	# 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"
   a) Enter search criteria
   b) Click View Students button
   c) Students meeting search criteria display on screen
   d) Check either TOR/Case Manager or Team Member for the students
   e) Click Add Students to Caseload button at the bottom
      i) 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
   a) to add or remove students from this list see 1) Create Caseload
   b) Click on the header of any column to sort by that information
      i) By default, the list is sorted by student name with the TOR's students listed first
      ii) Any students assigned to the user as Teacher of Service are listed next
   c) 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
   a) Click continue
3) From the Blue Student Menu, select IEP Process

IEP Process

Meeting Purpose
1) Select the Meeting Purpose that best represents the reason for calling a Case Conference
   a) Some purposes may be preselected, such as Transition, according to the student's age or grade level
   b) Multiple purposes may be selected
   c) IIEP will not allow some combinations of purposes

i) Annual and Initial may not be selected, for example
2) IIEP may prompt for additional information on this page based on the purpose
3) As with all pages in IIEP, Conference Notes are available
4) "Save" saves the information on the screen
5) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
   a) If any part is incomplete or missing, error messages will appear at the top of the page
   b) 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
   a) 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
   a) Current TOR/Case Manager
   b) Parent(s) who will receive IEP Information
   c) Users within IIEP that may access IEP data at this school
      i) check users that will be a part of the CCC team
      ii) check the view only box to limit team member access to read only
   d) Once all information is accurately recorded, click "Save" or "Save & Continue"
      (1) If all parts are complete, IIEP returns to Create CCC Team
4) To add or edit the CCC team click the "Select Team" button
5) As with all pages in IIEP, Conference Notes are available
6) "Save" saves the information on the screen
7) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
   a) If any part is incomplete or missing, error messages will appear at the top of the page
   b) 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
2) Record Date Document Sent to Parent
3) Record Proposed IEP Begin and End Dates
4) Assign Roles to CCC Team Members
   a) Student
   b) Public Agency Representative (PAR)
      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
   c) Parent
      i) Any individual designated as a guardian in the Parent Info section may be selected here
   d) Current TOR/Case Manager	

       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

  e) General Education Teacher

       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

  f) Instructional Strategist

       i)   According to Article 7, there must be an individual at any case conference that is able to interpret and explain evaluation data

        (1) For this case one individual may serve in two roles

           (a) The TOR may also be the Instructional Strategist if the TOR meets the criteria for this role

  g) Add additional team members

  h) Add additional attendees

5) Create Draft Notice of Case Conference

6) Create Final Notice of Case Conference

7) Select Parent Communication

  a) Select from the Parent Communications listed the event that records the delivery of the Notice of Case Conference.

8) As with all pages in IIEP, Conference Notes are available

9) "Save" saves the information on the screen

10) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion

  a) If any part is incomplete or missing, error messages will appear at the top of the page

  b) 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) Record information regarding the instructional strategies and research-based interventions in which the student participated

4) Review Progress Monitoring Data and record results

  a) This data help the CCC determine the need for additional testing

5) Based upon the data collected and reported here, determine whether there is a need for reevaluation
6) As with all pages in IIEP, Conference Notes are available
7) "Save" saves the information on the screen
8) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
    a) If any part is incomplete or missing, error messages will appear at the top of the page
    b) If all parts are complete, IIEP advances to the next page	

Eligibility Information
1) **Only record changes to this page during an actual case conference**
    a) 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
    a) If the student's eligibility is not yet determined, select that option from the choices.
        i) In this case only the Eligibility Information Page may be saved with no event created.
        ii) Reasons for eligibility may be recorded here as well.
    b) If the student is eligible, record reasons for the eligibility decision
    c) Record the primary disability and any additional secondary disabilities
    d) If the student is not eligible for services, create a final notice of ineligibility
        i) There is no need to continue with the remainder of the IEP documentation once the final notice of ineligibility is created
3) As with all pages in IIEP, Conference Notes are available
4) "Save" saves the information on the screen
5) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
    a) If any part is incomplete or missing, error messages will appear at the top of the page
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Special Considerations and Behavior Concerns
1) Complete Special Considerations for Limited English Proficiency
    a) Choose Yes or No depending on the needs of the student
    b) Limited English Proficiency needs must be addressed for each student
    c) There may be additional questions here based upon the eligibility areas of the student
2) Complete Behavior Concerns
    a) If Manifestation Determination is the purpose, those options will be displayed on this page
    b) For most students choose whether or not behavior impedes their learning or that of others
    c) If No then proceed with the IEP
    d) If "Yes", then complete the prompts as completely as possible
    e) Describe the patterns of concerning behaviors, factors affecting the behavior, and articulate the plan for behavioral support and/or intervention as comprehensively as possible
    f) Indicate whether or not to design a goal or goals for this student and if necessary entitle a new goal(s)	

9) Indicate the need for Special Education and Related Services and describe the service if required
10) As with all pages in IIEP, Conference Notes are available
11) "Save" saves the information on the screen
12) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
    a) If any part is incomplete or missing, error messages will appear at the top of the page
    b) 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) If "Student will pursue High School Diploma" is chosen,
3) School Assessments:
    a) Choose the appropriate level of participation in ISTEP testing
    b) If student is in grades 3-8, select his/her specific participation level in each curriculum area
    c) If ISTEP+ with accommodations is selected for any area, choose appropriate accommodations
        i) Click "Add Accommodations"
        ii) Check the appropriate accommodation(s) for this student
        iii) Click "Save and Continue" to return to the State Assessments and Other Participations page
        iv) Selected accommodations appear next to the chosen curriculum area and grade level
        v) To remove an accommodation, check the box in the "Delete" column and "Save" the page
    d) If the student is in High School, select the student's participation level in each curriculum area
    e) If End of Course with accommodations is selected for any area, choose appropriate accommodations
        i) Click "Add Accommodations"
        ii) Check the appropriate accommodation(s) for this student
        iii) Click "Save and Continue" to return to the State Assessments and Other Participations page
        iv) Selected accommodations appear next to the chosen curriculum area and grade level
        v) To remove an accommodation, check the box in the "Delete" column and "Save" the page
4) If "Student will pursue a certificate of completion" is chosen,
    a) Select "Meets the criteria to participate in alternative assessment" if the student meets the criteria to participate in the ISTAR assessment
    b) For High School students, "Student will not be in 10th grade. Therefore, State assessment is not required," may be selected
5) Complete the Rationale section and describe the reasoning for state assessment selections
6) Other Participation:
    a) Articulate a plan for the student's participation in any other testing that may take

place at school Include accommodations and any other direction
7) IREAD-3 results and possible remediation plans may be recorded here.
8) As with all pages in IIEP, Conference Notes are available
9) "Save" saves the information on the screen
10) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
   a) If any part is incomplete or missing, error messages will appear at the top of the page
   b) If all parts are complete, IIEP advances to the next page

Transition
1) Discuss findings of any age-appropriate transition assessments
2) Decide if the student has sufficient skills to live independently
   a) If "Yes", enter the evidence to support this position and continue with the remaining goals
   b) If No, enter information for all three postsecondary goals
3) Record whether the postsecondary goals were reviewed and changed or remained the same after review.
4) As with all pages in IIEP, Conference Notes are available
5) "Save" saves the information on the screen
6) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
   a) If any part is incomplete or missing, error messages will appear at the top of the page
   b) If all parts are complete, IIEP advances to the next page

Goals

1) **Goals**
   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
      i) Click the "Details" button associated with that goal
2) **Add Goal (New)**
   a) Click Add Goal on the Goals page to enter a new annual goal for a student
   b) Enter a Goal Title
   c) Capture Present Levels of Academic Achievement and Functional Performance (PLAAFP) data that is relevant to the annual goal
   d) Describe the student's Educational Needs based upon the data reported and collected in the IEP
   e) Compose a measurable Annual Goal that addresses one or more of the student's educational needs
   f) Click "Save & Continue" to save the content and continue developing the annual goal

3) **Goal Details**
   a) This page contains the information from the Add Goal page or saved work entered previously
   b) All information may be updated or changed to reflect a student's current needs
   c) **Present Levels**
      i) Capture Present Levels of Academic Achievement and Functional Performance data that is relevant to the annual goal
   d) **Needs**
      i) Describe the student's Educational Needs based upon the data reported and collected in the IEP
   e) **Annual Goal**
      i) Compose a measurable Annual Goal that addresses one or more of the student's educational needs
   f) **Method/Instrument for Measuring Progress**
      i) Record the Method or Instrument used to measure student progress
         (1) This method or instrument should be the same tool used to establish the student's PLAAFP data
   g) **Standards**
      i) Click "Add Standard"
      ii) Click the "+" symbol next to the either Common Core, Functional Achievement Standards, or Indiana Standards to see a complete list of state standards in each domain
         (1) Common Core contains only the standards implemented currently in Indiana
            (a) The initial listing contains only Kindergarten standards
      iii) Selected Standards appear at the bottom of the Add Standard(s) screen
         (1) To remove a standard
            (a) Place a check in the "Delete" box beside the standard
            (b) Click "Save" to remove the standard
      iv) Once all relevant standards are selected, click "Save and Continue" to save the data and return to the Goal Details page
   h) **Progress Monitoring**
      i) **Select the progress monitoring method that best fits the method or instrument used to monitor student progress on this annual goal**
      ii) **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
      iii) **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
    (a) Initial Value and Date
        (i) Enter the score representing the student's initial skill level and the date it was recorded
    (b) Target Value and Date
        (i) Enter the target score and the date by which the student should achieve this
    (c) Frequency of Collection
        (i) Record the frequency of data collection
(7) Click "Save and Continue" to save the data and return to the Goal Details page
iv) **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"
        (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
            (iv) 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
  (a) Initial Value and Date
    (i) Enter the score representing the student's initial skill level and the date it was recorded
  (b) Target Value and Date
    (i) Enter the target score and the date by which the student should achieve this
  (c) Frequency of Collection
(7) Record the frequency of data collection
(8) Click "Save and Continue" to save the data and return to the Goal Details page
  v) **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.
  (a) Enter Initial and Target Percentage.
  (b) Enter Initial and Target Date.
    (i) The Initial and Target Date may not be outside of the IEP Effective dates.
    (ii) The Date Range may be less than the effective dates.
(8) Create a rubric by entering the rubric criteria in the provided form
(9) Create a rubric by entering the rubric criteria in the provided form or "Add Rubric(s) from Bank"
  (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" colum
    (iii) Click Save & Continue to add the rubric and return to the Progress

Monitoring screen

    (iv) 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

(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.

(10)   Click "Save and Continue" to save the data and return to the Goal Details page

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Provisions

1) **Transition Service (if purpose = Transition):**

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

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

    c) Enter Narrative detail if necessary.

    d) Save the entry and add as many services as are required

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

2) **Special Education Service:**

    a) Click "Add Special Education Service" to add a special education service

b) Select Indirect Support, Direct Services, or Speech and/or Language Services
c) Click "Save & Continue" to continue adding the service
d) Enter Initiation, Frequency, Length, Duration, To Support (if Transition), Location, and Narrative
e) Click "Save" and Add as many services as are required

3) **Related Services:**
a) Click "Add Related Services" to add a related service
b) Select Related Service Description
c) Click "Save & Continue" to continue adding the service
d) Enter Initiation, Frequency, Length, Duration, To Support (if Transition), Location, and Narrative
e) Click "Save" and Add as many services as are required

4) **Accommodations:**
a) ISTEP+ or End of Course Assessments accommodations are listed here
b) An additional box is provided for accommodations unrelated to testing

5) **Transportation:**
a) Answer Yes or No to the transportation question
b) If transit time or needs are different than non-disabled peers, record the transportation needs of the student and enter a related service if necessary

6) **Accessible Materials**
a) Answer Yes or No question
b) 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

7) **Assistive Technology:**
a) Answer Yes or No to the question
b) If the student needs assistive technology, describe the assistive technology required

8) **Extended School Year (ESY):**
a) Select the appropriate choice for ESY
b) ESY is indicated if one of the first three choices is selected
c) If ESY is indicated, please enter a special education and/or related service to support this choice
d) Choose "None" if no ESY services are necessary

9) **Aids/Supports:**
a) Answer Yes or No to the first question
b) If "Yes", record the plan to provide school personnel with the knowledge required to implement the student's IEP
c) Answer Yes or No to the second question
d) If Yes, record modifications necessary for this student to participate in the described activities

10) **Progress Report Timeline:**
a) Enter the frequency progress will be reported for this student

11) **Rationale:**
a) Describe the rationale for providing these services and supports, as well as describing reasons for rejecting other options

LRE Placement

1) **Course of Study (if Purpose = Transition):**

a) Enter course of study information that focuses on improving the academic and functional achievement of the student in order to support the attainment of post-secondary goals

2) **Least Restrictive Environment (LRE):**
   a) Course of Study
      i) (Transition Only) Select the appropriate diploma option from the dropdown list.
   b) Choose the appropriate LRE code for this student
   c) LRE codes displayed correspond to the student's age
   d) ED students only - Choose Full-time or All other
   e) List any additional descriptors of LRE
   f) Describe and harmful effects discussed
   g) Explain the reasoning behind the placement selection for this student

3) **General Considerations:**
   a) Consider each statement carefully If No is selected, please state the exceptions and describe the reasoning for these exceptions

4) **Program Information:**
   a) The student's School of Legal Settlement is displayed.
      i) This information is imported from the DOE-RT report.
   b) The student's School for Access is displayed.
      i) This information is imported from the DOE-RT report.
      ii) The student's Next School for Access – for this IEP may be recorded if different from the current School for Access.
   c) The student's Educating School is displayed.
      i) This information is imported from the DOE-RT report
      ii) The student's Next Educating School – for this IEP may be recorded if different from the current Educating School.
   d) Record any additional program information in the provided text box
      5) As with all pages in IIEP, Conference Notes are available
      6) "Save" saves the information on the screen
      7) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
         a) If any part is incomplete or missing, error messages will appear at the top of the page
         b) If all parts are complete, IIEP advances to the next page

Summary of Performance
1) Enter Recommendations to Assist in Meeting Postsecondary Goals
   a) Describe the accommodations, modifications, and/or assistive technology that have been most useful to the student
   b) Describe what will help the student be successful after graduation
2) Create Final Summary of Performance
   a) SOP may be printed separately, but is intended to be a part of the IEP report
3) As with all pages in IIEP, Conference Notes are available
4) "Save" saves the information on the screen
5) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
   a) If any part is incomplete or missing, error messages will appear at the top of the page
   b) If all parts are complete, IIEP advances to the next page

Review Conference Notes

1) Review Conference notes for content and accuracy
2) "Save" saves the information on the screen
3) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
   a) If any part is incomplete or missing, error messages will appear at the top of the page
   b) 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
   a) 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
   a) If FAPE is rejected, the process continues with the creation of the ISP
4) Check all that attended the case conference
   a) 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
   a) 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"
   a) Confirm that a Final IEP is to be created
8) The Final IEP document appears below
   a) Click the "IEP" link to view and/or print the IEP
   b) Once the parent(s) have signed the IEP (if required) fax the signature page to the provided fax number
      i) Once received a link will appear next to the IEP with a date the fax was received
         (1) Click the link to view the faxed document
   c) Click the Proposed Button to confirm acceptance of the IEP
      i) Record whether the IEP was:
         (1) Accepted
         (2) Rejected – parent rejects provision of FAPE and intends to unilaterally enroll child in a non-public school.
            (a) In this case the content of the IEP appears in the ISP process and may be adjusted there to complete that document.
         (3) **(For Initial IEPs only)** Rejected – Student remains in General Education.
            (a) 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.
      ii) Record who signed the document
      iii) Record the date and any notes
9) "Save" saves the information on the screen
10) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
   a) If any part is incomplete or missing, error messages will appear at the top of the page
   b) If all parts are complete, IIEP advances to the next page	

Additional IEP Documents

1) Additional Documents are listed here
2) Please review the Final IEP and create any additional Final documents necessary
3) "Save" saves the information on the screen
4) "Save & Continue" saves the information on the screen and checks it against IIEP's Rules of Completion
   a) If any part is incomplete or missing, error messages will appear at the top of the page
   b) If all parts are complete, IIEP advances to the next page