presenting the IEP to parents so that they understand it is not finalized.)

Save Completed Form:
The *Save Final* button is used when you and the team have decided that all information is correct and completed on the form and are ready to save it as final. Use this button after you have completed the staffing making any changes necessary. Remember to *Save Final* on each form.

Spell Check:
It is advisable that you run a spell check on the form to check for errors. In order for the corrections to be saved you will need to click the *Save Draft* or *Save Completed* after spell check is done. Depending upon the browser being used, if there is a squiggly red line under a word, it may indicate that the word is misspelled.

Exit:
This will take you back to the main page of forms for the student's file you are currently working with. Once you select this button, a message will pop up asking whether to save before exiting. If you are ready to exit the form, select *OK*, if not select *Cancel*. If you do not make any changes, or do not want to save changes you can move to the previous screen quickly by using the browser's back button.

Print:
You can click on the *Print* button within the form to print the current form you are working with. Printing an individual form can also be done from the forms list by clicking on the print button in the print column of the form you want printed. Printing will always be a screen print first and to print you will need to do a Menu→File→Print. You can print more than one form at a time from the Forms List. Select the forms to be printed on the left, then select *Print All Selected* located below the list of forms. Be sure to review what you have printed—occasionally all pages do not print.

IEP Forms: Tab at top left under the student's name. By clicking on IEP Forms it will take you directly to the main page of student forms. Make sure you save before using this tab or you may lose information.

Go to form….. This button allows you to move directly between various forms without going back to the main forms page. Make sure you save before using this tab or you may lose information.

Student Record: This is the gray tab at the top left hand side next to IEP forms. This allows direct access to the student demographic record. Only School Psychologists and Speech Language Pathologists have access to this feature.

Add or Delete Rows:
Rows can be added one at a time by clicking on *Add Row* under the area you want to add a row to. You can delete one or more rows at a time by checking the box next to the row to be deleted and then click on *Delete Row*.

Yes, No, N/A:
You can select No or Yes by typing in an N or Y. For these questions, answer No to all questions that can appropriately be answered with a No instead of N/A.

Forms List:
The forms list is always your beginning point. Here you can start a form, update information on a form which has already been started, print a form, look at the history (snapshot) or see if a form is completed. At the bottom of the Forms List are other documents, which include the ability to print an IEP at a glance, add or access documents that have been attached to the IEP.

You will see two buttons under the forms list labeled: *Print Selected Forms* and *Indicate this IEP is Finished*. The *Print Selected Forms* button allows you to print all the forms at one time in one running document. It is advised that you DO NOT select the MIS page during this, as it can sometimes run onto other pages and it needs to be kept separate from the other pages.

The second button: *Indicate this IEP is Finished* is to be used by the School Psychologist during an evaluation or by the SLPs for speech only evaluations. Once the full evaluation has been completed it is the School Psychologists' responsibility to indicate that the file is complete. Once the file has been indicated as completed it is a finalized document, which the parents will receive, therefore no changes (with the exception of goal updating) should be made on the document without parent knowledge.

The TOR will use the *Indicate this IEP is Finished* button when the Annual IEP review staffing has been completed. It is NOT used after progress data points have been entered or when a student exits except when an exit eval is done. When this

button is selected, an automatic e-mail is sent to the MIS clerk so that central office can keep track of evaluations & Annual IEPs being completed.

IEP Tasks: This button at the upper right hand portion of the student forms list is used to start a new annual IEP or re-evaluation. It can also be used to update goals from a previous IEP by selecting *Edit REWRITE*, the only forms that will be available to edit are the goal pages and checklists.

IEP at a Glance:
IEP's at a Glance can be printed from the Forms List. Select *IEP at a Glance* from the bottom of the screen. It will first print to your screen and then you will need to select Menu→File→Print. Learning New Behavior goals do not show up on the IEP at a Glance. The Learning New Behavior goal is your Behavior Plan which should be printed and given to the general education staff.

Attachments:
Additional documents, and forms may be attached to the IEP. To add documents click *Add Attachment* button and follow directions. You are also able to remove attachments by clicking in the box next to the document and selecting the *Delete Selected Attachments* button. Examples of attachments: Signed and scanned IEP meeting paperwork, heath plans, ESY Addedum.

Administrative Tasks:

Manage Student Records
This is where students are entered into the system for the first time, or where changes can be made to the students' demographic file. Psychologists and their paras, Speech Pathologists, and Central Office personnel are the only people who have the ability to make these changes.

To modify information on a student already in the system:
Select *Manage Student Records* from the menu
Search for student based on drop down list (last name, first name, student ID, building).

To enter a student for the first time (psych or SLP use only):
Select *Manage Student Records* from the menu
Select *Add Student* button

Legal First Name: Enter as shown on the Birth Certificate, or superseding court document.
Legal Middle Initial: Enter as shown on the Birth Certificate, or superseding court document. (If student has no middle initial, enter '-' (hyphen) in the middle initial field)
Legal Last Name: Enter as shown on the Birth Certificate, or superseding court document.

SSN: Enter student's social security number *without* hyphens. If you do not have the SSN, try to get it by checking the district cumulative file or contacting the parent. Only after you have made every attempt to get the SSN should you contact the MIS clerk to obtain an X number for the student.

KIDS ID: Obtained from the local LEA, contact the MIS Dept. if unable to obtain. This is a 10-digit number that is needed on ALL student records, including preschool.

Address: Enter student's <u>mailing</u> address

Additional Address: Enter student's street address if different from mailing address

City, State, Zip: Enter student's mailing city, state, & zip.

DOB: The birth date of the student as shown on the Birth Certificate, or superseding court document.

Ethnicity / Race: Select the ethnic and racial category(ies) for the student using the definitions given below, as determined by parent or self declaration upon enrollment or in accordance with agency policy or determined by observer identification.
Both race and ethnicity categories must be completed for all students.
Ethnic Group-
Report Yes if student is Hispanic or Latino. Report No if the student is not Hispanic or Latino.
Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Race Category – Select all the general racial category(ies) which have been identified for the student.
    <u>American Indian or Alaskan Native</u>: a person having origins in any of the original peoples of North and South America
        (including Central America) and who maintains cultural identification through tribal affiliation or community attachment.
        Examples: Azteca, Zapotec, Maya, Nahua, Aymara, Kichwa, Lakota, Navajo, Guarani
    <u>Asian</u>: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including for
        example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, The Philippine Islands, Thailand, and Vietnam.
    <u>Black or African American</u>: a person having origins in any of the Black racial groups or Africa.
    <u>Native Hawaiian or Other Pacific Islander</u>: a person of having origins in any of the original peoples of Hawaii, Guam, Samoa, or other
        Pacific Islands
    <u>White</u>: a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
        Examples: <u>Middle Eastern</u> (A person having origins in any of the original peoples of Egypt, Israel, Iraq, Jordan, Leganon,
        Palestine, Syria, or Turkey) <u>Spanish</u>: (A person having origins in any of the original peoples of Spain)

Gender: Enter the gender of the student – Male or Female.

Language: Use one of the following letters to indicate
  Parent: The primary language spoken in the home

Report: The language that the parents request the report to be provided to them in. Please make sure and ask the parents if they need a report translated, as not everyone who speaks another language wants their report in their spoken language.

E	-	English	**P**		Philippine	**M** - Manual (sign or gesture)
V	-	Vietnamese	**F**	-	French	
G	-	German	**D**	-	Mandarin	
A	-	Augmentative Communication	**R**	-	Russian	
S	-	Spanish	**K**	-	Korean	
O	-	Other	**X**	-	Native American (Kickapoo, Pottawatomie, etc.)	

Status: Use pull-down menu to select the current status of the student from the following list of codes.

ACTIVE STATUS
- **B**- IFSP Transfer by age 3
- **C** - Continuing Student – from previous school year
- **E** - Entering from another District or Agency outside of the HPEC area.
- **I** - Reinitiation of Services – Students who have had all of their services revoked by the parent or self and services have been restarted this school year. Note: an evaluation must be completed to reinitiate services.
- **K** - Under Expulsion (out of school) at the time of data collection.
- **N** - New Referral – students who are referred for special education services for the first time in their life
- **Q** - Under Long-term Suspension (out of school) at the time of data collection
- **R** - Returning to a Special Education Program: A student who has previously received special education services, exited from services and then returned to services without leaving the HPEC area.

EXIT STATUS
- **D** - Dropped out of school
- **G** - Graduation with diploma
- **H** - Has earned or is enrolled in a GED program
- **L** - Left state, will continue in General Ed or Special Ed.
- **M** - Maximum age reached (reached age 21 in the current school year)
- **O** - Objectives completed – student no longer meets eligibility criteria and does not qualify as a child with a disability.
- **W** - Written revocation of services - by parent or student (if 18 years of age or older) and the LEA has evidence the student is <u>continuing in the general education</u> environment.
- **A** - Action initiated Withdrawal from Special Education – by parent or student if services have ceased due to an act taken
  by parent or student (without written revocation of services) and the LEA has evidence the student is <u>continuing in the general education</u> environment.
  →Include (A and W) students who exit SPED services for Home Schooling, enroll in a private / parochial or virtual school, and **NO** Special Ed services are provided.
- **T** - Transfer to another District in Kansas, outside of the HPEC area. (Be sure to indicate on Staffing Team Report the LEA # which the student is transferring to.)
- **X** - Deceased

SRS/JJA/Parental Placement: To be left blank at this time

District: Enter current school district/LEA the student is attending

Neighborhood School: The school that the parent chooses to <u>enroll</u> their student in for general education. The school where the student would attend if s/he did not have a disability. The neighborhood building may be either a public or a private / parochial school, or home for home schooled students. Preschoolers (age 3 or 4) receiving special education or related services from the public school system are assigned the responsible building as the neighborhood building.

Primary Attending School: The school building where the student receives the most significant amount of <u>special education services</u>. You can also select *Home* if the student if receiving services at their home or a daycare provider's home.

Subsequent Attending School: The school building where the student receives additional <u>special education services</u> if different from the Primary Attending School. If a student receives services in two or more subsequent buildings, select the building where the greatest amount of services is being delivered. (Do not include attending schools for the Extended School Year.)

Responsible Public School Building: The school building the district would report to KSDE to claim the student for official "headcount".

Child Count/Funding Source: Will be filled out by MIS Dept.

PROCEDURAL DATES
Annual Review: Date of the current annual IEP date – the date the IEP team formally adopts a proposed IEP by signing the Signature Page.
Previous Annual Review: Date of last annual IEP date.
Referral: Enter date of initial referral to special education services. Usually the date the Permission to Eval is signed.
Evaluation: Date of most recent comprehensive evaluation.
Most Recent SpEd Action: Placement consent signed Date. The last time the student's placement changed according to the following regulations: KAR 91-12-46 & KAR 91-12-22(00-2). Usually the date the most recent Prior Written Notice is signed.
Initial Placement: Enter the date when the student was originally placed in HPEC Special Ed. program.
Exit: The last date of service. To be entered when student is no longer receiving special education services. The student must be reported as an exit in the school year in which service ceased.

PRIMARY EXCEPTIONALITY - From the following list, enter the student's category of exceptionality as determined by the Eligibility Team.

AM: Autism	**MD**: Multiple Disabilities
DB: Deaf-Blindness	**MR**: Mental Retardation
DD: Developmentally Delayed - Students age 3 – 9 only.	**OH**: Other Health Impairment
ED: Emotional Disturbance	**OI**: Orthopedic Impairment
GI: Giftedness	**SL**: Speech / Language Disabilities
HI: Hearing Impairment	**TB**: Traumatic Brain Injury
LD: Specific Learning Disability	**VI**: Visual Impairment

Developmentally Delayed –
   Students age 3 through 9 - Developmentally Delayed must stand alone as a primary exceptionality. Students who meet the eligibility criteria and are identified with another disability would not use Developmentally Delayed as a primary or secondary exceptionality.

SECONDARY EXCEPTIONALITY - If the student qualifies and is identified as having a secondary disability, enter the category from following list of codes.

AM: Autism	**MD**: Multiple Disabilities
DB: Deaf-Blindness	**MR**: Mental Retardation
ED: Emotional Disturbance	**OH**: Other Health Impairment
GI: Giftedness	**OI**: Orthopedic Impairment
HI: Hearing Impairment	**SL**: Speech / Language Disabilities
LD: Specific Learning Disability	**TB**: Traumatic Brain Injury
	VI: Visual Impairment

Psychologist: Name of the current School Psychologist who is responsible for placement/evaluation.

Guardian information: Enter the type of Guardian (i.e., Parent, Mother, Father, Foster, Grandparent, Ed Advocate, Guardian) along with their name. For address, list mailing address, city, state & zip code. List parents and or guardians who live at the same address together. i.e., Jane & John Doe. If parents live apart list them separately.

County of Parent: Use the appropriate 2-digit code, if the county or state is not listed below, contact the MIS department.

GY	Copeland	KE	Lakin	SC	Scott City
HM	Coolidge	WH	Leoti	HS	Sublette
KE	Deerfield	SW	Liberal	HM	Syracuse
FO	Dodge City	ST	Manter	GL	Tribune
MT	Elkhart	WH	Marienthal	GT	Ulysses
GY	Ensign	SC	Modoc	FO	Wright
FI	Garden City	GY	Montezuma		
LE	Healy	SV	Moscow	CO	Colorado
FI	Holcomb	FI	Pierceville	NE	Nebraska

SV	Hugoton	MT	Richfield	OK	Oklahoma
ST	Johnson	MT	Rolla	TX	Texas
HM	Kendall	HS	Satanta		

netIEP Forms:

If this is an evaluation, the School Psychologist Office will have already started Forms 1 (Student Information) and Form 10 (MIS page). Starting these forms enables service providers to have access to the files. Forms that have been started will have the icon in the Update column. If a form has not been started there will be an icon in the Start column.

TIP: Please note that anytime you save, add or delete rows, or run spell check you will be taken back to the top of the page. Simply scroll back down to your previous location.

Form 1: Student Information

USD#: Select appropriate USD# from the list.

Type of Report: Select appropriate radio button. This only needs to be done the when the current report is started and then at each Evaluation/Re-evaluation.
Educational Team Report – An evaluation is conducted and the student is NOT placed.
Individual Education Plan – A student transfers in with a current evaluation or an annual IEP is being completed.
Educational Team Report/Individualized Education Plan - If the student is placed or is reevaluated.

Purpose: Select one of the following options as to the purpose of writing this IEP:

Initial	Transfer
Re-eval	30 Day
Re-entry	Exit Eval
Annual	Non-Placement

Most Current Comp. Evaluation Date: Enter date of the latest comprehensive evaluation. The Next Comp Eval Due will be automatically calculated and filled in.

ETR/IEP Date: The date the IEP team formally adopts a proposed IEP

Grade: The student's current grade level as documented upon enrollment for the school year when the IEP is written.
PR - Preschool
KG - Kindergarten
1 -**12** First Grade through Twelfth Grade

Age: Will automatically be calculated once you enter the date of the meeting and save the form.

Date ETR/IEP given to parent: Enter the date parent received a copy of the ETR/IEP

Legal First Name: Non-modifiable, see page 10
Legal Middle Initial: Non-modifiable, see page 10
Legal Last Name: Non-modifiable, see page 10

Student Preferred Name: Name other than legal name that the student prefers to be called by, i.e. nickname. This is also where you would put a different last name that the student goes by but has not had it legally changed.

The following fields are non-modifiable. If there is a problem with the data, please contact your school psych so they may correct the information on the demographics form.
SSN#
KIDS ID
DOB
Race/Ethnicity
Gender

Language: Use one of the codes found on page 11
 Home: The primary language spoken in the home
 Student: The primary language of the student
 Report: Non-modifiable, see page 11

All Day Kindergarten/Preschool: – Leave BLANK - If the student attends a ½ day sessions or less. Select the check box if any of the following conditions are met:
1) A student attends a full day kindergarten or preschool program.
2) A student attends two daily - ½ day sessions of any preschool / kindergarten / home combination.
3) Any combination of services that exceeds a building's single scheduled ½ day session.

Teacher of Record: A current service provider who is responsible for overseeing that IEPs and paperwork are completed for a group of students.

SCHOOLS and GUARDIANS – information will transfer from the demographics page, (if you change this info and it reverts after saving, contact the MIS department) but you have the ability to change information as needed according to the following guidelines:

Neighborhood School: The school in which the parent chooses to underline enroll their student for general education. The school where the student would attend if s/he did not have a disability. The neighborhood building may be either a public or a private / parochial school, or home for home schooled students. Preschoolers (age 3 or 4) receiving special education or related services from the public school system are assigned the responsible building as the neighborhood building.

Primary Attending School: The school building where the student receives the most significant amount of special education services. "Home" for students receiving services only at home.

Subsequent Attending School: The school building where the student receives additional special education services if different from the Primary Attending School. If a student receives services in two or more subsequent buildings, select the building where the greatest amount of services is being delivered. (Do not include attending schools for the Extended School Year.)

Guardian: Enter the type of Relation to Student (i.e., Parent, Mother, Father, Foster, Grandparent, Ed Advocate, Guardian) along with their name. For address, enter mailing address, city, state & zip code. List parents and or guardians who live at the same address together. i.e., Jane & John Doe. If parents live apart list them separately. Please be sure to review this information annually and update as needed.

Co: County code for parent(s) present address. Use one of the two digit codes listed on page 12-13.
If the code you need is not listed, please call the MIS Department.

Phone: Enter home number and number where parent(s) can be reached during the day.

Email: Enter an email address, if parents would like to receive correspondence via email.

Background Information: Include summary of relevant background information which could have an impact on educational performance. This could include educational history, developmental history, retentions, number of schools attended, parental occupation, relevant environmental factors, etc.

Family's short and long term education goals for: : Include parent(s)/students priorities, goals for the future, educational and vocational goals, postsecondary goals, etc

What are the reasons for referral and/or placement?: Autoscript available or you may type in additional information into the text box. If the student transfers into one of the HPEC districts, this is where you will state where the student transferred from and the last known IEP date.

What do we know about the success of interventions/strategies used with this student to ensure continuous learning in the general curriculum? : For initial evaluations, include interventions tried by the intervention team and the progress made using these interventions. This information should come from the ILP or student intervention forms provided when a student is referred. It should include timeline, interventions, baseline and outcomes. For re-evaluations, include also interventions tried during the course of previous individual educational plans. Always address student success within the general education curriculum.

Present Levels of Performance (PLEPs): (Forms 2, 3 and 4)

For all PLEPs:

Discussion: Put actual evaluation results here and include any other information that is needed. This area is for **detailed** descriptions of what the student Can Now do. Include data from multiple sources (CBM, error analysis, parent/teacher reports, etc.). State Assessment results will be listed on the assessment form.

Can Now: This should be a summary statement of what the student is currently able to do as discussed in the Discussion section. If you are writing a goal, this is where your **numeric statement** would go, e.g., Student is reading at the 2nd grade level with 40% accuracy. This statement is your baseline data and **MUST** have a numeric statement in it. The Can Now statement needs to be the same as the goal's **baseline statement**.

Next Step: This is the student's next step, the **measurable goal** statement goes here. In the example above the student is reading at the 2nd grade level with 40% accuracy. If you want to increase accuracy, the statement in the Next Step would be: Increase reading at the 2nd grade level to 90% accuracy. This statement must also be a numeric number and will be your measurable goal statement for the goal. The Next Step statement needs to be the same as the measurable goal statement.

If after the evaluation or annual you need to amend the IEP and add new information to a PLEP, put the new date in, then add your new information.

Goal, Instruction, Curriculum, Revisit, Other (G, I, C, R, O): The information you have entered in the row will be classified as one of these options. If it is a Goal statement enter a G, if it is instruction to support a goal, type in I, etc. Instructional items are those items that may need additional instruction than what is typically provided in general education classes. It may be items that are addressed on your checklist. Curriculum items are those that will typically be covered in the general education classroom. Revisit items are those areas that will be addressed at a later date or monitored. O – Other.

Goal Area: If the G, I, C, R, O field contains *Goal Area* or *Instruction to Support Goal Area* this field must have the subject/goal area to correspond with it.

Special Ed Supports: List the strategies that will be used to support the student. This is what special ed staff will do. If you have marked it as a G or I, these will transfer to the corresponding goal page once created by selecting the auto script button on the goal page. Space is limited, so be concise. It is not necessary to repeat strategies for the same goal area. **It is important for you to write your PLEPs before starting your goals so that the strategies will transfer over.**

Classroom Supports: List the strategies that will be used to support the student in the general education classroom. This is what the classroom teacher will do. If you have marked it as a G or I, these will transfer to the corresponding goal page once created by selecting the auto script button on the goal page. Space is limited, so be concise. It is not necessary to repeat strategies for the same goal. **It is important for you to write your PLEPs before starting your goals so that the strategies will transfer over.**

Form 2: Vision, Motor, and Social

Vision/Hearing/Health: Complete dates for vision, in results section type Pass or Fail (you explain the results in the Discussion section). Complete hearing results, Pass or Fail in Results. Contact school nurse for updated yearly vision/hearing results. **Dates for the next screening will be automatically calculated and entered once the form is saved twice.** If you do not save the form twice, the auto calculated dates will not show up on your printouts. New dates must be saved on Form 2 for them to appear on the MIS page.

Yes, No, NA: Answer the questions appropriately. If there is a medical diagnosis, please provide appropriate information. If you answer Yes to a health care plan, a plan must be submitted with the paperwork to HPEC.

Motor:
Yes, No, NA: Answer the questions appropriately.

Social Emotional:
Yes, No, NA: Answer the questions appropriately.

If you answer YES to the first question - *The child's behavior significantly impedes his/her learning or that of others and a behavior plan/goal is attached for identified behavioral concerns* you must complete a "Learning New Behaviors" goal.

Form 3: General Intelligence, Communication and Education

General Intelligence or EC Self-Help/Adaptive:
Yes, No, NA: Answer the questions appropriately.

What does the student require?:

Functional Curriculum: Defined as a break from the typical grade placement curriculum. Students on a functional curriculum are learning very basic and functional skills which are significantly different from their grade level peers. These students' needs cannot be met by adapting the grade level curriculum

Self-help or Adaptive Skills: Student needs assistance with daily living skills and self-help skills.

Accommodations: Allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. Accommodations do not alter in any significant way what the test or assignment measures.

Modifications: an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. Examples include a student completing work on part of a standard or a student completing an alternate assignment that is more easily achievable than the standard assignment.

Differentiated: basic curriculum that has been modified to address individual characteristics, needs, ability and interest of the student. Differentiated curriculum is often used in designing goals for gifted students.

Communication:
Yes, No, NA: Answer the questions appropriately.

Education:
Yes, No, NA: Answer the questions appropriately.

Form 4: Transition
For students who are 13 turning 14 during the IEP school year, Transition **and** Projected Course of Study **must** be completed.

Yes, No, NA: Answer the questions appropriately.

Early Childhood Transition Discussion: Autoscripts are available or you may type information into the text box. This is used for infant-toddler to early childhood transitions and transition from early childhood to kindergarten.

For students who are 14 OR will turn 14 during the IEP year complete all the Yes, No, NA questions. Please note that in January of the year, all students who turn 17 during the calendar year will receive a letter from Central Office stating their rights afforded to them at age 18 by I.D.E.A.

Form 5: Special Considerations/How Will the Plan Be Supported
Yes, No, NA: Answer the questions appropriately.

Describe how the plan (goal) will be supported throughout the day: Consists of the educational supports that will be provided, including specially designed instruction such as modified grading, adaptations, etc., the anticipated frequency, duration, and location of the special services, and who will be providing them. **Make sure specific times and services match those written on the Staffing Team Report and SPED Action (Prior Written Notice).**

What general curriculum, extracurricular or other nonacademic activities the child will not participate when receiving services. State when and what subject, class, part of the day the student will not be involved in the general education curriculum and why.

Basis of Decision: This section is completed by the school psychologist. This is the determination of eligibility and need for services as discussed by the team. It is dependent upon the team's decision and should have the following information. It should include a description of converging data used in making the team's decision, such as scores documenting significant differences in performance, and how these differences indicate need for special education supports. For nonplacements information needs to be provided as to why the student is not eligible and/or does not need special education services. There should also be an exclusionary statement that reports that the provision of special education support services is not the result of language, social or economical background or a lack of instruction (autoscript available for this).

Exit Criteria: Define what criteria must be met for the student to be exited from special service support. Autoscript available or you may type information into the text box.

Form 6: Assessment

This form is a compilation of all district and state assessments. It will provide a yearly running record of all district and state assessments for a student. It will not only provide the results of said assessment but must be filled out for the upcoming year as to the accommodations needed for local and nationally normed tests and test type and accommodations for each area of state assessments. If student will be taking an alternate assessment the assessed indicators need to be listed.

Read the directions carefully as to who qualifies for each type of state assessment test. Please note that you will need to add in accommodations and/or modifications necessary for the assessment.

Local Assessments: This is unique to each district. It provides text boxes for assessment name and results, accommodations date and grade of student.

State Assessments: Must be filled out for each test the student will take during the upcoming year. To include test type and accommodations needed. Each year another row will be added. As state assessments are taken the score, cut score and results will be added.

National Normed Tests: This is unique to each district. It provides pull down menu for test name and text boxes for assessment name and results, accommodations date and grade of student.

KELPA: Information to be filled in for students taking the KELPA or KELP-P tests for ESL students.

Form 7: Projected Course of Study

For students who are 13 turning 14 during the IEP school year transition **and** Projected Course of Study **must** be completed.

Post school outcome/vision: The first section is for the students' outcomes and dreams. The TOR sits down with the student and will ask these questions. Only complete for the current year as you will complete it yearly.

High School Only: Is the student a high school student the date in which the form is being completed?

Credits to Date: Credits are all the High School credits earned up to the date of the meeting.

Alternative Graduation Plan: Answer Yes, No, NA about whether the student will need an alternative gradation plan.

Year 1 Grade Level: The grade the student is in the date you are completing the form. Complete a year in the box for each subsequent year.

Projected Course of Study: List the classes the student is currently enrolled in and the classes that the student anticipates taking over the next years. If the student transfer in from another district and has completed credits, simply list: Transfer credits from X grade and the number of credits earned. If the student failed to earn credit in a class, list the class with a 0 so the student, parent and TOR is aware that the student is short the credit. Only put credits on the report after the student has earned them, not projected credits possible.

Total Credits: This is automatically tallied from numbers entered in the projected course of study.

Year Dates: The following years when you revise the form, input the date of the meeting when the revisions are made.

Form 8: Goal Pages (To be started only after the PLEP is written)

Annual goals: Goals are attached to each individualized educational plan. Goals are to address the specific needs of the student, which require special education services.

There are two types of goal pages, 1) Regular - which is primarily for academic goals and 2) Behavior (Learning New Behaviors) - which is primarily for behavioral goals and also considered a Behavior Plan. Each goal requires an implementation date and end date.

On the academic goal page, use information outlined in the educational team report to complete the first two boxes to write a goal in positive measurable terms. Instructional strategies, program modifications and accommodations, supplementary aides and services, and related services should also be taken from the most recent educational team report/individualized educational plan. These are intended to clarify what the adults will be doing to provide support for the student's goals. Quantitative data must be provided. for example: *The student can now* master 3 of 15 fourth grade level state outcomes in math. *We expect the student to* master 12 of 15 fourth grade level state outcomes in math.

The Plan for Learning New Behaviors form can also serve as a general education plan, a functional behavioral assessment, or an IEP goal. This page has a set of questions, which helps the team to identify a target behavior, which is interfering with a student's education or the education of others and establishes a hypothesis of the student's purpose in exhibiting this behavior. On the second page of this form, behaviors the student will learn and what will be done to assist him/her in learning these behaviors should be included as well as positive behavioral supports. A positive measurable goal must be written which will include baseline and expected change. (There are completed examples of Plan for Learning New Behaviors forms available in your Teacher Notebook CD).

All goals must include baseline information and expected change (how well). Data will be regularly collected and graphed. HPEC expects that data be collected and graphed at least three times in every grading period. (There are completed examples of goal pages available on your Teacher Notebook CD).

Creating a Regular Goal:
Click on *Create Regular Goal*
Service Provider – click on the *Select* button and search & select the staff that will be responsible for the goal.
Annual Measurable Goal Area – from the choices select the area that this goal addresses.
Implementation and End Date – duration of the goal
You can type or copy and paste Can Now and Next Step statements from PLEPs into their respective areas.
Can Now=Baseline data, Next Step=Measurable Goal statement.
Make sure you are specific in what you expect the student to do (measurable goal statement) and how well as this information will transfer to an IEP at a glance to be used by teachers to be aware of goals.
All goals need to be written with a numeric statement in both the baseline data and in the measurable goal statements. Fill in appropriate text boxes with how the information will be collected, where it will be documented, who is responsible for the plan management and the standard on which this goal is based. Autoscript will fill in How will the team know to continue or change interventions.

Special Ed Supports and Classroom Supports: select the *Auto Script* button below the text fields to get a list of supports from the PLEPs which you entered earlier. Select the appropriate supports and then click on the *insert items* button.

To make the graph:
Graphs are automatic. Fill in the date data was collected and the numerical value and the graph will fill in. (It may require a Save, for the graph to appear). Each time a new date and numerical data is added the graph will automatically recalculate itself. Data should be entered at least every three weeks.

Projected reporting Dates can be entered. Complete the **Actual Date Reported to Parents**, along with the method in which you provided the progress report to parents. You can use the comments box at the bottom to add additional information when sending reports to parents. Make sure to date your comments.

Saving Goals:
When creating the goal, once you are happy with the goal, make sure to click on the *Save Completed Form* after you have done Spell Check. Each time you input data into the graph, make sure and do a *Save Completed Form*. Not doing so will indicate that the updates have not been completed when in fact they have been completed.

Creating a Behavioral Goal:
The team needs to decide on the most important behavior to change rather than several at one time.
Click on *Create Behavioral Goal*
Service Provider – click on the *Select* button and search & select the staff that will be responsible for the goal.
Define implementation and end dates
Select what type of goal it is
Complete the following sections:

Section 1: Description of the target behavior
   What does the student do?
      Describe the student's behavior that is of concern
   What usually happens before this behavior?
      Is the student given a directive, questioned? Asked to complete work? Walking between classes? Talking with peers, adults?
   What usually happens during this behavior?
      What is happening during the act of the behavior described in 1st question?
   What usually happens after this behavior?
      Does the student calm down? Is he/she exhausted, remorseful, more upset?
   In what settings does it (behavior) occur/not occur?
      Describe what settings it occurs and make sure to state when the behavior does not occur. Ex: Occurs most often in Science but never in English, PE or homeroom.
   Hypothesis: What is the student's purpose or what need is being met when this behavior is exhibited?
      What does the team think is the reason that the behavior occur? This is what you *think* might be the reason.

Section 2: Baseline measurement
   How often was the behavior exhibited?
      This is a numeric amount that the behavior was exhibited. This can be collected by the number of times sent to
      principal's office, number of missed assignments, number of suspensions, etc. Whatever documentation you are using
      to measure the behavior. **Again, this must be a numeric amount.**
   For what length of time?
      How long has the behavior occurred?
   At what level on scale 1-10, 10 being severe.
      Choose level(s) that BEST describe overall behavior
   How was the data collected, and who collected it?

Section 3: Expected change/goal in measurable terms
   The student will:
      Describe what your goal/expectations are for the student, using your baseline statement for your starting point. Ex:
      Baseline statement is that the student is being sent to the principal's office an average of 10 times per week because of
      disruptive behaviors. Goal will be to reduce the number times the student is sent to the principal's office per week.
   How well?
      Describe how well the student will meet the goal. Ex: From 10 times per week to 3 times per week.
   How will the team know to continue with how we are teaching the student or to change interventions
   What criteria must be met in order to discontinue the goal?

Section 4: What will be the
   (A) positive consequences for successes in this plan?
   (B) negative consequences when expectation of this plan are not met?

Section 5: Describe how this student will be taught more positive behaviors
    Fill in each section of the table

Section 6: Are there any known risks, discomforts or side effect anticipated if this plan is implemented? Autoscript available or type information into text box.

Section 7: How will the school staff and family cooperate and communicate in implementing this plan? Autoscript available or type information into text box.

To make the graph:
Graphs are automatic. Fill in the date data was collected and the numerical value and the graph will fill in. (It may require a Save, for the graph to appear). Each time a new date and numerical data is added the graph will automatically recalculate itself. Data should be entered at least every three weeks.

Projected reporting Dates can be entered. Complete the **Actual Date Reported to Parents**, along with the method in which you provided the progress report to parents. You can use the comments box at the bottom to add additional information when sending reports to parents. Make sure to date your comments.

Saving Goals:
When creating the goal, once you are happy with the goal, make sure to click on the *Save Completed Form* after you have done Spell Check. Each time you input data into the graph, make sure and do a *Save Completed Form*. Not doing so will indicate that the updates have not been completed when in fact they have been completed.

Form 10: MIS Data

The ETR/IEP Review & MIS Data Form is not part of the ETR/IEP. Do not give a copy of this to parents, it is for Central Office use only.

Legal First Name: Non-modifiable, see page 10
Legal Middle Initial: Non-modifiable, see page 10
Legal Last Name: Non-modifiable, see page 10

Student Preferred Name: Name other than legal name that is used by the student, a nickname, or a different last name that the student uses without a legal change.

SSN#: Non-modifiable, see page 10
KIDS ID: Non-modifiable, see page 10
DOB: Non-modifiable, see page 10
Ethnic/Race: Non-modifiable, see page 10
Gender: Non-modifiable, see page 10
Grade: Non-modifiable, see page 10
Student Language: Non-modifiable, see page 11

Status: This information transfers from the demographics page, but can be updated by the Teacher of Record. Please use the list of codes on page 11 to update

Procedural Dates: These dates transfer from the demographics page and Form 1. Please see page 12 for descriptions and update as needed

Vision: Non-modifiable, information will be transferred from Form 2, see page 16
Hearing: Non-modifiable, information will be transferred from Form 2, see page 16

Guardians: This information will transfer from the demographics page and Form 1. See page 12 for descriptions. Please update as needed.

Schools: Non-modifiable, see page 15

All Day Kdg/PreSch: Non-modifiable, see page 15

Services:
Enter from the pull down menu the service the student is receiving from the following list of codes.

AC: Attendant Care
AP: Adapted PE
AS: Assistive Technology
AT: Art Therapy
AU: Audiology
CM: Case Management
CS: Counseling
DI: Diagnostic Medical
DM: Dance Movement Therapy
GI: Gifted Education Services
IN: Interpreter Services
MA: Mobility Assistance
MS: Special Music Education
MT: Music Therapy
OM: Orientation and Mobility (for individuals w/ vision impairment
OT: Occupational Therapy
PC: Parent(s) Counseling
PS: Psychological Services
PT: Physical Therapy

RC: Rehabilitation Counseling
RE: Recreation
SE: Special Education Services includes methods for curriculum adaptations, supplementary aids & services, specially designed teaching strategies, adapted teaching strategies.
SH: School Health Services
SS: Speech & Language as a related service for students not identified with a SL disability
SU: Supplementary Service – Supported/routine services delivered by an aide or para under the supervision of a licensed OT or PT
SW: Social Work Services
TS: Transition Services
TT: Travel Training
VO: Vocational Special Education Criteria examples: Community Based Setting (E)- Direct support – job coaches, para support, etc. Indirect Service Setting (X) – No direct support - "work study", consultation w/employer, etc.

Settings: Select from the pull down menu the type of setting which most accurately describes the location where special education or related service is being delivered.

A: Home-Based: "Home-based program" The delivery of any direct special education service provided in the student's home environment, for students of any age who are not "Homebound" (P) or "Home Schooled" (O). A Home-based setting may include, but is not limited to, the delivery of early childhood services in the child's home, a relative's home, a non-licensed child care/ babysitters home or virtual school students who receive services at home.

B: Early Childhood Setting: Includes settings for preschoolers or kindergarteners with disabilities that receive special education or related services in educational programs designed primarily for students without disabilities. See regular early childhood programs description on next page

C: Special Ed Direct Services in a General Ed Classroom in an Elementary or Secondary Building: Includes settings where students with disabilities are educated with students who are not disabled, this includes but is not limited to general education classrooms, lunch period, recess, passing periods, and nurse or counselor office.

D: Non-School Settings: Includes settings for students who receive special education or related services in non-school or off-campus centers, such as Public libraries, doctor offices, rehabilitation centers, speech pathologist homes, church facilities, community centers, SRS Group Home, parks, recreational centers, settings on school property typically not used, etc. For children age 3, 4, 5 include service provider locations that the student is brought to for the child's only special education or related service.

E: Community Based Direct Instruction: Includes the actual settings in which students develop skills where they will ultimately be performed. Service settings include but are not limited to job sites, work-study, life skills programs in business, and other organizations or establishments within the community.

F: Early Childhood Special Education Classroom: Includes settings for preschool students who are
  1. Removed from their regular preschool program to receive special education or related service(s) in separate locations or rooms apart from their non-disabled peers.
  2. Special education programs for preschoolers with disabilities that have classrooms with no (zero) non-disabled peers. Including but not limited to one-on-one support for preschool children who come to the preschool and receive services on an itinerant basis.

Early childhood special education program settings may be housed in, but is not limited to special education classrooms in public school buildings or public or private / parochial school buildings, off-site public or private preschool centers.

G: Special Ed Direct Services in a Special Ed Classroom in an Elementary or Secondary Building: Includes settings where students with disabilities are removed from the general education environment or preschool classrooms. Include resource room settings for preschool children who come to the elementary school and receive services on an itinerant basis.

H: Alternative School: A school / program that is nontraditional, especially in education ideals, methods of teaching. Includes virtual school classrooms in district buildings.

I: Incarceration: Includes settings for students who are incarcerated in any facility under the jurisdiction of the criminal justice system, including but not limited to local or county jails, juvenile or adult detention facilities, state penal institutions, PRTC or level 6 facilities listed under K.S.A. 72-8187.

K: Early Childhood Program Time Without Services (children age 3, 4, 5) – Include the amount of time the child spends in regular early childhood programs, excluding time when special education services are delivered. These programs may include, but is not limited to: Head Start centers; kindergarten; community based or private preschools, group child care facilities, 4-year old at risk programs, preschool classes offered to eligible pre-KG children by the public school system. The time reported in this setting does not have to be publicly funded to qualify as regular early childhood program time. Early childhood students' school day capped at 480 minutes. Service time plus K time can not exceed 480 minutes for the building(s) where the student participates in regular early childhood program(s).

L: Hospital: "Hospital instruction" means the delivery of educational services to children confined to hospitals or convalescent homes for psychiatric or medical treatment on an in-patient basis.

O: Home School: The home setting for students who are "Home Schooled" for general education and receive their special education services in the home school environment.

P: Homebound: "Homebound instruction" means the delivery of special educational services in the home of a child whose health problems (physical or mental) are so serious that school attendance is impossible. Students receiving special education services at home because of suspension or expulsion **do not** meet the definition of Homebound instruction.

R: Integrated Special Education Setting (age 3, 4, 5): Includes settings for preschoolers with disabilities who receive their special education and related services in programs designed primarily for students with disabilities, and includes a population of children without disabilities at a ratio of less than 50 %.

T: Extracurricular: Includes settings for students who receive their special education or related services to support participation in school sponsored activities outside of the accredited school day. Settings may include, counseling or health service settings, athletics, supported transportation, recreational activities, special interest groups or clubs, etc., sponsored by the public agency.

U: Under Suspension / Under Expulsion: Includes settings for students who receive special education or related services in non-school settings due to a disciplinary removal by district administrators.

W: Reverse Mainstream ECSE Classroom Setting: Settings for students age 3, 4, 5 who receive special education or related services in special education settings attended by children without disabilities at a ratio of 50 % or more.

X: Indirect Services: Indirect service is defined as special education personnel delivering special education and related services to a student through another person, meaning the student is not physically present or there is no interaction / contact with the student. This includes but is not limited to services such as brailing, scribing, etc. or consultation between service providers, service providers and administrators, parents, employers, etc.

* Unless noted to the contrary all definitions for the above placement settings are Non-regulatory definitions developed by KSDE for data collection purposes.

Service Setting Delivery Models

Indirect Service - When service providers deliver special education or related services to a student through another person. For example, when provider consults with someone who has direct contact with the student. The time (M/D/W) spent in consultation shall be entered as an indirect setting of X. This time can not exceed 25 minutes a day or be less than 3 minutes a day.

Direct Service - When special education personnel provide the service to the student through direct contact, rather through an intermediate party. Direct service providers include: a) Special Education personnel who hold a valid certificate with the appropriate endorsement, license or waiver. b) paraeducators acting on behalf of certified special education personnel.

Regular early childhood program – A program that contains at least 50% non-disabled children. These programs may include, but is not limited to: Head Start centers; kindergarten; community based or private preschools, group child care facilities, 4-year old at risk programs, preschool classes offered to eligible pre-kindergarten children by the public school system. Participation in these programs without SPED services or support can be reported as K-Time.

Time in Program: The next three fields deal with the amount of time the student receives special education services. Enter the actual amount of service time for each special education or related service delivered to a student for each different service setting.

Minutes/Days/Weeks must be a consistent, accurate representation of service delivery models. Do Not Average Times. Block schedule times may be combined if services, settings and providers do not change.

Minutes – The actual number of minutes per day of special education or related services delivered in each different service setting. **Not to exceed the total minutes in a single school day**.
Days - The actual number of days per week the student receives the specific service.

Weeks – The actual number of weeks out of the school year, the student received a specific service. Non-consecutive weeks must reflect the service delivery model and not be averaged across the year. e.g. 18 weeks for 2 quarters, 9 weeks for monthly services, 18 weeks for bi-weekly (block) services.

Prorating Weeks - <u>Reporting the actual number of weeks of service delivered during the school year</u>. For students who have **exited**, prorate the number of weeks served to the actual number of weeks of service delivered by the responsible LEA. Prorating begins on the first day of school and ends on the exit day. If a student has moved in and out of a district, report the total sum of weeks of service delivered. For students who exit prior to the start of the regular fall term, report 0 (zero) weeks of service.

Provider: Use the *Select* button to enter the name of the qualified teacher or related service provider. If you are unable to find the correct name in the list contact your psych office or the MIS department. (We have found that if the service provider is not based in the same building and/or district as you, you will not be able to access their name)

Initiate & End Date: Services are reported to KSDE within the defined school year. A typical scenario for a continuing student - services start on the first day of school, ending on the IEP meeting date. Then with a new IEP, services would resume from the IEP date to the end of the school year. In a given school year, the maximum duration for a service would be between the first day of school to the last day of school. IDEA allows for services to begin prior to the child's 3rd birthday, but OSEP's data requirements focus on students age 3 - 21. Thus KSDE will not collect service data until the child turns 3. As a result, service line beginning dates would not be prior to a child's 3rd birthday.
Begin date - From the IEP date, the starting point of the service addressed in the student's IEP.
For children who start Part B services before age 3, use their 3rd birthdate as the service begin date.
End date – The anticipated day service(s) would cease, becoming the known date when services end.

Type of Document
Select one of the following options as to the purpose of writing this IEP:

Initial	Transfer
Re-eval	Annual
Re-entry	30 Day
Exit	Exit Eval

Special Considerations: These questions should be answered "Yes or No" based on information found in the ETR/IEP. If you answer YES to ESY and/or Health Plan, these plans must be completed and sent in to Central Office.
If you answered YES to Behavior Intervention Plan – The plan must be addressed by completing a "Learning New Behaviors" goal.

Rubrics: (Forms 11-15)
Tip: if you create a rubric/checklist and realize that you have started the wrong type of checklist/rubric, click on the browser's back button to get out of it. Do not save.
The following information will transfer over from the goal page on each rubric once you select the *Goal Area* (which makes it critical that you create the goal before the checklist/rubric):
  IEP Date
  Implementation Date
  Expected
  How Well

Form 11: Benchmark Rubric
Select *Create*
Select from the pull down menu, the goal that the rubric will go with

Enter the Benchmark 1 goal
Enter how the benchmark will be measured, add and delete rows as needed

Save Final when finished.

Form 12: Plus/Minus Checklist
Select *Create*

Select from the pull down menu, the goal that the rubric will go with

Enter items in the first box to be put on checklist
The next boxes can be used to enter the date completed and/or enter a plus or minus. When a plus is entered, enter the date completed
If you need to add more rows, from the drop down list below the rows you can select up to 10 rows to be created at once.
Save Final when finished.

Form 13: Box Rubric
Speech Pathologist generally use this rubric most

Select *Create*
Select from the pull down menu, the goal that the rubric will go with

Area is whatever your goal is.
 Ex. Rhyming, syllables, etc.

Numbers are the objectives you will use to help meet the goal written in the Area Box
 Ex. Box 1, you might have Identify rhyming words with 80% accuracy
 Box 2, When given a word can give a rhyming word
 Box 3, when given a word family can come up with 3 rhyming words

Baseline-The baseline of where the goal is starting

Target-The target of where the goal will end

Save Final when finished.

Form 14: Points Rubric
Select *Create*
Select from the pull down menu, the goal that the rubric will go with

In the first box enter the task for which points will be earned
The next box is where you will enter the points earned. Points will be calculated automatically vertically for each date. Ex: If you collect data on all the tasks for 10/15 (the first entry), enter data points for each item. The points will show up on Entry 1. Make sure and put the date in the date field, in this case 10/15/2003.

If you need to add more rows, from the drop down list below the rows you can select up to 10 rows to be created at once.

Enter what each point stand for. This is modifiable so they can be adjusted to fit your needs. You may indicate that 1 point equals a certain percentage, or whatever necessary to meet your needs.

Complete the boxes at the bottom.

Goal:
Goal refers to what is the student's target goal. How many points have you stated on the goal page that the student will achieve out of how many. Ex: Goal: 75 of 100 points on reading goal

Baseline:
Baseline refers to what was the student's baseline numeric statement, which you stated on the goal page. Make sure that your baseline and target are measuring the same thing. Ex: Baseline: 20 of 100 points on reading goal.

Save Final when finished.

Form 15: Observation Rubric
Select Create
Select from the pull down menu, the goal that the rubric will go with
This is a form to be used to collect observations made during the collection of data for the goal.
Save Final when finished.

FREQUENTLY ASKED QUESTIONS

What happens if I accidentally click on the Save Completed Form and it's not final?
This is okay; you can still modify the form. The only time you are unable to make changes to the form once it's completed is after a new IEP has been started. Then the old IEP goes to "History" (snapshot) and is no longer modifiable. The best way to see if you have finished a form completely when looking at the Forms List is to look for Yes or No's in the column. Draft is indicated with a No and Save Completed is indicated with a Yes.

I'm ready to start next years Annual IEP, what do I need to do?
Go to IEP Tasks button on right hand side of student forms list, click it and follow the directions. You can continue to update goals from a previous IEP after starting a new one by using the *Edit…Rewrite* option found under Historical IEP.

Can I copy and paste things into the netIEP?
Yes! This is a great way to save time and make sure you are using the same language on the Can Now's, Next Steps and Goal pages.

I keep getting an error message when I log onto the netIEP.
Things to look for: Check the system date on your computer. Make sure it is correct. An incorrect date will not allow you access to the system. Also you cannot jump between the netILP and netIEP without quitting your browser first, due to the fact that they are both secure sites.

Why doesn't the graph or progress points show up on my goal page?
Check all dates on your data collection dates. If a month has only 30 days & you enter 31, this will cause problems. If you type in the wrong year, this can cause your graph to do strange things. (Do you have an apostrophe or hyphen in one of your dates?) Double check all dates when entering. All data must be numerical. Try saving to see if the graph will then appear.

I started a new annual IEP and entered data, saved it and exited. Why can't I access the IEP?
The first step when starting a new netIEP is to go to Form 10-the MIS page, enter your name as a provider, and save as draft. If you aren't listed as a provider, you will not have access. Contact your psych office and request that you be added to the MIS page as a provider.

What happens if I accidentally click on the Indicate This IEP Is Finished button and the IEP is not finished?
This is okay. When the *Indicate this IEP is Finished* button is clicked, an email message is sent to HPEC CO telling them that the IEP is ready for review. Just send another message when the IEP is actually finished.

How do I know if a new annual or reeval has been started?
When accessing a student's IEP go to the forms list then select the history (snapshot) button for any of the forms. By looking at this list you will be able to tell when all rewrites (annual IEPs) and Reevaluations were started.

I have some students who will be moving on to another school in my district beginning with the new school year, how do I make sure that their new service providers will have access to their IEP on the web?
If you have a transition meeting, add the new providers name, service, setting, minutes, days, weeks, start and end dates. Be sure to prorate your weeks and adjust the end date if needed. If a transition meeting is not held, add the new providers name to the MIS page and save as a draft.

Common mistakes when completing the netIEP
- No date when IEP was given to parents
- Yes/No questions not answered
- One or more sections of PLEPs not filled in
- No numerical statement in PLEPSs for goal
- Past due date for annual update
- No new goals written
- Goals not Updated
- How info was provided to parents not filled in on goal page
- Service times do not match support page
- Weeks of service not prorated
- Start and end dates not filled in or incorrect
- Check spelling ie. Salon/saloon, receive/recieve

- Course of study—It should begin with the student's grade that he/she is in when s/he turns 14. For high school transfers-start with 9th grade and show previously earned credits (at least the number of credits earned in high school.)
- ESY—do not put the time on the MIS page
- If both parents are living together enter them together, do not list them separately as guardians.
- KS state assessment—List the school year during which the assessment will be taken.
- Subsequent school is used only for a school/building other than the one attending for services or for home services.
- If services do not begin until the next year, make sure the implementation date of the IEP reflects this.
- MOST IMPORTANT: When writing an IEP there are some things that must be done in sequential order so that you do not run into problems down the road. They are as follows:
  - Create PLEPS that will be attached to a goal FIRST
  - Create goal pages SECOND
  - Create checklists/rubrics to support goal pages THIRD/LAST

General Computer Shortcuts:

Copying:
On Mac: Command-C
On PC: Control-C

Pasting:
Mac: Command-V
PC: Control V

Cut:
Mac: Command-X
PC: Control X

To open up a second window screen while online:
Mac: Command-N
PC: Control N

If your computer freezes or locks up in one program:
Mac: Command, Option, Esc to do a **Force Quit**, then select the program you want to quit.
PC: Control, Alt, Delete, select the program you want to quit

EVERYTHING YOU NEED TO KNOW ABOUT HPEC PAPERWORK, BUT ARE AFRAID TO ASK

BEGINNING THE NEW SCHOOL YEAR ON THE netIEP
ROSTERS
- Caseload rosters will be printed and emailed to teachers three times each school year—Before school starts in August, just before the December 1 count, and just before school ends in May.   The information on the rosters must be correct because it is used to complete State reports.
- The start and end dates on the rosters are based on the FISCAL year not the IEP year.
- In August and December, the start date will be the date the school resumes in August (the first day of the fiscal year) and the end date will be the date the IEP ends. The roster should be checked to make sure the student's name, grade, status and service times are correct. Service times must match up with the services listed on IEP Special Considerations, Staffing Team Report and Prior Written Notice pages.   New placements should be listed and changes/corrections made on the roster itself. Corrections should have paperwork attached to support changes made unless it has already been sent to HPEC Central Office.
- In May, the start date will be the date of the IEP and the end date will be the last day of school. The end of the year rosters should again be checked and corrections made. The completed rosters should then be returned to HPEC with the rest of the check-in paperwork. The student's grade for next school year and service times should be indicated. If the student is changing providers and/or schools, add that information to the roster.

HPEC STUDENTS MOVING TO A NEW SCHOOL/PROVIDER/GRADE
- When a student is transferring to a different school and/or provider and a transition meeting is not held, the previous provider enters the new provider's name on a MIS service line and saves the form as "Draft." This will give the new provider access to the Web Based IEP. When saved as Draft, no other service information is required. If a transition meeting is held, be sure the new service provider, new start and end dates, and new services are added to the netIEP MIS.
- The new provider needs to make changes to **Form1** (Student Information) of the netIEP If the student has changed Teacher of Record, make the change by clicking on the "Select" button, putting in the first three letters of the new provider's name and selecting the correct name. Save the completed form. Changes to the Neighborhood and Primary Attending Schools must be made by Central Office personnel.

GENERAL MIS INFORMATION
- **Send only English forms to HPEC**   When paperwork is sent to other schools that request information it must be in English. One exception: If the Notice of Meeting was sent to the parents in Spanish, send a copy with the other paperwork to show that correspondence was done in the parent's native language for monitoring purposes.
- **Check to make sure that all forms are completed before sending to HPEC.**
- Please do not send pages with information printed on the back. The scanner will miss it.
- Please don't send any paperwork containing staples. The scanner can't digest them. It also can't read anything that has been highlighted with a color other than yellow.
- Please don't copy and send any paperwork available for review on the web. The exception is the MIS form. It shows what kind of paperwork is attached and makes it easier for HPEC office to process.
- Please do a "Save as final" on IEP forms on the Web and then print. Don't send any form as a draft.
- Remove headers and footers before you print, don't cut them off later. See the netIEP manual for instructions.
- When an annual, evaluation, or transfer IEP is completed on the web, please remember to click the " Indicate IEP is finished" button. This sends an email message to HPEC office telling us that the IEP is ready to be reviewed. Included in the message is the student's name, SSN, name of the person sending the message and the date the message was sent.   It is used to keep track of IEPs and their paperwork.
- Paperwork timeline: Please send all paperwork to the HPEC Office within two weeks of the meeting. If a meeting is held on or before December 1, the paperwork must be in HPEC Central Office before Christmas break.
- Only Psychologists and SLPs can do Objectives Met exit evaluations. Please contact your Psych if the student is ready to exit due to objectives being met.
- The Psych secretaries are only responsible for printing IEPS begun by their Psychs.
- When starting an annual netIEP, start the MIS and be sure that you put your name and any other provider's name on a service line. No actual times are required if you "Save as Draft." A provider can't access the web IEP if his name is not on a service line.

PAPERWORK--FORMS IN THEIR CORRECT ORDER

1. MEDICAID FORMS:
- A new Medicaid form must be signed every year.
- Service Logs will be scanned to Central Office every month to allow HPEC to bill for Medicaid eligible services.

2. MIS FORM

- Please attach a netIEP MIS to all paperwork sent to HPEC Central Office.
- Make sure all sections are completed and the form has been saved.
- The KIDS program has assigned a unique state ID number to all students in the state of Kansas. Contact your principal's office to get the number when you have a new student transfer into your district. Please write the KIDS number on the MIS form if it isn't in the MIS box.
- The **legal** name must be in the first section.
- Legal First Name: Enter as shown on the Birth Certificate, or superseding court document. Legal Middle Initial: Enter as shown on the Birth Certificate, or superseding court document. If student has no middle initial, enter '-' (hyphen) in the middle initial field. Legal Last Name: Enter as shown on the Birth Certificate, or superseding court document. Student Preferred Name: Name other than legal name that the student prefers to be called by. This is also where you would put a different last name that the student goes by but has not had it legally changed. Use the Preferred Name section for the student's nickname.
- The grade should now change automatically to reflect what is entered on the Student Information page when an IEP is done. Preschoolers are PR, kindergarteners are KG, Prep will be KG, and Primary 01.
- Make sure the "Status" is correct. Look in the NETIEP Manual for complete descriptions of student's status.
- The Social Security Number is very important as a way of tracking students in Kansas. Please do all that you can to get the correct number. Only if a student was born outside of the United States or parents refuse to give the Social Security number should an X number be assigned by the HPEC office. The X number will only be used once and will follow the student throughout his school career. If a student transfers in with an X number from another school, use it.
- The Annual Review date is the date the current annual or ETR meeting was held. It is also the date the transfer staffing was held because the transfer-in paperwork was reviewed for placement in the new school. The Previous Annual review date is usually the prior year's date, but may be older if the student moved away and returned.
- The Referral date is the date the child was first referred for services. For new placements, the referral date is the date the Permission to Evaluate form was signed.   Leave it blank for transfers.
- The Eval date is the date that the Psychologist did the most recent comprehensive evaluation. It is usually the first year of the three-year cycle. If a student moves in with an active IEP, the evaluation date is the date the student was evaluated at his old school.
- The Most Recent SPED Action is the date the Prior Written Notice (the four page form) is signed. It should always be changed when a Prior Written Notice is signed even for a change in services.
- The HPEC Initial Placement date is the date the student first begins receiving services from HPEC. Once entered, this date should never change.
- The hearing/vision dates will transfer automatically from the Vision/hearing page. Vision should be checked at least every two years. Hearing should be checked at least every three years.   Enter test dates, not pass/fail.
- Check the parent's information and make necessary changes especially names and addresses.
- Services: All special education and related services contained in the student's IEP must be itemized and reported on the MIS service lines. No service may be excluded. Detailed information on entering services on the MIS can be found in the netIEP Manual. Please do not leave blank service lines when providers, services, and/or schools change. Do not include ESY services.
- When you are entering services for an initial Early Childhood placement, the implementation date/service time begins on/after the child's third birthday.
- Think of service lines as a record of the IEP year. At the time a new annual or comp eval IEP is written for a child, a new MIS is started, and a new IEP year begins.   Every time a service is changed or added, a new line is added. If John had the student from the date the IEP was written on 10/03/09 until school was out in May, his service lines would remain from 10/03/09-05/24/10 and last for 25 weeks. The new TOR's service line would be added below John's and start at the beginning of school 08/17/10 and end on the anniversary of the IEP on 10/03/10 (or whenever the annual meeting was held) and last for 10 weeks. The number of weeks on the MIS should add up to the total number of weeks for which the IEP is written, usually 36. If John's services were removed, and the new TOR's services were the only ones on the MIS, it would incorrectly appear as if new TOR was the only teacher the child had for the whole IEP year.
- Early Childhood Service Setting codes K.
    - K: Regular Early Childhood Program Time (children age 3, 4,5 only) – Include the total amount of time (400 minutes maximum) that the child spends in regular early childhood and/or daycare, excluding time when special education services are delivered. These programs may include Head Start centers, community based or private preschools, group childcare facilities, public preschool classes. No provider is necessary.
- The Type of Document box should reflect the type of document that is being processed.   Remove all but the type that goes with the document being completed. If it is an exit, add the date of the exit. The exit date is the last day the services were provided to the student.
- The buttons on the lower right side of the MIS should be checked accordingly.

3. NOTICE OF MEETING: Required any time the parents are invited to a meeting

- It is a two-page form.
- If the parents weren't given ten days notice before the meeting was held, the box should be checked and the parents initial it at the meeting.
- Make sure the actual date, time and place of the meeting is put on the Date of Staffing line.

- If a meeting is rescheduled, do a new Notice of Meeting noting the new date and send in the first page of the old Notice of Meeting as documentation.
- All appropriate boxes should be checked in the Purpose of Meeting section.
- The names of all persons invited to the meeting should be put in the bottom section.
- The Parent's Rights and Parent's access sections should be completed at the meeting depending on the parent's wishes.
- The parent/legal guardian must sign page two in the Acknowledgment section saying they understand the purpose of the meeting and their legal rights.
- If the meeting is held via the telephone, the form should be completed, but "Meeting held over the telephone" should be written on the parent's signature line.

4. STAFFING TEAM REPORT: Required for every meeting
- This is the record of the proceedings of the meeting that was held.
- Fill in all spaces especially the birthdates, date of meeting and place. Have only the people that actually attend the meeting sign the Staffing Team Report.
- Complete all sections.
- Attach extra pages if necessary. Do not use the back.

5. PRIOR WRITTEN NOTICE:
- Also called the SPED Action, it is the four-page form with the big box at the top. It must be signed any time a change is made to a service setting or more than 25% of service time. When in doubt, have it signed.
- Check the appropriate boxes for the action being taken.
- **Make sure the description of action on page two mirrors the summary of Team Recommendations on the Staffing Team Report, the Special Considerations Form (5) on the web, and the MIS.**
- Make sure the implementation date is entered on page two.
- All sections should be completed.
- The parent's signature and date is required on page three to signify that they have been informed of their rights and understand the proposed changes to the student's IEP. Also the date that the parents will receive the copy of the IEP is on this page.
- The parents must sign and date on page four giving or refusing to give consent to the changes.

6. SIGNATURE PAGE: Only needed for annuals, evaluations and transfer staffings
- Make sure the student's name and IEP date is at the top of the page.
- Four signatures are required-- the signature of the parent/guardian or the student if he is 18 or older, the principal or LEA designee, the Interrelated teacher, and the regular education teacher. The exception is the Early Childhood teacher who may be both the regular ed and special ed teacher.
- When a student turns 18 years old, he becomes his own advocate. He may invite his parents to meetings, but his signature is the only one required on paperwork. The exception is if a parent has a court order saying they have been named legal guardians.

7. ESY ADDENDUM:
- This is a two-page form for students attending HPEC Extended School Year services. It is not necessary for students going to regular Ed summer school.
- It can be completed and attached to the annual IEP if it is documented in the IEP that the requirements for ESY are met.
- Make sure the ESY information in the Special Considerations section of the IEP matches the ESY Addendum. Also make sure the ESY box is checked on the MIS.
- A Prior Written Notice form must accompany the ESY addendum. If ESY is addressed during the IEP meeting, the need for services documented in the IEP, and the Prior Written Notice form is signed at that time, the completed Addendum alone may be sent in when services are determined.

8. CONSENT TO EVALUATE:
- The form has three pages and must be signed by the parents giving consent to evaluate the need for SPED services. A 60-school-day timeline begins when the consent to conduct the initial evaluation is signed and ends when the IEP services are implemented.
- There are five evaluation options in section A: Initial Evaluation, Reevaluation, and No reevaluation needed, LEA refusal to evaluate and LEA refusal to reevaluate. A check must be in one of these boxes. If an evaluation is being done, the boxes indicating the area of evaluation should be checked.
- Add the school Psychologist's name on page two as the school contact.
- If section A-1, 2 or 3 is checked, parental signatures are required in two places on page three.
- Consent to evaluate is also needed when a service is discontinued due to goals being completed.

9. HEALTH CARE PLANS:
If a student's IEP says that he has a health care plan in place, a copy should be available in the School Nurse's office. A copy of the plan should be included with the IEP paperwork sent to HPEC office. Physician's reports and physical therapy prescriptions should also be included.

10. SERVICE LOGS:

If the student receives Speech/Language Therapy, Nursing Services, Attendant Care Services, Occupational Therapy or Physical Therapy Services, logs of services must be sent in to the HPEC Central Office on a monthly basis.

11. OTHER PAPERWORK:

- Interagency Release form signed by parents giving permission for the transfer of records to other agencies.
- Court records needed to show adoption, name changes, or custody changes.

TRANSFER-INS OR RE-ENTRYS

- The KSDE is very concerned about filling in service gaps in the records of Kansas children with IEPs who transfer from one school district to another. KSDE wants to know the FIRST DAY THE CHILD IS SERVED in our district.
- The annual date is the date the parent signs the paperwork transferring an IEP to HPEC. This date may be a week or two after the first service date especially when there is a problem getting mom in for a meeting or the Ed Advocate can't be reached. We have to account for every minute the child receives services. HPEC central office needs to know about a child with an IEP that moves into a HPEC school even if paperwork is not completed before he exits.
- The evaluation date will remain the date the student was evaluated at his previous school if it is within the three-year window.
- Always start the Web IEP for a transfer student in year one.
- Please note on the Staffing Team Report and the Student Information Form (1) on the Web the date SERVICES began. For example, you would say "Jose moved to Holcomb from Dodge City with an active IEP dated October 2006 and began receiving services at Wiley Elementary School on August 18, 2007. The meeting transferring his IEP to HPEC was held on September 1, 2007." The initiate date on the Prior Written Notice would say 08/18/07 and the service lines would begin on 08/18/07. The annual date on the MIS would say 09/01/07.   Services would end and IEP would be due one year from that date.
- Please include transfer-in paperwork from other schools or agencies. Mail to Central Office if there are too many pages to scan.
- If a child received services from HPEC, stopped receiving services for a move or withdrawal - and re-entered without receiving services from another district, he would be an "R" reentry. If the reentry takes place while the HPEC IEP is active, the IEP can begin again without starting a new annual. A new service line would be added to the MIS beginning with the date of reentry and ending with the old annual date.

EXITS

- **The exit date is the last day of delivered services.**
- **Important:** Do not remove your name as a provider until all forms are completed and the MIS is printed. You will lose access to the IEP when you remove your name from the MIS service lines.
- It is very important that transfer exits and their supporting paperwork are returned to HPEC as soon as possible after the student is dropped from the regular education roll. The student must be reported as an exit in the school year in which services ceased. The current provider is responsible for completing and submitting the exit. Exits for students who move over the summer should be into the HPEC office by September 1.
- If an exit date remains uncertain because the student did not enroll or attend this school year, enter the first day of summer break as the exit date.
- When the Central Office receives an exit, the TOR will be emailed saying that she should notify all providers that all information and goals should be completed. After one week, the web IEP will be disabled.

TRANSFER WITHIN KANSAS/LEFT STATE EXIT FORMS NEEDED:
- netIEP MIS with changes made to the status (T)-transfer within Kansas OR (L)-Left state or country, service lines prorating times, and lower left box showing the exit date
- Staffing Team Report with the principal's and interrelated teacher's signatures, date of last service, and destination of move.
- Updated goal pages completed on Web

OBJECTIVES MET EXIT FORMS NEEDED:
- MIS, Permission to Evaluate, Notice of Meeting, Staffing Team Report, Prior Written Notice, Signature page, and eval information in Web IEP. If the exit evaluation is done at the end of year three of an IEP, the exit information can be entered in year three. On the MIS, the Evaluation date is changed to reflect the exit evaluation, but the annual date remains the same. The status changes to "O".

GRADUATE EXIT FORMS NEEDED:
- MIS, Notice of Meeting, Staffing Team Report, Prior Written Notice, and information/goals done in Web IEP.
- The graduation IEP must have a statement of the child's academic and functional performance, including recommendations on how to assist the child in meeting his postsecondary goals. The State has issued a decree that seniors must have an active IEP in place until the date they actually graduate to be a graduate exit with "G" status. If they choose to stop receiving services at their annual meeting prior to graduation, they must sign the paperwork to "W" withdraw. Graduated exit paperwork (Notice of Meeting, St Team Rpt, Prior Written Notice) could be signed in advance at the annual meeting if the Prior Written Notice is post-dated to the graduation date, but the annual paperwork and the new goal must be done too.   If a senior is having his three-year comp eval and chooses not to continue with services, he can also be exited as "O" objectives met if the criteria for exit that are listed in the IEP are met.
  Instructions for completing the Prior Written Notice for Graduating Exits:
    The Prior Written Notice for graduation should have the following boxes checked:

Page 1, box 4 referring to additions, changes or modifications...
Nothing else on page 1.
Page 2; check in box next to "E" Change in placement and also in box next to "Substantial Change in Placement."
Write in Description box that the child is exiting due to graduation and his last day of services is May...
Under Options check in the Accepted box next to "Exit special education services" and then write "has met graduation requirements" on the line.
Page 3, Description of data check "Record review and Parent, interviews." Also check next to less restrictive.
The signature should be the student's if he is 18 on pages 3 and 4.

DROP OUT OR WITHDRAWL EXIT FORMS NEEDED:
- netIEP MIS with changes made to the status (D OR W), service lines with times prorated, and lower left box showing the exit date.
- Notice of Meeting, and the completed Prior Written Notice giving parental consent to stop receiving cervices.
- Staffing Team Report with the principal's, parent's, regular ed teacher's, student's (if 18), and interrelated teacher's signatures, date of last service, and the reason for the exit,
- Student information changes made and goal pages completed on Web

HPEC TRANSFERS:
- When a student moves from one HPEC district to another, the following paperwork is needed:
- From the previous provider: A Staffing Team Report signed by the principal and interrelated teacher stating that the student has transferred and the destination of his transfer. Add the new provider's name to the netIEP and save it as "draft" to give them access to the IEP.
- From the new provider: The netIEP Student Information form (#1) should be changed to show the student's new address, phone number, school information and Teacher of Record. The netIEP MIS should also show these changes. The previous provider's service lines should show the last date of service and the weeks prorated. The new provider's service lines should be added below the previous provider's lines until a new IEP is written. The weeks should be prorated to the end of the IEP. A meeting should be held with the parents if significant changes are made to the child's times and settings and should then be considered the annual IEP review.

CHANGES IN SERVICE:
- If a student's service time is changed more than 25%, a service is added or removed or a goal is changed, a meeting should be held with the parents either in person or via telephone. Paperwork needed:
- MIS with the new service lines added. If a service is ended, the dates and weeks should be amended.
- Notice of Meeting should be filled out even if the meeting is held over the phone.
- A Staffing Team Report outlining the changes to be made.
- A Prior Written Notice, also called the SPED Action, it is the four-page form with the big box at the top. It must be signed any time a significant change is made to an IEP. **Make sure the description of action on page two mirrors the summary of Team Recommendations on the Staffing Team Report, the support page on the web, and the MIS.**
- The Notice of Meeting page 2 and the Prior Written Notice pages 3, 4 must be signed by the parent even if the meeting was held via the telephone.
- The netIEP should be amended on the "How the plan will be supported" page by adding the meeting date in the appropriate IEP year and describing the changes that were made.

TRANSLATOR SERVICES
- Do not assume that an IEP needs to be translated just because the parent's speak Spanish. But if a parent requests that their child's IEP be translated into Spanish, that option is available. The service is expensive and requires extra time for processing. Spanish forms should be printed and given to the parents so they can follow along with the English version during the meeting. They may sign both versions, and the staffing information may be written on both, but please send HPEC only the English version. One exception: If the Notice of Meeting was sent to the parents in Spanish, send a copy with the other paperwork to show that correspondence was done in the parent's native language for Monitoring purposes.
- Send the completed English forms to HPEC along with a note indicating the need for translation. They will be given to the translator after they are processed. Don't send anything directly to the translator.

COMMON netIEP GOAL PROBLEMS

- Please note that it is very important to do the Present Levels of Educational Performance (PLEPs) in the netIEP and assign the goal area and list the supports before starting the goal page. Once this has been done and you start the goal page, information from the PLEP will be available in the goal such as the *Area* and the *Special Ed* and *Classroom Supports.* After the PLEP and goal page has been started then you can start your rubric/checklist. If you do not follow this order you will more than likely run into problems which could result with you having to re-enter your data.
- PLEPS should be data driven with specific numbers that match the numbers on the goal page's graph. If the goal says a student will earn 18/20 points, then the rubric/checklist should list the 20 points and the graph should show points from one to twenty or more. Don't say points will be measured in the PLEPS and have percentages measured in the graph. They must match! The first student point on the graph is the baseline data and should be the starting point at the time the IEP is written.
- Justify progress made on old goals and make sure that the new goals are based on data in the PLEPs. Supporting information can be put in the discussion section or the PLEP section, but make sure it is there. If it says that the goal is based on a rubric or checklist it must be included. If the rubric is not on the web it must be included with the paperwork along with a copy of the goal page that it goes with.
- Graphs are automatic and require only the date data was collected and the numerical value of the data. If the graph does not calculate, save and then go back to see if the graph appears. Each time new data is added the graph will automatically recalculate itself.
- Complete the Projected Dates to report to Parents. When you actually report to parents, complete the Actual Date Reported to Parents, along with the method in which you provided the progress report to parents. You can use the comments box at the bottom to add additional information when sending reports to parents. Make sure to date your comments.
- Saving Goals: When creating the goal, once you are happy with the goal make sure and click on the Save Completed Form. Each time you input data into the graph, make sure and do a Save Completed Form. Not doing so will indicate that the updates have not been completed when in fact they have been completed.