

EasyIEP™

Summer 2017 Updates Manual



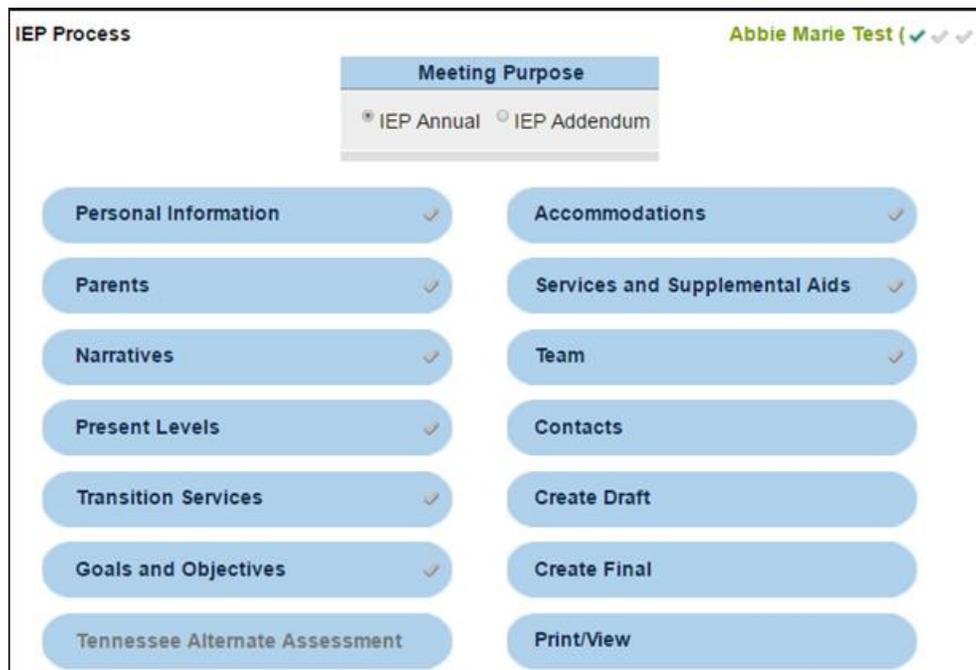
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IEP Process

Main Page

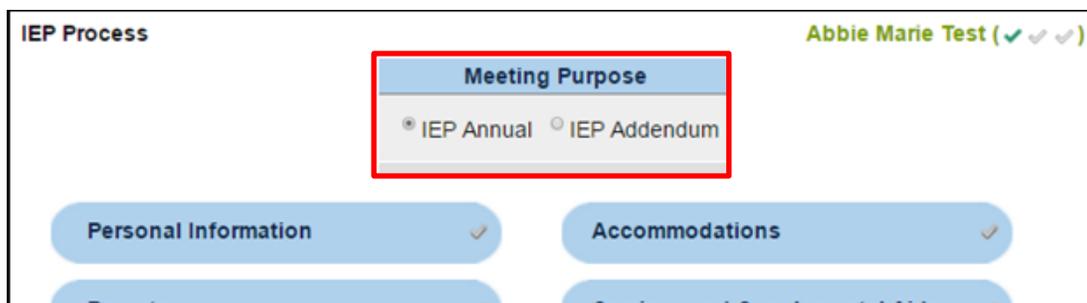
- **Reformat IEP Process in Workspace:** The buttons for sections of the “IEP Process” page are now appearing the order in which sections appear on the IEP document to improve flow and consistency.



The screenshot shows the "IEP Process" main page for user "Abbie Marie Test". At the top, there is a "Meeting Purpose" section with two radio buttons: "IEP Annual" (selected) and "IEP Addendum". Below this, there are two columns of blue buttons representing different sections of the IEP document. The left column includes: Personal Information, Parents, Narratives, Present Levels, Transition Services, Goals and Objectives, and Tennessee Alternate Assessment. The right column includes: Accommodations, Services and Supplemental Aids, Team, Contacts, Create Draft, Create Final, and Print/View. Each button has a checkmark icon on its right side.

Meeting Purpose

- **Meeting Purpose:** At the top of the “IEP Process” main page, a new table titled “Meeting Purpose” is listed. There are two radio buttons, one to select “IEP Annual” and one to select “IEP Addendum.” The meeting purpose will dictate whether or not the accommodations page will clear. All other pages in the IEP Process will **not** clear based on what meeting purpose option is selected.



This screenshot is similar to the one above, but the "Meeting Purpose" section is highlighted with a red rectangular box. The "IEP Annual" radio button is selected. The rest of the page content is partially visible below the highlighted section.

- ◇ If users do not select a meeting purpose, the “Accommodations” page will be read-only and an error will fire when tried to create a final IEP.
- ◇ Once a meeting purpose is selected, “IEP Annual” or “IEP Addendum,” a button to save the selection will appear. Once save is selected, a yellow confirmation box will appear to confirm the selection.

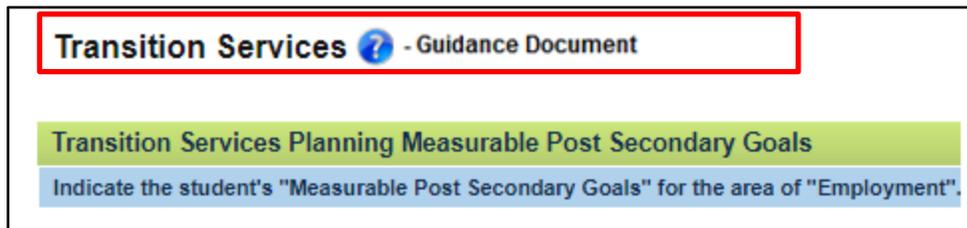
The screenshot shows a web interface for the IEP Process. At the top left, it says "IEP Process". At the top right, it says "Sheryn Final Test (✓✓✓)" with a "New Mail" link. Below this is a "Meeting Purpose" section with two radio buttons: "IEP Annual" (selected) and "IEP Addendum". A "Save" button is visible below the radio buttons. A yellow confirmation dialog box is overlaid on the bottom half of the form, containing the text: "You have selected IEP Annual. Are you sure you want to proceed?". Below this text are two radio buttons: "Yes" (selected) and "No". A "Save" button is also present at the bottom of the dialog box.

- ◇ If “IEP Annual” is selected as the meeting purpose, the classroom accommodations and statewide assessment accommodations will clear from the accommodations page.
 - ◇ If “IEP Addendum” is selected as the meeting purpose, both the classroom accommodations and statewide assessment accommodations will remain on the accommodations page.
 - ◇ Regardless of whether meeting purpose is selected, once a choice is made, users will be able to edit and save the accommodations page.
- **Note:** Users should be careful to ensure what the meeting purpose is before finalizing a selection. If “IEP Annual” is accidentally selected when “IEP Addendum” should have been, the accommodations will completely clear from the accommodations page, even when a correction is made to the meeting purpose selection. As well, if “IEP Addendum” selected and changes are made to the accommodations page and the meeting purpose is later changed to “IEP Annual,” the accommodations will all clear.
 - ◇ Conversely, if “IEP Annual” is initially selected and the accommodations page is updated and the user changes the meeting purpose to “IEP Addendum,” all the changes and accommodations information entered will remain in the system.
 - **This tool will prevent users from having to reenter all accommodations data when addendums are being completed. It will also ensure that classroom accommodations are being revisited when completing annual IEPs to ensure they are updated and relevant for the student.**

Guidance Documents

- **Guidance Documents:** Brief guidance documents will now be available on the following pages in the “IEP Process”:
 - ◇ Narratives
 - ◇ Present Levels
 - ◇ Transition Services
 - ◇ Goals and Objectives
 - ◇ Accommodations/Modifications
 - ◇ Services and Supplemental Aides

These guides will serve as brief references that users can select by clicking the question mark next to the page title. These documents will open in a new tab to avoid disrupting the system.



Narratives

- **Narratives on Document:** On the current IEP document, the information entered in the “Narratives” page in EasyIEP is split apart. Present levels separate the “Current Descriptive Information” section from the “Consideration of Special Factors for IEP Development” section. Present levels will now be moved and appear after the “Consideration of Special Factors for IEP Development” section.

Present Levels

- **“Add Assessments” Page:** This page has been reformatted to allow date information to be completed directly on this page. Users will not have to go to the “Details” pages to enter dates.
 - ◇ The date information added on the “Add Assessments” page will automatically populate on the “Details” pages. If the user chooses, the date can be changed on the “Details” page.

Add Assessment(s)		SHERYN TEST New Mail!		
Add Assessments from a List				
Assessment Area	Assessment	Subject Area	Scores Reported	Date Administered
PL-Advanced Reading	Woodcock Johnson IV achievement	<input type="checkbox"/> Academic Applications <input type="checkbox"/> Academic Fluency <input type="checkbox"/> Academic Knowledge <input type="checkbox"/> Academic Skills <input type="checkbox"/> Basic Reading <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Basic Writing Skills <input type="checkbox"/> Brief Achievement <input checked="" type="checkbox"/> Broad Achievement <input type="checkbox"/> Broad Mathematics <input type="checkbox"/> Broad Reading <input type="checkbox"/> Broad Written Language <input type="checkbox"/> Math Calculation Skills <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Mathematics <input type="checkbox"/> Phoneme-Grapheme Knowledge <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Reading Comprehension <input checked="" type="checkbox"/> Reading Fluency <input type="checkbox"/> Reading Rate	<input type="checkbox"/> Grade Equiv. <input type="checkbox"/> Age Equiv. <input type="checkbox"/> Stanine <input type="checkbox"/> Std. Score <input checked="" type="checkbox"/> Percentile Rank <input type="checkbox"/> Number Correct <input type="checkbox"/> Number Incorrect <input type="checkbox"/> Score <input type="checkbox"/> Passed Y or N <input type="checkbox"/> Scaled Score <input type="checkbox"/> T Score <input type="checkbox"/> Narrative	01/23/2017

- Assessment Warning:** A warning will appear at the top of the “Present Levels” page, if any assessment is over one year old. This is not an error and will not prevent the user from finalizing the IEP.
 - The warning confirms whether the user wants to include present levels exceeding one year to appear on the IEP. If the date is correct, the user can select “yes” to proceed to the next page. If the date is incorrect, the user can select “no” and correct the date of the assessment.

Assessments Sheryn Test

View: Workspace

At least one Present Level is not within the current calendar year. If this is accurate, choose 'Yes' to proceed to the next page. If this is not accurate, choose 'No' to remain on the page and correct the Date Administered.

Yes, Proceed to the next page
 No, remain on the Present Levels Page

Save

- “Assessment Details” Page:** If an assessment area is marked not exception, users will need to complete the text field describing the student’s current performance. An error will fire should this box not be addressed.

- ◇ The text field addressing the impact of exceptionality on the mastery of grade level standards will not need to be addressed if the student is not exceptional in the area.

Assessment Area: PL-Academic Readiness

EXCEPTIONAL Y/N (Req):	<input type="radio"/> Yes <input checked="" type="radio"/> No
Describe the student's current performance:	Required <input type="text"/> 
Describe any impact on the mastery of grade level standards:	<input type="text"/> 

Transition Services

- **Writing Goals:** Dropdown menus previously used when writing students' measurable post-secondary goals in various areas have been removed. A text field is now available for users to write goals that indicator how they will take place after high school. Information from the previous dropdown menus is listed under the goal text field.

Indicate the student's "Measurable Post Secondary Goals" for the area of "Post-Secondary Education/Training". Ensure the goal indicates it will take place after high school.

Education/Training Goal Type

- Four year college or university
- Community college prior to university
- Community college
- Community college for nonacademic courses
- Vocational technical school
- On-the-job training program

Goals and Objectives

- **Goal and Objective Banks:** All goal banks and objective banks have been removed from the system to ensure users are writing individualized goals and objectives for students.

- **Remove Measurement Field Target:** The measurement field target will no longer be required for objectives.

Del	Pos	NewPos	Objectives	Begin / End Date	
<input type="checkbox"/>	1	<input type="checkbox"/>	1	07/01/2017 06/01/2018	Details
Details for All Objectives					

Accommodations/Modifications

- **Classroom Accommodations:** The list of classroom accommodations/modifications on the “Accommodations/Modifications” page has been revised by the department. Users will still be able to create their own custom accommodations/modifications if they so choose.
 - ◇ Both the list and custom sections of the “Accommodations/Modifications” page will require users to specify whether the item selected is an accommodation or a modification. This information will print out in its respective section on the IEP.

Workspace View

Accommodations / Modifications	Accommodation	Modification
Assignments - Additional Time	<input type="radio"/>	<input type="radio"/>
Assignments - Adult Transcription	<input type="radio"/>	<input type="radio"/>
Assignments - Give directions in alternative format (written/picture/verbal, etc.).	<input type="radio"/>	<input type="radio"/>
Assignments - Allow student to type or record assignment.	<input type="radio"/>	<input type="radio"/>
Assignments - Give directions in small, distinct steps.	<input type="radio"/>	<input type="radio"/>
Assignments - Provide photocopies of pages/items vs. student copying from text/board.	<input type="radio"/>	<input type="radio"/>
Assignments - Read/audio recording ALL text on assignments.	<input type="radio"/>	<input type="radio"/>
Assignments - Speech to Text	<input type="radio"/>	<input type="radio"/>
Content - Modified content	<input type="radio"/>	<input type="radio"/>
Content - Modified rubric/scoring	<input type="radio"/>	<input type="radio"/>

Document View

Program Participation	
a. Reading	
Accommodations	Modifications
<ul style="list-style-type: none"> · Materials - Audio recorded textbooks/materials. · Assignments - Additional Time 	<ul style="list-style-type: none"> · Assignments - Provide photocopies of pages/items vs. student copying from text/board.
b. English/Language Arts	
Accommodations	Modifications
<ul style="list-style-type: none"> · Materials - Audio recorded textbooks/materials. · xxxx2 CUSTOM 	<ul style="list-style-type: none"> · Assignments - Provide photocopies of pages/items vs. student copying from text/board. · xxxx CUSTOM
c. Library	
Accommodations	Modifications
<ul style="list-style-type: none"> · Assignments - Additional Time 	No Modification(s)

- ◇ Definitions of accommodations and modifications can be found on both the “Add List Accommodations/Modifications” page and the “Add Custom Accommodations/Modifications” page.

 - **Accommodations:** Change *how* the student is taught or expected to learn. Accommodations are intended to reduce or even eliminate the effects of a student's disability while not compromising the integrity or validity of content. Accommodations do not reduce learning expectations.

 - **Modifications:** Change *what* the student is taught or expected to learn. The least dangerous assumption would be that students are able to participate within the core curriculum without modifications unless student performance data indicates otherwise.

- **Assessment Accommodations:** The list of assessment accommodations on the “Accommodations/Modifications” will remain the same (based on subject area) as in the 2016-17 school year. However, now users will be able to select items that are considered assessment accessibility features, as well as accommodations.
 - ◇ This information will print out in its respective section on the IEP.

Workspace View

Accommodation
<input type="checkbox"/> Adult Transcription
<input type="checkbox"/> Assistive Technology
<input type="checkbox"/> Braille/Large Print
<input type="checkbox"/> Extended Time
<input type="checkbox"/> Reader (Text to Speech or Human)/Human Signer
<input type="checkbox"/> Unique Accommodation Request
Accessibility Feature
<input type="checkbox"/> Rest/Breaks
<input type="checkbox"/> Highlighter
<input type="checkbox"/> Straight Edge Line Reader/Mask Tool
<input type="checkbox"/> Auditory Aids
<input type="checkbox"/> Color Overlay

Document View

State/District Test Accommodations

Accommodations listed must be provided in general and special education instruction, classroom testing, and for the specific assessment(s) listed below

TCAP TNReady End of Course Core Math I

Accommodations	Accessibility Feature
· Extended Time	· Rest/Breaks

TCAP TNReady End of Course English I

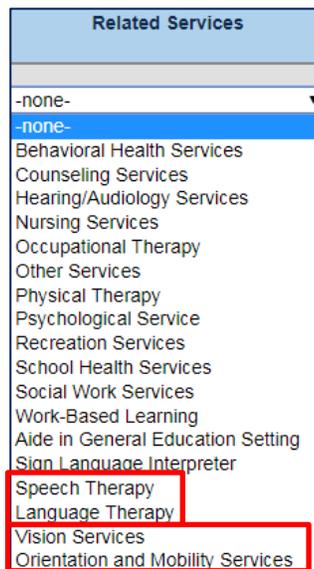
Accommodations	Accessibility Feature
· Extended Time	· Rest/Breaks

NOTE:

The classroom accommodations/modifications and assessment accommodations/accessibility features will clear from the IEP workspace once a meeting purpose of "IEP Annual" is selected on the main page of the IEP Process. These items will remain in the workspace if the "IEP Addendum" meeting purpose is selected.

Services

- **Separated Services:** Under the "Related Services" dropdown menu, the former categories of "speech/language therapy" and "vision and orientation/mobility services" have been separated into four new categories: speech therapy, language therapy, vision services, and orientation and mobility services.



- **Condensing Aides:** The previous services of "ancillary attendant," "ancillary interpreter," "ancillary other," and "special education aide - reg. ed" have been condensed into three new categories:
 - ◊ Aide in General Education Setting
 - ◊ Sign Language Interpreter
 - ◊ Aide in Special Education Setting

The first two services will appear under related services. The final service ("aide in special education setting") will appear under direct services. All calculations relative to options of funding will remain the same despite the change to aide service titles.

Related Services

Related Services
-none-
-none-
Behavioral Health Services
Counseling Services
Hearing/Audiology Services
Nursing Services
Occupational Therapy
Other Services
Physical Therapy
Psychological Service
Recreation Services
School Health Services
Social Work Services
Work-Based Learning
Aide in General Education Setting
Sign Language Interpreter
Speech Therapy
Language Therapy
Vision Services
Orientation and Mobility Services

Related Services
-none-
-none-
Behavioral Health Services
Counseling Services
Hearing/Audiology Services
Nursing Services
Occupational Therapy
Other Services
Physical Therapy
Psychological Service
Recreation Services
School Health Services
Social Work Services
Work-Based Learning
Aide in General Education Setting
Sign Language Interpreter
Speech Therapy
Language Therapy
Vision Services
Orientation and Mobility Services

Direct Services

Adding Services from a List
Special Ed Services
-none-
-none-
Academics
Enriched Academics
General Studies
Interpreter Services
Life Skills
Social Behavior
Speech
Language
Aide in Special Education Setting

NOTE:

Selecting “Aide in Special Education Setting” will not count in the LRE calculation. This is a supplemental service being offered in conjunction with a direct service in a special education setting, not an independent service. It will be included in calculations for funding.

Understanding Aides

Aide in the General Education Setting

- This is a related service that is provided in the general education setting, not a direct service.
- For an aide to be a related service, the support provided by the aide in the general education setting must be highly intensive; therefore, it should be limited to one to two students.
- This service should be used for those students who require an additional intensive support to help them access content.
- There are situations in which an aide is providing less intensive supports within general education settings to more than two students. For these situations, the aide is a classroom support, not a related service. There are many ways this is reflected in an IEP, most commonly within the IEP meeting notes or in the least restrictive environment (LRE) statement on the “Services and Supplemental Aids” page.

Aide in the Special Education Setting

- This is a direct service that is provided in the special education setting, not a related service.
- For an aide to be a direct service, the support provided by the aide in the special education setting must be highly intensive; therefore, it should be limited to one to two students.
- This service should be used for those students who require an additional intensive support to help them access content.
- There are situations in which an aide is providing less intensive supports within special education settings to more than two students. For these situations, the aide is a classroom support, not a direct service. There are many ways this is reflected in an IEP, most commonly within the IEP meeting notes or in the least restrictive environment (LRE) statement on the “Services and Supplemental Aids” page.
 - The guidance document on the “Services and Supplemental Aids” page provides example LRE statements.
- **This service should be used for those students who require an additional intensive support to help them access content.**

Sign Language Interpreter

- The sign language interpreter is a related service that is provided in the general education setting.

Interpreter Services

- Interpreter services is a direct service that is provided in the special education setting.

- **Extended School Year (ESY) Services:** Users will select whether the services to be entered are for ESY purposes. There will be two separate buttons to select from on the services page instead of an ESY checkbox in the service itself.

Add Special Ed Services

Add ESY Special Ed Services

- ◇ The services provided during the ESY period are entered separately both for direct services and related services.

ESY Special Ed Services										
Del	Pos	New Position	Special Ed Services	Num Sessions / Session Length	Consultation	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)
<input type="checkbox"/>	1	<input type="checkbox"/>	Academics	5 per W	<input type="checkbox"/>	0.00	06/01/2017 06/30/2017	TDOE Educator	General Education	- Assigned School -
				45 min						

ESY Related Services										
Del	Pos	New Position	Related Services	Num Sessions / Session Length	Consultation	Pct	Start Date / End Date	Provider	Location	Serving School (* denotes external school)
<input type="checkbox"/>	1	<input type="checkbox"/>	Social Work Services	5 per W	<input type="checkbox"/>	0.00	05/01/2017 03/30/2018	TDOE Educator	Special Ed Setting	- Assigned School -
				45 min						

- **Extended School Year (ESY) Error Check:** There is an error check, if the IEP team determines that ESY services are not required and ESY services are entered in the services section. The same error check rule applies if no ESY services are entered and the IEP team determines that ESY services are required. This same error check with apply if goals are listed for ESY but it is determined that ESY services are not required.

Error

 Error 15.07 You have indicated that the IEP Team has determined that ESY is not required for this student but have added an ESY service for this student. Please update the students LRE determination.

[View Errors in a Separate Window](#)

- LRE and General Education:** This section on the “Services and Supplemental Aids” has been updated to include the categories specifying the percent of the school day in which the student is receiving services in the general education setting. This information will be based on the most current finalized IEP. It is not based on the workspace. The following categories will be included, should they apply:
 - ◇ In the general education setting 80% or more of the day
 - ◇ In the general education setting 40%-79% of the day
 - ◇ In the general education setting less than 40% of the day

This information will not appear on the IEP, it only displays in the workspace for user reference.

LRE and General Education	
In the General Education setting:	80% or more of the day
Explain the extent, if any, in which the student will not participate with non-disabled peers in the regular class:	Test
Explain the extent, if any, in which the student will not participate with non-disabled peers in extracurricular and nonacademic activities:	Test
and/or, his/her LEA Home School:	Test

- Service Length Warnings:** If the amount of service time goes beyond the length of school day, a warning will appear at the top of the services page. This error will not prevent users from saving the page or finalizing the IEP. It is just an alert that there may be a problem.
 - ◇ Example: A user enters a service in the special education setting for eight hours a day which is over the usual seven hour school day.

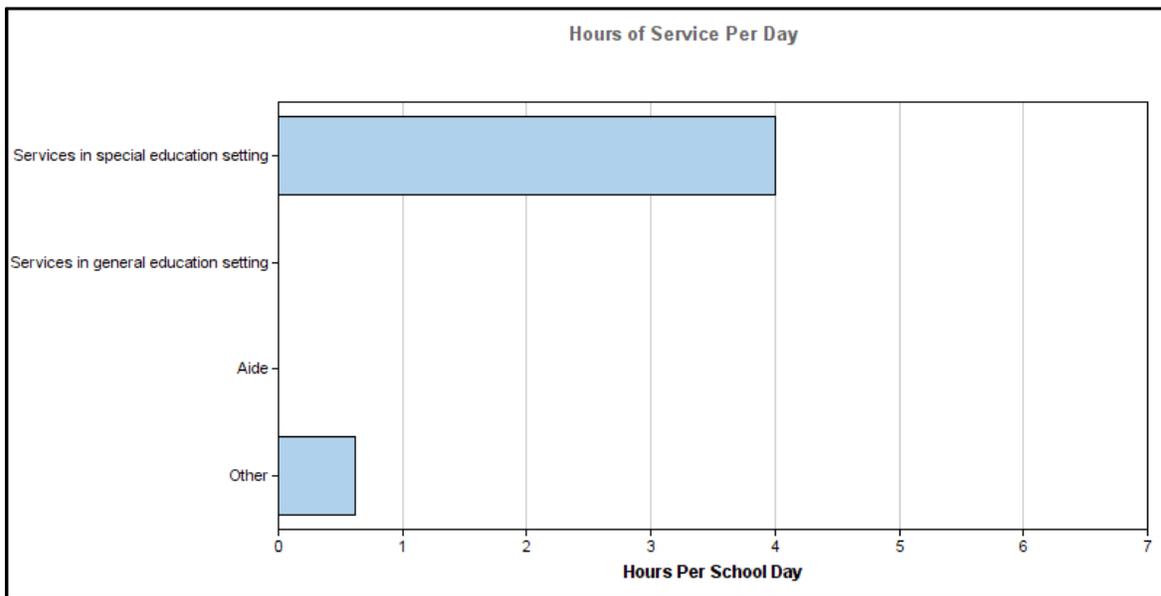
Academics	<input type="text" value="5"/> per <input type="text" value="W"/>	<input type="checkbox"/>	114.29	<input type="text" value="06/20/2017"/> <input type="text" value="05/09/2018"/>	Kate Martin	Special Ed Setting
	<input type="text" value="8"/> hr					

Accordingly, a warning will appear at the top of the “Services and Supplemental Aids” page. This warning will not require any action on behalf of the user.



Warning: The length of one or more of the services entered extends beyond the student's school day. Please verify that the length of service is correct.

- Services Graph:** This is a dynamic graph that appears at the bottom of the “Services and Supplemental Aids” page. It is based on the hours of services, types of services, and location of services entered in the workspace. It is not based on the finalized IEP. The graph shows the average hours per day the student is receiving a set of services. This may vary based on the services entered or the dates of the services entered. **This information will only appear in the workspace and will not appear on any finalized documents.**



IEP Document

- The deficit areas for students with a Specific Learning Disability (SLD) will now print on the first page of the IEP document, under the primary disability.

Primary Disability:	Specific Learning Disability	Re-evaluation of Eligibility Date:	05/18/2020
Deficit Area:	Reading Fluency, Reading Comprehension		
Secondary Disability:	None		

Eligibility Process

Referral Page

- **Out of State Transfer Checkbox:** Once an out of state eligibility document is created, the checkbox on the “Referral” page in the Eligibility Process will clear.

Referral		Sheryn Final Test New Mail	
Initial consent for eligibility evaluation should be obtained in the following circumstances: • Any evaluation for a child who has never received special education services and requires evaluation for special education services • Any comprehensive evaluation conducted on an out of state transfer student • Any evaluation conducted for special education services subsequent to a non-eligibility determination • Any evaluation conducted for special education services subsequent to a revocation of parental consent for special education services.			
Eligibility Determination Date:	05/18/2017	Eligible?	Yes
Proj Eligibility Determination Date:	05/18/2020		
Current IEP Begin Date:	06/20/2017	Proj IEP Date:	05/09/2018
Referral Date:	05/16/2017	Referral Source:	
Initial Consent for Eligibility Evaluation Received Date:	05/18/2017	Initial Consent for Eligibility Evaluation Received Source:	
Include RTI ² Evaluation for SLD	<input type="checkbox"/>	Eligibility Report - Out of State Transfer <i>*ONLY SELECT if further testing is needed for TN Eligibility Determination</i>	<input type="checkbox"/>

Reevaluation Summary Report Process

- **Observation Forms:** Users can print off all observation documents at once by selecting an option to combine and print the forms.

Create Observation Forms	Sheryn Test
Select which document you would like to create:	
<input type="radio"/> Reevaluation Classroom Teacher Observation <input type="radio"/> Direct Observation <input type="radio"/> Reevaluation Parent Information <input type="radio"/> Reevaluation Related Service Observation <input type="radio"/> Reevaluation Special Education Teacher Observation <input checked="" type="radio"/> All Obs Docs	

- **Gifted Observation Form:** A new form specific for gifted students’ reevaluations will be listed under the observation form section.

Gifted Reevaluation Parent and Teacher Input Form

Student's Name _____ School _____ Date ____/____/____

Form Completed by _____ Parent Classroom Teacher Special Education/ Gifted Education Teacher

1. Describe this student's general educational performance (e.g., academic skills, classroom behavior, work habits):
Strengths: _____

Weaknesses: _____

2. Describe areas of exceptionality/need the student has displayed in the past three years which have required special education services. Has the student demonstrated progress in these areas?

3. Yes No Does this student's current educational program meet his/her needs?
If no, what information would be helpful for improving his/her program planning? _____

- **Formatting Previous Assessments:** Users will be able to categorize the previous assessments importing and/or entered into the Reevaluation Summary Report process. Categories will be listed much like they are in on the Evaluation page in the Eligibility Process. A dropdown menu of categories will be available, and the assessments will print in the assigned categories on the actual Reevaluation Summary Report document.

Previous Assessments						
Del	Pos	New Pos	Type or Category	Assessment Area	Assessment	Subject Area
				<input type="checkbox"/> Eligibility		
<input type="checkbox"/>	9	<input type="checkbox"/>	Adaptive	Eligibility	ACT (American College Test)	General
<input type="checkbox"/>	11	<input type="checkbox"/>	Social-Emotional	Eligibility	Adaptive - Adaptive Behavior Assessment System-Second Edition (ABAS-II) Parent	General Adaptive Composite

- **Formative Assessments:** The goals written for formative assessment areas in the student's most recent IEP will only pull once in the "Current IEP Services and Student Performance" page, even if there are multiple goals written for the same assessment area.

Restraint and Isolation

- **Edit School:** Users will now be able to edit the school on the “Restraint/Isolation Tracker” page. The school will default to the school in which the student is currently enrolled.

Restraint/Isolation Tracker Student: Abbie Marie Test

Name:	Abbie Marie Test	Age:	15	Disability:	Other - Health Impairments
School:	Sample School ▼	Grade Level:	10th Grade	Date of Incident:	<input type="text"/>
Location in School Facility:	<input type="text"/> ▼	Location Details	<input type="text"/>		

- **Warnings:** Warnings will now fire if parent notification of an incident extends beyond 24 hours. If this information is correct, users can proceed with finalizing the document. This warning will not prevent users from generating a final document.



- **Errors:** Errors will now fire if the following required fields are not addressed in the incident tracker:
 - ◇ Date of parent notification
 - ◇ Time of parent notification (including a.m. or p.m. designations)
 - ◇ Restraint start and end times (including a.m. or p.m. designations)
 Errors will also appear if:
 - ◇ Date of parent notification is prior to the date of the incident
 - ◇ Time of parent notification is prior to the incident
- **Deleting Documents:** This update is not currently active, but the department is working to create functionality that will allow EdPlan/EasyIEP Administrator 2014 users to delete restraint/isolation reports in both the “Restraint/Isolation Tracker” page and in the student’s documents.

Other

Letters and Documents

- **Invitation to Meeting:** Users can select whether the invitation to meeting document is an “initial” or a “reminder.”
 - ◊ In the response section of the document, parents can select an option to waive the 10 day notice (language is: “I understand that I have the right under state law to a 10-day notice of an IEP meeting. However, I would like to waive the 10 day notice of this meeting”).

Workspace View

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

Invitation for a Meeting

To which parent/guardian is this letter addressed? ▼
(NOTE: You will be able to address this letter to multiple parent(s)/guardian(s) when you create a Final document)

Date Sent:

Initial Reminder

Create draft document for

"Invitation for a Meeting"

Person(s) invited:

Peggy Test

Document View

Tennessee Reference System		Student:	Sheryn Final Test
710 James Robertson Parkway		School:	Sample School
Nashville, TN 37243		Grade:	11th Grade
		Meeting Date:	

RESPONSE SECTION

PLEASE CHECK ONE, SIGN, AND RETURN TO SCHOOL CONCERNING: Sheryn Final Test

Meeting Date: 07/05/2017
Meeting Location: school
Meeting Time: 9 am

I WILL BE PRESENT FOR THE MEETING.

I UNDERSTAND THAT I HAVE THE RIGHT UNDER STATE LAW TO A 10-DAY NOTICE OF AN IEP MEETING. HOWEVER, I WOULD LIKE TO WAIVE THE 10 DAY NOTICE OF THIS MEETING.

I CANNOT MEET AT THE DATE OR TIME SHOWN ABOVE. I CAN MEET WITH YOU ON _____

- **Prior Written Notice:** Users can now add the name and number of contact person on the prior written notice.

Workspace View

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

Prior Written Notice

To which parent/guardian is this letter addressed?

Date Sent:

Contact Name:

Contact Number:

Will the student attend the IEP Meeting?

Purpose for Notice:

Document View

Tennessee Reference System 710 James Robertson Parkway Nashville TN, 37243	Student: Sheryn Final Test School: Sample School Grade: 11th Grade School Phone Number: 555-555-5555
Meeting Date: 05/18/2017 Date Sent: 07/13/2017 <div style="border: 2px solid red; padding: 2px;"> Contact Name: Sheryn Ordway Contact Number: 111-111-1111 </div>	
To: Peggy Test; Sheryn Final Test:	
Purpose of Notice: Has been referred for initial evaluation	
The school district:	

Exiting

- **Exit Reasons:** The list of exit reasons has been revised to include the Occupational Diploma (will be included as a special education diploma in the Students Exited Report) and exclude all defunct exit reasons.

Exit Questionnaire Sheryn Test

Date Exited:

Reason for Exiting:

Anticipated Services Required:

Upd

- Graduated with Regular Diploma
- Received Special Education Diploma
- Graduated with GED + 2
- Reached Maximum Age
- Dropped Out
- Deceased
- Moved, Known to be Continuing
- Transferred to Regular Education
- Parent Withdrawal/Refused Services (All Ages)
- Occupational Diploma

- Reactivation Requirements:** Previously, if a district inactivated a student who never transferred to another school district and then reenrolled after a grace period of 30 calendar days, districts were required within 30 calendar days to refinalize an IEP. This grace period has been extended to 120 calendar days to account for students exiting in the spring and reenrolling in the fall.

Users

- Removing Case Manager:** When a noneligibility document is finalized, the case manager will no longer be removed from the student’s record.
- School Staff 2014 User Type:** This user can now create all reports on the “School System Reports” page and all letters for an student within a specific school on the “Documents” page.

Reports [New Mail!](#)

Drill-Down Reports

Student Reports	User Reports
(None Available)	(None Available)
Service Reports	Service Log Reports
(None Available)	Service Log Report

Scheduled Reports

General Federal State Local Misc EasyTrac

LOCAL REPORT SECTION

Accommodations Report (PDF) ?	Projected Eligibility Meetings (PDF) ?
Accommodations Report (txt) ?	Projected Eligibility Meetings (txt) ?
	Projected IEP Meetings (PDF) ?

Letters:

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

- EdPlan/EasyIEP Administrator 2014 User Type:** This user will be able to delete progress report events from the student history page for progress reports created within the past 60 days.

<input checked="" type="checkbox"/>	1456257	05/18/2017	Progress Report (2016 - 4)		William Fanguy	Progress Report (ID# 1435607)	05/18/2017 14:43 (56 days)
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Reports

- **Draft vs Final Eligibility Report:** This report will mirror the “Draft vs Final” report currently in the system to track IEPs.
- **Due Dates Report:** This report will track all the upcoming due dates for eligibilities, IEPs, and early childhood outcomes. Users will be able to search a specific date range to pull requested information.

Reports - TN-Projected IEP-Eligibility Report (xls) [New Mail!](#)

School	<input type="text" value=""/>																								
Grade	<p>(if none are checked, you get all grades)</p> <p>Check All Check None</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Pre-Kindergarten</td> <td><input type="checkbox"/> 3rd Grade</td> <td><input type="checkbox"/> 9th Grade</td> <td><input type="checkbox"/> Third Grade - Transitional</td> </tr> <tr> <td><input type="checkbox"/> P3 - (Pre-School)</td> <td><input type="checkbox"/> 4th Grade</td> <td><input type="checkbox"/> 10th Grade</td> <td><input type="checkbox"/> Fourth Grade - Transitional</td> </tr> <tr> <td><input type="checkbox"/> P4 - (Pre-School)</td> <td><input type="checkbox"/> 5th Grade</td> <td><input type="checkbox"/> 11th Grade</td> <td><input type="checkbox"/> Fifth Grade - Transitional</td> </tr> <tr> <td><input type="checkbox"/> Kindergarten</td> <td><input type="checkbox"/> 6th Grade</td> <td><input type="checkbox"/> 12th Grade</td> <td><input type="checkbox"/> Sixth Grade - Transitional</td> </tr> <tr> <td><input type="checkbox"/> 1st Grade</td> <td><input type="checkbox"/> 7th Grade</td> <td><input type="checkbox"/> First Grade - Transitional</td> <td><input type="checkbox"/> Seventh Grade - Transitional</td> </tr> <tr> <td><input type="checkbox"/> 2nd Grade</td> <td><input type="checkbox"/> 8th Grade</td> <td><input type="checkbox"/> Second Grade - Transitional</td> <td><input type="checkbox"/> Eighth Grade - Transitional</td> </tr> </table>	<input type="checkbox"/> Pre-Kindergarten	<input type="checkbox"/> 3rd Grade	<input type="checkbox"/> 9th Grade	<input type="checkbox"/> Third Grade - Transitional	<input type="checkbox"/> P3 - (Pre-School)	<input type="checkbox"/> 4th Grade	<input type="checkbox"/> 10th Grade	<input type="checkbox"/> Fourth Grade - Transitional	<input type="checkbox"/> P4 - (Pre-School)	<input type="checkbox"/> 5th Grade	<input type="checkbox"/> 11th Grade	<input type="checkbox"/> Fifth Grade - Transitional	<input type="checkbox"/> Kindergarten	<input type="checkbox"/> 6th Grade	<input type="checkbox"/> 12th Grade	<input type="checkbox"/> Sixth Grade - Transitional	<input type="checkbox"/> 1st Grade	<input type="checkbox"/> 7th Grade	<input type="checkbox"/> First Grade - Transitional	<input type="checkbox"/> Seventh Grade - Transitional	<input type="checkbox"/> 2nd Grade	<input type="checkbox"/> 8th Grade	<input type="checkbox"/> Second Grade - Transitional	<input type="checkbox"/> Eighth Grade - Transitional
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Disability	<p>(if none are checked, you get all disabilities)</p> <p>Check All Check None</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Specific Learning Disability</td> <td><input type="checkbox"/> Functional Delay</td> <td><input type="checkbox"/> Other - Health Impairments</td> <td><input type="checkbox"/> Developmental Delay</td> </tr> <tr> <td><input type="checkbox"/> Autism</td> <td><input type="checkbox"/> Intellectually Gifted</td> <td><input type="checkbox"/> Speech Impairments</td> <td><input type="checkbox"/> Hearing Impairments</td> </tr> <tr> <td><input type="checkbox"/> Deaf-Blindness</td> <td><input type="checkbox"/> Intellectual Disability</td> <td><input type="checkbox"/> Traumatic Brain Injury</td> <td><input type="checkbox"/> Blind</td> </tr> <tr> <td><input type="checkbox"/> Deafness</td> <td><input type="checkbox"/> Multiple Disabilities</td> <td><input type="checkbox"/> Visual Impairments</td> <td><input type="checkbox"/> Intellectual Disability Test</td> </tr> <tr> <td><input type="checkbox"/> Emotional Disturbance</td> <td><input type="checkbox"/> Orthopedic Impairments</td> <td><input type="checkbox"/> Language Impairments</td> <td><input type="checkbox"/> Developmentally Delayed</td> </tr> </table>	<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Functional Delay	<input type="checkbox"/> Other - Health Impairments	<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Autism	<input type="checkbox"/> Intellectually Gifted	<input type="checkbox"/> Speech Impairments	<input type="checkbox"/> Hearing Impairments	<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Blind	<input type="checkbox"/> Deafness	<input type="checkbox"/> Multiple Disabilities	<input type="checkbox"/> Visual Impairments	<input type="checkbox"/> Intellectual Disability Test	<input type="checkbox"/> Emotional Disturbance	<input type="checkbox"/> Orthopedic Impairments	<input type="checkbox"/> Language Impairments	<input type="checkbox"/> Developmentally Delayed				
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Include Students with Projected IEP Date:																									
On or After	<input type="text" value=""/>																								
Before	<input type="text" value=""/>																								
Include Students with Projected Eligibility Date:																									
On or After	<input type="text" value=""/>																								
Before	<input type="text" value=""/>																								
Include Students with Projected ECO Exit Date:																									
On or After	<input type="text" value=""/>																								
Before	<input type="text" value=""/>																								
Sort By	<input type="checkbox"/> Sort by Projected IEP Date																								
Sort By	<input type="checkbox"/> Sort by Projected Eligibility Date																								
Group By	<input type="checkbox"/> Group by School																								
Generate Report																									

- **Goal Report:** This report will pull all goal information entered on the student in the currently finalized IEP. This information can be pulled by school and exported in Excel.

Reports - IEP Goals Report [New Mail!](#)

Report Date: 07/14/2017

School: Doe Elementary
 Sample School
 Summer Updates Task Force School

- **Eligibility Information Report:** This report will pull information for active students in the system and list their primary disability, secondary disability, and SLD deficit area by school.

Reports - Student Disability Report (xls) [New Mail!](#)

Select Students to Include:

School: -All Schools-

(If none are checked, you get all grades)

Grade: P3 - (Pre-School) 4th Grade 10th Grade Fourth Grade - Transitional
 P4 - (Pre-School) 5th Grade 11th Grade Fifth Grade - Transitional
 Kindergarten 6th Grade 12th Grade Sixth Grade - Transitional
 1st Grade 7th Grade First Grade - Transitional Seventh Grade - Transitional
 2nd Grade 8th Grade Second Grade - Transitional Eighth Grade - Transitional
 3rd Grade 9th Grade Third Grade - Transitional

Sort by Primary Disability

Group by School

- Service Minutes Report:** This report will provide the list of active students and their current service minutes being provided as of the day the report is run. This will exclude services that are not active at the time, ESY services if the report is run outside of the ESY period, etc.

Reports - Weekly Service Hours Report (xls) [New Mail!](#)

Date:	<input type="text" value="07/14/2017"/>
School:	<input type="text" value=""/> ▼
Grade:	<input type="checkbox"/> Pre-Kindergarten <input type="checkbox"/> 3rd Grade <input type="checkbox"/> 9th Grade <input type="checkbox"/> Third Grade - Transitional
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	<input type="checkbox"/> Sort by Primary Disability
Group By:	<input type="checkbox"/> Group by School

Generate Report