

Changes in Student Plans September, 2007

Menu

The expand/collapse icon (“-“or “+”) next to your name when you log into Student Plans allows you to collapse/minimize the menu (click on -) or expand (click on +). If you don’t see the menu items you need, click on the “+“ sign next to your name in the left column.

Special Ed Documents

The IEP and IIP now have separate document sections.

The IFSP has been added as a plan type.

The term “Progress Report” has been replaced by “Follow Up” for IEPs, IIPs and IFSPs.

Every time you put a document in correct mode, the system will save a copy of the special education plans and notices that you have finalized. For example, if you corrected a typographical error in an IEP/IIP/IFSP/IFSP, the previous finalized plan will be saved in the Document History. The additional saved versions will be listed at right hand side of the matrix/table and will have a history icon (“H”). Click on the Document History icon to see the previous versions of the document.

IEP/IIP/IFSP/IFSP – Menu Changes

Residency Information

There is a separate screen on the IEP/IIP/IFSP/IFSP to record residency information. Please enter the current information if the resident and/or serving district is not St. Cloud or if the county of residence or service is not Stearns.

Services

There are separate menu items for Special Education and Related Services and ESY services. This change was made because the new IEP/IIP/IFSP/IFSP form from MDE will have separate service sections.

Adaptations

There are three separate menu items for the adaptations section.

New Items

There two new menu items, Name of Private School or Separate Program Site Attending, and General Notes. The Name of Private School or Separate Program Site Attending allows you to list the name of the private school or separate program site that the student is attending (e.g., InnStep). General Notes do not print.

IEP/IIP/IFSP Changes

IEP/IIP/IFSP/IFSP –Changing Effective or Ending Dates

To change the dates in a finalized IEP/IIP/IFSP/IFSP you need to put it in “Correct” status. Click on “Edit” to change the dates. Save and “Fix Dates”, then finalized again.

IEP/IIP/IFSP– Meeting Date

The meeting date will show up again on the first page when IEP/IIP/IFSP are printed. They were not showing up after the previous upgrade.

IEP/IIP/IFSP/IFSP - Federal Setting

If the student’s setting will change over the course of the IEP/IIP/IFSP, you can enter a second federal setting and the date it will change.

IEP/IIP - ESY Services

If the student will attend ESY you will need to list these services separately.

1. Service should generally begin the day ESY starts and end the day before school starts in the Fall. If you do not know the ESY schedule when you write the IEP/IIP, the start date could be two days after school ends (to account for make-up days) and end August 31st.
2. List the services that will be provided (e.g., Academic – Reading), making sure to account for the total amount of daily ESY services on the service page. A generic “ESY service” has been added to the service list so that the service section reflects the time the student is engaged in ESY activities other than their special education service (e.g., speech). For example a K-12 student receiving 3 hours (180 minutes) of ESY per day, might receive 20 minutes of articulation service and 20 minutes of reading service . The activities for the rest of the day would be described as ESY Service for 140 minutes.

For K-12 students attending ESY, the typical schedule is three (3) days per week for three (3) hours per day. For Riverwoods School/SCCH the typical sessions would be five (5) days per week for 150 minutes. For Roosevelt ECSE students, ages 3 to 5 the typical sessions would be three (3) days per week for 120 minutes.

IEP/IIP - Profile of Learning/High Standards and/or Minnesota Academic Standards

Because our district has now identified Academic Standards and because special education instruction needs to address the standards, the section of the IEP/IIP dealing with Academic Standards needs to be addressed for all new IEPs/IIPs. This section will print on all new IEP/IIPs.

The options that would be selected most often would be:

“Will participate in the Minnesota Academic Standards as they are written. No changes will be made.” or,

“The IEP team has determined that some of the Minnesota Academic Standards are inappropriate. Some or all of student's IEP Goals and Objectives will replace the inappropriate academic standard(s) listed below.”

The academic standards can be found in the Curriculum, Instruction, and Assessment section of the District website under PreK-12 Academic Standards. You can block and copy the standards and benchmarks into the text box if needed.

Early Childhood Special Education would be most likely to use the option,”The IEP team has determined that because of the nature of the child's disability, all the Minnesota Academic Standards are inappropriate. The student's IEP Goals and Objectives will be the established alternative standard(s).” It should be used very rarely for students in grades K-12.

IEP/IIP/IFSP – Transition

If transition information is included, it will be printed with the PLEPs instead of being at the end of the document.

IEP/IIP/IFSP – Assessment

The format of the screen changed. Clicking on Add New MCA Accommodations takes you to a new screen where you can select accommodations from the drop down menu and add comments. The BST section now allows you to select Not Applicable for students who have already passed. Click on the “+ Levels” to record the levels the student attempted or the date passed for all three tests.

IIP/ISP – Signature Sections

The signature sections will not print (Signatures required for ISP, Signatures and Designee Assignments and Signatures Required for Medical Assistance Waiver Care Plans). Use the Notice of District’s Proposed Action/Denial for signatures.

Notice of District’s Proposed Action/Denial

The box for recording date the district received the Notice from the parent has been added back into the Notice.

OTHER

Service Providers – Additional Drafting Options

Service providers can now draft the services (e.g., the type, amount, frequency of service, etc.), adaptations and transition needs and services.

The address for the demo site has changed to <http://10.1.213.226>.

REMINDERS

When you copy an IEP/IIP/IFSP, make sure to update the meeting date. If you don’t the list of team members will be incorrect.

We recommend that you don’t change the effective date on an annual IEP/IIP/IFSP when you receive parent permission. Remember the parent is giving permission for the IEP/IIP/IFSP as it is written. This is especially problematic when changing the effective

date creates a gap in service because funding could be recouped when there are gaps in service.

Information Based on Student Services Satisfaction Survey Feedback

In the Student Services Satisfaction Survey, several issues came up that we wanted to address.

1. One respondent indicated that they would like to be able to copy information from another student's document and paste it in to a different document. Another respondent wanted service providers to be able to copy PLEP, goals, and objectives from the previous IEP/IIP/IFSP so they could update them. To do this:
 - a. Select the student you want to copy the information from. Print the document to your screen. Leave the PDF document open. If you go to another screen in the program you can go back to this PDF document by clicking on the tab at the bottom of the screen that says <https://dprs.isd742.org/plan...>
 - b. Select the other student and create/edit the document that you want to copy the information into. Go to the section that you will be copying the information into.
 - c. Click on the tab for the PDF at the bottom of your screen (<https://dprs.isd...>). Block the text that you wish to copy and copy it to your clipboard by using the keystroke "Ctrl C".
 - d. Switch back to your document by clicking on the tab for the document you are working on (e.g., IEP Informatio...). Use the keystroke "Ctrl V" to paste the text into your document.

2. One respondent indicated that they would like to be able to find the goals without having to know the exact wording. There are two ways to find goals easier.
 - a. Print out the type of goals you commonly use from the Student Plans Goal Bank. The Goal Bank is located in the Resources section under Staff Resources. We recommend that you copy the pertinent section(s) into a Word document and print it. We do not recommend printing the entire goal bank – it is over 100 pages.
 - b. You can have the Goal Bank open at the same time you have Student Plans open. You can then copy the goals and objectives you want or you can copy the wording that will bring them up when you do a search.

3. One respondent suggested that the format for transition be improved. Per the suggestion, we did move the transition section so that it will print with the PLEP the beginning of the IEP.

4. One respondent indicated they would like macros they could pull up to summarize assessment information. There are boilerplates for evaluation reports on the Student Services web page. They are located in the Resources section under Staff Resources.

5. One respondent indicated that since we are addressing grade levels standards, we should be completing the Profile of Learning/High Standards and/or Minnesota

Academic Standards in Student Plans and it should be printing. As noted earlier, this section needs to be addressed and it will print on all new IEPs and IIPs.

6. Several respondents expressed concern with spellcheck and printing problems. It is our hope that these will be corrected in this upgrade. Please let your due process specialist know if you have problems with either of these.