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The Web IEP has a relationship with the State of Iowa Special Education Information Management System (IMS).

Student information flows electronically from the IMS system into the Web IEP system.

Currently, student information does not flow electronically from the Web IEP into the IMS system.
User names and passwords are distributed by the Web IEP Administrator. Do not write your password on a sticky note on your computer!

“Permissions” are set by the Web IEP Administrator according to the level of access needed by the user.

The system automatically times out after 2 hours of inactivity. “Activity” is clicking a button to move to another page or clicking the Save button. Typing is not considered activity.
Environment

What do I need to get going?
A T1 Internet connection, or faster connection, is typical in many school buildings. It is more than adequate for the Web IEP system.

A DSL or cable Internet connection, available in many homes, is adequate for typing IEPs, but printing might be slower than with a T1 connection.

Dial-up connections have not been tested and are not recommended for Web IEP usage.
Mac OS 9 is no longer supported.

Safari will no longer be tested or supported.

Other browsers are not supported.
The browser’s cache stores copies of frequently visited web pages on your hard disk, which may interfere with the Web IEP. Change your browser’s cache settings before you log in to the Web IEP the first time.

• Browser settings should be set to: “Check for newer versions of stored pages: Every visit to the page”

The example above shows Internet Explorer 8.0 for Windows. Additional browser setup information can be found in the IEP section of the Iowa IDEA website at www.iowaidea.org.

See your Technology Coordinator for help!
The browser’s cache stores copies of frequently visited web pages on your hard disk, which may interfere with the Web IEP. Change your browser’s cache settings before you log in to the Web IEP the first time.

• Browser settings should be set to: “Check for newer versions of stored pages: Every time I visit webpage”

• Cache disk space can be set to a desired number either version of Internet Explorer.

The example above shows Internet Explorer 9.0 for Windows. Additional browser setup information can be found in the IEP section of the Iowa IDEA website at www.iowaidea.org.

See your Technology Coordinator for help!
The browser’s cache stores copies of frequently visited web pages on your hard disk, which may interfere with the Web IEP. Change your browser’s cache settings before you log in to the Web IEP the first time.

• Browser settings should be set to clear private data, or clear recent history.
• Browser settings should be set to “New pages should be opened in: a new window”

The example above shows Firefox 3.0 for Windows. Additional browser setup information can be found in the IEP section of the Iowa IDEA website at www.iowaidea.org. Browser manufacturers move these settings around on various windows. Consult www.iowaidea.org. For the latest information on approved browsers.

See your Technology Coordinator for help!
The browser’s cache stores copies of frequently visited web pages on your hard disk, which may interfere with the Web IEP. Change your browser’s cache settings before you log in to the Web IEP the first time.

- Browser settings should be set to clear private data.
- Browser settings should be set to “New pages should be opened in: a new window”

The example above shows Firefox 3.0 for Macintosh. Additional browser setup information can be found in the IEP section of the Iowa IDEA website at www.iowaidea.org.

See your Technology Coordinator for help!
The Web IEP uses pop-up windows in many places (i.e., banked data, printing, and code selection) so pop-ups must be allowed for this site.

Note: Third-party toolbars (i.e., Google, Yahoo, WeatherBug, etc.) may also block pop-ups in addition to the browser pop-up settings.

Proxy servers store web pages. Bypass proxy servers for the Web IEP site.
Do not use the browser buttons, such as Back or Forward because your data will not be saved.

Do not use the browser menus, such as “File…Quit” or “File…Print”, except as noted on printing instructions.

Use only the buttons on the IEP forms or the navigation buttons at the bottom of the screen.

Note: When logging in to the system for the first time no students will appear until you have selected a district and a building.
Access

How do I get to my students?
You will probably want to make this site a “Favorite” or “Bookmark.”

The Web IEP Administrator in AEA ## is:  *(Put Administrator name and contact info here)*

Do not write your password on a sticky note on your computer!
The first time you login to the system “My preferences” screen will display. You will need to make the following changes:

**Change My Preferences**
- Set your default application to “IEP” and click on “Update”

**View My Information**
- Verify the name and address information. If the information is not accurate, it can be changed in the IMS system. Contact your AEA IMS staff if you wish change or eliminate this information.

**Change My Password**
- Enter your old password
- Create a new password and enter it—needs to be at least six characters
- Re-Enter new password and click on “Update”

**Change My Security Features**
- Verify e-mail address
- Select a “Secret Question”
- Enter your “Secret Answer” and click on “Update”
The Blank IEP forms and Microsoft Word Templates can be found on the Iowa IDEA website at [www.iowaidea.org](http://www.iowaidea.org).

Menus and buttons will vary, depending on “permissions” given to the user. Depending on “permissions”, the user might see all the students in their classroom, building, district, or AEA.

If you serve multiple districts and/or buildings, choose a district and/or building from the drop down list.

**Rostered:** This student is receiving at least one Special Education service, such as Specially Designed Instruction, Speech, OT/PT, which is recorded in the state Information Management System (IMS).

To find a student, you must use the EXACT spelling of the first and last names, and the correct birth date.
The Web IEP system automatically times out after 2 hours of inactivity.

“Activity” means clicking a button to move to another page or clicking the Save button. Typing is not considered activity in regard to timing out.

Data is saved when you move to a new page OR when you click the “Save” button. This also resets the “Time Out” clock.

Use the “Save” button often!

Note: There will be no warning messages indicating you are close to being timed out.
To report bugs (i.e., errors in the program) to your AEA Web IEP Administrator, use the Bug Report button located at the top of every screen. Be sure to complete all the requested information.
Log off the system by clicking the “Log Off” button located at the top of every screen.

DO NOT click the “X” in the corner, or the IEP you have been working on will be locked and inaccessible to others.
Add Student

For instructions on how to add student see Appendix N
Creating an Initial IEP
Before starting an Initial IEP, the student may need to be added to the student list (see Appendix N). Home Intervention students are already on student lists, so they may not need added.

The “Add Student” button may or may not appear, depending upon your “permissions”. The permission to add students will be determined by each AEA.

In the status column on the student list, a number will appear in green indicating “120”. This number signifies the number of days this student will remain on the student list. The goal is for the IEP to be completed and implemented prior to that time. If this timeline goal is not accomplished the student can be added again and the previously created documents will re-appear.

Click the “New IEP” button to create a new IEP for the student.
An Initial IEP can not officially be started until the following Eligibility requirements are met:

1. **Consent for Full and Individual Initial Evaluation (Consent)** must be completed first. The consent button will turn green when completed.

2. **Eligibility Data Worksheet – (EDW)** must have the date the signed consent was received be the LEA/AEA and it will calculate the eligibility due date. If the date the signed consent was received is not entered on the Eligibility Data Worksheet (EDW) you will not have access to the **Educational Evaluation Report (EER), Meeting Notice, or IEP.** *The district is responsible for maintaining the original signed Consent in the student’s records.*

3. When the EDW is completed and saved, then the standard IEP Overview screen will be utilized. At this time the Consent, EER, and the Meeting Notice are only accessible from the State forms button.

4. Utilize the EER button to access the Educational Evaluation Report. This format will be replaced by a Word Template in Fall 2011.

5. Utilize the Mtg Notice button to access the Meeting Notice.

**Please Note:** The Consent and EER forms will need to be completed prior to submitting a completed Initial IEP, if the Consent for Evaluation was received. If these State forms are not complete the IEP will not submit. An incomplete Initial IEP and related forms **cannot** be deleted. If the EDW “A signed Consent for Evaluation form has not been returned.” is checked, the complete set of forms will be sent to the Recycle Bin where they can and will be deleted.
Authoring

Creating an IEP
After clicking a name in the Student List, the IEP Overview screen appears. The IEP Overview screen shows all of the student’s IEPs entered in the Web IEP system, with the most recent on top.

Users may see different columns, depending on “permissions.”

The navigation buttons are color coded:

• Red: The page has not been started
• Yellow: Started but not completed
• Green: Completed

Click the “New IEP” button to create a new IEP for the student.

More than one user at a time can access an IEP; however, only one user at a time can edit an IEP page. Others may view the page, but the first person to open the page has editing capabilities.
Data automatically filled in on new IEPs flows from information recorded in IMS from the student’s last IEP (i.e., name, birth date, parent name, resident district, ethnicity, etc.)

On a new IEP, Amendment meeting type is not an option. (See page 68 for information about amending the IEP.)

Currently, changes you make to this IMS information does not automatically flow back to IMS. The changes will be made by the data entry person when the IEP is entered into IMS.
Click once on the small calendar beside the date field to select an IEP date even if the meeting date has not been established. It can be changed later and the Duration To and From dates will automatically be calculated. Use of the calendar is recommended to ensure proper calculation of other dates.

Select the type of meeting by clicking the appropriate checkbox. Click the Save Button at the bottom of the screen.

The fields with a blue “B” are “bankable” and those with a blue “L” have a value list of responses from which to choose. Click once on the “B” or “L” or double-click in the field to bring up the bank or value list.
Two tabs appear in the provider bank:

1. **Building Staff**
   - list generated in IMS

2. **My Banked Staff**
   - chosen from the Building Staff list or added by user

To create “My Banked Staff” list, click on the Building Staff tab and click the checkbox by each name you want added to the list.

Click the “Add” button to add additional staff that do not appear on the Building Staff list.
The Procedural Safeguards “Method” field is restricted to one of four choices. Click once on the “L” button or double-click on the Method field to make a choice from the list.

It is advisable to click a choice in the list rather than type the answer, as the program will give you an error message when you leave the page if the answer is not an EXACT match to one of the choices in the list.
Some banks use data from the IMS. Other banks, such as Agency Lookup for the “Outside Written Input” field, are empty until you add your own data.

Click once on the “B” or double-click in the field to access the bank. Click the “Add” button and type the information that you use often.

To put an entry from the bank into the field, click on the blue underline for the appropriate choice.
The Required System Data does not print with Page A. This information is used in a separate report called the IMS Data Summary Report, which is not intended to be printed for parents.

Early Childhood Educators see Appendix EC for information pertaining to the Early Childhood Setting code.

In the **Weighted Enrollment Factor (Recommended)** field, click the blue “L” to select the weighting from a drop down list.

The weighting from the previous IEP fills in from IMS and is displayed in the **Weighted Enrollment Factor (Current)** field.

If the WEF entered is different than the previous WEF, it will appear in red until the IEP is Implemented.
The **Domicile District and Building** number and name automatically fill in from IMS for students who have had a previous IEP.

To change the Domicile District and/or Building, first delete the existing number and then click the blue “L” to choose the new domicile district and/or building number from the list.

**Reminder:** If Resident or Attending District and/or Building are changed the Domicile District/Building will **not** automatically change.
There are two questions designed to determine where the student receives the majority of their special education services. These fields are required by the system prior to submitting the IEP.

If the grade level is PK, these questions do not have to be completed.
A second question must be answered for students attending a ‘Separate School’ (Facility Type=20) or a ‘Residential Facility’ (Facility Type = 30). The question, “The student was placed in this school/facility at the direction of:” has five potential choices from which one must be selected.

The “Hide/Show Race-Ethnicity Data” link will show or collapse the data collection area.
If the “Duration To” date on Page A indicates that the student will be 14 by the next Review, the Transition format for Page B will automatically be presented.

If the “Duration To” date on Page A indicates that the student will be between the ages of 4 and 13 at the time of the next Review, the non-transition format for Page B will automatically be presented.
The fields on Page B expand as needed. Keep your responses to a minimum number of lines.

**HINT:** Blank fields close together when they are printed. To create space for a field which is to be completed at the IEP meeting, type a period-return several times.

After the meeting, type in the responses to these fields.
Be sure to address each special consideration. Do not leave any blanks.

You can have two “Yes” checkboxes selected for Behavior, Communication and Health Needs.

• The first “Yes” checkbox indicates concerns that will be addressed in the IEP.
• The second “Yes” checkbox for Behavior and Communication indicates that an additional plan will be developed and attached to the IEP.
• The second “Yes” checkbox for the Health Needs indicates that there is a Health Plan located in the student’s health records.
• Check “Yes” if a student is NIMAS eligible. If the student is NIMAS eligible and you check “Yes”, a service row will be created on Page F. For more information click on the link.
Click the New Goal button to add a goal.
Goal codes and Service Delivery Options have been removed.

**State of Iowa Core Content Standard & Grade Level Benchmarks** are required and are already included in the bank.

All fields on the goal pages are “bankable.” Click once on the “B” or double-click in the field to open the banks.

The “Author” and “Collaborator” fields do not appear on the printed goal. The author is the person who writes the goal and the collaborator is a special ed person who may co-teach (i.e., special ed teacher who writes the goal is the author and an O.T. is the collaborator).
To bank goals to use for multiple students, use four asterisks instead of the student name when typing the goal into the bank.

Goals will be sorted alphabetically by the value entered in the “Code” field. (i.e., Math Grade 1, Reading Grade 1)

After typing a goal into the bank, click on the “Save” button, then click on the underlined goal to place it on the goal page.

On the goal page, use the “Replace” button to replace the asterisks with the student’s name.

The “Replace” procedure will work on any bank for any page of the IEP. The four asterisks will be replaced on the entire IEP, but the State Forms must be done separately.
Early Learning Standards have been entered into the Web IEP system. See your Web IEP Administrator (Page 13) for access.

District Standards and Benchmarks:
Best practice would be for the district to designate one person to enter the Standards and Benchmarks into the Web IEP system (See Appendix A).

If this has been done, go to Standards and Benchmarks from the Main Menu and click the District Tab. Click the checkbox for each standard you want to see on your “My Banked Standards” list.

All benchmarks associated with the standards you bank will automatically be banked as well. If you do not want to bank all of the benchmarks, click the “Edit/View Benchmarks” button and click only the benchmarks you want banked.
If Standards and Benchmarks have not been entered, the user creates the Standards and Benchmarks bank from the goal page. Entries made here will appear only on “My Banked Standards” and will not be available to other people in the district.

If you are adding Standards and Benchmarks, be sure you have an official district copy to use as a reference.

1. Begin by clicking once on the “B” or double-clicking in the “State the district Standards and Benchmark…” field. Next click the “Add Standard” button.

2. Enter the standard and code and click “Save.”

3. Each standard must have at least one benchmark. Click on “Add/View Benchmarks” for the appropriate standard.

Next . . .
5. Click the “Add” button to add the first benchmark.

6. Enter the benchmark and code and click “Save.” If there is a second benchmark for the same standard, click “Add” again and repeat the same process.
After one or more standards and the corresponding benchmarks have been added to the bank, click once on the “B” or double-click on the “State the district Standards and Benchmark…” field.

On the Standard screen, find the standard you want to use for the goal and click on the “Add/View Benchmark” button.

Select the benchmark(s) you wish to use by checking the box(s).

Click the “Put on Page” button at the bottom of the screen.
To begin the graph, click the “Graph Setup” button at the bottom of the Goal Page or the “Enter Graph/Progress Monitoring Data” button on Goals Overview.
The Graph Set Up Screen was redesigned prior to the fall of 2011. This screen collects information which determines how the graph is generated and what is included on the graph.

All items on the Graph Setup area above ‘Goal Results’ are required, with the exception of the Peer Line values.

The following pages describe the items used most often.
1. **Required:** **Y Axis (vertical) Label:** Describe the **units** of measurement (i.e., as **Percent Correct, Words per Minute**)

2. **Required:** **Y Axis Scores:** Top and bottom numbers for the vertical scale, and the interval between (i.e., Percent Correct would most likely be 1 to 100 with interval of 10). Keep in mind the scale must be broad enough to encompass the Aim Line starting and ending points described in Item 3.

3. **Required:** The **Starting Date** might be the IEP meeting date and **Ending Date** might be one year later. The start date can be 390 days prior to the end date.

4. **Required:** **Aim Line** starting and ending points: The Aim Line shows the expected rate of progress that a student needs to make in order to accomplish the goal. The starting point would most likely be the baseline score/percentage and the ending point would be the goal score/percentage.

5. **Required:** **Legend Text for Dataset A:** Describe what is being measured (i.e., Words per Minute, Comprehension Questions, 25 characters maximum)

6. **Optional:** **Legend Text for Dataset B:** If you choose to graph two sets of data, describe what is being measured in the Data Set B Legend text field. The measurement values for Dataset B must fall within the range for Dataset A.
10. **Optional**: Goal Results will not be completed until the end of the goal period (if required by your district).

11. **Optional**: If you are entering multiple scores at one time, you may choose a **Number of Blank Lines** to be created each time you save the screen; three to five would be appropriate.

12. **Required**: Each row must have a **Date**. Data rows are display with the most recent score listed first.

13. **Optional**: Scores for Dataset A or B. You can have a score for Data Set A on one date and a score for Data Set B on another date.

14. **Required**: The **Baseline** shows the starting point for the student before the selected intervention began. Click the checkbox at the date of the baseline measurement. This should be on one of your first scores entered. You can expand the range of acceptable score dates to 30 days prior to the Meeting Date in order to enter scores prior to determining the baseline score.

15. **Optional**: The **Phase Line** indicates an instructional change or interruption. Click the checkbox and select the Phase description text appropriate for the change. The text must be selected from the drop list.

16. Click the “**Save and Graph**” button to save and create the graph. Clicking on a navigation button at the bottom does not save scores.

17. **Comments**: Text entered in the ‘Monitoring Log Comment’ column print out on the report, not on the graph.
Voila! The completed graph!
Score Recording Worksheets are optional but may prove to be helpful. The student’s name and the goal appear at the top of the page, and there are columns for recording dates, scores and comments for teacher use that do not appear on the graph.

To print Score Recording Worksheets, click the “Print All Worksheets” button on the Goals Overview Page.
Comments written on the goal page are automatically included on the Report Card (Page H).

Changes/additions made to comments on the Report Card will also be reflected on the Goal Page.

The Comment field will expand as needed on the Report Card.
Note: Early Childhood Educators see Appendix EC for special information pertaining to the Page F.

The first time Page F is accessed, “Yes” is automatically checked for **Specially Designed Instruction** and a horizontal service row is created below. Specially Designed Instruction is automatically designated as a **Service with LRE Minutes** with a code of SD.

**Services with LRE Minutes** must have 1) a code from the pop up list; 2) “Minutes in Setting”; 3) Day, Week, or Month checked; 4) Beginning date.

**Support or Related Services** is also automatically designated as a **Service with LRE Minutes**, but can be changed to **Service – No LRE minutes**. (Some types of services may not have LRE minutes associated with them such as Teacher Associates, OT/PT Consultation, Speech Consultation, Transportation, Nurse Services, etc.)

**Service –No LRE minutes** must have a code from the pop up list and a Beginning date.

If NIMAS eligible has been selected on Page B, a service row for **Specialized Accessible Formats for NIMAS** will automatically appear on Page F.

If Specialized Transportation is selected on Page G it is necessary to document transportation services on Page F by using **Support or Related Services**. On the service row use **Service - No LRE minutes** and select TR as the service code.
Enter the beginning date of the Service in the “Beginning Date” field. This field will initially show the date entered on Page A in the “Duration From” field.

Change the “Beginning Date” if the Service begins in the future. For an Amendment IEP if a service is added or changed then the “Beginning Date” needs to reflect the meeting date of the Amendment IEP.

If Services begin more than 30 days after the Duration From date, they will be considered “Future Services” and will not be included in the LRE calculation.

Future Services will print on a separate page, F2.
To delete a service, click the red “X” at the bottom of the Minutes and Settings field OR click “No” at the top of the page.

**Warning:** You will delete all of any one particular service type if you click “No” at the top of the page (i.e., if there are two Specially Designed Instruction horizontal service rows, both will be deleted by clicking “No” at the top of the page.)

Best practice is to click one “Yes” at the top of the page and complete the new horizontal service row before clicking another “Yes.”
To add a service the first time, check the “Y” at the top of the page. For two or more services of the same type, click “+” to add more horizontal service rows (i.e., additional Specially Designed Instruction rows).
If Activity/Support is selected, the program does not allow a Service Code or Minutes in Settings. Zeros are automatically entered for Minutes in Settings and cannot be changed.

If minutes need to be specified for an Activity/Support, use the “Time & Frequency/When Provided” field (i.e., nursing services that need Medicaid documentation).
To complete the “Provider(s) When the Service . . .” column, click once on the “B” or double-click in the “Provider(s)” field. Select the appropriate person from the staff bank. The person’s name and position will be placed in the appropriate fields.

The “Name” field does not appear on the printed page, but is needed to maintain accurate roster information.

“Minutes in School Day” comes from the minutes entered in IMS for your building. This official number represents the minutes in the school day from beginning bell to ending bell. You can edit “Minutes in School Day” if there is a shortened school day for a student as directed by the IEP.

**Note:** If you notice the defaulted “Minutes in the School Day” is inaccurate please contact your Web IEP Administrator (page 13).
All service providers must enter their service in this program. Printed pages from other electronic IEP programs or paper versions must not be added to the printed copy, as this will invalidate the LRE%.

The circled information is used to automatically calculate LRE%.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Rate</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Min/Day</td>
<td>20 Days</td>
<td>1000</td>
</tr>
<tr>
<td>60 Min/Week</td>
<td>4 Weeks</td>
<td>240</td>
</tr>
<tr>
<td>140 Min/Month</td>
<td>1 Month</td>
<td>1380</td>
</tr>
</tbody>
</table>

\[ \text{Total Minutes/Month Removed from Gen Ed} \]

<table>
<thead>
<tr>
<th>390 Min/School Day</th>
<th>20 Days</th>
<th>7800</th>
</tr>
</thead>
</table>

\[ \frac{1380}{7800} = 17\% \text{ Time Removed from General Ed} \]
Some fields require a description or further explanation if “Yes” is checked, in other fields if “No” is checked.

If you fail to complete the required explanation, an error message will be displayed and you will not be able to leave the page without losing data until the problem is fixed.
If Specialized Transportation is selected on Page G it is necessary to document transportation services on Page F by using Support or Related Services. On the service row use Service –No LRE minutes and select TR as the service code.

The Alternate Assessment area has been redesigned. The participation choices appear at the top of the area. ‘No, not yet school-age’ is automatically selected on Preschool IEPs. For K-12 students, any academic subject area where ‘Iowa Alternate Assessment’ is selected will place the student in the Alternate Assessment reporting category. The required areas of the DWA section are determined by choices made for each subject as well as the standard assessment accommodation choice selected.

Note: If State Alternate Assessment is selected, it is necessary to complete Major Milestones on the Goal pages.
The Report Card is automatically populated with the goals. The user must enter the data for report dates and the progress code (1-5).

The Comments field can be edited on either the Goal Page or the Report Card. This field will expand as needed.
If you select “Reevaluation” on Page A you will be required to complete the six reevaluation questions which are located on Page R.
An error message will be displayed if required values are omitted.

You may click “Don’t Save” to leave the page, but unsaved data will be lost!
Spell check can be done one page at a time by clicking the Spell Check button. In Spell Check, click the “Add” button to add words to the User Dictionary.

The User Dictionary is stored in a browser “cookie”. Be sure your browser is not set to automatically delete cookies.

If you are using Firefox 3.0, note the misspelled word underlined in red. Right click on misspelled word.
Click the Print Button in the lower right portion of the IEP screen and choose which pages to print in the “Select IEP Pages” window. Click the “Print” button.

Another browser window will open with a preview of the page(s) to be printed. Go to the File Menu and choose Print or use the printer icon on the preview window toolbar.

Special Page Setup settings are required for this type of printing (html printing). Previous versions had a “Resource” button which provided information regarding several topics. This information has been moved to the IEP section of the Iowa IDEA website at www.iowaidea.org.

“Draft” will appear on the preview screen and the printed page until the IEP is Implemented.
There are two reports available in addition to the IEP pages.

1. Incomplete Data Report
   - This will alert you to missing required data needed for a complete IEP

2. The IMS Data Summary Report is for AEA use only and is not intended to be given to parents.
The IEP Overview screen may have various checkboxes depending on the “permissions” assigned.

Click the Progress button to enter data on a graph goal. (See Appendix B)

If you have the Delete “permission” there will be a red “X” at the right end of the IEP row. If you click this red “X” to delete an IEP, you may be deleting someone else’s work along with your own. **USE WITH CAUTION!**

Deleted IEPs can be retrieved from a Recycle Bin by your Web IEP Administrator.

The Print Button is available on this screen for the most recent IEP.
Click the State Forms button to access a menu of additional state approved forms. As you add additional forms, they will appear below the menu for you to edit as needed.

You can upload Microsoft Word (.doc), Microsoft Excel (.xls) & Adobe Acrobat (.pdf) files which attaches them to the IEP. The new office formats ending in .docx and .xlsx will not be uploadable.

Only IEPs with status codes of DRF, UIM, or blank will be able to have documents uploaded.
Amendments
An IEP can be amended only after it has been implemented.

By clicking Amendment, the entire IEP is unlocked for editing except the “Duration To” and “Reevaluation” dates.

Additional checkboxes will appear for an Amendment with a meeting or Amendment without a meeting. The meeting participants area of Page A will change depending upon the checkbox selected.

“Amend Again” will appear active on an IEP if it has already been amended. The program will allow an unlimited number of amendments. Each time the IEP is amended, it must be submitted again.

A new archive file is created each time the IEP is amended.

The amendment process is not reversible.
Electronic Review
Submit/Review/Implement
The Web IEP incorporates some new terms and new electronic capabilities that we refer to as “Electronic Review.” Some of these terms have counterparts in the ‘hard copy’ culture and some do not. When we can, we will provide comparisons.

AEAs have options regarding how they utilize the capabilities of the Electronic Review. Utilization will be different from AEA to AEA.
Submit is a “permission” controlled by your AEA. Some users will be given this permission, others will not. If you have the permission to Submit, you can “notify” your AEA that you consider the “Authoring” of the IEP to be complete.

An incomplete IEP cannot be “Submitted.” Clicking on the Submit checkbox automatically runs the Incomplete Data Report. If incomplete data is found, a list of incomplete fields will be generated. These fields must be completed, and the Submit checkbox clicked again. Type notes in the “Action Log Notes” and click Save to complete the Submit process.

The “Submit” process locks the IEP to further editing.
The Review Process is optional. Your AEA will determine how this process can be used.

If your AEA is using the Review Process, a person with Review permission will be able to go to one location and view “Submitted” IEPs.
The person reviewing the IEP can take several actions on the IEP.

Primarily, those actions will be to:
• Forward and/or Approve the IEP are used differently in the AEAs
• Return the IEP to the author by clicking on the Return to Author button.
Implement is also a “permission” controlled by your AEA. Some users will be granted this permission, others will not. If you have the permission to Implement, you are responsible for determining that the Submitted IEP is accurate, complete and ready to be entered into the IMS system and “filed.”

When an IEP is Implemented, a file is created for historical purpose. This file can be accessed on the IEP Overview screen, and cannot be edited.

You cannot start a second IEP or an Amendment for a student until after the first IEP has been Implemented and you cannot edit an Implemented IEP.

You may create Additional State Forms and enter Progress Monitoring Data on an Implemented IEP.
Archive: This term refers to the permanent file created when an IEP is Implemented. Loosely, this compares to filing the hard copy at the AEA.

Typically, before the one year implementation period of the IEP is completed, a new IEP will begin to be authored for the next year. When this second IEP is submitted, the previous year’s IEP is determined to be “Finalized.” The second permanent archived file will be created which will include the progress monitoring information for that IEP.
If there is a problem with your IEP, the reviewer will click on the “Return to Author” button.

You will know the IEP has been returned when you access your student list. The student name will appear in red. The author will also receive an automatic email stating that the IEP has been returned.
On the IEP Overview screen is a column for Status Code. This code reflects the current status of the IEP. Clicking on the word “Code” will display a list of possible codes.

Clicking on the code, in this case “DRF”, will bring up the Action Log entry made by the reviewer that explains the reason for the returned IEP in the Return Reason and Notes columns.

The IEP should be corrected and Submitted again.
Appendix A

Standards and Benchmarks
District Bank
Best practice would be for the district to designate one person to enter the Standards and Benchmarks prior to training district staff. This will allow easy access and ensure accuracy for all teachers.

Standards and Benchmarks can be typed into the system, or copied and pasted from any electronic document.

To add Standards and Benchmarks at the district level, an individual assigned “permission” to edit district standards should click on the Standards and Benchmarks button on the main menu.
Click on the “District Standards” tab and click the “Add Standard” button.

Type or copy & paste a standard and code in the Add Standard window, and click “Save.”
You must have at least one benchmark for each standard.

To add a benchmark, click on “Add/View Benchmarks” for the appropriate Standard on the Standards screen.
Click the “Add Benchmark” button on the “Benchmarks For” screen. Type or copy & paste the benchmark and code, and click Save.

If there is a second benchmark for the same standard, click “Add” again and repeat the process.

Use the above procedures to Add all of the District Standards and Benchmarks
Other users may now create a smaller subset of standards and benchmarks called “My Banked Standards” from the entire list in the following manner:

On the Main Menu click the Standards and Benchmarks button.

Click the District Standards tab and put a checkmark by the first Standard you want to utilize in your "My Banked Standards" list.

Click the Add/View Benchmarks button for this Standard and put a checkmark(s) by the Benchmarks you want to utilize in your "My Banked Standards" list.

Continue moving through the entire list of Standards in the same manner, choosing which Standards and which corresponding Benchmarks to put in your bank.

“My Banked Standards” is the bank that will be accessed from the Goal page.
Appendix EC

For Early Childhood Special Education Only!
Every Early Childhood Special Education student is required to have an Early Childhood Setting Code. There are two categories of EC Codes: A or B and C or D.

- **A & B Codes** - If the student attends a Regular Early Childhood Program where 50% or less of the peers are disabled, the student will have an A or B Code.

- **C Code** – The student receives services in a class with a special needs curriculum, special school or in a residential facility, and the student does not attend a Regular Early Childhood Program.

- **D Code** – The student receives services at home or another location and the student does not attend a Regular Early Childhood Program.
<table>
<thead>
<tr>
<th>Early Childhood Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Requirements are driving changes to:</strong></td>
</tr>
<tr>
<td>• IEP forms</td>
</tr>
<tr>
<td>• Web IEP program</td>
</tr>
</tbody>
</table>

The need to report Early Childhood data to the U.S. Department of Education is driving changes to the IEP forms and the way the Web IEP interacts with users.
A student is considered to be of Early Childhood Special Education (ECSE) age if on the Meeting Date the student is more than 2 years 9 months old and less than 6, regardless of grade. However, the grade level triggers the need to complete the Early Childhood Outcomes Summary.

FEDERAL DATA REQUIREMENTS (general rules):

• If the Grade is PK, the EC Code and ECO Summary will always be required.

• If the Grade is 00 (Kindergarten)
  • the EC Code will be required until the child is 6 on the date of the IEP meeting.
  • the ECO Summary will only be required if student was previously receiving Early Childhood Special Education services.
The Early Childhood Setting code field is at the bottom of Page A in the Required System Data section. To the right of the empty code area is the red ‘S’ button.

To begin the selection process for the EC Code, click on the red ‘S’ button. This will bring up the EC Setting Worksheet.
This question, “Does this child attend a Regular Early Childhood Program, including kindergarten?” must be answered yes or no before the code worksheet appears. The content of the worksheet is determined by the answer to the question.

• Check Y – The A & B Code content appears. (requires less than 50% disabled peers in the program.)

• Check N – The C & D Code content appears.
After checking N to the question, the C and D Code choices appear.

Select the setting which describes where the student receives the majority of their special education services and click ‘Save’.

This will automatically place the appropriate C or D Code on Page A.
After checking Y to the question, the A & B Code worksheet appears. This worksheet requires additional information about the student’s ‘Minutes Per Week’ attending the Regular Early Childhood Program including kindergarten.

The ‘Minutes Per Week’ are all that are required for entry on the Worksheet. The code will be computed and selected from the data entered on Page F. The ‘Minutes Per Week’ on this worksheet must be entered prior to accessing Page F.
The “Total Minutes in Program Month” number is displayed from the Worksheet. This number is used to compute LRE%.

Access to the EC Worksheet is available by clicking on the red or green ‘S’ button.
Page F

The remaining changes are in the Setting column where the service minutes are recorded.

The Community Setting has been removed for ECSE students.

The ‘Regular Education’ setting has been renamed ‘Reg EC Program’.

Service Location has been added to each service row so that the location for each service can be specified. This is required information.

Only **Minutes per Month** are to be entered for ‘Reg EC Prog’ or ‘Special Education’.

Clicking on Save at the bottom of the screen will update the LRE% and the corresponding A or B Code.
Any time the student is pulled out of the Regular Early Childhood Program to receive a special education service, those minutes should be entered as Special Education minutes.

An example would be an SLP taking the student out of the classroom to provide speech services. This is a “Service with LRE Min”.
Page F

Any service the student receives in the Regular Early Childhood Program and is not removed, should be entered as “Service – No LRE Min” and minutes will automatically appear as 0’s under “Minutes in Setting”.

An example would be an SLP service described as “Jimmy will be provided speech services in small group activities within the Regular EC Program by the speech pathologist.” This is a “Service – No LRE Min”.

ECO Summary

The Early Childhood Outcomes Summary is available from the IEP Overview screen.
ECO Summary

If the IEP is not an Initial AND the student is Grade Level 00 (Kindergarten), the user will need to answer the question “Is this the first IEP for this child as a Kindergarten student transitioning from ECSE services?” If the answer is No, check No and return to the IEP Overview. If the answer is Yes, and this is the final ECO Summary answer the Final ECO Summary question below the student's last name.

If the answer is Yes then the form needs to be completed. This will fulfill Federal data requirements related to child outcomes as a result of receiving ECSE services.
Appendix N

Add Student
Students can be added to the student list for various reasons:

- Student is being served but is not on my student list (you are adding access to current records)
- Student is not in the system at all and needs to be added
- Student was exited but I need to print the most recent IEP

**Note:** Students can be added at 2 years and 6 months of age if they are receiving Early ACCESS services. If they are not receiving Early ACCESS services, they can not be added until 2 years and 9 months of age.

The “Add Student” button may or may not appear, depending upon your “permissions.” The permission to add students will be determined by each AEA.

To add or find a student, you must use the EXACT spelling of the first and last names, and the correct birth date.
The “Add Student” record will have a green number and a red X in the Status column.

The green number represents the number of days the “Add Student” record will display on the list before it disappears. The days includes the time needed to submit, make revisions and implement the IEP. The goal is to get the student either transferred in IMS or the new IEP entered into IMS within the number of days allowed for the type of “Add Student” record. The types of “Add Student” records will be reviewed later.

The red X will allow the assigned service provider to delete the “Add Student” record. Deleting the student list record does not delete any IEPs associated with the student. It only removes the student from the user’s Student List.
The “Add Student” process begins in Version 5 exactly as it does in Version 4.

The user must type the Last Name, First Name and Birthdate of the student to add. Common errors which result in an existing not being found by the search include:

• Misspelling of either the Last name or First name,
• Incorrect Birthdate
• Entering the First name in the Last name location and vice versa
• Entering a nickname instead of the legal name, e.g. ‘Bobby’ instead of ‘Robert’

Any of these errors will cause the creation of a new student and you will not have access to existing IEP records.
Add Student Process

The second screen requires the same information as in Version 4, and gender has been added. For number 5, “Add Placement Type” references the ‘Add Student Record Code’ and must be picked from the list of available codes for the circumstances of the student.

The circumstances of the student being added will determine the Add Student Record Codes available to select.

Once the Add Student screen is complete, clicking on the “Add Student” button at the bottom will result in the student being added to the staff person’s student list in the selected building.
Web IEP & IFSP Changes – 7/1/2011

These changes are currently found on: http://imstest.aea10.k12.ia.us/idea_apps/

Web IEP:

Format for Page G ‘Alternate Assessment’ section:

As Designed for Screen:

Will this student participate in district-wide assessments (DWA)?

☐ Yes  ☐ No, not yet school-age  ☐ No, student is incarcerated in an adult correctional facility

If yes, indicate how this individual will participate in district-wide assessments for Annual Yearly Progress (AYP) in:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Standard assessment (ITBS, ITED)</th>
<th>Iowa Alternate Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Math</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Science</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

The standard assessment will be given:

☐ with accommodations  ☐ without accommodations

If with accommodations, describe accommodations necessary to measure academic achievement and functional performance

If this student will participate in the Iowa Alternate Assessment: Why can’t the individual participate in the general assessment?

Why is this alternate assessment appropriate for this student?

Non-AYP district-wide assessments will be given:

☐ with accommodations  ☐ without accommodations  ☐ through an alternate assessment

If with accommodations, describe accommodations necessary to measure academic achievement and functional performance

(ITBS = Iowa Test of Basic Skills
ITED = Iowa Test of Educational Development
AYP = Annual Yearly Progress)