

EasyIEP™

Developing Quality and Compliant IEPs
End User Manual



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Login Message

Districts are able to post a 'Login Message' on this page alerting users of important dates, deadlines and other reminders. The messages are posted on the login page in large bold red print. Statewide messages from EasyIEP™ are in smaller red font on the left.

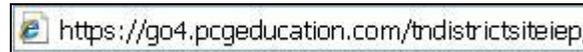
To view documents in EasyIEP™ Adobe Acrobat Reader must be installed on your computer. To install the latest version of Adobe Acrobat Reader, select the link 'Download Adobe Reader.' The following screen appears:



Install the program for free by selecting the 'Download now' button on this screen.

Logging into EasyIEP™

1. Open a web browser and enter your district's URL in the address bar. The district site is replaced by the appropriate district name.



i Having trouble getting your site to come up? Make sure there is an 'S' after the http. All sites start out with https://.

2. Enter your username on the log in screen
(First Name <space> Last Name)
3. Enter your password (case sensitive)
4. Select the 'Login' button.

Note: The username is not case sensitive, but the password is case sensitive and must have at least eight characters. Please do not select 'Yes' in the box that asks 'Do you want Internet Explorer to remember this password?'

If the user has previously setup a Forgot Password Question you may click on the link to 'Forgot Your Password' to obtain temporary access to EasyIEP™.

Password Policy

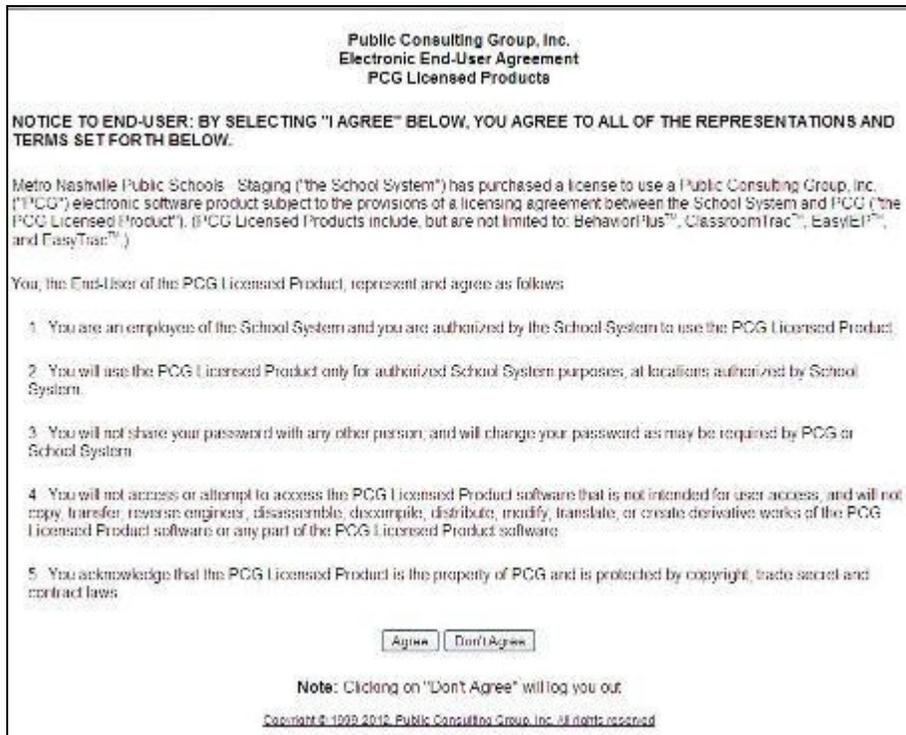
As part of on-going efforts to uphold security of the data managed, PCG Education™ is moving its suite of hosted application to use hardened passwords for system access.

The hardened password policy is as follows:

- Requires use of complex passwords
- A minimum of 8 characters
- At least one upper case character
- At least one alphanumeric character
- At least one numeric character
- At least one non-alphanumeric, like #, \$, % ...etc.
- Must not match the last 3 passwords the user selected
- Password expires every 90 days
- Forgotten password link for users, with CAPTCHA option (only available if the user forgets password)

Electronic End-User Agreement

Upon initial log-in to the EasyIEP™ system users must acknowledge that they have read and understand the user policies of the EasyIEP™ system. They acknowledge this by clicking the ‘Agree’ button on the initial log-in page. If a user does not acknowledge and agree by clicking the ‘Do not Agree’ button, they are automatically logged out of the EasyIEP™ system.



Electronic Tennessee EasyIEP™ Access Agreement

Upon first log-in to EasyIEP™, users must read, acknowledge, and agree to three statements regarding their access to the Tennessee EasyIEP™ system. The user is required to type their name as it appears in the system and enter the date of agreement prior to clicking the ‘Agree’ button. If a user does not acknowledge and agree to these statements, their access to Tennessee EasyIEP™ is denied.



EasyIEP™ General Information

Security

All EasyIEP™ information is confidential. The server uses Secure Socket Layer (SSL) technology encrypting all information transmitted through the Internet. This is the same technology used for protecting credit card numbers and other sensitive information sent over the Internet. The security level of the website is viewed by selecting the 'VeriSign Secured' symbol on the login page.

Please adhere to the following procedures ensuring security:

- Do not give your username or password to anyone.
- Do not write your password down where it can be seen by anyone.
- Do not save documents or reports to an unsecured computer.
- Always log off of EasyIEP™ and close your browser when you are finished.
- Lock your computer when leaving it unattended. Press CTRL, ALT & DEL simultaneously.

User Access and Permissions

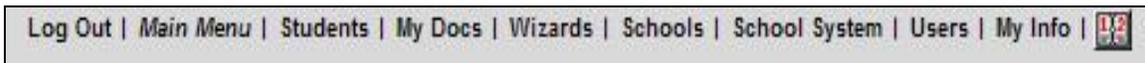
Access to the various areas of EasyIEP™ and the permission to execute various functions are controlled by the user type assigned to each user. Examples of common user types include Edplan/Easyiep 2014, Psychologist 2014, School/District Lead 2014 and Special Educator 2014. Depending on the user type, individuals are assigned either 'view' or 'edit' access to EasyIEP™.

Users with 'view' access only see information on a given screen and cannot edit that information. Users with 'edit' access can view and edit information in EasyIEP™. View access and edit access pages look different.

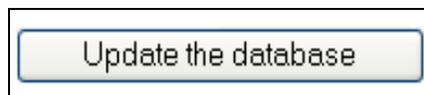
Important Symbols in EasyIEP™

	This site is secure; there is an 's' after the 'http' in the URL.
	All actions in EasyIEP™ are single clicks of the mouse.
	<i>Help</i> - This link shows general help information. See the End User Manual for updated, specific information.
	<i>Drop down menu</i> - Only one selection can be made. Click once on the gray box and select an option.
	<i>Check box</i> - More than one selection can be made. To add or remove a check, click once on the box.
	<i>Spell Check icon</i> – Click on the icon to launch the spell check function for a specific text box.
	<i>Calendar icon</i> – To add a date, click on the calendar and scroll through the screens to find the appropriate date.

The menu bar along the top on the screen is used to navigate throughout the system. Click each tab on the menu bar to access the different pages. Never use the back button unless instructed by the EasyIEP™ help desk.

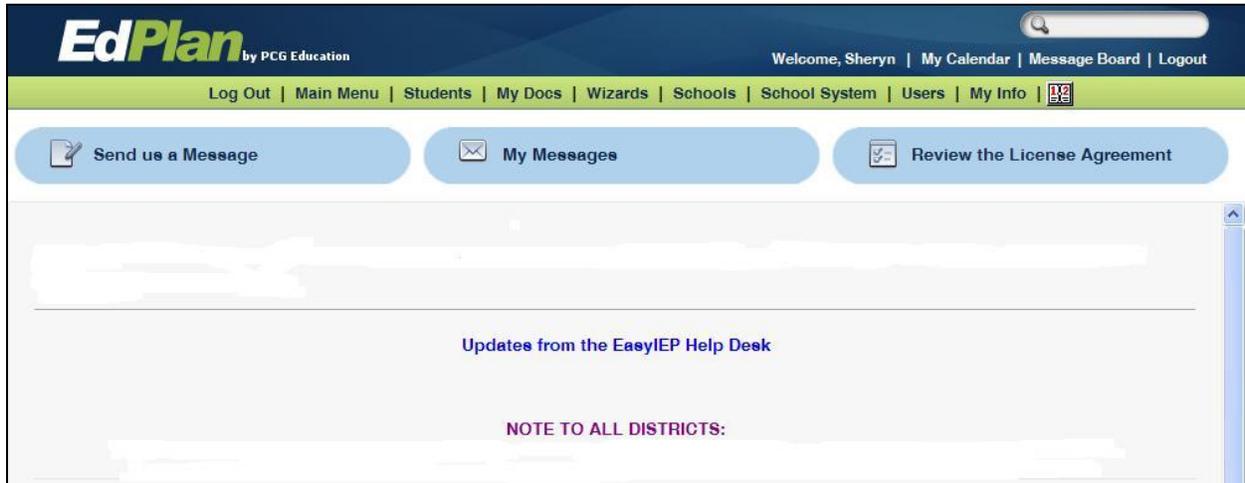


After a change is made, select the 'Update the database' button at the bottom of each screen to save the changes. 'Update the database' is equivalent to 'Save.' Any information entered is lost if the 'Update the database' button is not selected.



Main Menu Bar

EdPlan is the logo used within the EasyIEP™ system.



Message Board

Contact the EasyIEP™ Helpdesk with any questions, concerns, suggestions or bug reports. Messages are answered as submitted.

To send a Question, Bug Report, Comment or Suggestion:



1. Select the blue hyperlink 'Send us a Message.'
2. Select which type of message you need to send by selecting the appropriate blue hyperlink. Message types of 'Question, Comment or Suggestion' are for questions, comments, student transfer requests or suggestions. Use the 'Bug Report' type, when a feature or function of EasyIEP™ is not working correctly.
3. All Message Board requests must include a student's full name and date of birth for further research by the EasyIEP™ Help Desk. If the requests are in reference to users or user types, please include specific examples.
4. To request an IEP transfer, post a message and include the following information: Student's full name, date of birth, sending district and receiving district.
5. Type the subject of your message in the 'Subject' box. Be as specific as possible.
6. Enter your e-mail address in the 'Your email address' box so the EasyIEP™ Helpdesk can reply to your request. Your e-mail address automatically populates, if your e-mail is entered under the My Info tab.

7. Add your message to the text box.
8. Select the 'Send Message' button.

Send us a Message

Message Type: Question ▾
Question
Bug Report
Comment
Suggestion

Subject: Your E-Mail Address: sheryn.ordway@tn.gov

Page Title (if applicable): Student (if applicable):

Enter the Message Here:

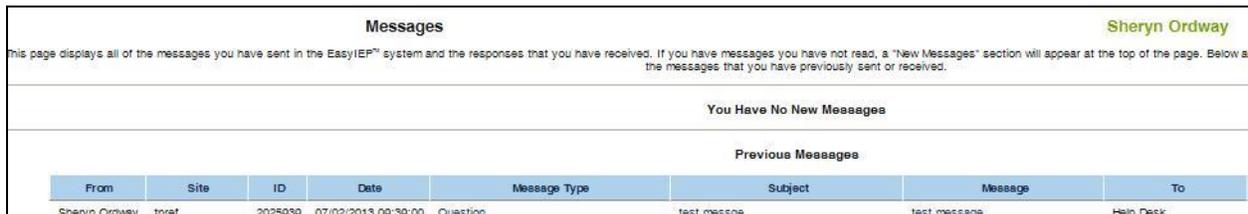
- A confirmation page appears with the content of your message. Select the 'Back to Message Board' link, once the message is completed.



- To access a 'New Mail' message, select the 'My Messages' link.

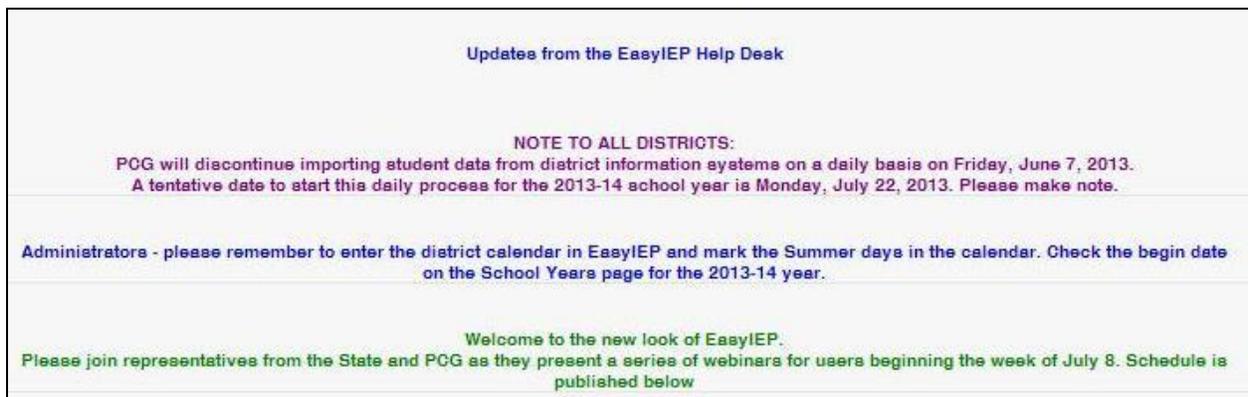


Choosing this link directs users to the following screen, which displays 'New Messages' and/or 'Previous Messages.' The 'New Mail' icon on the Main Menu screen disappears, when all messages are read.



Message of the Day

Below the message link is the 'Message of the Day.' This message is edited by district administrators and alerts users of any important information. Please check this message often to stay informed with district-wide changes or updates.



Uploaded Files

At the bottom of the Main Menu page, various files are available to users for viewing or downloading. Instead of sending e-mail attachments to everyone in the district, the EasyIEP™ Helpdesk, district administrators or PCG staff often upload the necessary file(s) to the main page of EasyIEP™. To view a file, select the name of the file (denoted by a blue hyperlink). Files can be saved to an individual computer when opened. After viewing the file, select the Main Menu tab at the top of your screen. Do not close the browser because the user is still logged into EasyIEP™.

Documents						
Del	Poe	New Poe	Date Uploaded	Uploaded By	File Name	
<input type="checkbox"/>	1	<input type="checkbox"/>	00/14/2013	Samantha Law	Schedule for Summer EasyIEP WebEx demos	
<input type="checkbox"/>	2	<input type="checkbox"/>	05/14/2013	Sheryn Ordway	Deleting documents and events final 051313.pdf	
<input type="checkbox"/>	3	<input type="checkbox"/>	05/14/2013	Sheryn Ordway	051413 Easyiep Conference Call Agenda Fina Rev1.pdf	
<input type="checkbox"/>	4	<input type="checkbox"/>	05/00/2013	Sheryn Ordway	2012-13 EOY Report Brief Instructions Rev.docx	

My Info

The My Info tab is used to add or edit a user’s demographic information. It is also used to change a user’s password and setup a ‘forgot password question.’ In order to change any information on the My Info tab, the user must first enter their current password.

Change Your Password

1. From the Main Menu, Select the My Info tab.



2. Enter current password; this is the current password used to log into EasyIEP™. Enter a new password in the ‘New Password’ box and enter it again to verify. Passwords are case sensitive. Please select the ‘How to choose a good password’ hyperlink if applicable.
3. Select ‘Setup my Forgot Password Question’ to help reset your password yourself.
3. Select the ‘Update the database’ button.

Update Information

Please enter your current password: (required to make any changes on this page)

To change your current password, enter the new password in both of the following areas (See [How to choose a good password](#))

New Password:

New Password (to verify):

Name: First Middle Last Suffix

User Code:

Title:

Address:

City, State, ZipCode:

Home Phone:

Work Phone:

E-Mail Address:

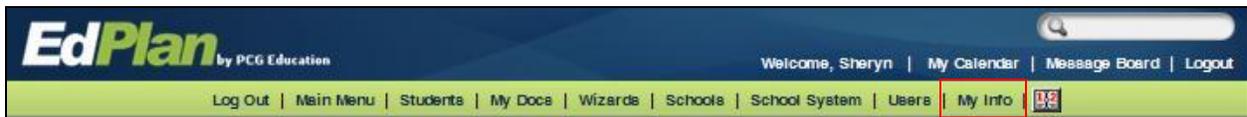
Calendar Synchronization: Email Calendar Events to Outlook

Calendar Alerts: Minutes Before Calendar Events

After updating the database, a confirmation box opens. A user successfully changes their password by selecting 'OK' in the confirmation box. The password disappears for security purposes. To test the new password, log out of EasyIEP™ and log in again using the new password. District system administrators can change a user's password, if necessary. The My Info tab contains a users' contact information. Confirm the email address and the phone number is correct.

Changing Personal Information

1. From the Main Menu, Select the My Info tab.



2. Enter current password. Personal information is added and/or edited on this page. Users must enter their Title, Work Phone and E-mail Address.
3. Users may setup a 'Forgot Password Question' to assist with resetting their own password.
4. Select 'Update the database.'

Update Information

Please enter your current password: (required to make any changes on this page)

To change your current password, enter the new password in both of the following areas (See [How to choose a good password](#))

New Password:

New Password (to verify):

Name:	First	Middle	Last	Suffix
	<input type="text" value="Sheryn"/>	<input type="text"/>	<input type="text" value="Test"/>	<input type="text"/>
User Code:	<input type="text" value="sheryn001"/>			
Title:	<input type="text"/>			
Address:	<input type="text"/>			
City, State, ZipCode:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Home Phone:	<input type="text"/>			
Work Phone:	<input type="text"/>			
E-Mail Address:	<input type="text" value="sheryn.ordway@tn.gov"/>			
Calendar Synchronization:	<input type="checkbox"/> Email Calendar Events to Outlook			
Calendar Alerts:	<input type="text"/> Minutes Before Calendar Events			

Student Compliance Symbols

Every student in EasyIEP™ has a compliance symbol associated with their name. The compliance symbol is found in two places in EasyIEP™ on the Student’s Search Page and the Eligibility Process tab for each student. Both are found next to the student’s name. When viewing a caseload, the compliance symbols are a quick way to view which students are in or out of compliance, as well as students who have approaching deadlines. On the ‘Select a Student’ page, the compliance symbol is to the left of the student’s name.

CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Dis	Case Manager	Primary Option	
	✓ ✓	10/07/2013	03/10/2013	SS	07	Artavius Larnaeal Dotson	4152130	12 Years	03/27/2001	SLD,SI	Sheryn Test	07
	✓ ✓	01/23/2010	12/31/2013	SS	10	Abbie Marie Test	4441208	14 Years	11/10/1008	SLD	Sheryn Test	02

Common Compliance Symbols

	Meaning	What to do
	No Eligibility or IEP information has been entered for this student; this usually denotes a regular education student.	To enter the student into special education, fill in the eligibility page.
	All appropriate Eligibility and IEP information has been entered for this student.	Make sure the student has a final IEP and option in the system.
	The student has a new Proposed IEP and the system is waiting for the parent's response to be entered.	Confirm the parent's response is received and entered into the system. (Not used in TN.)
	The student's new IEP has been Rejected and a new one must be Proposed.	Create a new IEP or modify the current IEP for the student and propose this for acceptance. (Not used in TN.)
	The student has a Rejected IEP and it has been over a set period of time after the rejection.	Create a new IEP or modify the current IEP for the student. Make sure the newly proposed IEP has been confirmed for acceptance. (Not used in TN.)
	A transferred student is in the 'warning' period before being out of compliance. Once the student goes out of compliance, the standard stop sign symbol will appear. The IEP Team has 30 calendar days to create a new IEP.	In the new district, the student is flagged with the new compliance symbol until an IEP is finalized. When the IEP has been finalized, the compliance symbol will show the student is in compliance (green check mark).
	A student has been re-activated. After the student is re-activated, the team has 30 calendar days to create a new IEP.	A team member must generate an IEP for the reactivated student using EasyIEP™ to bring the student into compliance.
	Either 1) it has been >335 days since this student's Last IEP Date, or 2) it has been >23 days since this student's Eligibility Date and no IEP has been recorded (i.e. the student's Last IEP Date field is empty).	When a user generates an IEP for a student using EasyIEP™, the Last IEP Date will automatically be updated.

	<p>Either 1) it has been >365 days since this student's Last IEP Date, or 2) it has been >30 calendar days since this student's Eligibility Date and no IEP has been recorded (i.e. the student's Last IEP Date field is empty).</p>	<p>When a user generates an IEP for a student using EasyIEP™, the Last IEP Date will automatically be updated.</p>
	<p>It has been >20 school days since this student's Initial Consent Received Date and Eligibility has not yet been determined.</p>	<p>When a student's Eligibility status is determined, an Eligibility Document needs to be created. The date of the Eligibility determination and disability is populated from the Eligibility document.</p>
	<p>It has been >40 school days since this student's Initial Consent Received Date and Eligibility has not yet been determined.</p>	<p>When a student's Eligibility status is determined, an Eligibility Document needs to be created. The date of the Eligibility determination and disability is populated from the Eligibility document.</p>
	<p>It has been >1035 calendar days since this student's Eligibility Date. A triennial re-evaluation is due within 2 months.</p>	<p>When a re-evaluation is performed, an Eligibility Document needs to be created. The date of the Eligibility determination and disability is populated from the Eligibility document.</p>
	<p>It has been >1095 calendar days (3 years) since this student's Eligibility Date. A triennial re-evaluation is due.</p>	<p>When a re-evaluation is performed, an Eligibility Document needs to be created. The date of the Eligibility determination and disability is populated from the Eligibility document.</p>

ECO Compliance Symbols

For the Early Childhood Outcome (ECO) students, new ‘sub-compliance’ symbols are displayed for applicable students on the student results page. Students exiting ECO are flagged for IEP Team Members for entering outcome information once students are six years old.

These are the business rules regarding when the new compliance symbols show for a student:

	When any child who has ECO entrance data and at least six months of services turns 5 years, 6 months old, a yellow yield symbol with the number 6 is displayed as a reminder that ECO exit data should be collected.
	If the student is 5.5 to 6 years old and has outcomes information, green check sign is displayed.
	If the student is 6 years or older with outcomes information, they will also display a green check sign.
	When any child who has ECO entrance data and at least six months of services turns 6 years old and does not have complete ECO exit data, a red stop sign with the number 6 is displayed as a reminder that ECO exit data has not been collected.
	If a child is less than 5 years and 6 months old and has initial eligibility, a yellow question mark is displayed as a reminder to collect ECO entrance data for the initial IEP.
	If a child is less than 5 years, 6months old, has initial eligibility, and has an active IEP, a red X is displayed if no/incomplete ECO entrance data have been entered.

TEIS Ages 0-3 Compliance Symbols

For the Tennessee Early Intervention Systems (TEIS) students, new ‘sub-compliance’ symbols are displayed for applicable students on the student results page. These symbols are created for students entering/exiting TEIS and flagged for IEP Team Members.

These are the business rules regarding TEIS compliance symbols for a student:

	When the child’s record is imported into EasyIEP™ from TEIDS, a yellow yield symbol with the number 3 is displayed indicating eligibility should be determined and, if eligible, an IEP developed by the child’s third birthday.
	If a child whose record imported into EasyIEP™ from TEIDS is 3 years and 1 day old without a finalized IEP, a red stop sign with the number 3 is displayed. The red stop sign will remain until an action is taken to determine the child’s eligibility and, if eligible, develop the IEP.

Student Transfers

Districts have the ability to request student transfers through the message board. First, the previous school district must inactivate the student. Please contact the previous school district to have the student inactivated, and then submit a request to the message board to transfer student demographics, documents, and workspace information. For those districts that may have a large constituency of their student population moving to another district (for example, city vs. county schools), please send a message to the EasyIEP™ message board and request instructions on how your district should handle such a mass transfer.

- Active student records cannot be transferred. Please ensure the previous district has In-activated the student record, before posting a transfer requests.
- To request an IEP transfer, include the student's name, date of birth and previous school district.
- When a student is transferred to a new district, a new IEP must be finalized to create an option of service in the new district. First, update the Providers and Service Dates selected on the 'Services – Details' page. Also update the 'Goals and Objectives' dates and details. Then on the IEP Process tab, select the Create Draft page and enter the IEP begin date and check for errors. Create a new Final IEP.

District Student Transfer Contact List

The EasyIEP™ Help Desk maintains a 'District Student Transfer Contact List' to assist District personnel in notifying the Student's previous District, when the Student has transferred to another District. Please identify the person in your District to contact, when a Student needs an inactivation to complete a transfer. Please review the 'District Student Transfer Contact List' for the correct information. The most current version of the 'District Student Transfer Contact List' is located on the Main page of EasyIEP™. If there are changes to the contact information for your District, please send a message to the EasyIEP™ Message Board with the changes and the correct contact information.

Out-of-State Transfer Process

When a Student transfers from out of state and there is evidence (i.e., IEP or Eligibility Report) that the Student has a disability, the current School District must provide the Student with services comparable to those described in the IEP from the previous School District.

The Student is enrolled in EasyIEP™ and should continue to receive comparable IEP services until an updated eligibility determination is completed.

1. On the Eligibility Process tab, enter a current Referral Date and Initial Consent for Evaluation Received date.
2. Complete the Reevaluation Summary Report to review existing evaluation data.
3. If previous evaluations are complete and sufficient for establishing eligibility according to Tennessee State Standards, complete the Eligibility Determination page and then create an Eligibility document.
4. If the previous evaluations are not complete or sufficient for establishing eligibility according to Tennessee State Standards, on the Referral page check the box for 'Out-of-state transfer.' Complete the Eligibility determination page and create a 60 day Eligibility Out-of-State document.
5. If comparable services can be provided, accept the IEP from out-of-state and enter into EasyIEP™ with a begin date of the Student's enrollment date in the school system. If comparable services cannot be provided, accept the IEP from out of state until a new IEP is developed and implemented. If you do not have the IEP from out-of-state, create a new IEP with services to accommodate the Student's needs.
6. When the Reevaluation Summary Review or Comprehensive Assessment is completed, create the following documents in EasyIEP™:
 - 1) Create a new Eligibility Determination document with the current eligibility determination date and disability, and
 - 2) Create a new IEP with the current date and data collected from the Reevaluation/Assessment.

Note: Most transfer students are treated as a reevaluation. Only when a comprehensive assessment is needed will students be initially evaluated under state of Tennessee criteria.

Students

Student Search

All students receiving special education services MUST be enrolled in the district’s student information system (e.g., PowerSchool, Skyward, etc.). When searching for students, both regular education and special education students are listed in EasyIEP™. A certain number of students appear on the screen depending on the search criteria. Users may narrow their search by entering the first three letters of the child’s last name and selecting the ‘Special Ed’ check box. The student search screen looks different depending on each user’s permissions. Some users are only able to view their individual caseload.

1. From the Main Menu, select the Students tab.



2. Enter search criteria, such as ‘Student Last Name.’ Select a ‘Grade Level’ and /or ‘School’ to narrow the search.

Criteria for Selecting Students to View

Grade Level:	All Grades <input type="button" value="v"/>	
School:	All Schools <input type="button" value="v"/>	
Student Last Name:	<input type="text"/>	<input type="checkbox"/> Exact Match
Student First Name:	<input type="text"/>	<input type="checkbox"/> Exact Match
Student Middle Name:	<input type="text"/>	<input type="checkbox"/> Exact Match
Student ID:	<input type="text"/>	<input type="checkbox"/> Exact Match
State ID Number:	<input type="text"/>	<input type="checkbox"/> Exact Match
Status:	<input type="checkbox"/> General Ed	<input type="checkbox"/> Referral
	<input type="checkbox"/> TEIS Referral	<input type="checkbox"/> Initial Consent for Eligibility Evaluation Received
	<input type="checkbox"/> IFSP Eligibility	<input type="checkbox"/> Eligibility Determination
	<input type="checkbox"/> IFSP	
	<input type="checkbox"/> Special Ed	<input type="checkbox"/> IEP
Additional Program(s):	<input type="checkbox"/> English Second Language (ESL)	<input type="checkbox"/> Parentally Placed Private School
	<input type="checkbox"/> Discontinued	
Sort List By:	Student's Last Name <input type="button" value="v"/>	

Open Results in a New Window

i It is best to leave the search as broad as possible, as well as narrow it down if too many students are returned.

3. The student record(s) meeting the selected criteria appear.
4. Selecting the 'View My Caseload' button displays an individualized user's caseload.
5. Select the name of the student to open the student's record.

Note: Sort student records by selecting the blue column headers.

Select a Student													
CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Dis	Case Manager	Primary Option		
✓	✓	✓	01/23/2010	12/31/2013	SS	10	Abbie Marie Test	4441205	14 Years	11/10/1998	SLD	Shervyn Test	02
●	✓	✓	07/05/2012	08/02/2011	SS	01	Aunt Bee Test	TEST1324	9 Years	01/10/2004	SLD	Shervyn Ordway	02
●	✓	✓	03/01/2013		SS	P3	Benjamin Test	TEIDG123450	5 Years	08/12/2007			
●	✓	✓	02/01/2015		SS	11	Beth Sam Test	T457	10 Years	04/05/1997		Mike Test	
●	✓	✓	09/10/2014	10/10/2012	SS	03	Bethany Test	TEST101	11 Years	10/10/2001	AUT HI	Mike Test	

TEIDS Student Search

1. To search for student records imported from Tennessee Early Intervention Data System (TEIDS), first go to the student search page and select Grade Level P3 and select 'View Students.' Grade level P3 is automatically assigned to all TEIDS records.
2. A search on Student ID number TEIDS will also provide a list of the TEIDS records imported into EasyIEP™
3. Below is an example of how the TEIDS student records appear.

Select a Student											
CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Dis	Case Manager	Primary Option
✓ ✓ ✓			SS	P3	William Hunter Childs	TEIDS4007003	3 Years	01/09/2010		Calvin Burden	
✓ ✓ ✓	03/01/2013		SS	P3	Benjamin Test	TEIDS123450	5 Years	08/12/2007			
✓ ✓ ✓			SS	P3	Dolly Test	1501478	4 Years	00/02/2009		Calvin Burden	

4. To find NEW TEIDS records, select the 'School' Heading to sort by school. All TEIDS records that do not have a school assignment will show at the top of the list.

Select a Student											
CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Dis	Case Manager	Primary Option
✓ ✓ ✓			SS	P3	William Hunter Childs	TEIDS4007003	3 Years	01/09/2010		Calvin Burden	
✓ ✓ ✓	03/01/2013		SS	P3	Benjamin Test	TEIDS123450	5 Years	08/12/2007			
✓ ✓ ✓			SS	P3	Dolly Test	1501478	4 Years	00/02/2009		Calvin Burden	

5. Post a message to the EasyIEP™ message board requesting a school assignment for each TEIDS record.
6. Once the school assignment is completed, assign a Case Manager to the IEP Team.
7. Districts must enter IEP information on the TEIDS record only.
DO NOT enter data on the Student Information System enrollment record (e.g., Skyward, PowerSchool, etc.)

Note: Sort student records by selecting the blue column headers.

Advanced Student Search

Select the Students tab and select the 'Advanced Student Search' button. Use the Advanced Student Search page to search for students by primary or blank funding option, compliance status, disability, special education or related services, extended school year and student records with no case manager.

Criteria for Selecting Students to View

Search for students using the information from the Current IEP rather than the Workspace

Grade Level:	All Grades																						
School:	All Schools																						
Student Last Name:	<input type="text"/>	<input type="checkbox"/> Exact Match																					
Student First Name:	<input type="text"/>	<input type="checkbox"/> Exact Match																					
Student Middle Name:	<input type="text"/>	<input type="checkbox"/> Exact Match																					
Student ID:	<input type="text"/>	<input type="checkbox"/> Exact Match																					
State ID Number:	<input type="text"/>	<input type="checkbox"/> Exact Match																					
Status:	<input type="checkbox"/> General Ed <input type="checkbox"/> Referral <input type="checkbox"/> Special Ed <input type="checkbox"/> TEIS Referral <input type="checkbox"/> Initial Consent for Eligibility Evaluation Received <input type="checkbox"/> IEP <input type="checkbox"/> IFSP Eligibility <input type="checkbox"/> Eligibility Determination <input type="checkbox"/> Discontinued <input type="checkbox"/> IFSP																						
Additional Program(s):	<input type="checkbox"/> English Second Language (ESL) <input type="checkbox"/> Parentally Placed Private School																						
Compliance Status:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Compliant</th> <th>Warning</th> <th>Overdue</th> </tr> </thead> <tbody> <tr> <td>Initial Consent for Eligibility Evaluation Received</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Parent Consent</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Eligibility Determination</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>IEP</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>				Compliant	Warning	Overdue	Initial Consent for Eligibility Evaluation Received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eligibility Determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Compliant	Warning	Overdue																				
Initial Consent for Eligibility Evaluation Received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Parent Consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Eligibility Determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Primary Option:	<input type="checkbox"/> 01 <input type="checkbox"/> 03 <input type="checkbox"/> 05 <input type="checkbox"/> 07 <input type="checkbox"/> 09 <input type="checkbox"/> Blank <input type="checkbox"/> 02 <input type="checkbox"/> 04 <input type="checkbox"/> 06 <input type="checkbox"/> 08 <input type="checkbox"/> 10																						
Case Manager:	<input type="checkbox"/> Only include students with no Case Manager																						
Disabilities:	<input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Intellectually Gifted <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Autism <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Visual Impairments <input type="checkbox"/> Deaf-Blindness <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Language Impairments <input type="checkbox"/> Deafness <input type="checkbox"/> Orthopedic Impairments <input type="checkbox"/> Developmental Delay <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Other - Health Impairments <input type="checkbox"/> Hearing Impairments <input type="checkbox"/> Functional Delay <input type="checkbox"/> Speech Impairments <input type="checkbox"/> Blind																						
Special Ed Services:	<input type="checkbox"/> Academics <input type="checkbox"/> Interpreter Services <input type="checkbox"/> Social Behavior <input type="checkbox"/> Enriched Academics <input type="checkbox"/> Life Skills <input type="checkbox"/> Speech and Language <input type="checkbox"/> General Studies																						
Related Services:	<input type="checkbox"/> Ancillary - Attendant <input type="checkbox"/> Nursing Services <input type="checkbox"/> School Health Services <input type="checkbox"/> Ancillary - Interpreter <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Social Work Services <input type="checkbox"/> Ancillary - Other <input type="checkbox"/> Other Services <input type="checkbox"/> Speech/Language Therapy <input type="checkbox"/> Behavioral Health Services <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Vision/Orientation & Mobility Services																						

Serving School: All Schools

Extended School Year: Only include students with at least one service marked as ESY

Sort List By: Student's Last Name

Open Results in a New Window

View Students

Display Previous Search Results

View My Caseload

Example of an advanced student search: Find students with a Referral date and no Initial Consent for Eligibility Evaluation Received Date.

1. On the Advanced Student page, check the box labeled 'Referral.'
2. Select the 'View Students' button.
3. The list of students displayed has a Referral date entered on the Eligibility Process tab.

Searching by Primary Option

1. On the advanced student search page, check the Primary option for the selected search.
2. After selecting a Primary option, select the 'View Students' button.

The Student Search Results page lists all students whose Current IEP includes the Primary option value selected.

Help	Log Out	Main Menu	Students	My Docs	Wizards	Schools	School System	Users	Super User	IEP	PCG
Select a Student											
CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date Of Birth	Dis	Case Manager	Primary Option
✓	01/02/2012	01/20/2010	EES	P3	Beth Test	TEST1001	4 Years	05/20/2005	LI,SLD	Sue Craver	02
✓	01/10/2012	01/10/2010	HCMS	08	Eng IEP2 Test	ENGTEST2	10 Years	09/06/1999	EMN,FD	Robin W Hammer	
(2 Students)											

Note: The Primary Option search displays each student who has the selected Primary option at any time period in the Current IEP. For the screenshot example above, Beth Test has 02 as the 'active' option in the Current IEP. However, Eng IEP2 Test has primary option 02 for the last couple months in the Current IEP, where the Primary Option field on the search page is blank because the 'active' primary option at this time is 03.

Searching for Blank Primary Option

1. On the Advanced Student Search page, check the box for IEP Compliant and check the box for Blank Primary option.

2. Select the 'View Students' button.

The Student Search Results page lists all students with a current IEP and a Blank primary option.

		Compliant	Warning	Overdue
Compliance Status:	Initial Consent for Eligibility Evaluation Received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Parent Consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Eligibility Determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IEP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IF SP Eligibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IFSP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Section 504 Parent Consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Section 504 Eligibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Section 504 Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary Option:	<input type="checkbox"/> 01 <input type="checkbox"/> 03 <input type="checkbox"/> 05 <input type="checkbox"/> 07 <input type="checkbox"/> 09 <input checked="" type="checkbox"/> Blank <input type="checkbox"/> 02 <input type="checkbox"/> 04 <input type="checkbox"/> 06 <input type="checkbox"/> 08 <input type="checkbox"/> 10			

Viewing Caseloads

1. Select the 'View My Caseload' button at the bottom of the 'Student Search' page.

Criteria for Selecting Students to View

Grade Level:	<input type="text" value="All Grades"/>
School:	<input type="text" value="All Schools"/>
Student Last Name:	<input type="text"/> <input type="checkbox"/> Exact Match
Student First Name:	<input type="text"/> <input type="checkbox"/> Exact Match
Student Middle Name:	<input type="text"/> <input type="checkbox"/> Exact Match
Student ID:	<input type="text"/> <input type="checkbox"/> Exact Match
State ID Number:	<input type="text"/> <input type="checkbox"/> Exact Match
Status:	<input type="checkbox"/> General Ed <input type="checkbox"/> Referral <input type="checkbox"/> Special Ed <input type="checkbox"/> TEIS Referral <input type="checkbox"/> Initial Consent for Eligibility Evaluation Received <input type="checkbox"/> IEP <input type="checkbox"/> IFSP Eligibility <input type="checkbox"/> Eligibility Determination <input type="checkbox"/> Discontinued <input type="checkbox"/> IFSP
Additional Program(s):	<input type="checkbox"/> English Second Language (ESL) <input type="checkbox"/> Parentally Placed Private School
Sort List By:	<input type="text" value="Student's Last Name"/>

Open Results in a New Window

View Students
Advanced Student Search
View My Caseload

- The following 'Select a Student' page lists all the students that a user serves via the Team tab.
Note: If the user is not listed as the Case Manager, then the user serves on the IEP Team.

CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Dis	Case Manager	Primary Option	
●	✓✓	10/07/2013	03/10/2013	SS	07	Artavius Lameal Dotson	4152130	12 Years	03/27/2001	SLD,SI	Sheryn Test	07
✓	✓✓	01/23/2010	12/31/2013	SS	10	Abbie Marie Test	4441208	14 Years	11/10/1998	SLD	Sheryn Test	02

CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Di		
●	✓✓	10/07/2013	03/10/2013	SS	07	Artavius Lameal Dotson	4152130	12 Years	03/27/2001	SLD	
✓	✓✓	01/23/2010	12/31/2013	SS	10	Abbie Marie Test	4441208	14 Years	11/10/1998	SLD	
✓	✓✓			SS	P3	William				10	
✓	✓✓	01/01/2010	01/01/2014	SS	05	Rachel				02	DF

i Did you know? You can 'right click' a student's name and open their profile in a new window or tab. This allows you to go back and forth between student profiles and the list of all students.

Inactivating Student Records

The following outlines reasons for creating a Non-Eligible document and inactivating student records.

- If the child is evaluated for Part B Special Education Services and is found non-eligible, create an Eligibility-Not-Eligible document with the option of 'This student is Not Eligible for Special Education because s/he does not meet state standards for a disability' and inactivate the Student with the option of Transferred to Regular Education.
- If the child is evaluated for Part B Special Education Services and is found eligible but the parent refuses special education services, create an Eligibility-Not Eligible document and choose the option 'This student Is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for: _____; however, the student's parent/guardian is declining services. This student will not receive special education or related services.' If the parent later requests for the student to be reconsidered for special education services, the student would be treated as an initial referral.
- If the child has a current Eligibility and IEP and the parent refuses services, generate an eligibility report-Not Eligible and choose the option 'This student is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for: _____; however, the student's parent/guardian is declining services. This student will not receive special education or related services.' If the parent later requests for the student to be reconsidered for special education services, the student would be treated as an initial referral.
- If the child has a current Eligibility and IEP and the parent withdraws the student to attend a private school or homeschool, the team has three options:
 - If the child is attending a private school, the student may remain active and a Services Plan developed for special education services offered by the school district; or
 - If the child is in a homeschool setting, the student may remain active and an IEP developed for any special education services offered by the school district.
 - The team may inactivate the student by choosing 'parent withdrawal/refused services.' With this option, the student's eligibility remains intact and the LEA is required to re-evaluate every three years.
 - The team may initiate a re-evaluation and determine that the student is no longer eligible by generating an Eligibility-Not Eligible document and choosing the option 'This student Is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for: _____;

however, the student's parent/guardian is declining services. This student will not receive special education or related services.' With this option, the student is no longer eligible for special education and/or related services and is considered as a general education student. If the parent later requests for the student to be reconsidered for special education services, the student would be treated as an initial referral.

- If the child has an Initial Consent for Evaluation and the child moves before an evaluation is completed, inactivate the Student as 'Moved, known to be continuing.' The next District may need to consult with previous District on evaluation results or contact TNDOE.
- The child is not evaluated for Part B Special Education Services. Inactivate the Student with the option 'Transferred to Regular Education.'

Note: Eligibility and Non-Eligibility documents are created from the Eligibility Process Tab. Only the EasyIEP™ Administrator 2014, Psychologist 2014 and Certifying Specialist 2014 user types have permission to create the Final Eligible and Non-Eligible documents.

When student records are inactivated in EasyIEP, the exit date must match the exit date in EIS.

Personal Demographics

The Personal tab is a view only page of the student demographics. This information is imported from the district's student information system.



If any of the student's demographic information has changed, the student's enrollment record must be updated in the district's student information system. If additional changes are needed in EasyIEP™, post a message to the EasyIEP™ message board and include the student's name, date of birth and change(s) needed. The EasyIEP Administrator 2014 user type has the permission to change the Student's name, Student ID, Social Security Number/PIN Number, Date of Birth, Gender, School and Race which are required fields. Depending on the individual user type, the 'Personal' page may appear different from the illustration below.

Personal Information

View: Workspace ▼

Abbie Marie Test

[New Mail!](#)

Name:	Abbie Marie Test
Gender:	Female
Race:	White
Date of Birth:	11/16/2005 (Age: 8 Years)
Grade:	4th Grade
Student ID:	4441208
State ID Number	1111111
School:	Test School
Next School:	-unknown-
Soc. Sec. #:	111-11-1111
Prim. Language:	English
Language of Instruction:	English
Length of School Day:	7.00 hours (Std)

--- Current Funding Option ----

Primary Option	Secondary Option	Option Begin Date	Percent of Day
02		05/01/2014	9

Resend current option(s) to EIS	Yes
TEIS Program	No

Make this student inactive

Eligibility Process

Select the Eligibility Process tab to begin the development of the student’s Referral and Evaluation information. Select each button on the Eligibility Process tab to enter and verify information.

The screenshot displays the 'Eligibility Process' section for a student named 'Abbie Marie Test'. At the top, there are two navigation bars. The first bar includes links for 'Log Out', 'Main Menu', 'Students', 'My Docs', 'My Reports', 'Wizards', 'Schools', 'School System', and 'My Info'. The second bar includes 'Students', 'Personal', 'Eligibility Process', 'IEP Process', 'Early Childhood', and 'Documents'. Below these, a second navigation bar lists 'Log Out', 'Main Menu', 'Students', 'My Docs', 'Wizards', 'Schools', 'School System', 'Users', and 'Super User'. The main content area is titled 'Eligibility Process' and 'Abbie Marie Test'. It contains two columns of blue buttons. The left column buttons are 'Referral', 'Evaluation', 'RTI² Evaluation for SLD', 'Eligibility Determination', and 'Eligibility for Alternate Assessments'. The right column buttons are '504, ESL, Private School Placement', 'Timeline Extension Request', 'Create Draft', 'Create Final', and 'Print/View Documents'. Checkmarks are visible next to 'Referral', 'Evaluation', 'Eligibility Determination', and 'Eligibility for Alternate Assessments'.

Referral Process

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | Users | Super User

Eligibility Process Abbie Marie Test

Referral ✓	504, ESL, Private School Placement
Evaluation ✓	Timeline Extension Request
RTI ² Evaluation for SLD	Create Draft
Eligibility Determination ✓	Create Final
Eligibility for Alternate Assessments ✓	Print/View Documents

1. From the Eligibility Process tab, click on the Referral page.
2. Enter Referral Information.

Students | Personal | Eligibility Process | IEP Process | Early Childhood | Documents

Referral Abbie Marie Test

Initial consent for eligibility evaluation should be obtained in the following circumstances: • Any evaluation for a child who has never received special education services and requires evaluation for special education services • Any comprehensive evaluation conducted on an out of state transfer student • Any evaluation conducted for special education services subsequent to a non-eligibility determination • Any evaluation conducted for special education services subsequent to a revocation of parental consent for special education services.

Eligibility Determination Date:	12/01/2014	Eligible?	Yes
Proj Eligibility Determination Date:	12/01/2017		
Current IEP Begin Date:	12/01/2014	Proj IEP Date:	12/31/2014
Referral Date:	04/01/2014	Referral Source:	
Initial Consent for Eligibility Evaluation Received Date:	04/02/2014	Initial Consent for Eligibility Evaluation Received Source:	
Include RTI ² Evaluation for SLD (for consents signed on or after July 1, 2014)	<input type="checkbox"/>	Eligibility Report - Out of State Transfer *ONLY SELECT if further testing is needed for TN Eligibility Determination	<input type="checkbox"/>

Back Save and Continue

- Enter Referral date: This is the date that the student is referred for evaluation. For out of state transfers, the referral date is entered as the date the LEA is made aware that the student previously received special education services
- Enter Date of consent: This is the date in which the school receives written consent. For out of state transfers, this is the date that the parent signs consent for the comprehensive re-evaluation.
- If the student is being referred and evaluated for a specific learning disability using the RTI² Framework, check the box to include RTI² evaluation
- If the student is an out of state transfer and requires a comprehensive re-evaluation, check the box for out of state transfer in order to generate an out of state eligibility report.
- Click Save and Continue

3. Confirm Events for Referral and Consent Information.

Confirm Events **Alice 619 Test**
[New Mail!](#)

Please confirm the following new event(s) for Alice 619 Test by checking the appropriate checkboxes. Also, fill in any missing information, and correct any incorrect information.

Referral Date: **Referral Source:**

Initial Consent for Eligibility Evaluation Received Date: **Initial Consent for Eligibility Evaluation Received Source:**

- Referral Source: person or team who referred student for evaluation
- Consent for evaluation received source: person or team that received consent
- Save and Continue

Evaluation Page

1. From the Eligibility Process tab, click on the Evaluation page.

- The Evaluation page works the same way as the Present Levels page.
- Clicking the Add Assessments button will take you to the Add Assessment(s) page.
- On this page you can enter assessments exactly the same as you would on the Present Levels page.
- If you add an assessment with an assessment area beginning with PL, the assessment will automatically transfer to the Present Levels page.

2. Click Add Assessments

Assessment Area	Assessment	Subject Area	Scores Reported
<ul style="list-style-type: none"> Eligibility Other PL-Academic Readiness PL-Academics-Basic Reading Skills PL-Academics-Listening Comprehension PL-Academics-Math Calculation PL-Academics-Math Problem Solving PL-Academics-Oral Expression PL-Academics-Reading Comprehension 	Wechsler Individual Achievement Test-Third Edition (WIAT-III)	<ul style="list-style-type: none"> <input type="checkbox"/> Total Reading Composite <input type="checkbox"/> Basic Reading Composite <input type="checkbox"/> Early Reading Skills <input type="checkbox"/> Word Reading <input type="checkbox"/> Pseudoword Decoding <input type="checkbox"/> Reading Comprehension and Fluency Composite <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Written Expression Composite <input type="checkbox"/> Alphabet Writing Fluency <input type="checkbox"/> Spelling <input type="checkbox"/> Sentence Composition <input type="checkbox"/> Essay Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Numerical Operations <input type="checkbox"/> Math Fluency <input type="checkbox"/> Math Fluency-Addition <input type="checkbox"/> Math Fluency-Subtraction <input type="checkbox"/> Math Fluency-Multiplication 	<ul style="list-style-type: none"> <input type="checkbox"/> * EXCEPTIONAL YES/NO (REQUIRED) <input type="checkbox"/> Full Scale <input type="checkbox"/> Verbal <input type="checkbox"/> Performance <input type="checkbox"/> Grade Equiv. <input type="checkbox"/> Age Equiv. <input type="checkbox"/> Stanine <input type="checkbox"/> Std. Score <input type="checkbox"/> Percentile Rank <input type="checkbox"/> Number Correct <input type="checkbox"/> Number Incorrect <input type="checkbox"/> Score <input type="checkbox"/> Passed Y or N

3. Select the Assessment Area, Subject Areas and Scores Reported.
4. Click Save and Continue.
5. Select Edit Assessment Details

Evaluation								Abbie Marie Test New Mail	
Del	Pos	New Pos	Assessment Area	Assessment	Subject Area	Scores Reported	Date Administered	Details	
	1000	<input type="checkbox"/>		<input checked="" type="checkbox"/> Wechsler Individual Achievement Test-Third Edition (WIAT-III)					Details

[Add Assessments](#)
[Edit All Assessment Details](#)
[Back](#) [Save](#) [Save and Continue](#)

6. Enter Date Administered
7. Enter student's current performance
8. Enter date of score and score. Exceptional Yes/No is a required score on all assessments.

Details for All Assessments **Abbie Marie Test**
[New Mail!](#)

Assessment Area:	PL-Academics-Basic Reading Skills
Assessment:	Wechsler Individual Achievement Test-Third Edition (WIAT-III)
Subject Area:	
Scores Reported:	* EXCEPTIONAL YES/NO (REQUIRED)
Date Administered:	<input type="text"/>
Describe the student's current performance and any impact on the mastery of grade level standards:	<div style="border: 1px solid gray; height: 50px; width: 100%;"></div>

Del	Date	* EXCEPTIONAL YES/NO (REQUIRED)
	<input type="text"/>	<input type="text"/>

Back
Save
Save and Continue

RTI² Evaluation for SLD

1. Select the check box for RTI² Evaluation for SLD on the Referral page.

Eligibility Determination Date:	12/01/2014	Eligible?	Yes
Proj Eligibility Determination Date:	12/01/2017		
Current IEP Begin Date:	12/01/2014	Proj IEP Date:	12/31/2014
Referral Date:	<input type="text"/>	Referral Source:	
Initial Consent for Eligibility Evaluation Received Date:	07/01/2014	Initial Consent for Eligibility Evaluation Received Source:	
Include RTI ² Evaluation for SLD (for consents signed on or after July 1, 2014)	<input checked="" type="checkbox"/>	Eligibility Report - Out of State Transfer	<input type="checkbox"/>

**ONLY SELECT if further testing is needed for TN Eligibility Determination*

2. The RTI² Evaluation for SLD page is now active on the Eligibility Process tab.

Eligibility Process Abbie Marie Test (✓ X ✓) [New Mail!](#)

Referral ✓	504, ESL, Private School Placement
Evaluation	Timeline Extension Request
RTI ² Evaluation for SLD ✓	Create Draft
Eligibility Determination ✓	Create Final
Eligibility for Alternate Assessments ✓	Print/View Documents

- This is the assessment documentation form for SLD evaluations using an RTI framework. Here, information is collected regarding Tier I instruction, Tier II and Tier III interventions, and evaluation procedures. This form replaces the traditional psych-educational evaluation report for SLD evaluations ONLY when RTI is used for eligibility determinations

RTI ² Evaluation for SLD		Abbie Marie Test
Documentation of Problem and Parent/Teacher Input		
Documentation of the Problem (i.e., classroom-based performance assessments, standardized testing results and other relevant assessment data)	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
Parent Input (i.e., any pertinent familial information, student/family medical history, and etc.):	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
Teacher Input (i.e., indirect observation, work samples, documentation of differentiated instruction, and etc.):	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
Background Information		
Relevant background information (i.e.,	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>

- In the middle of the RTI² Evaluation for SLD page is a section to add assessments. Once you click the Add Assessments button, a new assessment may be added by using the same process as the Present Levels page.

Assessments
<input type="button" value="Add Assessments"/>

5. Click Save to save information entered and remain on the page.
6. Click Save and Continue to complete the form.

Other Assessment Considerations (i.e., secondary disability information and/or other impacting factors)	
A student whose characteristics meet the definition of a student having a Specific Learning Disability may be identified as a student eligible for special education services if:	
a. All of the aforementioned eligibility criteria are met, AND	<input type="radio"/> Yes <input type="radio"/> No
b. There is evidence, including observation and/or assessment, indicating how the student's disability adversely impacts his/her access to and participation in the general education curriculum.	<input type="radio"/> Yes <input type="radio"/> No
Narrative:	
<input type="button" value="Reset Page"/>	
<input type="button" value="Back"/> <input type="button" value="Save"/> <input type="button" value="Save and Continue"/>	

7. Once the SLD form is complete the SLD document may be created and finalized.
8. Refer to the section on the following pages for creating a draft and final SLD document.

Eligibility Determination

- From the Eligibility Process tab select the Eligibility Determination page.

Eligibility Process
Abbie Marie Test (✓ X ✓)
New Mail!

Referral ✓	504, ESL, Private School Placement
Evaluation	Timeline Extension Request
RTI ² Evaluation for SLD ✓	Create Draft
Eligibility Determination ✓	Create Final
Eligibility for Alternate Assessments ✓	Print/View Documents

- Enter information required to determine the student’s eligibility and identify the Student’s disability.

Eligibility Determination
Abbie Marie Test

Initial consent for eligibility evaluation should be obtained in the following circumstances:

- Any evaluation for a child who has never received special education services and requires evaluation for special education services
- Any comprehensive evaluation conducted on an out of state transfer student
- Any evaluation conducted for special education services subsequent to a non-eligibility determination
- Any evaluation conducted for special education services subsequent to a revocation of parental consent for special education services.

The following factors have been ruled out as the primary cause of the student's educational difficulties:

Lack of instruction in reading or mathematics	<input checked="" type="radio"/> Yes <input type="radio"/> No
Limited English proficiency	<input checked="" type="radio"/> Yes <input type="radio"/> No
Educationally relevant medical findings, if any:	<input type="text" value="none"/>
Vision Screening Results:	<input type="text" value="wnl"/> Date: <input type="text" value="07/15/2014"/>
Hearing Screening Results:	<input type="text" value="wnl"/> Date: <input type="text" value="07/15/2014"/>

Evaluation results are documented and the student's disability determination documentation is attached.

- If Specific Learning Disability is selected for the primary or secondary disability, also identify the student’s Deficit Areas. The list of Deficit Areas will appear on the right side of the page, if Specific Learning Disability is selected.

Based on information from a variety of sources that have been documented and carefully considered, the IEP team has determined:

This student meets the criteria for a disability consistent with Tennessee State Regulations	<input checked="" type="radio"/> Yes <input type="radio"/> No
The disability adversely impacts educational performance in his/her learning environment	<input checked="" type="radio"/> Yes <input type="radio"/> No

This student is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for the disability/disabilities selected above:

Specific Learning Disability (Primary)	Deficit Areas: <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Written Expression <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension
-none- (Secondary)	

This student is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for:

Intellectual Disability (Primary) / Autism (Secondary) ; however, the student's parent/guardian is declining services. This student will not receive special education or related services.

This student is Not Eligible for Special Education because s/he does not meet state standards for a disability.

This student is being made eligible so that comparable services can be provided; however, additional data is needed to establish the student's eligibility for special education services pursuant to the disability standards outlined by the state of Tennessee.

Date Eligibility Report was given to parents: 12/01/2014

If the parent(s) did not attend, the person responsible for forwarding and explaining the Eligibility Report to the parents along with their rights: _____

- Click Save and Continue to complete the Eligibility Determination page.
- Refer to the following pages for creating a Draft and Final Eligibility Document.

Eligibility for Alternate Assessment

On the Eligibility for Alternate Assessment page, the school psychologist must enter cognitive and adaptive assessment results to document the student’s eligibility for the alternate assessment. During the IEP meeting, the team will determine whether the alternate assessment is an appropriate option for the student.

Eligibility Process
Abbie Marie Test (✓ X ✓) [New Mail!](#)

- Referral ✓
- Evaluation
- RTI² Evaluation for SLD ✓
- Eligibility Determination ✓
- Eligibility for Alternate Assessments ✓

- 504, ESL, Private School Placement
- Timeline Extension Request
- Create Draft
- Create Final
- Print/View Documents

1. From the Eligibility Process tab select the Eligibility for Alternate Assessments page.

Eligibility for Alternate Assessments
Abbie Marie Test [New Mail!](#)

The decision for Tennessee Alternate Assessment participation is an IEP Team decision based on the needs of the student. IT IS NOT AN ADMINISTRATIVE DECISION. Please complete all sections below to assure that the student meets the Tennessee Alternate Assessment Criteria.

Review of student files indicated s/he has a significant deficit in cognitive and adaptive level of functioning:

Psychologist who completed the File Review:	Test
Date of Review:	09/29/2014

Individual Cognitive Ability Test:

Test Name:	Test
Date:	09/29/2014
Total Battery Score:	N/A
Highest Composite Score:	100
Area:	Test
Lowest Composite Score:	100
Area:	Test

Adaptive Behavior Skills Assessment:	
Test Name:	<input type="text" value="Test"/>
Date:	<input type="text" value="09/29/2014"/> 
Total Battery Score:	<input type="text" value="100"/>
Highest Composite Score:	<input type="text" value="100"/>
Area:	<input type="text" value="Test"/>
Lowest Composite Score:	<input type="text" value="100"/>
Area:	<input type="text" value="Test"/>

 NOTE: All Total Scores and Component Scores are required. Provide Standard Scores only. If standardized cognitive scores are unavailable, a detailed explanation for participation in Tennessee Alternate Assessments must be documented in the space below.

 NOTE: All Total Scores and Component Scores are required. Provide Standard Scores only. If standardized cognitive scores are unavailable, a detailed explanation for participation in Tennessee Alternate Assessments must be documented in the space below.

<p>Include a detailed description of the student's current functioning, including any conditions that prevent valid assessment.</p>	<input style="width: 100%; height: 40px;" type="text" value="xxx"/>
<p>Does the student demonstrate cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications?</p>	<input type="text" value="Yes"/>

Back
Save and Continue

The Tennessee Alternate Assessment button in the IEP Process will remain inactive unless this page is completed.

504, ESL, Private School Placement

Additional fields are available for

- Date the student entered English as Second Language program (ESL)
- Date of Parentally Placed in Private School.
- Date of 504 Plan, if the student has a 504 Eligibility and 504 Plan.

504, ESL, Private School Placement **Abbie Marie Test**
[New Mail!](#)

English Second Language (ESL):		
Parentally Placed Private School:		
Early Childhood Placement:	07/07/2014	

Back
Save and Continue

1. Enter the date for 'Parentally Placed Private School' and click 'Update the Database' button.

-- Additional Programs --

English Second Language (ESL):	07/01/2014	
Parentally Placed Private School:	07/01/2014	

2. Next, confirm the date entered for 'Parentally Placed Private School' by checking the box labeled as 'Enter Parentally Placed Private School' and verify the date entered is correct.
3. Click 'Update the Database' button.

Confirm Events **Abbie Marie Test**

Please confirm the following new event(s) for Abbie Marie Test by checking the appropriate checkboxes. Also, fill in any missing information, and correct any incorrect information.

Enter Parentally Placed Private School

Abbie Marie Test entered Parentally Placed Private School on: 07/01/2014

Update the Database

4. Enter the ESL date and click 'Update the Database' button.
5. Next, confirm the date entered for ESL and click 'Update the Database' button.

Confirm Events

Abbie Marie Test

Please confirm the following new event(s) for Abbie Marie Test by checking the appropriate checkboxes. Also, fill in any missing information, and correct any incorrect information.

Enter English Second Language (ESL)

Abbie Marie Test entered English Second Language (ESL) on: 07/01/2015 

[Update the Database](#)

Timeline Extension Request

In order to align with the federal guidelines regarding the sixty (60) calendar day evaluation timeline, initial consents signed after January 29, 2014 will follow the requirements of 34 C.F.R. §300.301(d) and (e) and 34 C.F.R. §300.309(c). According to these requirements, an extension of the evaluation timeline may only be requested in the following instances:

- The parent and local education agency agree in writing to extend the time line pursuant to 34 CFR 300.309(c) pending determination of the existence of a specific learning disability via the responsiveness to intervention process;
- the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or,
- the child enrolls in another local education agency after the timeframe has begun and a determination of eligibility is not completed by the local education agency that commenced the initial evaluation process, the succeeding local educational agency is making sufficient progress to ensure completion of the evaluation, and the parent and the succeeding local education agency agree on a specific timeframe within which the evaluation is completed.

All other areas of delay are noted on the Eligibility determination page of Easy IEP as a rule of completion when an initial evaluation exceeds 60 calendar days.

The screenshot shows the 'Eligibility Process' for 'Abbie Marie Test'. The interface is divided into two columns of blue buttons. The left column lists the steps of the process, each with a green checkmark indicating completion: 'Referral', 'Evaluation', 'RTI² Evaluation for SLD', 'Eligibility Determination', and 'Eligibility for Alternate Assessments'. The right column lists actions: '504, ESL, Private School Placement', 'Timeline Extension Request' (highlighted with a red border), 'Create Draft', 'Create Final', and 'Print/View Documents'. In the top right corner, there is a 'New Mail!' notification icon.

From the Eligibility Process tab select the Timeline Extension Request page.

EdPlan by PCG Education

Welcome, Theresa | My Calendar | Message Board | Logout

Log Out | Main Menu | EasyTRAC Training Video | Students | My Docs | Wizards | Schools | School System | My Reports | My Info

Students | Personal | Eligibility Process | IEP Process | Early Childhood | Documents

Evaluation, Eligibility Placement Timeline Extension Request

Date of Request:	09/15/2014
Referral Date:	08/01/2014
Initial Consent for Eligibility Determination Date (formerly known as the Written Parental Permission Received Date):	08/01/2014
Student's evaluation, eligibility determination, and placement time frame were proposed to be completed within 60 calendar days from this date or by:	09/30/2014
Requested Eligibility Due Date:	09/15/2014

Acceptable Reasons for Extended Eligibility Timeline (choose the ONE most appropriate):

- More time is needed in order to collect adequate response to intervention (RTI) data for the purpose of determining the presence of a specific learning disability
- The parent repeatedly failed or refused to produce the child for the evaluation
- The child transferred from the district that obtained consent prior to an eligibility determination. The receiving district has made progress towards completing the evaluation

Have the parents agreed to an extension of the 60 calendar day timeline? Yes No

Comments (information entered here will print under parent signature):
Tyler's parents requested an evaluation to consider his eligibility for special education services as a student with a specific learning disability; however more information is needed in order to determine eligibility.

Referring Assessment Person: Theresa Nicholls

Position: School psychologist

Create Draft Document Create Final Document

Back Save Save and Continue

Instructions for Requesting an Extension of the Initial Evaluation Timeline

Beginning January 29, 2014, assessment personnel must request an extension of the initial evaluation timeline through EasyIEP™ rather than submitting a faxed copy of the request.

- After completing all required fields, the assessment/certifying specialist will print the draft document and acquire the parent's signature (when applicable).
- Once the parent signature is obtained (when applicable), the form may be scanned and uploaded into EasyIEP™ using the Paperclip option in order to document the parent's agreement to the extension request.
- Assessment personnel will then create the final document which will trigger the electronic request for approval from the state. Districts have the option of requiring assessment personnel to notify a district representative when a draft extension request is generated. At that point, district personnel would have the ability to generate the final document.
- Once received, state personnel will either accept or reject the extension request.
- District personnel responsible for creating the final version of the document will receive an email notification that a message is available within EasyIEP™, which will provide the results of the request and the newly approved due date for evaluation (when applicable). If approved, the student's projected eligibility due date and compliance symbol will reflect the revised due date.
- If the eligibility determination exceeds the initial evaluation timeline AND the evaluation results indicate that the student will not qualify for services, then the Initial Evaluation Timeline Extension Request must be completed BEFORE the final Eligibility Report-Not Eligible is generated.

Out-of-State Transfer Process

When a Student transfers from out of state and there is evidence (i.e., IEP or Eligibility Report) that the Student has a disability, the current School District must provide the Student with services comparable to those described in the IEP from the previous School District.

The Student is enrolled in EasyIEP™ and should continue to receive comparable IEP services until an updated eligibility determination is completed.

1. On the Eligibility Process tab, enter a current Referral Date and Initial Consent for Evaluation Received date.
2. Complete the Reevaluation Summary Report to review existing evaluation data.
3. If previous evaluations are complete and sufficient for establishing eligibility according to Tennessee State Standards, complete the Eligibility Determination page and then create an Eligibility document.
4. If the previous evaluations are not complete or sufficient for establishing eligibility according to Tennessee State Standards, on the Referral page check the box for 'Out-of-state transfer.' Complete the Eligibility determination page and create a 60 day Eligibility Out-of-State document.
5. If comparable services can be provided, accept the IEP from out-of-state and enter into EasyIEP™ with a begin date of the Student's enrollment date in the school system. If comparable services cannot be provided, accept the IEP from out of state until a new IEP is developed and implemented. If you do not have the IEP from out-of-state, create a new IEP with services to accommodate the Student's needs.
6. When the Reevaluation Summary Review or Comprehensive Assessment is completed, create the following documents in EasyIEP™:
 - a. Create a new Eligibility Determination document with the current eligibility determination date and disability, and
 - b. Create a new IEP with the current date and data collected from the Reevaluation/Assessment.

Note: Most transfer students are considered as a reevaluation. Only when a comprehensive assessment is needed will students be initially evaluated under state of Tennessee criteria.

Create Draft

On the Create Draft page you can create an Eligible Documents, a Non-Eligible Document, SLD Documentation and an Out of State Transfer Eligibility document. The document that is created on the Create Draft and Create Final pages is driven from the selections on the previous pages of the Eligibility Process.

Create Draft Document
Abbie Marie Test

[New Mail!](#)

Select which document you would like to create:

- Eligibility Report- Eligible
- SLD Assessment Documentation

Note: You are about to create an Eligibility Report- Eligible document. If you believe this is the wrong type of eligibility document, please review the information on the Eligibility Determination page.

Eligibility Meeting Date:

Update Secondary Disability only. (Selecting this box indicates that only a secondary disability is being added, deleted or changed at this time and the primary disability has already been finalized. This selection will ensure that the eligibility timeline DOES NOT change.)

Remove **Draft** watermark.

Display Eligibility Errors
Create Draft Eligibility

Create Final

Any information entered on the Create Draft page will pull over the Create Final page. The information entered here will not transfer over to the IEP.

Create Final Document
Abbie Marie Test

[New Mail!](#)

Select which document you would like to create:

Eligibility Report- Eligible

Note: You are about to create an Eligibility Report- Eligible document. If you believe this is the wrong type of eligibility document, please review the information on the Eligibility Determination page.

Eligibility Meeting Date:

Update Secondary Disability only. (Selecting this box indicates that only a secondary disability is being added, deleted or changed at this time and the primary disability has already been finalized. This selection will ensure that the eligibility timeline DOES NOT change.)

Display Eligibility Errors
Create Final Eligibility

Back

Print/View Documents

On the Print/View Documents page, you can view all documents that have been created for the student.

Print/View Documents
Abbie Marie Test

[New Mail!](#)

Del	Doc ID	Date Generated	Generated By	Document	Received
<input type="checkbox"/>	11388	12/17/2014	Sheryn Ordway	Eligibility Report- Eligible	PDF (Draft)
<input type="checkbox"/>	11384	12/10/2014	Ruth Christopher	IEP Addendum	PDF (Draft)
<input type="checkbox"/>	11380	12/08/2014	Sheryn Ordway	IEP	PDF (Draft)
E	11379	12/01/2014	Sheryn Ordway	IEP	PDF <input type="checkbox"/>
E	11378	12/01/2014	Sheryn Ordway	Eligibility Report- Eligible	PDF <input type="checkbox"/>

IEP Process

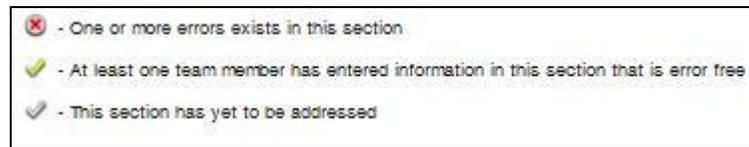
When Users select a student record, a new menu bar consisting of ‘Students,’ ‘Personal,’ ‘Eligibility,’ ‘IEP Process,’ ‘Early Childhood’ and ‘Documents’ appears. If the user has permissions to enter Restraint and Isolation incidents, they will also see menu items for ‘Restrains/Isolation’ and ‘View Restraint/Isolation Incidents.’



Select the IEP Process tab to begin the development of the student’s IEP information. Select each page on the IEP Process tab to enter and verify information. Items on the left side are required to complete the IEP while items on the right side may be updated at any time.



Note the legend at the bottom of the IEP Process tab:



On each page of the IEP Process tab is a group of buttons for 'Save,' 'Save and Continue' or 'Back.'



- Save – saves the information entered and stays on the same page
- Save and Continue – checks for any errors on the page (saves the information entered and returns to the previous page)
- Back – does not save any information entered and returns to the previous page

Personal Information Page

From the IEP Process tab, select the Personal Information page to verify the student’s demographic information and all required fields. EasyIEP™ Administrators may edit some of the student demographics except for the school and grade level.

The screenshot shows the 'IEP Process' page for a student named 'Abbie Marie Test'. The navigation menu includes 'Log Out', 'Main Menu', 'Students', 'My Docs', 'Wizards', 'Schools', 'School System', 'My Info', and a calendar icon. The 'IEP Process' tab is selected and highlighted with a red box. Below the menu, the 'Personal Information' button is also highlighted with a red box. Other buttons include 'Transition Services', 'Present Levels', 'Narratives', 'Goals and Objectives', 'Services and Supplemental Aids', 'Tennessee Alternate Assessment', 'Accommodations', 'Team', 'Parents', 'Contacts', 'Create Draft', 'Create Final', and 'Print/View'. A legend at the bottom explains the status icons: a red 'x' for errors, a green checkmark for error-free information, and a grey checkmark for unaddressed sections.

Verify the student data on the Personal Information page. If changes are needed, contact the Student Information System Administrator with changes for the SIS package. If information needs to be changed immediately before creating an IEP, post a message to the message board with the student’s full name, date of birth and the fields that need changing.

The EdPlan/EasyIEP™ Administrator 2014 has access to change the Student’s name, Student ID number, Social Security/PIN number, Date of Birth, Gender and Race. Keep in mind the student must have an enrollment record in the district’s SIS package and have a full enrollment record in EIS. The date on the school and grade level events must be on or after the student’s enrollment date.

Click the 'Save and Continue' button to return to the previous page.

Personal Information

View: Workspace

Abbie Marie Test

Name:	First: <input type="text" value="Abbie"/>	Middle: <input type="text" value="Marie"/>	Last: <input type="text" value="Test"/>	Suffix: <input type="text"/>
Student ID:	<input type="text" value="4441208"/>			
State ID Number:	<input type="text" value="1111111"/>			
Date of Birth:	<input type="text" value="11/10/1008"/> (Age: 14 Years)			
Gender:	<input type="text" value="Female"/>			
Grade:	<input type="text" value="10th Grade"/>			
School:	<input type="text" value="Sample School"/>			
Next School:	<input type="text" value="abc test school"/>			
Length of School Day:	<input type="text" value="7.00"/> hours (Std)			
Notes:	<div style="border: 1px solid gray; height: 40px;"></div>			
Home District:	<input type="text" value="-this school system-"/>		Serving District: <input type="text" value="-this school system-"/>	

--- Medicaid Eligibility Dates ---

Begin Date: End Date:

--- Parental Consent to bill for Medicaid Services ---

Signature Date: Begin Date: End Date:

--- Current Funding Option ---

Primary Option	Secondary Option	Option Begin Date	Percent of Day	
02		05/01/2014	9	Details

Reend current option(s) to EIS
 Reend Option History to Star Student
 TEIS Program

[Make this student inactive](#)
[Back](#) [Save and Continue](#)

Parents Page

From the IEP Process tab, select the Parents page to add parents, guardians and other important people outside the school district who are involved with the student’s IEP.

The screenshot shows the 'IEP Process' navigation menu for 'Abbie Marie Test'. The 'IEP Process' tab is highlighted in red. The menu items are arranged in two columns:

- Personal Information ✓
- Present Levels ✓
- Narratives ✓
- Goals and Objectives ✓
- Services and Supplemental Aids ✓
- Tennessee Alternate Assessment ✓
- Accommodations ✓
- Transition Services ✓
- Team ✓
- Parents ✓** (highlighted in red)
- Contacts
- Create Draft
- Create Final
- Print/View

Legend:

- ✘ - One or more errors exists in this section
- ✓ - At least one team member has entered information in this section that is error free
- ✓ - This section has yet to be addressed

Parents and Guardians Overview

The screenshot shows the 'Parents/Guardians Overview' page for 'Abbie Marie Test'. The view is set to 'Workspace'. The table below lists the current parent/guardian:

Name	Relation	Home Ph	Work Ph	Cell Ph	Student Lives Here	Guardian Responsibility	Include on IEP Team	
Heather Test	Mother	(731)530-4115			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Details

Buttons: Add More, Back, Save, Save and Continue

Adding a Parent/Guardian:

1. Select the 'Add More' button.

Students | Personal | Eligibility | IEP Process | Early Childhood | Documents | Restraints/Isolations | View Restraint Incidents

Parents/Guardians Abbie Marie Test

View:

There is no parental information for this student in the database

2. The following is the 'Add a Parent(s)/Guardian' page.

Add Parent(s)/Guardian Abbie Marie Test

Full Name:

Relationship:

Language:

Address:

City, State, Zip Code:

E-Mail:

Home Phone:

Instructions - For consistency, if both parents work, enter the father's work phone number first, and the mother's second.

Work Phone:

Comments:

3. The 'Student Lives Here' and 'Guardian Responsibility' must be checked for at least one parent/guardian. This is required to finalize the IEP. Select the 'Include on IEP Team' if the parent/guardian is part of the IEP Team.

Parents/Guardians Abbie Marie Test

View:

Del	Pos	New Pos	Name	Relation	Home Ph	Work Ph	Cell Ph	Student Lives Here	Guardian Responsibility	Include on IEP Team	Details
<input type="checkbox"/>		<input type="checkbox"/>	Mr and Mrs Parent	Both Parents	015-555-1212			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="button" value="Details"/>

4. When a student is age 18 or older, the student becomes their own guardian. The student's name must be on the Parent tab and must be marked as 'own guardian'

responsibility.' Also, include the student's address and mark 'Student lives here.' The only exception is if there is a court order where someone has power of attorney over the student.

5. Select the 'Save and Continue' button when all parent/guardian information is added and return to the previous page.

Team Page

From the IEP Process tab, select the Team page to add IEP Case Manager and Team Members.

The screenshot shows the 'IEP Process' page for student 'Abbie Marie Test'. The navigation bar includes 'Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info |' and a secondary bar with 'Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents'. The 'IEP Process' section contains two columns of buttons: 'Personal Information', 'Present Levels', 'Narratives', 'Goals and Objectives', 'Services and Supplemental Aids', 'Tennessee Alternate Assessment', 'Accommodations', 'Transition Services', 'Team', 'Parents', 'Contacts', 'Create Draft', 'Create Final', and 'Print/View'. The 'Team' button is highlighted with a red box. A legend at the bottom explains the status icons: a red X for errors, a green checkmark for error-free entries, and a grey checkmark for sections yet to be addressed.

The Team page is where users select the student’s IEP Team Members.

1. The ‘Case Manager’ is assigned by using the drop down box.
2. Parents are shown as IEP Team Members, if the box ‘Include on IEP Team’ is checked on the Parents tab.
3. Select the ‘Add More’ button to build the IEP team.

IEP Team Mark Test

View: Workspace

Case Manager: -none-

Parents, etc. who will receive IEP Information:

Remove from Team	Parent Name(s), Relationship
<input type="checkbox"/>	Amber Jackson, Mother

Other Users at Test School who can access IEP Information:

Remove from Team	Add Team Member	View Only?
	<input type="text"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>

[Add More](#)

Users associated with all schools who can access IEP Information:

Remove from Team	Add Team Member	View Only?
	<input type="text"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>

[Add More](#)

[Back](#)
[Save](#)
[Save and Continue](#)

- To add an IEP Team Member, select the dropdown arrow under 'Add Team Member.'
- To allow 'View Only' permissions, check the 'View Only' box to the right of their name.

IEP Team Abbie Marie Test

View: Workspace

Case Manager: Sheryn Test

Parents, etc. who will receive IEP Information:

Remove from Team	Parent Name(s), Relationship
<input type="checkbox"/>	Mr and Mrs Parent, Both Parents

Users associated with all schools who can access IEP Information:

Remove from Team	Add Team Member	View Only?
	<input type="text"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> Calvin Burden, Director Jerry Daniel Bush, State Monitor Eric Crawford, Legislative Auditor 1 Karen Daniels, Exec. Dir. Data Quality Kay Flowers, State Compliance Consultant Dolly Gerregano, IDEA 010 Preschool Consultant Miss. Monitor, State Early Childhood Data Mgr. 	<input type="checkbox"/>
		<input type="checkbox"/>

- Select the 'Save and Continue' button, when all IEP Team members are added.

Present Levels Page

From the IEP Process tab, select Present Levels page to add Assessment data.

The screenshot shows the 'IEP Process' page for 'Abbie Marie Test'. The navigation bar includes 'Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info | Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents'. The 'IEP Process' section contains buttons for: Personal Information, Present Levels, Narratives, Goals and Objectives, Services and Supplemental Aids, Tennessee Alternate Assessment, Accommodations, Transition Services, Team, Parents, Contacts, Create Draft, Create Final, and Print/View. The 'Present Levels' button is highlighted with a red box. A legend at the bottom explains the status icons: a red 'x' for errors, a green checkmark for error-free data, and a grey checkmark for unaddressed sections.

- Present Levels must include three years of current Assessments for the student’s current IEP.
- All students require at least one Pre-vocational/Vocational Assessment.
- If a student turns fourteen years of age during the life of the current IEP, an age appropriate Transition Assessment is required. (A Vocational Assessment can be a part of the Transition Assessment).

Add an Assessment

1. Select the 'Add Assessments' button.

Assessments Abbie Marie Test

View:

Del	Poe	New Poe	Assessment Area	Assessment	Subject Area	Scores Reported	Date Administered	Details
	1	<input type="checkbox"/>		+ Adaptive Behavior Evaluation Scale-Revised (ABES-R)			04/04/2013	Details
	2	<input type="checkbox"/>		+ Battelle Developmental Inventory-Second Edition (BDI-2)			00/27/2012	Details
	3	<input type="checkbox"/>		+ Basic Achievement Skills Inventory (BASI)			00/03/2013	Details

Note: An asterisk indicates a measurable (i.e. graphable) Score Type

2. Select an Assessment category, Assessment Area, subjects and type of 'Scores Reported' from the drop down lists for each Assessment. Subject areas for assessments, if applicable, populate automatically in the 'Subject Areas' column. Each Assessment Area must be marked as a 'PL- Area' to print on the IEP document. Assessments that have 'Eligibility' or 'Other' as Assessment Areas will not print on the IEP.

Add Assessment(s) Alice 619 Test

Add Assessments from a List

Assessment Area	Assessment	Subject Area	Scores Reported
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Note: Available Subject Areas and Score Types will appear above once an Assessment is selected

Custom Assessment	Subject Area	Scores Reported
<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> * EXCEPTIONAL YES/NO (REQUIRED) <input type="checkbox"/> Full Scale <input type="checkbox"/> Verbal <input type="checkbox"/> Performance

The Assessment Areas list is updated.

- PL-Vocational is now removed
- PL-Transition is split into 3 categories
 - PL-Transition
 - PL-Transition-Vocational
 - PL-Transition-Functional Vocational
- PL-Cognitive Processing is now removed
- PL-Gifted is now removed and replaced with
 - PL-Advanced Math
 - PL-Advanced Reading
 - PL-Advanced Science
 - PL-Advanced Social Studies
 - PL-Advanced Written Expression
- PL-Academics is now removed and replaced with
 - PL-Academics-Basic Reading Skills
 - PL-Academics-Listening Comprehension
 - PL-Academics-Math Calculation
 - PL-Academics-Math Problem Solving
 - PL-Academics-Oral Expression
 - PL-Academics-Reading Comprehension
 - PL-Academics-Reading Fluency
 - PL-Academics-Written Expression

3. Select the '+' symbol next to the Assessment to enter a date administered.

Del	Pos	New Pos	Assessment Area	Assessment	Subject Area	Scores Reported	Date Administered	Details
	1	<input type="checkbox"/>		<input checked="" type="checkbox"/> Adaptive Behavior Evaluation Scale-Revised (ABES-R)			04/04/2013	Details
	2	<input type="checkbox"/>		<input checked="" type="checkbox"/> Battelle Developmental Inventory-Second Edition (BDI-2)			00/27/2012	Details
	3	<input type="checkbox"/>		<input checked="" type="checkbox"/> Basic Achievement Skills Inventory (BASI)			00/03/2013	Details

4. Select additional 'Scores Reported,' if needed. Exceptional Yes/No is a required score on every assessment and is checked by default. Users are not required to select this score type and will not receive errors that are associated with omitting this score type.

PL-Academics	Woodcock Johnson III Tests of Achievement (WJ-Ach III)	Applied Problems	<input checked="" type="checkbox"/> * EXCEPTIONAL YES/NO (REQUIRED) <input type="checkbox"/> Full Scale <input type="checkbox"/> Verbal <input type="checkbox"/> Performance <input type="checkbox"/> Grade Equiv. <input type="checkbox"/> Age Equiv. <input type="checkbox"/> Stanine <input type="checkbox"/> Std. Score <input type="checkbox"/> Percentile Rank	03/30/2012	Details
--------------	--	------------------	--	------------	-------------------------

5. Select the 'Edit All Assessment Details' button.

Details All Assessments

Alice 619 Test
✉ [New Mail!](#)

Assessment Area:	PL-Academics-Basic Reading Skills
Assessment:	Wechsler Individual Achievement Test-Third Edition (WIAT-III)
Subject Area:	
Scores Reported:	* EXCEPTIONAL YES/NO (REQUIRED)
Date Administered:	<input type="text"/>
Describe the student's current performance and any impact on the mastery of grade level standards:	<div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>

Del	Date	* EXCEPTIONAL YES/NO (REQUIRED)
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

6. Complete the necessary details for all Assessments. Enter a Narrative for the Assessment. The Assessment Narrative text box on the 'Assessment Details' page must include the student's Present Levels of Performance. The test date will automatically default to the 'Date Administered.' Enter any other known test scores and test dates. Exceptional Yes/No is a required score on every assessment and is checked by default. Users are not required to select this score type and will not receive errors that are associated with omitting this score type.
7. Select the 'Save and Continue' button to return to the previous page.

Add Custom Assessments

1. To add a custom Assessment return to the Present Levels page and select 'Add Assessments' button.
2. Enter the name of the Custom Assessment, select the Assessment Area from the drop down list, enter the subject area(s) tested and select the type of 'Scores Reported' for the Custom Assessment. One to five subject areas may be entered for a Custom Assessment. Exceptional Yes/No are required scores reported on every assessment and are a default score type. Additional score types may be selected, if appropriate.
3. Select the 'Save and Continue' button to save information entered and return to the previous page.

Add Custom Assessments			
Assessment Area	Custom Assessment	Subject Area	Scores Reported
<input type="text" value="PL-Vocational"/>	<input type="text" value="Vocational assessment"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input checked="" type="checkbox"/> * EXCEPTIONAL YES/NO (REQUIRED) <input type="checkbox"/> Full Scale <input type="checkbox"/> Verbal <input type="checkbox"/> Performance <input type="checkbox"/> Grade Equiv. <input type="checkbox"/> Age Equiv. <input type="checkbox"/> Stanine <input type="checkbox"/> Std. Score <input type="checkbox"/> Percentile Rank <input type="checkbox"/> Number Correct <input type="checkbox"/> Number Incorrect <input type="checkbox"/> Score <input type="checkbox"/> Passed Y or N <input type="text"/> <input type="text"/>

4. Select the 'Edit Assessment Details' button.
Complete the necessary details for all Assessments. Enter a Narrative for the Assessment. The Assessment Narrative text box on the 'Assessment Details' page must include the student's Present Levels of Performance. The test score date will automatically default to the 'Date Administered' field. Enter any other scores and test dates available.
5. Select the 'Save and Continue' button to check for any errors and return to the previous page.

Reorder Assessments

Change the order of assessments by entering new positions in the 'New Pos' box.

Del	Pos	New Pos	Assessment Area	Assessment	Subject Area	Scores Reported	Date Administered	Details
	1	<input type="text"/>		Adaptive Behavior Evaluation Scale-Revised (ABES-R)			04/04/2013	Details
	2	<input type="text"/>		Battelle Developmental Inventory-Second Edition (BDI-2)			00/27/2012	Details
	3	<input type="text" value="2"/>		Basic Achievement Skills Inventory (BASI)			00/03/2013	Details
	4	<input type="text"/>		Vocational assessment				Details

Note: An asterisk indicates a measurable (i.e. graphable) Score Type

Buttons: Add Assessments, Edit All Assessment Details, Back, Save, Save and Continue

1. Enter a New Position number under the 'New Pos' column.
2. Select the 'Save' button.
3. Select the 'Save and Continue' button to return to the previous page.

Deleting Assessments

1. On the Present Levels page, view the student's assessments.

Del	Pos	New Pos	Assessment Area	Assessment	Subject Area	Scores Reported	Date Administered	Details
	1	<input type="text"/>		Adaptive Behavior Evaluation Scale-Revised (ABES-R)			04/04/2013	Details
	2	<input type="text"/>		Battelle Developmental Inventory-Second Edition (BDI-2)			00/27/2012	Details
	3	<input type="text" value="2"/>		Basic Achievement Skills Inventory (BASI)			00/03/2013	Details
	4	<input type="text"/>		Vocational assessment				Details

Note: An asterisk indicates a measurable (i.e. graphable) Score Type

Buttons: Add Assessments, Edit All Assessment Details, Back, Save, Save and Continue

Narratives Page

From the IEP Process tab, select the Narratives page to enter a current descriptive of student’s strengths, parent concerns and how the student’s disability affects involvement in the general curriculum. Considerations of special factors for IEP development must also be addressed.

The screenshot shows the 'IEP Process' page for 'Abbie Marie Test'. The navigation bar includes 'Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info | Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents'. The 'IEP Process' section contains the following items:

- Personal Information ✓
- Present Levels ✓
- Narratives** ✓
- Goals and Objectives ✓
- Services and Supplemental Aids ✓
- Tennessee Alternate Assessment ✓
- Accommodations ✓
- Transition Services ✓
- Team ✓
- Parents ✓
- Contacts
- Create Draft
- Create Final
- Print/View

Legend:

- ✘ - One or more errors exists in this section
- ✓ - At least one team member has entered information in this section that is error free
- ✓ - This section has yet to be addressed

All text fields on the Narratives page must have an entry. There is a 'Save' button after each text field. Select any of the 'Save' buttons to save the entire Narratives page.

1. Enter any relevant information and select the 'Save' button. If information is not available or known, enter 'N/A' in the appropriate text field. Each Narratives field has a spell check icon.

Narratives		Alice 619 Test
<div style="border: 1px solid gray; padding: 5px; display: inline-block;">  NOTE: Each "Save" button, when pressed, will update all data entered on this page. </div>		
Current Descriptive Information		
Describe the student's strengths:		
Save		
Describe the concerns of the parents regarding their child's education:		
Save		
Describe how the disability adversely impacts the student's access to and participation in the general education curriculum.		
Save		
Medical Information		
Medical Information Summary		
Save		

- When selecting from the drop down menus for 'Consideration of Special Factors for IEP Development,' users must enter the sub-question. If a user picks 'No' in the first question, they must pick 'NA' as their answer for the sub-question(s).

Consideration of Special Factors for IEP Development	
1. Does the student have limited English proficiency?	<input type="text"/>
1a. If yes, what is his/her primary mode of language?	<input type="text"/>
2. Is the student blind or visually impaired?	<input type="text"/>
2a. Does the student need instruction in Braille?	<input type="text"/>
3. Does the student have communication needs?	<input type="text"/>
3a. If the student has special communication needs, describe:	<input type="text"/>
4. Is the student deaf or hard of hearing?	<input type="text"/>
4a. If the student is deaf or hard of hearing, did the IEP team consider the student's language and communication needs?	<input type="text"/>
4b. If the student is deaf or hard of hearing, did the IEP Team consider opportunities for direct communications with peers and professional personnel in the student's language and communication mode?	<input type="text"/>
4c. If the student is deaf or hard of hearing, did the IEP Team consider necessary opportunities for direct instruction in the student's language and communication mode?	<input type="text"/>
5. Is Assistive Technology necessary in order to implement the student's IEP?	<input type="text"/>
5a. If Assistive Technology is required to implement the IEP, describe the Assistive Technology that is needed?	<input type="text"/>
6. Does the student's behavior impede his/her learning or that of others?	<input type="text"/>
6a. If the student's behavior impedes their learning or the learning of others, the IEP Team has addressed the student's behavior in the following way(s):	<input type="checkbox"/> Functional Behavior Assessment <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> Accommodations <input type="checkbox"/> Goals and Objectives <input type="checkbox"/> Other
6b. If you chose "Other", provide a description:	<input type="text"/>
7. Does the student demonstrate cognitive processing deficits that impact his/her classroom performance and warrant consideration in the development of the IEP (i.e. accommodation use)?	<input type="text"/>
7a. If you chose Yes, please explain:	<input type="text"/>

- When completed, select the 'Save and Continue' button to return to the previous page.

Tennessee Alternate Assessment Page

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info |

Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents

IEP Process Abbie Marie Test

Personal Information ✓	Transition Services ✓
Present Levels ✓	Team ✓
Narratives ✓	Parents ✓
Goals and Objectives ✓	Contacts
Services and Supplemental Aids ✓	Create Draft
Tennessee Alternate Assessment ✓	Create Final
Accommodations ✓	Print/View

✘ - One or more errors exists in this section
✔ - At least one team member has entered information in this section that is error free
✔ - This section has yet to be addressed

When the Psychologist determines the student meets the Tennessee Alternate Assessment Criteria, the IEP Team must determine whether the student qualifies for the Tennessee Alternate Assessment.

The new Tennessee Alternate Assessment Decision tree must be addressed to show the student meets the criteria for the Tennessee Alternate Assessment. Once this page is updated, the Accommodations page will show the Tennessee Alternate Assessment active as 'Participating.'

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence [check if used]
1. The student has a significant cognitive disability. <input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<ul style="list-style-type: none"> • Results of Individual Cognitive Ability Test • Results of Adaptive Behavior Skills Assessment • Results of individual and group administered achievement tests • Results of informal assessment • Results of individual reading assessments • Results of district-wide alternate assessments • Results of language assessments including English language learner (ELL) language assessment if applicable
2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS). <input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.</p>	<ul style="list-style-type: none"> • Examples of curriculum, instructional objectives and materials including work samples • Present levels of academic and functional performance, goals and objectives from the IEP • Data from scientific research-based interventions • Progress monitoring data
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and-age-appropriate curriculum. <input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<ul style="list-style-type: none"> • Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction • Teacher collected data and checklists • Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 12 and older

The student is eligible to participate in the Tennessee Alternate Assessment if all responses above are marked Yes.

Additional Considerations Not to Use in Reviewing Evidence

1. A disability category or label
 2. Poor attendance or extended absences
 3. Native language/social/cultural or economic difference
 4. Expected poor performance on the general education assessment
 5. Academic and other services received
 6. Educational environment or instructional setting
 7. Percent of time receiving special education
 8. English Language Learner (ELL) status
 9. Low reading level/achievement level
 10. Anticipated disruptive behavior
 11. Impact of test scores on accountability system
 12. Administrator decision
 13. Anticipated emotional duress
 14. Need for accommodations, e.g., assistive technology/AAC to participate in assessment process.
- Evidence shows that the decision for participating in the Tennessee Alternate Assessment was not based on the above list.

Back

Save

Save and Continue

Accommodations Page

Participations and Accommodations pages have been combined into one page and labeled as Accommodations. From the IEP Process tab, select the Accommodations page.

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info |

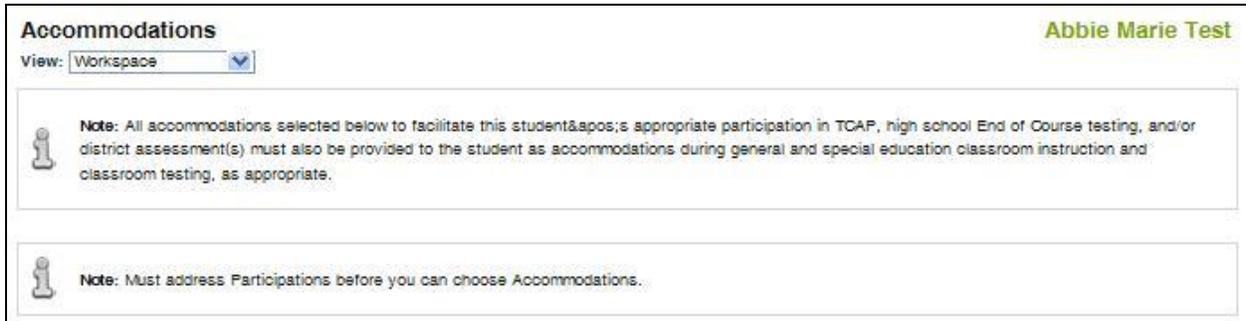
Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents

IEP Process Abbie Marie Test

Personal Information ✓	Transition Services ✓
Present Levels ✓	Team ✓
Narratives ✓	Parents ✓
Goals and Objectives ✓	Contacts
Services and Supplemental Aids ✓	Create Draft
Tennessee Alternate Assessment ✓	Create Final
Accommodations ✓	Print/View

✘ - One or more errors exists in this section
✔ - At least one team member has entered information in this section that is error free
✔ - This section has yet to be addressed

At the top of the Accommodations page, a text box displays guidelines for TCAP, EOC and District Assessment testing accommodations in a student’s general and special education classroom instruction.



- Each Participation Area defaults to a Participation Level of ‘Not Applicable.’
- The Accommodations page contains both the ‘Classroom and Behavior Participations’ (a-r) and ‘Testing Accommodations for State & District Mandated Tests.’
- If a student qualifies for the Tennessee Alternate Assessment, the Accommodations page will show the Tennessee Alternate Assessment (Grade 3-11) as ‘Participating.’
- Participations selected ‘With Accommodations/Modifications’ automatically appear on the ‘Accommodations’ page after selecting ‘Update the database’ button.

Adding Participations

Users first select Participation Level and click 'Save' to save selections or click 'Add Accommodations' to save selection and continue to the next page to add accommodations.

Each Participation Area/subject defaults to 'Not Applicable' for a new student record. If a dropdown item has an existing Participation Area, the system retains those choices in the workspace. There is a 'Reset Participation Level' button to reset all Participations to 'Not Applicable.'

1. Choose the appropriate 'Participation Level' from the drop down menu for each applicable 'Participation Area.' Select the 'Save' button to save selected Participation Areas.

The screenshot shows a 'Reset Participation Levels' button at the top. Below it is a table with two columns: 'Classroom/Activities' and 'State/District Assessments'. Each row has a 'Participation Level' dropdown menu. The 'Classroom/Activities' column includes items like Reading, English/Language Arts, Spelling, Writing, Math, Science, Social Studies, History, Health, Economics, Physical Education, and Music/Art. The 'State/District Assessments' column includes items like TCAP English/Reading/Language Arts Achievement (Grades 3-8), TCAP Mathematics Achievement (Grades 3-8), TCAP Science Achievement (Grade 3-8), TCAP Social Studies Achievement (Grades 3-8), TCAP Writing (Grades 5, 8, 11), TCAP Constructed Response Assessment, TCAP End of Course Algebra I, TCAP End of Course Algebra II, TCAP End of Course Biology I, TCAP End of Course English I, TCAP End of Course English II, and TCAP End of Course English III. A red box highlights the dropdown menu for 'TCAP End of Course English I', which is currently set to 'Not Applicable' and has a dropdown arrow. The dropdown menu is open, showing options: 'Accommodations', 'No Accommodations', 'Add Accommodations', 'Preparing for Assessment', 'Assessment Completed', and 'Not Applicable'.

2. Select 'Add/View Accommodations' to continue with adding Accommodations for the selected Participation Areas.

The screenshot shows the 'Accommodations' interface for a student named 'Abbie Marie Test'. At the top, there is a 'View: Workspace' dropdown. Below this are two informational notes: 'Note: If you have a student participating in the ACT, contact your District Testing Accommodations Coordinator for more information about the use of State & ACT Allowable Accommodations.' and 'Note: Choose correct Area (classroom, behavior, T-OAP, etc.) from pull-down menu to see appropriate accommodations for that area.' Below the notes is a table with two columns: 'General Education/Special Education Nonacademic Services and Activities' and 'Supplemental Aids/Services Modifications/Accommodations Assistive Technology'. The table has two rows: 'b. English/Language Arts' and 'TCAP End of Course English I'. For each row, there is an 'Add List Accommodations' button. Below the table, there are 'Back', 'Save', and 'Save and Continue' buttons.

TCAP EOC Gateway Test Summary

Enter TCAP EOC/Gateway Test Summary in the accommodations page. The student must be in grades 9-12 for the ECO Summary Score data to display.

1. Enter EOC/Gateway Test Summary by selecting the 'Assessment Completed' in the Participation Level and click 'Save.'

TCAP Writing (Grades - All)	Not Applicable
TCAP Constructed Response Assessment (Grades 3 and 7 Only)	Not Applicable
TCAP Gateway Mathematics (Grades 9-12)	Not Applicable
TCAP Gateway Language Arts (Grades 9-12)	Not Applicable
TCAP Gateway Science (Grades 9-12)	Not Applicable
TCAP End of Course Algebra I	Not Applicable
TCAP End of Course Algebra II	Not Applicable
TCAP End of Course Biology I	No Accommodations Accommodations ELSA
TCAP End of Course Chemistry	Preparing for Assessment Assessment Completed
TCAP End of Course English I	Not Applicable
TCAP End of Course English II	Not Applicable

2. On the Accommodations page enter the test status summary for Proficiency level, Date and if the student passed the course.
3. Check the 'Met Graduation Requirement' box if the student met the graduation requirement.

TCAP Gateway Mathematics (Grades 9-12)	Assessment Complete			
	Test Status Summary			
	Score	Performance Level	Date	Met Graduation Requirement of Passing Course
	98	Advanced	06/27/2012	<input checked="" type="checkbox"/>

TCAP - English Linguistically Simplified Assessment (ELSA)

ELSA is listed as a selection for Participation Level under the four TCAP Achievement subject areas and added as a Participation Level for EOC Algebra I and English II. The following Participation Areas have the ELSA Participation Level:

- TCAP English (3-8)
- TCAP Math (3-8)
- TCAP Science (3-8)
- TCAP Social Studies (3-8)
- EOC Algebra I
- EOC English II

State/District Assessments	Participation Level
TCAP English/Reading/Language Arts Achievement (Grades 3-8)	ELSA
TCAP Mathematics Achievement (Grades 3-8)	Not Applicable
TCAP Science Achievement (Grades 3-8)	Not Applicable
TCAP Social Studies Achievement (Grades 3-8)	Not Applicable
TCAP Writing (Grades 6, 8, 11)	Not Applicable
TCAP Constructed Response Assessment	Not Applicable
TCAP End of Course Algebra I	ELSA
TCAP End of Course Algebra II	Not Applicable No Accommodations Accommodations Alternate Portfolio 1% ELSA Preparing for Assessment Assessment Completed
TCAP End of Course Biology I	
TCAP End of Course English I	
TCAP End of Course English II	Not Applicable

WIDA - World-Class Instructional Design and Assessment for ELs English Language Proficiency

1. Select WIDA on the Accommodations page.

World-Class Instructional Design and Assessment (WIDA)	Not Applicable
ACT	Not Applicable
EXPLORE	No Accommodations Accommodations Preparing for Assessment Assessment Completed
PLAN	Not Applicable

2. Select the appropriate Participation Level from the drop down list.
3. Select 'Save' after all Participation Areas are selected.
4. Select 'Add/View Accommodation' to continue adding Accommodations for each Participation.

Tennessee Alternate Assessment

The IEP Team must address the Tennessee Alternate Assessment page, if a student qualifies for the Alternate Assessment. The Participations page will show the Tennessee Alternate Assessment as Participating.

Tennessee Alternate Assessment (Grades 3-11)	Participating
District Assessment 1:	Not Applicable ▼

Adding Accommodations

Each Participation Area lists the appropriate ‘Accommodations’ for each classroom activity or state/district assessment.

1. Click the ‘Add List Accommodations’ button to select the appropriate Accommodations for each Participation Area.
2. Click ‘Save’ button to save selections.

The screenshot displays the 'Accommodations' page for a student named 'Abbie Marie Test'. At the top, there is a 'View: Workspace' dropdown menu. Below this, two informational notes are provided: one regarding ACT participation and another about selecting the correct area. The main content is organized into two columns. The left column, titled 'General Education/Special Education Nonacademic Services and Activities', lists 'b. English/Language Arts' and 'c. Spelling'. The right column, titled 'Supplemental Aids/Services Modifications/Accommodations Assistive Technology', contains a table with a 'Delete' button and a 'List Accommodation(s)' column. The table lists 'Assignments - Additional Time'. Below the table are buttons for 'Add List Accommodations' and 'Add Custom Accommodations'. At the bottom of the page are 'Back', 'Save', and 'Save and Continue' buttons.

Note: The accommodations for TCAP, Gateway, EOC, ACT, Explore and Plan assessments must not be altered. If these accommodations are edited, an error message appears when creating the draft IEP document.

Note: The Extended Time accommodation reads as: ‘A. Extended Time - (only allowed if Flexible Setting and Flexible Scheduling are selected from Allowable Accommodations for this test and if extended time is used in classroom. IEP Team determines extended time limits.)

Note: The Allowable and Special Accommodations match the Accommodations chart on the state’s website. If needed, please visit the following link for more information:

http://www.state.tn.us/education/assessment/doc/Allow_Accomm_Chart_10_11.pdf

http://www.tn.gov/education/assessment/doc/Spec_Accomm_Chart_10_11.pdf

ACT, EXPLORE and PLAN

1. The ACT, EXPLORE and PLAN are listed within the same list as the regular subjects and other state assessments.
2. Select the Participation Level for each assessment as needed.
3. Click 'Add/View Accommodations' to add accommodations, if needed.



4. Select the 'Add List Accommodations' button.



5. Select the appropriate accommodation from the corresponding list.



6. Please note that the accommodations for the ACT are listed in two categories:
 - ACT - ACT Approved Accommodations
 - ACT - Tennessee State Approved Allowable and Special Accommodations

7. For more information, please visit the following website:
<http://state.tn.us/education/assessment/ACTtesting.shtml>

Note: If a student is participating in the ACT assessment, contact the District Testing Accommodations Coordinator for more information about the use of State & ACT Allowable Accommodations.

Additional Subject Areas

Three custom Participation Areas are available for subjects areas not listed on the Accommodations page. Enter text into the 'Other Participation Area' fields and choose the appropriate Participation level.

s. Other 1: <input type="text" value="Name of Custom Participation Subject Area"/>	<input type="text" value="Not Applicable"/>
t. Other 2: <input type="text"/>	<input type="text" value="Not Applicable"/>
u. Other 3: <input type="text"/>	<input type="text" value="Not Applicable"/>

Additional District Assessments

Each district has the option to enter three 'District Assessment' test at the bottom of the Accommodations page. The 'District Assessment' is selected from the extensive list of assessments by selecting the dropdown arrow. If the District Assessment requires accommodations, it must be marked on the Accommodations page.

District Assessment 1: <input type="text"/>	<input type="text" value="Not Applicable"/>
District Assessment 2: <input type="text"/>	<input type="text" value="Not Applicable"/>
District Assessment 3: <input type="text"/>	<input type="text" value="Not Applicable"/>

Information on the Accommodations page regarding the Participation Area and Participation Level must be completed before Accommodations are added.

Goals & Objectives Page

Access Goals and Objectives information by selecting the Goals and Objectives page on the IEP Process tab. Add Custom Goals & Objectives or add Goals and Objectives from a Goal Bank.

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info |

Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents

IEP Process Abbie Marie Test

Personal Information ✓	Transition Services ✓
Present Levels ✓	Team ✓
Narratives ✓	Parents ✓
Goals and Objectives ✓	Contacts
Services and Supplemental Aids ✓	Create Draft
Tennessee Alternate Assessment ✓	Create Final
Accommodations ✓	Print/View

✘ - One or more errors exists in this section
✓ - At least one team member has entered information in this section that is error free
✓ - This section has yet to be addressed

Adding Goals

1. From the main Goals and Objectives page, select the 'Add Custom Goal' button.
2. Enter a Measurable Annual Goal.

Abbie Marie Test

Add Custom Annual Goals

Sample Template
 Given _____ (condition/materials/setting/accommodation),
 _____ (student name) will _____ (do what measurable/
 observable skill/behavior in functional terms), _____ (to what
 extent/how well to determine mastery), _____ (# of
 times/frequency/how consistently), by _____ (how often)
 evaluated/determined by _____ (measure).

Enter up to 10 new custom annual goals:

3. Select an Area of Need and click 'Save and Continue' button to return to the previous page.

Abbie Marie Test

Annual Goals
View: Workspace

Area of Need	ESY	Annual Goal	# Obje	
Academics-Basic Reading Skills	<input type="checkbox"/>	Given 2-4 letter words with only one vowel and no digraphs, Donna will decode the word using the phonetic strategies to break apart the word into sounds and then blend the sounds together so she can read 50 words per minute or 3 consecutive weekly probes.	0	Details

Academic Readiness

Academics-Basic Reading Skills

Academics-Listening Comprehension

Academics-Math Calculation

Academics-Math Problem Solving

Academics-Oral Expression

Academics-Reading Comprehension

Academics-Reading Fluency

Academics-Written Expression

[Add Custom Annual Goals](#)

[Add Annual Goals from Bank](#)

[Edit All Goal Details](#)

[Back](#) [Save](#) [Save and Continue](#)

Note: The Area of Need list on the Goals and Objectives page now matches the Assessment Areas list on the Present Levels page

- PL-Vocational is now removed
- PL-Transition is split into 3 categories
 - PL-Transition
 - PL-Transition-Vocational
 - PL-Transition-Functional Vocational
- PL-Cognitive Processing is now removed
- PL-Gifted is now removed and replaced with
 - PL-Advanced Math
 - PL-Advanced Reading
 - PL-Advanced Science
 - PL-Advanced Social Studies
 - PL-Advanced Written Expression
- PL-Academics is now removed and replaced with
 - PL-Academics-Basic Reading Skills
 - PL-Academics-Listening Comprehension
 - PL-Academics-Math Calculation
 - PL-Academics-Math Problem Solving
 - PL-Academics-Oral Expression
 - PL-Academics-Reading Comprehension
 - PL-Academics-Reading Fluency
 - PL-Academics-Written Expression

If any of these items are selected from the Assessment Areas list on the Present Levels page, then the matching item must be selected from the Area of Need list on the Goals and Objectives page.

- PL-Academics-Basic Reading Skills
- PL-Academics-Listening Comprehension
- PL-Academics-Math Calculation
- PL-Academics-Math Problem Solving
- PL-Academics-Oral Expression
- PL-Academics-Reading Comprehension
- PL-Academics-Reading Fluency
- PL-Academics-Written Expression

- For more information on the TN Core Curriculum Standards, please visit the following web site: <http://www.tncurriculumcenter.org/> Goals are added for the regular school year and the extended school year (ESY). If a goal is addressed during Extended School Year, enter the goal a second time for ESY and indicate this by checking the 'ESY' checkbox.

Area of Need	ESY	Annual Goal	# Objects	Details
Academics-Basic Reading Skills	<input checked="" type="checkbox"/>	Given 2-4 letter words with only one vowel and no digraphs, Donna will decode the word using the phonetic strategies to break apart the word into sounds and then blend the sounds together so she can read 50 words per minute or 3 consecutive weekly probes.	0	Details

- Edit details on all goals by clicking 'Edit All Goal Details' button.

Academics	<input type="checkbox"/>	Writing - English II: Apply Standard English, including usage, mechanics, spelling, and sentence structure. [CLE 3002.3.4]	2	Details
Transition	<input type="checkbox"/>	Life Skills	1	Details
Communication	<input checked="" type="checkbox"/>	Communication - English II: Demonstrate effective oral and nonverbal communication skills to express ideas and to present information in a variety of oral contexts. [CLE 3002.2.1]	1	Details

Adding Objectives

Short term objectives or benchmarks are only required in the IEPs of children who take Alternate Assessments aligned to Alternate Achievement standards. Should an IEP team wish to add short-term objectives for students outside of the Alternate Assessment population, this option is available in the system.

Add objectives on the Goals and Objectives page by selecting the 'Details' button beside each goal on the Annual Goals page. Select 'Add Custom Objectives' or 'Add Objectives from Bank' button. Objectives must be measurable and aligned to the Measurable Annual Goal.

1. Select the 'Details' button for each Goal.
2. Select the 'Add Custom Objective(s)' button.

3. Enter Objective and Objective Details.

Select Evaluation Procedure

Select the Evaluation Procedure on the Objective details page. On the Objective details page, Rubric, Progress Monitoring and Universal Screener have been added as evaluation procedures.

Banking Goals and Objectives

This feature allows for creation of a Goals Bank for use when adding goals to the Goals and Objectives page. The banking option allows users to import the goals used on a regular basis to a Goal Bank. Users can develop their banks from the goal lists, by adding custom goals/objectives or by importing existing goals from students on their caseload.

Adding Annual Goals to Bank

1. Select Add Annual Goals from Bank.

Annual Goals

View: ▼

Aunt Bee Test

[New Mail!](#)

No annual goals have been assigned for this student

[Add Custom Annual Goals](#)

[Add Annual Goals from Bank](#)

[Edit All Goal Details](#)

[Back](#)

[Save](#)

[Save and Continue](#)

2. Select Manage your Bank of Goals.

Add Annual Goal(s) from Bank

Category: ▼

There are no Goals in your bank with no Category set

Aunt Bee Test

[New Mail!](#)

[Manage your Bank of Goals](#)

[Back](#)

3. Add Custom Goals or Import Goals to my Goal Bank from Caseload.

4. Select Import Goals to my Goal Bank from my Caseload.

There are no Goals in your bank

 **Note:** To add custom goals to your goal bank, enter them below:

Goal Text
<small>abc ✓</small>
<small>abc ✓</small>
<small>abc ✓</small>
<small>abc ✓</small>

Import Goals to my Goal Bank from my Caseload

Edit Categories for my Goal Bank

Back
Save
Save and Continue

5. Select one or more of the following:
 - a. Create Categories from the Goal Area of the Goal
 - b. Only import goals from ABC Student
 - c. Only include students for whom I am Case Manager

Import Annual Goals to Goal Bank

- Only import goals from Aunt Bee Test
- Only include students for whom I am Case Manager
- Create Categories from the Goal Area of the Goal

Back
Save and Continue

Ruth Christopher
 [New Mail!](#)

6. Select Category to Import.

7. Select the goal to add to the goal bank.

8. Select 'Save and Continue.'

9. Repeat steps 4-6 as needed. When finished importing goals and categories, Click 'Save and Continue.'

Adding Annual Goals from Goal Bank:

1. From the IEP Process tab, select the Goals and Objectives page.
2. Select the 'Add Annual Goals from Bank' button on the Annual Goals page.
3. Select a category you want to import to the goal bank.

4. Select the goals to add to the goal bank and then click Save and Continue.

Add Annual Goal(e) from Bank

Aunt Bee Test
✉ [New Mail!](#)

Category: Academios-Basio Reading Skills

Add	Goal
<input checked="" type="checkbox"/>	Given 2-4 letter words with only one vowel and no digraphs, Donna will decode the word using the phonetic strategies to break apart the word into sound she can read 50 words per minute or 3 consecutive weekly probes.
<input type="checkbox"/>	Given _____ (condition/materials/setting/accommodation), _____ (student name) will _____ (do what measurable/ observable skill/behavior in fun well to determine mastery), _____ (# of times/frequency/how consistently), by _____ (how often) evaluated/determined by _____ (measure).

Manage your Bank of Goals
Back Save and Continue

5. The goal will import to the current student’s Goals page. Select an Area of Need.
6. Repeat steps 2-5 as needed.

Edit Categories in Goal Bank

Creating categories in a goal bank organizes the goals by subject area. To add categories:

1. From the Goals and Objectives page, select Add Annual Goals from Bank.

Annual Goals

View: Workspace

Aunt Bee Test
✉ [New Mail!](#)

No annual goals have been assigned for this student

Add Custom Annual Goals
Add Annual Goals from Bank
Edit All Goal Details

Back Save Save and Continue

2. Select Manage your Bank of Goals.

Add Annual Goal(e) from Bank

Aunt Bee Test
✉ [New Mail!](#)

Category: -none-

There are no Goals in your bank with no Category set

Manage your Bank of Goals
Back

3. Select Edit categories for my Goal Bank.

Manage Annual Goal Bank **Sheryn Ordway**
✉ [New Mail!](#)

Category:

There are no Goals in your bank

Import Goals to my Goal Bank from my Caseload

Edit Categories for my Goal Bank

Back **Save** **Save and Continue**

4. Categories entered into a Goal Bank appear at the top of the following page. Enter new categories in the table below.

Manage Annual Goal Bank Categories **Sheryn Ordway**
✉ [New Mail!](#)

Note: Deleting a category will place any goals currently in that category into the '-none-' category

Del	Pos	New Pos	Num Goals	Category
			4	-none-
<input type="checkbox"/>	1	<input type="text"/>	8	Academics
<input type="checkbox"/>	2	<input type="text"/>	4	Transition Vocational
<input type="checkbox"/>	3	<input type="text"/>	4	Social/Emotional Behavior
<input type="checkbox"/>	4	<input type="text"/>	3	Pre-vocational

 **Note:** To add categories, enter them below:

New Category

Back
Save
Save and Continue

- Click Save and Continue when finished.

Once the categories are assigned, each goal is saved under the selected category and removed from the main Goal Bank screen. To access these goals select the category from Add Annual Goals from Bank screen.

Delete Goals from Goal Bank

- From the Goals and Objectives page, select Add Annual Goals from Bank.

Annual Goals

View: Workspace ▼

Aunt Bee Test

✉ [New Mail!](#)

 No annual goals have been assigned for this student

Add Custom Annual Goals

Add Annual Goals from Bank

Edit All Goal Details

Back
Save
Save and Continue

- Select Manage Your Bank of Goals.

Add Annual Goal(s) from Bank **Aunt Bee Test**
✉ [New Mail!](#)

Category:

There are no Goals in your bank with no Category set

Manage your Bank of Goals

Back

3. Select a category in which the goal is pre-assigned.

Add Annual Goal(s) from Bank **Abbie Marie Test**
✉ [New Mail!](#)

Category:

There are no Goals in your bank with no Category set

Academics-Reading Comprehension

-none-

Pre-vocational

Academics-Basic Reading Skills

Academics-Reading Comprehension

Academics-Math Problem Solving

Academics-Math Calculation

Academics

4. Select the Manage your Bank of Goals button.

Add Annual Goal(s) from Bank **Abbie Marie Test**
✉ [New Mail!](#)

Category:

Add	Goal
<input type="checkbox"/>	Given a passage or story at a 6th grade level, Delia will answer comprehension questions, both implicit and explicit, with 80% accuracy on 3 consecutive reading probes.

Manage your Bank of Goals

Back **Save and Continue**

5. Select the goal(s) you want deleted and click Save.

Manage Annual Goal Bank **Ruth Christopher**
✉ [New Mail!](#)

Category:

Del	Pos	New Pos	Category	Goal Text
<input checked="" type="checkbox"/>	1	<input type="text"/>	Academics-Reading Comprehension	Given a passage or story at a 6th grade level, Delia will answer comprehension questions, both implicit and explicit, with 80% accuracy on 3 consecutive reading probes.

6. Report step 3 -5 until all goals have been deleted as needed.
7. Click Save and Continue to return to the Add Annual Goals from Bank.
8. Click IEP Process to return to the IEP Process tab.

Services and Supplemental Aids Page

All Special Educations Services, Related Services and Supplemental Aids are added on the page titled 'Services and Supplemental Aids.' From the IEP Process tab select 'Services and Supplemental Aids' page.

The screenshot shows the IEP Process interface for a student named Abbie Marie Test. At the top, there is a navigation bar with links: Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info | [Calendar icon]. Below this is a secondary navigation bar: Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents. The main content area is titled 'IEP Process' and 'Abbie Marie Test'. It contains two columns of blue buttons. The left column includes: Personal Information (with a checkmark), Present Levels (with a checkmark), Narratives (with a checkmark), Goals and Objectives (with a checkmark), **Services and Supplemental Aids** (with a checkmark and a red box around it), Tennessee Alternate Assessment (with a checkmark), and Accommodations (with a checkmark). The right column includes: Transition Services (with a checkmark), Team (with a checkmark), Parents (with a checkmark), Contacts, Create Draft, Create Final, and Print/View. Below the buttons is a legend: a red 'x' icon indicates 'One or more errors exists in this section'; a green checkmark icon indicates 'At least one team member has entered information in this section that is error free'; and a grey checkmark icon indicates 'This section has yet to be addressed'.

Abbie Marie Test
[New Mail!](#)

Services and Supplemental Aids
View: Workspace

Special Ed Services

Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)
<input type="checkbox"/>	1	<input type="checkbox"/>	Academics	5 per W 00 min	<input type="checkbox"/>	<input type="checkbox"/>	14.20	05/01/2013 01:00 12/01/2013 01:00	Sheryn Test	Special Ed Setting	- Assigned School -

[Add Special Ed Services](#)

Related Services

Del	Pos	New Position	Related Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)	
<input type="checkbox"/>	1	<input type="checkbox"/>	Speech/Language Therapy	2 per W 30 min	<input type="checkbox"/>	<input type="checkbox"/>	2.80	05/01/2013 01:00 12/01/2013 01:00	Sheryn Test	Special Ed Setting	- Assigned School -	Details

[Add Related Services](#)

Note: All supplemental aids must begin with 'AT-' for inclusion on IEP.

Supplemental Aids

Del	Pos	New Position	Supplemental Aids	Num Sessions / Session Length	Start Date / End Date
<input type="checkbox"/>	1000	<input type="checkbox"/>	AT-Adapted Keyboard	5 per W 30 min	08/01/2013 01:00 12/31/2013 01:00

[Add Supplemental Aids](#)

LRE and General Education

Explain the extent, if any, in which the student will not participate with non-disabled peers in the regular class:	Aberfall needs to be in a small group setting to learn to communicate and play with age appropriate peers.
Explain the extent, if any, in which the student will not participate with non-disabled peers in extracurricular and nonacademic activities:	N/A
and/or, his/her LEA Home School:	N/A

Extended School Year

Date ESY program was/will be determined:	11/10/2012 01:00
Indicate the IEP Team's determination of student eligibility for Extended School Year:	The IEP Team has determined that ESY is not required.

Census Information Section

***Note:** For Services Plan, you must enter a date in Parentally Placed Private School Field. Choose option 2 from Status of Service drop down menu from below.

Status of Service:	<input checked="" type="radio"/> 1. Full Special Education Support Service <input type="radio"/> 2. Enrolled in private program at choice of parent and at parent's expense, with special education services provided by the LEA <input type="radio"/> 3. Receiving some special education services but less than recommended service <input type="radio"/> 4. Enrolled in school, public or private, but not receiving needed special education from the LEA <input type="radio"/> 5. Not enrolled in any education program
Reason For Less Than Full Service - Only Answer if Status of Service is 3,4, or 5:	<input type="text"/>
For District Use Only - Make a selection in this box only if the student has a contractual agreement signed by the TN Commissioner of Education Contractual Services:	<input type="text"/>

[View All Service Details](#)

[Back](#) [Save](#) [Save and Continue](#)

Special Education Services

Special Ed Services, Least Restrictive Environment (LRE) and Extended School Year (ESY) are added on the Services and Supplemental Aids page.

1. On the Services and Supplemental Aids page select the 'Add Special Ed Services' button.

The screenshot shows the 'Services and Supplemental Aids' page for user 'Abbie Marie Test'. At the top, there is a 'View: Workspace' dropdown and a 'New Mail!' link. Below this is a section titled 'Special Ed Services' containing a table with the following columns: Del, Pos, New Position, Special Ed Services, Num Sessions / Session Length, Consultation, ESY, Pct, Start Date / End Date, Provider, Location, and Serving School (* denotes external school). The table has one row with the following values: Del: , Pos: 1, New Position: , Special Ed Services: Academics, Num Sessions / Session Length: 5 per W, 00 min, Consultation: , ESY: , Pct: 14.20, Start Date / End Date: 05/01/2013 to 12/01/2013, Provider: Sheryn Test, Location: Special Ed Setting, Serving School: - Assigned School -. Below the table is a red-bordered button labeled 'Add Special Ed Services'.

2. Select a 'Special Ed Service' from the dropdown menu or enter a 'Custom Special Ed Service.'
3. Choose the 'Number of Sessions' per Year, Week, Month or Day and 'Session Length' in minutes, hours, periods or blocks.
4. Check the box for Consultation or ESY, as needed.
5. Enter the Start date and End date of the services.
6. Select the Provider and the Service Location.
7. If the services are provided at a school different from the attending school, select a Serving School. Only select a Serving School, if the services are provided at a different school.
8. Select the 'Save and Continue' button to return to the previous page.

The screenshot shows the 'Add Special Ed Services' page for user 'Abbie Marie Test'. At the top, there is a 'View: Workspace' dropdown and a 'New Mail!' link. Below this is a section titled 'Adding Services from a List' containing a table with the following columns: Special Ed Services, Num Sessions, Session Length, Consultation, ESY, PCT, Start Date, End Date, Provider, Location, and Serving School (* denotes external school). The table has four rows, each with a dropdown menu for 'Special Ed Services' (options: -none-, Academics, Enriched Academics, General Studies, Interpreter Services, Life Skills, Social Behavior, Speech and Language), and dropdowns for 'Num Sessions', 'Session Length', 'Provider', 'Location', and 'Serving School'. Below the table is a green 'Add More' button. Below this is a section titled 'Adding Custom Special Ed Services' containing a table with the same columns as the first section. Below this table is another green 'Add More' button. At the bottom of the page are two buttons: 'Back' and 'Save and Continue'.

Services and Supplemental Aids

View: Workspace

Abbie Marie Test

[New Mail!](#)

Special Ed Services

Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)
<input type="checkbox"/>	1	<input type="checkbox"/>	Academics	5 per W 00 min	<input type="checkbox"/>	<input type="checkbox"/>	14.29	05/01/2015 12/01/2015	Sheryn Test	Special Ed Setting	- Assigned School -

Add Special Ed Services

Notes:

- ‘Consultation’ –BEP Funding requirements for Special Education Services are a minimum of two times per month for 15 minutes.
- ‘ESY’ –If a service is provided during the regular school year and the extended school year, enter the service a second time for ESY and indicate this by checking the ‘ESY’ checkbox. ESY services do not count towards BEP funding option calculation.
- ‘Start/End Dates’ –Dates must be within begin and end dates for the IEP. Services cannot begin or end outside the date range of the IEP.
- ‘Percent’ – TN does not require this feature. EasyIEP™ automatically calculates the percent based on the hours of service.
- ‘Service Provider Location’ is the service location selected for students receiving special education or related services from a service provider in private clinicians’ offices, schools’ classrooms, hospital facilities, libraries, and other public locations. ‘Service Provider Location’ is not selected if the student also receives special education at home or attending separate early childhood programs or special education programs provided in separate schools, classes, or residential facilities. Children who receive special education both in a service provider location and at home are reported in the ‘Home’ category.
- ‘Private Separate School’ is only selected when a district pays to place a student in a ‘Private Separate School’ facility and the student’s IEP is managed by the district personnel.
- Select ‘Service Provider Location’ for preschool students who only receive speech/language therapy or home schooled students who receive services.

Related Services

Related Services are added on the Services and Supplemental Aids page.

1. On the Services and Supplemental Aids page, select the 'Add Related Services' button.

Related Services												
Del	Pos	New Position	Related Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)	
<input type="checkbox"/>	1	<input type="checkbox"/>	Speech/Language Therapy	2 per W 30 min	<input type="checkbox"/>	<input type="checkbox"/>	2.86	05/01/2015 12/01/2015	Sheryn Test	Special Ed Setting	- Assigned School -	Details
<input type="button" value="Add Related Services"/>												

2. Select the appropriate 'Related Service' from the dropdown menu. Choose the 'Number of Sessions' per Year, Week, Month or Day and 'Session Length' in minutes, hours, periods or blocks.
3. Check Consultation or ESY, if needed.
4. Enter a Start date and End date for the related service.
5. Select the Provider and Service Location. Provider and Location are required to create a Final IEP.
6. If the service is provided at a school different from the attending school, select a Serving School.
7. Select the 'Save and Continue' button to return to the previous page.

LRE Details

Scroll down to the LRE and General Education section on the Services page and enter information concerning 'Least Restrictive Environment' (LRE).

1. Enter the appropriate response to each question in the corresponding text box.
2. When finished, select the 'Save' button.

ESY Details

Scroll down to Extended School Year section on the Services page and complete the information for 'Extended School Year' (ESY). Click the 'Save' button.

LRE and General Education

Explain the extent, if any, in which the student will not participate with non-disabled peers in the regular class:	Aberfail needs to be in a small group setting to learn to communicate and play with age appropriate peers. abc
Explain the extent, if any, in which the student will not participate with non-disabled peers in extracurricular and nonacademic activities:	N/A abc
and/or, his/her LEA Home School:	N/A abc

Extended School Year

Date ESY program was/will be determined:	11/16/2012 abc
Indicate the IEP Team's determination of student eligibility for Extended School Year:	The IEP Team has determined that ESY is not required. abc

View All Service Details

Back

Save

Save and Continue

Re-order Special Services and Related Services

Users may re-order Special Ed Services and Related Services by entering new positions in the 'New Pos' box. Scroll to the bottom of the page and select the 'Save' button.

Special Ed Services												
Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)	
<input type="checkbox"/>	1		Life Skills	3 per W 30 min	<input type="checkbox"/>	<input type="checkbox"/>	4.29	05/01/2012 12/31/2012	Sheryn Test	Special Ed Setting	- Assigned School -	
<input type="checkbox"/>	2	1	Academics	5 per W 60 min	<input type="checkbox"/>	<input type="checkbox"/>	14.29	05/01/2012 12/01/2012	Sheryn Test	Special Ed Setting	- Assigned School -	

Census Information Section

The Census Information Section is located at the bottom of the Services and Supplemental Aids Page and must be completed prior to creating a Final IEP document.

- Choose the appropriate ‘Status of Service’ from the list of choices. Most students will have a Status of Service of ‘1. Full Special Education Services.’ The only time a student is listed as ‘less than full service’ is when a parent refuses some of the services that are recommended by the rest of the IEP team.
- Select a ‘Reason for Less Than Full Service’ from the drop down list of choices, if necessary.
- The ‘Contractual Services’ field is selected only if the student has a contractual agreement signed by the TN Commissioner of Education.

Status of Service:	<input checked="" type="radio"/> 1. Full Special Education Support Service <input type="radio"/> 2. Enrolled in private program at choice of parent and at parent's expense, with special education services provided by the LEA <input type="radio"/> 3. Receiving some special education services but less than recommended service <input type="radio"/> 4. Enrolled in school, public or private, but not receiving needed special education from the LEA <input type="radio"/> 5. Not enrolled in any education program
Reason For Less Than Full Service - Only Answer if Status of Service is 3,4, or 5:	<input style="width: 100%;" type="text"/>
For District Use Only - Make a selection in this box only if the student has a contractual agreement signed by the TN Commissioner of Education Contractual Services:	<input style="width: 100%;" type="text"/>

Supplemental Aids

Supplemental Aids such as Assistive Technology and Special Transportation are added as Supplemental Aids and Services page. All Supplemental Aids must begin with 'AT' for inclusion on the IEP.

1. On the Services and Supplemental Aids page, select the 'Add Supplemental Aids' button.

Note: All supplemental aids must begin with 'AT-' for inclusion on IEP.

Del	Pos	New Position	Supplemental Aids	Num Sessions / Session Length	Start Date / End Date
<input type="checkbox"/>	1000	<input type="checkbox"/>	AT-Adapted Keyboard	3 per W 30 min	08/01/2013 12/31/2013

Add Supplemental Aids

2. Select the appropriate aids and services from the dropdown menu or enter custom information.
3. Choose the number of sessions per year, week, month or day. Choose the session length in minutes, hours, periods or blocks.
4. Enter the Start Date and End Date.
5. Select the 'Save and Continue' button to return to the previous page.

Add Supplemental Aids Abbie Marie Test

View:

Adding Services from a List

Supplemental Aids	Num Sessions	Session Length	Start Date	End Date
-none-	<input type="text"/> per Y	<input type="text"/> min	<input type="text"/>	<input type="text"/>
-none-	<input type="text"/> per Y	<input type="text"/> min	<input type="text"/>	<input type="text"/>
Special Transportation	<input type="text"/> per Y	<input type="text"/> min	<input type="text"/>	<input type="text"/>
AT-Adapted Computer Switches	<input type="text"/> per Y	<input type="text"/> min	<input type="text"/>	<input type="text"/>
AT-Adapted Eating Utensils	<input type="text"/> per Y	<input type="text"/> min	<input type="text"/>	<input type="text"/>
AT-Adapted Keyboard	<input type="text"/> per Y	<input type="text"/> min	<input type="text"/>	<input type="text"/>
AT-Adapted Writing Tool(s)	<input type="text"/> per Y	<input type="text"/> min	<input type="text"/>	<input type="text"/>
AT-Auditory Trainer	<input type="text"/> per Y	<input type="text"/> min	<input type="text"/>	<input type="text"/>

Del	Pos	New Position	Supplemental Aids	Num Sessions / Session Length	Start Date / End Date
<input type="checkbox"/>	1	<input type="checkbox"/>	AT-Adapted Keyboard	3 per W 30 min	08/01/2013 12/31/2013
<input type="checkbox"/>	2	<input type="checkbox"/>	AT-Adapted Writing Tool(s)	3 per W 30 min	08/01/2013 12/31/2013

Special Transportation

The Services and Supplemental Aids page also includes Special Transportation Services. Special Transportation must be selected two times in the 'Supplemental Aids' section.

1. Select the 'Add Supplemental Aids' button.
2. From the dropdown menu, choose 'Special Transportation.'
3. The number of sessions and session length is not required, but is entered only if needed.

Supplemental Aids	Num Sessions	Session Length	Start Date	End Date
Special Transportation	5 per W	15 min	05/01/2013	12/31/13

4. Select the 'Save and Continue' button to return to the previous page.
5. Select 'Special Transportation' a second time and any additional bus type as needed. (Begin and End dates are not required to finalize an IEP.)

Del	Pos	New Position	Supplemental Aids	Num Sessions / Session Length	Start Date / End Date
<input type="checkbox"/>	1	<input type="checkbox"/>	Special Transportation <input type="checkbox"/> Provided by Parents <input type="checkbox"/> Bus with Seat Belts <input checked="" type="checkbox"/> Special Transportation Bus <input type="checkbox"/> Bus with Lift <input type="checkbox"/> Bus with Nurse <input type="checkbox"/> Bus with Car Seat <input checked="" type="checkbox"/> Bus with Aide <input type="checkbox"/> Standard Bus	5 per W 15 min	05/01/2013 12/31/2013

6. Select the 'Save and Continue' button to return to the previous page.

Transition Services Page

Transition Planning must begin at age 14 for all special education students. Transition Services must begin at age 16 for all special education students.

The Transition Services page is accessed from the IEP Process tab.

The screenshot shows the 'IEP Process' page for a student named 'Abbie Marie Test'. The navigation bar at the top includes 'Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info |' and a secondary bar with 'Students | Personal | Eligibility Process | IEP Process | Early Childhood | Documents'. The 'IEP Process' tab is highlighted with a red box. Below the navigation, the page title 'IEP Process' is on the left and the student name 'Abbie Marie Test' is on the right. A grid of 14 blue buttons represents different sections of the IEP process. The 'Transition Services' button is highlighted with a red box. Each button has a status icon: a red 'x' for errors, a green checkmark for error-free data, or a grey checkmark for sections yet to be addressed. A legend at the bottom explains these icons.

Section	Status
Personal Information	✓
Transition Services	✓
Present Levels	✓
Team	✓
Narratives	✓
Parents	✓
Goals and Objectives	✓
Contacts	⚪
Services and Supplemental Aids	✓
Create Draft	⚪
Tennessee Alternate Assessment	✓
Create Final	⚪
Accommodations	✓
Print/View	⚪

✖ - One or more errors exists in this section
 ✓ - At least one team member has entered information in this section that is error free
 ⚪ - This section has yet to be addressed

1. Select Transition Services page.
2. Select 'Measurable Post Secondary Goals' from the available drop-down lists. Enter a description of each goal in the text box below each goal. All fields are required.
3. Click the 'Save' button at the bottom of the page.

Transition Services
Abbie Marie Test

[New Mail!](#)

Transition Services Planning Measurable Post Secondary Goals

Will work at a job with some support ▼

Indicate the student's "Measurable Post Secondary Goals" for the area of "Employment":

Abbie wants to work at the local dairy queen for part time. She will work under direct supervision with guidance.

abby ✓

Will enroll in community college ▼

Indicate the student's "Measurable Post Secondary Goals" for the area of "Post-Secondary Education/Training":

Abbie wants to try taking some classes at the local community college

abby ✓

Will live with family ▼

Indicate the student's "Measurable Post Secondary Goals" for the area of "Independent/Supported Living":

Abbie will continue to live at home with family

abby ✓

Will access the community with family or friends ▼

Indicate the student's "Measurable Post Secondary Goals" in the area of "Community Involvement":

Abbie is actively involved in the community events, church and choir.

abby ✓

4. Enter a 'Course of Study' for each grade level.

Note: (required if student will be 14 during the current IEP period; optional for younger students if appropriate)

Grade 9 Course of Study:	Math, English I, Science, Art <div style="float: right; border: 1px solid #ccc; padding: 2px; margin-top: 5px;"> abby ✓ </div>
Grade 10 Course of Study:	Algebra I, English II, Health, Art <div style="float: right; border: 1px solid #ccc; padding: 2px; margin-top: 5px;"> abby ✓ </div>
Grade 11 Course of Study:	Home Ec., Typing I, Art, Spanish <div style="float: right; border: 1px solid #ccc; padding: 2px; margin-top: 5px;"> abby ✓ </div>
Grade 12 Course of Study:	Typing II, Home EC. II, History, Art <div style="float: right; border: 1px solid #ccc; padding: 2px; margin-top: 5px;"> abby ✓ </div>
Is the course of study designed to reasonably enable the student to meet the measurable post secondary goals?	Yes ▼
Are the Measurable Post Secondary Goals based upon age-appropriate transition assessments?	Yes ▼

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5. Answer the questions regarding IEP Transition Service Needs and IEP meeting.

Transition Service Needs(required if student will be 16 during the current IEP period; optional for younger students if appropriate)

Is there at least one annual goal designed to assist the student in meeting their measurable post secondary goals? - Select -

Transition Services

There are currently no transition services for this student.

Add Transition Services

Was the student in attendance at the IEP Team Meeting? Yes

If the student was not in attendance, how were the student's preferences and interests considered? (Check all that apply.)

Student interview
 Student portfolio
 Interest Inventory
 Student survey
 Vocational Assessments
 Other: (describe below)

If you selected "Other", describe:

Documentation of other agency participation in planning:

Back
 Save
 Save and Continue

6. Select the 'Save' button.
7. Select the 'Add Transition Services' button.
8. Anticipated Date Range – Enter the date range of the service
9. Service Area – Select the Service Area from the Dropdown list.
10. Activities/Strategies – Document all the activities and strategies that are used to meet the service goal. Unlimited text box.
11. Person/Agency Responsibilities – Enter Person(s) or Agency(s) responsible for the activities and their responsibilities.
12. Click the 'Save' button at the bottom of the page.

Add Transition Service **Abbie Marie Test**
New Mail!

Anticipated Date Range:

Service Area: -Select-
-Select-
Instruction
Related Services
Community Experiences
Employment and Post-school Adult Living Objectives
Daily Living Objectives
Functional Vocational Evaluation
Other

Activities / Strategies:

Person/Agency Responsibilities:

Back
 Save and Continue

13. Select the 'Save and Continue' button to return the IEP Process tab.

Contacts Page

The Contacts page is used to document any contact information (letters, phone calls, conversations, etc.) between a district and the Parents/Guardians or any non-Parental contacts (someone within or even outside of the school system, such as a doctor) regarding a particular student. The choice to link a contact to a specific document is an option.

From the IEP Process tab, select the Contacts page.

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info |

Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents

IEP Process Abbie Marie Test

Personal Information	Transition Services
Present Levels	Team
Narratives	Parents
Goals and Objectives	Contacts
Services and Supplemental Aids	Create Draft
Tennessee Alternate Assessment	Create Final
Accommodations	Print/View

- One or more errors exists in this section
 - At least one team member has entered information in this section that is error free
 - This section has yet to be addressed

Adding a Contact:

1. Select the 'Add a Contact' button to enter a Parent Contact and select the 'Add a non Parent Contact' button to add a Non-Parent Contact (e.g., medical doctor).

2. Enter the user's name in the 'Person Making Contact' field.
3. Select the 'Person Contacted' name from the drop down list (logging a parental contact is populated from the 'Parents' tab).

4. When adding a 'Non Parent' contact, the 'Person Contacted' drop down list populates from the Team tab and includes all persons on the students IEP team. If the person contacted is someone other than those on the 'Team' tab, enter the name into the 'External Contact' field.

Add Contact **Abbie Marie Test**
[New Mail!](#)

Person making contact:	<input type="text" value="User name"/>
Person Contacted:	<input type="text" value=""/>
External Contact:	<input type="text" value="Dr. Smith"/>
Contact Method:	<input type="text" value="Email"/>
Contact Date:	<input type="text" value="07/01/2013"/>
Contact Result:	<input type="text" value="Left Message"/>
Notes:	<div style="border: 1px solid gray; height: 40px; width: 100%;"></div>

5. Enter the 'Contact Method,' 'Contact Date' and 'Contact Result.'
6. Enter any necessary information in the 'Notes' section.
7. Select the 'Save and Continue' button to return to the previous page.

8. Select the Contacts page to find the Parent and Non Parent contacts entered.

Contacts
Abbie Marie Test

[New Mail!](#)

Parent Contacts

Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	Document	
<input type="checkbox"/>	User Name	Beth Test	Phone	07/01/2013	Left Message v	-none yet-	Details

Other Contacts

Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	
<input type="checkbox"/>	User name	Dr. Smith	Email	07/01/2013	Left Message v	Details

Add a Contact

Add a non Parent Contact

Back

Save

Save and Continue

9. Select the 'Save and Continue' button to return to the previous page.

Creating IEP and IEP Addendum Documents

The student's current school system is responsible for creating a new IEP for the student dependent on how long the student needs services in the school system. The IEP is most often thought of as an 'Annual IEP,' since it can run for 365 days or less than 365 days. All special education Pre-K students, whether private or public schooled) must be fully evaluated for all services and a IEP developed for services needed.

IEP and IEP Addendum documents are created from the IEP Process tab.

The screenshot displays the 'IEP Process' tab for a student named 'Abbie Marie Test'. The navigation menu at the top includes 'Log Out', 'Main Menu', 'Students', 'My Docs', 'Wizards', 'Schools', 'School System', 'My Info', and a calendar icon. Below the menu, the breadcrumb trail shows 'Students | Personal | Eligibility Process | IEP Process | Early Childhood | Documents', with 'IEP Process' highlighted in a red box. The main content area is titled 'IEP Process' and lists various sections, each with a status indicator:

- Personal Information ✓
- Present Levels ✓
- Narratives ✓
- Goals and Objectives ✓
- Services and Supplemental Aids ✓
- Tennessee Alternate Assessment ✓
- Accommodations ✓
- Transition Services ✓
- Team ✓
- Parents ✓
- Contacts
- Create Draft (highlighted in a red box)
- Create Final
- Print/View

At the bottom of the screen, a legend explains the status indicators:

- ⊗ - One or more errors exists in this section
- ✓ - At least one team member has entered information in this section that is error free
- ✓ - This section has yet to be addressed

Create Draft Page

IEP Draft Document

1. Select the 'Create Draft' page on the IEP Process tab.
2. Enter the 'IEP Meeting Date', 'Date this IEP Begins' and 'Date this IEP Ends.'
3. Select the 'Meeting Purpose' – IEP Annual or IEP Addendum.

Create Draft IEP Document Abbie Marie Test [New Mail!](#)

View: Workspace

The following information is required before you can create this Draft Document IEP

IEP Meeting Date:	05/01/2013
Date this IEP Begins:	05/01/2013
Date this IEP Ends:	12/31/2013
Meeting Purpose:	IEP Annual

Please indicate which of the following contacts relate to this IEP:

	Person Making Contact	Parent	Contact Method	Contact Date	Contact Result
<input checked="" type="checkbox"/>	User Name	Beth Test	Phone	07/01/2013	Left Message

4. If the parent did not attend the meeting, enter the name of the responsible person explaining the contents of the IEP to the parents.
5. Select the 'Parent/Guardian Responsibility' and the 'Special Education Teacher' using the dropdown list and enter the appropriate names for the 'LEA Representative,' the 'Regular Education Teacher' and the 'Interpreter of Evaluation Results.'
6. Check if the student is included as a 'Team Member.'

If the parent(s) did not attend, the person responsible for forwarding and explaining the contents of the IEP to the parents along with their rights is:

Select the Team Members that are filling the following roles:

Select the team member who assumes the role of each required position. The Parent-Guardian Responsibility positions will be selected from a drop down menu of a person or persons that you created in the Parents tab that have parent-guardian responsibility. The special education teacher will also be selected from a drop down menu. The names of the remaining members will be typed into the text fields beside their position.

Position	Team Member
Parent-Guardian Responsibility	Bob Test
Parent-Guardian Responsibility	Beth Test
LEA Representative	<input type="text"/>
Regular Education Teacher	<input type="text"/>
Special Education Teacher	Eric Crawford
Interpreter of Evaluation Results	<input type="text"/>
Agency Representative	<input type="text"/>

Please indicate if the student is included as a team member.

7. Type in the names and positions of any additional team members.

Please select any additional team members:

Position	Team Member
<input type="text"/>	<input type="text"/>

- 8. Select the 'Display IEP Errors' buttons to scan the IEP data.
- 9. Review any errors and make necessary corrections on the student's IEP workspace.
- 10. Select the 'Create Draft IEP' button to create the IEP draft. Draft documents may be printed for the IEP meeting.

Note: Draft IEP documents print without entering an eligibility date. Please select the link above the errors to view the document and print from the Adobe toolbar.

IEP Addendum

The IEP Addendum follows the IEP created in your district. The IEP Addendum dates must fall within the date range of the IEP created in your district. Do not use the same begin date of the IEP created in the previous district. To create an IEP Addendum, update the dates on the Special Ed Services page and Goals & Objectives page. The start and end dates of services must fall within the date range of the IEP Addendum.

Follow the same process of creating the IEP document.

Create Final Page

IEP Final Documents

From the IEP Process tab, select the Create Final page.

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info |

Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents

IEP Process Abbie Marie Test

Personal Information	Transition Services
Present Levels	Team
Narratives	Parents
Goals and Objectives	Contacts
Services and Supplemental Aids	Create Draft
Tennessee Alternate Assessment	Create Final
Accommodations	Print/View

- One or more errors exists in this section
 - At least one team member has entered information in this section that is error free
 - This section has yet to be addressed

1. Review the IEP dates on the IEP creation page.
2. Scroll to the bottom and click 'Display IEP Errors' again to review for any errors.
3. If no errors are found, select the 'Create Final IEP' button. Once the IEP or IEP Addendum is created without errors, it is recognized as the currently valid IEP document.

Create Final IEP Document Abbie Marie Test

View: 

[New Mail!](#)

The following information is required before you can create this Final Document IEP

IEP Meeting Date:	<input type="text" value="05/01/2015"/> 
Date this IEP Begins:	<input type="text" value="05/01/2015"/> 
Date this IEP Ends:	<input type="text" value="12/31/2015"/> 
Meeting Purpose:	<input type="text" value="IEP Addendum"/> 



Print/View Documents Page

Print and View IEP or IEP Addendum documents by selecting the Print/View Documents button on the IEP Process tab.

The screenshot shows the 'IEP Process' tab for 'Abbie Marie Test'. The navigation bar includes 'Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | My Info | Students | Personal | Eligibility Process | **IEP Process** | Early Childhood | Documents'. The main content area lists various IEP sections, each with a status icon:

- Personal Information ✓
- Present Levels ✓
- Narratives ✓
- Goals and Objectives ✓
- Services and Supplemental Aids ✓
- Tennessee Alternate Assessment ✓
- Accommodations ✓
- Transition Services ✓
- Team ✓
- Parents ✓
- Contacts
- Create Draft
- Create Final
- Print/View**

Legend:

- ✗ - One or more errors exists in this section
- ✓ - At least one team member has entered information in this section that is error free
- ✓ - This section has yet to be addressed

Documents created from the IEP Process tab may also be viewed on the Documents tab. Select the 'Save and Continue' button to return to the IEP Process tab.

Print/View Documents

Abbie Marie Test

View: ▼

✉ [New Mail!](#)

Doc ID	Date Generated	Generated By	Document	Received
10055	07/10/2013	Sheryn Test	Eligibility Report- Not Eligible	PDF (Draft)
10054	07/10/2013	Sheryn Test	Eligibility Report- Eligible	PDF (Draft)
10052	07/10/2013	Sheryn Test	IEP	PDF <input type="checkbox"/>
10051	07/10/2013	Sheryn Test	IEP	PDF <input type="checkbox"/>

Early Childhood

The Early Childhood Outcomes (ECO) and EC Transition (TEIDS) information is found on the Early Childhood tab. From the main menu bar, select Early Childhood tab.



EC Transition

The TEIS data automatically imports into EasyIEP™ after the fifth (5th) and 20th days of each month. The child must have a state ID number entered in the TEIDS system and must have a TEIS transition meeting date. Select the EC Transition page for the imported TEIS data from TEIDS.

1. Select the EC Transition page on the Early Childhood tab.

The screenshot displays the 'EARLY CHILDHOOD' interface. At the top, it says 'EARLY CHILDHOOD' and 'Abbie Marie Test'. Below that, there's a 'View: Workspace' dropdown. A tab bar shows 'EC Transition' (highlighted with a red box) and 'ECO Ages 3-5'. The main content area is titled 'Early Childhood Transition' and contains several sections:

- Notification/Referral Information:**
 - Notification/Referral Source: TEIS
 - TEIDS Referral Date: 08/17/2012 [Calendar Icon]
 - TEIDS Parent Consent Date to LEA: 08/17/2012 [Calendar Icon]
- Eligibility Information:**
 - IFSP Eligibility Date: 07/02/2012 [Calendar Icon]
 - Eligible:
- IFSP Information:**
 - IFSP Notification/Deferral Date: 00/22/2012 [Calendar Icon]

2. Enter the 'Developmental Information.'

Developmental Information

Percent of Developmental Delay

Cognitive

Instrument Name: BDI-II; Assessment Method: structured, observation, interview; Summary and Recommendation: DQ score is 71. Abergall occupies herself for 10 minutes without needing attention, attends to one play activity for 3 minutes, attempts to get an out

Communication

Instrument Name: BDI-II; Assessment Method: structured, observation, interview; Summary and Recommendation: DQ score is 55. Abergall attends to someone speaking to her for 10 seconds, responds to different tones of a person's voice, identifies family

Motor

Instrument Name: BDI-II; Assessment Method: structured, observation, interview; Summary and

3. Select 'Save' button.

ECO Ages 3-5



On the Early childhood tab, select the ECO Ages 3-5 page to enter Early Childhood Outcomes (ECO) data, Entrance and Exit, on children between the ages of three and five.

A screenshot of the 'EARLY CHILDHOOD' page for a student named 'Abbie Marie Test'. The page has a 'View: Workspace' dropdown and a 'New Mail' icon. There are two tabs: 'EC Transition' and 'ECO Ages 3-5', with the latter selected. The main heading is 'Early Childhood Outcomes (ECO) Ages 3-5'. Below this, there are two sections: 'TEIS ECO Data' and 'LEA ECO Data'.
 The 'TEIS ECO Data' section contains three rows of data:
 - TEIS Entrance 1 - Positive Social Emotional Skills | TEIS Exit Outcome 1 - Positive Social Emotional Skills
 - TEIS Entrance 2 - Acquiring Knowledge and Skills | TEIS Exit Outcome 2 - Acquiring Knowledge and Skills
 - TEIS Entrance 3 - Taking Action to Meet Needs | TEIS Exit Outcome 3 - Taking Action to Meet Needs
 The 'LEA ECO Data' section contains:
 - Date of ECO Entrance Rating: 11/10/2012 [Calendar Icon]
 - A red error message: 'Custom Data Field 'OutcomesDataofExit' does not exist in this system!'
 - A large blue area with two columns of data:
 Left column: 'ECO Entrance 1 - Positive Social Emotional Skills*' with a dropdown menu showing '4'. Below it is a text area labeled 'Provide rationale for the Assigned Entrance Rating:'.
 Right column: 'ECO Exit 1 - Positive Social Emotional Skills*' with a dropdown menu showing 'select'. Below it is a dropdown menu labeled 'Has the child made progress?' showing 'select'.
 At the bottom right of the blue area, there is a red asterisked note: '*Reminder: When evaluating progress please note that any incremental gain counts as progress.'

On the ECO Ages 3-5 page, the left side of the page is entrance data and the right side of the page is exit data.

- Document progress for ECO Exit Reasons 1, 2, and 3 in appropriate text boxes.
- Click 'Save.'

The screenshot shows two identical form sections for ECO Exit 1 and ECO Exit 2. Each section contains a dropdown menu for the exit reason, a dropdown for 'Has the child made progress?', a red reminder text, and a text area for describing progress or providing a rationale. The text area for ECO Exit 1 includes a 'save' button.

ECO Exit 1 - Positive Social Emotional Skills*

Has the child made progress?

*Reminder: When evaluating progress please note that any incremental gain counts as progress.

If YES, Describe progress. If NO, provide rationale.

ECO Exit 2 - Acquiring Knowledge and Skills*

Has the child made progress?

*Reminder: When evaluating progress please note that any incremental gain counts as progress.

If YES, Describe progress. If NO, provide rationale.

- Enter the appropriate answers, from the key below, in the spaces provided for the TEIS Exit and ECO Exit questions in the screen above.

RULES
Dates used for measuring outcomes must be at least 6 months apart.

Early Childhood Outcomes Rating Scale
7 - Completely
6
5 - Somewhat
4
3 - Emerging
2
1 - Not yet

Additional Rules and Decision Tree Documents are available on the Main Menu Screen
[Click here for Early Childhood Outcomes Center Resources](#)

For additional ECO resources select this link:

[http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#COSFandInstructions.](http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#COSFandInstructions)

EC Environments

The process of determining the most accurate educational environment must be completed at each IEP meeting for children whose age at the start date of the IEP or the date of the addendum is between age three and the day before the child’s sixth birthday. The steps for providing an accurate educational environment within EasyIEP™ are shown below.

- On the Early Childhood tab select the EC Environments page.
- Follow the decision tree and make selections based on the amount of services and the location of services for the current IEP.
 1. Is the child attending a regular early childhood program?
 2. If yes, select the number of hours the child attend a regular early childhood program?
 3. Select the Location of Services (school).
 4. Enter the number of parent provided regular early childhood program hours and the name of the program.

5. Determine where the child receives the majority of special education and/or related services.
6. Select 'Save and Continue' and Confirm the placement.

Confirm Early Childhood Placement Event

Abbie Marie Test
[New Mail!](#)

Please confirm the following Early Childhood placement for Abbie Marie Test by clicking the "Confirm Placement" button.

Is the student attending a regular early childhood program?		Yes	
Number of LEA-provided regular early childhood program hours per week:	1.0-2	Number of parent-provided regular early childhood program hours per week:	1.0-2
Location of services:	Sample School	Enter Name of Program Here:	home
Where does the student receive the majority of special education and/or related services?	Regular Education Program		
Placement decision:	B1		

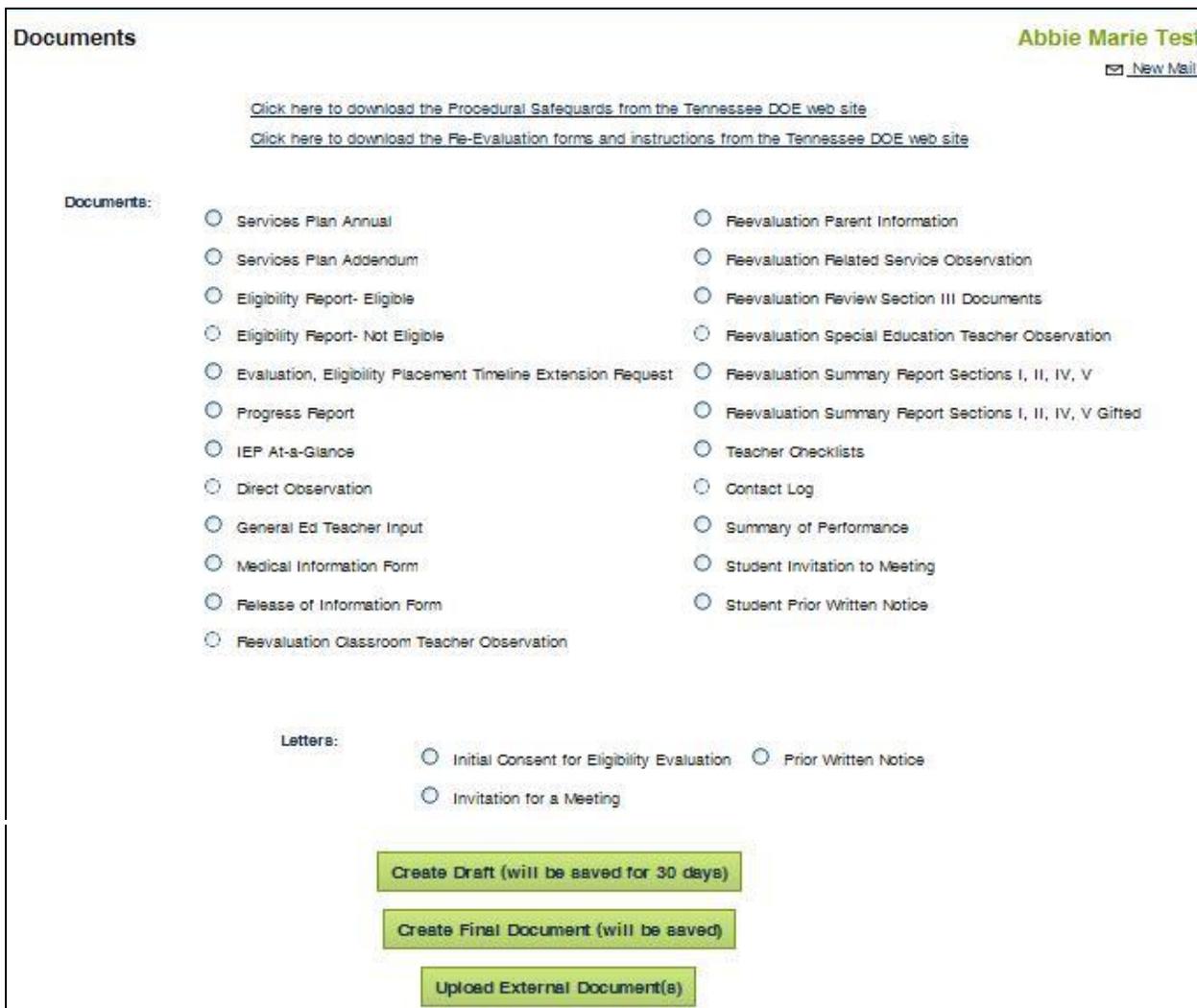
Note:
 B1: This student will be classified as attending Regular Education <10 hours per week with services delivered in Regular Education program.
 If you think that this is an incorrect categorization, please click **Back** to return to the previous page.

Back
Confirm Placement

Documents



The Documents tab allows users to create various types of documents and letters. Select the type of document to create by selecting the document/letter name. EasyIEP™ requires a Draft document with no system errors before creating a final document. All Drafts print with a 'Draft' watermark on each page except for the last two pages, which are for signatures. Drafts are saved in EasyIEP™ for 20 days and Final documents remain in the system permanently.



Note: IEP and IEP Addendum documents must be created from the IEP Process tab. Service Plan and Service Plan Addendum documents are created from the Document's tab.

Draft and Final documents created for the student are listed at the bottom of the screen in the 'Documents created' section. Drafts documents have '(Draft)' in the 'Received' column while Final documents have 'Accepted.' Select the Document name under the 'Document' column to view.

Documents created for Abbie Marie Test					
Doc ID	Date Generated	Generated By	Document		Received
10055	07/10/2013	Sheryn Test	Eligibility Report- Not Eligible	PDF	(Draft)
10054	07/10/2013	Sheryn Test	Eligibility Report- Eligible	PDF	(Draft)
10052	07/10/2013	Sheryn Test	IEP	PDF	<input type="checkbox"/>

Upload External Documents (Paperclip)

All districts have the capability to upload external documents using the Paperclip functionality of EasyIEP™.

1. On the Documents tab select the 'Upload External Documents' button.

Documents
Abbie Marie Test
✉ [New Mail!](#)

Create Draft (will be saved for 30 days)

Create Final Document (will be saved)

Upload External Document(s)

2. On the Upload External Documents screen, click the Browse button to select the file to upload. Documents are limited to a 5.00 megabyte file size and several file types are accepted.
3. Enter a name or description with a date of the file uploaded.
4. Select the 'Upload files' button.

Upload External Documents Abbie Marie Test [New Mail!](#)

Permitted file extensions are: **PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, PNG, XLSX, PPTX, and DOCX**
No file may be greater than **2.00 MB** in size.

File	Name (if not provided the file name will be used)
C:\Documents and Settings\ca10231\Desktop\elig. report <input type="button" value="Browse..."/>	5/1/13 Re-evaluation report
<input type="text"/> <input type="button" value="Browse..."/>	<input type="text"/>
<input type="text"/> <input type="button" value="Browse..."/>	<input type="text"/>
<input type="text"/> <input type="button" value="Browse..."/>	<input type="text"/>
<input type="text"/> <input type="button" value="Browse..."/>	<input type="text"/>

5. The documents uploaded will appear in the 'Documents Created' section on the Documents tab.

Documents created for Abbie Marie Test						
Del	Doc ID	Date Generated	Generated By	Document		Received
<input type="checkbox"/>	10706	07/29/2013	Sheryn Test	5/1/13 Re-evaluation report	DOCX	<input type="checkbox"/>
<input type="checkbox"/>	10704	07/26/2013	Sheryn Ordway	IEP Addendum	PDF	(Draft)

IEP At-A-Glance

The IEP-AT-A-Glance document pulls from the current IEP document and contains only the Goals and Objectives, Areas of Participation and Accommodations. This document also includes the student’s date of birth, special education services details, IEP begin and end dates and the case manager’s name.

IEP At A Glance Tennessee Reference System Special Education Date: 07/22/2013				
Student: Abbie Marie Test	Student ID: 4441208	DOB: 11/16/1998	School Year: 2013	
Case Manager: Sheryn Test	IEP Begin Date: 06/01/2013	IEP End Date: 12/31/2013		
IEP Goals(s) and Objectives				
<ul style="list-style-type: none"> • Accomplishes many self-help activities without assistance or minimal assistance. <ul style="list-style-type: none"> • EL.1.2 Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure - Write from left to right and top to bottom (K-12) • Social Living <ul style="list-style-type: none"> • Transition Goal for Social Skills 				
Special Education Services				
Type of Service	Sessions	Time Per Session	Begin / End Dates	Location of Services
Academics	5 times/W	60 min	06/03/2013 - 12/01/2013	Special Ed Setting
Life Skills	3 times/W	30 min	06/03/2013 - 12/31/2013	Special Ed Setting
Related Services				

Services Plan and Services Plan Addendum

A Services Plan is created for private, parentally placed students served in a school district. This includes private schools and home schooled students. Service plans do not create BEP funding options.

Speech Only students have a Services Plan only, if home-schooled or is a parentally placed private school student receiving special education services or related services from the school district.

Preschool children who receive only 'walk-in' speech services typically will have an IEP and not a Services Plan.

All special education Pre-K students, whether private or public schooled must be fully evaluated for all services and a IEP developed for services needed.

Assessments do not print on Services Plan; only Goals & Objectives and Special Education Services print on the Services Plan. Only the Primary Disability appears on the Services Plan.

Progress Reports

The Progress Report document in EasyIEP™ is designed to provide summary information to parents on their child's work toward meeting their IEP goals and objectives. The Progress Report may be created for a single progress report period and/or consecutive reporting periods to show cumulative progress.

Progress reports must follow the report card schedule (marking period schedule) and fall within the dates of the appropriate progress reporting period.

- Example: District on 6 week report card periods - IEP dates 4/2012 – 4/2013: User will send the first progress report on the new IEP with the progress reporting period 6 which correlates to the final 6 week period of the current school year. The next teacher will send the Progress Reporting Period #1 report with the student's first report card of the new school year.

All progress reports must be completed for the student's current IEP before finalizing a new IEP or IEP Addendum. If a new IEP document is finalized before the last progress report is completed, the next progress report will pull from the new finalized IEP document.

- Example: Progress Report Period #1 is for dates of 8/1/12-9/1/12. Progress Report Period #2 is for the dates of 9/2/12-10/10/12. Student has an IEP dated 5/1/12-5/1/13. A new IEP document is finalized with a date of 9/5/12-9/5/13. Progress Report #1 must be completed within the date range of progress report period #1 and prior to the new IEP document begin date. Progress Report #2 will pull from the new IEP document and must be created within the date range of progress report period #2.

Creating a Progress Report:

1. Select 'Progress Report' and choose 'Create Draft' button.

Documents for

[Click here to download the Procedural Safeguards from the Tennessee DOE web site](#)
[Click here to download the Re-Evaluation forms and instructions from the Tennessee DOE web site](#)

Documents:

- IEP
- IEP Addendum
- Services Plan Annual
- Services Plan Addendum
- Progress Report
- IEP At-a-Glance
- Evaluation, Eligibility Placement Timeline Extension Request
- Eligibility Report- Eligible
- Eligibility Report- Not Eligible
- Release of Information Form
- Medical Information Form
- Direct Observation
- General Ed Teacher Input
- Reevaluation Classroom Teacher Observation
- Reevaluation Parent Information
- Reevaluation Related Service Observation
- Reevaluation Special Education Teacher Observation
- Reevaluation Summary Report Sections I, II, IV, V
- Reevaluation Summary Report Sections I, II, IV, V Gifted
- Reevaluation Review Section III Documents
- Teacher Checklists
- Contact Log
- Summary of Performance

Letters:

- Invitation for a Meeting
- Prior Written Notice
- Initial Consent for Eligibility Evaluation

Users are required to select a reporting period before creating a progress report. Progress Report Wizard does not default to current reporting period. Progress Reporting Periods correlate to the General Education report card schedule.

Progress Report Wizard (Select Students)

This wizard will guide you through generating Progress Reports for your students.

Please be sure to select the correct Reporting Period.

School Year: 2011-2012 **Reporting Period:** [1, 2, 3, 4]

- Select the students for whom you would like to update status and/or generate Progress Reports.
- Students that do not have a currently valid final IEP / ISP / IFSP will not show in this list.
- Students who transferred into this school system with events but without detailed historical information may show as having a current IEP / ISP / IFSP, but will also not appear below and will need a new IEP / ISP / IFSP before a Progress Report can be created.

- Alicia EasyFax Test
- Bill Bage Test
- Chelsea Nicole Test
- Gloomy Saturday Test
- Golf Game Test
- IEP Updates Test
- Pranita Test

Additionally, users are able to select prior school year to accommodate ESY progress reporting. The system will limit the number of weeks (Progress Report Periods) in the prior school calendar available for ESY progress reports.

 **Progress Report Wizard (Select Students)**

This wizard will guide you through generating Progress Reports for your students.

Please be sure to select the correct Reporting Period.

School Year: 2011-2012 | **Reporting Period:** ▼
2010-2011
2011-2012

2. Select the students for which a progress report is to be created.

Progress Report for Abbie Marie Test (2012-2013 - Reporting Period 6) New Mail				
Annual Goal:		Articulation: The student will improve effective communication in the classroom by increasing intelligibility for academic and social success. Last Updated On: (none)		
Status:		Anticipate Meeting Goal by IEP End		
Status Narrative: (for Progress Report)		Abbie is making some continued progress over the year.		
Objective	Evaluation Procedures	Status	Status Narrative	Current % / Target %
Speech and Language - Articulation: The student will produce developmentally appropriate target phonemes in structured tasks with increasing length and complexity.	Teacher Observations	2. Some Progress Made	progress being made. student continues to make progress toward this objective for speech and language. Progress Reporting Periods correlate to the General Education report card schedule.	75 / 80
Speech and Language - Expressive: The student will use increasingly longer and more complex utterances with developmentally appropriate syntax and morphology.	Teacher Observations	N/A Not Applicable. Objective Not Covered During This Grading Period		80
Speech and Language - Receptive: The student will follow directions of increasing	Teacher Observations	3. Objective has been met.		80

3. Select the status for the goals for which you are responsible and complete the 'Status Narrative' text box for each goal. The Annual Goal Status Narrative is required.
4. Select a 'Status' from the dropdown box for each applicable objective.
5. Enter an objective 'Status Narrative.' This optional.
6. Enter a current percent of growth for each objective. This is optional.
7. There is an area of blank space on the reports for those districts that choose not to use the option of objective summary and objective percent. Many districts use the option of reporting growth as a percent for each individual objective.
8. Enter the Status Summary Narrative. This is required.
9. At the parent's request, check the box to 'Create Cumulative Report.'
10. Select the 'Create Draft Progress Report' button.

Status Summary Narrative: Abbie has regressed during this progress report.

Create Cumulative Report

Create Draft Progress Report

- 11. Create the Final Progress report when all Goals and Objectives progress and Status Narratives are updated.
- 12. Select the correct Reporting Period and select 'Create Final Document.'

 **Create Draft document for Tony Test**  New Mail!

The following information is required before you can create this Draft Document

Progress Report

School Year: 2011-2012

Reporting Period: 1st Quarter Report Period

- 1st Quarter Report Period
- ESY 2011
- 1st Quarter Report Period
- 2nd Quarter Report Period
- 3rd Quarter Report Period
- 4th Quarter Report Period
- ESY 2012

Re-Evaluation Summary Report – Sections I, II, IV, V

This document is available in an editable format on the creation page and reflects the State’s current form. Information entered on the creation page prints on the document. The page length of this document is determined by the amount of information entered on the creation page.

Like the Eligibility Document, the option ‘Remove Draft watermark’ is available. When selected, the ‘Draft’ watermark does not print on the draft document.

Remove **Draft** watermark.

Create Draft Document

There are no error checks associated with creating this document.

REEVALUATION SUMMARY REPORT			
DEMOGRAPHIC INFORMATION			
Student Name (Last, First, Middle Initial) Beth FebruaryUpdates Test		Birthdate (month, day, year) 01/01/2001	Sex F
School System Hamilton County - Staging	School of Enrollment Sample School		Grade 5th Grade
PROCEDURAL SAFEGUARDS			
Prior Written Notice for Reevaluation	Month 11	Day 01	Year 2008
Date Parent/Guardian Signed Consent for Reevaluation (If Comprehensive Evaluation is indicated by IEP team)	10	01	2008
SECTION I - BACKGROUND INFORMATION			
Medical and Sensory Information			
1. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No - In the last three years has there been a change in the student’s medical/health status? If yes, explain: syIEP Conference Call and Webex - Feb. 15, 2011 at 1:00 pm cst. The call number and link for the webex has been sent in an email to all districts. syIEP Conference Call and Webex - Feb. 15, 2011 at 1:00 pm cst. The call number and link for the webex has been sent in an email to all districts. syIEP Conference Call and Webex - Feb. 15, 2011 at 1:00 pm cst. The call number and link for the webex has been sent in an email to all districts.			
Student’s current medications: syIEP Conference Call and Webex - Feb. 15, 2011 at 1:00 pm cst. The call number and link for the webex has been sent in an email to all districts.			
Summary of previous medical evaluations/diagnoses: N/A			
Describe any prior or on-going hospitalizations or clinical (outpatient) counseling within the last 3 years, and include dates of treatment: syIEP Conference Call and Webex - Feb. 15, 2011 at 1:00 pm cst. The call number and link for the webex has been sent in an email to all districts.			
2. Review of vision and hearing screenings:			
Vision Screening			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No - Vision was screened on 11/01/2010 and was within normal limits			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - Vision was screened on 12/01/2010 and was failed with results of text			

Under Section II, Item 4, the label 'Services provided through IEP' includes special education and related services.

SECTION II - IEP AND RECORDS REVIEW

1. Primary Disability: **Blind** Most Recent Eligibility Date **04/01/2011** Secondary Disability

List Previous Disability Determinations	IEP Team Date(s) for Disability Determination	Evaluation/Reevaluation Report in File
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. Last IEP Team / IEP Date: **06/01/2011**

3. Special education hours: **3.52**

4. **Services provided through IEP:**

<input type="checkbox"/> Inclusion	<input type="checkbox"/> Occupational Therapy (Direct / Consult)
<input type="checkbox"/> Direct Service	<input type="checkbox"/> Physical Therapy (Direct / Consult)
<input type="checkbox"/> Consultation	<input type="checkbox"/> Speech/Language Therapy (Direct / Consult)
<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>

In Section IV, Item 1, select a month and year for a TCAP Achievement Test.

SECTION IV - CLASSROOM-BASED / STATE ASSESSMENT REVIEW

1. Summative Assessments

Tennessee Comprehensive Assessment Program (TCAP) Achievement Assessment Results

Report Scores or Percentiles - BP (Below Proficient), BB (Below Basic), B (Basic), P (Proficient) and A (Advanced) for the last 3 years

- Tennessee Comprehensive Assessment Program (TCAP-Ach)
- TCAP-Alternate Portfolio Assessment (TCAP-ALT PA)
- TCAP - Modified Academic Achievement Standards Assessment (TCAP-MAAS)

Test	Date of Test: <input type="text"/> / <input type="text"/>	Date of Test: <input type="text"/> / <input type="text"/>	Date of Test: <input type="text"/> / <input type="text"/>			
	Score	Score	Score			
Reading/Language Arts	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>
Math	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>
Science	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>
Social Studies	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>	<input type="checkbox"/> TCAP-Ach <input type="checkbox"/> TCAP-Alt-PA <input type="checkbox"/> TCAP-MAAS	<input type="text"/>

The Re-Evaluation Summary Report, Section V document includes the secondary or exited disability.

SECTION V - IEP TEAM REEVALUATION DECISION		
The following members of the IEP Team participated in the reevaluation process on: 8/1/11		
Position	Signature	Date
Principal/Designee		
General Education Teacher		
Special Education Teacher		
Assessment Specialist		
Consultant/Coordinator		
Parent		
Other/		
Other/		
<p>Based on the review of existing evaluation data, including information provided by the parent(s), current classroom -based assessments and observations (information reported in Sections I, II, III, and IV) the IEP team determined the following:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 1. Additional data is needed to determine if this student continues to have an educational disability.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 2. Additional data is needed to determine the student's continued need for special education and/or related services.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 3. Additional data is needed to determine present levels of academic achievement and related educational needs of this student.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 4. Additional data is necessary to determine whether any additions or modifications to the special education services and/or related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.</p>		
<p>If YES to any of the above statements what was decided?</p> <p>1. <input checked="" type="checkbox"/> The student continues to be eligible for Special Education services with currently identified disabilities, but additional assessment is needed for program planning purposes. <i>Complete Eligibility Report</i> Primary Disability: <i>Intellectually Gifted</i> / Secondary Disability: <i>Hearing Impairments</i></p> <p>2. <input type="checkbox"/> The student continues to be eligible for Special Education services in his/her primary disability, but additional assessment is needed to determine the presence of a secondary disability. <i>Complete Eligibility Report</i> Primary Disability: <i>Intellectually Gifted</i></p> <p>3. <input type="checkbox"/> A Comprehensive Evaluation is needed to determine if the student continues to have a disability and need special education services. <i>An Eligibility Report will not be completed, but procedures for conducting a Comprehensive Evaluation will commence.</i></p>		

Re-Evaluation Summary Report for Intellectually Gifted - Sections I, II, IV, V

This document is available in a editable format and information entered on the creation page prints on the document. The page length of this document is determined by the amount of information entered on the creation page. (It is not a set number of pages.)

No error checks are associated with creating this document.

Reevaluation Summary Report Sections I, II, IV, V Gifted

Date:

Current Special Education Services:

Medical or Other Pertinent Information:

Section III and IV

Achievement Assessment: TCAP: Report total scores or percentiles for last three years. All other achievement assessment: Report total scores or percentiles on any previous assessments administered.

Test	Year	Reading/Lang	Math	Social Studies	Science	Writing
TCAP	<input type="text"/>					
TCAP	<input type="text"/>					
TCAP	<input type="text"/>					
WJ-III	<input type="text"/>					
	<input type="text"/>					
	<input type="text"/>					

Intellectual Assessment: Record Standard Scores on previous assessments.

Test	Date	Total	Verbal	Nonverbal
<input style="width: 100%;" type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input style="width: 100%;" type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Characteristics of Gifted/Creativity: Record scores on previous assessments.

Test/Checklist	Date	Score
<input style="width: 100%;" type="text"/>	<input type="text"/>	<input type="text"/>
<input style="width: 100%;" type="text"/>	<input type="text"/>	<input type="text"/>
<input style="width: 100%;" type="text"/>	<input type="text"/>	<input type="text"/>
<input style="width: 100%;" type="text"/>	<input type="text"/>	<input type="text"/>

Classroom Grades:

Year	Language Arts	Math	Reading	Social Studies	Science
<input type="text"/>					
<input type="text"/>					
<input type="text"/>					

Parent Input/Observations:

Teacher and Related Service Input/Observations:

Based on the review of existing evaluation data, including information provided by the parent(s), current classroom -based assessments and observations (information reported in Sections I, II, III, and IV) the IEP

Yes No 1. Additional data is needed to determine if this student continues to have an educational disability.
 Yes No 2. Additional data is needed to determine the student's continued need for special education and/or related services.
 Yes No 3. Additional data is needed to determine present levels of academic achievement and related educational needs of this student.
 Yes No 4. Additional data is necessary to determine whether any additions or modifications to the special education services and/or related services are needed to enable the child to meet the measure of the child and to participate, as appropriate, in the general education curriculum.

If YES to any of the above statements what was decided?

1. The student continues to be eligible for Special Education services with currently identified disabilities, but additional assessment is needed for program planning purposes. *Complete Eligibility Report.*
Primary Disability: **Autism**

2. The student continues to be eligible for Special Education services in his/her primary disability, but additional assessment is needed to determine the presence of a secondary disability. *Complete Eligibility Report.*
Primary Disability: **Autism**

3. A Comprehensive Evaluation is needed to determine if the student continues to have a disability and needs special education services. *An Eligibility Report will not be completed, but procedures for conducting a Comprehensive Evaluation will be initiated.*

[Create Draft Document](#)

The option to 'Remove Draft Watermark' is available on the document creation page. When selected, the 'Draft' watermark does not print on the draft document.

Remove **Draft** watermark.

[Create Draft Document](#)

Re-Evaluation Review Section III Documents

The following Evaluation Sections are available in an editable format and information entered on the creation page prints on the document.

Achievement	Hearing Impairment/Deafness
Adaptive Behavior	Language
Articulation	Medical
Cognitive/Intellectual	Other Health Impairment
Development	Social/Emotional/Behavioral/ Autism Spectrum
Fluency/Voice	Visual Impairment

Selecting the ‘Re-Evaluation Review Section III’ document displays a page with all Section III Evaluation Reviews. Select the checkbox associated with each Evaluation Review. Select the ‘+’ symbol beside the name of each Evaluation Review and enter text or appropriate values. Selecting the ‘+’ symbol expands or collapses the creation page available for each Review.

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Achievement |
| <input type="checkbox"/> | <input type="checkbox"/> | Adaptive Behavior |
| <input type="checkbox"/> | <input type="checkbox"/> | Articulation |
| <input type="checkbox"/> | <input type="checkbox"/> | Cognitive/Intellectual |
| <input type="checkbox"/> | <input type="checkbox"/> | Development |
| <input type="checkbox"/> | <input type="checkbox"/> | Fluency/Voice |
| <input type="checkbox"/> | <input type="checkbox"/> | Hearing Impairment/Deafness |
| <input type="checkbox"/> | <input type="checkbox"/> | Language |
| <input type="checkbox"/> | <input type="checkbox"/> | Medical |
| <input type="checkbox"/> | <input type="checkbox"/> | Other Health Impairment |
| <input type="checkbox"/> | <input type="checkbox"/> | Social/Emotional/Behavioral/Autism Spectrum |
| <input type="checkbox"/> | <input type="checkbox"/> | Visual Impairment |

The Preschool Section III Document is no longer a part of the Re-evaluation Summary report Section III and is not available or needed as a state document.

Select the checkbox next to each Evaluation Review and information entered on the creation page prints on the Re-Evaluation Section III document. No error checks are associated with creating this document.

Achievement

WIAT-II Date of Test: 01/01/2010

Subtest/Composite	Standard Score	Percentile	<input checked="" type="checkbox"/> Grade/ <input checked="" type="checkbox"/> Age Equivalent
Word Reading	45	56	8th Grade
Reading Comprehension	12	34	14 yrs.
Pseudoword Decoding	78	90	100
• Reading Composite	12	23	19
Math Reasoning	90	9th	text1
Numerical Operations	text2	text3	09990
• Math Composite	12	ABC	DEF
Listening Comprehension	abc	def	ghi
Oral Expression			
• Oral Language Composite			
Spelling	text4	text5	1st Grade
Written Expression			
• Writing Composite			

WIAT-III Date of Test: 02/01/2011

Subtest/Composite	Standard Score	Percentile	<input checked="" type="checkbox"/> Grade/ <input type="checkbox"/> Age Equivalent
Reading Comprehension	20	text	8
Word Reading	30	40	50
Pseudoword Decoding			text2
Oral Reading Fluency			

Reevaluation Related Service Observation

This document is available in an editable format on the creation page and information entered on the creation page prints on the document. The page length of this document is determined by the amount of information entered on the creation page.

The following information is required before you can create this Draft Document

Reevaluation Related Service Observation

Date of Observation: 

Select Related Service:

Select Related Service Provider Completing Observation:

Date of Last Evaluation: 

1. Please describe related service(s) you currently provide for this student:

**2. Yes No Does this student appear to continue to have the identified disability?
 If no, please explain:**

3. Yes No Are related services needed?

No error checks are associated with creating this document.

Reevaluation Special Education Teacher Observation

Information entered on the creation page prints on the document. The page length of this document is determined by the amount of information entered on the creation page.

Reevaluation Special Education Teacher Observation

Date of Observation: 

Select Special Education Service: 

Select Special Education Teacher Completing Observation: 

Class/Subject:

1. Please describe current special education interventions provided for this student:

1. Please describe current special education interventions provided for this student:1. Please describe current special education interventions provided for this student:

2. Yes No **Does this student appear to continue to have the identified disability?**

3. Yes No **Does this student continue to need special education and/or related services?**

4. Describe this student's general classroom behavior and work habits:

Strengths:

Description of the student's general classroom behavior and work habits consist of...

No error checks are associated with creating this document.

Release of Information

The Release of Information Form, 'Contact is relabeled as 'Facility/Professional.'

For this evaluation, we are requesting the information from the indicated facility/professional:

<input type="checkbox"/> Medical	Facility/Professional Name: _____
<input type="checkbox"/> Social/Emotional	Address: _____
<input type="checkbox"/> Visual/Auditory	_____
<input type="checkbox"/> Other: _____	Phone Number: _____

Student Invitation to a Meeting

The ‘Student Invitation to Meeting’ document is for any student at any age that needs an invitation to the IEP meeting. The ‘Student Invitation to Meeting’ document is available under the Documents section of the Student’s Document page.

This is a required document ensuring LEA’s invite the student to the meeting to discuss transition services in their next IEP. LEA’s are required to create the ‘Student Invitation to Meeting’ document for those students that are 15 years 1 day old of age at the beginning of the IEP (meaning they will turn 16 years old during the life of the IEP).

Error Check 17.03 is triggered if the ‘Student Invitation to Meeting’ document is not created.

Student Prior Written Notice

Prior Written Notice for Student document for students over the age of 18 is available under the Documents section of the Documents tab.

 **Documents for Pranita Test**

[Click here to download the Procedural Safeguards from the Tennessee DOE web site](#)
[Click here to download the Re-Evaluation forms and instructions from the Tennessee DOE web site](#)

Documents:

<ul style="list-style-type: none"> <input type="radio"/> IEP <input type="radio"/> IEP Addendum <input type="radio"/> Services Plan Annual <input type="radio"/> Services Plan Addendum <input type="radio"/> Progress Report <input type="radio"/> IEP At-a-Glance <input type="radio"/> Evaluation, Eligibility Placement Timeline Extension Request <input type="radio"/> Service Plan <input type="radio"/> Service Plan Addendum <input type="radio"/> Eligibility Report- Eligible <input type="radio"/> Eligibility Report- Not Eligible <input type="radio"/> Release of Information Form <input type="radio"/> Medical Information Form <input type="radio"/> Direct Observation <input type="radio"/> General Ed Teacher Input 	<ul style="list-style-type: none"> <input type="radio"/> Reevaluation Classroom Teacher Observation <input type="radio"/> Reevaluation Parent Information <input type="radio"/> Reevaluation Summary Report Sections I, II, IV, V Gifted <input type="radio"/> Reevaluation Related Service Observation <input type="radio"/> Reevaluation Special Education Teacher Observation <input type="radio"/> Contact Log <input type="radio"/> Summary of Performance <input type="radio"/> Reevaluation Summary Report Sections I, II, IV, V <input type="radio"/> Reevaluation Review Section III Documents <input type="radio"/> Teacher Checklists <input type="radio"/> EasyFax Other Cover Sheet <input type="radio"/> Transportation Form <input type="radio"/> Manifestation Determination <input type="radio"/> Student Invitation for a Meeting <input type="radio"/> Student Prior Written Notice
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Summary of Performance

The Summary of Performance document is available on the Documents tab. For questions or concerns, please contact: Blake Shearer, Tenn. Dept. of Education High School Transition Consultant at email address Blake.shearer@tn.gov.

At the top of the document creation page for the Summary of Performance is a page note to create a draft document to save information.

The following information is required before you can create this Draft Document

Summary of Performance

***Note: Please remember to create a draft document by clicking the button below. This will enable you to save all information entered on this page.**

Summary of Performance Document:

1. Student Demographics. Complete requested information. Attach current copies of the formal and informal assessment reports documenting the student’s disability which provides additional information assisting in post-secondary planning.

Summary of Performance

***Note: Please remember to create a draft document by clicking the button below. This will enable you to save all information entered on this page.**

Year of Graduation/Exit:

Address:

City: State: Zip Code:

Telephone:

Primary Language:

If English is not the student's primary language, what services were provided for this student as an English language learner?

Assessment Reports: Check and include the most recent copy of assessment reports attached that clearly identify the student's disability or functional limitations and that will assist in postsecondary planning:

<input checked="" type="checkbox"/> Psychological/cognitive	<input type="checkbox"/> Response to Intervention (RTI)	<input type="checkbox"/> Adaptive behavior/FBA	<input checked="" type="checkbox"/> Behavioral analysis
<input type="checkbox"/> Neuropsychological	<input type="checkbox"/> Language/proficiency	<input checked="" type="checkbox"/> Social/interpersonal skills	<input type="checkbox"/> Classroom observations
<input type="checkbox"/> Medical/physical	<input type="checkbox"/> Reading assessments	<input type="checkbox"/> Community-based assessment	<input type="checkbox"/> Assistive technology
<input type="checkbox"/> Achievement/academics	<input type="checkbox"/> Communication	<input type="checkbox"/> Self-determination	<input checked="" type="checkbox"/> Career/vocational assessment

Informal assessment (specify)

Other (specify):

2. Student’s Measurable Postsecondary Goal. Complete in the spring of the student’s exit year, if appropriate. Indicate the post-secondary environment and goals for transition, upon completion of high school. This document pulls the post-secondary goals from the Transition page.

Measurable Postsecondary Goals - This section states the student's specific measurable postsecondary goal(s).

Postsecondary Area	NA	Measurable Postsecondary Goal
Community Involvement	<input type="checkbox"/>	Volunteer with Big Brothers and Big Sisters
Education/Training	<input type="checkbox"/>	Graduate from TN Tech with an auto mechanic's license
Employment	<input type="checkbox"/>	Full time employment at Bear's automotive
Independent/Supported Living, if appropriate	<input checked="" type="checkbox"/>	n/a

3. Summary of Performance. The Summary of Performance is critical as a student transitions from high school to post-secondary education, training or employment. This information is necessary under Section 504 and the Americans with Disabilities Act (ADA) establishing eligibility for reasonable accommodations and supports in postsecondary settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment.

Areas of Student Performance:

Three areas of student performance are included: Academic, Cognitive, and Functional. Complete the student’s present level of performance and accommodations, modifications and assistive technology essential in assisting the student receiving a Free and Appropriate Public Education (FAPE) for each of the three areas.

- Academic:
 - Reading: basic reading/decoding, reading comprehension, reading fluency
 - Math: calculation skills, math problem solving
 - Written Language: written composition, written expression, spelling
- Cognitive:
 - General Ability and Problem Solving: reasoning and processing
 - Attention and Executive Functioning: energy level, sustained attention, memory functions, processing speeds, impulse control, activity level
 - Communication: speech, language, augmentative communication
- Functional:
 - Social Skills and Behavior: interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services accommodations, degree of involvement in extracurricular activities, confidence and persistence as a learner, emotional or behavioral issues related to learning and attention.
 - Independent Living Skills: self-care, leisure skills, personal safety, budgeting and financial management skills

- Environmental Access/Mobility: assistive technology, mobility, transportation
- Self-Determination/Self Advocacy Skills: ability to identify and articulate post secondary goals, learning style(s), strengths, needs, ability to ask for assistance, ability to describe disability and it's effect
- Career/Vocational/Transition
- Additional Considerations

Summary of Performance: This section includes information on academic achievement and functional levels of performance. Next to each specified area, complete the student's present level of performance and the accommodations, assistive supports that were effective in high school to assist the student in achieving progress.

Academic Content Areas	Present Level of Performance (grade level, strengths, preferences, interests)	Essential Accommodations, Assistive Technology and/or Supports
Reading	10th grade level, strong comprehension in	extra time allowed for overall comprehension
Math	10th grade, loves geometry and wants to persue	calculator
Written Language	9th grade, using his imagination, prefers typing	word processor or computer for keying words
Cognitive Areas	Present Level of Performance (grade level, strengths, preferences, interests)	Essential Accommodations, Assistive Technology and/or Supports
General Ability and Problem Solving	10th grade, calculation using calculator and	extra time allowed for overall comprehension
Attention and Executive Functioning	9th grade, spot on in areas of interest,	word processor or computer for keying words
Communication	10th grade, verbal communication a strength and	n/a
Functional Areas	Present Level of Performance (grade level, strengths, preferences, interests)	Essential Accommodations, Assistive Technology and/or Supports
Social Skills and Behavior	10th grade, very social and well behaved, likes	n/a
Independent Living	10th grade, looks forward to first apt/home on own	n/a
Environmental Access/Mobility	normal	n/a
Self-Determination/Self Advocacy Skills	10th grade, not shy and knows how to ask for	n/a
Career/Vocational/Transition	10th grade, wants to earn auto mechanics license	n/a
Additional Considerations	n/a	n/a

4. Recommendations to assist student in meeting post secondary goals. Write a brief narrative describing assistance and supports required for success in a postsecondary environment, including higher education, training, employment, independent living and/or community participation.

Recommendations to assist the student in meeting measurable postsecondary goal(s) - This section presents recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support service participation in measurable postsecondary goals.

Postsecondary Area	NA	Recommendations to Assist the Student in Meeting Measurable Postsecondary Goals	Contact Information - name and/or title, phone number, address, email
Training	<input type="checkbox"/>	Machine shop, auto shop,	Mr. Dale Teacher
Higher Education or Career-Technical Education	<input type="checkbox"/>	ACT,	Ms. Tami Tester
Employment	<input type="checkbox"/>	Sear's Auto Shop	Mr. Sears, manager
Independent Living, If appropriate	<input checked="" type="checkbox"/>	n/a	n/a
Community Participation, If appropriate	<input type="checkbox"/>	continue with volunteer work at BBBB	Ms. Sandi Volunteer, coordinator

5. Student Input. Student provided information related to this Summary of Performance is recommended. The student’s contribution (a) assists high school professionals complete the Summary of Performance, (b) students’ better understanding of the impact of his/her disability on academic and functional performance, and (c) postsecondary personnel understanding of the impact of the disability. The Student Input is completed by the student or with the student through an interview.

Student Input

A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, ...)

I need extra time to let the infromation sink in before answering or reacting. If I don't do this I get flustered when searching for the words to answer.

B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accomr...)

Counting to 10 before answering question, deep breathing during assessments, and short breaks.

C. Which of these supports and accommodation have worked best for you?

Taking my time and not instantly reacting knee jerk.

D. Which of these accomodation or supports has not worked best for you?

n/a

E. What are some of the strengths and needs you would like professional to know about you as you enter the college or work environment?

I'm very detail oriented, honest, loyal, and enjoy learning.

F. Are there additional supports or accommodations you think you will need?

Just patience.

Letters

Initial Consent for Eligibility Evaluation

This letter is sent to the parent/guardian requesting a evaluation to determine whether a child has a disability where Special Education and Related Services are needed.

 **Create Draft document for Tony Test** New Mail!

The following information is required before you can create this Draft Document

Initial Consent for Eligibility Evaluation

To which parent/guardian is this letter addressed? Tom and Mary Test ▼

Tom and Mary Test
 Tony Test
 Grandmother Test

(NOTE: You will be able to address this letter to multiple parent(s)/guardian(s) in the final document)

Date Sent: 08/09/2011 

Select Reason(s) for Assessment:

child is working above grade level or below grade level in one or more basic skills
 child's behavior is inconsistent with that expected for children of students' age
 child has a rate of progress which has increased decreased
 child's speech/language skills are inconsistent with those expected for children of student's age
 child has entered our school system with an out of date and/or incomplete evaluation
 parent preschool referral

Select Areas/Procedures for Assessment:

<input type="checkbox"/> 1. Vision/Hearing Screening <input type="checkbox"/> 2. Classroom Observation <input type="checkbox"/> 3. Academic Achievement <input type="checkbox"/> 4. Intellectual Functioning	<input type="checkbox"/> 10. Audiological Evaluation <input type="checkbox"/> 11. Functional Vision Assessment <input type="checkbox"/> 12. Personality Assessment <input type="checkbox"/> 13. Vocational Assessment
---	--

Invitation to a Meeting

Purpose of this letter is to invite the parent(s)/guardian(s) and/or student to a meeting. Included in the invitation is 1) the location of where the meeting is held to discuss the educational needs and the date and time, 2) the reason(s) for the meeting and the people, with titles, who are invited to attend and 3) the opportunity to accept the suggested location, time and date, or request another meeting at a mutually agreed time and location. 'Initial' and 'Reminder' checkboxes have been added to the Invitation for a Meeting letter.

Invitation for a Meeting

To which parent/guardian is this letter addressed? Tony Tesy ▼
Mr and Mrs Test
Tony Tesy

(NOTE: You will be able to address this letter to multiple parent(s)/guardian(s) when you create a Final document)

Date Sent: 08/11/2011

Create draft document for
"Invitation for a Meeting"

Person(s) invited:
Mr and Mrs Test
Tony Tesy

Meeting Date: 09/30/2011

Meeting Location: Sample School

Meeting Time: 10:00 am

Meeting Reason (please check all that apply):

- To review educational status and determine what data, if any, are needed to complete evaluation/re-evaluation.
- To review the results of the initial evaluation/reevaluation and determine eligibility for special education and related services.
- To review and/or develop an Individualized Education Program (IEP).
- To consider educational placement (includes a change in educational placement, graduation and termination of eligibility).

Prior Written Notice

Prior written notice means written statements from the school district informing the parent(s) of recommendation(s) relating to the initiation or change in the identification, evaluation, educational placement of the student or the provision of FAPE.

Prior Written Notice

To which parent/guardian is this letter addressed?

(NOTE: You will be able to address this letter to multiple parent(s)/guardian(s) when you create a Final document)

Date Sent:

Will the student attend the IEP Meeting?

Purpose for Notice:

The School District

- Identification/Eligibility
- Evaluation/Re-Evaluation
- Review/Revise Individualized Education Program (IEP) (Provision of FAPE)
- Educational Placement (includes change in educational placement, graduation and termination of eligibility)
- Other:

If other, please explain:

Correcting Errors in EasyIEP™

Finalizing an IEP requires a draft IEP document created free of any errors. If the IEP has errors, these errors appear after 'Create Draft' from the IEP Process tab.

Before you can create a non-Draft IEP, the following errors will need to be corrected

Correcting errors:

1. Select the 'View Errors in a Separate Window' button. A list of errors appears in a separate window, and the student's workspace is in another window allowing for corrections.

View Errors in a Separate Window

2. Correct each error by selecting the checkbox next to the error. Checking the box(s) does not automatically update the errors.
3. When finished making corrections, select the IEP Process tab.
4. Create another draft IEP.

Please Correct the Following Errors:

- Present Levels
- Error 04.01. You have not included an assessment for the student's Present Level of Performance. Please enter an assessment for the student's Present Levels of Performance. PLP assessments are identified by selecting one of the Areas that begin with the three characters **PL-**.
- Error 04.07. You have not entered an assessment of **Transition** or **Transition-Vocational** or **Transition-Functional Vocational** for any of the student's assessments. Please include at least one assessment with the area as **Transition** or **Transition-Vocational** or **Transition-Functional Vocational**.
- Narratives
- Error 03.01. You have not included a description of the student's strengths. Please complete the

Replacing Finalized IEP Documents

EasyIEP™ allows for the creation of a draft IEP document at anytime while working in the student's workspace. Always create draft IEPs before finalizing an IEP. Sometimes an IEP document is finalized with clerical errors or wrong information. If an error is discovered in the finalized IEP document within 15 days, there is the option to correct the problem and create another final IEP document and replace the previous incorrect document.

Example Scenario:

1. After reviewing the finalized IEP document, duplicate objectives for a specific goal were found. Rather than posting a note to the 'Message Board' asking for this IEP to be deleted, return to the IEP Process tab, correct the objectives and create another final IEP.
2. After selecting the 'Create Final Document' page, a yellow message indicating there is an IEP created four days ago and gives the option to replace with the new finalized IEP document. Replace the old/incorrect IEP document by checking the checkbox in the yellow message before creating the final document.

 Create Final document for **Sheryn Test**  New Mail!

The following information is required before you can create this Final Document

IEP

A(n) IEP was created for **Sheryn Test** on 07/28/2011, which was only 4 days ago. If that IEP should be deleted and replaced with the one you are about to create, click in this checkbox.

IEP Meeting Date: 03/15/2011 

Date this IEP Begins: 03/15/2011 

Date this IEP Ends: 03/01/2012 

Contact Log

The Contact Log document is available on the Documents tab.

1. Indicate the date range of contacts needed for this Contact Log. Select 'Create Draft Document' or 'Create Final Document.'

 **Create Draft document for Sheryn Test** New Mail!

The following information is required before you can create this Draft Document

Contact Log

Contact Log

This document will list all contacts made by users for the student based on the date range you provide below:

Indicate the date range of contacts needed for this Contact Log.

From: 
 To: 

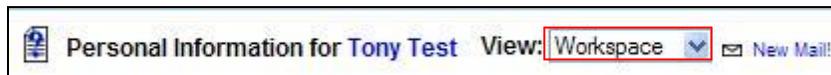
2. Once the document is created, view the Contact Log. The document lists all associated contacts, including those made for parents and non-parents and any notes entered.

2011-2012				
CONTACT LOG				
From: 2010-07-01		To: 2011-06-30		
Student Name: Tony Test		Student ID: 1234567		Page: 1
Grade: 5th Grade		School: Sample School		
Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result
Jill Renae Farmer	Tom	Phone	09/13/2010	Parent will attend meeting
Notes:				
Katie Miller	Tom	Behavior	11/01/2010	
Notes: Behavior Information goes here.				
Katie Miller	Tom	Phone	11/02/2010	
Notes: Behavior Information Monitoring.				
Katie Miller	Tom	Behavior	10/26/2010	
Notes:				

Page Views

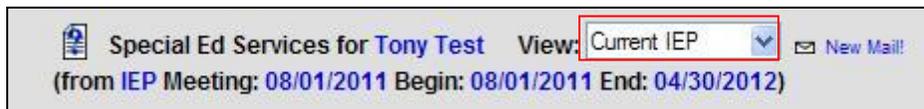
Workspace View

‘Workspace’ is the default view in EasyIEP™. The Workspace is used for entering information into a student’s record. Editing and viewing information in the ‘Workspace’ is available based on user type permission. An example of the ‘Workspace’ view:



Current IEP View

The ‘Current IEP’ view is available once an IEP is finalized. It is a view of the student’s current IEP. The ‘Current IEP’ view cannot be edited. Select ‘Current IEP’ to view the current IEP document, when editing the workspace or troubleshooting a student’s option of service. An example of the ‘Current IEP’ view:



Changing Views

Toggle between the 'Workspace' view and the 'Current IEP' view by selecting the 'View' dropdown list. This drop down list appears at the top of every student-page, if an IEP is finalized. An example of the 'View' dropdown menu is displayed below.



Significance of Changing Views

The 'Workspace' view and the 'Current IEP' view may display different information for a student. The 'Workspace' view represents the 'working space' for the student at that moment. The 'Current IEP' view represents the information saved in the student's current finalized IEP. When entering subsequent IEPs for a student, the 'Workspace' view changes as new dates are entered, goals updated and service information is changed.

Toggle between these two views if:

1. Comparing two different IEPs
2. Troubleshooting a student's option
3. Checking goals on a Progress Report

Example Scenario:

A student with a finalized IEP document does not have an option. Select Services and Supplemental Aids page to view the 'Workspace.' Changing the view to the 'Current IEP' view, the screen displays the Special Education Services in the current finalized IEP document. At this point, begin to troubleshoot the Special Education Services and Related Services listed in the IEP document. Review the services listed, session length and service dates. If this IEP is not the correct, make the necessary changes to the workspace and finalize a new IEP document. Be sure the EasyIEP™ Administrator deletes the incorrect IEP document, as needed.

Deleting an IEP

Review the IEP events on the student’s history page and determine which document(s) need deleting. Only incorrect and/or duplicate IEP events need deletion.

Process for deleting events:

1. Record the ‘Event ID’ for each event which needs deleting. The ‘Event ID’ is a unique ID assigned to each document or event in the Student History Page.

									
Del	Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
<input type="checkbox"/>	83545	01/01/2008	School Change (Test School)	01/01/2008	04/03/2008	Beth Carter		2008-04-03 09:55:00 (11 days)	Details
<input type="checkbox"/>	83206	03/03/2008	Eligibility Determination	03/03/2008	03/03/2011	Athane Keovilay		2008-03-26 06:57:00 (19 days)	Details
<input type="checkbox"/>	83220	03/03/2008	IEP	03/03/2008	03/03/2009	Peter Smith	IEP (ID# 17662)	2008-03-26 11:27:00 (19 days)	Details
<input type="checkbox"/>	83222	03/26/2008	Progress Report (2007 rp 8)			Peter Smith	Progress Report (ID# 17665)	2008-03-26 11:40:00 (19 days)	Details
<input type="checkbox"/>	83708	03/03/2008	Eligibility Determination	03/03/2008	03/03/2011	Peter Smith		2008-04-09 11:21:00 (5 days)	Details
<input checked="" type="checkbox"/>	83712	03/03/2008	Written Parental Permission Received			Peter Smith		2008-04-09 11:35:00 (5 days)	Referral Source: Parent
<input type="checkbox"/>	83900	03/03/2008	IEP Update	03/03/2008	03/03/2009	Peter Smith	IEP (ID# 19478)	2008-04-14 19:37:00 (0 days)	Details

2. Contact the EasyIEP™ Administrator responsible for deleting events and indicate which events need deleting. Remember, if a Progress Report(s) is associated with an IEP document, delete and the Progress Report(s) first and delete the incorrect IEP event. (Create a new IEP document and applicable Progress Reports.)
3. If the EasyIEP™ Administrator does not have delete permissions, post a message to the Message Board with the following information. The EasyIEP™ helpdesk will remove the event from the system:
 - a. Student Name
 - b. Student ID#
 - c. Event ID#(s)
 - d. Type of Document – IEP, Progress Report, Eligibility
 - e. Reason

Example Message: Please delete the following IEP for Tony Test. Event ID#: 83220. This is an error. The correct IEP is the one with the Event ID# 83900. Thanks!

Date Changes

Event(s)/documents entered with incorrect service dates:

1. Record the 'Event ID' for each incorrect event.
2. Contact the EasyIEP™ Administrator with edit/delete permissions to edit service dates on the student's history page.
3. If the EasyIEP™ Administrator does not have edit/delete permissions, post a message to the Message Board with the following information. The EasyIEP™ helpdesk will edit the event(s):
 - Student Name
 - Student ID#
 - Event ID#(s)
 - Incorrect and Correct Date
 - Type of Document – IEP, Progress Report, Eligibility

Example Message: Please change the Eligibility Determination Begin Date for Event ID# 83710. The incorrect date is 04/09/08 and the Correct Date is 04/10/08. Also, please delete the following Eligibility Determination: Event ID# 83745. It is an error.

Del	Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
<input type="checkbox"/>	83545	01/01/2008	School Change (Test School)	01/01/2008	04/03/2008	Beth Carter		2008-04-03 09:55:00 (11 days)	Details
<input type="checkbox"/>	83206	03/03/2008	Eligibility Determination	03/03/2008	03/03/2011	Athane Keovilay		2008-03-26 06:57:00 (19 days)	Details
<input type="checkbox"/>	83220	03/03/2008	IEP	03/03/2008	03/03/2009	Peter Smith	IEP (ID# 17662)	2008-03-26 11:27:00 (19 days)	Details
<input type="checkbox"/>	83222	03/26/2008	Progress Report (2007 rp 8)			Peter Smith	Progress Report (ID# 17665)	2008-03-26 11:40:00 (19 days)	Details
<input type="checkbox"/>	83708	03/03/2008	Eligibility Determination	03/03/2008	03/03/2011	Peter Smith		2008-04-09 11:21:00 (5 days)	Details

Note: Once entered, Referral and Initial Consent for Eligibility Evaluation Dates are changed by a system administrator (EasyIEP™ Helpdesk). Submit a request to the Message Board asking the 'Initial Referral' or 'Initial Consent for Eligibility' date change due to clerical errors.

Options Troubleshooting

A student's BEP funding option is displayed at the bottom of the Personal Information page. The options funding table contains information regarding the student's primary and secondary options, the option begin date and the percent of day.

1. Select the 'Details' button in the options table to see the student's option history.

--- Current Funding Option ---

Primary Option	Secondary Option	Option Begin Date	Percent of Day	
02		10/14/2010	3	Details

Resend current option(s) to EIS

EIS Enrollment Year:

To determine the EIS Enrollment Year:
2009 = 2009-2010 School Year
2010 = 2010-2011 School Year

Sent to EIS
 TEIS Program

[Update the Database](#)

[Make this student inactive](#)

2. The option details displays a student's option history, IEP document(s) and option begin date(s).

Funding Options History for [New Mail!](#)

Event ID	Event Date	IEP Document	Primary Option	Secondary Option	Option Begin Date	Percent of Day
718025	04/04/2011	IEP	03		08/10/2011	17
718025	04/04/2011	IEP			05/26/2011	0
718025	04/04/2011	IEP	02		04/04/2011	9
714374	03/31/2010	IEP Addendum	02		12/17/2010	9
689639	03/31/2010	IEP Addendum	02		12/17/2010	9
714374	03/31/2010	IEP Addendum	03		03/31/2010	19
689639	03/31/2010	IEP Addendum	03		03/31/2010	19
586725	03/31/2010	IEP	03		03/31/2010	14
584742	03/31/2010	IEP	03		03/31/2010	14

- If a student is identified with no option or incorrect option, select the Services and Supplemental Aids page on the IEP Process tab.

The screenshot shows the 'IEP Process' interface for a student named 'Abbie Marie Test'. On the left side, there is a vertical list of buttons: 'Personal Information', 'Present Levels', 'Narratives', 'Goals and Objectives', 'Services and Supplemental Aids', 'Accommodations', and 'Transition Services'. Each button has a green checkmark. The 'Services and Supplemental Aids' button is highlighted with a red rectangular box. On the right side, there is another vertical list of buttons: 'Team', 'Parents', 'Contacts', 'Create Draft', 'Create Final', and 'Print/View', each also with a green checkmark.

- Change the View from 'Workspace' to 'Current IEP.'

The screenshot shows the 'Services and Supplemental Aids' table for 'Abbie Marie Test'. A dropdown menu is open, showing options: 'Workspace', 'Current IEP', 'Previous IEP / IFSP', and 'Other IEP / IFSP'. 'Current IEP' is selected. Below the dropdown is a table with the following data:

Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pot	Start Date / End Date	Provider	Location
<input type="checkbox"/>	1	<input type="checkbox"/>	Academics	5 per W 80 min	<input type="checkbox"/>	<input type="checkbox"/>	14.29	06/03/2013 12/01/2013 06/03/2013	Sheryn Test	Special Ed Setting

- Confirm service begin and end dates fall within the date range of the current IEP.
Confirm the provider and location information is correct.

The screenshot shows the 'Services and Supplemental Aids' table for 'Abbie Marie Test' with the view set to 'Current IEP / IFSP'. A red box highlights the view dropdown and the date range '(from IEP Amendment Meeting: 06/01/2013 Begin: 06/01/2013 End: 12/31/2013)'. Below the red box is a table with the following data:

Pos	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pot	Start Date / End Date	Provider	Location
1	Academics	5 per W 80 min	No	No	14.29	06/03/2013 12/01/2013	Sheryn Test	Special Ed Setting
2	Life Skills	3 per W 30 min	No	No	4.29	06/03/2013 12/31/2013	Sheryn Test	Special Ed Setting

No option / Incorrect option calculates if:

1. IEP document is not finalized.
2. A service's begin date is prior to the IEP begin date or service's end date is after the IEP end date.
3. Services have future dates.
4. An incorrect 'Session Length' or 'Number of Sessions' is entered.
5. The correct 'Location of Service' or 'Provider' is chosen.
6. A 'Special Ed Service' is entered as a 'Related Service' or vice versa.

Correcting an Options problem

1. Select the 'Workspace' view and correct any errors on the Special Ed Services page and 'Save.'

Services and Supplemental Aids Abbie Marie Test [New Mail!](#)

View: Workspace

Special Ed Services

Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)
<input type="checkbox"/>	1	<input type="checkbox"/>	Academics	5 per W 00 min	<input type="checkbox"/>	<input type="checkbox"/>	14.20	05/01/2013 01:30 12/01/2013 01:30	Shelyn Test	Special Ed Setting	Assigned School

Add Special Ed Services

2. Return to the IEP Process tab and finalize a new IEP. Changing the workspace only without finalizing an IEP document does not change the option. A new finalized IEP reflecting the changes must be finalized before the option calculates correctly.

My Docs

The My Docs tab displays the Case Manager's student's documents. This tab allows Case Managers to view and print all documents for students on their caseload.

[Log Out](#) | [Main Menu](#) | [Students](#) | **[My Docs](#)** | [Wizards](#) | [Schools](#) | [School System](#) | [Users](#) | [My Info](#) | 

[Students](#) | [Personal](#) | [Eligibility](#) | **[IEP Process](#)** | [Early Childhood](#) | [Documents](#) | [Restrains/Isolations](#) | [View Restraint Incidents](#)

Documents for students of **Sheryn Test**
[New Mail!](#)

This page lists documents you've created, or that were created by someone else for students for whom you are the Case Manager, within the past year (including draft documents that have not expired), or a subset of those documents if the search page was used or if coming from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

Date Created	Created By	Student	Batch	Document	Year / Report Pd	Received
07/22/2013	Sheryn Ordway	Abbie Marie Test	<input type="checkbox"/>	IEP Addendum	PDF	<input type="checkbox"/>
07/22/2013	Sheryn Ordway	Abbie Marie Test	<input type="checkbox"/>	IEP At-a-Glance	PDF	(Draft)
07/10/2013	Sheryn Test	Abbie Marie Test	<input type="checkbox"/>	IEP	PDF	<input type="checkbox"/>
07/10/2013	Sheryn Test	Abbie Marie Test	<input type="checkbox"/>	IEP	PDF	<input type="checkbox"/>

Batch Printing

Batch printing allows users to select specific student documents and print at one time. To print documents in a batch:

1. Click on the My Docs tab.
2. Under the 'Batch' column, check the box next to each document to print.
3. Select the 'View Document Batch' button. The documents selected open as a single PDF file in Adobe.
4. To print these documents, use the 'Print' icon on the Adobe toolbar.

Documents for students of Sheryn Test						
New Mail!						
<small>This page lists documents you've created, or that were created by someone else for students for whom you are the Case Manager, within the past year (including draft documents that have not expired), or a subset of those documents if the search page was used or if coming from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.</small>						
Date Created	Created By	Student	Batch	Document	Year / Report Pd	Received
07/22/2013	Sheryn Ordway	Abbie Marie Test	<input checked="" type="checkbox"/>	IEP Addendum	PDF	<input type="checkbox"/>
07/22/2013	Sheryn Ordway	Abbie Marie Test	<input checked="" type="checkbox"/>	IEP At-a-Glance	PDF	(Draft)
07/16/2013	Sheryn Test	Abbie Marie Test	<input type="checkbox"/>	IEP	PDF	<input type="checkbox"/>
07/16/2013	Sheryn Test	Abbie Marie Test	<input type="checkbox"/>	IEP	PDF	<input type="checkbox"/>

Wizards

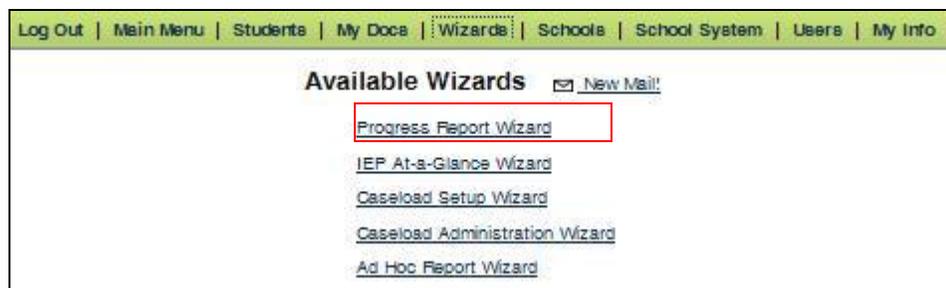
Wizards are tools used to simplify the process of creating the same document for multiple students.



Progress Report Wizard

This wizard creates Progress Reports for a case manager's students. Only the case manager's students show in the list of available students. Other IEP Team members are able to update the status of goals and/or objectives for students on Team member's caseload.

1. Select the 'Progress Report Wizard' link.



2. The 'School Year' field will default to the current school year. Select the 'Reporting Period' from the dropdown menu.
3. Select the student(s) needed to update their status and/or generate Progress Reports.
4. Select the 'Continue' button.

 **Progress Report Wizard (Select Students)**

Please be sure to select the correct Reporting Period.

School Year: 2011-2012 Reporting Period: Reporting Period 1 Fall ▼

- Select the students for whom you would like to update status and/or generate Progress Reports.
- Students that do not have a currently valid final IEP / ISP / IFSP will not show in this list.
- Students who transferred into this school system with events but without detailed historical information may show as having a current IEP / ISP / IFSP, but will also not appear below and will need a new IEP / ISP / IFSP before a Progress Report can be created.

Beth3 SummerUpdates Test
 NoStudent Type Test

(2 available students)

5. Select a Status for each Annual goal, enter a 'Status Narrative', select a Status for each Objective, enter the 'Target Percent', enter a 'Status Summary Narrative' if applicable and enter the 'Date Sent to Parent.'

Progress Report for Beth3 SummerUpdates Test (2011-2012 - Reporting Period 1 Fall) (Student 1 of 2)

Skip this student

Annual Goal: Narratives for Beth3 SummerUpdates Test NOTE: Each "Update the Database" button, when pressed, will update all data entered on this page. Current Descriptive Information Last Updated By: (none)
 Status: Anticipate Meeting Goal by IEP End Last Updated On: (none)

Status Narrative: (for Progress Report) Narrative

Objective	Status	Target %
Add Custom Objective(s) for Beth3 SummerUpdates Test Add Custom Objective(s) for Beth3 SummerUpdates Test Add Custom Objective(s) for Beth3 SummerUpdates Test	3. Some Progress Being Made	85

Status Summary Narrative:

Date Sent to Parent/Guardian: 08/02/2011

Just Update the Database

Update and Move to Next Student

6. Select the 'Update and Move to Next Student' button to save the Progress Report.
7. Select the 'Just Update the database' button to save the Progress Report. This does not move to the next student.

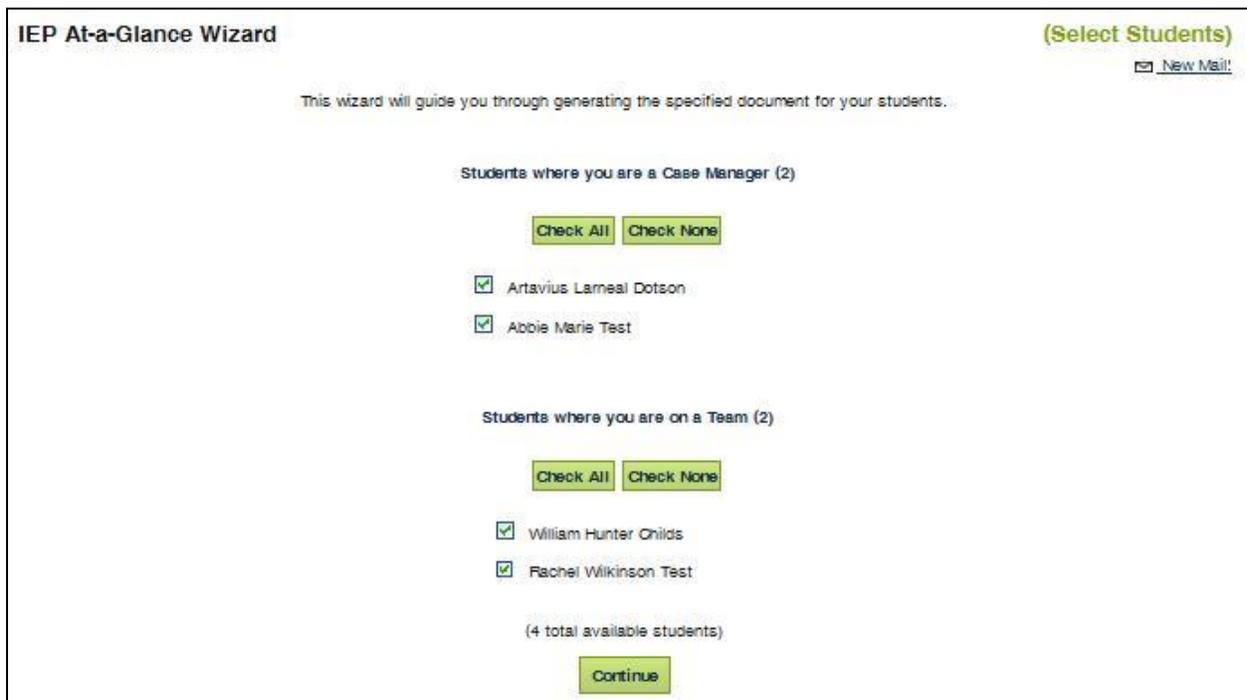
IEP-At-a-Glance Wizard

The IEP-AT-A-Glance document is created from the current IEP document and contains only the Goals and Objectives, Areas of Participation and Accommodations.

1. Select IEP-At-a-Glance Wizard.



2. Select the students to create an IEP-At-a-Glance document.



3. Select the Continue button.
4. Enter an Academic/Social Management Needs narrative, if applicable.
5. Enter a Comments/Special Needs narrative, if applicable.
(Steps 4 and 5 are not required.)

6. Create the IEP-At-a-Glance document. Select 'Create Draft and Move to Next Student' or 'Create Final and Move to Next Student' or select 'Update and Move to Next Student.'

IEP At-a-Glance William Hunter Childs (Student 1 of 4)

[New Mail!](#)

Academic/Social Management Needs Narrative

Comments/Special Needs Narrative

- Once the IEP-At-a-Glance document is created, select the documents to batch print.

Documents for students of **Sheryn Test**
[New Mail!](#)

This page lists documents you've created, or that were created by someone else for students for whom you are the Case Manager, within the past year (including draft documents that have not expired), or a subset of those documents if the search page was used or if coming from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

Date Created	Created By	Student	Batch	Document	Year / Report Pd	Received
07/22/2013	Sheryn Ordway	Abbie Marie Test	<input type="checkbox"/>	IEP Addendum	PDF	<input type="checkbox"/>
07/22/2013	Sheryn Ordway	Abbie Marie Test	<input type="checkbox"/>	IEP At-a-Glance	PDF	(Draft)
07/10/2013	Sheryn Test	Abbie Marie Test	<input type="checkbox"/>	IEP	PDF	<input type="checkbox"/>
07/10/2013	Sheryn Test	Abbie Marie Test	<input type="checkbox"/>	IEP	PDF	<input type="checkbox"/>

Caseload Setup Wizard

The Caseload Setup Wizard simplifies the process of creating the Case Manager's caseload.

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | Users | My Info |

Available Wizards [New Mail!](#)

- [Progress Report Wizard](#)
- [IEP At-a-Glance Wizard](#)
- [Caseload Setup Wizard](#)
- [Caseload Administration Wizard](#)
- [Ad Hoc Report Wizard](#)

- Select the Caseload Setup Wizard. Select the case manager or team member by checking the appropriate boxes left of the students' names. To add student, select the 'Add More Students to Caseload' button and search for the student.

Caseload Setup Wizard - Current Special Education Caseload **Sheryn Test**
[New Mail!](#)

Case Manager		Team Member		Student	School	Grade	Date Of Birth	Current Case Manager
Check All	Check None	Check All	Check None					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	William Hunter Childs	SS	P3	01/09/2010	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Artavius Lameal Dotson	SS	07	03/27/2001	Sheryn Test
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Abbie Marie Test	SS	10	11/10/1995	Sheryn Test
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rachel Wilkinson Test	SS	05	03/05/2002	Mike Test

(4 Students)

[Update the Database](#)

[Add More Students to Caseload](#)

Log Out and Exiting EasyIEP™

To log out of EasyIEP™, select the Log Out tab on the main menu bar. For security reasons, please log out of EasyIEP™ when finished for the day. If leaving a computer for a short break, lock the screen by pressing CTRL, ALT and Del keys simultaneously.

To Log out and Exit EasyIEP™

1. Select the Log Out tab on the menu bar.



2. Close the browser by using these methods:

- Select File in the upper left hand corner of the screen and then choose Exit.
- Mac users - Select the  in the upper left hand corner of the screen.
- PC users – Select the 'X' in the upper right hand corner of the screen.

**** Always Log Out and Exit the Browser ****

If a user does not Log Out of EasyIEP™ properly, information in EasyIEP™ is easily accessible by anyone. All users are responsible for any actions in EasyIEP™ that are performed under that Log In name.

Reminders

- EasyIEP™ Help Desk: 1-888-212-3162.
- Use the Message Board for asking the EasyIEP™ Help Desk questions, report bugs or post suggestions. This is found on the Main Menu page of EasyIEP™.
- All Message Board requests must include a student's full name and date of birth for further research by the EasyIEP™ Help Desk. If the requests are in reference to users or user types, please include specific examples.
- To request an IEP transfer, post a message and include the following information: Student's full name, date of birth, sending district, and receiving district.
- Use the Navigational Toolbar to navigate through the screens.
- Always click 'Save' or 'Update the database' to save data entered.
- When entering large quantities of notes (e.g., Narratives page) click 'Save' or 'Update the Database' frequently.
- A finalized IEP document is required to create an IEP-At-a-Glance document.
- A finalized IEP document is required to create a Progress Report.
- Do not use the 'Back' button on the browser tool bar.
- Contact the District EasyIEP™ Administrator for password resets.

Appendix - Revisions to Manual

July 2011 Updates

Section	Change
Students	TEIDS Student Search
Student Compliance Symbols	New - ECO Compliance Symbols
Personal Information	New - Item 7 – TEIS Program checkbox
Eligibility Process	Rev. - Initial Consent for Eligibility Evaluation Received Date
Participations Page	New - Red text box with guidelines for TCAP, EOC and District Assessment testing accommodations in a student’s general and special education classroom instruction. Each Participation area will default to ‘Not Applicable.’
Participations Page	New - Added screen shot for District Assessments on Participations tab.
Accommodations Page	New - Note about Accommodations in EasyIEP™ now match the Accommodations charts on the Special Ed website. Added link for the state’s Allowable Accommodations Chart
Goals & Objectives	Added link for TN Core Curriculum Standards web site.
Early Childhood Transition Page	Users will now be able to document a student’s progress for ECO Exit Reasons 1, 2, and 3 in appropriate text boxes.
Documents	Rev – IEP document creation page – changes for TCAP Alt 1% Assessment
Documents	Rev – IEP-At-A-Glance document has IEP dates and case manager’s name
Documents	Rev – Eligibility documents now has line for special education teacher signature
Documents	Rev – Evaluation, Eligibility, Placement, Timeline Extension Request form
Documents	Rev - Section II, Item 4, the label is now changed to ‘Services provided through IEP’
Documents	Rev – Reevaluation Summary Report – Sections I, II, IV, V – date fields have been revised to select a month and year. User has the option to remove the Draft Watermark..
Documents	Rev – Reevaluation Summary Report – Sections I, II, IV, V Gifted
Documents	Removed – Revaluation Summary Report Section III Preschool is now removed.
Documents	Rev – Revaluation Related Service Observation form
Documents	Rev – Revaluation Special Education Teachers Observation form
Documents	Rev – Summary of performance document - page note reminding users the create a draft document to save data on the form

Documents	Rev. – Summary of Performance document – The Post Secondary Goals will pull for the Transition tab.
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September 2011 Updates

Section	Change
Password Policy	Password requirements
Participations	Participations Areas
Goals & Objectives	Annual Goals from CSS
Student Compliance Symbols	TEIS Ages 3-0 Compliance Symbols
Documents	Invitation to Meeting Letter
Documents	Prior Written Notice Letter

October 2011 Updates

Assessments	Changes to Assessments
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Summer 2012 Updates

Section	Change
Advanced Student Search	Search by blank option
Assessment tab	Present Levels
Participations and Accommodations tabs	Combined as Accommodations tab
Accommodations tab	Reset Participation Level button
Accommodations tab	'Add Accommodations' button to add Accommodations for each Participation Area
Accommodations tab	Add EOC/Gateway Test Summary by marking Participation Level as 'Assessment Completed'
Present Levels tab	Reorder Assessments
Present Levels tab	Exceptional yes/no default
Present Levels tab	List of assessments reduced to the top 100
Present Levels tab	Subject areas automatically populate
Contact Tab	Progress Report included as a Contact
Eligibility Tab	Eligibility date, Primary Disability, Secondary Disability will populate from the Eligibility Document.
Goals and Objectives	'Rubric' added as Evaluation Procedure
Goals and Objectives	'Edit All Details' button
IEP-AT-A-Glance document	Includes student's date of birth and special ed services details.
Student Invitation to a Meeting	New Document

Student Prior Written Notice	New Document
Release of information form	'Contact' relabeled as 'Facility/Professional'
Progress Report	Select Progress Report Period before creating the Progress report.
Special Services and Related Services tab	Re-order Services
Student Transfers	District Student Transfer Contact List
Student Transfers	Out of State Transfer Suggested Guidelines

Winter 2013 Updates

Section	Change
Progress Report	Option to enter an objective status and percent of growth.
Progress Report	Option to create cumulative report
Entering Parentally Placed Private School Date	Eligibility tab
Entering English as Second Language (ESL) Date	Eligibility tab

Summer 2013 Updates

IEP Process Tab	New
Personal Page	New
Parents Page	New
Team Page	New
Contacts Page	New
Narratives Page	New
Present Levels Page	New
Accommodations Page	New
Goals and Objectives Page	New
Services and Supplemental Aids Page	New
Transition Services Page	New
Create Draft Page	New
Create Final Page	New
Print/View Page	New
Early Childhood Tab	New
Paperclip – Upload External Documents	New

Winter 2015 Updates

Out-of-State Transfer Process	Revised
Inactivating Students	Revised
ECO Compliance Symbols	Revised
TEIDS Compliance Symbols	Revised
Eligibility Process	New
Eligibility Timeline Extension Request	New
504, ESL, Private School Placement	New
Present Levels Page	Revised

Narratives Page	Revised
Goals and Objectives Page	Revised
Services and Supplemental Aids Page	Revised
Accommodations Page	Revised
Early Childhood EC Environments Page	New
Tennessee Alternate Assessment Page	New
All error checks	Removed