

KPBSD SPED MANUAL

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Alaska State Special Education Handbook:

http://eed.state.ak.us/tls/sped/pdf/FY15_Handbook/AK_SPED_Handbook.pdf

MAIN MENU

Student List

RED = IEP or 3-Yr. Re-eval due in 45 days or less.
YELLOW = Referral has reached 45 days or consent dates are missing.
 (75 calendar days is limit in KPBSD)
PURPLE = IEP or ESER is overdue at Central Office (three weeks past mtg date).

ID	Name	Grade	IEP Exp. Dt.	3 Yr. Re-eval Dt.	
02	10/3/14	10/11/15	OK		
04	3/25/15	4/23/16	OK		
02	4/13/15	4/13/17			
02	2/18/15	2/18/17	OK		
03	5/21/14	5/21/16			
01	10/23/14	10/23/16	OK		
FK	1/28/15	1/28/17	OK		
04	11/12/14	11/12/16	OK		
FK	4/30/14	4/30/16			
06		4/8/17			
04	4/8/15	4/8/17			
05	12/3/14	12/5/15	OK		
04	10/8/14	10/23/15	OK		
02	1/15/15	4/10/16	OK		
02	1/22/15	1/22/17	M		
04	4/16/15	4/30/16			
05	4/3/15	4/19/15	OK		

Yellow name indicates referral that has reached 45 calendar days

Red name indicates IEP or ESER that is due within 45 days

Purple row indicates paperwork that is overdue at Central Office

Expiration date of current IEP

3-yr re-evaluation due date

Red "M" indicates missing paperwork needing to be sent to District Office

School →

Select School

Aurora Borealis Charter

Current Selected Student:

NONE SELECTED

Change My Password

Add a new student to the SPED database →

New Student Record

For enrolled, enter part or all of the student's name:

Last

First

New Student Record

For unenrolled, click the button:

New Student Record - Unenrolled

Navigation Tabs

After selecting the desired student from the Student List, use the "Go To" tab to go to various parts of that student's IEP or referral.

School

The name of the school will appear automatically for most SPED personnel based on your login access. For those SPED personnel serving multiple schools, all of your schools will be selected upon opening the database, and all of the students at those schools will appear in the student list. To generate reports (caseload lists, IEP due dates, etc.), you must select one school only from the drop down list.

List of Students

Once a school is selected, a list of SPED students (students who already have an active IEP or are in the referral process) attending that school will be generated. The list includes the student's last name, first name, student ID, current IEP expiration date, and 3-year re-evaluation date. An **"M"** following the student's name indicates missing paperwork needing to be filed with District Office. More information regarding missing paperwork is found under "Missing Forms" on page 6 of this manual. An "OK" after the student's name indicates that all of the required paperwork for this school year has been received and approved at District Office.

Clicking on a student name will cause the student's name to appear in the "Current Student Selected" box to the right of the student list.

Jump

Using the "Jump" window is an alternate method of selecting a student as opposed to clicking on a student in the list.



Clicking on the "Jump" tab, will allow you to search for students within a school by entering all or part of the student's last name. Adding additional letters in the search bar will narrow the results.

From the Jump screen, you can access the student's referral, ESER, IEP, Summary of Services, LRE, and Goals and Objectives.

Hope School						
Last Name (Enter part or all of Last Name.)						
pr						
Practice_1, Ima	Referral	ESER	IEP	Sum. Serv	LRE	Goals/Objs
Practice_2, Ima	Referral	ESER	IEP	Sum. Serv	LRE	Goals/Objs
Practice_3, Ima	Referral	ESER	IEP	Sum. Serv	LRE	Goals/Objs

This can be particularly useful if you need to view the IEP of a student who is enrolled at a KPBSD school that you do not serve (i.e. a student who plans to transfer to your school). Only students with active IEPs or referrals are displayed in the list. Please contact your sped

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secretary to change the status of a student if a student's IEP status should be active and the database lists their status as something else.

New Student

The New Student Record box should be used **ONLY** for a student who **DOES NOT** have an existing record in the special services database. If you have a student who has recently moved into the district with an IEP, or a new student who has been referred for special ed services, enter their last name and first name in the appropriate boxes and click on “New Student Record.” It is not necessary to enter both the first and last names, or to enter the entire first or last name. For example, entering “sm” might bring up Smith, Smudge Smythe, etc.

Students who are moving within the district will automatically move to the new school in the database. You will not need to start a new record for those students. Please note, this move can take up to 24 hours after the student has been transferred in PowerSchool.

Once you enter a name, you will be taken to a new window listing the student or students matching that information. The number of students will depend on how much of their last or first name you entered.

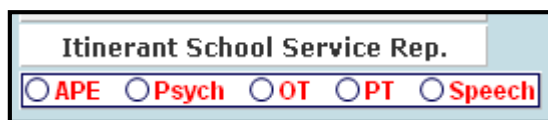
For example, if you entered Johnson in the last name and nothing in the first name, you may see the following (students enrolled at that school) in the next window:

	KCast ID	School	Last Name	First Name	M.I.	Grade		
1	10071006	Chapman School	Johnson	James	M.	07	New Ref.	New IEP
2	10071006	Chapman School	Johnson	James	J.	03	New Ref.	New IEP
3	10071006	Chapman School	Johnson	William	C.	04	New Ref.	New IEP
4	10071006	Chapman School	Johnson	David	M.	03	New Ref.	New IEP
5	10071006	Chapman School	Johnson	Robert	G.	05	New Ref.	New IEP
6	10071006	Chapman School	Johnson	William	S.	06	New Ref.	New IEP

At this point, you would locate the correct Johnson and then click on “New Ref.” or “New IEP” depending on whether you are creating a new referral or entering an existing IEP for a student who is new to the district. The list of students displayed includes only students who are enrolled at the particular school that has been selected from the drop down list.

If you get the message “No Student Found”, call Rebecca or Darla to check if the student is enrolled in PowerSchool. Students enrolled in the school district can be found within 24 hours after your school secretary enters them into PowerSchool.

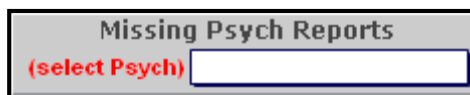
Itinerant Main Page (Additional feature)



Itinerant School Service Rep.

☐ APE ☐ Psych ☐ OT ☐ PT ☐ Speech

Itinerant staff (Psychologists, Occupational Therapists, Physical Therapists, Speech/Language Pathologists, etc.) have an additional feature on their main page, an “Itinerant School Service Rep.” After choosing the desired itinerant area, click on the grey **Print Itinerant School Service Rep.** button to produce a printed report that lists all students at that school receiving services in the chosen area. In order to find a student using this function, the student must have an active IEP with minutes assigned in OT, PT or Speech/Language in the IEP’s Summary of Service. For school psychologists the criteria is that the student has an active IEP and minutes in any of three areas of the Summary of Service: Social/Behavioral, Behavior Plan, or Counseling. The APE option, for Adapted Physical Education, will generate a list of all students who are receiving APE services, as noted in the “Special Factors” section of the IEP.



Missing Psych Reports

(select Psych)

School Psychologists also have the feature

This feature is used by district psychologists to find psychological reports that need to be submitted to District Office. Click in the empty white box to the right of (select Psych) and a pop up menu will appear from which you can select any the district’s psychologists. Once you have chosen a name from the list, click on “Missing Psych Reports” to generate a list of students whose signed Psychologist report has not yet been received at Central Office. The list will include students from any of the schools that are served by the selected school psychologist.

Utilities

There are 8 additional utilities, available to both itinerant and non-itinerant staff:

- ❖ Print Program Mods/Accoms
- ❖ Assessment Accommodations List
- ❖ Missing Forms
- ❖ Caseload List
- ❖ Print Mail Labels
- ❖ IEP Due Dates
- ❖ Student Contact List
- ❖ Print AK Standards

Print Program Mods/Accoms

This utility allows you to print a list of program modifications by student. Program modifications that are listed in the IEP are for use on a daily basis in the classroom. To generate a list of students, choose a case manager from the drop down menu, and click on **Show Students**. Leaving the Case Manager blank, will generate a list of all students at the school. To print program modifications, select all students by clicking on the **All** button, or select individual students by checking off the “Print?” box(es) to the right.

Assessment Accommodations List

A list of students with testing accommodations is generated, and can be viewed and/or printed. This list can be generated by case manager or for an entire school (leave case manager BLANK).

Missing Forms

Before selecting Missing Forms you must choose a case manager from a pull down menu. After selecting a case manager and then clicking on Missing forms, you will see the following screen:

Name of Case Manager

Comments (if any) from SPED secretary to case manager appear at the bottom.

After selecting student, use the navigation tabs to go directly to the database records for that student or return to the Main Menu.

Any students with an “M” following their name in the Main Menu will be listed here with checked boxes of any paperwork needing to be filed with District Office.

Whenever red Ms are entered in the database, case managers will also receive an email from their sped secretary to remind them that paperwork is overdue at district office. The timeline for submitting paperwork is 3 weeks—2 weeks to complete the paperwork and 1 week for the original hard copies to travel via inter-district courier to Central Office.

Caseload List

Caseload lists can be viewed by school or by case manager. If you want a caseload list for a particular case manager, first select their name from the Case Manager pull down list and click on Caseload List. Leaving the Case Manager blank and clicking on Caseload List will list all the students with active IEPs and students in the referral process at that school.

***** It is vitally important to periodically print a caseload list for the entire school (leave Case Manager blank) in order to be sure that all SPED students currently enrolled at your school are assigned a case manager from your school. This is especially critical at the start of the school year. Periodic checks (at least monthly) throughout the year are necessary to ensure that a student newly enrolled at your school has not been missed.**

After clicking on “Caseload List,” you will be asked to print or preview the report. In preview mode, you will need to hit ENTER on your keyboard to scroll through each page of the caseload report. Once you reach the final page, you will be prompted to choose “Print” or “Cancel.” Choosing “Cancel” will return you to the main screen.

Print Mailing Labels

Clicking on “Print Mailing Labels” will give a choice of “Plain” labels (Student name and address) or “Parents” labels (Parent/Guardian of: Student name and address). Labels are printed in Avery 5160 format (30 labels per sheet). Labels can be printed by case manager, or for the entire school (leave Case Manager blank).

IEP Due Dates

You can simply click on IEP Due Dates (all student IEP due dates will appear) or select a Date Range for IEP due dates (only those IEP coming due within that range will appear). In either case the next window asks whether you want them sorted by name or due date. The students will be grouped first by case manager and then alphabetically (when chosen to list by name) or in order of impending due dates (when chosen to list by due date). Your next choice is to view the list or print the list. If you choose print, the list will be printed and you will return automatically to the Main Menu. If you choose view, you MUST hit “ENTER” to move through subsequent screens. After viewing the last screen, you still have a chance to print. Clicking on cancel at the end of viewing will automatically return you to the Main Menu.

Student Contact List

In order to print a Contact List for students, you must select a case manager from the drop down list. This utility will generate a contact list for all students on your caseload including name, mailing address, phone and email address (if entered) for each student.

Print AK Standards

Before you can print Alaskan Standards, you must select a specific category of standards. The Alaskan standards are also available on the internet (<http://eed.state.ak.us/akstandards/>) or in Alaskan Standards booklets which should be found at your school. Be advised this can be a fairly lengthy printing for some areas.

REFERRAL ENTRY SCREEN

Referrals are only needed for initials or for students having a change in eligibility category, not for 3 yr. Re-evaluations.

Demographics

Demographics					
KCast ID	P125694	Birthdate	8/30/1997	School	Hope School
State ID		Age	13	Home School	
Last Name	Person	Grade	09	Teacher	
First Name	Ina	Gender	<input type="radio"/> M <input checked="" type="radio"/> F	Parent/Guardian1	Marc Berezin
M.I.	G	Ethnicity	Caucasian	Parent/Guardian2	Parent 2
				Address1	PO Box
				Address2	
				City, State Zip	KPBSD, AK
				Phone 1	555-1212
				Phone 2	555-1212
				CellPager	555-1234
				Email	

The first part of the Referral Entry screen contains the demographics of the student. This information is automatically entered from Power School data and is updated nightly. School secretaries are responsible for entering student data into PowerSchool. Special Services has no control over this data and cannot change it. If you find that this data is incorrect, please contact your school secretary to have it fixed.

The only fields in this section, that are editable by the case manager, are the Cell Phone and Email boxes. If you know a parent's cell phone number or email address you may enter that information here. It is not required.

Any student ID that begins with a "P" is an unenrolled preschool student. If this student is receiving any Special Services, the parent must enroll their child as soon as possible with your school secretary. Once the student is enrolled, Rebecca or Darla will replace the "P" number with a valid student ID.

Referral Information

Referral Information			
Referral Date	1/1/2008	Days Absent This Year	
Referred by	Teacher	Days Absent Last Year	
Case Manager	Laura Rhyner	Surrogate/Foster Needed	<input type="radio"/> Surrogate <input type="radio"/> Foster <input checked="" type="radio"/> None
Program Manager	Bob Ernold	Surrogate/Foster Name	
Psychologist	Benjamin Caswell	Interpreter Needed	<input type="radio"/> Yes <input checked="" type="radio"/> No
		Home Language	English
		Medicaid Number	
		Reason for Referral	<input type="checkbox"/> Behavior <input type="checkbox"/> Health <input type="checkbox"/> Math <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Vision <input type="checkbox"/> Other... <input checked="" type="checkbox"/> Following directions <input type="checkbox"/> Hearing <input type="checkbox"/> Motor skills <input checked="" type="checkbox"/> Speech/language <input checked="" type="checkbox"/> Writing
		Enrollment in Other Programs	<input type="checkbox"/> Bilingual <input type="checkbox"/> Gifted <input type="checkbox"/> Migrant <input type="checkbox"/> Psy/Counseling <input type="checkbox"/> Prior Special Ed. <input type="checkbox"/> Title I <input type="checkbox"/> Title VII <input type="checkbox"/> Home School <input type="checkbox"/> Remedial Reading <input checked="" type="checkbox"/> Other... Infant Learning Program

The first three fields in the upper left corner of this section of the Referral are vitally important and must have data entered into them. The **"Referral date"** should be the date the team decided a referral was needed. **"Referred by"** should be the person who requested the referral (SPED provider, classroom teacher, parent...). **"Case Manager"** is equally vital. This field should be the person who first created the referral in the SPED database. The case manager may change depending on the student's certification, but initially the case manager is the one initiating the referral in the SPED database and should be identified by name.

Program Manager and **Psychologist** are entered automatically depending on which school the student is enrolled in.

Number of days absent this year and last must be manually entered by the case manager. Your school secretary or your PowerSchool access can provide you with this information.

Reason for Referral requires that the appropriate box(es) be checked.

Enrollment in other programs: you may check some box(es) here if the student is enrolled in a particular program as identified in Power School.

Surrogate or Foster: The default in this field is “None.” If the student needs a surrogate appointed, please contact your program coordinator or sped secretary. If parents are unavailable (parental rights have been severed by the courts, moved out of state, institutionalized) or the child is in state custody, a surrogate will often be needed. OCS (Office of Children’s Service) cannot be assigned on this line. **Surrogate information and /or assignment should be requested from your program manager.**

Previous Interventions and Evaluations

Previous Interventions / Evaluations			
Prior SpecEd Referral Date	Prior Educational Asmt. Date	Prior Physical Medical Asmt. Date	Prior Psych Eval. Date
Previous Classroom Interventions (5 lines max) lsd ftkas; f astf stf;ksdj fastfj astf;fkjas dftk;jasd ft;asjf asf;fkjas flasjf astfj asdf;fkas dft;kas flasjf asf;fjsa fls;f lasfj asf;fjs			

If there were previous special ed referrals, prior assessments, prior physical or medical information or prior psychological evaluations, enter dates here. Otherwise, leave these fields blank. **Previous classroom interventions (information from I-Team, parents, student, and any previous IEPs) are required.**

Consent for Evaluation

Consent for Evaluation			
Date Consent for Testing Sent to Parent	8/24/2008	Reason for Evaluation	To determine initial eligibility for services.
Date Consent for Testing Received from Parent	8/25/2008	Areas to be Evaluated	<input type="checkbox"/> Academic achievement <input checked="" type="checkbox"/> Adaptive behavior <input type="checkbox"/> Assistive technology <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Developmental readiness <input type="checkbox"/> Fine/gross motor development <input type="checkbox"/> Hearing (formal assessment) <input type="checkbox"/> Intellectual functioning <input checked="" type="checkbox"/> Parent info/observations <input checked="" type="checkbox"/> Social/emotional/behavior <input type="checkbox"/> Vision (formal assessment)
		Other Relevant Factors (1 in)	lma has been enrolled in the Infant Learning Program for 18 months

Date Consent for Testing Sent to Parent: This is the date the consent form was sent home to parents or the meeting date at which the consent form was given to parents.

Date Consent for Testing Received from Parent: The date that the signed consent form was received by the case manager. **Within 75 calendar days from the date on the signed Consent for Evaluation form, the student’s eligibility must be determined and (if the students is found eligible and the parents consent to placement) IEP must be implemented. The “Date Received” counts as the first day of the 75-day count. Eligibility and IEP must be done within 75 calendar days.**

Reason for Evaluation: Select from a popup menu with two choices:

- 1) To determine initial eligibility for special education
- 2) To determine continued eligibility for services

Areas to Be Evaluated: You should check all areas in which the team plans to conduct evaluations to determine eligibility. Keep in mind that any areas that are checked here must be evaluated as part of the eligibility process, and only the areas that are checked here are those to which the parent is providing consent. Please be sure that all possible evaluations are

discussed at the pre-evaluation meeting, and that all relevant team members—including related services providers, and specialists such as vision, hearing, adaptive PE, and assistive technology—are invited to the meeting and/or allowed to give input at the pre-evaluation meeting.

Other Relevant Factors: List any relevant information such as interpreter, observations, audiological evaluation, third party evaluations, or review of attendance records.

ELIGIBILITY SUMMARY AND EVALUATION REPORT (ESER)

Dates/Eligibility			
Eligibility Meeting Date	1/1/2008	Meets Criteria	<input checked="" type="radio"/> Yes <input type="radio"/> No
Demonstrates Need for Special Instruction		<input type="radio"/> Yes <input checked="" type="radio"/> No	<div style="border: 1px solid black; padding: 2px; background-color: yellow;"> BOTH must be "Yes" for student to be eligible. </div>
Certification		Speech or Language Impairment	
504 Referred		<input type="radio"/> Yes <input type="radio"/> No	

Eligibility Meeting Date

Eligibility Meeting Date is the date the team meets and determines eligibility. Students must be evaluated no less than every 3 years to determine continued eligibility for special education. The 3 year reevaluation date (expiration date) is automatically calculated based on the Eligibility Meeting Date.

Eligibility Meeting Date 1/1/2008

Failure to update this ESER re-evaluation date when holding a 3-year re-evaluation will create an error on the IEP cover sheet (signature page). When doing a 3 year re-eval, be sure to update the eligibility meeting date. An incorrect date in this field will result in having to get a new IEP signature page.

Meets Criteria

Meets Criteria ☒ Yes ☐ No

Mark "Yes" if the student meets state regulatory criteria for having a disability based on the data provided in this document.

Demonstrates Need

Demonstrates Need for Special Instruction ☐ Yes ☒ No

Mark "Yes" if the student demonstrates an educational need that requires specially designed instruction.

**BOTH BOXES (Criteria and Need)
MUST BE CHECKED**

**If either question is answered "No", then the student is NOT eligible for special education.
If both questions are answered "Yes", then the student IS eligible for special education**

Certification

Certification can be entered here or on the IEP info entry screen. It is one and the same field with different entry points (here in the ESER or in the IEP Info screen). This field is a drop down list of the 14 eligibility categories for special education.

504 Referred

If the child is **not eligible** under IDEA, then the student may be eligible under Section 504. The Eligibility/Intervention team may consider a 504 plan. Each building has a 504 coordinator. Contact the principal or the I-Team for 504 considerations.

Results of Evaluations

Results of Evaluations						
Complete? <input type="checkbox"/>	Evaluation 1 Date	4/16/2007	Evaluator 1 Position	Psychologist	Evaluator 1 Name	Mrs. Psychologist
	Evaluation 1 Results	A review of the report by Dr. Neurologist completed in January of 2007 indicated Ima has a diagnosis of autism, with				
Complete? <input type="checkbox"/>	Evaluation 2 Date		Evaluator 2 Position		Evaluator 2 Name	
	Evaluation 2 Results					
Complete? <input type="checkbox"/>	Evaluation 3 Date		Evaluator 3 Position		Evaluator 3 Name	
	Evaluation 3 Results					
Complete? <input type="checkbox"/>	Evaluation 4 Date		Evaluator 4 Position		Evaluator 4 Name	
	Evaluation 4 Results					
Complete? <input type="checkbox"/>	Evaluation 5 Date		Evaluator 5 Position		Evaluator 5 Name	
	Evaluation 5 Results					
Complete? <input type="checkbox"/>	Evaluation 6 Date		Evaluator 6 Position		Evaluator 6 Name	
	Evaluation 6 Results					

Data in any of the fields in this section may only be entered via the Individual Evaluation Reports themselves.

The first individual report is reserved for the school psychologist.

Data from the “Summary and Conclusions” section of the Psychologist’s Individual Evaluation Report will appear here as “Evaluation 1 Results” and will print as part of the Evaluation Summary/Eligibility Report.

Data from the “Results” section of the remaining 5 Individual Evaluation Reports will appear here and print as part of the Evaluation Summary/Eligibility Report.

Learning Disability Only Section

Complete this ENTIRE section ONLY for students referred for a LEARNING DISABILITY.	
Relevant Behavior Rel to Functioning (20 lines max)	DATA FROM OBSERVATION OF CHILD AND ANY RELATIONSHIP TO BEHAVIOR MUST BE ENTERED HERE. A CHILD
Medical Findings (10 lines max)	ANY MEDICAL INFORMATION SHOULD BE ENTERED HERE
Psychologists Responsible for the following four fields	
Learning Disability Data (40 lines max)	CURRICULUM BASED MEASUREMENTS, SUMMARIES OF WORK SAMPLES, TEACHER-CREATED ASSESSMENTS ARE ALL ENTERED HERE
Learning Disabled in Area(s) of	STATE AND DISTRICT ASSESSMENTS AND FORMAL STANDARD SCORES ARE ENTERED HERE. EX: SBA,
	<input checked="" type="checkbox"/> Written Expression <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Basic Reading <input checked="" type="checkbox"/> Oral Expression <input type="checkbox"/> Math Calculation <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Reading Fluency
Learning Disability Explanation (10 lines max)	JUSTIFICATION FOR DECLARING CHILD WITH A LEARNING DISABILITY ENTERED HERE
Environmental, Cultural, and Economic Considerations	Environmental, cultural, economic factors are NOT primary reason for disability.

Only fill out this section, if the student’s certification is Specific Learning Disability. Leave this entire section blank for all other certifications.

The first two fields of this section are the responsibility of the case manager. School psychologists are responsible for filling in the last four fields in the learning disability section (highlighted in bright blue).

Relevant Behavior Related to Functioning

Based on observations, describe how student’s behavior relates to academic performance while functioning within the regular classroom.

Medical Findings

Describe how any relevant medical condition(s) relate to academic performance. If this is not a relevant factor, enter “None”.

Learning Disability Data

This section should include both non-standardized data (CBM scores, observations, grades and lexile data, etc.) and standardized data (RTI Intervention Data, AMP, AWA, WISC, WJ, etc.)

Learning Disabled in Area(s)

The school psychologist will check the box(es) to indicate the appropriate area(s).

Learning Disability Explanation

The school psychologist will enter justification for determining the student has a learning disability.

Environmental, Cultural and Economic Factors

This is a pop up menu with two choices:

- 1) Environmental, cultural and economic factors are NOT primary reason for disability.
- 2) Environmental, cultural and economic factors are primary reason for disability. Student is NOT eligible.

Other Factors	
Must be completed for ALL exceptionalities.	
Evaluation Conducted in Child's Primary Language	<input checked="" type="radio"/> Yes <input type="radio"/> No
Reason Evaluation Not in Primary Language (5 lines max)	Evaluation was conducted in Ima's first language, which is English.
Not Eligible Due to Lack of Instruction	<input type="radio"/> Yes <input checked="" type="radio"/> No
Student Strengths (15 lines max)	Ima recognizes and greets her peers, is skilled at using all of the playground equipment (slides, swings, climbing
Parent Input/Observations (15 lines max)	Ima's parents are pleased that Ima has begun to speak more, in addition to using her cards and gestures. Ima's
Educational Needs (in priority order) (2 lines max ea.)	Recommendations (matched to needs) (2 lines max ea.)
1. Increase functional communication of wants and needs	Use of Picture Exchange Communication system, use of
2. Increase play with peers	Provide structured setting with modeling and specific
3. Increase Pre-K skills	Structured preschool setting with introduction of
4.	
5.	
6.	
7.	
8.	
Other Factors (10 lines max)	

Evaluation Conducted in Student's Primary Language

Default is "Yes." If "No", an explanation must be provided in the next section.

Reason Evaluation Not Conducted in Student's Primary Language

Provide explanation of why not.

Not Eligible Due to Lack of Instruction

This is a yes or no choice with "No" being the most likely choice. A "Yes" in this field would indicate that the student has not received adequate educational instruction, and therefore it cannot be determined if the student truly has a disability or whether the student has not received adequate instruction (i.e. extended or repeated absences from school have caused the student to fall behind).

Student Strengths

List student's strengths. This section cannot be left blank.

Parent Input/Observations

Include input or observations from the parent(s). This section should not be left blank.

Educational Needs and Recommendations

Educational Needs should be listed in priority of greatest need. Recommendations must align with the educational needs.

Examples of needs and recommendations:

- Speech Need = articulation of the following sounds xxx, Speech Recommendation = articulation therapy in small group speech therapy setting.
- Reading Need = basic reading instruction, Reading Recommendation = intensive direct instruction for remediation in phonemic awareness.
- Math Need = improve basic computation, Math Recommendation = individual and/or small group instruction in rote numerations.

Recommendations should **NOT** include the names of specific programs or products. Instead, provide a description of the type of product or program (ex: write “text to speech software” rather than naming *Dragon Speak* software).

Other Factors

Enter any other information that could be pertinent to the eligibility of the student.

INDIVIDUAL EVALUATION REPORTS MENU

Evaluation Type(s)	Evaluator Position	Evaluator Name	Date		
1 Developmental/medical history, Adaptive behavior, Classroom observation	Psychologist	Mrs. Psychologist	4/16/2007	View	
2 Communication, Academic achievement	Sp./Lang. Pathologist	District	8/31/2006	View	
3 Adaptive behavior, Intellectual ability				View	
4				View	
5				View	
6				View	

From this menu, click “View” to read an existing report or to enter a new report. **Report 1 is reserved for school psychologists.**

Individual Evaluation Reports

[Clear Entire Report](#)
[Show/Hide Text Ruler](#) [Check Spelling](#)

Evaluator

Evaluator Position

Report Date

Purpose: (How does this evaluation relate to concerns described in referral or reevaluation?) (30 lines max)

Procedures/Instruments: (Must also relate to concerns described in referral or reevaluation.) (60 lines max)

Results: (150 lines max)

Significance of Findings: (Include a description of factors interfering with the student's educational performance, possible special education and related services needed, and need for extended school year services.) (100 lines max)

Summary and Conclusions: (50 lines max)

Check this box when report is complete: ☐

1

1

All reports consist of 9 fields:

- **Evaluator** is the name of the person(s) writing the report.
- **Date** is the date the report is completed. (If these evaluations are part of an eligibility determination, all reports must be dated prior to the eligibility meeting date).
- **Purpose** describes how the evaluation relates to the concerns in the referral or reevaluation.
- **Procedures/Instruments** describe what tools/techniques were used for the evaluation.
- **Results** describe the findings of the evaluation.
- **Significance of Findings** describes how assessment information demonstrates educational needs – i.e. strengths, weaknesses, discrepancy and instructional impact.
- **Summary and Conclusions** describes how the evaluation data and assessment information come together to answer the question of qualification, eligibility, program, and options to address student needs.

****Be sure to check the Yellow box when you have completed your report.****

Use the “**Clear Entire Report**” button to clear the contents of all fields allowing for re-use of this individual report. When doing a 3 year re-eval, the old report in that area should be cleared. There should only be one SLP report, one OT report, etc. for each student. The case manager must clear any old individual evaluations for services a student no longer receives (i.e. speech or other related services that have been discontinued). If there is information in the old report that you want to retain for your updated or new report, copy that information and paste it into the new report.

Different report writers have different responsibilities. See below for clarification.

Psychologists

Data from the “Summary and Conclusion” section of the Individual Evaluation Report 1 will be posted in the Evaluation Summary and Eligibility Report (ESER). This section must include:

- Summary of test results
- Area(s) of eligibility, if Specific Learning Disability
- Transportation needs, if any
- Behavior Concerns, if any
- Environmental, cultural and economic issues, if important to eligibility
- Language (Primary) issues, if important to eligibility

Special Education Teachers

Data from “Results” section (reports 2 through 5) will be the part posted in the Evaluation Summary and Eligibility Report.

LD STUDENTS - SPECIAL EDUCATION TEACHERS DO NOT NEED TO COMPLETE AN INDIVIDUAL EVALUATION REPORT

Special Education Teachers **do** need to fill out the “Relevant Behavior/Related to Functioning” and “Medical Findings” fields in the Specific Learning Disability Section. All other LD fields are the responsibility of the school psychologist.

FOR ALL STUDENTS NOT REFERRED FOR SPECIFIC LEARNING DIASABILITY

All Special Education Teacher information gathered should be in **one** report. This may include achievement test results, medical concerns if any, classroom observations, etc.

Any third party reports that provide relevant information should be briefly summarized and NOT entered in their entirety. However, any third party reports or out-of-district reports should be photocopied and hard copies should be submitted to District Office for inclusion in the student’s master file.

Other Service Providers

Data from the “Results” section of Individual Reports will be automatically cross-posted in the Evaluation Summary and Eligibility Report. A statement of eligibility and/or needs of service must be included in the results section.

Other Related Service Providers and their Reports

When a 3 year re-evaluation occurs and a subsequent report such as OT, PT, speech, etc. is written, the old report must be REMOVED and replaced with the new report. **There should not be two related service reports of the same type.**

MEETING INVITATIONS

Entry for Meeting Invitation

There are six possible entries for meeting invitations. Each of the six is identical and should be used in order (1 through 6).

Invitation Date: This is the date the meeting invitation is sent. Two weeks' notice must be given prior to the actual meeting date.

Meeting Date: This is the date the proposed meeting is scheduled to be held.

Meeting Time: This is time the meeting will take place. **Be advised that a time entered without a "PM" or "AM" will default to AM.**

Person(s) Invited and Position: Individuals that are invited to the meeting need to be listed by position only (not by name). The invitee position is a pop up menu of various team members that may be invited to the meeting, including the following choices:

Administrator	Social Worker
SpEd Teacher	Counselor
Gen Ed Teacher	District Rep.
Parent	Instructional Aide
Student	Hearing Specialist
School Psychologist	Vision Specialist
SLP	Child Find Coordinator
OT	Transition Agency
PT	Other...

On the data entry screen you will be able to see any areas of related service that the student is receiving services in. These alerts come directly from the student's summary of services. If a related service is listed here, that service provider should be invited to participate in the meeting. This

information does not print on the meeting invitation, it is simply an alert to the case manager to remind them to include these service providers when planning for an IEP meeting.

The meeting invitation allows for six different people to be entered on the form. If you are inviting more than six people, you must do two invitations. The invitations include a position only (rather than a name field). This helps to avoid unnecessary excusals when a particular person is not able to attend the meeting, but another team member can adequately fill that role (e.g., the vice principal attends as the district representative in place of the principal).

Meeting Type: Check all appropriate boxes relevant to the type of meeting to be held. More than one box may apply to any particular meeting.

Once the invitation is complete, you will have the option to print any of the 6 possible Meeting Invitations from the Print menu. The date of the scheduled meeting will appear on the print menu as a reference to help you choose the correct meeting invitation.

Person(s) excused with Parent Permission: (printed version only)

Person(s) excused with parent permission:	
Note: An administrator is a <u>required</u> IEP participant. For students participating in GenEd, at least one GenEd teacher <u>must</u> participate.	
Name	Position
Name	Position
Name	Position
_____ Parent Signature	

This box appears only on the printed version of the Meeting Invite. This area needs to be filled in when there are individuals who have been included on the meeting invite, who were not able to attend the meeting.

Meeting Invitations are All Used:

When all Meeting Invitations have been used, use the button

[Click Here to Create Blank Meeting Invite](#)

. This button deletes Meeting Invitation 1 which then in turn moves the contents of Meeting Invitation 2 to Meeting Invitation 1, 3 to 2, 4 to 3 and so on leaving Meeting invitation 6 blank.

The printed form of the meeting invitation has additional space to document phone contacts regarding the meeting invitation.

Date of telephone or letter contact: _____ Person contacted: _____ Result: <input type="checkbox"/> Meeting confirmed <input type="checkbox"/> Cannot attend; proceed without me <input type="checkbox"/> No answer <input type="checkbox"/> Rescheduled for: _____ at _____ Other: _____
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Also include in the printed invitation is information about who the case manager is and their phone number. If this information is incorrect, contact District Office to make any necessary changes.

Please check in at the school office for the room location. If this time is not convenient, please call Laura Rhyner at 714-8898 to reschedule the meeting.

Once the meeting invitation is printed it MUST be signed by the case manager, and the original, signed copy must be sent to Darla or Rebecca at District Office as well as copies to all invitees. The copy that is sent to District Office must include documentation showing how/when the parents were contacted (or an attempt made) to confirm the meeting.

See next page for sample of printed Meeting Invitation

Kenai Peninsula Borough School District Written Invitation to Meeting

Student's Name: Person, Ima
Student ID: P125694

Date: 2/9/2007
School: Hope School

Dear Parent/Guardian:

You are invited to attend a meeting regarding your child's educational needs. If your child is 16 years of age or older, the purpose of this meeting is to develop a transition plan. If this meeting is also for transition planning, your child has been invited to attend the meeting. We have also invited the following persons to participate in this meeting:

Position

Position

Position

Position

Position

Position

You may invite others who have special expertise or knowledge regarding your child. Please inform me if you intend to invite other participants.

The purpose of this meeting is:

- ☐ Pre-evaluation Planning ☐ Transition Planning ☐ Other...
☒ Eligibility Determination ☐ Consider Extended School Year
☒ IEP Development/Review ☐ Manifestation Determination

This meeting is scheduled for Monday, 2/19/2007 at 3:00 PM.

Location: Hope School Day of Week Date Time of Day

Please check in at the school office for the room location. If this time is not convenient, please call Laura Rhyner at 714-8898 to reschedule the meeting.

Sincerely,

_____ **Laura Rhyner**

CONTACT INFORMATION (school use)

Date of telephone or letter contact: _____

Person contacted: _____

Result:

- ☐ Meeting confirmed
☐ Cannot attend; proceed without me
☐ No answer
☐ Rescheduled for:

_____ at _____

Other: _____

Form 15 Meeting Invitation

Person(s) excused with parent permission:
Note: An administrator is a required IEP participant. For students participating in Gen Ed, at least one Gen Ed teacher must participate.

Name _____ Position _____

Name _____ Position _____

Name _____ Position _____

_____ Parent Signature

IEP INFO ENTRY

Demographics

Demographics					
KCast ID	P125694	Birthdate	8/30/1993	School	Hope School
State ID		Age	16	Home School	
Last Name	Person	Grade	09	Teacher	
First Name	Ina	Gender	F	Address1	PO Box
M.I.	G	Ethnicity	Caucasian	Address2	
				City, State Zip	KPBSD, AK
				Parent/Guardian1	Marc Berezin
				Parent/Guardian2	Parent 2
				Phone 1	555-1212
				Phone 2	555-1212
				Cell/Pager	

The first part of the IEP Info entry screen contains the demographics of the student. This information is automatically imported from PowerSchool and is updated nightly. School secretaries are the ones who enter student data into PowerSchool. Special Services has no control over this data and cannot change it. Any student ID that begins with a "P" is an un-enrolled preschool student. If this student is receiving any Special Services, the parent needs to enroll their child as soon as possible with your school secretary. Once the student is enrolled, Central Office sped staff will replace the "P" number with a valid student ID.

The only fields in this section, that are editable by the teacher, are the Cell Phone and Email boxes. If you know a parent's cell phone number or email address you may enter that information here. It is not required.

School is where the student is enrolled. Usually **Home School** is blank because the school where the student receives services is the same as the school the student attends. The Home School field is typically used only for home school (Connections) students or for students who are enrolled in certain "District Wide Programs."

Any student receiving special education services needs to enroll in a KPBSD school. This includes itinerant pre-school students who may come into school for only 30 minutes of speech services per week, or may be served at a non-KPBSD location (e.g. Head Start or another private preschool).

When Connections students are receiving direct special education services at a brick and mortar school, the case manager must contact their pupil services secretary to inform them of where the student is receiving services. This information will be tracked by the Sped secretaries using the Home School field in our database. This in no way affects their Connections enrollment.

IEP Information

IEP Information									
		Meeting		PWID Dates		Date(s) IEP Amended			
		Invitation Dates		PWID Dates		Date(s) IEP Amended		Case Mgr.	Program Manager
IEP Mtg. Date	2/7/2009	1	3/1/2007	1	2/15/2007	1	10/3/2006	Daria Wales	
IEP Exp. Date	10/21/2009	2	2/9/2007	2	10/10/2006	2	1/30/2008	Certification	Speech or Language Impairment
Last Eval Date	10/21/2009	3	10/6/2007	3	11/27/2007			Status	
3-yr. Re-eval Date	10/20/2012	4		4	9/9/2008			Type Of IEP Review	<input checked="" type="radio"/> Initial <input type="radio"/> 3-yr. Reevaluation <input type="radio"/> Amended IEP <input type="radio"/> Annual Review <input type="radio"/> Transfer
Exit Date	1/1/2009	5		5				Progress Reports	4 times per year
Dt. Trans. Rights	10/2/2006	6						Parents of children with disabilities must be sent progress reports on their child's goals and objectives at least as often as parents of children without disabilities receive progress reports. (i.e. Report Cards)	
								Interpreter Needed	<input type="radio"/> Yes <input checked="" type="radio"/> No Home Language: English
								Surrogate Needed	<input type="radio"/> Yes <input checked="" type="radio"/> No Surrogate Name: _____ Surrogate Phone: _____

IEP Mtg. Date: This is the date of the IEP meeting. This date must be the date that the IEP team convened to write the IEP even though implementation of the IEP may occur at a different date. If the meeting date and the implementation of the IEP are different, be sure to reflect the implementation dates in the Start and End dates of any goals.

If this is not an initial IEP meeting, the meeting must occur **ON or BEFORE** the expiration date of the current IEP. An IEP meeting may be held without the parents only after reasonable and documented attempts have been made to include them. **Extensions of annual review dates are NOT acceptable.** **There needs to be an annual review of all IEPs done in a timely manner, PRIOR TO THE IEP EXPIRATION.**

****NOTE when printing a Cover/Signature page: the IEP meeting and Expiration dates in the IEP INFO entry MUST BE changed prior to printing the Cover/Signature page.**

IEP Exp. Date: Updating the IEP meeting date will automatically update the IEP Expiration date to one year from that date.

Last Eval Date: This date reflects the date of the last meeting for determining eligibility. This date can be changed on the ESER entry page. Do not change this date for an annual IEP meeting.

3-yr. Reeval Date: This date is automatically calculated to be three years from date of the last ESER meeting.

Exit Date: This is date the student is exited from special education and no longer receives Special Services. Exits could be for the following reasons: graduated with diploma or certificate, reached maximum age, moved, dropped out, or no longer eligible for services. This date is entered by district office personnel.

Trans. Rights sent: For students under age 16, this box will be blank. For older students it will include the date on which district office sent the Transfer of Rights letter to a SPED student turning 18. It is the responsibility of the District Office to send the Transfer of Rights letter. This field is only to let case managers know when it was done.

Meeting Inv. Dates: These six date boxes will be automatically entered from the dates carried over in the corresponding date fields in the six Meeting Invitations. **These 6 entries should be used in order.**

Written Notice Dates: These five date boxes will be automatically carried over from the dates entered in the corresponding date fields in the five Written Notices. **These 5 entries should be used in order.**

Case Mgr: Clicking this box will bring up a pop up menu of Special Services staff for your school. Select your name. **This is a required entry.**

Certification: This field shows the eligibility category under which the student qualifies for special education. This field can only be edited on the Evaluation Summary and Eligibility Report (ESER)

screen. This field will only be changed if the team holds a new eligibility meeting and changes the certification of a student. It cannot be changed at an annual IEP meeting.

Status: This reflects the current status of the student. The field can only be changed by District Office personnel, therefore it is critical that District Office personnel be notified of any changes in a student's status. Written Notice must be sent home any time a student's status changes to ensure an accurate and documented paper trail.

The following statuses are possible:

Active – the student is currently receiving SPED services.

Referral – the student is undergoing an initial evaluation for SPED services.

DNQ – the student did not qualify on an initial referral for SPED services.

No longer receives SPED – the student had been receiving special education services, but no longer qualifies for or demonstrates a need for special education services. These are students who no longer have an IEP and are receiving all of their educational services from a general education program.

Graduated w/diploma – a student has graduated from high school with a regular high school diploma. Once a student receives a diploma, they are no longer eligible for SPED services.

Received certificate – a student who received a certificate of completion, certificate of attendance, or some similar document. This status may be given a student who receives a certificate in lieu of a diploma at the time of their peer class graduation date. These students are still eligible for SPED services up to age 22 and can continue to be enrolled in school.

Reached maximum age – a student has reached the age of 22 before July 1st and is no longer eligible for SPED services.

Deceased – student is deceased.

Revoked Consent – The parents have revoked their consent for the provision of special education services. If the family decides to pursue special ed services in the future, the student will need to go through the initial referral process again.

Moved – Continuing SPED – a student has moved out of the district area and is known to be continuing in another educational program.

Dropped out – a student was previously enrolled in the district, but is not currently enrolled and there is no evidence the student is continuing in another educational program. This includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exited students.

504 Plan – This student has an active 504 Accommodation Plan, and is not receiving special ed services.

Type of IEP Review: This is the type of IEP review that will be held (Initial, Annual, 3 Year Re-evaluation, Transfer, or Amended IEP). (**NOTE when printing a Cover/Signature page: the Type of IEP Review MUST BE changed to reflect the correct review type prior to printing the Cover/Signature page).

Temporary Placement

The development of an interim IEP (or the use of a temporary placement) may be appropriate for a child with a disability if there is some question about the child's special education or related service needs. These are typically used for students transferring into the KPBSD without complete IEP or ESER paperwork, or with a recently expired IEP

Temporary placement is allowed under the following conditions:

1. An IEP must be developed.
2. The parents must agree in writing (i.e., their signature) to the temporary placement.
3. The temporary placement **must not continue beyond 30 calendar days.**
4. An IEP Team meeting must be conducted at the end of the interim period.
5. All applicable IEP content requirements must be met with no lapse in services between the interim and final placements.

Transfers into a District

When a child who has a current IEP and eligibility report from another district moves into our district, the IEP Team must decide whether to accept the existing eligibility report and IEP established by the previous district. If the IEP Team decides to reject the eligibility and/or the existing IEP, a meeting must be held to initiate a re-evaluation.

If the IEP Team decides to develop a new IEP, interim services may be provided via an interim or temporary placement, if agreed to by the parties (parents and IEP Team). If agreement cannot be reached, the IEP Team must implement the current IEP to the extent possible until a new one is developed. The IEP Team does not need to conduct a new IEP meeting if the current IEP and eligibility report are available, the parents agree with them, and the IEP Team finds them appropriate. **If the current IEP and ESER are not available, or either party believes they are not appropriate, the IEP Team must develop a new IEP within a short time, normally one week.**

****NOTE- If an out of district IEP and eligibility paperwork are accepted as is, an amendment and Written Notice must be completed stating such.**

Prog. Mgr. The name of the program manager will be entered automatically based upon which school the student is enrolled in.

Psych. The name of psychologist will be entered automatically based upon which psychologist is assigned to the school.

Interpreter Needed: This is a Yes – No field that is carried over from the referral screen. There is also the option to edit this field on the IEP Info screen.

Surrogate/Foster Needed: Entry in this field is carried over from the referral screen.

Progress Reports ☐ times per year: Progress Reports must be sent equal to or more than the number of times that regular ed student receive formal progress (report cards/reports), which is 4 times per year. Enter the number of times the student will receive Progress reports during the current IEP if it is different than the default value of 4.

Present Level of Academic Performance and Functional Performance (PLAAFP)

Show/Hide Text Ruler		Check Spelling	Present Level of Academic Achievement and Functional Performance (PLAAFP)	Paste ESER LD Data Results
Student Strengths (25 lines max)	Ima is a bright and cheerful 8 year old who enjoys helping younger children. When she is motivated, Ima can			
How Disability Affects GenEd Involvement (10 lines max)	Ima's inability to regulate her emotions causes her to exhibit violent and aggressive behaviors when frustrated in			
Student's Current Functioning (40 lines max)	Yes you can make things bold and <u>underlined</u> .			
<div style="border: 1px solid black; padding: 5px;"> Current functioning must include information regarding academics, behavior, social, communication, fine motor, gross motor, life skills, mobility, etc as appropriate for each student. This should include any State or District-wide test scores such as AIMsweb, SBAs, or HSGQE </div>				
Other Agency Comments (25 lines max)	not applicable at this time			
Parent Comments, Needs, Concerns (25 lines max)	improve and use a more appropriate way to express her frustrations.			

Student Strengths: Enter academic, behavioral, and social strengths of the student. Be specific. These should be strengths that are related to the student's educational program.

How Disability Affects GenEd Involvement: Identify the student's weakness and describe how the disability affects the student at school. An example would be, a student whose specific learning disability in reading causes the student to have trouble accessing the information in the general ed curriculum.

Student's Current Functioning: Discuss current academic, social, & behavioral data and how this affects student performance. **Include latest State or District wide test scores such as CBMs, Quarterly Assessments, or AMP scores.** Data should reflect the student's performance compared to his peers. An initial IEP might cut and paste the summary from the Eligibility Report. For an annual review this could reflect the student's progress on goals and objectives during the past year.

The key word here is current. This field often gets overlooked during annual IEP updates and subsequently contains outdated information. Please be sure that this field is updated annually and that any outdated information is deleted.

**** Paste ESER LD Data Results** The PLAAFP allows automatic pasting of Non-Standardized/District Data and/or Standardized/State Data for LD students from the Eligibility and Summary report. Clicking on the blue button "Paste ESER LD Data Results", places the contents of the LD Data field into this section of the PLAAFP. Any pasting will be appended to the end of any existing data in this field and will not override any data that has already been entered. Any additional data can be entered either before or after the pasted data.

Other agencies: List any agencies other than the KPBSD that are providing services to the student. If none, then state "No other agencies are involved at this time".

Parent Comments: Reflect any parental comments or expectations such as: goals for the child, concerns about the child's educational program, future needs and goals, and desired post-secondary outcomes.

Program Modifications/Accommodations and Support for School Personnel

Program Modifications/Accommodations and Support for School Personnel		
	Program Mods/Accommodations for Student to: (16 lines max. ea.)	Supports/Training for School Personnel (16 lines max. ea.)
Advance appropriately toward annual goals	WHAT MODS/ACCOMMODATIONS DOES CHILD NEED TO MEET	WHAT KIND OF TRAINING NEEDED FOR STAFF TO
Be involved/progress in gen. curriculum	WHAT MODS/ACCOMMODATIONS TO PROGRESS IN GENERAL	WHAT KIND OF TRAINING FOR STAFF TO
Participate in extracur./nonacademic activities	WHAT MODS/ACCOMMODATIONS FOR EXTRACURRICULAR?	WHAT KIND OF TRAINING FOR STAFF TO
OT consult required	<input type="checkbox"/>	If either consult box is checked, please describe the nature of the consult services in the text fields above.
PT consult required	<input type="checkbox"/>	

This section lays out the accommodations and modifications that the student will be provided with on an everyday basis at school.

- **Entries in “Advance appropriately toward annual goals”** are the classroom accommodations and modifications that will help the student in meeting their IEP goals and objectives.
- **Entries in “Be involved/progress in Gen. Ed. Curriculum”** are classroom modifications and accommodations that help the student work toward meeting the general curriculum goals and requirements.
- **Entries in “Participate in extracurricular/nonacademic activities”** are modifications and accommodations that are needed by the student to participate in extracurricular activities (such as what the coach or PE teacher needs to know).

Enter “No accommodations or modifications are necessary”, if none are needed.

***NOTE** – The modification and accommodations listed here are intended for use on a regular basis in the classroom. They should correspond with the assessment accommodations, but may not match exactly. Any accommodations used in a testing situation should also be used on a regular basis with the student during instruction.

Supports/Training School Personnel

List any supports and/or training that are required for school personnel to help the child access or utilize any modifications or accommodations that are listed in the corresponding fields.

Enter “No supports or training are needed”, if none are needed.

OT or PT Consult Services

If a student requires consultative services with either an Occupational Therapist or Physical Therapist, those services should be documented here. The corresponding box (OT or PT) should be checked, and a brief description of the nature of the services should be included in the program modifications & accommodations text fields above. In most cases, consultative services means that the therapist is working with a teacher or an aide to provide them with strategies or tools to work with the student, rather than having the therapist pull the student for direct services. This is the reason for documenting consultative services in a separate section of the IEP, rather than in the Summary of Services. The Supports/Training for School Personnel section above should describe the frequency of the consult or supervision that will be provided by the therapist.

Special Factors IEP Team Must Consider – Part 1:

Special Factors IEP Team Must Consider	
Behavior impedes learning; consider positive behavior interventions	<input type="radio"/> Yes <input type="radio"/> No
Limited English proficiency; consider language needs	<input type="radio"/> Yes <input type="radio"/> No
Blind/visual impairment; requires instruction in Braille	<input type="radio"/> Yes <input type="radio"/> No
Consider lang./communication needs; deaf/hearing impairment	<input type="radio"/> Yes <input type="radio"/> No
Assistive Technology devices, tools, services	<input type="radio"/> Yes <input type="radio"/> No
Print disability; printed materials in alternate format	<input type="radio"/> Yes <input type="radio"/> No
Medical needs that must be met by school district	<input type="radio"/> Yes <input type="radio"/> No
Adapted P.E. Services	<input type="radio"/> Yes <input type="radio"/> No
Special transportation (aide support, lift, etc.)	<input checked="" type="radio"/> Yes <input type="radio"/> No

Ima is 15 years old and will turn 16 during her current IEP or is 16 or older; therefore her IEP must contain a completed Transition Plan. Additionally, Ima must be invited to all meetings via a written student invitation.

There are a number of special factors that must be addressed in every student's IEP. New students will default to "No" in each of these areas. Existing students in the database could have either checked. Be sure to review special factors annually and mark any that are a concern. Any areas that are checked "Yes" should have a corresponding explanation in either the PLAAFP or the Program Mods/Accoms section, of the IEP to explain any corresponding accommodations or services that are needed.

Special Factors Part 2—Special Transportation:

Is need for daily spec. trans documented in Evaluation Summary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>The ESER should include the reason that special transportation is required (e.g. language skills, behavior, mobility, etc.). Do not list "special transportation" as a need in the ESER. Transportation is a service, not a student need.</p>
Does child live outside attendance area?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Does child's age preclude waiting at bus stop?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Does a lack of language skills require special transportation?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Do inappropriate behaviors require special transportation?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Does student require a bus with a lift?	<input type="radio"/> Yes <input checked="" type="radio"/> No	Mobility Device: <input type="text"/>

If Special Transportation is not required, the remaining questions need not be answered. If you click "Yes" for special transportation, then you must answer the additional questions. These questions provide critical information that the transportation coordinator will need in order to provide the appropriate bus, equipment, and staff.

Please notify the district's Transportation Coordinator of any students needing special transportation.

The Transportation Information screen (below) will be filled in by the District's Transportation Coordinator. You can view this information through the Go To Menu, but you will not be able to edit information on this screen.

Information on this screen will be entered by the Transportation Coordinator.	
Projected Start Date:	Student ID: P125694
Trans Start Time:	Birthdate: 8/30/1993
Trans End Time:	Certification: Speech or Language Impairment
School Session:	Enrolled School: Hope School
<input type="checkbox"/> M a.m. <input type="checkbox"/> T a.m. <input type="checkbox"/> W a.m. <input type="checkbox"/> Th a.m. <input type="checkbox"/> F a.m. <input type="checkbox"/> M p.m. <input type="checkbox"/> T p.m. <input type="checkbox"/> W p.m. <input type="checkbox"/> Th p.m. <input type="checkbox"/> F p.m.	Attendance Area School:
Will child be going to or from a daycare/baby-sitter?	Grade: 09
Caregiver Name:	Physical Address:
Caregiver Address:	
Caregiver Phone:	
Student Height:	Weight:
Date Height/Weight Measured:	
Special Transportation Needs: Special Restraints: <input type="radio"/> Yes <input type="radio"/> No Cannot cross in front of bus without help: <input type="radio"/> Yes <input type="radio"/> No Wheelchair: <input type="radio"/> Yes <input type="radio"/> No Close monitoring: <input type="radio"/> Yes <input type="radio"/> No Car Seat: <input type="radio"/> Yes <input type="radio"/> No Behavior modification program needed: <input type="radio"/> Yes <input type="radio"/> No Walker: <input type="radio"/> Yes <input type="radio"/> No Needs assistance on and off bus: <input type="radio"/> Yes <input type="radio"/> No Harness: <input type="radio"/> Yes <input type="radio"/> No Permission to drop off alone: <input type="radio"/> Yes <input type="radio"/> No	
Physical limitations, handicaps, or possible emergency health problems (5 lines):	
Emergency Contact (other than parent):	
Phone:	
Emergency Drop Off Name:	
Phone:	
Location:	
In-Lieu Request Only: <input type="radio"/> Yes <input type="radio"/> No	

Special Factors Part 3—Extended School Year (ESY):

Extended School Year (Enter data below if ESY required)		<input type="radio"/> ESY required <input checked="" type="radio"/> ESY not required <input type="radio"/> Need to collect more data (if data needed)		Reconvene by
Recommended Areas		<input type="checkbox"/> Academic <input type="checkbox"/> Speech <input type="checkbox"/> Motor <input type="checkbox"/> Vision <input type="checkbox"/> Other...		
Self-Sufficiency	<input type="radio"/> Yes <input type="radio"/> No			
Regression/Recoupment	<input type="radio"/> Yes <input type="radio"/> No			
Emerging Skills	<input type="radio"/> Yes <input type="radio"/> No			
ESY Justification Data (10 lines max)				

Extended School Year

One of the three buttons **MUST** be checked:

-If **“ESY not required”** is checked, nothing further need be done in the ESY section. This is the default at the beginning of each school year.

-If **“Need to collect more data”** is checked, a date must be entered as to when a meeting will be reconvened to review the data.

-If **“ESY required”** is checked, complete the remainder of the ESY section.

Recommended Areas: At least one of these must be checked. More than one may be checked if appropriate.

Of the three categories **“Self Sufficiency”**, **“Regression/ Recoupment”**, or **“Emerging Skills”** at least one must be checked yes if “ESY Required” has been selected. Mark “No” for any that do not apply.

ESY Justification is a brief narrative of the need for ESY services.

All ESY data will be cleared at the start of every school year and all students will have “ESY not required” checked. ESY needs are to be determined on an annual basis during the 3rd or 4th quarter. If ESY is determined to be a need at that time, the IEP can be changed via an amendment, or during the annual IEP review.

Below is the criteria from the state handbook concerning ESY. If you have any questions as to whether a child is ESY eligible, please contact a program manager. **Remember that you do NOT need to check ESY to refer a child for the regular summer reading or math program.**

Determination of the Need for ESY

Children qualify for ESY services in three general areas: emerging skill, regression/recoupment, or self-sufficiency. ESY services must be provided only if a child's IEP Team determines, on an individual basis, *that the services are necessary for the provision of FAPE to the child*. Provision of ESY services for one year does not mean that the child needs such services each year. A district may not limit ESY services to particular disability categories or unilaterally limit the type, amount, or duration of those services.

ESY services can be based on one or more of three general areas using the following guidelines. A "yes" response to all questions within one area provides a strong indication that ESY services are warranted.

1. Emerging Skill

When few, if any, gains are made during the regular school year and a critical skill is in the process of emerging, and it is believed that with ESY services the child could make reasonable gains, then ESY services must be considered. Collect documentation to assist the IEP Team in determining the following:

- a. Does progress toward the goals and objectives or benchmarks over an extended period show few, if any, gains?
- b. Is a skill emerging?
- c. Does documentation support that ESY services are needed to avoid irreparable loss of the learning opportunity?

2. Regression/Recoupment

When the child would regress to such an extent and the amount of time required to re-learn skills or behaviors becomes so significant that he or she would be unable to benefit from his or her special education program, then ESY services must be considered. Collect documentation to assist the IEP Team in determining the following:

- a. Do progress reports and data show that the child demonstrates periodic regression, which is related to breaks in instruction throughout the school year?
- b. Do progress reports and data show that the child regresses and cannot re-learn the skills in a reasonable amount of time following the breaks?
- c. Does documentation support that without ESY services the child would regress to such an extent and have such limited recoupment ability that he or she would be unable to benefit from his/her special education program?

3. Self-sufficiency

When the acquisition of critical life skills that aid in the child's ability to function as independently as possible, thereby reducing the child's reliance on caretakers or other institutionalized care, would be threatened by an interruption in services, ESY services must be considered. The IEP Team should collect documentation to assist in determining the following:

- a. Does documentation identify critical life skills that are needed for independence?
- b. Will failure to maintain acquired critical life skills cause major or permanent loss of the skills and create a dependence on caregivers?
- c. Without ESY services, would the child fail to maintain these critical life skills?

ESY Objectives: After a student is found eligible for ESY, the appropriate objectives must be marked in the database. These are the objectives that the student will be working on during the summer session. This checkbox appears on the goals & objectives screen in the database.

The screenshot shows a database entry for a goal. The 'Objective Text' field contains: 'Jana will see the correlation between appropriate behavior and feelings of well being 75% of the time. Base'. The 'Progress' field contains: 'This objective has been met.'. The 'Review Schedule' is 'Quarterly' and the 'Evaluation Method' is 'Observation(s)'. The 'Date' field is empty. The 'Progress Narrative' field is empty. The 'Is this an ESY Objective? (check if Yes)' checkbox is checked, indicated by a green circle and a green checkmark.

These ESY goals or objectives can be printed collectively from the print menu under:

☐ ESY Goals & Objectives Report

When completing the ESY portion of the IEP, keep in mind that ESY is held at regional locations, and the staff working during the summer may not necessarily be familiar with all of the students who are attending. Therefore it is important that this information is accurate and complete. It will provide the basis for the skills and objectives that ESY staff will work on with the student.

Assessment Participation:

Assessment Participation	
The Student Will:	<input checked="" type="radio"/> Participate in state and district-wide assessments <input type="radio"/> Participate in the state Alternate Assessment <input type="radio"/> Not be subject to state and district-wide assessment due to the student's age

All students in grades 3-10 are required to participate in state and district-wide testing. It is **NOT** an option to opt students out of district-wide testing. There are three choices to indicate how the student will participate:

- Participate in state and district-wide assessments
- Participate in the state Alternate Assessment –**Contact Pupil Services before selecting this option (714-8881).**
- Not be subject to state and district-wide assessment due to the student's age

The IEP for students who will participate in the Alternate Assessment must provide a reason why the Alternate Assessment IS appropriate AND why the standard assessment is NOT appropriate.

<p>The Alternate Assessment is based on alternate achievement standards and is a non-diploma track assessment. The team must provide a statement of why regular assessment is not appropriate and why the Alternate Assessment is appropriate. Parent notification is required for a non-diploma track option.</p> <p>To qualify for Alternate Assessment, the answer to all three questions below must be Yes:</p>	
Does student have a significant cognitive disability?	<input type="radio"/> Yes <input type="radio"/> No
Is the student primarily instructed (or taught) using the AK-DLM Essential Elements as content standards?	<input type="radio"/> Yes <input type="radio"/> No
Does the student require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum?	<input type="radio"/> Yes <input type="radio"/> No
Statement explaining why the non-diploma track is selected (when applicable) (5 lines max):	

To add accommodations to a student's IEP, case managers will select a category from the dropdown list (Alternate Assessment, Assistive Devices, Directions, Embedded, Format, Response, Setting, Test Items, Timing, Universal), and then choose a corresponding accommodation and click the blue "+" button to add that accommodation to the IEP. To remove an accommodation from an IEP, simply click on the trash can icon to the right of the listed accommodation.

Keep in mind that allowable accommodations will vary from test to test. Embedded accommodations, for example, are built into the computer-based test engine and at this time are only available for the Alaska Measures of Progress (AMP) test for students in grades 3-10.

Accommodations

Some accommodations may not be available on certain assessments. Please refer to the *Participation Guidelines for Alaska Students in State Assessments* and to the individual test administration guidelines for further information.

(Select Category)
(Select Accommodation)

+

Category	Accommodation	
Assistive Devices	Using visual magnification devices	
Assistive Devices	Using templates to reduce visual print	
Assistive Devices	Auditory amplification device, hearing aid, noise buffers	
Assistive Devices	Secure papers with tape/magnets	
Assistive Devices	Device to screen out extraneous sounds (not music)	
Assistive Devices	Adaptive equipment to deliver test (consult with department for security)	
Assistive Devices	Masks or markers to maintain place	
Assistive Devices	Special pen or pencil	
Assistive Devices	Adaptive keyboard	
Assistive Devices	Math manipulatives	

Other Accommodations

More information regarding the “Participation Guidelines for Alaskan Students in State Assessment” may be obtained from the Alaska Department of Education website:

(<https://www.eed.state.ak.us/tls/assessment/>).

School test coordinators will be able to view a student’s testing accommodations in PowerSchool. These accommodations are imported directly from the Sped database and will be used by the school test coordinator to plan for any special materials, settings or additional staffing that will be needed during testing. Therefore, it is vital that these fields are accurate and complete in each student’s IEP.

Additional Comments Page

Additional Comments Page (60 lines max)

[Check Spelling](#)

ANY INFORMATION THAT DOESN'T FIT IN OTHER SECTIONS GOES ON THIS PAGE

Any information relevant to the IEP that doesn’t seem to fit elsewhere can be entered here. One example would be a more detailed description of how the Summary of Service minutes might be delivered over the course of a week.

SUMMARY OF SERVICES

The Summary of Services outlines all of the special education and related services that a student will receive as part of their Individualized Education Program. The areas in which the student will receive specialized services should align with the student needs that are documented in the Needs and Recommendations section of the ESER.

The summary of services is not meant to be a student schedule, and the areas of services should align with the reason the student requires services, not the course in which the student receives services. For example, if a student has a need in the area of reading comprehension and they receive support during math class to help with word problems and math vocabulary, those minutes would go under Reading (the reason for the services) rather than Math.

Check Spelling	Location of Service	Total Min/Wk	Freq. quency week	Avg. Duration min/day	Min IN Reg. Class	Min OUT of Reg. Class	Proj. Start Dt/Override	Proj. End Dt/Override	Provider/Supervision	Freq. of Supervision
<u>Reading</u>	Special Education classroom	1500	5	300.0	0	1500	2/7/2009	10/21/2009	Special Ed. Teacher	Weekly
<u>Math</u>	Special/Gen. Ed. Classroom	100	5	20.0	100	0	9/9/2008	9/9/2009	Special Ed. Teacher	Weekly
<u>Writing</u>	Special Education classroom	80	5	16.0	80	0	9/9/2008	10/21/2009	Sp. Ed. Tchr. & Aide	Weekly
<u>Social/Behavior</u>	Special Education classroom	100	4	25.0	50	50	2/7/2009	10/21/2009	Special Ed. Teacher	Weekly
<u>Speech/Language</u>	Special Education classroom	60	2	30.0	60	0	2/7/2009	10/21/2009	Speech Pathologist	Weekly
<u>Vocational Education</u>										
<u>Behavior Plan</u>										

Location of Service

Use the pull-down menu to select the location where Special Ed Services will be provided for each area of service. Options include: Special Ed, General Ed, Sped/Gen Ed, and Other. These should correlate with the breakout of minutes in and out of the gen ed classroom (see more below).

Total Min/Wk

This is the total SPED minutes per week for a given area. This should be the minimum amount of time per week. These minutes represent direct services provided to the student. If a related service is provided during Resource SPED time, either the related service or resource time may be counted but **NOT BOTH**. (Supervision and transportation time should not be included in the summary of services).

Frequency/Wk

"Frequency" is how many days each week the services are provided ("5" means 5 times per week).

Avg. Duration Min/Day

This is the average amount of time per day the service is provided ("30" means 30 minutes). **This is a calculated field based on the total MIN/WK divided by FREQUENCY.** It may not necessarily reflect the actual total minutes per day that a student is receiving services. If there is a large discrepancy between the calculated average, and the actual minutes per day please provide a brief explanation in the Additional Comments field.

Min. IN Reg. Class

Number of SPED Service minutes provided in the general education classroom. If a student is receiving services in the general education classroom (i.e. a resource teacher or aide is coming into the classroom to work with the student), document those minutes here. If all services are provided outside of the general ed classroom (i.e. resource room or therapy room) place a 0 in this column.

Min. OUT Reg. Class

Number of SPED service minutes provided outside of the regular Ed classroom. Any “pull out” services provided in the resource room, therapy room, etc. should be included here. If “OUT” of classroom minutes are zero, place a 0 in this column.

Total of minutes IN and OUT must equal Total SPED minutes per week per area of service. An ERROR message will appear if the IN and OUT minutes do not equal Total SPED minutes per week per area of service. It is important that these minutes are accurate because they will be used to calculate the LRE (Least Restrictive Environment) placement code for the student.

Projected Start Dates and End Dates

These dates are automatically entered from IEP Meeting and Expiration dates once the Location of Service has been entered for an area of services. The two white boxes below these fields are override fields, if you need to enter a date that is different than the IEP Meeting and Expiration dates, for example if a new services is going to begin at the start of the next semester.

Provider/ Supervisor

The top box should reflect the title of the person providing the service to the student. The bottom box is the supervisor. If the service is provided exclusively by a person certified in that area, no supervision or frequency of supervision should be entered. If an aide provides all or some of the service, a supervisor needs to be listed as well the frequency of that supervision. The supervisor is the certified special education person or certified related service person overseeing the delivery of services as stated in the IEP. This must be a person certified in that particular area—for example, a special education teacher cannot supervise speech/language services provided by an aide. Those services would need to be supervised by a Speech Language Pathologist (SLP).

Frequency of Supervision

This is a pull-down menu. Options are “daily, weekly, semimonthly and monthly.” **Minutes must be figured on a weekly basis on the Summary of Services. When related services are going to be provided other than on a weekly basis, the variation must be explained in the additional comments section of the IEP.**

Example needing an Additional Comments Explanation: If a student is seen 3 times a week for 60 minutes each time and also twice a week for 30 each time for a total of 240 minutes a week, the frequency will be 5 times a week for an average of 48 minutes a week. An explanation will need to be entered in the Additional Comments Page such as *“The student is seen for reading 3 times a week for 60 minutes and twice a week for 30 minutes for a total of 240 minutes a week.”*

TOTAL MINUTES

Total Special Education Min./Wk.	1840
Total General Education Min./Wk.	110
Total All Education Min./Wk.:	1950
Override:	

Total Special Education and Total General Education minutes per week **CANNOT** exceed Total All Education Minutes per week. The default value for “Total All Education Minutes per week” is based on the start and stop times per school. “Total All Education Minutes per week” can be overridden when applicable by entering a value in “Override”.

For preschool students, some kindergarten students, and students on a shortened day, use the override field to accurately reflect the actual length of their educational day. Students who require support during recess, lunch periods and/or transition periods may exceed the normal default value for Total All General Education Minutes per week. Use the override field to accurately reflect the actual length of their educational week.

Additional Comments Page

The Additional Comments Page seen at the bottom of the Summary of Services page is **one and the same** as the Additional Comments Page which appears at the bottom of the IEP Info page. This is the same field that appears in both locations, so information can be added or deleted on either screen and will be reflected in both locations.

Additional Comments Page (60 lines max)	
Additional Comments Page may be accessed here or at the bottom of the IEP entry page.	ANY INFORMATION THAT DOESN'T FIT IN OTHER SECTIONS GOES ON THIS PAGE

GOALS AND OBJECTIVES

Every student's IEP Goals and Objectives must be linked to the Alaska State Standards. Therefore, in order to write Goals and Objectives in the special ed database, **you must first choose the Alaska State Standard that correlates with the Goal that you wish to develop.** If you are not sure which standards are most appropriate for some students, please contact a fellow teacher in your area of expertise or your program manager.

It is very helpful to have a copy of the Alaska Standards in their entirety. If you don't have a copy and would like one, please check with your principal. The alternative is to print the standards off the EED web page (<http://www.eed.state.ak.us/standards/>).

The Alaska State Standards in **English/Language Art and Math were updated in June 2012**, and there are currently two documents available on the state's webpage: the older *Content and Performance Standards, 4th Edition* (145 pages) and the new *English Language Arts and Mathematics Standards* (202 pages). Please note that the older content and performance standards book still includes the old English/LA and Math standards—these are no longer in use. For those areas you will need to refer to the new standards released in June 2012. The new English/Language Arts standards are broken down into four areas: Reading, Writing, Language, and Speaking & Listening. All other areas listed in the *Content and Performance Standards, 4th Edition*—including Science, Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, Technology, Employability and Library/Information Literacy—are still in use.

You can also print all of the current state standards from the Main screen of the SpEd database (length varies by subject).

The new state standards in English/LA and Math are organized into **Anchor Standards**, which cover all grades, and are then further broken down into Grade Level Standards which lay out how the anchor standards apply at each individual grade level from kindergarten through 12th grade.

Only the Anchor Standards are listed in the SpEd database. Once you have chosen the appropriate Anchor Standard to add to a student's IEP, you should refer to the full listing of Grade Level Standards to see how that Anchor Standard applies at the appropriate grade level for that student. The IEP Goal itself should be developed based on the appropriate corresponding Grade Level standard.

ADDING A STANDARD TO THE IEP

The screenshot shows the 'ADDING A STANDARD TO THE IEP' form. At the top, there is a navigation bar with buttons: 'Main', 'Print...', 'Go To...', 'Jump...', 'Back', 'EXIT', 'Preview IEP', and 'ErrorCheck'. To the right of these buttons is a checkbox labeled 'IEP Complete' and a label 'IEP: Goals and Objectives: Stand Person,'. Below the navigation bar is a section for adding a standard. It includes a button 'Add Standard to IEP', a 'Clear' button, and several input fields: '(Area)', '(Standard Type)', 'Content', '(Level)', and '(Strand or Domain)'. There is also a '(Standard)' label below the 'Clear' button.

There are multiple drop down lists with various criteria for selecting state standards to add to a student's IEP. Note that the combination of drop down selections must be correct in each box for the

standards to populate correctly. There are “cheat sheets” posted on the Pupil Services Resource Page to help you choose the correct combinations when adding state standards.


The first data entry box says **(Area)**; click in the **(Area)** box and a pop up list of areas from which to choose will appear. The next data entry box asks if the **(Standard Type)** is **Content, Practice, Early Learning, Foundational Skills, Extended GLE** or **DLM**.

Most of the standards you will be adding to student IEPs will fall under the category of **Content** standards. Content standards include **Reading, Writing, Language, Speaking & Listening, Cultural, Science, Geography, Government & Citizenship, History, Arts, Skills for a Healthy Life, World Languages, Technology, Mathematics, Employability and Library/Information Literacy**.

All other Standard types apply only to **specific** areas or age/grade ranges.

- **Practice** standards only apply in the area of Mathematics.
- **Foundational Skills** apply only to Reading standards for grades K-5.
- **Early Learning** Guidelines are intended for use with children ages 3-5. Only case managers working with preschool or kindergarten student should use these standards.
- **Extended GLEs** apply only to students with the most significant cognitive disabilities. As of September 2013, **Science** is the only area in which Extended GLEs still apply—for Math and English/Language Arts, the Extended GLEs have been replaced with the **Essential Elements** and are listed under the areas AKAA Math and AKAA ELA, and the standards type **DLM**.

If you have chosen a **Content** standard the area of **Reading, Writing, Language, Speaking & Listening**, or **Math** you will also need to choose a **(Strand or Domain)** from the dropdown list. After choosing a strand/domain, click in the **(Standard)** box and a list of standards for the area chosen will pop up.

Choose the appropriate standard from the drop down list and click: .

****Please note the (Level) and (Strand or Domain) MUST BE BLANK for any of the older Content Standards to appear.**

MATHEMATICS STANDARDS

If you have chosen a **Math** standard it can be EITHER a **Content** standard or a **Practice** standard. If Mathematics is the area and the (Standard Type) is **Practice**, the **(Strand or Domain)** and **(Level)** data entry areas **MUST BE BLANK**. If (Standard Type) is **Content**, entries **MUST BE MADE** in the **(Level)** and **(Strand or Domain)** data entry boxes. The **(Level)** fields correlate with grade levels as follows:

Level 1 = grades K-2

Level 2 = grades 3-5

Level 3 = grades 6-8

Level 4 = high school

If you have chosen an **Early Learning Standard**, you will need to choose “Early Learning” as the **(Area)**. You will also need to choose an **(Strand or Domain)** from the dropdown list before you can select a **(Standard)**. For Early Learning Standards, the **(Level)** field must be BLANK.

Extended GLEs (Grade Level Expectations) are for students with significant cognitive disabilities. At this point, only the Extended GLEs for **Science** remain in the Sped database. To select an Extended GLE for Science, choose Science as the **(Area)**, choose the **(Standard Type)** as Extended GLE, choose a **(Perf: Level)** 1-4 and then choose a Standard from the drop down list.

In the areas of Math, Reading, Writing, Language, and Speaking & Listening, the Extended GLEs have been replaced with the Essential Elements. Just like Grade Level Standards, the Essential Elements are linked to the Anchor Standards for English Language Arts and Math and are specified at each individual grade level. For those students with significant cognitive disabilities who are working toward the Essential Elements rather than Grade Level Standards, you will need to choose the appropriate Anchor Standard and then consult the full list of Essential Elements to see how that Anchor Standard is interpreted at the grade level that is appropriate for that student. The full text of the Essential Elements is available on the State Department of Education’s webpage at: <http://education.alaska.gov/tls/assessment/alternateEE.html>.

If you see the following “no values defined”, either you haven’t chosen a standard type, have chosen the wrong standard type, or have incorrect or unnecessary entries in the **(Level)** or **(Strand or Domain)** fields. A “cheat sheet” with the correct combinations of Area, Standard Type, Level and Strand/Domain for each area is available here: <http://pupilservices.blogs.kpbsd.k12.ak.us/wpmu/statestandardscheatsheet/>

If you make an error, it is handy to click the **Clear** button to the left of **(Area)**; this clears all of the standard data entry boxes.

After choosing a standard, click the button **Add Standard to IEP**. This will move the standard into the IEP as shown in the gray Standards section.

ADDING GOALS TO A STANDARD

New Goal	Math	MA3.1.1 Make reasonable estimates of "how many" and "how
2 or 2		

To the left of the standard (in the Standards Section) will be a **purple arrow** and a button that says **New Goal**. Click **New Goal** to add a goal for this standard. Another screen will appear in which the text of the goal can be added as well as the opportunity to add objectives for that goal. Click on the **purple arrow** to display previously added goals.

Check Spelling	Person Responsible for Evaluation: Special Ed. Teacher	Start Dt. 4/2/2009	End Dt. 4/2/2010	Review Quarterly
Goal (3 lines): Ima will see the correlation between appropriate behavior and feelings of well being 75% of the time. Base line		Evaluation Method: Observation (s)		
Baseline Data (3 lines):				
Goal Progress: This goal has been met.				

Click in the "Goal" box to enter the text for the goal that will correspond with that standard.

In the **Baseline Data** field, enter data that shows where the student is currently functioning. There is a data entry box for **Progress**; this is for reporting information later on the progress reports. **Start** and **End Dates** will be entered automatically from the start and end dates of the IEP. If necessary these dates can be overridden and new dates entered. Typically, goals should last for the entirety of the IEP (one year). **Evaluation Methods and Review** choices can be made from a pop up menu for each when clicking in their respective boxes. The **person responsible** for implementing and evaluating this goal also needs to be entered.

Remember that these goals should align with the Grade Level Standards found under the chosen Anchor Standard. A complete listing of Grade Level Standards can be found on the state's webpage: <https://www.eed.state.ak.us/akstandards/>

Main	Print...	Go To...	Jump...	Back	EXIT
----------------------	--------------------------	--------------------------	-------------------------	-----------------------------	----------------------

To enter another goal for the same standard, return to the standard screen by clicking the **Back** tab at the top of the screen. Click **New Goal** next to the Standard. This will create a new goal appearing in which the text of the second goal can be added as well as the opportunity to add objectives for that goal. Scroll between goals assigned to the same standard by using the arrow buttons at the top of the goal screen:

Below is Goal number 1 of 2 for the above Standard.
<div> ⏪ ⏩ ⏴ ⏵ </div>

To enter another standard, return to the standard screen by clicking the **Back** tab at the top of the **Goal/Objective** or **Goals Only** screen and begin the standard selection process again.

ENTERING OBJECTIVES

The screenshot shows a web-based form for entering objectives. At the top, there's a 'Check Spelling' button and a 'Person Responsible for Evaluation' dropdown set to 'Special Ed Teacher'. Below this are fields for 'Goal (3 lines)', 'Baseline Data (3 lines)', and 'Goal Progress'. To the right, there are 'Start Dt.', 'End Dt.', and 'Review' dropdowns. The 'Objectives' section is highlighted in light blue and contains a 'New Objective' button circled in red. Below this, there's a table with columns for 'Date', 'Progress Narrative (3 lines each)', and 'Is this an ESY Objective? (check if Yes)'. The table has 4 rows, with the first row containing data for 10/15/2009. There are also 'Check Spelling' and 'ESY Narrative' buttons at the bottom left of the table.

To enter objectives, click **New Objective** below Goal Progress. A blank objective data field will appear in which the text of the objective can be entered. There are data entry boxes for **Progress** and **Progress Narrative**; these are for reporting information on the progress reports. If the student is designated as needing ESY, the objective can be marked as an **ESY objective**. This box can be filled in at a later date to indicate the objectives that the student will be working on during the summer session. There is an **ESY narrative** which the summer ESY teachers will enter student progress over the summer allowing regular school year teachers to know how their ESY students did over the summer.

Start and **End Dates** will NOT be entered automatically. These dates must be entered by the creator of the objectives. Ideally, objectives should be written for a quarter's duration. When you click in the Date box, a pop-up menu of dates marking the end of each quarter will appear. These dates can be overridden when necessary, by clicking in the field a second time, and entering an alternate date. **Evaluation Methods** and **Review** choices can be made from a pop up menu for each when clicking in their respective boxes.

EXAMPLE:

Goal: The student will increase his reading fluency on a grade level probe from 50 WPM to 90 WPM - 9/1/12 to 9/1/13.

Objective 1: The student will increase his reading fluency on a grade level probe from 50 WPM to 60 WPM 8/22/12 to 10/26/12.

Objective 2: The student will increase his reading fluency on a grade level probe from 60 WPM to 70 WPM 10/26/12 to 1/18/13.

Objective 3: The student will increase his reading fluency on a grade level probe from 70 WPM to 80 WPM 1/18/13 to 3/15/13.

Objective 4: The student will increase his reading fluency on a grade level probe from 80 WPM to 90 WPM 3/15/13 to 8/22/13.

NAVIGATION

The screenshot shows a navigation bar with two tabs: 'New Goal' and 'Math'. Below the tabs, it says '2 of 2'. To the right, there's a dropdown menu showing 'MA3.1.1 Make reasonable estimates of "how many" and "how much"; estimate the results of simple addition and subtraction problems'. The 'New Goal' button is circled in green.

The **blue arrows** on right-hand side of Standards, Goals and Objectives are to help you to re-sequence these items. They move the Standards, Goals and Objectives up or down.

The icon between the arrows and the trash can is a **Print** icon. This icon only appears at the initial screen of Goals or Goals and Objectives. Clicking on the icon allows you to print that particular standard and any associated goals and objectives. To print all of the goals and objectives for that student, use the Print tab.

The **little trash can** on right-hand side of the Standards, Goals or Objectives deletes the item that is on the same line. Be sure to carefully read the dialog box that appears when you wish to delete. **If you choose to delete the standard it will also delete all associated goals and objectives.** If you choose to delete a goal, you will also delete all associated objectives. Deleting an objective only deletes that objective.



The **black circled arrows** on the Goals screen allow you to move between multiple goals for the same standard.



The **"Back"** tab allows the user to return to the beginning screen of Goals or Goals and Objectives page where Standards are listed and new ones created.

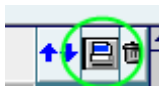
PRINTING

There are three choices when it comes to printing Goals and Objectives, Goals and Objectives Report, and ESY Goals and Objectives Report. Don't hesitate to ask for clarification/help, if you are having problems with this.

RETURNING TO PREVIOUSLY ENTERED STANDARDS AND GOALS

When returning to the first page of Goals/Objectives after having entered standards and goals at an earlier date only the standards will be visible. To see the goals for a particular standard, click the **purple arrow** to the left of the standard. The goals will appear in the gray box in the lower portion of the screen. If you have not yet entered goals for a particular standard, the bottom of the screen will remain blank after clicking the **purple arrow** to the left of the standard. To see the objectives for a particular goal, click in the text field of that goal. A new screen will appear listing the goal and all objectives associated with that goal.

To see all standards, goals and objectives at one time, printing a hard copy is the only option. You can print a single standard and its associated goals and objectives by clicking on the center icon at the end



of the standard line, or print all of the goals and objectives on all standards for that student by using the Print tab.

LEAST RESTRICTIVE ENVIRONMENT

Placement Options - 6 to 21 year old students (# represents OASIS reporting code):

The fields to the right are automatically generated based on the data entered in the Summary of Services.
If the placement code does not accurately reflect the services the student is receiving, please review and make necessary changes on the Summary of Services screen.

Does this student receive services in a homebound or hospital setting?
Check if yes: ☐ Home/hospital instruction.

<input type="radio"/> 28	Inside regular class 80% or more of the day.
<input type="radio"/> 29	Inside regular class 40-79% of the day.
<input checked="" type="radio"/> 30	Inside regular class less than 40% of the day.
<input type="radio"/> 31	Separate school facility. (Contact a program coordinator to select this option.)
<input type="radio"/> 32	Residential facility. (Contact a program coordinator to select this option.)
<input type="radio"/> 33	Homebound/Hospital.
<input type="radio"/> 34	Served in a correctional facility. (Contact a program coordinator to select this option.)
<input type="radio"/> 35	Parentally placed in a private school. (Contact a program coordinator to select this option.)

PLACEMENT OPTIONS (6 to 21 year old students)

The placement options for 6-21 year old students will be automatically generated based on the information that is entered in each student's Summary of Services.

You must contact a program coordinator to select options 31 (Separate school facility), 32 (Residential facility), 33 (Homebound/Hospital), 34 (Correctional facility), or 35 (Parentally placed in a private school). Please note, the Homebound/Hospital option **does not** apply to students who are enrolled in the Connections Home School program. Typically this option is used for students who are confined to the home due to medical fragility.

Common errors that may result in incorrect LRE Placement Option include an inaccurate distribution of minutes that are in and out of the general education classroom on the summary of services (see below)

	Location of Service	Total Min/Wk	Frequency/Duration week min/day	Avg. min/day	Min III Reg. Class	Min OUT of Reg. Class
<u>Reading</u>	Special Education classroom	1500	5	300.0	0	1500

or an incorrect number of "Total Education Minutes" per week as a result of using the override field on the Summary of Services screen (below)

Total Special Education Min./Wk.	1850
Total General Education Min./Wk.	100
Total All Education Min./Wk.	1950
Override:	

If the placement option does not accurately reflect the special education services that the student is receiving, please take a second look at the data that you have entered on the Summary of Services screen.

PLACEMENT OPTIONS (3 to 5 year old students)

The placement options for 3-5 year old students will be automatically generated based on the information that is entered in each student's Summary of Services, and in the three preschool fields on the LRE screen (shown below):

The following three fields must be completed for ALL preschool students.		
Preschool Placement	Preschool or Private School	Hrs./Wk

All three of these fields **must** be completed annually for all preschool students who receive special education services from KPBSD.

The **Preschool Placement** field describes the setting in which the child receives sped services. The options include:

- Early Childhood SpEd Setting – if the child is in a preschool for IEP certified preschoolers only
- Early Childhood Setting - if the child is in a general education preschool classroom for any preschooler (IEP certified and non-IEP certified) and SPED services are delivered only in that classroom
- Early Childhood/Early SpEd Setting – if SPED services are delivered both in a SPED setting and the child also receives SPED services in a regular/general education preschool classroom

Case managers of preschoolers receiving speech only:

- Early Childhood SpEd Setting – if the child comes to your room for speech services or if the speech services are delivered in a classroom that serves only special education students
- Early Childhood Setting - if you go to the child's general education preschool classroom or daycare facility for speech services
- Early Childhood/Early SpEd Setting – if speech services are delivered both in your speech room and the child's general education preschool setting
- Home – only if speech services are delivered at the child's home

***Contact a program coordinator before selecting "Residential Facility" or "Separate School".*

The **Preschool or Private School Field** is used to indicate where the child attends preschool or daycare. If the child attends any sort of early childhood center, preschool, or daycare facility it should be indicated here. If you have a student who does not attend any of these programs, then the "None" option should be selected from the dropdown list. This field cannot be left blank for preschool students.

The **Hrs./Wk** field indicates how many hours per week the child attends an early childhood facility (“Preschool or Private School”). If you have selected “None” from the preschool dropdown list, this field should list 0 hours per week. This field should not be left blank.

These three fields must be completed **annually** for every preschool special education student. These fields are not required for 5 year olds who are attending kindergarten in KPBSD. Kindergarteners who are 5 will usually be reported as a code 40 or 41, as the kindergarten classroom qualifies as a “regular early childhood program.”

Placement Fields (3 to 5 year olds)

<input type="radio"/> 40	Attends a regular early childhood program <u>at least 10 hours per week</u> and receives the majority of hours of special education and related services <u>in the regular early childhood program</u> .	<input type="radio"/> 44	Attends a special education program in a <u>separate</u> special education <u>class</u> (not in any regular early childhood program).
<input type="radio"/> 41	Attends a regular early childhood program <u>at least 10 hours per week</u> and receives the majority of hours of special education and related services <u>in some other location</u> .	<input type="radio"/> 45	Attends a special education program in a <u>separate</u> special education <u>school</u> (not in any regular early childhood program).
<input type="radio"/> 42	Attends a regular early childhood program <u>less than 10 hours per week</u> and receives the majority of hours of special education and related services <u>in the regular early childhood program</u> .	<input type="radio"/> 46	Attends a special education program in a <u>residential facility</u> (not in any regular early childhood program).
<input type="radio"/> 43	Attends a regular early childhood program <u>less than 10 hours per week</u> and receives the majority of hours of special education and related services <u>in some other location</u> .	<input type="radio"/> 47	Attends neither a regular early childhood program nor a special education program and receives the majority of hours of special education and related services <u>at home</u> .
		<input type="radio"/> 48	Attends neither a regular early childhood program nor a special education program and receives the majority of hours of special education and related services <u>at the service provider location</u> or in <u>some other location</u> not in any other category.

Once the three preschool fields and the Summary of Services are complete, the placement field (shown above) will be automatically generated. If this does not accurately reflect the services that the student is receiving, please re-examine the data in the preschool fields and Summary of Services.

LRE PLACEMENT CHECKLIST (ALL students)

LRE Placement Checklist Required for ALL students	
<input type="radio"/> Y <input type="radio"/> N	1. Is this placement based on the student's educational needs documented in this IEP?
<input type="radio"/> Y <input type="radio"/> N	2. Is the student able to be satisfactorily educated in the general education environment for the entire school day?
<input type="radio"/> N/A <input type="radio"/> Y <input type="radio"/> N	3. If removal from the regular environment is necessary, is it based on the nature and severity of the student's disability and not the need for modifications in the general curriculum?
<input type="radio"/> Y <input type="radio"/> N	4. Is the educational placement as close as possible to the student's home?
<input type="radio"/> Y <input type="radio"/> N	5. Is the educational placement in the school the student would attend if the student did not have a disability?
<input type="radio"/> Y <input type="radio"/> N	6. Did the IEP team consider any potential harmful effect of the educational placement?
<input type="radio"/> Y <input type="radio"/> N	7. Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students?
Justification for placement of the student outside of the regular education environment (3 lines max.; address any "no" response): Provide justification for this placement	

At the bottom of the LRE screen there is an “LRE Placement Checklist” that must be completed for every student on an IEP. These questions are aimed at ensuring that each student is placed in the least restrictive educational setting possible, and is only removed from the general education setting when it is necessary to meet the student’s individualized educational needs. Any “no” responses must be addressed in the justification field below the checklist.

The questions are:

1. Is this placement based on the student’s educational needs documented in this IEP?

2. Is the student able to be satisfactorily educated in the general education environment for the entire school day?
3. Is removal from the regular education environment necessary, it is based on the nature and severity of the student's disability and not the need for modifications in the general curriculum?
4. Is the educational placement as close as possible to the student's home?
5. Is the educational placement in the school the student would attend if the student did not have a disability?
6. Did the IEP team consider any potential harmful effect of the educational placement?
7. Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students?

Placement Explanation (Justification)

The IEP Team must provide a written statement on the IEP to justify the need for any special education services that are more restrictive than full-time services in the regular classroom. The following are examples of possible statements of justification:

1. Skills are below age and grade expectancy and the child requires a structured special education program to remediate the specifically identified areas of concern. Services can be appropriately provided in the regular education classroom setting with supplemental aids and services.
2. The child's present level of educational performance requires curricular modification and individualized instructional strategies. These services can be appropriately implemented in the regular classroom with direct service from special education personnel for a portion of the day.
3. Academic and cognitive skills are deficient to a level that requires specialized instruction provided in a small group setting for part of the day. This service can be appropriately implemented in a regular classroom with pull-out service from special education personnel.
4. The severity, frequency and consistency of the child's behavior indicate the need for a structured behavior management program that must be provided in a special education classroom. Implementation of the behavior program in the regular classroom has been unsuccessful.
5. The child's present levels of educational performance require total curricular modification and individualized instructional strategies. These services can be appropriately implemented in the regular classroom with direct service from special education personnel for the entire day.
6. The child's academic, social, motor, and independent living skills indicate the need for a highly structured environment. Services can only be appropriately implemented in a special program outside the child's home school.
7. A more restrictive placement is required to protect the health or safety of the child based on documented medical needs. Instruction can best be provided in the home or hospital.
8. The child's behavior is so disruptive in a regular school environment, even with extensive support from special education staff, including the use of supplemental aids and services and implementation of positive behavioral support strategies, that the child must be placed in an institution for instructional purposes.

Factors that may **not** be used to determine placement include the category of disability, configuration of the delivery system, availability of educational or related services, availability of space, and administrative convenience.

For a complete explanation of LRE as described in the AK SPED Handbook, go to:

http://eed.state.ak.us/tls/sped/pdf/FY15_Handbook/AK_SPED_Handbook.pdf

SECONDARY TRANSITION PLANNING

Secondary transition planning is required for all students on an IEP beginning at age 16 (or younger if determined appropriate by the IEP team). Because the plan must be in place by the time the student turns 16, secondary transition planning should be a part of the IEP process for any student who is 15 years old, as that student will turn 16 during the course of their annual IEP. The transition plan should define the student's post-secondary goals, and the necessary courses, services, and learning opportunities that will help the student achieve those goals.

Main	Print...	Go To...	Jump...	Back	EXIT	Preview IEP	ErrorCheck	IEP Complete <input type="checkbox"/>	IEP's: Secondary Transition
								Person, Ima	
Anticipated Graduation Date (month/year) <input type="text"/>						Date by Which Transfer of Rights Letter Must Be Sent <input type="text" value="10/2/2006"/>			
<small>(Number of credits required for graduation = 22)</small>									

Anticipated graduation date

The date that is entered here should be consistent with the student's same age peer group or determined by the number of high school credits the child has accumulated. If the IEP team determines that the student will participate in their educational program for an extended period of time (not to exceed age 22) it will be up to the team to determine when the expected graduation date will be. For diploma-track students, graduation is used in the sense of the child completing all graduation requirements and receiving a regular diploma. For students who are not on a diploma track, this will be the date when the student will exit high school and/or receive a certificate of attendance or completion.

Date by Which Transfer of Rights Letter Must Be Sent

This date is automatically calculated, and is 17 years from the date of birth. As stated in the IEP Entry section of this handbook, it is the responsibility of SPED Central Office personnel to send the Transfer of Rights letter to the student. The date is displayed so you as case manager know when the letter was or will be sent.

Mandatory for ages 16- 21 (or younger if appropriate).	Desired Measurable Post-Secondary Goals. (2 lines max. for each)	Show/Hide Text Ruler
EMPLOYMENT:		
Goal:	<input type="text"/>	
Baseline (Present Level):	<input type="text"/>	
Source of Information:	<input type="text"/>	
POST-SECONDARY TRAINING AND LEARNING:		
Goal:	<input type="text"/>	
Baseline (Present Level):	<input type="text"/>	
Source of Information:	<input type="text"/>	
INDEPENDENT LIVING (when appropriate):		
Goal:	<input type="text"/>	
Baseline (Present Level):	<input type="text"/>	
Source of Information:	<input type="text"/>	

Desired Measurable Post-Secondary Goals

In its most basic form, the transition goals should be focused on having the student become as self-supportive and independent an adult as possible. It is important to include the student in the process

of developing these goals. The IEP team needs to develop a vision or plan which includes all the elements that are necessary for the student to make reasonable progress toward these overall goals. These goals must be post-secondary, meaning the outcomes will be attained after the student exits high school. These must be measurable goals, using definitive terms and outcomes rather than merely noting student interests or aptitudes.

Employment

Post-secondary goals related to employment may focus on occupational categories instead of specific jobs. If the student has a specific career that they have identified and it is reasonable for them to attain it, then transition activities should relate to that outcome.

The Team should address these areas in relation to the specific employment areas:

- a. the occupational needs, interests, and aptitudes;
- b. following directions, working at a satisfactory rate, and accepting supervision;
- c. searching for a job through the want ads and personal networking, applying for a job, and interviewing for a job.

Post-Secondary Training and Learning

Planning for post-secondary activities recognizes that not all young people will seek employment immediately after they leave high school. Some students will want to further their education while others will seek vocational or technical programs to build skills for specific occupations. Goals in this area should be focused on whether the student intends to pursue an academically or technically oriented education after high school, and the nature and severity of the student's disability as it affects the ability of the student to pursue post-secondary education.

Independent Living (when appropriate)

The Team must consider the level of independence that the student is likely to reach at adulthood. One of the issues that need to be considered is where the student will live. Some students will be staying in their family's home, but may also need to explore other arrangements for establishing community living opportunities in the future. Other students will attend a post-secondary institution that provides housing for the student. Still others may need the intensive support of foster homes, group homes, semi-independent living situations, supervised housing, intermediate care facilities, and comprehensive care facilities that provide nursing services.

Baseline for Secondary Transition Domains

For each of the domain areas the IEP Team needs to identify the present level the student is at and the specific source of the information that the level was determined from. Sources that would be valid would be teacher observation, student interview, parent interview, formal or informal vocational and developmental checklists or assessments, as well as all other information that is a valid representation of the student's abilities. The statement for each area is a short synopsis of the skills the student possesses at the current time.

Definitions for Domain areas:

Employment:

The team should specify the baseline skills the individual possesses in relation to the career area that was identified as a goal after high school.

Post-Sec. Training and Learning:

The team needs to identify what skills the individual presently has or experiences they have been exposed to, as well as any post-secondary education or training they will need in the future. These services could be provided by the school or other agencies.

Independent Living:

This area relates to skills and knowledge of what adults do on a daily basis. Define the skills the student has and what will they need to achieve the highest level of independence after high school. A few examples are food purchase and preparation, money management, reading survival words and signs, using phone books and other directory resources, reading help wanted ads, movie schedules, bus schedules, and personal hygiene.

Mandatory for ages 16- 21 (or younger if appropriate).		Needed Transition Services		
Transition Services	Needs & Activities	Agency(ies) & Responsibilities	Contact / Starting Date	Provider & Payer
Instruction				
Community Experiences / Recreation / Leisure				
Employment				
Related Services				
Adult Living / Post-School Activities				
Daily Living Skills (when appropriate)				
Functional Vocational Assessment (when appropriate)				

If any agency identified by the IEP team fails to provide services, the IEP team must reconvene as soon as possible to identify alternate strategies and amend the IEP as necessary. The team should document the date of the reconvened IEP meeting and results.

Needed Transition Services

The IEP Team must consider, at a minimum, the following areas for transition services: instruction, related services, community experiences, employment, and post-school adult living objectives. If it is determined appropriate, then the transition IEP must also address daily living skills and the need for a functional vocational evaluation. While the IEP Team may determine that a student does not require services in all transition planning areas, this decision should be made based on the individual needs of

the student after carefully considering each planning area. A brief description of each planning area follows:

1. **Instruction** – use of formal techniques to impart knowledge. Typically provided in schools, but could be provided by other entities in other locations.
2. **Community Experiences/Recreation/Leisure** – services provided outside of the school building, in community settings or other agencies. This may also include extracurricular offerings through the school.
3. **Employment** – Services aimed at helping the student gain experience and/or build the prerequisite skills necessary for employment.
4. **Related Services** - transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. This could include speech/communication therapy, Occupational Therapy, Physical Therapy, etc.
5. **Adult Living/Post-School Activities**– services that address where the student will live after high school, and how the student will engage in important adult activities and be active participants in their community. Services could be provided by schools or other agencies.
6. **Daily Living Skills (when appropriate)** – basic life skills that adults use every day, i.e. buying and preparing food, personal hygiene, personal finance, housekeeping, etc. Services could be provided by schools or other agencies.
7. **Functional Vocational Assessment (when appropriate)** – assessment that provides information about job or career interest, aptitudes and skills. Assessments could be provided by school or other agencies.

****Please keep in mind that the district is ultimately responsible for ensuring that needed transition services are provided for students. If an outside agency that is listed in the transition plan fails to provide the transition services, the district may be responsible for finding an alternative means for providing the necessary services.**

[illegible]

Transition Service Needs

In this section use the pull down menus to outline the classes that will allow the student to progress in the general education curriculum toward a regular high school diploma or to the identified transition focus selected by the student's team. Select a course category from the **(Select Course Category)** drop down list on the left. Choosing a category from this list, will create a corresponding drop down list under "Courses to be Taken."

	Year	Grade	Courses to be Taken	Credits
(Select Course Category) U.S. Government			CT702 CORRES/AMERICAN GOVT CT717 CORRES/CURRENT EVENT TT720 GOVERNMENT TT725 AP GOVRNMNT Other...	

Courses selected should reflect the regular education curriculum unless the student's educational program is modified to the point that the student is working on a non-diploma track. Most students should be working on the regular curriculum and working toward earning a high school diploma, unless they have significant delays in development.

For diploma-bound students in high school, the IEP Team should map out the classes needed to earn a high school diploma. If the student is not working toward a diploma, this section should lay out the classes that are needed to reach the transition goal for the student.

The database will keep a running tally of "Total Planned Credits" for each transition student. A minimum of 22 credits are required to earn a high school diploma. All diploma-track students should have at least 22 credits included on their transition plan. If you find this number to be unusually high or low, check that the credits assigned to each particular course (ex. half credit versus full credit) are correct. This number will not print on any paperwork, but is simply meant as a guide to help ensure that transition plans are complete and include all necessary coursework.

Total Planned Credits: 22.0 (22 credits necessary to earn a regular diploma)

Transition Checklist

Transition Checklist		
<input type="radio"/> Y <input type="radio"/> N	1. Was the student invited to attend this IEP meeting?	
<input type="radio"/> Y <input type="radio"/> N	2. Has the student completed an age appropriate transition assessment?	
<input type="radio"/> Y <input type="radio"/> N	3. Has the IEP team determined if the student should apply to the Department of Vocational Rehabilitation?	
<input type="radio"/> Y <input type="radio"/> N	4. Does the student's IEP include appropriate, measurable post-secondary goals that cover the education/training, employment, and independent living plan (reviewed annually)?	
<input type="radio"/> Y <input type="radio"/> N	5. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	
<input type="radio"/> Y <input type="radio"/> N	6. Do the transition services include courses of study that will reasonable enable the student to meet his or her postsecondary goal(s)?	
<input type="radio"/> N/A <input type="radio"/> Y <input type="radio"/> N	7. If outside agencies are part of this plan, were they invited (with parental consent) to the IEP meeting?	
8. Identify all outside agencies with the point of contact name and phone number		
Agency	Contact Name	Contact Number

At the bottom of the Secondary Transition section is a “Transition Checklist” that must be completed for every transition-age student. These questions are aimed at ensuring that each student’s plan is complete, appropriate, and updated annually.

Please use these questions as a guide to review each transition plan once it is complete. If you find that the answer to any of these questions is “No,” you will need to take corrective action to review and revise the student’s transition plan. The data in each of these fields will be cleared annually, as every student’s transition plan must be carefully reviewed and updated each year to ensure that it is complete and up-to-date.

WRITTEN NOTICE

Entry for Written Notices

Check when complete: <input type="checkbox"/>		<u>Written Notice 1</u>		Check Spelling
Notice Date <input style="width: 100%;" type="text"/>	Description of Proposed/Refused Action <input style="width: 100%;" type="text"/>			
Proposed Action (6 lines max.)	<input style="width: 100%;" type="text"/>			
Reason for Proposed Action (6 lines max.)	<input style="width: 100%;" type="text"/>			
Desc. Eval. Proc, Text, Report, etc. (6 lines max.)	<input style="width: 100%;" type="text"/>			
Desc. Oth. Options/Reas. Rejected (6 lines max.)	<input style="width: 100%;" type="text"/>			
Other Relevant Factors (6 lines max.)	<input style="width: 100%;" type="text"/>			
Parent & Team Agree To	<input style="width: 100%;" type="text"/>			

Notice Date: This is the date the Written Notice is written and sent.

Description of Proposed/Refused action: This is a pop up menu of choices including:

Initial Evaluation: Written notice must be provided to the parent and written informed consent received from the parent prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the district proposes to conduct must also be provided to the parent (if the notice relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requires parent consent.)

Action Refused: a) Refusal to Evaluate b) Propose/refuse to change disability category c) Refuses services requested by parents : Any time the district refuses the request of a parent to initiate or change the identification, evaluation, educational placement, or the provision of FAPE, the district must provide Written Notice. Some examples of when this might occur are parental request for evaluation or reevaluation; parental request for a specific related service or program modification; parental request to change the placement; parental request to change eligibility.

Not eligible for services: Written notice must be provided when a district evaluates a child and determines them to be ineligible for special education services.

Initial Placement: Written notice must be provided to the parent and written informed consent received from the parent prior to the initial placement of a student in special education.

Reevaluation with assessments: Written notice must be provided to a parent prior to conducting any tests/assessments as part of a reevaluation of a student with a disability, unless the district has provided notice and made reasonable attempts to obtain consent and the parent has failed to respond. A description of any evaluation procedures the district proposes to conduct must be provided.

Reevaluation without assessments: If the IEP team determines that no assessments need to be conducted to complete the reevaluation, the district must notify the parent of this decision. The notification that no further assessments are necessary must include:

- what the determination was and the reasons for it, and
- the right of parents to request an assessment to determine whether the child continues to be a child with a disability

District accepts out-of-district IEP: Upon the enrollment of a student with an existing IEP from another district or state, the district must provide Written Notice to inform the parent whether it accepts the IEP and the eligibility determination.

Exit from special education: Written notice must be provided when special education services will end (including graduation). SPED CO will send the notification to students and parents of students exiting due to graduation.

Implement the proposed IEP: Use this category after an IEP meeting in which parents agree to the IEP developed.

Amend IEP: Amendments to the IEP must have an accompanying Written Notice.

Pre-Evaluation: Written Notice will delineate who will conduct what evaluations.

Meet to determine eligibility: Use this category prior to holding a meeting to determine if a student is eligible for special education.

Other: Use "Other" to provide a full explanation for any situation not covered by the categories listed above that involves a change in the IEP

Proposed Action: Description of what the specific action is to be.

Reason for Proposed Action: Statement regarding the reason(s) for the proposed action.

Description of Evaluations, Procedures, Tests, Reports, etc.: Description of any data used in proposed action determination.

Description of Other Options/Reasons Rejected: Statement regarding any other options or reasons rejected.

Other Relevant Factors: Any other relevant information.

Parents/Team Agree To: Pop up menu of choices listed below:

- Implement agreed-upon IEP immediately. IEP (and ESER) have been sent to parents.
- Begin evaluation immediately. Upon completion, meet to determine eligibility.
- Meet to determine Eligibility
- Implement within 10 days. IEP (and ESER) have been sent to parents.
- Other...

Entry into Written Notices should be done in order. The first need for Written Notice should be entered in Written Notice 1, the next in Written Notice 2 and so on through Written Notice 5.

Deleting Written Notices: At the bottom of Written Notice data entry screen is a button labeled:

[Click Here to Create Blank Written Notice](#)

Clicking on this button will delete Written Notice 1 and move all remaining Written Notices up. After deleting Written Notice 1, Written Notice 2 becomes Written Notice 1; Written Notice 3 becomes Written Notice 2, and so on. Written Notices should be deleted using this button when there is not a space for a new Written Notice or the existing Written Notice(s) are no longer valid.

It is important for maintaining accurate master files that you create a “new” Written Notice when one is needed rather than altering an existing one. This also helps to keep the Written Notices in the order that they were issues, and helps to maintain accurate and complete records.

The screenshot shows the 'Written Notice 1' data entry form. A red circle highlights the 'Check when complete' checkbox in the top left corner. The form contains several text input areas: 'Notice Date', 'Proposed Action (6 lines max.)', 'Reason for Proposed Action (6 lines max.)', 'Desc. Eval. Proc, Text, Report, etc. (6 lines max.)', 'Desc. Oth. Options/Reas. Rejected (6 lines max.)', 'Other Relevant Factors (6 lines max.)', and 'Parent & Team Agree To'. A 'Check Spelling' button is located in the top right corner.

The next page contains a chart and a more detailed explanation as to when the Written Notice needs to be sent to parents.

Written Notice and Notice of Procedural Safeguards

	Notification	Written Notice	Copy of PS	Copy of PS Statement on Form*
<u>Procedural Safeguards must be provided to the parent once a year</u>			<u>X</u>	
<u>Upon request of the parent</u>			<u>X</u>	
Initial referral	Verbal or written notification	X	<u>X</u>	
Initial evaluation	Informed Consent	X		X
Refusal to evaluate		X		X
Student found ineligible for special education services		X		X
IEP meeting	Invitation	X (following meeting)		
Educational placement	Informed Consent	X		X
Refusal or Failure to Respond for a Consent for Reevaluation		X		
Reevaluation without further assessments conducted	Verbal or written notification	X		
Reevaluation with assessments conducted	Informed Consent	X		
District accepts out-of-district IEP and eligibility category		X		X
Change of Placement		X		X
Change in the type and amount of services		X		X
Change in the IEP		X		X
Exit from special education (including graduation)		X		X
District refuses services requested by parent		X		X
District proposes/refuses to change disability category		X		X
District changes or destroys information in district files that personally identifies a child		X		X
Intent to transfer parental rights (at least by 17-years of age)	Verbal or written notification	X		
Request for due process hearing			X	
Discipline	Verbal or written notification	X		

*For those actions that require Written Notice, but DO NOT require provision of a copy of the Procedural Safeguards, the following statements must be included on the Written Notice form:

1. A statement of the parents' protection under the Procedural Safeguards and a means by which a copy can be obtained, AND
2. Sources for parents to contact to obtain assistance in understanding the provisions of the Procedural Safeguards.

Informed Consent

IDEA 04 requires that informed parent consent must be obtained before the district:

1. Conducts an initial evaluation
2. Conducts a reevaluation.
3. Initially places the child in a special education program.
4. Releases any personally identifiable information about the child to any person or agency not entitled by law to see it.

Consent for initial evaluation should not be construed as consent for initial placement.

Consent means:

1. That the parent has been fully informed, in his or her native language or other mode of communication, of all information relevant to the activity for which consent is sought.
2. The parent understands and agrees in writing (the parent's signature on the consent form) to carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists any records that will be released and to whom.
3. The parent understands that the granting of consent is voluntary and may be revoked prior to the action requiring consent transpiring. However, once the evaluation has been completed, a parent may not revoke consent to revert the child to a previous status or have the evaluation disregarded.

Parental consent is **NOT** required before

1. Reviewing existing data as part of an evaluation or reevaluation
2. Administering a test or other evaluation that is administered to all children, unless consent is required of parents of all children.

Notice of Procedural Safeguards

IDEA 04 requires that a copy of the Notice of Procedural Safeguards be given to parents at least once a year, except as noted below:

1. Initial referral for evaluation

At the point of referral, the district must provide to the parent a copy of the Notice of Procedural Safeguards. For a parent referral, it is the date that the district received either the verbal or written request from the parent to conduct an evaluation. For a district referral, it is the date that the screening/review team made the decision that an evaluation should be conducted.

2. Parent request for an evaluation/reevaluation

When the parent requests an evaluation or reevaluation, a copy of the Notice of Procedural Safeguards must be provided.

3. Request for due process hearing

Whenever a parent files a request for a due process hearing, a copy of the Notice of Procedural Safeguards must be provided.

4. Upon request of the parent

A parent should be given a copy of the Procedural Safeguards whenever requested.

Notifications

A district is required to notify parents of actions it is taking. Like Written Notice, these notifications have certain statements and information that they must contain and they must be provided to the parent prior to the district taking any action. However, unlike Written Notice, not all of these notifications must be in writing. Districts must document any notifications given verbally. As with Written Notices, some notifications require that the Notice of Procedural Safeguards accompany them, and some do not. Notifications must be given under the following circumstances:

1. Notification that no assessments are required as part of the reevaluation

If the IEP team determines that no assessments need to be conducted to complete the reevaluation, the district must notify the parent of this decision. The notification that no further assessments are necessary must include:

- what the determination was and the reasons for it, and
- the right of parents to request an assessment to determine whether the child continues to be a child with a disability

The notification may be provided either verbally or in writing and does not have to be accompanied by the Notice of Procedural Safeguards.

2. Notification of an IEP meeting

Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. This requires that the district:

- Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend, and
- Schedule the meeting at a mutually agreed upon time and place.

This notification may be provided either verbally or in writing.

All IEP meeting notifications must contain the following:

- Purpose of the meeting
- Time, date, and location of the meeting
- Who will be attending the meeting

3. Notification of Transfer of Rights

One year prior to the student's 18th birthday, the district must notify both the student and the parents of the Parental Rights under Part B that will transfer to the student upon reaching the age of majority. SPED central office personnel are responsible for sending this notification.

AUTHORIZATION TO OBTAIN INFORMATION

Authorization to Obtain Information Entry

Date <input style="width: 100px;" type="text"/>	
1 Records Requested	<input type="checkbox"/> Transcripts <input type="checkbox"/> Cumulative health card/pertinent medical information/reports <input type="checkbox"/> Psychological and counseling reports <input type="checkbox"/> Records or information <input type="checkbox"/> Special education records <input type="checkbox"/> Social services information <input type="checkbox"/> Police records <input type="checkbox"/> Other... <input style="width: 150px;" type="text"/>
Agency/Person Name <input style="width: 100%;" type="text"/>	
Address <input style="width: 100%;" type="text"/>	
City, State Zip <input style="width: 100%;" type="text"/>	

Date: This is the date on which you are requesting information from another agency. The request is valid for one year from the date of the parent's signature. See parent's signature below.

Records Requested: Check appropriate box(es) for the type of record(s) you are requesting.

Agency/Person Name: Enter the name of the agency or person from whom you are requesting records.

Address: Enter the address of the agency or person from whom you are requesting records.

City, State Zip: Enter the city, state and zip code of the agency or person from whom you are requesting records.

***Parent Signature

The printed form of the request for confidential information requires the parent signature before the request can be sent. Requests for information from another school district do not require a parent signature. However, ALL other requests to all other agencies or persons **MUST** have parent signature. **A copy of any information received by you from an outside agency or person must be promptly forwarded to SPED DO for inclusion in the student's file.**

The next page shows the bottom of the printed request form, which requires a parent signature and the address to which the information should be sent.

I understand that this authorization may be revoked by me/us (in writing) at any time, except to the extent that the action has been taken thereon. Further disclosure of information beyond the scope of this authorization is prohibited without specific written authorization.

Records Requested

☐ Transcripts
 ☐ State approved testing modifications
☒ Cumulative health card/pertinent medical information/reports
 ☐ Other ...
☒ Psychological and counseling reports
☒ Records or information
☐ Special education records (IEP, OT, PT, Speech, Eligibility)
☐ Social services information
☐ Police records

I understand that the information obtained will be treated in a confidential manner and will not be transmitted to a third party without my permission. I also understand that it is my right to request a copy of all information and contest any information I feel is incorrect.

This release of information will expire without expressed revocation one year from today

or on _____ (Date)

Parent/Guardian Signature _____ Date _____

Street Address _____ City, State, Zip _____

Send information to: **Darla Wales**
Hope School
P.O. Box 47
Hope, AK 99605

The name of the case manager and their school address are automatically entered on the printed request form.

Note:

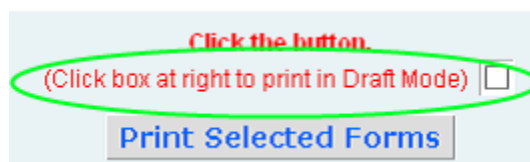
Printing of Authorization for Information Exchange has two options in the Print Menu. The four listed under "Referrals" must have data entered or they will not print. The request under "Blank Forms" will print a blank request form which will need to be completed by hand. Whenever possible, please enter the information electronically and use the print option listed under "Referrals" rather than "Blank Forms."

PRINT MENU



Printing of ALL SPED documents is done by clicking on the “Print” tab. This takes you to a screen listing all documents that can be printed. To print, check the box(es) of any document(s) needed (multiple boxes may be checked), and then click on the button : [Print Selected Forms](#).

To print items in Draft Mode (i.e. a draft IEP that you would like to review with the team at the IEP meeting), click the box above the print button. This will print the selected sections of the IEP with the word DRAFT in grey across the background of each page.



All forms in the first three groups—General, Referrals and IEPs—will print with relevant demographic data (name, student ID, dates, etc.) on the document. Forms in group 4 (Blank Forms) will not have any demographic information present. **(IMPORTANT: If you use these blank forms, you MUST fill in the dates, names, and student ID.** Please use blank forms only when absolutely necessary and be sure to enter any information gathered on those forms into the database once they are complete.)

The documents to be printed are clustered in 4 main groups.

The first group is “General”:

General	
<input type="checkbox"/> Meeting Invitation 1	9/12/05
<input type="checkbox"/> Meeting Invitation 2	9/7/06
<input type="checkbox"/> Meeting Invitation 3	10/19/06
<input type="checkbox"/> Meeting Invitation 4	10/11/07
<input type="checkbox"/> Meeting Invitation 5	9/30/08
<input type="checkbox"/> Meeting Invitation 6	9/17/09
<input type="checkbox"/> Student Mtg. Invitation	Mtg. No.: <input type="checkbox"/>
<input type="checkbox"/> Prior Written Notice 1	10/11/07
<input type="checkbox"/> Prior Written Notice 2	9/16/08
<input type="checkbox"/> Prior Written Notice 3	9/30/08
<input type="checkbox"/> Prior Written Notice 4	9/3/09
<input type="checkbox"/> Prior Written Notice 5	9/24/09

Meeting Invitations:

After entering data in the Meeting Invitations entry form, select which Meeting Invitation(s) you wish to print.

Student Invitation to Transition Meeting: Any student with transition planning in their IEP must be invited to the IEP meeting using this form. Any student 16 or older, or any student turning 16 during the time covered by the IEP being developed, must be invited.

Written Notice (1-5) prints each of the Written Notices. Be sure a date has been entered on the Written Notice entry screen before printing.

The second group is “Referrals”:

Referrals	
<input type="checkbox"/>	Referral/Health Report
<input type="checkbox"/>	Consent for Evaluation
<input type="checkbox"/>	Description of Tests
<input type="checkbox"/>	Authorization for Information Exchange
<input type="checkbox"/>	Student Observation
<input type="checkbox"/>	Individual Evaluation Report 1
<input type="checkbox"/>	Individual Evaluation Report 2 9/17/09
<input type="checkbox"/>	Individual Evaluation Report 3
<input type="checkbox"/>	Individual Evaluation Report 4
<input type="checkbox"/>	Individual Evaluation Report 5
<input type="checkbox"/>	Individual Evaluation Report 6
<input type="checkbox"/>	Evaluation Summary/Eligibility Report
<input type="checkbox"/>	ESER Signature Page
<input type="checkbox"/>	Parent Consent for Initial Placement
<input type="checkbox"/>	Parent Consent for Temp. Placement
<input type="checkbox"/>	Notice of Confidential File
<input type="checkbox"/>	Pre-evaluation Planner

Referral/Health Report is the initial form needed for a referral. It includes the health evaluation the nurse needs to fill out. (Note: This form does not need to be completed at a re-evaluation. In those instances, use the Nurse’s 3-Yr Re-eval Screening Form found in the “IEPs” section of the print menu.)

The “**Consent for Evaluation**” when checked will automatically print “**Description of Tests**” as well. Any time “Consent for Evaluation” is sent to parents, the “Description of Tests” should be sent also. The consent to evaluate form must be signed by parents and returned before any testing of the student may begin. Once received the original signed form needs to be sent to SPED DO.

Authorization for Information (see **Authorization to Obtain Information** in the SPED Manual for further information).

Student Observation is a form to record observations done on a student. This form must be completed for any student being evaluated for Specific Learning Disability. Be sure to date this form and submit to SPED DO for filing.

Individual Evaluation Reports (1-6) are the evaluations done by various individuals and specialists regarding their findings on the student.

Evaluation Summary/Eligibility Report (also known as the **ESER**) is the complete report on the eligibility of the student. The evaluation summary date must be the same as the date of the signatures on the form. To change this date, go to the evaluation summary data entry page; the date is the box in the upper left corner of the page. This form needs to be completed for all students undergoing a referral regardless of whether or not the student qualified or did not qualify.

ESER Signature Page allows you to print the signature page only of the Evaluation Summary/ Eligibility report.

ESER Needs and Recommendations allows you to print the Needs and Recommendations section only of the Evaluation Summary/ Eligibility Report.

Parent Consent for Initial Placement is the form parents need to sign after a referral has determined the student eligible for Special Services. **NO** services can be given until this document has been signed.

Parent Consent for Temporary Placement is a form signed by parents when a student transfers from an out of district school and parents have stated the student had previously received Special Services at their former school. This consent form is used only until the out of district IEP is accepted or a new referral or IEP is developed. Parents of transfer students within Alaska must sign a new **Parent Consent for Initial Placement**, if one was not received from the previous district. All out-of-state transfers must sign a new Parent Consent for Initial Placement on the KPBSD form.

Alaska State SPED Handbook regulations regarding Transfers: When a child who has a current IEP moves into a new district, the district must decide whether to accept the evaluation report and eligibility established by the sending district and the existing IEP. If the district decides to reject the eligibility and the existing IEP, an IEP Team meeting must be held to initiate a reevaluation.

If the district decides to develop a new IEP, the district may provide interim services and an interim placement if agreed to by the parties. If agreement cannot be reached, the district must implement the current IEP to the extent possible until a new one is developed. The new district does not need to conduct a new IEP meeting if the current IEP is available, the parents agree with it, and the district finds it appropriate. If the current IEP is not available or either party believes it is not appropriate, the new district must develop a new IEP within a short time, normally one week.

Notice of Confidential File is a form to be placed in the student regular cumulative file at the school site for any student having another file in the Special Services confidential file cabinet at the school site.

Pre-evaluation Planner is a form used at a pre-evaluation meeting to organize the evaluations needed and who will be responsible for those evaluations. This form is filled out by hand, and needs to be sent to SPED CO.

The third group is “IEP’s”:

IEP's

- ☐ Signature (Cover) Page
- ☐ IEP (All)
- ☐ IEP p1
- ☐ IEP p2
- ☐ IEP p3
- ☐ IEP p4
- ☐ IEP p5
- ☐ IEP p6
- ☐ IEP p7
- ☐ IEP p8
- ☐ IEP p9
- ☐ IEP p10
- ☐ Assessment Participation
- ☐ Summary of Services Matrix
- ☐ Goals and Objectives
- ☐ Goals and Objectives Report
- ☐ ESY Goals & Objectives Report
- ☐ Additional Comments Page
- ☐ IEP Amendment 1
- ☐ IEP Amendment 2
- ☐ Manifestation Determination Worksheet
- ☐ Nurse's 3yr Re-eval Screening Form
- ☐ Program Exit Form
- ☐ Notice of Access & Record of Inspection
- ☐ Alternate Assessment Criteria
- ☐ Request for Special Transportation
- ☐ COSF Entry Form
- ☐ COSF Exit Form

Signature Cover Page is a form needed at any IEP meeting. All attendees should sign this form. It does not mean all attendees agree with the IEP, but does reflect who was in attendance at the IEP meeting.

NOTE:

Please make sure you change the **IEP start date** and **type of review** (initial, annual, 3 year, transfer) before printing the cover page. This date is changed on the IEP Info screen in the database. This is a very common error. Incorrect dates or meeting type on the cover page will result in the case manager needing to get a new signature page signed by all meeting participants.

Before printing this page, a window will appear asking you to double check all of the meeting and expiration dates. Any needed corrections can be made directly on that screen.

IEP (All) is the complete IEP. This includes all IEP pages and the Additional Comments page. It does not include the goals and objectives.

Print Selected IEP Pages

Pages 1 through 10 may be selected for individual printing.

Goals and Objectives are all the goals and objectives assigned to a student including the Alaskan standard to which the goals and objectives relate. A new page is started each time a new Alaskan standard is used. Once again this is an all or nothing print. (See pg 47 in the Goals/Objectives section for information about printing goals for individual standards).

Goals/Objectives Report is the progress on all goals and objectives assigned to a student including the Alaskan standard to which the goals and objectives relate plus the Progress portion and narrative portion for each goal and objective. A new page is started each time a new Alaskan standard is used. Once again this is an all or nothing print. (See pg 47 for information about printing progress for individual standards).

*****NOTE**

For the **Goals and Objectives Report** to print, a date **MUST** be entered on the Print menu screen (see below).

Goal/Obj. Report Date :

DATE FORMAT MUST BE:
MM/DD/YYYY or MM/DD/YY

If left blank, you have an option to enter any date or choose the option to automatically enter today's date.

Message

You did not enter a date for the ESY Goals/Objectives Report.

Cancel Today's Date Enter Date

ESY Goals and Objectives Report selects only those Goals or Goals with Objectives that have been designated for Extended School Year.

*****IMPORTANT**

The only progress report that MUST be sent to SPED DO is the final progress report, completed just before an Annual or 3-Yr IEP review. Quarterly reports do not need to be submitted to Central Office.

Additional Comments Page: Any data entered in the additional comments section will be printed here.

IEP Amendment 1: Prints Amendment 1

IEP Amendment 2: Prints Amendment 2

Manifestation Determination Worksheet is a form to develop a manifestation determination. The form **MUST** be sent to SPED CO whenever a manifestation determination meeting is held. A meeting invite and Written Notice should also accompany this form.

Nurse's 3 yr Re-Eval Screening Form: This is an abbreviated nurse's form to be used for vision and hearing screenings with 3 yr re-evaluations.

Program Exit Form: Students graduating with a diploma or upon reaching age 22 require exit information.

Notice of Access and **Record of Inspection** are forms to be attached to the student's confidential file at the school site.

Alternate Assessment Criteria: Form to be completed annually with IEP for students on Alternate Assessment.

Request for Special Transportation: This form must be completed for students who require special transportation services.

COSF Entry Form/COSF Exit Form: The Child Outcomes Survey Form must be completed for students who begin receiving special education services before the age of 5 ½. Exit forms are completed when a child turns 6 or is found no longer eligible to receive special ed services.

Sped Revocation Letter: This form must be completed whenever a parent/guardian wishes to revoke their consent for special education services. Written Notice and a letter from the parent(s) in their own words must also accompany this form.

Functional Behavior Assessment (FBA): An FBA must be completed if the IEP team determines that a student's behavior is interfering with his or her learning or that of other students, or if a Manifestation Determination reveals behavioral needs.

The fourth group is "Blank Forms":

Blank Forms
<input type="checkbox"/> Meeting Invitation
<input type="checkbox"/> Referral/Health Report
<input type="checkbox"/> Consent for Evaluation
<input type="checkbox"/> Physician Verification Form
<input type="checkbox"/> Authorization for Information Exchange
<input type="checkbox"/> Student Observation
<input type="checkbox"/> Parent Consent for Placement
<input type="checkbox"/> Parent Consent for Temp. Placement
<input type="checkbox"/> Notice of Access
<input type="checkbox"/> Record of Inspection
<input type="checkbox"/> Notice of Confidential File
<input type="checkbox"/> Pre-evaluation Planner
<input type="checkbox"/> IEP Check List
<input type="checkbox"/> Transfer/Exit Check List
<input type="checkbox"/> Signature (Cover) Page
<input type="checkbox"/> Prior Written Notice
<input type="checkbox"/> Manifestation Determination Worksheet

Most documents in this category are identical to their counterparts in the first three categories minus any demographic data. While these blank forms may be used, it is critically important that **ALL** pertinent identifying data be entered manually.

IEP Check List: The IEP Check List is a list of all required paperwork that must be turned into SPED DO for each type of IEP review—Initial, Annual, 3-Year, Exit and Amendment. It is helpful to print a copy of the checklist and include it with each set of IEP paperwork that is submitted to Central Office.

Transfer/Exit Check List: This is a list of required paperwork that applies specifically to students who transfer into KPBSD, or for students who are exited from special education other than at a 3-year review.

When choosing to print an ESER, IEP cover Page, or the IEP itself you will first see the following page:

Verification of ESER / IEP Information and Dates

Any dates can be corrected directly on this page.

P125694

Person, Ima

1

IEP Meeting Date: 8/8/2013 CORRECT?

2

IEP Annual Expiration Date: 8/7/2014 CORRECT?

3

Type of IEP Review: Annual Review CORRECT?

4

Certification: Other Health Impairment CORRECT?

5

Date of Eligibility Meeting: 4/26/2012 CORRECT?

3-Yr. Reevaluation Exp Date: 4/25/2015

Cancel Printing

Any errors will result in
aquiring signatures AGAIN

Resume Printing

It is **critically important** that you review the 4 fields highlighted in yellow BEFORE proceeding with printing. These four fields are the most commonly printed with errors. The state auditors were insistent that we not use “white out”, “cross out” or “in any way alter” these fields after printing. Any corrections that are needed can be made directly on this screen, without having to go back into the IEP or ESER to make a correction. The alternative may be to reconvene the team and have all parties sign a corrected cover page. To avoid this kind of nightmare scenario **PLEASE** take a few seconds to verify the correctness of these fields before printing.

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PREVIEWING AND ERROR CHECKING IEPs AND EVALUATIONS

Previewing

Previewing allows you to see what the final printout of either an Evaluation Summary/Eligibility (ESER) or an IEP will look like as opposed to the entry screens. Entry screen data is inserted into a readable format and thus the printed form of either an ESER or an IEP will look different than what you see in the database.

The ESER entry screen has the option to preview a printed ESER on screen.



The IEP also has the option to preview a printed IEP on screen.

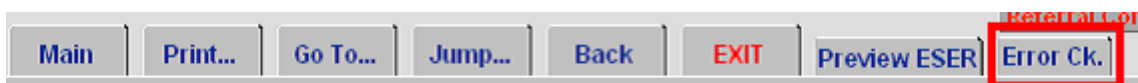


While a referral can only be previewed from the ESER screen, an IEP can be previewed from any of the IEP screens.

Error Checking

Both an ESER and an IEP have automatic and user invoked error checking.

The ESER entry screen has the option for the user to check for errors.



The IEP also has the option for the user to check for errors.



The automatic error checking occurs when the option to print either a Referral or an IEP from the Print Menu is exercised. The IEP program will allow you to print either a Referral or an IEP with identified errors, **however, a Referral or IEP with identified errors will ONLY print with the word "DRAFT" across every page.**

Below is the page a user will see when using the “Error Check” feature:

<p>ESER</p> <p><input type="checkbox"/> Go To "Eligibility Meeting Date" field is empty.</p> <p><input type="checkbox"/> Go To "Meets Criteria" and "Demonstrates Need" fields not checked.</p> <p><input type="checkbox"/> Go To "Certification" field is empty.</p> <p><input type="checkbox"/> Go To "Primary Language" field not checked.</p> <p><input type="checkbox"/> Go To "Not Eligible Due to Lack of Instruction" field not checked.</p> <p><input type="checkbox"/> Go To "Certification" field = "Specific Learning Disability" & "Learning Disabled in Area(s) of" field is empty.</p> <p><input type="checkbox"/> Go To "Meets Criteria" and "Demonstrates Need" = "Yes"; no data in "Student Strengths" and/or "Parent Input" fields.</p> <p>IEP Info</p> <p><input type="checkbox"/> Go To "Type of IEP Review" field is empty.</p> <p><input type="checkbox"/> Go To "No. of Progress Reports/Yr." field is empty.</p> <p><input type="checkbox"/> Go To One or more "PLEP" fields is/are empty.</p> <p><input type="checkbox"/> Go To One or more "Program Modifications/Supports" fields is/are empty.</p> <p><input type="checkbox"/> Go To "Assessment Participation" field is empty.</p> <p><input type="checkbox"/> Go To "Assessment Participation" field = "Participate in state Alternate Assessment", but one or more of the four fields below is/are empty.</p> <p>IEP Cover Page</p> <p><input type="checkbox"/> Go To "IEP Meeting Date" field is empty or has not been updated.</p> <p><input type="checkbox"/> Go To "Type of IEP Review" field is empty.</p> <p><input type="checkbox"/> Go To "Certification" field is empty.</p> <p><input type="checkbox"/> Go To "Case Manager" field is empty.</p>	<p>Extended School Year</p> <p><input type="checkbox"/> Go To "Extended School Year" option is empty.</p> <p><input type="checkbox"/> Go To "ESY" field = "ESY required" & "ESY Justification" field is empty.</p> <p><input type="checkbox"/> Go To "ESY" field = "ESY required" & "Recommended Areas" field is empty.</p> <p><input type="checkbox"/> Go To "ESY" field = "ESY Required" but no objectives checked as "ESY".</p> <p><input type="checkbox"/> Go To "ESY" = "Need to collect more data" & "Reconvene by" is empty.</p> <p>Goals/Objectives</p> <p><input checked="" type="checkbox"/> Go To One or more Goals have no Baseline Data entered.</p> <p>LRE</p> <p><input type="checkbox"/> Go To One or more Placement Checklist items is empty.</p> <p><input type="checkbox"/> Go To LRE Placement Explanation" field is empty.</p> <p><input type="checkbox"/> Go To For Preschool students, Preschool Placement field is empty.</p> <p>Summary of Services</p> <p><input type="checkbox"/> Go To One or more "Min. IN Reg. Class" fields does not have a corresponding entry in "Min. OUT Reg. Class", or vice-versa.</p> <p><input type="checkbox"/> Go To One or more areas has Minutes entered but Provider is empty.</p> <p><input type="checkbox"/> Go To One or more areas has a Supervisor entered, but Frequency of Supervision is empty.</p> <p><input type="checkbox"/> Go To One or more Provider fields containing "SpEd Aide" or "GenEd Tchr." or "Aide", but "Supervision" field is empty.</p> <p>Transition Plan</p> <p><input type="checkbox"/> Go To One or more Transition Plan Checklist fields is empty or does not = "Y" (or "N/A" for #7).</p> <p><input type="checkbox"/> Go To Student is Transition student, but there are no Goals flagged as Transition goals.</p>
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There are eight main areas in which error checking occurs – the ESER, IEP Info, IEP Cover Page, Extended School Year, Goals/Objectives, LRE, Summary of Services, and Transition Plan. An error is indicated by a check in the box to the left of each line item. If no boxes are checked, no errors have been found in the items reviewed by the IEP program.

If a box is checked, clicking on the yellow “Go To” button to its right will take you directly to the error. To help you locate the error field quickly, it will blink in red three times. After the field is done blinking, you will be able to correct the error.

If there are multiple errors, clicking the “Back” tab at the top of the page will take you back to the error listing page. This has a twofold advantage in that you will see if the “checked” box is now blank for the error you have just fixed and it will let you go directly to the next indicated error by clicking on the next “GoTo” button.

AMENDMENTS

Two amendment forms are available at any time you are making a change to a current IEP. An amendment is to be used during the regular IEP year. It is NOT to be used to replace an initial, annual or a 3 year reevaluation. Neither the start date nor the end date of the IEP should be changed when using an amendment.

There are two options for amending an IEP: an in-person meeting can be convened with the IEP team, or the case manager can contact the parent/guardian and get authorization to make changes to the IEP without holding a meeting. If a meeting is held, all team members in attendance will sign the signature part of the amendment form. No additional IEP cover page is required. If no meeting is held, the contact confirmation section of the amendment form must be completed to document when the parent was contacted. A district rep. must sign the form in either case, either as a meeting participant or to authorize the change without a meeting. Please ensure that the signature date matches the printed date on the amendment form. Written Notice is also required whenever an IEP is amended, essentially restating the changes to the IEP.

Each of the 4 change areas have a "Change" or "No change" box to check. You must check each of these boxes accordingly or it will come up as an error.

Examples of changes:

Goals or Goals/Objectives: To make changes to a reading goal, the case manager will enter "Reading" in the Goal Area(s) Changed section, and check "Change" in the "Goals, Objective, Benchmarks" category. You do not need to write out the goal on the amendment form, just print the corresponding goal page(s). You must also send the parent the goal printout showing the new or revised goal(s).

Type and/or amount of service:

Sample Justification: Student has moved from elementary to middle school. Math minutes will change from 45 to 60 min. per day to coordinate with the middle school class schedule. You must also attach the new summary of services page.

LRE: Please be very careful about changing this without a meeting. LRE is a big deal. You must complete the current and new LRE sections and the justification. One example may be the move from preschool to kindergarten- which may be a move from self-contained to pull-out services.

Extended School Year (ESY):

Example: Student demonstrated a significant regression in his reading skills as measured by the CBM reading probes before and after Christmas and Spring vacations. It is therefore necessary to provide an Extended School Year program. Please remember you DO NOT need to have ESY marked on IEPs for students to participate in the regular school district summer school! Please do not mark ESY on an IEP unless the student meets state criteria for ESY. You must explain the reason for adding or dropping extended school year services. ESY is an annual determination, and decisions should be made between

January and April of each school year, for the upcoming summer session. This ensures the team has had adequate time to collect data to justify the need for ESY.

Other has been added to the amendment form. Any other changes that do not fit in the above categories should be documented here.

Description	Other Change
Reason / Justification	

See attached printout of affected portion of IEP.

If an IEP does have an amendment, the date(s) of any amendment will appear on the IEP Info layout, alerting you to the fact the current IEP has been amended.

IEP Information					
		Meeting		Date(s) IEP Amended	
		Invitation Dates	PWII Dates		
IEP Mtg. Date	9/17/2009	1 8/29/2005	1 10/11/2007	1	
IEP Exp. Date	9/17/2010	2 8/29/2006	2 9/16/2008	2	
Last Eval Date	9/17/2009	3 10/10/2006	3 9/30/2008		
3-yr. Re-eval Date	9/16/2012	4 10/2/2007	4 9/3/2009		
Exit Date		5 9/16/2008	5 9/24/2009		
Dt. Trans. Rights		6 9/3/2009			

Whether or not a meeting is held, the original amendment form still must be signed by the administrator and sent to central office. Please ensure that the signature date(s) match the printed date on the amendment form.

PROGRAM EXIT FORM

Use the “GO TO” tab –PROGRAM EXIT FORM.

IEP Info
Summary of Services
IEP Goals/Objectives
ESY Goals & Objectives
LRE Justification
Secondary Transition
Prior Written Notice
IEP Amendments
Test Data
Request for Special Transportation
COSF
Program Exit Form

The form appears as follows:

Date of Exit	<input type="text"/>
Reason for Exit	<input type="radio"/> Student no longer eligible <input type="radio"/> Graduated with regular diploma <input type="radio"/> Reached age 22
Complete following ONLY if student is graduating with a diploma or has reached age 22	
Summary of Academic Achievement & Functional Performance (5 lines max.)	<div style="border: 1px dotted black; height: 40px;"></div>
Recommendations on Assisting Student in Meeting Postsecondary Goals (5 lines max.)	<div style="border: 1px dotted black; height: 40px;"></div>
Remainder of form to be completed by District Office ONLY	
Student Continues to Be Eligible for SpEd Services If	<input type="radio"/> Received certificate <input type="radio"/> Moved from district, known to continue SpEd <input type="radio"/> Moved from district, NOT known to continue SpEd <input type="radio"/> Dropped out of school
If Dropped Out, Parents & Student Informed of Re-enroll Opportunity Until Age 22	<input checked="" type="radio"/> Yes <input type="radio"/> No

If the student is being exited from SPED, graduates, or reaches age 22, then you must:

A. check the appropriate box

Continue to **B.** **only if student is graduating or has reached age 22**

B. Complete the “Summary of Academic Achievement and Functional Performance” and the “Recommendations on Assisting Student in Meeting Postsecondary Goals”.

The remainder for the form must be left blank and will be completed by SPED Central Office personnel.