

IEP Direct Instructions

1. IEP Direct basics

- a. Type in IEP Direct
- b. School District gives access to IEP Direct. Call the CPSE Director. When you are on the IEP Direct screen you need to type in the following info from the school district:
 - Line #1 – 3 numbers
 - Line #2 – 6 numbers
 - Line #3 - Password - **Confidential!!**
- c. Allow pop-ups permanently. You may have to “Install MeadCo ScriptX” to print
- d. Click on students – left hand side to see all students from that district – make sure you are in CPSE and the correct year
- e. IEP components:
 - Student Info
 - Special Alerts
 - Committee Meeting
 - Programs-Related Services
 - Academic Achievement
 - Test Results
 - Development
 - Management Needs
 - Measurable Annual Goals
 - Effects of Student Needs
- f. Colors
 - green – outstanding items
 - orange – upcoming meetings
 - blue – draft – you can now enter progress notes in black box when there is a blue box open
 - red – CSE re-eval

2. Quarterly Updates – November, January, April, June, August

- a. **Click on black box** (finalized document) next to student’s name for ALL updates including children who have a draft (blue box.) Updates will roll over when the draft is finalized.
- b. Scroll down to Measurable Goals and click on pencil to the right. A screen will pop up stating, “Are you sure you want to edit a finalized document?” Press YES (Do not press Progress Marks Only – progress notes will not print.)
- c. All children who received services during the summer should have 5 boxes. (August may be in the first box or last box.) Boxes are now titled with the month the progress note is due.
- d. Click on pencil. Write a code in the Code box next to each Annual goal. Please write a comment regarding progress under each annual goal. To reduce confusion, start your comment by writing the date, follow with comment and then sign off with your name and title. Ex. 10/2012: Joseph is able to follow a 1-step direction 80% in 8/10 trials with minimal prompting. M. Brown, Spec Ed Teacher. The code list is in the “Legend” at the top. Please put the code SC (See Comment) in each of the benchmark code boxes. If child has accomplished goal, mark A and give explanation. (Benchmark gets “A” too.) Therapists are responsible for completing all quarterly progress note entries the day before the actual due date. That will allow the teacher time to print out each quarterly before they are to be submitted.
- e. **SAVE OFTEN!** If you forget to save, you may lose all your work.

Check your work

- a. Please use the child's name instead of "student" or "client."
- b. Check for spelling and grammatical errors before printing out a report.
- c. Please write complete sentences.

Printing IEP and/or Progress Report:

- a. Go to "My students" screen and click on the box to the left of students who needs a report
- b. Then click on "Letter/Reports". Scroll down to "IEP Form" or "Report-Progress Report"
- d. Go to the bottom or top right of the screen and click on "Process"
- e. Print preview (magnifying glass or PDF). Preview your notes, then print.

2. Procedure for Entering Evaluations and Test Scores:

- Click on blue box (draft form)
- Go to Reports/Assessments (at top of screen to the right)
 1. Click on Evaluations/Reports
 - a. Click add
 - b. Fill in 3 areas:
 - date of report
 - testing – drop box- **Annual Review** (e.g. Education, Speech, OT, PT, Psych,SW, Vision)
 - Evaluator (Inspire Kids Newburgh, Goshen or Monroe) – SAVE & Return
 2. Click on Standardized Test Results
 - a. Click add – fill in test date, standard test, evaluator)
 - b. Click add – add name of test, subtest, Score Type 1 (e.g. Standard Score, T Score) and Score 1 – SAVE & Return
- Click on Student

To Import - click on Student and scroll down to Standardized Test Results

 - a. Click on pencil (right side.) Then click on Import (right side.)
 - b. Click on box to left of test
 - c. Click Import (center)
 - d. Click Save & Return

4. Procedure for Entering SPAMS – (Annual Reviews)

Use spell check – you will see ABC icon on the right

Putting a date before all Narrative entries reduces confusion of when report was entered in IEP Direct. Each section has a Present Level of Performance, Strengths, Concerns (including Parent Concerns)

- Standardized test results
 - Academic - need to click on “Add Area” (Study Skills will be showing on screen)...**scroll down to your area** - includes speech & Language, cognitive, hearing, vision – Add SPAM, Strengths and Concerns
 - Social Development (including counseling and play)
 - Physical Development (including OT, PT)
 - Management Needs – additional supports for the child
 - Measureable annual goals
 - Effects of Students Needs
1. Click on pencil to the right
 2. Click on add
 3. Type info in or copy and paste
 4. If you are adding info, click on pencil to the upper left to add
 5. SAVE & RETURN

5. Procedure for Entering Measureable Goals:

1. Enter a custom goal or a pre-existing goal. Goals should not be restatement of the child’s curriculum or a list of everything the child is expected to learn that is not affecting disability. What skills does the student need in order to master the content of the curriculum?
2. Each child must have a least one benchmark – this is a milestone that leads to the annual goal. e.g. by month (e.g. Jan or Feb) The annual goal is what the student will be expected to achieve by the end of the year.
3. Explanation of the fields on the IEP:
 - a. Eval Criteria – measure to determine accountability - trials, minutes, distance or percentage
 - b. Criteria Period – once student demonstrates potential mastery of a skill, period of time student needs for complete mastery
 - # days – e.g. 3 consecutive days
 - # weeks – e.g. over a 4 week period
 - Occasion – e.g. 6 consecutive occasions
 - c. Method – how progress will be measured – e.g. recorded observation
 - d. Schedule – how often will progress be measured. It is NOT a date of mastery: daily, weekly, bi-weekly, monthly