

INDIANA IEP

User Manual v 10.0



Indiana Department of Education
SUPPORTING STUDENT SUCCESS



PUBLIC
CONSULTING
GROUP

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PCG Overview

Public Consulting Group (PCG) is a national consulting firm specializing in public sector services.

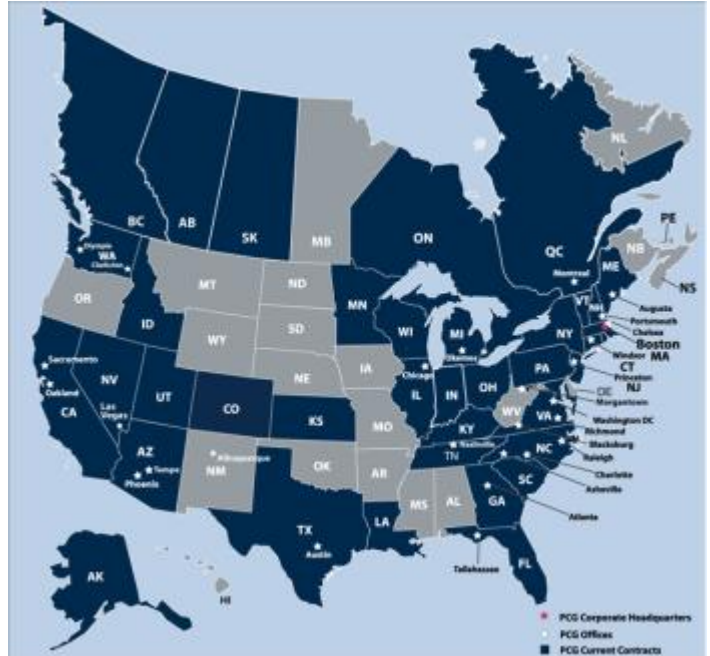
- Provided consulting, solutions & implementation services for 24 years
- 860 professionals in 35 offices serving clients in US, Canada, and Poland
- Technology expertise and services in four primary areas:
 - Education Services
 - Technology Consulting
 - Health & Human Services
 - Consumer Direction of Care
- Office in downtown Indianapolis

PCG Education

PCG Education has more than 250 staff serving over 1,800 school districts, the District of Columbia, and State Department of Education Agencies.

PCG's client list includes:

- State level clients
 - Indiana
 - New Jersey
 - Tennessee
 - New Hampshire
 - District of Columbia
- District level clients
 - Chicago Public Schools, IL
 - Minneapolis Public Schools, MN
 - Genesee Intermediate School District, MI
 - Broward County Public Schools, FL
 - Memphis City Schools, TN



Security and Access

Security

The in IndianaIEP server uses Secure Socket Layer (SSL) to encrypt the information as it flows across the Internet. This is the same technology that is used to protect your credit card numbers and other sensitive information that is sent over the Internet.

- Private and confidential
- Many safeguards to accommodate FERPA and HIPPA laws and regulations

A secure system needs your help:

- Do not save documents or reports on an unsecured computer
- Do not email unsecured documents or reports
- Do not leave computer unattended when in IIEP

Other Security Issues

- No Auto Save – You must hit an update button to save your changes
- Do not use the browser's Back button

Capturing Signatures

IndianaIEP uses EasyFax to capture signatures on notices.

Each finalized document will have a unique bar code for each document per student.

- Receive document with necessary signature
- Fax document to 888-865-5615
- Document will be scanned as a pdf and attached to the students record
- Load multiple documents for multiple students at once

Del	Date Generated	Document Type	Type	EasyFax	Date Received
<input type="checkbox"/>	03/17/2011	IEP	(Draft)	Yes	3/17/2011

<< Back Save Save & Continue >>

Viewing Document – Click on Documents tab on the Student Menu bar.

Log Out Main Menu Students My Docs My Reports Wizards Schools School System Users Super User PCG									
Students	Student Info	Eligibility	Assessments	Participations	Accommodations	Goals & Objectives	Student History	Special Ed Services	
Parent Info	Communications	Team	Pre-Conference Planning	Evaluation Process	IEP Process	ISP Process	Documents	Related Services	

Documents created for Ben Testing

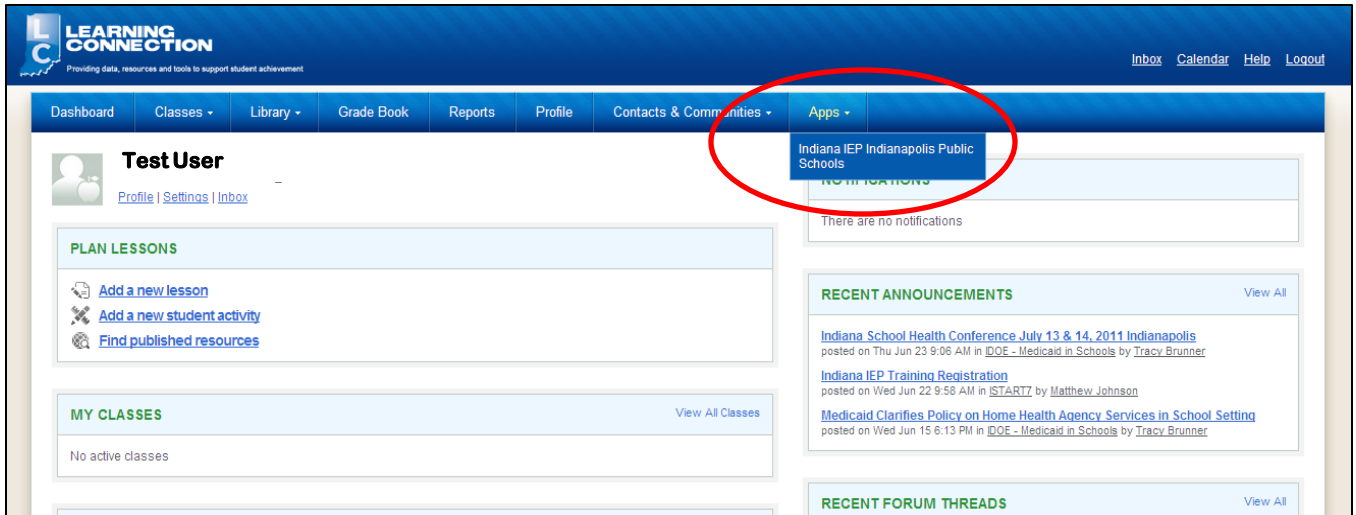
Del	Doc ID	Date Generated ?	Document ?	Status
<input type="checkbox"/>	2256	06/15/2011	Notice of Initial Proposed IEP	PDF (Draft)
<input type="checkbox"/>	2102	06/03/2011	Notice of Initial Evaluation	PDF (Draft)
<input type="checkbox"/>	1913	05/16/2011	Billing Medicaid for Health-Related Services	PDF <input type="checkbox"/>
<input type="checkbox"/>	1899	05/12/2011	Billing Medicaid for Health-Related Services	PDF <input type="checkbox"/>
<input type="checkbox"/>	1897	05/12/2011	Billing Medicaid for Health-Related Services	PDF <input type="checkbox"/>

An 'E' in the 'Del' column indicates that the document is associated with an Event. A 'C' in the 'Del' column indicates that the document is associated with a Parent Contact. In either case, the document can't be deleted until the associated event or contact is deleted.

Learning Connection

IndianaIEP(IIEP) is a single Sign-On system. You must access the system through Learning Connection.

- Click the IIEP button under the **APPS** tab
- This will bring you to the Main Menu in IIEP



The screenshot shows the Learning Connection interface. At the top, the 'APPS' tab is circled in red, and its dropdown menu is open, displaying 'Indiana IEP Indianapolis Public Schools'. The user is logged in as 'Test User'. The main content area includes a 'PLAN LESSONS' section with links to 'Add a new lesson', 'Add a new student activity', and 'Find published resources'. Below this is a 'MY CLASSES' section showing 'No active classes'. On the right, there are sections for 'RECENT ANNOUNCEMENTS' and 'RECENT FORUM THREADS', both with 'View All' links. The announcements include links to 'Indiana School Health Conference July 13 & 14, 2011 Indianapolis', 'Indiana IEP Training Registration', and 'Medicaid Clarifies Policy on Home Health Agency Services in School Setting'.

Multiple Corporation Users:

You should have an Indiana IEP button for every corporation in which you need access.



**Contact your Learning Connection Administrator
if you do not have Indiana IEP as an option on your
Application tab.**

Main Menu Screen



The Main Menu Screen of IndianaIEP Key Components

Navigation Toolbar at the top of the screen should be used to navigate the program.

- Avoid using the back browser button. This can will not show updated information.

“Send Us a Message” is where you, the user, can ask questions or submit suggestions to PCG. We will respond to you through email.

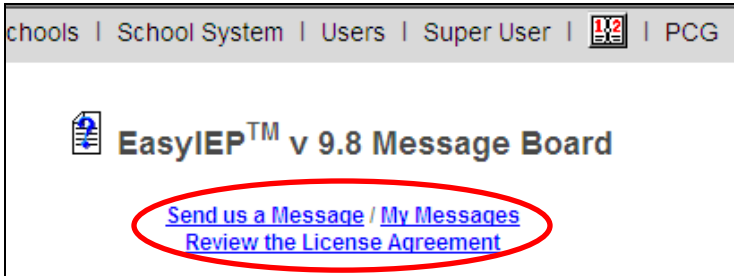
Check the Announcements section regularly for important messages

- PCG – Information on updates and scheduled system maintenance
- DOE – State wide announcements or changes
- District – District announcements or changes

Files Available for Viewing or Printing are posted by your Special Education Director and/or IndianaIEP Administrator.

- Documents, such as Tip Sheets or Manuals, can also be posted for User access

Troubleshooting



On the Main Menu screen, select **SEND US A MESSAGE**

- Enter subject
- Enter your email address so that we can respond to you.
- Enter message in text box. Be as detailed as possible
- Click **SEND MESSAGE** button

Bug Reports – please fill in the Page Title box and also the Student box if the error appeared when working with a particular student.

Basic Information

Here are a few definitions that may be helpful as you use IIEP.

Remember to use the toolbar at the top to navigate the system.

All Actions in IndianaIEP™ are single clicks with the mouse.



Check boxes are used in where more than one selection can be made



Calendar boxes add a date, you may click on the calendar and scroll through the screens to find the appropriate date.



Article 7 link



Help Links for fields



Required field



Information Box includes helpful information to make informed decisions concerning that page



Del allows user to delete the entry

Pos shows what position (order) the items are in (Used with goals, contacts, etc.)

New Pos allows you to reorder the line items

Basic Information cont.



Drop down menus are used when a selection can be made from a List.

Creates a draft of a particular document. This document will have a draft watermark at the top of the page. The document is not permanent.

Create Draft Notice of ...

Creates a final notice of a particular document. This is your formal document to mail. It will become part of the student's permanent file.

Create Final Notice of ...

Update the Database

Update the Database saves the information on the current page

Save

Save saves new information and leaves you on the current page. It does not check for errors.

Save & Continue

Save & Continue saves changed information, runs it against a list of error checks and continues to the next screen

Document Translations

You may request to create a document in another language. At this time, only Spanish is available. When selected the system creates two versions of the same document. One in Spanish and the other in English.

Finding a Student

Log Out | Main Menu | **Students** | My Docs | My Reports | Wizards | My Info | | PCG | Progress Monitoring Wizard

Criteria for Selecting Students to View

Grade Level:

School:
(* Limited to those schools you have access to)

Student Last Name: ☐ Exact Match

Student First Name: ☐ Exact Match

Student Middle Name: ☐ Exact Match

Student ID: ☐ Exact Match

☐ General Ed ☐ Eligibility ☐ ISP

Status: ☐ Child Study ☐ Special Ed ☐ Discontinued

☐ Referral ☐ IEP

Sort List By:

From the Main Menu select **STUDENTS**

- Select criteria you wish to search
Grade, School, Name (last, first, middle), Student ID, Status
- Click **VIEW STUDENTS** button

Users with a Caseload

- Click **VIEW MY CASELOAD**
- The students on your Caseload will appear.
- The student's record will appear only if the student fits the criteria OR a list of students who fit the criteria will appear.

CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Current Teacher of Record (TOR)/Case Manager
	04/01/2011	05/30/2010	TS	5	Ben Testing	BT001	10 Years	OI	Kristin Hunter
	04/25/2008		TS	12	Trevor Testing	TT0001	19 Years	SLD	Ryan Brown

(2 Students)

- Click on any header to sort list
 - The compliance header will give you definitions to compliance symbols

Accessing Student Account

Select a Student									
CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Current Teacher of Record (TOR)/Case Manager
	04/01/2011	05/30/2010	TS	5	Ben Testing	BT001	10 Years	OI	Kristin Hunter
	04/25/2008		TS	12	Trevor Testing	TT0001	19 Years	SLD	Ryan Brown

(2 Students)

- Click on students name to access account
- Select reason for access

Verify student information.

If data is not correct, notify your system administrator. This information must be changed through Learning Connection.

Student Access Reason for [Ben Testing](#)

Reason for Access:

Copyright © 1999-2010 by Learning Group, Inc. All rights reserved. [Education.com](#), System [Impilot](#), Domain Special Education, StyleSheet to Discontinue impersonating Kiwi Hancock, click on his/her name on the li

Students	Student Info	Eligibility	Parent Info	Communications	Team
	Student History	Pre-Conference Planning	Evaluation Process	IEP Process	Documents

Personal Information for [Ben Testing](#) View:

Name:	Ben Testing
Gender:	Male
Race:	White
Date of Birth:	06/12/2000 (Age: 10 Years)
Grade:	5th Grade
Student ID:	BT001
School:	Test School
Home School:	-Unknown-
Prim. Language:	
Serving/Operating District:	Testing System
Length of School Day:	330.00 minute(s) (Std)

Allows you to choose which IEP to view on this page.

Visual Compliance

Select a Student										
Del	CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Current Teacher of Record (TOR)/Case Manager
<input type="checkbox"/>		03/01/2011		TS	4	Bridget Test	37465	9 Years	SLD,ED,OHI	
<input type="checkbox"/>		03/11/2011	03/10/2011	TS	10	Bridget Test 2	BT2	14 Years	B,OI,OHI	
<input type="checkbox"/>		03/31/2010	03/23/2011	TS	PK	Bridget Test 3	BT3	11 Years	DD,OI	Cheryl Hartman
<input type="checkbox"/>		04/07/2009	05/02/2011	TS	4	Bridget Test 4	BTBT2	5 Years	ED,MR	Matt Johnson
<input type="checkbox"/>				TS	10	Bridget Test 5	BT2323	14 Years	ED,MD	Bridget Test

View compliance for each student

Student is in compliance and has all necessary documentation

Something is coming due and will need to be addressed

Something is overdue

Rules of Completion are applied to each page when you click Save & Continue. In order to finalize a document, the account must be compliant.

Page is compliant

Something on this page is not complete or doesn't satisfy the rules of completion

[blank] Nothing has been touched on this page

EdPlan™ Referral Process

Sections




















[Type of Evaluation](#)

[Existing Data](#)


[Referral Decision](#)

[Eligibility Categories and Assessments](#)

Compliance Symbols

General Education	
	Student is not eligible for any type of special education.
	Any student for which a discontinuation of referral or parent consent denial occurred. The student has returned to the general education population.
Special Education	
	The student is fully compliant with all IEP/ISP/IFSP and eligibility requirements.
	Student has been referred to Special Education, but has not yet been determined eligible.
	The student has a new proposed IEP/ISP/IFSP or SPED/IFSP Eligibility and the system is waiting for the parent's response to be entered.
	The student is eligible and has an IEP/ISP/IFSP and will soon require that a new IEP/ISP/IFSP be written.
	The student has been determined eligible for Special Education and will soon require a 3 year reevaluation.
	Student has been referred (and may have parental consent to evaluate). the student will soon need an initial eligibility determination completed.
	Student has been referred or is eligible, but will soon require parental consent to evaluate.
	Student has been referred to Special Education, but has not yet been determined eligible. The student is coming close to requiring further action (i.e. is in a 'warning' state.).
	The student has recently transferred into this school system and will soon require that a new IEP/ISP/IFSP be written.
	The student has recently been re-activated in this school system and will soon require that a new IEP/ISP/IFSP be written.
	The student's new IEP/ISP/IFSP or SPED/IFSP eligibility has been rejected and a new one must be proposed.
	The student has a rejected IEP/ISP/IFSP or SPED / IFSP eligibility and it has been over a set period of time after the rejection.
	The student is eligible and has an IEP/ISP/IFSP, but is now past due to have a new one written and is now out of compliance.
	The student has been determined eligible for Special Education but is past due for a 3 year reevaluation and is out of compliance.
	Student has been referred (and may have parental consent to evaluate). The student is now past due to receive an initial eligibility determination and is out of compliance.
	Student has been referred or is eligible, but is past due to receive parental consent to evaluate. The student is now out of compliance.
	Student has been referred to special education, but has not yet been determined eligible. The student has not received necessary action and is now out of compliance.

Student Personal Info

 **Personal Information for Ben Testing** **View:** Workspace ▼

Name:	Ben Testing
Gender:	Male
Race:	White
Date of Birth:	06/12/2000 (Age: 10 Years)
Grade:	5th Grade
Student ID:	BT001
School:	Test School
Home School:	-Unknown-
Prim. Language:	
Serving/Operating District:	Testing System
Length of School Day:	330.00 minute(s) (Std)

Verify that you have selected the correct student by checking the demographic information for that student.

IMPORTANT!

If data is incorrect, notify your System Administrator. This information must be corrected through RealTime/STN.

Parent/Guardian Information

Click **PARENT INFO** tab to on the Student Menu bar

The screenshot shows the 'Parents/Guardians for Ben Testing' page. At the top is a navigation bar with links: Log Out, Main Menu, Students, My Docs, My Reports, Wizards, My Info, PCG, and Progress Monitoring Wizard. Below this is a sub-menu with tabs: Students, Student Info, Eligibility, Parent Info (selected), Communications, and Team. Under the 'Parent Info' tab are links for Student History, Pre-Conference Planning, Evaluation Process, IEP Process, and Documents. The main heading is 'Parents/Guardians for Ben Testing' with a 'View: Workspace' dropdown. Below this is a table with columns: Del, Pos, New Pos, Name, Relation, Home Ph, Work Ph, Cell Ph, and Details. The table contains one entry: 'Mom and Dad Testing' with 'Both Parents' as the relation. Below the table are two buttons: 'Update the Database' and 'Add new parent/guardian'.

Del	Pos	New Pos	Name	Relation	Home Ph	Work Ph	Cell Ph	Details
<input type="checkbox"/>			Mom and Dad Testing	Both Parents				

- Click **ADD NEW PARENT/GUARDIAN** button to add information to the file.

The screenshot shows the 'Add Parent(s)/Guardian for Ben Testing' form. It includes fields for: Full Name, Relationship (dropdown), Language (dropdown), Address, City, State, Zip Code (three separate boxes), checkboxes for 'Student Lives Here' and 'Legal Guardian', E-Mail, Home Phone, Work Phone (two separate boxes), and a large text area for Comments. A note states: '(Note: For consistency, if both parents work, enter the father's work phone number first, and the mother's second)'. There is also a checkbox for 'Include on IEP Team'. At the bottom is an 'Update the Database' button.

- Complete information
- Click **UPDATE THE DATABASE**

Communications

Keep a running log of all parent, guardian, and other source communications. To track this information you will need to click **COMMUNICATIONS** on the top menu bar.

Del	Contacting Person *	Person Contacted *	Contact Method *	Contact Date *	Contact Result *	Document *	
<input type="checkbox"/>	Kathy Hancock	Mom and Dad Testing	Email	03/01/2011	Parent Agrees to Revise the IEP without a Meeting	-none yet-	Details
<input type="checkbox"/>	Kathy Hancock	Mom and Dad Testing	Phone Call	03/31/2011	No Response	-none yet-	Details
<input type="checkbox"/>	Kathy Hancock	Mom and Dad Testing	Letter	04/21/2011	Left Message	-none yet-	Details

Del	Contacting Person *	Person Contacted *	Contact Method *	Contact Date *	Contact Result *	
<input type="checkbox"/>	Kiwi Hancock	Karen Jones	Letter	03/25/2011		Details
<input type="checkbox"/>	Kiwi Hancock	Kiwi Hancock	Phone Call	05/10/2011		Details

[Update the Database](#) ?

[Add a Contact](#) ?

[Add a non Parent Contact](#) ?

- Click **ADD A CONTACT** or **ADD A NON PARENT CONTACT**

Parent Contacts – Can be associated with a document in the IEP process. (i.e. received permission to evaluate)

Non Parent Contacts – Cannot be associated with an IEP document

Communications cont.

- Enter contact information
 - Person Contacted
 - Method
 - Date
 - Result
 - Notes
- Click **UPDATE THE DATABASE**
- System displays the Communication page with additions

Add Parent Contact for Ben Testing

Person making contact: Kiwi Hancock

Person Contacted: Mom and Dad Testing

Contact Method: Letter

Contact Date: 03/01/2011

Contact Result: Parent Agrees to Revise the IEP without a Meeting

Notes:

Update the Database

Add Contact for Ben Testing

Person making contact: Kiwi Hancock

Person Contacted: other-

External Contact:

Contact Method: Letter

Contact Date: 03/31/2011

Contact Result: No Response

Notes:

Update the Database

The Contact Date and Contact Results columns can be revised from the Communication page.

- Click **UPDATE THE DATABASE** when complete
- Click the **DETAILS** button to see notes

Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	Document	
<input type="checkbox"/>	Kathy Hancock	Mom and Dad Testing	Email	03/01/2011	Parent Agrees to Revise the IEP without a Meeting	-none yet-	Details
<input type="checkbox"/>	Kathy Hancock	Mom and Dad Testing	Phone Call	03/31/2011	No Response	-none yet-	Details
<input type="checkbox"/>	Kathy Hancock	Mom and Dad Testing	Letter	04/21/2011	Left Message	-none yet-	Details

Other Contacts

Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	
<input type="checkbox"/>	Kiwi Hancock	Karen Jones	Letter	03/25/2011		Details

Update the Database

Pre-Conference Planning

Click **PRE-CONFERENCE PLANNING** from the Student Menu bar

Log Out Main Menu Students My Docs My Reports Wizards Schools School System Users Super User My Ed PCG									
Students	Student Info	Eligibility	Assessments	Participations	Accommodations	Goals & Objectives	Student History	Special Ed Services	
Parent Info	Communications	Team	Pre-Conference Planning	Evaluation Process	IEP Process	ISP Process	Documents	Related Services	

EdPlan™ Referral for Initial Provision of Services Process

Student: Student Manual

Sections



[Type of Evaluation](#)



[Existing Data](#)



[Referral Decision](#)



[Eligibility Categories and Assessments](#)

Navigation Menu for Pre-Conference Planning Process



[Type of Evaluation](#) ✓



[Existing Data \(Current Selection\)](#) ✓



[Referral Decision](#) ✓



[Eligibility Categories and Assessments](#) ✓



Type of Evaluation

- Select the Type of Evaluation

Type of Evaluation

Purpose of Meeting


☒ Initial Evaluation
☐ Initial following lack of progress in response to interventions
☐ Reevaluation
☐ Move-in
☐ Expedited Evaluation

<< Back Save Save & Continue >>

Reevaluation – Additional information is required

- Select need for reevaluation
- Click **SAVE & CONTINUE**

Initial Eligibility: 04/29/2011
Anniversary Reevaluation Date: 05/20/2011

 A public agency must consider reevaluation for each student receiving special education and related services: (1) at least once every three years, however reevaluation need not occur if the parent and the public agency agree that it is unnecessary; (2) if the public agency determines, at any time during the three year cycle, that additional information is needed to address the special education or related services needs of the student; and (3) if the student's parent or teacher requests reevaluation. Reevaluation may occur not more than once a year, unless the parent and public agency agree otherwise.


There is a need for reevaluation information to:

☒ Reestablish eligibility for special education and related services. (12 month timeline)
☐ Determine that the student is eligible for special education under a different or additional eligibility category. (50 day timeline)
☐ Inform the student's case conference committee of the student's related service needs. (50 day timeline)

<< Back Save Save & Continue >>

Move-In

- Enter Enrollment Date
- This will start the 10 day timeline

Enrollment Date: 

Please contact your District Administrator to ensure that the student's Evaluation Information is entered into IIEP.

Existing Data

This page also appears in the Evaluation and IEP processes.

Enter specific existing data in the appropriate box.


- Each response requires at least 50 characters
- Each box has spell check
- Click **SAVE** button often as you complete the text boxes


Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.

View Only


Reevaluation


Select a determination after reviewing existing data.

 Instruction - **Note: All responses on this page require a minimum response of 50 characters.*


 Describe the strengths of the student.


Student's Strengths




 Describe the concerns of the parent for enhancing the education of the student.

Parental Concerns




 Since the child received scientific research-based interventions and did not make adequate progress, please describe:
1) the instructional strategies and research-based interventions in which the student participated; and
2) the student's response to this instruction or intervention.


Instructional Strategies & Student Response




Enter Progress Monitoring Data.

Progress Monitoring Data



 Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities.

Statement of Student's Present Levels



Statement by John Hancock

This is a statement from another user.

CCC Team has reviewed existing data and has determined:

☐ Reestablish eligibility for special education and related services. (12 month timeline)

☐ Determine that the student is eligible for special education under a different or additional eligibility category. (50 day timeline)

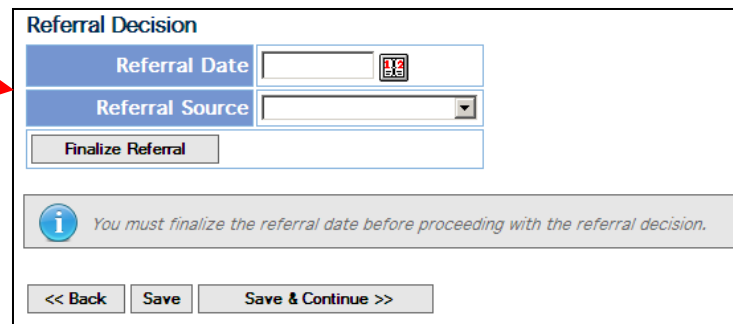
☐ Inform the student's case conference committee of the student's related service needs. (50 day timeline)

☐ There is no need for reevaluation information.

Referral Decision

New Referral

- Enter the Referral Date and Source
- Click **FINALIZE REFERRAL**
 - New referrals only



Referral Decision

Referral Date

Referral Source

Finalize Referral

You must finalize the referral date before proceeding with the referral decision.

<< Back Save Save & Continue >>



Referral Decision

Referral Date 04/01/2011

Referral Source School

Factors Considered

Describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation:

Factors Considered
Describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation:

Referral Decision

Will the public agency conduct an educational evaluation at this time?

☒ Yes

☐ No

The decision to conduct this evaluation was based on:

Referral Decision
The decision to conduct this evaluation was based on:

<< Back Save Save & Continue >>

- Describe the Factors Considered
- Indicate Evaluation Decision
 - An appropriate text box appears to document your decision
- If the decision is "No", create the Notice of Evaluation Refusal
- Click **SAVE & CONTINUE**

Notice of Evaluation Refusal

Create Draft Notice of Evaluation Refusal

- Click **CREATE DRAFT NOTICE OF EVALUATION REFUSAL**
- Click document name to view
- Click **SAVE**

Notice of Evaluation Refusal

If you would like this document translated into another language, select it from the list:

Create Draft Notice of Evaluation Refusal **Create Final Notice of Evaluation Refusal**

No Notice of Evaluation Refusal documents have been generated yet for Ben Testing.

<< Back **Save** **Save & Continue >>**

Make Final Notice to send and to archive in system

- Click **CREATE FINAL NOTICE OF EVALUATION REFUSAL**
- Click document name to view and/or print
- Click **SAVE & CONTINUE**

REMEMBER!

**You must create
and send a Final
Notice to archive
it to the account.**

Empty School System

DRAFT

Notice of Evaluation Refusal

Date of Report: 02/08/2011
Individual Education Program

Student: Kathy Test STN: KD1

Date of Birth: 06/12/1997 Age: 13 Current Grade: Gender: F

Please describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for proposing or refusing to conduct the evaluation.

These comments are from the Factors Considered text box

The public agency is refusing to conduct an educational evaluation at this time.
The decision not to conduct this evaluation was based on:

As the parent, I have a right to contest the agency's decision by requesting mediation (511 IAC 7-45-2) and/or a due process hearing (511 IAC 7-45-3). A parent of a student with a disability has protection under the procedural safeguards. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules. If I have not previously received a copy of the procedural safeguards, I will be provided with one.

Eligibility Categories & Assessments

Choose suspected disability categories.



EdPlan™ Referral for Initial Provision of Services Process

Eligibility Categories and Assessments

Indicate the Suspected Disability Categories

<input checked="" type="checkbox"/> Autism Spectrum Disorder	<input type="checkbox"/> Emotional Disability	<input type="checkbox"/> Specific Learning Disability
<input checked="" type="checkbox"/> Blind or Low Vision	<input type="checkbox"/> Multiple Disabilities	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Cognitive Disability	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Language Impairment
<input type="checkbox"/> Deaf or Hard of Hearing	<input type="checkbox"/> Other Health Impairment	<input checked="" type="checkbox"/> Speech Impairment
<input type="checkbox"/> Deaf-Blind		

- Required assessments, based off disability categories selected, will automatically be selected
- Click any additional evaluations to be completed

Assessment Domains to be investigated for this evaluation

<input checked="" type="checkbox"/> Academic Achievement: Assessment of current academic achievement
<input checked="" type="checkbox"/> Functional Performance or Adaptive Behavior: Assessment of functional skills or adaptive behavior
<input checked="" type="checkbox"/> Functional Performance or Adaptive Behavior: A systematic observation across various environments
<input checked="" type="checkbox"/> Communication Skills: An assessment of the student's receptive, expressive, pragmatic and social
<input checked="" type="checkbox"/> Motor and Sensory Abilities: An assessment of motor skills and sensory responses
<input checked="" type="checkbox"/> Social and Developmental History
<input checked="" type="checkbox"/> Any Other Assessments or Information Necessary to Determine Eligibility and Inform the CCC
<input checked="" type="checkbox"/> Academic Achievement: Assessment of progress and interventions
<input checked="" type="checkbox"/> Academic Achievement: An observation to document academic progress and behaviors in areas of dif
<input checked="" type="checkbox"/> Communication Skills: Assessment of articulation, fluency, and voice
<input checked="" type="checkbox"/> Communication Skills: Observation of student's speech by an SLP
<input checked="" type="checkbox"/> Motor and Sensory Abilities: A statement from a physician if an organic cause suspected
<input checked="" type="checkbox"/> Available Educationally Relevant Medical Info
<input checked="" type="checkbox"/> Cognition: Assessment of cognitive ability and functioning (from referenced or criterion referen
<input type="checkbox"/> Development: Assessment of developmental areas
<input type="checkbox"/> Functional Performance or Adaptive Behavior: An assessment of emotional and behavioral function
<input type="checkbox"/> Functional Performance or Adaptive Behavior: A functional behavioral assessment
<input type="checkbox"/> Communication Skills: Assessment of communication, in mode of student
<input type="checkbox"/> Communication Skills: An assessment of functional literacy
<input type="checkbox"/> Motor and Sensory Abilities: Vision and hearing screening
<input type="checkbox"/> Motor and Sensory Abilities: An assessment of functional vision
<input type="checkbox"/> Motor and Sensory Abilities: An assessment of motor skills including travel skills
<input type="checkbox"/> Motor and Sensory Abilities: A written report from an optometrist or ophthalmologist
<input type="checkbox"/> Motor and Sensory Abilities: A written report from an educational or clinical audiologist, otol
<input type="checkbox"/> Available Educationally Relevant Medical Info and mental health information

Information from outside agencies may require additional parental consent for release of information to the school. Contact your local administrators concerning the procedures for your district.

Parent must be provided written notice by: 02/22/2011

Compliance date

Some assessments may require additional parental consent.



Notice of Initial Evaluation

Notice of Evaluation Refusal

If you would like this document translated into another language, select it from the list:

No Notice of Evaluation Refusal documents have been generated yet for Ben Testing.

View/Print Notice of Initial Evaluation

- Click **CREATE DRAFT** or **FINAL NOTICE OF INITIAL EVALUATION**
- The system displays the Notice file with the date generated
- Click notice that you want to view and/or print

Empty School System

Notice of Initial Evalua...

Date of Report: 01/01/2011
Individual Education Program
Evidence of Compliance

Students: Kathy Hancock Test STN: 101

Date of Birth: 01/17/1999 Age: 11 Current Grade: 5 Gender: F

The public agency is proposing to conduct an initial educational evaluation at this time. The decision to conduct this evaluation was based on:
Based on information received in class and last test scores

The proposed evaluation procedures include reviewing existing data and collecting new information in the areas of:

I understand the proposed evaluation procedures. I understand that I have protection under the procedural safeguards and that this document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules. If I have not previously received a copy of the procedural safeguards, I will be provided with one.

I can expect the evaluation to be completed and the case conference committee, comprised of parent(s) and public agency staff, to be convened within 90 school days once the consent is received by the public agency. After the evaluation is conducted, the case conference committee will meet to discuss the evaluation results to determine if the student is eligible for special education and related services.

If I consent to this evaluation, I will receive a copy of the Educational Evaluation Report at the case conference committee meeting. In addition, I am requesting:

☐ A meeting with someone to discuss the educational evaluation report prior to the date of the case conference committee meeting.

☐ A copy of the educational evaluation report prior to the case conference committee meeting.

Date

Remember to click

Save & Continue

when you are done

Notice of Reevaluation

Notice of Reevaluation

If you would like this document translated into another language, select it from the list:

Create Draft Notice of Reevaluation

Create Final Notice of Reevaluation

No Notice of Reevaluation documents have been generated yet for Pilot Bates.

<< Back

Save

Save & Continue >>

View/Print Notice of Reevaluation

- Click **CREATE DRAFT OR FINAL NOTICE OF REEVALUATION**
- The system displays the Notice file with the date generated
- Click on the notice that you want to view and/or print

REMEMBER!

Only Final documents will archive with the account. You must create a final to complete this process

Indiana IEP Plan Director

Notice of Reeval.
Date of Report: 03/06
Individual Education Plan.

Student: Trevor Testing STN: TT0001

Date of Birth: 05/23/2006 Age: 10 Current Grade: 5 Gender: M

Please describe the evaluation procedure, assessment, record, report, or other relevant factors used as a basis for preparing or refusing to conduct the evaluation.

The committee of factors for this student:

The public agency is proposing to conduct an educational reevaluation at this time. The decision to conduct this reevaluation was based on:

The decision was based on good information and the committee studied:

Reevaluation begins with qualified professionals reviewing existing evaluation data, including evaluations, current assessments, observations and information provided by the parent. On the basis of that review, it will be determined what additional data, if any, are needed to:

☒ determine that my child continues to be, or is no longer, eligible for special education and related services. This reevaluation is due at the next annual case conference committee meeting.

☐ determine that my child is eligible for special education and related services under a different or additional eligibility category. This reevaluation is due 90 instructional days after I give my consent.

☐ inform my child's case conference committee of my child's special education and related service needs. This reevaluation is due 90 instructional days after I give my consent.

The reevaluation procedures will include the review of existing data and, if necessary, the collection of additional data in the areas of:

- Academic Achievement: Assessment of current academic skills
- Academic Achievement: Assessment of progress and interventions
- Academic Achievement: Observation to document academic progress/behaviors in areas of difficulty
- Available educationally relevant medical info
- Social and developmental history
- Any other assessments or information necessary to determine eligibility and inform the IEP

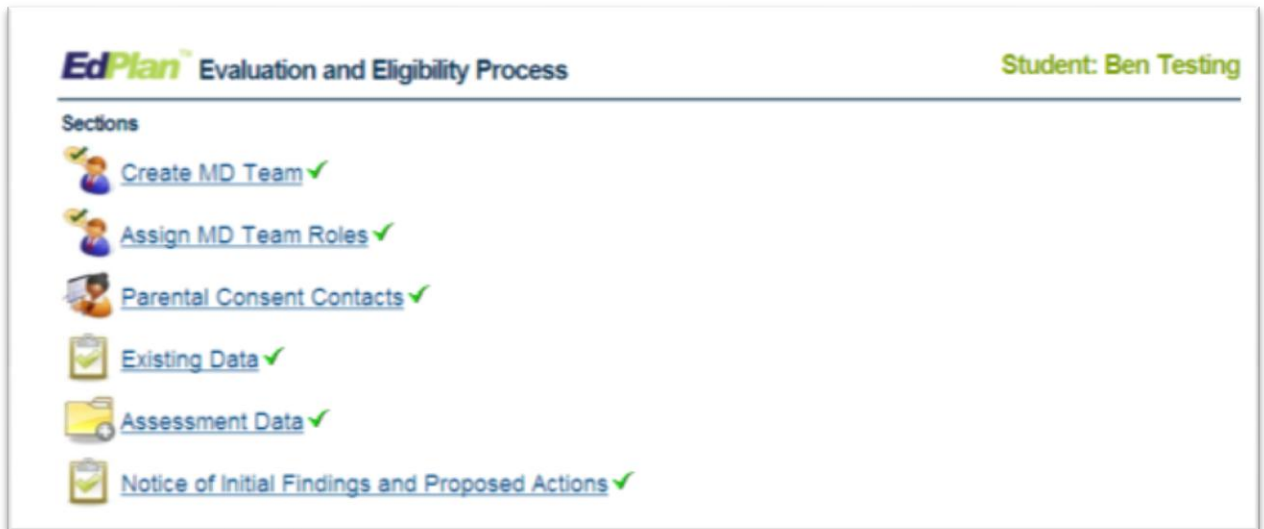
I understand the proposed reevaluation procedures. I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

I understand that if I do not respond to this notice, the public agency may conduct the reevaluation if it makes a reasonable effort to obtain my consent. I also understand that if I refuse to consent to this reevaluation, the public agency may pursue mediation or due process to obtain consent to conduct the reevaluation.

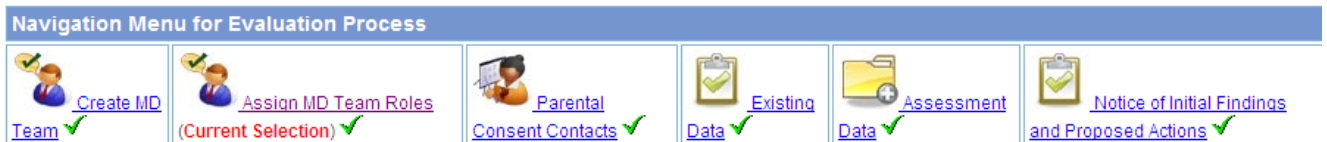
Date



Evaluation Process



Click **EVALUATION PROCESS** on the Student Menu bar



Create MD Team

- Choose a Teacher of Record/Case Manager from the list provided.
- Review team members
- Click **SELECT TEAM** to add other members

Current Teacher of Record (TOR)/Case Manager:
Kristin Hunter
?

Name	Relationship
Matt Johnson	
Amy Starzynski	
Alisa Stovall	
Leah Nellis	
Kiwi Hancock	TOR
Bridget Test	
John Hancock	
* Ryan Brown	
* Mike Ruiz	Trainer
Mom and Dad Testing	Both Parents
d	Both Parents

* View-Only

Select Team

<< Back
Save
Save & Continue >>

EdPlan™ Evaluation and Eligibility Process
Update Team

Current Teacher of Record (TOR)/Case Manager:
none

Parents, etc. who will receive IEP information:

Parent Name(s)	Relationship
<input checked="" type="checkbox"/> Mom and Dad Jackson	Both Parents

Other Users at Test School who can access IEP information:

User Name	View Only?
<input checked="" type="checkbox"/> Becky Bowman	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> Anna Davis	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> David Dhanraj	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> Cheryl Hartman	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> Matt Johnson	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> Leah Nellis	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> Josly Parsall	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> Amy Starzynski	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> Alisa Stovall	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> Kristin Test, PCD Test User	<input type="checkbox"/> View Only

<< Back
Save
Save & Continue >>

- Select parents/guardians who will receive IEP information
- Select other team members from same school
- Click **SAVE & CONTINUE**

The system populates the Create MD Team page with your selections


- Click **SAVE & CONTINUE** on the Review Team page to continue to the Assign MD Team Roles page

Assign MD Team Roles

EdPlan™ Evaluation and Eligibility Process

Student: Ben Testing

Assign MD Team Roles

 Instruction – Article 7 specifies the composition of the multidisciplinary team to include at least the below individuals for each suspected disability category. Other professionals can be included as members, depending on the needs of the student.

Required Multidisciplinary Team Members by Disability Category

Role	Team Member
Licensed Teacher/Specialist	Kristin Hunter
School Psychologist	Matt Johnson

* Other qualified professional could be a Licensed Professional Counselor, Speech-Language Pathologist, School Psychologist, AT Specialist, Occupational Therapist, Physical Therapist, or other qualified professional.

<< Back

Save

Save & Continue

Navigation Menu for Evaluation Process

Kristin Hunter

Matt Johnson

Amy Starzynski

Alisa Stovall

Leah Nellis

Kiwi Hancock

Bridget Test

John Hancock

Ryan Brown


Mike Ruiz

The list of roles on this screen are determined by federal and state requirements for the suspected disability categories selected during the Pre-Conference Planning Process.

- Select a team member to fill a team role
- A person may satisfy more than one role
- Click **SAVE & CONTINUE**

Parental Consent Contacts

Parental Consent Contacts

Create a new Parent Consent to Evaluate Event	Is this a reevaluation? <input type="checkbox"/>
Parent Consent Granted?:	<input type="text" value="Yes"/>
Date Parent Consent/Response Received:	<input type="text" value="05/10/2011"/> 
Evaluation Must be Completed and Conference Held By:	05/10/2012

[Add Parent Contacts](#)

Indicate which of the following contacts relate to meeting:

Select	Person Making Contact	Person Contacted	Contact Method	Contact Date	Contact Result
<input checked="" type="checkbox"/>	Kathy Hancock	Mom and Dad Testing	Email	03/01/2011	Parent Agrees to Revise the IEP without a Meeting
<input type="checkbox"/>	Kathy Hancock	Mom and Dad Testing	Phone Call	03/31/2011	No Response
<input type="checkbox"/>	Kathy Hancock	Mom and Dad Testing	Letter	04/21/2011	Left Message

<< Back

Continue >>

- Select Parent Response
- Enter Date Parent Consent/Response Received
 - The system will calculate the "Evaluation must be completed and conference held by" date.
- Select which parental contact is associated with this document
- Click **SAVE & CONTINUE**

Adding Parent Contacts

For assistance with adding Parental Contacts, see the "Communications" section of this manual.

Existing Data

This page also appears in the Pre-Conference Planning and IEP processes.

EdPlan Referral
Existing Data

Student: Student Manual



Instruction - **Note: All responses on this page require a minimum response of 50 characters.*

Describe the strengths of the student.

Student's Strengths

Describe the concerns of the parent for enhancing the education of the student.

Parental Concerns

Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities.

Statement of Student's Present Levels

Statement by Test User

Enter student's present level of academic achievement and functional performance here.



<<Back

Save

Save & Continue >>

- Describe the student's strengths, the parent's concerns, and statement of student's current achievement and performance in the appropriate box
- Each response requires at least 50 characters
- Each box has spell check
- Click the **SAVE** button often as you complete the text boxes

Statements about present levels of achievement may be included from multiple users. You will only have VIEW access to statements created by other users.



Uploading Documents

Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, and PNG.
No file may be greater than 3.00 MB in size.

File		Name (if not provided the file name will be used)	
Upload File:	<input type="text"/>	<input type="text"/>	
	<input type="button" value="Browse..."/>		<input type="button" value="Save"/>

File(s) Uploaded

Del	Date Uploaded	Document Type	Type
<input type="checkbox"/>	03/10/2011	Graph	doc

Users may upload certain file types to the account

- Indicate the name and location of the file
- Name document – Optional
- Click **SAVE**
- To view document, click on document name
- Documents may be printed
- All documents can also be found under the Documents tab on the blue menu bar

File Requirements

- Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, and PNG.
- No file may be greater than 3.00 MB in size.

Assessment Data

Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, and PNG.
No file may be greater than 3.00 MB in size.

File	Name (if not provided the file name will be used)
<input type="text"/> Upload File <input type="button" value="Browse..."/>	<input type="text"/> <input type="button" value="Save"/>

No uploaded files for Ben Testing

Assessments to be completed

- ☒ Academic Achievement Assessment of current academic skills
- ☒ Academic Achievement Assessment of progress and interventions
- ☒ Academic Achievement Observation to document academic progress/behaviors in areas of difficulty

Dates Assessed	Start Date: <input type="text"/> <input type="text"/>
----------------	-------------------------------------------------------

Indicate instrument(s), evaluator(s), and completion date(s) for this domain.

Provide a narrative regarding this domain.

- ☒ Any other assessments or information necessary to determine eligibility and inform the CCC
- ☒ Available educationally relevant medical info
- ☒ Social and developmental history

Provide a synthesized summary of all assessments completed or reviewed

- Select which assessment you wish to enter
- Enter Assessment Begin Date, End Date, Instrument Name and Evaluator
- Narrative must be at least 200 characters
- Repeat for all assessments shown
- Enter a synthesized summary of all assessments

The system only shows the assessments selected during the Pre-Conference Planning Process.


Education Evaluation Report

If you would like this document translated into another language, select it from the list:

[Create Draft Education Evaluation Report](#) [Create Final Education Evaluation Report](#)

Del	Date Generated	Document Type	Type
<input type="checkbox"/>	01/27/2011	Education Evaluation Report	(Draft)

[<< Back](#) [Save](#) [Save & Continue >>](#)



Create Draft or Final of Education Evaluation Report

- Click **CREATE DRAFT** or **FINAL EDUCATION EVALUATION REPORT**
- Click on the document name to view
- Click **SAVE & CONTINUE**

REMEMBER!

You must create and send a Final Notice to archive it to the account.

[illegible]

Notice of Initial Findings & Proposed Actions

This section is only required if this is an Initial Evaluation.

The screenshot shows the EdPlan Evaluation and Eligibility Process interface. At the top, it says 'EdPlan Evaluation and Eligibility Process' and 'Student: Bradyn Jackson'. Below this is the title 'Notice of Initial Findings and Proposed Actions'. There are three text input areas with labels: 'Provide a description and overall findings of each evaluation, procedure, assessment, record or report the public agency used as a basis for proposed eligibility:', 'Provide a description of eligibility that may be proposed by the public agency including recommendations for services:', and 'Provide an explanation of why the public agency may propose the eligibility:'. Each input area has a small 'Help' icon to its right. At the bottom, there are three buttons: '<< Back', 'Save', and 'Save & Continue >>'.

- Enter data in boxes
- Click **SAVE & CONTINUE**

Not an Initial Evaluation (see below)

- Click **NEXT**

The screenshot shows the EdPlan Evaluation and Eligibility Process interface. At the top, it says 'EdPlan Evaluation and Eligibility Process' and 'Student: Bradyn Jackson'. Below this is the title 'Notice of Initial Findings and Proposed Actions'. A red message states: 'Since the evaluation type is not "Initial", this section is not required.' Below this message are two buttons: '<< Back' and 'Next >>'. At the bottom, there is a 'Navigation Menu for Evaluation and Eligibility Process' with six icons and labels: 'Create MQ Team', 'Assign MQ Team Roles', 'Parental Consent Contacts', 'Existing Data', 'Assessment Data', and 'Notice of Initial Findings and Proposed Actions (Current Selection)'.

IEP Process

EdPlan™ IEP Process

Student Ben Testing

Sections

[Meeting Purpose](#)
✗

[Create CCC Team](#)
✓

[Schedule CCC Meeting](#)
✓

[Existing Data](#)
✓

[Eligibility Information](#)
✓

[Special Considerations and Behavioral Concerns](#)
✗

[Transition](#)
✗

[State Assessments and Other Participations](#)
✗

[Goals](#)
✗

[Provisions](#)
✗

[LRE Placement](#)
✓

[Summary of Performance](#)
✓

[Review Conference Notes](#)
✓

[Create IEP](#)
✓

[Additional IEP Process Documents](#)
✓

Click **IEP PROCESS** on the Student Menu bar

Navigation Menu for IEP Process														
 Meeting Purpose 	 Create CCC Team 	 Schedule CCC Meeting (Current Selection) 	 Existing Data 	 Eligibility Information 	 Special Considerations and Behavioral Concerns 	 Transition 	 State Assessments and Other Participations 	 Goals 	 Provisions 	 LRE Placement 	 Summary of Performance 	 Review Conference Notes 	 Create IEP 	 Additional IEP Process Documents 

Meeting Purpose

EdPlan™ IEP Student: Student Manual

Meeting Purpose

Purpose of Meeting

<input type="checkbox"/> Initial Evaluation
<input type="checkbox"/> Initial following lack of progress in response to interventions
<input type="checkbox"/> Reevaluation
<input type="checkbox"/> Reevaluation Review
<input type="checkbox"/> Annual
<input type="checkbox"/> Move-in
<input type="checkbox"/> Manifestation Determination
<input type="checkbox"/> Revise IEP
<input type="checkbox"/> Exit Secondary Education
<input type="checkbox"/> Revoke Consent for Special Education
<input type="checkbox"/> Consider Placement in an Alternative Program
<input type="checkbox"/> Consider Placement at a State School
<input type="checkbox"/> Consider Placement at a Private Facility
<input type="checkbox"/> Consider Service Plan
<input type="checkbox"/> Public Agency Placement with Different Public Agency of Service
<input type="checkbox"/> Interim Alternate Educational Setting
<input type="checkbox"/> Out-of-school Placement - 60 Day Review
<input type="checkbox"/> Revision without Parent Present
<input checked="" type="checkbox"/> Transition

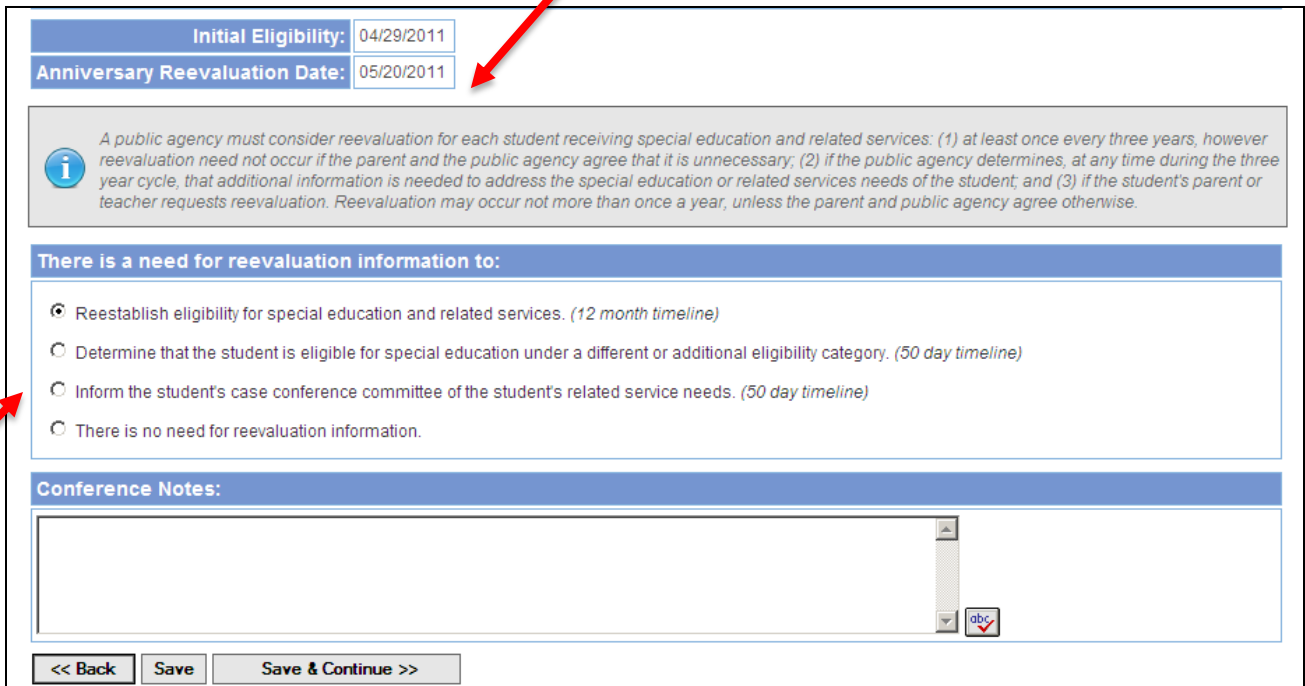
- Select Purpose of Meeting
- Click **SAVE & CONTINUE**



Meeting Purpose – Re-evaluation


If the Purpose of Meeting is "Reevaluation", the following boxes will display at the bottom of the screen

The Initial Eligibility Date and Anniversary Reevaluation Date appear for reference.



Initial Eligibility: 04/29/2011


Anniversary Reevaluation Date: 05/20/2011

 A public agency must consider reevaluation for each student receiving special education and related services: (1) at least once every three years, however reevaluation need not occur if the parent and the public agency agree that it is unnecessary; (2) if the public agency determines, at any time during the three year cycle, that additional information is needed to address the special education or related services needs of the student; and (3) if the student's parent or teacher requests reevaluation. Reevaluation may occur not more than once a year, unless the parent and public agency agree otherwise.

There is a need for reevaluation information to:

- ☒ Reestablish eligibility for special education and related services. (12 month timeline)
- ☐ Determine that the student is eligible for special education under a different or additional eligibility category. (50 day timeline)
- ☐ Inform the student's case conference committee of the student's related service needs. (50 day timeline)
- ☐ There is no need for reevaluation information.

Conference Notes:



[<< Back](#) [Save](#) [Save & Continue >>](#)

- Select Need for Reevaluation
- Enter in Conference Notes - optional
- Click **SAVE & CONTINUE**

Create CCC Team

- Select Teacher of Record/Case Manager
- Review Team Members

To Add Team Members

- Click **SELECT TEAM** to add other members
- Enter Conference Notes - optional

EdPlan™ IEP Process
Create CCC Team

Current Teacher of Record (TOR)/Case Manager: ?

Name	Relationship
Alisa Stovall	
Kiwi Hancock	TOR
Bridget Test	
John Hancock	
* Mike Ruiz	Trainer
Mom and Dad Testing	Both Parents
d	Both Parents

*View-Only

Select Team

Conference Notes:

<< Back Save **Save & Continue >>**

EdPlan™ Evaluation and Eligibility Process
Update Team

Current Teacher of Record (TOR)/Case Manager:

Parents, etc. who will receive IEP information:

Parent Name(s)	Relationship
<input checked="" type="checkbox"/> Mom and Dad Jackson	Both Parents

Other Users at Test School who can access IEP information:

User Name	View Only?
Becky Bowman	<input type="checkbox"/> View Only
Anna Davis	<input type="checkbox"/> View Only
David Dhanraj	<input type="checkbox"/> View Only
Cheryl Hardman	<input type="checkbox"/> View Only
Matt Johnson	<input type="checkbox"/> View Only
Leah Nalla	<input type="checkbox"/> View Only
Jolly Parsall	<input type="checkbox"/> View Only
Amy Staszynski	<input type="checkbox"/> View Only
Alisa Stovall	<input type="checkbox"/> View Only
Kristin Test - PCD Test User	<input type="checkbox"/> View Only

<< Back Save **Save & Continue >>**

- Select Parents/Guardians who will receive IEP information
- Select other users from same school
- Click **SAVE & CONTINUE**

The system populates the Create CCC Team page with your selections

- Click **SAVE & CONTINUE**

Schedule CCC Meeting

Schedule CCC Meeting

Case Conference Committee Meeting Information

Date:	06/11/2011		(Evaluation must be completed and conference held by: 09/08/2011)
Time:	10:00 am		
Place:	School		
Date Document Sent to Parent:	06/01/2011		(10 days before meeting date)

IEP Dates

IEP Begin Date:	06/12/2011	
IEP End Date:	06/12/2012	

- Enter Date, Time, & Place of CCC Meeting
- Enter Date Document was Sent to Parent

The system calculates your timeline for compliance

- Enter the Begin and End Date of the IEP
- Dates will pre-populate throughout the IEP process (i.e. adding services)

Select the individuals invited to the meeting

- Select/Enter required Attendees
- Select Additional Attendees from the CCC team
- Enter Additional Attendees

Position	Name	Additional Title	Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student	Student Manual					
Public Agency Rep						
						Parent
Current Teacher of Record (TOR)/Case Manager	Kristin Hunter					
General Ed Teacher						
Instructional Strategist						
Transition Service Agency Rep						
Add Additional Attendees from Team						
Add Additional Attendees						

***Requesting Excusal Options**

Option 1: Consent to excuse from the entire IEP meeting because the member's area of the curriculum or related services is not being modified or discussed in the meeting

Option 2: Consent to excuse them from the portion of the IEP meeting that does not involve their expertise

Option 3: Consent to excuse them from the entire IEP meeting. Input from these members will be submitted prior to the meeting or has been included in this notice

Option 4: The attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment

Excusals & Invites

Position	Name	Additional Title	Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student	Student Manual					
Public Agency Rep	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>				Parent
Current Teacher of Record (TOR)/Case Manager	Kristin Hunter	<input type="text"/>	<input type="text"/>	<input type="text"/>		
General Ed Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
Instructional Strategist	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
Transition Service Agency Rep	<input type="text"/>	<input type="text"/>			<input type="text"/>	
Add Additional Attendees from Team						
<input type="text"/>	<input type="text"/>	<input type="text"/>				
Add Additional Attendees						
<input type="text"/>	<input type="text"/>	<input type="text"/>			<input type="text"/>	

*Requesting Excusal Options

- Option 1: Consent to excuse from the entire IEP meeting because the member's area of the curriculum or related services is not being modified or discussed in the meeting
- Option 2: Consent to excuse them from the portion of the IEP meeting that does not involve their expertise
- Option 3: Consent to excuse them from the entire IEP meeting. Input from these members will be submitted prior to the meeting or has been included in this notice
- Option 4: The attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment

Meeting Excusal

Certain required attendees may request excusal from all or part of the meeting


- Choose an excusal option
- Indicate parental consent to excuse

Consent to Invite


- Indicate if consent is needed for Additional Attendees
- Indicate parental consent for Additional Attendees

CCC Meeting Notice

- Click **Create Draft CCC MEETING NOTICE** or **Final CCC MEETING NOTICE** button
- System creates document
- Click on document to view or print
- Enter Conference Notes - optional
- Click **SAVE & CONTINUE**



No Notice of Case Conference have been generated for this student.

 [Add Parent Contacts](#)


Indicate which of the following contacts relate to meeting:

Select	Person Making Contact	Person Contacted	Contact Method	Contact Date	Contact Result
<input checked="" type="checkbox"/>	John Hancock	John and Kathy Testing	Phone Call	07/01/2011	Other
<input type="checkbox"/>	John Hancock	John and Kathy Testing	Phone Call	07/06/2011	No Response

Link a parent contact with the consents granted on this page by clicking the box next to the appropriate contacts in the Select column.

Notice of Initial Findings and Proposed Action only prints on the notice when the purpose of the meeting is initial evaluation.

Indiana IEP Training Site



Notice of Case Conference
Date of Report: 07/29/2011
Individual Education Program

Student: Indiana Test7 **STN:** TEST7

Date of Birth: 05/31/2000 **Age:** 11 **Current Grade:** 5 **Gender:** M

A date, time, and place for a Case Conference Committee meeting for the above student has been mutually agreed
Date: 08/12/2011 Time: 10 Place: School

Purpose(s) of the meeting:
Initial Evaluation

Notice of Initial Findings and Proposed Action

Please provide a description and overall findings of each: evaluation, procedure, assessment, record or report the public agency used as a basis for proposed eligibility:

Please provide a description of eligibility that may be proposed by the public agency including recommendations for services:

Provide an explanation of why the public agency may propose the eligibility:

CCC Meeting Notice cont.

Additional pages of the CCC Meeting Notice

I understand that a parent of a student with a disability has protection under the procedural safeguards which are provided with this notice and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

Invited Individuals

The following individuals will be invited to this meeting either because their attendance is required or because the public agency has determined that they have knowledge or special expertise regarding the student:

Position	Name	Additional Title	Email
Student	Indiana Test7		
Public Agency Rep	Kathy H. Admin		
Parent	Mom and Dad Test		
Teacher of Record	Kathy H. Admin		
General Ed Teacher	Teacher		
Multidisciplinary Team Member	Kathy H. Admin		
	Mr. Representative		

Consent to Invite Participant(s)

Individuals representing agencies that require parental consent to disclose personally identifiable information will be invited following receipt of your consent:

Position	Name	Additional Title	Email
	Mr. Representative		

I give consent to disclose personally identifiable information from my child's educational record to the agency or agencies identified as invited to my child's case conference committee meeting.

Consent to Excuse Participant

The list of invited participants includes all of the individuals who are required to attend. The public agency representative, the teacher of record, the general education teacher, and the instructional strategist may be excused from all or some of the meeting if it is agreed prior to the meeting that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. In addition, these members may be excused prior to the meeting when the meeting involves a modification to or discussion of the member's area of expertise if the member attends the part of the meeting that involves this member's expertise or if the member submits, in writing to the parent and case conference committee, input into the development of the individualized Education Program prior to the meeting.

The following members have requested your consent to excuse from the entire IEP meeting because the attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment.

Position	Name	Additional Title	Email
General Ed Teacher	Teacher		

I give my consent to excuse the participant(s) above. In absence of this consent, the participant is not excused. I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

A parent of a student with a disability has protection under the procedural safeguards which can be obtained on request and will be available at the annual case conference committee meeting. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

A parent may request the participation of any other individual when the parent has determined has knowledge or special expertise regarding the student. For a student transferring from First Steps, an invitation to the initial case conference committee meeting must be sent to a Part C representative at the request of the parent.

At the discretion of the parent, the student may attend. The student will be invited to the case conference meeting once the student is of the age to be preparing for transition to adulthood. When a student attains eighteen (18) years of age, all of the rights that were formerly provided to the student's parents shall transfer to the student unless a guardianship order has been presented or an educational representative has been appointed.

Please acknowledge your plans by returning this form or by emailing a school representative above.

- ☐ I plan to attend.
- ☐ I request participation by other methods such as phone.
- ☐ I am unable to attend. Please reschedule. I have offered my availability on this form.
- ☐ I am unable to attend. Please convene the meeting without me. Following the meeting, please provide me with the Written Notice summarizing the discussion points, findings, and determinations of the Case Conference Committee.

Indiana IEP Training Site



Consent to Disclose Personally Identifiable Information

Date of Report: 07/29/2011
Individual Education Program

Student: Indiana Test7 STN: TEST7

Date of Birth: 05/31/2000 Age: 11 Current Grade: 5 Gender: M

I give consent to disclose personally identifiable information from my child's educational record to the individual, agency or agencies identified below.

Position	Name	Additional Title	Email
	Mr. Representative		

I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

Sign

Date

Easy Fax Number: 888-865-5615

Fax Generated on: 07/29/2011

EASYFAX



12/11-00000000




Existing Data

This page is also seen in the Pre-Conference Planning and Evaluation processes.




EdPlan Referral
Existing Data

Student: Student Manual

 Instruction - **Note: All responses on this page require a minimum response of 50 characters.*




Describe the strengths of the student.

Student's Strengths






Describe the concerns of the parent for enhancing the education of the student.

Parental Concerns




Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities.

Statement of Student's Present Levels



Statement by Test User

Enter student's present level of academic achievement and functional performance here.

View Only

<<Back

Save

Save &Continue >>

- Describe the student's strengths, the parent's concerns, and statement of student's current achievement and performance in the appropriate box
- Each response requires at least 50 characters
- Each box has spell check
- Click the **SAVE** button often as you complete the text boxes

Statements about present levels of achievement may be included from multiple sources. You will only have VIEW access to statements created by other sources.

Eligibility Information

The screenshot shows the 'EdPlan™ IEP Process' interface for 'Eligibility Information' for a student named 'Ben Testing'. The form includes a section for 'Eligibility Decision' with a text box containing 'The case conference committee has determined that the student's disability adversely affects the student's educational performance.' and a 'Yes' dropdown menu. Below this is the 'Initial Eligibility Date' field, which is populated with '04/29/2011'. A large text area for 'Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected.' is present but empty. The 'Primary Disability' section shows a dropdown menu with 'Orthopedic Impairment' selected. The 'Conference Notes' section is another large empty text area. At the bottom, there are three buttons: '<< Back', 'Save', and 'Save & Continue >>'. The 'Save & Continue >>' button is highlighted.

- Select Yes/No to Eligibility Decision
 - Yes – Continue on
 - No – Allows for the creation on Notice of Ineligibility
- Enter Initial Eligibility Date – Only editable if there is no initial eligibility date in system; otherwise it is read only
- Enter reasons for eligibility determination
- Choose Primary Disability
 - Your options are limited to those selected in the Pre-Referral Planning
 - If cognitive – must choose disability level (mild, moderate, severe)
- Repeat for all Secondary Disabilities
- Enter Conference Notes - optional
- Click **SAVE & CONTINUE**

Missed 50 Day Timeline – A text box will appear if timeline is missed

- Enter explanation why 50 day timeline for decision was not met

Notice of Ineligibility

When "No" is selected for the Eligibility Decision, the system will allow you to create a Notice of Ineligibility.

EdPlan™ IEP Process
Eligibility Information

Student: Ben Testing

Eligibility Decision
The case conference committee has determined that the student's disability adversely affects the student's educational performance.

Initial Eligibility Date:

If you would like this document translated into another language, select it from the list:

Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected.

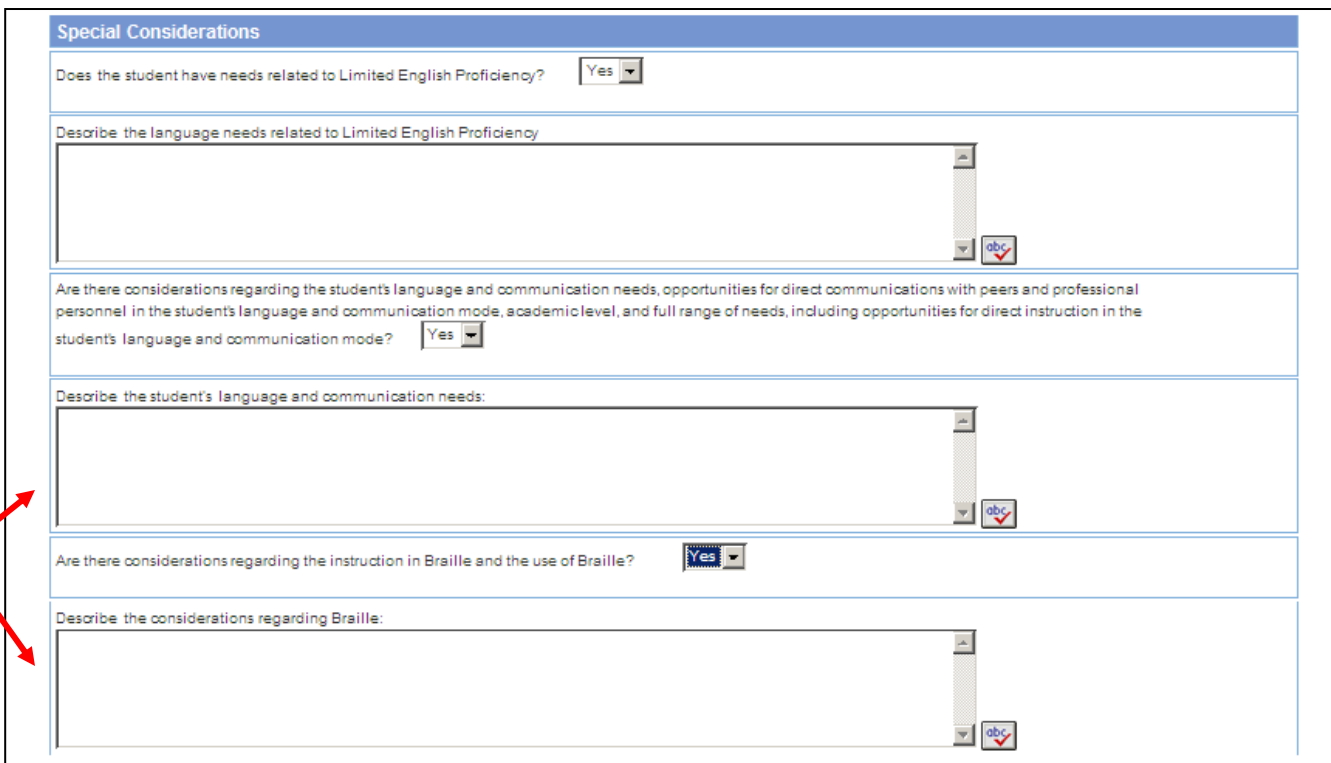
Create Draft Notice of Ineligibility

- Click **CREATE DRAFT NOTICE OF INELIGIBILITY**
- Click document name to view

Create Final Notice of Ineligibility

- Click **CREATE FINAL NOTICE OF INELIGIBILITY**
- Click document name to view and/or print
- Click **SAVE & CONTINUE**

Special Considerations



The screenshot shows a web form titled "Special Considerations". It contains three main sections, each with a question and a text input area. Red arrows point to the text input areas of the first and third sections.

Special Considerations

Does the student have needs related to Limited English Proficiency?

Describe the language needs related to Limited English Proficiency:

Are there considerations regarding the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

Describe the student's language and communication needs:

Are there considerations regarding the instruction in Braille and the use of Braille?

Describe the considerations regarding Braille:

Special Considerations

- If answer is Yes, system displays a text box to describe the student's needs in this area

Some considerations only appear if required by the disabilities previously selected or the purpose of the meeting.

- **Communication needs** – only appears if disability selected is deaf/hard of hearing or deaf-blind
- **Braille instruction** – only appears if disability selected is blind/low vision or deaf-blind

Behavioral Concerns

The screenshot shows a web form titled "Behavioral Concerns". The first question is "Does the behavior impede his or her progress or that of others?" with a "Yes" button circled in red. Below this are three large text input areas: "Behaviors of Concern: (Describe the patterns of concerning behavior)", "Functions of Behavior: (Include the evidence of factors affecting behavior)", and "Positive Strategies/Instructional Experiences: (Articulate the plan to provide behavior support/interventions)". Each text area has a small icon with a red arrow pointing to it, and a red box with the text "Use spell check on your replies by clicking this button" has arrows pointing to these icons. Below the text areas are three more questions, each with a "Yes" button: "Is an annual goal needed to address behavior skill development at this time?", "Does the behavioral intervention plan require the provision of special education services?", and "Does the behavioral intervention plan require the provision of related services?". Below each "Yes" button is a corresponding "Add" button: "Add Goals", "Add Special Ed Services", and "Add Related Services". A red box with the text "Goals & Services may be added by clicking on the button" has arrows pointing to these three "Add" buttons. At the bottom of the form are three buttons: "<<Back", "Save", and "Save &Continue >>".

Behavioral Concerns

Does the behavior impede his or her progress or that of others? **Yes**

Behaviors of Concern: (Describe the patterns of concerning behavior)

Functions of Behavior: (Include the evidence of factors affecting behavior)

Positive Strategies/Instructional Experiences: (Articulate the plan to provide behavior support/interventions)

Is an annual goal needed to address behavior skill development at this time? **Yes**

Add Goals

Does the behavioral intervention plan require the provision of special education services? **Yes**

There are no Special Education Services for this student yet.

Add Special Ed Services

Does the behavioral intervention plan require the provision of related services? **Yes**

There are no Related Services for this student yet.

Add Related Services

Use spell check on your replies by clicking this button


Goals & Services may be added by clicking on the button

<<Back Save **Save &Continue >>**

If behavior impedes learning, select **YES** and complete the following:

- Enter concerns, functions, and positive strategies/instructional experiences in text boxes
- Select Yes/No regarding need of a specific goal, special education service, or related service
- Click **SAVE & CONTINUE**

Manifestation Determination

Manifestation Determination	
Date of Incident:	<input type="text"/> 
Describe the alleged misconduct and the action taken as a result of this misconduct.	
<div><div></div><div>abc</div></div>	
* Was the conduct in question caused by, or had a direct and substantial relationship to the student's disability? <input type="text"/>	
* Was the conduct in question the direct result of the public agency's failure to implement the student's individualized education program? <input type="text"/>	
Additional findings regarding manifestation determination:	
<div><div></div><div>abc</div></div>	
* Manifestation Determination is created with the IEP if Yes is answered to either or both of the questions.	

If Manifest Determination was selected as Meeting Purpose, then questions regarding the incident appear on the Special Considerations and Behavioral Concerns page.

- Enter Date of Incident
- Describe the alleged misconduct and the action taken
- Answer questions concerning cause of conduct:
 - Caused by, or had a direct and substantial relationship to the student's disability
 - The direct result of the public agency's failure to implement the student's individualized education program?
- Enter additional findings
- Click **SAVE** to continue on this page

View as a PDF

<< Back

Save

Save & Continue >>

A Manifestation Determination is created with the IEP if "Yes" is answered to either or both questions listed above.

Transition

Transition is required for students aged 14 years and older or grade 9 and up and will be an optional area for all other students.

- If you choose to do transition, you must complete all portions
- The system shows the age of the student at the beginning and ending of the current IEP

EdPlan IEP Process Transition Student: TimKao Test

Institution: 01116271454 The IEC must develop a transition IEP when the student (1) enters grade 9 or (2) becomes 14 years of age, whichever occurs first, and enter it determined appropriately the IEC.

Student will be **17** years old on the IEP Begin Date.

Student will be **18** years old on the IEP End Date.

The age of the student requires the transition be completed at this time. If not, you must address transition needs at this time? Yes

Discuss the findings of age-appropriate transition assessments that have been conducted, the indication of need for future transition assessments, and any supportive services that support the development of transition goals. Summarize these discussion points. Include evidence (e.g., secondary, grade level content, etc.).

Is there evidence that this student has achieved sufficient skills for independent living?

Regarding Independent Living after high school:

Regarding Employment after high school:

Regarding Education and Training after high school:

Document the review/ discussion that occurred to determine that the goals listed above are appropriate and measurable.

- Enter information in all text boxes
- Click **SAVE & CONTINUE**

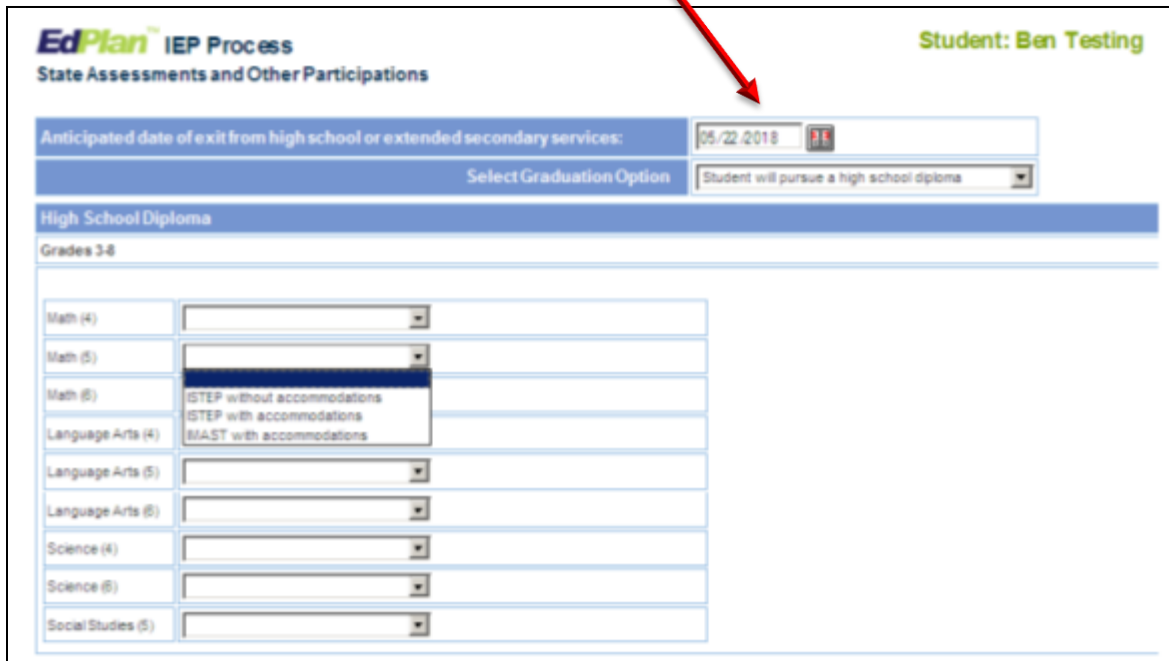
If the answer is "Yes" a different box appears to "Cite evidence to support the decision that an Independent Living Skills goal is not applicable:"

Is there evidence that this student has achieved sufficient skills for independent living?

Cite evidence to support the decision that an Independent Living Skills goal is not applicable:

State Assessments

- Enter Anticipated Graduation Date
 - Not required for students younger than 3rd grade
- Select Graduation Option



EdPlan™ IEP Process
State Assessments and Other Participations

Student: Ben Testing

Anticipated date of exit from high school or extended secondary services: 05/22/2018

Select Graduation Option: Student will pursue a high school diploma

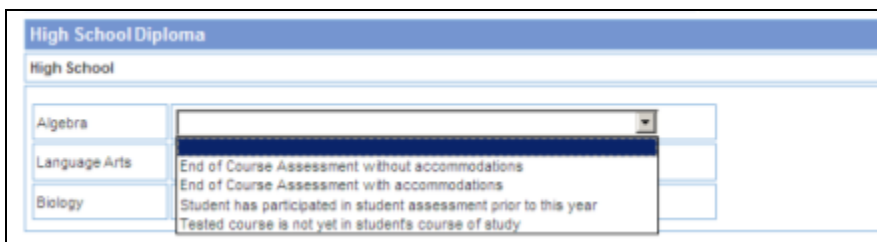
High School Diploma

Grades 3-8

Math (4)	
Math (5)	
Math (6)	ISTEP without accommodations ISTEP with accommodations MAST with accommodations
Language Arts (4)	
Language Arts (5)	
Language Arts (6)	
Science (4)	
Science (6)	
Social Studies (6)	

The system displays assessment options based on your selection and the age of the student

- Assessments appear for: current grade, previous grade, next grade
- Complete the assessments that will apply to your student when state testing is administered



High School Diploma

High School

Algebra	
Language Arts	End of Course Assessment without accommodations End of Course Assessment with accommodations Student has participated in student assessment prior to this year Tested course is not yet in student's course of study
Biology	

Sample of High School assessment options

Making Accommodations

Math (4)	<input type="text"/>	Add Accommodations
Math (5)	ISTEP with accommodations	
Math (6)	ISTEP without accommodations ISTEP with accommodations MAST with accommodations	
Language Arts (4)		
Language Arts (5)		

When an assessment is selected with accommodations, a button appears

- Click **ADD ACCOMMODATIONS**
- Select accommodations for that test and click **SAVE & CONTINUE**
- Do this for each test that has accommodations

Area: Math (5)

Accommodations	
<input type="checkbox"/>	Timing / Scheduling - Time of day for testing altered
<input type="checkbox"/>	Timing / Scheduling - Student provided with additional breaks
<input type="checkbox"/>	Timing / Scheduling - Test administered in several sessions

- Enter Rationale
- Describe plans for other testing
- Click **SAVE & CONTINUE**

Explain why the chosen assessments are appropriate for the student. If the student will participate in an alternate assessment, describe why the student cannot participate in the general assessment. Include information in support of each criterion for participation in an alternate or modified assessment if relevant.

Rationale

Describe the plans for participation in other local, national, and international testing

<< Back Save Save & Continue >>

Goals

- The information bar provides a link to the Indiana Standards
- Users may organize goals on this page by either changing the position of or deleting the goal
- Details may be viewed on next page

Click on the link below to view the Indiana Standards:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Delete	Position	Goal Title	Goal	Details
<input type="checkbox"/>	1	Title of Goal	Goal	Details

Add Goals **View Details for All Goals**

Conference Notes:

View as a PDF **<< Back** **Save** **Save & Continue >>**

Adding A Goal

- Click **ADD GOALS**
- Enter
 - Goal Title
 - Present Level
 - Need
 - Goal
- Click **SAVE & CONTINUE**

Instruction - [Click here to be directed to the state guide for help writing effective goals.](#)

Add Goal

Goal Title: **Title**

Present Level of Academic Achievement and Functional Performance: **Present Level of Achievement and Performance**

Need: **Need**

Goal: **Goal**

<< Back **Save & Continue >>**

Goal Details

The Goal Details page includes information from the Add Goals page

Method / Instrumentation for Measuring Progress:	Testing
If Transition, Indicate if Goal is to Support:	<input type="checkbox"/> Employment Skills <input checked="" type="checkbox"/> Education /Training Skills
Standards:	<input type="button" value="Add Standard(s)"/>
Progress Monitoring:	<p><input type="radio"/> Descriptive Documentation <i>The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.</i></p> <p><input type="radio"/> Single Point <i>The measurement of the goal depends on counting a number of instances or recording a score.</i></p> <p><input checked="" type="radio"/> Single Rubric <i>The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.</i></p> <p><input type="radio"/> Collection of Indicators <i>The measurement of the goal is based on the direct assessment of one or more standard indicators and/or elements. Rubrics may be created for each element. These are data points that permit longitudinal analysis based on standards. It is the only option that interfaces with ISTAR.</i></p> <p><input type="button" value="Edit Progress Monitoring"/></p>
Objectives / Benchmarks:	<input type="button" value="Add Objectives or Benchmarks"/>

<< Back Save Save & Continue >>

- Enter the Method/Instrumentation for Measuring Progress:
- If this is a transition goal, indicate what it supports
 - This will not appear if transition is not being addressed
- Add Standards that pertain to the goal
- Select Type of Progress Monitoring
- Add Goals/Objectives that pertain to the goal if required
- Click **SAVE & CONTINUE** – system returns to the main Goals page
- Click **SAVE & CONTINUE** from the main Goals page to continue in the IEP process

Adding Standards

You may add standards from the following sources:

- Indiana Standards
- Common Core State Standards
- Functional Achievement Standards

- Click the **ADD STANDARDS** button

Standards:	Add Standard(s)
------------	-----------------

- Select Category
- The system will display standards

Category:	<input type="text"/>
<< Back	Save & Continue >>

- Select appropriate standards
- More than one standard from more than one category may be selected
- Click **SAVE & CONTINUE**

Category:	English / Language Arts (Basic 1)
<input checked="" type="checkbox"/>	[LA.B1.1.1] Opens book
<input checked="" type="checkbox"/>	[LA.B1.1.2] Explores book
<< Back	Save & Continue >>

- Standards are added to the Goal Details page
- You may delete a goal by checking **DELETE** and clicking **SAVE**

Standards:	Delete	Standard
	<input type="checkbox"/>	[LA.B1.1.1] Opens book
	<input type="checkbox"/>	[LA.B1.1.2] Explores book
	<input type="checkbox"/>	[MATH.B1.1.1] Repeat a movement like a clap
	<input type="checkbox"/>	[MATH.B1.1.2] Touch one object
Add Standard(s)		

Adding Progress Monitoring

- Select type of Progress Monitoring
- Click **ADD Progress Monitoring** button

Progress Monitoring:	<input type="radio"/> Descriptive Documentation	<i>The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.</i>
	<input type="radio"/> Single Point	<i>The measurement of the goal depends on counting a number of instances or recording a score.</i>
	<input checked="" type="radio"/> Single Rubric	<i>The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.</i>
	<input type="radio"/> Collection of Indicators	<i>The measurement of the goal is based on the direct assessment of one or more standard indicators and/or elements. Rubrics may be created for each element. These are data points that permit longitudinal analysis based on standards. It is the only option that interfaces with ISTAR.</i>
	<input type="button" value="Edit Progress Monitoring"/>	

- Enter appropriate information
- Click **ADD ASSESSMENT**
 - Additional fields will open up to enter information
 - The system requests different information based on your selection

Progress Monitoring Assessment	Subject Area
<input type="text"/>	<input type="text"/>
<input type="button" value="Add Assessment"/>	

- Complete chart for Progress Monitoring Assessment
 - Dates will pre-populate with the IEP begin and end dates
 - Click **SAVE & CONTINUE**
 - The system returns to the Goal Details page

Del	Progress Monitoring Assessment	Subject Area	Rubric	Parameters to Build Graph	Frequency of Collection
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	Not Evident: <input type="text"/> Introduced: <input type="text"/> Emerging: <input type="text"/> Developing: <input type="text"/> Ongoing: <input type="text"/> Demonstrated: <input type="text"/> Applied: <input type="text"/> <input type="button" value="Apply Defaults"/>	Initial Score: <input type="text"/> Initial Date: 07/05/2011 Target Score: <input type="text"/> Target Date: 07/05/2012	1 Assessment(s) per week

Sample shown is a Single Rubric

Provisions – Transition Services

Transition Services appears only if the Transition was selected for the student.

- Click **ADD TRANSITION SERVICES**

Transition Services
There are no Transition Services for this student yet.

[Add Transition Services](#)

- Enter Description, Skills to Support, By Whom, and Date of Completion
 - Date of Completion automatically populates with the IEP End Date
 - Click **SAVE & CONTINUE**

EdPlan™ IEP Process
Provisions

Student: Student Manual

Transition Services

Del	Description	Frequency	To Support	By Whom	Date of Completion
<input type="checkbox"/>	Description of service	3 per wk	Independent Living Skills	By whom	05/23/2012

[Add Transition Services](#)

Document the written information that was presented to the parent and student regarding available adult services provided through state and local agencies and other organizations to facilitate student movement from the public agency to adult life.

[View as a PDF](#) [<< Back](#) [Save](#) [Save & Continue >>](#)

- Transition Services are displayed on the Provisions page
 - Document information presented regarding adult services
 - Click **SAVE** (You must finish the rest of the Provisions page to continue)

Provisions –Special Ed Services

- Click **ADD SPECIAL ED SERVICES**

There are no Special Education Services for this student yet.

Add Special Ed Services

<< Back Save Save & Continue >>

Special Ed Services

Indirect Support
Direct Services
Speech and/or Language Services

<< Back Save & Continue >>

- Select desired services
- Click **SAVE & CONTINUE**

Del	Description	Initiation (Date)	Frequency (Number of Sessions)	Length (Time per Session)	Duration (End Date)	To Support	Log
<input type="checkbox"/>	Indirect Support	05/23/2011	per day	min	05/23/2012	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education /Training Skills <input type="checkbox"/> Independent Living Skills	----
Location: <input type="text"/>		Narrative: <input type="text"/>					

There are no logs for this service.

Enter Initiation, Frequency, Length, Duration, and Location of services

- Initiation and Duration automatically populate with the IEP Begin and End dates –these dates may be edited by the user
- If this is a Transition IEP, user must select an option in “To Support”.
 - “To Support” does not appear if this is not a Transition IEP
- Click **SAVE** or **SAVE & CONTINUE**

Provisions –Related Services

- Click **ADD RELATED SERVICES**

There are no Related Services for this student yet.

Add Related Services

<< Back Save Save & Continue >>

Related Services

Audiology
Occupational Therapy
Physical Therapy
Psychological Services
Social Work Services
Nursing Services
Transportation
Other

Continue >>

- Select desired services
- Click **SAVE & CONTINUE**

Related Services

Del	Description	Initiation (Date)	Frequency (Number of Sessions)	Length (Time per Session)	Duration (End Date)	To Support	Log
<input type="checkbox"/>	Psychological Services	05/23/2011	<input type="text"/> per <input type="text"/> day <input type="text"/>	<input type="text"/> min <input type="text"/>	05/23/2012	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education /Training Skills <input type="checkbox"/> Independent Living Skills	-----
	Location: <input type="text"/>	Narrative: <input type="text"/>					

There are no logs for this service.

Add Related Services

Enter Initiation, Frequency, Length, Duration, and Location of services

- Initiation and Duration automatically populate with the IEP Begin and End dates – these dates may be edited
- If this is a Transition IEP, user must select an option in “To Support”.
 - “To Support” does not appear if this is not a Transition IEP
- Click **SAVE** or **SAVE & CONTINUE**

Provisions – Misc.

Accommodations

The following accommodations have been selected for state assessment purposes and must be provided on a regular basis:

Algebra

Presentation Format - Student reads aloud to him or her self

Response Format - Student uses lined paper turned sideways to help align math problems

Timing / Scheduling - Longer breaks between sessions

Describe additional accommodations, if appropriate:

Transportation:

Are the student's transit time and transportation needs the same as that of non-disabled peers?

Describe and justify these needs:

Accessible Materials:

Does the student need instructional materials provided in an accessible format to receive a free and appropriate public education? (FAPE)

If yes, describe the environments, tasks, tools, and services related to their provision:

Complete the NIMAS order form: [NIMAS order form](#)

Assistive Technology:

Does the student need assistive technology?

If yes, describe the technology required:

Accommodations

- System displays state assessment accommodations
- Describe any additional accommodations

Transportation

- Indicate if transportation needs are the same as non-disabled peers
- If No a text box appears to justify needs

Accessible Materials & Assistive Technology

- Indicate if the student needs accessible materials or assistive technology
- If Yes, a text box appears to add details

Provisions – Extended School Year

Extended School Year

☐ The student is expected to regress to a lower level of academic or behavioral functioning evidenced by a measurable decrease in the level of behaviors or skills that cannot be recovered with a reasonable amount of time after the interruption of education services.

☐ The student is at a critical point of skill acquisition or readiness that would be lost or greatly reduced as a result of an interruption of services.

☐ There are special circumstances that make extended school year services necessary to the provision of a free and appropriate public education.

☐ None

Extended School Year Special Education Services

Del	Description	Initiation (Date)	Frequency	Length (Time)	Duration (End Date)	Location	To Support
<input type="checkbox"/>	Indirect Support	03/10/2011	11 per day	min	03/10/2012		<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education/Training Skills <input type="checkbox"/> Independent Living Skills
Narrative: <input type="text"/>							

Add ESY Special Ed Services

<< Back Save Save & Continue >>

There are no Extended School Year Related Services for this student yet.

Add ESY Related Services

<< Back Save Save & Continue >>

Indicate a reason to include an Extended School Year

- If ESY is not being considered, click **NONE**

You may add specific Special Education or Related Services that are tied to an Extended School Year

- Click on **Add ESY Special Ed Services** or **Add ESY Related Services**
- Select service and click **SAVE & CONTINUE**
- The services are displayed under the Extended School Year section
- Enter Initiation, Frequency, Length, Duration, and Location of Services
- Click **SAVE & CONTINUE**

Special Ed Services

Indirect Support

Direct Services

Speech and/or Language Services

<< Back Save & Continue >>

Related Services

Audiology

Occupational Therapy

Physical Therapy

Psychological Services

Social Work Services

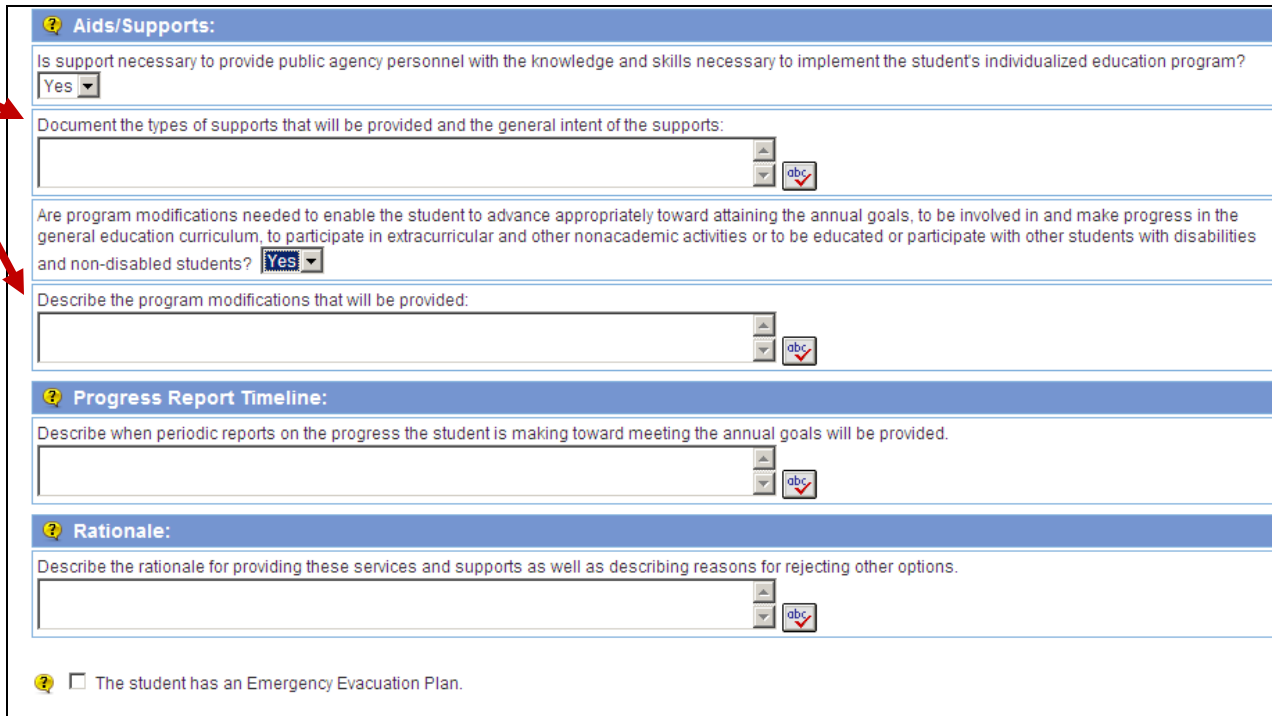
Nursing Services

Transportation

Other

Save & Continue >>

Provisions – Misc.



The screenshot shows a web form titled "Provisions – Misc." with several sections. A red arrow points to the "Aids/Supports:" section, which includes a question about the necessity of support, a "Yes" dropdown menu, and a text box for documenting support types. Another red arrow points to the "Progress Report Timeline:" section, which includes a question about periodic reports and a text box for describing when reports will be provided. A blue arrow points to the "Rationale:" section, which includes a question about the rationale for services and a text box for describing reasons for rejecting other options. A green arrow points to the "Rationale:" section. A black arrow points to a checkbox at the bottom labeled "The student has an Emergency Evacuation Plan." The form also includes a "SAVE & CONTINUE" button.

Aids/Supports:

Is support necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's individualized education program?

Document the types of supports that will be provided and the general intent of the supports:

Are program modifications needed to enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities or to be educated or participate with other students with disabilities and non-disabled students?

Describe the program modifications that will be provided:

Progress Report Timeline:

Describe when periodic reports on the progress the student is making toward meeting the annual goals will be provided.

Rationale:

Describe the rationale for providing these services and supports as well as describing reasons for rejecting other options.

☐ The student has an Emergency Evacuation Plan.

Aids/Supports

- Indicate if there is a need for support or program modifications
- If Yes, a text box will appear to add details

Progress Report Timeline


- Describe when periodic reports will be provided

Rationale

- Describe rationale for providing aids and supports as well as reasons for rejecting other options.
- Click **SAVE & CONTINUE**

Check box if the student has an Emergency Evacuation Plan

LRE Placement – 3 to 5 Years

Education Setting	
Age Less than 6 as of December 1, 2011 (Age:4)	
Percent of Time in General Education Setting	Calculated based on General Minutes per week/Total Minutes per week
100%	27 hr, 30 min
LRE Placement Category based on Federal Program Types: 33: Separate class	
 Instructions: Document the discussion surrounding the potential harmful effects that the proposed special education services may have on the child's education.	
Additional descriptors of the Least Restrictive Environment Oh here we go again=	
Summarize the discussion and consideration of any potentially harmful effects of the suggested services on the student or on the quality of services needed. We had something good here from the two year old May not generalize goals across settings if full time in the EI classroom.	
Describe the reasons for placement determination including the other options considered and the reasons these options were rejected. This is where you say that your placement is the best choice at this point in time.	

- Select LRE Placement Category – system only show codes allowable 3-5 yrs – Codes 26 to 37
- Enter additional descriptors of the LRE
- Summarize potential harmful effects of suggested services
- Describe reasons for placement determination and rejected options

LRE Placement – 6+ Years

The system provides guidance to help determine LRE placement

- Verify/Update the Total of Educational Minutes per week
- Enter minutes per week spent in Special Education Setting
- System calculates and displays minutes per week spent in General Education
- System displays time in General Education setting by percentage and hh:mm

The screenshot shows a web-based form for LRE placement. It includes a table for 'Education Setting' with columns for 'Total Instructional Minutes', '(-) Special Education Setting', and '(=) General Education Setting'. The 'Total Instructional Minutes' is 1650, and the 'General Education Setting' is 1850. Below this, there is a section for 'Age 6 plus as of December 1, 2011 (Age: 20)' and a table for 'Percent of Time in General Education Setting' and 'Calculated based on General Minutes per week/Total Minutes per week'. The 'Percent of Time in General Education Setting' is 100%, and the 'Calculated based on General Minutes per week/Total Minutes per week' is 27 hr, 30 min. A red arrow points to the 'Total Instructional Minutes' field, a yellow arrow points to the '(-) Special Education Setting' field, and a green circle highlights the '(=) General Education Setting' field. A blue double-headed arrow connects the 'Percent of Time in General Education Setting' and 'Calculated based on General Minutes per week/Total Minutes per week' fields. A red arrow points to the 'LRE Placement Category based on Federal Program Types' dropdown menu, which is currently set to '--none--'. A yellow arrow points to the 'Additional descriptors of the Least Restrictive Environment' text area. A blue arrow points to the 'Summarize the discussion and consideration of any potentially harmful effects of the suggested services on the student or on the quality of services needed.' text area. A green arrow points to the 'Describe the reasons for placement determination including the other options considered and the reasons these options were rejected.' text area.

Education Setting		
Total Instructional Minutes (minutes per week)	(-) Special Education Setting (minutes per week)	(=) General Education Setting (minutes per week)
1650	-	1850

Age 6 plus as of December 1, 2011 (Age: 20)

Percent of Time in General Education Setting	Calculated based on General Minutes per week/Total Minutes per week
100%	27 hr, 30 min

LRE Placement Category based on Federal Program Types: --none--

Instructions: Document the discussion surrounding the potential harmful effects that the proposed special education services may have on the child's education

Additional descriptors of the Least Restrictive Environment

Summarize the discussion and consideration of any potentially harmful effects of the suggested services on the student or on the quality of services needed.

Describe the reasons for placement determination including the other options considered and the reasons these options were rejected.

- Select LRE Placement Category – system only show codes allowable 6-21 yrs – Codes 50 to 57
- Enter additional descriptors of the LRE
- Summarize potential harmful effects of suggested services
- Describe reasons for placement determination and rejected options

LRE Placement – cont.

The screenshot displays a web-based form for LRE Placement. It is divided into two main sections: "General Considerations" and "Program Information".

General Considerations

Consider the student's participation in general education and record on the provisions tab any supplementary aids and services that are determined by the case conference committee to be appropriate and necessary in order to afford the student equal opportunity for participation with non-disabled students.

Will the student be able to participate in all educational programs and activities that are made available to non disabled students? **No**

If no, state the exceptions and describe the reasoning for these exceptions:

A text box displays for each question if answer is "No"

Will the student be able to participate in all non-educational and extracurricular activities that are made available to non disabled students?

Will the student participate in the general physical education program that is available to non disabled students?

Will the student be educated in the school (he/she) would attend if not disabled?

Will the length of the instructional day will be the same as the instructional day for non-disabled peers?

Program Information

School of Legal Settlement
District: -Unknown-
School: -Unknown-

School of Service:
District: -none-
School: Altest School

Describe any other program information.

Navigation buttons: <<Back, Save, Save & Continue >>

General Considerations

- Select Yes/No to general questions concerning student's placement
 - Yes – continue to next question
 - No – text box appears to state exceptions and describe reason for exceptions

Program Information

- Verify district and school for School of Legal Settlement
- Select district and school for School of Service
- Describe any other program information
- Click **SAVE & CONTINUE**

Summary of Performance

Summary of Performance is only required when Exit Secondary Education is selected as a Meeting Purpose.

- Describe accommodations, modifications and/or assistive technology that have been most helpful to the student.
- Describe what will help the student be successful after graduation.
- Click **SAVE & CONTINUE**

Recommendations to Assist in Meeting Post-Secondary Goals

Describe the accommodations, modifications and/or assistive technology that have been most helpful to the student.



Describe what will help the student be successful after graduation.

<< Back Save Save & Continue >>



Review Conference Notes

EdPlan™ IEP Process Student: Ben Testing
Review Conference Notes



General IEP Notes



Meeting Purpose

Create CCC Team

Schedule CCC Meeting

Users may review and edit Conference Notes from the individual pages in the IEP Process.

- If a text box is revised, remember to click the Save button.

Create IEP

Create IEP



The Case Conference Committee indicated reevaluation was necessary based on the committee's review of existing student data. Begin the Pre-Conference Process to generate the necessary forms to collect parental consent and record the date of consent to evaluate.

CCC Meeting Date:	04/11/2011
IEP Begin Date:	04/12/2011
IEP End Date:	04/12/2012

Does the parent reject provision of FAPE and intend to unilaterally enroll child in a non public school?

CCC Meeting Attendees

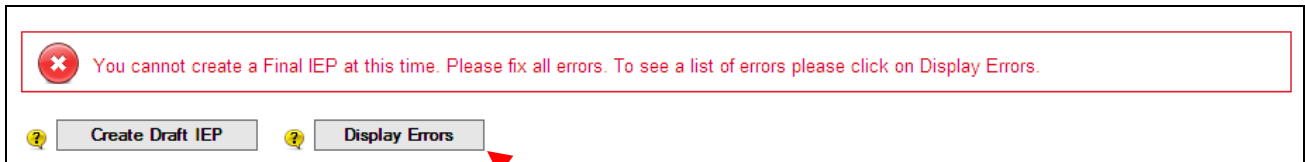
Select	Position	Name	Additional Title
<input type="checkbox"/>	Student	Brady Jackson	
<input type="checkbox"/>	Public Agency Rep	Jolly Piersall	Principal
<input type="checkbox"/>	Parent	Mom and Dad Jackson	
<input type="checkbox"/>	Teacher of Record	Amy Adams	
<input type="checkbox"/>	General Ed Teacher	Char Smothers	Grade One Teacher
<input type="checkbox"/>	Instructional Strategist	Amy Adams	
<input type="checkbox"/>			
Add Additional Attendees			


- Review dates
 - CCC Meeting Date
 - IEP Begin Date and
 - IEP End Date
- Select Yes/No if parent rejects provision
- Select CCC Meeting Attendees who were present
- Click **ADD ADDITIONAL ATTENDEES** to enter any attendees that were at the meeting but not listed above
 - An additional line will appear to manually add attendee





Create IEP – cont.

If there are errors on the account, the system will not allow you to create a Final IEP.



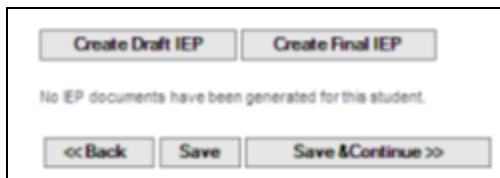
 You cannot create a Final IEP at this time. Please fix all errors. To see a list of errors please click on Display Errors.

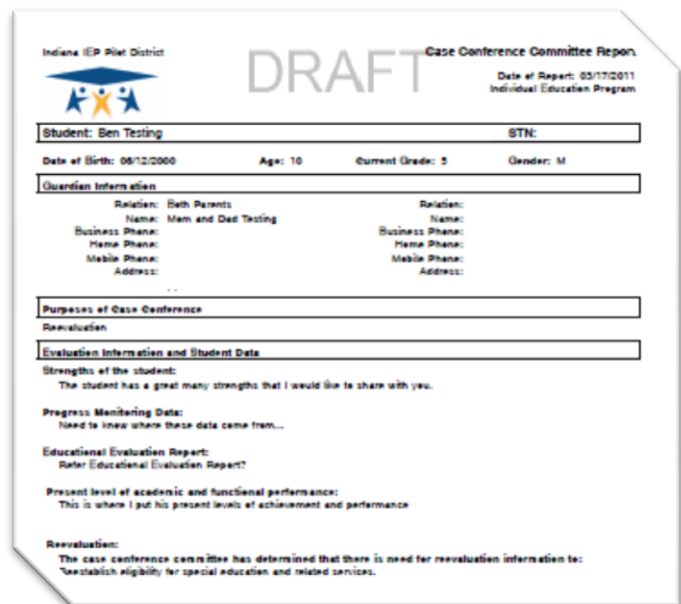
- Click **DISPLAY ERRORS** to display all errors associated with the IEP
- The Create Final IEP button will appear when all errors are fixed
- You may create a Draft IEP at any time

Create IEP

- Click **CREATE DRAFT IEP** or **CREATE FINAL IEP**
- System creates document
- Click on document to view/print



No IEP documents have been generated for this student.



Indiana IEP Pilot District **DRAFT** Case Conference Committee Report
Date of Report: 05/17/2011
Individual Education Program

Student: Ben Testing STN: _____
Date of Birth: 06/12/2000 Age: 10 Current Grade: 5 Gender: M

Guardian Information
Relation: Both Parents
Name: Mom and Dad Testing
Business Phone: _____
Home Phone: _____
Mobile Phone: _____
Address: _____

Purpose of Case Conference
Reevaluation

Evaluation Information and Student Data
Strengths of the student:
The student has a great many strengths that I would like to share with you.

Progress Monitoring Data:
I need to know where these data came from...

Educational Evaluation Report:
Refer Educational Evaluation Report?

Present level of academic and functional performance:
This is where I put his present levels of achievement and performance

Reevaluation:
The case conference committee has determined that there is need for reevaluation information to:
"establish eligibility for special education and related services."

Create IEP – Parent Response

Click **RESPONSE** button to add parent response

Please ensure that the parent/guardian has signed the IEP prior to entering the parent response.

Once you know the status of the Parent/Guardian's response to the proposed IEP, click on the 'Response' button and complete all fields.

Del	Date Generated	Document Type	Status	EasyFax	Date Received
	06/24/2011	IEP	Response		
	03/24/2011	IEP	Accepted		

<< Back


Save

Save & Continue >>

- Select **ACCEPTED/REJECTED**
- Select parent signing document
- Enter date of signature and notes
- Click **SAVE & CONTINUE**

This Proposed IEP was: ☐ Accepted ☐ Rejected

Parent Signing:

Date of Signature: 

Notes:

<< Back Save & Continue >>

Tracking Signatures - Track returned documents through EasyFax

Del	Date Generated	Document Type	Status	EasyFax	Date Received
	06/24/2011	IEP	Accepted		
	03/24/2011	IEP	Accepted		

**Fax signed
documents to:
888-865-5615**



Additional IEP Process Documents

EdPlan™ IEP Process
Additional IEP Process Documents

Student: Student Manual

Select which document you would like to create:

- ☐ Billing Medicaid for Health-Related Services
- ☐ Notice of Discontinuation of Special Education
- ☐ Notice of Initial Proposed IEP
- ☐ Rejection of Services in a Public School

Procedural safeguards given to parent? (Required at referral and initial evaluation, and then at least annually)
[Procedural Safeguards](#)
[Procedural Safeguards \(Spanish\)](#)

No documents have been generated yet for Student Manual

The Additional IEP Process Documents page provides users with quick access to additional documents which may be needed for the student's IEP.

- Select document
- Click **CREATE DRAFT DOCUMENT** or **CREATE FINAL DOCUMENT**
- Click **CREATE [DOCUMENT NAME]**
- Click **CONTINUE>>** to return to first page

Create Billing Medicaid for Health-Related Services form for Ben Testing

If you would like this document translated into another language, select it from the list:

Click link to view/print page

Click here to [view the Billing Medicaid for Health-Related Services](#)

Caseload Setup Wizard

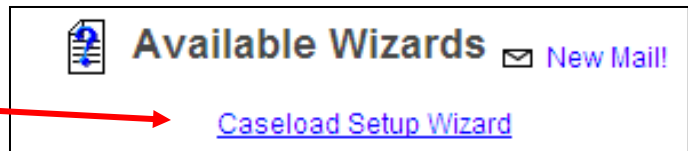
Users can setup their own caseloads by using the Caseload Setup Wizard.

- Click **WIZARDS** on the Main Menu bar



- Click **CASELOAD SETUP WIZARD**

- Review caseload



- The system displays your current caseload

Caseload Setup Wizard - Current Caseload for **John Hancock** [New Mail!](#)

Current Teacher of Record (TOR)/Case Manager	Team Member	Student	School	Grade	DOB	Current Current Teacher of Record (TOR)/Case Manager
<input type="checkbox"/> Check All <input type="checkbox"/> Check None	<input type="checkbox"/> Check All <input type="checkbox"/> Check None					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Kiwi Hancock	HSOM	8	03/02/1996	John Hancock
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ben Testing	HSOM	8	06/12/1998	John Hancock

(2 Students)

To Delete Students from Caseload:

- Uncheck box of student to remove
 - Utilize the **CHECK NONE** buttons if needed
- Click **UPDATE THE DATABASE**

Caseload Setup Wizard cont.

To Add Students to your Caseload:

- Click **ADD MORE STUDENTS TO CASELOAD**

- Select search criteria by:

- Grade
- School
- Name
- STN
- Status

- Click **VIEW STUDENTS**

- Check TOR or Team Member box for desired students
- Click **ADD STUDENTS TO CASELOAD** or **ADD STUDENTS TO CASELOAD, THEN FIND MORE**

Current Teacher of Record (TOR)/Case Manager		Team Member		Student	School	Grade	DOB	Current Teacher of Record (TOR)/Case Manager
Check All	Check None	Check All	Check None					
<input type="checkbox"/>		<input type="checkbox"/>		Mary Appleseed	KSOE	9	03/13/1997	Johnny Appleseed
<input type="checkbox"/>		<input type="checkbox"/>		Sally Appleseed	KSOE	4	08/09/2002	Johnny Appleseed
<input type="checkbox"/>		<input type="checkbox"/>		Mary Armstrong	KSOE	9	03/11/1997	Lance Armstrong
<input type="checkbox"/>		<input type="checkbox"/>		Sally Armstrong	KSOE	4	08/08/2002	Lance Armstrong

(4 Students)

Progress Monitoring Wizard

The system displays the following tabs:

Goal Information: Includes:

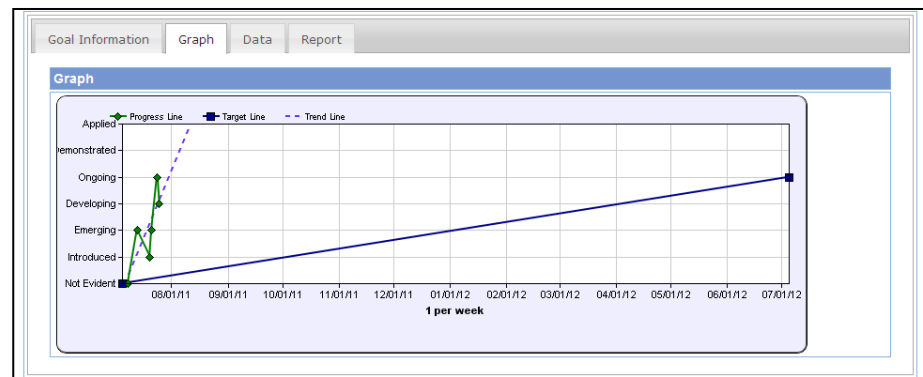
- Goal Statement
- Method/Instrumentation
- Objectives/Benchmarks
- Standard(s) / Element(s)
- Parameters

The screenshot shows the 'Goal Information' tab with the following content:

- Annual Goal Statement:** Kiwi will not be afraid of numbers
- Method / Instrumentation for Measuring Progress:** Assessment one
- Objectives / Benchmarks:** None selected
- Standard(s) / Element(s) Aligned to Goal:**
 - Practices Habits of Learning - Accepts changes.
 - [LA.B1.1.1] Opens book
- Parameters to Build Graph:**
 - Metric: Rubric
 - Initial Value: Not Evident on 07/05/2011
 - Target Value: Ongoing on 07/05/2012
 - Frequency of Collection: 1 per week

Graph:

- Graphs progress of goal



Data:

- Data entry
- Assessment History

NOTE: This is an example of a simple rubric. Each type of progress monitoring will look different.

The screenshot shows the 'Data' tab with the following content:

- Enter Data:**
 - Collection Date: 08/01/11
 - Not Evident: Element has not been introduced.
 - Introduced: Element has been introduced.
 - Emerging: In early stages of development.
 - Developing: Progress is evident.
 - Ongoing: In advanced stages of development.
 - Demonstrated: Performed under direction or request.
 - Applied: Used to complete complex tasks or solve problems.
 - Single Rubric Assessment: [Dropdown menu]
 - Fidelity Notes: [Text area]
- Assessment History:**

Delete?	Date	Rubric	Fidelity Notes
<input type="checkbox"/>	07/25/2011	Developing	
<input type="checkbox"/>	07/24/2011	Ongoing	

Report:

- Select Start and End dates
- Select **PRINT GRAPH** to view report and print

The screenshot shows the 'Report' tab with the following content:

- Report:**
 - Start Date: 07/05/2011
 - End Date: 07/05/2012
 - Print Graph(s)** button