

Submitted by	Describe how you currently process projections and needs of your clients.	Identify parts of that process which get in your way.	To verify that an IEP or IFSP is of “gold standard”, it is important that I have:
1 - Mary Jo Nordheim	<ul style="list-style-type: none"> In the spring, staff lets us know of teacher/staff changes. We change this during the summer. In the spring, staff let us know of roster changes - which classroom teacher the student will be assigned to in the fall. We make these changes during the summer so new rosters can be given to staff/teachers in the fall. In the spring, staff let us know of any new classrooms or classrooms that will no longer be there. We make these changes during the summer. 	<ul style="list-style-type: none"> Complications that come up with these are maybe the new teacher will not show up and we already have their name in. Where the students are assigned in the spring may change come fall and we will have to change their location again. Needs of our clients: Schools want rosters periodically throughout the year and at the beginning of the year. Teachers want rosters. Students need to be changed on IMS so teachers can see them on the web IEP. 	<ul style="list-style-type: none"> Our sector coordinator currently looks at IEPs for quality of content. The office assistants look at them for required fields/missing items. A question we had - what will the IEP/IFSP look like when it comes to us? Will it be like the printable version or will it be like what the IFSP looks like when it is entered - with tabs. We will need to have some way to be sure all the forms are included in the IEP/IFSP. Right now, maybe there won't be a meeting notice with it or a PWN and we need to go in and print that off, or sometimes a meeting notice isn't even done and we have to remind the teachers to do one. Will schools still need a hard copy? Will we still keep a file on the student with the IEP in it?
1 - Tiffany Leytem	<ul style="list-style-type: none"> The school administration, along with the teachers decide on next year's rosters. They give us a list. We aren't involved in projecting. They may ask team reps for input. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> besides the web documents, the paper forms with signatures something to show the duration to and from dates and reeval date that is on IMS because as we look at the IEP on the computer, we won't be able to see the dates on IMS-also applies to the Services on IMS.
9 – Deb Martin	<ul style="list-style-type: none"> Debbie C. works all year, so in the summer can contact districts to identify teachers who have left the district, and also to find out the new hires. She is able then to set up the teachers into the IMS. When teachers return, she calls & asks for names & birthdates of their students & is able then to move students to the right responsibility teacher. Runs rosters the end of September. 	<ul style="list-style-type: none"> Parts that get in the way of the process are normal things such as students claimed at more than one building. 	<ul style="list-style-type: none"> Our AEA allows teachers to implement IEPs without a review process so it would be of vital importance that someone is checking content before implementation occurs. Another idea would be that possibly you could see previous data to see what changes have been made.
9 - Mary Hass	<ul style="list-style-type: none"> April the Special education teacher and 		<ul style="list-style-type: none"> Page F to make sure all services are

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	<p>AEA building team get together with a current alpha list of the student decide caseload for the following year.</p> <ul style="list-style-type: none"> • In the fall IMS staff asked building team to give the caseload for the special education student • IMS staff moves student to the correct class. • New teacher names and classes given to us by the district • New teacher then are added to IMS and IEP programs • IEP admin. Person for that district makes appointment with new teacher to go over the IEP program before receiving the password and log in to the IEP program. • We ask for the list by the first of September • We run reports by the three week of September send them out asked for them by second week of October return to us with the proper paper work if student moves in • We also run tuition in and out report the last part of September to assist with general education count 		<p>being record correctly and LRE is recorded correctly</p> <ul style="list-style-type: none"> • Reevaluation dates correct • Resident district , teacher do not change the resident district if the student moves. I believe they do not always know this information. We receive this information from the district person. Address default would be nice.
9 - Nan Holst	<ul style="list-style-type: none"> • In early August I gather the information from districts to update teachers and classrooms in IMS. 	<ul style="list-style-type: none"> • The current process seems to be working okay with my districts. The districts currently have their own systems in place for making projections. 	<ul style="list-style-type: none"> • More built-in warnings and/or messages in the IEP reminding users of possible inaccuracies or incompleteness would be helpful • A standardized list of things to look for that could be checked off might be helpful. Maybe this could be added as a page for teachers and/or data entry staff to complete.
9 - Patti Brown, Clinton	<p>Districts provide class lists in the fall 2-3 weeks after classes begin. Students are moved to new teacher/building according to the information provided. There is a</p>	<p>Many students seem to be shuffled around to different monitoring teachers especially at the high school level. There is then more movement required. If seems as if some are</p>	<ul style="list-style-type: none"> • System requirements check function • IMS data summary sheet information in some format • Access to IEP record in a WYSIWYG

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	considerable amount of fine-tuning required ongoing for a few additional weeks. We have found that projections are not reliable so have hesitated to move students prior to beginning of school year.	moved 3 – 4 times before it is correct. Another issue is old information being furnished by mistake. More confusion ensues and requires more movements to finally get it correct. Being count ready during this time seems nearly impossible, but are certainly open to suggestions.	format <ul style="list-style-type: none"> • Additional options to obtain needed • Electronic communication for submitted records • Tracking system to record all actions, the date, and user name. • Color indicated status of record at all times.
9 - Penni Snyder	<ul style="list-style-type: none"> • In Davenport we run rosters and give that information to the Director of Sp Ed and then she let’s us know who will have which classes. Mary indicated it is difficult in regards to a timeline because the Children’s Villages are open year round and there are balanced calendars with some of the elementary buildings so you basically have to roll over students according to the school calendars. • Class assignments are given to me by the lead special education teachers at the high school and junior high sometimes before I leave for the summer and then again before school begins. Elementary’s are a bit more difficult - usually through the October class roster or by AEA staff before school begins. I am hoping this year the teacher’s will be more proactive and send me the information prior to the beginning of the school year. <i>As far as how classes are projected and what buildings programs are assigned to I do not know.</i> 	When the new system comes around we will not have to enter anything into IMS. Implement would NOT be the final step. The final step does not currently have a name – but we would have to review the data before it goes into the system. We would have to have the data in “count ready” shape with each and every IEP.	<ul style="list-style-type: none"> • Address default to correct resident district according to parent’s address and default for domicile according to student’s address (foster child). I’ve had 3 this week that should have been OE and the teacher just left the resident and domicile as the old address not to reflect the new address of the student. • Page F is so important – teachers still do not accurately record services students receive on this page. Page F needs to be rewritten. IMS Data Summary Sheet does not reflect services described on page F. • Reeval date needs to be locked in from IMS system... the only way to change the date is if you type a new reeval.
10 - Ann Thielen, Iowa City	<ul style="list-style-type: none"> • I keep track of the agenda from the Iowa City Board Meetings to get most of the information for teacher moves. This info starts coming in after Winter Break but really picks up at the end of the school 	<ul style="list-style-type: none"> • Waiting till the very end to send teacher changes. This requires Chris to drop what she’s doing and to make these changes immediately so that I can have the system when I’m in the office. 	<ul style="list-style-type: none"> • My first thought was a huge screen that would be able to hold 2 screens of information. One being the Web IEP and the Other IMS. So they can be side by side and you’d be able to compare

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	<p>year.</p> <ul style="list-style-type: none"> At the end of the year Cheryl Kiburz/Kim Schroeder supply more info on teacher changes that haven't made it on the Board Meetings yet. I keep info in a word doc and try to match teacher moving to other positions in the district just to help Chris out. I send all this info to Chris at the end of June. She enters all the information and has it ready in a couple of days so I can enter all the changes and get the kids moved up to the next grade level before the fall. I need projection rosters for the following school year around the beginning of March. I also need ethnicity reports in the Fall after count to determine the number of students per race, per building. 	<ul style="list-style-type: none"> Trying to find a decent race and ethnicity report that gives the district the information that it needs. 	<p>information.</p> <ul style="list-style-type: none"> IMS summary sheet with all the information that you can compare the information to the IMS system.
10 – Brandi Folken	<ul style="list-style-type: none"> AEA 10 - Summer, enter stuff that changes (after CAR) throughout entire summer or when the change happens Cedar Rapids - Entered after CAR, by July 1st AEA 10 – student changes in Aug/Sept. Cedar rapids – student changes by July 1st 	<ul style="list-style-type: none"> Cedar Rapids – no staff projection issues. Cedar Rapids - other AEA's don't print their student projection process CAR until Aug/Sept. where CR is printed in June. So it messes our CAR up when they close records in Sept. that were effective in May and we screw theirs up because we've already entered our “next year” data 	<ul style="list-style-type: none"> CR prefers IMP be the final stage, as in IEP is good to go Need summary sheet to verify data in IMS before IMP. Must have summary to verify codes for Medicaid, required pages, etc before IEP is implemented. Once all verified a button in IMS to say “OK to IMP” would be necessary. Will save a lot of headaches at data entry end and teacher end if corrections/errors are caught before the IEP is implemented. Other wise could have tons of amendments of very stupid errors. What about signature forms?
11 - LaRon Garlock, Johnston	<ul style="list-style-type: none"> Email teacher/districts their projected numbers: Form to email to teachers to fill in student names Done in spring; some in fall depending on districts; some both times 	<ul style="list-style-type: none"> Some districts said would not do until July Districts don't know or unsure Districts change and give a list in fall and everything changes from spring; 	<ul style="list-style-type: none"> Have different colors of changes from last time Picture of required system data, page A Still need data summary sheet Look at prior written notice

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	<ul style="list-style-type: none"> Return before the end of school year Teachers need to have access to Web IEP when school starts 	<ul style="list-style-type: none"> changes many times Provide training to administrators Movement of students to different buildings within a district 	<ul style="list-style-type: none"> Access to new page F and G and all additional forms; the whole IEP Know what the RTA process is IFSP can be RTA so really no ideas because process is new Are we putting the RTA process in a different place? Why?
12 - Karen Moss, Sioux Center	<ul style="list-style-type: none"> Regarding the first set of questions, we don't do any of the updating, so we will defer to what those in the Sioux City office do. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> We have some concerns about the teachers implementing the IEP's. If they implement it before we see it, will it change what we see on IMS? If we find incorrect information, will we be able to send it back for corrections without unimplementing it? We would want to be able to see the information that is on IMS currently; and any information on the web IEP that does not match would be in bold, a different color, or have a notation next to it. If the IEP does not match the student on IMS, would it be possible for us to pull them together?
12 - Kris Hayes, NWAEA	<ul style="list-style-type: none"> Mid July - Requests for class and teacher changes sent to schools. First of August - Send out set of projected rosters (based on any changes we've rec'd) to schools and copies given to Strategists/Consultants. End of August - 2nd set of rosters (with corrections/updates) sent out. 	<ul style="list-style-type: none"> School personnel are not in their schools in July – need to send requests in June or August, when they are in their schools. New teachers are not hired yet, so data is incomplete. Kids move Not known what teacher/classroom in which kids have been placed. 	<ul style="list-style-type: none"> Suggestion – Keep IMS Data Summary and use it to “verify” data, with additional information re: forms, etc. that need to be included. Add Link buttons on the IMS Summary screen to the page of the IEP data is pulling from and to other documents so we can check for additional requirements (i.e. just showing that a PWN is included does not tell us if the appropriate services/information has been included, it just tells us a PWN is attached.)
13 - Donna Dannar	<ul style="list-style-type: none"> Early Fall: Send LEA Staff Assignment List (Foxpro Report) with a memo and deadline to district Superintendent, Principal or other designated staff to return with updated information (including FTE) 	<ul style="list-style-type: none"> Deadlines are rarely, if ever, met. Must be set up accurately & in timely manner to allow appropriate access to Web IEP, Web IFSP Determining access levels for Web IEP/Web IFSP users is a challenge 	<ul style="list-style-type: none"> First, some background – “count ready” & implementable are not the same thing in current practice. We may enter an IEP or IFSP to make sure a student is on count, but the IEP or IFSP may not be regarded as “in compliance” until

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	<ul style="list-style-type: none"> • Changes are entered in IMS as reports are received • Early Fall: AEA Staff Assignment changes are reported by Associate Directors, also with a deadline and are entered as received. • Deadlines are generally 2 to 4 weeks from initial request • Current changes to staff assignments, AEA or LEA, are processed on request • Updates to Web IEP/Web IFSP accounts are made in conjunction with staff assignment changes 	<p>based on individual user’s needs</p> <ul style="list-style-type: none"> • We’ve tried to do this project in the spring with little success, but waiting until fall puts extra burden on a very “active” time of year! • Changing assignments after all have been updated • Making sure Web IEP’s/Web IFSP’s are implemented before changing staff assignments (because if there’s a problem with one, the original author may no longer have access) • The process is extremely time consuming as each change is done one at a time and each roster is updated one at a time by closing the old service & opening a new one, if the staff are moving from one building to another. (The utility doesn’t save the service history, only the staff history) 	<p>corrections are made.</p> <ul style="list-style-type: none"> • Checklist for each page (to check for compliance/completeness issues) • The appearance of a printed IEP/IFSP for ease of navigation and reading; For visual people, a visual-friendly review screen. • List of differences between the new & former IEP/IFSP • Identify move in’s, roster changes, final exits on the forefront • A “Finalize” button • Daily report of Finalized IEP’s/IFSP’s with various sort criteria & count, entered by whom and who finalized. Who the author was, who submitter was. • Updated to State/Federal & all reports same day at time of finalization • Checklist on required areas = summary report • Appropriate warning messages for ease in finding entry errors (how is information communicated to teacher if something is missing) • Is it possible to link this information to the I-Star system • E-mail to data entry staff telling them teacher name, child name, DOB, and school district and building (in preparation for the final step by audit person) • Levels are such a big deal at count time – if level increases and IEP doesn’t support it (maybe LRE%) ... could there be a warning message or generated e-mail message? • A way to catch ECO’s better = when child has gone to preschool BEFORE kindergarten and the teacher doesn’t answer question appropriately • Will there continue to be reports similar

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			to the current rosters sorting children by teacher and district?
14 - Joanie Finck	<ul style="list-style-type: none"> If schools have teacher change information in the spring, we usually won't make the change until July 1 or whenever they tell us the 'old' teacher will be done with the Web IEP. We sure don't want to remove Web IEP access before they get all their paperwork turned in. Emily and Christel are off in July, so we usually end up doing it in the fall anyway. We send out the teacher lists to the districts in the fall, so they get them when they get back to school. The principals or sped coordinators make any changes on the teacher lists, and send them back to us to correct. At the same time, we request the rosters from the district. So, once we get the teachers straightened out at each district, we can go ahead and make the changes in assignment for the kids. 	<ul style="list-style-type: none"> Only one - The volume of the combined tasks...Teacher lists and student lists come to each of us in the fall. This is the busiest time of year, as training new teachers and staff is also being done, IEPs are flying in, and teachers and AEAs are calling for records. I don't know a better way to do it, as spring student lists are NOT reliable, and new teachers cannot be trained until fall. That's just the way it is, and we deal with it. 	<ul style="list-style-type: none"> Summary Report of the IEP or IFSP View of Actual IEP or IFSP List of IEPs or IFSPs I have NOT OK'd yet, as our Review Overview screen. I don't want this data to be direct-entered into IMS without my OKing it. Too many cooks spoil the broth, and too many people entering data (teachers!) would spoil the IMS data. I feel, the more automated it is, the more errors will be made. <p>Seriously, if you think we have a lot of cleanup right now, with the 125 or so data entry people we have across the state, figure in how many teachers we have and how that would impact the quality of the data.</p> <p>I know there are issues being discussed regarding changing IEPs after the parents have agreed to the content, but there are data specific items the parents know nothing about, that are not even included on the pages they get. (i.e. Required System Data, and the coding of the services on Form F.) If we are not allowed to change these things, return them to the teachers to fix, or check them BEFORE the IEP is implemented, it will be a BIG headache, especially at count time. And it will compromise the integrity of the data. It will also overload the Web IEP system with tons of unnecessary archived amendments to fix data that should have been corrected before implementation.</p>
15 – Julie Barwick	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Our current timelines are that we get teacher assignments from the schools at the beginning of the school year. This is due in part to district uncooperativeness and 	<ul style="list-style-type: none"> The AEA consultant to have looked over the IEP/IFSP and to have worked with the teacher before implementation. Checklist needed.

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		<p>information coming from multi points of interest.</p> <ul style="list-style-type: none"> Without the school information entered into the system, the regional directors cannot finalize staff assignments. 	