

# How to create a Rollover IEP

1. Access the student in Illuminate.
2. Work from the most recent IEP. Using the 'Select Action' dropdown box select Rollover option.

IEP Type	Date Created	Meeting Date	Meeting Time	Meeting Location	Status	Publish Date	Select Action
IEP	03-29-2011	04-26-2011	08:30 am	River Valley High School - Room A17	IEP Published	05-11-2011	Rollover

3. The next screen is the Rollover Options screen. You will need to open the Student Strengths and address them and then the Demonstrated Needs screen as well.

**IEP Wizard Rollover Options**

Areas Already Rolled Over (If Applicable)

If the original IEP had data for any of the areas listed below, then that data has already been rolled over automatically.

- Primary Eligibility
- Secondary Eligibility
- Transition Plan
- Course of Study & Student Rights
- Transportation
- Progress Reports

Optional Areas to Rollover

Click on the desired link below to rollover information from that section.

- [Student Strengths](#)
- [Demonstrated Needs](#)

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4. In the Student Strengths check each applicable box next to the Student Strength(s) that you would like to rollover and modify them if necessary. Select the Rollover Checked Strengths button.

Status	Student Strength
Not Rolled Over	According to DIBELS reading fluency assessments, ■■■ is averaging 87 correct words per minute.
Not Rolled Over	■■■ can produce the correct s/z in all positions of words and at the sentence level with cueing.

Rollover Checked Strengths

- In the Demonstrated Needs window select **Rollover As Is** if you wish to have the same Need and Goals/Objectives and then type a rationale for this need. Otherwise, you can select **Do Not Rollover** and type a rationale; or select **Modify Demonstrated Need: Rolls over all Supplemental Aids/Services (Can change need description)**. You must **do this for each goal area**. Select the submit button.

IEP Wizard Rollover Demonstrated Needs    IEP Wizard Rollover Options

**Demonstrated Need Options**

**Demonstrated Need Area:** Academic  
**Demonstrated Need:** Although [redacted] is able to read 85 - 90 words per minute on the DIBELS reading fluency assessment, he should be reading at least 100+ words per minute at the third grade level. He is reading an average of 90 correct words per minute as noted on his daily fluency assessments within the SRA Corrective Reading curriculum as well. Alan has mastered both first and second grade level Dolch sight word lists both in and out of context, and is steadily progressing towards mastery of the third grade level sight words (in isolation) as well. He is decoding unfamiliar, one-syllable words effectively by applying previously learned initial/final consonants and vowel patterns. Alan continues to read passages with minimal to no expression and without acknowledgement of end punctuation. He also displays difficulty decoding grade-level text that contains unfamiliar, multi-syllable words. [redacted] does not automatically recognize specific grade-level vocabulary and sight words when given grade-level text to read aloud. Third grade level expectations include the ability to demonstrate reading with expression, and to automatically recognize grade-level sight words and vocabulary words while reading aloud grade-level text.

Goal: Fluency: fluently  
 • Objective:  
 • Objective:  
 Supplemental Aid/Se  
 alternative setting Su

Do Not Rollover (Rationale Required)  
 Rollover As Is: Rolls over all Goals/Objectives, and Supplemental Aids/Services (Rationale Required)   
 Modify Demonstrated Need: Rolls over all Supplemental Aids/Services (Can change need description)

**Describe the rationale for why this Demonstrated Need must be rolled over**

Still applies.

submit

- After the Student Strengths and Demonstrated Needs have been completed. Select the Next button on the Rollover Options window. This will take you into the Invitation wizard.

IEP Wizard Invitation    IEP Wizard Quick Navigation

**Invitation Purpose** Save

To determine eligibility for special education programs or services and, if appropriate, to develop an individualized education program (IEP)  
 To review and/or revise the individualized education program (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:

**Setting** Save

Host Site \*

Meeting Time \* 12 : 10 PM

Meeting Date \* 02/24/2012

Meeting Location \*

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