

IEP Info & Count Data Generated

On the Invitation it is very important to select the first box if the IEP is an Initial or Re-evaluation because the IEP resets the Important dates screen. The REED is simply the supporting document:

Invitation Purpose Save

To determine or redetermine eligibility for special education programs or services and, if appropriate, to develop an individualized education program (IEP). That is to develop an **Initial or Reevaluation IEP**.

Initial Reevaluation of Eligibility

To review and/or revise the individualized education plan (IEP)

To transfer the individualized education plan (IEP)

To consider the need for a program change/level change

To develop and/or review the individual transition plan (ITP)

To discuss an evaluation plan

To discuss disciplinary action that may result in a change of placement

Other Purpose:

Primary Eligibility will generate the Student's Disability behind the scenes. This is also dependent only on the IEP, the REED is again, supporting documentation:

Primary Eligibility Save

Cognitive Impairment (R340.1705)

Emotional Impairment (R340.1706)

Hearing Impairment (R340.1707)

Visual Impairment (R340.1708)

Physical Impairment (R340.1709)

Speech & Language Impairment (R340.1710)

Early Childhood Developmental Delay (R340.1711)

Specific Learning Disability (R340.1713)

Severe Multiple Impairment (R340.1714)

Autism Spectrum Disorder (R340.1715)

Traumatic Brain Injury (R340.1716)

Deaf-Blindness (R340.1717)

Other Health Impairment (R340.1720)

[Click here if the student is not eligible.](#)

< Back Next >

The Programs/Services must be added to migrate behind the scenes:

Program/Services

Below is a list of program and/or services. If you have the appropriate permissions you may do the following:

- Click the **'Edit'** link to modify a program/service that has already been added to this IEP.
- Click the **'View'** link to simply review a program/service without the ability to modify data.
- Click the **'Delete'** link to completely remove a program/service.
- Click the **'Add Service'** link to add a new service to the IEP.
- Click the **'Add Program'** link to add a new program to the IEP.

Program/Services



Program/Service	Initiation Date	Duration Date	Provider	Hours/Week	Site			
						Add Service	Add Program	

NOTE: IEP start and end dates have not yet been set. They will be set later in the IEP Wizard process.

WARNING: At least one program or service must be entered in order to continue the IEP process.

[< Back](#)

Program

Save

The Program Code selected will determine what type of classroom the student shows in/teacher teaches on Worksheet B

Program Code *

Site (This should be the site the student will be attending) *

The Site selected will determine which providers show up in the drop down below

Provider *

Time/Frequency *

Whatever is entered here is what prints on the IEP pdf for parents to see

What is the minimum hours per week the student will participate in this placement? *

What is the maximum hours per week the student will participate in this placement? *

What is the actual hours per week the student will participate in this placement? *

The actual hours per week are used behind the scenes to calculate the student's **FTE data**

What is the number of hours per week this student will be away from his/her non-disabled peers for this placement? *

The number of hours per week away from non-disabled peers is used behind the scenes to calculate the **Primary Ed Setting data**

Location *

Will this program/service begin on the IEP start date and continue for one year? *

Yes No

Determines the dates to begin and end program/service behind the scenes

Is the program departmentalized? *

Yes No

Is a Teacher Consultant with an endorsement matching the student's disability needed? *

Yes No

Consult or Direct? * Consult Direct

Save

IEP Follow Up Details

Save

Who is responsible for implementation of the IEP/Service Coordinator? *

Who is the implementation entity (e.g., entity offering FAPE)? *

Will link IEP data to the District selected here

Where will services be provided (if different than the implementation entity)?

Is there a dissenting report attached? *

Yes No

< Back Next >

Count Data Generated from illuminate that needs to be manually changed

Under Student Demographics:

FTE Information

Placed by Another District IEP * Yes No

Section 53 * Yes No

Primary Educational Setting:

Setting

Instructional Setting Automatically Calculated

*** Children ages 6-26 ***

- 02: Special Education School Building
- 03: Public Residential Facility
- 05: Correctional Facility
- 06: Homebound/Hospitalized
- 07: Parentally Placed in Private School or Home School at Private/Parent Expense
- 11: Outside general education classroom less than 21 percent of the school day.
- 12: Outside general education classroom between 21 percent and 80 percent of the school day.
- 13: Outside general education classroom greater than 80 percent of the school day.


*** Children ages 3-5 ***

- A1: Regular Early Childhood Program includes a majority of nondisabled children (Majority of special education hours in Regular Early Childhood at least 10 hours per week)
- A2: Regular Early Childhood Program includes a majority of nondisabled children (Majority of special education hours in other location and child has Regular Early Childhood programming at least 10 hours per week)
- B1: Regular Early Childhood Program includes a majority of nondisabled children (Majority of hours in Regular Early Childhood less than 10 hours per week)
- B2: Regular Early Childhood Program includes a majority of nondisabled children (Majority of special education hours in other location and child has Regular Early Childhood programming less than 10 hours per week)
- C1: Special Education Program includes less than 50% nondisabled children (Separate Class)
- C2: Special Education Program includes less than 50% nondisabled children (Separate School)
- C3: Special Education Program includes less than 50% nondisabled children (Residential Facility)
- D1: Neither a Regular Early Childhood Program nor a Special Education Program (Home)
- D2: Neither a Regular Early Childhood Program nor a Special Education Program (Other Location)

*** Children ages 0-2 ***

- 31: Home (ages birth - 3)
- 38: Other Setting
- 41: Community Based Setting

Student's FTE Type:

FTE Type  [More...](#)

FTE Type	Start Date	End Date			
Standard	11-15-2013	11-14-2014	Edit	Delete	
Add					


Student's Initial IEP Status:


Student Status - BERRIEN SPRINGS DISTRICT SANDBOX [Save](#)


Referral Parental Consent

IEP Result

Number of Days Past Consent/Extension Date

Evaluation Plan Date 

Parental Consent Date 


Evaluation Extension Date 

Early On Transition Timeliness

[Save](#)

Early Childhood Assessments must also be entered separately in illuminate to be submitted for count and their box must also be checked in PowerSchool on the State/Province – MI screen, EC Assess tab.

Illuminate:

 [More...](#)

District	Assessment Type	Assessor	Assessment Tool	Assessment Date			
No Early Childhood assessments							
Add Entry Assessment							
Add Exit Assessment							

PowerSchool:

General Adult Ed LEP Spec Ed Title I EO 0-3 EO Assess EC 3-5 **EC Assess** Attn'd BAA Sec 23a CRDC Obs

Version 1.7

Early Child Special Ed Assessment: (This box must be checked for data on this tab to be included in an MSDS submission.)