



Table of Contents

Table of Contents.....	1
Basic Information	4
General Information	5
Log-in Page.....	6
Main Menu Page.....	7
View Students	8
Students Tab	9
Managing Your Caseload	11
EasyIEP™ Compliance Symbols	12
Basic Student Information	12
Student Information	13
Beginning the ARD/IEP Process	20
Notice of ARD/IEP Committee Meeting.....	24
ARD/IEP Meeting Information	29
Information Reviewed and Considered	30
FIE Summary and Notice of FIE.....	31
Eligibility Determination	34
Present Levels of Academic Achievement and Functional Performance (PLAAFP)	39
Annual Goals	42
Personal Care Services	48
Transition Information.....	49
Consideration of Special Factors.....	52

Behavior Support and Intervention Plan	55
Instructional Services	57
Related Services (To Include Itinerant Instructional Services)	61
State and District Wide Assessment	64
Consideration of Educational Alternatives and LRE	66
Assurances	68
Place Determination	69
Notice of Proposal / Refusal of Services	71
Deliberations and Signatures of ARD/IEP Team Members.....	73
Parent Response To Proposed IEP	75

Basic Information

Many actions throughout EasyIEP™ can be completed with a click of the mouse.



All Actions in Easy IEP™ are single clicks of the mouse.



A help link for the field.



Drop down menu – only one selection can be made. Click once on the box and select an option.



Check box- more than one selection can be made.
Check box- to add a check, click once on the box.



To delete a check, click once on the box.



Calendar Icon- to add a date, you may click on the calendar and scrool through the screens to find the appropriate date.



Spell Check button.



Field Help Button. When clicked, will take you to a page explaining the field the icon is next to.

Note: When using the spell check button, if a pop up box displays and then disappears, this means the text area is free of spelling errors. If any errors exist, the pop up box will display a list of the misspelled words with correctly spelled word options to choose from.

General Information

Access and Permissions (User Types)

Access to the various areas of EasyIEP™ and the permission to execute various functions are controlled by the User Type (e.g. Special Education Teacher, Evaluation Representative, Speech Therapist, etc...). For example, if you have view access to a student's personal information, you will only see the information, but will not be allowed to edit it. If you have edit access to a student's goals and objectives, you will be allowed to edit that page of information. View and Edit pages look different. Additionally, depending on your user type, you may only have access to students in your EasyIEP™ caseload.

Permissions control what you are allowed and not allowed to do on the screens of EasyIEP™. For example, if you have permission to add a student, you will see the 'Add Student' button. If you do not have permission to add a student, this button will not appear on the Student screen.

Security

All EasyIEP™ information is confidential. The server uses Secure Socket Layer (SSL) to encrypt the information as it flows across the Internet. This is the same technology that is used to protect your credit card number and other sensitive information that is sent over the Internet. Please adhere to the following procedures to ensure security:

- Do Not give your account name or password to anyone.
- Do Not write your password down where it can be seen by anyone else.
- Do Not save documents or reports to an unsecured computer.
- Always log off EasyIEP™ and close your browser when you are finished using the system.

Log-in Page

- To access EasyIEP™, enter the web address listed below into your web browser:
<https://staging1.pcgeducation.com/docstxkilleen/>. Enter your name and password and press the 'Login' button.

The screenshot displays the EasyIEP™ dashboard with a green header bar containing navigation links: Log Off | Main Menu | Students | My Docs | Wizards | Schools | Reports | Users | My Info | [Calendar Icon].

My Compliance

School System Compliance

A pie chart shows compliance status: a small red slice for 'Non-Compliant' and a large green slice for 'Compliant'.

My Schools

All Schools (67 Schools)

- Audie Murphy Middle
- Bell County Juv Det Ctr
- Bellaire El
- Brookhaven El
- C E Ellison H S
- Cedar Valley El
- Charles E Patterson Middle
- Clarke El
- Clear Creek El
- Clifford Park El

My Meetings

Upcoming Meetings [My Calendar](#)

Day	Date	Status
Friday	July 18	No Meetings Entered
Saturday	July 19	No Meetings Entered
Sunday	July 20	No Meetings Entered
Monday	July 21	No Meetings Entered
Tuesday	July 22	No Meetings Entered
Wednesday	July 23	No Meetings Entered
Thursday	July 24	No Meetings Entered

My Messages

New Messages [View All Messages](#)

You Have No New Messages

My Reports

All Reports

Report Name	Date
Usage Report	07/18/2014
User Report	07/18/2014
FIE Writer - Data Pull	07/15/2014

Main Menu Page

On the main menu page, you will find:

- **The navigation bar** – Using the menu bar at the top of the page, you can access different sections of EasyIEP™ and complete certain tasks, such as accessing the ARD/IEP Process, writing progress reports, and creating reports.
- **The EasyIEP™ My Messages Tab** – Clicking this tab will generate a page that displays all of the messages you have sent in the EasyIEP™ system and the responses you have received.
- **The EasyIEP™ Message Center** – Here, the messages that the KISD administration wants to post will display.

[Log Off](#) | [Main Menu](#) | [Students](#) | [My Docs](#) | [Wizards](#) | [Schools](#) | [Reports](#) | [Users](#) | [My Info](#) |

My Compliance

School System Compliance

My Schools

All Schools (67 Schools)

- [Audie Murphy Middle](#)
- [Bell County Juv Det Ctr](#)
- [Bellaire El](#)
- [Brookhaven El](#)
- [C E Ellison H S](#)
- [Cedar Valley El](#)
- [Charles E Patterson Middle](#)
- [Clarke El](#)
- [Clear Creek El](#)
- [Cottonwood El](#)

My Meetings

Upcoming Meetings	My Calendar
Friday	July 18
No Meetings Entered	
Saturday	July 19
No Meetings Entered	
Sunday	July 20
No Meetings Entered	
Monday	July 21
No Meetings Entered	
Tuesday	July 22
No Meetings Entered	
Wednesday	July 23
No Meetings Entered	
Thursday	July 24
No Meetings Entered	

My Messages

[New Messages](#) [View All Messages](#)

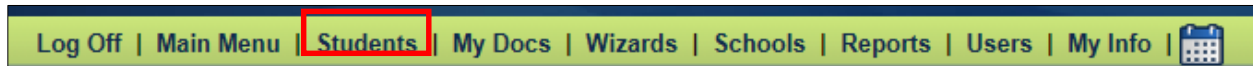
My Reports

[All Reports](#)

View Students

Accessing your caseload:

- Click on the **'Students'** link in the navigation bar to access your personalized caseload and the student search screen.




Message Center	
5/21/2012	<p>How to Close an IEP for A Student Turning Three</p> <p>A document has been uploaded to show how to correct the error, The IEP begin date is more than 5 days after the ARD/IEP Meeting date. Look below this table and look for the title labeled IEPs for students turning three.</p>
4/20/2012	<p>**TAKS to STAAR Updates Complete**</p> <p>Please note that all STAAR updates have now been completed and are live on EasyIEP. The Parent Survey questions have also been added to the Live/Production site. When you create a draft or final Notice of ARD Meeting document, the new Parent Survey language will display toward the bottom of the page. On the Deliberations and Signatures section, a new yes/no question displays on the page above the Procedural Safeguards section. Additionally, when creating a draft or Final IEP, please note the new Parent Language Survey that displays right above the Parental Rights piece as well as on the Proposal/Refusal section of the IEP.</p>











Students Tab

- To search for a student, enter your search criteria, such as, **'Student Last Name'** or **'Student ID'** and click **'View Students'**.
- Click on **'View My Caseload'** to access your personalized caseload of students. This button will only appear if you are or can be a Case Manager for students and have added students to your caseload.

*Hint: Click on the **'Advanced Student Search'** button if you want to search for students with certain special education criteria. Using **'Advanced Student Search'** you can search for students by disability category, service offerings, or Special Education compliance status.*

Log Off | **Main Menu** | Students | My Docs | Wizards | My Info | 

Criteria for Selecting Students to View

Grade Level:	All Grades  
School:	All Schools*   (* Limited to those schools you have access to)
Student Last Name:	<input type="text"/> <input type="checkbox"/> Exact Match 
Student First Name:	<input type="text"/> <input type="checkbox"/> Exact Match 
Student Middle Name:	<input type="text"/> <input type="checkbox"/> Exact Match 
Student ID:	<input type="text"/> <input type="checkbox"/> Exact Match 
Status:	<input type="checkbox"/> General Ed <input type="checkbox"/> Eligibility <input type="checkbox"/> IEP <input type="checkbox"/> Child Study <input type="checkbox"/> Special Ed <input type="checkbox"/> Discontinued <input type="checkbox"/> Referral
Medicaid Status:	<input type="checkbox"/> Has Medicaid Number
Sort List By:	Student's Last Name  



[View Students !\[\]\(9435f44e3cca66a79478ea315e989a66_img.jpg\)](#)
[Advanced Student Search](#)
[View My Caseload !\[\]\(ec1b3212ac64a253fcf93795fbd6f570_img.jpg\)](#)

Managing Your Caseload







- Click on the **'Students'** tab in the green navigation bar.
- Click on the button labeled **'View My Caseload'** and you will see the students on your caseload.
- You can sort your caseload by any field by clicking on the name of the field at the top of the table (look for the blue hyperlink).
- Click on a student's name, and you will be brought into the student's record where you can access the ARD/IEP Process.

Each student's Compliance symbol will display here. Click on "CP" to view the compliance symbol page

You can click on any of the blue hyperlinks at the top of the list to filter the list of student that displays. Click on the student name under the "name" column to view that student's profile.

Select a Student (Caseload of Sally Speech)										
CP	Name	Last IEP	FIE/FIIE Date	Proj Eval	School	Grade	Student ID	Age	Dis	Case Manager
	Leonardo Da Vinci		04/21/2014	04/21/2017	TEST	3	TEST753951	15 Years	LD,VI,OHI	Julie Norman-Wilson
	Alison Banks Test	03/02/2014	01/01/2014	01/01/2017	TEST	11	01234567890	13 Years	VI,AI,AU	Elizabeth Archer

EasyIEP™ Compliance Symbols

	The student is fully compliant with all IEP / ISP / IFSP and Eligibility requirements.
	The student has a new Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
	The student has an overdue Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
	The student's new IEP / ISP / IFSP or SPED / IFSP Eligibility has been Rejected and a new one must be Proposed.
	The student has a Rejected IEP / ISP / IFSP or SPED / IFSP Eligibility and it has been over a set period of time after the rejection.
	The student is Eligible and has an IEP / ISP / IFSP and will soon require that a new IEP / ISP / IFSP be written.
	The student is Eligible and has an IEP / ISP / IFSP, but is now past due to have a new one written and is now out of compliance.
	The student has recently transferred into this school system and will soon require that a new IEP / ISP / IFSP be written.
	The student has recently been re-activated in this school system and will soon require that a new IEP / ISP / IFSP be written.
	The student has been determined Eligible for IFSP or Special Education and will soon require their re-evaluation.
	The student has been determined Eligible for IFSP or Special Education but is past due for their re-evaluation and is out of compliance.
	Student has been referred (and may have Parental Consent to Evaluate). The student will soon need their initial Eligibility determination completed.
	Student has been referred (and may have Parental Consent to Evaluate). The student is now past due to receive their initial Eligibility determination and is out of compliance.
	Student will soon require an Evaluation.
	Student is past due for an Evaluation.
	Student has been referred or is eligible, but will soon require Parental Consent to Evaluate.
	Student has been referred or is eligible, but is past due to receive Parental Consent to Evaluate. The student is now out of compliance.
	Student has been referred to child study. The student is coming close to requiring further action (i.e. they are in a 'warning' state).
	Student has been referred to child study. The student has not received necessary action and is now out of compliance.
	Student has been referred to child study.
	Student has been referred for reevaluation. The student is coming close to requiring further action (i.e. they are in a 'warning' state).
	Student has been referred for reevaluation. The student has not received necessary action and is now out of compliance.

Student Information

To access student information:

- Key In the Student's **last name**, and **first name** and select '**View Students**'.

Criteria for Selecting Students to View

Grade Level:	All Grades ✱		
School:	All Schools ✱		
Student Last Name:	test	<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	?
Status:	<input type="checkbox"/> General Ed <input type="checkbox"/> Eligibility <input type="checkbox"/> IEP <input type="checkbox"/> Child Study <input type="checkbox"/> Special Ed <input type="checkbox"/> Discontinued <input type="checkbox"/> Referral		
Medicaid Status:	<input type="checkbox"/> Has Medicaid Number		
Sort List By:	Student's Last Name ✱		

View Students [?](#)

Advanced Student Search

- The '**Select a Student**' page will generate.
- Click the student's name you wish to work with.

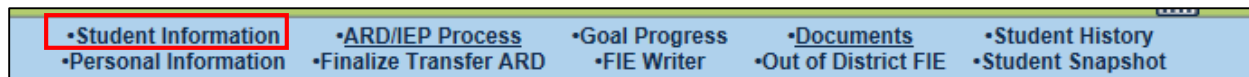
CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Case Manager	Eval Case Manager	Last Eval
✓ 5	06/14/2014	06/25/2014	BE-1	KG	LMS Test	TEST000	5 Years	SI	Case Manager Test		06/12/2014

(1 Students)

Print Search Results

Export Search Results

- After you click on the student's name, a sub navigation bar will appear below the navigation bar.
- Click on the '**Student information**' link within the sub navigation bar.
- Clicking this link displays the student demographic information and parent or other team member information.



Viewing Student Demographic Information

The student's demographic information such as the student's full name, date of birth, grade, street address, and ethnicity will be displayed.

STUDENT INFORMATION

LMS TEST

Instruction - Enter all relevant data on this page. If you notice errors in the "View Only" fields, please contact your System Administrator.

Student Demographic Information

PEIMS Code		Student ID	TEST000
Last Name	Test	Gender	F
First Name	LMS	Date of Birth	04/05/2009 (5 Yrs.)
MiddleName		Ethnicity	Two or More Races
Street Address	012 Fourth Street Austin, TX 78701		
Attending School	Brookhaven EI (125)	Home School	Brookhaven EI
Grade	Kindergarten	Limited English Proficiency	<input checked="" type="checkbox"/>
Primary Language	Spanish	Home Language Survey (HLS)	Spanish
Next School	Gateway Middle	Home Language Survey Date	06/01/2014

Parent or Other Team Member Information

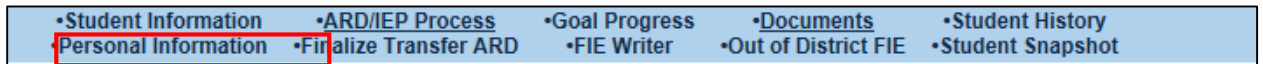
Del	Pos	New Pos	Name	Relation	Home Phone	Work Phone	Cell Phone	Details
<input type="checkbox"/>			MOM test	Mother				Details

Add Parent or Other Team Member

Save

Adding/Editing student demographic data

- Click on the **'Personal Information'** link within the sub navigation bar.



Personal Information LMS Test

View: Workspace

Name:	First: <input type="text" value="LMS"/>	Middle: <input type="text"/>	Last: <input type="text" value="Test"/>	Suffix: <input type="text"/>	
Student ID:	<input type="text" value="TEST000"/>		Soc Sec Number:	<input type="text"/>	
			Medicaid Number:	<input type="text"/>	
Date of Birth:	<input type="text" value="04/05/2009"/> (Age: 5 Years)		Place of Birth:	<input type="text"/>	
Gender:	Female		Prim. Language:	Spanish	
Grade:	Kindergarten		Language of Instruction:	<input type="text"/>	
School:	Brookhaven El		Race:	<input type="text" value="Two or More Races"/>	
Next School:	Gateway Middle				
Enrollment Status:	--none--				
Home School:	Brookhaven El				
Length of School Day:	<input type="text" value="5.50"/> hour(s) (Std)				
Notes:	<div><input type="text"/></div>				
Resident/Responsible District:	(No items available)		Serving/Operating District:	(No items available)	

- Clicking this link displays the student demographic information in an editable mode, in which student demographic information can be added or edited.

Student Demographic Information			
PEIMS Code		Student ID	TEST000
Last Name	Test	Gender	F
First Name	LMS	Date of Birth	04/05/2009 (5 Yrs.)
MiddleName		Ethnicity	Two or More Races
Street Address	012 Fourth Street Austin, TX 78701		
Attending School	Brookhaven EI (125)	Home School	Brookhaven EI
Grade	Kindergarten	Limited English Proficiency	<input checked="" type="checkbox"/>
Primary Language	Spanish	Home Language Survey (HLS)	Spanish
Next School	Gateway Middle	Home Language Survey Date	06/01/2014

Parent or Other Team Member Information								
Del	Pos	New Pos	Name	Relation	Home Phone	Work Phone	Cell Phone	Details
<input type="checkbox"/>			MOM test	Mother				Details

[Add Parent or Other Team Member](#)

[Save](#)

- The student address listed in the student information table will be populated if Student Lives Here is checked off for the parent. If Student Lives Here is checked off for more than one parent, the address for the student will be based on the parent in position column one.

Adding/Editing Parent and Other Committee Member Information

- Click the **'Add Parent or Other Team Member'** button at the bottom of the page.
- The **'Add Parent or Other Team Member'** screen will be generated.

ADD PARENT OR OTHER TEAM MEMBER			
Parent/Other Team Member Information			
Name	Jonathan Mother Test		
Relationship	Mother ▼		
Primary Language Spoken at Home	English ▼		
Address	12345		
City, State, Zip Code	Killeen	TX	
Student Lives Here	<input checked="" type="checkbox"/>		
Guardian Responsibility	<input type="checkbox"/>		
Include on IEP Team	<input checked="" type="checkbox"/>		
Home Phone	123-456-9999		
Work Phone			
Cell Phone			
Other Phone			
Email Address			

- Complete all fields that apply.
- Click the 'Save and Continue' button.

Email Address		
Comments	<div> <div></div> <div> <div>abc</div> <div>✓</div> </div> </div>	
<div> <div><< Back</div> <div>Save & Continue >></div> </div>		

- To add 'Other' committee/team members, such as, Lawyers and Doctors, enter the name of the committee/team member and select the '**Relationship**' dropdown option of '**Other**'. To add the committee/team member to the ARD/IEP Committee/Team, you must also check the checkbox '**Include on IEP Team**'.
- To add an '**Adult Student**' (a student is 18 or older and acting on their own behalf), enter the student's name in the 'Name' field and select the relationship option of "Adult Student". You must also select '**Include on the IEP Team**' to add the student to the IEP Committee.
- The checkbox fields '**Student Lives Here**', and '**Include on the IEP Team**' must be checked off for at least one Parent/Adult Student/Guardian.

ADD PARENT OR OTHER TEAM MEMBER	
Parent/Other Team Member Information	
Name	<input type="text"/>
Relationship	<input type="text" value="--select--"/>
Primary Language Spoken at Home	<input type="text" value="--select--"/>
Address	<input type="text"/>
City, State, Zip Code	<input type="text"/> <input type="text"/> <input type="text"/>
Student Lives Here	<input type="checkbox"/>
Guardian Responsibility	<input type="checkbox"/>
Include on IEP Team	<input type="checkbox"/>
Home Phone	<input type="text"/>
Work Phone	<input type="text"/>
Cell Phone	<input type="text"/>
Other Phone	<input type="text"/>
Email Address	<input type="text"/>

- Once Parents or other Team Members have been added, they will be listed below, and in the far left column there will be a '**Details**' button.

Parent or Other Team Member Information								
Del	Pos	New Pos	Name	Relation	Home Phone	Work Phone	Cell Phone	Details
<input type="checkbox"/>		<input type="text"/>	MOM test	Mother				Details
<input type="checkbox"/>		<input type="text"/>	LMS Aunt Test	Aunt				Details

- Clicking this button will generate the **'Parent Details'** screen, allowing you to edit information for the parent or team member you selected.

PARENT DETAILS

LMS TEST

Parent Information

Name

MOM test

Relationship

Mother

Primary Language

--select--

Address

012 Fourth Street

City, State, Zip Code

Austin

TX

78701

Student Lives Here

☒

Has Guardian Responsibility

☐

Include on IEP Team

☒

Home Phone

Work Phone

Cell Phone

Other Phone

Email Address

Beginning the ARD/IEP Process

Creating an IEP using the ARD/IEP Process

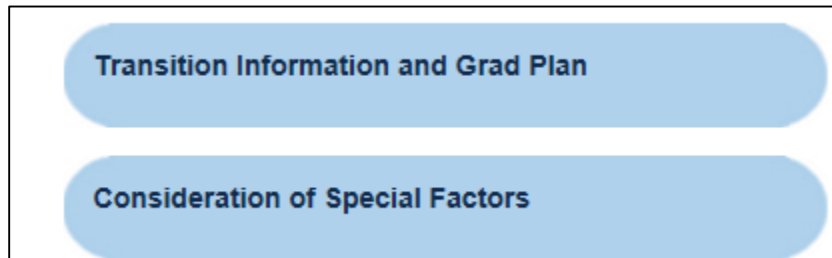
- Search for a student.
- Select a student from the **'Select a Student'** screen by clicking on the student's name.
- A sub Navigation bar generates. Click the **'ARD/IEP Process'** link on the sub Navigation bar to display the ARD/IEP Process page.



*Note: To find the student's main ARD/IEP Process page at any time, click on **'ARD/IEP Process'** tab on the Navigation bar.*

You do not need to navigate the ARD/IEP process in sequential order; rather, you can navigate to any section of the ARD/IEP Process to draft a section of the IEP by clicking the name of section you wish to go from the main ARD/IEP process list (shown below).





The Navigation Icons will appear at the bottom of each page in the process of creating an IEP. The icons allow you to go from section to section in the IEP process without having to return to the main ARD/IEP Process page. Status symbols appear next to the Navigation Icons, indicating the compliance status of each section.

The following are the Navigation Icons and their respective sections of the ARD/IEP Process:

ARD Team	Notice of ARD	Meeting Information	Info Considered	FIE Summary-- Evaluation Page	Eligibility Decision	PLAAPF	Annual Goals	Personal Care Services	Transition Information
✓	✓	✓	✓	✓	✓	✓	✓	✓	
Considerations	BSIP	Instructional Services	Related Services	Assessments	LRE	Assurances	Placement	Prior Written Notice	Deliberations
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parent Response									

After you have entered data in a section, you have four choices:

- 'Display Section Errors' (see below)** – Displays all error messages for the section.
- 'Show Section' (see below)** – Allows you to see what the data will look like on the actual ARD/IEP document.
- 'Back'** – Returns you to the previous page you visited within the ARD/IEP process.
- 'Save'** – Saves the data on the page, but does not advance to the next section of the ARD/IEP process.
- 'Save and Continue'** – Saves the data on the page and runs error checks. If there are no errors, it will advance to the next section of the ARD/IEP process.

A. Display Section Errors

B. Show Section

C. << Back

D. Save

E. Save & Continue >>

*Note: If you click on the **'Show Section'** button, the current page will generate in a PDF format exactly how it will appear in the ARD/IEP. To return to the previous page you left, click on the **'ARD/IEP'** link in the sub Navigation bar at the top and then, select the tab of the ARD/IEP process you were working on. **Creating an ARD Committee/Team***

- To add members to the ARD/IEP Committee/Team, click on **'ARD Tem'** Tab from the **'ARD/IEP Process'** screen.

ARD Team
✓

Adding ARD Committee/Team Members

- Click the **'Select ARD/IEP Team'** button.
- Click the checkbox in front of the name of the user to add the user to the ARD/IEP Committee/Team. Click in the checkbox in the **'View Only'** column if the user should only have **'View Only'** access to the IEP.
- Click **'Save and Continue'** to add the user to the ARD/IEP Committee/Team.

SELECT ARD/IEP TEAM			LMS TEST
Select Case Manager for IEP Team			
Case Manager	<div style="border: 1px solid #ccc; padding: 2px;">Case Manager Test</div>		
Select Parents for IEP Team			
Select	Parent Name(s)	Relationship	
<input checked="" type="checkbox"/>	MOM test	Mother	
<input checked="" type="checkbox"/>	LMS Aunt Test	Aunt	
Users at Brookhaven EI (current) who can access IEP Information			
Select	User Name	Title	View Only
<input type="checkbox"/>	Killeen 1		<input type="checkbox"/>
<input type="checkbox"/>	Killeen 10		<input type="checkbox"/>

Note: You will only be able to select ARD/IEP Committee Members that are associated with the student’s school and have the user permission to be an ARD/IEP Committee/Team member and/or case manager.

- To remove members from the ARD/IEP Committee/Team, un-check the checkbox next to a committee member’s name, and click the **‘Remove ARD/IEP Team Members’** button.

Team Members		
Uncheck to Remove	Name	Title
<input checked="" type="checkbox"/>	Allen Teston	Guardian
<input checked="" type="checkbox"/>	Jonathan Mother Test	Mother
<input checked="" type="checkbox"/>	Killeen 10	
<input checked="" type="checkbox"/>	Killeen 11	
<input data-bbox="203 892 511 934" type="button" value=" Remove ARD/IEP Team Members "/>		

Notice of ARD/IEP Committee Meeting

In the Notice of ARD/IEP Committee Meeting, you can create both the **'Notice of ARD/IEP Committee Meeting'** and the **'Release Excusal from ARD/IEP Committee Meeting'**.

Note: The Release/Excusal from ARD/IEP Committee Meeting section only displays once you have created a Final Notice of ARD/IEP Committee document on this page.

Required Participants		
Role	Team Member	Invited
Parent	Allen Teston	Yes ▾
Special Education Teacher	Killeen 10 ▾	Yes ▾
General Education Teacher	Killeen 11 ▾	No ▾
Administrator	▾	▾

NOTICE OF ARD/IEP COMMITTEE MEETING

ARD/IEP Committee Meeting General Information

ARD/IEP Meeting Date:

07/30/2014

Meeting Start Time:

12:00 PM (hh:mm AM/PM)

Meeting End Time:

01:00 PM (hh:mm AM/PM)

Meeting Location:

Brookhaven El

Meeting Room:

Room 212

Primary Meeting Purpose:

☐ Admission / Initial
 ☐ Temporary Placement of a Transfer Student
 ☒ Annual
 ☐ Revision ARD

Additional Meeting Purposes:

☐ Identification
 ☒ Program (IEP)
 ☐ Manifestation Determination Review
 ☐ Evaluation
 ☐ Promotion
 ☐ IEP Course Review - Failure
 ☐ Discipline
 ☐ Graduation
 ☐ Additional Evaluations
 ☐ Transition
 ☐ ESY
 ☐ Re-Evaluation (REED)
 ☐ Dismissal
 ☐ Placement
 ☐ Vocational

LMS TEST

You must select one of these options. Depending on your selection, certain areas of the student's ARD/IEP will display

Once the Final Notice of ARD/IEP Committee Meeting is created, the Primary Meeting Purposes cannot be changed for

- Fill out the Date, Time, Location and Room information for the ARD/IEP Committee Meeting.
- Select one option from the Primary Meeting Purposes. The Primary Meeting Purpose selected on this screen will determine the type of IEP that will be created for the student. For example, if you select the meeting purpose of **'Annual'**, certain sections of the ARD/IEP

Process will display specific questions that must be addressed during a an Annual ARD/IEP Meeting. These questions are different from ones that are addressed in an Initial ARD/IEP Meeting.

- Select at least one additional Meeting Purpose.
- Next, continue to fill out the information for the **‘Notice of ARD/IEP Committee Meeting’**. This information includes the following: Notice Date, Actions Proposed, Actions Considered, Actions Refused, Persons/Agencies Invited, Topics to Discuss, Procedural Safeguards, Return Notice By Date, Contact Title (for the user) and Contact Phone (for the user).

Notice of ARD Committee Meeting	
Notice Attempt	<input type="text" value="1st"/>
Notice Date	<input type="text" value="04/05/2013"/> 

Actions Proposed	<input type="checkbox"/> Initiate/Review Goals <input type="checkbox"/> Initiate/Review Transition Goals <input type="checkbox"/> Annual Review of IEP is due <input type="checkbox"/> Concerns Related to Student Code of Conduct <input type="checkbox"/> Educational Performance has changed <input type="checkbox"/> Evaluation discussion is due	<input checked="" type="checkbox"/> Evaluation is complete <input type="checkbox"/> Graduation requirements have been met <input type="checkbox"/> Homebound referral/eval info is complete <input type="checkbox"/> Other sped supports/services need to be considered <input type="checkbox"/> Dismissed <input checked="" type="checkbox"/> Parent request	<input type="checkbox"/> Sped services were being received in another ISD <input type="checkbox"/> Transition service needs/services to be discussed based on student's age <input type="checkbox"/> Federal/State Requirements <input type="checkbox"/> Discuss State Assessment <input type="checkbox"/> Other
	Actions / Options Considered Before Convening: <input type="checkbox"/> Continue current eligibility <input type="checkbox"/> Continue current placement/services <input type="checkbox"/> Parent/teacher conference <input checked="" type="checkbox"/> Referral to other programs/services <input type="checkbox"/> Regular disciplinary procedures <input type="checkbox"/> Other		
Actions Considered			
Actions Refused	Reason(s) / Action(s) / Option(s) Refused: <input type="checkbox"/> Does Not Meet Federal/State Requirement <input type="checkbox"/> Time for annual review <input checked="" type="checkbox"/> Parent requested meeting <input type="checkbox"/> Eval discussion required <input type="checkbox"/> Review of eval required <input type="checkbox"/> All Options Remain Open <input type="checkbox"/> Other		
Persons/Agencies Invited	The following agencies have been asked to attend the meeting: <input type="checkbox"/> Department of Assistive and Rehabilitative Services (DARS) <input type="checkbox"/> Early Childhood Intervention <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Other		
Topics To Discuss	The following evaluation procedures, tests, records, or reports will be reviewed and discussed: <input checked="" type="checkbox"/> Full and Individual Evaluation (e.g., language, physical, emotional/behavioral, sociological, intellectual, educational performance) <input type="checkbox"/> School Records (e.g., grades, attendance records, teacher's observations, achievement test scores, discipline records) <input type="checkbox"/> Independent Educational Evaluation (IEE) Report(s) <input type="checkbox"/> Parent Information <input type="checkbox"/> Report from outside agencies <input type="checkbox"/> The committee will discuss, at your request, the provision of any educational or related service not proposed for discussion by the district, and other factors relevant to the ARD/IEP committee meeting, if applicable. <input type="checkbox"/> Other		
Procedural Safeguards provided to	Procedural Safeguards were/will be provided on: 08/22/2014 to: <input checked="" type="checkbox"/> The Parent of a Child <input type="checkbox"/> The Adult Student with a Disability <input type="checkbox"/> Not Applicable		
School	Test School		
Contact Name	Amanda Stephens		
Contact Title	Special Education Teacher		
Contact Phone	214-546-0656 (###-###-####)		

Note: To be able to create a 'Release/Excusal from ARD/IEP Committee Meeting Attendance' document, the date entered in the 'Notice Date' field must be today's date or in the future. If you enter a date in the past, the 'Release/Excusal from ARD/IEP Committee Meeting Attendance' section will not display and thus, you will not be able to create the document.

Required Participants			
Role	Team Member	Invited	
Parent	Allen Teston	Yes ▾	
Special Education Teacher	Killeen 10 ▾	Yes ▾	
General Education Teacher	Killeen 11 ▾	No ▾	
Administrator	▾	▾	

These participant roles are required.

- In the Participants section, you must have the following representatives present for every ARD/IEP Committee Meeting: Assessment Personnel, Parent, Special Education teacher, General Education Teacher and Administrator.

Note: one person may act as a representative for more than one title.

- Add **additional participants** (if needed) by clicking the **'Add other Participant'** button. A row will expand, in which the role and a team member name must be keyed in, and specify (using the drop down list) whether or not they will be invited to the meeting.
- Add **Additional Meeting Considerations** (if needed) by clicking in the radio button for the appropriate option in the Additional Meeting Consideration portion of the page.
- Add Additional Agenda Topics (if needed) by clicking the **'Add Additional Agenda Topics'** button. A dropdown list will expand allowing the user to select the topic from a dropdown list.
- Next, click **'Create a Draft Notice of ARD/IEP Committee Meeting'** button.

Role
Add Additional Participant
Create Draft Notice of ARD Committee Meeting
Create Final Notice of ARD Committee Meeting

Note: a draft document will be replaced by other draft documents created, but a final document cannot be removed without special administrative privileges.

- Once the Notice is created, a blue hyper-link with the Document name will appear on a document list in the **Notice of ARD Committee Meeting Documents** section of the page. You can click on the document link to view and print a PDF format of the document.

Notice of ARD Committee Meeting Documents					
Date/Time Generated	Document Type	Created By	School Year	Status	EasyFax
2014-08-20 10:26:00	Notice of ARD Committee Meeting	Erika Jordan	2013	Draft	

- Click Create **'Final Notice of ARD Committee Meeting'** button.

Role

Add Additional Participant

Create Draft Notice of ARD Committee Meeting

Create Final Notice of ARD Committee Meeting

- Click **'Yes'**.

CONFIRM CREATE FINAL NOTICE OF ARD COMMITTEE MEETING

LMS TEST

Notice of ARD Committee Meeting Details

Meeting Date	07/30/2014
Meeting Time	12:00 PM
Meeting Purpose	Annual
Notice Attempt	Third Notice
Date Sent	07/11/2014

Instructions - Final Notice of ARD Committee Meeting will be created. Do you want to continue?

<< No

Yes >>

- Next, the **Notice of ARD/IEP Committee Meeting** page generates, on which the user has the option to **'Create a Draft Notice of ARD Committee Meeting'** or a **'Final Notice of ARD Committee Meeting'**. Once a selection is made, the document generates in a PDF format and also becomes a blue hyper-link on the **Notice of ARD Committee Meeting Documents** portion of the page.

Create Draft Notice of ARD Committee Meeting


Create Final Notice of ARD Committee Meeting

Notice of ARD Committee Meeting Documents

Date/Time Generated	Document Type	Created By	School Year	Status	EasyFax
2014-07-17 16:25:00	Notice of ARD Committee Meeting	Lucia Rogers	2014	Draft	
2014-07-17 15:55:00	Notice of ARD Committee Meeting	Lucia Rogers	2014	Final	
2014-06-05 23:54:00	Notice of ARD Committee Meeting	Brian Riley	2013	Final	
2014-05-21 14:45:00	Notice of ARD Committee Meeting	Gay Ratheal	2013	Final	
2014-05-21 00:20:00	Notice of ARD Committee Meeting	Brian Riley	2013	Final	

ARD/IEP Meeting Information

- On the ARD/IEP Committee Meeting Information tab the user can document ARD/IEP Committee Meeting Information such as meeting attendance information, audio recording information, and additional meeting purposes.
- A Final Report of ARD/IEP Committee Meeting Report must be generated in order to complete the screen and move on to the next step in the process with no system errors.

ARD/IEP COMMITTEE MEETING INFORMATION		LMS TEST
ARD/IEP Committee Meeting Attendance Information		
Was the parent/adult student present at the ARD meeting? If No, identify why:	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Justification:	<div>Student age does not make participation appropriate.</div> 	
Did the parent provide permission to proceed with the ARD/IEP meeting without being present?:	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Has there been a minimum of three attempts to gain parental participation:	<input checked="" type="radio"/> Yes <input type="radio"/> No	
School:	Brookhaven EI	
Contact Name:	Erika Jordan	
Contact Title:	QA Functional Analyst	
Contact Phone:	254-336-0000	

- If the Parent/Adult Student was not in attendance at the ARD/IEP Committee Meeting, you will create the **'Report of ARD/IEP Committee Meeting'** document.
- Once the Document has generated scroll to the bottom of the page and Click the **'Save and Continue'** button to move on to the next step in the process.

Information Reviewed and Considered

- On the Information Reviewed and Considered page, enter applicable information, scroll down to the bottom of the page, and click the **'Save and Continue'** button.

INFORMATION REVIEWED AND CONSIDERED		LMS TEST
District Wide Assessment Results:		
<p>Lucas ipsum dolor sit amet anakin zabrak greedo darth palpatine antilles endor moff windu tatooine. Lars bothan jade luke darth ahsoka skywalker kenobi. Qui-gonn yavin kit skywalker wedge owen c-3p0 fett. Mon ahsoka luke kashyyyk ponda mara kessel. Dooku c-3p0 skywalker anakin hutt moff organa. Hutt palpatine organa coruscant fett. Obi-wan sebulba sidious dooku leia gamorrean. Skywalker hutt palpatine mandalore darth. Binks ben organa skywalker jinn hutt</p>	<p>abc</p>	
Information from the parent(s) for enhancing the education of the student:		
<p>Lucas ipsum dolor sit amet anakin zabrak greedo darth palpatine antilles endor moff windu tatooine. Lars bothan jade luke darth ahsoka skywalker kenobi. Qui-gonn yavin kit skywalker wedge owen c-3p0 fett. Mon ahsoka luke kashyyyk ponda mara kessel. Dooku c-3p0 skywalker anakin hutt moff organa. Hutt palpatine organa coruscant fett. Obi-wan sebulba sidious dooku leia gamorrean. Skywalker hutt palpatine mandalore darth. Binks ben organa skywalker jinn hutt</p>	<p>abc</p>	
Age appropriate transition and functional vocational evaluation information:		
<p>Lucas ipsum dolor sit amet anakin zabrak greedo darth palpatine antilles endor moff windu tatooine. Lars bothan jade luke darth ahsoka skywalker kenobi. Qui-gonn yavin kit skywalker wedge owen c-3p0 fett. Mon ahsoka luke kashyyyk ponda mara kessel. Dooku c-3p0 skywalker anakin hutt moff organa. Hutt palpatine organa coruscant fett. Obi-wan sebulba sidious dooku leia gamorrean. Skywalker hutt palpatine mandalore darth. Binks ben organa skywalker jinn hutt</p>	<p>abc</p>	
Progress on the previous year's annual goals and benchmark / short-term objectives (applicable to all but initial ARD/IEP committee meetings):		
<p>made good progress, this should be at least 25 characters.</p>		

FIE Summary and Notice of FIE


FIE SUMMARY AND NOTICE OF FIE
LMS TEST

▶ **Disabilities**

▶ Evaluation Components

▶ FIE/FIE Information

▶ Notice of FIE Required

 Info - "Save" will update data on this page. When you have completed all data entry and are ready to move to the next link, click on "Save & Continue".

Display Section Errors
Show Section

<< Back
Save
Save & Continue >>

FIE SUMMARY AND NOTICE OF FIE
LMS TEST

▼ **Disabilities**

Primary: 09 Speech Impairment

▶ Evaluation Components

▶ FIE/FIE Information

▶ Notice of FIE Required

- In the **'Disabilities'** Section, disabilities is only viewable to the User.

Primary	Intellectual Disability
Secondary	-none-
Tertiary	-none-

- The Full and Individual Evaluation will pull over from FIE. The user will not be able to edit anything on the page. They will be able to indicate if a notice of FIE is required- and generate a notice from there
- If the student has more than one disability, all corresponding text areas will display.

FIE SUMMARY AND NOTICE OF FIE		LMS TEST
<div>Disabilities</div> <div>Primary: 09 Speech Impairment</div>		
<div>Evaluation Components</div>		
<div>FIE/FIE Information</div> <div> <div>Projected FIE Date: 06/12/2017</div> <div>FIE/FIE Date: 06/12/2014</div> <div>Evaluation Purpose:</div> </div> <div>Historical Evaluations</div>		
<div>Notice of FIE Required</div> <div> <div>Is a Notice of FIE required?: <input checked="" type="radio"/> Yes <input type="radio"/> No</div> <div>Notice of FIE</div> </div>		

- To add Evaluation Components, click on the “**Evaluation Components**” button under the Evaluation Components header. Certain disability types require certain evaluation components to be selected and filled out. For a list of the required evaluation components, please contact your Evaluation Representative or Evaluation Representative Lead for this information.

FIE SUMMARY AND NOTICE OF FIE		LMS TEST
<div>Disabilities</div>		
<div>Evaluation Components</div>		
<div>FIE/FIE Information</div>		
<div>Notice of FIE Required</div>		

- Select the ‘Evaluation Component’ arrow displays the Evaluation component, Evaluation date and the Evaluation purpose.

Evaluation Components

Evaluation Component	Evaluation Date	Evaluation Purpose
Psychological Evaluation	05/15/2014	Evaluation

Evaluation Summary:

The student appears to be in good health.

Foundation for PLAAFP: How does disability(ies) affect the student academically?:

FIIE/FIE Information

FIIE/FIE Information displays the projected FIE date, FIIE/FIE date.

FIIE/FIE Information

Projected FIE Date: 06/12/2017


FIIE/FIE Date: 06/12/2014

Evaluation Purpose:

Historical Evaluations

Eligibility Determination

- The Eligibility Determination page is where the user will document the ARD/IEP Committee's special education eligibility determination decision for the student.
- Respond to the following question:
 - Does the student have a documented disability condition that meets the disability condition criteria to receive special education services?

ELIGIBILITY DETERMINATION		LMS TEST
Eligibility Determination		
Does the student have a documented disability condition that meets the disability condition criteria to receive special education services?:		<input checked="" type="radio"/> Yes <input type="radio"/> No
Disabilities		
Primary:	09 Speech Impairment	
Need for Services		
Based on the evaluation reviewed, the ARD/IEP Committee determines that the student by reason of the disability/disabilities has an educational need for special education services:		<input checked="" type="radio"/> Yes <input type="radio"/> No
 Info - Based on disability condition criteria and educational need, it has been determined that this student is eligible for special education services.		
Evaluation Information ✓ 5		
Met Eligibility Criteria:	Yes	
Current FIE Date:	06/12/2014	
Projected FIE Date:	06/12/2017	

- The student's disability (ies) will display on the page, and the Need for Services question will display. If "Yes" is selected for the Need for Services question, the Eligible for Services question will appear.

NOTE: DNQ Document- If the student is found to be ineligible for special education services, the options to "Create Draft DNQ Document " and "Create Final DNQ Document" will appear.

ARD/IEP Information:	
Date of Last ARD/IEP Meeting Date:	06/25/2014
Projected IEP Date:	06/25/2015
ARD/IEP Meeting Date:	07/30/2014
IEP Begin Date:	07/30/2014
IEP End Date:	07/29/2015

ARD/IEP Committee Signatures

Create Draft DNQ Document Create Final DNQ Document

- Select the ARD/IEP Committee Signature Link to obtain the required signatures.

ARD/IEP Committee Signatures

- The student information is displayed in the signatures of ARD (Elig) committee members' window.

Note: Minutes can also be recorded.

- 'Reevaluation ARD/IEP Meeting Date' is the date the student was not determined to be eligible.
- Current ARD/IEP Committee Members are listed with their titles, and includes a dropdown to select how they will participate in the meeting (by phone or in person).

SIGNATURES OF ARD (ELIG) COMMITTEE MEMBERS

LMS TEST

Student Information	
Student	LMS Test
Assigned School	Brookhaven El
Grade	Kindergarten
ARD/IEP Meeting Purpose	Annual
ARD/IEP Meeting Date	07/30/2014
DNQ Date	06/25/2014

Minutes

Testing, Testing, Testing
Testing, Testing, Testing
Testing, Testing, Testing

Current ARD/IEP Committee Members

ARD/IEP Team Member	Title	Method of Participation	Agreement Status
LMS Aunt Test	Aunt	By Phone ▼	Agree ▼
MOM test	Mother	In Person ▼	Agree ▼

The committee members can respond 'Yes' or 'No' to the proposal, or refuse the details.

Proposal / Refusal Details	
<input type="radio"/> Yes <input type="radio"/> No	Proposes to initiate or change the identification, evaluation, or educational placement of the child/adult student; or the provision of FAPE to the child/adult student
<input type="radio"/> Yes <input type="radio"/> No	Refuses to initiate or change the identification, evaluation, or educational placement of the child/adult student; or the provision of FAPE to the child/adult student
<input type="radio"/> Yes <input type="radio"/> No	Offered parents a recess for not more than 10 days

- Respond to the summary of changes by checking the 'Action Box' 'No Evaluation' or 'Evaluation Needed'. Include the supporting verbiage in the 'Rationale for Change /Refusal'.

Summary of Changes		
Area	Action	Rationale for Change/Refusal
Evaluation	<input checked="" type="radio"/> No Evaluation Needed <input type="radio"/> Evaluation Needed	Testing, Testing, Testing
Eligibility	<input type="radio"/> No Change <input checked="" type="radio"/> Change	Testing, Testing, Testing
Goals/Objectives	<input checked="" type="radio"/> No Change <input type="radio"/> Change	Testing, Testing, Testing
Accommodations	<input type="radio"/> No Change <input checked="" type="radio"/> Change	Testing, Testing, Testing


Continue to complete the information.

<div>The evaluation will occur over a certain time period.</div> <div></div>	
Describe Each Evaluation Procedure, Assessment Record, or Report Used as a Basis for the Proposal or Refusal	
<div>The evaluation procedure will include keeping the assessment record current.</div> <div></div>	
Describe any Other Factors Relevant to the Proposal / Refusal	
<div>There are no other factors relevant at this time.</div> <div></div>	

- Continue to complete the remainder fields and click 'Save and Continue'.

Why School Proposes or Refuses to Take Action
Actions/Changes-Approved by ARD/IEP Committee
<input type="checkbox"/> change in the student's identification <input type="checkbox"/> change in student's education placement or other provisions of FAPE <input type="checkbox"/> change in student's education placement due to graduation <input type="checkbox"/> Other
The district refuses action because
<input type="checkbox"/> the student does not meet eligibility criteria <input type="checkbox"/> the school does not agree with parent request to <input type="checkbox"/> agreement was not reached after ARD 10 day recess. Service Begin Date <input type="checkbox"/> Other

Options Considered and Reasons why Options were Rejected
<input type="checkbox"/> Continuation of current IEP <input type="checkbox"/> Schedule change <input type="checkbox"/> Additional evaluations <input type="checkbox"/> Bilingual/ESL <input type="checkbox"/> Behavioral interventions <input type="checkbox"/> Section 504 <input type="checkbox"/> Continuation of General Education <input type="checkbox"/> Counseling <input type="checkbox"/> Reliance on or acceptance of existing evaluation <input type="checkbox"/> Alternative program <input type="checkbox"/> Dismissal from special education <input type="checkbox"/> Parent/teacher conference <input type="checkbox"/> Provision of compensatory service <input type="checkbox"/> Tutoring <input type="checkbox"/> Other
If Considered Options were Rejected, provide reasons
<input type="checkbox"/> student does not appear to require services found only in special education <input type="checkbox"/> student appears to be progressing in current setting <input type="checkbox"/> student appears to need additional support in addition to the general education setting <input type="checkbox"/> current evaluation not adequate to address student needs <input type="checkbox"/> student needs continued special education services as described in the IEP <input type="checkbox"/> Other

Describe Evaluation Procedure, Test, Record, or Report Used as a Basis for the School's Proposed Action or Refusal
<input type="checkbox"/> current Full and Individual Evaluation <input type="checkbox"/> Transition Services information <input type="checkbox"/> Parent information <input type="checkbox"/> Independent educational evaluation <input type="checkbox"/> Medical/Health records <input type="checkbox"/> Dismissal from special education <input type="checkbox"/> Classroom observation/teacher report <input type="checkbox"/> School records (including permanent records, group/individual achievement records, etc) <input type="checkbox"/> Graduation criteria <input type="checkbox"/> Other
 Info - "Save" will update data on this page. When you have completed all data entry and are ready to move to the next link, click on "Save & Continue".
<div> << Back Save Save & Continue >> </div>

By clicking on the **'Create Eligibility Event'** button, an Eligibility Determination Event will be created on the student's history page. This event will flag the student as eligible for special

education services, which will allow users to complete the remaining sections of the ARD/IEP Process.

ARD/IEP Information:	
Date of Last ARD/IEP Meeting Date:	06/25/2014
Projected IEP Date:	06/25/2015
ARD/IEP Meeting Date:	07/30/2014
IEP Begin Date:	07/30/2014
IEP End Date:	07/29/2015
<div>Create Eligibility Event</div>	

- Once the Eligibility Determination event is created, you can select the semesters for which the student will receive services.

Semesters
Select the semesters in which services will be provided
<input checked="" type="checkbox"/> Fall 2013-2014 <input checked="" type="checkbox"/> Spring 2013-2014 <input type="checkbox"/> Next School Year (Fall 2014-2015) <input type="checkbox"/> Next School Year (Spring 2014-2015)

The semesters selected here, will determine which semesters can have instructional and related services added

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The Present Levels of Academic Achievement and Functional Performance page is the driving force behind much of the student's IEP. On this page you will set the bar for a student's current performance level and thus, will create the baseline for which their Annual Goals and Objectives are based. You will also select the accommodations used to assist the student to achieve his or her goals on this page. These accommodations will be the only accommodations displayed for selection later in both the Instructional Services and TAKS Assessments sections.

- Click on the check box in front of the Present Level to expand each of the Present Levels area and view the details.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE		LMS TEST
Present Levels		
<input checked="" type="checkbox"/>	Academic Performance (show details)	
<input checked="" type="checkbox"/>	Developmental Skills (show details)	
<input checked="" type="checkbox"/>	Physical Factors (show details)	
<input checked="" type="checkbox"/>	Adaptive Behavior (show details)	
<input checked="" type="checkbox"/>	Emotional Factors (show details)	
<input checked="" type="checkbox"/>	Speech/Language Factors (show details)	

- Click on the **'Show Details'** blue hyperlink to display the **Areas of Concerns/Weakness as Identified by the FIE** for each on the Present Levels of Performance.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE		LMS TEST
Present Levels		
<input checked="" type="checkbox"/>	Academic Performance (show details)	
<input checked="" type="checkbox"/>	Developmental Skills (show details)	
<input checked="" type="checkbox"/>	Physical Factors (show details)	
<input checked="" type="checkbox"/>	Adaptive Behavior (show details)	
<input checked="" type="checkbox"/>	Emotional Factors (show details)	
<input checked="" type="checkbox"/>	Speech/Language Factors (show details)	

- Once the details are displayed, you will be able to select an Area(s) of Concern/Weakness from the list by checking one or more checkbox to the left of the list.

Present Levels	
<input checked="" type="checkbox"/> Academic Performance (hide details)	
Area(s) of Concerns/Weaknesses	
<input type="checkbox"/>	Reading
<input type="checkbox"/>	English
<input type="checkbox"/>	Math
<input type="checkbox"/>	Science
<input type="checkbox"/>	Social Studies
<input checked="" type="checkbox"/>	Skills are within age/grade expectations

- Once a sub-category is selected, you must write a **‘Concern Statement’** unless it was indicated the skills are within age/grade expectations at this time.

Area of Concern(s)/Needs (Please provide supporting data)
<div> <div>This is an area of concern that has to be addressed</div> <div> <div></div> <div>abc</div> </div> </div>
Save

- To add accommodations to an Area of Concern/Weakness, click on the **‘Add Accommodation(s)’** button.

Add Accommodation(s)
<input type="checkbox"/> Developmental Skills (show details)
<input type="checkbox"/> Physical Factors (show details)

Adding Accommodations

- To associate accommodations, first select the correct Accommodation Category from the first dropdown menu. Depending on the category selected, different Accommodations will display in the Accommodation dropdown menu (the second dropdown menu) for you to choose from.

Note: All accommodations selected will display in a list on the page, and will display on the Summary of Accommodations section on the main PLAAFP page. The accommodations selected here are the only accommodations you will be able to select on the Goals and TAKS/Assessments pages later in the ARD/IEP Process.

- All Accommodations that are added will display in a table.
- To delete an accommodation, check the checkbox on the left and click the “Save” button.

Summary of Accommodation(s)		
Accommodation	Academic Performance	Speech/Language Factors
Follow routines or schedules	✓	
Alternate quiet and active time	✓	
Manipulating Test Materials	✓	
Math Manipulatives	✓	
Complex Transcribing	✓	
Math Scribe	✓	
Photocopy	✓	
Implement IEP classroom goals in collaboration with speech therapist.		✓

Annual Goals

- The Limited English Proficiency section will display at the top of the page for any student who has LEP status as indicated on the **'Student Information'** page. If displayed, you must fill out this section.

ANNUAL GOALS		LMS TEST
Limited English Proficiency		
The student is identified as a student with Limited English Proficiency (LEP). The LPAC Representative must be consulted in the development of the IEP Annual Goals and Objectives. The IEP Team must, in the case of a child with Limited English Proficiency, consider the language needs of the child as those needs relate to the child's IEP. Language needs for second language learners as related to the child's IEP are:		
Language:	Student is not eligible for Bilingual or ESL instruction ▼	
Justification:	<input type="checkbox"/> Student's language of preference <input checked="" type="checkbox"/> Home language survey <input type="checkbox"/> As indicated in TELPAS documentation	

- Click **'Yes'** in the Goal Progress section.

Goal Progress
The ARD/IEP Committee reviewed achievement on each of the previous year's goals and short-term objectives on the IEP, including a discussion of how the student's disability affects involvement and progress in the general education setting: <div style="float: right;"> <input checked="" type="radio"/> Yes <input type="radio"/> No </div>

- Select **'ESY'** criteria from the drop down menu. Include justification information.

ESY Criteria
ESY Criteria: Student may have a need for ESY, however a final decision cannot be made at this time ▼
Justification: School year has not yet progressed far enough to determine ESY eligibility

Adding Annual Goals

- The selected Present Level(s) of Performance will display on the page for you to add goals.
- If a section does not appear here, it was not addressed in the student PLAAFP section.
- Next, expand a section by clicking the symbol. When a section expands, all associated Annual Goals will display. If no goals have been added, a message will display.

- To add an Annual Goal(s) click on one of the three goal buttons: **'Add Annual Goals from List'**, **'Add Custom Annual Goals'** and **Add Annual Goals from Goal Bank'**.

Add Annual Goal from List

- First, select the Annual Goal Category from the dropdown menu.

- For each goal category, a corresponding set of goals will display. To select a goal from the list, click on the checkbox to the left of the goal.
- Once all goals are selected per goal category, click the **'Save and Continue'** button to save your work and bring you back to the main Goals page.
- Select the **'Goal'** from the drop down menu. Select **'Save and Continue'**.

ADD ANNUAL GOALS FROM LIST

Add Annual Goals for Functional - Adaptive Behavior

Annual Goal Category:

Domestic - Home Care

v

Select	Goal	Begin Date	End Date
<input checked="" type="checkbox"/>	____ Picks up litter and throws it away.	07/30/2014	07/29/2015
<input checked="" type="checkbox"/>	____ Cleans mirrors and windows.	07/30/2014	07/29/2015
<input type="checkbox"/>	____ Opens and closes windows.	07/30/2014	07/29/2015
<input type="checkbox"/>	____ Puts away items in the appropriate places.	07/30/2014	07/29/2015
<input type="checkbox"/>	____ Putt away personal belongings	07/30/2014	07/29/2015
<input type="checkbox"/>	____ Sweeps or dust mops floor.	07/30/2014	07/29/2015
<input type="checkbox"/>	____ Turns room lights on and off.	07/30/2014	07/29/2015
<input type="checkbox"/>	____ Vacuums a carpet.	07/30/2014	07/29/2015
<input type="checkbox"/>	____ Water indoor and outdoor plants	07/30/2014	07/29/2015
<input type="checkbox"/>	____ Wet mops floor.	07/30/2014	07/29/2015
<input type="checkbox"/>	____ Wiping and Dusting	07/30/2014	07/29/2015

Select the Goal Category from this droodown

LMS TEST

Note: The Goals displayed change depending on what Goal Category is selected.

Add Custom Annual Goal

- Type in the custom annual goal text in the text area.

ADD CUSTOM ANNUAL GOALS

Measureable Annual Goal(s) for Functional - Developmental Skills

Goal Text	Start Date	End Date
<div style="border: 1px solid #ccc; padding: 2px; min-height: 30px;">LMS be evaluated ongoing basis</div> <div style="text-align: right; font-size: 0.8em; color: #ccc;">abc ✓</div>	07/30/2014	07/29/2015
<div style="border: 1px solid #ccc; padding: 2px; min-height: 30px;">LMS be evaluated ongoing basis</div> <div style="text-align: right; font-size: 0.8em; color: #ccc;">abc ✓</div>	07/30/2014	07/29/2015
<div style="border: 1px solid #ccc; padding: 2px; min-height: 30px;">LMS be evaluated ongoing basis</div> <div style="text-align: right; font-size: 0.8em; color: #ccc;">abc ✓</div>	07/30/2014	07/29/2015
<div style="border: 1px solid #ccc; padding: 2px; min-height: 30px;">LMS be evaluated ongoing basis</div> <div style="text-align: right; font-size: 0.8em; color: #ccc;">abc ✓</div>	07/30/2014	07/29/2015
<div style="border: 1px solid #ccc; padding: 2px; min-height: 30px;">LMS be evaluated ongoing basis</div> <div style="text-align: right; font-size: 0.8em; color: #ccc;">abc ✓</div>	07/30/2014	07/29/2015


LMS TEST

Add Annual Goal from Goal Bank

- First, click on the **'Manage Goal'** Bank button.

ADD ANNUAL GOALS FROM BANK

LMS TEST

 Info - There are no Goals in your bank

Manage Goal Bank

- Next click on the **'Manage Goal Bank Categories'** button.

• Student Information
• Personal Information

• ARD/IEP Process
• Finalize Transfer ARD


• Goal Progress
• FIE Writer

• Documents
• Out of District FIE

• Student History
• Student Snapshot

MANAGE ANNUAL GOAL BANK

LMS TEST


 Info - There are no Goals in your bank

Add Custom Goals to Bank
Manage Goal Bank Categories

- In this section you will be able to set up the Categories for your Goal Bank. These categories will make it easier to organize and use your goal bank in the future.
- First enter in the name of the first category of goals in your Goal Bank (e.g., Math Goals) in the textbox next to **'New Category 1'**. Continue until you have entered all your desired Categories. Click **'Save and Continue'**.

MANAGE ANNUAL GOAL BANK CATEGORIES

LMS TEST

 Info - You don't have any categories for your goal bank yet

Add New User Goal Bank Categories

New Category 1:	<input type="text" value="Reading"/>
New Category 2:	<input type="text" value="Math"/> ×

MANAGE ANNUAL GOAL BANK CATEGORIES



Info - You don't have any categories for your goal bank yet

Add New User Goal Bank Categories

New Category 1:	<input type="text"/>
New Category 2:	<input type="text"/>
New Category 3:	<input type="text"/>
New Category 4:	<input type="text"/>
New Category 5:	<input type="text"/>

Note: All Goal Categories added to your Goal Bank will display in a list on the 'Manage Goal Bank Categories' page. To delete a category, check the checkbox to the left of the Category you wish to delete and click 'Save and Continue'.

Functional - Developmental Skills						
Concern for Developmental Skills:						
Del	Pos	Measurable Annual Goal	Curriculum/Service Area:	ESY	Objs	Details
<input type="checkbox"/>	1	LMS be evaluated ongoing basis		<input type="checkbox"/>	0	Details
Del	Pos	Measurable Annual Goal	Curriculum/Service Area:	ESY	Objs	Details
<input type="checkbox"/>	2	LMS be evaluated ongoing basis		<input type="checkbox"/>	0	Details
Del	Pos	Measurable Annual Goal	Curriculum/Service Area:	ESY	Objs	Details
<input type="checkbox"/>	3	LMS be evaluated ongoing basis		<input type="checkbox"/>	0	Details
Del	Pos	Measurable Annual Goal	Curriculum/Service Area:	ESY	Objs	Details
<input type="checkbox"/>	4	LMS be evaluated ongoing basis		<input type="checkbox"/>	0	Details

- To add an Objective(s) click on one of the three goal buttons: **'Add Objects from List'**, **'Add Custom Objectives'** and **'Add Objectives from Bank'**.

Add Objectives from Lists	Add Custom Objectives	Add Objectives from Bank
---	---------------------------------------	--

Note: Please refer and follow the same procedures outlined in adding goal(s) to add objective(s).

- Once an Objective is added, click on **'Details'**.

Objectives for Annual Goal

Del	Pos	Objective
<input type="checkbox"/>	1	

The ability to type in the Objective text box indicates the Objective is not finalized.

Details

The **'Objective Details'** page allows Users to specify the condition(s), target behavior, measurement criteria similar to the **'Goal Measurement Details'** and can be completed in the same fashion.

Annual Goal Measurement Details

Under the following condition(s):

Normal Classroom Testing

Observable Target Behavior:

Houston will understand that historical events influence contemporary events (113.22.b.6.1)

using measurement criteria: Error Count

Houston's beginning point on 02/07/2014 was 20.0 errors. Houston will achieve 4.0 errors by 02/03/2015

Measurement criteria, beginning point, end point as well as beginning date and end

Personal Care Services


- Describe the type of Personal Care Services the student requires by selecting from the drop down menu.
- Select the type of personal care services from the drop down menu.

PERSONAL CARE SERVICES		LMS TEST
IEP Dates for these Service(s)		
IEP Begin Date	07/30/2014	IEP End Date 07/29/2015
Describe the type of Personal Care Services the student requires:		<input type="text"/>
Describe the type of Personal Care Services the student requires:		Individual
Personal Care Services - Individual		
Frequency/Duration	Num Sessions: <input type="text"/> per <input type="text"/> Session Length: <input type="text"/>	
Location	In All School Settings/Activities	
Provider	<input type="text"/>	
Begin Date	07/21/2014	
End Date	07/20/2015	
Select Personal Care Services		
<input type="checkbox"/> Toileting <input type="checkbox"/> Bathing <input type="checkbox"/> Transferring <input type="checkbox"/> Diapering <input type="checkbox"/> Grocery Shopping <input type="checkbox"/> Using Specialized Equipment	<input type="checkbox"/> Telephone <input type="checkbox"/> Personal Hygiene <input type="checkbox"/> Meal Planning / Preparation <input type="checkbox"/> Laundry <input type="checkbox"/> Medication Management (Inhalation Therapy) <input type="checkbox"/> Nurse Services	<input type="checkbox"/> Money / Finance Management <input type="checkbox"/> Access / Utilize Transportation <input type="checkbox"/> Job Training <input type="checkbox"/> Housework / Household Chores <input type="checkbox"/> Job Coaching <input type="checkbox"/> Instructional Accommodations <input type="checkbox"/> Cueing / Prompting / Redirection <input type="checkbox"/> Other Personal Care Activities <input type="checkbox"/> Eating, Dressing <input type="checkbox"/> Orientation and Mobility <input type="checkbox"/> Supervision / Monitoring <input type="checkbox"/> Instructional Modifications

Note: Unless otherwise specified Personal Care Services will be provided throughout the school year as needed. Additional information - include duration (all day, intermittent, etc), medical necessity, and justification for services. An example of Personal Care Services can be seen above.

Transition Information

- The Graduation Plan and Transition Services section of this page will **ONLY** display based on the following conditions:
- The User would like to create a Transition Plan.
- Graduation Plan** – The student is enrolled in grade 6 or above.
- Transition Services** – The student is older than age 14 or the student has a disability of Autism and is 12 years of age or older.

TRANSITION INFORMATION		LMS TEST
<p> Instructions - Beginning no later than the first IEP to be in effect when the student turns 14, or younger if determined appropriate by the ARD/IEP Committee, and updated annually thereafter, the ARD/IEP Committee must address transition services as part of the IEP</p>		
Student Info		
Student Current Age:	5	Age during span of IEP: 6
<p>The Transition Information section is not required for this student, however, please indicate if you would like to create a Transition Plan for this student:</p>		<input type="radio"/> Yes <input type="radio"/> No


Creating the Graduation Plan

- Select one of the four Graduation Options displayed.

Regular Graduation	
<input type="checkbox"/> Option One The student has/is expected to satisfactorily completed the State's or HISD's (whichever is greater) minimum curriculum and credit requirements for graduation (under the recommended or distinguished achievement high school program curriculum requirements) applicable to students in general education. The student has/is expected to achieve satisfactory performance on the exit-level assessment instrument.	<input checked="" type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/> Option Two The student has/is expected to satisfactorily complete the State's or HISD's (whichever is greater) minimum curriculum and credit requirements for graduation (under the minimum high school program curriculum requirements) applicable to students in general education. The student participated in required State assessments. The ARD committee determined as part of the student's participation in State and districtwide assessments whether satisfactory performance on a required State assessment would be required for graduation, and the student met/will meet those expectations.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> No

Transition Services

- Indicate if the student was invited to the Individual Transition (ITP) meeting.

Transition Services	
Review of additional information that supports transition planning	
<input type="text"/>	<input type="text"/>
The student was invited to the Individual Transition Plan (ITP) meeting:	<input type="radio"/> Student attended <input type="radio"/> Student did not attend
The ARD Committee addressed the following coordinated activities in order to ensure the student's strengths, preferences, interests, and needs were considered.	
<div>  <ul style="list-style-type: none"> Info - Instruction Related Service Medical/Health Needs Community Participation/Experiences Integrated Employment Post-Secondary Adult Education/Vocational Training Post-School Adult Living/Housing Acquisition of Daily Living Skills/Transportation/Functional Skills Functional Vocational Evaluation/Other Transitional Assessment Adult Services <p>Details are described in the attached Transition Supplement.</p> <p>Link to the Transition Supplement form. Please complete and attach.</p> </div>	
Identify the student's strengths, preferences, interests, and needs	

Complete the student demographic information: age, graduation date.


- Document the student's strengths and Parent's comments.

Select **"Save and Continue"**.

Student Info			
Student Current Age:	15	Age during span of IEP:	16
Personal Graduation Plan			
Date Entering 9th Grade:	07/14/2014	Expected Graduation Date:	2017 (Year)
The ARD/IEP Committee has determined that this student will likely graduate within four years of entering the ninth grade.			<input checked="" type="radio"/> Yes <input type="radio"/> No
Regular Graduation			
<input checked="" type="checkbox"/> Option One			
The student has/is expected to satisfactorily completed the State's or KISD's (whichever is greater) minimum curriculum and credit requirements for graduation (under the recommended or distinguished achievement high school program curriculum requirements) applicable to students in general education.			<input checked="" type="radio"/> Yes <input type="radio"/> No
The student has/is expected to achieve satisfactory performance on the exit-level assessment instrument.			<input checked="" type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/> Option Two			
The student has/is expected to satisfactorily complete the State's or KISD's (whichever is greater) minimum curriculum and credit requirements for graduation (under the minimum high school program curriculum requirements) applicable to students in general education.			<input type="radio"/> Yes <input type="radio"/> No
The student participated in required State assessments.			<input type="radio"/> Yes <input type="radio"/> No

Identify the student's strengths, preferences, interests, and needs	
The student will graduate on time and with a 3.0 GPA, His reading and math skills are excellent.	
Parent's comments	
I am delighted in the program we put Jonathan in, He has excelled I am so proud of him.	

- To add Post Secondary Goals to the student's Transition Plan, click on the **"Add Post Secondary Goals"** button toward the end of the page.

Development of Post Secondary Goals	
<p> Info - No Post Secondary Goals have been assigned for this student</p>	
<p>Add Post Secondary Goals</p>	

Consideration of Special Factors

- You need to answer the 'Yes' / 'No' Behavior Considerations questions, this question will determine if the you will address the Behavior Support and Intervention Plan.
- Choose at least one Physical Competency from the three dropdown menus displayed.

CONSIDERATION OF SPECIAL FACTORS		LMS TEST
Behavior Considerations		
Does the student exhibit behavior challenges necessitating a behavior intervention plan (BIP)?		<input checked="" type="radio"/> Yes <input type="radio"/> No
Physical Competencies		
Physical competencies, as it affects participation in instructional settings and physical education		
Amplification	Amplification	Amplification
Describe other Physical Limitations / Medications		

- For all students in grades 3-12, the Fitnessgram section will display on the Special Factors page.
- If the "Yes" is selected for the first question to indicate the student's full participation in the Fitnessgram, you may continue on with the rest of the Special Factors page.

Fitnessgram	
<p>Info - For students in grades 3-12 only: Only students (with or without disabilities) who have been "restricted" in accordance with TAC §74.31, shall not participate in the administration of the Fitnessgram. On the basis of health, the student is classified as:</p>	
The student will participate in the Fitnessgram without modifications:	<input checked="" type="radio"/> Yes <input type="radio"/> No

- If 'No' is selected and the student will not participate in the Fitnessgram, you must fill out the additional information that displays.

Restricted: The student may require modifications/accommodations to the Fitnessgram test:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Adapted and Remedial: Specific activities prescribed or prohibited, as directed by a physician licensed to practice in Texas:	<input type="radio"/> Yes <input checked="" type="radio"/> No
The student disability is:	<input checked="" type="radio"/> Not Applicable <input type="radio"/> Permanent <input type="radio"/> Temporary


If the student has Assistive Technology needs, you will need to fill in the multiple textboxes that display below the first question.

If the student does not have Assistive Technology Needs, you will select **'No'** to first question under the Assistive Technology Considerations header, and move on with the rest of the Special Factors page.

Assistive Technology Considerations	
Does the student need assistive technology to receive a free and appropriate public education?:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Does the student use or is the student expected to use any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, to appropriately advance toward attaining the annual goals and making progress in the general education curriculum?	<input type="radio"/> Yes <input type="radio"/> No
Does the student use or is the student expected to use any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, to participate in the educational program with other children with and without disabilities?	<input type="radio"/> Yes <input type="radio"/> No
If this student were to move to another teacher, campus, district, or state, is there any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that the receiving personnel would need to know about in order to ensure this student's success?	<input type="radio"/> Yes <input type="radio"/> No

- If you need to add Supplements for Autism, Auditory Impairment and/or Visual impairment, the buttons to do so can be found at the bottom of the page for whichever the student needs.

Special Factors - Auditory


Info - "Save" will update data on this page. When

Display Section Errors

Show Section

<< Back

Save

Save & Continue >>

- To add a special factor, click the "Special Factors- whichever one or all that are specific to the students needs.
- The page below will appear. ALL the questions on the page need to be answered by checking the boxes or selecting yes or no from the drop down boxes.

CONSIDERATION OF SPECIAL FACTORS - AUDITORY IMPAIRMENT		LMS TEST
Auditory Impairment Considerations		
The ARD committee provided to the parent(s) the State-adopted brochure that contains written information about programs offered by Texas School for the Deaf (TSD)	<input type="radio"/> Yes <input type="radio"/> No	
Specify the student's mode of communication for direct instruction:	<input type="text"/>	
The student's communication abilities are adequate for functional expressive-receptive communication within the general education setting without any modifications or accommodations:	<input type="radio"/> Yes <input type="radio"/> No	
The student has the following opportunities for direct instruction and direct communication with peers and professional personnel in the student's language and communication mode		
Full range of language and communication needs (check all that apply)		Can be met by home district
<input type="checkbox"/> Specialized language development with a certified teacher of the deaf <i>Check all that apply:</i> <input type="checkbox"/> Auditory Development <input type="checkbox"/> Oral Language Development <input type="checkbox"/> Sign Language Development	<input type="text"/>	
<input type="checkbox"/> Specific accommodation/modification support	<input type="text"/>	
<input type="checkbox"/> On-site amplification/implant monitoring by teacher or other personnel	<input type="text"/>	
<input type="checkbox"/> Audiological support specific to education needs	<input type="text"/>	
<input type="checkbox"/> Specialized communication (language, speech, auditory) development for auditory impairment	<input type="text"/>	
<input type="checkbox"/> Small class utilizing deaf education techniques by a certified teacher of the deaf	<input type="text"/>	
<input type="checkbox"/> Total communication	<input type="text"/>	
<input type="checkbox"/> Interpreter service	<input type="text"/>	
<input type="checkbox"/> Itinerant and/or consultative services provided by a certified teacher of the deaf	<input type="text"/>	
<input type="checkbox"/> Home-based parent/child education from a certified teacher of the deaf	<input type="text"/>	
<input type="checkbox"/> Other: <input type="text"/>	<input type="text"/>	
The ARD/IEP committee determined that the hearing loss adversely affects educational performance creating a need for special education and related services as documented by: Full and Individual Report which includes: audiological, ontological and communication eligibility reports. Based on the severity of the disability, the student may be considered for the Regional Dayschool Program for the Deaf.		<input type="text"/>

- Select **'Save and Continue'** to go back to the Annual Goals Page. Select **'Save and Continue'** again to go to the next section.

Behavior Support and Intervention Plan

- The **'Behavior Support Plan'** will display if you select **'Yes'** to the first question on the Special Factors page.

This question appears on the Special Factor page. If "Yes" is selected, the Behavior Support Plan page will display. If "No" is selected, a message will display on the Behavior Support Plan page to tell you the page is not required for the student.

Note: The behavior support and intervention plan will appear regardless of what is selected if the student has a disability of Autism.

- To begin the **'Behavior Support Plan'**, click the symbol to expand each section displayed.

BEHAVIOR SUPPORT AND INTERVENTION PLAN		LMS TEST
▶	Behavior Review	
▶	Challenging Behaviors - Antecedents and Consequences	
▶	Behavior 1 Details	
▶	Behavior 2 Details	
▶	Behavior 3 Details	
▶	Implementing, Monitoring, and Evaluating the Plan	
▶	Behavior Goals	

- Once the section expands, fill in the appropriate information and answer all questions.
- For all text areas that are displayed, enter in the appropriate information in the provided text area.

Note: There is a 50 character minimum rule of complete for each text box.

BEHAVIOR SUPPORT AND INTERVENTION PLAN		LMS TEST
▼	Behavior Review	
<div>Information Provided by the Parent</div> <div> <p>BSP-1: You have not entered 50 characters for 'Information Provided by the Parent' in the 'BSP - Review' section. Please return to the Behavior Support Plan page.</p> </div>		

- For areas that require checkbox selections, be sure to select at least one option before moving on.

Challenging Behaviors - Antecedents and Consequences

Indicate the behaviors that were exhibited by the student over the past year

<input type="checkbox"/> Off Task	<input type="checkbox"/> Incomplete Assignments
<input type="checkbox"/> Disruption Inside the Classroom	<input type="checkbox"/> Tardy / Truant
<input type="checkbox"/> Unprepared for Class	<input type="checkbox"/> Emotional Outburst / Tantrum
<input type="checkbox"/> Leaves Assigned Area	<input type="checkbox"/> Noncompliance
<input type="checkbox"/> Defiance of Authority	<input checked="" type="checkbox"/> Negative Verbalization
<input checked="" type="checkbox"/> Verbal Aggression	<input type="checkbox"/> Negative Physical
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Social Isolation / Withdrawal
<input type="checkbox"/> Sexualized Behavior	<input type="checkbox"/> Substance Abuse
<input type="checkbox"/> Possession of a Weapon	Other <input type="text"/>

- For any section with dropdown boxes with 0, 1, 2 or 3 displayed as options choices, the system requires the user to give a 0-3 rating for each item listed next to the dropdown.

Rating Intervention / Consequence Effectiveness
0 - Not Used
1 - Not Effective
2 - Sometimes Effective
3 - Effective

For each item displayed, you must rate them using one of the menu options
0= Not Used
1= Not Effective
2= Sometimes Effective

Interventions

<input checked="" type="checkbox"/> Verbal Prompting Redirection	<input type="checkbox"/> 1 Preferential Seating and Proximity Control	<input type="checkbox"/> Corrective Feedback
<input checked="" type="checkbox"/> Physical Prompting / Redirection	<input type="checkbox"/> Reduce Length / Number of Directives	<input type="checkbox"/> Develop Behavior Chart or Contract
<input checked="" type="checkbox"/> Visual Prompt / Cue / Signal	<input type="checkbox"/> Teach / Establish Clear Rules	<input type="checkbox"/> Counseling or Conferencing / Processing
<input checked="" type="checkbox"/> Written or Visual Schedule	<input type="checkbox"/> Home School Log	<input type="checkbox"/> Token Point or Level System
<input checked="" type="checkbox"/> Provide Manipulatives	<input type="checkbox"/> Provide Choices	<input type="checkbox"/> 1 Cooling off Period
<input type="checkbox"/> 0 Remove Distracting Materials	<input type="checkbox"/> Other <input type="text"/>	

- Be sure to fill out all sections for Behavior Assessments, Challenging Behaviors- Antecedents and Consequences, Behavior 1 Details, (The Behavior 2 Details section is optional) and Implementing, Monitoring and Evaluating the Plan.
- If the student does not have any Behavior Goals previously set in the Annual Goals page, a message will display in this section.

Behavior Goals

Error

There are no Behavior goals for this student

Instructional Services

Instruction and accommodations for eligible individuals

- The semesters where instructional services are required pre-fill from the Eligibility Determination page.
- Select if the student is in a transitional grade.
- If the student is in a transitional grade, indicate the level of transition from the dropdown.

SCHEDULE OF INSTRUCTIONAL SERVICES		LMS TEST
IEP Dates for these Service(s)		
IEP Begin Date:	07/30/2014	IEP End Date: 07/29/2015
Length of School Day		
Length of School Day	5.50	hour(s) (Std)
Next School		
Is the student in a transitional grade such as EE, 5th, 8th or 12th?:	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Transition Level:	Middle school to High School	

- The semesters where instructional services are required pre-fill from the Eligibility Determination page.
- Select if the student will change schools while the current IEP is in effect:
- If the student will be changing schools, select the next school from the dropdown menu.
- The only semesters displayed on the page are those that were previously selected on the Eligibility page (e.g., if the spring semester of 2013-2014 is selected on the Eligibility page, the spring semester 2013-2014 will display on the Instructional Services page and the user will be able to add services to that semester).

Note: The user will not be able to add services to any semester that is not selected on the Eligibility page.

Adding Instructional Services

- To add an Instructional Service to a student's profile, click on the **'Add Instructional Services'** button under the appropriate school semester.

▼ Fall 2014-2015

Del	Instructional Services	Location	Average % of Day	Details
<input type="checkbox"/>	English Language Arts	Special Education ▼	1.21%	Details
Frequency/Duration		Num Sessions: 2 per 4.5 weeks ▼ Session Length: 45 min ▼		
Program Area		PPCD Outreach		
Modified TEKS:		Yes		
Del	Instructional Services	Location	Average % of Day	Details
<input type="checkbox"/>	Math	Special Education ▼	0.81%	Details
Frequency/Duration		Num Sessions: 1 per 4.5 weeks ▼ Session Length: 1 hr ▼		
Program Area		Itinerant Speech		
Modified TEKS:		No		
Del	Instructional Services	Location	Average % of Day	Details
<input type="checkbox"/>	Content Mastery	Special Education ▼	7.27%	Details
Frequency/Duration		Num Sessions: 2 per Week ▼ Session Length: 60 min ▼		
Program Area		Content Mastery		
Modified TEKS:		No		

Save **Add Instructional Services to Fall 2014-2015**

- Enter **'Instructional Service, Frequency/Duration, and Location'** from the drop down menus for each service.

▼ Fall 2014-2015

Del	Instructional Services	Location	Average % of Day	Details
<input type="checkbox"/>	English Language Arts	Special Education ▼	1.21%	Details
Frequency/Duration		Num Sessions: 2 per 4.5 weeks ▼ Session Length: 45 min ▼		
Program Area		PPCD Outreach		
Modified TEKS:		Yes		
Del	Instructional Services	Location	Average % of Day	Details
<input type="checkbox"/>	Math	Special Education ▼	0.81%	Details

Note: You can add up to 4 at a time. To add more, save the first 4 and then click on the 'Add Instructional Services...' button to add more.

Del	Instructional Services	Location	Average % of Day	Details
<input type="checkbox"/>	English Language Arts	Special Education	1.21%	Details

INSTRUCTIONAL SERVICE DETAILS

LMS TEST

Instructional Service Details

Service Name

Math

Frequency / Duration

1 per 4.5 weeks of 1 hr

Grade Assigned by

S - Special Ed.

Location

Special Education

Please Choose a Program Area

Itinerant Speech

Modified TEKS?

☐ Yes
 ☒ No

- Once you've filled out the information, click **'Save and Continue'**.

Once saved, all added Instructional Services will display on the main Instructional Service page

Fall 2014-2015

Del	Instructional Services	Location	Average % of Day	Details
<input type="checkbox"/>	English Language Arts	Special Education	1.21%	Details
Frequency/Duration		Num Sessions: 2 per 4.5 weeks	Session Length: 45 min	
Program Area		PPCD Outreach		
Modified TEKS:		Yes		


All added services will display on the main Instructional Service page. To delete a service, click the "Del" button and click save.

Note: The Location selected will determine the placement for the student. The student's % of day increase as 'Special Education' is selected as the location for a selected service. If 'General Education' is selected, the percent of day does not change (remains 0.00%)

Adding Time Limited Services

- To add a Time Limited Service(s) to a student's profile, click on the **'Add Time Limited Services'** button.

▼ Spring 2014-2015

 Info - There are no Instructional Services for this student yet in Spring 2014-2015.

Save **Add Instructional Services to Spring 2014-2015**

Percentage of Day Summary for Spring 2014-2015

Time Spent Daily in Special Education	0.00%
Time Spent Daily in General Education	100.00%
Length of School Day	5.50 hour(s) (Standard)

▶ Time Limited Services

- For each added 'Time Limited Service', you must enter in the service details. To add details, click on the 'Details' button to the right of each Instructional Service.

▼ Time Limited Services

Del	Time Limited Services	Location	Begin Date/ End Date	Average % of Day	Details
<input type="checkbox"/>	Fine Arts - Direct	Special Education	06/27/2014 07/31/2014	2.73%	Details
Frequency/Duration:		Num Sessions: 1 per Week Session Length: 45 min			
Specific Support/Assistance to be Provided:		testing for document purposes			

Add Time Limited Services

Select location from drop down.

ADD TIME LIMITED SERVICES **LMS TEST**

Time Limited Service	Frequency/Duration	Location
Daily Living	Num Sessions: 5 per 2 weeks Session Length: 30 min	General Education Location
--Select Service--	Num Sessions: per Week Session Length: min	

Related Services (To Include Itinerant Instructional Services)

Adding Related Services

- The semesters selected on the Eligibility page will display on the page for you to add Instructional Services to (e.g., if the Spring semester of 2014-2015 is selected on the Eligibility page, the Spring semester 2014-2015 will display on the Related Services page and the user will be able to add services to that semester).

RELATED SERVICES (TO INCLUDE ITINERANT INSTRUCTIONAL SERVICES)		LMS TEST
IEP Dates for these Service(s)		
IEP Begin Date:	07/30/2014	IEP End Date: 07/29/2015
<div>▶ Fall 2014-2015</div> <div>▶ Spring 2014-2015</div>		
Transportation		
Does the student require special transportation, beyond what is part of the regular transportation system, in order to receive a free appropriate public education (FAPE)? If Checked, provide justification	<input checked="" type="radio"/> Yes <input type="radio"/> No	Current School Year: 2014-2015 Next School Year:
The student will be unable to receive special education services unless special transportation is provided because of one or more of the following reasons		

These semesters appear because they were selected on the Eligibility page. If the wrong semesters display, you need to go back to the Eligibility page and add/change/remove the semesters needed.

- If the student does require special transportation additional service questions will need to be answered.
- To add a Related Service, click on the '**Add Related Services**' button under the appropriate semester.

RELATED SERVICES (TO INCLUDE ITINERANT INSTRUCTIONAL SERVICES) LMS TEST

IEP Dates for these Service(s)

IEP Begin Date: 07/30/2014 IEP End Date: 07/29/2015

▼ Fall 2014-2015

Del	Related Services	Location	Begin Date/ End Date	Average % of Day	Details
<input type="checkbox"/>	Occupational Therapy - Direct	Special education	07/30/2014 08/20/2015	12.12%	Details
Provider:		Evaluation Teacher			
Frequency/Duration:		Num Sessions: 20 per 4.5 weeks Session Length: 45 min			
Specific Support/Assistance to be Provided:		Testing for document purposes Testing for document purposes			

Save Add Related/Other Instructional Services to Fall 2014-2015

- In the Add Related Service page, select an option from each of the following dropdown menus: **'Related Services'** (type), **'Frequency'** and **'Location'**.

ADD RELATED SERVICES (TO INCLUDE ITINERANT INSTRUCTIONAL SERVICE) LMS TEST

Related Services	Frequency	Location
In-home and Community Based Instruction	Num Sessions: 5 per 5 weeks Session Length: 10 min	General education
Parent Training	Num Sessions: 5 per 4 weeks Session Length: 10 min	General education

- Each added service will display on the main Related Services page. When displayed, you can add/change information for each service.
- For each added Related Service, you must enter in the service details. To do this, click on the **'Details'** button to the right of each service
- In the Details page, you can add information for the Related Service including the Service Location and Type of Service Delivery

Related Service Details (To Include Itinerant Instructional Services)	
Service Name	In-home and Community Based Instruction
Frequency / Duration	5 per 5 weeks of 10 min
Service Location	General education
Type of Service Delivery	Direct
Date Services Provided	Begin Date 07/30/2014 End Date 08/14/2014
Provider	
Specific Support/Assistance to be Provided	

State and District Wide Assessment

- Indicate the participation area, level and accommodations for the Grade Levels.

Indicate the grade level school year the student will be enrolled for testing:	<input checked="" type="checkbox"/> 2014-2015 <input type="checkbox"/> 2015 - 2016
--	---

- The student's current grade level and LEP criteria (Yes/No) will determine which assessments can be selected for the student.

Note: Depending on the student's current grade level, only certain assessments will be available for selection. (e.g., End of Course Exams will only display for students in grades 9-12).

STATE AND DISTRICT-WIDE ASSESSMENTS		LMS TEST
Assessment Areas		
Indicate the assessment area the student will be participating in:		
<input checked="" type="checkbox"/> STAAR <input type="checkbox"/> STAAR-L <input type="checkbox"/> STAAR-Alt <input type="checkbox"/> Telpas <input checked="" type="checkbox"/> Additional Assessments <input type="checkbox"/> Not Applicable		
Indicate the grade level school year the student will be enrolled for testing:	<input type="checkbox"/> 2014-2015 <input checked="" type="checkbox"/> 2015 - 2016	
Specific STAAR Accommodations		
TAKS-5: You have not selected the testing year(s). Please return to the TAKS State and District-Wide Assessments page and select the appropriate testing year(s).		

- Depending on what TAKS area(s) and grade level(s) are selected, only the assessments that match the selected criteria will display.
- Work through and select one of the three options for each exam that displays.

Additional Assessments Assessments - - 2014-2015		
Participation Area	Participation Level	Add Accommodation(s)
Grade K - Aprenda	<input checked="" type="radio"/> Student will not take this version of the test <input type="radio"/> Student will take this version of the test <input type="radio"/> Student will take this version of the test with accommodations	Not Available
Grade K - Stanford	<input checked="" type="radio"/> Student will not take this version of the test <input type="radio"/> Student will take this version of the test <input type="radio"/> Student will take this version of the test with accommodations	Not Available

- If you select **'Student will not take this version of the test'**, you may move on to the next Assessment listed. Once you click **'Save'** or **'Save and Continue'**, these Assessment(s) will be removed from this page.

- If you select the **'Student will take this version of the test'**, you will need to click the **'Save'** button that displays on the right. This will save your selection and add that assessment to a list labeled **'Current State and District-Wide Assessments'** on the STAAR Assessments main page.

Additional Assessments Assessments - 2014-2015		
Participation Area	Participation Level	Add Accommodation(s)
Grade K - Tejas	<input type="radio"/> Student will not take this version of the test <input checked="" type="radio"/> Student will take this version of the test <input type="radio"/> Student will take this version of the test with accommodations	<div>Save</div>

Adding Accommodations

- If you select **'Student will take this version of the test with accommodations'**, you must then click on the **'Add Accommodation(s)'** button that displays on the right. Once selected, you must select to include at least one of the Accommodations that displays.

Note: If STAAR Type 1 or 2 accommodations were not added in the PLAAFP section they will not populate in this section.

Current State or District-Wide Assessments		
Participation Area	Participation Level	Accommodation(s)
Grade K - Aprenda	<input type="radio"/> Student will not take this version of the test <input type="radio"/> Student will take this version of the test <input checked="" type="radio"/> Student will take this version of the test with accommodations	<div>Del Accommodation</div> <div>Add Accommodation(s)</div>
Rationale:	<input type="text"/>	
Grade K - Stanford	<input type="radio"/> Student will not take this version of the test <input type="radio"/> Student will take this version of the test <input checked="" type="radio"/> Student will take this version of the test with accommodations	<div>Del Accommodation</div> <div>Add Accommodation(s)</div>
Rationale:	<input type="text"/>	
Grade K - Tejas	<input type="radio"/> Student will not take this version of the test <input type="radio"/> Student will take this version of the test <input checked="" type="radio"/> Student will take this version of the test with accommodations	<div>Del Accommodation</div> <div>Add Accommodation(s)</div>

Consideration of Educational Alternatives and LRE

Under the Efforts to Support Students in the Educational Setting make selections from the dropdown menus **‘Provided Considered’** **‘Academic Results’** and **‘Non-Academic Results’**.

CONSIDERATION OF EDUCATIONAL ALTERNATIVES AND LRE				LMS TEST
Efforts to Support Student in the Educational Setting				
Provided/Considered	Educational Service/Support	Academic Results	Non-Academic Results	
Provided ▼	General education classroom core instructional interventions (Tier I)	Meaningful Benefit ▼	Meaningful Benefit ▼	
Considered ▼	Counseling	Minimal Benefit ▼	Minimal Benefit ▼	

- Be sure to select **‘Yes’** or **‘No’** to all additional questions/statements listed and fill in text in all text areas that display.

If **‘No’** is selected to the statement “The Student will have an instructional day commensurate to that of student without disabilities” you must provide an explanation in the textbox that displays.

Instructional Setting	
The student will have an instructional day commensurate with students without disabilities?:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Explain: If NO, justification is provided in- <input checked="" type="checkbox"/> FIE <input type="checkbox"/> Physician's Orders <input type="checkbox"/> Other If Other, please describe below testing for document purposes	

- If **‘No’** is selected to the statement “The ARD/IEP Committee recommends that the student receive ALL instruction and services in the general education setting with supplementary aids and services...,” the following questions/statements displayed require a **‘Yes/No’** selection.
- You must provide a list or description for any/all services that cannot be reasonably provided to the student on the Home Campus in the text area that display under the statement “The ARD/IEP Committee assures that the student’s educational placement is as close as possible to his/her home campus”.

The ARD/IEP Committee recommends that the student receive ALL instruction and services in the general education setting with supplementary aids and services, based on a review of assessment data, new IEP, instructional modifications/supports necessary to implement IEP, and previous efforts/considerations	<input type="radio"/> Yes <input checked="" type="radio"/> No
The ARD/IEP Committee assures that the student's educational placement is as close as possible to his/her home campus:	<input type="radio"/> Yes <input checked="" type="radio"/> No
List or describe what services the student needs that cannot reasonably be provided on the home campus: testing for document purposes	
Is the student excluded from non-academic and extracurricular activities?:	<input checked="" type="radio"/> Yes <input type="radio"/> No

- If **'No'** is selected to the statement "The ARD/IEP Committee recommends that the student receive ALL instruction and services in the general education setting with supplementary aids and services...", the **'Consideration of Potential Harmful Effects'** section displays and will need to be filled out.

Assurances

- Select **'Yes' or 'No'** for the four Assurance questions. For question A, be sure to select an option from the **'Basis for Assurance'** dropdown menu. For question B, be sure to select one of more options from the **'Basis for Assurance'** checkbox options.
- All Assurance questions must be answered **'Yes'** (or 'N/A' for statement B), to meet the requirements of the page. Any statement answered **'No'** will stop the ARD/IEP process until all Assurance statements can be answered **'Yes'** (or 'N/A').

ASSURANCES		LMS TEST
Assurances		
<p>A. The ARD/IEP Committee assures that the decision to provide educational services is not based on deficiencies identified as directly attributable to a different culture or lifestyle or lack of educational opportunities:</p>		<p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>
<p>You must select an option from the Basis for Assurance dropdown</p>		<p>Basis for Assurance: Review of Parent / Child Information ▼</p>
<p>B. The ARD/IEP Committee assures that the decision to provide educational services for national origin minority group child or linguistically different student, is not based on criteria which were developed solely on command of the English Language:</p>		<p><input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A</p>
<p>C. The ARD/IEP Committee assures that all instruction and related services specified on the IEP will be provided to the student at no cost. Fees normally charged to students without disabilities or their parents as a part of the general education program may be charged (i.e., art or laboratory fees):</p>		<p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>
<p>D. The ARD/IEP Committee assures that this student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate to his/her overall educational needs, including academic and developmental areas such as language and socialization:</p>		<p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>

Place Determination

- Select the Placement Location for each of the semesters listed from the **'Location'** dropdown menu.


Note: The semesters that display are those that were previously selected on the Eligibility page.

PLACEMENT DETERMINATION		LMS TEST
PEIMS Information		
The student is a pre-school student age three through five years old, and is receiving special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. (See 19 TAC §89.1035, and 34 CFR §300.101(b).):		PPCD
Is the child enrolled in a regular education program (does not include non-ADA or Itinerant students)? <i>Special education classroom (at least 5 0% of children with disabilities, i.e. PALS program) May include: Schools, trailers, portables, child care facilities, hospital facilities--out patient, or other community based settings:</i>		<input type="radio"/> Yes <input checked="" type="radio"/> No
Is the child enrolled in a special education program (does not include non-ADA or Itinerant students)?:		<input type="radio"/> Yes <input checked="" type="radio"/> No
Where does the child receive the majority of hours of special education and related services?		PPCD Location Code
<input type="radio"/> The child is receiving the majority of special education and related services in the Principle Residence of the child's family or caregiver <input checked="" type="radio"/> The child is receiving the majority of special education and related services in the Service Provider Location		8

- Next, select the Instructional Setting from the dropdown menu for each semester. Note: the options under the **'Instructional Setting'** dropdown menu will change based upon what option is selected from the **'Location'** dropdown menu.

Semester	SPED %	Location	Instructional Setting
Fall 2014-2015	9.29%	Residential Care Facility (RCF)/Foster Care: Students whose parents do not reside in KISD	Manual Placement Determination
Spring 2014-2015	12.12%	Residential Care Facility (RCF)/Foster Care: Classroom in a facility not operated by KISD	Hospital / Agency Class

- The Placement Code is calculated by the EasyIEP™ system and displays automatically based the Location and Instruction Setting options selected.
- The Residential Care Facility question must be answered. If the student resides in a Residential Care Facility the User must identify which Residential Care Facility using the drop down menu.


Please confirm if this student resides in a Residential Care Facility?:	Yes
Please select the type of Residential Care Facility:	Therapeutic Foster Home
<p> Instructions - Please be sure to include a Residential Care Facility Representative and parent/guardian, surrogate parent, or adult student on the ARD/IEP Team.</p>	

- Indicate the Instructional setting, which will generate a pre pop placement number.

Instructional Setting	
✓	Hospital Class
	Residential Care Facility – Resource Room Services (82)
	Manual Placement Determination
	Residential Care and Treatment Facility – Full-Time Early Childhood Special Education Setting
	Residential Care Facility – Community Class
	Residential Care Facility – Separate Campus
	Residential Care Facility – Vocational Adjustment Class / Program
	Residential Care Facility – Mainstream
	Residential Non-Public School
	Speech Only

Notice of Proposal / Refusal of Services

- Fill out the Notice of Proposal or Refusal of Services Questions. Be sure to enter text in any textboxes displayed.




NOTICE OF PROPOSAL / REFUSAL OF SERVICES		LMS TEST
<p> Info - Your rights were explained to you/your child at the time of initial referral for a special education evaluation. A copy of the Notice of Procedural Safeguards - Rights of Parents of Student with Disabilities is provided to you as part of this Notice of Proposal / Refusal of Services.</p>		
Killeen ISD Proposal/Refusal Details		
Proposes to initiate or change the identification, evaluation, or educational placement of the child/adult student; or the provision of FAPE to the child/adult student:	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Refuses to initiate or change the identification, evaluation, or educational placement of the child/adult student; or the provision of FAPE to the child/adult student:	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Offered parents a recess for not more than 10 days	<input checked="" type="radio"/> Yes <input type="radio"/> No	





Actions/Changes-Approved by ARD/IEP Committee
<input checked="" type="checkbox"/> change in the student's identification <input type="checkbox"/> change in student's education placement or other provisions of FAPE <input type="checkbox"/> change in student's education placement due to graduation <input type="checkbox"/> Other
The district refuses action because
<input checked="" type="checkbox"/> the student does not meet eligibility criteria <input type="checkbox"/> the school does not agree with parent request to <input type="checkbox"/> agreement was not reached after ARD 10 day recess. Service Begin Date <input type="checkbox"/> Other

Options Considered and Reasons why Options were Rejected		
<input type="checkbox"/> Continuance of current IEP	<input type="checkbox"/> Schedule change	<input type="checkbox"/> Additional evaluations
<input type="checkbox"/> Bilingual/ESL	<input type="checkbox"/> Behavioral interventions	<input type="checkbox"/> Section 504
<input type="checkbox"/> Continuance of General Education	<input type="checkbox"/> Counseling	<input type="checkbox"/> Reliance on or acceptance of existing evaluation
<input type="checkbox"/> Alternative program	<input type="checkbox"/> Dismissal from special education	<input type="checkbox"/> Parent/teacher conference
<input checked="" type="checkbox"/> Provision of compensatory service	<input checked="" type="checkbox"/> Tutoring	<input type="checkbox"/> Other
If Considered Options were Rejected, provide reasons		
<input type="checkbox"/> student does not appear to require services found only in special education	<input checked="" type="checkbox"/> student appears to be progressing in current setting	
<input type="checkbox"/> student appears to need additional support in addition to the general education setting	<input type="checkbox"/> current evaluation not adequate to address student needs	
<input type="checkbox"/> student needs continued special education services as described in the IEP	<input type="checkbox"/> Other	
Describe Evaluation Procedure, Test, Record, or Report Used as a Basis for the School's Proposed Action or Refusal		
<input type="checkbox"/> current Full and Individual Evaluation	<input type="checkbox"/> Transition Services information	
<input checked="" type="checkbox"/> Parent information	<input type="checkbox"/> Independent educational evaluation	
<input type="checkbox"/> Medical/Health records	<input type="checkbox"/> Dismissal from special education	

Deliberations and Signatures of ARD/IEP Team Members

- Fill in the required dates and times in the fields displayed on the top of the page.
- Be sure to select “Yes”, “No” or “N/A” to all the questions/statements on the page.

DELIBERATIONS AND SIGNATURES OF ARD/IEP TEAM MEMBERS		LMS TEST
IEP Information		
ARD/IEP Meeting Purpose:	Annual	
ARD/IEP Meeting Date:	07/30/2014	
IEP Begin Date:	07/30/2014 	
IEP End Date:	07/29/2015 	
ARD/IEP Meeting Start Time:	12:00 PM (hh:mm AM/PM)	
Copy of ARD/IEP was received today by parent/surrogate parent/adult student?:		<input type="radio"/> Yes <input checked="" type="radio"/> No
Copy of the ARD/IEP will be mailed or sent home to the parent/surrogate parent/adult student?		<input checked="" type="radio"/> Yes <input type="radio"/> No
Deliberations		
<div> <div>Testing, Testing, Testing & Testing Testing, Testing, Testing & Testing Testing, Testing, Testing & Testing</div> <div></div> </div>		

Current ARD/IEP Committee Members		
ARD/IEP Team Member	Title	Agreement Status
Jonathan Mother Test	Mother	Disagree 
Killeen 1		Agree 
Killeen 10		Agree 
Case Manager Test	Case Manager	Agree 

Click on "Display IEP Errors" to check the entire IEP for errors and missing data. These errors must be corrected before a Final IEP can be created:

Display IEP Errors

OR

Click on "Create Draft IEP" to create a draft of the IEP. Once created you will be able to see the IEP pdf document on this page or the "View All Documents" link or the "My Documents" tab. Drafts are saved for a limited time. New draft IEPs can be created at any time.

Create Draft IEP

OR



Click on "Create Proposed IEP" to create a Proposed IEP. Once created you will be able to see the IEP pdf document on this page or the "View All Documents" link or the "My Documents" tab. If you want to replace the previous final proposed IEP with this one, select "Replace Previous Final Proposed IEP".


Create Proposed IEP

- Click on **'Display IEP Errors'** to check the entire IEP for errors and missing data. These errors must be corrected before a Final IEP can be created
- or
- Click on **'Create Draft IEP'** to create a draft of the IEP. Once created you will be able to see the IEP pdf document on this page or the **'View All Documents'** link or the **'My Documents'** tab. Drafts are saved for a limited time. New draft IEPs can be created at any time.
- or
- Click on **'Create Proposed IEP'** to create a Proposed IEP. Once created you will be able to see the IEP pdf document on this page or the **'View All Documents'** link or the **'My Documents'** tab. If you want to replace the previous final proposed IEP with this one, select **'Replace Previous Final Proposed IEP'**.

Parent Response To Proposed IEP

- Once the parent/adult student/guardian is given the Proposed IEP, and has returned the ARD/IEP document with their response (I accepted/rejected the IEP as developed), you will select the appropriate response from the dropdown menu on the page, and enter the date the response was received in the date field.

Parent Response		
Parent / Guardian Signature	Parent Response	Date
Father TEst	<input type="text" value=""/>	06/19/2014 
Mother Test	<input type="text" value=""/>	06/19/2014 



Info - "Save" will update data on this page. When you have completed all data entry and are ready to move to the next link, click on "Save & Continue".

- Next, select if the parent/adult student/guardian agreed to waive the required five school days waiting period for the **'Notice of Proposal or Refusal'**. If the Parent/Adult Student/Guardian decided to waive their rights to a five day waiting period, you may then click on the **'Apply Parent Response to Proposed IEP'** button right away. If the Parent/Adult Student/Guardian decided to not waive their rights to a waiting period, the system will not allow you to select to apply their response to the Proposed IEP until after the five day waiting period.

Applying the parent response to the Proposed IEP

- Once the **'Notice of Proposal or Refusal'** has been returned with the response of the Parent/Adult Student/Guardian, OR once the five school day waiting period has expired, you may then apply the Parent/Adult Student/Guardian response to the student's IEP.