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| **Abstract:** | Presents the laws governing the confidentiality of student information in the United States. Provisions for the accessibility and disclosure of student records; Rules for the privacy of student participation in surveys; Protection of drug and alcohol treatment records of students; Implication of the laws for school counselors. |

# CONFIDENTIALITY AND THE LAW

In an increasingly complex society, parents have concerns that personal information about their children in school records is accurate and that access is restricted to those individuals with a justifiable purpose for their use of that information. At the same time, teachers, counselors, and school administrators must be aware of the rights afforded students and their parents regarding school records. Hence, the notions of confidentiality in the schools and protection of student privacy have recently received much attention. The aim of this paper is to introduce readers to the laws that govern and protect students, teachers, and school counselors, and the issues surrounding confidentiality in the schools.

The laws safeguarding the confidentiality of student information are established in four main congressional acts.

- The Family Educational Rights and Privacy Act (FERPA, 1974), also known as the Buckley Amendment, is the major legislation that sets parameters on accessibility and disclosure of student records.
- The Grassley Amendment (1994) to the Goals 2000: Educate America Act of 1994 details privacy of student participation in surveys, analysis, and evaluation.
- Drug and alcohol treatment records of students kept by any institution receiving federal assistance are protected under Drug Abuse Office and Treatment Act (1976).
- Records of students in special education are affected by the above laws plus the Individuals

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records, without prior consent, to certain state and local officials, pursuant to a State statute that allows the disclosure in connection with a juvenile justice system. Sixth, the amendments clarify that an educational agency may include information in a student's education records concerning disciplinary action taken against a student for conduct that posed a significant risk to that student or other members of the school community. Seventh, in connection with the previous amendment, clarification was made that an educational agency may disclose information without prior consent to those who have legitimate educational interests in the behavior of the student. Eighth, if a third party discloses information in violation of FERPA, that agency is prohibited from accessing education records for a period of not less than 5 years. Finally, the amendments clarify that a person filling a complaint under FERPA must have legal standing, that is must be a parent of an eligible student affected by the violation (AACRAO Government Relations, 1999).

## Grassley Amendment

The Grassley Amendment (1994) replaced and modified the Hatch Amendment to the General Education Provisions Act. The Hatch Amendment speaks to the protection of pupil rights in conjunction with any survey, analysis, or evaluation of any applicable program within the school setting. This amendment applies to all programs where federal money is involved in the implementation or maintenance of the program. The Grassley Amendment expanded language to cover all surveys, analysis, or evaluation projects. It also grants individuals the right to inspect materials (e.g. manuals, tapes, films) used in connection with any survey, analysis, or evaluation. Written consent of parents or eligible students by school districts must be secured for the above activities before information is collected that reveals:

- Political affiliations
- Mental or psychological problems
- Sexual behavior or attitudes
- Illegal, anti-social, self-incriminating, and demeaning behavior
- Critical appraisals of other individuals with whom the students have a close family relationship
- Legally recognized privileged or analogous relationships, such as those of physicians, lawyers, or ministers
- Income, except for that information required to determine eligibility for financial assistance

The statute does not apply to information gathering that is entirely voluntary.

Difficulties exist as a result of the Grassley Amendment (FERPA, 1974). First, although it requires written consent from parents, the words informed consent do not appear in the law. This may create difficulties as parents may give consent without being truly informed and thus fully understanding the consent they are providing to the school or researcher. Additionally, on June 6, 1991, the U.S. Department of Education revised federal regulations concerning research with human beings, experimental procedures used in public schools to develop new instructional methods. Curricula or classroom management techniques are now exempt from the regulations. No institutional review board (IRB) review is necessary for experiments in public schools and therefore, no protections gained from IRB review are afforded to students. No explanation of potential risks is necessary. No permission is necessary. Protection has been essentially stripped away from children. U.S. children can legally be forced to take part in experiments to develop new instructional methods and curricula (psychological and otherwise) despite the objections of their parents. New ideas can legally be tested in individual public school classrooms with no accountability if something goes wrong. The revised regulations appear in the Federal Register, volume 56, Section 117, dated June 18, 1991, on page 28012.

name of this individual and to whom they may address their requests to examine their child's records. All persons who participate in the collection or use of confidential information must receive training in the policies and procedures for handling confidential data. Each school district or participating agency must maintain for public inspection a current listing of employees by name and position who may have access to the personally identifiable data. The agency must obtain parental consent before disclosing student information to anyone other than those officials of educational agencies using the records for educational purposes. Anyone, other than personnel specified in the current listing of persons having access to student information, must receive parental permission and sign a record of disclosure. A record of disclosure must be kept on each request permitting access to confidential information. The disclosure must show the name of the party, the date access was given, and the purpose for which the party is authorized to view the records (Underwood & Mead, 1995).

LEAs may presume that either parent of the student has the authority to inspect records of the student unless the LEA has been provided evidence that there is a legally binding instrument, state law, or court order governing such matters as divorce, separation, or custody, which provides to the contrary. Authorized representatives of the parents have the right to inspect and review records, with written parental consent. There are instances when written parental consent is not necessary. These have been referred to above in the discussion of FERPA.

Additionally, LEAs must permit a parent of a student or eligible student who is, or has been, in attendance in the district to inspect and review the educational records of the student. States may grant students access to records prior to age 18 (Underwood & Mead, 1995). Such requests for student records shall be complied with within a reasonable time and in no event longer than 45 days after the request has been made. The right to inspect and review educational records by parents includes reasonable requests for explanations and interpretations of the records and the right to obtain copies of the records. A fee for copies may be charged, although not for retrieval of information, unless the fee would prevent a parent from having access to the records.

Parents also have the right to have their child's records amended. If a parent believes that records on file are inaccurate, misleading, or violate the privacy or other rights of the student, the parent may request that the agency amend the records. The agency shall decide whether to amend the record in a timely manner. If the school district, or agency, decides to refuse to amend the records, it shall so inform the individual and at the same time advise the parent(s) of the right to a hearing. Parent(s) or eligible students have the right to place a statement in the record setting forth the reasons for disagreeing with the decision of the school district.

After records are no longer needed for educational purposes, they may be destroyed within 5 years, unless there is an outstanding request to inspect or review them. Under IDEA personally identifiable information on a student with disabilities may be retained permanently unless the parents or eligible student request that it be destroyed. Destruction of records is the best protection against improper or unauthorized disclosure. However, the records may be needed for other purposes. The agency should remind parents that the records may be needed by the student or parents for social security benefits or other purposes. If the parents request that the information be destroyed, the agency may retain a permanent record of the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed without time limitation.

In addition to the rights of parents, school personnel are often confronted with the difficult task of responding to requests for information from noncustodial or nonresidential parents. Under FERPA, "parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. Further, the legislation states that an educational agency shall give full rights under the Act to either parent, unless

Herlihy, & Herlihy, 1997).

Additionally, federal regulations under the Drug Abuse Office and Treatment Act (1976) now guarantee confidentiality to youths receiving alcohol and other drug services. These laws and regulations protect any information about a youth if the youth has received alcohol and/or drug related services of any kind including school-based identification. Any individual making an unauthorized disclosure faces a criminal penalty and a fine. When a teacher, counselor, or other school professional identifies student behaviors that could indicate a drug and/or alcohol problem, they can discuss this with the student or other school personnel. However, from the time an evaluation is conducted and/or a student assistance program begins alcohol or drug related counseling, the federal regulations are in effect (Coll, 1995).

## Conclusion

There are many facets to confidentiality and clear guidelines as to the roles and responsibilities of professionals involved with students. Educators and school counselors alike need to be informed of the state and federal laws as well as local school policies so they are aware of the professional implications. School records, confidentiality, and privileged communications overlap and may cause conflict between ethical and moral obligation, and legal responsibility. Educators and counselors may look to professional codes of ethics and the law for guidance when faced with these issues. If should be emphasized however that many times there are no clear answers and that many gray areas still exist.

Although it is impossible for school counselors to be fully aware of all legal principles affecting their work, it is essential that they continually seek to stay abreast of changes in legal and ethical dictates that affect confidentiality. Professional associations such as the American School Counselor Association and the American Counseling Association produce documents that update counselors on ethical and legal changes. The text Legal Aspects of Special Education and Pupil Services (Underwood & Mead, 1995), Henderson and Hall's (1998) chapter on ethical and legal issues, and various Internet websites such as the American School Counselor Association (http: //www.schoolcounselor.org/), the Department of Education's online pamphlets (http://www.access.gpo.gov/nara/cfr/) and AACRAO Government Relations (http://aacrao.com/policy/govrel) are excellent resources for school counselors to stay abreast of changes in legal and ethical policy. In addition, school counselors must remember to consult with one another, use standards of best practice as accepted by their particular institution, and remain aware of changes as they occur in the field of school counseling at the state and national levels. School counselors may wish to contact their state school counselor association for information on laws governing practice in that particular state. Ultimately, both educators and counselors must see that the best standards of practice are continually maintained with regard to confidentiality in order to best serve the students with whom they work.

## Consent Exceptions

Informed Consent is not necessary when:

1. Disclosing information to school officials, including teachers, who are determined to have legitimate educational interest in the record
2. Complying with a judicial order or subpoena
3. Authorized federal, state, or local officials, in connection with the audit and evaluation of a federally or state-supported program, request student information
4. An emergency requires information to protect the safety of the student or others
5. Parents of an adult pupil who is dependent on the parent for federal income tax purposes request information

services. Boston: Allyn & Bacon.

United States Department of Education. (1999). Rights of non-custodial parents in the Family Educational Rights and Privacy Act of 1974. Washington, DC: Family Policy Compliance Office.

Yeager, J. D (1994). Confidentiality of student records: A guide for school districts establishing policies and procedures with special emphasis on alcohol and other drug use. Office of Educational Research and Improvement, Washington, D.C.

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Adapted by Ph.D. , Ph.D. and Ph.D

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(A) The parent of a dependent student as defined under Section 152 of the Internal Revenue Code of 1986.
(B) Accrediting organizations to carry out their accrediting functions.
(C) The parent of a student or to the student of legal age.

(s) The public agency must, upon request, provide the parent or student of legal age with a copy of the information that has been disclosed.

(t) The public agency may disclose personally identifiable information from an educational record only on the condition that the party to whom the information is disclosed will not redisclose the information to any other party without the prior consent of the parent or student of legal age, except for disclosures:
  (1) of directory information;
  (2) to the parent or student of legal age; or
  (3) made pursuant to:
    (A) court orders; or
    (B) lawfully issued subpoenas.

(u) The public agency must not permit a third party access to personally identifiable information from an educational record for at least five (5) years, if the Family Policy Compliance Office, United States Department of Education determines that the third party improperly redisclosed personally identifiable information from educational record.

(v) In the event that a parent refuses to provide consent under this section, the public agency may initiate the due process procedures stated in 511 IAC 7-45.

**511 IAC 7-38-2 Procedures for amending educational records**

Sec. 2. (a) A parent or student of legal age who believes that information in an educational record collected, maintained, or used under this rule is inaccurate, misleading, or violates the privacy or other rights of the student may request the public agency that maintains the record to amend the information. The request must:
  (1) be in writing;
  (2) be dated; and
  (3) specify the information that the parent or student of legal age believes:
    (A) is inaccurate;
    (B) is misleading; or
    (C) violates the student's privacy or other rights.

(b) If the public agency agrees to amend the information as requested, the public agency must do the following:
  (1) Amend the information within ten (10) business days after the request is received.
  (2) Notify the parent or student of legal age, in writing, that the change has been made, including the date the change was made.

(c) If the public agency refuses to amend the information as requested, the public agency must notify the parent or student of legal age of the refusal, in writing, within ten (10) business days after the request is received. The written notice must include a statement of the right of the parent or student of legal age to a hearing to challenge the information in the student's educational record and the procedures for the hearing, including the following:
  (1) The parent or student of legal age must submit to the public agency a written request for a hearing, specifying the:
    (A) information challenged; and
    (B) reasons the parent or student of legal age believes the information to be:
      (i) inaccurate;
      (ii) misleading; or
      (iii) in violation of the student's privacy or other rights.
  (2) The public agency must do the following:
    (A) Convene a hearing within fifteen (15) business days after the request for the hearing is received.

(1) The student's current IEP.
(2) Any disciplinary records relative to a suspension or an expulsion.

(o) When the public agency reports a crime committed by a student with a disability, the public agency must ensure that copies of the education and disciplinary record of the student are transmitted only to the extent the transmission is permitted by the Family Educational Rights and Privacy Act (which includes requiring the receiving authorities to certify in writing that the records will not be disclosed to any other parties) and as required by IC 20-33-7-3, without the prior written consent of the parent or the student of legal age for consideration by the appropriate authorities to whom it reports the crime.

(p) Except as specified in subsection (o), (q), or (r), written and dated consent of the parent or student of legal age must be obtained before personally identifiable information is disclosed to anyone other than the parent, student of legal age, or authorized public agency officials, or before the information is used for any purpose other than those specified in this rule. The consent must specify the following:
(1) The record that may be disclosed.
(2) The purpose of the disclosure.
(3) The person or class of persons to whom the record may be disclosed.

(q) Parental consent is not required before personally identifiable information is released to officials of other agencies or institutions for purposes of meeting a requirement of this article, except as follows:
(1) Parental consent, or the consent of a student of legal age, as defined in 511 IAC 7-32-17, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with 511 IAC 7-43-3.
(2) If a student is enrolled or is going to enroll in a nonpublic school that is not located in the student's school district of legal settlement, parental consent must be obtained before any personally identifiable information about the student is released between officials from the:
(A) public agency where the nonpublic school is located; and
(B) school district of legal settlement.

(r) The public agency may allow access to, or disclose information from, an educational record without consent of the parent or student of legal age under any of the following conditions:
(1) The disclosure is to authorized public agency officials within the agency, including teachers, whom the agency has determined to have legitimate educational interests.
(2) The disclosure is to officials of another public agency or institution of postsecondary education where the student is enrolled, or intends to enroll, subject to the following:
(A) The public agency must make a reasonable attempt to notify the parent or student of legal age at the last known address of the parent or student of legal age, unless the:
(i) disclosure is initiated by the parent or student of legal age; or
(ii) annual notice in subsection (a) includes notice that the agency forwards educational records to another public agency or institution that has requested the records and in which the student intends to or has enrolled.
(B) The public agency must provide the following:
(i) Upon request of the parent or student of legal age, a copy of the disclosed record.
(ii) At the request of a parent or student of legal age, the opportunity for a hearing as described in section 2(c) of this rule.
(C) Notwithstanding clause (A), an Indiana public agency where the student was previously enrolled must take reasonable steps to promptly respond to a request from the student's new school, public or nonpublic, for the student's educational records.
(3) The disclosure is to authorized representatives of:
(A) the Comptroller General or Attorney General of the United States;
(B) the Secretary of the United States Department of Education; or
(C) state and local education authorities;
in connection with an audit, evaluation, or accreditation of federal or state supported education programs, or for the enforcement of, or compliance with, federal or state legal requirements related to those programs.
(4) The disclosure is in connection with financial aid for which the student applied or which the student has received, if the information is necessary for such purposes as:
(A) determining:
(i) eligibility for financial aid;

(2) Seek amendment of the student's educational record that the parent or student of legal age believes to be:
    (A) inaccurate;
    (B) misleading; or
    (C) otherwise in violation of the student's privacy rights.
(3) Consent to disclosures of personally identifiable information contained in the student's educational record, except to the extent that this rule authorizes disclosure without consent.
(4) File a complaint concerning the public agency's alleged failure to comply with the requirements of this rule.

(b) The written notice must include the following:
  (1) The procedures for the following:
    (A) Exercising the right to inspect and review educational records.
    (B) Requesting an amendment of educational records.
  (2) The criteria for determining:
    (A) who constitutes a public agency official; and
    (B) what constitutes a legitimate educational interest, if the public agency has a policy of disclosing educational records to other public agency officials who have been determined to have a legitimate educational interest.

(c) The public agency:
  (1) may provide the written notice by any means reasonably likely to inform the parents or students of legal age of their rights; and
  (2) must effectively notify:
    (A) parents of students with disabilities;
    (B) students of legal age with disabilities; or
    (C) parents who have a primary or home language other than English.

(d) The right to inspect and review educational records includes the right to:
  (1) a response from the public agency to reasonable requests for explanations and interpretations of the educational record;
  (2) have other arrangements made to inspect and review a requested educational record or to receive copies of the educational record from the public agency if the failure to provide those copies would prevent the parent or student of legal age from exercising the right to inspect and review the educational record;
  (3) have a representative of the parent or student of legal age inspect and review the educational record; and
  (4) receive a copy of the student's educational record from the public agency for use in a pending due process hearing.

(e) A public agency must permit the parent, or parent's representative, to inspect and review any educational record of the parent's children from birth to eighteen (18) years of age that are collected, maintained, or used by the public agency as described in this rule. All rights under this rule transfer from the parent to the student of legal age, as defined in 511 IAC 7-32-91, when the student has reached eighteen (18) years of age and not had a guardian appointed.

(f) The public agency must permit a custodial and noncustodial parent to inspect and review the student's educational record unless the public agency has received actual written notice that a court order has terminated or restricted the parent's authority to access the student's educational record under applicable state law governing matters, such as, but not limited to, the following:
  (1) Guardianship.
  (2) Separation.
  (3) Divorce.
  (4) Custody.

(g) The public agency must comply with a request from a parent or student of legal age to inspect and review the educational record:
  (1) without unnecessary delay;
  (2) before any meeting regarding:

(5) The transfer of rights to the student at eighteen (18) years of age under 511 IAC 7-43-5, unless a guardian or an educational representative has been appointed for the student.

(6) The availability of mediation and the mediation process under 511 IAC 7-45-2.

(7) The right of the parent, or any interested party, to file a complaint in accordance with 511 IAC 7-45-1.

(8) The parent's right to request a due process hearing, in accordance with 511 IAC 7-45-3, to challenge the public agency's proposed or refused action regarding a student with a disability.

(9) The difference between a complaint and due process hearing request, including the following:

 (A) The jurisdiction of each procedure, including what issues may be raised under each procedure.

 (B) The allowable time period in which to file a:

 (i) complaint; or

 (ii) due process hearing request.

 (C) The opportunity for the public agency to resolve a:

 (i) complaint; or

 (ii) a parent's request for a due process hearing.

 (D) The filing procedures for:

 (i) complaints; and

 (ii) requests for due process.

 (E) The decisional timelines for:

 (i) complaints; and

 (ii) due process hearings.

(10) The student's placement during the pendency of any due process hearing in accordance with 511 IAC 7-44-8 and 511 IAC 7-45-7(u).

(11) Due process hearings, including requirements for disclosure of evaluation results and recommendations, as described in 511 IAC 7-45-7.

(12) Civil action, including the time period in which to file a civil action, as described in 511 IAC 7-45-9.

(13) Attorney's fees, as described in 511 IAC 7-45-11.

(14) The requirements under 511 IAC 7-34-10 for a parent's unilateral placement of a student with a disability in a nonpublic school at public expense.

(15) The protections and procedures for students who are subject to the following:

 (A) Disciplinary changes of placement under 511 IAC 7-44-2, which includes manifestation determinations under 511 IAC 7-44-5.

 (B) Placement in an interim alternative educational setting as described in 511 IAC 7-44-6 and 511 IAC 7-44-7.

(16) The protections for students who have not been determined eligible for special education and related services under 511 IAC 7-44-9.

(17) Reporting of crimes allegedly committed by students to appropriate authorities as described in 511 IAC 7-38-1(o) and 511 IAC 7-44-10.

(18) The names and addresses of agencies and organizations, including the public agency, that provide assistance to parents in understanding this article.


### 511 IAC 7-37-2 Notice by electronic mail

Sec. 2. A parent may elect to receive the written notice of procedural safeguards by an electronic mail communication if the public agency makes that option available.


## RULE 38. CONFIDENTIALITY OF INFORMATION

### 511 IAC 7-38-1 Access to and disclosure of educational records

Sec. 1. (a) The public agency must annually notify, in writing, parents of students currently in attendance, or students of legal age currently in attendance, of their rights regarding confidentiality of personally identifiable information. The notice must inform parents or students of legal age that they have the right to the following:

(1) Inspect and review the student's educational record with respect to the:

 (A) identification, evaluation, and educational placement of the student; and

 (B) provision of a free appropriate public education to the student.

(5) The transfer of rights to the student at eighteen (18) years of age under 511 IAC 7-43-5, unless a guardian or an educational representative has been appointed for the student.

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(2) Seek amendment of the student's educational record that the parent or student of legal age believes to be:
    (A) inaccurate;
    (B) misleading; or
    (C) otherwise in violation of the student's privacy rights.
(3) Consent to disclosures of personally identifiable information contained in the student's educational record, except to the extent that this rule authorizes disclosure without consent.
(4) File a complaint concerning the public agency's alleged failure to comply with the requirements of this rule.

(b) The written notice must include the following:
  (1) The procedures for the following:
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  (2) The criteria for determining:
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(c) The public agency:
  (1) may provide the written notice by any means reasonably likely to inform the parents or students of legal age of their rights; and
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  (1) Guardianship.
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(g) The public agency must comply with a request from a parent or student of legal age to inspect and review the educational record:
  (1) without unnecessary delay;
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(1) The student's current IEP.
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(o) When the public agency reports a crime committed by a student with a disability, the public agency must ensure that copies of the education and disciplinary record of the student are transmitted only to the extent the transmission is permitted by the Family Educational Rights and Privacy Act (which includes requiring the receiving authorities to certify in writing that the records will not be disclosed to any other parties) and as required by IC 20-33-7-3, without the prior written consent of the parent or the student of legal age for consideration by the appropriate authorities to whom it reports the crime.

(p) Except as specified in subsection (o), (q), or (r), written and dated consent of the parent or student of legal age must be obtained before personally identifiable information is disclosed to anyone other than the parent, student of legal age, or authorized public agency officials, or before the information is used for any purpose other than those specified in this rule. The consent must specify the following:
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(q) Parental consent is not required before personally identifiable information is released to officials of other agencies or institutions for purposes of meeting a requirement of this article, except as follows:
(1) Parental consent, or the consent of a student of legal age, as defined in 511 IAC 7-32-17, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with 511 IAC 7-43-3.
(2) If a student is enrolled or is going to enroll in a nonpublic school that is not located in the student's school district of legal settlement, parental consent must be obtained before any personally identifiable information about the student is released between officials from the:
(A) public agency where the nonpublic school is located; and
(B) school district of legal settlement.

(r) The public agency may allow access to, or disclose information from, an educational record without consent of the parent or student of legal age under any of the following conditions:
(1) The disclosure is to authorized public agency officials within the agency, including teachers, whom the agency has determined to have legitimate educational interests.
(2) The disclosure is to officials of another public agency or institution of postsecondary education where the student is enrolled, or intends to enroll, subject to the following:
(A) The public agency must make a reasonable attempt to notify the parent or student of legal age at the last known address of the parent or student of legal age, unless the:
(i) disclosure is initiated by the parent or student of legal age; or
(ii) annual notice in subsection (a) includes notice that the agency forwards educational records to another public agency or institution that has requested the records and in which the student intends to or has enrolled.
(B) The public agency must provide the following:
(i) Upon request of the parent or student of legal age, a copy of the disclosed record.
(ii) At the request of a parent or student of legal age, the opportunity for a hearing as described in section 2(c) of this rule.
(C) Notwithstanding clause (A), an Indiana public agency where the student was previously enrolled must take reasonable steps to promptly respond to a request from the student's new school, public or nonpublic, for the student's educational records.
(3) The disclosure is to authorized representatives of:
(A) the Comptroller General or Attorney General of the United States;
(B) the Secretary of the United States Department of Education; or
(C) state and local education authorities;
in connection with an audit, evaluation, or accreditation of federal or state supported education programs, or for the enforcement of, or compliance with, federal or state legal requirements related to those programs.
(4) The disclosure is in connection with financial aid for which the student applied or which the student has received, if the information is necessary for such purposes as:
(A) determining:
(i) eligibility for financial aid;

H

(A) The parent of a dependent student as defined under Section 152 of the Internal Revenue Code of 1986.
(B) Accrediting organizations to carry out their accrediting functions.
(C) The parent of a student or to the student of legal age.

(s) The public agency must, upon request, provide the parent or student of legal age with a copy of the information that has been disclosed.

(t) The public agency may disclose personally identifiable information from an educational record only on the condition that the party to whom the information is disclosed will not redisclose the information to any other party without the prior consent of the parent or student of legal age, except for disclosures:
  (1) of directory information;
  (2) to the parent or student of legal age; or
  (3) made pursuant to:
    (A) court orders; or
    (B) lawfully issued subpoenas.

(u) The public agency must not permit a third party access to personally identifiable information from an educational record for at least five (5) years, if the Family Policy Compliance Office, United States Department of Education determines that the third party improperly redisclosed personally identifiable information from educational record.

(v) In the event that a parent refuses to provide consent under this section, the public agency may initiate the due process procedures stated in 511 IAC 7-45.


**511 IAC 7-38-2 Procedures for amending educational records**

Sec. 2. (a) A parent or student of legal age who believes that information in an educational record collected, maintained, or used under this rule is inaccurate, misleading, or violates the privacy or other rights of the student may request the public agency that maintains the record to amend the information. The request must:
  (1) be in writing;
  (2) be dated; and
  (3) specify the information that the parent or student of legal age believes:
    (A) is inaccurate;
    (B) is misleading; or
    (C) violates the student's privacy or other rights.

(b) If the public agency agrees to amend the information as requested, the public agency must do the following:
  (1) Amend the information within ten (10) business days after the request is received.
  (2) Notify the parent or student of legal age, in writing, that the change has been made, including the date the change was made.

(c) If the public agency refuses to amend the information as requested, the public agency must notify the parent or student of legal age of the refusal, in writing, within ten (10) business days after the request is received. The written notice must include a statement of the right of the parent or student of legal age to a hearing to challenge the information in the student's educational record and the procedures for the hearing, including the following:
  (1) The parent or student of legal age must submit to the public agency a written request for a hearing, specifying the:
    (A) information challenged; and
    (B) reasons the parent or student of legal age believes the information to be:
      (i) inaccurate;
      (ii) misleading; or
      (iii) in violation of the student's privacy or other rights.
  (2) The public agency must do the following:
    (A) Convene a hearing within fifteen (15) business days after the request for the hearing is received.

# Granting a Good Cause Exemption for IREAD-3

## Documenting a Good Cause Exemption

If you have or will be in future case conferences granting Good Cause Exemptions to students with IEPs or ILPs, please be sure that this is **documented locally** in **BOTH** of the following locations:

1. **DOE IR Report in the STN App Center-** your local administrator will do this.
   - Check with your building administrator for protocol on WHEN and WHO must receive this notification
2. **IEP-** the State Testing and Other Participation page. You will need to complete the IREAD-3 section as shown below.

| IREAD3 | |
|---|---|
| Did the student pass IREAD3? | No |
| Will the student be retained? | No |
| Will the student receive remediation? | No |
| Explain the rationale for not retaining the student | |

## Determining a Good Cause Exemption

- May *only be determined* AFTER the student has taken the IREAD-3 test at least 1 time and results have been reviewed. Students must have received a valid score.
- The IEP committee at the local level *must meet to determine* IF this student should be granted a Good Cause Exemption. The committee must include parent(s)/legal guardian(s).
- This Good Cause Exemption ONLY allows the student to be *exempt from the IREAD-3 test,* but it is still *a local decision on the grade level placement* of the student.
- If a student receives a Good Cause Exemption and it is determined that the most instructionally appropriate placement is in a 4th grade classroom, schools are still required *to provide 3rd grade reading instruction* and any *other additional interventions* per their IEP. The remediation is to be provided outside the 4th grade reading instruction time. The Good Cause Exemption does NOT make them exempt from 3rd grade remediation.

## 511 IAC 7-32-94 "Summary of performance" defined

Sec. 94. "Summary of performance" refers to the written plan required under 511 IAC 7-43-7 and 511 IAC 7-40-3(h). The plan:
(1) provides a student with a summary of the student's academic achievement and functional performance; and
(2) includes recommendations on how to assist the student in meeting the student's postsecondary goals.

## 511 IAC 7-32-95 "Supplementary aids and services" defined

Sec. 95. "Supplementary aids and services" means aids, services, and other supports that are provided in:
(1) general education classes;
(2) other education-related settings; and
(3) extracurricular and nonacademic settings;
to enable students with disabilities to be educated with nondisabled peers to the maximum extent appropriate in accordance with 511 IAC 7-42-10.

## 511 IAC 7-32-96 "Systematic observation" defined

Sec. 96. "Systematic observation" means an observation that is conducted to measure specific, well-defined behaviors using structured recording procedures.

## 511 IAC 7-32-97 "Teacher of record" defined

Sec. 97. "Teacher of record" refers to the single special education teacher to whom a student with a disability is assigned. Each student with a disability must have a teacher of record identified. The teacher of record may be the teacher of service and must be appropriately licensed to work with the student or, where appropriate state licensure is not available, appropriately trained. The teacher of record shall do the following:
(1) Provide direct or indirect services to the student according to the student's IEP.
(2) Participate in the CCC meeting as the student's teacher to assist in developing measurable goals, benchmarks, and objectives to meet the student's needs.
(3) Regularly monitor the implementation of the student's IEP and provide progress reports to the student's parent.
(4) Ensure the student's IEP is accessible to each of the:
(A) student's teachers;
(B) related services providers; and
(C) other services providers;
who are responsible for implementation of the IEP.
(5) Inform each teacher and provider of his or her specific responsibilities related to implementing the student's IEP.
(6) Ensure that:
(A) supplementary aids and services;
(B) program modifications; and
(C) supports for school personnel;
are provided in accordance with each student's IEP.
(7) Serve as a consultant and resource person to all other personnel providing services to the student.
(8) Ensure any accommodations on statewide or district assessments are implemented according to the student's IEP.
(9) Participate in reevaluations of the student.
(10) Ensure that the CCC is informed of any modifications made to the student's IEP in accordance with 511 IAC 7-42-9(e)(2) and 511 IAC 7-42-9(g).

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# Roles and Responsibilities of the Case Conference Committee

The case conference committee (CCC) is charged with the responsibility for:

Determining a student's eligibility for special education services;

Identifying the unique educational needs of the student;

Developing appropriate specialized services and supports;

Maintaining the student's special education services to the maximum extent possible with his/her non-disabled peers; and

Using the student's progress monitoring data as the basis for all CCC decisions and actions.

A case conference committee is comprised of the following legally mandated participants. If any one of these roles are not represented at the conference, or not appropriately excused, *the meeting is not a legal case conference.*

## The Public Agency Representative (PAR)

The Public Agency Representative must participate in every case conference committee meeting. This individual must be knowledgeable about the availability of, and have the authority to commit, resources of the public agency (including personnel and funds); qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities; and knowledgeable about the general education curriculum.

The district special education director, building principal, assistant principal, or special education coordinator often fulfills the role of Public Agency Representative. Training in special education mandates, procedures, and timelines is essential in preparing the PAR for his/her role in the case conference process and supervision of special education programs. The Public Agency Representative is ultimately responsible for making sure the parent understands legal rights and responsibilities.

*If an administrative designee is appointed by the PAR to attend the case conference committee meeting, this individual has the same authority to commit district resources as the administrator.*

At the case conference committee meeting, the PAR represents not only the school, but also the district and the resources of the district. Ultimately, the IEP document is an agreement between this representative of the school district and the parent.

## The Current Teacher of Record (TOR)

The current Teacher of Record must participate in every case conference committee meeting. The TOR is the licensed special educator in the area of the student's *primary* disability.

For an Initial Eligibility case conference, a licensed educator in the suspected area of disability must participate. If more than one area of disability is suspected, each of the disability areas must be represented in the meeting. (This could be a special educator with multiple licensures.)

The Teacher of Record is legally responsible for ensuring the implementation of the IEP. A student has only one Teacher of Record. Other educators working with the student are Teachers of Service (TOS).

The Teacher of Record's responsibilities include, advocating for the student, maintaining communication with Teachers of Service regarding academic and behavioral progress, providing consultation on learning strategies and accommodations to staff, ensuring the student's accommodations are implemented, providing direct instruction, instructional supports or consultation to the student, managing and overseeing paraprofessionals' activities with students, collecting progress monitoring data on goals and accommodations, participating in multi-disciplinary team evaluations and reevaluations, and reporting out student progress on annual goals to parents. The TOR makes sure that evidence of these activities is brought to each student's case conference committee meeting.

The Teacher of Record is the heartbeat of a student's IEP!

## The General Education Teacher

A licensed general educator with knowledge of the student attends the CCC meeting if the student is participating in the general education environment. If the student may be participating in the general education environment, a general education teacher that will

potentially be working with the student is included in the case conference. A minimum of at least one general educator participates in the conference. If multiple general educators attend, one of them is designated as meeting the legal requirement for participation, and must request consent from the parent to be excused from all or part of the case conference meeting.

The general education teacher is a content specialist and brings an understanding of the general education curriculum to the conference team. He or she has knowledge of the activities and tasks of the classroom and the range of skills general education peers may have. General education teachers can add perspective on what accommodations are needed and how they are implemented in the classroom setting. They bring evidence of the student's current performance (academic, social emotional and functional) in their classroom.

For early childhood, a general education teacher is an individual who provides services to nondisabled students in the public agency's preschool program; or kindergarten teacher who provides services to nondisabled students if the student is of kindergarten age; or an individual knowledgeable about early childhood development, curriculum, and integrated placement options if the public agency does not have a general education preschool program.

## The Multi-Disciplinary Team Representative or the Instructional Strategist

This individual represents the Multi-Disciplinary Team (MDT) at the initial case conference. Typically this is the school psychologist, speech language pathologist or evaluator that conducted the assessments. However the MDT may select another representative to attend the meeting provided that individual can discuss and interpret the student data. The parent has a legal right to receive an initial evaluation report and have it explained before the eligibility conference. However, an MDT representative is still required to attend the case conference.

For subsequent conferences, this role is filled by the individual that has the ability to interpret presented data and its educational implications for the student. In the Indiana IEP system, this role is labeled the Instructional Strategist. As an example, if the CCC is discussing behavior, a behavioral consultant might serve in this role. The Teacher of Record or a Teacher of Service might serve in this capacity as well. It is possible for an individual to have more than one role in the case conference.

## The Parent

The parent is a key member of the case conference committee. The parent can be:

- a biological or adoptive parent whose parental rights have not been terminated or restricted;

- a guardian authorized to act as the student's parent;

- a foster parent;

- an individual with legal custody or an individual acting in place of a biological or adoptive parent (such as a grandparent, stepparent, other relative or other adult) who accepts full legal responsibility for the student and with whom the student lives;

- an educational surrogate parent appointed by the Local Education Agency or the court;

- an educational representative appointed by the Local Education Agency; or

- the student who is eighteen years of age who has not had a guardian appointed by a court or has not had an educational representative appointed by the Local Education Agency.

If more than one person is qualified to act as the parent, the biological or adoptive parent must be presumed to be the parent if they are attempting to act as the parent. The parent provides consent for initial special education services.

If the parent cannot be identified or located, or when the student is a ward of the state (except when the court order permits the student to remain in the home or expressly reserves educational authority to the parent, or when the student is a ward of the department of correction), or when the student is homeless and not in the physical custody of a parent or guardian, the Local Education Agency can assign a trained educational surrogate parent to participate on the student's behalf. When a student reaches the age of majority, age 18, he or she assumes the role of parent for the case conferences and is able to consent to services, reevaluation and other legal actions or activities.

The educational surrogate parent may not be an employee of the department of education, or a public agency or any other agency involved in the education or care of the student (such as a school employee, a case worker, or department of social services employee). Additionally, Article 7 notes that the educational surrogate parent must have the knowledge and skills to represent the student, must match the student's cultural and linguistic background (to the extent possible), and must not have personal or professional interest that conflict with those of the student.

A student who is eighteen and has not had a guardian appointed by the court may have an educational representative appointed to make educational decisions on his or her behalf, if either the student requests a representative in writing, or if the student is certified as unable to provide informed consent (this is fully explained in Article 7 at 511 IAC 7-43-6(f)).

The parent is the original advocate for the student! He or she brings unique knowledge and perspective of the child that only a family member can have. The parent and the public agency representative are the two parties that create the legal agreement between the school and the home that is represented by the IEP document.

At age 18, the student is considered to be the parent, unless the courts have awarded guardianship of the student to another adult(s) or an educational representative has been appointed by the local education agency.

*The Public Agency Representative, Teacher of Record, General Educator, and Instructional Strategist/Multi-Disciplinary Team Member are required to participate in every case conference committee meeting. Each of them may also be excused with written consent of the parent.*

*The Student*

The student is a member of the case conference and is invited to the case conference committee meeting. For some students, even a young child, it is appropriate for them to join a portion if not all of the meeting to share thoughts about their own progress, their strengths or concerns. Many schools or parents assist students in preparing a personal statement, or even facilitating their IEP meeting. However, the student's attendance is at the discretion of the parent.

If the student is not physically present, their voice should be represented at the meeting. If the student is of transition age (age 14+ or beginning their ninth grade year), or will turn 14 before the expiration of the next IEP, the student's participation in the conference is a requirement. However, participation doesn't have to mean presence. If the parent does not consent to the student being in attendance, the school has responsibility to present the transition assessment information and postsecondary goals to the conference committee on the student's behalf. The student's voice must be represented.

At age 18, the student is considered to be the parent, unless the courts have awarded guardianship of the student to another adult(s) or an educational representative has been appointed by the LEA.

## Others Potential Members of the Case Conference Committee

Depending upon the purpose of a case conference, it may be appropriate to include others in the meeting. The table below provides a partial list. These individuals bring information about the student to the case conference or have supportive roles to the IEP process.

All of these individuals should be included on the Notice of Case Conference. The parent has the right to know who will be present at the case conference committee meeting.

Because they are not one of the legally required roles of a case conference, they do not require parent consent for excusal from the meeting.

| | |
|---|---|
| Teacher(s) of Service | Note taker |
| Related Service Provider(s) | Interpreter |
| School Counselor | Translator |
| Behavior Consultant | Meeting Facilitator |
| Representative of Non-Public School or facility | **Transition Agency/Adult Services Representative |
| Representative of the Local Public Agency providing any of the student's special education and related services | Representative of State-Operated School or Facility |

**This individual requires permission of the parent to attend the case conference committee meeting.

## Other Considerations

### Who Leads the Cases Conference Meeting?

Determining who will lead the meeting is an important decision. The Public Agency Representative, a Special Education Director, the Teacher of Record, a Supervisor or Coordinator, or other individual may lead the case conference committee meeting.

This role is sometimes referred to as the Case Conference Chairperson. Who serves as the Chair may be based upon local policy. It may default to the highest ranking administrator involved, or it may be the individual with the strongest rapport with the family.

What is most important is that this individual knows it is their responsibility to guide the case conference committee members through the IEP process, and that they are prepared for this task.

Equally important is for each member of the team to have an understanding of his/her responsibility to the student and to the case conference process.

## Resources:

Visit the **Indiana IEPRC YouTube Channel** and search for *Case Conference - Participant Roles*.

# School City of East Chicago

## Special Education Department

## Case Conference Procedures

### Before the Conference

### Case Conference Materials

The following is a listing of suggested materials to be kept in a file folder (or whatever system works for you) to have readily available for a case conference. This list is not all inclusive and you may have additional forms of record-keeping that you use which would be important to have readily available.

- Preparation Material
  - ACR/ IEP Schedule Log, Communication Log
  - Coda Sheet
  - Current IEP, progress reports, etc.
  - Draft of proposed IEP for this case conference
  - Grade book or copy of latest grade report
  - Proposed goals and objectives
  - Notice of Procedural Safeguards (English/Spanish)
  - Copy of Notice of Case Conference that was sent to parent
  - For Transition Student:
    - Three transition assessments must be administered: one must be Independent Living
    - If an initial transition IEP is being created TOR must give the initial transition with Independent Living
    - Each conference thereafter the TOR must revisit the goals and update what has changed since the Initial; and document additional living skills obtained since the last IEP.
- Blank forms that you might need:
  - Release of Information
  - Medicaid Form
  - Social Development History Form
  - Transportation Form (Must be completed by a supervisor or Principal)
  - Notice of Case Conference
  - Permission for Prescription Medication

### Well in advance of the anticipated conference date:

- Call/email/send letter home to the parents of students due that month for his/her annual to set up a conference (Be sure to log these and all parental contacts in IIEP; which are able to be exported in an Excel Spreadsheet.)
- Send out teacher questioners to any/all general/special education teachers serving as TOS to gather data to update the student's progress monitoring and present level. (This can also be gathered in a meeting with the teacher.)
- If a RE-EVALUATION is being considered make attempts to meet with the Psychologist or Related Service Provider to determine together what needs to be requested from the parent.

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- Begin gathering data necessary to complete the Present Levels. Most of the following information can be gathered from RDS.
  - Progress Reports
  - Credits toward graduation (if applicable)
  - Schedule for next school year (if known)
  - Discipline data (suspensions, office referrals, SWIS Data, CICO etc.)
  - ISTEP and other testing scores such as MAP, ECA, NWEA etc.
  - Missing assignments
- Send out emails to all SCEC personnel providing services (TOSs, OTs, PTs, SLPs/SLAs, etc.) and any support team members, general education teachers, or administrators, and include or attach a notice of case conference.
- Ask the service personnel to begin updating any present level information that pertains to him/her. (OT, PT, SLP, SLA, Social Worker, Counselor, etc.)
- If behavior is a concern, begin collecting data, and developing the FBA such as interviews from the student, teacher, etc. to support the interventions being selected.
- Invite staff from receiving school if student is transitioning to a new building over the course of the proposed IEP.
- Schedule any necessary <u>staffing</u> that need to take place prior to the case conference.

## As the anticipated conference date draws near:

- Begin updating each student's present level and progress monitoring with the data you have gathered and adjust his/her goals and services based on said data.
- Make sure transition age students have a completed transition assessment
  - Update his/her current transition data accordingly
- Send transition assessments to the parents of transition age students via the student, email or traditional mail (Be sure to include a self-addressed stamped envelope in your mailing.)
- Finish revising your proposal for student's draft to reflect the data you have gathered and print copies for the case conferences (Make sure to print a copy for yourself, the parent, and any other staff that will be in attendance.)

## At the Conference

## General Suggestions:

- Be aware of the seating for parents and their advocates, to avoid an "us" vs. "them" arrangement. It is helpful to have the TOR sit next to the parent.
- Speak and look at the parent, even if using an interpreter; and even if an advocate is present.
- Avoid using educational jargon and acronyms.
- Remember to be mindful of the present and ongoing atmosphere of the room.
- Be cognizant that you are talking about someone's child. Be respectful at all times.
- Dress professionally for the conference.
- Avoid sidebar conversations.
- Thoroughly present the student's present level of performance including his/her progress monitoring **DATA** for goals. This information is **very** important, as it should be the driving force of the IEP. All of the recommendations you have made in the draft IEP should be based on this **DATA**!
- Numerical measures of child's progress.
- If you think it will be a contentious conference, consider meeting ahead of time so that staff is on the "same page."
- Be respectful of time considerations and keep conversations brief and to the point. If parents have time restrictions due to a work schedule, honor that.

- Do not read the document word for word to the committee members when at all possible.
- Consider physical barriers in the environment that would present difficulties to a parent with special physical challenges and make appropriate accommodations.
- Before the conference, identify who will be recording the notes at the conference. IF the TOR is conducting the conference, someone else should be taking the notes if possible.

## Do not:

- Hold a conference with just you and a parent.
- Use the conference as a means of informing parents of daily happenings or discuss other students in the class or building. Do not mention other student names.
- Share specific personal information- medical or social. Keep information about yourself general.
- Hold a conference with an attorney if the SCEC administrator isn't present. Should parents enter with an attorney, Special Education Office should be informed immediately and the conference may be rescheduled or an administrator will come.
- Put a child on a reduced schedule or homebound without a supervisor present or consulted before the conference.
- Request testing without a school psychologist present or consulted before the conference.

## Process

- Start the meeting on time and have all of the appropriate paperwork ready, including: a DRAFT IEP, fully charged laptop, Procedural Safeguards, who will be responsible for taking notes.
  - Make copies of the DRAFT IEP for conference attendees to follow along as the IEP is developed.
- Verify with the parent that you have permission to excuse any required attendees who are not present (GE teachers only)
- Have input from those who have been excused, and have the parents sign the Excusal Form on the Notice of Conference.
- Greet those in attendance and state the purpose of the meeting. Emphasize that all will work as a team.
- Begin with introductions of those in attendance with their titles/relationship to the student.
  - If the general education teacher is present but cannot stay for the entire conference, ask the parent if it is okay to excuse them from the meeting once he/she has shared his/her pertinent information. (Remember that the parent has the right to request that the general education teacher be present for the entire meeting.)
- Give the parents the Procedural Safeguards. If the parents do not accept a copy, document that they were offered in the notes section.
- Verify/update all contact information on the IEP (Be sure to include: mailing address, home/work/cell phone numbers, email address, and information regarding any alternate contacts.).
- Ask the parent if there is any new information of which the school should be aware? (e.g. new medications, new health issues/diagnoses, initiated or stopped counseling, changes in family make-up, death or illness of family member, etc.)
- Begin by clarifying the purpose of the conference and document this in the notes section.
- Ask all parties to add information regarding the child's strengths.

- Review Existing Data. Summarize information whenever possible, being mindful of time constraints. This is a good time to allow GE teachers to talk about classroom issues.
- Ask parents about their concerns for their student. (Remember to update this in the IEP and Notes section.)
- Review Eligibility and need for Re-evaluation; Ask parent if he/she has any questions about eligibility. If Case conference participants do not question the student's eligibility, testing is generally not recommended.
   - If a parent requests an evaluation, document in the notes and have a discussion with the committee about progress and/or what concerns the parent has. If the committee agrees a Re-Evaluation is necessary then the Pre-Conference tab needs to be completed. This will generate the form for the parent to sign, or it can be developed by the evaluator and signed later by parent.
- Discuss special factors, review the need for a BIP, and develop new strategies.
- Transition information should be reviewed. Discuss with parents the responses students have made on their transition assessments and future plans for the student.
   - If student's goals are not realistic, discuss other areas that the student may pursue.
- Review participation in mandated testing.
- Review goals and ask parents if they have any suggestions, changes or additions.
- Review accommodations....which ones are absolutely necessary and beneficial to the student?
- Describe proposed services, (transition, special education, related, and extended school year) and the location of those services. Does the parent agree? if not, document the discussion in the conference notes.
   - Do not recommend or approve any additions or changes to services that have not been discussed with staff providing those services well in advance of the conference.
- Discuss why you are recommending the services in the specific location (general vs. special), and discuss Potential Harmful Effects. Document discussion of Potential Harmful Effects.
   - Make every attempt to keep students in a general education setting as much as is possible for their benefit. Least Restrictive Environment is our goal for all of our students.
- For Secondary level, discuss course of study (diploma/certificate), when applicable. Review the requirements for the course of study and review the student's progress toward meeting the requirements.
   - When moving a student from one track to another, please be very clear what the implications of the decision will be. Allow ample time for questions and explanation. Do not proceed until there is clear understanding of the decision.
- Review general considerations.
- Does the parent have any other concerns or questions?
- If the parent agrees to the IEP, finalize the draft and have the parent sign. Copies of the IEP should be provided to the Parent, Principal, Teacher of Record and Teacher of Service, General Education Teacher, and Related service providers.
- Inform the parent that he/she can ask for another case conference at any time.
- Provide the parent with a **finalized** copy at the meeting or within 10 business days. If necessary provide a DRAFT IEP (with corrections added during the conference).
- Thank everyone for attending the conference.

# AFTER THE CONFERENCE

- Add updates from the IEP conference into IIEP:
    - Demographic Information under parent information
    - Communication Tab
    - Complete the Student Information Sheet
- Review your IEP for errors.
- Submit IEP to Trish Luna within 5 days with the Coda Sheet attached.
- Send IEP through school inner office mail to :
    - Trish Koulianous: High School
    - Elaine Meyer: Middle School
    - Jennifer Rogers: Elementary
- Print out the IEP at a Glance and distribute to all school staff who work with the student, if they are not receiving a copy of the full IEP.
    - You may send the IEP at a Glance as an email attachment if there is no behavior plan.
    - If the student has a behavior plan, you must provide training on the behavior plan to each staff that has direct contact with the student (including bus drivers, cafeteria staff, etc.)

# **Move-In Procedures Checklist:**

1. After the TOR receives the move-in summary sheet from Administration building, the TOR will be responsible to:
   a. Set up the CC meeting with the parent and other required team members.
   b. Schedule the CC meeting with the building administrator unless otherwise specified by the summary sheet
   c. Check for any medical issues that may require the parent to bring documentation.
   d. Alert Special Education Administration if the IEP contains Special services of any kind i.e., 1/1 para, Special Transportation, Health Care Plan, Evacuation Plan, Homebound, and/or Home Schooling.

## **A BUILDING ADMINISTRATOR MUST BE PRESENT AT THE CC.**

2. Hold the Case Conference Meeting within 10 days of the time of enrollment. Special Education Administrators will indicate the date the CC must be held by on the form.
   a. If you haven't received the summary sheet and the 10 days are approaching, please set up the conference with your building administrator as soon as possible to implement the IEP. Remember to utilize the **LEAST RESTRICTIVE ENVIRONMENT** to the maximum extent possible.
   b. Remember the following: The IEP must be implemented as written until the CC holds the case conference to consider any changes. After the Case Conference the TOR has 10 days from the date of the conference to input the new information into IIEP system.

**NOTE:** If you receive a **Move-In** IEP; send a copy to Trish Luna (tluna@ecps.org) as soon as possible – THE DAY YOU RECEIVE IT!!!

Revised 1/6/2020

# NOTES SECTION

The notes taken during a case conference are an extremely important section of the IEP. Therefore, we are creating a list of **MUST HAVES** to document in this section.

1. Reason for the meeting (Be more specific, such as; to look at reoccurring behaviors)

2. A list of members who are present

3. Document that **Procedural safeguards** are offered **AND** whether or not they are accepted

4. Present levels were discussed, updated and agreed upon by the CC Committee

5. Progress Monitoring was discussed, updated and agreed upon by the CC Committee

6. Parent Concerns – document that these were discussed

7. If the purpose of the meeting is to review an evaluation document that the **evaluation** was explained and whether or not all parties agreed (If there is disagreement document the nature of the disagreement)

8. **Accommodations** were reviewed:

   Testing accommodations

   Additional accommodations

9. Transition was reviewed.  State what document was provided by the district for **Transition and Graduation**  (These documents should be attached to the IEP)

10. **LRE** – Least Restrictive Environment was reviewed and reasons why this placement was chosen.  Also document whether all parties are in agreement.

11. Document that **HARMFUL EFFECTS** were discussed and the parent concerns if any that were discussed

12. **SDI:** Specially Designed Instruction – document that it was discussed and include the strategies that were determined.

13. **Goals** were reviewed and updated

14. **Behavior** was reviewed.  If an FBA or BIP are necessary then document this.

15. **Safety Plan** "Student has a Safety Plan."  The location is with the TOR, Safety Officers, Principal – and any others who have a need to know.

16. **Health Plan Statement:** "Student has a Health Plan."

   <span style="color:red">(**REFRAIN** FROM USING THE FOLLOWING STATEMENT: PLEASE REFER TO HEALTH PLAN)</span>

17. **Transportation:** If transportation is necessary then write the following statement in the IEP: "Student requires specialized transportation due to his or her need for safety and support."

18. The CCC team discussed re-evaluation. At this time the team agrees there is/is not a need for re-evaluation.

19. E-Learning Statement: School City of East Chicago will utilize virtual learning opportunities during eLearning Days. On eLearning Days, assistance will be given to meet individual accommodations/modifications on assignments that relate to his/her IEP goals/objectives. Services will be provided through, but not limited to, Google Classroom, emails, online sites/materials, and paper/pencil materials.

20. A copy of the district's resource guide for State and local agencies was given to the parent that includes but is not limited to: transition, autism spectrum disorder, graduation, and mental health.

21. **Summary Statement**: The intent is to document whether all parties agreed with the recommendations. Also document that a finalized IEP and Parent Survey were offered and completed or when the finalized IEP will be provided. If the parent does not agree or the IEP is not finalized then the statement should reflect this.

   All members of the CC agreed with the recommendations. The parent was provided a copy of the **finalized IEP** and the **Parent Survey** instructions were explained and provided.

## Statement of Eligibility

During an Initial Evaluation the school psychologist will place the reasons for eligibility after the evaluation has been completed. This statement should remain throughout each update of the IEP until a re-evaluation is conducted. Additionally, other evaluators such as speech, OT, PT etc. may also include a statement under this section. Please DO NOT erase these statements.

### IF: THIS STATEMENT IS NOT ALREADY PROVIDED

### OR THE STATEMENT BELOW IS NOT PROVIDED

## THEN: WRITE

Eligibility has been determined through a comprehensive evaluation which includes, but is not limited to existing data gathered through the referral process and assessments needed to determine he/she is eligible. It has also been determined that the student's disability adversely affects his/her educational performance.

## Harmful Effects

In selecting the LRE, consideration is given to any potential harmful effect on a child or on the quality of services that he or she needs. In addition, potential disadvantages of being removed from the general education setting must be assessed (such as, what curriculum content will the child miss when out of the classroom, etc.)

**Examples of potential harmful effects to consider:**

- Diminished access to the full range of the curriculum
- Lack of opportunity for social interaction
- Decreased self-esteem
- Lack of opportunities for appropriate role models
- Missed general education instruction taught by highly qualified staff
- Rate at which student can earn credits for graduation

*The IEP team discussed the following potential harmful effects: decreased self-esteem while attending specialized instruction may be internalized during instruction in the general education setting. However, the IEP team determined the student's needs outweigh any potential harmful effects at this time.*

*The team discussed the following potential harmful effects: decreased access to typical peers in the general education setting and transitions to and from general education setting and transitions to and from general education class to small groups may cause increased stress and anxiety. The IEP team determined the student's needs outweigh any potential harmful effects at this time.*

## Transportation

No longer will DOOR TO DOOR transportation be acceptable to write anywhere in the IEP. Instead: the statement to write will be: **STUDENT HAS SPECIALIZED TRANSPORTATION**

# Potential Harmful Effect

**The Code of Federal Regulations states the following:**

**§ 300.552 Placements.**

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency shall ensure that—

(a) The placement decision—

(1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

(2) Is made in conformity with the LRE provisions of this subpart, including §§ 300.550–300.554;

(b) The child's placement—

(1) Is determined at least annually;

(2) Is based on the child's IEP; and

(3) Is as close as possible to the child's home;

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and

(e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

## Discussion

The IEP Team must also consider possible harmful effects in determining the educational placement, both in terms of the general education setting and a more restrictive setting. The language section mentions "possible harmful effects on the child or on the quality of services that he or she needs." In addition, potential disadvantages of being removed from the general education setting must be assessed (such as, what curriculum content will the child miss when out of the classroom, etc.). Parents and other team members, including the child's general education teacher, should discuss openly the possibility of supplementary aids and services, and other supports, that would allow the child to remain in the general education setting. A part of this discussion must include what is needed for the child to be able to participate and progress in the general education curriculum.
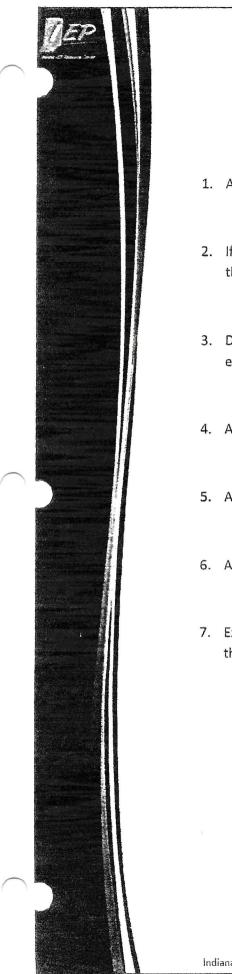
## Examples of potential harmful effects to consider:

1. Diminished access to the full range of the curriculum;
2. Lack of opportunity for social interaction;
3. Decreased self-esteem;
4. Lack of opportunities for appropriate role models;
5. Amount of contact/socialization opportunities with non-disabled peers
6. Missed general education instruction taught by highly qualified staff
7. Rate at which student can earn credits for graduation

## Sample language for IEPS:

*The IEP team discussed the following potential harmful effects: limited access to typical peers and limited access to peers in his home community since program is not available at his school of residence. IEP team determined his needs outweigh any potential harmful effects at this time.*

*The team discussed the following potential harmful effects: decreased access to typical peers in the general education setting and transitions to and from general education class to SAI groups may cause increased stress and anxiety. The IEP team determined the student's outweigh any potential harmful effects at this time.*

## Guiding Questions for Potential Harmful Effects

1.  Are students getting interaction with their peers and access to gen ed curriculum?

2.  If not, do we as the case conference committee, understand the potential harm of this decision?

3.  Does the placement/quality of service limit access to the general education environment?

4.  Are there social implications of these decisions?

5.  Are there emotional or behavioral implications of these decisions?

6.  Are there academic skill considerations of these decisions?

7.  Extra-curricular or scheduling implications ("...these services will be impacted by the choice to take this class...")?

# Re-Evaluation Process

1) Contact evaluator (Psych/Speech/OT/PT) to discuss the reason for the evaluation, your concerns, and/or the parent concerns
2) Evaluator will then advise the TOR when the consent is obtained and what is needed from the TOR for the evaluation
   - Any screenings or any forms seeking needed additional information
3) <u>The evaluator(s) is the only person(s) who can obtain consent for a re-evaluation</u>
   - If you fail to follow this rule, special education administration will be contacted, you will be required to hold a CC with the parent and explain to them that you did not follow procedures and why the evaluation will not be completed until the evaluator has communicated with the parent
   - If a re-eval is discussed at a CC, the TOR needs to inform the evaluators immediately and inform the parent that the evaluators will be contacting the parent soon to discuss the request.
   - HELPFUL SUGGESTION: If you feel a re-evaluation is needed it is recommended that you contact the psychologist several months before the ACR so the evaluation could be completed by the time of the ACR – therefore only one conference would need to be held which saves you and the parent time
4) Once the re-evaluation is complete the evaluator will notify the TOR and the deadline that the CC must be held by (at least two weeks before the evaluation is due)
   - TOR is responsible to set up a CC time and date to review the evaluation results and is responsible for sending notices to all of the required participants
5) The evaluator will be responsible for filling in the information from their evaluation into the IEP and providing all of the information from the evaluation to the parent at least 10 days before the meeting.
   - TOR is responsible for updating the IEP as needed.


Evaluation Procedures (for us)

1) Referral form must be completed in its entirety with all necessary signatures and information by general education staff
   - If this is not done properly, it will be returned
   - If this is a parent request, the evaluator should contact the parent within the 10 day deadline without this information but a properly completed referral should still be pursued from the school.
2)
3) Carry-over testing guidelines
   - SPEECH: If you obtain consent to evaluate on or before March 1st, you must complete the evaluation and report by the end of the school year and upload it into IIEP
   - PSYCHS:
   - OT/PT:

School City of East Chicago
Transportation Guidelines
For
Parent and Guardians

*These guidelines are for the safety and security of all of our students in the East Chicago Schools.*

- Parents must have their children ready for pick up 20 minutes prior to the scheduled bus pick up time. Since the bus arrival time varies sometimes, and in order to stay on schedule as much as possible, the bus cannot wait outside your home while your child gets ready.

- Children will be picked up and dropped off at one designated address. In the event that your child cannot be dropped off at the usual spot due to problems or closures at the drop off point, it is your responsibility to arrange an alternative safe way for your child to get home.

- If for any reason you pick your child up from school or take them home during the day you must notify the transportation department that the child will not be on the bus.

- In order to pick a child up from school any adult other than the custodial parent, must be on the emergency list for that child at school.

- Parents and guardians must deliver medications to the school nurse directly and never send it with the child, unless the school has a physician's order *and* parent note stating the child is to carry the medication [ such as inhaler] with them.

- Parents must keep animals away from bus stops. Please take responsibility for the safety of all children when the bus is in front of your house or at a bus stop by keeping your animals inside.

- Parent must send a note when students will be riding home with someone else and when someone other than parent is picking the child up from school.

- Parents must make arrangements for a responsible person to receive the child at home or at the designated drop off point when the parent is not going to be there.

- If an adult is not home when the bus drops your child off, the authorities will be contacted. If this continues to occur, a conference will be called to address this issue.

# Justification for Placement

§300.320 **Definition of individualized education program**(5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section;

The IEP team must provide a written justification regarding their decision to place a student in any setting outside the regular classroom. Removal from the regular educational classroom shall occur only when the nature or severity of the child's needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**Accept/Reject Format:**

The IEP team must provide a written description of the options considered and the reasons why those options were rejected for **EACH** option on the continuum of alternative placements from the least restrictive to most restrictive down to the option chosen. Then describe why the chosen option was accepted.

Written descriptions are **NOT** required for options on the continuum that are more restrictive than the one accepted by the IEP team.

For Example:

> General classroom with modifications: Rejected – Describe why
>
> Resource room: Rejected – Describe why
>
> Self-contained classroom: Accepted – Describe why

**Specify Instructional Needs:**

- The written descriptions should describe the student's **instructional needs** that resulted in the team's decision to remove the student from the general classroom setting. Do not restate the students Present Levels of Academic Achievement and Functional Performance (PLAAFPs) or the supplementary aids and services. For the options rejected, discuss the instructional strategies that were attempted and failed in that setting. For the option selected, specify the student's instructional needs that will be met in this placement category that cannot be met in the general education setting.
- The justification statement goes beyond a description of a preferred option such as "student needs better ratio than this option can provide". The justification tells <u>why</u> this placement option is essential to student's unique learning needs and describes those needs.
- The justification must clearly outline the IEP team's discussion, with serious consideration given to the "*potential harmful effects*" of removing the student from the general education setting and from their peers.

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## Unacceptable Justifications Reflect:

- decisions based on non-academic reason
- decisions based on non-individualized reason
- administrative convenience
- decision based on disability category
- decision identical to all other students in that placement
- decisions based on availability of related services
- decision based on availability of services
- decisions based on availability of space

| General Classroom with Modifications 80%-100% | ☐ Accept<br>☒ Reject | (Student) has not shown adequate progress in this setting. Student needs more structure and opportunities to have concepts re-taught. |
|---|---|---|
| Resource Room 40%-79% | ☒ Accept<br>☐ Reject | (Student) needs a combination of large and small-group instruction. The small-group instruction is needed to reinforce concepts taught in the large group and provide student with opportunities to ask questions and get immediate feedback. |

### Example #2

| General Classroom with Modifications 80%-100% | ☐ Accept<br>☒ Reject | (Student) was unable to gain confidence and participate in the daily activities. Limited removal was insufficient to meet all academic needs. |
|---|---|---|
| Resource Room 40%-79% | ☐ Accept<br>☒ Reject | Limited progress was noted when receiving services in the resource room. Additional time and immediate feedback is needed for (student) to reach potential. |
| Self-Contained Classroom 0%-39% | ☒ Accept<br>☐ Reject | (Student) requires small-group or one-to-one instruction using flexible repetitive teaching strategies to facilitate development of academic skills. Due to self-esteem issues, a quiet environment away from peers is needed to allow for answering questions with confidence and provide immediate feedback during academic instruction. |

**Example #3**

| General Classroom with Modifications 80%-100% | ☐ Accept<br>☒ Reject | (Student) was unable to maintain appropriate behaviors within the general classroom which resulted in negative attention drawn to student.<br><br>The general education setting did not provide the needed structured environment. |
|---|---|---|
| Resource Room 40%-79% | ☐ Accept<br>☒ Reject | (Student) is unable to maintain appropriate behaviors when in the general classroom and resource room. The difference in the classroom schedules, structures and pace of learning are not conducive to meet student's behavioral needs. |
| Self-Contained Classroom 0%-39% | ☐ Accept<br>☒ Reject | (Student) is unable to maintain appropriate behaviors within the self-contained setting within the public school. Even though in a controlled environment, (Student) posed a risk of injury to other students. |
| Separate Day School | ☒ Accept<br>☐ Reject | (Student) needs an educational environment which provides intensive therapy and highly-structured environment to learn appropriate behavior, learn coping techniques and incorporate these skills into his/her daily routine. |

**Example #4**

| General Classroom with Modifications 80%-100% | ☐ Accept<br>☒ Reject | Daily educational activities in the general classroom setting became a distraction, resulting in lack of concentration and deterioration of behavior. |
|---|---|---|
| Resource Room 40%-79% | ☐ Accept<br>☒ Reject | This placement assisted in stabilizing (student) behaviors; however, limited amount of removal and instruction time did not produce desired educational gains. |
| Self-Contained Classroom 0%-39% | ☐ Accept<br>☒ Reject | This setting was providing the educational supports and instruction needed by (student) until the accident occurred. Due to the current medical needs, this placement is no longer appropriate. |
| Separate Day School | ☐ Accept | (Student's) health, therapy and educational needs do not |

| | ☒ Reject | allow student to participate within this school setting. |
|---|---|---|
| Residential Facility | ☒ Accept<br><br>☐ Reject | (Student's) health, daily living skills and therapy services are the major focus of student's daily program. (Student) needs a neutral setting to provide these services without drawing attention from peers. (Student) also needs intensive daily therapy and 24-hour medical monitoring. (Student) needs educational services provided through a shortened 1-hour school day. Instruction will be provided in short intermittent increments increasing as stamina increases to a 4-hour school day. |

**Under certain situations** IEP teams may write one reject statement for a group of placement options. For example, if the student's placement is a residential setting, it would be appropriate to write one rejection statement for the general education with modifications, resource room, self-contained classroom and separate day school.

Another example is when a student becomes eligible due to a traumatic brain injury. Depending upon the significance of the injury, it may not be reasonable to attempt each placement option on the continuum sequentially. Therefore, the team may decide the student requires a self-contained program immediately.

### Example #5

| | | |
|---|---|---|
| General Classroom with Modifications 80%-100%<br><br>Resource Room 40%-79%<br><br>Self-Contained Classroom 0%-39%<br><br>Separate Day School | ☐ Accept<br><br>☒ Reject | (Student's) intensive medical and rehabilitative needs cannot be met in these settings. The settings do not allow sufficient room or privacy for his/her needs to be met.<br><br><br><br>A separate school setting and residential facility do not allow for sufficient medical and rehabilitative services. |
| Home/Hospital | ☒ Accept | (Student's) intensive medical, rehabilitation and therapy needs can be met in this setting. Educational services can also be provided in this setting as the (Student's) energy and strength allow. |

## Example #6

**Regular Classroom with Modifications: Accepted:** (Student) requires flexible instruction practices at his level, individual assistance and small group instruction to reinforce concepts taught. Large group instruction provides student with opportunities to ask questions and get immediate feedback. He learns best with limited distractions and with material that supports his level of instruction.

## Example #7

**Regular Classroom with modifications-Reject:** 15 minutes twice per week in the RR with one to one reading intervention and immediate feedback did not result in the desired progress in reading.

**Resource Room Accepted:** (Student) requires additional repetitive reading interventions that allow time for self-correction and repeated drill and practice to master concepts at each level before introducing a new skill level. (Student) requires additional time to speak without being interrupted or hurried.

## Example #8

**Regular Classroom with Modifications: Rejected:** Instruction with peer tutoring and accommodations in the general education setting affected her self-esteem. (Student) requires more intense instruction on concepts and additional practice.

**Resource Room: Rejected:** This setting did not meet (student's) educational needs. Even with the modifications to the curriculum and one to one re-teaching of skills, he/she could not maintain the pace and level of learning. She needs a curriculum which focuses on functional concepts.

**Self-Contained: Accepted:** (Student) requires a more functional curriculum and practical daily experiences that will lead to greater future independence. (Student) needs an individualized program tailored to learning style with additional practice to master skills and extended support in managing her adaptive behavior.

## Example #9

**General Classroom w/ modifications –Rejected:** The team rejects this setting because the student needs more structure and direct instruction.

**Resource Room – Rejected:** The team rejects this setting because the student needs an alternate curriculum in a highly structured setting.

**Self-Contained Classroom – Accepted** The team accepts this placement because it offers the alternative curriculum and direct instruction with additional time for re-teaching tailored to the students learning rate.

## Example #10

**General Classroom w/modification – Accepted** The team accepts this placement as the student needs direct instruction with repeated drill and practice in a distraction free environment in order to master sounds and language skills without drawing attention to himself/herself.

## Example #11

**General Classroom w/modification-Rejected** The team rejects this placement because the student lacks the skills necessary for participating independently and successfully in large group general classroom settings.

**Resource Room-Accepted** The team accepts this placement because it will provide an educational program tailored to provide direct instruction at the student's instructional level and learning rate.

## Examples for 3-5 year old students:

Although the three to five year old placement categories are not technically a continuum, the district must use the reject/accept format. However, the IEP team may write one reject/accept statement for a group of placement options.

### Example 1:

| 0325 Early Childhood setting Less than 10 hrs/week (B1) | ☐ Accept  ☒ Reject | Team rejected this setting because (Student) parent/guardians prefer to have special education services on an individual basis outside the regular preschool program. |
|---|---|---|
| 0330 Early Childhood setting Less than 10 hrs/week (B2) | ☒ Accept  ☐ Reject | Team accepted this placement because (Student) is in a preschool program, where the majority of children are typically developing, for 9 hours per week (and receives all special education services in other location) |

### Example 2:

| 0310 Early Childhood setting 10 hrs/week | ☐ Accept  ☒ Reject | Team rejected this setting because student needs immediate feedback when working on developmental skills and behaviors. |
|---|---|---|
| 0315 Early Childhood setting 10 hrs/week | ☐ Accept  ☒ Reject | Team rejected this setting because student needs immediate feedback when working on developmental skills and behaviors. |

| | | |
|---|---|---|
| 0325 Early Childhood setting Less than 10 hrs/week | ☐ Accept<br>☒ Reject | Team rejected this setting because student needs immediate feedback when working on developmental skills and behaviors. |
| 0330 Early Child setting Less than 10 hrs/week | ☐ Accept<br>☒ Reject | Team rejected this setting because student needs immediate feedback when working on developmental skills and behaviors. |
| 0335 Separate Class | ☒ Accept<br>☐ Reject | Team accepted this placement because (Student) can receive a highly structured program which includes peer models. He/she can receive the immediate feedback when working on his goals and behaviors. |

## Example 3:

| | | |
|---|---|---|
| 0310 Early Childhood setting 10 hrs/week | ☐ Accept<br>☒ Reject | Team rejected this setting because student needs immediate feedback when working on developmental skills and behaviors. |
| 0315 Early Childhood setting 10 hrs/week | ☒ Accept<br>☐ Reject | (Student) attends Head Start and for the remainder of his/her day is at a private daycare setting. Previous special education instruction was provided in the Head Start environment. However, because of the distraction in that setting progress was minimal and so the team decided to remove him/her to work on his/her goals in a distraction free environment. |

## Example 4:

| | | |
|---|---|---|
| 0310 Early Childhood setting 10 hrs/week<br><br>0315 Early Childhood setting 10 hrs/week<br><br>0325 Early Childhood setting Less than 10 hrs/week<br><br>0330 Early Child setting Less than 10 hrs/week<br><br>0355 Residential | ☐ Accept<br>☒ Reject | Student does not attend preschool or daycare due to health issues. |

| Facility | | |
|---|---|---|
| 0365 Home | ☒ Accept<br>☐ Reject | (Student) receives special education services and the related services in his/her home due to (Student's) low immune system and fragile medical condition. Team feels this is the best placement at this time because prolonged exposure to others may compromise his/her health. |

## Example 5:

| | | |
|---|---|---|
| 0310 - Early Childhood setting 10 hrs/week<br><br>0315 - Early Childhood setting 10 hrs/week<br><br>0325 - Early Childhood setting Less than 10 hrs/week<br><br>0330 - Early Child setting Less than 10 hrs/week<br><br>0335 - Separate Class<br><br>0345 - Separate School<br><br>0355 - Residential Facility<br><br>0365 – Home | ☐ Accept<br>☒ Reject | Parent/guardian prefers that the child does not attend a preschool until the child is at least 4 years old. At this time parent/guardian provides many opportunities for developmental growth within their daily activities within the home.<br><br>Because (Student's) developmental growth, except articulation, are on target the team rejected separate classroom and school.<br><br>The team rejected home placement because it is more restrictive and because of distraction from his/her siblings within that setting. |
| 0375 Service Provider Location | ☒ Accept<br>☐ Reject | The service provider location will provide a quiet environment with fewer distractions, which is needed in order for (Student) to acquire his/her articulation sounds. |

## Statements That Represent Instructional Need

- Student needs a combination of large and small group instruction.
- Student needs multiple instructional methods and repetitive teaching strategies to acquire and maintain skills.

- Student needs direct strategy instruction with the opportunity to apply these skills in the general classroom/curriculum.
- Student needs skill practice, repetition and guided instruction in the assigned goal area(s).
- Without small group assistance, student may not develop skills needed to be successful in the general education classroom.
- Student lacks the skills necessary for participating independently and successfully in the large group setting.
- Student needs an individualized program tailored to learning style and needs additional practice to master skills.
- Student needs direct instruction to attain the identified goal(s).
- Student needs extended support in managing his/her behavior.
- Student requires small group instruction with repetition and immediate feedback to responses in the goal area(s).
- Student has need for consistency and behavioral monitoring throughout the day.
- Student needs a more intense behavioral intervention program.
- Student needs a setting that provides a therapeutic intervention, immediate feedback for all behaviors, and consistency in programming across the entire day.
- Student needs immediate intervention to process inappropriate behavior.
- Student needs an alternate curriculum in a highly structured setting.
- Student needs an alternate setting to address transition goal(s).
- Student needs direct instruction with an opportunity to apply these skills in the general curriculum/classroom.
- Students developmental needs require direct instruction.
- Student needs more structure and small group instruction.
- Student needs specialized instruction with skill practice, repetition, and guided instruction in assigned goal area(s).
- This placement provides guided activities to stimulate growth in developmental areas.
- This placement provides learning opportunities in developmental areas as identified in the goal(s).
- This placement provides peers to model language skills and usage.
- Student needs extended support in developing study and organizational skills.
- Student needs an educational program tailored to the student's instructional level and learning rate.

- Search this website (http://www.doe.in.gov/idoe/directory-offices-and-services)

## Contact

https://help.doe.in.gov (https://help.doe.in.gov)
1 (800) 527-4931
(317) 232-0808

# InIEP access via Learning Connection

**Posted: Thu, 02/18/2016 - 9:23am        Updated: Thu, 05/25/2017 - 1:05pm**

IndianaIEP is a program that is accessed via the Learning Connection.  In order to gain access to IndinaIEP, you will need to complete the following steps:

**Step 1.**
Register for a Learning Connection account via your school.

**Step 2.**
Make sure you are a member of your school community in Learning Connection.  If you have changed schools, you can request to join the school under Contacts & Communities > My Communities.

**Step 3.**
The local Learning Connection Administrator will approve your access to the school and provide you "IEP Access" at the corporation by following these steps:

- Log in
- Click on Administration
- Click on Corporations, then the "Educator" tab for the Corporation
- Click "Set Permissions" next to the educator's name
- Choose the "IEP Access" button
- Click "Save"

**Step 4.**
The link to IndianaIEP will be present immediately after IEP Access is granted.  However, two things must take place before the link functions:

- An overnight must take place (Your SPN will be sent to IIEP the night "IEP Access" is granted)
- Your local IEP Administrator must provide you permissions within the IEP System

Questions regarding this process should first be directed to your local Learning Connection Administrator and/or local IEP Administrator.  You may also contact us via the help link to the left.

## SIGN UP FOR DR. MCCORMICK'S
## WEEKLY UPDATE

✉

(http://www.doe.in.gov/news/dr-
mccormicks-
weekly-
update)

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# Registration Guide

There are two different ways to register as an educator with the Learning Connection.

1. The first way is to register as an educator without a registration code. If you selected a school during the registration process, then the Administrator for Learning Connection for your Corporation/School will be able to approve your account.
2. The second way is to obtain a registration code from your Administrator for Learning Connection. Using this process, your Administrator will not need to approve your account.

Regardless of the process you follow above, once you have a Learning Connection account you will not need another account. Your Learning Connection account can be used throughout Indiana during the course of your educational career and can be joined with the schools in which you work.

## Registering without a Registration Code

1. Go to http://learningconnection.doe.in.gov.
2. Register for an account by clicking on the register button.
3. Choose that you are an educator and answer, "No" to the question about the registration code
4. Click "Continue" and complete the registration. Note: Please make sure to type your email address correctly and enter your correct Date of Birth and SSN. This will be used to confirm your identity later.
5. Check your e-mail inbox for a confirmation message from the Learning Connection. (If this doesn't show up within 10 minutes of registration, check your spam filters or junk mail folder.)
6. Click the link in the e-mail to complete the registration process.
7. Accept the terms of use agreement; then you can log in.

## Registering with a Registration Code

1. You will receive a 10-digit code to register from your local Administrator for Learning Connection.
2. Go to http://learningconnection.doe.in.gov.
3. Register for an account by clicking on the register button.
4. Choose that you are an educator and answer, "YES" to the question about the registration code
5. Enter the 10 digit registration code provided by your school and click "Continue".
6. Complete the registration. Note: Please make sure to type your email address correctly and enter your correct Date of Birth and SSN.
7. Check your e-mail inbox for a confirmation message from the Learning Connection. (If this doesn't show up within 10 minutes of registration, check your spam filters or junk mail folder.)
8. Click the link in the e-mail to complete the registration process.
9. Accept the terms of use agreement; then you can log in.

## I registered for an account without a Registration Code. Then, my administrator gave me a registration code. What should I do?

Because you already have an account, you should not register for another account. Let your administrator know that you already have an account and s/he will be able to approve your account's membership to the school.

## I am not an "educator". My role is that of a school nurse, social worker, or other staff member. I would like to participate in communities. How do I do that?

Staff are considered educators within the system. School employees that are invited to participate in communities within LC should register as educators. In the same way, superintendents and principals should also register as educators. Their accounts are later upgraded by the local corporation/school.

## Do I need to enter my correct Date of Birth and the last 4 digits of my Social Security Number? How is this information used?

Yes. Your date of birth and the last 4 digits of your SSN are used by the system to help confirm your identity online. The information that you enter is compared to information stored on your School Personnel Number (SPN). The person who submits the state reports for your corporation/school manages this data. Online access and security to student data and student records is taken very seriously. Your information is only displayed to persons who are approving your account membership into schools.

## Do I need to tag my account with my SPN Number?

No. Most educators won't ever know their SPN Number.

## Every once in a while, when I login, the system prompts me to change my password. Why is this?

For security purposes, the system will prompt you to change your password when you login. This is a reminder to change your password only. If you like your existing password and wish to keep it, simply re-type the existing password as your new password.

## My corporation/school does not yet have a person designated to be the local administrator of the Learning Connection. How do we get our first account?

The first account for each corporation is assigned by the IDOE. If you do not already have a local Learning Connection administrator, please fax us a signed letter, found here:

http://www.doe.in.gov/help/learning-connection-help/learning-connection-administration

## Where can I find other frequently asked questions about Learning Connection?

Other frequently asked questions can be found online at http://www.doe.in.gov/help/learning-connection-help

| | |
|---|---|
| **IEP** *Indiana IEP Resource Center* | **Indiana IEP Walkthrough for Teachers of Record** |

| **IIEP Main Page** |
|---|
| **CREATE CASELOAD** |
| 1.) From the Main Page, select Wizards from the gray menu bar at the top of the screen |
| 2.) Select Caseload Setup Wizard |
| 3.) To add students to the caseload click the button at the bottom of the screen labeled, "Add More Students to Caseload" |
| *Note. To "Add More Students to Caseload"*<br>    *a) Enter search criteria*<br>    *b) Click View Students button*<br>    *c) Students meeting search criteria display on screen*<br>    *d) Check either TOR/Case Manager or Team Member for the students*<br>    *e) Click Add Students to Caseload button at the bottom*<br>    *e') **OR**, Add Students to Caseload, then find more to complete another student search and add more students* |
| 4.) Change the location of the check and update database to change from TOR/Case Manager to Team Member and vice versa |
| 5.) Remove both checks for a student to remove them from the Caseload |
| **VIEW CASELOAD** |
| 1.) Select Students from the gray menu bar at the top of the screen |
| 2.) Click View My Caseload |
| 3.) TOR/Case Manager or Team Member Caseload displays |
| *Note. To add or remove students from this list see 1) Create Caseload*<br>    *a.) Click on the header of any column to sort by that information*<br>        *i) By default, the list is sorted by student name with the TOR's students listed first*<br>        *ii) Any students assigned to the user as Teacher of Service are listed next*<br>    *b.) Click the header of the first column (CP) for a detailed explanation of the compliance symbols* |
| **ACCESS THE IEP** |
| 1.) From the Caseload list, click a student's name |
| 2.) Select a reason for access *<then>* click continue |
| 3.) From the Blue Student Menu, select IEP Process |

| Meeting Purpose |
|---|
| 1.) Select the Meeting Purpose that best represents the reason for calling a Case Conference |
| *Note.* <br>    *a) Some purposes may be preselected, such as Transition, according to the student's age or grade level* <br>    *b) Multiple purposes may be selected* <br>       *i) IIEP will not allow some combinations of purposes* <br>       *ii) Annual and Initial may not be selected together, for example* <br>    *c) IEP may prompt for additional information on this page based on the purpose* <br>    *d) As with all pages in IIEP, Conference Notes are available* |
| 2.) Click: <SAVE> *OR* < SAVE & CONTINUE > |
| *Note. As with all pages in IIEP, Conference Notes are available* <br>    *a) "<SAVE>" saves the information on the screen* <br>    *b) "<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion* <br>    *c) If any part is incomplete or missing, error messages will appear at the top of the page* <br>    *d) If all parts are complete, IIEP advances to the next page* |
| **CREATE CCC TEAM** |
| 1.) Current Teacher of Record/Case Manager should display the current TOR <br> *Note. To change this select the new TOR from the dropdown list* |
| 2.) Click the "Select Team" button to choose the Case Conference Committee Team |
| 3.) Update Team Page to include the following: <br>    a) Current TOR/Case Manager <br>    b) Parent(s) who will receive IEP Information <br>    c) Users within IIEP that may access IEP data at this school <br>       i) Check users that will be a part of the CCC team <br>       ii) Check the view only box to limit team member access to read only |
| 4.) Once all information is accurately recorded, click: <SAVE> *OR* < SAVE & CONTINUE > <br> *Note. If all parts are complete, IIEP returns to Create CCC Team* |
| 5.) To add or edit the CCC team click the "Select Team" button |
| *Note. As with all pages in IIEP, Conference Notes are available* <br>    *a) "<SAVE>" saves the information on the screen* <br>    *b) "<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion* <br>    *c) If any part is incomplete or missing, error messages will appear at the top of the page* <br>    *d) If all parts are complete, IIEP advances to the next page* |

## SCHEDULE CCC MEETING

1.) Enter proposed Date, Time and Place for the CCC Meeting

*Note. This date populates the date fields for Annual Goals and Special Education or Related Services.*

2.) Record Date the Notice of Case Conference Document Sent to Parent

3.) Record Proposed IEP Begin and End Dates

4.) **<Secondary Transition Only>** Indicate whether the Transition Service Agency Representative is to be invited to the case conference.

5.) Assign Roles to CCC Team Members – Student

6.) Assign Roles to CCC Team Members - Public Agency Representative

*Note.*
     *i)   Select CCC Team Member that best fits the requirements for this role*
     *ii)  This individual may be excused from the CC with prior written consent of the parent*
     *iii) If this team member must be excused select the appropriate option from the Requesting Excusal Dropdown*
         *(1) Definitions of the excusal options appear below the Invited Individuals grid*
     *iv) Consent for excusal prompts are included in the Notice of Case Conference if selected here*
     *v)  Record Parent response to excusal request in the Consent to Excuse column*

7.) Assign Roles to CCC Team Members - Parent
*Note. Any individual designated as a guardian in the Parent Info section may be selected here*

8.) Assign Roles to CCC Team Members - Current TOR/Case Manager

*Note.*
     *i)   This information should be hard coded from the selection made on the Select CCC Team page*
     *ii)  This individual may be excused from the CC with prior written consent of the parent*
     *iii) If this team member must be excused select the appropriate option from the Requesting Excusal Dropdown*
         *(1) Definitions of the excusal options appear below the Invited Individuals grid*
     *iv) Consent for excusal prompts are included in the Notice of Case Conference if selected here*
     *v)  Record Parent response to excusal request in the Consent to Excuse column*

9.) Assign Roles to CCC Team Members - General Education Teacher

*Note.*
     *i)   This individual does not typically have an account in IIEP*
         *(1) The General Education Teacher's name may be entered in the text area provided*
     *ii)  This individual may be excused from the CC with prior written consent of the parent*
     *iii) If this team member must be excused select the appropriate option from the Requesting Excusal Dropdown*
         *(1) Definitions of the excusal options appear below the Invited Individuals grid*
     *iv) Consent for excusal prompts are included in the Notice of Case Conference if selected here*
     *v)  Record Parent response to excusal request in the Consent to Excuse column*

| |
|---|
| 10.) **\<Secondary Transition Only\>** Assign Roles to the CCC Team Members – Transition Service Agency Representative **\<if invitation was previously indicated\>** |
| *Note.* |
|        *i)   This individual does not typically have an account in IIEP* |
|           *(1) The Representative's name may be entered in the text area provided* |
|       *ii)  This individual may be **INVITED to** the CC with prior written consent of the parent* |
|      *iii) Consent for invitation prompts are included in the Notice of Case Conference if selected here* |
|           *(1) Record Parent response to consent to invite request in the Consent to Invite column* |
| 11.) Create Draft Notice of Case Conference |
| *Note. This step is not required but is beneficial in eliminating mistakes in dates, times, participants etc.* |
| 12.) Create Final Notice of Case Conference |
| 13.) Select Parent Communication |
| *Note. Select from the Parent Communications listed the event that records the delivery of the Notice of Case Conference.* |
| 14.) Click: \<SAVE\> **OR** \< SAVE & CONTINUE \> |
| *Note. As with all pages in IIEP, Conference Notes are available* |
|      *a)  "\<SAVE\>" saves the information on the screen* |
|      *b)  "\<SAVE & CONTINUE\>" saves the information on the screen and checks it against IIEP's Rules of Completion* |
|      *c)  If any part is incomplete or missing, error messages will appear at the top of the page* |
|      *d)  If all parts are complete, IIEP advances to the next page* |

## EXISTING DATA

| |
|---|
| 1.) Describe strengths of the student |
| 2.) Describe the concerns of the parent for enhancing the education of the student |
| 3.) **\<Initial Following Failed Response to Intervention Only\>** Record information regarding the instructional strategies and research-based interventions in which the student participated *Note. This field appears only if the purpose of the case conference is indicated as Initial Following Failed Response to Intervention.* |
| 4.) Review Progress Monitoring Data and record results *Note. This data may help the CCC to determine the need for additional testing. This field may be used to describe the growth or progress this student has made related to his or her annual goals.* |
| 5.) Record Present Level data for the student including current academic and functional performance. *Note. Be sure to address how the student's disability affects access to the general education curriculum.* |
| 6.) Based upon the data collected and reported here, determine whether there is a need for reevaluation |
| *Note. As with all pages in IIEP, Conference Notes are available* |
|      *a)  "\<SAVE\>" saves the information on the screen* |
|      *b)  "\<SAVE & CONTINUE\>" saves the information on the screen and checks it against IIEP's Rules of Completion* |

| |
|---|
| c) If any part is incomplete or missing, error messages will appear at the top of the page |
| d) If all parts are complete, IIEP advances to the next page |

| **ELIGIBILITY INFORMATION** |
|---|
| **1.)This page should only be accessed during the scheduled case conference**<br>*Note. Eligibility determinations should only be made at a case conference by the committee after a review of data* |
| 2.) Based on the data recorded, the case conference committee determines the student's eligibility |
| *Note.*<br>    a) *If the student's eligibility is not yet determined, select that option from the eligibility choices.*<br>       i) *In this case only the Eligibility Information Page may be saved with no event created.*<br>       ii) *Reasons for eligibility may be recorded here as well.*<br>    b) *If the student is eligible, record reasons for the eligibility decision*<br>       i) *Click Create Eligibility button*<br>       ii) *From the new Eligibility Selection screen,*<br>          (1) *Enter the current eligibility date for the student.*<br>             (a) *The Eligibility date cannot be a future date.*<br>             (b) *For Annual Case Reviews this date may be changed to match the date of the conference. This confirms that reevaluation was considered after a review of existing data.*<br>          (2) *Select the primary and if needed any additional secondary eligibility areas for the student.*<br>       iii) *Click the Back button to return to the Eligibility Information page.*<br>       iv) *Click the **Create Eligibility Event & Continue to confirm the eligibility choices** and return to the Eligibility Information page.*<br>       **v) The Eligibility Information page is now locked and will remain locked until a Final IEP is created.**<br>    c) *If the student is not eligible for services, create a final notice of ineligibility*<br>       i) *There is no need to continue with the remainder of the IEP documentation once the final notice of ineligibility is created* |
| *Note. As with all pages in IIEP, Conference Notes are available*<br>    a) *"<SAVE>" saves the information on the screen*<br>    b) *"<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*<br>    c) *If any part is incomplete or missing, error messages will appear at the top of the page*<br>    d) *If all parts are complete, IIEP advances to the next page* |

| SPECIAL CONSIDERATIONS AND BEHAVIOR CONCERNS |
|---|
| 1.) Complete Special Considerations for Limited English Proficiency – select either Yes **OR** No<br>     *Note. Limited English Proficiency needs must be addressed for each student; there may be*<br>     *additional questions here based upon the eligibility areas of the student.* |
| 2.) If yes is selected - Describe the language needs related to Limited English Proficiency as comprehensively as possible |
| 3.) Complete Behavior Concerns – select either Yes **OR** No<br>*Note. If Manifestation Determination is the purpose, those options will be displayed on this page* |
| 4.) If yes is selected - Behaviors of Concern: Describe the patterns of concerning behaviors as comprehensively as possible |
| 5.) Functions of Behavior: Include the evidence of factors affecting behavior describe as comprehensively as possible |
| 6.) Positive Strategies/Instructional Experiences: Articulate the plan to provide behavior support/interventions describe as comprehensively as possible |
| 7.) Indicate whether or not to design a goal or goals (by selecting either Yes **OR** NO) for this student and if necessary entitle a new goal(s)<br>*Note. It is not necessary to record behavior goals here if an annual goal for the behavior has*<br>*already been entered into Annual Goals.* |
| 8.) Indicate the need for Special Education and Related Services (by selecting either Yes **OR** NO) and describe the service if required |
| *Note. As with all pages in IIEP, Conference Notes are available*<br>     *a)  "<SAVE>" saves the information on the screen*<br>     *b)  "<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's*<br>          *Rules of Completion*<br>     *c)  If any part is incomplete or missing, error messages will appear at the top of the page*<br>*If all parts are complete, IIEP advances to the next page* |

| TRANSITION |
|---|
| *Note.*<br>    a)  *All previous/current transition assessments will be listed on this page*<br>    b)  *Click "<Add Assessment>" to record the name of a new transition assessment*<br>    c)  *To delete a transition assessment*<br>        i)  *Check the box preceding the transition assessment in the "Del" column*<br>        ii)  *Click the "<SAVE>" button*<br>    d)  *To reorder the list of transition assessments*<br>        i)  *Enter the new order in the box provided in the "New Pos" column*<br>        ii)  *Click the "<SAVE>" button* |
| 1.) Discuss findings of any age-appropriate transition assessments |
| 2.) Decide if the student has sufficient skills to live independently - select either Yes **OR** No |
| *Note.*<br>    *a.) If "Yes", cite the evidence for this selection. Be sure to address independent living*<br>    *skills in the transition assessment summary.*<br>    *b.) If No, enter information for all three postsecondary statements.* |
| *Note. Dropdown menus with standard transition statement endings formulated statements should make sense based on the ending selected* |
| 4.) Select appropriate: The transition goals updated annual either "Yes- postsecondary goals were reviewed and discussed and remain the same" **OR** "Yes – postsecondary goals were reviewed and discussed and have been updated accordingly" |
| *Note. As with all pages in IIEP, Conference Notes are available*<br>    a)  *"<SAVE>" saves the information on the screen*<br>    b)  *"<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*<br>    c)  *If any part is incomplete or missing, error messages will appear at the top of the page*<br>    d)  *If all parts are complete, IIEP advances to the next page* |

| STATE ASSESSMENTS AND OTHER PARTICIPATIONS |
|---|
| 1.) Enter the anticipated date of the student's exit from high school or from extended secondary services |
| 2.) Select either: "Student will pursue High School Diploma" **OR** "Student will pursue a certificate of completion" |
| 3.) If "Student will pursue High School Diploma" is selected - Choose the appropriate level of participation in ISTEP testing |
| 4.) If "Student will pursue High School Diploma" is selected - If student is in grades 3-8, select his/her specific participation level in each curriculum area |
| 5.) If "Student will pursue High School Diploma" is selected - If "Student will pursue High School Diploma" is chosen - Choose the appropriate level of participation in ISTEP testing |
| 4'.) If "Student will pursue a certificate of completion" is selected - select either:<br>"Meets the criteria to participate in alternative assessment" if the student meets the criteria to participate in the assessment<br>**OR** |

| |
|---|
| For High School students, "Student will not be in 10th grade. Therefore, State assessment is not required," |
| 5'.) If "Student will pursue a certificate of completion" is selected - Complete the Rationale section and describe the reasoning for state assessment selections *Note. Continue to step 8* |
| 6.) If "Student will pursue High School Diploma" is selected - Choose the appropriate level of participation in ISTEP testing |
| 7.) If "Student will pursue High School Diploma" is selected - If ISTEP+ **OR** End Of Course with accommodations is selected for any area, choose appropriate accommodations *Note. ISTEP+ OR End Of Course will depend on age/ grade level* |
| *Note. To add accommodations*<br>    i)   *Click "Add Accommodations"*<br>    ii)  *Check the appropriate accommodation(s) for this student*<br>    iii) *Click "Save and Continue" to return to the State Assessments and Other Participations page*<br>    iv)  *Selected accommodations appear next to the chosen curriculum area and grade level*<br>    v)   *To remove an accommodation, check the box in the "Delete" column and "Save" the page* |
| 8.) Complete the Rationale section and describe the reasoning for state assessment selections |
| 9.) Other Participation: Articulate a plan for the student's participation in any other testing that may take place at school Include accommodations and any other direction |

| IREAD3 |
|---|
| 10.) If the student is currently in third grade options to document participation in IREAD3 appear. |
| *Note. Document the student's results in the IREAD3 assessment. According to the outcome of the assessment retention, remediation and retake results may be recorded here.* |
| *Note. As with all pages in IIEP, Conference Notes are available*<br>    a) *"<SAVE>" saves the information on the screen*<br>    b) *"<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*<br>    c) *If any part is incomplete or missing, error messages will appear at the top of the page*<br>    d) *If all parts are complete, IIEP advances to the next page* |

| Goals |
|---|

*Note.*
- a) *All current goals are listed on this page*
- b) *To delete a goal*
  - i) *Check the box preceding the goal in the "Del" column*
  - ii) *Click the "Save" button*
- c) *To reorder the list of goals*
  - i) *Enter the new order in the box provided in the "Position" column*
  - ii) *Click the "Save" button*
- d) *To update or change a goal*
  - *Click the "Details" button associated with that goal*

**ADD GOAL (NEW)**

1.) Add new goal

2.) Click Add Goal on the Goals page to enter a new annual goal for a student

3.) Capture Present Levels of Academic Achievement and Functional Performance (PLAAFP) data **relevant to this annual goal.**

4.) Describe the student's Educational Needs based upon the data reported and collected in the IEP

5.) Compose a measurable Annual Goal that addresses one or more of the student's educational needs

6.) Click "<SAVE & CONTINUE>" to save the content and continue developing the annual goal

**GOAL DETAILS**

*Note.*
- a) *This page contains the information from the Add Goal page or saved work entered previously*

*All information may be updated or changed to reflect a student's current needs*

- b) 1.) Present Levels - Capture Present Levels of Academic Achievement and Functional Performance data that is relevant to the annual goal

2.) Needs - Describe the student's Educational Needs based upon the data reported and collected in the IEP

3.) Annual Goal - Compose a measurable Annual Goal that addresses one or more of the student's educational needs

4.) Method/Instrument for Measuring Progress - Record the Method or Instrument used to measure student progress
*Note. This method or instrument should be the same tool used to establish the student's PLAAFP data*

5.) Standards – Click <ADD STANDARD>.

6.) Standards – Click the + symbol next to either the Common Core, Functional Achievement Standard, Indiana Standard, ISTAR KR Standards, or ISTAR Standards in each Domain.

7.) Standards – Selected standards appear at the bottom of the Add Standards screen.

*Note. To remove a standard*
- *(a) Place a check in the "Delete" box beside the standard*
- *(b) Click "Save" to remove the standard*

8.) Progress Monitoring – Select the progress monitoring method that best fits the method or instrument used to monitor student progress on this annual goal.

| Goals – Progress Monitoring |
|---|
| *Note.* <br>     *For Annual Case Reviews and any Revised IEP an "Apply" button appears.* <br>     *With a single click the Proposed IEP dates fill in the Initial and Target dates for the* <br>     *selected goal.* |
| **PROGRESS MONITORING – DESCRIPTIVE DOCUMENTATION** |
| 1.) Click "<EDIT PROGRESS MONITORING>" |
| 2.) Under Progress Monitoring Assessment record the tool or instrument to be used |
| 3.) Under Subject Area record the subject area addressed by the annual goal |
| 4.) Click "<ADD ASSESSMENT>" to save this information |
| 5.) Click "<SAVE AND CONTINUE>" to save the data and return to the Goal Details page |
| **PROGRESS MONITORING – SINGLE POINT** |
| 1.) Click "<EDIT PROGRESS MONITORING>" |
| 2.) Under Progress Monitoring Assessment record the tool or instrument to be used |
| 3.) Under Subject Area record the subject area addressed by the annual goal |
| 4.) Under Metric enter the task, behavior, or score being recorded |
| 5.) Click "<ADD ASSESSMENT>" to save this information |
| 6.) Enter Parameters to build the graph |
| 7.) Initial Value and Date - Enter the score representing the student's initial skill level and the date it was recorded |
| 8.) Target Value and Date - Enter the target score and the date by which the student should achieve this |
| 9.) Frequency of Collection - Record the frequency of data collection |
| 10.) Click "<SAVE AND CONTINUE>" to save the data and return to the Goal Details page |
| **PROGRESS MONITORING – SINGLE RUBRIC** |
| 1.) Click "<EDIT PROGRESS MONITORING>" |
| 2.) Under Progress Monitoring Assessment record the tool or instrument to be used |
| 3.) Under Subject Area record the subject area addressed by the annual goal |
| 4.) Click "<ADD ASSESSMENT>" to save this information |
| 5.) Create a rubric by entering the rubric criteria in the provided form or "Add Rubric(s) from Bank" |

| Goals – Progress Monitoring (Continued) |
|---|
| **PROGRESS MONITORING – SINGLE RUBRIC (continued)** |

*Note.*

    a) *Add Rubrics from User's Bank for "Student Name" page contains:*
       i) *a dropdown list of user created rubric categories,*
       ii) *a list of uncategorized rubrics (if any)*
       iii) *"Manage Rubrics in Bank" button*
       iv) *"Back" to return to Goals without saving*
       v) *"Save" to save data*
       vi) *"Save & Continue" to save data and return to Goals*
    b) *To add rubrics already stored in the rubric bank*
       i) *Choose the category, if any*
       ii) *Click the appropriate box in the "Add" column*
       iii) *Click Save & Continue to add the rubric and return to the Progress Monitoring screen*
          (1) *The rubric should be listed along with the rest of the parameters*
    c) *Click "Manage Rubrics in Bank" to add a new rubric*
    d) *Enter the Rubric Title*
    e) *Complete at least three rubric criteria entries*
       i) *Click "Back to Student Name" to return to the Goal Details page without saving information*
       ii) *Click "Save" at the bottom of the screen to save the rubric*
       iii) *Click "Save & Continue" to save the rubric and return to the student's Goal Details page*
    f) *Click "Edit Categories for My Rubric Bank" to create organizational categories to sort rubrics*
       i) *Enter a title for a rubric category*
          (1) *Click "Back" to return to the Manage Rubric Bank screen*
          (2) *Click "Save" to save the information*
          (3) *Click "Save & Continue" to save the information and return to the Manage Rubric Bank screen*
       ii) *Rubric Categories may also be reordered or deleted from this screen*
          (1) *Enter the number of the new position in New Pos column and click "Save" to make the change*
          (2) *To delete a rubric category click the box in the "Del" column and click "Save" to make the change*
    g) *Click "Import Rubrics to my Rubric Bank from my Caseload" to add previously created rubrics to the rubric bank*
       i) *Choose to import Rubrics from the current student only or from and entire caseload*
       ii) *Click "Save & Continue" to import rubrics and return to the Manage Users Rubric Bank screen*
       iii) *Imported rubrics should appear in a list at the top of the screen*

| |
|---|
| 6.) Enter Parameter to build the graph |
| 7.) Initial Value and Date - Enter the score representing the student's initial skill level and the date it was recorded |
| 8.) Target Value and Date - Enter the target score and the date  the student should achieve this |

| Goals – Progress Monitoring (Continued) |
|---|
| **PROGRESS MONITORING – SINGLE RUBRIC (continued)** |
| 9.) Record the frequency of data collection |
| 10.) Click "<SAVE AND CONTINUE>" to save the data and return to the Goal Details page |
| **PROGRESS MONITORING – COLLECTION OF INDICATORS** |
| 1.) **Record objectives before Editing Progress Monitoring.** |
| 2.) Click "<EDIT PROGRESS MONITORING>" |
| 3.) Under Progress Monitoring Assessment record the tool or instrument to be used |
| 4.) Under Subject Area record the subject area addressed by the annual goal |
| 5.) Under Metric enter the task, behavior, or score being recorded |
| 6.) Click "<ADD ASSESSMENT>" to save this information |
| 7.) Enter Parameters to Build Graph for Annual Progress. |
| 8.) Enter Initial and Target Percentage. |
| 9.) Enter Initial and Target Date - The Initial and Target Date may not be outside of the IEP Effective dates. *Note. The Date Range may be less than the effective dates.* |
| 10.) Create a rubric by entering the rubric criteria in the provided form |
| 11.) Create a rubric by entering the rubric criteria in the provided form or "Add Rubric(s) from Bank" |
| *Note.* <br>         *(a) Add Rubrics from User's Bank for "Student Name" page contains:* <br>            *(i) a dropdown list of user created rubric categories,* <br>            *(ii) a list of uncategorized rubrics (if any)* <br>            *(iii) "Manage Rubrics in Bank" button* <br>            *(iv) "Back" to return to Goals without saving* <br>            *(v) "Save" to save data* <br>            *(vi) "Save & Continue" to save data and return to Goals* <br>         *(b) To add rubrics already stored in the rubric bank* <br>            *(i) Choose the category, if any* <br>            *(ii) Click the appropriate box in the "Add" column* <br>            *(iii) Click Save & Continue to add the rubric and return to the Progress Monitoring screen* <br>            *(iv) The rubric should be listed along with the rest of the parameters* <br>         *(c) Click "Manage Rubrics in Bank" to add a new rubric* <br>         *(d) Enter the Rubric Title* <br>         *(e) Complete at least three rubric criteria entries* <br>            *(i) Click "Back to Student Name" to return to the Goal Details page without saving information* <br>            *(ii) Click "Save" at the bottom of the screen to save the rubric* <br>            *(iii) Click "Save & Continue" to save the rubric and return to the student's Goal Details page* |

| Goals - Progress Monitoring (Continued) |
|---|

**PROGRESS MONITORING – COLLECTION OF INDICATORS (continued)**

*Note. (Continued)*

  (f) *Click "Edit Categories for My Rubric Bank" to create organizational categories to sort rubrics*

   (i) *Enter a title for a rubric category*

    1. *Click "Back" to return to the Manage Rubric Bank screen*

    2. *Click "Save" to save the information*

    3. *Click "Save & Continue" to save the information and return to the Manage Rubric Bank screen*

   (ii) *Rubric Categories may also be reordered or deleted from this screen*

    1. *Enter the number of the new position in New Pos column and click "Save" to make the change*

    2. *To delete a rubric category click the box in the "Del" column and click "Save" to make the change*

  (g) *Click "Import Rubrics to my Rubric Bank from my Caseload" to add previously created rubrics to the rubric bank*

   (i) *Choose to import Rubrics from the current student only or from and entire caseload*

   (ii) *Click "Save & Continue" to import rubrics and return to the Manage Users Rubric Bank screen*

   (iii) *Imported rubrics should appear in a list at the top of the screen*

  (h) *Frequency of Collection*

   (i) *Record the frequency of data collection*

  (i) *Select the objectives to which this rubric applies.*

   (i) *Rubrics may be created for each individual objective.*

   (ii) *One rubric may be applied to all objectives.*

   (iii) *Only one rubric may be applied to any one objective.*

12.) Click "<SAVE AND CONTINUE>" to save the data and return to the Goal Details page

| PROVISIONS |
|---|

*Note.*

  *For Annual Case Reviews and any Revised IEP an "Apply" button appears.*
  *With a single click the Proposed IEP dates fill in the Initial and Target dates for the selected goal.*

1.) **Transition Service** – Click "<ADD TRANSITION SERVICE>" to add transition service.

2.) Click "Add Transition Service" to add a transition service

3.) Enter Description, Frequency, Postsecondary Goal to Support, by whom, and anticipated Date of Completion

4.) Enter Narrative detail.

5.) Save the entry and add as many services as are required

6.) Record/Document any and all Adult Services information shared with the student and his/her parents

7.) **Special Education Service** - Click "<ADD SPECIAL EDUCATION SERVICE>" to add a special education service

| |
|---|
| 8.) Select Indirect Support, Direct Services, or Speech and/or Language Services |
| 9.) Click "<SAVE AND CONTINUE>" to continue adding the service |
| 10.) Enter Initiation, Frequency, Length, Duration, To Support (if Transition), Location, and Narrative |
| 12.) Click "<SAVE>" and Add as many services as are required |
| 13.) **Related Services** - Click "<ADD RELATED SERVICES>" to add a related service |
| 14.) Select Related Service Description |
| 15.) Click "<SAVE AND CONTINUE>" to continue adding the service |
| 16.) Enter Initiation, Frequency, Length, Duration, To Support (if Transition), Location, and Narrative |
| 17.) Click "<SAVE>" and Add as many services as are required |
| 18.) **Accommodations** - ISTEP+ or End of Course Assessments accommodations are listed here *Note. An additional box is provided for accommodations unrelated to testing* |
| 19.) **Transportation** - Answer "Yes **OR** No" to the transportation question |
| 20.) If transit time or transportation needs of the student are different than non-disabled peers, record the transportation needs of the student and enter a related service if necessary. |
| 21.) If Transportation is recorded as a related service, the medical reason for special transportation may be recorded. Select Other for a text box to report any reason not listed in the dropdown menu. |
| 22.) **Accessible Materials** - Answer "Yes **OR** No" to the question |
| 23.) If the student needs instructional materials provided in accessible format, describe the environments, tasks, tools, and services related to the provision of accessible instructional materials to this student |
| 24.) **Assistive Technology** - Answer "Yes **OR** No" to the question |
| 25.) If the student needs assistive technology, describe the assistive technology required |
| 26.) **Extended School Year (ESY) -** Select the appropriate choice for ESY *Note.* ESY is indicated if one of the first three choices is selected; If ESY is unnecessary select "<NONE>" |
| 27.) If ESY is indicated, please enter a special education and/or related service to support this choice |
| 28.) **Aids/Supports** - Answer "Yes **OR** No" to the question |
| 29.) If "Yes", record the plan to provide school personnel with the knowledge required to implement the student's IEP |
| 30.) Answer "Yes **OR** No" to the second question |
| 31.) If Yes, record modifications necessary for this student to participate in the described activities |
| 32.) **Progress Report Timeline** - Enter the frequency progress will be reported for this student |
| 33.) **Rationale** - Describe the rationale for providing these services and supports, as well as describing reasons for rejecting other options |

| **LRE PLACEMENT** |
|---|
| 1.) **Course of Study** – Choose Course of study from drop down menu. |
| 2.) **Education Setting** – enter total instructional minutes per week. |
| 3.) Enter total special education minutes per week<br>*Note. These minutes should mirror the minutes in the special education services.* |
| 4.) LRE Placement Codes – select the code that corresponds to the % of time in the general education setting. |
| 5.) **ED Students only** – choose full time or all other |
| 6.) List any additional descriptors of LRE. |
| 7.) Describe discussion of harmful effects |
| 8.) **General Considerations** - Consider each of the five statements carefully, If No is selected: please state the exceptions and describe the reasoning for these exceptions |
| 9.) **Program Information** – If the program information in the box is correct, check the box, *IF NOT* continue with the prompts |
| 10.) Select district and school from dropdown menus. |
| 11.) If next educating school is non-public – select accreditation information. |
| 12.) If the next educating school is the same check the box, *IF NOT* continue with the prompts. |
| *Note. As with all pages in IIEP, Conference Notes are available*<br>    *a)* *"<SAVE>" saves the information on the screen*<br>    *b)* *"<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*<br>    *c)* *If any part is incomplete or missing, error messages will appear at the top of the page*<br>    *d)* *If all parts are complete, IIEP advances to the next page* |
| **SUMMARY OF PERFORMANCE** |
| *Note.*<br>    *This page generates the Indicator 14 letter that should accompany the IEP when Exit from Secondary Services is a selected purpose of the conference. Be sure parent information is up to date and as accurate as possible.* |
| 1.) Enter Recommendations to Assist in Meeting Postsecondary Goals |
| 2.) Describe the accommodations, modifications, and/or assistive technology that have been most useful to the student |
| 3.) Describe what will help the student be successful after graduation |
| 4.) Create Final Summary of Performance *Note. SOP may be printed separately, but is intended to be a part of the IEP report* |
| *Note. As with all pages in IIEP, Conference Notes are available*<br>    *a)* *"<SAVE>" saves the information on the screen*<br>    *b)* *"<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*<br>    *c)* *If any part is incomplete or missing, error messages will appear at the top of the page*<br>    *d)* *If all parts are complete, IIEP advances to the next page* |

## REVIEW CONFERENCE NOTES

1.) Review Conference notes for content and accuracy

*Note.*
- a) *"<SAVE>" saves the information on the screen*
- b) *"<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*
- c) *If any part is incomplete or missing, error messages will appear at the top of the page*
- d) *If all parts are complete, IIEP advances to the next page*

## CREATE FINAL IEP

1.) If the Case Conference Committee decided upon reevaluation, a reminder appears at the top of the page

2.) CCC meeting date, IEP begin date, and end date are reported
*Note. To change the IEP begin or end dates return to the **Schedule CCC Meeting** page and make the appropriate adjustments*

3.) Mark whether the parent(s) reject the provision of FAPE
*Note. If FAPE is rejected, the process continues with the creation of the ISP*

4.) Check all that attended the case conference - Click "Add Additional Attendees" to record any other persons in attendance at the case conference

5.) If any errors exist in the IEP the button "<DISPLAY ERRORS>" appears - Click the button to view a list of errors

6.) Click "<CREATE DRAFT IEP>" at any time to view a draft of the IEP containing all information entered in the IEP workspace when the draft is created

7.) If there are no errors and the CCC has finished deliberating - click "<CREATE FINAL IEP>"
*Note. Confirm that a Final IEP is to be created*

8.) Click the "<IEP>" link to view and/or print the IEP

9.) Once the parent(s) have signed the IEP (if required) fax the signature page to the provided fax number *Note. Once received a link will appear next to the IEP with a date the fax was received Click the link to view the faxed document*

10.) Click the Proposed Button to confirm acceptance of the IEP

11.) Record whether the IEP was: Accepted **OR** Rejected – parent rejects provision of FAPE and intends to unilaterally enroll child in a non-public school.

12.) **(For Initial IEPs only)** Rejected – Student remains in General Education
*Note. This option is available when parents reject the Initial IEP only. The student remains in general education and receives no special education or related services.*

13.) Record who signed the document, the date, and any notes

*Note.*
- a) *"<SAVE>" saves the information on the screen*
- b) *"<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*
- c) *If any part is incomplete or missing, error messages will appear at the top of the page*
*If all parts are complete, IIEP advances to the next page*

| ADDITIONAL IEP DOCUMENTS |
|---|
| 1.) Review the Final IEP and create any additional Final documents necessary *Note. Additional Documents are listed here* |
| *Note.*<br>    a) *"<SAVE>" saves the information on the screen*<br>    b) *"<SAVE & CONTINUE>" saves the information on the screen and checks it against IIEP's Rules of Completion*<br>    c) *If any part is incomplete or missing, error messages will appear at the top of the page*<br>    d) *If all parts are complete, IIEP advances to the next page* |

10. Save
11. Goal is now accessible in Progress Monitoring Wizard

# Caseload Setup
## CASELOAD SETUP WIZARD

You will use the Caseload setup wizard to:

12. View your current caseload

13. Add/remove students

Once you get in, look for the small gray menu at the top of the screen:

Log Out | Main Menu | Students | My Docs | My Reports | (Wizards) | Schools | School System | Users | ▦ | PCS | Progress Monitoring Wizard

Click on Wizards.

Click on Caseload Setup Wizard.

## ▤ Available Wizards

Caseload Setup Wizard

_____

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**Grade Level:** All Grades ⬍ ✳

**School:** All Schools* ⬍ ✳
(* Limited to those schools you have access to)

**Student Last Name:** | Exact Match ❓

**Student First Name:** Exact Match ❓

**Student Middle Name:** Exact Match ❓

**Student ID:** Exact Match ❓

**Status:**

| General Ed | Eligibility | ISP |
| Child Study | Special Ed | Discontinued |
| Referral | IEP | |

**Sort List By:** Student's Last Name ⬍ ✳

Find a list of students by selecting your school from the dropdown menu, then click Special Ed or IEP to show all students at your school who have IEPs.

- You may enter a student's name to find a specific person
- If you cannot find your students, ask a member of your support team. The student may be incorrectly located at a different school, or you may not have permission to view the students in a particular school (community). See directions below for getting permission to join another school (community)

## ADD OR REMOVE STUDENTS

# Caseload Setup Wizard - Current Special Education Caseload

| Current Teacher of Record (TOR)/Case Manager | Team Member | Student | School | Grade | Date Of Birth | Current Current Teacher of Record (TOR)/Case Manager |
|---|---|---|---|---|---|---|
| Check All   Check None | Check All   Check None | | | | | |
| ☐ | ☑ | | 7537 | 6 | 01/22/2003 | |
| ☐ | ☑ | | 7537 | 7 | 08/11/2001 | |
| ☐ | ☑ | | 7537 | 8 | 07/08/2001 | |
| ☐ | ☑ | | 7537 | 6 | 10/05/2002 | |
| ☐ | ☑ | | 7537 | 7 | 10/01/2001 | |
| ☐ | ☑ | | 7573 | 3 | 12/18/2005 | |
| ☐ | ☑ | | 7537 | 7 | 10/04/2001 | |

## Add:

To add students to your caseload, check the box under the Current Teacher of Record or Team Member column.

If you are not TOR, but contribute to an IEP for a student, click under the Team Member column

## Remove:

To remove students, simply uncheck the box in front of the student's name. When you click Update the Database, the student will be removed from your list.

## To view your caseload:

| CP | Last Elig | IEP Begin | IEP End | School | Grade | Name | Student ID | Age | Dis | Case Manager |
|----|-----------|-----------|---------|--------|-------|------|------------|-----|-----|--------------|
| ✓ | 02/24/2014 | 05/15/2014 | 01/31/2015 | 7537 | 6 | | 759309036 | 11 Years | AUT,SI,LI | |
| ✓ | 04/22/2014 | 05/23/2014 | 05/23/2015 | 7537 | 7 | | 754914033 | 13 Years | ED | |
| ✓ | 04/24/2014 | 07/01/2014 | 07/01/2015 | 7537 | 8 | | 759713009 | 13 Years | AUT,SI | |
| △ | 10/31/2013 | 10/31/2013 | 10/31/2014 | 7537 | 6 | | 743507164 | 12 Years | AUT,LI | |
| △ | 11/04/2013 | 11/04/2013 | 10/31/2014 | 7537 | 7 | | 760506077 | 13 Years | AUT,CD,LI | |
| ⚠ | 12/19/2011 | 09/18/2014 | 12/31/2014 | 7573 | 3 | | 757709088 | 8 Years | SLD,LI | |
| ⚠ | 10/06/2014 | 10/31/2014 | 10/31/2015 | 7537 | 7 | | 743507142 | 13 Years | SLD | |

Click Students (on the top green bar)

Click View Caseload

Click each student's name to view IEP records.

Click on the CP to find out what the little symbols in front of each name mean, or click the little CP at the top of the first column.

# JOINING A COMMUNITY

- If you need to view students from a school you do not have access to, go back to the **Learning Connection** and ask to join that school community:

  **Find A Person**    **Find A Community**

  Click on Contacts and Communities--> My Communities
  Click "Find a Community" (top right)
  Click "School/Corporation" radio button (top)
  Type the name of the school you want to have access to.

  | Community Type: | ○ IDOE Community  ○ User Created  ⦿ School\|Corporation |
  |---|---|
  | Keyword: | Lincoln |
  | | Search |

Click Search.
When you see the name of the school, click "Join Community" (far right).
After approximately 24 hours, you will be given access to that school.
- Support Team members can give immediate 24 hour access to any school if you

cannot wait until the next day. If you also join the school community, then by the time your 24 hour access expires, you will have been accepted into that community permanently.

# ENROLLMENT/MOVE-IN/TRANSFER STUDENTS

## Enrollment Procedures

## Move-Ins/Transfers

When students move into a School City of East Chicago from another district or state, a conference must be held within 10 days. This includes students who are returning from a charter school or residential placement.

- When students transfer from one School City of East Chicago School to another, all paperwork is transferred with them, and the IEP is implemented as written, or a revision conference may be held to reflect changes with a new school environment. NO move-in conference is necessary.
- When students transfer to School City of East Chicago from another Indiana school, the IEP can be transferred within the IIEP. (See below)
- When students transfer to School City of East Chicago from another state, all IEP information must be entered into the IIEP system to create a new IEP.

**Adding students to the IIEP Database in a two step process.**

Step 1--Adding the student to your caseload

- The student's name, DOB, address, etc is entered into RDS when the student enrolls or transfers. This information is then synchronized with the IIEP database through a report that is updated one time a week (sometimes oftener). **This does NOT include the student's eligibility.**

- You need to make sure that your student is listed correctly in RDS (correct school, correct DOB, etc.) If there is an error in this information, please ask your school to correct it.

1.   If the student recently transferred from another school:

   1.   Check to make sure they are listed in the correct school in PowerSchool. If not, tell your school to make the change.

   2.   If the student is newly enrolled, you may have to wait a few days for him/her to show up.

2.   Do you have access to the school at which the student is enrolled?

   1.   You will gain access to the schools you need, by joining each school "community" through the Learning Connection.

   2.   You will only see students in the schools where you are a member.

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3.        See instructions above to add a school to your list of communities.

.ep 2--Adding the eligibility and the IEP from the previous / non public school.

- If the student attended an Indiana school that is currently using the IIEP system, the IEP can be transferred to the SBCSC database, but only after it is requested.

1.        Once you see the student in the IIEP system, call any support team member, or Trish Luna and ask her to request the IEP. They will send an email to the previous school and ask them to "push" the IEP to us. This process is dependent on the previous school staff, but generally is done the same day.

2.        Trish or any support team member can also add the student's current eligibility. You will need to give them the primary and secondary eligibilities when they have been confirmed, and also the date of the student's last IEP.

3.        DO NOT begin entering information into the IEP if you are requesting the IEP from another Indiana school. When the IEP is received, it will overwrite anything currently in the student's record, so anything you enter will be lost.

- If the student is not in IIEP because they are enrolled in a nonpulbic school, call the special education office to have the student added. You will need to have the student's name, DOB, address, parent names and date of last IEP (if applicable)

# Edit Progress Monitoring

Progress monitoring is used to assess students' academic performance and evaluate the effectiveness of instruction. IndianaIEP has four types of monitoring available.

- **Descriptive Documentation** - The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.

- **Single Point -** The measurement of the goal depends on counting a number of instances or recording a score.

- **Single Rubric –** The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.

- **Collection of Indicators -** The measurement of the goal is based on the direct assessment of one or more standard indicators and/or elements. Rubrics may be created for each element. These are data points that permit longitudinal analysis based on standards.

## Editing Progress Monitoring

1. Select type of Progress Monitoring and click **Edit Progress Monitoring** button

2. Enter assessment title and subject area then click **ADD ASSESSMENT** button
   - ➤ A metric is required to add an assessment when Single Point is selected
   - ➤ You can add more than one assessment for each goal

| Single Rubric Progress Monitoring (Goal: test goal) | |
|---|---|
| **Progress Monitoring Assessment** | **Subject Area** |
| Progress Monitoring Assessment | Subject Area |
| << Back | |

3. Complete chart for Progress Monitoring Assessment and click **SAVE & CONTINUE** button
   - ➤ The system returns to the Goal Details page
   - ➤ Click **SAVE & CONTINUE** button to return to the Goals page
   - ➤ Click **SAVE & CONTINUE** button to continue in the process

**Descriptive Documentation** – no additional information is required

| Del | Progress Monitoring Assessment | Subject Area | Metric | Parameters | |
|---|---|---|---|---|---|
| | Progress Monitoring Assessment | Subject Area | Description | Initial Date | |
| | | | | Target Date | |
| | | << Back   Save   Save & Continue >> | | | |

**Single Point** – Enter the following areas:
- ➤ Parameters to build graph
  - • The initial and target dates must within the dates of the IEP
- ➤ Frequency of Collection

| Metric | Parameters to Build Graph | | Frequency of Collection |
|---|---|---|---|
| Rubric | Initial Score  Not Evident    Initial Date  03/01/2013 | Target Score  Ongoing    Target Date  03/01/2014 | 1  Assessment(s) per  day |
| << Back   Save   Save & Continue >> | | | |

**Single Rubric** – Enter the following areas:

- ➢ Rubric
- ➢ Parameters to Build Graph
  - The initial and target dates must within the dates of the IEP
- ➢ Frequency of Collection



**Collection of Indicators** – Enter the following areas:

- ➢ Rubric
- ➢ Parameters to Build Graph
  - The initial and target dates must within the dates of the IEP
- ➢ Frequency of Collection
- ➢ Objectives/Benchmarks

A user can customize a rubric bank where you can save and manage rubrics that you have created for your students.

The rubric bank is accessed through the IEP Process > Goals > Goal Details > Progress Monitoring

- Select Single Rubric or Collection of Indicators for type of progress monitoring
- Click **EDIT PROGRESS MONITORING**
- Click **ADD RUBRIC(S) FROM BANK** button in Rubric column

- Click **MANAGE RUBRICS IN BANK**

- Enter a rubric title
- Enter the details of the rubric
- Click **SAVE**

Create Categories for my Rubric Bank | Import Rubrics to my Rubric Bank from my Caseload

<< Back to Mary Aniston | Save | Save & Continue to Mary Aniston >>

# Managing Rubric Banks

You can manage your Rubric Banks by categorizing them under a specific name. You can also import all rubrics you have created for different students, categorize them, and place them in your rubric bank.

## Categorize Rubric Banks

- Click on **CREATE CATEGORIES FOR MY RUBRIC BANK** button
- Enter category names
- Click **SAVE & CONTINUE**

Create Categories for my Rubric Bank

Math

English

Science

Social Studies

<< Back   Save   Save & Continue >>

The rubric should appear at the top of the Manage Users Rubric Bank page.

## Import Rubrics from Caseload

- Click **IMPORT RUBRICS TO MY RUBRIC BANK FROM MY CASELOAD** button
- Select from where to import rubrics
- Click **SAVE & CONTINUE**

Import Rubrics to my Rubric Bank from my Caseload

☐ Import Rubrics from Mary Aniston

☐ Include students for whom I am Current Teacher of Record (TOR)/Case Manager

<< Back   Save   Save & Continue >>

The rubric should appear at the top of the Manage Users Rubric Bank page.

# Adding a Rubric from the Bank

- Select a category
- Click **SAVE & CONTINUE TO <student name>**

The system returns to the Add Rubrics from Users Bank for <student name> page.

## To Add a Rubric to your goal:

- Select the category for the bank that you wish to add from the Add Rubrics from Users Bank page
- Place a check mark in the box in the Add column
- Then click on **SAVE AND CONTINUE**

dd Rubrics from Users Bank for Kevin Spacey          Student: Kevin Spacey

Category  [ Category 1 ▼ ]

| Add | Rubric Title | Rubric Details | |
|-----|-------------|----------------|---|
| | | Not Evident: | Element has not been introduced. |
| | | Introduced: | Element has been introduced. |
| | | Emerging: | In early stages of development. |
| ☑ | Rubric 1 | Developing: | Progress is evident. |
| | | Ongoing: | In advanced stages of development. |
| | | Demonstrated: | Performed under direction or request. |
| | | Applied: | Used to complete complex tasks or solve problems. |

[ Manage Rubrics in Bank ]

[ << Back ]   [ Save ]   ( Save & Continue >> )

# Progress Monitoring Wizard

The system displays the following tabs:

**Goal Information:** Includes:
- Goal Statement
- Method/Instrumentation
- Objectives/Benchmarks
- Standard(s) / Element(s)
- Parameters

**Graph:**
- Graphs progress of goal

**Data:**
- Data entry
- Assessment History

NOTE: This is a Collection of Indicators. Each type of progress monitoring will look different.

**Report:**
- Select Start and End dates
- Select **PRINT GRAPH** to view report and print

# How to Batch Print Progress Monitoring Reports

The IndianaIEP system now offers the ability to batch print Progress Monitoring Reports through the School System > Reports tab. This report is not saved to individual students' records but may be rerun if needed. The system allows the following filters to be used when creating the batch print report:

- A date range is required to determine what data points should be included.
- Students may be selected from the user's caseload list to be included on the report.

The report will include all progress monitoring data points entered within the selected date range across all applicable IEP/ISP's created in IIEP.

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# How to Batch Print Progress Monitoring Reports

## 1. Access Progress Monitoring Batch Reports

Access the School System tab, then the Reports tab

Click on the Progress Monitoring Batch Reports link

## 2. Select criteria for the report

**Reports - Progress Monitoring Batch Reports**

Select the time period for the data points to be printed:

Start Date: 08/01/2012    End Date: 11/20/2012

Set the date range for the report

**Calendar - Mozilla Fire...**

https://staging2.pcgeducation.com/eas

**November 2012**

[<<] [<] [Print] [>] [>>]

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |
| 18  | 19  | 20  | 21  | 22  | 23  | 24  |
| 25  | 26  | 27  | 28  | 29  | 30  | 1   |

**Select students to be included:**

[Check All]  [Check None]

- ☑ Sally Briscoe
- ☑ Mary Hamm
- ☑ Mary Streep
- ☑ Test Brown
- ☑ Sally Long
- ☑ Bridget Test 1
- ☑ Mary Bullock
- ☑ Sally Redenbacher
- ☑ Bridget Test 2
- ☑ Sally Dewitt
- ☑ Test Report3
- ☑ Bridget Test 4
- ☑ Sally Dixon
- ☑ Test Report8
- ☑ Bridget Test 5

Select those students to include in the report

[Generate Report]

Click Generate Report

## 3. Receive confirmation the report was scheduled for generation

- The generation time for the report is dependent upon the length of the date range and number students selected.
- An email is sent to your external email account when the report is complete.

Log Out | **Main Menu** | Students | My Docs | My Reports | Wizards | School System | | PCG | Progress Monitoring Wizard | User Documents

School System | System Info | Reports

Your report is number 1 in line for generation.
An e-mail will be sent to  email@address.com  when it is complete.
When the report has successfully generated, you will find it in either the Saved System Reports section at the bottom of the Reports Page or on the My Reports Page.
The email will provide you with details.

## 4. Retrieve the report from the My Reports tab

dents | My Docs | My Reports | Wizards | School System | 📇 | PCG | Progress Mo

### Reports for Bridget Tor

| Report | Date Created | Created By | Report Level | | |
| | | | System | School | User |
|---|---|---|---|---|---|
| Progress Monitoring Batch Reports | 11/20/2012 | Bridget Tor | | | Bridget Tor |
| Progress Monitoring Batch Reports | 11/19/2012 | Bridget Tor | | | Bridget Tor |

## 5. Click the report to view, print, and/or save the report

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student begins at the op of the page with a header.

vent information is shown o indicate from which P/ISP the data point was onitored.

INDemo

**Progress on Goal Report**

Individual Education Program
Date of Report
Between: 08/01/2012 and 11/20/2012

| Student: Practice Johnson | | | STN: 000020 |
|---|---|---|---|

Date of Birth: 07/03/1999    Age: 13    Current Grade: 7    Gender: M

Event Type: IEP    Event Date: 01/20/2012    Begin Date: 01/20/2012    End Date: 01/20/2013

Goal Title: Present Level of Academic Achievement and Functional Performance
**Annual Goal Statement:**
Present Level of Academic Achievement and Functional Performance

**Present Level of Academic Achievement and Functional Performance**

◆ Progress Line    ■ Target Line    – – Trend Line

Percentage: 80%, 60%, 40%, 20%, 0%

Time: 08/01/12, 09/01/12, 10/01/12, 11/01/12, 12/01/12, 01/01/13

**Fidelity Notes / Data**

| Date | Percent | Teacher |
|---|---|---|
| 11/08/2012 | 44.44 | Matt Tor |
| 10/31/2012 | 50.00 | Matt Tor |
| 10/23/2012 | 33.33 | Matt Tor |
| 10/17/2012 | 33.33 | Matt Tor |
| Tim Test 1 | | |
| 10/15/2012 | 27.78 | Matt Tor |

Additional IEP Process Documents

**Select which document you would like to create**

- Billing Medicaid for Health-Related Services
- Notice of Initial Proposed IEP
- Rejection of Services in a Public School
- IEP/ISP at a Glance
- Procedural safeguards given to parent (Required at referral and initial evaluation, and then at least annually)
- Procedural Safeguards, July 2013 Spanish
- Procedural Safeguards, July 2013

| Doc ID | Date Generated | Document | Received | EasyFax | Date Received |
|--------|----------------|----------|----------|---------|---------------|
| 6497 | 06/05/2014 | Billing Medicaid for Health-Related Services | Draft | | |
| 6201 | 05/09/2014 | Billing Medicaid for Health-Related Services | | Fax | 05/09/2014 |
| 56 | 06/02/2011 | Billing Medicaid for Health-Related Services | | | |

(3 Documents)

**Create Draft Document**      **Create Final Document**

<< Back      Save      Save & Continue >>

The Additional IEP Process Documents page provides users with quick access to additional documents which may be needed for the student's IEP.

- Select document
- Click **CREATE DRAFT DOCUMENT or CREATE FINAL DOCUMENT**
- Click **CREATE [DOCUMENT NAME]**
- Click **CONTINUE>>** to return to first page

Create Document                                              Student: Zoe Hunter

**Create Draft Billing Medicaid for Health-Related Services Document**

Create Billing Medicaid for Health-Related Services form for Zoe Hunter

**If you would like this document translated into another language, select it from the list:** [ ▼ ]

**Create Draft Billing Medicaid for Health-Related Services Document**

Continue >>

Click here to view the Billing Medicaid for Health-Related Services

Note: Draft documents are not official documents. They are intended for review only.

## Click link to view/print page

Continue >>

## Parent Contacts

| Contacting Person | Person Contacted | Contact Method | Contact Date | Contact Result | Notes |
|---|---|---|---|---|---|
| Adrienne Woy-naroski | | Phone Call | 08/26/2016 | Other - Please add details of contact in the notes section. | Parent meeting set up for Thursday |
| Adrienne Woy-naroski | | Phone Call | 09/01/2016 | Other - Please add details of contact in the notes section. | Parent did not attend meeting, called to reschedule and parent had gotten called into work. left message with family member |
| Adrienne Woy-naroski | | Phone Call | 09/06/2016 | Other - Please add details of contact in the notes section. | called to reschedule parent meeting |
| Adrienne Woy-naroski | | Phone Call | 09/08/2016 | Left Message | Parent returned my call and left a message. Tried calling back, no answer and full mailbox. |
| Adrienne Woy-naroski | | Phone Call | 09/12/2016 | Other - Please add details of contact in the notes section. | Called parent again, still unable to leave a message |
| Adrienne Woy-naroski | | Phone Call | 09/14/2016 | Other - Please add details of contact in the notes section. | attempted to call parent, no answer, could not leave a message |
| Adrienne Woy-naroski | | Letter | 09/15/2016 | Other - Please add details of contact in the notes section. | consent documents sent through the mail. |
| Adrienne Woy-naroski | | In person conversation | 09/20/2016 | Permission to test granted | |

There are no Non Parent Contacts for this Student yet.

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# Important Points to Remember About
# **S**pecially **D**esigned **I**nstruction (SDI)

SDI is what a <u>teacher does</u> to present information to the student that is <u>different than</u> what other students received. It may be instruction that is additional to what other students received and/or different methods or techniques to present the instruction not used with other students.

SDI is what makes special education "special." <u>SDI is what is done by the teacher,</u> not the student, to help close the academic performance gap between students with disabilities and their general education peers.

SDI is to be based upon the specific skills the student does not have which are necessary for them to improve their academic performance required for their measurable annual goals.

SDI is not a restatement of the academic content standard being taught. SDI is what <u>unique teacher instruction</u> is written on the IEP that will be provided to the students to support him/her in being able to perform the measurable annual goal.

Properly selected SDI instruction will allow the student to make progress in the general education curriculum and close their gap in academic performance as compared to their regular education peers. Student abilities are factors in this closing of the gap, but don't make this an excuse for setting low expectations of a student with disabilities. It is clear that having high expectations for any student- regular or ones with a disabilities, has a positive influence on both teacher instructional decisions and increased performance by students.

To decide the specific areas of academic weaknesses the student exhibits, there are different sections of the IEP this information may be found. Look at the Profile, PLOP, or the Measurable Annual Goal to give the IEP team guidance on the academic needs of the student.

When writing SDI in section 7 of the IEP, it must be written to be clearly understood by any person who reads the IEP as to what the <u>teacher</u> is expected to do for the student. The parents have to be able to understand what SDI is being provided to their child to improve their academic performance. Who will be providing SDI to their child? Where (location) will SDI be provided? How often (frequency) will SDI be provided?

If the same SDI is provided in different locations in the school and/or provided by different staff members, then each must be show separately. Section 7 of the IEP must be written to indicate what <u>each</u> provider, location, amount of time, and frequency will be for the SDI. No longer can an IEP have two providers in one "PROVIDER TITLE" box. Each must have their own line of information to make it clear what each provider is responsible for giving the student.

# Specially Designed Instruction

## Considerations for Specially Designed Instruction

The purpose of this document is to help define and increase the capacity of understanding about specially designed instruction as it relates to students with disabilities in Indiana. This document serves as guidance for IEP teams, administrators, educators and practitioners as they determine the need for, plan, and implement Specially Designed Instruction (SDI) for students with disabilities who require an Individualized Education Program (IEP).

This document is not a policy brief or a compliance tool. The information that follows focuses on the practical aspects of designing and delivering SDI, to the end that high quality services and programs for children with disabilities are continuously offered and improved.

In general, SDI is adapting content, methods, and/or instructional delivery to address the unique needs of a student (511 IAC 7-32-88). Students who receive special education services must receive SDI in order to be in compliance with the Individuals with Disabilities Education Act (IDEA) and Indiana Article 7, but more importantly, because the design and delivery of instruction is what will enable students to achieve the highest outcomes.

SDI describes the individualized instruction provided to a student receiving special education services. In other words, "What does a student need that special education can provide?"

SDI is the instruction applied to address academic and functional deficits.

SDI is what makes special education "special."

SDI is instruction intended to close the academic gap between a student with a disability and peers.

The design and delivery of SDI is the core of special education. SDI is the vehicle to ensure students with disabilities receive high-quality instruction and services that will result in progress toward academic and functional standards, graduation, and meaningful postsecondary outcomes.
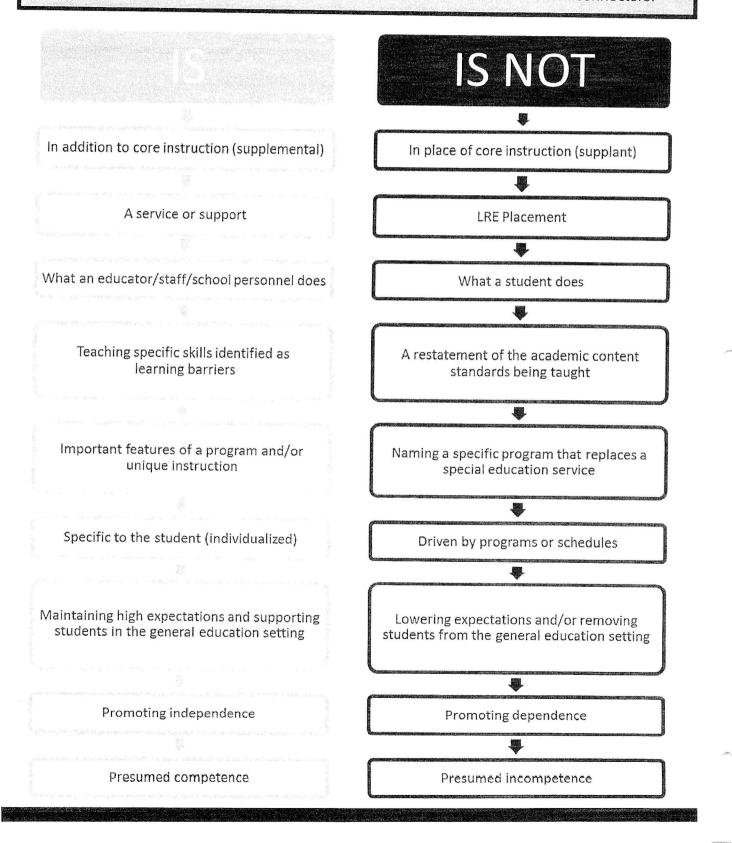
Aligned with SDI, Supplementary Aids and Services (SAS), and other supports that are provided in (1) general education classes; (2) other education-related settings; and (3) extracurricular and nonacademic settings enable students with disabilities to be educated with nondisabled peers to the maximum extent appropriate in accordance with 511 IAC 7-42-10.

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## Specially Designed Instruction:

Adapting the content, methods and/or instructional delivery to address the unique needs of a student. SDI ensures access to grade level academic standards or content connectors.

| IS | IS NOT |
|---|---|
| In addition to core instruction (supplemental) | In place of core instruction (supplant) |
| A service or support | LRE Placement |
| What an educator/staff/school personnel does | What a student does |
| Teaching specific skills identified as learning barriers | A restatement of the academic content standards being taught |
| Important features of a program and/or unique instruction | Naming a specific program that replaces a special education service |
| Specific to the student (individualized) | Driven by programs or schedules |
| Maintaining high expectations and supporting students in the general education setting | Lowering expectations and/or removing students from the general education setting |
| Promoting independence | Promoting dependence |
| Presumed competence | Presumed incompetence |

Many Supplementary Aids and Services are supported through Specially Designed Instruction. For example, in order for a student to access and use a supplementary aid independently, the student will need explicit instruction (SDI) in the use of the specific strategy or device. The intent is to provide levels of support until the student can access a supplementary aid independently (KDOE, 2017).

## Specially Designed Instruction (SDI)

Instructional practices the teacher uses

- Guided practice of listening strategies
- Scaffolded instruction, visual, written, verbal, physical, picture prompts and cues
- Modeling
- Instruction of calming strategies
- Grapho-phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding
- Explicit instruction on how to use a graphic organizer
- Direct instruction and support for specialized software and equipment
- Explicit instruction in the writing process including prewriting activities, writing, revising, editing, and publishing
- Multi-sensory teaching strategies
- Direct instruction in computation and reasoning strategies

## Supplementary Aids and Services (SAS)

Aids or services the student uses

- Visual prompts
- Visual, written, verbal, physical, picture prompts and cues
- Self-monitoring checklists
- Calming strategies
- Graphic organizers
- Prompting and cueing
- Recorded materials
- Extended time
- Study guides
- Magnifier
- Copy of notes written on the board
- Editing checklists
- Cue cards with problem solving strategies, definitions, examples, models, flow chart, process steps
- Modified tests/assignments
- Graph paper
- Calculator
- Assistive technology

# Strategies

The following strategies should be tailored to the individual needs of the student. The Specially Designed Instructional strategies provided are not an exhaustive or limiting list.

## Academic

- Phonemic awareness strategies, multi-sensory teaching strategies, modeling, instruction in the use of organizers, small group instruction, direct instruction, guided practice, word problem strategies

## Communication

- Auditory discrimination training, environmental prompts, social scripts, mirror training, guided responding, video self-modeling, system of least prompts, direct instruction, verbal/guided repetition, computer assisted instruction

## Physical (OT/PT)

- Hand over hand guidance, modeling, one-on-one instruction, instruction in the use of equipment or assistive technology, direct instruction and support

## Behavior

- Explicit social instructional skill instruction, relaxation strategies, de-escalation strategies, direct teaching of replacement behaviors

## Vocational

- Task analysis, differential reinforcement, direct instruction, verbal prompts/cues, graduated guidance, self-monitoring, corrective feedback/re-teaching

# Question and Answer

## Must "specially designed instruction" (SDI) be provided for the special education student solely by the special education teacher or can it be provided by the general education

Under IDEA "Specially Designed Instruction" (SDI) is a shared responsibility.
- A special education teacher has expertise in the area of specially designed instruction.
- A general education teacher has expertise in curriculum.
- A special education teacher and a general education teacher work collaboratively to plan, design and implement specially designed instruction for students whom they

## Can Specially Designed Instruction (SDI) be provided by a paraprofessional?

Paraprofessionals serve an important "supportive" role in providing SDI.

A paraprofessional acts under the direct guidance and supervision of a special education teacher or credentialed related service personnel. The following conditions must be in place:

- The general and/or special education teacher design and deliver core instruction and SDI for the student
- Adequate training is provided to the paraprofessional to support SDI (e.g., reinforcement/review of skills or concepts, data collection)
- On-going communication occurs between the paraprofessional and special education teacher or related service personnel

For example, paraprofessionals may provide the following

- Facilitate the use of assistive technology
- Lead a review of concepts
- Monitor student academic progress and/or behavior

A paraprofessional may not:

- Replace the special education teacher
- Plan, deliver, or lead initial instruction

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# Question and Answer

## What does SDI look like for a student receiving consultation services?

A special education teacher and a general education teacher work collaboratively to plan, design and implement specially designed instruction for students whom they share responsibility. Consultation services may include collaboration on:

- Academic or behavioral needs of a student
- Specific instructional strategies or supports
- Modes of learning/communication
- Accommodations and assistive technology

## Where and when is Specially Designed Instruction (SDI) delivered?

- Any setting or time school-related activities occur
- To the maximum extent appropriate, with peers in the general education setting

## How is Specially Designed Instruction (SDI) delivered?

- Intentionally, directly, and highly structured
- Through customized changes to the content, methods and/or instructional delivery based on the student's needs

# Resources

**CAST** – Center for Applied Special Technology. http://www.cast.org/

**Council for Exceptional Children**. (2014, November/ December). Evidence-Based Special Education in the Context of Scarce Evidence-Based Practices: The Council for Exceptional Children's Interdivisional Research Group. Teaching Exceptional Children, 47, pp. 81-84.

**Indiana Department of Education** - https://www.doe.in.gov/specialed

**Indiana IEP Resource Center** - The IEPRC offers support for educators throughout Indiana to improve the IEP process in schools. https://www.indianaieprc.org/index.php

**Kentucky Department of Education**. (2014, February) IEP Lesson Plan and Development Handbook. Retrieved October 2017.

**National Implementation Resource Network (NIRN)** - http://nirn.fpg.unc.edu/

**NCAC** (n.d.). Differentiated Instruction and Implications for UDL Implementation: Effective classroom practices report. Retrieved October 2017, from www.cast.org/udlcourse/DifferInstruct.doc

**PACER Center** (2015). School Accommodation and Modification Ideas for Students who Receive Special Education Services. Retrieved October, from http://www.pacer.org/parent/php/PHP-c49a.pdf.

**PATINS Project**- Promoting Achievement through Technology and Instruction for all Students. http://www.patinsproject.com/

**Project Success** – Resource center that promotes higher academic achievement for individuals with disabilities. http://www.projectsuccessindiana.com/

**SWIFT Center** - SWIFT is a national K-8 technical assistance center that builds school capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion. http://www.swiftschools.org/

# References

- **Article 7** - Title 511, Article 7. Indiana State Board of Education; 511 IAC 7

- **ESSA** (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-85.

- **Individuals with Disabilities Education Act** - Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq*., (2004). https://sites.ed.gov/idea/

- **Kansas MTSS** (2017, July). Kansas State Department of Education Kansas Multi-Tier System of Supports Integrated Framework Fact Sheet 2017. Retrieved October, 2017, from https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1127/_2nd_MTSS_fact_sheet_with_resource_info.pdf.

- **Kentucky Department of Education**. (2014, February) IEP Lesson Plan and Development Handbook.  Retrieved October 2017.

- **North Carolina Department of Public Instruction Exceptional Children Division**. (2016, April) Considerations for Specially Designed Instruction. Retrieved May 25, 2017, from http://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/events/SDI%20Considerations%20April%202016.pdf