



Developing Quality and Compliant IEPs  
End User Manual




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**EdPlan** by PCG Education



**Tennessee Reference System**

The EasyIEP™ system will be down for upgrades from 5 p.m. CT June 26th through midnight June 30, 2013.  
Login Page Message appears here.....

Name

Password

[Forgot Your Password?](#)

Student Success Planning - PCG Education is a leading national provider of data solutions that promote student success. We combine K-12 consulting expertise with innovative technology and research-based methodology to help educators make informed decisions that lead to improved student outcomes.

[Download Adobe Reader](#)

**Services include:**

- Response to Intervention (RTI) Management
- Special Education Management
- Student Behavior Management
- Student Support Plans

[SIF Version 2.0 Compliant](#)

## Login Message

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

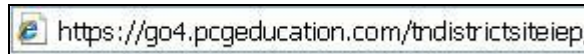
To view documents in EasyIEP™ Adobe Acrobat Reader must be installed on your computer. To install the latest version of Adobe Acrobat Reader, select the link 'Download Adobe Reader'. The following screen appears:



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

## Logging into EasyIEP™

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



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

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

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

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

### Password Policy

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

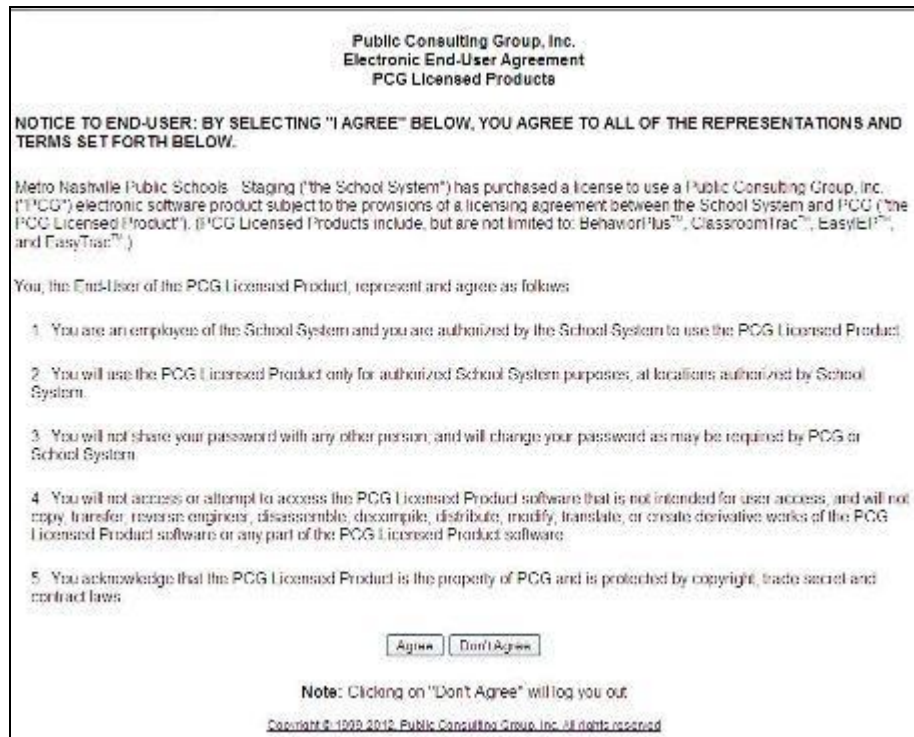
The hardened password policy is as follows:

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



## Electronic End-User Agreement

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



Public Consulting Group, Inc.  
Electronic End-User Agreement  
PCG Licensed Products

**NOTICE TO END-USER: BY SELECTING "I AGREE" BELOW, YOU AGREE TO ALL OF THE REPRESENTATIONS AND TERMS SET FORTH BELOW.**

Metro Nashville Public Schools - Staging ("the School System") has purchased a license to use a Public Consulting Group, Inc. ("PCG") electronic software product subject to the provisions of a licensing agreement between the School System and PCG ("the PCG Licensed Product"). PCG Licensed Products include, but are not limited to: BehaviorPlus™, ClassroomTrac™, EasyIEP™, and EasyTrac™.

You, the End-User of the PCG Licensed Product, represent and agree as follows:

1. You are an employee of the School System and you are authorized by the School System to use the PCG Licensed Product.
2. You will use the PCG Licensed Product only for authorized School System purposes, at locations authorized by School System.
3. You will not share your password with any other person, and will change your password as may be required by PCG or School System.
4. You will not access or attempt to access the PCG Licensed Product software that is not intended for user access, and will not copy, transfer, reverse engineer, disassemble, decompile, distribute, modify, translate, or create derivative works of the PCG Licensed Product software or any part of the PCG Licensed Product software.
5. You acknowledge that the PCG Licensed Product is the property of PCG and is protected by copyright, trade secret and contract laws.

**Note:** Clicking on "Don't Agree" will log you out.

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## Electronic Tennessee EasyIEP™ Access Agreement

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



**Tennessee EasyIEP Access Agreement:**

Users must read, acknowledge, and agree to the following three statements regarding their access to the Tennessee EasyIEP system. If a user does not acknowledge and agree to these statements their access to Tennessee EasyIEP will be denied.

☐ 1. I agree to keep all student information confidential.

☐ 2. I agree that I will keep my User ID and Password confidential and will not give it to any other person.

☐ 3. I agree to notify the EasyIEP Administrator if I no longer need access to EasyIEP.

By completing the signature box, I attest that I have read and agree to the above statements.

Typed Full Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Note:** Clicking on "Don't Agree" will log you out.

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## EasyIEP™ General Information

### Security

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

Please adhere to the following procedures ensuring security:








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

### User Access and Permissions

Access to the various areas of EasyIEP™ and the permission to execute various functions are controlled by the user type assigned to each user. Examples of common user types include IEP Chairperson, School Administrator and Director. Depending on the user type, individuals are assigned either 'view' or 'edit' access to EasyIEP™.

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

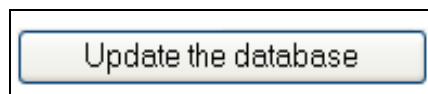
**Important Symbols in EasyIEP™**

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

The tabs along the top on the screen are used to navigate throughout the system. Never use the back button unless instructed by the EasyIEP™ help desk.

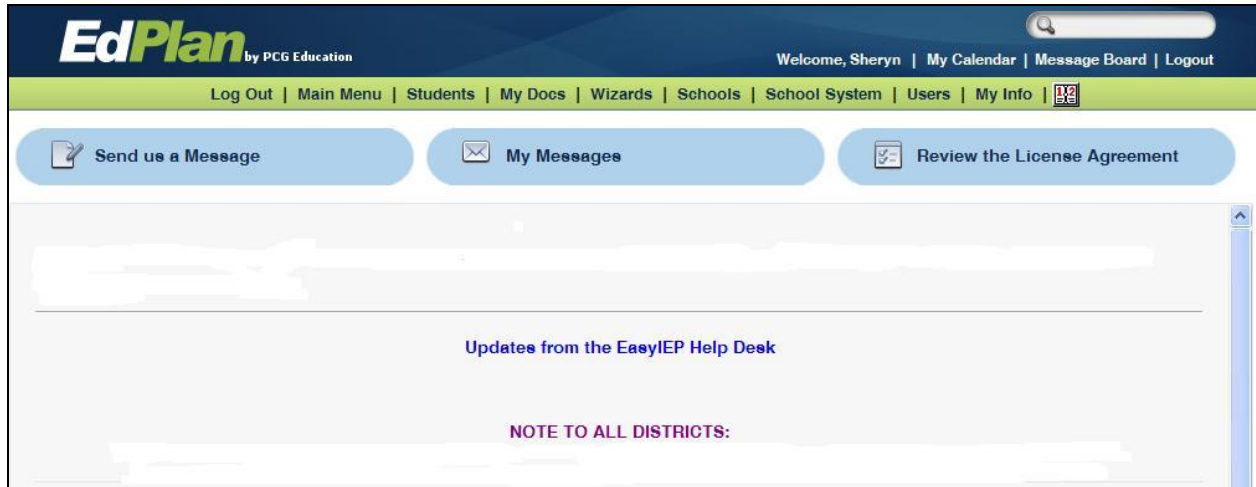


After a change is made, select the 'Update the database' button at the bottom of each screen to save the changes. 'Update the database' is equivalent to 'Save'. Any information entered is lost if the 'Update the database' button is not selected.



## Main Menu Tab

EdPlan is the logo used within the EasyIEP™ system.



## Message Board

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

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



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

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

**Send us a Message**

**Message Type:** Question ▼  
 Question  
 Bug Report  
 Comment  
 Suggestion

**Subject:** 
**Your E-Mail Address:**

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

**Enter the Message Here:**

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

Thank You for the Question

Subject:	test message
Your e-mail Address:	sheryn.ordway@tn.gov
Message:	test message

[Back to Message Board](#)

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

[Send us a Message](#)
[My Messages](#)
[Review the License Agreement](#)

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

**Messages** Sheryn Ordway

This page displays all of the messages you have sent in the EasyIEP™ system and the responses that you have received. If you have messages you have not read, a "New Messages" section will appear at the top of the page. Below are the messages that you have previously sent or received.

You Have No New Messages

Previous Messages

From	Site	ID	Date	Message Type	Subject	Message	To
Sheryn Ordway	tnref	2025232	07/02/2013 09:30:00	Question	test message	test message	Help Desk

## Message of the Day

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

**Updates from the EasyIEP Help Desk**

**NOTE TO ALL DISTRICTS:**  
PCG will discontinue importing student data from district information systems on a daily basis on Friday, June 7, 2013.  
A tentative date to start this daily process for the 2013-14 school year is Monday, July 22, 2013. Please make note.

Administrators - please remember to enter the district calendar in EasyIEP and mark the Summer days in the calendar. Check the begin date on the School Years page for the 2013-14 year.

Welcome to the new look of EasyIEP.  
Please join representatives from the State and PCG as they present a series of webinars for users beginning the week of July 8. Schedule is published below

## Uploaded Files

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

Documents					
Del	Poe	New Poe	Date Uploaded	Uploaded By	File Name
<input type="checkbox"/>	1	<input type="checkbox"/>	06/14/2013	Samantha Law	<a href="#">Schedule for Summer EasyIEP WebEx demos</a>
<input type="checkbox"/>	2	<input type="checkbox"/>	05/14/2013	Sheryn Ordway	<a href="#">Deleting documents and events final 051313.pdf</a>
<input type="checkbox"/>	3	<input type="checkbox"/>	05/14/2013	Sheryn Ordway	<a href="#">051413 Easyiep Conference Call Agenda Final Rev1.pdf</a>
<input type="checkbox"/>	4	<input type="checkbox"/>	05/09/2013	Sheryn Ordway	<a href="#">2012-13 EOY Report Brief Instructions Rev.docx</a>

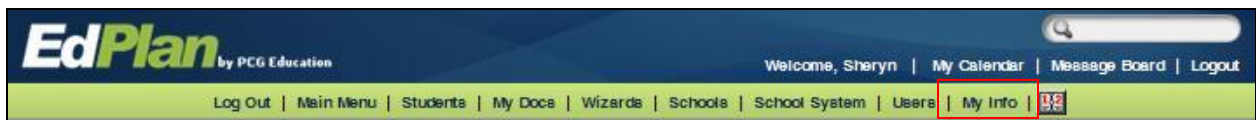


## My Info Tab

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

### Change Your Password:

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



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

**Update Information**

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

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

New Password:

New Password (to verify):

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

[Set My Forgotten Password Question](#)

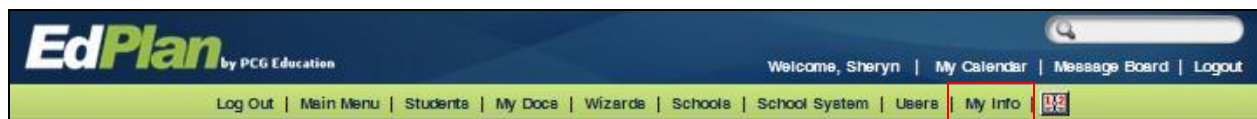
[Update the Database](#)



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

### Changing Personal Information:

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



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

**Update Information**

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

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

New Password:

New Password (to verify):

Name: First  Middle  Last  Suffix

User Code:

Title:

Address:

City, State, ZipCode:

Home Phone:

Work Phone:

E-Mail Address:

Calendar Synchronization: ☐ Email Calendar Events to Outlook



Calendar Alerts:  Minutes Before Calendar Events

[Set My Forgotten Password Question](#)

[Update the Database](#)

## Student Compliance Symbols

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

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

## Common Compliance Symbols

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

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

## ECO Compliance Symbols

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



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

	If the student is 5.5 to 6 years old and has no outcomes listed, a yellow yield symbol with the number '6' is displayed.
	If the student is 5.5 to 6 years old and has outcomes information, green check sign is displayed.
	If the student is 6 years or older with outcomes information, they will also display a green check sign.
	If the student is 6 years or older with no outcomes information, they will display a red stop sign with the number '6'.

### TEIS Ages 0-3 Compliance Symbols

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

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

	When the student is imported into EasyIEP™ from the TEIDS System a yellow yield symbol with the number '3' is displayed.
	If a child is 3 years and 1 day older without a finalized IEP a red stop sign with the number '3' is displayed. The red stop sign will remain until an action is taken to determine the student's eligibility.

## Student Transfers

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

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

### District Student Transfer Contact List

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

## **Out-of-State Transfer – Suggested Guidelines**

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

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

1. On the “Eligibility” tab, enter a Referral Date and Initial Consent for Evaluation Received date from out-of-state. (If you do not have the Referral date and Initial Consent date, then use the last Eligibility date or last IEP date from out-of-state.)
2. On the “Documents” tab, create an Eligibility report based on the last Eligibility Determination date and disability from out-of-state. (If you do not have the last Eligibility Determination document from out of state, then use the last IEP date.)
3. If comparable services can be provided, accept the IEP from out-of-state and enter into EasyIEP™ with a begin date of the Student’s enrollment date in your District. If comparable services cannot be provided, accept the IEP from out of state until a new IEP is developed and implemented. If you do not have the IEP from out-of-state, create a new IEP with services to accommodate the Student’s needs.
4. Complete the state’s ‘Reevaluation Summary Review’ to review existing evaluation data, which includes current classroom-based observations and input from parent and teacher.

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

5. When the Reevaluation Summary Review or Comprehensive Assessment is completed, create the following documents in EasyIEP™:
  - 1) Create a new Eligibility Determination document with the current eligibility determination date and disability, and
  - 2) Create a new IEP with the current date and data collected from the Reevaluation/Assessment.

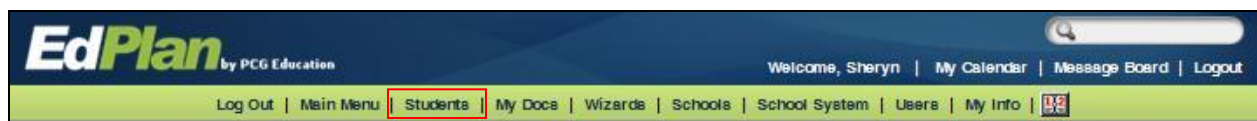


## Students Tab

### Student Search

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

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



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

**Criteria for Selecting Students to View**

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

☐ Open Results in a New Window

**View Students**

**Advanced Student Search**

**View My Caseload**

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



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

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

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

**TEIDS Student Search**

1. To search for student records coming from Tennessee Early Intervention Data System (TEIDS), first go to the student search page and select Grade Level P3 and select 'View Students'. Grade level P3 is automatically assigned to all TEIDS records.
2. Below is an example of how the TEIDS student records appear.

Select a Student											
CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Dis	Case Manager	Primary Option
✓ ✓ 3			SS	P3	<a href="#">William Hunter Childs</a>	TEIDS4007003	3 Years	01/09/2010		<a href="#">Calvin Burden</a>	
1 ✓ ✓	03/01/2013		SS	P3	<a href="#">Benjamin Test</a>	TEIDS123450	5 Years	08/12/2007			
✓ ✓ ✓			SS	P3	<a href="#">Dolly Test</a>	1501478	4 Years	00/02/2000		<a href="#">Calvin Burden</a>	

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

Select a Student											
CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Dis	Case Manager	Primary Option
✓ ✓ 3			SS	P3	<a href="#">William Hunter Childs</a>	TEIDS4007003	3 Years	01/09/2010		<a href="#">Calvin Burden</a>	
1 ✓ ✓	03/01/2013		SS	P3	<a href="#">Benjamin Test</a>	TEIDS123450	5 Years	08/12/2007			
✓ ✓ ✓			SS	P3	<a href="#">Dolly Test</a>	1501478	4 Years	00/02/2000		<a href="#">Calvin Burden</a>	

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

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

## Advanced Student Search

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

### Criteria for Selecting Students to View

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

Grade Level:	<div style="border: 1px solid black; padding: 2px;">All Grades</div>																						
School:	<div style="border: 1px solid black; padding: 2px;">All Schools</div>																						
Student Last Name:	<div style="border: 1px solid black; width: 100px; height: 20px;"></div>	<input type="checkbox"/>	Exact Match																				
Student First Name:	<div style="border: 1px solid black; width: 100px; height: 20px;"></div>	<input type="checkbox"/>	Exact Match																				
Student Middle Name:	<div style="border: 1px solid black; width: 100px; height: 20px;"></div>	<input type="checkbox"/>	Exact Match																				
Student ID:	<div style="border: 1px solid black; width: 100px; height: 20px;"></div>	<input type="checkbox"/>	Exact Match																				
State ID Number:	<div style="border: 1px solid black; width: 100px; height: 20px;"></div>	<input type="checkbox"/>	Exact Match																				
Status:	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> General Ed</div> <div style="width: 33%;"><input type="checkbox"/> Referral</div> <div style="width: 33%;"><input type="checkbox"/> Special Ed</div> <div style="width: 33%;"><input type="checkbox"/> TEIS Referral</div> <div style="width: 33%;"><input type="checkbox"/> Initial Consent for Eligibility Evaluation Received</div> <div style="width: 33%;"><input type="checkbox"/> IEP</div> <div style="width: 33%;"><input type="checkbox"/> IFSP Eligibility</div> <div style="width: 33%;"><input type="checkbox"/> Eligibility Determination</div> <div style="width: 33%;"><input type="checkbox"/> Discontinued</div> <div style="width: 33%;"><input type="checkbox"/> IFSP</div> </div>																						
Additional Program(s):	<input type="checkbox"/> English Second Language (ESL) <input type="checkbox"/> Parentally Placed Private School																						
Compliance Status:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Compliant</th> <th>Warning</th> <th>Overdue</th> </tr> </thead> <tbody> <tr> <td>Initial Consent for Eligibility Evaluation Received</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Parent Consent</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Eligibility Determination</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>IEP</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>				Compliant	Warning	Overdue	Initial Consent for Eligibility Evaluation Received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent Consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eligibility Determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Compliant	Warning	Overdue																				
Initial Consent for Eligibility Evaluation Received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Parent Consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Eligibility Determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Primary Option:	<div style="border: 1px solid red; padding: 5px;"> <input type="checkbox"/> 01   <input type="checkbox"/> 03   <input type="checkbox"/> 05   <input type="checkbox"/> 07   <input type="checkbox"/> 09   <input type="checkbox"/> Blank  <input type="checkbox"/> 02   <input type="checkbox"/> 04   <input type="checkbox"/> 06   <input type="checkbox"/> 08   <input type="checkbox"/> 10         </div>																						
Case Manager:	<input type="checkbox"/> Only include students with no Case Manager																						
Disabilities:	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Specific Learning Disability</div> <div style="width: 33%;"><input type="checkbox"/> Intellectually Gifted</div> <div style="width: 33%;"><input type="checkbox"/> Traumatic Brain Injury</div> <div style="width: 33%;"><input type="checkbox"/> Autism</div> <div style="width: 33%;"><input type="checkbox"/> Intellectual Disability</div> <div style="width: 33%;"><input type="checkbox"/> Visual Impairments</div> <div style="width: 33%;"><input type="checkbox"/> Deaf-Blindness</div> <div style="width: 33%;"><input type="checkbox"/> Multiple Disabilities</div> <div style="width: 33%;"><input type="checkbox"/> Language Impairments</div> <div style="width: 33%;"><input type="checkbox"/> Deafness</div> <div style="width: 33%;"><input type="checkbox"/> Orthopedic Impairments</div> <div style="width: 33%;"><input type="checkbox"/> Developmental Delay</div> <div style="width: 33%;"><input type="checkbox"/> Emotional Disturbance</div> <div style="width: 33%;"><input type="checkbox"/> Other - Health Impairments</div> <div style="width: 33%;"><input type="checkbox"/> Hearing Impairments</div> <div style="width: 33%;"><input type="checkbox"/> Functional Delay</div> <div style="width: 33%;"><input type="checkbox"/> Speech Impairments</div> <div style="width: 33%;"><input type="checkbox"/> Blind</div> </div>																						
Special Ed Services:	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Academics</div> <div style="width: 33%;"><input type="checkbox"/> Interpreter Services</div> <div style="width: 33%;"><input type="checkbox"/> Social Behavior</div> <div style="width: 33%;"><input type="checkbox"/> Enriched Academics</div> <div style="width: 33%;"><input type="checkbox"/> Life Skills</div> <div style="width: 33%;"><input type="checkbox"/> Speech and Language</div> <div style="width: 33%;"><input type="checkbox"/> General Studies</div> </div>																						
Related Services:	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Ancillary - Attendant</div> <div style="width: 33%;"><input type="checkbox"/> Nursing Services</div> <div style="width: 33%;"><input type="checkbox"/> School Health Services</div> <div style="width: 33%;"><input type="checkbox"/> Ancillary - Interpreter</div> <div style="width: 33%;"><input type="checkbox"/> Occupational Therapy</div> <div style="width: 33%;"><input type="checkbox"/> Social Work Services</div> <div style="width: 33%;"><input type="checkbox"/> Ancillary - Other</div> <div style="width: 33%;"><input type="checkbox"/> Other Services</div> <div style="width: 33%;"><input type="checkbox"/> Speech/Language Therapy</div> <div style="width: 33%;"><input type="checkbox"/> Behavioral Health Services</div> <div style="width: 33%;"><input type="checkbox"/> Physical Therapy</div> <div style="width: 33%;"><input type="checkbox"/> Vision/Orientation &amp; Mobility Services</div> </div>																						



Serving School: All Schools

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

Sort List By: Student's Last Name

☐ Open Results in a New Window

View Students

Display Previous Search Results

View My Caseload


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

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

### Searching by Primary Option

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

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

Help	Log Out	Main Menu	Students	My Docs	Wizards	Schools	School System	Users	Super User	19	PCG
 <b>Select a Student</b>											
CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date Of Birth	Dis	Case Manager	Primary Option
✓	01/02/2012	01/20/2010	EES	P3	Beth Test	TEST1001	4 Years	05/20/2005	LI,SLD	Sue Craver	02
✓	01/10/2012	01/10/2010	HCMS	08	Eng IEP2 Test	ENGTEST2	10 Years	09/06/1999	EMN,FD	Robin W Hammer	
(2 Students)											

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

### Searching for Blank Primary Option

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

2. Select the 'View Students' button.

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

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

## Viewing Caseloads

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

### Criteria for Selecting Students to View

Grade Level:

All Grades

School:

All Schools

Student Last Name:

☐ Exact Match

Student First Name:

☐ Exact Match

Student Middle Name:

☐ Exact Match

Student ID:

☐ Exact Match

State ID Number:

☐ Exact Match

Status:

☐ General Ed
 ☐ Referral
 ☐ Special Ed  
☐ TEIS Referral
 ☐ Initial Consent for Eligibility Evaluation Received
 ☐ IEP  
☐ IFSP Eligibility
 ☐ Eligibility Determination
 ☐ Discontinued  
☐ IFSP

Additional Program(s):

☐ English Second Language (ESL)
 ☐ Parentally Placed Private School

Sort List By:

Student's Last Name

☐ Open Results in a New Window


View Students

Advanced Student Search

View My Caseload

- The following 'Select a Student' page lists all the students that a user serves via the "Team" tab.

Note: If the user is not listed as the Case Manager, then the user serves on the IEP Team.

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

Select a Student (Caseload of Sheryn Test)											
CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Dis	Case Manager	Primary Option
	✓✓✓	10/07/2013	03/10/2013	SS	07	Artavius Lameal Dotson	4152130	12 Years	03/27/2001	SLD	
✓✓✓	✓✓✓	01/23/2010	12/31/2013	SS	10	Abbie Marie Test	4441208	14 Years	11/10/1998	SLD	
✓✓✓	✓✓✓			SS	P3	William					
✓✓✓	✓✓✓	01/01/2010	01/01/2014	SS	05	Rachel					

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



## Personal Tab

The “Personal” tab contains student demographics allowing ‘edit’ or ‘view’ permissions. This information is imported from the district’s student information system.



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

**Personal Information** Abbie Marie Test

View: Workspace

Name:				First	Middle	Last	Suffix
				Abbie	Marie	Test	
Student ID:		4441208		Soc Sec Number:		111-11-1111	
State ID Number:		1111111		Place of Birth:			
Date of Birth:		11/10/1998 (Age: 14 Years)		Prim. Language:		English	
Gender:		Female		Language of Instruction:		English	
Grade:		10th Grade		Hispanic Ethnicity:		No	
School:		Sample School		Race:		<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input checked="" type="checkbox"/> White <input type="checkbox"/> Native Hawaiian or Pacific Islander	
Next School:		-none-					
Length of School Day:		7.00 hours (Std)					
Notes:		<input type="text"/>					
Home District:		-this school system-		Serving District:		-this school system-	

--- Medicaid Eligibility Dates ---

Begin Date:   End Date:

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

Signature Date:   Begin Date:   End Date:

--- Current Funding Option ---

Primary Option	Secondary Option	Option Begin Date	Percent of Day	
03	01	01/10/2013	27	<a href="#">Details</a>

☐ Resend current option(s) to EIS

☒ Resend Option History to Star Student

EIS Enrollment Year:

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

☒ Sent to EIS

☐ TEIS Program

[Update the Database](#)

[Make this student inactive](#)

1. When updating the Grade and/or School on the 'Personal' page from the drop down menus, users must fill in the following information:

**Update Enrollment Information for Tony Test**

Please fill out the exit date and reason for the student's previous school and the entry date for the student's new school.

School	Begin Date	End Date	Reason For Change
Last: Test School	04/07/2008	04/07/2008 <input type="text"/>	<input type="text"/>
Next: Ashley Academy	04/07/2008 <input type="text"/>	<input type="text"/>	<input type="text"/> Changed Schools Enrolled in Error Withdrawn

[Update the database](#)

2. Select 'Update the database' once the Grade/School information is edited.
3. The EIS enrollment year is automatically set by PCG for ALL student records prior to sending the first baseline file to EIS. The EIS enrollment year must be entered on any student records added after the initial setup of the EIS enrollment year.



4. Student records imported from the Tennessee Early Intervention Data System have a new label near the bottom of the page for 'TEIS Program'. This is part of a future enhancement creating a new compliance symbol for 3 year old Early Childhood records.



☐ Resend current option(s) to EIS

EIS Enrollment Year: 2011 ▼

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

☒ TEIS Program

**Update the Database**

**Make this student inactive**

### Error Checks – Personal

- Error 16.1 This student does not currently have a grade entered on the personal page. Please return to the personal page and assign a grade to this student.
- Error 16.2 This student does not currently have a race entered on the personal page. Please return to the personal page and assign a race to this student.
- Error 16.3 This student does not currently have a school entered on the personal page. Please return to the personal page and assign a school to this student.
- Error 16.4 This student does not currently have a gender entered on the personal page. Please return to the personal page and assign a school to this student.
- Error 16.5 This student does not currently have a Social Security Number or PIN entered on the personal page. Please return to the personal page and assign a Social Security Number or PIN to this student.
- Error 22.1 The school associated with this student does not have the length of school day determined. Please contact your district administrators to set the length of school day on the School Information page.

## Eligibility Tab



### Definitions

- Referral Date – The Date the student is referred for special education. If this information is unknown, use the district's definition of the referral date.
- Referral Source – This usually is the parent. The Referral Source may be the school or teacher depending on circumstances.
- Initial Consent for Eligibility Evaluation Received Date – The date the parental permission is received for an Eligibility Evaluation.
- Initial Consent for Eligibility Evaluation Received Source – The Initial Consent for Eligibility Evaluation Source is usually the parent. The source is whoever signs the Initial Consent for Eligibility Evaluation Permission form.
- Eligibility Date – The date the IEP team met determining if the student is eligible for special education. This date is populated from the Eligibility document.
- Current IEP Begin Date – The begin date of the Current IEP. This date is automatically filled in when the IEP is created.

Note: TN only tracks the current eligibility date, so all evaluations are required every three years.

## Accessing Eligibility Information

The user type determines whether the page is view only.

**Eligibility Information** Abbie Marie Test (✓✓✓)

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

Referral Date:	10/17/2012	Referral Source:	TEIS
Initial Consent for Eligibility Evaluation Received Date:	11/10/2012	Initial Consent for Eligibility Evaluation Received Source:	Destiny Prosser
Eligibility Determination Date:	01/23/2013	Eligible?	Yes
Current IEP Begin Date:	05/01/2013	Proj Eligibility Determination Date:	01/23/2013
Proj IEP Date: 12/31/2013			

— Additional Programs —

English Second Language (ESL):	
Parentally Placed Private School:	

Current Eligibility Disabilities:

Primary:	Specific Learning Disability
Secondary:	-none-

Enter Initial Referral Date and Initial Consent for Eligibility Evaluation Received Date.

The “Eligibility Date” field is read-only reflecting the Eligibility Determination Date based on the Eligibility document. Districts will not be able to enter the Eligibility Date on the Eligibility tab requiring ALL Districts to create the Eligibility-Eligible or Eligibility-Non Eligible document. Districts may use their own Eligibility forms if desired but must create the appropriate Eligibility document in EasyIEP™.

The eligibility determination date, eligibility status and disability automatically populate upon creation of the eligibility document.


## Psychologists’ Review of Cognitive/Adaptive Ability for TCAP-Alt PA Participation

Directors and psychologists have access to enter or edit information in this section of the “Eligibility” tab. This section is completed if a student demonstrates a significant cognitive and adaptive disability which prevents full involvement and completion of the state approved content standards with program modifications. After entering these data, select ‘Update the database’.

Psychologist's Review of Cognitive/Adaptive Ability for TCAP-Alt Participation

Complete this section only if this student demonstrates a significant cognitive and adaptive disability which prevents full involvement in and completion of the state approved content standards even with program modifications. The school psychologist must review all evaluation/assessment information. The documentation of this review must be completed or reviewed on the Documents tab. When creating a draft IEP document, the TCAP Alt Participation section is located on the document creation page if "Alternate" has been selected for an assessment on the Participations tab. This review must be completed before the student's IEP can be finalized. Review of student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning.

Only the psychologist completing the file review has authorization to enter their name in this field. Entering your name below is considered to be your electronic signature. Psychologist who Completed the File Review:

Date of Review:  

## Census Information

The Census Information fields appear at the bottom of the “Eligibility” tab and must be completed prior to creating a Final IEP document. Choose the appropriate ‘Status of Service’ from the drop list of choices. Most students will have a Status of Service of "1. Full Special Education Services". The only time a student is listed as ‘less than full service’ is when a parent refuses some of the services that are recommended by the rest of the IEP team. If that is happening, then the Status of Service would be shown as a 3, 4, or 5 -- depending on the circumstances. Select a ‘Reason for Less Than Full Service’ from the drop down list of choices, if necessary.

Census Information Section

Status of Service: 1 Full Special Education Support Service

Reason For Less Than Full Service - Only Answer if Status of Service is 3,4, or 5:

For District Use Only - Make a selection in this box only if the student has a contractual agreement signed by the TN Commissioner of Education Contractual Services:

Update the Database

## Contractual Services

The ‘Contractual Services’ field is selected only if the student has a contractual agreement signed by the TN Commissioner of Education.

Note: If the student’s disability is ‘Developmental Delay’, the Projected Eligibility date is based off the student’s date of birth. When the student turns 10 yrs. old, the student must have a new disability and new Eligibility Determination.

## Additional Programs

Additional fields are available for

- Date the student entered English as Second Language program (ESL)
- Date of Parentally Placed in Private School.
- This information must be entered by the Director or Psychologist on the Eligibility tab.

— Additional Programs —


English Second Language (ESL):

Parentally Placed Private School:

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

-- Additional Programs --	
English Second Language (ESL):	07/01/2013 
Parentally Placed Private School:	07/01/2013 


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

<b>Confirm Events</b>	<b>Abbie Marie Test</b>
Please confirm the following new event(s) for Abbie Marie Test by checking the appropriate checkboxes. Also, fill in any missing information, and correct any incorrect information.	
<input type="checkbox"/> Enter Parentally Placed Private School	
Abbie Marie Test entered Parentally Placed Private School on: 07/01/2013 	
<input type="button" value="Update the Database"/>	

4. Enter the ESL date and click 'Update the Database' button.

-- Additional Programs --	
English Second Language (ESL):	07/01/2013 
Parentally Placed Private School:	07/01/2013 

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

<b>Confirm Events</b>	<b>Abbie Marie Test</b>
Please confirm the following new event(s) for Abbie Marie Test by checking the appropriate checkboxes. Also, fill in any missing information, and correct any incorrect information.	
<input checked="" type="checkbox"/> Enter English Second Language (ESL)	
Abbie Marie Test entered English Second Language (ESL) on: 07/01/2013 	
<input type="button" value="Update the Database"/>	

**Error Checks – Eligibility**

- Error 1.1      You have not selected a valid Student Type. Please return to the Eligibility tab and select an appropriate Student Type.
- Error 1.2      You have not selected a valid Status of Service for the student. Please return to the Eligibility tab and select an appropriate Status of Service.
- Error 1.3      You have indicated that the student's Status of Service is less than Full Service. Please return to the Eligibility tab and select the appropriate Reason for Less Than Full Service.
- Error 1.4      The student is 10 years old or older and you have indicated the disability for the student is "Development Delay." Students of this age cannot have this disability selected. Please return to the eligibility page of the documents page and adjust the disability selected for this student.
- Error 1.5      You have not entered the Written Parental Permission Received Date on the eligibility page for this student. Please return to the Eligibility tab and enter the date that written parental permission was received. If you do have the ability to enter this date because it is read only, then please contact someone at the district level to assist with this error.
- Error 1.6      A review of the student files by the school psychologist has not yet been completed. Please have the school psychologist document the review findings and enter the date of their review on the eligibility page for the student. \*\*\*Not all users have access to this field; this must be completed by the school psychologist.
- Error 1.7      A review of the student files has been completed by the school psychologist but they have not entered their name in the appropriate field. Please have the school psychologist enter their name on the eligibility page for the student. \*\*\*Not all users have access to this field; this must be completed by the school psychologist.
- Error 1.8      A review of the student files by the school psychologist must be completed annually for TCAP-Alt participation. The last review was done on *IEP TCAP-ALT REVIEW DATE*. Please have the school psychologist enter the date of their current review on the eligibility page for the student. \*\*\*Not all users have access to this field; this must be completed by the school psychologist.
- Error 1.10      The student's disability on the Workspace does not match the disability on the current Eligibility event. Please return to the "Eligibility" tab and update the disability to match the current Eligibility Event.
- Error 1.11      The student's Eligibility Date and/or Primary Disability have not been entered for this student. Please return to the "Eligibility" tab and enter this information.

- Error 24.1      You have indicated that the student has Gateway, EOC and/or TCAP Achievement Additional Accommodations for English Language Learners, but you have not addressed the 'ESL' Date field on the Eligibility tab. Please return to the Eligibility tab and enter the student's ESL date.  
If you have a date in the 'ESL' Date field on the Eligibility tab, please address it appropriately with applicable accommodations for state mandated tests.



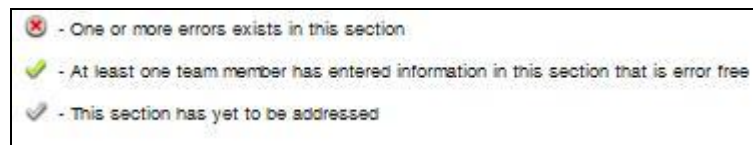
## IEP Process Tab

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



Select the "IEP Process" tab to begin the development of the student's IEP information. Select each button on the "IEP Process" tab to enter and verify information. Items on the left side are required to complete the IEP while items on the right side may be updated at anytime.

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



**IEP Process**Abbie Marie Test

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

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



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



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

## Personal Page

From the “IEP Process” tab, select the “Personal Information” button to verify the student’s demographic information and all required fields. This page is read only.

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Welcome, Sheryn | My Calendar | Message Board | Logout

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

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

**IEP Process** Abbie Marie Test

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

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

Verify the student data on the “Personal” page. If changes need to be made, post a message to the message board with the student’s full name, date of birth and the fields that need changing.

Click the ‘Save and Continue’ button to return to the previous page.

### Personal Information

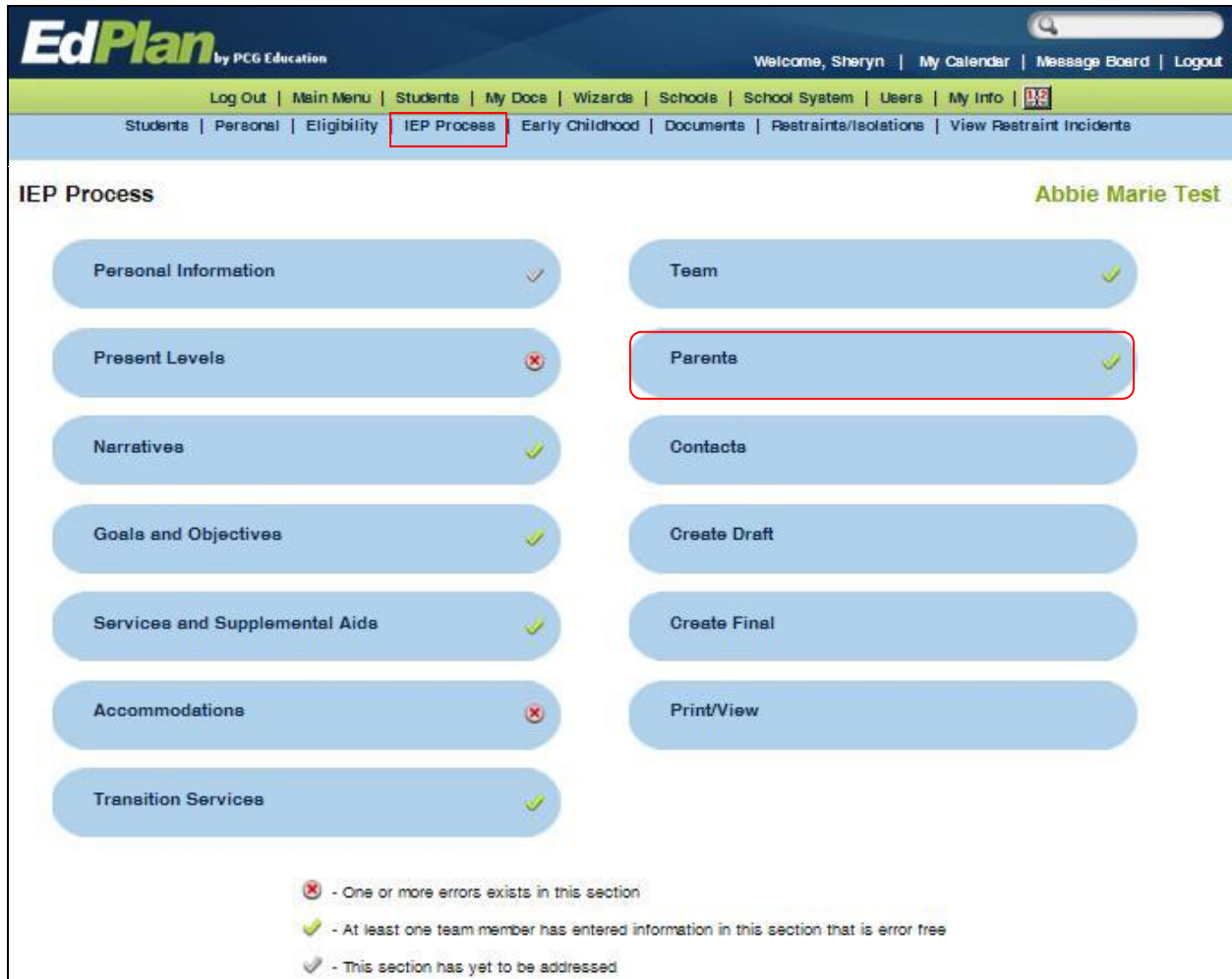
View: Workspace

Abbie Marie Test

Name:	First	Middle	Last	Suffix	
	Abbie	Marie	Test		
Student ID:	4441208				Soc Sec Number: 111-11-1111
State ID Number:	1111111				Medicaid Number:
Date of Birth:	11/10/1998  (Age: 14 Years)				Place of Birth:
Gender:	Female				Prim. Language: English
Grade:	10th Grade				Language of Instruction: English
School:	Sample School				Hispanic Ethnicity: No
Next School:	abc test school				Race: <div style="margin-top: 5px;"> <input type="checkbox"/> American Indian or Alaska Native  <input type="checkbox"/> Black or African American  <input type="checkbox"/> Asian  <input checked="" type="checkbox"/> White  <input type="checkbox"/> Native Hawaiian or Pacific Islander         </div>
Length of School Day:	7.00 hours (Std)				
Notes:	<div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>				
Home District:	-this school system-				Serving District: -this school system-

## Parents Page

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



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

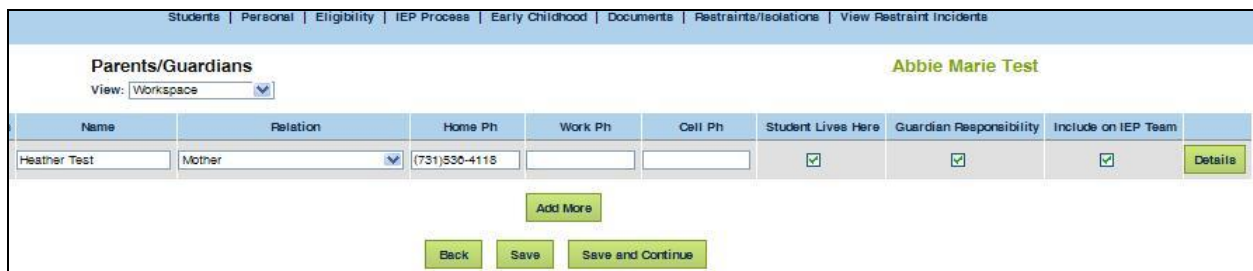
Students | Personal | Eligibility | **IEP Process** | Early Childhood | Documents | Restraints/Isolations | View Restraint Incidents

**IEP Process** Abbie Marie Test

Personal Information ✓	Team ✓
Present Levels ✗	<b>Parents ✓</b>
Narratives ✓	Contacts
Goals and Objectives ✓	Create Draft
Services and Supplemental Aids ✓	Create Final
Accommodations ✗	Print/View
Transition Services ✓	

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

## Parents and Guardians Overview



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

**Parents/Guardians** Abbie Marie Test

View: Workspace

Name	Relation	Home Ph	Work Ph	Cell Ph	Student Lives Here	Guardian Responsibility	Include on IEP Team	
Heather Test	Mother	(731)530-4118			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<a href="#">Details</a>

[Add More](#)

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

Adding a Parent/Guardian:

1. Select the 'Add More' button.

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

**Parents/Guardians** Abbie Marie Test

View:

There is no parental information for this student in the database

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

**Add Parent(s)/Guardian** Abbie Marie Test

Full Name:

Relationship:


Language:

Address:

City, State, Zip Code:

E-Mail:

Home Phone:

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

Work Phone:

Comments:

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

**Parents/Guardians** Abbie Marie Test

View:

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

4. When a student is age 18 or older, the student becomes their own guardian. The student's name must be on the Parent tab and must be marked as 'own guardian responsibility'. Also, include the student's address and mark 'Student lives here'. The

only exception is if there has been a court order where someone has power of attorney over the student.

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

### **Error Checks – Parents**

- |           |  |
|-----------|--|
| Error 2.1 | You have not entered a parent or guardian for the student. Please return to the "Parents" page and add at least one parent or guardian.                                      |
| Error 2.2 | At least one person under the "Parents" tab must have Guardian Responsibility. Please return to the "Parents" tab and check Guardian Responsibility for a Parent/Guardian.   |
| Error 2.3 | At least one person under the "Parents" tab must have Student Lives Here checked. Please return to the "Parents" tab and check the Student Lives Here for a Parent/Guardian. |

## Team Page

From the “IEP Process” tab, select the “Team” button to add IEP Case Manager and Team Members.

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Welcome, Sheryn | My Calendar | Message Board | Logout

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

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

**IEP Process** Abbie Marie Test

Personal Information ✓	<b>Team</b> ✓
Present Levels ✗	Parents ✓
Narratives ✓	Contacts
Goals and Objectives ✓	Create Draft
Services and Supplemental Aids ✓	Create Final
Accommodations ✗	Print/View
Transition Services ✓	

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

The “Team” page is where users select the student’s IEP Team members.

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



**IEP Team** Mark Test

View: Workspace

Case Manager: —none—

**Parents, etc. who will receive IEP Information:**

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

**Other Users at Test School who can access IEP Information:**

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

Add More

**Users associated with all schools who can access IEP Information:**

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

Add More

Back
Save
Save and Continue

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

**IEP Team** Abbie Marie Test

View: Workspace

Case Manager: Sheryn Test

**Parents, etc. who will receive IEP Information:**

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

**Users associated with all schools who can access IEP Information:**

Remove from Team	Add Team Member	View Only?
	<input type="text"/>	<input type="checkbox"/>
	Calvin Burden, Director	<input type="checkbox"/>
	Jerry Daniel Bush, State Monitor	<input type="checkbox"/>
	Eric Crawford, Legislative Auditor 1	<input type="checkbox"/>
	Karen Daniels, Exec. Dir. Data Quality	<input type="checkbox"/>
	Kay Flowers, State Compliance Consultant	<input type="checkbox"/>
	Dolly Gerregano, IDEA 010 Preschool Consultant	<input type="checkbox"/>
	Miss Minter, State Early Childhood Data Mgr	<input type="checkbox"/>

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

## Present Levels Page

From the “IEP Process” tab, select “Present Levels” button to add Assessments.

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Welcome, Sheryn | My Calendar | Message Board | Logout

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

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

### IEP Process

Abbie Marie Test

Personal Information	✓	Team	✓
<b>Present Levels</b>	✗	Parents	✓
Narratives	✓	Contacts	
Goals and Objectives	✓	Create Draft	
Services and Supplemental Aids	✓	Create Final	
Accommodations	✗	Print/View	
Transition Services	✓		

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

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


**Add an Assessment:**

1. Select the 'Add Assessments' button.

**Assessments** Abbie Marie Test

View: Workspace

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

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


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

2. Select an Assessment category, Assessment Area, subjects and type of 'Scores Reported' from the drop down lists for each Assessment. Subject areas for assessments, if applicable, populate automatically in the "Subject Areas" column. Each Assessment Area must be marked as a 'PL- Area' to print on the IEP document. Assessments that have 'Eligibility' or 'Other' as Assessment Areas will not print on the IEP. The list of assessments includes the Top 100 most commonly used assessments in EasyIEP™ and are grouped within category.

**Add Assessment(s)** Abbie Marie Test

Add Assessments from a List

Assessment Area	Assessment	Subject Area	Scores Reported
<input type="text"/>	<input type="text"/>		
<input type="text"/>	ACT (American College Test) Adaptive - Adaptive Behavior Assessment System-Second Edition (ABAS-II) Adaptive Behavior Evaluation Scale-Revised (ABES-R) AIMSweb Progress Monitoring Autism Spectrum Rating Scales (ASRS) BASC-2 Behavioral & Emotional Screening (BASC-2 BESS) Basic Achievement Skills Inventory (BASI)		

 **Note:** Available Subject Areas

3. Click the 'Save' button at the bottom of the screen.
4. Select the '+' symbol next to the Assessment added to enter a date administered.

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

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

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

6. Select the 'Save' button.
7. Select the 'Edit All Assessment Details' button.

**Details All Assessments**
Abbie Marie Test

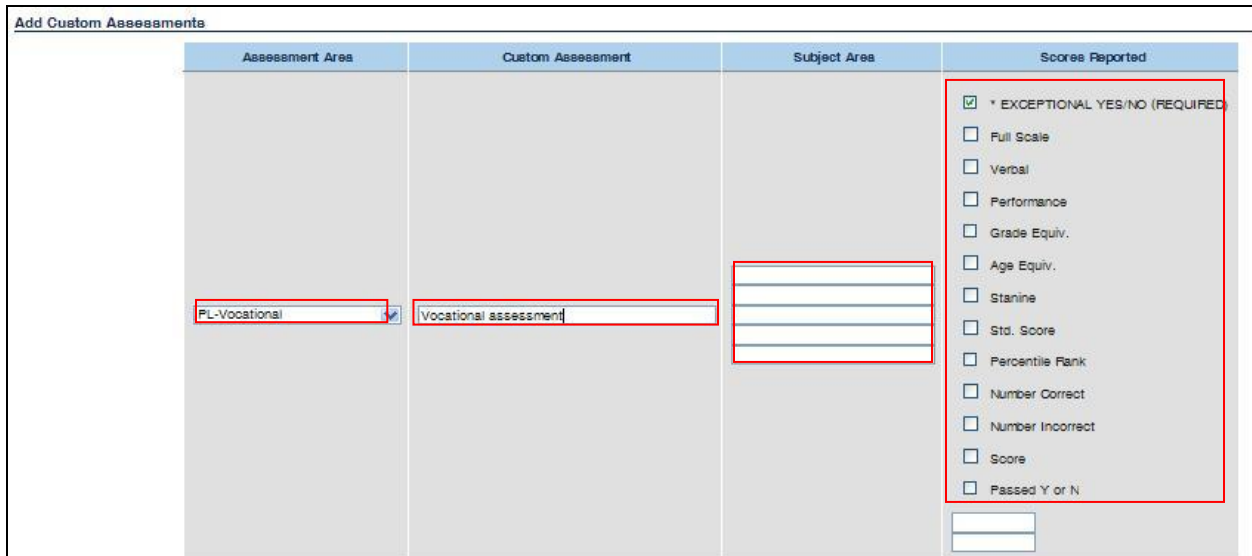
Assessment Area:	PL-Adaptive Behavior	
Assessment:	Adaptive Behavior Evaluation Scale-Revised (ABES-R)	
Subject Area:	Communication Skills	
Scores Reported:	* EXCEPTIONAL YES/NO (REQUIRED)	
Date Administered:	04/04/2013	
Narrative:	Narrative for Communication Skills	

Del	Date	* EXCEPTIONAL YES/NO (REQUIRED)
<input type="checkbox"/>	04/04/2013	y
<input type="checkbox"/>		

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

## Add Custom Assessments

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



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

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




## Reorder Assessments

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

**Assessments** Abbie Marie Test

View: Workspace

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

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

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

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


## Deleting Assessments

1. On the “Present Levels” page, view the student’s assessments.

**Assessments** Abbie Marie Test

View: Workspace

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

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

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

2. Click the ‘+’ symbol which expands the Assessment that needs deleting.

3. Select the checkbox under the 'Del' column and click 'Save'. The entire assessment is removed. (when you select the checkbox a checkmark appears in the box ☒)
4. Select the 'Save and Continue' button to return to the previous page.

<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	PL-Vocational	Vocational assessment		<input type="checkbox"/> Grade Equiv. <input type="checkbox"/> Age Equiv. <input type="checkbox"/> Stanine <input type="checkbox"/> Std. Score <input type="checkbox"/> Percentile Rank <input type="checkbox"/> Number Correct	<input type="text"/>		<a href="#">Details</a>
-------------------------------------	---	--------------------------	---------------	-----------------------	--	--	----------------------	--	-------------------------

### Change 'Scores Reported'

1. To change the 'Scores Reported' first expand an Assessment by clicking the '+' symbol.
2. Check the correct scores and uncheck the incorrect scores for removal.  
Exceptional Yes/No is a required score type for all assessments.
3. Select the 'Save' button to save updated information.
4. Select the 'Save and Continue' button to return to the previous page.

Assessments					Abbie Marie Test				
View: Workspace									
Del	Pos	New Pos	Assessment Area	Assessment	Subject Area	Scores Reported	Date Administered	Details	
	1	<input type="checkbox"/>		<input checked="" type="checkbox"/> Adaptive Behavior Evaluation Scale-Revised (ABES-R)			04/04/2013		<a href="#">Details</a>
<input type="checkbox"/>	1	<input type="checkbox"/>	PL-Adaptive Behavior	Adaptive Behavior Evaluation Scale-Revised (ABES-R)	Communication Skills	<input checked="" type="checkbox"/> * EXCEPTIONAL YES/NO (REQUIRED) <input type="checkbox"/> Full Scale <input type="checkbox"/> Verbal <input type="checkbox"/> Performance <input type="checkbox"/> Grade Equiv. <input type="checkbox"/> Age Equiv. <input type="checkbox"/> Stanine <input type="checkbox"/> Std. Score <input type="checkbox"/> Percentile Rank <input type="checkbox"/> Number Correct <input type="checkbox"/> Number Incorrect <input type="checkbox"/> Score <input type="checkbox"/> Passed Y or N	04/04/2013		<a href="#">Details</a>



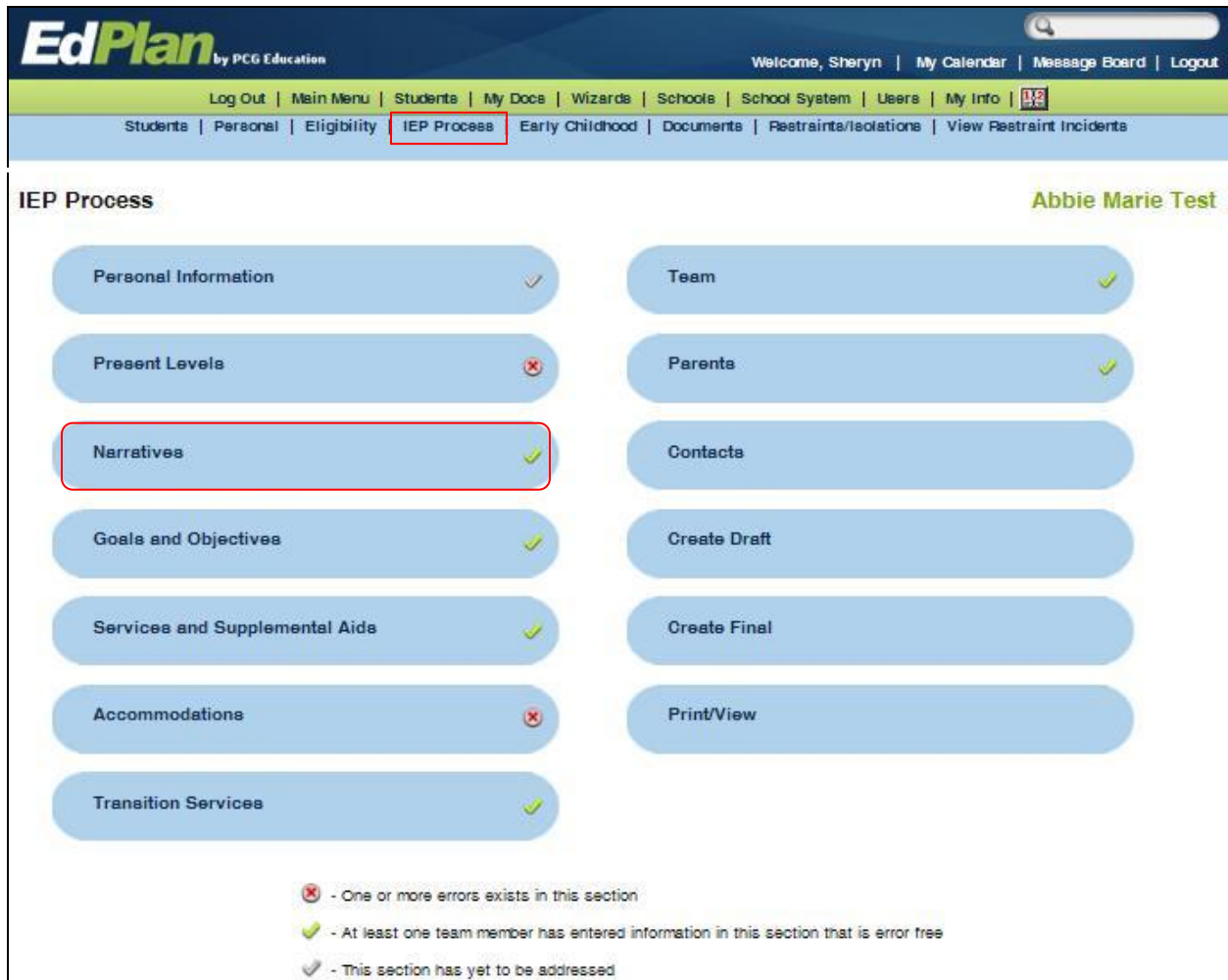
**Error Checks – Present Levels**

- Error 4.1 You have not included an assessment for the student's Present Level of Performance. Please return to the Assessments tab and enter an assessment for the student's Present Levels of Performance. PLP assessments are identified by selection one of the Areas that begin with the three characters "PL-".
- Error 4.2 You have not selected "Exceptional Yes/No" as one of the score types for the Present Levels of Performance Assessment *Assessment Name*. Please return to the Assessments tab and add "Exceptional Yes/No" to the score types for the assessment.
- Error 4.3 You have not listed the date administered for PL- Assessment *Assessment Name* or at least one of its sub-areas. Please return to the Assessments tab and enter the Date Administered for Assessment *Assessment Name* or one of its sub-areas.
- Error 4.4 You have not answered "Yes" or "No" to the Exceptional Yes/No score type for the PL-Assessment *Assessment Name*. Please return to the Assessments tab and select the details button for the Assessment *Assessment Name*. Enter a Yes/No response for the "Exceptional Yes/No" score type.
- Error 4.5 You have not listed the date administered for PL-Assessment *Assessment Name* subject area Subject Areas. Please return to the Assessments tab and select the details button for the Assessment *Assessment Name*. Enter the date administered for the subject area Subject Areas.
- Error 4.6 You have not entered an assessment area of 'PL-Vocational' or 'PL-Pre-Vocational' for any of this student's assessments. Please return to the assessments tab and include at least one assessment with an area "PL-Vocational" or "PL-Pre-vocational".
- Error 4.7 You have not entered an assessment area of 'PL-Transition' for any of the student's assessments. Please return to the assessment tab and include at least one assessment with the area as 'PL-Transition'.
- Error 4.8 You have selected the student has 'Psychological Turnaround Work', but have not selected 'Type'. Please return to the Assessment tab and select the detail button and choose from the 'Type' drop down.
- Error 4.9 You have selected the student has 'Psychological Turnaround Work', but have not entered a date for 'PTE Date'. Please return to the Assessment tab and select the detail button and enter a date for PTE Date the student.
- Error 4.10 You have selected the student has 'Psychological Turnaround Work', but have not entered a date for 'Date Report to School'. Please return to the Assessment tab and select the detail button and enter a date for Date Report to School.

- Error 4.11      You have not included an Area for the student's Assessment. Please return to the Assessments tab and choose an area from the Area drop down for the student's Present Levels of Performance.
- Error 7.8        You have indicated that the student has taken an assessment with the assessment area of "Pre-vocational" or "Vocational" but have not included a Goal with the area of "Pre-vocational" or "Vocational". Please return to the Goals page and adjust the goal area for the appropriate goal to either "Pre-vocational" or "Vocational".

## Narratives Page

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



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

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

**IEP Process** Abbie Marie Test

Personal Information ✓	Team ✓
Present Levels ✗	Parents ✓
<b>Narratives ✓</b>	Contacts
Goals and Objectives ✓	Create Draft
Services and Supplemental Aids ✓	Create Final
Accommodations ✗	Print/View
Transition Services ✓	

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

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

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

**Narratives** Abbie Marie Test

View: Workspace

NOTE: Each "Save" button, when pressed, will update all data entered on this page.

---

**Current Descriptive Information**

Describe the student's strengths:	Abbie demonstrates motor skills at an age appropriate level. <span>Save</span>
Describe the concerns of the parents regarding their child's education:	Parents are concerned about speech delays, overall developmental delays, and socialization issues. <span>Save</span>
Describe how the student's disability affects involvement and progress in the general curriculum:	Communication and developmental delays affect involvement and progress in the general curriculum. <span>Save</span>

---

**Medical Information**

Medical Information Summary	 <span>Save</span>
-----------------------------	-----------------------

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

Consideration of Special Factors for IEP Development	
1. Does the student have limited English proficiency?	No
1a. If yes, what is his/her primary mode of language?	NA
2. Is the student blind or visually impaired?	No
2a. Does the student need instruction in Braille?	NA
3. Does the student have communication needs?	No
3a. If the student has special communication needs, describe:	N/A
4. Is the student deaf or hard of hearing?	No
4a. If the student is deaf or hard of hearing, did the IEP team consider the student's language and communication needs?	NA
4b. If the student is deaf or hard of hearing, did the IEP Team consider opportunities for direct communications with peers and professional personnel in the student's language and communication mode?	NA
4c. If the student is deaf or hard of hearing, did the IEP Team consider necessary opportunities for direct instruction in the student's language and communication mode?	NA
5. Is Assistive Technology necessary in order to implement the student's IEP?	No
5a. If Assistive Technology is required to implement the IEP, describe the Assistive Technology that is needed?	
6. Does the student's behavior impede his/her learning or that of others?	No
6a. If the student's behavior impedes their learning or the learning of others, the IEP Team has addressed the student's behavior in the following way(s):	<input type="checkbox"/> Functional Behavior Assessment <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> Accommodations <input type="checkbox"/> Goals and Objectives <input type="checkbox"/> Other
6b. If you chose "Other", provide a description:	N/A

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

**Error Checks – Narratives**

- Error 3.1 You have not included a description of the student's strengths. Please return to the Narratives tab and complete the "Describe the student's strengths" narrative.
- Errors 3.2 You have not included a description of the concerns of the parents regarding their child's education. Please return to the Narratives tab and complete the narrative 'Describe the concerns of the parents regarding their child's education'.
- Error 3.3 You have not included a description of how the student's disability affects involvement and progress in the general curriculum. Please return to the Narratives tab and complete the narrative "Describe how the student's disability affects involvement and progress in the general curriculum".
- Error 5.1 You have not selected a Yes or No response from the drop down menu for the Special Considerations Narratives question "Does the student have limited English proficiency?" Please return to the Narratives tab and select a Yes or No response to this question.
- Error 5.2 You have indicated that the student has limited English proficiency but have not selected a primary mode of language for the student. Please return to Narratives tab, Consideration of Special Factors for IEP Development and select a primary mode of language for the student.
- Error 5.3 You have not selected a Yes or No response from the drop down menu for the Special Considerations Narratives question "Is the student blind or visually impaired?" Please return to the Narratives tab and select a Yes or No response to this question.
- Error 5.4 You have indicated that the student is blind or visually impaired but have not determined whether the student needs instruction in Braille or not. Please return to the Narratives tab Consideration of Special Factors for IEP Development and select whether the student needs instruction in Braille or not.
- Error 5.5 You have not selected a Yes or No response from the drop down menu for the Special Considerations Narratives question "Does the student have communication needs?". Please return to the Narratives tab and select a Yes or No response to this question.
- Error 5.6 You have indicated that the student has communication needs but you have not described these needs. Please return to the Narratives tab Consideration of Special Factors for IEP Development and describe the student's communication needs.

- Error 5.7 You have not selected a Yes or No response from the drop down menu for the Special Considerations Narratives question "Is the student deaf or hard of hearing?". Please return to the narratives tab Consideration of Special Factors for IEP Development and select a Yes or No response to the question.
- Error 5.8 You have indicated the student is deaf or hard of hearing but did not address question 4a "If the student is deaf or hard of hearing, did the IEP team consider the student's language and communication needs?". Please return to the Narratives tab Consideration of Special Factors for IEP Development and answer yes or no to question 4a.
- Error 5.9 You have indicated the student is deaf or hard of hearing but did not address question 4b "If the student is deaf or hard of hearing, did the IEP Team consider opportunities for direct communications with peers and professional personnel in the student's language and communication mode?". Please return to the Narratives tab Consideration of Special Factors for IEP Development and answer yes or no to question 4b.
- Error 5.10 You have indicated the student is deaf or hard of hearing but did not address the question 4c "If the student is deaf or hard of hearing, did the IEP Team consider necessary opportunities for direct instruction in the student's language and communication mode?". Please return to the Narratives tab Consideration of Special Factors for IEP Development and answer yes or no to 4c.
- Error 5.11 You have not selected a Yes or No response from the drop down menu for the Special Considerations Narratives question "Is Assistive Technology necessary in order to implement the student's IEP?". Please return to the Narratives tab and select a Yes or No response to this question.
- Error 5.12 You had indicated that the student needs assistive technology to implement the IEP but have not included a description of the assistive technology needed. Please return to the Narratives tab Consideration of Special Factors for IEP Development and describe the assistive technology needed for this student.
- Error 5.13 You have indicated that the student requires assistive technology in the Consideration of Special Factors section, item #5 on the Narratives tab. You have not selected an assistive technology supplemental aid. Please return to the Supplemental Aids tab and select at least one assistive technology supplemental aid or edit the response to Question #5 on the Narratives tab. Assistive technology supplemental aids are preceded by the three characters (AT-).
- Error 5.14 You have not selected a Yes or No response from the drop down menu for the Special Considerations Narratives question "Does the student's behavior impede his/her learning or that of others?". Please return to the Narratives tab and select a Yes or No response to this question.



- Error 5.15      You have indicated that the student's behavior impedes his/her or other's learning but did not select how the IEP team has addressed the behavior. Please return to the Narratives tab Consideration of Special Factors for IEP Development and select how the IEP team has addressed the behavior.
- Error 5.16      You have indicated the student's behavior impedes his/her or other's learning and selected "other" as the manner in which the IEP team has addressed the behavior. You did not include a description of "other". Please return to the Narratives Tab Consideration of Special Factors for IEP Development and include a description of the "other" manner in which the IEP team addressed the student's behavior.

## Accommodations Page

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

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Welcome, Sheryn | My Calendar | Message Board | Logout

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

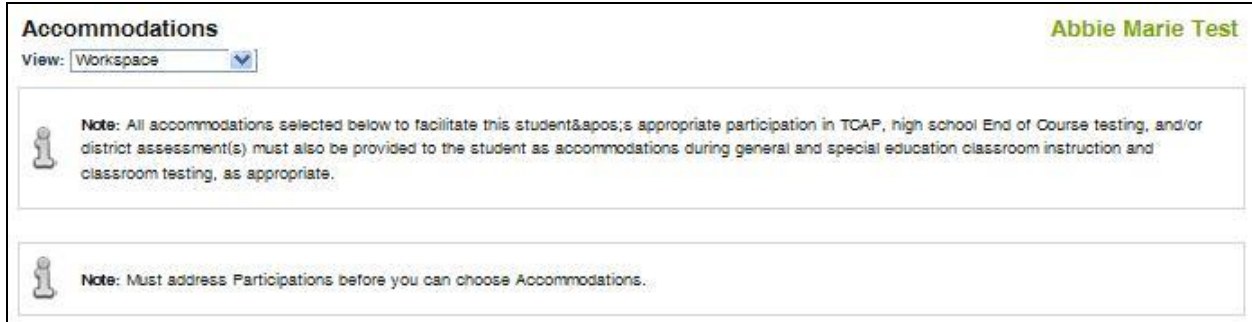
Students | Personal | Eligibility | **IEP Process** | Early Childhood | Documents | Restraints/Isolations | View Restraint Incidents

**IEP Process** Abbie Marie Test

Personal Information ✓	Team ✓
Present Levels ✗	Parents ✓
Narratives ✓	Contacts
Goals and Objectives ✓	Create Draft
Services and Supplemental Aids ✓	Create Final
<b>Accommodations ✗</b>	Print/View
Transition Services ✓	

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

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



Each Participation Area defaults to a Participation Level of ‘Not Applicable’.

The “Accommodations” tab contains both the ‘Classroom and Behavior Participations’ (a-r) and ‘Testing Accommodations for State & District Mandated Tests’.

If an ‘Alternate Assessment’ is chosen from the drop down menu, the user is asked to address this information on the ‘Create Document’ page before creating the IEP.

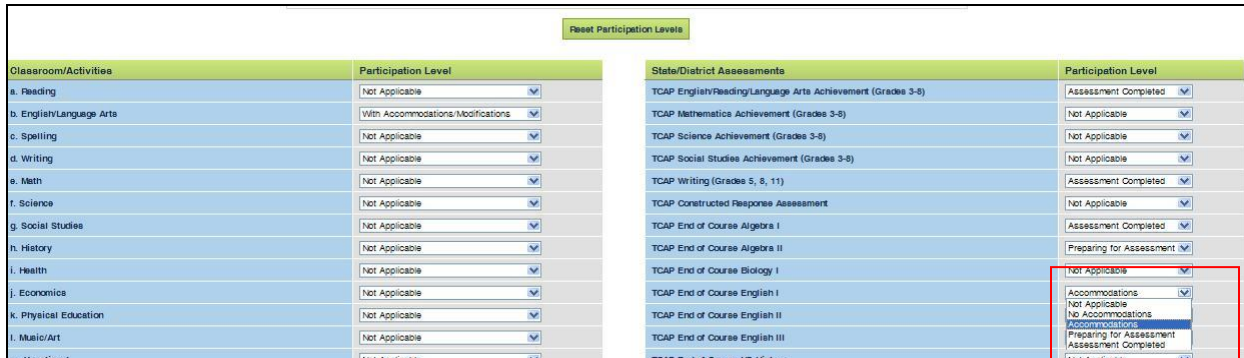
Participations selected ‘With Accommodations/Modifications’ automatically appear on the ‘Accommodations’ page after selecting ‘Update the database’ button.

## Adding Participations

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

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

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



**Reset Participation Levels**

Classroom/Activities	Participation Level
a. Reading	Not Applicable
b. English/Language Arts	With Accommodations/Modifications
c. Spelling	Not Applicable
d. Writing	Not Applicable
e. Math	Not Applicable
f. Science	Not Applicable
g. Social Studies	Not Applicable
h. History	Not Applicable
i. Health	Not Applicable
j. Economics	Not Applicable
k. Physical Education	Not Applicable
l. Music/Art	Not Applicable
m. Vocational	Not Applicable

State/District Assessments	Participation Level
TCAP English/Reading/Language Arts Achievement (Grades 3-8)	Assessment Completed
TCAP Mathematics Achievement (Grades 3-8)	Not Applicable
TCAP Science Achievement (Grades 3-8)	Not Applicable
TCAP Social Studies Achievement (Grades 3-8)	Not Applicable
TCAP Writing (Grades 5, 8, 11)	Assessment Completed
TCAP Constructed Response Assessment	Not Applicable
TCAP End of Course Algebra I	Assessment Completed
TCAP End of Course Algebra II	Preparing for Assessment
TCAP End of Course Biology I	Not Applicable
TCAP End of Course English I	Accommodations
TCAP End of Course English II	Not Applicable
TCAP End of Course English III	Preparing for Assessment
TCAP End of Course US History	Not Applicable

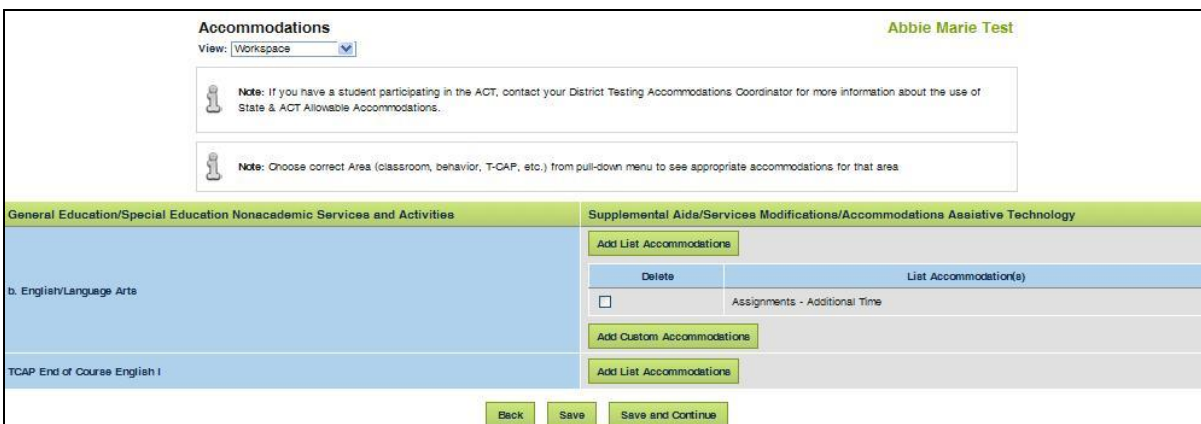


**Reset Participation Levels**

Classroom/Activities	Participation Level
a. Reading	Not Applicable
b. English/Language Arts	With Accommodations/Modifications
c. Spelling	Not Applicable

State/District Assessments	Participation Level
TCAP English/Reading/Language Arts Achievement (Grades 3-8)	Assessment Completed
TCAP Mathematics Achievement (Grades 3-8)	Not Applicable
TCAP Science Achievement (Grades 3-8)	Not Applicable

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



**Accommodations** Abbie Marie Test

View: Workspace

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

**Note:** Choose correct Area (classroom, behavior, T-CAP, etc.) from pull-down menu to see appropriate accommodations for that area.

General Education/Special Education Nonacademic Services and Activities	Supplemental Aids/Services Modifications/Accommodations Assistive Technology				
b. English/Language Arts	<div> <div>Add List Accommodations</div> <table border="1"> <thead> <tr> <th>Delete</th> <th>List Accommodation(s)</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td>Assignments - Additional Time</td> </tr> </tbody> </table> <div>Add Custom Accommodations</div> </div>	Delete	List Accommodation(s)	<input type="checkbox"/>	Assignments - Additional Time
Delete	List Accommodation(s)				
<input type="checkbox"/>	Assignments - Additional Time				
TCAP End of Course English I	<div>Add List Accommodations</div>				

**Back Save Save and Continue**

## EOC Gateway Test Summary

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

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

TCAP Gateway Mathematics (Grades 9-12 )	Assessment Completed
TCAP Gateway Science (Grades 9-12)	Not Applicable
ACT	No Accommodations
EXPLORE	Accommodations
PLAN	Alternate Portfolio 1%
	Preparing for Assessment
	Assessment Completed
	Not Applicable

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

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

## TCAP - English Linguistically Simplified Assessment (ELSA)

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

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

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

## TCAP - English Language Development Assessment (ELDA)

1. Select ELDA on the “Accommodations” page. This assessment is listed with the regular subjects and other state assessments.

English Language Development Assessment (ELDA)	Not Applicable
TCAP Gateway Language Arts (Grades 9-12 )	Not Applicable
TCAP Gateway Mathematics (Grades 9-12 )	No Accommodations Accommodations Preparing for Assessment Assessment Completed
TCAP Gateway Science (Grades 9-12)	Not Applicable

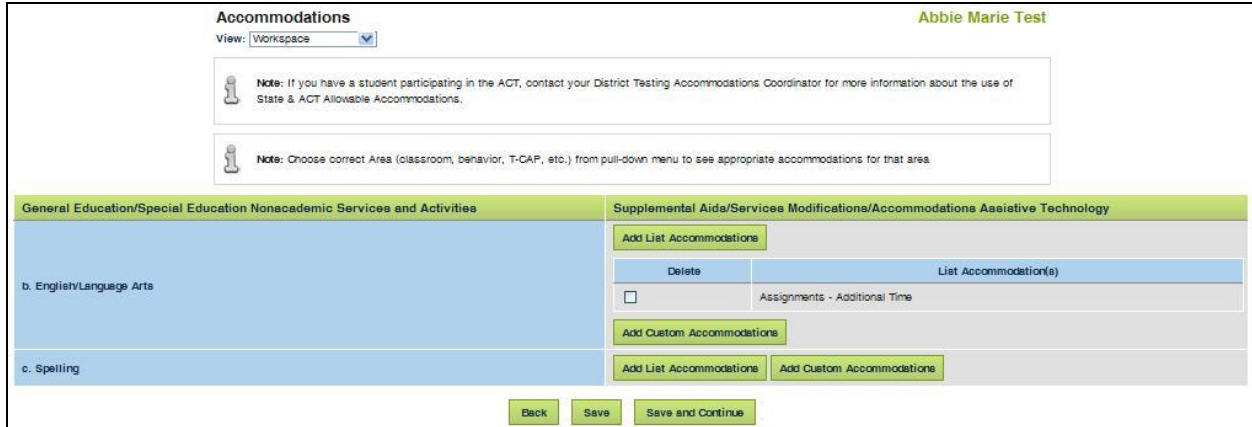
2. Select the appropriate Participation Level from the drop down list.
3. Select 'Save' after all Participation Areas are selected.
4. Select 'Add/View Accommodation' to continue adding Accommodations for each Participation.



## Adding Accommodations

Each Participation Area will link to the appropriate 'Accommodations' for each classroom activity or state/district assessment.

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



The screenshot shows the 'Accommodations' screen for a student named 'Abbie Marie Test'. At the top, there is a 'View: Workspace' dropdown. Below this are two informational notes: one about contacting the District Testing Accommodations Coordinator for ACT-related questions, and another about choosing the correct Area (classroom, behavior, T-CAP, etc.) from a pull-down menu. The main area is divided into two columns. The left column, titled 'General Education/Special Education Nonacademic Services and Activities', contains a list of Participation Areas: 'b. English/Language Arts' and 'c. Spelling'. The right column, titled 'Supplemental Aids/Services Modifications/Accommodations Assistive Technology', contains buttons for 'Add List Accommodations' and 'Add Custom Accommodations'. Below these buttons is a table with a 'Delete' column and a 'List Accommodation(s)' column. The table currently shows one entry: 'Assignments - Additional Time'. At the bottom of the screen are three buttons: 'Back', 'Save', and 'Save and Continue'.

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

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

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

[http://www.state.tn.us/education/assessment/doc/Allow\\_Accomm\\_Chart\\_10\\_11.pdf](http://www.state.tn.us/education/assessment/doc/Allow_Accomm_Chart_10_11.pdf)

[http://www.tn.gov/education/assessment/doc/Spec\\_Accomm\\_Chart\\_10\\_11.pdf](http://www.tn.gov/education/assessment/doc/Spec_Accomm_Chart_10_11.pdf)

**ACT, EXPLORE and PLAN**

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



4. Select the 'Add List Accommodations' button.



5. Select the appropriate accommodation from the corresponding list.



ACT Approved Accommodations: Test format	ACT Approved Accommodations: Time requested	Allowable	Special
<input type="checkbox"/> Readers Script w/ Regular Type (Examinees using reader's script must test individually.)	<input type="checkbox"/> Extended Time - All tests on one day	<input type="checkbox"/> Answers recorded by Scribe	<input type="checkbox"/> A. Extended Time (Extended time limits determined by team or SOA committee.)
<input type="checkbox"/> Audio DVDs w/ Large Type	<input type="checkbox"/> Extended Time - Authorization to test over multiple days	<input type="checkbox"/> Auditory Aids (Amplification, Noise Buffer)	<input type="checkbox"/> B. Read Aloud Internal Test Instructions/Items (SOA Plan: May not be used for ELA content area. IEP: May be used for all content areas, including ELA.)
<input type="checkbox"/> Audio DVDs w/ Raised Line Drawings	<input type="checkbox"/> Standard Time - Authorization to test over multiple days	<input type="checkbox"/> Braille or Large Print	<input type="checkbox"/> C. Prompting Upon Request (SOA Service Plan: May be used for ELA content area. IEP: May be used for all content areas.)
<input type="checkbox"/> Audio DVDs w/ Regular Type	<input type="checkbox"/> Standard Time - One session with standard breaks between tests (this option for large type only)	<input type="checkbox"/> Flexible Scheduling (Flexible Time of Day)	

6. Please note that the accommodations for the ACT are listed in two categories:
  - 'ACT - ACT Approved Accommodations'
  - 'ACT - Tennessee State Approved Allowable and Special Accommodations'
7. For more information, please visit the following website:  
<http://state.tn.us/education/assessment/ACTtesting.shtml>

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

## Custom Areas

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

<b>s. Other 1:</b> <input type="text" value="Name of Custom Participation Subject Area"/>	<input type="text" value="Not Applicable"/> Not Applicable Without Accommodations/Modifications With Accommodations/Modifications
<b>t. Other 2:</b> <input type="text"/>	
<b>u. Other 3:</b> <input type="text"/>	<input type="text" value="Not Applicable"/>

## District Assessments

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

<b>District Assessment 1:</b> <input type="text"/>	<input type="text" value="Not Applicable"/> Not Applicable No Accommodations Accommodations Alternate Portfolio 1%
<b>District Assessment 2:</b> <input type="text"/>	
<b>District Assessment 3:</b> <input type="text"/>	

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

## **TCAP Alternate Assessments**

Users are able to address TCAP Assessments individually (Language Arts, Math, etc.) with two alternate choices:

- Alternate Portfolio 1% – applies to TCAP-Alt PA
- Alternate MAAS 2% – applies to TCAP-MAAS

For more information on the TCAP-ALT PA, please visit the following website:

<http://www.tn.gov/education/assessment/TCAP-AltPortfolio.shtml>

TCAP-MAAS is for special education students with a current IEP in grades 3-8 only. Selecting TCAP Alternate MAAS 2% Participation requires additional information entered on the IEP Creation Page. The information captured on the creation page is included in the IEP document.

A Principals signature is not required for TCAP Alternate MAAS 2%.

For more information on the TCAP Alternate MAAS 2%, please visit the following website:

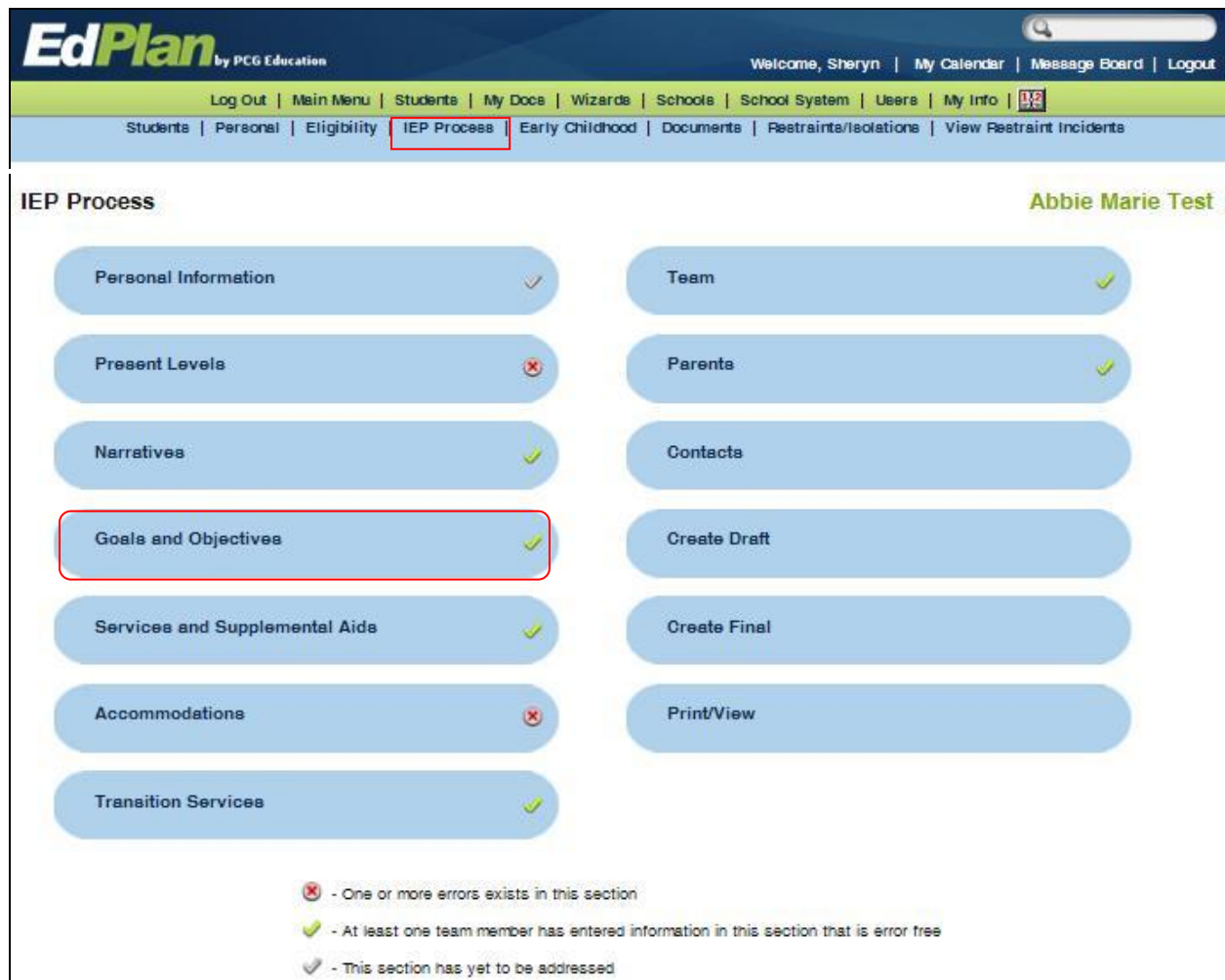
[http://www.tn.gov/education/assessment/alt\\_MAAS.shtml](http://www.tn.gov/education/assessment/alt_MAAS.shtml)

**Error Checks – Accommodations/Participation**

- Error 8.1      You indicated that the Participation Area has the participation level "With Accommodations/Modifications" but no accommodations/modifications were selected. Please return to the Accommodations tab and add at least one accommodation/modification from the list for this participation area.
- Error 8.2      You have created a custom accommodation for a TCAP or Gateway participation area Participation Area. Custom accommodations are not allowed for TCAP or Gateway assessments. Please return to the Accommodations page and select the available accommodations for Participation Area.
- Error 9.1      Participation in at least one state or district assessment is required. Return to the Participations Tab and select the appropriate mandated assessment or alternate assessment and the participation level for the student.
- Error 9.5      You have indicated a custom subject/participation area for your student on the Participations Tab but did not designate an appropriate participation level. Please return to the Participations Tab and indicate the appropriate participation level.
- Error 9.6      You have entered 'Preparing for Assessment' for a student who is projected to be in the third grade for at least a portion of the date range covered by this IEP. Please return to the Participations Tab and select the appropriate participation level for their TCAP Achievement tests the student is projected to participate in during the third grade.
- Error 9.7      You have entered 'Preparing for Assessment' for a student who is projected to be in the eighth grade for at least a portion of the date range covered by this IEP. Please return to the Participations Tab and select the appropriate participation level for their TCAP Achievement tests the student is projected to participate in during the third grade.
- Error 9.8      You have entered 'Not Applicable' for a student who is projected to be in the third grade for at least a portion of the date range covered by this IEP. Please return to the Participations Tab and select the appropriate participation level for their TCAP Achievement tests the student is projected to participate in during the third grade.
- Error 9.9      You have entered 'Not Applicable' for a student who is projected to be in the eighth grade for at least a portion of the date range covered by this IEP. Please return to the Participations Tab and select the appropriate participation level for their TCAP Achievement tests the student is projected to participate in during the third grade.

## Goals & Objectives Page

Access Goals and Objectives information by selecting the “Goals and Objectives” button on the “IEP Process” tab. Choose Goals and Objectives from list or add Custom Goals & Objectives or add Goals and Objectives from a personal bank.



**EdPlan** by PCG Education

Welcome, Sheryn | My Calendar | Message Board | Logout

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

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

**IEP Process** Abbie Marie Test

Personal Information ✓	Team ✓
Present Levels ✗	Parents ✓
Narratives ✓	Contacts
<b>Goals and Objectives ✓</b>	Create Draft
Services and Supplemental Aids ✓	Create Final
Accommodations ✗	Print/View
Transition Services ✓	

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

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

**Annual Goals**
Abbie Marie Test

View: Workspace

Del	Pos	New Pos	Area of Need	ESY	Annual Goal	# Obj's	
<input type="checkbox"/>	1	<input type="text"/>	Adaptive Behavior	<input type="checkbox"/>	Accomplishes many self-help activities without assistance or minimal assistance.	3	<a href="#">Details</a>
<input type="checkbox"/>	2	<input type="text"/>	Communication	<input type="checkbox"/>	Demonstrates understanding of gestures and words.	3	<a href="#">Details</a>
<input type="checkbox"/>	3	<input type="text"/>	Cognitive Processing	<input type="checkbox"/>	Pays attention to what is happening in the environment.	3	<a href="#">Details</a>

[Add Annual Goals from List](#)
[Add Custom Annual Goals](#)

[Add Annual Goals from Bank](#)
[Common Core Standards](#)

[Edit All Goal Details](#)

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


For more information on the TN Core Curriculum Standards , please visit the following web site:  
<http://www.tncurriculumcenter.org/>



**Adding Goals:**

1. From the main “Goals and Objectives” page, select the ‘Add Annual Goals from a List’ button.
2. Select an ‘Annual Goal Category’ from the dropdown menu.

**Add Annual Goal(s)** Abbie Marie Test


 **Note:** Changes are not saved until you click on the "Save and Continue" button. Changing the Category will not save your changes in the current category.

**Annual Goal Category:** Choose Content and/or Classification ▼

There are no Annual Goals for this category

3. After selecting a category, a category-specific goal list appears.
4. Check the appropriate goals needed.

**Add Annual Goal(s)** Abbie Marie Test

 **Note:** Changes are not saved until you click on the "Save and Continue" button. Changing the Category will not save your changes in the current category.

**Annual Goal Category:** Language Arts - Communication ▼

<input type="checkbox"/>	Communication - Kindergarten: Develop critical listening skills essential for comprehension, problem solving, and task completion. [GLE 0001.2.1]
<input type="checkbox"/>	Communication - Kindergarten: Develop critical speaking skills essential for effective communication. [GLE 0001.2.2]
<input type="checkbox"/>	Communication - 1st Grade: Develop critical listening skills essential for comprehension, problem solving, and task completion. [GLE 0101.2.1]
<input type="checkbox"/>	Communication - 1st Grade: Develop critical speaking skills essential for effective communication. [GLE 0101.2.2]
<input type="checkbox"/>	Communication - 2nd Grade: Develop critical listening skills essential for comprehension, problem solving, and task completion. [GLE 0201.2.1]

5. Select the ‘Save and Continue’ button to return to the previous page.

- Goals are added for the regular school year and the extended school year (ESY). If a goal is addressed during Extended School Year, enter the goal a second time for ESY and indicate this by checking the 'ESY' checkbox.

**Annual Goals** Abbie Marie Test

View: Workspace

Area of Need	ESY	Annual Goal
Adaptive Behavior	<input type="checkbox"/>	Accomplishes many self-help activities without assistance or minimal assistance.
Communication	<input checked="" type="checkbox"/>	Demonstrates understanding of gestures and words.
Cognitive Processing	<input type="checkbox"/>	Pays attention to what is happening in the environment.

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

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

[Add Annual Goals from List](#) [Add Custom Annual Goals](#)  
[Add Annual Goals from Bank](#) [Common Core Standards](#)  
[Edit All Goal Details](#)  
[Back](#) [Save](#) [Save and Continue](#)

**Adding Custom Goals:**

1. From the main “Goals and Objectives” page, select the ‘Add Custom Annual Goals’ button.

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

[Add Annual Goals from List](#)
[Add Custom Annual Goals](#)

[Add Annual Goals from Bank](#)
[Common Core Standards](#)

[Edit All Goal Details](#)

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

2. Enter the custom goal in the text box.

**Add Custom Annual Goals**

Abbie Marie Test

Enter up to 10 new custom annual goals:

3. Select the ‘Save and Continue’ button to return to the previous page.
4. Select an ‘Area of Need’ and address ‘ESY’ for each goal.
5. The field to the right of ‘Area of Need’ is ‘ESY’. If a goal is addressed during Extended School Year, enter the goal a second time for ESY and indicate this by checking the ‘ESY’ checkbox.

**Annual Goals**

Abbie Marie Test

View: Workspace

Area of Need	ESY	Annual Goal	# Objs	
<div style="border: 1px solid #add8e6; padding: 2px;"> <div style="background-color: #e6f2ff; padding: 2px;">▼</div> <div style="padding: 2px;">           Academic Readiness            Academics            Adaptive Behavior            Cognitive Processing            Communication            Fine Motor            Gifted         </div> </div>	<input type="checkbox"/>	Custom goal	0	<a href="#">Details</a>
	<input type="checkbox"/>	Accomplishes many self-help activities without assistance or minimal assistance.	2	<a href="#">Details</a>
	<input checked="" type="checkbox"/>	Demonstrates understanding of gestures and words.	3	<a href="#">Details</a>
	<input type="checkbox"/>	Pays attention to what is happening in the environment.	3	<a href="#">Details</a>

**Enter Goal Details**

1. Select the ‘Details’ button beside each goal.
2. Enter the ‘Person/Position Responsible’.

3. Enter 'Program Modifications/Supports' in the text field box. This is a required field and if there are no 'Program Modifications/Supports', type N/A or none.
4. Select the 'Save' button or 'Save and Continue' button to return to the previous page.

### Goal Details and Objectives

Abbie Marie Test

View: Workspace

Area of Need:

Adaptive Behavior

Annual Goal:

Accomplishes many self-help activities without assistance or minimal assistance.

Person/Position Responsible:

Preschool Classroom Teacher

Program Modifications/Supports for School Personnel:

N/A

Del	Pos	NewPos	Objectives	Begin / End Date	Target %	
<input type="checkbox"/>	1	<input type="text"/>	Abbie will continue to use the toilet independently.	<div>05/01/2013</div> <div>12/01/2013</div>	80	Details

Details for All Objectives

Add Objective(s) from Lists

Add Custom Objective(s)

Add Objectives from Bank

Common Core Standards

Back

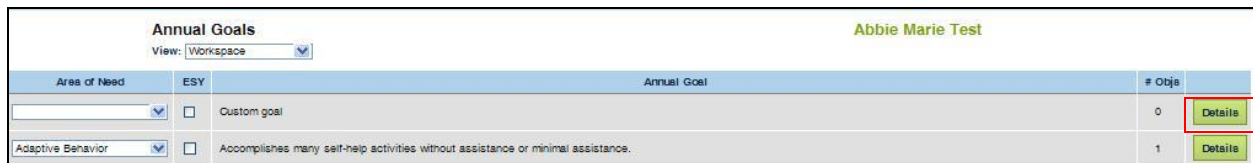
Save

Save and Continue

**Adding Objectives:**

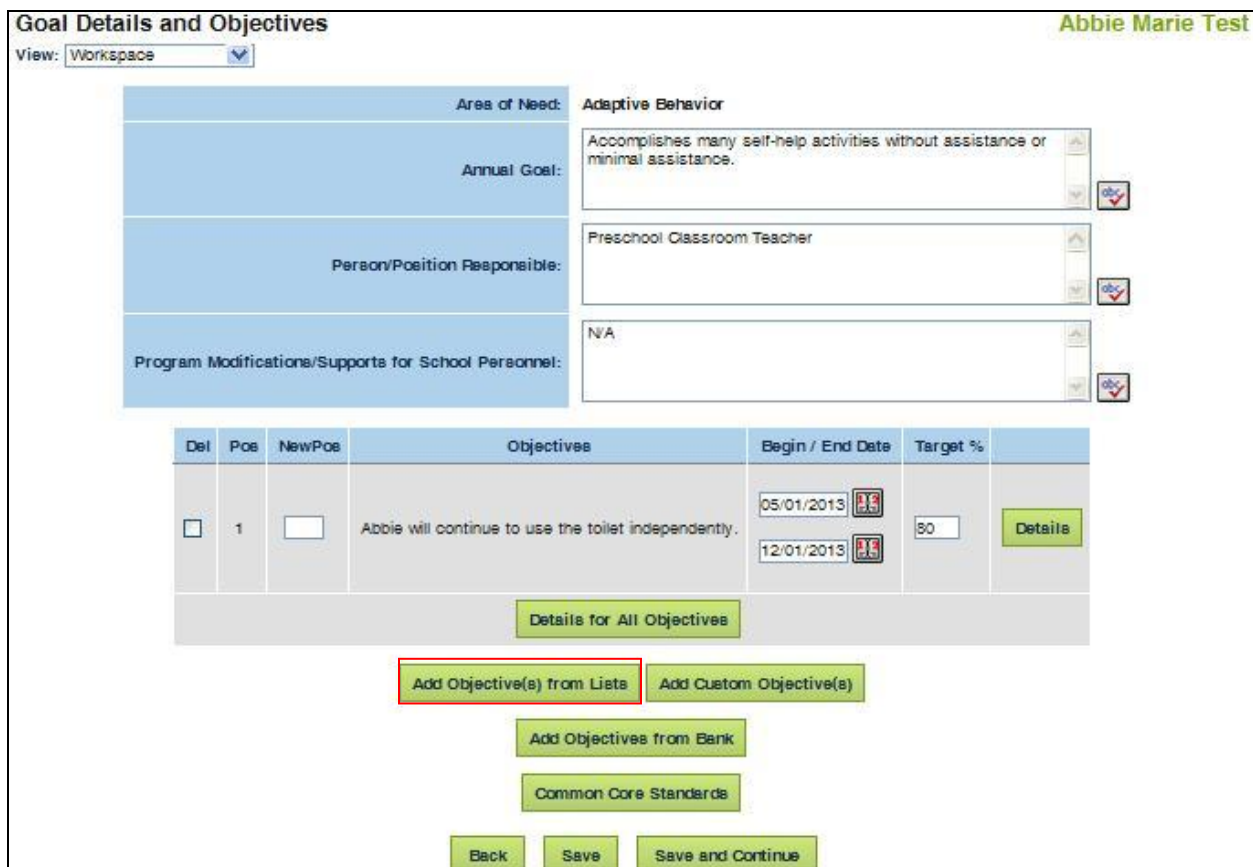
Add objectives on the “Goals and Objectives” page by selecting the ‘Details’ button beside each goal on the Annual Goals page. Select ‘Add Objectives from List’, ‘Add Custom Objectives’ or ‘Add Objectives from Bank’ button. Select the grade specific Objective/Benchmark Category and add objective(s).

1. Select the ‘Details’ button for each Goal.



Area of Need	ESY	Annual Goal	# Obj's	
<input type="text"/>	<input type="checkbox"/>	Custom goal	0	<a href="#">Details</a>
Adaptive Behavior	<input type="checkbox"/>	Accomplishes many self-help activities without assistance or minimal assistance.	1	<a href="#">Details</a>

2. Select the ‘Add Objective(s) from Lists’ button.



**Goal Details and Objectives** Abbie Marie Test

View:

Area of Need: Adaptive Behavior

Annual Goal: Accomplishes many self-help activities without assistance or minimal assistance.

Person/Position Responsible: Preschool Classroom Teacher

Program Modifications/Supports for School Personnel: N/A

Del	Pos	NewPos	Objectives	Begin / End Date	Target %	
<input type="checkbox"/>	1	<input type="text"/>	Able will continue to use the toilet independently.	05/01/2013 12/01/2013	80	<a href="#">Details</a>

[Details for All Objectives](#)

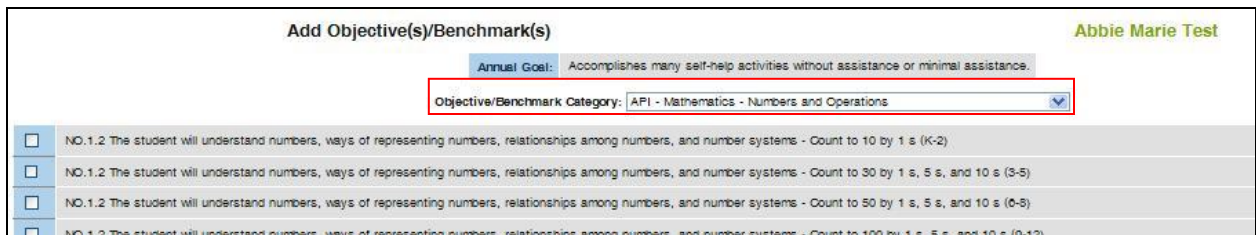
[Add Objective\(s\) from Lists](#) [Add Custom Objective\(s\)](#)

[Add Objectives from Bank](#)

[Common Core Standards](#)

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

3. Select the grade specific 'Objective/Benchmark Category' from the dropdown list.



**Add Objective(s)/Benchmark(s)** Abbie Marie Test

Annual Goal: Accomplishes many self-help activities without assistance or minimal assistance.

Objective/Benchmark Category: API - Mathematics - Numbers and Operations

☐ NO.1.2 The student will understand numbers, ways of representing numbers, relationships among numbers, and number systems - Count to 10 by 1 s (K-2)

☐ NO.1.2 The student will understand numbers, ways of representing numbers, relationships among numbers, and number systems - Count to 30 by 1 s, 5 s, and 10 s (3-5)

☐ NO.1.2 The student will understand numbers, ways of representing numbers, relationships among numbers, and number systems - Count to 50 by 1 s, 5 s, and 10 s (5-8)

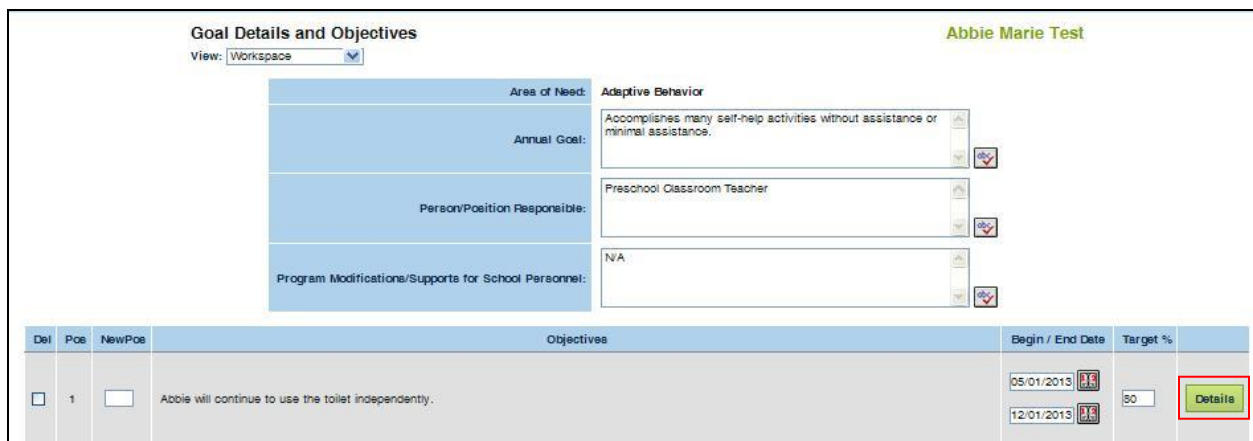
☐ NO.1.2 The student will understand numbers, ways of representing numbers, relationships among numbers, and number systems - Count to 100 by 1 s, 5 s, and 10 s (9-12)

4. The available objectives appear for that category.
5. Select the objectives needed.
6. Select the 'Save and Continue' button to return to the previous page.

Select Evaluation Procedure:

Select the Evaluation Procedure on the Objective details page. On the Objective details page, "Rubric" is a selection option for evaluation procedures.

1. Select the Details button on the 'Goal Details and Objectives' page.



**Goal Details and Objectives** Abbie Marie Test

View: Workspace

Area of Need: Adaptive Behavior

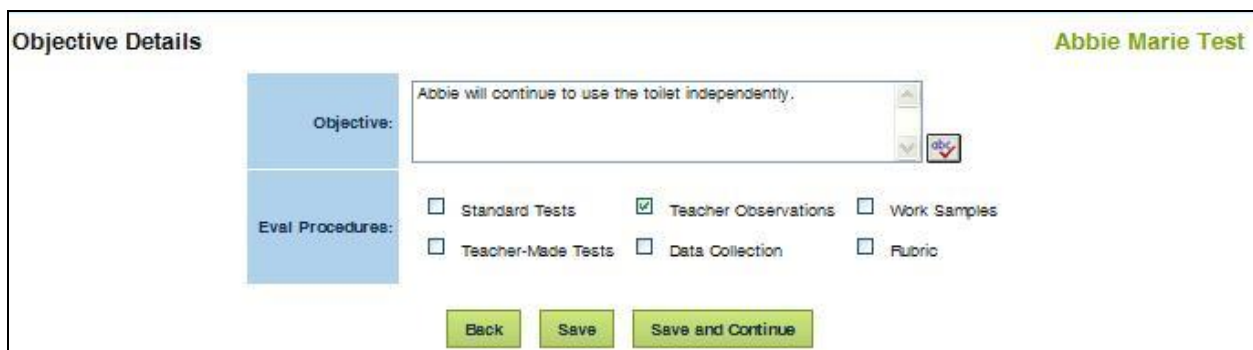
Annual Goal: Accomplishes many self-help activities without assistance or minimal assistance.

Person/Position Responsible: Preschool Classroom Teacher

Program Modifications/Supports for School Personnel: N/A

Del	Pos	NewPos	Objectives	Begin / End Date	Target %	
<input type="checkbox"/>	1	<input type="checkbox"/>	Abbie will continue to use the toilet independently.	05/01/2013 12/01/2013	80	<b>Details</b>

2. Select the Evaluation Procedures.
3. Click the 'Save and Continue' button to return to the previous page.



**Objective Details** Abbie Marie Test

Objective: Abbie will continue to use the toilet independently.

Eval Procedures:

☐ Standard Tests ☒ Teacher Observations ☐ Work Samples

☐ Teacher-Made Tests ☐ Data Collection ☐ Rubric

**Back Save Save and Continue**



**Adding Custom Objectives:**

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

Del	Poe	NewPoe	Objectives	Begin / End Date	Target %	
<input type="checkbox"/>	2	<input type="checkbox"/>	EL.1.2 Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure - Write from left to right and top to bottom (K-12)	<input type="text"/>	<input type="text"/>	<a href="#">Details</a>
<a href="#">Details for All Objectives</a>						
<a href="#">Add Objective(s) from Lists</a> <a href="#">Add Custom Objective(s)</a>						
<a href="#">Add Objectives from Bank</a>						
<a href="#">Common Core Standards</a>						
<a href="#">Back</a> <a href="#">Save</a> <a href="#">Save and Continue</a>						

3. Enter the custom objective in the text box.

**Add Custom Objective(s)**

Abbie Marie Test

[New Mail!](#)

**Annual Goal:** Accomplishes many self-help activities without assistance or minimal assistance.

Enter up to 10 new custom objectives:

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



## Enter Objective Details:

1. Select the 'Details' button for each goal.
2. Enter the 'Begin Date' and if known enter the 'End Date' and 'Target %' for each objective.

Del	Pos	NewPos	Objective	Begin / End Date	Target %	
<input type="checkbox"/>	1	<input type="text"/>	EL.1.2 Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure - Write from left to right and top to bottom (K-12)	<input type="text"/> <input type="text"/>	<input type="text"/>	<a href="#">Details</a>

[Details for All Objectives](#)

[Add Objective\(s\) from Lists](#)
[Add Custom Objective\(s\)](#)

[Add Objectives from Bank](#)

[Common Core Standards](#)

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

3. To add details for one objective, select the 'Details' button next to the objective.  
To add details for all objectives select the 'Edit All Goals Details' button from the Annual Goals page.

**Annual Goals** Abbie Marie Test

View: [Workspace](#)

[New Mail](#)

Del	Pos	New Pos	Area of Need	ESY	Annual Goal	# Obj	
<input type="checkbox"/>	2	<input type="text"/>	Adaptive Behavior	<input type="checkbox"/>	Accomplishes many self-help activities without assistance or minimal assistance.	1	<a href="#">Details</a>
<input type="checkbox"/>	3	<input type="text"/>	Communication	<input checked="" type="checkbox"/>	Demonstrates understanding of gestures and words.	3	<a href="#">Details</a>

[Add Annual Goals from List](#)
[Add Custom Annual Goals](#)

[Add Annual Goals from Bank](#)
[Common Core Standards](#)

[Edit All Goal Details](#)

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

4. Select the 'Details for All Objectives' button.

Del	Pos	NewPos	Objective	Begin / End Date	Target %	
<input type="checkbox"/>	1	<input type="text"/>	EL.1.2 Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure - Write from left to right and top to bottom (K-12)	08/01/2013 <input type="text"/> 12/31/2013 <input type="text"/>	<input type="text"/>	<a href="#">Details</a>

[Details for All Objectives](#)

[Add Objective\(s\) from Lists](#)
[Add Custom Objective\(s\)](#)

[Add Objectives from Bank](#)

[Common Core Standards](#)

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

5. Select the appropriate 'Evaluation Procedure(s)'.

Objective Details

Abbie Marie Test

✉ [New Mail!](#)

Objective:

EL.1.2 Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure - Write from left to right and top to bottom (K-12)

Eval Procedures:

☐ Standard Tests
 ☐ Teacher Observations
 ☐ Work Samples
 ☐ Teacher-Made Tests
 ☐ Data Collection
 ☐ Rubric

Back

Save

Save and Continue

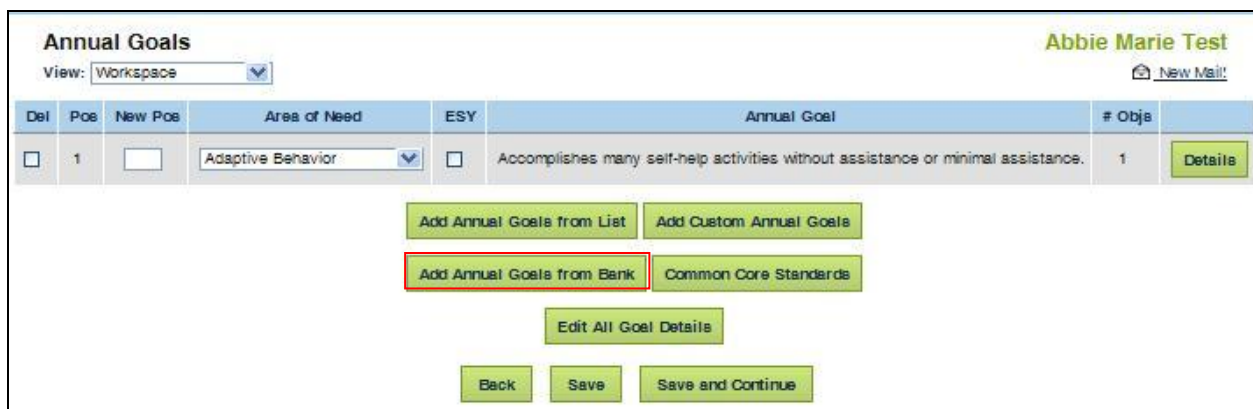
6. Select the 'Save and Continue' button to return to the previous page.

## Banking Goals and Objectives

This feature allows for creation of individual banks of goals and objectives for use when filling in information on the “Goals and Objectives” tab. The banking option allows users to save the goals/objectives that are used on a regular basis. Users can develop their banks from the goals/objectives lists, by adding custom goals/objectives or by importing goals/objectives that they have already created for other students in their caseload.

Creating Bank of Goals:

1. Select the ‘Add Annual Goals from Bank’ button on the Annual Goals page.



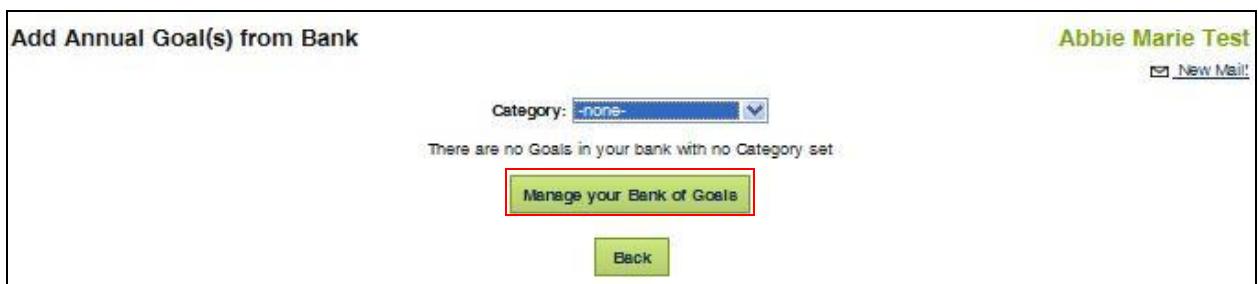
**Annual Goals** Abbie Marie Test [New Mail!](#)

View: Workspace

Del	Pos	New Pos	Area of Need	ESY	Annual Goal	# Objs	
<input type="checkbox"/>	1	<input type="text"/>	Adaptive Behavior	<input type="checkbox"/>	Accomplishes many self-help activities without assistance or minimal assistance.	1	<a href="#">Details</a>

[Add Annual Goals from List](#) [Add Custom Annual Goals](#)  
[Add Annual Goals from Bank](#) [Common Core Standards](#)  
[Edit All Goal Details](#)  
[Back](#) [Save](#) [Save and Continue](#)

2. Select the ‘Manage your Bank of Goals’ button.



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

Category: none

There are no Goals in your bank with no Category set

[Manage your Bank of Goals](#)  
[Back](#)

3. Enter the Goal text and select the desired option below:
  - Select a Category to add goals under a specific category
  - ‘Add Goals from the Lists to my Goal Bank’
  - ‘Import Goals to my Goal Bank from my Caseload’
  - ‘Edit Categories for my Goal Bank’

Manage Annual Goal Bank

Sheryn Test  
New Mail!

Category: -none-

There are no Goals in your bank

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

Goal Text

Add Goals from the Lists to my Goal Bank

Import Goals to my Goal Bank from my Caseload

Edit Categories for my Goal Bank

Back Save Save and Continue

'Add Goals from a List' to your Goal Bank:

1. Select the 'Add Goals from the List to my Goal Bank' button.
2. Select the appropriate goal category from the drop down menu and check the goal needed. The screen looks identical to the one displayed when adding goals from the list for individual students.

Add Annual Goal(s) to Goal Bank

Sheryn Test  
New Mail!

Annual Goal Category in Lists: Choose Content and/or Classification

Add to Your Category: Math Skills

There are no Annual Goals for this category

Back Save and Continue

3. After selecting the Goal(s), select the 'Save and Continue' button at the bottom of the screen.

- The goals appear on the main page of the goal bank screen.

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

Category: Math Skills

Add	Custom	Goal
<input type="checkbox"/>		Algebra - 7th Grade: Conceptualize the meanings of slope using various interpretations, representations, and contexts. [GLE 0700.3.0]
<input type="checkbox"/>		Algebra - Kindergarten: Identify, duplicate, and extend simple number patterns and sequential and growing patterns. [GLE 0000.3.1]
<input type="checkbox"/>		Algebra - Kindergarten: Recognize attributes (such as color, shape, size) and patterns (such as repeated pairs, bilateral symmetry). [GLE 0000.3.2]

[Manage your Bank of Goals](#)

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


‘Add Custom Goals’ to Goal Bank:

- From the main Goal Bank screen, enter custom goals into the available text boxes and select ‘Save and Continue’.

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

Category: -none-

There are no Goals in your bank

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

**Goal Text**

[Add Goals from the Lists to my Goal Bank](#)

[Import Goals to my Goal Bank from my Caseload](#)

[Edit Categories for my Goal Bank](#)

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

- The custom goal(s) added to the bank appear on the main goal bank screen with the goals that were previously added from the list. Custom goals are denoted by the asterisk in the 'Custom' column.

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

Category: Transition

Del	Pos	New Pos	Custom	Category	Goal Text
<input type="checkbox"/>	1		*	Transition	Life Skills
<input type="checkbox"/>	2		*	Transition	Social Living

**Note:** To add custom goals to category "Transition" in your goal bank, enter them below:

Goal Text

Importing Goals from Caseload into Goal Bank:

- Select the 'Import Goals to my Goal Bank from my Caseload' button.

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

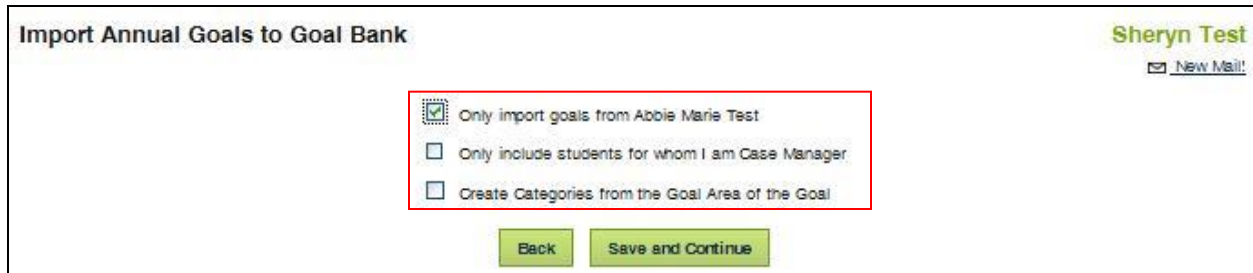
Category: -none-

There are no Goals in your bank

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

Goal Text

2. Check the appropriate option and select 'Import Goals from my Caseload'.



Import Annual Goals to Goal Bank

Sheryn Test  
[New Mail!](#)

☒ Only import goals from Abbie Marie Test  
☐ Only include students for whom I am Case Manager  
☐ Create Categories from the Goal Area of the Goal

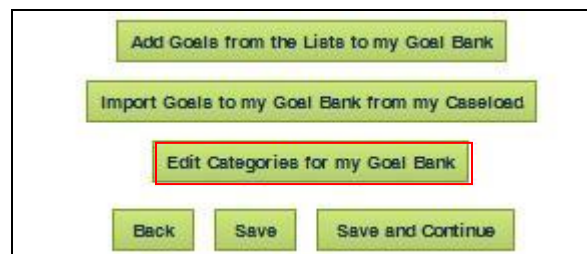
Back Save and Continue

3. The goals imported appear on the main goal bank screen with goals added from the list or customized.

Edit Categories in Goal Bank:

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

1. Select the 'Edit Categories for my Goal Bank' button.



Add Goals from the Lists to my Goal Bank

Import Goals to my Goal Bank from my Caseload


Edit Categories for my Goal Bank

Back Save Save and Continue




- Categories entered into a bank appear at the top of the following page. Enter the names of the new categories in the spaces provided.

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

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

Del	Poe	New Poe	Num Goals	Category
			0	-none-
<input type="checkbox"/>	1	<input type="text"/>	8	Communication
<input type="checkbox"/>	2	<input type="text"/>	3	Math Skills
<input type="checkbox"/>	3	<input type="text"/>	2	Transition




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

**New Category**

- Select the 'Save and Continue' button. Assign categories to goals from the main Goal Bank screen.

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

Category: -none-

Del	Poe	New Poe	Custom	Category	Goal Text
<input type="checkbox"/>	1	<input type="text"/>	*	<span style="border: 1px solid black; padding: 2px;">-none-</span>	Math Skills - learn to use math functions. 
<input type="checkbox"/>	2	<input type="text"/>		<span style="border: 1px solid black; padding: 2px;">-none-</span>	Accomplishes many self-help activities without assistance or minimal assistance. 
<input type="checkbox"/>	3	<input type="text"/>		<div style="border: 2px solid red; padding: 5px;"> <span style="border: 1px solid black; padding: 2px;">-none-</span>                      -none-                      Communication                      Math Skills                      Transition                      Environment                 </div>	Pays attention to what is happening in the environment. 

- Once the appropriate categories are assigned, each goal is saved under that category and removed from the main Goal Bank screen. To access these goals, select the category from the drop down menu at the top of the screen.

Add Annual Goal(s) from Bank

Abbie Marie Test  
[New Mail](#)

Category: Environment

Add	Custom	Goal
<input checked="" type="checkbox"/>		Pays attention to what is happening in the environment.

Manage your Bank of Goals

Back Save and Continue

- Available goals adjust according to the chosen category.

Add Annual Goal(s) from Bank

Abbie Marie Test  
[New Mail](#)

Category: Transition

Add	Custom	Goal
<input type="checkbox"/>	▼	Life Skills
<input type="checkbox"/>	▼	Social Living

Manage your Bank of Goals

Back Save and Continue

Adding, Customizing and Importing Objectives to an 'Objective Bank':

Follow these same steps when creating a Bank of Objectives:

- Access the 'Objective Bank' by selecting one of the goals details button on the main screen of the 'Goals and Objectives' tab.

Annual Goals

View: Workspace

Abbie Marie Test  
[New Mail](#)

Del	Poe	New Poe	Area of Need	ESY	Annual Goal	# Objs	
<input type="checkbox"/>	1	<input type="text"/>	Adaptive Behavior	<input type="checkbox"/>	Accomplishes many self-help activities without assistance or minimal assistance.	1	<a href="#">Details</a>
<input type="checkbox"/>	2	<input type="text"/>	Transition	<input type="checkbox"/>	Social Living	0	<a href="#">Details</a>
<input type="checkbox"/>	3	<input type="text"/>		<input type="checkbox"/>	Pays attention to what is happening in the environment.	0	<a href="#">Details</a>

Add Annual Goals from List

Add Custom Annual Goals

Add Annual Goals from Bank

Common Core Standards

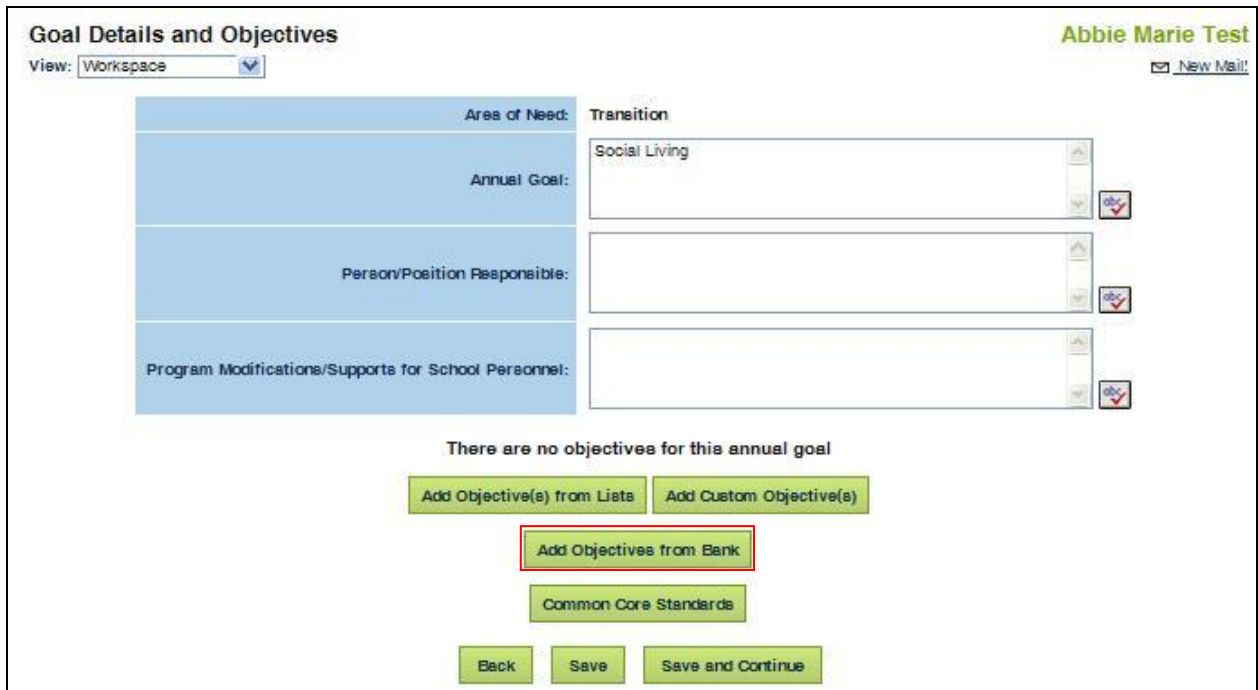
Edit All Goal Details

Back

Save

Save and Continue

2. Select the 'Add Objectives from Bank' button at the bottom of the screen.



**Goal Details and Objectives** Abbie Marie Test [New Mail](#)

View: Workspace

Area of Need:	Transition
Annual Goal:	Social Living
Person/Position Responsible:	
Program Modifications/Supports for School Personnel:	

There are no objectives for this annual goal

[Add Objective\(s\) from Lists](#) [Add Custom Objective\(s\)](#)

[Add Objectives from Bank](#)

[Common Core Standards](#)

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

3. Follow the steps outlined above for adding Goals to the Goal Bank. Adding Objectives to the Objective Bank follows the same process.

Goals and objectives added to a bank are accessible in saved banks for use in writing future IEPs. Adding goals/objectives from a goal bank saves time when filling in information on the 'Goals and Objectives' tab.

## Error Checks – Goals & Objectives

- Error 7.1      You have not listed the person or position responsible for the annual goal. Please return to the Goals and Objectives tab and list the person or position responsible for the annual goal.
- Error 7.2      You have selected a beginning date for the objective 'Objective' that is after the ending date of the IEP. Please return to the Goals and Objectives tab and select the details button for the annual goal 'Goal' and select a beginning date for the objective that is before the ending date of the IEP.
- Error 7.3      You have not listed any goals for this student. Please return to the Goals and Objectives tab and create at least one annual goal.
- Error 7.4      You have not selected the area of need for the annual goal 'Goal'. Please return to the Goals and Objectives tab and choose an area of need for the annual goal.
- Error 7.6      You have not listed a target percentage for the objective 'Objective'. Please return to the Goals and Objectives tab and select the details button for the annual goal 'Goal'. Add the target percentage to the objective 'Objective'.
- Error 7.7      You have not listed an evaluation procedure for the objective 'Objective'. Please return to the Goals and Objectives page and select the details button for the annual goal 'Goal'. Select one or more of the evaluation procedures check boxes for the objective 'Objective'.
- Error 7.8      You have indicated that the student has taken an assessment with the assessment area of Pre-vocational or Vocational but have not included a Goal with the area of Pre-vocational or Vocational. Please return to the Goals page and adjust the goal area for the appropriate goal to either Pre-vocational or Vocational.
- Error 7.9      You have entered the begin date of '*Begin Date*' for the objective 'Objective'. This is before the begin date of the IEP which is *IEP Begin Date*. Please return to the Goals and Objectives - Details tab and enter a begin date that falls within the date range of the IEP.
- Error 7.10      You have entered the end date of *End Date* for the objective Objective, this is after the end date of the IEP which is *IEP End Date*. Please return to the Goals and Objectives - Details tab and enter an end date that falls within the date range of the IEP.
- Error 7.11      You have not listed any objectives for the annual goal "Name of Goal". Please return to the Goals and Objectives tab and create at least one objective for this annual goal.

- Error 7.13      You have indicated that the student has taken an assessment with the assessment area as 'Transition' but have not included a Goal with the area of 'Transition'. Please return to the Goals page and adjust the goal area for the appropriate transition goal.
- Error 15.4      You have indicated that the IEP Team has determined that ESY is required for this student but have not checked the ESY checkbox for any Annual Goals. Please return to the Goals and Objectives Page and check the ESY checkbox for all goals to be addressed during ESY.

## Services and Supplemental Aids Page

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

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

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

**IEP Process** Abbie Marie Test

[New Mail](#)

Personal Information ✓	Team ✓
Present Levels ✓	Parents ✓
Narratives ✓	Contacts
Goals and Objectives ✗	Create Draft
<b>Services and Supplemental Aids ✓</b>	Create Final
Accommodations ✓	Print/View
Transition Services ✓	

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



**Services and Supplemental Aids**  
 View: Workspace

**Abbie Marie Test**  
[New Mail](#)

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**Special Ed Services**

Del	Poe	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)
<input type="checkbox"/>	1	<input type="checkbox"/>	Academics	5 per W 00 min	<input type="checkbox"/>	<input type="checkbox"/>	14.20	05/01/2013 08:15 12/01/2013 08:15	Sheryn Test	Special Ed Setting	- Assigned School -

[Add Special Ed Services](#)

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**Related Services**

Del	Poe	New Position	Related Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)	
<input type="checkbox"/>	1	<input type="checkbox"/>	Speech/Language Therapy	2 per W 30 min	<input type="checkbox"/>	<input type="checkbox"/>	2.80	05/01/2013 08:15 12/01/2013 08:15	Sheryn Test	Special Ed Setting	- Assigned School -	<a href="#">Details</a>

[Add Related Services](#)

---

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

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**Supplemental Aids**

Del	Poe	New Position	Supplemental Aids	Num Sessions / Session Length	Start Date / End Date
<input type="checkbox"/>	1000	<input type="checkbox"/>	AT-Adapted Keyboard	5 per W 30 min	05/01/2013 08:15 12/31/2013 08:15

[Add Supplemental Aids](#)

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**LRE and General Education**

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

---

**Extended School Year**

Date ESY program was/will be determined:	11/10/2012 08:15
Indicate the IEP Team's determination of student eligibility for Extended School Year:	The IEP Team has determined that ESY is not required.

[View All Service Details](#)

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

## Supplemental Aids

“Supplemental Aids” such as Assistive Technology and Special Transportation are added as “Supplemental Aids and Services”. All “Supplemental Aids” must begin with ‘AT’ for inclusion on the IEP.

1. On the “Services and Supplemental Aids” page, select the ‘Add Supplemental Aids’ button.

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

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




[Add Supplemental Aids](#)

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

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

View: Workspace

**Adding Services from a List**

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

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

## Special Transportation

The “Supplemental Aids” tab also includes ‘Special Transportation’. ‘Special Transportation’ must be selected two times in the “Supplemental Aids” section.

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



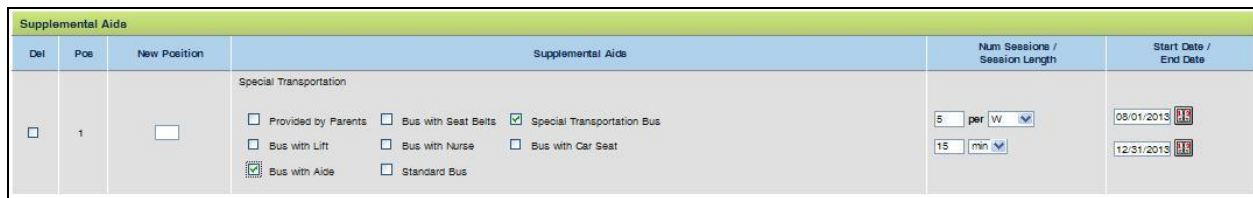
**Add Supplemental Aids** Abbie Marie Test [New Mail](#)

View: Workspace

**Adding Services from a List**

Supplemental Aids	Num Sessions	Session Length	Start Date	End Date
Special Transportation	5 per W	15 min	08/01/2013	12/31/13

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



Del	Pos	New Position	Supplemental Aids	Num Sessions / Session Length	Start Date / End Date
<input type="checkbox"/>	1		Special Transportation <input type="checkbox"/> Provided by Parents <input type="checkbox"/> Bus with Seat Belts <input checked="" type="checkbox"/> Special Transportation Bus <input type="checkbox"/> Bus with Lift <input type="checkbox"/> Bus with Nurse <input type="checkbox"/> Bus with Car Seat <input checked="" type="checkbox"/> Bus with Aide <input type="checkbox"/> Standard Bus	5 per W 15 min	08/01/2013 12/31/2013

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

**Error Checks – Supplemental Aids**

- Error 5.13      You have indicated that the student requires assistive technology in the Consideration of Special Factors section, item #5 on the Narratives tab. You have not selected an assistive technology supplemental aid. Please return to the Supplemental Aids tab and select at least one assistive technology supplemental aid or edit the response to Question #5 on the Narratives tab. Assistive technology supplemental aids are preceded by the three characters (AT-).
- Error 14.1      You indicated that the student requires Special Transportation but did not select a transportation type from the transportation check boxes. Please return to the Supplemental Aids tab and select at least one transportation type.
- Error 14.2      You entered a Special Transportation begin date that is outside the range of the IEP dates. Please return to the Supplemental Aids tab and enter a valid transportation begin date or remove the current date.
- Error 14.3      You have entered a Special Transportation end date that is outside the range of the IEP. Please return to the Supplemental Aids tab and enter a valid transportation end date or remove the current date.

## Special Ed Services

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

1. On the “Services and Supplemental Aids” page select the ‘Add Special Ed Services’ button.



Services and Supplemental Aids

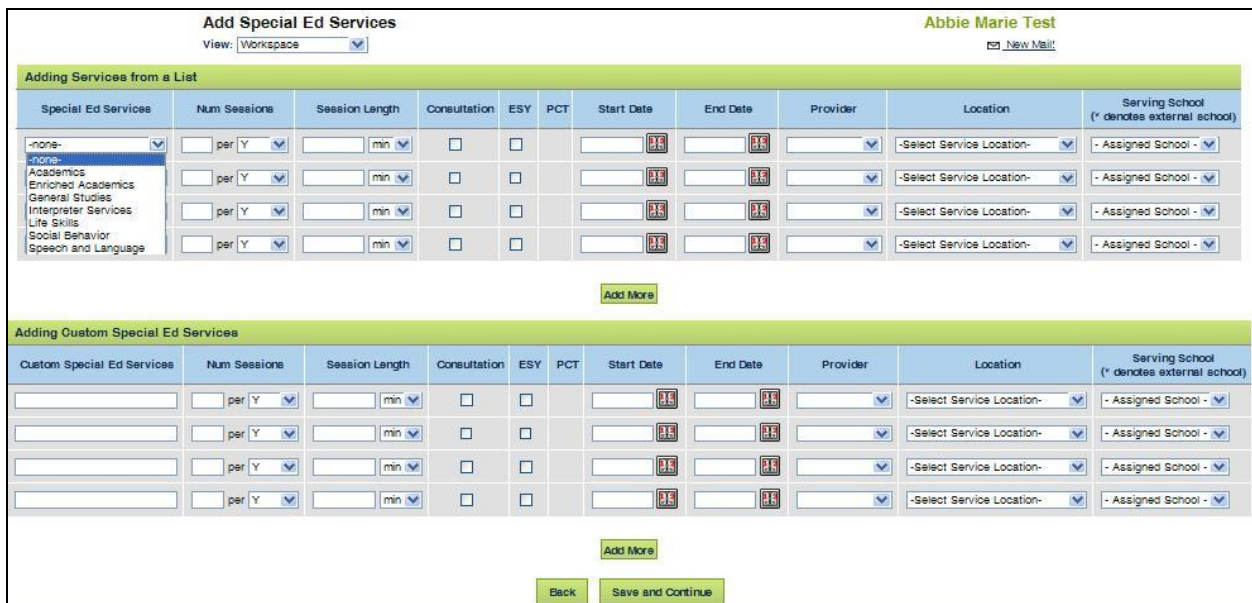
View: [Workspace](#)

Abbie Marie Test  
[New Mail](#)

Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)
<input type="checkbox"/>	1		Academics	5 per W 00 min	<input type="checkbox"/>	<input type="checkbox"/>	14.20	05/01/2013 3.5 12/01/2013 3.5	Sheryl Test	Special Ed Setting	- Assigned School -

[Add Special Ed Services](#)

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



Add Special Ed Services

View: [Workspace](#)

Abbie Marie Test  
[New Mail](#)

Adding Services from a List

Special Ed Services	Num Sessions	Session Length	Consultation	ESY	PCT	Start Date	End Date	Provider	Location	Serving School (* denotes external school)
-none-	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
Academics	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
Enriched Academics	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
General Studies	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
Interpreter Services	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
Life Skills	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
Social Behavior	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
Speech and Language	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -

[Add More](#)

Adding Custom Special Ed Services

Custom Special Ed Services	Num Sessions	Session Length	Consultation	ESY	PCT	Start Date	End Date	Provider	Location	Serving School (* denotes external school)
	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -
	per Y	min	<input type="checkbox"/>	<input type="checkbox"/>					-Select Service Location-	- Assigned School -

[Add More](#)

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

**Services and Supplemental Aids**  
View: Workspace

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

**Special Ed Services**

Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pot	Start Date / End Date	Provider	Location	Serving School (' denotes external school)
<input type="checkbox"/>	1		Academics	<div style="display: flex; align-items: center;"> <div style="border: 1px solid #ccc; padding: 2px; margin-right: 5px;">5</div> <div style="margin-right: 5px;">per</div> <div style="border: 1px solid #ccc; padding: 2px; margin-right: 5px;">W</div> <div style="margin-right: 5px;">↓</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid #ccc; padding: 2px; margin-right: 5px;">60</div> <div style="margin-right: 5px;">min</div> <div style="border: 1px solid #ccc; padding: 2px; margin-right: 5px;">↓</div> </div>	<input type="checkbox"/>	<input type="checkbox"/>	14.29	<div style="display: flex; align-items: center;"> <div style="border: 1px solid #ccc; padding: 2px; margin-right: 5px;">05/01/2013</div> <div style="margin-right: 5px;">↻</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid #ccc; padding: 2px; margin-right: 5px;">12/01/2013</div> <div style="margin-right: 5px;">↻</div> </div>	Sheryn Test	Special Ed Setting	- Assigned School -

Add Special Ed Services

**Notes:**

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

**LRE Details**






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

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














## ESY Details

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

LRE and General Education	
Explain the extent, if any, in which the student will not participate with non-disabled peers in the regular class:	Aberfail needs to be in a small group setting to learn to communicate and play with age appropriate peers. 
Explain the extent, if any, in which the student will not participate with non-disabled peers in extracurricular and nonacademic activities:	N/A 
and/or, his/her LEA Home School:	N/A 
Extended School Year	
Date ESY program was/will be determined:	11/16/2012 
Indicate the IEP Team's determination of student eligibility for Extended School Year:	The IEP Team has determined that ESY is not required. 
<a href="#">View All Service Details</a>	
<a href="#">Back</a> <a href="#">Save</a> <a href="#">Save and Continue</a>	

## Re-order Special Services and Related Services

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

Special Ed Services											
Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)
<input type="checkbox"/>	1	<input type="text"/>	Life Skills	3 per W  30 min 	<input type="checkbox"/>	<input type="checkbox"/>	4.29	05/01/2013  12/31/2013 	Sheryn Test 	Special Ed Setting 	- Assigned School - 
<input type="checkbox"/>	2	1 	Academics	5 per W  60 min 	<input type="checkbox"/>	<input type="checkbox"/>	14.29	05/01/2013  12/01/2013 	Sheryn Test 	Special Ed Setting 	- Assigned School - 



## Error Checks – Special Ed Services

- Error 12.1 You have not selected a special education or related service for this student. Please return to the Special Ed Services tab or the Related Services tab and add at least one service.
- Error 12.2 You have not completed the number of sessions field for the *Service Class service* service. Please return to the Services tab and add the number of sessions for this service.
- Error 12.3 You have not completed the session length for the *Service Class service* service. Please return to the Services tab and add the session length for this service.
- Error 12.4 You have not entered a begin date for the *Service Class service* service. Please return to the Services tab and enter a begin date for the service.
- Error 12.5 You have not entered an end date for the Service. Please return to the Services tab and enter an *Service Class service* end date for the service.
- Error 12.6 You have not selected a location for the *Service Class service* Service. Please return to the Services tab and select the Details button for the *Service Class* Service and enter the location.
- Error 12.7 You have entered the begin date of *Begin Date* for the service Service. This is before the begin date of the IEP which is *IEPBeginDate*, please return to the Services tab and enter a begin date that falls within the date range of the IEP.
- Error 12.8 You have entered the begin date of *End Date* for the service Service. This is after the end date of the IEP which is *IEP End Date*. Please return to the Services tab and enter an end date that falls within the date range of the IEP.
- Error. 12.9 You have not selected a provider for the *ServiceClass service* Service. Please return to the Details button of the *ServiceClass* service Service and enter the provider for this service.
- Error 12.10 You have entered *service* Service on the Services tab that is 2 days or less. Please return to the Services tab and adjust the Start and/or End dates of the service received.
- Error 12.12 You have entered the end date of *End Date* for the *service* Service which is after the end date of *IEP End Date*. Please return to the Special Ed or Related Services tab and enter an end date that falls within the date range of the IEP.
- Error 12.13 You have not selected a provider for the Special Ed Service Speech and Language. Please return to the details button of the Special Ed service Speech and Language and enter the provider.
- Error 12.14 You have not selected a provider for the Related Service *Service*. Please return to the details button of the Related Service *service* and enter the provider.
- Error 12.15 You entered a service on the Special Ed Services tab or Related Services tab with an end date for the service that is before the begin date. Please return to

- the Special Ed Services tab or Related Services tab and adjust the Start and/or End dates of the services received."
- Error 13.1 You have not addressed the LRE and General Education statement "Explain the extent, if any, in which the student will not participate with non-disabled peers in the regular class." Please return to the Special Ed Services tab and address this statement.
- Error 13.2 You have not addressed the LRE and General Education statement "Explain the extent, if any, in which the student will not participate with non-disabled peers in extracurricular; and nonacademic activities". Please return to the Special Ed Services tab and address this statement.
- Error 13.3 You have not addressed the LRE and General Education statement "and/or, his/her LEA Home School". Please return to the Special Ed Services tab and address this statement.
- Error 15.1 You have not entered the Date ESY program is/was determined. Please return to the Special Ed Services Page and enter the Date ESY program is/ was determined.
- Error 15.2 You have not entered a selection to indicate the IEP Team's determination of student eligibility for Extended School Year. Please return to the Special Ed Services page and select the appropriate choice for the IEP Team's determination of student eligibility for Extended School Year.
- Error 15.3 You have indicated that the IEP Team has determined that ESY is required for this student but have not checked the ESY checkbox for any Special Ed or Related Service. Please return to the Special Ed or Related Services Page and check the ESY checkbox for all services to be provided during ESY.
- Error 15.4 You have indicated that the IEP Team has determined that ESY is required for this student but have not checked the ESY checkbox for any Annual Goals. Please return to the Goals and Objectives Page and check the ESY checkbox for all goals to be addressed during ESY.

## Related Services

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

1. On the “Services and Supplemental Aids” page, select the ‘Add Related Services’ button.

Related Services												
Del	Pos	New Position	Related Services	Num Sessions / Session Length	Consultation	ESY	Pct	Start Date / End Date	Provider	Location	Serving School (' denotes external school)	
<input type="checkbox"/>	1	<input type="checkbox"/>	Speech/Language Therapy	2 per W 30 min	<input type="checkbox"/>	<input type="checkbox"/>	2.86	05/01/2013 12/01/2013	Sheryn Test	Special Ed Setting	- Assigned School -	<a href="#">Details</a>
<input type="button" value="Add Related Services"/>												

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

## Error Checks – Related Services

- Error 12.1     You have not selected a special education or related service for this student. Please return to the Special Ed Services tab or the Related Services tab and add at least one service.
- Error 12.2     You have not completed the *number of sessions* field for the *ServiceClass service* Service. Please return to the Services tab and add the number of sessions for this service
- Error 12.3     You have not completed the session length for the *ServiceClass service* Service. Please return to the Services tab and add the session length for this service.
- Error 12.4     You have not entered a begin date for the *ServiceClass service* Service. Please return to the Services tab and enter a begin date for the service.
- Error 12.5     You have not entered an end date for the *ServiceClass service* Service. Please return to the Services tab and enter an end date for the service.
- Error 12.6     You have not selected a location for the *ServiceClass service* Service. Please return to the Services tab and select the Details button for the *service* Service and enter the location.
- Error 12.7     You have entered the begin date of *BeginDate* for the *service* Service. This is before the begin date of the IEP which is *IEP Begin Date*. Please return to the Services tab and enter a begin date that falls within the date range of the IEP.
- Error 12.8     You have entered the end date of *EndDate* for the *service* Service. This is after the end date of the IEP which is *IEP End Date*. Please return to the Services tab and enter an end date that falls within the date range of the IEP.
- Error. 12.9     You have not selected a provider for the *ServiceClass service* Service. Please return to the Details button of the *ServiceClass service* Service and enter the provider for this service.
- Error 12.10     You have entered *service* Service on the Services tab that is 2 days or less. Please return to the Services tab and adjust the Start and/or End dates of the service received.
- Error 15.3     You have indicated that the IEP Team has determined that ESY is required for this student but have not checked the ESY checkbox for any Special Ed or Related Service. Please return to the Special Ed or Related Services Page and check the ESY checkbox for all services to be provided during ESY.

## Transition Services Page

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

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



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

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

**IEP Process** **Abbie Marie Test**  
 [New Mail!](#)

Personal Information 	Team 
Present Levels 	Parents 
Narratives 	Contacts
Goals and Objectives 	Create Draft
Services and Supplemental Aids 	Create Final
Accommodations 	Print/View
<b>Transition Services </b>	

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

**Transition Services**

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

**Transition Services Planning Measurable Post Secondary Goals**

Will work at a job with some support

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

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

abc

Will enroll in community college

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

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

abc

Will live with family

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

Abbie will continue to live at home with family

abc

Will access the community with family or friends

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

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

abc

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

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

Grade 9 Course of Study:	Math, English I, Science, Art	abc
Grade 10 Course of Study:	Algebra I, English II, Health, Art	abc
Grade 11 Course of Study:	Home Ec., Typing I, Art, Spanish	abc
Grade 12 Course of Study:	Typing II, Home EC. II, History, Art	abc
Is the course of study designed to reasonably enable the student to meet the measurable post secondary goals?	Yes	
Are the Measurable Post Secondary Goals based upon age-appropriate transition assessments?	Yes	

Page | 109



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

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

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

**Transition Services**

There are currently no transition services for this student.

**Add Transition Services**

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

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

☐ Student interview ☐ Student portfolio ☐ Interest Inventory

☐ Student survey ☐ Vocational Assessments ☐ Other: (describe below)

If you selected "Other", describe:

Documentation of other agency participation in planning:

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

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

**Add Transition Service**

**Abbie Marie Test**  
New Mail!

**Anticipated Date Range**

**Service Area**

**Activities / Strategies**

**Person/Agency Responsibilities**

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

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



**Error Checks – Transition Services**

- Error 4.7      You have not entered an assessment area of 'PL-Transition' for any of the student's assessments. Please return to the assessment tab and include at least one assessment with the area as 'PL-Transition'.
- Error 6.1      You have indicated the student was not in attendance at the IEP meeting but did not select how the student's preferences and interests were considered in determining needed transition services. Please return to the Transition Services tab and under the question concerning the student's attendance at the IEP meeting, select all boxes that apply to the method(s) used in considering the student's preferences and interests in determining transition service needs.
- Error 6.2      You have chosen "Other" as the method to consider the student's preferences and interests in determining transition services when the student did not attend the IEP meeting but did not provide an explanation for the "Other" method. Return to the Transition Services tab and add an explanation for the "Other" method that was selected to indicate how the student's preferences and interests were considered.
- Error 6.3      The text box labeled "Documentation of other agency participation in planning:" has been left blank. Please return to the Transition Services tab to add this information. If other agency participation is not currently part of Transition Services for this student, then indicate 'Not applicable'.
- Error 17.1      The students will be 14 years old before the end of the IEP that you are creating. Please return to the transition services page and complete a transition plan for this student.
- Error 17.2      The student will be 16 years old before the end of the IEP that you are creating. Please return to the transition services page and add transition services for this student.

## Contacts Page

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

From the “IEP Process” tab, select the “Contacts” page.



The screenshot shows the EasyIEP interface for the IEP Process page. At the top is a navigation bar with links: Log Out, Main Menu, Students, My Docs, Wizards, Schools, School System, Users, My Info, and a user icon. Below this is a secondary navigation bar with links: Students, Personal, Eligibility, IEP Process (highlighted), Early Childhood, Documents, Restraints/Isolations, and View Restraint Incidents. The main content area is titled "IEP Process" and shows the name "Abbie Marie Test" with a "New Mail" button. The page contains two columns of buttons. The left column includes: Personal Information (checked), Present Levels (checked), Narratives (checked), Goals and Objectives (not checked, marked with a red X), Services and Supplemental Aids (checked), Accommodations (checked), and Transition Services (checked). The right column includes: Team (checked), Parents (checked), Contacts (highlighted with a red rectangle), Create Draft, Create Final, and Print/View.

## Adding a Contact:

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



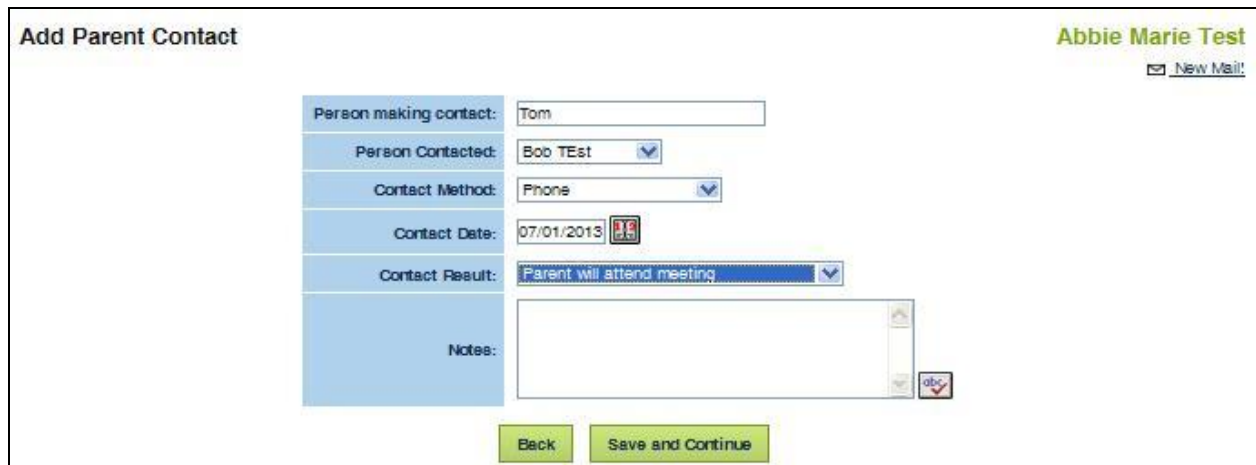
**Contacts** Abbie Marie Test [New Mail!](#)

There are no Parent Contacts for this student yet.  
There are no Non Parent Contacts for this student yet.

[Add a Contact](#)  
[Add a non Parent Contact](#)

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

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








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

Person making contact:	Tom
Person Contacted:	Bob TEst
Contact Method:	Phone
Contact Date:	07/01/2013
Contact Result:	Parent will attend meeting
Notes:	

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

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



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


Person making contact:	<input type="text" value="User name"/>
Person Contacted:	<input type="text" value="v"/>
External Contact:	<input type="text" value="Dr. Smith"/>
Contact Method:	<input type="text" value="Email"/>
Contact Date:	<input type="text" value="07/01/2013"/> 
Contact Result:	<input type="text" value="Left Message"/>
Notes:	<div><div></div><div>  </div></div>

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

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

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

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

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

[Add a Contact](#)

[Add a non Parent Contact](#)

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

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

## Creating IEP and IEP Addendum Documents

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

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

The screenshot displays the 'IEP Process' interface for a student named 'Abbie Marie Test'. The top navigation bar includes links: Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | Users | My Info | **IEP**. Below this, a secondary navigation bar shows: Students | Personal | Eligibility | **IEP Process** | Early Childhood | Documents | Restraints/Isolations | View Restraint Incidents. The main content area is titled 'IEP Process' and features a list of steps, each in a blue rounded rectangle with a status icon (checkmark or red X). The steps are: Personal Information (checkmark), Team (checkmark), Present Levels (checkmark), Parents (checkmark), Narratives (checkmark), Contacts (no icon), Goals and Objectives (red X), Create Draft (highlighted with a red border), Services and Supplemental Aids (checkmark), Create Final (no icon), Accommodations (checkmark), Print/View (no icon), and Transition Services (checkmark). A 'New Mail!' icon is visible in the top right corner of the main area.

Step	Status
Personal Information	Complete
Team	Complete
Present Levels	Complete
Parents	Complete
Narratives	Complete
Contacts	Pending
Goals and Objectives	Incomplete
Create Draft	Available
Services and Supplemental Aids	Complete
Create Final	Pending
Accommodations	Complete
Print/View	Pending
Transition Services	Complete

## Create Draft Page

### IEP Draft Document

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

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

View: Workspace

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

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

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

	Person Making Contact	Parent	Contact Method	Contact Date	Contact Result
	User Name	Beth Test	Phone	07/01/2013	Left Message

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

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

Select the Team Members that are filling the following roles:

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

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

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



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

Please select any additional team members:

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

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

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

## **Initial Eligibility Determination Timelines – Reason for Delay**

Document the primary reason for the 40 day timeline delay on the IEP Creation Page (if applicable). This applies to students with federally recognized disabilities that exceeded the 40 day timeline between the Initial Consent for Eligibility Evaluation Received date and Initial Eligibility date. EasyIEP™ tracks the 40-school day timeline for completion of Initial Eligibility determinations and requires the entry of a primary reason for delay after 40 school days.

Users must select the primary reason for delay which best fits the unique needs of the student. Teachers writing IEPs must contact the School Psychologist to obtain the primary reason for delay. Approval of the Evaluation, Eligibility and Placement Timeline Extension Request does not overrule an unexcused reason for delay.

Not all 'reasons' are 'excusable', although it is equally important to document 'unexcused' reasons for identifying trends. Numbers three, eight, nine, ten and eleven are excusable reasons (noted by \*).

Reason for Delay:

1. Limited access to professional staff
2. Student/family language delays
3. \*Student transfers from another district
4. Student transfers within the district
5. Student transferred from out of state and initial eligibility was previously determined. In this situation, the 40 day timeline does not apply and user(s) will not be penalized.
6. Student transitioned from TEIS. If student is determined eligible for special education services, the IEP is developed by the student's third birthday. In this situation the 40 day timeline does not apply and evaluator will not be penalized.
7. Waiting on specialist reports
8. \*Excessive student absences
9. \*Parent did not show for scheduled meeting, or parent cancelled scheduled meeting outside of timelines, meeting too late to reschedule within timelines, or parent requested to schedule
10. \*Student/parent serious medical issues
11. \*Repeated attempts to contact parents failed.
12. \*Student shows progress when provided with research-based interventions in general education classroom.
13. Other

The Primary Reason for Delay entered on the IEP creation page is for federal Annual Performance Reports (APR). These reasons do not print on the IEP document.


**Key Points:**

- 40 Day Timeline is based on school days, pulled from the district calendar.
- Applies to students who exceed the 40 school day timeline for Initial Eligibility Determination (not reevaluations).
- If a student transfers from another school district, use the previous Initial Consent for Eligibility Evaluation date and indicate the primary reason as 'Student transferred from another district.'
- If a student transfers from out of state with an Initial Eligibility Determination, the 40 day timeline does not apply.
- If a student transitions from TEIS and is eligible for special education services, the 40 day timeline does not apply.
- Additionally, districts may obtain a new currently dated Initial Consent for Eligibility Evaluation form and continue with the Eligibility Determination.

Delayed Eligibility Determination
<b>Macletus Test has exceeded the maximum allowed days (40 days) between the Initial Consent for Assessment and their initial Eligibility Date.</b>
<input type="checkbox"/> An Evaluation, Eligibility, Placement Timeline Extension Request form has been completed and submitted to the State Department of Education for this student.
Please indicate below the reason why this student was unable to meet this timeline (If multiple reasons apply to the student, only select the <u>primary</u> reason for the delay below):
<input type="radio"/> Limited access to professional staff
<input type="radio"/> Student/family language delays
<input type="radio"/> Student transfer from another district
<input type="radio"/> Student transfer within the district
<input type="radio"/> Student transferred from out of state and initial eligibility was previously determined. In this situation, the 40 day timeline does not apply and user(s) will not be penalized.
<input type="radio"/> Student transitioned from TEIS. If student is determined eligible for special education services, the IEP will be developed by the student's third birthday. In this situation the 40 day timeline does not apply and user(s) will not be penalized.
<input type="radio"/> Waiting on specialist reports

**TCAP Alternate Portfolio 1% Assessments**

Participation in TCAP Alt Portfolio 1% assessment requires additional information on the IEP creation page. If the student's "Accommodations" are selected for the 'Portfolio 1%' TCAP Achievement Tests', answer additional questions on the IEP Creation Page prior to finalization. Questions to the TCAP-Alt PA appear on the IEP creation page and all answers are required. Select the month and year for the Individual Cognitive Ability Test and the Adaptive Behavior Skill Assessment. Complete the information in each field and select the 'Create Draft Document' button

TCAP Alternate Portfolio 1% Assessments	
You have selected the following TCAP Alternate Portfolio 1% Assessments:	
<ul style="list-style-type: none"> <li>• TCAP End of Course Algebra I</li> <li>• TCAP End of Course Biology I</li> </ul>	
Please follow the Participation Guidelines below to assure that Abbie meets the Alternate Portfolio 1% Assessment criteria.	
1. Does the student demonstrate cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications? <input type="button" value="select"/>	
Review of student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning: <b>Yes</b>	
Psychologist who completed the File Review: <input type="text" value="Ms. Psychologist"/>	
Date of Review: <input type="text" value="06/30/2013"/> 	
Individual Cognitive Ability Test taken: <input type="text"/>	Date: <input type="button" value="v"/> / <input type="button" value="v"/>
Total Battery Score: <input type="text"/>	
Highest Component Score: <input type="text"/>	Area: <input type="text"/>
Lowest Component Score: <input type="text"/>	Area: <input type="text"/>
Adaptive Behavior Skills Assessment taken: <input type="text"/>	Date: <input type="button" value="v"/> / <input type="button" value="v"/>
Total Battery Score: <input type="text"/>	
Highest Component Score: <input type="text"/>	Area: <input type="text"/>

Principals select and approve with their signature on the IEP Document the specific TCAP-Alt PA choice that applies to a student.

<b>School Principal Signature</b>		
<input type="checkbox"/> I am aware this student meets the TCAP-Alt PA Participation Guidelines and is appropriately identified as a candidate for the TCAP-Alt Portfolio 1%. OR <input type="checkbox"/> I am aware this student does not meet the TCAP-Alt PA Participation Guidelines and if assessed with the TCAP-Alt Portfolio 1%, the student will be reported as "non-participant" and "below proficient" for AYP purposes.		
<hr/> Principal's Signature ONLY      Designee or Vice Principal's NOT Accepted      Date		

For more information on the TCAP-ALT PA, please visit the following website:

<http://www.tn.gov/education/assessment/TCAP-AltPortfolio.shtml>

## TCAP-MAAS

Participation in TCAP-MAAS Assessment, selected on the “Accommodations” tab, requires additional information on the IEP creation page. Check Yes or No for student participation in the TCAP-MAAS Assessment on the IEP creation page.

TCAP Alternate MAAS 2% Assessments
For more information on TCAP Modified Academic Achievement Standards (TCAP-MAAS), please visit Tennessee's Department of Education website. This information can be found in the Alternate Assessment Section of Special Education.
<a href="http://state.tn.us/education/assessment/alt_MAAS.shtml">http://state.tn.us/education/assessment/alt_MAAS.shtml</a>
You have selected the following TCAP Alternate MAAS 2% Assessments:
<ul style="list-style-type: none"><li>• TCAP English/Reading/Language Arts Achievement (Grades 3-8)</li></ul>
<b>Eligibility Guidelines for Participation in TCAP MAAS</b>
TCAP MAAS is an assessment option for students with disabilities enrolled in Grades 3-8. The following guidelines should be used by IEP Teams to determine if a student is eligible to participate in TCAP MAAS.
<ol style="list-style-type: none"><li>1. The student has an IEP based in the general curriculum standards.  *Note: Functionally Delayed is not an IDEA recognized disability. A student whose primary disability is Functionally Delayed participates in TCAP MAAS; his/her scores will be considered non-proficient and he/she will be considered a non-participant for AYP purposes.</li><li>2. The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency.  *The IEP Team must use multiple valid measures of student's progress over time in making this determination.</li><li>3. The student is not eligible for TCAP-Alt PA.</li><li>4. The decision for TCAP MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or Limited English proficiency.</li><li>5. The decision for TCAP MAAS participation is based on the needs of the student and is not based upon anticipated impact on system and/or school performance scores.</li></ol>
<input type="radio"/> Yes - Student May Participate in TCAP MAAS <input type="radio"/> No - Student Will Not Participate in TCAP MAAS

For additional information and guidance on the TCAP-MAAS Assessment, refer to this link:  
<http://state.tn.us/education/speced/assessment.shtml>



## State and District Mandated Tests

1. Review the contents of the State and District Mandated Tests section on the IEP creation page.
2. Check to show you have read and understand the information regarding Alternative Performance-Based Rubric.

**State and District Mandated Tests**  
Alternative Performance-Based  
Rubric for High School End of Course Assessment  
Students with Disabilities  
Instructions for Completion

**Key Requirements:** Students with disabilities must participate in the state End of Course (EOC) Assessment. These students must receive appropriate support and accommodations with the goal of mastering course content and passing the EOC assessment. However, a student on an active IEP whose disability interferes with performance on the EOC

☒ I have read and understand the information above regarding the Alternative Performance-Based Rubric for High School End of Course Assessment.

Display IEP Errors

Back

Create Draft IEP

**IEP Addendum**

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

Follow the same process of creating the IEP document.

**Error Check - IEP Addendum**

**Error 11.8**      You are attempting to create an IEP Addendum with an end date that does not equal the end date of the current IEP. Please return to the Create Draft Document page and change the end date to the end date of the current IEP. The current end date can be found at the top of the Create Draft Document page.



## Create Final Page

### IEP Final Documents

From the "IEP Process" tab, select the "Create Final" button.

The screenshot shows the 'IEP Process' page for a student named 'Abbie Marie Test'. The page has a green navigation bar at the top with links: Log Out, Main Menu, Students, My Docs, Wizards, Schools, School System, Users, My Info, and a user icon. Below this is a blue breadcrumb trail: Students | Personal | Eligibility | IEP Process | Early Childhood | Documents | Restraints/Isolations | View Restraint Incidents. The main content area is titled 'IEP Process' and 'Abbie Marie Test' with a 'New Mail' link. It contains two columns of blue buttons. The left column includes: Personal Information (checked), Present Levels (checked), Narratives (checked), Goals and Objectives (not checked), Services and Supplemental Aids (checked), Accommodations (checked), and Transition Services (checked). The right column includes: Team (checked), Parents (checked), Contacts, Create Draft, Create Final (highlighted with a red rectangle), and Print/View.

Section	Item	Status
Left Column	Personal Information	✓
	Present Levels	✓
	Narratives	✓
	Goals and Objectives	✗
	Services and Supplemental Aids	✓
	Accommodations	✓
	Transition Services	✓
Right Column	Team	✓
	Parents	✓
	Contacts	
	Create Draft	
	Create Final	Highlighted
Print/View		

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

**Create Final IEP Document**

**Abbie Marie Test**

View: Workspace

[New Mail!](#)

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

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


Display IEP Errors

Back

Create Final IEP










## Print/View Documents Page




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

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

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


**IEP Process** Abbie Marie Test


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

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

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

**Print/View Documents** Abbie Marie Test

View:  

 [New Mail!](#)

Doc ID	Date Generated	Generated By	Document		Received
10085	07/10/2013	Sheryn Test	<a href="#">Eligibility Report- Not Eligible</a>	PDF	(Draft)
10084	07/10/2013	Sheryn Test	<a href="#">Eligibility Report- Eligible</a>	PDF	(Draft)
10082	07/10/2013	Sheryn Test	<a href="#">IEP</a>	PDF	<input type="checkbox"/>
10081	07/10/2013	Sheryn Test	<a href="#">IEP</a>	PDF	<input type="checkbox"/>

## Early Childhood Tab

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



## EC Transition

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

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

A screenshot of the 'EARLY CHILDHOOD' page in EasyIEP. The page title is 'EARLY CHILDHOOD' and the user is 'Abbie Marie Test'. Below the title is a 'View: Workspace' dropdown. The 'EC Transition' tab is selected and highlighted with a red box. Below the tabs is a section titled 'Early Childhood Transition'. Under this section are three sub-sections: 'Notification/Referral Information', 'Eligibility Information', and 'IFSP Information'. The 'Notification/Referral Information' section contains fields for 'Notification/Referral Source' (TEIS), 'TEIDS Referral Date' (08/17/2012), and 'TEIDS Parent Consent Date to LEA' (08/17/2012). The 'Eligibility Information' section contains a field for 'IFSP Eligibility Date' (07/02/2012) and an 'Eligible' checkbox (checked). The 'IFSP Information' section contains a field for 'IFSP Notification/Referral Date' (00/22/2012).

2. Enter the 'Developmental Information'.

Developmental Information

Percent of Developmental Delay

Cognitive

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

Communication

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

Motor

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

3. Select 'Save' button.

## ECO Ages 3-5

Log Out	Main Menu	Students	My Docs	Wizards	Schools	School System	Users	My Info	112
Students	Personal	Eligibility	IEP Process	Early Childhood	Documents	Restraints/Isolations	View Restraint Incidents		

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

**EARLY CHILDHOOD**  
View:

Abbie Marie Test  
[New Mail](#)

[EC Transition](#) [ECO Ages 3-5](#)

Early Childhood Outcomes (ECO) Ages 3-5

**TEIS ECO Data**

TEIS Entrance 1 - Positive Social Emotional Skills	TEIS Exit Outcome 1 - Positive Social Emotional Skills
TEIS Entrance 2 - Acquiring Knowledge and Skills	TEIS Exit Outcome 2 - Acquiring Knowledge and Skills
TEIS Entrance 3 - Taking Action to Meet Needs	TEIS Exit Outcome 3 - Taking Action to Meet Needs

**LEA ECO Data**

Date of ECO Entrance Rating: 11/10/2012

Custom Data Field 'OutcomesDataofExit' does not exist in this system!

ECO Entrance 1 - Positive Social Emotional Skills* <input type="text" value="4"/>	ECO Exit 1 - Positive Social Emotional Skills* <input type="text" value="select"/>
Provide rationale for the Assigned Entrance Rating: <input type="text"/>	Has the child made progress? <input type="text" value="select"/>

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

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

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

ECO Exit 1 - Positive Social Emotional Skills\* select

Has the child made progress? select

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

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

---

ECO Exit 2 - Acquiring Knowledge and Skills\* select

Has the child made progress? select

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

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



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

**RULES**

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

**Early Childhood Outcomes Rating Scale**

7 - Completely

6

5 - Somewhat

4

3 - Emerging

2

1 - Not yet

**Additional Rules and Decision Tree Documents are available on the Main Menu Screen**

[Click here for Early Childhood Outcomes Center Resources](#)

Update the database

For additional ECO resources select this link:

<http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#COSFandInstructions>.

## Documents Tab



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

Note: IEP and IEP Addendum documents must be created from the “IEP Process” tab.

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

Documents created for Abbie Marie Test					
<u>Doc ID</u>	<u>Date Generated</u>	<u>Generated By</u>	<u>Document</u>		<u>Received</u>
10065	07/10/2013	Sheryn Test	<a href="#">Eligibility Report- Not Eligible</a>	PDF	(Draft)
10064	07/10/2013	Sheryn Test	<a href="#">Eligibility Report- Eligible</a>	PDF	(Draft)
10062	07/10/2013	Sheryn Test	<a href="#">IEP</a>	PDF	<input type="checkbox"/>

### Upload External Documents (Paperclip)

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

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

Documents

Abbie Marie Test  
[New Mail!](#)

Create Draft (will be saved for 30 days)

Create Final Document (will be saved)

Upload External Document(s)

2. On the Upload External Documents screen, click the Browse button to select the file to upload. Documents are limited to 2.00 mb and several file types are accepted.
3. Enter a name or description with a date of the file uploaded.
4. Select the 'Upload files' button.

Upload External Documents

Abbie Marie Test

[New Mail!](#)

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

File	Name (if not provided the file name will be used)
C:\Documents and Settings\ca10231\Desktop\elig. report. <input data-bbox="792 638 873 659" type="button" value="Browse..."/>	5/1/13 Re-evaluation report
<input type="text"/> <input data-bbox="792 684 873 705" type="button" value="Browse..."/>	<input type="text"/>
<input type="text"/> <input data-bbox="792 730 873 751" type="button" value="Browse..."/>	<input type="text"/>
<input type="text"/> <input data-bbox="792 777 873 798" type="button" value="Browse..."/>	<input type="text"/>
<input type="text"/> <input data-bbox="792 823 873 844" type="button" value="Browse..."/>	<input type="text"/>

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

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

**IEP At-A-Glance**

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

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

## **Services Plan and Services Plan Addendum**

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

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

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

All special ed pre-k students, whether private or public schooled) must be fully evaluated for all services and a IEP developed for services needed.

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




## Eligibility Reports

The updated Eligibility documents reflect the state's current Eligibility forms.

On the 'Eligibility Report – Eligible' document creation page, the 'Eligibility Date' is referred to as the 'Eligibility Determination Date'.

A checkbox labeled 'Update the Secondary Disability Only' appears on the document creation page. Select this checkbox to add or edit the secondary disability. Select this checkbox when the secondary disability is updated as part of an initial evaluation (i.e., the primary disability is finalized and the second disability is added or changed at a later date). The original Eligibility Determination Date (and subsequent re-evaluation timelines) is not affected, when selecting this checkbox to add or edit the secondary disability.

### Eligibility Report- Eligible

Eligibility Meeting Date:  

Disabilities:



Primary:

Secondary:

Select Disabilities below in the ELIGIBILITY DETERMINATION section.

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

- Based on information from a variety of sources that have been documented and carefully considered, the IEP team has determined:
  - ☒ Yes ☐ No - This student meets the criteria for a disability consistent with Tennessee State Regulations.
  - ☒ Yes ☐ No - The disability adversely impacts educational performance in his/her learning environment.

Both MUST be YES in order for the student to be eligible for special education and related services.
- The following factors have been ruled out as the primary cause of the student's educational difficulties:
  - ☒ Yes ☐ No - Lack of instruction in reading or mathematics
  - ☒ Yes ☐ No - Limited English proficiency
- Educationally relevant medical findings, if any:
- Vision Screening Results:  Date:  
- Hearing Screening Results:  Date:  
- ☒ Evaluation results are documented and the student's disability determination documentation is attached.


#### ELIGIBILITY DETERMINATION

☒ This student Is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for  (Primary)  (Secondary)

☐ This student Is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for  (Primary) /  (Secondary) ; however, the student's parent/guardian is declining services. This student will not receive special education or related services.

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

**Note:** You have selected to create the Eligibility Report - Eligible. If you need to choose an option where a child is not eligible for special education, please return to the Documents Tab and select Eligible Report - Not Eligible.

Date Eligibility Report was given to parents:  

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

**Create Draft Document**




On the finalized Eligibility Report, a signature line is available for the Special Education Teacher under the 'Assessment Team' header.

ASSESSMENT TEAM				
Your signature indicates that you were involved in the assessment by providing evaluation, observations, or input. Dissenting statements should be attached.				
Position	Signature	Date	Agree	Disagree
Parent	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
General Education Teacher	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Interpreter of Test Results	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Specialist	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Teacher (Optional)	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

### Eligibility Report – Non-Eligible Document


On the 'Eligibility Report – Not Eligible' Document, two options are available regarding the student's non-eligibility.

- This student Is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for primary disability/secondary disability; however, the student's parent/guardian is declining services. This student will not receive special education or related services.
- This student is Not Eligible for Special Education because s/he does not meet the State of Tennessee standards for a disability.

ELIGIBILITY DETERMINATION	
<input type="radio"/>	This student Is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for Autism (Primary) Traumatic Brain Injury (Secondary)
<input checked="" type="radio"/>	This student Is Eligible for Special Education because s/he meets the State of Tennessee's eligibility standards for Autism (Primary) / Traumatic Brain Injury (Secondary) ; however, the student's parent/guardian is declining services. This student will not receive special education or related services.
<input type="radio"/>	This student Is Not Eligible for Special Education because s/he does not meet state standards for a disability.
<b>Note:</b> You have selected to create the Eligibility Report - Not Eligible. If you need to choose an option where a child is eligible for special education, please return to the Documents Tab and select Eligible Report - Eligible.	
Date Eligibility Report was given to parents: <input type="text"/> 	
If the parent(s) did not attend, the person responsible for forwarding and explaining the Eligibility Report to the parents along with their rights: <input type="text"/>	
<input type="button" value="Create Draft Document"/>	


## Evaluation, Eligibility, Placement Timeline Extension Request


A Timeline Extension Request is for students with federally recognized disabilities exceeding the 40 day timeline, beginning from the date the parental permission is received to finalizing the Initial Eligibility report.


 Create Draft document for Tony Test

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


**New Evaluation, Eligibility, Placement Timeline Extension Request**

Date of Request: 07/01/2011 

Referral Date: 03/15/2011 

Formally known as the Written Parental Permission Received Date, the Initial Consent for Eligibility Determination Date: 03/15/2011 


Student's evaluation, eligibility determination, and placement time frame were proposed to be completed within 40 school days from this date or by 03/15/2011.

Requested Extension Date: 08/01/2011 

Reason for Delay (choose the ONE most appropriate):

- ☐ Limited access to professional staff
- ☐ Student/family language delays
- ☒ Student transfer from another district
- ☐ Student transfer within the district
- ☐ Waiting on specialist reports
- ☐ Excessive student absences
- ☐ Parent did not show for scheduled meeting, or parent cancelled scheduled meeting too late to reschedule within timelines, or parent requested to schedule meeting outside of timelines
- ☐ Student/parent serious medical issues
- ☐ Repeated attempts to contact parents failed
- ☐ Student shows documented progress when provided with research-based interventions in general education classroom
- ☐ Other

If OTHER, explain:



All of the Delayed Eligibility Determination (40 Day) Reasons are not required. The following reasons are excluded from the document:

- Student transferred from out of state and initial eligibility was previously determined. In this situation, the 40 day timeline does not apply and user(s) will not be penalized.
- Student transitioned from TEIS. If student is determined eligible for special education services, the IEP is developed by the student's third birthday. In this situation the 40 day timeline does not apply and user(s) will not be penalized.
- Student shows documented progress when provided with research-based interventions in general education classroom.

No error checks are associated with creating this document.

## Progress Reports

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

Progress reports must be created timely and fall within the dates of the appropriate progress reporting period.

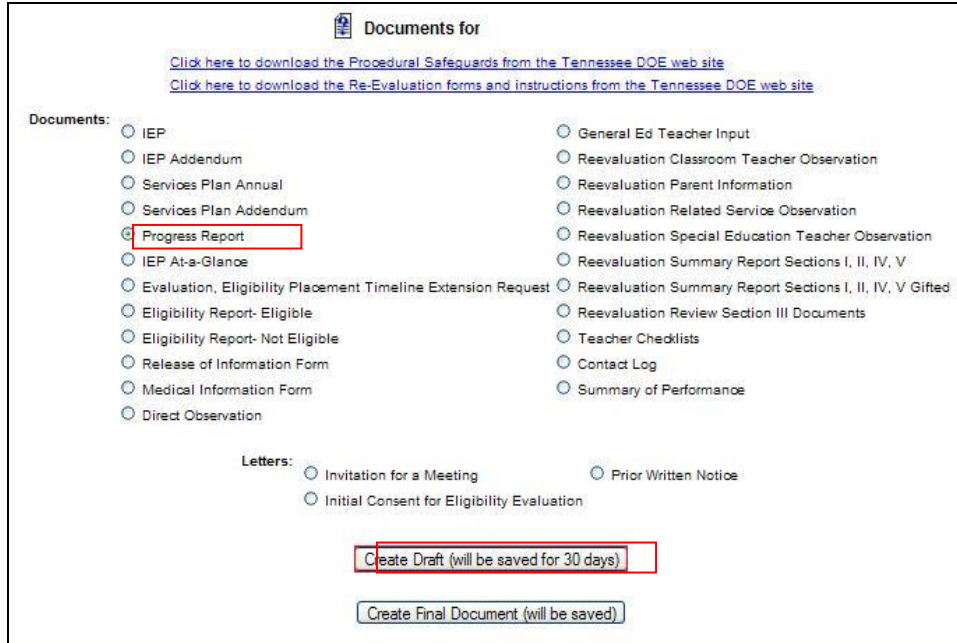
- Example: District on 6 week report card periods - IEP dates 4/2012 – 4/2013: User will send the first progress report on the new IEP with the progress reporting period 6 which correlates to the final 6 week period of the current school year. The next teacher will send the Progress Reporting Period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

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

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

## Creating a Progress Report:

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



**Documents for**

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

**Documents:**

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

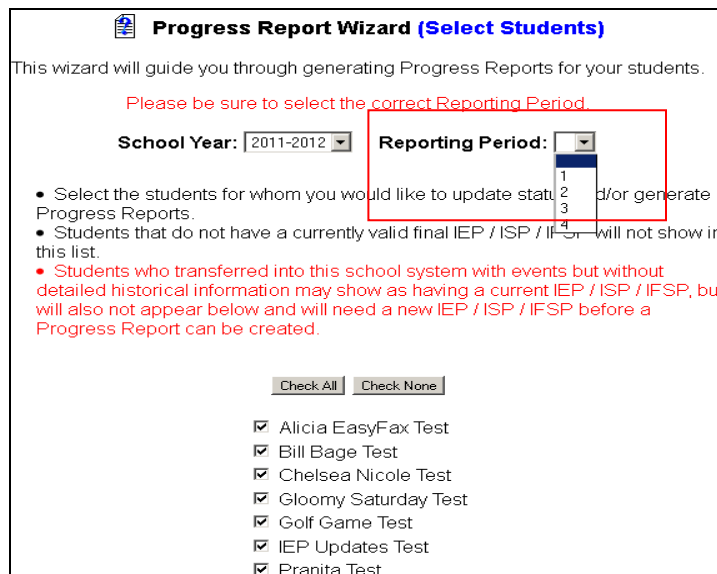
**Letters:**

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

**Create Draft (will be saved for 30 days)**

Create Final Document (will be saved)

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



**Progress Report Wizard (Select Students)**

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

Please be sure to select the correct Reporting Period.

**School Year:** 2011-2012 **Reporting Period:** 1

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

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

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



**Progress Report Wizard (Select Students)**

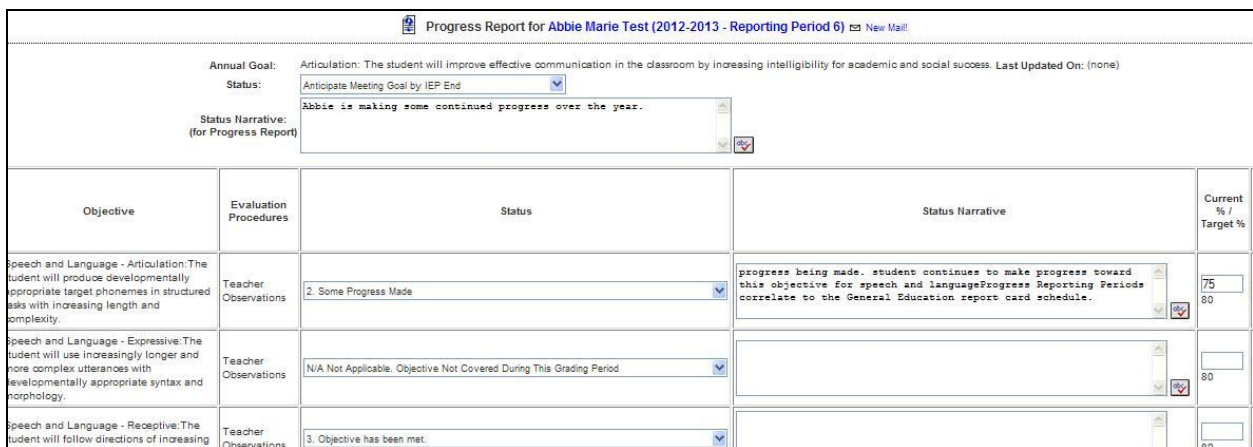
This wizard will guide you through generating Progress Reports for your students.

Please be sure to select the correct Reporting Period.

School Year: 2011-2012 Reporting Period:

2010-2011  
2011-2012

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



Progress Report for Abbie Marie Test (2012-2013 - Reporting Period 6) [New Mail](#)

Annual Goal: Articulation: The student will improve effective communication in the classroom by increasing intelligibility for academic and social success. Last Updated On: (none)

Status: Anticipate Meeting Goal by IEP End

Status Narrative: (for Progress Report) Abbie is making some continued progress over the year.

Objective	Evaluation Procedures	Status	Status Narrative	Current % / Target %
Speech and Language - Articulation: The student will produce developmentally appropriate target phonemes in structured tasks with increasing length and complexity.	Teacher Observations	2. Some Progress Made	progress being made. student continues to make progress toward this objective for speech and language. Progress Reporting Periods correlate to the General Education report card schedule.	75 / 80
Speech and Language - Expressive: The student will use increasingly longer and more complex utterances with developmentally appropriate syntax and morphology.	Teacher Observations	N/A Not Applicable. Objective Not Covered During This Grading Period		80
Speech and Language - Receptive: The student will follow directions of increasing	Teacher Observations	3. Objective has been met.		80

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

Status Summary Narrative:	Abbie has regressed during this progress report.
<input type="checkbox"/> Create Cumulative Report	
<input type="button" value="Create Draft Progress Report"/>	

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

 **Create Draft document for Tony Test** [New Mail!](#)

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

### Progress Report

School Year: 2011-2012

Reporting Period:

1st Quarter Report Period

ESY 2011

1st Quarter Report Period

2nd Quarter Report Period

3rd Quarter Report Period

4th Quarter Report Period

ESY 2012



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

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

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

☐ Remove **Draft** watermark.  
  

Create Draft Document

There are no error checks associated with creating this document.

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



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

**SECTION II - IEP AND RECORDS REVIEW**

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

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

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

3. Special education hours: **3.52**

4. **Services provided through IEP:**

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

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

**SECTION IV - CLASSROOM-BASED / STATE ASSESSMENT REVIEW**

**1. Summative Assessments**

**Tennessee Comprehensive Assessment Program (TCAP) Achievement Assessment Results**

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

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

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

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

#### SECTION V - IEP TEAM REEVALUATION DECISION

The following members of the IEP Team participated in the reevaluation process on: 8/1/11

Position	Signature	Date
Principal/Designee		
General Education Teacher		
Special Education Teacher		
Assessment Specialist		
Consultant/Coordinator		
Parent		
Other/		
Other/		

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

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

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

1. ☒ The student continues to be eligible for Special Education services with currently identified disabilities, but additional assessment is needed for program planning purposes. *Complete Eligibility Report*  
Primary Disability: Intellectually Gifted / Secondary Disability: Hearing Impairments
2. ☐ The student continues to be eligible for Special Education services in his/her primary disability, but additional assessment is needed to determine the presence of a secondary disability. *Complete Eligibility Report*  
 Primary Disability: *Intellectually Gifted*
3. ☐ A Comprehensive Evaluation is needed to determine if the student continues to have a disability and need special education services. *An Eligibility Report will not be completed, but procedures for conducting a Comprehensive Evaluation will commence.*

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

This document is available in a 'type-able' format and information entered on the creation page prints on the document. The page length of this document is determined by the amount of information entered on the creation page. (It is not a set number of pages as it has been in the past.)

No error checks are associated with creating this document.

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

Date:

**Current Special Education Services:**

**Medical or Other Pertinent Information:**

### Section III and IV

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

Test	Year	Reading/Lang	Math	Social Studies	Science	Writing
TCAP						
TCAP						
TCAP						
WJ-III						

**Intellectual Assessment:** Record Standard Scores on previous assessments.

Test	Date	Total	Verbal	Nonverbal

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

Test/Checklist	Date	Score

**Classroom Grades:**

Year	Language Arts	Math	Reading	Social Studies	Science

**Parent Input/Observations:**

**Teacher and Related Service Input/Observations:**

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

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

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

☐ The student continues to be eligible for Special Education services with currently identified disabilities, but additional assessment is needed for program planning purposes. *Complete Eligibility Report.*  
 Primary Disability: **Autism**  
☐ The student continues to be eligible for Special Education services in his/her primary disability, but additional assessment is needed to determine the presence of a secondary disability. *Complete Eligibility Report.*  
 Primary Disability: **Autism**  
☐ A Comprehensive Evaluation is needed to determine if the student continues to have a disability and needs special education services. *An Eligibility Report will not be completed, but procedures for conducting a Comprehensive Evaluation will be initiated.*

[Create Draft Document](#)

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

☐ Remove **Draft** watermark.

Create Draft Document

**Re-Evaluation Review Section III Documents**

The following Evaluation Sections are available in a 'type-able' format and information entered on the creation page prints on the document.

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


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

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


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

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

☒ **Achievement**

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

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

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


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


## Reevaluation Related Service Observation


This document is available in a 'type-able' format on the creation page and information entered on the creation page prints on the document. The page length of this document is determined by the amount of information entered on the creation page.


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

### Reevaluation Related Service Observation

Date of Observation: 07/01/2011 

Select Related Service: Occupational Therapy 

Select Related Service Provider Completing Observation: John Psychologist Test 

Date of Last Evaluation: 03/01/2011 

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

OT Services Text re: related service observation.  
OT Services Text re: related service observation.

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

OT Services Text re: related service observation.  
OT Services Text re: related service observation.

3. ☒ Yes ☐ No Are related services needed?


No error checks are associated with creating this document.



## Reevaluation Special Education Teacher Observation

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

**Reevaluation Special Education Teacher Observation**

**Date of Observation:**  

**Select Special Education Service:**

**Select Special Education Teacher Completing Observation:**

**Class/Subject:**

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

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

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

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

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

**Strengths:**

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

No error checks are associated with creating this document.

## Release of Information

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

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

<input type="checkbox"/> Medical <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Visual/Auditory <input type="checkbox"/> Other: _____	<div style="border: 1px solid red; padding: 2px; display: inline-block;">Facility/Professional</div> Name: _____ Address: _____ Phone Number: _____
--	---

## Student Invitation to a Meeting


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

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

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

## Student Prior Written Notice

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

 **Documents for Pranita Test**

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

**Documents:**

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

The Summary of Performance document is available on the “Documents” tab. For questions or concerns, please contact: Gayle Feltner, Transition Consultant at 615-741-3834, Email: [Gayle.h.feltner@tn.gov](mailto:Gayle.h.feltner@tn.gov).

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

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

### Summary of Performance

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

## Summary of Performance Document:

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

### Summary of Performance

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

Year of Graduation/Exit:

Address:

City:  State:  Zip Code:

Telephone:

Primary Language:

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

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

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

☐ Informal assessment (specify)

☒ Other (specify):

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

Measurable Postsecondary Goals - This section states the student's specific measurable postsecondary goal(s).		
Postsecondary Area	NA	Measurable Postsecondary Goal
Community Involvement	<input type="checkbox"/>	Volunteer with Big Brothers and Big Sisters
Education/Training	<input type="checkbox"/>	Graduate from TN Tech with an auto mechanic's license
Employment	<input type="checkbox"/>	Full time employment at Sear's automotive
Independent/Supported Living, if appropriate	<input checked="" type="checkbox"/>	n/a

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

#### Areas of Student Performance:

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

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

- Environmental Access/Mobility: assistive technology, mobility, transportation
- Self-Determination/Self Advocacy Skills: ability to identify and articulate post secondary goals, learning style(s), strengths, needs, ability to ask for assistance, ability to describe impact disability and its impact

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







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

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

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

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

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



Student Input	
A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, ...)	<div>I need extra time to let the infromation sink in before answering or reacting. If I don't do this I get flustered when searching for the words to answer.</div> <div>  </div>
B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accomr	<div>Counting to 10 before answering question, deep breathing during assessments, and short breaks.</div> <div>  </div>
C. Which of these supports and accommodation have worked best for you?	<div>Taking my time and not instantly reacting knee jerk.</div> <div>  </div>
D. Which of these accommodation or supports has not worked best for you?	<div>n/a</div> <div>  </div>
E. What are some of the strengths and needs you would like professional to know about you as you enter the college or work environment?	<div>I'm very detail oriented, honest, loyal, and enjoy learning.</div> <div>  </div>
F. Are there additional supports or accommodations you think you will need?	<div>Just patience.</div> <div>  </div>



## Letters


### Initial Consent for Eligibility Evaluation

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

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

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

### Initial Consent for Eligibility Evaluation

To which parent/guardian is this letter addressed? 


Tom and Mary Test

Tom and Mary Test

Tony Test

Grandmother Test

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

Date Sent: 08/09/2011 

Select Reason(s) for Assessment:

☐ child is working ☐ above grade level or ☐ below grade level in one or more basic skills

☐ child's behavior is inconsistent with that expected for children of students' age

☐ child has a rate of progress which has ☐ increased ☐ decreased

☐ child's speech/language skills are inconsistent with those expected for children of student's age

☐ child has entered our school system with an out of date and/or incomplete evaluation

☐ parent preschool referral

Select Areas/Procedures for Assessment:

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



## Invitation to a Meeting

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

### Invitation for a Meeting

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

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

Date Sent: 08/11/2011 PDF

Create draft document for

"Invitation for a Meeting"

Person(s) invited:

Mr and Mrs Test  
Tony Tesy

Meeting Date: 09/30/2011 PDF

Meeting Location: Sample School

Meeting Time: 10:00 am

Meeting Reason (please check all that apply):

☐ To review educational status and determine what data, if any, are needed to complete evaluation/re-evaluation.

☐ To review the results of the initial evaluation/reevaluation and determine eligibility for special education and related services.

☐ To review and/or develop an Individualized Education Program (IEP).

☐ To consider educational placement (includes a change in educational placement, graduation and termination of eligibility).

## Prior Written Notice

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

**Prior Written Notice**

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

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

Date Sent: 08/11/2011 📅

Will the student attend the IEP Meeting? Yes ▼

Purpose for Notice: Has been referred for initial evaluation ▼

-Select-  
 Has been referred for initial evaluation  
 Has been referred for a re-evaluation  
 On \_\_\_\_ an IEP Team Meeting was held to discuss a change in education  
 On \_\_\_\_ an IEP Team Meeting will be held to discuss a change in education  
 Revocation of Services by Parent Request

The School District

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

If other, please explain:

📄 📁

## Correcting Errors in EasyIEP™

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

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

Correcting errors:

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

View Errors in a Separate Window

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

### IEP

#### Please Correct the Following Errors:

- ☒ Error 04.6. You have not entered an assessment area of PL-Vocational or PL-Pre-vocational for any of this student's assessments. Please return to the Present Levels tab and include at least one assessment with an area PL-Vocational or PL-Pre-vocational.
- ☒ Error 09.01. Participation in at least one state or district assessment is required. Return to the Participations Tab and select the appropriate mandated assessment or alternate assessment and the participation level for the student.

Return to the Documents Page



Close this Window

## Replacing Finalized IEP Documents

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

### Example Scenario:


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


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


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

**IEP**

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

IEP Meeting Date: 03/15/2011 

Date this IEP Begins: 03/15/2011 

Date this IEP Ends: 03/01/2012 

## Contact Log

The Contact Log document is available on the “Documents” Tab.

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

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

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

### Contact Log

Contact Log

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

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

From:    
 To:  

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

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

## Error Checks – Documents

- Error 1.5 You have not entered the "Initial Consent for Eligibility Evaluation Received Date" on the eligibility page for this student. Please return to the Eligibility tab and enter the date that initial consent for an eligibility evaluation received. If you do not have the ability to enter this date because it is read only, then please contact someone at the district level to assist with this error.
- Error 8.3 You indicated that the participation area *DistrictAssessmentParticipation* has the participation level "With Accommodations/Modifications" but no accommodations/modifications were selected. Please return to the Accommodations tab and add at least one accommodation/modification from the list for this participation area.
- Error 9.3 You have indicated that the student is taking the EXPLORE on the Participations tab, but they are not designated in the appropriate grade level for this assessment. Please return to the Participations tab and indicate the grade appropriate assessment(s) for the student.
- Error 9.4 You have indicated that the student is taking the PLAN on the Participations Tab, but they are not designated in the appropriate grade level for this assessment. Please return to the Participations tab and indicate the grade appropriate assessment(s) for the student.
- Error 11.1 You have indicated that the student will participate in an Alternate Portfolio 1% assessment for one or more assessments but did not answer the question "Does the student demonstrate cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications?". Please return to the Document tab and create a draft IEP. On the Create Draft Document page answer this question yes or no.
- Error 11.1.1 You have indicated that the student will participate in an Alternate Portfolio 1% assessment for one or more assessments on the Participations tab. One or more of the fields in item 1 of the TCAP Alternate Assessments section of the Create Document page must be completed or a details explanation must be provided. Please return to the TCAP-Alt 1% Portfolio section and provide required information.
- Error 11. 2 You have indicated that the student will participate in an Alternate Portfolio 1% assessment for one or more assessments but did not answer the question "Does the student require intense, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills?" Please return to the Documents tab and create a draft IEP. On the Create Document Page answer this question yes or no.



- Error 11.3      You have indicated that the student will participate in an Alternate Portfolio 1% assessment for one or more assessments but did not answer the question "Are there historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above?" Please return to the Documents tab and create a draft IEP. On the Create Document Page answer this question yes or no.
- Error 11.31     You have not selected the checkbox on the IEP Creation Page indicating that you have contacted the District Testing Accommodations Coordinator. Please return to the IEP Creation Page and indicate that you have contacted your District Testing Accommodations Coordinator to ensure that the appropriate State and/or ACT Allowed Accommodation Request Forms are submitted to the ACT testing company.
- Error 11.4      You have indicated that the student will participate in an Alternate Portfolio 1% assessment for one or more assessments but did not check all of the statements ruling out conditions other than significant cognitive and adaptive disability as the primary justification for participation in TCAP-Alt 1% Portfolio. Please return to the Participations page and chose something other than 'Alternate Portfolio 1%' for Participation Area or return to the Documents tab and create a draft IEP. On the Create Document Page check each statement in section number 4 of the TCAP-Alt Portfolio 1% Participation Guidelines.
- Error 11.5      You have indicated that the student will participate in an Alternate Portfolio 1% assessment for one or more assessments but did not answer the question "Is the Decision for TCAP-Alt Portfolio 1% participation based on the needs of the student and not based upon anticipated impact on system and/or school performance scores?" Please return to the Documents tab and create a draft IEP. On the Create Document Page answer this question yes or no.
- Error 11.6      You have indicated that the student will participate in an Alternate Portfolio 1% assessment for one or more assessments but did not answer the question "Is the student unable to complete a regular state approved high school diploma program, even with extended learning opportunities and/or accommodations?" Please return to the Documents tab and create a draft IEP. On the Create Document Draft Page answer this question yes or no.
- Error 11.7      You selected 'No' in response to a question in the first section of the TCAP Alt Portfolio 1% Participation Guidelines. These questions are asked to ensure that the student meets the Alternate Portfolio 1% Assessment Criteria. All answers must be 'Yes'. If any answers are 'No', then the student does not qualify for Alternate Portfolio 1% Assessments and you must return to the Participations tab and set the selection for the [Assessment Participation Area] to something other than "Alternate Portfolio 1%" or return to the Documents tab and create a draft IEP and review your answers on the Create Document page.



- Error 11.8 You are attempting to create an IEP Addendum with an end date that does not equal the end date of the current IEP. Please return to the Create Draft Document page and change the end date to the end date of the current IEP. The current end date can be found at the top of the Create Draft Document page.
- Error 11.9 You are attempting to create an addendum document but have not selected 'Addendum' as the meeting purpose on the Create Draft Document page, please return to that page and select the correct meeting purpose.
- Error 11.10 You are attempting to create an IEP but you have selected "Addendum" as the meeting purpose on the Create Draft Document page, please return to that page and select the correct meeting purpose.
- Error11.11 You have indicated that the student has completed the Gateway Test for Mathematics on the participations tab but have not entered the score of the most recent test taken. Please return to the create documents page and enter the value in the score field for Gateway Mathematics.
- Error 11.12 You have indicated that the student has completed the Gateway Test for Mathematics on the participations tab but have not selected Below Proficient, Proficient, Advanced, or Scores Not Yet Available to indicate the student's performance level on the test. Please return to the create document page and select a response in the correct field.
- Error 11.13 You have indicated that the student has completed the Gateway Test for Mathematics on the participations tab but have not entered the date of the test. Please return to the create document page and enter the date of the most recent Mathematics test taken.
- Error 11.14 You have indicated that the student has completed the Gateway Test for Language Arts on the participations tab but have not entered the score of the most recent test taken. Please return to the create documents page and enter the value in the score field for Gateway Language Arts.
- Error 11.15 You have indicated that the student has completed the Gateway Test for Language Arts on the participations tab but have not selected Below Proficient, Proficient, Advanced, or Scores Not Yet Available to indicate the student's performance level on the test. Please return to the create document page and select a response in the correct field.
- Error 11.16 You have indicated that the student has completed the Gateway Test for Language Arts on the participations tab but have not entered the date of the test. Please return to the create document page and enter the date of the most recent Language Arts test taken.
- Error 11.17 You have indicated that the student has completed the Gateway Test for Science on the participations tab but have not entered the score of the most recent test

- taken. Please return to the create documents page and enter the value in the score field for Gateway Science.
- Error 11.18 You have indicated that the student has completed the Gateway Test for Science on the participations tab but have not selected Below Proficient, Proficient, Advanced, or Scores Not Yet Available to indicate the student's performance level on the test. Please return to the create document page and select a response in the correct field.
- Error 11.19 You have indicated that the student has completed the Gateway Test for Science on the participations tab but have not entered the date of the test. Please return to the create document page and enter the date of the most recent Science test taken.
- Error 11.20 You have entered a non-numeric value for the Total Battery Score on the Cognitive Ability Test Taken. Please return to the create document page and enter a numeric value.
- Error 11.21 You have entered a non-numeric value for the Highest Component Score on the Cognitive Ability Test Taken. Please return to the create document page and enter a numeric value.
- Error 11.22 You have entered a non-numeric value for the Lowest Component Score on the Cognitive Ability Test Taken. Please return to the create document page and enter a numeric value.
- Error 11.23 You have entered a non-numeric value for the Total Battery Score on the Adaptive Behavior Skills Assessment Taken. Please return to the create document page and enter a numeric value.
- Error 11.24 You have entered a non-numeric value for the Highest Component Score on the Adaptive Behavior Skills Assessment Taken. Please return to the create document page and enter a numeric value.
- Error 11.25 You have entered a non-numeric value for the Lowest Component Score on the Adaptive Behavior Skills Assessment Taken. Please return to the create document page and enter a numeric value.
- Error 11.26 "You have not selected 'Yes' to all three of the Out of Level questions. You are required to indicate that all other options have been considered to participate in this assessment. Please return to the Participations page and choose something other than 'Alternate Portfolio 1%' or return to the document creation page to review your responses to the Out of Level questions or select to participate in the TCAP-Alt PA.
- Error 11.27 The IEP Team must select participation in either TCAP-Alt PA or TCAP-Alt Out-of-Level. Return to the Documents tab and select the appropriate assessment type.

- Error 11.28 The IEP Team has determined that the student will participate in the TCAP-Alt PA. At least one subject area must be selected. Return to the Documents tab and select at least one subject area for this assessment.
- Error 11.30 You have not selected the checkbox on the IEP Creation Page determining that you have read and understand the information regarding the Alternative Performance-Based Rubric for High School End of Course Assessment. Please return to the IEP Creation Page and indicate that you have read and understand the Alternative Performance-Based Assessment information.
- Error 21.1 The student has exceeded the maximum allowed days (40 days) between the Written Parental Permission Received Date and their initial Eligibility Date. Please return to the Indicator 11 section on the IEP Creation Page and indicate which reason applies for this student.
- Error 22.1 The school associated with this student does not have the length of school day determined. Please contact your district administrators to set the length of school day on the School Information page.
- Error 23.1 You have indicated that the student is participating in a TCAP Alternate MAAS 2% Assessment for one or more assessments selected on the Participations tab but have not answered question "Were multiple measures of the students present levels of performance used as the basis for determining that participations the TCAP MAAS is the most appropriate form of statewide assessment for the student?" Please return to the Documents tab and create a draft IEP. On the Document Creation Page answer this question yes or no.
- Error 23.2 You have indicated that the student is participating in a TCAP Alternate MAAS 2% Assessment for one or more assessments selected on the Participations tab but have not answered the question "Are the student's instruction and IEP goals and objectives based primarily on the Alternate Standards, benchmarks and indicators? (If you selected 'Yes', the IEP Team should review the detailed eligibility criteria for 1%Alternate Assessment to finalize the decision before documenting on the IEP.)" Please return to the Documents tab and create a draft IEP. On the Document Creation Page answer this question yes or no.
- Error 23.3 You have indicated that the student is participating in a TCAP Alternate MAAS 2% Assessment for one or more assessments selected on the Participations tab but have not answered the question "Is the student multiple years behind grade level expectations?" Please return to the Documents tab and create a draft IEP. On the Document Creation Page answer this question yes or no.
- Error 23.4 You have indicated that the student is participating in a TCAP Alternate MAAS 2% Assessment for one or more assessments selected on the Participations tab but have not answered the question "Does the student need significant changes in the complexity and scope of the general standards to show progress in the

- curriculum?" Please return to the Documents tab and create a draft IEP. On the Document Creation Page answer this question yes or no.
- Error 23.5 You have indicated that the student is participating in a TCAP Alternate MAAS 2% Assessment for one or more assessments selected on the Participations tab but have not answered the question "Does the student need supports to significantly reduce the complexity or breadth of assessment items? (If you selected 'Yes', the IEP Team should review the detailed eligibility criteria for TCAP-MAAS to finalize the decision before documenting on the IEP.)" Please return to the Documents tab and create a draft IEP. On the Document Creation Page answer this question yes or no.
- Error 23.6 You have indicated that the student is participating in a TCAP Alternate MAAS 2% Assessment for Participation Area but have not addressed the accommodation/modifications. Please return to the Accommodations tab and add at least one accommodation/modification from the list for this participation area. If no further accommodations are needed, please select the item 'Participation in TCAP MASS – no further accommodation(s) are needed' under the 'Allowable Accommodations/Modifications' category.
- Error 24.1 You have indicated that the student has Gateway, EOC and/or TCAP Achievement Additional Accommodations for English Language Learners, but you have not addressed the 'ESL' Date field on the Eligibility tab. Please return to the Eligibility tab and enter the student's ESL date.

Note: If you have a date in the 'ESL' Date field on the Eligibility tab, please address it appropriately with applicable accommodations for state mandated tests.

## Page Views

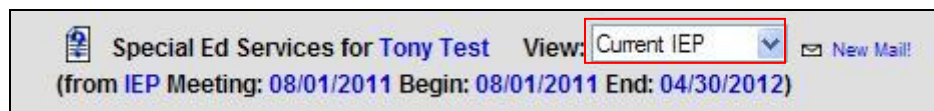
### Workspace View

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



### Current IEP View

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



## Changing Views

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



## Significance of Changing Views

The 'Workspace' view and the 'Current IEP' view does not always display the same information for a student. The 'Workspace' view represents what is in the database for that student at that moment. The 'Current IEP' view represents the information saved in the student's current finalized IEP. When entering subsequent IEPs for a student, the 'Workspace' view changes as new dates are entered, goals are updated and service information is changed.

Toggle between these two views if:

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

Example Scenario:


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

## Deleting an IEP

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

Process for deleting events:

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

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

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

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


















## Date Changes

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

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

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

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

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

## Options Troubleshooting

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

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

--- Current Funding Option ---

Primary Option	Secondary Option	Option Begin Date	Percent of Day	
02		10/14/2010	3	<a href="#">Details</a>

☐ Resend current option(s) to EIS

EIS Enrollment Year: 2011 ▼

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

☒ Sent to EIS

☐ TEIS Program

[Update the Database](#)

[Make this student inactive](#)

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

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

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

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

**IEP Process** Abbie Marie Test [New Mail](#)

Personal Information ✓

Present Levels ✓

Narratives ✓

Goals and Objectives ✓

**Services and Supplemental Aids ✓**

Accommodations ✓

Transition Services ✓

Team ✓

Parents ✓

Contacts

Create Draft

Create Final

Print/View

- Change the View from ‘Workspace’ to ‘Current IEP’.

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

View: Workspace  
Workspace  
Current IEP / IFSP  
Previous IEP / IFSP  
Other IEP / IFSP

Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pot	Start Date / End Date	Provider	Location
<input type="checkbox"/>	1	<input type="checkbox"/>	Academics	5 per W 60 min	<input type="checkbox"/>	<input type="checkbox"/>	14.29	06/03/2013 12/01/2013	Sheryn Test	Special Ed Setting
				3 per W				06/03/2013		

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

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

View: Current IEP / IFSP  
(from IEP Amendment Meeting: 06/01/2013 Begin: 06/01/2013 End: 12/31/2013)

Pos	Special Ed Services	Num Sessions / Session Length	Consultation	ESY	Pot	Start Date / End Date	Provider	Location
1	Academics	5 per W 60 min	No	No	14.29	06/03/2013 12/01/2013	Sheryn Test	Special Ed Setting
2	Life Skills	3 per W 30 min	No	No	4.29	06/03/2013 12/31/2013	Sheryn Test	Special Ed Setting

No option / Incorrect option calculates if:

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

### Correcting an Options problem

1. Select the 'Workspace' view and correct any errors on the "Special Ed Services" and/or "Related Services" page(s) and 'Update the database'.

Services and Supplemental Aids

View: Workspace

Abbie Marie Test

[New Mail](#)


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

Add Special Ed Services

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


## My Docs

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

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

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

### Documents for students of

**Sheryn Test**  
 [New Mail!](#)

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

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

## Batch Printing

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

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

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



## Wizards

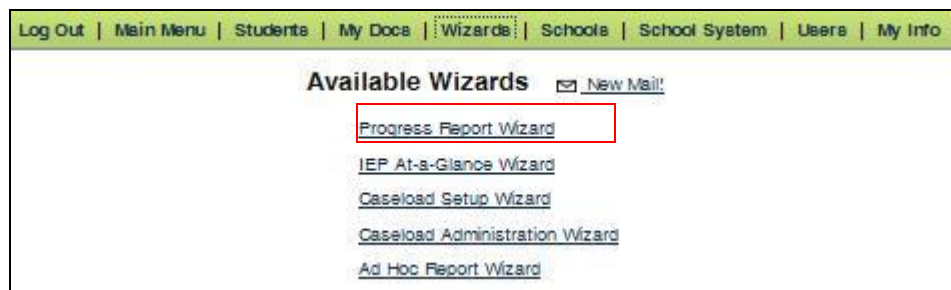
Wizards are tools used to simplify the process of creating the same document for multiple students.



### Progress Report Wizard


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

1. Select the 'Progress Report Wizard' link.



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



 **Progress Report Wizard (Select Students)**

Please be sure to select the correct Reporting Period.

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

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

☒ Beth3 SummerUpdates Test  
☒ NoStudent Type Test

(2 available students)

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

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

[Skip this student](#)

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

Status Narrative:  
 Narrative

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

Status Summary Narrative:  
 Status Summary Narrative

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

[Just Update the Database](#)

[Update and Move to Next Student](#)

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

## IEP-at-a-Glance Wizard

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

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




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

A screenshot of the 'IEP At-a-Glance Wizard' screen. The title 'IEP At-a-Glance Wizard' is on the left, and '(Select Students)' is on the right, with a 'New Mail!' icon. Below the title, a message states: 'This wizard will guide you through generating the specified document for your students.' The screen is divided into two sections. The first section is titled 'Students where you are a Case Manager (2)' and contains two buttons, 'Check All' and 'Check None', followed by two checked checkboxes for 'Artavius Lameal Dotson' and 'Abbie Marie Test'. The second section is titled 'Students where you are on a Team (2)' and also contains 'Check All' and 'Check None' buttons, followed by two checked checkboxes for 'William Hunter Childs' and 'Rachel Wilkinson Test'. At the bottom, it says '(4 total available students)' and features a 'Continue' button.

3. Select the Continue button.
4. Enter an Academic /Social Management Needs narrative, if applicable.
5. Enter a Comments/Special Needs narrative, if applicable.


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


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

 [New Mail!](#)



Skip this Student

Academic/Social Management Needs Narrative





Comments/Special Needs Narrative

Create Draft and Move to Next Student  
Create Final and Move to Next Student  
Just Update the Database  
Update and Move to Next Student

- Once the IEP-AT-A-Glance document is created, select the documents to batch print.

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

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

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

## Caseload Setup Wizard

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

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

**Available Wizards** [New Mail!](#)

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

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

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

Case Manager		Team Member		Student	School	Grade	Date Of Birth	Current Case Manager
<a href="#">Check All</a>	<a href="#">Check None</a>	<a href="#">Check All</a>	<a href="#">Check None</a>					
<input type="checkbox"/>		<input checked="" type="checkbox"/>		William Hunter Childs	SS	P3	01/09/2010	
<input checked="" type="checkbox"/>		<input type="checkbox"/>		Artavius Larnesi Dotson	SS	07	03/27/2001	Sheryn Test
<input checked="" type="checkbox"/>		<input type="checkbox"/>		Abbie Marie Test	SS	10	11/10/1995	Sheryn Test
<input type="checkbox"/>		<input checked="" type="checkbox"/>		Rachel Wilkinson Test	SS	05	03/06/2002	Mike Test

(4 Students)

[Update the Database](#)

[Add More Students to Caseload](#)


## Log Out and Exiting EasyIEP™

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

### To Log out and Exit EasyIEP™:

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



2. Close the browser by using these methods:
  - Select File in the upper left hand corner of the screen and then choose Exit.
  - Mac users - Select the  in the upper left hand corner of the screen.
  - PC users – Select the ‘X’ in the upper right hand corner of the screen.

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

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

## Reminders

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



## Appendix - Revisions to Manual

### July 2011 Updates

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

Documents	Rev. – Summary of Performance document – The Post Secondary Goals will pull for the Transition tab.
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### September 2011 Updates

Section	Change
Password Policy	Password requirements
Participations	Participations Areas
Goals & Objectives	Annual Goals from CSS
Student Compliance Symbols	TEIS Ages 3-0 Compliance Symbols
Documents	Invitation to Meeting Letter
Documents	Prior Written Notice Letter

### October 2011 Updates

Assessments	Changes to Assessments
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### Summer 2012 Updates

Section	Change
Advanced Student Search	Search by blank option
Assessment tab	Present Levels
Participations and Accommodations tabs	Combined as Accommodations tab
Accommodations tab	Reset Participation Level button
Accommodations tab	'Add Accommodations' button to add Accommodations for each Participation Area
Accommodations tab	Add EOC/Gateway Test Summary by marking Participation Level as 'Assessment Completed'
Present Levels tab	Reorder Assessments
Present Levels tab	Exceptional yes/no default
Present Levels tab	List of assessments reduced to the top 100
Present Levels tab	Subject areas automatically populate
Contact Tab	Progress Report included as a Contact
Eligibility Tab	Eligibility date, Primary Disability, Secondary Disability will populate from the Eligibility Document.
Goals and Objectives	"Rubric" added as Evaluation Procedure
Goals and Objectives	Edit All Details button
IEP-AT-A-Glance document	Includes student's date of birth and special ed services details.
Student Invitation to a Meeting	New Document

Student Prior Written Notice	New Document
Release of information form	“Contact” relabeled as ‘Facility/Professional’
Progress Report	Select Progress Report Period before creating the Progress report.
Special Services and Related Services tab	Re-order Services
Student Transfers	District Student Transfer Contact List
Student Transfers	Out of State Transfer Suggested Guidelines

### Winter 2013 Updates

Section	Change
Progress Report	Option to enter an objective status and percent of growth.
Progress Report	Option to create cumulative report
Entering Parentally Placed Private School Date	Eligibility tab
Entering English as Second Language (ESL) Date	Eligibility tab

### Summer 2013 Updates

IEP Process Tab	New
Personal Page	New
Parents Page	New
Team Page	New
Contacts Page	New
Narratives Page	New
Present Levels Page	New
Accommodations Page	New
Goals and Objectives Page	New
Services and Supplemental Aids Page	New
Transition Services Page	New
Create Draft Page	New
Create Final Page	New
Print/View Page	New
Early Childhood Tab	New
Paperclip – Upload External Documents	New