Special Education Reporting
IEP Forms User Guide

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Web-only document.

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SYSTEM OVERVIEW

SER provides for the establishment of a statewide special education student database from which specified reports from the student record can be generated. These reports generated enable special education personnel to:
- Follow the provision of services to individuals
- Monitor the timeliness and appropriateness of these services when judged against the sections of the Louisiana Revised Statutes at R.S. 17:1941, et seq; _Bulletin 1706_, Regulations for Implementation of the Children with Exceptionalities Act; and the Individuals with Disabilities Education Act (IDEA, Part B and Part C)

SER allows special education personnel at the school, LEA, and state level the ability to collect, report, and process information on individual students through automated means. Data are captured on an individual from the point of referral to pupil appraisal personnel and from the provision of services until the time of exit from special education.

It is important to note that while a user may be authorized to complete an IEP, many of the features of SER require a higher authorization level. For those users who do not have SER authority, those features will be disabled.

The following sections walk through the steps needed to log into SER and complete an IEP. These instructions assume the user has read only access to SER information. For detailed information on adding and changing SER data please refer to the SER User Guide.

The SER system can be accessed at the following web address: https://serp.doe.louisiana.gov/ser.

LOUISIANA SECURE ID SYSTEM (eScholar)

R.S. 17:3914 required the LDOE to create a unique statewide student identifier system by May 1, 2015. Each LEA was required to assign unique student IDs to all student enrolled in public elementary or secondary schools. After August 1, 2015, data sharing between LDOE and LEAs utilize unique student identifiers, knows as a **Secure ID**, in place of social security numbers. LEAs assumed a new area of responsibility of assigning and maintaining Secure IDs.

Beginning with the 2015-16 school year personally identifiable information (PII) can no longer be captured by LDOE systems. Instead, other information is captured and used to identify student demographic information:
- Each student is assigned a Secure ID by the eScholar Louisiana Secure ID system
- The first letter of the student's First name
- The first 3 characters of the student's Last name
- Day of birth

When a user requests support or assistance from LDOE, the user should provide the above information to identify the student.

LDE APPLICATION SYSTEMS ACCESS AND SECURITY

DATA SECURITY:

Data security standards define specific requirements for managing and controlling access to all LDE Application Systems. Security goals require all personnel using the LDE Application Systems to have a unique user access code, hereafter referred to as a **User ID**. Each User ID is associated with a security profile that monitors and controls access using automated security software.

SECURITY COORDINATOR:

Each Local Education Agencies (LEA) and Charter Managing Organizations (CMO) must identify an individual in the organization to function as the **Security Coordinator**. The Security Coordinator is responsible for granting authorized users access to the LDE Application Systems. They must be made aware of any changes in status for users (i.e. new users and users no longer needing access due to termination or job reassignment). Such updates are critical to the security of the LDE Application Systems.

Security issues that cannot be resolved by the Security Coordinator should be referred to the LDE Security Administrator by phoning the ITS Help Desk at 225-342-1821 or by submitting a request by e-mail to SecurityDOE@la.gov.

USER ACCESS AND AUTHORIZATION:

Users requiring access to the LDE Application Systems must complete a Security Request Form and forward it to their Security Coordinator. Once their authorization has been verified, the appropriate User ID and security profile will be assigned which will determine what LDE Application System(s) a user has access to and specifically what functionality. These logon credentials will be communicated to users in confidence.

User IDs are not to be shared among users. Users will be held individually accountable for all system access and any violations recorded under their User ID. If revoked due to sign-on or resource access denials, the User ID may be reactivated and/or resumed only by the Security Coordinator after a review of the circumstances and a discussion with the user. User IDs may be revoked in any of the following circumstances:
- After five unsuccessful sign-on attempts
- After five resource access denials in one terminal session
- At the scheduled end of consulting or temporary labor engagements
- During their investigation of an actual or suspected security violation, if revocation is requested by management
- On management request and/or direction due to termination

User IDs and Password Standards:

User IDs assigned by the Security Coordinator consists of the letter "E" plus six characters. The first three numbers is the Sponsor Code.

In addition to a User ID, an **initial password** will be assigned. This initial password will be set to expire and to force a new password selection on the user's first sign-on to the system. Users are required to maintain the confidentiality of their passwords and to change their password when they suspect that the privacy of their password may have been compromised.

Each user will be allowed to select their own password based on established password standards. Passwords must be of the following format:
- Minimum length: 8 characters
- Must contain **at least 3 of the 4** complexity categories as follows:
- Upper case characters (A-Z)
- Lower case characters (a-z)
- Numeric digits (0-9)
- Non-alphanumeric characters (e.g., %, &, $)
- New passwords cannot be the same as any of the previous 5 passwords.

Resetting a Password Using the Password Reset System (PRS):

To change an initial password or to reset a forgotten or expired password, LDE has implemented a self-service password reset system called *PRS*. The PRS URL is https://password.doe.louisiana.gov/. The PRS User Guide can be found at https://password.doe.louisiana.gov/PRSHelp.pdf.

MINIMUM COMPUTER SYSTEM REQUIREMENTS:

The following are the minimum computer system requirements to access the LDE Application Systems.
- o **Hardware:** A PC connected to the Internet
- o **Browser:** LDE Application Systems are designed for **Internet Explorer,** Version 9.0 or lower.
- o **Screen Resolution:** The optimum screen setting is 1024 x 768. If a lower resolution, such as 800 x 600 is used (not recommended), it will be necessary to scroll in order to see an entire page. To adjust your resolution, right-click on your desktop, click *Properties*, then *Settings*. Adjust the slider to a screen resolution of 1024 x 678 or higher, and then click OK.
- o **Software:** WinZip, PKZip (PKZip is okay but WinZip is preferred); Compression reduces the file size and it will take less time to transfer the file.

SCREEN DISPLAY PROBLEMS:

Problems with screen display for the LDE Application Systems may be due to Security and Privacy settings or the incompatibility of newer Internet Explorer (IE) versions.

Internet Explorer (IE) Options:

If there are problems with the LDE Application Systems screen display, it may be due to the browser's pop-up blocker or security and privacy settings. Users should check the following *Internet Explorer* (IE) options:

- Go to Tools >> Internet Options >> Security>> Custom Level. Make sure the "Allow script-initiated windows without size or position constraints" option is enabled. Also, make sure the "Display mixed content" option is enabled.
- Go to Tools >> Internet Options >>Privacy >> Pop-Up Blocker Settings. Enter leads.doe.louisiana.gov in the "Address of Web site to allow" field.
- Go to Tools>>Pop Up Blocker Settings>>choose "Turn off Pop-up Blocker."

Internet Explorer (IE) Compatibility View:

Compatibility View may be a solution for those IE users experiencing problems viewing LDE web pages. Problems rendering all or parts of a web page can occur when newer browsers try to display sites that are built with older programming components. For **IE versions 8 through 10,** users can enable compatibility view for a website by clicking the "Compatibility View" icon to the right of the address bar.

The browser should reload the page and begin displaying the page in compatibility view mode.

For **IE version 11,** Microsoft removed the Compatibility View button from the address bar but there is an alternate method to turn on compatibility for a website. (This process can also be used in IE8 thru IE10).

First, Click the "Tools" button on the menu bar, and then select the "Compatibility View Settings" option.

Then, in the text box under "Add this website", enter *Louisiana.gov* and click the "Add" button. Finally, close the Compatibility View Settings dialog box and close IE 11. Restart IE.
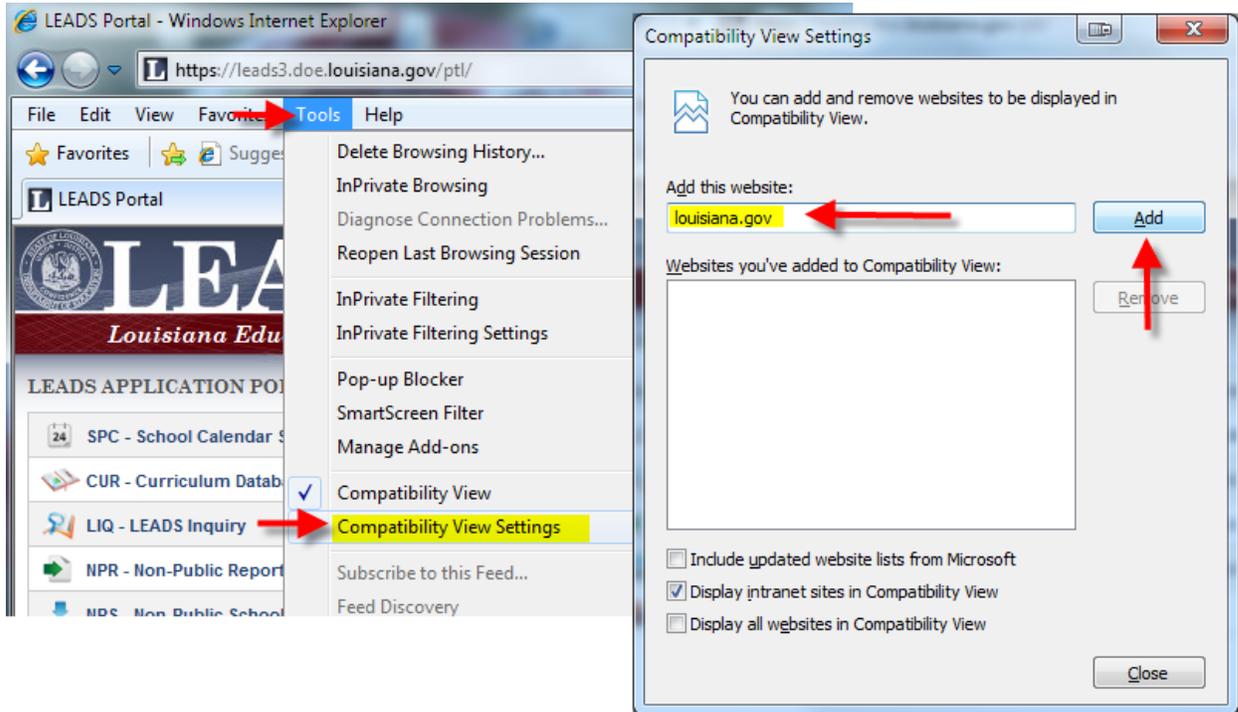
LDE LOGIN SCREEN:

Before users can fully access SER, users must enter a **User ID** and **Password** on the LDE LOGIN SCREEN.

These credentials will determine which students can be accessed, as well as determine exactly what functionality they have access to within the application.

Teachers typically will only be in one group "IEP Form Writer". A SER Data Writer will need to be in the IEP Form Approver group in order to submit completed IEP Forms into SER. The IEP groups will have read only access to the Student's profile information in SER.

Groups in SER have the following rights:

Group	SER Data Change	Modify State IDs	SER Data Read	IEP Forms Read	IEP Forms Create	IEP Mark IEP Official	IEP Forms Submit to SER
SER Data Reader			X	X			
SER Data Writer	X		X	X			
SER LASID Writer	X	X	X	X			
IEP Form Writer				X	X	X	
IEP Form Approver				X	X	X	X

SER HOME PAGE

The SER Home Page is the first page the user will see after logging into the system. This page provides important information regarding usage of the system. If there is any important information regarding the status of the system, such as scheduled down time of the system, it will be highlighted on this page. Please be sure to make note of any and all information on this page.

Click **Continue** to advance to the Student Search page.
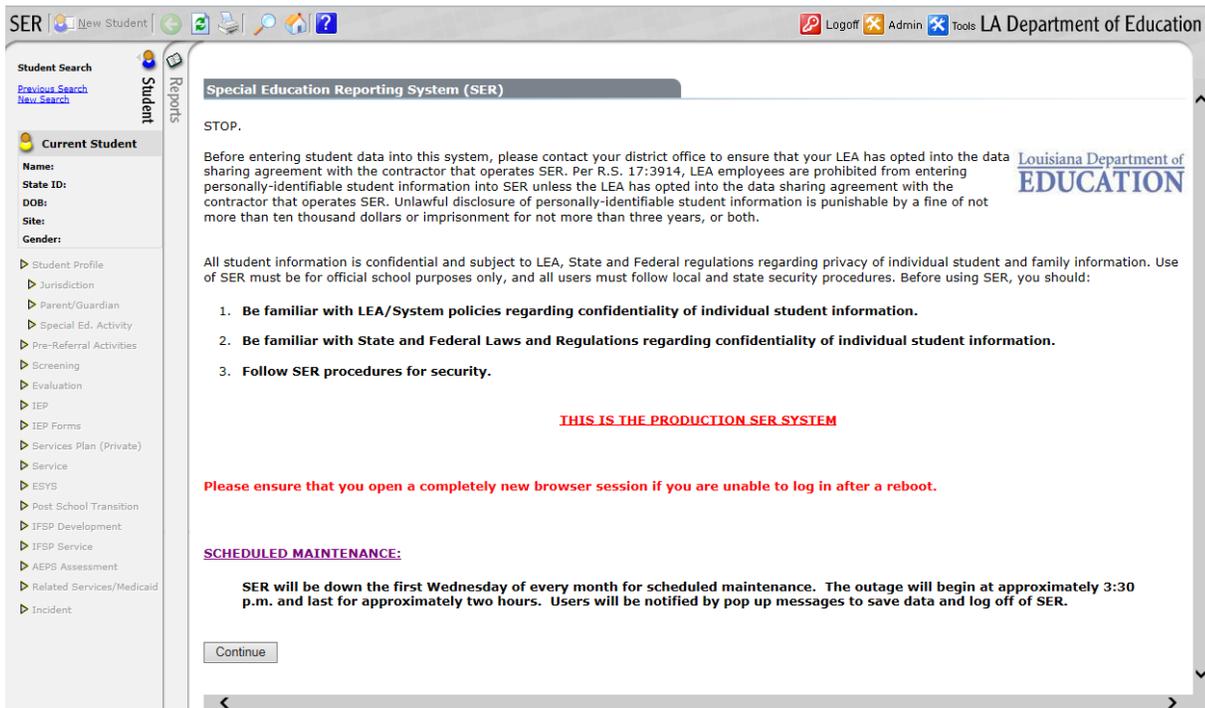
SER Home Page

SER APPLICATION BUTTONS

The SER system has a set of standard buttons that appear along the top of the application window (see **Application Buttons**). Clicking the SER Button will return the User to the Student Search (See **Student Search**).

Application Buttons

Back Button

The Back Button allows the user to return to previous areas for the current student. If there is not an area to go back to, the button will be disabled (see **Disabled**). If there is an area to go back to, the Back Button will be enabled (see **Enabled**).

Back Button (Disabled)   Back Button (Enabled)

Refresh Button

Clicking the Refresh Button will refresh the current page.

Refresh Button

Print

Clicking the Print Button will print the current page's content in a printer friendly format. This means that the Application Buttons, Student Tab, Report Tab, and Application Tab are not included in the printing.

Print Button

Sample Print

Home Button

Clicking the Home Button will return the user to the SER Home page (see **SER Home Page**).

Home Button

Help

Clicking the Help Button will open the SER User Manual.

Help Button

DATE POP-UP

Dates are an important part of the SER IEP Forms System. A calendar icon is displayed next to each date field throughout the SER application, such as in **Sample Date Field**.

DOB: 5/5/1995

Sample Date Field

When the calendar icon is clicked, a Date Selector Pop-Up will appear. If the field already contains a date, that date will already be selected in the pop-up (see **Previously Selected**) by a dark grey box around the date. If the field does not already have a date entered or selected, the current date will be highlighted in the pop-up but not selected in a light gray box (see **Current Date**). To select a specific day, click on the date and that value will be automatically entered into the field.

To quickly change to a specific month or year in the Date Selector Pop-Up, select the appropriate month or year from the available listings at the top of the Date Selector Pop-Up window. Once a month or year is selected from the listing, the calendar displayed below will automatically shift to the corresponding month and year.

To move forward or backward one month at a time, click the "<" or ">" links on the calendar title.

To select no date (meaning, make the date field blank), click the None button at the bottom of the pop-up window.

To cancel the date selection and leave the date field as it was, simply close the Date Selector Pop-Up window by clicking the ✖ at the top right corner of the Date Selector Pop-Up window.

Date (Previously Selected Date)

Date (Current Date)

Record Information

At the bottom of each page is a Record Information area that displays the user and date the current record was created and last modified.

If working with a new record, the Record Information area will appear upon a successful save.

Each record in the system retains an audit log. This is designed to provide a historical view of each record in the system. This does not mean that data can be rolled back to a previous state. In order to undo a change, the record must be edited and the fields set back to the values as they originally existed.
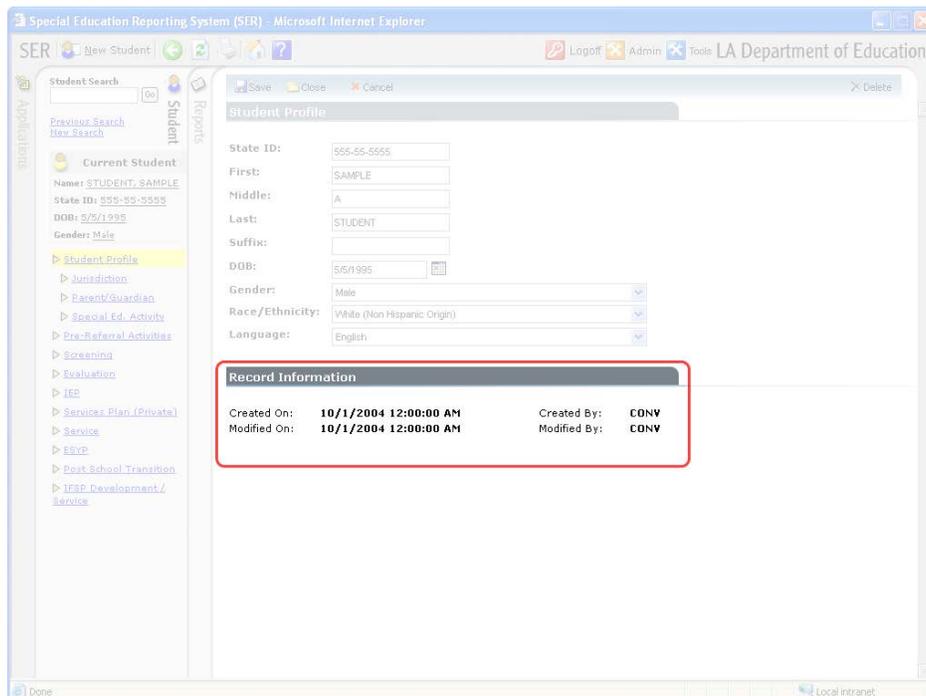
Sample Record Information Area

Read Only Access

Users may have read-only access to a student's information. In this case, buttons to modify information will be disabled, the student's information will be displayed so that it cannot be changed, and adding new records will not be enabled.

STUDENT SEARCH

The student Search page allows the user to quickly retrieve a student or a group of students matching the specified search criteria.

To find a single student or group of students, enter the criterion that uniquely identifies the student or the group; then click the Search Button to perform the search. The results will be listed on the lower portion of the search page (see **Regular Student Search**). The search will list up to 200 students that match the search criteria.

To reset the search back to the default blank values, click the Clear Button.

The matching students are displayed with the following columns in order to better assist in identifying the student:
- State ID
- Name
- Birth Date
- Gender
- Ethnicity
- Jurisdiction
- Last IEP
- Last Evaluation

Click on any of the column titles to sort by that field. For example, clicking on the Ethnicity column title will sort the matching records by the student's Ethnicity. Or clicking on the Date of Birth will sort the matching records by the student's Birth Date. Click on the same column a second time to reverse the order of the sorting. Clicking on the Name column will sort by students' names alphabetically from A to Z. Clicking on the Name column a second time will sort by students' names alphabetically from Z to A.

In order to view a student and his or her related information, click on the student's State ID to view that student's Student Profile page (see **Student Profile**).

The Student Search listing of results displays twenty (20) records at a time. If twenty (20) or fewer records are returned, the number one (1) will be displayed below the listing. This identifies that Page 1 of 1 is currently being displayed. If more than twenty (20) records match the search criteria, clicking on one of the page numbers at the bottom of the result listing will switch from any page to the selected page number. The current page will appear in bold; other page numbers will appear in blue.

If no records match the search criteria, a message stating that no records were found will be displayed (see No Records Found).

Student Search – No Records Found

Regular Student Search

The default search mode is the Regular Student Search. In this mode, search for a student utilizing any combination of the following student fields:

- State ID
- Legacy State ID (Student's Social Security Number)
- First Name
- Middle Name
- Last Name
- Suffix
- LEA of Jurisdiction

To switch to the Advanced mode (see **Advanced Student Search**), click the Switch to Advanced Mode link next to the Search and Clear buttons.

Regular Student Search

Advanced Student Search

In the Advanced Student Search mode, search for a student utilizing any combination of the following student fields:

- State ID
- Legacy State ID (Student's Social Security Number)
- First Name
- Middle Name
- Last Name
- Suffix
- Gender
- Race / Ethnicity
- Date of Birth
- LEA of Jurisdiction
- Site
- Previous LEA of Jurisdiction
- Local ID
- Show Inactive

By default, only active students are included in the search results. To include inactive students, check the Show Inactive button and perform the search as normal.

To switch to the Regular mode (see **Regular Student Search**), click the Switch to Regular Mode link next to the Search and Clear buttons.

Advanced Student Search

Recent Students

In the top right corner of the Student Search page is an area that displays up to seven (7) of the last students modified by the user (see **Recent Students**) and the dates last accessed. The listing is available in order to help the user quickly return to a specific student's record.

There are limitations to this listing. Currently, the information is stored in a web browser cookie. A cookie is a small file containing a limited amount of information that is stored on a computer. This cookie is unique to each computer. In other words, if a user usually works on Computer #1, but today decides to work on Computer #2, the students accessed on Computer #1 will not appear in the Recent student listing on computer #2 and vice versa. The cookie is unique to each computer. No student identifying information is stored in the cookie.
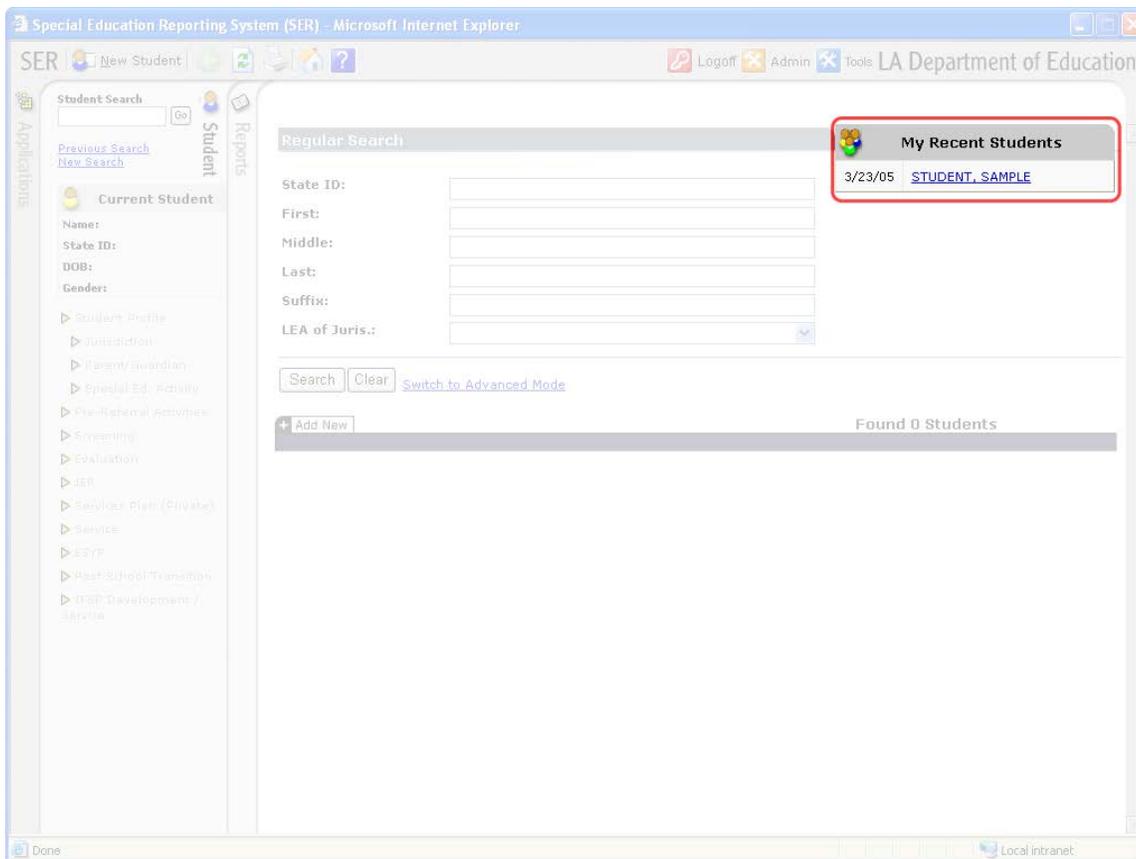
Recent Students

Student Tab

The Student Tab provides a quick way to search for students, track which student is currently being worked on, and easily move between different information areas of a student's record.

The Student Tab is open by default. To hide the information and options listed in the Student Tab, click on the student Icon/Title. The page will refresh, with the student information and options hidden. Similarly, to open the Student Tab, click on the student Icon/Title.
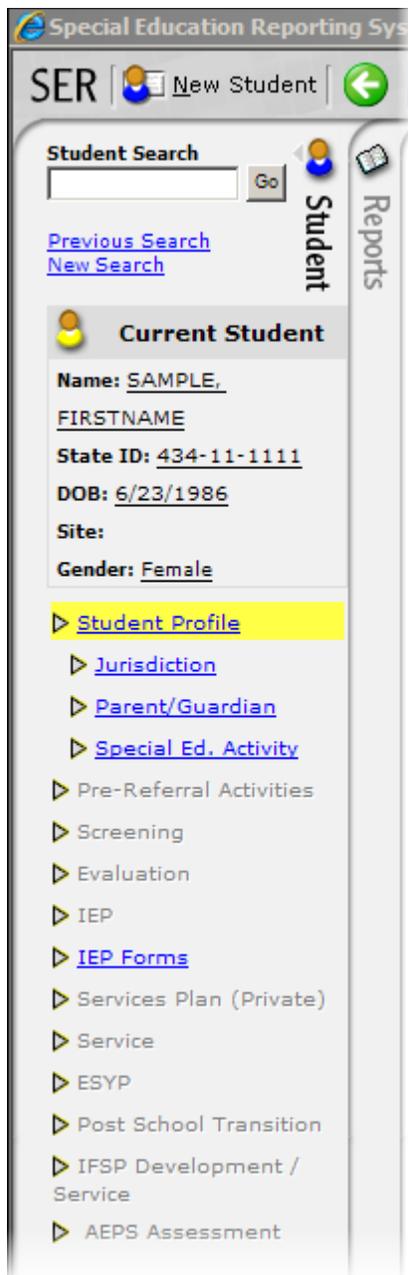
Student Tab (Opened)
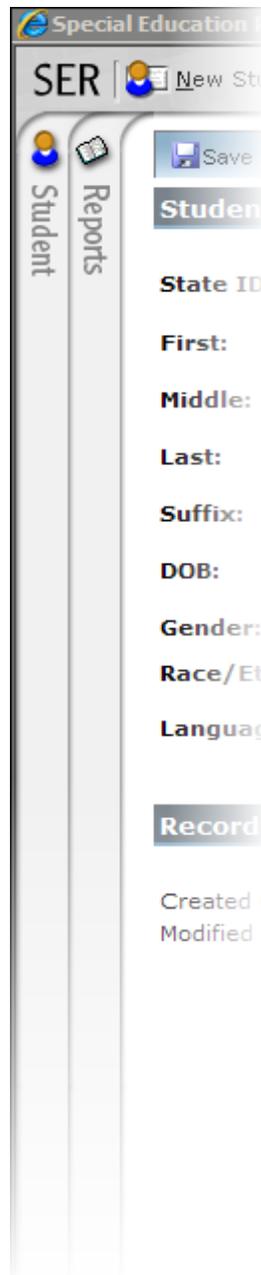
Student Tab (Closed)

Student Quick Search

The student Quick Search allows for a basic student search using common information. To perform a student Quick Search, enter the search criteria into the quick Search Box and click the Go Button.

The Quick Search accepts the following search options:
- Last Name only

- Both First Name and Last Name
- Last Name, First Name
- State ID

Also provided in this area are two links, Previous Search and New Search. To return to the previous search and its search criteria, click the Previous Search link. To start a new search, click the New Search link.
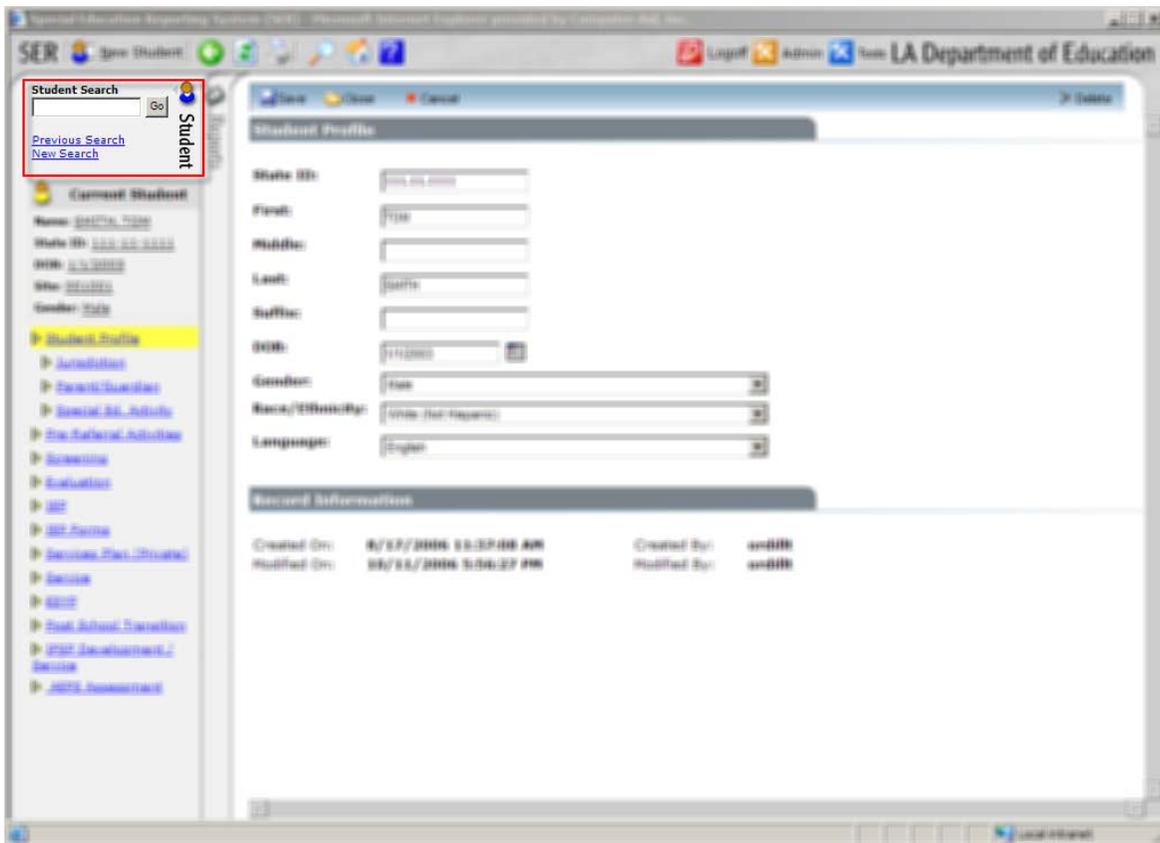
Quick Student Search

Current Student

SER allows access to only one student record at a time within one browser window. Multiple SER windows can be open at one time. The Current Student Area contains basic information, such as Name, State ID, Date of Birth and Gender of the student currently accessed. When a student record is selected from the Student Search page (see **Student Search**) or the Recent Students Area (see **Recent Students**) this area will be updated to show record information for that single student.

If no student has been selected or if are currently adding a new student, this area will remain blank. It will also be blank when the user returns to the Student Search page.
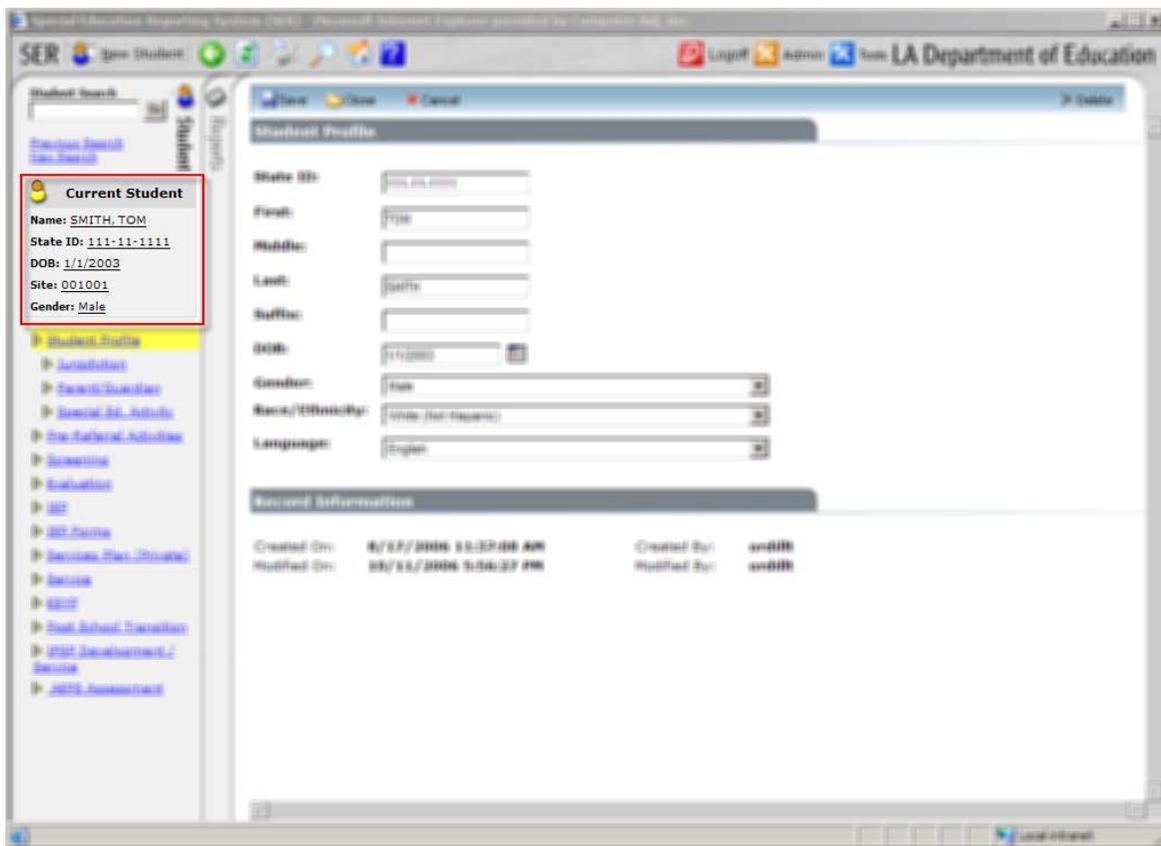
Current Student

Student Options Area

The Student Options Area appears in the Student Tab, directly below the Current Student Area. If no student is currently selected, the various options will be visible, but not be active. When a student is selected or a new student has been successfully saved, the links in the Student Options area will become active.

These options are the main information areas that are captured for a student. Once a student is selected, the Student Profile page is displayed. The Student Profile link highlighted in yellow signifies that the user is currently in the Student Profile area (see **Student Options**). These options are directly related to the current student, whose basic information appears in the Current Student Area directly above the Student Options area.

Click the link to access the corresponding page.
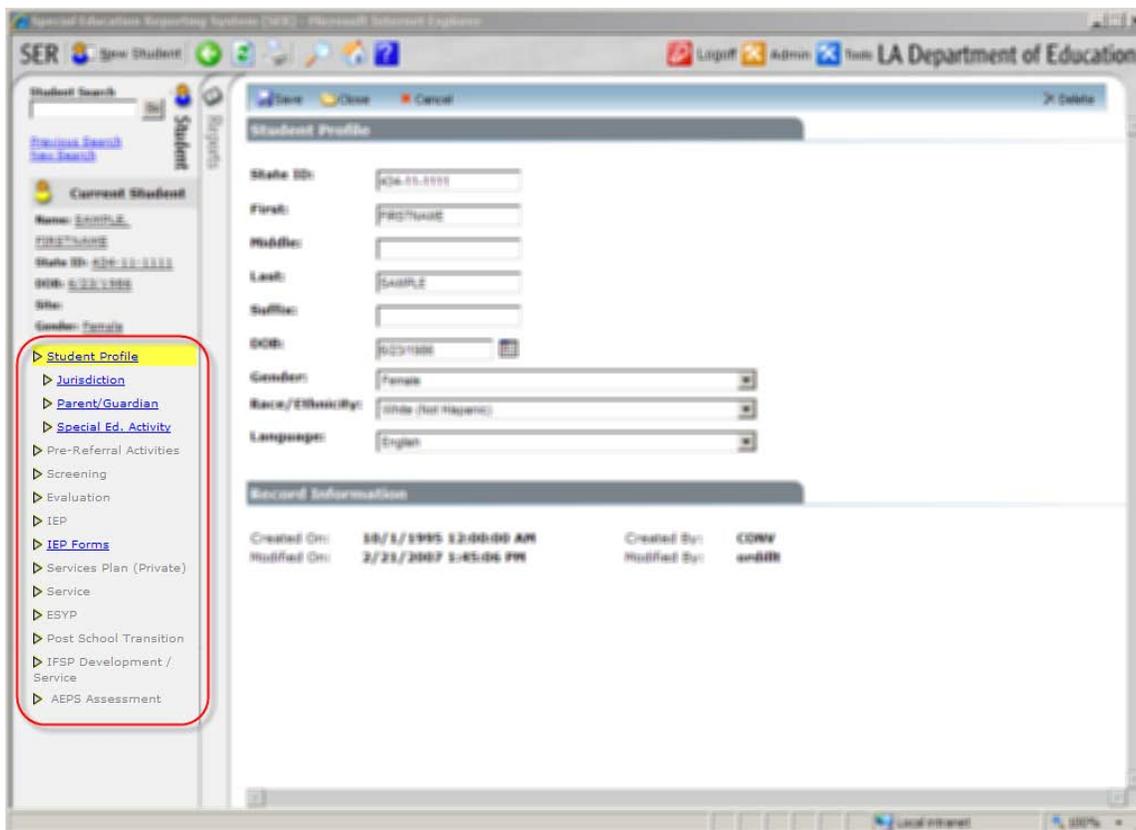
Student Options

Student Profile

The Student Profile Page is the first main page seen after a student is initially selected or when adding a new student.

The Student Profile Page contains the following fields of information:
- State ID
- Legacy State ID (Student's Social Security Number)
- First Name
- Middle Name
- Last Name
- Suffix
- Date of Birth
- Gender
- Race / Ethnicity
- Language
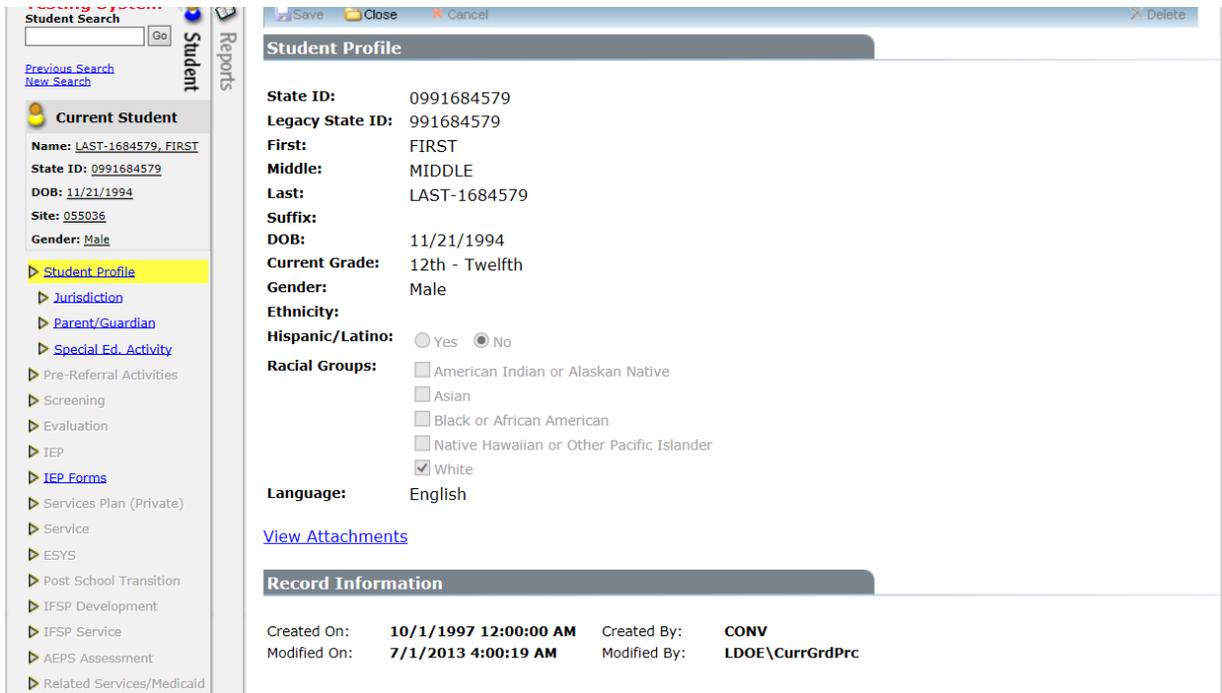
Student Profile

View Attachments

The attachment feature is found on the first page of SER when viewing a student's record. It is located on the Student Profile page. To add an attachment or see what attachments are already in the file, click View Attachments. To add an attachment: (1) select on the Add New tab, (2) type in document name or browse to select the document, (3) select the document and (4) save the attachment. The attachment is now part of SER, showing name and date uploaded. At this point and in the future, this form can be viewed, edited or deleted. To add more attachments, click Add New and follow steps 2-4.
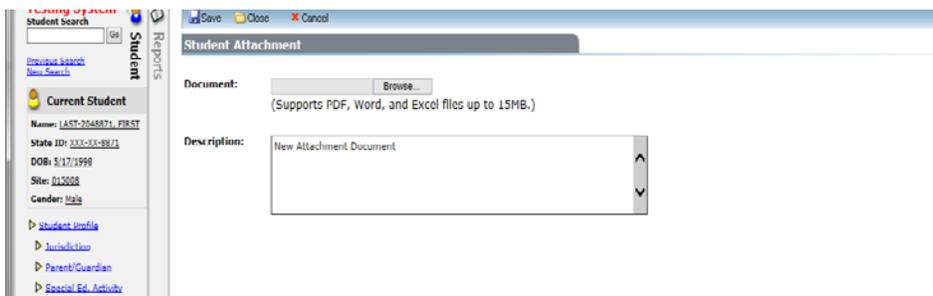
View Attachments

Parent Guardian

The SER System keeps track of one Parent/Guardian for each student. To view the Parent/Guardian area, click on the Parent/Guardian link in the Student Options Area (see **Student Options Area**).

The Parent/Guardian page contains the following fields of information:

- Title
- First
- Middle
- Last
- Suffix
- Address
- City
- State
- Zip Code

Parent/Guardian

Jurisdiction

A student is "owned" by a single LEA (Local Education Agency) at all times. There are no gaps when a student is transferred from one LEA to another. The End Date of an LEA's jurisdiction is automatically calculated when another LEA assumes jurisdiction.

Jurisdiction History

When the Jurisdiction link in the Student Options Area (see **Student Options Area**) is clicked, a listing of the student's jurisdiction history will be displayed. The Jurisdiction History Listing will display the current LEA of Jurisdiction first, followed by each preceding LEA of Jurisdiction.

The listing will display the following information:

- LEA of Jurisdiction
- Begin Date
- End Date *(for all but the current LEA of Jurisdiction)*
- Local student ID
- School Code

To view a student's Jurisdiction record, click on the View / Edit link on the row that corresponds to that specific record.
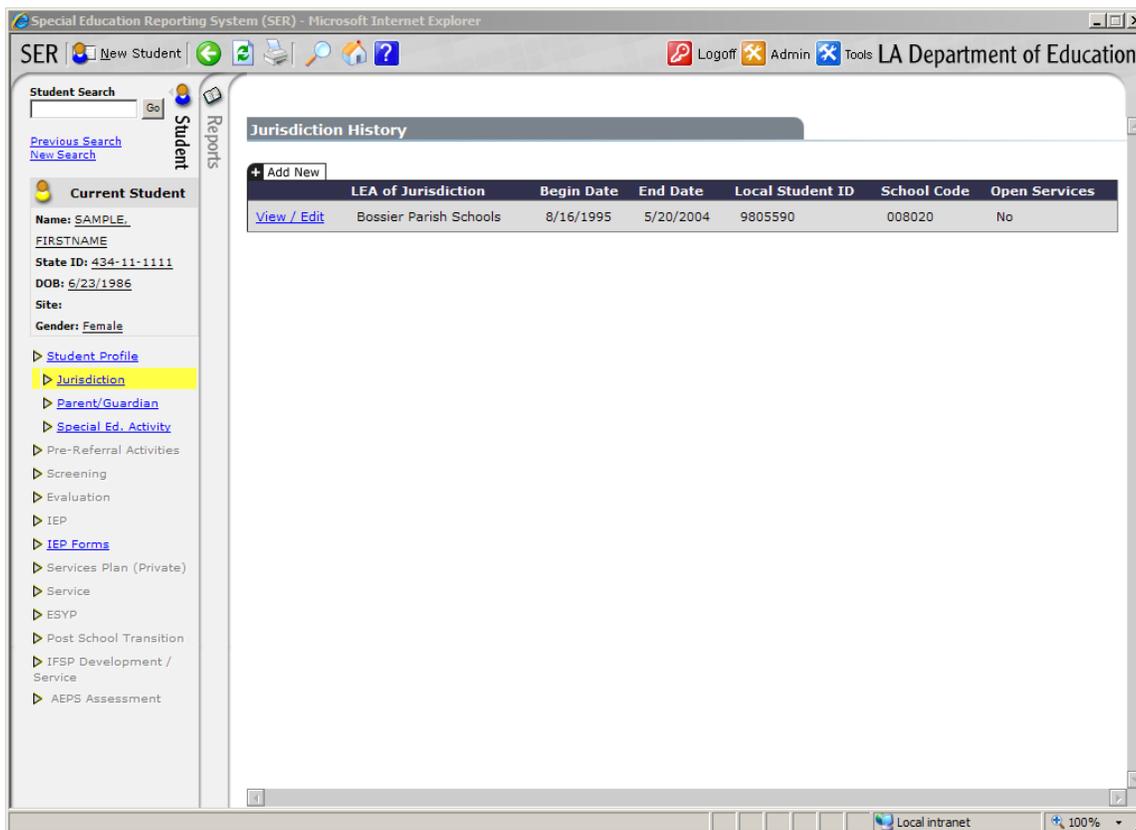
Jurisdiction (Historical Listing)

Special Education Activity

The Special Education Activity for a student is automatically generated when the student's initial IEP is submitted. If the student was exited but will again receive services, the Special Education Activity is automatically generated when the student's current IEP is submitted. Each Special Education Activity is tied to the current Jurisdiction.

When the Special Education Activity link in the Student Options Area (see **Student Options Area**) is clicked, a listing of the student's Special Education Activities will be displayed. The Special Education

Activity Listing will display the most recent Special Education Activity first, followed by each preceding Special Education Activity.

The listing will display the following information:
- Entry Date
- Exit Date
- Exit Reason

If a Special Education Activity is still open, only the Entry Date will be listed.

To view a Special Education Activity record, click on the View/Edit link on the row that corresponds to that specific record.

Special Education Activity Listing

IEP – Selection

When the IEP Forms link in the Student Options Area (see **Student Options Area**) is clicked, a listing of the student's existing IEPs will be displayed. The listing will display the most recent IEP first, followed by each preceding IEP.

The following information is displayed:

- View Link (only displayed when the status is Official, Amended-Official or the user has read-only access)
- Edit Link (only displayed when the status is Draft or Amended-Draft)
- Print Link
- Team Meeting Date
- IEP Type
- Current Grade
- Status (Draft, Official, Amended-Draft, Amended-Official)
- Submitted to SER Indicator
- Create Date

IEP Form Listing

View Link

To view an IEP, click on the View link on the row that corresponds to that specific record. Users who have read only access will only be able to view IEP forms. Users with write access will also see the view link if the IEP is in an "Official" or "Amended – Official" status.

Edit Link

To edit or modify an IEP, click on the edit link on the row that corresponds to that specific record. Only IEPs in "Draft" or "Amended – Draft" status may be edited. All others are view only until being opened for an amendment (See **Amendments** for more information).

Print Link

To print an IEP, click on the Print link. A popup window will be displayed allowing the user to print the entire IEP. An IEP does not have to be official in order to be printed. All forms are displayed in PDF format.

Individualized Education Program

Louisiana Department of Education   close

IEP Forms Print

☐ Print with PARTIAL State ID Number (applies to all
reports selected below)

_____

☐ **Main IEP Pages**
(Transition Services, GSI, Instructional Plan, Program
Services, Accommodations, Placement, LRE)

Additional IEP / SP Pages

☐ Extended School Year Services (ESYS)

[Print Selected IEP Forms]

IEP / SP History
(History of IEP / SP Page changes)

Document Print

To print only the accommodations selected on the IEP, check the Accommodations Form: Print Selections only box. This box becomes available after checking the Main IEP Pages box.

Accommodations Form: Print Selections Only

Type

Indicates the type of IEP and will consist of one of the following values:

For students with a primary disability classification:
- Regular – Initial
- Regular – Review
- Regular – Interim

For students with a primary gifted and/or talented classification:
- Gifted/Talented – Initial
- Gifted/Talented – Review
- Gifted/Talented – Interim

For students receiving services in a parentally placed private school:
- Services Plan – Initial
- Services Plan – Review

Team Meeting Date

Date of the IEP meeting to develop or review the IEP. Each IEP for a particular student must have a unique Team Meeting Date. It is possible for this field to be blank as the Team Meeting Date may not have been entered yet on the General Student Information (GSI) page while the IEP is in draft.

Current Grade

The student's current grade at the time of the IEP meeting.

IEP Status

An IEP is assigned one of the following statuses:

Status	Description
Draft	**An IEP will be marked as draft until the parent signs off on the IEP. Once the parent signs, the teacher or designee of the system will change the IEP form status to Official. Any edits after this point will be marked as amendments to the IEP.**
Official	**The IEP has been signed by the parent and is Official. Data however is not moved to SER until a supervisor or other authorized individual (IEP Form Approver) verifies the information and chooses to submit that data.**
	Once Official, any changes to the IEP will result in an Amendment. The only exception to this rule is "Date Achieved" on the Instructional Plan form. Adding *Date Achieved* to an objective is not considered an Amendment.
	All changes to an IEP form will be tracked and can be viewed on a separate page within the IEP.
Amended - Draft	**If an Official IEP needs to be changed, it must be re-opened for amendment. During an Amendment, the status of the IEP will be changed to "Amended – Draft". Each change to the IEP will be tracked on the form level. These changes can be viewed on a new web screen titled "8. Form Amendments".**
	Before the Amended IEP can be completed and made "Amended – Official", an explanation of each change needs to be entered. See Amendments for more information.

Amended - Official	The IEP was amended and is now Official. Data however is not moved to SER until a supervisor or other authorized individual (IEP Form Approver) verifies the information and chooses to submit the data. Additional amendments will utilize the same process.

Submitted to SER Indicator

In addition to status, each IEP will have a Submitted to SER indicator. This indicator is used to alert the "IEP Form Approver" that an IEP needs to be reviewed and submitted to SER.

Possible values are 'N' and 'Y'.

For users with the proper authority, it is possible to generate a report listing of IEPs in Draft status followed by a listing of IEPs in Official status and are ready to be submitted to SER. Refer to Reports in the SER User Guide for more information.

Submitted to SER Indicator

Add New

Allows the user to create a new IEP. When the Add New button is clicked, a popup window opens allowing the user to navigate and complete each of the IEP forms.

Add New Button

Request Delete

This button allows a user to request an official IEP be deleted from IEP Forms. **Amended-Official IEPs cannot be deleted without deleting the original IEP.** The request is submitted to LDOE where it is either approved or refused. The user should provide a detailed explanation as to why the IEP should be deleted.

IEP Forms

		Team Meeting Date	IEP Type	Current Grade	Status	Submitted To SER	Create Date
Edit	Print	2/15/2016	Gifted/Talented - Initial	3rd - Third	Amended-Draft	N	6/9/2016 3:43:28 PM
View	Print	2/15/2016	Gifted/Talented - Initial	3rd - Third	Official	Y	2/4/2016 8:51:27 PM

Request Delete button

How to submit an IEP delete request:

1. Click the Request Delete button.
2. Check the box next to the IEP that should be deleted.
3. Enter a detailed explanation why the IEP should be deleted.
4. Click Save.

IEP Forms Deletion Request

Email: [   ]

Request Delete	Reason for Delete	Team Meeting Date	IEP Type	Current Grade	Status	Submitted To SER	Create Date
			Regular - Review	Preschool Program (3-5)	Draft	N	5/25/2016 8:45:32 AM
☐	[ ]	4/30/2009	Regular - Review	9th - Ninth	Official	Y	3/30/2009 7:39:13 AM
☐	[ ]	9/25/2008	Regular - Review	12th - Twelfth	Official	Y	9/23/2008 9:46:39 AM

Click the following link to view pending requests: **IEP Form Delete Requests**

IEP Delete Request

In addition to clicking the IEP Form Delete Requests link, a user can also view submitted IEP delete requests under the Tools menu.

User Tools Menu
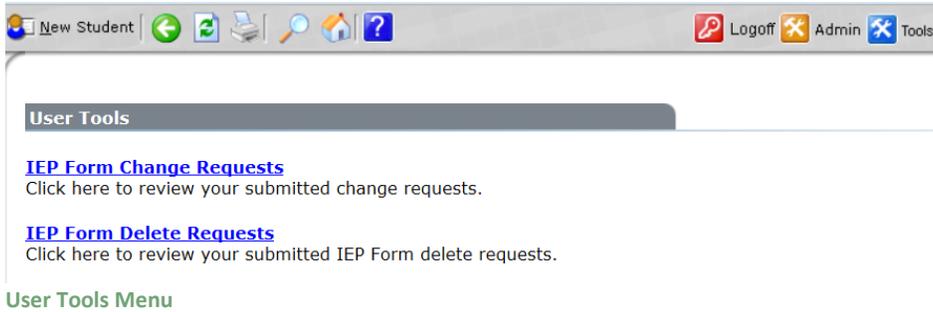
Individualized Education Program (IEP) Forms

IEP Form Operations

When displaying an IEP by selecting an existing IEP or clicking the Add New button, the IEP form data entry window loads in a new pop up browser window.

The complete IEP is made up of the following forms:

- Transition Services form (for students age 16, required) (does not apply for gifted/talented only students)
- General Student Information form
- Instructional Plan form (Use one or more forms.)
- Accommodations form
- Program/Services form
- Placement/Least Restrictive Environment form
- Extended School Year Services (ESYS) form

The IEP forms window is broken down into 6 areas:
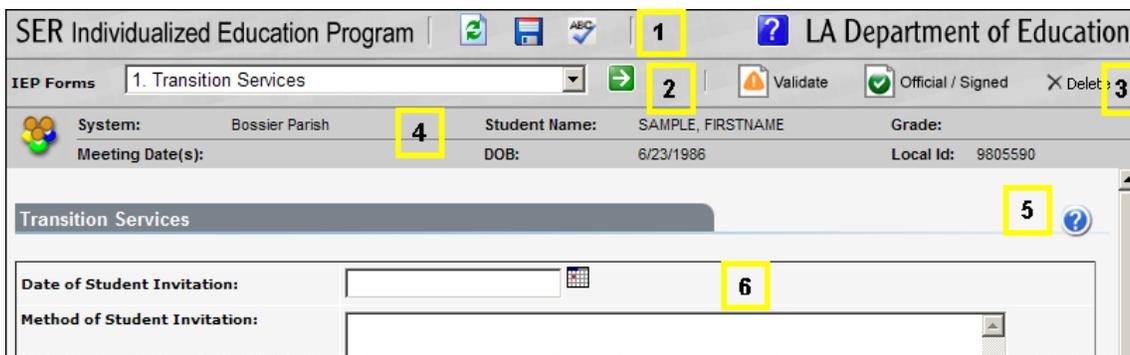
IEP Form Sections

Area	Description
1 – Top Toolbar	The top toolbar allows the users to perform the following operations: Refresh the screen – if needed Saves the data on the current form. (Data is also automatically saved before navigating to a new form and before system timeout) Invoke spell check control. The spell check control will check the spelling of all text areas on the current page. See section 0 on using the spell check control. Displays the SER/IEP Users Guide in PDF format (this document)
2 – Forms List	The IEP Forms drop down menu contains a listing of the available IEP Forms. A form can be selected by clicking the form name in the drop down box. Clicking the green arrow button navigates to the next form in the series. Current IEP forms include: 1. Transition Services 2. General Student Information 3. Instructional Plan 4. Accommodations 5. Program Services 6. Placement / Least Restrictive Environment 7. Extended School Year Services (ESYS)
3 – Button area	**Validate** — The Validate button is used to verify that all needed information has been entered. The validate screen will also list the data fields that will be moved to SER. If the IEP passes validation, the "Make This IEP Official" button will display **Official / Signed** — The "Official/Signed" button will first validate all form data. If the IEP passes validation, the "Make This IEP Official" button will display. Once *Official* any changes to the IEP will be treated as Amendments. For users who have

Area	Description
	authority to create records in SER, the "Make This IEP Official" button will also create the SER IEP record.
	The amend button will only display when viewing Official or Amended – Official IEPs which are able to be amended. Clicking the Amend button changes the IEP status to Amended – Draft. Each IEP form changed is then tracked. Before an Amended IEP can be made Official, an explanation must be entered for each form changed.
	The Submit to SER button is displayed when viewing an Official IEP for those users who have authority to submit data to SER. The button will not display is the IEP has already been submitted to SER or if there are newer amendments to the IEP.
	Deletes the current IEP Form. This button is only displayed for IEPs in Draft status.
4 – Student Information	Student Header information is included at the top of each form. Some of the data displayed is pulled from SER. Other data comes from the IEP itself such as the Team Meeting Date and Current Grade. These fields will be displayed once they have been entered.
5 – Popup Help	To invoke help on any IEP form, the user can click on the icon. This displays a floating window with help information on a field by field basis.
6 – Body	The section below Student Information contains the current form selected in the IEP Form list drop down list.

IEP Form Help

Each IEP form is equipped with a help screen. To invoke the pop up help, the user clicks the question mark icon next to each section. The help window is closed by clicking the in the upper right hand corner of the popup.

To display the help manual for the entire SER/IEP system (this document), the question mark ![?] at the top of each form can be clicked, this will display the help file in Adobe Acrobat format.

IEP Form Popup Help

Spell Check

All text areas on the IEP may be checked for proper spelling. Spell check is a manual process and is invoked by clicking the spell check icon ![ABC] on the Top Toolbar. If any misspelled words are identified, a pop-up window is opened identifying the misspelled word. The spell checker also tries to suggest the correct spelling. It is important to note that the spelling of some words may be flagged as incorrect as they may not appear in the spell checker dictionary. This is especially true for medication names, etc. In this case click the Ignore or Ignore All button to ignore the word and continue spell checking the form.

Spell Check Action Buttons:

- Ignore: Ignore the misspelled word once
- Ignore All: Ignore the misspelled word on the entire IEP form
- Change: Replace the misspelled word with the highlighted suggestion
- Change All: Changes all matching words with the highlighted suggestion.
- Close: Abort the spell check operation and close the spell check window.
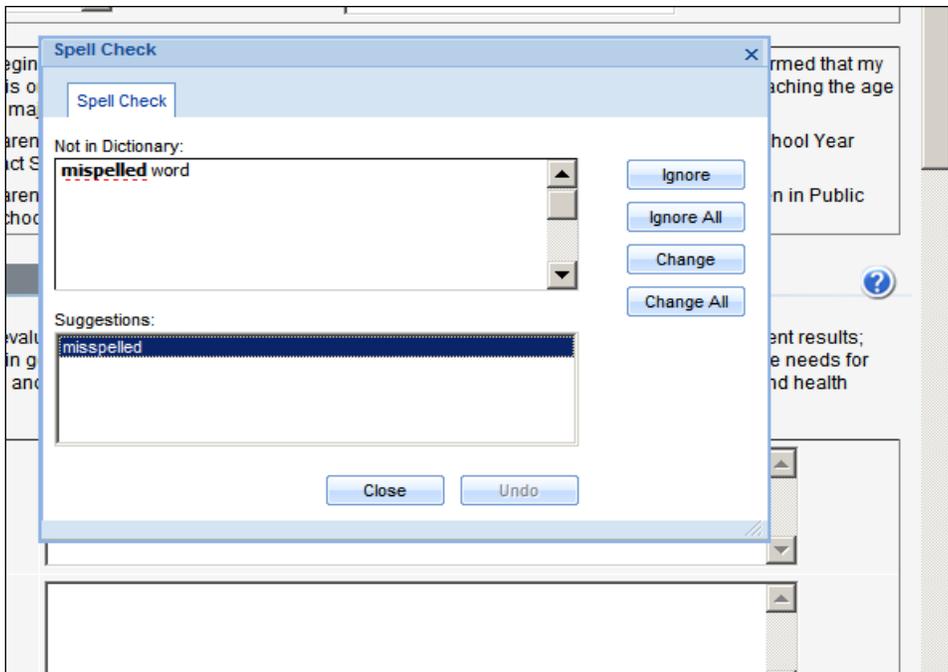
Spell Check

Regular IEP

Transition Services

This form must be completed no later than the first IEP to be in effect when the student with a disability turns 16 years of age and may be completed younger, if determined appropriate by the IEP team, and updated annually.

Date of Student Invitation

Identify the date and means of informing the student that the transition meeting was scheduled.

Method of Student Invitation

Identify the method of student invitation, i.e., letter, in person (verbally). If the student was notified verbally, it must be documented in the student's IEP folder contact log.

Anticipated Exit Date

Date the IEP/transition planning team expects the student to exit school.

Regular IEP – Transition Services Part 1 of 4

Postsecondary Goals

Identify the outcomes that will occur after the student has left high school.

Measurable Postsecondary Goals

Goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. These goals articulate what the student would like to achieve after high school taking into account the student's strengths, preferences and interests.

Training or Educational Goal

Address the type of training a student would need if the student was interested in additional employment training after high school, e.g., a technical college.

Employment Goal

Address employment. This would include both paid and unpaid employment, including employment in the military and volunteer work.

Independent Living Goal

Address adult living, daily living, independent living, financial, transportation, etc. This area should be completed based on the individual/functional needs of the student.

Transition Assessments

Address the student's career interests, vocational skills, employability, independent living skills, self-advocacy, and other preferences and interests.

Regular IEP – Transition Services Part 2 of 4

Transition Services/Action Steps

Transition services are a set of related activities that assist the student in working towards his/her postsecondary goal. These are the services the student may require in order to achieve the preferred lifestyle.

Action steps are activities agreed upon by the student, the school, the family, and the agency to fulfill postsecondary goals.

Instruction/Related Services

Instruction includes skills needed to complete courses or succeed in the general curriculum. Related Services are services that the student may need to benefit from special education while in school and/or as the student enters the adult world.

Community Experiences

Experiences that are provided outside of the school building or in community settings. Experiences provide the student the opportunity to become integrated and/or functional within the adult world environment.

Employment and Post-school Adult Living

Activities that a student needs to successfully achieve post-school goals.

Functional Vocational Evaluation and Daily Living Skills

Functional Vocational Evaluation is an assessment process that provides information about job/career interests, aptitudes, and skills.

Daily Living Skills are life skills that are necessary for personal independence such as eating, dressing, mobility, etc.

School Action Steps

Activities the school will conduct in the current year to provide a needed transition service in a specific area.

Student Action Steps

The transition steps the student will accomplish in the current year they are part of achieving the postsecondary goals.

Family Action Steps

Transition activities the family has agreed upon to participate in during the current year to provide a transition service directed at fulfilling the postsecondary goals.

Agency Action Steps

The services provided in the current year, either by or with an adult agency, to support the student in achieving postsecondary goals.

Transition Services / Action Steps			
Instruction / Related Services	School Action Steps		Student Action Steps
	Family Action Steps		Agency Action Steps
Community Experiences	School Action Steps		Student Action Steps
	Family Action Steps		Agency Action Steps
Employment and Postschool Adult Living	School Action Steps		Student Action Steps
	Family Action Steps		Agency Action Steps

Regular IEP – Transition Services Part 3 of 4

Individual Graduation Plan (IGP)

Required for all students, except students assessed on LAA 1, before leaving eighth grade. This plan must align to the student's Transition Plan and exit pathway.

Individual Graduation Plan for LAA 1

Career Diploma Pathway for students assessed on the LAA 1. Required for all students eligible for LAA1 pursuing a career diploma before leaving eighth grade. This plan must align to the student's Transition Plan and exit pathway.

Educational/Career Plan for LAA 1

Required for students with significant cognitive disabilities participating in LAA 1 pursuing a Certificate of Achievement. The IGP for LAA 1 may be used in place of this form. This plan must align to the student's Transition Plan and exit pathway.

Document Other Actions for Agency Linkages

If an agency did not attend a meeting in which transition services were being planned, list the other attempts at agency linkages.

Regular IEP – Transition Services Part 4 of 4

Type of Exit Document

The type of exit document the student is pursuing. This exit document should match the postsecondary goal.

- High School Diploma
- Non-Diploma Certificate of Achievement
- Non-Diploma Louisiana High School Equivalency Diploma (LHSD)
- Non-Diploma Industry Based Skills Certificate
- Non-Diploma LHSD & Industry Based Skills Certificate
- Non-Diploma State Approved Skills Certificate
- Non-Diploma LHSD & State Approved Skills Certificate
- Career Diploma (LAA 1)

Type of Exit Document

Expected Number of Years to Graduate/Exit

The number of years remaining until the student graduates/exits.

General Student Information

Evaluation information used to complete this form will be pulled from SER and if needed can be edited. This typically should not be necessary unless there is a reevaluation taking place the same day or near the same day as the IEP. **Before the IEP information can be submitted to SER the evaluation information must match the data that has been entered in SER.**

Type of IEP

Initial – Developed for an exceptional student who has met criteria for one or more exceptionalities outlined in the Pupil Appraisal Handbook, and who has never received special educational services, except through an interim IEP, from an approved Louisiana school/program.

Review – Reviewed and revised at least annually or more frequently to consider the appropriateness of the program, placement, and any related services needed by the student.

Interim – Developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an evaluation according to the Pupil Appraisal Handbook. The interim IEP shall also be developed for students who have been receiving special educational services in another state. The LEA shall provide the student with a free appropriate public education (FAPE), including services comparable to those described in previously held IEP. This must be in consultation with the parents and is valid until the LEA adopts the previously held IEP or develops, adopts, and implements a new IEP that is consistent with federal and state law. An interim IEP may also be developed for students out of school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a State diploma. The IEP meeting date to develop this interim IEP must be on or later than the date of the start of the initial evaluation.

Team Meeting Date

Date of the IEP meeting to develop or review the IEP.

Current Grade

The grade the student is currently enrolled.

Home Based School

School in which the student is currently enrolled as identified in SER.

Other School (System)

Any other school the student currently attends. You must select your district first, and then select the school.

Regular IEP Part 1 of 6

Reevaluation IEP

If the reevaluation is being held at the time of the IEP, and the exceptionality has changed, check this box. It will allow you to update the evaluation information.

Exceptionality

Primary – This is the exceptionality as determined by the multidisciplinary evaluation conducted by pupil appraisal and as identified in SER.

Other – This identifies any other exceptionality identified by the multidisciplinary evaluation.

Detail Code(s) – These are the exceptionality details as identified in SER.

Regular IEP Part 2 of 6

IEP Participants

IEP team members who attend the conference should sign and state their positions such as parent, principal, supervisor, educational diagnostician, regular education teacher, special education teacher, or other agency personnel. Their signatures do not imply agreement with the IEP. An officially designated representative of the local education agency <u>must</u> be in attendance at the meeting.

To enter the IEP participants, select the IEP member type, such as School Nurse or Physical Therapist, and enter that person's name. Initially the form has spaces for up to six participants; however, additional participants can be added. To add additional participants, click the Add New button. To remove a previously entered participant, click Delete.

Age of Majority

Check this section if the parents and students have been notified, beginning at least one year before the student reaches eighteen years of age, that the student was informed that his or her rights under Part B of the Act will transfer to him or her unless the student has been determined incompetent.

Education Rights of Exceptional Children

Check this section if the parent and/or student has received a copy of the Educational Rights Booklet and an opportunity for an oral explanation of the evaluation results. Check the box based on the type of IEP being created. Section 504 Plan can only be checked if the student is gifted or talented and has other disabilities that need accommodations. The last box, Children in Private Schools, is for students on Services Plans.

Regular IEP Part 3 of 6

General Student Information

Write a general description of the student. Include the student's strengths; parental concerns; evaluation/reevaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

Specific academic achievement and functional performance information for each academic/cognitive area should not be indicated here but should be noted in the Present Level of Academic Achievement and Functional Performance section on the Instructional Plan page.

- **General Information About Student** – Write a general description of the student.
- **Strengths** – Write a description of the student's strengths (what the student is capable of doing independently). For a gifted and/or talented student, this can be taken from the evaluation,

relative strengths inferred from current statewide testing results, or from classroom performance products.

- **Parent Concerns** – Address the concerns of the parents for regarding the education of their child.
- **Evaluation/Reevaluation Results** – Write the student areas of concerns as noted in the most recent evaluation. For a gifted and/or talented student, indicate the qualifying tests and performance levels.
- **Academic, Developmental, and Functional Needs**
  - How the student's disability affects the student's involvement and progress in the general curriculum. For a review IEP, the IEP Team revises the IEP to address any lack of progress toward the annual goal.
  - For preschool children as appropriate, how the disability affects the student's participation in appropriate activities.
- **Statewide Assessment Results** – The results of the student's performance on the general state or local assessment, including alternate assessment. Current assessments scores for ELA, math, science, and social studies should be included for gifted and/or talented students.
- **Progress or lack of expected progress in general education curriculum** – Address the areas of the general curriculum where the student is having difficulty. What are the most important areas of the general curriculum for the student to master?

General Student Information

Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

General Information About Student:	
Strengths:	
Parent Concerns:	
Evaluation/Reevaluation Results:	
Academic, Developmental, and Functional Needs:	
Statewide Assessment Results:	
Progress or lack of expected progress in general education curriculum:	

Regular IEP Part 4 of 6

Consideration of Special Factors

The IEP team must also consider the following special factors and include, if needed, a statement addressing these issues on the IEP:

- **Behavior** – In the case of a student whose behaviors impede his/her learning or that of others, consider the use of positive behavioral intervention strategies and other strategies to address that behavior.

- **Limited English Proficient** – In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.

- **Communication Needs of Child** – The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. In 2015 a guidance document was created called *Tools for Developing Communication Plans* to assist IEP teams in completing this section. This tool is in the list of Supporting Documentation.

- **Instruction in and use of Braille** – In the case of the student who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the student. Students using Braille are learning the new Unified English Braille (UEB) code and this will be documented on the IEP.

- **Assistive Technology Services/Devices** – Whether the student requires assistive technology devices and services based on assessment/evaluation results.

   NOTE: If the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the student to receive FAPE, the IEP team must include a statement to that effect in the student's IEP.

- **Health needs** – When a student has health needs that must be managed during the school day, an Individualized Health Plan (IHP) needs to be attached to IEP. It also can be uploaded as Supported Documents using the View Attachments feature. These needs would include such medical conditions as asthma, diabetes, seizures, or other diseases/disorders that may require lifting and positioning, diapering, assistance with meals, special diets, or other health needs.

After consideration by the IEP team, there are no special factors that need to be addressed at this time.

Check this box if there are no special factors to be addressed. It is not necessary to enter NA in every narrative box and check this statement also.

Consideration of Special Factors

Behavior:	
Limited English Proficient:	
Communication Needs of Child:	
Instruction in and use of Braille:	
Assistive Technology Services / Devices – Please indicate AT devices used on the Accommodations Page:	
Health needs - IHP needs to be attached to IEP:	
After consideration by the IEP team, there are no special factors that need to be addressed at this time.	☐

Regular IEP Part 5 of 6

Transition Courses of Study

Check the appropriate plan. A copy of the plan must be kept in the IEP folder. They also may be uploaded as Supporting Documents using the View Attachments feature. See page 50 for descriptions of these plans.

Educational Needs

Using the information written in the General Student Information section, determine the educational needs areas in which special educational services are needed. At interim IEP Team meetings, project the areas of special educational needs. For all students, not less than one goal must be written. The following six areas may be included:

- **Academic/Cognitive** – Needs in the academic areas such as reading, written language, and mathematics, and/or in the cognitive needs such as acquisition, manipulation, organization,

storage, retrieval and expression. Academic or talented performance information is included in this box.

- **Behavior** – Needs of the student when his or her behavior impedes learning or the learning of other students.
- **Communication** – Needs of the student in understanding and communicating with others, such as writing and language development, articulation, augmentative/adaptive methods, etc.
- **Motor** – Needs may include fine and gross motor movement, such as handwriting and walking, etc.
- **Self-Help** – Needs may include toileting, dressing, safety, health needs such as self-catheterization, insulin maintenance, etc.
- **Social** – Needs may include peer interaction, strengthening self-concept, etc.

Transition Courses of Study – Attach plan to IEP:	☐ Individual Prescription for Instruction ☐ Individual Graduation Plan ☐ Individual Graduation Plan for LAA 1 Students ☐ Educational/Career Plan for LAA 1 Students
Educational Needs: **(Check all that apply)**	☐ Academic/Cognitive ☐ Behavior ☐ Communication ☐ Motor ☐ Self-Help ☐ Social

Regular IEP Part 6 of 6

Instructional Plan

Instructional information such as present levels of student's academic achievement and functional performance, and annual measurable academic or functional goals for each educational need area in which special educational services are needed. (For students participating in the LAA 1 and for students where Act 833 alternate performance criteria will be applied, short-term objectives or benchmarks must be developed.) The related service(s) that will be provided must be addressed in the goals and objectives.

If an IEP team is setting individual promotion criteria for students under Act 833, the team should update the IEP to include goals aligned to the content standards for each area of need, any necessary accommodations, and a description of the minimum skills/competencies the student must achieve by the end of the year to demonstrate that promotion to the next grade is appropriate. Throughout the year the team should monitor the progress towards goals.

As with the paper forms, you may add as many goals to the IEP as is necessary.

Entering Goals

For each educational need/goal checked on the General Student Information page, an Instructional Plan page will be created. A goal can also be created by going directly to the Instructional Plan page using the IEP Forms drop down menu. The entire form displayed on the screen represents one goal. Once the form has been completed, you may add additional goals by clicking the Add New button. The previous entered goal will be saved and a new blank form will be displayed, ready to be completed. Continue this process until all goals have been entered.

Instructional Plan Part 1 of 5

Editing/Deleting Goals

As each goal is added to the IEP, a new row is added to the table at the top of the Instructional Plan form.

To edit a previously entered goal, locate that goal in the table and click Edit. The current page will be re-loaded with the previously entered goal data which can then be modified and re-saved.

To delete a goal from the IEP, click the Delete button.

Educational Need Area

List one educational need area in which special education services are needed.

Instructional Plan Part 2 of 5

Content Area

Identify the content area e.g., math, reading, music, visual arts, theatre, etc.

ESY Instruction

This box is only checked after the student has been determined to be eligible for and will receive ESY services. Check this box if the goal is selected for ESY instruction when developing the ESY services form (see ESY Services form) for the student. If ESY Instruction is checked, this goal will be printed as a page of the ESY Services plan.

Targeted for Secondary Transition

Check this box if the goal supports the student's transition needs which are described under Transition Services/Action Steps on the Transition Services page.

Act 833 applied

Check this box if Act 833 will be applied to the goal. You must first select "Academic/Cognitive" on the General Student Information page in order for the Act 833 box to be accessible on this page. Check this box if you intend to apply Act 833 alternate performance criteria to a course. Click Edit to select the course where Act 833 will be applied (a Tip box appears after clicking Edit). Find a course by typing the first letter of the course name or the full course code. A list of results will appear. If no results appear, try a broader search using fewer letters. If the student is in grades T9-12, the course where Act 833 is applied is required.

Present Level of Academic Achievement and Functional Performance

The present level of academic achievement and functional performance is a written description of the student's strengths, weaknesses, and learning styles. Based upon information from a comprehensive evaluation, these descriptions are both concise and meaningful, identifying a student's needs. Because the annual goals and short term instructional objectives are based on the information contained in the present level of educational performance, it is the foundation of the IEP. The information provided in

this section directs how the goal is written. The following are key components of the present level of educational performance:

- Baseline data needed to track the student's progress and for the progress report.
- Description of the student's strengths, including the deficit areas. By including a description of what the student can do, one will know where to begin writing the annual goals and short term instructional objectives and where to begin the instructional program.
- Description of specific weaknesses demonstrated by the student. The weaknesses should be stated in simple language that is free of educational jargon and which describes specific student behaviors.
- Answers the question "What is the student doing now? How does the student perform today?"
- Gathered from formal and/or informal assessments and may include a description of behaviors in and out of school.
- Reflects the results of the evaluation(s). These statements are based upon data acquired from administering a variety of diagnostic procedures such as, formal/informal test, observations, anecdotal records, and interviews. An explanation of any test score referred to in the present level of educational performance should be provided with the measurement tool identified.
- Incorporates information regarding the student's learning style including a description of the techniques and/or materials that have proven particularly to be effective or ineffective.
- Avoids statements of where, when, or how special education services will be provided. This information does not belong in this section of the IEP and cannot be determined until the goals and objectives are developed.

Measurable Academic/Functional Goal

Write an annual measurable academic and functional goal based on statements about the student's present levels of academic achievement and functional performance. Careful consideration must be given to address the student's specific needs. A goal statement must describe the specific behavior expected of the student when the educational program for the year is completed, and the goal **must be stated in measurable terms** so that each team member, including the parent, understands what is expected. One method is to use the acronym SMART – Specific, Measurable, Achievable, Relevant and Time bound.

- The purpose of the annual goal is to describe what a child can reasonably be expected to accomplish within 12 months with specially designed instruction and related services. Annual goals enable the child to be involved in and progress in the general curriculum. They are also intended to meet other educational needs that result from the child's disability or exceptionality.
- Prioritize the student's needs by asking "What prerequisite skills/knowledge does the student need to close the gap between his/her present level of performance and the grade-level expectations?
- Goals must be standards-based. Repetition of a content standard, benchmark or grade level expectation as a goal is not appropriate nor is it standards-based. Nor is writing the goal to show progress on the progress monitoring system chosen by the district. For students being assessed

with the LAA 1 the Louisiana Extended Standards must be reflected in the student's goals and objectives.

- Academic content areas should be separated (ELA, reading and/or math content areas should not be combined into one goal). Within content areas – it may be necessary to write more than one goal – for example in English language arts (reading) a student may have a need for phonological awareness, vocabulary building, reading comprehension, decoding, etc. and for Mathematics – basic math facts – addition, subtraction, multiplication, division, how to use a calculator, working word problems, following multi-step problems.
- What other areas are difficult for the child? What additional skills does the student need to be successful – socially, behaviorally, organizationally, etc.? Consider behavior, motor, social-emotional, communication, self-help. It must address appropriate activities for the preschool aged child. Emphasis should be placed, whenever possible, on the integration of all related service goals throughout the student's program.
- Goals set the direction for working with the child by providing a way of determining whether anticipated outcomes are being met, and whether placements and services are appropriate for the child's special needs.
- The data collected through progress monitoring (e.g., grades, progress reports, behavior checklists, task analyses, teacher observation logs, etc.) shall be reviewed to determine the progress the student makes toward acquisition of the measurable annual goals and/or objectives/benchmarks. This same data will be used to support whether the student meets any of the criteria for ESY eligibility.

Method of Measurement

Select how the student's progress toward meeting the achievement of the goal(s) will be measured, such as by progress monitoring, criterion referenced test, behavioral charting, or observation and charting by teacher(s) and parent(s). A goal may be measured by more than one method of measurement. For Act 833 applied courses, the teacher of record must be included in determining the appropriate performance criteria and how the student will demonstrate achievement of the grade level expectations as demonstrated on benchmark assessments since he/she will be awarding the course credit if earned.

Method of Measurement	-- SELECT ONE --
Additional Methods of Measurement	Charting
	Checklist
	Completed Contract
	Criterion-Referenced Tests
Date Goal Achieved	Daily / Weekly Grades
	Developmental Scales
	Documentation Log
	Grade Level Indicators
Short-Term Objective	Graded Assignments
	Media Articles
REQUIRED FOR STU	Observational Data
MEASURABLE SHOR	Oral Presentation
	Oral Testing
	Performance Based Assessment
add another objective	Photographic Evidence
	Portfolio
THE STUDENT WILL	Progress Monitoring
delete	Projects
	Rubrics
	Standardized or Normal Reference Tests
	Tally Sheets
delete	Teacher Made Tests
	The Student / Teacher Dialogue
	Video Evidence
	Work Samples
	Written Presentation
delete	

Instructional Plan Part 3 of 5

For Act 833 applied courses, the teacher of record must be included in the plan for monitoring and assessing student progress throughout the duration of the course since he/she will be awarding the course credit if earned.

For Act 833 promotion criteria, the IEP team will determine if the student has met IEP goals; determine if the student has met minimum skills/competencies necessary for promotion as defined by the teacher; and if necessary, review the promotion recommendation made by the teacher and determine if promotion to the next grade is appropriate.

Date Goal Achieved

Fill in the actual date on which the annual goal was achieved by the student.

For Act 833 applied courses, the teacher of record must be included in the plan for monitoring and assessing student progress throughout the duration of the course since he/she will be awarding the course credit if earned.

For Act 833 promotion criteria, the IEP team will determine if the student has met IEP goals; determine if the student has met minimum skills/competencies necessary for promotion as defined by the teacher; and if necessary, review the promotion recommendation made by the teacher and determine if promotion to the next grade is appropriate.

Instructional Plan Part 4 of 5

Short-Term Objectives/Benchmarks

This section does not apply to gifted and/or talented only students.

The Student Will:
For those students who are participating in alternate assessments or who are pursuing alternate performance criteria because they are Act 833 eligible, write short-term objectives that describe intermediate steps or benchmarks that describe major milestones that lead to the annual goal. Objectives or benchmarks must be written in observable student behaviors and must be specific and clear. Special conditions such as the need for specialized instructional materials or adaptive equipment should be included. Evaluative criteria must be included in the performance standard to determine the achievement of the objective or benchmark. These criteria should indicate the minimum acceptable standard for the student's performance and the ability to meet the criterion consistently and reliably over a period of trials (e.g., without an error in nine out of ten trials) or average a period of time (e.g., ten times a day for a week without error).

Short-term objectives must contain the following:

- a statement identifying the target behavior
- the conditions under which the behavior is to occur
- the criteria of acceptable performance, including the method of measurement
- the terminal point of review, when will it be no longer necessary to continue teaching or assessing the skill
- the measurement instrument by which student's progress will be measured.

Components of a Short-term Objective

- **Behavior**: be specific and define in very clear terms what behavior the student is to perform
  - Observable – must describe an overt behavior, one that can be seen by observers
  - Measurable – a behavior that can be monitored and evaluated as to allow measurement of a student's progress toward meeting the objective
  - Verifiable – has the behavior occurred
- **Condition**: the conditions tell about the environment, specialized instructional materials and/or equipment needed by student. (By providing a statement of the condition, you help to ensure that the teaching condition is consistently reproduced.)
- **Criteria**: standards that will establish if a behavior has been learned or acquired. They describe how well the student must perform the behavior and provide the basis for evaluating mastery of the objectives.
- **Parameters of Proficiency**
  - Accuracy – doing the behavior correctly. Accuracy is usually determined by comparing the number of correct behaviors or the number of errors to the total number of behaviors. Accuracy data is most often expressed as a percentage. For example: John got 90% of the math problems correct.
  - Mastery – doing the behavior accurately and quickly. Mastery is usually determined by comparing the accuracy of the behavior to the speed at which the behavior is completed. Mastery is expressed as a rate. For example: Joan read a passage at 75 words per minute with 0 errors.
  - Automatic – doing the behavior accurately and quickly in the presence of relevant distracters. Automatic functioning is usually determined by having the student do a task in context. Automatic data is usually reported as a rate and sometimes only as accuracy. For example: Tommy's spelling in his paper about the water cycle was 95% accurate.
- **Terminal Point of View**: each objective should include a statement that provides a terminal point of review. A statement specifying when it will no longer be necessary to continue teaching and assessing the skill. For example
  - 90% correct, 3 consecutive sessions
  - 8 out of 10 trials, 4 out of 5 sessions
  - 3 times per hour, 5 consecutive school days
- **Identifying Measurement Instrument**: the instrument that will be used to document the student's performance should be specified. For example
  - as measured by teacher checklist
  - as measured by pre and post tests
  - as measured by progress monitoring

Date Achieved

For those students who are participating in alternate assessments or who are pursuing alternate performance criteria because they are Act 833 eligible, write the actual date on which the objective or benchmark was achieved by the student. This date should be indicated immediately after mastery of the short-term objectives or benchmarks. Progress or lack of progress toward achievement of objectives or benchmarks should be described in the progress reports.

Personnel Responsible for Implementing Goal

Check the position(s) of the individual(s) who will implement the instructional program that addresses the annual goal. There may be one or more persons responsible for a particular goal and/or objective. These persons may include the special education teacher(s), regular education teacher, parent, student, speech/language pathologist, adapted physical education teacher, or other related service providers.

For Act 833 applied courses, the teacher of record must be included in the plan for monitoring and assessing student progress throughout the duration of the course since he/she will be awarding the course credit if earned.

Emphasis should be placed on the integration of goals, including related service goals, throughout the student's program.

Instructional Plan Part 5 of 5

Accommodations

The IEP Team should consider accommodations that should be used to support the student in accessing the general education curriculum. This also includes Assistive Technology devices and services that are used to increase, maintain, or improve functional and academic capabilities of the student. The team should list any other accommodations needed for classroom instruction or testing in the "Other" box. Additional accommodations needed for state assessments should be listed in the "Unique" box and

require state approval using the Unique Accommodation Request Form. If no accommodations are needed, check "None". Accommodations for gifted and/or talented only students must be completed on the IAP form.

Accommodations change how students learn and the ways they demonstrate what they have learned. The students are working on the same instructional objectives and content as the other students. An accommodation is any technique that alters the academic setting or environment to help a student access the curriculum and validly demonstrate learning. An accommodation generally does not change the information, amount of information learned, or performance criteria. It merely provides the extra time, the special setting, and/or the added assistance that enables learning and accurately assesses the student's real knowledge rather than assessment of the disability. Accommodations are organized by format as indicated below.

Category	Description	Examples
Presentation	Alters the format for the delivery of instruction or materials	Braille, read aloud, paper version of online assessment
Response	Allows for alternate methods for the student to provide responses	Answers recorded, transferred answers
Timing and Scheduling	Changes the allowable length of time, the time of day, or how the time is organized	Extended time, frequent breaks
Setting	Changes to the setting including grouping	Small group or individual testing; specific room requirements

Accommodations should be selected for classroom instruction and assessments within the first columns of the accommodations page. Accommodations for state assessments should be selected from those available for each format and grade level. Because of the current transitions between online and paper assessments, IEP teams should indicate for both paper and online assessments what would be most appropriate for the student.

The accommodations documented for a student should be accommodations that the student receives routinely in class and are listed in the IEP as instructional accommodations. Providing a student with a test accommodation that is not used routinely in class may prove to be more confusing than helpful for a student and is not allowed.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

ESY Instruction

This box is only checked after the student has been determined to be eligible for and will receive ESY services. Check this box if the student needs accommodations during ESY instruction when developing the ESY services form (see ESY Services form) for the student. If ESY Instruction is checked, the accommodations will be printed as a page of the ESY Services plan.

Accommodations

IEP TEAM SHOULD CONSIDER THE FOLLOWING BEFORE PLACING A CHILD IN A MORE RESTRICTIVE ENVIRONMENT

CHECK INDIVIDUAL ACCOMMODATIONS NEEDED

☐ ESY Instruction

☐ NONE (This student does not require Accommodations)

○ Access For All　☐ Accommodations　△ Accessibility Feature　◇ Assistive Technology

			Statewide Assessment							
			Paper					Online		
			Grades 3-4		Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8		Grades 9-12
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2/GEE	Math ELA	Social Studies	EOC
PRESENTATION ACCOMMODATIONS										
Read Aloud										
Math Read Aloud (Text to speech/Human reader/Recorded voice)	☐ ☐	☐ ☐	☐ ☐△◇					☐ ☐	☐ ☐△	
All content areas Read Aloud - except reading comp (Text to speech/Human reader/Recorded voice)	☐ ☐	☐ ☐		☐ ☐◇	☐ ☐◇			☐ ☐	☐ ☐	☐ ☐
ELA Read Aloud - all (Text to speech/Human reader/Recorded voice)	☐ ☐	☐ ☐	☐ ☐◇					☐ ☐		
Modify Test/Assignments										
Modified tests	☐ ☐	☐ ☐								
Modify assignments as needed	☐ ☐	☐ ☐								
Shorten assignments	☐ ☐	☐ ☐								
Limit amount of work required or length of tests	☐ ☐	☐ ☐								
Modify/repeat/model directions	☐ ☐	☐ ☐								

Accommodations Part 1 of 4

Communication Assistance	C1	C2	C3	C4	C5	C6	C7	C8	C9
Communication Assistance/Task Description	☐ ■	☐ ■			☐ ■				☐ ■
Fm system	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇		☐ ■◇	☐ ■◇	☐ ■◇
Adapted toys/games	☐ ■◇	☐ ■◇							
Computer/Word-Processor	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇		☐ ■◇	○	○	○
Touch Screen Monitor	☐ ■◇	☐ ■◇					☐ ■	☐ ■	☐ ■
Reading pen	☐ ■◇	☐ ■◇							
Communication assistance - related to hearing loss only	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■
Hearing Device	☐ ■	☐ ■	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇
Interpreter	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■
Visuals	☐ ■	☐ ■			☐ ■				
Visual schedule/Picture schedule	☐ ■	☐ ■							
Audio Amplification System	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇	○	○	☐ ■
Other Presentation Accommodations									
Answer Masking							☐ △	☐ △	
General Administration- Directions Clarified by test administrator		☐ ■	○	☐ ■		☐ ■	○	○	☐ ■
General Masking							☐ △	☐ △	
Highlight Tool/Highlighter	☐ ■	☐ ■	○	○			○	○	
Headphones or Noise Buffers	☐ ■◇	☐ ■◇	☐ ■◇	☐ ■◇		☐ ■◇	○	○	☐ ■◇
Magnification/Enlargement Device	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	☐ ■	○	○	
Pop-up Glossary							○	○	
Redirect Student to the Test		☐ ■	○	☐ ■	☐ ■	☐ ■	○	○	☐ ■
Braille	☐ ■	☐ ■	☐ ■	☐ ■		☐ ■	☐ ■	☐ ■	☐ ■
UEB	☐ ■	☐ ■	☐ ■	☐ ■		☐ ■	☐ ■	☐ ■	☐ ■

Accommodations Part 2 of 4

Other (Classroom only - NOT for state assessments)									
Unique (Requires additional documentation and LDOE approval for use on state assessments)									

RESPONSE ACCOMMODATIONS

Communication Assistance

Communication board/system	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪	☐ ▪◇	☐ ▪◇	☐ ▪◇
Functional communication book	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪
PECS	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪
Scribing/Utilize oral responses to assignments/tests (answers recorded)	☐ ▪	☐ ▪	☐ ▪	☐ ▪		☐ ▪	☐ ▪	☐ ▪	☐ ▪
Speech-to-Text	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇		☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇
Voice output device	☐ ▪	☐ ▪	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇
Voice recognition software	☐ ▪◇	☐ ▪◇			☐ ▪◇				
Word Processors	☐ ▪	☐ ▪	☐ ▪◇	☐ ▪◇		☐ ▪◇	○	○	○
Adaptive Keyboard	☐ ▪	☐ ▪	☐ ▪◇	☐ ▪◇		☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇
Switch Interface	☐ ▪	☐ ▪					☐ ▪◇	☐ ▪◇	☐ ▪◇
Headmouse	☐ ▪	☐ ▪					☐ ▪◇	☐ ▪◇	☐ ▪◇
Adaptive Joystick	☐ ▪	☐ ▪					☐ ▪◇	☐ ▪◇	☐ ▪◇
Trackball Mouse	☐ ▪	☐ ▪					☐ ▪◇	☐ ▪◇	☐ ▪◇
Communication Device	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇
Listening device	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇
Whisper phone	☐ ▪◇	☐ ▪◇							

Computation Devices (Except on specific fluency items)

Calculators	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇		☐ ▪◇	☐ ▪	☐ ▪	☐ ▪
Manipulatives/Abacas	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪◇	☐ ▪	☐ ▪	☐ ▪	☐ ▪
Timers	☐ ▪	☐ ▪	☐ ▪	☐ ▪	☐ ▪◇	☐ ▪	☐ ▪	☐ ▪	☐ ▪
Multiplication Chart/Hundreds Chart/Number Line	☐ ▪	☐ ▪	☐ ▪	☐ ▪		☐ ▪	☐ ▪	☐ ▪	☐ ▪

Other Response Accommodations

Braille Note-taker	☐ ▪	☐ ▪					☐ ▪◇	☐ ▪◇	
Writing Tools	☐ ▪◇	☐ ▪◇	☐ ▪◇	☐ ▪◇		☐ ▪◇	○	○	
Slant Board	☐ ▪	☐ ▪	☐ ▪	☐ ▪		☐ ▪	☐ ▪	☐ ▪	☐ ▪

Accommodations Part 3 of 4

TIMING & SCHEDULING

Item	C1	C2	C3	C4	C5	C6	C7	C8	C9
Extended Time/Increase the amount of time allowed to complete assignments and tests	☐ ▫	☐ ▫	☐ ▫	☐ ▫		☐ ▫	☐ ▫	☐ ▫	☐ ▫
Pace long term projects	☐ ▫								
Extra time-written work	☐ ▫	☐ ▫							
Prior notice of tests	☐ ▫	☐ ▫							
Modify student's schedule	☐ ▫								
Allow breaks during work periods, between tasks, during testing	☐ ▫	☐ ▫	☐ ▫	☐ ▫		☐ ▫	☐ ▫	☐ ▫	☐ ▫
Provide assistance/cues for transition between classes, lockers, and home	☐ ▫								
Content Mastery Center	☐ ▫	☐ ▫							
Other (Classroom only - NOT for state assessments)									
Unique (Requires additional documentation and LDOE approval for use on state assessments)									

SETTING CONSIDERATIONS

Item	C1	C2	C3	C4	C5	C6	C7	C8	C9
Individual testing		☐ ▫	☐ △	☐ ▫		☐ ▫	☐ △	☐ △	☐ ▫
Small group testing		☐ ▫	☐ △	☐ ▫		☐ ▫	☐ △	☐ △	☐ ▫
Provide individualized instruction	☐ ▫								
Provide small group instruction	☐ ▫								
Assign peer tutors/work buddies/notetakers	☐ ▫								
Provide desktop list of tasks	☐ ▫								
Alter physical room environment	☐ ▫	☐ ▫	☐ ▫	☐ ▫		☐ ▫	☐ ▫	☐ ▫	☐ ▫
Separate or Alternate Location	☐ ▫	☐ ▫	☐ △	☐ ▫		☐ ▫	☐ △	☐ △	☐ ▫
Specified Area or Seating	☐ ▫	☐ ▫	☐ △	☐ ▫		☐ ▫	☐ △	☐ △	☐ ▫
Other (Classroom only - NOT for state assessments)									
Unique (Requires additional documentation and LDOE approval for use on state assessments)									

Accommodations Part 4 of 4

Program Services

Louisiana Education Assessment Program

This must be completed for all students in grades 3-12. Document the decisions regarding the statewide assessments in which the student will be participating. Check **None** if the student is in prekindergarten through second grade or a graduating senior who has passed all required components of the EOC or LAA 2 tests.

For LAA 1-continue selecting LAA 1 even though the student is not required to test during the 12th grade year. This is necessary for Accountability purposes.

NOTE: When LAA 1 is checked, the LAA 1 form will be added to the IEP Forms list selection to be completed. The LAA 1 form can be printed along with the main pages of the IEP. For the student participating in LAA 2 (high school only), the Participation Criteria form, found under Supporting Documentation, must be completed and attached to the student's IEP.

Regular Assessments

iLEAP, Integrated Louisiana Educational Assessment Program is administered in grades 3, 5, 6, and 7 statewide in the spring and measures a student's mastery of the curriculum for the student's enrolled grade. For each grade, assessment guides with detailed test specifications and sample test items are provided to teachers so they may align classroom assessment practices with state assessment strategies. This also helps ensure that students are adequately exposed to the test formats prior to test administration.

LEAP/GEE, The Louisiana Educational Assessment Program (LEAP) and the Graduation Exit Examination (GEE) are part of Louisiana's criterion-referenced testing (CRT) program. LEAP ELA and Mathematics and GEE are high-stakes tests and are administered statewide on in the spring. They measure how well a student has mastered the state content standards. LEAP is administered at grades 4 and 8 and the GEE at grades 10 and 11. The LEAP tests measure whether grade 4 and grade 8 students have adequate knowledge and skills to progress to the next grade. The GEE requires high school students to exhibit sufficient knowledge and skills to be eligible for a high school diploma. The last GEE graduation cohort were first time 9th graders in 2009-2010. Intensive summer remediation must be offered to students who do not score at the achievement level required for promotion, and those students have the opportunity to retest after remediation concludes in the summer. High school students also have retest opportunities in the fall.

EOC, End of Course testing was recommended by the High School Redesign Commission to ensure consistent and rigorous instruction and academic expectations throughout Louisiana high schools. The tests measure the knowledge and skills a student is expected to have mastered by the end of a specific high school course.

High school students must pass three EOC tests in the following categories to meet the assessment requirement toward earning a high school diploma: (a) Algebra I or Geometry, and (b) English II or English III, and (c) Biology or U.S. History.

Pass means a student scores Fair or above on an EOC test. EOC tests are administered online to students in December, May and late June. All students enrolled for credit in any course that has an EOC test —regardless of their enrolled grade —are required to take the appropriate EOC test at the end of the semester in which they complete the course. EOC test results are used as the final examination grade for the course.

EXPLORE, PLAN, ACT is a series of statewide assessments administered in the Spring to students in grades 8, 9, 10 and 11 to ensure students are on track to graduate from high school on time and with

the knowledge and skills to succeed in college and challenging 21st century careers. These tests assess student achievement of English, reading, math, and science. These rigorous and nationally comparable assessments are a key tool to prepare for Common Core assessment, especially as they allow for consistency in the measurement of college and career readiness form year to year.

- EXPLORE is for students in grade 8th and 9th
- PLAN is for students in grade 10
- ACT is for students in grade 11

Students in LAA 1 are not required to participate in this series of assessments. Students should be provided their test accommodations for EXPLORE. Students whose accommodations are not approved under the ACT may test with State-Allowed Accommodations; however, those test results are not valid for reporting to colleges or for scholarships.

Alternate Assessments

LAA 2, LEAP Alternate Assessment, Level 2
Starting with the 2014-2015 school year, the LEAP Alternate Assessment, Level 2 (LAA 2) will no longer be administered in grades 4-8. Students who have entered a high school cohort in 2013-2014 or prior will continue to have access to the LAA 2 high school exams to meet graduation requirements. Alternate diploma options for students who have entered a high school cohort beginning in 2014-2015 are available. The LAA 2 is based on modified academic achievement standards and is available for students whose disability has prevented them from attaining grade-level proficiency. The student must have access to a curriculum based on grade-level standards, and must be assessed with a measure that is also based on grade-level standards. The IEP Team makes the decision as to whether the student will participate in LAA 2 based on the LAA 2 Participation Criteria. Students taking LAA 2 at the high school level must participate in regular high school assessments, including End of Course Tests, to have access to the LAA 2 high school exams for graduation purposes. IEP team members must use multiple sources of information to guide decision-making and document significant academic difficulties. Documentation may include current IEP goals and/or objectives, results from statewide assessments, recent results from other tests, class performance records, and growth rates compared to grade level national or local norms, including proficiency levels from prior years.

LAA 1, LEAP Alternate Assessment, Level 1 was developed for students for whom there is evidence of a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior and are in grades 3-8, and 10 and is also administered in the spring. LAA 1 is based on alternate academic achievement levels. While all Louisiana students are included in Reaching for Results, there is a small percentage of students with disabilities for whom the general statewide assessments are not appropriate. Louisiana has designed alternate assessments to meet the needs of these students. LAA 1 correlates to the Louisiana Extended Standards that are extensions of the state academic content standards. The Extended Standards capture the essence of the content standards and provide a way for students with significant cognitive disabilities to access the general education curriculum. Alignment to the Extended Standards and modifications in the test and item format allow students with disabilities to participate in academic assessments that are sensitive to measuring

progress in their learning. The LAA 1 assessment is organized by grade spans composed of grades 3–4, 5–6, 7–8, and 10–11. For English language arts and mathematics, all performance tasks in a grade-span assessment are applicable to LAA 1 students in both grades of that grade span. For science, LAA 1 students are tested in grades 4, 8, and 11.

When LAA 1 is chosen, the LAA 1 Participation Criteria Form will be added to the IEP Forms list selection. The LAA 1 Participation Criteria Form can also be added or deleted from the IEP Forms list selection. See **Additional Forms** for more information.

Program Services – Part 1 of 7

Act 833 Eligibility

Act 833 of the 2014 Legislative Session provides certain students with disabilities the ability to demonstrate proficiency through alternate means rather than on state assessments or relative to standard local pupil progression plans required for promotion and graduation.

Act 833 eligibility decisions fall into two categories: 1) Promotion and 2) Alternate Graduation Pathway, only one of which will apply at any given IEP meeting (depending upon the grade in which the student is enrolled).

Program Services – Part 2 of 7

A *Yes* or *No* answer must be checked for all students with disabilities. If *Yes* is chosen, check whether the decision is being made for Promotion or for Graduation. When *Yes* is chosen, the Act 833 Eligibility Criteria Determination Form will be added to the IEP Forms list selection. The Act 833 Eligibility Criteria

Determination Form can also be added or deleted to the IEP Forms list selection. See **Additional Forms** for more information.

Once a student is determined to be eligible for an alternate pathway to a high school diploma (Graduation), and this has been documented on the form, this decision does not need to be made again. Therefore the eligibility determination (*Yes*), the category (*Graduation*), and the eligibility determination date will automatically populate on all subsequent IEPs. The Eligibility Date Determined field is disabled on the Act 833 form.

If *No* is chosen, move to the next section of the IEP.

Details regarding these decisions are provided on the charts below.

Promotion	
Students to Consider	**Students in grades K-8**
Criteria	In the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the state and/or local requirements for promotion.* *Found in your local pupil progression plan
Frequency of Eligibility Decision	*Annually* based on previous year's results
Documenting the Eligibility Date	If a student does not meet the eligibility criteria for promotion, "YES" is checked on the IEP, the form will open, and the IEP team will complete the **Act 833 ELIGIBILITY CRITERIA DETERMINATION FORM,** indicating the date of that decision**.** If the student does meet promotion criteria, the decision is "NO" and there is no further action from the IEP team.

Alternate Graduate Pathway	
Students to Consider	Students in grades T9-12, and 8th grade if appropriate.
Criteria	Student enters high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, 8th, , T9, grades or Other such as repeating 8th grade)* **OR** Student does not achieve a score of Fair, Good or Excellent after two attempts of the same EOC test **OR** ***Applicable only to students who entered a HS cohort during or prior to the 12-13 school year:*** Student did not achieve state benchmark scores on a combination of one EOC test and either: 1) another EOC test, 2) a high school LAA2 assessment, or 3) an EOC retest *If necessary, you can enter a grade on "Other" line provided to indicate the third most recent year of assessment results (for example, in case of grade retention).
Frequency of Eligibility Decision	Once
Documenting the Eligibility Date	Once the date is provided documenting eligibility for this pathway to a diploma, the student remains eligible throughout the remaining high school years. No further action is needed regarding eligibility determination.

Note: A student assessed on the LAA1 does not have to be eligible under Act 833 to pursue the Career Diploma Pathway for students assessed on the LAA1. By virtue of being assessed on the LAA1, a student is eligible to pursue the Career Diploma Pathway for students assessed on the LAA1. For example, if a student passes the LAA 1 and then an answer of No is chosen for eligibility for an alternative pathway to graduation under Act 833, the student is still eligible for the Career Pathway for students assessed on the LAA 1.

Regular Classes

Check all classes where the student is attending classes with non-disabled peers. Use the blank to fill in the title of any elective course(s). If the student is not participating in regular classes, an explanation must be given.

Activities with Non-Disabled Peers

Check all the following non-academic activities in which the student will interact with non-disabled peers. A justification must be provided if the student will not participate in activities with his/her non-disabled peers.

Program Services – Part 3 of 7

Services

This section describes special education and/or related services. There should be a separate line for each service provider. When special education services are provided weekly, only one time frame and one service grid needs to be completed. When services are provided less than weekly, a secondary service grid must be completed. Use the link "For services provided less than weekly" to access the secondary services grid. A second time frame may be accessed to identify the special education services if the student is on a block schedule and **the school schedule changes each semester** or if the student is transferring to another school at the end of a semester and the schedule at the receiving school is different from the sending school. To access the secondary time frame, click on "For services provided in another time frame". If services are provided less than weekly in the secondary time frame, use the link "For services less than weekly" to access the secondary service grid. If Special Education Instruction is being delivered by two different teachers, list special education services twice to describe the different services. More information can be provided in the Comments section.

Time Frame Name

If both time frame service grids are being used then the time frame must be named e.g., Jan- May 08, or Fall 2009, Spring 2010 (this name will appear on the LRE page for each time frame. It is only necessary to name the time frame if both grids are used). If the student's schedule does not change from one semester to another, do not name the Time Frames and complete only the first section of the Time Frame service grids.

Student's Total Instructional Day

List the minutes in the student's total instructional day. This number does <u>not</u> include meals, recess, or transportation. The total instructional day should be comparable to the length of the instructional day for non-disabled students. For three year olds there are no comparable minutes. Any variation from this requirement must be documented on the student's IEP. (Refer to the local Pupil Progression Plan for details regarding required minutes per day for instruction in the local education agency.) The number of minutes in a student's instructional day must be entered in order for the LRE to be calculated.

Student Attends ____ # of Day(s) Per Week

The default in this box is 5 days a week for students 4-21 years of age. Reasons why a number fewer than 5 may be chosen (e.g., a school may be open only 4 days a week, a student, especially preschool aged students only attends school 1-2 times a week).

Services Listing

Special Education Instruction	Adapted PE	Orientation and Mobility Services	Travel Training
Speech/Language Therapy Services	Audiological Services	Recreation, including Therapeutic Rec.	Transportation
Occupational Therapy	Interpreting Services	Vocational Education	Med. Services for Diag. of Eval Purposes
Physical Therapy	Assistive Technology	Social Work Services in Schools	Parental Counseling and Training
Counseling Services	School Health & Nursing Services	Psychological Services	

Date to Begin

Indicate the actual date the student will begin to receive special education service(s).

Duration

In the weekly service time frame indicate how long (e.g., one year, two months) these services will be provided (duration).

Indiv/Group

Indicate by selecting I, G, or Both to indicate whether services will be delivered on an individual basis, in a group or both. If the student is receiving special instruction in the classroom select NA.

Where student will receive special education services

Indicate the location where the student will receive services.
- **Regular Class** – Special education teacher/provider goes to the student's regular classroom to provide the service
- **Community** – Teacher/provider and student go out into the community or services are provided in the community or home
- **Special Class** – Student is pulled out of the regular class to receive special services or receives services in a special education classroom or other separate room

For weekly services, indicate the actual minutes per day/sessions per week of special education and related services the student will receive in each actual location - regular class, community and/or special class. For less than weekly services, indicate the actual minutes per session (monthly or yearly) of services the student will receive in each actual location regular class, community, or special class. If a student is attending school less than 5 days per week, the number of sessions per week cannot be greater than the number of days the student is attending school.

Total Number of Minutes in Special Setting per week

The number of minutes in special class is automatically calculated for the teacher/provider in each time frame service grid, thus automatically calculating the Least Restrictive Environment for the teacher for each time frame service grid on the Placement/Least Restrictive Environment form.

If the student's total instructional day equals (minutes)	and weekly meetings in the Special Class equals (days)					then the % of time in Regular Class equals and the LRE is
	5	4	3	2	1	
360	0-360	0-288	0-216	0-144	0-72	80% or more
	361-1080	289-864	217-648	145-432	73-216	< 79% and > than 40%
	1081-1800	865-1440	649-1080	433-720	217-360	less than 40%

370	0-370	0-296	0-222	0-148	0-74	80% or more
	371-1110	297-888	223-666	149-444	75-222	< 79% and > than 40%
	1111-1850	889-1480	667-1110	445-740	223-370	less than 40%
380	0-380	0-304	0-228	0-152	0-76	80% or more
	381-1140	305-912	229-684	153-456	77-228	< 79% and > than 40%
	1141-1900	913-1520	685-1140	457-760	229-380	less than 40%
390	0-390	0-312	0-234	0-156	0-78	80% or more
	391-1170	313-936	235-702	157-468	79-234	< 79% and > than 40%
	1171-1950	937-1560	703-1170	469-780	235-390	less than 40%
400	0-400	0-320	0-240	0-160	0-80	80% or more
	401-1200	321-960	241-720	161-480	81-240	< 79% and > than 40%
	1201-2000	961-1600	721-1200	481-800	241-400	less than 40%
410	0-410	0-328	0-246	0-164	0-82	80% or more
	411-1230	329-984	247-738	165-492	83-246	< 79% and > than 40%
	1231-2050	985-1640	739-1230	493-820	247-410	less than 40%
420	0-420	0-336	0-252	0-168	0-84	80% or more
	421-1260	337-1008	253-756	169-504	85-252	< 79% and > than 40%
	1261-2100	1009-1600	757-1260	505-840	253-420	less than 40%
430	0-430	0-344	0-258	0-172	0-86	80% or more
	431-1290	345-1032	259-774	173-516	87-430	< 79% and > than 40%
	1291-2150	1033-1720	775-1290	517-860	259-430	less than 40%

Trigger Date

The trigger date is the date the second time frame grid goes into effect. If the Least Restrictive Environment (LRE) status changes with the second grid, the LRE will change in SER on the trigger date (see **Placement/Least Restrictive Environment** for more information).

Where to put the minutes

- If special instruction is provided in the student's regular education class, indicate the minutes in the *regular class* section. A paraprofessional assisting a special education student(s) in the regular education class <u>cannot</u> be counted as special education instruction.
- If the student is "pulled out of the regular class" to receive services indicate the minutes in the *special class* section.

Services		Date to Begin	Duration	Indiv / Group	Where student will receive special education services					
					Regular Class		Community		Special Class	
					Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
delete	-- SELECT ONE --									
delete	-- SELECT ONE --									
delete	-- SELECT ONE --									
delete	-- SELECT ONE --									

Time Frame Name:

Student's Total Instructional Day (Minutes 0)

Student Attends School 5 ∨ Day(s) Per Week

Add New

Total Number of Minutes in Special Setting per week: 0

For services provided less than weekly

For services provided in another time frame

Program Services – Part 4 of 7

How to complete this section for services provided weekly:

1. Name the Time Frame, i.e., Jan-May 16, or Fall 2016, etc. This name will appear on the LRE page for each time frame.
   a. If the student's schedule does not change, do not name Time Frame and complete only the first section of the Time Frame.
2. Enter student's total number of daily instructional minutes.
3. Select the number of days a week the student attends school. The default is 5 for students 4-21 years of age.
4. Select a service using the drop down menu.
5. Enter the Date to Begin, the actual date the student will begin receiving special education services.
6. Enter the Duration, the length of time the student will receive the service.

7. Indicate Individual or Group. Enter *I* if the student will receive special education services on an individual basis. Enter *G* if the student will receive special education services in a small group setting or *BOTH* or *NA* if the student will receive special education services in a classroom setting.
8. Enter Where the student will receive services, the location where the student will receive services.
    a. **Regular Class** – Special education teacher/provider goes to the student's regular classroom to provide the service.
    b. **Community** – Teacher and student go out into the community or services are provided in the community <u>or at home</u>.
    c. **Special Class** – Student is pulled out of the regular class to receive special education and/or related services in a special education classroom or in a separate room.
9. Enter the actual number of minutes per day and the number of sessions per week the student will receive special education and related services under the appropriate location.
10. Repeat steps 3-8 for every service chosen.

If the student's schedule does change from one semester to another, name the two Service Grids and complete both. Remember the duration of services in each time frame grid should be less than 1 year.

How to complete this section for services provided less than weekly:

1. Click on "Services Provided Less than Weekly" at the bottom of the Weekly Time Frame.
2. Select a service using the drop down menu.
3. Enter the Date to Begin, the actual date the student will begin receiving special education services.
4. Enter the Frequency by selecting Monthly or Yearly.
5. Indicate Individual or Group. Enter *I* if the student will receive special education services on an individual basis. Enter *G* if the student will receive special education services in a small group setting or *BOTH* if the student will receive special education services in both an individual and group setting.
6. Enter Where the student will receive services, the location where the student will receive services.
    a. **Regular Class** – Special education teacher/provider goes to the student's regular classroom to provide the service.
    b. **Community** – Teacher and student go out into the community or services are provided in the community <u>or at home</u>.
    c. **Special Class** – Student is pulled out of the regular class to receive special education and/or related services in a special education classroom or in a separate room.
7. Enter the actual number of minutes and the number of sessions per month or year the student will receive the special education service under the appropriate location or locations.
8. Repeat steps 2-7 for every service chosen.

If the student's schedule does change from one semester to another, name the two Service Grids and complete both. Remember the duration of services in each time frame grid should be less than 1 year.

For a student aged 6-21

In making decisions for location of instruction/services, IEP team members should discuss the following questions:

- Where would the student be placed if he/she did not have a disability?
- Has the student, as a special education student, ever received special education instruction or services within the general education environment?
- What accommodations and modifications have been used to support the student as a special education student in the general education class?
- After a review of the Accommodations Form, what additional strategies and supports have been determined to facilitate the student's success in the general education setting?
- If the student is not currently receiving instruction and/or services in a general education setting, what strategies could be used for providing services in the general education classroom?
- Based on IEP goals and objectives or benchmarks, what instructional setting(s) would support the achievement of these goals and objectives or benchmarks?
- If the decision has been made to provide the student with instruction and/or services outside the general education setting, what specific opportunities will the student have for integration in general education activities?

For a student aged 3-5

In making these decisions for location of instruction/ services, the IEP team should consider the following questions:

- Where would the student spend the majority of the day if he/she did not have a disability (natural environment)?
- Can the services identified on the IEP be provided in the student's natural environment?
- If not, what changes need to be made in that environment to enable the required services to be delivered there?
- If not, what programming and/or placement(s)/service(s) options are necessary to meet the student's identified needs while providing meaningful opportunities for interactions with peers without disabilities?
- What accommodations, supports, and/or related services are needed to meet the student's identified needs?

How to document Interpreting Services

If the interpreter is required in the **Special Class** setting,

- The minutes are noted under the regular class with a note in the Comments box explaining that these minutes are not added to the special class minutes as the instructional time is already noted.

- Enter this comment in the Comments box below the Time Frame. *Interpreter is with the student in special class XX minutes per day. Time is not added to special class because the minutes in special class are already noted under instructional time.* (Note – interpreting services are not considered as instruction.)

If an interpreter is required in **Regular Class** setting, the minutes are listed under regular class and are not counted towards special education minutes.

- Enter this comment in the Comments box below the Time Frame. *Interpreter is with the child 100% of the day.* (Note – interpreting services are not considered as instruction.)

Adding Additional Services

The form allows the user to add up to four services. However, additional services may be added to the IEP. To add additional services, click the Add New tab at the top of each Time Frame.

Services									

Time Frame Name: _____

Student's Total Instructional Day (Minutes `0`)

Student Attends School `5 ∨` Day(s) Per Week

+ Add New

	Services	Date to Begin	Duration	Indiv / Group	Where student will receive special education services					
					Regular Class		Community		Special Class	
					Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
delete	-- SELECT ONE -- ∨			∨						
delete	-- SELECT ONE -- ∨			∨						
delete	-- SELECT ONE -- ∨			∨						
delete	-- SELECT ONE -- ∨			∨						

Total Number of Minutes in Special Setting per week: `0`

For services provided less than weekly

Program Services – Part 5 of 7

Comments

This box should be used to add any additional information that the IEP team feels is needed to clarify a student's instructional program. If a student will be receiving services less than once a month, a statement must be added to the Comments box. If the student is receiving special education services due to a disability and is also receiving gifted or talented services, all gifted and talented services should be noted in the Comments box instead of in the Time Frame.

Supports Needed for School Personnel

Describe any supports that will be required for local education agency (LEA) personnel who will be implementing the student's IEP. These supports may include consultation, in-service training, etc.

Special Transportation

Indicate any kind of special transportation required. Special transportation should always be defined on the IEP to the extent that this service is provided in a manner that is unique and exceeds transportation requirements for non-disabled students. As with other services, the IEP team should recommend transportation services in the least restrictive, most appropriate mode available; the services must be at no cost to the parents. (Examples include lift equipment for students using a wheelchair, special attendant, and safety vest.) A description should be provided in the Comments box.

Program Services – Part 6 of 7

Extended School Year Services (ESYS)

This section is only completed for students with disabilities ages 3-21 on initial or review IEPs.

Extended School Year (ESY) services are the provision of special education and related services to students with disabilities beyond the normal school year of the LEA in accordance with an IEP and at no cost to the parents of the student. Extended school year services are to be an extension of the regular school year program for students who have been determined to need these services to ensure the provision of FAPE.

ESY will be determined by gathering data on each measureable goal throughout the year.

When the IEP in developed annually, it will be necessary to select at least one criterion in which ESY eligibility may be determined.

The ESY eligibility decision for each student is to be made between January 1 and the onset of ESY services for the current school year unless there is sufficient data to make that decision prior to January.

NOTE: ESY no longer requires mandated screening dates.

ESY services are available for students who meet the eligibility criteria and meet the following conditions:

- are between the ages 3-21
- are identified with a disability according to the Bulletin 1508, Pupil Appraisal Handbook
- have a current IEP

ESY services are:

- based on student's unique educational needs
- designed to address critical skills of the student
- tailored to fit the needs of each qualifying student; therefore, the length of ESY services varies
- considered and determined on a yearly basis
- provided sometimes in non-traditional settings

All LEAs shall utilize the specific eligibility criteria to determine the need for ESY and service planning guidelines to design, implement and evaluate the extended school year service provided to the student by:

- evidence related to the student performance of critical skills as it relates to ESY eligibility criteria
- probability that the student could master/maintain the goals and/or objectives/benchmarks stated on the IEP with the provision of ESY services

The teacher/instructional personnel shall consider student performance on critical skills as they relate to ESY eligibility criteria. At the IEP meeting, the IEP Team shall discuss any and all pertinent criterion/criteria and examine student performance data.

Eligibility Criteria

Three criteria are used to determine a student's need for ESY services:

1. **Regression-Recoupment** - This criterion shall be applied to all students with significant cognitive disabilities or functions-like a student with significant cognitive disabilities at all age and grade levels, including preschool aged students.
   a. This criterion should be considered for all students suspected of having difficulty with recoupment of skills. When the IEP Team decides to monitor a student using Regression-Recoupment criterion who is not participating in LAA 1, the team shall target specific

critical goals and/or objective/benchmarks on the IEP as a basis to determine eligibility at the next IEP.

    b. Definitions

        i. *Pattern of Regression-Recoupment Problems* - Following a break in instruction, there is a failure to regain the performance level for an objective/skill such that the highest post-break score is lower than the highest pre-break score for any objective (i.e., critical skill) across two breaks in instruction.

        ii. *Break in Instruction* - A break of at least five instructional days.

        iii. *Highest Pre-Break Score* - The highest score (of at least two data points) in the two-week period immediately preceding the break in instruction.

        iv. *Highest Post-Break Score* - The highest score (of at least two data points) in the two-week period immediately following the break in instruction.

    c. Steps for applying R-R Criterion

        i. The teacher/instructional personnel reviews student performance data before and after a minimum of two breaks in instruction. The method and frequency of data collection will depend on the objectives/ benchmarks.

        ii. Following extended breaks in instruction (i.e., full summer), it is expected the student will recoup the skills within 4 weeks.

        iii. The teacher/instructional personnel determines whether there is a Regression-Recoupment problem such that the highest of the post-break score is lower than the highest of the pre-break score for "any" objective/ benchmark and/or break.

        iv. The student is eligible for ESY services when the performance data demonstrates a pattern of problems with recouping performance on any objective/skill across any two breaks within the current IEP.

2. **Critical Point of Instruction (CPI)** – This criterion shall be considered for **all** students.

    a. Definitions

        i. *Critical Point of Instruction-1 (CPI-1)*. In the absence of extended school year services, the student would be at risk of losing general education class time or increasing special education service time because of a lack of academic or social skill development

        ii. *Critical Point of Instruction-2 (CPI-2)*. In the absence of extended school year services, the student would be at risk of losing significant progress made toward acquisition, fluency, maintenance, and/or generalization of skills relevant in the pursuit of critical life areas (i.e., self-help, community access, or social/behavioral skill areas). Behaviors to be considered for CPI-2 include self-injurious, ritualistic, and/or aggressive behaviors that negatively impact the health, well-being and/or delivery of instruction to the student.

    b. Steps for applying the CPI criteria

        i. The teacher/instructional personnel examines student performance data and determines whether in the absence of extended school year services, the student would be at risk of losing general education class time or increasing special education service time because of a lack of academic or social skill development (CPI-1) or would be in danger of losing significant progress made toward acquisition, fluency, maintenance, and/or generalization of skills relevant

in the pursuit of critical life areas (i.e., self-help, community access, or social/behavioral skill areas) (CPI-2).

    ii. CPI-1: The teacher/instructional personnel determines that the student is projected to be at a critical stage in the general education curriculum, and special education services provided during an extension of the regular school year will allow the student to maintain the level of services indicated in the regular year IEP.

    iii. CPI-2: The teacher/instructional personnel determines that the student will require extended school year services to achieve meaningful benefit in the goal area; and, students exhibiting interfering behaviors and qualifying under CPI-2 should have a goal and/or objectives/benchmarks on the IEP to address those behaviors; and documentation shall include a description of the behavior, baseline data, copy of the behavior intervention plan, and when available, a copy of the functional behavior analysis.

    iv. The student is eligible for ESY when there is evidence the impact of providing ESY services could enable the student to maintain and/or achieve grade-level expectations and reduce the loss of skill acquisition, fluency and/or maintenance.

3. **Special Circumstances (SC)**

    a. Employment

      i. Students ages 16-21 shall be considered for ESY services when there is documentation (i.e., job performance data) that the student is in need of support to maintain paid employment. Paid Employment refers to pay commensurate/minimum wage or has an alternate wage certificate from the Department of Labor to be paid at a reduced level.

      ii. A written statement from the student's employer signifying his or her intention to employ the student throughout the summer months; and

      iii. A current IEP with vocational/employment goals and/or objectives/benchmarks.

      iv. The student is eligible for ESY services when there is evidence the student is in need of support to maintain paid employment during the summer months.

    b. Transition from Early Steps to Part B (Preschool)

      i. Students transitioning from Early Steps to Part B preschool services who have spring/summer birthday shall be considered for ESY services.

      ii. The student is eligible for ESY when there is evidence from the performance data on the Individualized Family Service Plan (IFSP) that the student will fail to maintain performance skills and will regress without ESY services.

    c. Transition to Post-school Outcomes

      i. Students who have a transition plan and who are expected to exit the LEA at the end of the school year shall be considered for ESY services. The teacher/instructional personnel shall examine the documentation of the incomplete action steps and corresponding goals that are the responsibility of the LEA.

        ii. The student is eligible for ESY when the student is in need of services to complete the action steps that are the responsibility of the LEA that are not expected to be completed by the end of the student's final year in school.

d. Excessive Absences
        i. A student with a disability who has documented absences during the school year, in excess of 25 days, for health-related conditions without the provision of hospital/homebound services and who has failed to make projected progress shall be considered for ESY services.
        ii. A student is eligible for ESY services when there is evidence that failure to acquire the goals and/or objectives/ benchmarks will seriously jeopardize the overall educational progress of the student; and
        iii. ESY services could have a significant impact on the student's ability to make progress toward the acquisition of established goals and objectives/benchmarks.

e. Extenuating Circumstances
        i. There may be unusual situations or circumstances when ESY services may be needed, but the student does not meet any of the eligibility criteria.
        ii. The teacher/instructional personnel shall use professional judgment to make the decision whether the student needs ESY services in order to receive a free and appropriate public education (FAPE). The teacher/instructional personnel shall determine if a break in instruction will negatively impact or cause the student to lose skills that will restrict the student's ability to function as independently as possible.
        iii. Two steps to determine eligibility for an extenuating circumstance are:
            1. Consider the previously described ESY eligibility criteria
            2. Determine there is a need for ESY services through the examination of student performance data

Extended School Year Services (ESYS)

Criteria for Consideration: (Check all that apply)	
☐ Regression - Recoupment ☐ Critical Point of Instruction 1 ☐ Critical Point of Instruction 2 **Special Circumstances** ☐ Employment ☐ Transition to Part B (Preschool) ☐ Transition to Post-School Outcomes ☐ Excessive Absences ☐ Extenuating Circumstances	

Program Services – Part 7 of 7

Eligibility Determination

The ESY eligibility decision for each student is to be made between January 1 and the onset of ESY services for the current school year unless there is sufficient data to make that decision prior to January.

After examining the student's performance data, one of the following decisions shall be made:

- The student is eligible for services
- The student is eligible for services, but the parent declines
- The student is ineligible for services

When the student is determined eligible for ESY services, the team must complete the ESY form of the IEP.

When the IEP Team decides not to make a determination it shall be documented on the IEP as ESY determination will be made later, then the ESY decision must be prior to the start of ESY services unless the school district chooses an earlier date for decision making.

When the student is determined ineligible for ESY services based on student performance data, the parents <u>must</u> receive notification of the determination and informed of their due process rights and procedures.

Placement/Least Restrictive Environment

This section does not apply to gifted and talented students.

Placement decisions for students whose ages are 6-21 only:

The Least Restrictive Environment is automatically calculated from the amount of services that are entered on the Program Services Page in the Time Frame section. If information was only entered in the first time frame, then the LRE would be determined in Time Frame A. If the second time is used then the LRE is shown on Time Frame B. If the LRE is anything besides "inside the regular classroom X% of the day" then the appropriate LRE can be checked.

The definition of each placement is defined below. If 80% or more of the day is spent inside of the regular class, no justification is needed. For any other placement, provide justification and document the reasons/educational benefit for the placement chosen.

Inside the regular class 80% or more of the day
- a regular class with special education/related services provided within regular classes
- a regular class with special education/related services provided outside regular classes
- a regular class with special education services provided in resource rooms

Inside the regular class no more than 79% of the day and no less than 40% of the day
- resource rooms with special education/related services provided within the resource room
- resource rooms with part-time instruction in a regular class

Inside the regular class less than 40% of the day
- a self-contained special classroom with part-time special education instruction in a regular class
- a self-contained special classroom with full-time special education instruction on a regular school campus

Separate School
- public and private day schools for students with disabilities
- public and private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day
- public and private residential facilities if the student does not live at the facility

Residential Facility
- public and private residential schools for students with disabilities
- public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day

Hospital/Homebound
- hospital programs
- homebound programs – students should be receiving at least 4 hours of services weekly

Correctional Facilities
- short-term detention facilities
- correctional facilities

Placement/Least Restrictive Environment Part 1 of 5

Placement decisions for students whose ages are 3-5 only:

If the student's age is between 3 and 5, the Preschool Setting is automatically selected. The Least Restrictive Environment is automatically calculated from the amount of services that are entered if the student is attending a regular childhood program. If the LRE is anything besides "inside the regular childhood program X% of the day" then the appropriate LRE can be checked.

A regular early childhood program is a program that includes a majority (at least 50%) of nondisabled children, i.e., children not on IEPs. This may include, but is not limited to, the following:
- Head Start
- Kindergarten
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private kindergarten or preschools
- Group child development centers or child care

A special education program is a program that includes less than 50% nondisabled children, i.e., children not on IEPs. This may include, but is not limited to, the following:
- Special education classes in
  - Regular school buildings;
  - Trailers or portables outside regular school buildings
  - Child care facilities
  - Hospital facilities on an outpatient basis
  - Other community-based settings
- Separate schools
- Residential facilities

A service provider location, for providing such services as speech therapy, may include, but is not limited to:
- Private clinicians' offices
- Clinicians' offices located in school buildings
- Hospital facilities on an outpatient basis
- Libraries and other public locations

In determining the appropriate setting for a student aged 3-5, each noted setting must be considered, but the list should not be considered a continuum of least restrictive environment. To the maximum extent appropriate, preschool students should be educated with students who are non-disabled.

Preschool Setting

Attends Regular Early Childhood Program at least 10 hours per week
- receives majority of hours of special education and related services in the **regular** early childhood program
- receives majority of hours of special education and related services in some **other** location

Attends Regular Early Childhood Program less than 10 hours per week
- receives majority of hours of special education and related services in the **regular** early childhood program
- receives majority of hours of special education and related services in some **other** location

Attends Special Education Early Child Program (not in regular early childhood program)
- Separate Special Education Class - Attends a special education program in a class that includes less than 50% nondisabled children
- Separate School - Attends a public or private day school designed especially for children with disabilities
- Residential Facility - Attends a public or privately operated residential schools or residential medical facilities on an inpatient basis

Attends neither a regular early childhood program nor a special education program (receives some or all of his/her special education in the home or at the service provider or other location)
- receives majority of special education and related services at home
- receives majority of special education and related services at service provider or other location

Preschool Setting	

Check the setting in which a child aged 3-5 receives special education and related services.
This list is not a continuum of least restrictive environment.

IEP Year	Time Frame B
Attends Regular Early Childhood Program at least 10 hours per week	
☐ Receives majority of hours of special education and related services in the regular early childhood program	☐ Receives majority of hours of special education and related services in the regular early childhood program
☐ Receives majority of hours of special education and related services in some other location	☐ Receives majority of hours of special education and related services in some other location
Attends Regular Early Childhood Program less than 10 hours per week	
☐ Receives majority of hours of special education and related services in the regular early childhood program	☐ Receives majority of hours of special education and related services in the regular early childhood program
☐ Receives majority of hours of special education and related services in some other location	☐ Receives majority of hours of special education and related services in some other location
Attends Special Education Program (not in any regular early childhood program)	
☐ Separate Special Education Class	☐ Separate Special Education Class
☐ Separate School	☐ Separate School
☐ Residential Facility	☐ Residential Facility
Attends neither a regular early childhood program nor a special education program	
☐ Receives majority of special education and related services at home	☐ Receives majority of special education and related services at home
☐ Receives majority of special education and related services at service provider or other location	☐ Receives majority of special education and related services at service provider or other location

Placement/Least Restrictive Environment – Part 2 of 5

Site Determination

This section is only completed for students with disabilities, ages 4-21 on Initial or Review IEPs.

The local education agency may complete this section at the conclusion of the IEP meeting. Although the IEP team must participate in placement decisions, the local education agency has the responsibility of determining the school site in keeping with the team's decisions. If all four noted assurances can be provided, the officially designated representative of the local education agency shall note the site selected.

NOTE: If this section is not completed at the conclusion of the IEP team meeting, then the officially designated representative of the local education agency must complete a Site Determination Form, which must be forwarded to the parents within ten (10) calendar days. The Site Determination Form can be added to the IEP Forms list selection. See **Additional IEP Forms** for more details.

The official designated representative shall be knowledgeable about placement considerations and shall be responsible for informing the IEP team members. The IEP team must participate in decisions made about the placement; however, the LEA has the right to select the actual school site in view of committee decisions.

Progress Reports

Progress reports must be sent to parents describing the progress towards the achievement of the academic and functional goals. This report goes to the parents at the same time as the issuance of report cards of the local education agency. Enter the number or weeks that correspond either six (6) or nine (9). The Progress Report Form can be added to the IEP Forms list selection. See **Additional IEP Forms** for more details.

Alternate Assessment Implications

Each option and its implications should be thoroughly discussed with the parent/student prior to checking the appropriate option for their child.
- Box 1 – check this box if the student is participating in LAA1
- Box 2 – LAA 2 will no longer be administered in grades 4-8 starting with the 2014-2015 school year. Students who have entered a high school cohort in 2013-2014 will continue to have access to the LAA 2 high school tests for graduation purposes.

Site Determination

NOTE: The local education agency may choose to complete this section at this time. If the following assurances cannot be provided at this time, then a Site Determination Form assuring that the site selected is in accordance with least restrictive environment rules must be forwarded to the parent within ten (10) calendar days.

ASSURANCES
1. This school is the one the student would attend if he or she were not identified exceptional.
2. This school and class are chronologically age appropriate for the student.
3. The school selected is accessible to the student for all school activities.
4. The classroom is comparable to and integrated with regular classes.

Site: Dutchtown Middle School (003004)   Edit

Progress Reports

The LEA assures that the program and services described in the IEP will be provided. The schedule for describing the progress towards achievement of the academic and functional annual goals will be every [   ] weeks, concurrent with the issuance of report cards.

Alternate Assessment Implications

☐ I understand my child will participate in LEAP Alternate Assessment, Level 1 (LAA1). Testing in LAA1 means my child may earn a high school diploma if my child meets the requirements for the alternate pathway to a diploma for students assessed on LAA1. If my child does not meet those requirements, I understand my child should earn a Certificate of Achievement. The implications of participating in LAA1 have been explained to me and will be reviewed annually.

☐ I understand my child (I) will participate in LEAP Alternate Assessment, Level 2 (LAA 2), and by meeting all graduation requirements, my child (I) will receive a high school diploma. However, if my child (I am) is not pursuing a high school diploma, my child (I) may pursue Louisiana's General Education Development (GED) diploma with possibly an Industry Based Certificate, or a State Approved Skills Certificate. If during the exit year all requirements for earning a high school diploma, GED, or State Approved Skills Certificate have not been met, then my child (I) may be eligible to exit high school with a Certificate of Achievement. I understand that this certificate limits my child's (my) choices of post-secondary education and careers, including military services. The implications of participating in LAA 2 have been explained to me and will be reviewed annually.

The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. Students who have entered a high school cohort in 13-14 will continue to have access to the LAA 2 high school tests for graduation purposes. State law has recently changed regarding graduation options for students with disabilities and the IEP form has been updated to accommodate these new options.

Placement/Least Restrictive Environment Part 3 of 5

Parent/Student Consent for Services

If this is an **INITIAL** IEP, written parental consent (parent signature) is required prior to special education and related services are provided. The IEP cannot be made OFFICIAL without the parent's signature. See **Placement/Least Restrictive Environment Part 4a of 5**. If the parent refuses services, the draft IEP must be deleted from SER. A copy of the draft IEP with the parent indicating refusal may be kept on file for documentation.

Placement/Least Restrictive Environment Part 4a of 5

For **REVIEW** IEPs, the parent/student is an IEP team participant but does not sign consenting to continue services. See **Placement/Least Restrictive Environment Part 4b of 5**. The district is responsible for the provision of FAPE. If the parent/student disagrees with the special education and related services or the placement described on the IEP, the parent has the right to pursue a solution to their complaint through the state's written dispute resolution options.

Parent did not attend the Review IEP Team meeting.
Check the box – *Parent/student did not attend the review IEP Team meeting* – if the parent did not respond to the notice letter or other attempts to schedule the IEP Team meeting or did not attend the Review IEP Team meeting.

Placement/Least Restrictive Environment Part 4b of 5

Revocation of Consent

If the student is currently receiving services and the parent refuses all special education and related services, the parent must be given the Revocation of Consent notice letter. The IEP is not made Official. It is advised that the special education teacher then contact their special education director/supervisor or their designated representative to inform them of the parent's revocation of consent for services. This process is not used with Initial IEPs.

Supporting Documentation

In the course of a student's IEP, additional forms may need to be completed and attached to the IEP. Click on the link to access the appropriate form. All forms are in PDF format. If the forms are highlighted, they can be downloaded, completed, and then uploaded using the attachment feature. Other forms can be completed and then uploaded using the same attachment feature. See **View Attachments** for more information.

ODR Approval

The official designated representative of the LEA must provide a dated signature indicating the LEA will provide the services as described on the IEP.

Supporting Documentation   ❓

Have the following documents been included in the IEP folder?

LEAP Alternate Assessment Participation Criteria, Level 2 (LAA 2)	○ Yes	○ N/A
Individual Healthcare Plan	○ Yes	○ N/A
Individual Prescription for Instruction (get copy from advisor/school guidance counselor)	○ Yes	○ N/A
Individual Graduation Plan (current IGP has been uploaded in the attachments feature)	○ Yes	○ N/A
Parental Consent form for Connections for 8th graders (get signed copy from SBLC team)	○ Yes	○ N/A
Summary of Performance Criteria Form	○ Yes	○ N/A
Parental Consent form for Medicaid Billing	○ Yes	○ N/A
Individual Graduation Plan for LAA 1 Students	○ Yes	○ N/A
Educational/Career Plan for LAA 1 Students	○ Yes	○ N/A
Behavior Intervention Plan	○ Yes	○ N/A
Communication Plan	○ Yes	○ N/A
Assistive Technology Consideration Checklist	○ Yes	○ N/A
Assessment Approval Form	○ Yes	○ N/A

ODR Approval   ❓

	🔲
Officially Designated Representative of Local Education Agency Signature	Date

Placement/Least Restrictive Environment Part 5 of 5

Extended School Year Services (ESYS)

Extended School Year (ESY) services are the provision of special education and related services to students with disabilities beyond the normal school year of the LEA in accordance with an IEP and at no cost to the parents of the student. Extended school year services are to be an extension of the regular school year program for students who have been determined to need these services to ensure the provision of FAPE.

Once a student's extended school year services have been planned through the IEP process, the services shall be implemented. LEAs should provide extended school year instruction in a location that is the least restrictive environment option for that student and the services to be provided. The services necessary to meet the goals and objectives targeted on the ESY section of the IEP are to be provided.

Careful documentation should be kept in order to evaluate the student's performance and progress toward the completion of the ESY goals and objectives. Accurate records of student performance will assist the IEP Team in the upcoming school year to continue the educational program with a minimum of interruption and disruption.

Ongoing student performance assessment is always an integral part of any educational program, and it should be documented on appropriate data collection forms (e.g., grade book, checklist, task analysis form) and progress reports.

Responsibilities

The IEP Team is responsible for designing the extended school year services for the student. In developing extended school year services for a student, the IEP Team shall consider the student's educational needs according to the criterion/criteria by which that student qualified for ESY services.

LEAs should continue to address LRE needs of the student in the implementation of ESY services. The type of services needed dictate the location of services.

LEAs will provide copies of the ESYS forms with completed progress notes to the SER data person for data entry. The deadline for entering ESYS information into SER is September of each year.

Evaluation

LEAs shall evaluate ESY services outcome data to determine program effectiveness.

- Effectiveness should be reflected in the match between the needs of the student and the program services provided.
- Effectiveness should be reflected in the criteria by which the students were eligible and whether the students mastered or maintained the goals/objectives/benchmarks chosen during the delivery of ESY services. The review of progress reports will provide the data for review.
- Program effectiveness is evaluated from the individual student perspective, as well as system-wide.
- The development of the ESYS Outcome Report will provide the data for system-wide review.
- Program operations should be examined to determine the effectiveness of the ESY services.

Eligibility Criteria Determination

Check the criteria that the student was determined eligible. This could be different from the criteria the student was being considered for during the school year based on the data collected.

Duration

The length of time ESY services is provided. The amount or duration of ESY services cannot be unilaterally limited for all students. Not all students need the same program length. Extended School Year services are an individual, student-based decision. The criteria/criterion by which the student was determined eligible and the goals and/or objectives/benchmarks chosen to be addressed during the ESY services should dictate the duration of services.

When planning ESY services, it would be appropriate to consider the LEA's summer calendar. When the LEA's summer calendar is not available at the time of the IEP meeting where ESY services are being discussed, the team may estimate the date to begin based on the duration of services determined to be needed by the student.

- The IEP Team should discuss conflicts that may occur that will interfere with the student's attendance during the ESY. There may be a family vacation or surgery scheduled. This information should be taken into account in scheduling the student's ESY services.
- When a student meets eligibility criteria for ESY services under R-R, the breaks between regular school year and ESY services should not exceed the break periods used to determination eligibility.

IEP Goals

There is no minimum or maximum number of goals and objectives to be identified for ESY instruction. The number of objectives identified for ESY instruction is based on individual student needs. The major purpose of ESY services is to extend instruction from the regular school year so as to maintain FAPE. The ESY is not a program aimed at remediating all areas of deficit.

- When the IEP Team determines that specific new goals and/or objectives shall be written, then the IEP shall be amended and a new goal and/or objective written.

There is an ESY Instruction check box on each goal of the Instructional Plan. If a goal has been identified for ESY instruction that box must be checked for this page to print.

Accommodations

There is an ESY Instruction check box on the Accommodations page. If the student requires accommodations during the ESYS instructional program, this box must be checked for the page(s) to print.

Location

The IEP Team discusses the location where the ESY service should take place to implement each ESY goal and/or the objectives/benchmarks. One or more locations may be recommended. The LEA shall determine the most reasonable location(s) for the provision of ESY services.

Provision of ESY Services

The focus of a student's ESY services should be based on the needs identified. The IEP Team determines the services the student will need to receive during the ESY and which personnel will be needed to provide the services. It is the responsibility of the special education administration to schedule the specific days of the week and the beginning and ending date options to accommodate each student's ESY services. As indicated throughout this process, duration is based on the individual needs of the student.

- **Regression-Recoupment Criterion (R-R)** The emphasis will be on the maintenance of essential skills. The breaks between ESY and the regular school year should not exceed the break periods upon which the student qualified for ESY services.
- **Critical Point of Instruction 1 (CPI-1)** The emphasis will be on the skills the student needs in order to prevent loss of general education time or to prevent an increase in special education service time. The length of time will be based on the number of skills the student must acquire to maintain his LRE.
- **Critical Point of Instruction 2 (CPI-2)** The emphasis is on acquisition or maintenance of critical skills. The number of sessions per week will be dependent upon whether the specific student needs acquisition or maintenance. Acquisition programs are usually shorter with more sessions per week, while maintenance programs are often longer in duration with fewer sessions per week.
- **Special Circumstances (SC)** The emphasis of the ESY services is upon mastery of specifically targeted goals and objectives to assist in ensuring the student will be on track to achieve the annual goals. The sessions/week and duration of the extended school year services will depend upon which and how many goals and objectives have been targeted and the lack of expected progress toward the achievement of the annual goals during the last school year.

How to complete this section for services:

1. Enter student's total number of daily ESYS instructional minutes.
2. Select the number of days a week the student attends school. The default is 5.
3. Select a service using the drop down box.
4. Enter the Date to Begin, the actual date the student will begin receiving special education services.
5. Enter the Duration, the length of time the student will receive the service.
6. Indicate Individual or Group. Enter *I* if the student is receiving special education services on an individual basis. Indicate *G* if the student is receiving special education services in a small group setting or BOTH or NA if student is receiving services in a classroom setting.
7. Enter Where the student will receive services, the location where the student will receive the services.
   a. Regular class – Special education teacher goes to the student's regular classroom to provide the service.
   b. Community – Teacher and student go out into the community. When the location selected is home, indicate the number of minutes under Community on the time-frame grid.
   c. Special Class – Student is pulled out of the regular class to receive special education services or receives services in a special education classroom.
8. Enter the actual number of minutes per day and the number of sessions per week the student will receive the special education service under the appropriate location.
9. Repeat steps 3-8 for every service chosen.

Special Transportation

Transportation shall be offered when necessary. As with other services, the IEP Team should recommend transportation services in the least restrictive, most appropriate mode available. The transportation recommended shall be reasonable and at no cost to the parents. Mileage reimbursement may be used as a transportation option only when the parents are willing to transport their child.

There may be cases in which students shall remain at a site longer than the time indicated on the ESY form of the IEP because of transportation limitations. When this is the case, the student shall be supervised at all times. The student's need to remain at the site because of transportation limitations shall be indicated in the comment section of the ESY form.
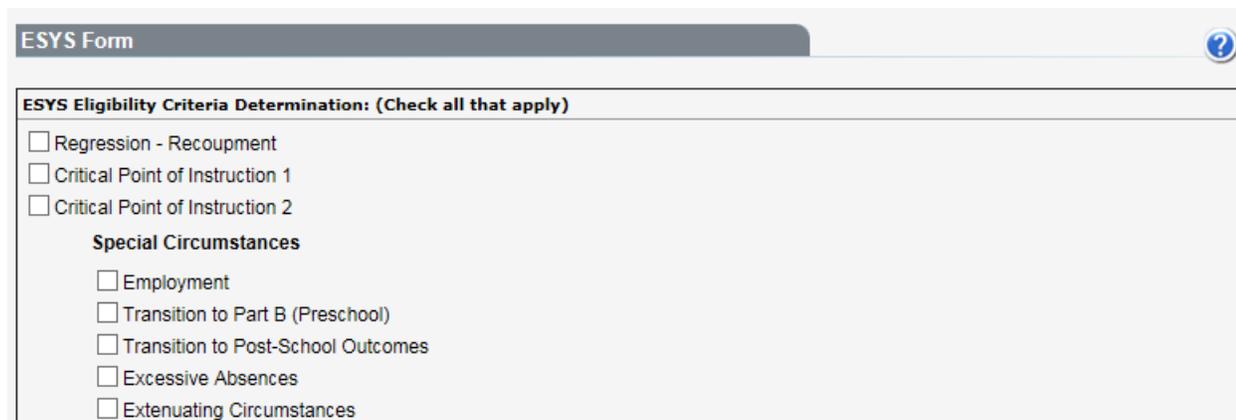
Extended School Year Services Criteria Determination

ESY SERVICES

Begin Date: [_____] 📅

End Date: [_____] 📅

Note: On the Instructional Plan page – *ESY Instruction* box must be checked for each goal that will be addressed during ESYS. On the Accommodations page the *ESY Instruction* box must be checked. The ESYS documentation that prints will include the ESYS form, the instructional pages and the accommodations page.

Student's Total Instructional Day (Minutes [0])

Student Attends School [5 ▾] Day(s) Per Week

+ Add New

	Services	Date to Begin	Duration	Indiv / Group	Regular Class Minutes	Regular Class Sessions	Community / Home Minutes	Community / Home Sessions	Special Class Minutes	Special Class Sessions
delete	-- SELECT ONE -- ▾			▾						
delete	-- SELECT ONE -- ▾			▾						
delete	-- SELECT ONE -- ▾			▾						
delete	-- SELECT ONE -- ▾			▾						

Total Number of Minutes in Special Setting per week: [0]

SPECIAL TRANSPORTATION

○ No   ○ Yes (pick from the list below or describe)

[-- SELECT ONE -- ▾]

[_____]

Extended School Year Services

How to develop the ESYS Form

Under IEP Forms, click Print for the IEP containing the completed ESYS Form. Check Extended School Year Services (ESYS) under Additional IEP/SP Pages, then click Print Selected IEP Forms. The ESYS Form, Instructional Plan pages, and Accommodations pages will print, if selected.

Progress Reports

FOR ESY services, the teacher/instructional personnel will hand enter the student's progress on the ESY form. This ESY packet (ESY form, instructional plan and accommodations pages) must be kept in the student's IEP folder after ESY services are complete.

LEAs shall ensure that instructional personnel measure and report student outcomes at the end of the ESY when progress reports will be sent home. At a minimum, progress reports shall be sent to the parents within ten business days after the completion of the ESY.

A copy of the ESY form with the completed progress report information shall be placed in the student's IEP folder.

How to complete the Progress Report:

1. Enter the instructional plan # from the printed IEP page.
2. Enter the Progress Towards Goals code. Select one of the options listed. Whatever option chosen should reflect the difference between baseline data and current data.
   - Not addressed
   - Insufficient progress
   - Sufficient progress
   - Achieved
   - Generalized
3. IP (Insufficient Progress) Reason, if needed – if the student is making insufficient progress toward attaining the goal or short-term objectives, indicate what the possible reasons may be.
   - Not addressed
   - Frequent Absences/Tardiness
   - Medical/Health
   - Missing class assignments
   - Missing Homework assignments
   - Lack of preparation
   - Behavior interfering with progress
   - Lack of motivation/participation
   - Other (identify)
4. Current Data – how much progress has the student made since the baseline data was gathered and is reflected in the choice the teacher made above in Progress Toward Goals.
5. Comments – any comments the special education teachers or other instructional personnel wish to add regarding the goal.
6. Teacher Signature(s) and date when the Progress Report was sent. (More than one teacher's name can be added on this line.) Any teachers responsible for implementing a goal on the instructional plan may add information on the progress report.
7. Forward original ESYS forms to central office (or SER data manager) for SER entry and for placement into the student's IEP folder.

Additional IEP Forms

Additional IEP forms can be added to the IEP Forms list selection. Click the Add/Delete Forms to IEP link. Check the box next to the form you want to add to the IEP Forms list then click Save.

Add Form to IEP Part 1 of 4

Add Form to IEP Part 2 of 4

Add Form to IEP Part 3 of 4

Site Determination Form

. is assigned to

Site: Edit

to receive his/her special education services as determined appropriate at his/her IEP meeting on .

The local education agency certifies the following:
1. This school is the one the student would attend if he or she were not identified exceptional.
2. This school and class are chronologically age appropriate for the student.
3. The school selected is accessible to the student for all school activities.
4. The classroom is comparable to and integrated with regular classes.

If any of the above statements are not true, an explanation must be given explaining the selection of the school.

If you have any questions regarding this placement, please contact the Officially Designated Representative at telephone Number:

Officially Designated Representative Signature	**Date**

Copies must be provided to Teacher(s), Parent(s) and Central Office

Add Form to IEP Part 4 of 4

Additional forms can also be deleted from the IEP Forms list selection. A warning message is displayed at the bottom of the window indicating that removing a form will permanently delete the form's data.

To delete the form, click the Add/Delete Forms to IEP link. Un-check the box next to the form you want to delete from the IEP Forms. Another warning message will be displayed to confirm that the form should be deleted. Click Ok to confirm the form should be removed, then click Save.

Delete Form from IEP Part 1 of 3
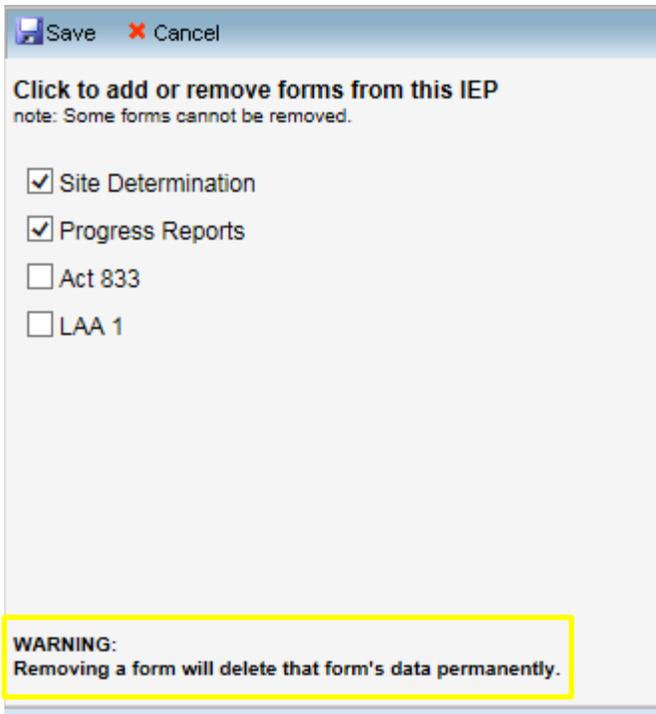
Delete Form from IEP Part 2 of 3
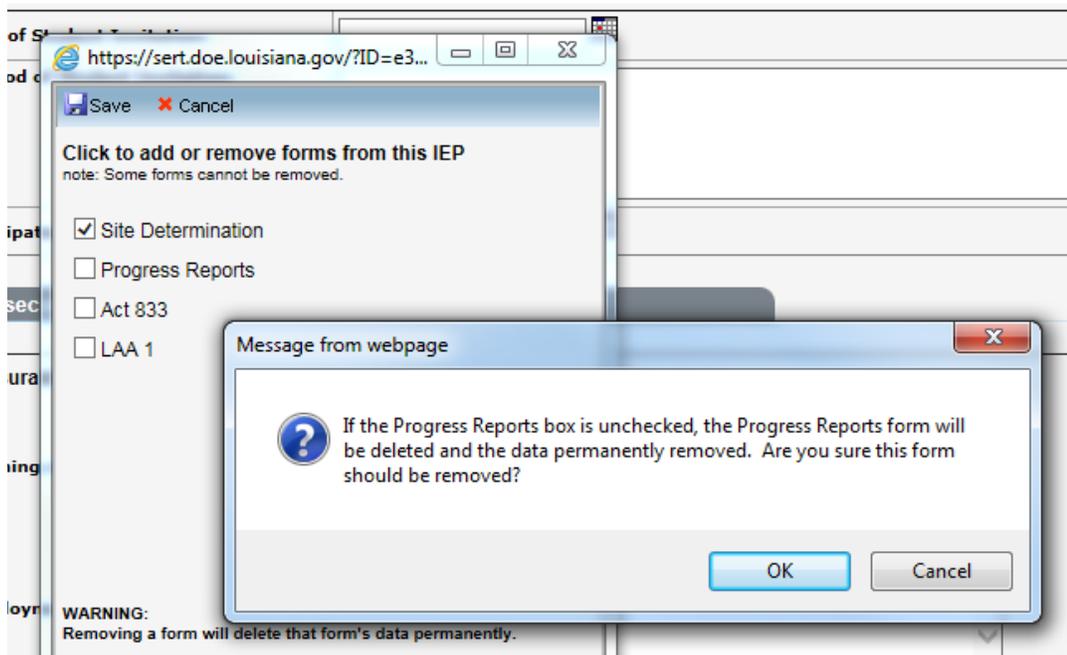
Delete Form from IEP Part 3 of 3
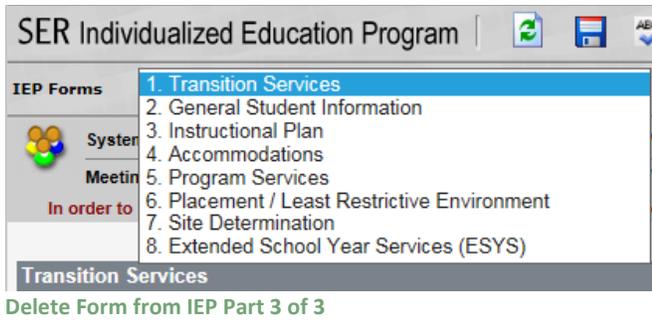
Site Determination

If the local education agency did not complete the site determination section at the conclusion of the IEP then the officially designated representative of the local education agency must complete this Site Determination Form, which must be forwarded to the parents within ten (10) calendar days.

Although the IEP team must participate in placement decisions, the local education agency has the responsibility of determining the school site in keeping with the team's decisions. If all four noted assurances can be provided, the officially designated representative of the local education agency shall note the site selected.

The official designated representative shall be knowledgeable about placement considerations and shall be responsible for informing the IEP team members. The IEP team must participate in decisions made about the placement; however, the LEA has the right to select the actual school site in view of committee decisions.

The Site Determination Form can be added or deleted from the IEP Forms list selection by clicking the add/delete forms to IEP link.

Progress Reports

A Progress Report is generated for each Goal with or without Short-Term Objectives on the Instructional Plan of the IEP. This is identified as *Existing Instructional Plans*. For each Reporting Period additional data relative to the goals and short-term objectives can be added to the subsequent progress report by clicking *ADD NEW*.

If a change needs to be made to the goals and objectives on the Instructional Plan, the IEP will need to be amended.

The Edit Progress link next to an Instructional Plan Goal switches between the progress reports and displays the information from the Instructional Plan.

The following data is pulled from each goal on the Instructional Plan and displayed for informational purposes, not available for edit.

- Educational Need Area
- Goal
- Content Area
- Method of Measurement
- Additional Methods of Measurement
- Date Goal Achieved
- Short-Term Objectives / Benchmarks

Baseline Data

Baseline data is basic information (where the student is performing as identified in the academic achievement and functional performance section on the instructional plan) gathered BEFORE instruction begins. It is used later to provide a comparison to assessing instructional impact. If the goals and objectives are vaguely defined or undefined, it will be difficult to know what kind of baseline data to gather.

Progress by Reporting Period

For each reporting period, the following data is collected for Progress Reports:

- **Reporting Periods** - (6 or 9 week periods - this is concurrent with issuance of report cards)
- **Date of the Reporting Period** - (date of the end of the 6 or 9 week period)
- **Progress Towards Goals** - (select one of the options in the drop down box – whatever option chosen should reflect the difference between baseline data and current data.)
    - Not addressed
    - Insufficient progress
    - Sufficient progress
    - Achieved
    - Generalized
- **IP (Insufficient Progress) Reason**, if needed - if the student is making insufficient progress toward attaining the goal or short-term objectives, indicate what the possible reasons may be.
    - Frequent Absences
    - Medical/Health
    - Missing class assignments
    - Missing Homework assignments
    - Lack of preparation
    - Behavior interfering with progress
    - Lack of motivation/participation
    - Other (identify)

- **Conversation with Parent Needed** - Does the teacher feel a conversation with the parent is needed because the student is not making sufficient progress? If yes, it is the teacher's responsibility to follow up on contacting the parent. This conversation can take place by telephone, person-to-person meeting, email, etc.
- **Current Data** - how much progress the student has made since the baseline data was gathered and is reflected in the choice the teacher made above in Progress Towards Goals.
- **Comments** - any comments the special education teachers or other instructional personnel wishes to add.

Teacher signature(s) and date when the Progress Report was sent

Any teachers responsible for implementing a goal on the instructional plan may add information on the progress report. More than one teacher's name can be added on this line.

Progress Reports can be added or deleted from the IEP Forms list selection by clicking the add/delete forms to IEP link.

Act 833

Act 833 of the 2014 Legislative Session provides certain students with disabilities the ability to demonstrate proficiency through alternate means rather than on state assessments or relative to standard local pupil progression plans required for promotion and graduation.

Act 833 eligibility decisions fall into two categories: 1) Promotion and 2) Alternate Graduation Pathway, only one of which will apply at any given IEP meeting (depending upon the grade in which the student is enrolled).

A *Yes* or *No* answer must be checked for all students with disabilities. If *Yes* is chosen, check whether the decision is being made for Promotion or for Graduation. When *Yes* is chosen, the Act 833 Eligibility Criteria Determination Form will be added to the IEP Forms list selection. See **Act 833 Eligibility** for more information.

The Act 833 Eligibility Criteria Determination Form can also be added or deleted from the IEP Forms list selection by clicking the add/delete forms to IEP link.

LAA 1

LEAP Alternate Assessment, Level 1 (LAA 1) was developed for students for whom there is evidence of a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior. A student with one of the following exceptionalities: Intellectual Disability – Moderate, Intellectual Disability – Severe, and Multiple Disabilities may be considered to have a significant cognitive disability and to have deficits in adaptive behavior. Students with other disabilities such as Autism, Traumatic Brain Injury, Intellectual Disability – Mild, or Orthopedic Impairment may function like a student who has a significant cognitive disability and/or has deficits in adaptive behavior and may

meet the LAA 1 Participation Criteria.

IEP team members must use multiple sources of information to guide decision-making for statewide assessment selection purposes. The IEP team must review evidence that includes current IEP goals and objectives; results from formal and informal assessments which document academic achievement (i.e., curriculum-based assessments); and class performance records from at least the last two years. The decision for a student to participate in LAA 1 must be made annually before LAA 1 assessment begins. To be eligible to participate in LAA 1, the response to each of the four criteria below must be "Agree".

Criteria	Requirements
Criterion 1: Evidence of a Significant Cognitive Disability or Multiple Disabilities	Evidence the student is functioning within the standard deviation requirement for the cognitive disability and/or adaptive behavior as described in Criterion 1 on the LAA 1 Participation Form.
Criterion 2: Evidence of Curricular Alignment	Evidence the IEP reflects current goals and objectives aligned with the Louisiana Extended Standards (LES) developed for students participating in LAA 1.
Criterion 3: Evidence of Instructional Needs	Evidence the student requires extensive modified instruction to acquire, maintain, generalize, demonstrate, and transfer skills across academic content. The IEP may also contain IEP goals and objectives relating to other needs of the student which result from his or her disability, such as functional skills or social skills development.
Criterion 4: Student Safeguards	Evidence the decision to include the student in LAA 1 is not solely based on the list of student safeguards provided in Criterion 4 on the LAA 1 Participation Form. Participation in the LAA 1 shall not be an administrative decision to bypass the high stakes testing policy.

Validation

IEP Form Validation

Before an IEP can be made Official, it must first be validated to ensure that all required information has been entered and all business rules have been met. Each IEP form is validated individually. If a form is complete and does not require attention, a green check will be displayed next to the form name. Forms that have not passed validation are indicated by a red X next to the form name. An error message(s) is displayed below the form name explaining the error(s). To correct the errors, navigate directly to a form by clicking on the form name or by selecting the appropriate form from the IEP Forms drop down menu. Once all errors have been resolved, a button is displayed allowing the IEP to be made Official.

IEP Fields to move to SER

The information displayed here shows which data elements from the IEP will be submitted to SER. If a user does not have access to submit SER data, the IEP can still be made official. However the data will

not move to SER until done so by an authorized user. In addition, all SER business rules must be satisfied before the information can be moved to SER.

IEP Form Validation

Official IEPs

Before an IEP can be official, all form data must be validated (see **Validation** for more information). Once validated, a Make This IEP Official button is displayed at the bottom of the screen. Clicking this button will signify the form is finished and change the IEP status should be changed to Official or Amended – Official.

SER Individualized Education Program 🔄 ❓ LA Department of Educatio

IEP Forms	- IEP Forms Validation - ▾	→	

System:	Bossier Parish	Student Name:	SAMPLE, FIRSTNAME	Grade:	2nd - Second
Meeting Date(s):	1/1/2007	DOB:	6/23/1986	Local Id:	9805590

IEP Form Validation ❓

- ✅ 1. Transition Services
- ✅ 2. General Student Information
- ✅ 3. Instructional Plan
- ✅ 4. Accommodations
- ✅ 5. Program / Services
- ✅ 6. Placement Least Restrictive Environment
- ✅ 7. Site Determination
- ✅ 8. IEP Amendments

Make This IEP Official

IEP Fields to move to SER ❓

Team Meeting Date:	1/1/2007
Type:	Initial
Parent Decision:	Approved
Parent Sign Date:	1/1/2007
Placement Determination:	Inside Regular Class 80% or More of Day
Current Grade:	2nd - Second
Other School Attending:	
Community Based Services:	No
LEAP Code:	LEAP / iLEAP / GEE

Official IEP

If the user also has access to submit IEPs to SER, a Submit to SER button is displayed at the bottom of the screen. Clicking this button will submit the IEP and move the IEP fields to SER.

Submit to SER

Request Change

This button, located on the General Student Information Form, allows a user to request to change the Team Meeting Date after an IEP is made official. The request is submitted to LDOE where it is either approved or refused. The user should provide a detailed explanation as to why the team meeting date should be changed.

Request Change Button

How to submit an IEP change request:

1. Click the Request Change button.
2. Enter the new Team Meeting Date requested.
3. Enter a detailed explanation why the Team Meeting Date should be changed.
4. Click the Submit Change Request button.

IEP Change Request

A user can view submitted IEP change requests under the Tools menu.

User Tools Menu

Amendments

An amendment occurs when an IEP requires changing after it has been made Official. To re-open an IEP for amendment, click the View link of an Official or Amended-Official IEP.

View IEP

Initially an Official IEP displays as read-only, meaning none of the fields are editable. Clicking the Amend button will re-open the IEP and allow the forms to be changed.

NOTE: The Team Meeting Date may not be changed during an amendment. A change to the Team Meeting Date requires a new IEP.

Alternately, the user may add a Date Goal Achieved to individual Goals/Objectives on an Instructional Plan without re-opening the IEP for amendment.

Amend Button

An amended IEP will be in one of two statuses:
- Amended – Draft
- Amended - Official

As soon as an IEP is re-opened for amendment, the status changes to "Amended – Draft". This indicates that the IEP is currently editable. Once all changes have been made to an Amended – Draft IEP, it must be made Official. Before an amended IEP can be made Official, the user is required to document their changes on a form level basis. This is done by selecting "Form Amendments" from the IEP Forms drop down menu. The Form Amendments screen displays the Parent Contact Method, which IEP Form was amended, Explanation, and Date of each IEP Form changed. The user must indicate how the parent was informed of the IEP change and, for each form changed, include an explanation of what data was changed and why. This must be done for each form changed during a particular amendment. All IEP Forms must meet the validation and business rules before the IEP can be made Official.

After validating the amendment, clicking the Official/Signed button changes the status to Amended-Official. This indicates the IEP can no longer be modified, however it contains one or more changes from the original IEP.

IEP Forms modified during prior amendments are also displayed. However the Parent Contact Method and Explanation for those changes cannot be modified.

Form Amendments Part 1 of 2

Form Amendments Part 2 of 2

IEP Forms Version History

For a more detailed look at form changes, the IEP system includes the ability to compare all changes made to an IEP Form down to the individual field level. To view changes made to a particular IEP form, the user simply selects a form and which version to compare. This provides a side-by-side view of the changed fields between the version selected and the previous version.

Getting to the IEP Forms Version History

To access the IEP Forms Version History:

1. Select a student using the Student Search page (see **Student Search**).
2. Navigate to the IEP Forms link.

3. Click Print next to the IEP Form to open a new pop-up window.
4. Within the pop-up window, click IEP History.

IEP Print

Individualized Education Program
Louisiana Department of Education   close

IEP Forms Print

☐ Print with PARTIAL State ID Number (applies to all reports selected below)

☐ **Main IEP Pages**
(Transition Services, GSI, Instructional Plan, Program Services, Accommodations, Placement, LRE)

Additional IEP / SP Pages

☐ Site Determination

☐ Extended School Year Services (ESYS)

☐ Progress Reports

Print Selected IEP Forms

IEP / SP History
(History of IEP / SP Page changes)

IEP History

Using the IEP Forms Version History

Using the drop-down menu, select an IEP Form. Wait for the page to refresh. If a list labeled Sub Form ID appears, this indicates that there are several entries of the specified Form, i.e., Instructional Plan, which all contain version information. If no Sub Form ID list appears, skip to **Obtaining Version Information**.

Version History

Sub Form ID

Selecting a Sub Form ID

Deciding which ID to choose can be difficult, because the nature of a sub-form is such that it can only be uniquely identified by a number. This can be confusing to the user, because the sub-form is not identified as such on the IEP. The most recently added sub-forms are listed first. Therefore, some knowledge of the period in which it was added can help. Selecting the first version of the sub-form should generally provide a field that can identify the sub-form, i.e., Educational Need Area of an Instructional Plan. See **Obtaining Version Information** to learn how to view the versions.

Once the desired sub-form is located, version information can be investigated. In some cases, however, a 'More Detail' link may appear. To learn more about the More Detail link, see **Viewing More Detail**.

History Compare

Obtaining Version Information

Once an IEP Form, and in some cases a Sub Form ID, is selected, the list of Versions will be accessible. The Versions are numbered from earliest to latest. The list shows which user modified the IEP (thus creating a new version) and displays the date and time the specific version was created. In the example below, version 3 is selected. As shown in the figure Version Information, 'Current Grade' was the only field modified.

Individualized Education Program
Louisiana Department of Education   close

IEP Form Changes

IEP Form: General Student Information

Version: -- SELECT ONE --

-- SELECT ONE --
5: Modified by cacchij on Mar 15 2007 8:43AM
4: Modified by cacchij on Mar 15 2007 8:42AM
3: Modified by cacchij on Mar 15 2007 8:42AM
2: Modified by cacchij on Mar 15 2007 8:27AM
1: Modified by cacchij on Mar 14 2007 10:35AM

Select a Version

Version Information

Viewing More Detail

When a 'More Detail' link appears, this indicates that the selected sub-form has yet another sub-form which may have multiple entries, i.e., Instructional Plan – Measurable Short-Term Objectives or Benchmarks. The figure History Relationship shows the relationships between different sub-forms in an IEP.

More Detail

History Relationship

When the 'More Detail' link is clicked, a page is displayed showing a list labeled by the type of sub-form selected. Choose either to return to IEP Forms History or choose the desired sub-form. Once a sub-form is chosen, a list will appear to choose a Sub Form ID again. In the example above, this would be the ID of the desired 'Goal'.

Refresh Buttons

Each list on the History page contains a refresh button which can be used to refresh all lists and/or version information. This will reset any lists below the refresh button clicked. This is useful if an IEP Form has changed. A user may have both the History window and the respective IEP Form open at the same time, so if the IEP Form is changed, the user does not have to close and reopen the History window to view changes.

Amendment Versioning

Each time an amendment is made to an IEP, a complete copy of that IEP is created. This allows the user to view all previous versions of that IEP.

Gifted and Talented Only IEPs

General Student Information

Evaluation information used to complete this form will be pulled from SER and if needed can be edited. This typically should not be necessary unless there is a reevaluation taking place the same day or near the same day as the IEP. **Before the IEP information can be submitted to SER the evaluation information must match the data that has been entered in SER.**

Type of IEP

Initial IEP – Developed for an exceptional student who has met criteria for one or more exceptionalities outlined in the Pupil Appraisal Handbook, and who has never received special education services, except through an interim IEP, from an approved Louisiana school/program.

Review – Reviewed and revised at least annually or more frequently to consider the appropriateness of the program, placement, and any related services needed by the student.

Interim – Developed and implemented to provide temporary special educational services concurrent with the evaluation of a student suspected of being exceptional who has been receiving gifted or talented services in another state.

Team Meeting Date

Date of the IEP meeting to develop or review the IEP.

Current Grade

The grade the student is currently enrolled.

Home Based School

School in which the student is currently enrolled as identified in SER.

Other School (System)

Any other school the student currently attends. You must select your district first, and then select the school.

Gifted/Talented IEP Part 1 of 6

Reevaluation IEP

If the reevaluation is being held at the time of the IEP, and the exceptionality has changed, check this box. It will allow you to update the evaluation information.

Primary:
This is the exceptionality as determined by the multidisciplinary evaluation conducted by pupil appraisal.

Other:
This identifies any other exceptionality identified by the multidisciplinary evaluation.

Exceptionality Code: This is the exceptionality as identified in SER.
Detail Code(s): These are the exceptionality details as identified in SER.

Gifted/Talented IEP Part 2 of 6

IEP Participants

IEP team members who attend the conference should sign and state their positions such as parent, principal, supervisor, educational diagnostician, regular education teacher, special education teacher, or other agency personnel. Their signatures do not imply agreement with the IEP. An officially designated representative of the local education agency <u>must</u> be in attendance at the meeting.

To enter the IEP participants, select the IEP member type, such as School Nurse or Physical Therapist, and enter that person's name. Initially the form has spaces for up to six participants; however, additional participants can be added. To add additional participants, click the Add New button. To remove a previously entered participant, click Delete.

Age of Majority

Check this section if the parents and students have been notified that, beginning at least one year before the student reaches eighteen years of age. The student must be informed that his or her rights under Part B of the Act will transfer to him or her unless the student has been determined incompetent.

Education Rights of Gifted/Talented Children

Check this section if the parent and/or student has received a copy of the Exceptional Rights Booklet and opportunity for an oral explanation of the evaluation results.

Section 504 Plan

If a gifted or talented student requires accommodations and/or modifications during instructional time and on the statewide assessment, an Individualized Accommodations Plan (IAP) must be developed for the student. The box should be checked, and the current IAP should be attached to the IEP when submitting the paper copy to central office.

Gifted/Talented IEP Part 3 of 6

General Student Information

Include initial or most recent evaluation information, strengths, parental concerns, district or statewide assessment results, student interests, health concerns, pertinent social emotional information, and input from regular education teachers.

- **General Information About Student** – Write a general description of the student which includes student interests and activities, health needs, possible language needs.
  Health Needs – IHP needs to be attached to IEP:
  In the case of a student who has health problems, the needs to be met during the school day. These needs would include such medical conditions as asthma, diabetes, seizures, or other diseases/disorders that may require lifting and positioning, diapering, assistance with meals, special diets, or other health needs.
- **Strengths** – Write a description of the student's academic strengths and support needs as noted in evaluations, current assessments, or anecdotal records of performance or products.

- **Parent Concerns** – Address the concerns of the parents regarding the education of their child.
- **Evaluation/Reevaluation Results** – Include the initial or most recent evaluation information, including tests administered and performance levels.
- **Input From the Regular Teacher** – Regular education teacher/s should be asked to comment on classroom performance, participation, and social/emotional behaviors.
- **Statewide Assessment Results** – State the results of the student's performance on the general state assessments in ELA, math, science, and social studies.
- **Pertinent Social Emotional Information** – Parents and teachers should be asked to contribute information of peer interaction, self-concept, behavior problems, and problems associated with perfectionism and underachievement. A social goal should be written for areas of concern.

General Student Information

Include initial or most recent evaluation information, strengths, parental concerns, district or statewide assessment results, student interests, health concerns, pertinent social emotional information, behavior concerns, and input from regular education teachers.

General Information About Student, including Student Interests:	
Strengths:	
Parent Concerns:	
Evaluation/Reevaluation Results:	
Input From Regular Teacher:	
Statewide Assessment Results:	
Pertinent social emotional information, including behavior concerns:	

Gifted/Talented IEP Part 4 of 6

Consideration of Special Factors

Special Factors are only addressed for students with disabilities. For students who are identified as gifted and/or talented that have a special factor need, this need should be addressed on the student's IAP (504 plan).

Consideration of Special Factors	
Behavior:	
Limited English Proficient:	
Communication Needs of Child:	
Instruction in and use of Braille:	
Assistive Technology Services / Devices - Please indicate AT devices used on the Accommodations Page:	
Health needs - IHP needs to be attached to IEP:	
After consideration by the IEP team, there are no special factors that need to be addressed at this time.	☐

Gifted/Talented IEP Part 5 of 6

Educational Needs

Using the information written in the General Student Information section, determine the educational needs areas in which special educational services are needed. For all students, not less than one goal must be written. The following two areas may be included:

- **Academic and/or Enrichment** – Needs may include differentiating or accelerating in the academic areas such as reading, written language, mathematics, music, visual arts, theatre, enrichment, etc.
- **Social** – Needs may include peer interaction, strengthening self-concept, underachievement, etc.

Gifted/Talented IEP Part 6 of 6

Instructional Plan

Instructional information such as present levels of student's academic achievement and functional performance, and annual measurable academic or functional goals for each educational need area in which special educational services are needed.

As with the paper forms, you may add as many goals to the IEP as is necessary.

Entering Goals

For each educational need/goal checked on the General Student Information page, an Instructional Plan page will be created. A goal can also be created by going directly to the Instructional Plan page using the IEP Forms drop down menu. The entire form displayed on the screen represents one goal. Once the form has been completed, you may add additional goals by clicking the Add New button. The previous entered goal will be saved and a new blank form will be displayed, ready to be completed. Continue this process until all goals have been entered.

Instructional Plan – Gifted/Talented IEP Part 1 of 3

Editing/Deleting Goals

As each goal is added to the IEP, a new row is added to the table at the top of the Instructional Plan form.

To edit a previously entered goal, locate that goal in the table and click Edit. The current page will be re-loaded with the previously entered goal data which can then be modified and re-saved.

To delete a goal from the IEP, click the Delete button.

Educational Need Area

Identify the educational need area(s) in which special education services are needed.

Content Area

Identify the content area e.g., math, reading, etc. (Optional)

Present Level of Academic Achievement and Functional Performance

The present level of academic achievement and functional performance is a written description of the student's current strengths, weakness, and learning styles. Based upon information from a comprehensive evaluation, these descriptions are both concise and meaningful, identifying a student's needs. This information should be a reflection of the performance or products the student has produced since the last IEP was written. Because the annual goals are based on the information contained in the present level of educational performance, it is the foundation of the IEP. The following are key components of the present level of educational performance:

- the baseline data needed to track the student's progress and for the progress report.
- the student's strengths, including the deficit areas. By including a description of what the student can do, one will know where to begin writing the annual goals and short term instructional objectives and where to begin the instructional program.
- specific weaknesses demonstrated by the student. The weaknesses should be stated in simple language that is free of educational jargon and which describes specific student behaviors.
- answers the question "What is the student doing now? How does the student perform today?
- gathers from formal and/or informal assessments and may include a description of behaviors in and out of school.
- reflects the results of the evaluation(s). These statements are based upon data acquired from administering a variety of diagnostic procedures such as, formal/informal test, observations, anecdotal records, and interviews. An explanation of any test score referred to in the present level of educational performance should be provided with the measurement tool identified.

- incorporates information regarding the student's learning style including a description of the techniques and/or materials that have proven particularly to be effective or ineffective.
- avoids statements of where, when, or how special education services will be provided. This information does not belong in this section of the IEP and cannot be determined until the goals and objectives are developed.

Measurable Academic/Functional Goal

Write an annual measurable academic and functional goal based on statements about the student's present levels of academic achievement and functional performance. Careful consideration must be given to address the student's specific needs. A goal statement must describe the specific behavior expected of the student for the duration of that IEP, and the goal **must be stated in measurable terms** so that each team member understands what is expected.

- The purpose of the annual goal is to describe what a child can reasonably be expected to accomplish within 12 months with specially designed instruction and related services. Annual goals enable the child to be involved in and progress in the curriculum. They are also intended to meet other educational needs that result from the child's exceptionality.
- Prioritize the student's needs by asking "What prerequisite skills/knowledge does the student need to close the gap between his/her present level of performance and the grade-level expectations?
- Goals must be standards-based. Repetition of a content standard, benchmark or grade level expectation as a goal is not appropriate nor is it standards-based. Nor is writing the goal to show progress on the progress monitoring system chosen by the district.
- Academic content areas should be separated (ELA, reading and/or math content areas should not be combined into one goal). Within content areas – it may be necessary to write more than one goal – for example in English language arts (reading) a student may have a need for phonological awareness, vocabulary building, reading comprehension, decoding, etc. and for Mathematics – basic math facts – addition, subtraction, multiplication, division, how to use a calculator, working word problems, following multi-step problems.
- What other areas are difficult for the child? What additional skills does the student need to be successful – socially, behaviorally, organizationally, etc.? Consider behavior, motor, social-emotional, communication, self-help. It must address appropriate activities for the preschool aged child. Emphasis should be placed, whenever possible, on the integration of all related service goals throughout the student's program.
- Goals set the direction for working with the child by providing a way of determining whether anticipated outcomes are being met, and whether placements and services are appropriate for the child's exceptional needs.
- The data collected through progress monitoring (e.g., grades, progress reports, behavior checklists, task analyses, teacher observation logs, etc.) shall be reviewed to determine the progress the student makes toward acquisition of the measurable annual goals and/or objectives/benchmarks. This same data will be used to support whether the student meets any of the criteria for ESY eligibility.

STANDARDS BASED IEPs

What steps do IEP Teams need to follow to develop effective standards-based IEPs?

- Step 1: Collect and examine materials for making data-based IEP decisions
    - Know the Content Standards, benchmarks and GLEs, (and the Extended Standards, as needed) for the student's enrolled grade
    - Current assessment data
        - Baseline data (how is the student performing)
        - State assessments (Individual Student Report)
        - Curriculum-based assessments (pre/posttests)
        - Student work samples – of student's writing, application type skills
        - Previous year's IEP
        - Other information (e.g., grades, discipline referrals, attendance reports, health info

- Step 2: Gather data to develop the general student information (GSI). To provide a summary of baseline information that indicates the student's academic achievement and to identify current functional performance.
    - Utilize multiples sources (e.g., state assessments (Student Reports [SR]); curriculum-based assessments (pre/posttests); formative and summative assessments; student work samples – of student's writing, application type skills; previous year's IEP; and other information (e.g., grades, discipline referrals, attendance reports, health info, AT Assessments).

- Step 3: Determine the student's performance level.
    - To provide a summary of baseline information that indicates the student's academic achievement.
    - To identify current functional performance
    - Conduct a gap analysis to determine where the student is... to where the student needs to go.
    - To provide an explanation of how the exceptionality affects the student's involvement/progress in participating in the general education curriculum,
        - for preschool children, as appropriate, to participate in age-appropriate activities
    - What prerequisite skills/knowledge does the student need to close the gap or achieve beyond between his/her present level of performance and the grade-level expectations? Or
    - What additional skills does the student need to be successful – socially, behaviorally, organizationally, etc.?

- Step 4: Write Measurable Annual Goals based on standards.
    - The purpose is to describe what a student can reasonably expect to accomplish in one school year.

- While maximizing on the student's strength(s), what is the area of need for that academic or social area.
- Step 5: Progress Monitoring
  - The data collected through progress monitoring (e.g., grades, progress reports, behavior checklists, task analyses, teacher observation logs, etc.) shall be reviewed to determine the progress the student makes toward acquisition of the measurable annual goals and/or objectives/benchmarks. This same data will be used to support whether the student meets any of the criteria for ESY eligibility.
  - A measurable goal has five parts:
    - WHO: the student
    - BEHAVIOR: what behavior or skill or task or strategy, etc., the student should have learned
    - CRITERION: to what level/degree should the student be able to perform the behavior, skill, task or strategy
    - CONDITIONS: under what conditions/what materials are needed to implement the goal
    - TIMEFRAME: in what length of time

- How many goals?
  - At least one goal for each educational area in which the student needs gifted and/or talented services.
  - Skills within each educational area must be considered. A student may need more than one goal in a given content area.
  - Some educational areas may be combined. A student may have communication and social needs that could be combined into one annual goal if the skills are related. On the web-based IEP, it does not allow the teacher to check more than one educational need area and only write one integrated goal. If an integrated goal is going to address more than one education need area a note should be made in the comment section of the program services page.

Method of Measurement

Select how the student's progress toward meeting the achievement of the goal(s) will be measured, such as by progress monitoring, rubric criteria, criterion referenced test, behavioral charting, or observation and charting by teacher(s) and parent(s). A goal may be measured by more than one method of measurement.

Instructional Plan – Gifted/Talented IEP Part 3 of 3

Date Goal Achieved

Fill in the actual date on which the annual goal was achieved by the student.

Personnel Responsible for Implementing Goal

Check the position(s) of the individual(s) who will implement the instructional program that addresses the annual goal. There may be one or more persons responsible for a particular goal and/or objective. These persons may include the special education teacher, regular education teacher, parent, student, speech/language pathologist, adapted physical education teacher, or other related service providers.

Emphasis should be placed on the integration of goals throughout the student's program.

Program Services

Services

If special education services are provided weekly, only one time frame and one service grid needs to be completed. If services are provided less than weekly, a secondary service grid must be completed. Use the link "For services provided less than weekly" to access the secondary services grid. A second time frame may be accessed to identify the special education services if the student is on a block schedule and **the school schedule changes each semester** or if the student is transferring to another school at the end of a semester and the schedule at the receiving school is different from the sending school. To

access the secondary time frame, click on "For services provided in another time frame". If services are provided less than weekly in the secondary time frame, use the link "For services less than weekly" to access the secondary service grid.

Time Frame Name

If both time frame service grids are being used then the time frame must be named e.g., Jan- May 08, or Fall 2009, Spring 2010 (this name will appear on the LRE page for each time frame. It is only necessary to name the time frame if both grids are used). If the student's schedule does not change from one semester to another, do not name the Time Frames and complete only the first section of the Time Frame service grids.

Student's Total Instructional Day

List the minutes in the student's total instructional day. This number does not include meals, recess, or transportation. The total instructional day should be comparable to the length of the instructional day for non-disabled students. Any variation from this requirement must be documented on the student's IEP. (Refer to the local Pupil Progression Plan for details regarding required minutes per day for instruction in the local education agency.) The number of minutes in a student's instructional day must be entered in order for the LRE to be calculated.

Student Attends ___ # of Day(s) Per Week

The default in this box is 5 days a week. Reasons why a number fewer than 5 may be chosen (i.e., a school may be open only 4 days a week, a student, especially preschool aged students only attends school 1-2 times a week).

Date to Begin

Indicate the actual date the student will begin to receive special education service(s).

Duration

In the weekly service time frame indicate how long (e.g., one year, two months) these services will be provided (duration).

Indiv/Group

Indicate by selecting I, G, or Both to indicate whether services will be delivered on an individual basis, in a group or both. If the student is receiving special instruction in the classroom select NA.

Where student will receive special education services

For weekly services, indicate the actual minutes per day/sessions per week of direct and/or related special educational services the student will receive in each actual location regular class, community and/or special class. For less than weekly services, indicate the actual minutes per session (monthly or yearly) of services the student will receive in each actual location regular class, community, or special class. If a student is attending school less than 5 days per week, the number of sessions per week cannot be greater than the number of days the student is attending school.

Total Number of Minutes in Special Setting per week

The number of minutes in special class is automatically calculated for the teacher/provider in each time frame service grid, thus automatically calculating the Least Restrictive Environment for the teacher for each time frame service grid on the Placement/Least Restrictive Environment form.

Trigger Date

The trigger date is the date the second time frame grid goes into effect. If the Least Restrictive Environment (LRE) status changes with the second grid, the LRE will change in SER on the trigger date (see **Placement/Least Restrictive Environment** for more information).

Where to put the minutes

- If special instruction is provided in the student's regular education class, indicate the minutes in the *regular class* section. A paraprofessional assisting a special education student(s) in the regular education class cannot be counted as special education instruction. The gifted teacher also serving as the regular education teacher cannot be counted as special education.
- If the student is "pulled out of the regular class" to receive services indicate the minutes in the *special class* section.

Program Services – Gifted/Talented IEP Part 1 of 3

How to complete this section for services provided weekly:

1. Name the Time Frame, i.e., Jan-May 16, or Fall 2016, etc. This name will appear on the LRE page for each time frame.
   a. If the student's schedule does not change, do not name Time Frame and complete only the first section of the Time Frame.
2. Enter student's total number of daily instructional minutes.
3. Select the number of days a week the student attends school. The default is 5.
4. Select a service using the drop down menu.
5. Enter the Date to Begin, the actual date the student will begin receiving special education services.
6. Enter the Duration, the length of time the student will receive the service.
7. Indicate Individual or Group. Enter *I* if the student will receive special education services on an individual basis. Enter *G* if the student will receive special education services in a small group setting or *BOTH* or *NA* if the student will receive special education services in a classroom setting.
8. Enter Where the student will receive services, the location where the student will receive services.
   a. **Regular Class** – Special education teacher/provider goes to the student's regular classroom to provide the service.
   b. **Community** – Teacher and student go out into the community or services are provided in the community.
   c. **Special Class** – Student is pulled out of the regular class to receive special education services or receives services in a resource or self-contained classroom.

9. Enter the actual number of minutes per day and the number of sessions per week the student will receive special education services under the appropriate location.
10. Repeat steps 3-8 for every service chosen.

If the student's schedule does change from one semester to another, name the two Service Grids and complete both. Remember the duration of services in each time frame grid should be less than 1 year.

How to complete this section for services provided less than weekly:

1. Click on "Services Provided Less than Weekly" at the bottom of the Weekly Time Frame.
2. Select a service using the drop down menu.
3. Enter the Date to Begin, the actual date the student will begin receiving special education services.
4. Enter the Frequency by selecting Monthly or Yearly.
5. Indicate Individual or Group. Enter *I* if the student will receive special education services on an individual basis. Enter *G* if the student will receive special education services in a small group setting or *BOTH* if the student will receive special education services in both an individual and group setting.
6. Enter Where the student will receive services, the location where the student will receive services.
   a. **Regular Class** – Special education teacher/provider goes to the student's regular classroom to provide the service.
   b. **Community** – Teacher and student go out into the community or services are provided in the community.
   c. **Special Class** – Student is pulled out of the regular class to receive special education services or receives services in a resource or self-contained classroom.
7. Enter the actual number of minutes and the number of sessions per month or year the student will receive the special education service under the appropriate location or locations.
8. Repeat steps 2-7 for every service chosen.

If the student's schedule does change from one semester to another, name the two Service Grids and complete both. Remember the duration of services in each time frame grid should be less than 1 year.

The number of minutes in special class is automatically calculated for the teacher/provider in each time frame service grid.

For a student aged 6-21

For the location of instruction/services, IEP team members should consider the following:

- Where would the student attend school if he or she did not have an exceptionality?
- Based on IEP goals, what instructional setting(s) would support the achievement of these goals?

For a student aged 3-5

For the location of instruction/services, the IEP team should consider the following:

- What programming and/or placement(s)/service(s) options are necessary to meet the student's identified needs while providing meaningful opportunities for interactions with peers with exceptionalities?

Adding Additional Services

The form allows the user to add up to four services. However, additional services may be added to the IEP. To add additional services, click the Add New tab at the top of each Time Frame.

Services									

Time Frame Name: [   ]

Student's Total Instructional Day (Minutes [0])

Student Attends School [5 ▾] Day(s) Per Week

+ Add New

	Services	Date to Begin	Duration	Indiv / Group	Where student will receive special education services					
					Regular Class		Community		Special Class	
					Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
delete	-- SELECT ONE -- ▾			▾						
delete	-- SELECT ONE -- ▾			▾						
delete	-- SELECT ONE -- ▾			▾						
delete	-- SELECT ONE -- ▾			▾						

Total Number of Minutes in Special Setting per week: [0]

For services provided less than weekly

Program Services – Gifted/Talented IEP Part 2 of 3

Comments

This box should be used to add any additional information that the IEP team feels is needed to clarify a student's instructional program. If a student will be receiving consultative services less than once a month, a statement must be added to the Comments box. If the student is receiving special education services due to a disability and is also receiving gifted or talented services, all gifted and talented services should be noted in the Comments box instead of in the Time Frame.

Special Transportation

Indicate any kind of special transportation required. Special transportation should always be defined on the IEP to the extent that this service is provided in a manner that is unique and exceeds transportation requirements for students. As with other services, the IEP team should recommend

transcription services in the least restrictive, most appropriate mode available; the services must be at no cost to the parents. (Examples include lift equipment for students using a wheelchair, special attendant, and safety vest.) A description should be provided in the Comments box.

Comments:

Supports Needed for School Personnel (Describe):

SPECIAL TRANSPORTATION

○ No   ○ Yes (pick from the list below or describe)

-- SELECT ONE --

Extended School Year Services (ESYS)

Criteria for Consideration: (Check all that apply)	
☐ Regression - Recoupment	
☐ Critical Point of Instruction 1	
☐ Critical Point of Instruction 2	
Special Circumstances	
☐ Employment	
☐ Transition to Part B (Preschool)	
☐ Transition to Post-School Outcomes	
☐ Excessive Absences	
☐ Extenuating Circumstances	

Program Services – Gifted/Talented IEP Part 3 of 3

Placement/Least Restrictive Environment

This section does not apply to gifted and talented students.

Placement/Service Determination Checklist

Time Frame A	Time Frame B
There is not a continuum of services for gifted/talented students.	There is not a continuum of services for gifted/talented students.
☐ Inside the regular class 80% or more of the day.	☐ Inside the regular class 80% or more of the day.
☐ Inside regular class between 40%-79% of the day.	☐ Inside regular class between 40%-79% of the day.
☐ Inside regular class less than 40% of the day.	☐ Inside regular class less than 40% of the day.
☐ Separate School	☐ Separate School
☐ Residential Facility	☐ Residential Facility
☐ Hospital / Homebound	☐ Hospital / Homebound
☐ Correctional Facilities	☐ Correctional Facilities
☐ Parentally Placed in Private Schools	
Document the educational benefit for the placement if not Inside regular class 80% or more of the day.	Document the educational benefit for the placement if not Inside regular class 80% or more of the day.

Placement/Least Restrictive Environment – Gifted/Talented IEP Part 1 of 5

Preschool Setting

Check the setting in which a child aged 3-5 receives special education and related services.
There is not a continuum of services for gifted/talented students.

Time Frame A	Time Frame B
Attends Regular Early Childhood Program at least 10 hours per week	
☐ Receives majority of hours of special education and related services in the regular early childhood program	☐ Receives majority of hours of special education and related services in the regular early childhood program
☐ Receives majority of hours of special education and related services in some other location	☐ Receives majority of hours of special education and related services in some other location
Attends Regular Early Childhood Program less than 10 hours per week	
☐ Receives majority of hours of special education and related services in the regular early childhood program	☐ Receives majority of hours of special education and related services in the regular early childhood program
☐ Receives majority of hours of special education and related services in some other location	☐ Receives majority of hours of special education and related services in some other location
Attends Special Education Program (not in any regular early childhood program)	
☐ Separate Special Education Class	☐ Separate Special Education Class
☐ Separate School	☐ Separate School
☐ Residential Facility	☐ Residential Facility
Attends neither a regular early childhood program nor a special education program	
☐ Receives majority of special education and related services at home	☐ Receives majority of special education and related services at home
☐ Receives majority of special education and related services at service provider or other location	☐ Receives majority of special education and related services at service provider or other location

Placement/Least Restrictive Environment – Gifted/Talented IEP Part 2 of 5

Site Determination

This section does not apply to gifted and talented students.

Progress Reports

Progress reports must be sent to parents describing the progress towards the achievement of the academic and functional goals. This report goes to the parents at the same time as the issuance of report cards of the local education agency. Enter the number or weeks that correspond either four and one half (4½), six (6) or nine (9).

Progress Reports

The LEA assures that the program and services described in the IEP will be provided. The schedule for describing the progress towards achievement of the academic and functional annual goals will be every ⬚ weeks, concurrent with the issuance of report cards.

Placement/Least Restrictive Environment – Gifted/Talented IEP Part 3 of 5

Parent/Student Consent for Services

If this is an **INITIAL** IEP, written parental consent (parent signature) is required prior to special education and related services are provided. The IEP cannot be made OFFICIAL without the parent's signature. See **Placement/Least Restrictive Environment Part 4a of 5**. If the parent refuses services, the draft IEP must be deleted from SER. A copy of the draft IEP with the parent indicating refusal may be kept on file for documentation.

Parent / Student Consent for Services

☐ I give consent for the initial provision of special education and related services.
☐ I understand that if I disagree with any services or the placement described on the IEP, I can pursue a solution to my complaint through the state's written dispute resolution options.

☐ Parent / Student did not attend the **Review** IEP/SP Team meeting.

| Parent / Guardian / Surrogate Parent / Competent Major / Student Signature | Date |

* Signature required for the **initial** provision of services
* Parents should initial and date in the IEP Participant box on the GSI page if they attended an IEP team meeting where the IEP was amended.

Placement/Least Restrictive Environment – Gifted/Talented IEP Part 4a of 5

For **REVIEW** IEPs, the parent/student is an IEP team participant but does not sign consenting to continue services. See **Placement/Least Restrictive Environment Part 4b of 5**. The district is responsible for the provision of FAPE. If the parent/student disagrees with the special education and related services or the placement described on the IEP, the parent has the right to pursue a solution to their complaint through the state's written dispute resolution options.

Parent did not attend the Review IEP Team meeting.
Check the box – *Parent/student did not attend the review IEP Team meeting* – if the parent did not respond to the notice letter or other attempts to schedule the IEP Team meeting or did not attend the Review IEP Team meeting.

Placement/Least Restrictive Environment – Gifted/Talented IEP Part 4b of 5

Revocation of Consent
The revocation of consent does not apply to gifted and talented.

Supporting Documentation

In the course of a student's IEP, additional forms may need to be completed and attached to the IEP. Click on the link to access the appropriate form. All forms are in PDF format. If the forms are highlighted, they can be downloaded, completed, and then uploaded using the attachment feature. Other forms can be completed and then uploaded using the same attachment feature. See **View Attachments** for more information.

ODR Approval

The official designated representative of the LEA must provide a dated signature indicating the LEA will provide the services as described on the IEP and provide his position title.

Supporting Documentation		
Have the following documents been included in the IEP folder?		
LEAP Alternate Assessment Participation Criteria, Level 2 (LAA 2)	○ Yes	○ N/A
Individual Healthcare Plan	○ Yes	○ N/A
Individual Prescription for Instruction (get copy from advisor/school guidance counselor)	○ Yes	○ N/A
Individual Graduation Plan (current IGP has been uploaded in the attachments feature)	○ Yes	○ N/A
Parental Consent form for Connections for 8th graders (get signed copy from SBLC team)	○ Yes	○ N/A
Summary of Performance Criteria Form	○ Yes	○ N/A
Parental Consent form for Medicaid Billing	○ Yes	○ N/A
Individual Graduation Plan for LAA 1 Students	○ Yes	○ N/A
Educational/Career Plan for LAA 1 Students	○ Yes	○ N/A
Behavior Intervention Plan	○ Yes	○ N/A
Communication Plan	○ Yes	○ N/A
Assistive Technology Consideration Checklist	○ Yes	○ N/A
Assessment Approval Form	○ Yes	○ N/A

ODR Approval	
Officially Designated Representative of Local Education Agency Signature	Date

Placement/Least Restrictive Environment – Gifted/Talented IEP Part 5 of 5

Additional IEP Forms

Additional IEP forms can be added to the IEP Forms list selection. Click the Add/Delete Forms to IEP link. Check the box next to the form you want to add to the IEP Forms list then click Save.

Add Form to IEP Part 1 of 4

Save **Cancel**

Click to add or remove forms from this IEP
note: Some forms cannot be removed.

☑ Progress Reports

WARNING:
Removing a form will delete that form's data permanently.

Add Form to IEP Part 2 of 4

SER Indiv~~idualized Education Program~~
1. General Student Information
2. Instructional Plan
3. Program Services
4. Placement / Least Restrictive Environment

IEP Forms   5. Progress Reports

Add Form to IEP Part 3 of 4

Add Form to IEP Part 4 of 4

Additional forms can also be deleted from the IEP Forms list selection. A warning message is displayed at the bottom of the window indicating that removing a form will permanently delete the form's data.

To delete the form, click the Add/Delete Forms to IEP link. Un-check the box next to the form you want to delete from the IEP Forms. Another warning message will be displayed to confirm that the form should be deleted. Click Ok to confirm the form should be removed, then click Save.

Delete Form from IEP Part 1 of 3

Delete Form from IEP Part 2 of 3

1. General Student Information
2. Instructional Plan
3. Program Services
4. Placement / Least Restrictive Environment

to protect student privacy per RS 17:3914, refrain from using studen

tudent Information

P: Gifted/Talented - Review

:ing Date:

ade: 7th - Seventh

Delete Form from IEP Part 3 of 3

Progress Reports

A Progress Report is generated for each Goal with on the Instructional Plan of the IEP. This is identified as *Existing Instructional Plans*. For each Reporting Period additional data relative to the goals can be added to the subsequent progress report by clicking *ADD NEW*.

If a change needs to be made to the goals and objectives on the Instructional Plan, the IEP will need to be amended.

The Edit Progress link next to an Instructional Plan Goal switches between the progress reports and displays the information from the Instructional Plan.

The following data is pulled from each goal on the Instructional Plan and displayed for informational purposes, not available for edit.

- Educational Need Area
- Goal
- Content Area
- Method of Measurement
- Additional Methods of Measurement
- Date Goal Achieved

Baseline Data

Baseline data is basic information (where the student is performing as identified in the academic achievement and functional performance section on the instructional plan) gathered BEFORE

instruction begins. It is used later to provide a comparison to assessing instructional impact. If the goals are vaguely defined or undefined, it will be difficult to know what kind of baseline data to gather.

Progress by Reporting Period

- For each reporting period, the following data is collected for Progress Reports:
    - **Reporting Periods** - (4½, 6, or 9 week periods - this is concurrent with issuance of report cards)
    - **Date of the Reporting Period** - (date of the end of the 4½, 6, or 9 week period)
    - **Progress Towards Goals** - (select one of the options in the drop down box – whatever option chosen should reflect the difference between baseline data and current data.)
        - Not addressed
        - Insufficient progress
        - Sufficient progress
        - Achieved
        - Generalized
    - **IP** (Insufficient Progress) **Reason** (if Needed) - - (if the student is making insufficient progress toward attaining the goal or short-term objectives indicate what the possible reasons may be. "Other" reasons may be added.)
        - Frequent Absences
        - Medical/Health
        - Missing class assignments
        - Missing Homework assignments
        - Lack of preparation
        - Behavior interfering with progress
        - Lack of motivation/participation
        - Other (identify)
    - **Conversation with Parent Needed?** - (Does the teacher feel a conversation with the parent is needed because the student is not making sufficient progress? If yes, it is the teacher's responsibility to follow up on contacting the parent. This conversation can take place by telephone, person-to-person meeting, email, etc.)
    - **Current Data** - (shows how much progress the student has made since the baseline data was gathered and is reflected in the choice the teacher made above in **Progress Towards Goals**)
    - **Comments** - any comments the special education teachers wish to add.

Teacher Signature(s) and date when the Progress Report was sent
(More than one teacher's name can be added on this line.)

Any teachers responsible for implementing a goal on the instructional plan may add information on the progress report. Each teacher should take care not to delete any information a previous teacher has entered.

Validation

IEP Form Validation

Before an IEP can be made Official, it must first be validated to ensure that all required information has been entered and all business rules have been met. Each IEP form is validated individually. If a form is complete and does not require attention, a green check will be displayed next to the form name. Forms that have not passed validation are indicated by a red X next to the form name. An error message(s) is displayed below the form name explaining the error(s). To correct the errors, navigate directly to a form by clicking on the form name or by selecting the appropriate form from the IEP Forms drop down menu. Once all errors have been resolved, a button is displayed allowing the IEP to be made Official.

IEP Fields to move to SER

The information displayed here shows which data elements from the IEP will be submitted to SER. If a user does not have access to submit SER data, the IEP can still be made official. However the data will not move to SER until done so by an authorized user. In addition, all SER business rules must be satisfied before the information can be moved to SER.

IEP Form Validation

Official IEPs

Before an IEP can be official, all form data must be validated (see **Validation** for more information). Once validated, a Make This IEP Official button is displayed at the bottom of the screen. Clicking this button will signify the form is finished and change the IEP status should be changed to Official or Amended – Official.

SER Individualized Education Program 🔄 ❓ LA Department of Education

IEP Forms   - IEP Forms Validation -   ▼ ➡️

System:	Bossier Parish	Student Name:	SAMPLE, FIRSTNAME	Grade:	2nd - Second
Meeting Date(s):	1/1/2007	DOB:	6/23/1986	Local Id:	9805590

IEP Form Validation ❓

✅ **1. Transition Services**

✅ **2. General Student Information**

✅ **3. Instructional Plan**

✅ **4. Accommodations**

✅ **5. Program / Services**

✅ **6. Placement Least Restrictive Environment**

✅ **7. Site Determination**

✅ **8. IEP Amendments**

Make This IEP Official

IEP Fields to move to SER ❓

Team Meeting Date:	1/1/2007
Type:	Initial
Parent Decision:	Approved
Parent Sign Date:	1/1/2007
Placement Determination:	Inside Regular Class 80% or More of Day
Current Grade:	2nd - Second
Other School Attending:	
Community Based Services:	No
LEAP Code:	LEAP / iLEAP / GEE

Official IEP

If the user also has access to submit IEPs to SER, a Submit to SER button is displayed at the bottom of the screen. Clicking this button will submit the IEP and move the IEP fields to SER.

Submit to SER

Request Change

This button, located on the General Student Information Form, allows a user to request to change the Team Meeting Date after an IEP is made official. The request is submitted to LDOE where it is either approved or refused. The user should provide a detailed explanation as to why the team meeting date should be changed.

Request Change Button

How to submit an IEP change request:

5. Click the Request Change button.
6. Enter the new Team Meeting Date requested.
7. Enter a detailed explanation why the Team Meeting Date should be changed.
8. Click the Submit Change Request button.

IEP Change Request

A user can view submitted IEP change requests under the Tools menu.

User Tools Menu

Amendments

An amendment occurs when an IEP requires changing after it has been made Official. To re-open an IEP for amendment, click the View link of an Official or Amended-Official IEP.

View IEP

Initially an Official IEP displays as read-only, meaning none of the fields are editable. Clicking the Amend button will re-open the IEP and allow the forms to be changed.

NOTE: The Team Meeting Date may not be changed during an amendment. A change to the Team Meeting Date requires a new IEP.

Alternately, the user may add a Date Goal Achieved to individual Goals/Objectives on an Instructional Plan without re-opening the IEP for amendment.

Amend Button

An amended IEP will be in one of two statuses:
- Amended – Draft
- Amended - Official

As soon as an IEP is re-opened for amendment, the status changes to "Amended – Draft". This indicates that the IEP is currently editable. Once all changes have been made to an Amended – Draft IEP, it must be made Official. Before an amended IEP can be made Official, the user is required to document their changes on a form level basis. This is done by selecting "Form Amendments" from the IEP Forms drop down menu. The Form Amendments screen displays the Parent Contact Method, which IEP Form was amended, Explanation, and Date of each IEP Form changed. The user must indicate how the parent was informed of the IEP change and, for each form changed, include an explanation of what data was changed and why. This must be done for each form changed during a particular amendment. All IEP Forms must meet the validation and business rules before the IEP can be made Official.

After validating the amendment, clicking the Official/Signed button changes the status to Amended-Official. This indicates the IEP can no longer be modified, however it contains one or more changes from the original IEP.

IEP Forms modified during prior amendments are also displayed. However the Parent Contact Method and Explanation for those changes cannot be modified.

Form Amendments Part 1 of 2

Form Amendments Part 2 of 2

IEP Forms Version History

For a more detailed look at form changes, the IEP system includes the ability to compare all changes made to an IEP Form down to the individual field level. To view changes made to a particular IEP form, the user simply selects a form and which version to compare. This provides a side-by-side view of the changed fields between the version selected and the previous version.

Getting to the IEP Forms Version History

To access the IEP Forms Version History:

5. Select a student using the Student Search page (see **Student Search**).
6. Navigate to the IEP Forms link.
7. Click Print next to the IEP Form to open a new pop-up window.
8. Within the pop-up window, click IEP History.

IEP Print

IEP History

Using the IEP Forms Version History

Using the drop-down menu, select an IEP Form. Wait for the page to refresh. If a list labeled Sub Form ID appears, this indicates that there are several entries of the specified Form, i.e., Instructional Plan, which all contain version information. If no Sub Form ID list appears, skip to **Obtaining Version Information**.

Version History

Sub Form ID

Selecting a Sub Form ID

Deciding which ID to choose can be difficult, because the nature of a sub-form is such that it can only be uniquely identified by a number. This can be confusing to the user, because the sub-form is not identified as such on the IEP. The most recently added sub-forms are listed first. Therefore, some knowledge of the period in which it was added can help. Selecting the first version of the sub-form

should generally provide a field that can identify the sub-form, i.e., Educational Need Area of an Instructional Plan. See **Obtaining Version Information** to learn how to view the versions.

Once the desired sub-form is located, version information can be investigated. In some cases, however, a 'More Detail' link may appear. To learn more about the More Detail link, see **Viewing More Detail**.

History Compare

Obtaining Version Information

Once an IEP Form, and in some cases a Sub Form ID, is selected, the list of Versions will be accessible. The Versions are numbered from earliest to latest. The list shows which user modified the IEP (thus creating a new version) and displays the date and time the specific version was created. In the example below, version 3 is selected. As shown in the figure Version Information, 'Current Grade' was the only field modified.

Select a Version

Version Information

Viewing More Detail

When a 'More Detail' link appears, this indicates that the selected sub-form has yet another sub-form which may have multiple entries, i.e., Instructional Plan – Measurable Short-Term Objectives or Benchmarks. The figure History Relationship shows the relationships between different sub-forms in an IEP.

More Detail

History Relationship

When the 'More Detail' link is clicked, a page is displayed showing a list labeled by the type of sub-form selected. Choose either to return to IEP Forms History or choose the desired sub-form. Once a sub-form is chosen, a list will appear to choose a Sub Form ID again. In the example above, this would be the ID of the desired 'Goal'.

Refresh Buttons

Each list on the History page contains a refresh button [icon] which can be used to refresh all lists and/or version information. This will reset any lists below the refresh button clicked. This is useful if an IEP Form has changed. A user may have both the History window and the respective IEP Form open at the same time, so if the IEP Form is changed, the user does not have to close and reopen the History window to view changes.

Amendment Versioning

Each time an amendment is made to an IEP, a complete copy of that IEP is created. This allows the user to view all previous versions of that IEP.

Services Plans (SP)

A Services Plan Form is used for students with disabilities to document special education services provided in non-public schools. If a school system opts to provide services to a G/T student, a Services Plan may be used to document services but it cannot be entered into SER.

Through the consultative process, the LEA and the designated representative of the nonpublic school will determine what special education and related services the student will receive.

Transition Services

The Transition form is optional for students on an SP. It should be completed no later than the first SP to be in effect when the student turns 16 years of age or younger, if determined appropriate by the SP team, and updated annually. If the student does not require transition services, check "None". Checking "None" will disable the fields on the form.

Date of Student Invitation:

Date and means of informing the student that the transition meeting was scheduled.

Method of Student Invitation:

Refers to the method of student invitation, i.e., letter, in person (verbally). If the student was notified verbally, it must be documented in the student's IEP folder contact log.

Anticipated Exit Date:

Date the IEP/transition planning team expects the student to exit school.

SP – Transition Services Part 1 of 4

Postsecondary Measurable Goals

Appropriate measurable postsecondary goals are outcomes that occur after the student has left high school. Measurable postsecondary goals are based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. These goals articulate what the student would like to achieve after high school taking into account the student's strengths, preferences and interests.

- **Training or Education Goal:** *A measurable post school outcome goal is required. It can be either a Training and/or Education goal.*
  Training – This goal would be written to address the type of training a student would need if the student was interested in short-term employment training (i.e., Workforce Investment Act, Job Corps); Vocational Technical School (less than a two year program).
  Example: After high school Lisa will receive job readiness training through a vocational rehabilitation service provider in her community.

  NOTE: A goal stating the student will complete high school with either a regular diploma or a certificate of achievement would NOT be appropriate, because they are NOT postsecondary goals.

  Education – This goal would be written to address the type of postsecondary education program a student would need to attend to reach his or her long-term goal, i.e., Community or Technical Colleges (two year programs); College/University (four year programs); Continuing Education.
  Example: After the completion of high school, Shelly will enroll in courses at Bayou Community College.

- **Employment Goal:** This goal would be written to address employment. This would include both paid (competitive, supported, sheltered) and unpaid employment including employment in the military and volunteer work.
  Example: After high school, John will work at part time at the local pet store.

- **Independent Living Goal (if applicable):** This goal would be written to address adult living, daily living, independent living, financial, transportation, etc. This area should be completed based on the individual/functional needs of the student.
  Example: After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.

Transition Assessment(s):

Transition assessments should consist of multiple assessments utilizing both formal and informal tools such as interest inventories, behavioral assessment, statewide assessment, career readiness tests, self-determination assessments, transition planning inventories, teacher/parent observation, interviews and questionnaires, curriculum based assessments, and situation assessments. It is best practice to use more than one assessment to gather information about the student's preferences and present level of performance. These assessments should address the student's career interests, vocational skills, employability, independent living skills, self-advocacy and other preferences and interests. Documentation of the transition assessment(s) **must** be kept in the SP folder.

Postsecondary Goals

Measurable Postsecondary Goals (Outcomes that occur after the student has left high school.)

Training or Education Goal:

Employment Goal:

Independent Living Goal:
(if applicable)

Transition Assessments

List the multiple assessments used to address the student's career interests, vocational skills, employability, independent living skills, self advocacy and other preferences and interests. Assessment documentation must be included in IEP folder.

SP – Transition Services Part 2 of 4

Transition Services/Action Steps

Transition services are a set of related activities that assist the student in working toward his/her postsecondary goal. Assistive technology should be considered when appropriate. These are the

services the student may require in order to achieve the preferred lifestyle. **Information must be entered into every box.**

- **Instruction/Related Services**
  - o Instruction may include but is not limited to specific skills needed to complete courses or succeed in the general curriculum. Assistive technology needs should be addressed, if applicable.
  - o Related Services are services that the student may need to benefit from special education while in school and/or as the student enters the adult world. (They are the same related services that students have always received). Examples include, but are not limited to, speech therapy, transportation, occupational therapy, physical therapy, counseling, career counseling, etc. Assistive technology needs should be addressed, if applicable.

- **Community Experiences**
  Experiences that are provided outside of the school building or in community settings. Examples include, but are not limited to, community-based work experiences and/or exploration, job training, banking, shopping, transportation—bus lines, drivers education, and recreation activities. Experiences provide the student the opportunity to become integrated and/or functional within the adult world environment. Community Experiences are those instructional experiences/lessons occurring in the community or in a natural environment.

- **Employment and Post-school Adult Living**
  Activities that a student needs to successfully achieve post-school goals. Examples include, but are not limited to, skills/services leading to a job/career, registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as Social Security Income (SSI).

- **Functional Vocational Evaluation and Daily Living Skills**
  - o Daily Living Skills – Life skills that are necessary for personal independence such as eating, dressing, mobility, etc. Activities can include meal preparation, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.
  - o Functional Vocational Evaluation – An assessment process that provides information about job/career interests, aptitudes, and skills. Information may be gathered through situational assessment, observations or formal measures, and should be practical. This area should be completed based on the individual/functional needs of the student. Examples include, but are not limited to, community-based work experiences and/or exploration, job training, banking, shopping, transportation—bus lines, drivers education, and recreation activities. Experiences provide the student the opportunity to become integrated and/or functional within the adult world environment.
  NOTE: If this section is not applicable to the individual student, then enter NA in the appropriate boxes.

Action Steps

Action steps are required for ALL areas. The Functional Vocation Evaluation and Daily Living Skills area should be completed based on the individual/functional needs of the student.

- **School Action Steps**
  School Action Steps are activities the school will conduct in the current year to provide a needed transition service in a specific area.

- **Student Action Steps**
  Student Action Steps are the transition steps the student will accomplish in the current year they are part of achieving the postsecondary goals.

- **Family Action Steps**
  Family Action Steps are transition activities the family has agreed to participate in during the current year to provide a transition service directed at fulfilling the postsecondary goals.

  NOTE: If the family did not participate, justification must be written on the SP. Supporting documentation would include but is not limited to call logs, parental notification, certified letters and must be kept in the student's SP folder.

- **Agency Action Steps**
  Agency Action Steps are services to be provided in the current year, either by or with an adult agency, to support the student in achieving postsecondary goals.

  NOTE: If the agency did not participate or if the parent/student did not provide consent for agency participation please state either "The agency did not attend." or "The parent/student did not give consent for invitation" on the SP. Supporting documentation would include either the agency invitation, or the denial of consent notice. A copy must be kept in the student's SP folder.

Other Actions for Agency Linkages

When needed, if a participating agency does not attend, document other actions for agency linkages.

If an agency did not attend a meeting in which transition services were being planned, list the other attempts at agency linkages, i.e., transition fact sheets, telephone conferences, follow-up letters, a separate meeting, agency brochures, transition or employment fair information, etc.

Type of Exit Document

The type of exit document the student is pursuing.

Expected Number of Years to Graduate/Exit

The number of years remaining until the student graduates/exits.

When Needed, if a Participating Agency Does not Attend, Document Other Actions for Agency Linkages:	
Type of Exit Document:	-- SELECT ONE -- ▾
Expected Number of Years to Graduate/Exit:	-- SELECT ONE -- ▾

SP – Transition Services Part 4 of 4

General Student Information

Type of SP

Initial – Developed for an exceptional student who has met criteria for one or more exceptionalities outlined in the Pupil Appraisal Handbook, and who has never received special educational services from an approved Louisiana school/ program through a Services Plan.

Review – Reviewed and revised at least annually or more frequently to consider the appropriateness of the program, placement, and any related services needed by the student.

Team Meeting Date

Date of the meeting to develop or review the SP. The Team Meeting Date is the date the SP Team met to discuss the student's SP and not the date the parent signs the SP.

Current Grade

The grade the student is currently enrolled in at the time of the SP Team meeting.

Home Based School

School in which the student is currently enrolled as identified in SER.

Other School (System)

Any other school the student currently attends.

SER Individualized Education Program   LA Department of Education

IEP Forms   2. General Student Information   →   ⚠ Validate   ✓ Official / Signed   ✕ Delete

System: Terrebonne Parish   Student Name: LAST-1684579, FIRST   Grade: add/delete forms to IEP
Meeting Date(s):   DOB: 11/21/1994   Local Id: 000000000

In order to protect student privacy per RS 17:3914, refrain from using student name, date of birth, and other personally identifiable information.

General Student Information

Type of IEP:	-- SELECT ONE --
Team Meeting Date:	
Current Grade:	-- SELECT ONE --
Home Based School:	Terrebonne High School (055036) Edit
Other School Site:	Edit

SP – General Student Information Part 1 of 6

Reevaluation SP

If the reevaluation is being held at the time of the SP, check this box. If pupil appraisal identifies an additional exceptionality and the exceptionality needs to be added at the time of the SP, checking this box will allow you to add the additional exceptionality. The detail codes in SER and on the SP must match in order to submit to SER.

Exceptionality

Primary – This is the exceptionality as determined by the multidisciplinary evaluation conducted by pupil appraisal and as identified in SER.

Other – This identifies any other exceptionality identified by the multidisciplinary evaluation.

Detail Code(s) – These are the exceptionality detail codes as identified in SER. The detail codes are the identifiers of the impairment. The detail codes in SER and on the SP must match in order to submit to SER.

Evaluation

☑ **Reevaluation IEP** - Checking this box will allow you to change the evaluation information. Before the IEP can be submitted to SER the evaluation must match the information in SER.

Individual Evaluation / Waiver Date: 5/6/2014

Exceptionality

Primary:
Multiple Disabilities

Detail(s)
☐ Autism
☐ Visual Impairment - Blindness
☐ Hearing Impairment - Deafness
☐ Emotional Disturbance
☐ Intellectual Disability - Moderate
☑ Intellectual Disability - Severe
☑ Orthopedic Impairment
☐ Other Health Impairment
☐ Traumatic Brain Injury
☐ Unavailable prior to 8/1/2005 - Expired Code
☐ Intellectual Disability - Profound - Expired Code

Other:
-- SELECT ONE --

Other:
-- SELECT ONE --

Other:
-- SELECT ONE --

Other:
-- SELECT ONE --

SP – General Student Information Part 2 of 6

SP Participants

SP team members who attend the conference should sign and state their positions such as parent, principal, supervisor, educational diagnostician, regular education teacher, special education teacher, or other agency personnel. Their signatures do not imply agreement with the SP. An officially designated representative of the local education agency **must be** in attendance at the meeting. In regards to a Services Plan, a representative of the religious or other private school should attend each meeting. If the representative cannot attend, the LEA shall use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.

Age of Majority

Check this section if the parents and/or students have been notified that, beginning at least one year before the student reaches eighteen years of age. The student must be informed that his or her rights under Part B of the Act will transfer to his or her unless the student has been determined incompetent.

Louisiana's Educational Rights of Children with Disabilities

Check this section if the parent and/or student has received a copy of the Educational Rights Booklet, and opportunity for an oral explanation of the evaluation results.

SP Participants			

+ Add New

	IEP Member	Name
delete	ODR	
delete	-- SELECT ONE --	
delete	-- SELECT ONE --	
delete	-- SELECT ONE --	
delete	-- SELECT ONE --	
delete	-- SELECT ONE --	

Age of Majority:	☐	Beginning at least one year before reaching the age of majority, I (my child) have been informed that my (his or her) rights under the act will transfer to me (my child) on my (his or her) reaching the age of majority.
Education Rights of Children with Disabilities:	☐	I have received a copy of the Louisiana Educational Rights of Children with Disabilities, and was given an opportunity for an oral explanation. I have received a copy of my (child's) evaluation and documentation of determination of eligibility.
Children in Private Schools:	☐	I understand that IDEA due process hearing procedures do not apply to parentally-placed private school students.

SP – General Student Information Part 3 of 6

General Student Information

Write a general description of the student. Include the student's strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

Specific academic achievement and functional performance information for each academic/cognitive area should not be indicated here but should be noted in the Present Level of Academic Achievement and Functional Performance section on the Instructional Plan page.

- **General Information about Student** – Write a general description of the student.
- **Strengths** – Write a description of the student's strengths (what the student is capable of doing independently).
- **Parent Concerns** – Address the concerns of the parents regarding the education of their child.
- **Evaluation Results:** What the student areas of concerns are as noted in the most recent evaluation?
- **Academic, Developmental, and Functional Needs**
  - What areas of the general curriculum is the student having difficulty with? What are the most important areas of the general curriculum for the student to master? What are the

student's academic needs? Where is the student functioning developmentally? What are the student's functional needs?

- o Functional needs (as defined by IDEA regulations) is used to refer to activities and skills that are not considered academic or related to a child's academic achievement.
- o For preschool children as appropriate, how the disability affects the student's participation in appropriate activities.
- **Progress or lack of expected progress in general education curriculum**
  - o **What is meant by general education curriculum?** The full range of courses, activities, lessons, and materials routinely used by the general population of a school.
  - o **What is meant by access?** Participation in the knowledge and skills that make up the general education curriculum means teacher-created opportunities to learn important content reflected in the content standards and the comprehensive curriculum.
  - o How the student's disability affects the student's involvement and progress in the general curriculum. **For a review SP, the SP Team must revise the SP to address any lack of progress toward the annual goal.**
  - o Does the student need core and/or supplemental instructional materials in alternate format, (i.e., digitized text books, Braille text books, text modified to present content through a primary graphic/pictorial mode)?

General Student Information   ?

Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

General Information About Student:	
Strengths:	
Parent Concerns:	
Evaluation/Reevaluation Results:	
Academic, Developmental, and Functional Needs:	
Statewide Assessment Results:	
Progress or lack of expected progress in general education curriculum:	

SP – General Student Information Part 4 of 6

Consideration of Special Factors

The SP team must also consider the following special factors and include, if needed, a statement addressing these issues on the SP:

- **Behavior** – In the case of a student whose behaviors impede his/her learning or that of others, consider the use of positive behavioral intervention strategies and other strategies to address that behavior.

- **Limited English Proficient** – In the case of a student with limited English proficiency, the language needs of the student as those needs relate to the student's SP.

- **Communication Needs of Child** – The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

- **Instruction in and use of Braille** – In the case of a student who is blind or visually impaired (including partially sighted and/or low vision), provide for instruction in braille and the use of braille unless the SP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the student.

- **Assistive Technology Services / Devices** – Whether the student requires assistive technology devices and services based on assessment/evaluation results.

  NOTE: If the SP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the student to receive FAPE, the SP team must include a statement to that effect in the student's SP. Does the student need core and/or supplemental instructional materials in alternate format, (i.e., digitized text books, Braille text books, text modified to present content through a primary graphic/pictorial mode)? If the student utilizes an AT device, it must be noted on the Accommodations Page of the SP.

- **Health needs** - IHP needs to be attached to SP – In the case of a student who has health problems, the needs to be met during the school day. These needs would include such medical conditions as asthma, diabetes, seizures, or other diseases/disorders that may require lifting and positioning, diapering, assistance with meals, special diets, or other health needs.

After consideration by the SP team, there are no special factors that need to be addressed at this time.

Check this box if there are no special factors to be addressed. It is not necessary to enter NA in every narrative box and check this statement also.

Educational Needs

Using the information written in the General Student Information section, determine the educational needs areas in which special educational services will be provided.

- **Academic/Cognitive** – Needs may be in academic areas such as reading, written language, and mathematics, and/or in the cognitive needs such as acquisition, manipulation, organization, storage, retrieval and expression.
- **Behavior** – Needs of the student when his or her behavior impedes learning or the learning of other students.
- **Communication** – Needs of the student in understanding and communicating with others, such as writing and language development, articulation, augmentative/adaptive methods, etc.
- **Motor** – Needs may include fine and gross motor movement, such as handwriting and walking, etc.
- **Self-Help** – Needs may include toileting, dressing, safety, health needs such as self-catheterization, insulin maintenance, etc.
- **Social** – Needs may include peer interaction, strengthening self-concept, etc.

SP – General Student Information Part 6 of 6

Instructional Plan

Instructional Information such as present levels of student's academic achievement and functional performance, and annual measurable academic or functional goals for each educational need area in which special educational services are needed. Only students participating in the LAA 1 alternate assessment are required to have short-term objectives or benchmarks developed. The related services(s) that will be provided must be addressed in the goals and objectives.

Entering Goals

For each educational need/goal checked on the General Student Information page, an Instructional Plan page will be created. A goal can also be created by going directly to the Instructional Plan page using the SP Forms drop down menu. The entire form displayed on the screen represents one goal. Once the form has been completed, you may add additional goals by clicking the Add New button. The previous entered goal will be saved and a new blank form will be displayed, ready to be completed. Continue this process until all goals have been entered.

SP – Instructional Plan Part 1 of 3

Editing/Deleting Goals

As each goal is added to the SP, a new row is added to the table at the top of the Instructional Plan form.

To edit a previously entered goal, locate that goal in the table and click Edit. The current page will be re-loaded with the previously entered goal data which can then be modified and re-saved.

To delete a goal from the SP, click the Delete button.

Educational Need Area

Identify the educational need area(s) in which special education services are needed. Refer to the General Student Information for descriptors.

Content Area

Identify the content area, i.e., math, reading, etc. (Optional)

Present Level of Academic Achievement and Functional Performance

The present level of academic achievement and functional performance is a written description of the student's strengths, weakness, and learning styles. Based upon information from a comprehensive evaluation, these descriptions are both concise and meaningful, identifying a student's needs. Because the annual goals and short term instructional objectives are based on the information contained in the present level of educational performance, it is the foundation of the SP. The following are key components of the present level of educational performance:

- Baseline data needed to track the student's progress and for the progress report.
- Description of the student's strengths, including the deficit areas. By including a description of what the student can do, one will know where to begin writing the annual goals and short term instructional objectives and where to begin the instructional program.
- Description of specific weaknesses demonstrated by the student. The weaknesses should be stated in simple language that is free of educational jargon and which describes specific student behaviors.
- Answers the question "What is the student doing now? How does the student perform today?"
- Gathered from formal and/or informal assessments and may include a description of behaviors in and out of school.
- Reflects the results of the evaluation(s). These statements are based upon data acquired from administering a variety of diagnostic procedures such as, formal/informal test, observations, anecdotal records, and interviews. An explanation of any test score referred to in the present level of educational performance should be provided with the measurement tool identified.
- Incorporates information regarding the student's learning style including a description of the techniques and/or materials that have proven particularly to be effective or ineffective.

- Avoids statements of where, when, or how special education services will be provided. This information does not belong in this section of the SP and cannot be determined until the goals and objectives are developed.

Measurable Academic/Functional Goal

Write an annual measurable academic and functional goal based on statements about the student's present levels of academic achievement and functional performance. Careful consideration must be given to address the student's specific needs. A goal statement must describe the specific behavior expected of the student when the educational program for the year is completed, and the goal **must be stated in measurable terms** so that each team member understands what is expected.

- The purpose of the annual goal is to describe what a child can reasonably be expected to accomplish within 12 months with specially designed instruction and related services. Annual goals enable the child to be involved in and progress in the general curriculum. They are also intended to meet other educational needs that result from the child's disability.
- Prioritize the student's needs by asking "What prerequisite skills/knowledge does the student need to close the gap between his/her present level of performance and the grade-level expectations?
- Goals must be standards-based. Repetition of a content standard, benchmark or grade level expectation as a goal is not appropriate nor is it standards-based. Nor is writing the goal to show progress on the progress monitoring system chosen by the district. For students with significant cognitive disabilities the Louisiana Extended Standards must be reflected in the student's goals and objectives.
- Academic content areas should be separated (ELA, reading and/or math content areas should not be combined into one goal). Within content areas – it may be necessary to write more than one goal – for example in English language arts (reading) a student may have a need for phonological awareness, vocabulary building, reading comprehension, decoding, etc. and for Mathematics – basic math facts – addition, subtraction, multiplication, division, how to use a calculator, working word problems, following multi-step problems.
- What other areas are difficult for the child? What additional skills does the student need to be successful – socially, behaviorally, organizationally, etc.? Consider behavior, motor, social-emotional, communication, self-help. It must address appropriate activities for the preschool aged child. Emphasis should be placed, whenever possible, on the integration of all related service goals throughout the student's program.
- Goals set the direction for working with the child by providing a way of determining whether anticipated outcomes are being met, and whether placements and services are appropriate for the child's special needs.
- The data collected through progress monitoring (i.e., grades, progress reports, behavior checklists, task analyses, teacher observation logs, etc.) shall be reviewed to determine the progress the student makes toward acquisition of the measurable annual goals and/or objectives/benchmarks.

Method of Measurement

Select how the student's progress toward meeting the achievement of the goal(s) will be measured, such as by progress monitoring, criterion referenced test, behavioral charting, or observation and charting by teacher(s) and parent(s). A goal may be measured by more than one method of measurement.

Date Goal Achieved

Fill in the actual date on which the annual goal was achieved by the student.

SP – Instructional Plan Part 2 of 3

Personnel Responsible for Implementing Goal

Check the position(s) of the individual(s) who will implement the instructional program that addresses the annual goal. There may be one or more persons responsible for a particular goal and/or objective. These persons may include the special education teacher, regular education teacher, parent, student, speech/language pathologist, adapted physical education teacher, or other related service providers.

Emphasis should be placed on the integration of goals, including related service goals, throughout the student's program.

SP – Instructional Plan Part 3 of 3

Accommodations

The SP Team should consider accommodations that should be used to support the student in accessing the general education curriculum. The team should list any other accommodations needed for classroom instruction or testing in the "Other" box. Additional accommodations needed for state assessments should be listed in the "Unique" box and require state approval using the Unique Accommodation Request Form. If no accommodations are needed, check "None".

Accommodations change how students learn and the ways they demonstrate what they have learned. The students are working on the same instructional objectives and content as the other students. An accommodation is any technique that alters the academic setting or environment to help a student access the curriculum and validly demonstrate learning. An accommodation generally does not change the information, amount of information learned, or performance criteria. It merely provides the extra time, the special setting, and/or the added assistance that enables learning and accurately assesses the student's real knowledge rather than assessment of the disability. Accommodations are organized by format as indicated below.

Category	Description	Examples
Presentation	Alters the format of delivery	Braille, read aloud, paper form of online assessment
Response	Allows for alternate methods of providing responses	Answers recorded, transferred answers
Timing and Scheduling	Changes the allowable length of time, the time of day, or how the time is organized	Extended time, frequent breaks
Setting	Changes to the setting including grouping	Small group or individual testing; specific room requirements

Accommodations should be selected for classroom instruction and assessments within the first columns of the accommodations page. Accommodations for state assessments should be selected from those available for each format and grade level. Because of the current transitions between online and paper assessments, SP teams should indicate for both paper and online assessments what would be most appropriate for the student.

The accommodations documented for a student should be accommodations that the student receives routinely in class and are listed in the SP as instructional accommodations. Providing a student with a test accommodation that is not used routinely in class may prove to be more confusing than helpful for a student and is not allowed.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Accommodations

IEP TEAM SHOULD CONSIDER THE FOLLOWING BEFORE PLACING A CHILD IN A MORE RESTRICTIVE ENVIRONMENT

CHECK INDIVIDUAL ACCOMMODATIONS NEEDED

☐ ESY Instruction

☐ NONE (This student does not require Accommodations)

⊙ Access For All	☐ Accommodations	△ Accessibility Feature	◇ Assistive Technology

			Statewide Assessment						
			Paper				Online		
			Grades 3-4		Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8		Grades 9-12
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2/GEE	Math ELA	Social Studies	EOC
PRESENTATION ACCOMMODATIONS										
Read Aloud										
Math Read Aloud (Text to speech/Human reader/Recorded voice)	☐ □	☐ □	☐ □△◇				☐ □	☐ □△	☐ □△	
All content areas Read Aloud - except reading comp (Text to speech/Human reader/Recorded voice)	☐ □	☐ □		☐ □◇	☐ □◇		☐ □			☐ □
ELA Read Aloud - all (Text to speech/Human reader/Recorded voice)	☐ □	☐ □	☐ □◇					☐ □	☐ □	
Modify Test/Assignments										
Modified tests	☐ □	☐ □								
Modify assignments as needed	☐ □	☐ □								
Shorten assignments	☐ □	☐ □								
Limit amount of work required or length of tests	☐ □	☐ □								
Modify/repeat/model directions	☐ □	☐ □								
Alter format of materials on page (type/highlight/spacing)	☐ □	☐ □								
Limited multiple choice/Reduce answer choices	☐ □	☐ □								
Provide Word bank/Word assistance	☐ □	☐ □								
Multiple choice spelling tests, shortened spelling list	☐ □	☐ □								

SP – Accommodations Part 1 of 4

Communication Assistance									
Communication Assistance/Task Description	□ ■	□ ■			□ ■				□ ■
Fm system	□ ■◇	□ ■◇	□ ■◇	□ ■◇	□ ■◇		□ ■◇	□ ■◇	□ ■◇
Adapted toys/games	□ ■◇	□ ■◇							
Computer/Word-Processor	□ ■◇	□ ■◇	□ ■◇	□ ■◇		□ ■◇	○	○	○
Touch Screen Monitor	□ ■◇	□ ■◇					□ ■	□ ■	□ ■
Reading pen	□ ■◇	□ ■◇							
Communication assistance - related to hearing loss only	□ ■	□ ■	□ ■	□ ■	□ ■	□ ■	□ ■	□ ■	□ ■
Hearing Device	□ ■	□ ■	□ ■◇	□ ■◇	□ ■◇	□ ■◇	□ ■◇	□ ■◇	□ ■◇
Interpreter	□ ■	□ ■	□ ■	□ ■	□ ■	□ ■	□ ■	□ ■	□ ■
Visuals	□ ■	□ ■			□ ■				
Visual schedule/Picture schedule	□ ■	□ ■							
Audio Amplification System	□ ■◇	□ ■◇	□ ■◇	□ ■◇	□ ■◇	□ ■◇	○	○	□ ■
Other Presentation Accommodations									
Answer Masking							□ △	□ △	
General Administration- Directions Clarified by test administrator		□ ■	○	□ ■		□ ■	○	○	□ ■
General Masking							□ △	□ △	
Highlight Tool/Highlighter	□ ■	□ ■	○	○			○	○	
Headphones or Noise Buffers	□ ■◇	□ ■◇	□ ■◇	□ ■◇		□ ■◇	○	○	□ ■◇
Magnification/Enlargement Device	□ ■	□ ■	□ ■	□ ■	□ ■	□ ■	○	○	
Pop-up Glossary							○	○	
Redirect Student to the Test		□ ■	○	□ ■	□ ■	□ ■	○	○	□ ■
Braille	□ ■	□ ■	□ ■	□ ■		□ ■	□ ■	□ ■	□ ■
UEB	□ ■	□ ■	□ ■	□ ■		□ ■	□ ■	□ ■	□ ■

SP – Accommodations Part 2 of 4

Other (Classroom only - NOT for state assessments)									
Unique (Requires additional documentation and LDOE approval for use on state assessments)									

RESPONSE ACCOMMODATIONS

Communication Assistance

Communication board/system	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫	☐ ▫◇	☐ ▫◇	☐ ▫◇
Functional communication book	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫
PECS	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫
Scribing/Utilize oral responses to assignments/tests (answers recorded)	☐ ▫	☐ ▫	☐ ▫	☐ ▫		☐ ▫	☐ ▫	☐ ▫	☐ ▫
Speech-to-Text	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇		☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇
Voice output device	☐ ▫	☐ ▫	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇
Voice recognition software	☐ ▫◇	☐ ▫◇			☐ ▫◇				
Word Processors	☐ ▫	☐ ▫	☐ ▫◇	☐ ▫◇		☐ ▫◇	○	○	○
Adaptive Keyboard	☐ ▫	☐ ▫	☐ ▫◇	☐ ▫◇		☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇
Switch Interface	☐ ▫	☐ ▫					☐ ▫◇	☐ ▫◇	☐ ▫◇
Headmouse	☐ ▫	☐ ▫					☐ ▫◇	☐ ▫◇	☐ ▫◇
Adaptive Joystick	☐ ▫	☐ ▫					☐ ▫◇	☐ ▫◇	☐ ▫◇
Trackball Mouse	☐ ▫	☐ ▫					☐ ▫◇	☐ ▫◇	☐ ▫◇
Communication Device	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇
Listening device	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇
Whisper phone	☐ ▫◇	☐ ▫◇							

Computation Devices (Except on specific fluency items)

Calculators	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇		☐ ▫◇	☐ ▫	☐ ▫	☐ ▫
Manipulatives/Abacas	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫◇	☐ ▫	☐ ▫	☐ ▫	☐ ▫
Timers	☐ ▫	☐ ▫	☐ ▫	☐ ▫	☐ ▫◇	☐ ▫	☐ ▫	☐ ▫	☐ ▫
Multiplication Chart/Hundreds Chart/Number Line	☐ ▫	☐ ▫	☐ ▫	☐ ▫		☐ ▫	☐ ▫	☐ ▫	☐ ▫

Other Response Accommodations

Braille Note-taker	☐ ▫	☐ ▫					☐ ▫◇	☐ ▫◇	
Writing Tools	☐ ▫◇	☐ ▫◇	☐ ▫◇	☐ ▫◇		☐ ▫◇	○	○	
Slant Board	☐ ▫	☐ ▫	☐ ▫	☐ ▫		☐ ▫	☐ ▫	☐ ▫	☐ ▫

SP – Accommodations Part 3 of 4

TIMING & SCHEDULING

Extended Time/Increase the amount of time allowed to complete assignments and tests	☐ ☐	☐ ☐	☐ ☐	☐ ☐		☐ ☐	☐ ☐	☐ ☐	☐ ☐
Pace long term projects	☐ ☐								
Extra time-written work	☐ ☐	☐ ☐							
Prior notice of tests	☐ ☐	☐ ☐							
Modify student's schedule	☐ ☐								
Allow breaks during work periods, between tasks, during testing	☐ ☐	☐ ☐	☐ ☐	☐ ☐		☐ ☐	☐ ☐	☐ ☐	☐ ☐
Provide assistance/cues for transition between classes, lockers, and home	☐ ☐								
Content Mastery Center	☐ ☐	☐ ☐							
Other (Classroom only - NOT for state assessments)									
Unique (Requires additional documentation and LDOE approval for use on state assessments)									

SETTING CONSIDERATIONS

Individual testing		☐ ☐	☐ △	☐ ☐		☐ ☐	☐ △	☐ △	☐ ☐
Small group testing		☐ ☐	☐ △	☐ ☐		☐ ☐	☐ △	☐ △	☐ ☐
Provide individualized instruction	☐ ☐								
Provide small group instruction	☐ ☐								
Assign peer tutors/work buddies/notetakers	☐ ☐								
Provide desktop list of tasks	☐ ☐								
Alter physical room environment	☐ ☐	☐ ☐	☐ ☐	☐ ☐		☐ ☐	☐ ☐	☐ ☐	☐ ☐
Separate or Alternate Location	☐ ☐	☐ ☐	☐ △	☐ ☐		☐ ☐	☐ △	☐ △	☐ ☐
Specified Area or Seating	☐ ☐	☐ ☐	☐ △	☐ ☐		☐ ☐	☐ △	☐ △	☐ ☐
Other (Classroom only - NOT for state assessments)									
Unique (Requires additional documentation and LDOE approval for use on state assessments)									

SP – Accommodations Part 4 of 4

Program Services

Assessment Program

Regular assessments are not applicable to students receiving services through a Service Plan.

Services

If special education services are provided weekly, only one time frame and one service grid needs to be completed. If services are provided less than weekly, a secondary service grid must be completed. Use the link "For services provided less than weekly" to access the secondary services grid. A second time frame may be accessed to identify the special education services if the student is on a block schedule and **the school schedule changes each semester** or if the student is transferring to another school at the end of a semester and the schedule at the receiving school is different from the sending school. To

access the secondary time frame, click on "For services provided in another time frame". If services are provided less than weekly in the secondary time frame, use the link "For services less than weekly" to access the secondary service grid.

Time Frame Name

If both time frame service grids are being used then the time frame must be named e.g., Jan- May 08, or Fall 2009, Spring 2010 (this name will appear on the LRE page for each time frame. It is only necessary to name the time frame if both grids are used). If the student's schedule does not change from one semester to another, do not name the Time Frames and complete only the first section of the Time Frame service grids.

Student's Total Instructional Day

List the minutes in the student's total instructional day. This number does not include meals, recess, or transportation. The total instructional day should be comparable to the length of the instructional day for non-disabled students. Any variation from this requirement must be documented on the student's SP. (Refer to the local Pupil Progression Plan for details regarding required minutes per day for instruction in the local education agency.) The number of minutes in a student's instructional day must be entered in order for the LRE to be calculated.

Student Attends ____ # of Day(s) Per Week

The default in this box is 5 days a week. Reasons why a number fewer than 5 may be chosen (i.e., a school may be open only 4 days a week, a student, especially preschool aged students only attends school 1-2 times a week).

Date to Begin

Indicate the actual date the student will begin to receive special education service(s).

Duration

In the weekly service time frame indicate how long (e.g., one year, two months) these services will be provided (duration).

Indiv/Group

Indicate by selecting I, G, or Both to indicate whether services will be delivered on an individual basis, in a group or both. If the student is receiving special instruction in the classroom select NA.

Where student will receive special education services

For weekly services, indicate the actual minutes per day/sessions per week of direct and/or related special educational services the student will receive in each actual location regular class, community and/or special class. For less than weekly services, indicate the actual minutes per session (monthly or yearly) of services the student will receive in each actual location regular class, community, or special class. If a student is attending school less than 5 days per week, the number of sessions per week cannot be greater than the number of days the student is attending school.

Total Number of Minutes in Special Setting per week

The number of minutes in special class is automatically calculated for the teacher/provider in each time frame service grid, thus automatically calculating the Least Restrictive Environment for the teacher for each time frame service grid on the Placement/Least Restrictive Environment form.

Trigger Date

The trigger date is the date the second time frame grid goes into effect. If the Least Restrictive Environment (LRE) status changes with the second grid, the LRE will change in SER on the trigger date (see **Placement/Least Restrictive Environment** for more information).

Where to put the minutes

- If special instruction is provided in the student's regular education class, indicate the minutes in the *regular class* section. A paraprofessional assisting a special education student(s) in the regular education class cannot be counted as special education instruction.
- If the student is "pulled out of the regular class" to receive services indicate the minutes in the *special class* section.

How to complete this section for services provided weekly:

1. Name the Time Frame, i.e., Jan-May 16, or Fall 2016, etc. This name will appear on the LRE page for each time frame.
   a. If the student's schedule does not change, do not name Time Frame and complete only the first section of the Time Frame.
2. Enter student's total number of daily instructional minutes.
3. Select the number of days a week the student attends school. The default is 5.
4. Select a service using the drop down menu.
5. Enter the Date to Begin, the actual date the student will begin receiving special education services.
6. Enter the Duration, the length of time the student will receive the service.
7. Indicate Individual or Group. Enter *I* if the student will receive special education services on an individual basis. Enter *G* if the student will receive special education services in a small group setting or *BOTH* or *NA* if the student will receive special education services in a classroom setting.
8. Enter Where the student will receive services, the location where the student will receive services.
   b. **Regular Class** – Special education teacher/provider goes to the student's regular classroom to provide the service.
   c. **Community** – Teacher and student go out into the community or services are provided in the community.
   d. **Special Class** – Student is pulled out of the regular class to receive special education services or receives services in a resource or self-contained classroom.

9. Enter the actual number of minutes per day and the number of sessions per week the student will receive special education services under the appropriate location.

10. Repeat steps 3-8 for every service chosen.

If the student's schedule does change from one semester to another, name the two Service Grids and complete both. Remember the duration of services in each time frame grid should be less than 1 year.

How to complete this section for services provided less than weekly:

1. Click on "Services Provided Less than Weekly" at the bottom of the Weekly Time Frame.

2. Select a service using the drop down menu.

3. Enter the Date to Begin, the actual date the student will begin receiving special education services.

4. Enter the Frequency by selecting Monthly or Yearly.

5. Indicate Individual or Group. Enter *I* if the student will receive special education services on an individual basis. Enter *G* if the student will receive special education services in a small group setting or *BOTH* if the student will receive special education services in both an individual and group setting.

6. Enter Where the student will receive services, the location where the student will receive services.

   a. **Regular Class** – Special education teacher/provider goes to the student's regular classroom to provide the service.

   b. **Community** – Teacher and student go out into the community or services are provided in the community.

   c. **Special Class** – Student is pulled out of the regular class to receive special education services or receives services in a resource or self-contained classroom.

7. Enter the actual number of minutes and the number of sessions per month or year the student will receive the special education service under the appropriate location or locations.

8. Repeat steps 2-7 for every service chosen.

If the student's schedule does change from one semester to another, name the two Service Grids and complete both. Remember the duration of services in each time frame grid should be less than 1 year.

Adding Additional Services

The form allows the user to add up to four services. However, additional services may be added to the IEP. To add additional services, click the Add New tab at the top of each Time Frame.

SP – Program Services Part 2 of 3

Comments

This box should be used to add any additional information that the SP team feels is needed to clarify a student's instructional program. If a student will be receiving consultative services less than once a month, a statement must be added to the Comments box. If the student is receiving special education services due to a disability and is also receiving gifted or talented services, all gifted and talented services should be noted in the Comments box instead of in the Time Frame.

Supports Needed for School Personnel

Describe any supports that will be required for local education agency (LEA) personnel who will be implementing the student's SP. These supports may include consultation, in-service training, etc.

Special Transportation

Indicate any kind of special transportation required. Special transportation should always be defined on the SP to the extent that this service is provided in a manner that is unique and exceeds transportation requirements for students. As with other services, the SP team should recommend transportation services in the least restrictive, most appropriate mode available; the services must be at no cost to the parents. (Examples include lift equipment for students using a wheelchair, special attendant, and safety vest.) A description should be provided in the Comments box.

Extended School Year Services (ESYS)

This service is not applicable for students receiving services through a Services Plan.

Placement/Least Restrictive Environment

Placement decisions for students whose ages are 6-21 only:

- Parentally Placed in Private Schools.
    - This is the only option for a Services Plan.

Placement decisions for students whose ages are 3-5 only:

- Preschool Setting
    - If the student's age is between 3 and 5 the Preschool Setting is automatically selected. The Least Restrictive Environment is automatically calculated from the amount of services that are entered if the student is attending a regular childhood program. If the LRE is anything besides "inside the regular childhood program X% of the day" then the appropriate LRE can be checked.

In determining the appropriate setting for a student aged 3-5, each noted setting must be considered, but the list should not be considered a continuum of least restrictive environment.

- The child attends a regular childhood program that includes at least 50% nondisabled children. Early childhood programs include, but are not limited to:
    - Head Start
    - Kindergarten
    - Reverse mainstream classrooms

- o Private preschools
- o Preschool classes offered to an eligible pre-kindergarten population by the public school system; and group child care (e.g., Starting Points, LA 4)
- o In the regular early childhood program at least 80% of time
- o In the regular early childhood program 40% to 79% of time
- o In the regular early childhood program less than 40% time

Placement/Service Determination Checklist

Time Frame A	Time Frame B
This list is not a continuum of least restrictive environment for the deaf or hard of hearing students.	This list is not a continuum of least restrictive environment for the deaf or hard of hearing students.
☐ Inside the regular class 80% or more of the day.	☐ Inside the regular class 80% or more of the day.
☐ Inside regular class between 40%-79% of the day.	☐ Inside regular class between 40%-79% of the day.
☐ Inside regular class less than 40% of the day.	☐ Inside regular class less than 40% of the day.
☐ Separate School	☐ Separate School
☐ Residential Facility	☐ Residential Facility
☐ Hospital / Homebound	☐ Hospital / Homebound
☐ Correctional Facilities	☐ Correctional Facilities
☑ Parentally Placed in Private Schools	
Document the educational benefit for the placement if not Inside regular class 80% or more of the day.	Document the educational benefit for the placement if not Inside regular class 80% or more of the day.

SP – Placement/Least Restrictive Environment Part 1 of 4

Progress Reports

Progress reports must be sent to parents describing the progress towards the achievement of the academic and functional goals. This report goes to the parents at the same time as the issuance of report cards of the local education agency. Enter the number or weeks that correspond either six (6) or nine (9).

Progress Reports

The LEA assures that the program and services described in the IEP will be provided. The schedule for describing the progress towards achievement of the academic and functional annual goals will be every ____ weeks, concurrent with the issuance of report cards.

Alternate Assessment Implications

☐ I understand my child will participate in LEAP Alternate Assessment, Level 1 (LAA1). Testing in LAA1 means my child may earn a high school diploma if my child meets the requirements for the alternate pathway to a diploma for students assessed on LAA1. If my child does not meet those requirements, I understand my child should earn a Certificate of Achievement. The implications of participating in LAA1 have been explained to me and will be reviewed annually.

☐ I understand my child (I) will participate in LEAP Alternate Assessment, Level 2 (LAA 2), and by meeting all graduation requirements, my child (I) will receive a high school diploma. However, if my child (I am) is not pursuing a high school diploma, my child (I) may pursue Louisiana's General Education Development (GED) diploma with possibly an Industry Based Certificate, or a State Approved Skills Certificate. If during the exit year all requirements for earning a high school diploma, GED, or State Approved Skills Certificate have not been met, then my child (I) may be eligible to exit high school with a Certificate of Achievement. I understand that this certificate limits my child's (my) choices of post-secondary education and careers, including military services. The implications of participating in LAA 2 have been explained to me and will be reviewed annually.

The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. Students who have entered a high school cohort in 13-14 will continue to have access to the LAA 2 high school tests for graduation purposes. State law has recently changed regarding graduation options for students with disabilities and the IEP form has been updated to accommodate these new options.

SP – Placement/Least Restrictive Environment Part 2 of 4

Parent/Student Consent for Services

If this is an **INITIAL** SP, written parental consent (parent signature) is required prior to special education and related services are provided. See **Placement/Least Restrictive Environment Part 3a of 4**. The SP cannot be made OFFICIAL without the parent's signature.

Parent / Student Consent for Services

☐ I give consent for the initial provision of special education and related services.
☐ I understand that if I disagree with any services or the placement described on the IEP, I can pursue a solution to my complaint through the state's written dispute resolution options.

☐ Parent / Student did not attend the **Review** IEP/SP Team meeting.

Parent / Guardian / Surrogate Parent / Competent Major / Student Signature	Date

* Signature required for the **initial** provision of services
* Parents should initial and date in the IEP Participant box on the GSI page if they attended an IEP team meeting where the IEP was amended.

SP – Placement/Least Restrictive Environment Part 3a of 4

For **REVIEW** SPs, the parent/student is an SP team participant but does not sign consenting to continue services. See **Placement/Least Restrictive Environment Part 3b of 4**. The district is responsible for the provision of services. If the parent/student disagrees with the special education and related services or the placement described on the IEP, the parent has the right to pursue a solution to their complaint through the state's written dispute resolution options.

Parent did not attend the Review SP Team meeting.
Check the box – *Parent/student did not attend the review SP Team meeting.* If the parent did not respond to the notice letter or other attempts to schedule the SP Team meeting or did not attend the Review SP Team meeting.

SP – Placement/Least Restrictive Environment Part 3b of 4

ODR Approval

The official designated representative of the LEA must provide a dated signature indicating the LEA will provide the services as described on the SP.

SP – Placement/Least Restrictive Environment Part 4 of 4

Additional IEP Forms

To create a Progress Report form, click the Add/Delete Forms to IEP link in the top right corner of the IEP Form. Check the box next to Progress Reports then click Save. The form becomes available in the IEP Forms list selection. The Progress Report form can also be deleted from the IEP Forms list selection. To delete the form, click the Add/Delete Forms to IEP link. A warning message is displayed at the bottom of the window indicating that removing the form will permanently delete the form's data. Un-check the box next to Progress Reports, and another warning message will be displayed to confirm that the form will be deleted. Click Ok to confirm the form should be removed, then click Save.

Add Form to SP Part 1 of 4

Add Form to SP Part 2 of 4

Add Form to SP Part 3 of 4

Existing Instructional Plans ❓

Num.	Educational Need Area	Content Area	
1	Academic/Cognitive		Edit Progress

Educational Need Area	Academic/Cognitive
Goal	
Content Area	
Method of Measurement	
Additional Methods of Measurement	
Date Goal Achieved	

Short-Term Objectives / Benchmarks ❓

THE STUDENT WILL

Progress Reports ❓

Baseline Data	

➕ Add New

	Reporting Periods	Progress Towards Goals	IP Reason (if Needed)	Conversation with Parent Needed?
delete	▦	-- SELECT ONE -- ⌄	-- SELECT ONE -- ⌄	☐

Add Form to SP Part 4 of 4
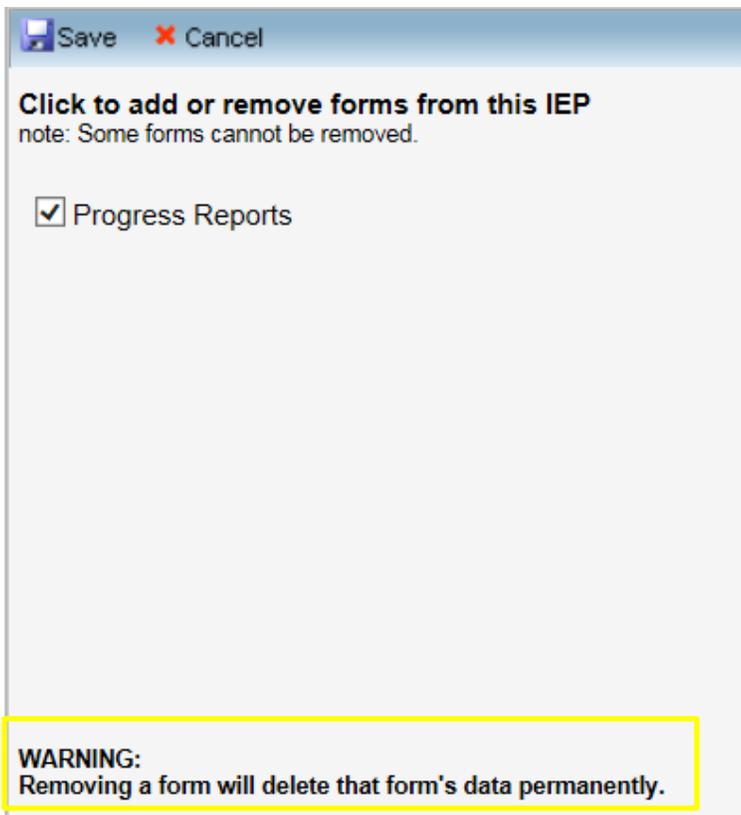
Delete Form from SP Part 1 of 3
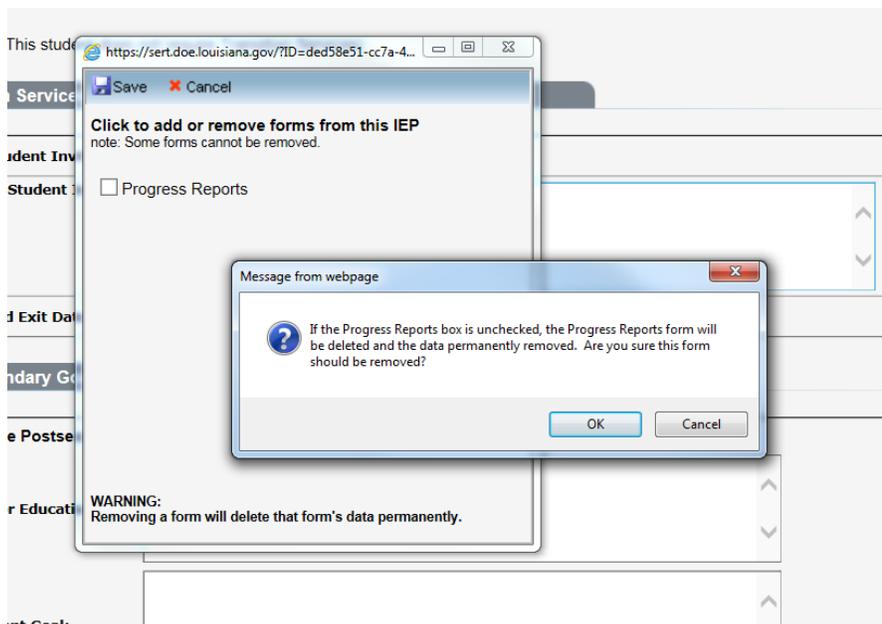
Delete Form from SP Part 2 of 3
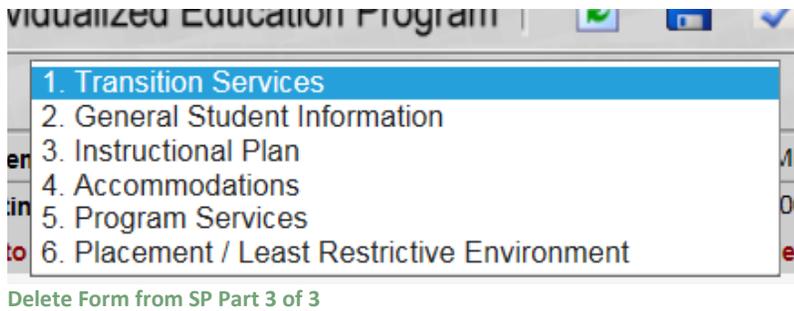
1. Transition Services
2. General Student Information
3. Instructional Plan
4. Accommodations
5. Program Services
6. Placement / Least Restrictive Environment

Delete Form from SP Part 3 of 3

Progress Reports

A Progress Report is generated for each Goal with or without Short-Term Objectives on Instructional Plan in the IEP. This is identified as *Existing Instructional Plans*. For each Reporting Period additional data relative to the goals and short-term objectives can be added to the subsequent progress report by clicking *ADD NEW*.

If a change needs to be made to the goals and objectives on the Instructional Plan, the IEP will need to be amended.

The Edit Progress link next to an Instructional Plan Goal switches between the progress reports and displays the information from the Instructional Plan.

The following data is pulled from each goal on the Instructional Plan and displayed for informational purposes, not available for edit.

- Educational Need Area
- Goal
- Content Area
- Method of Measurement
- Additional Methods of Measurement
- Date Goal Achieved
- Short-Term Objectives / Benchmarks

Baseline Data

Baseline data is basic information (where the student is performing as identified in the academic achievement and functional performance section on the instructional plan) gathered BEFORE instruction begins. It is used later to provide a comparison to assessing instructional impact. If the goals and objectives are vaguely defined or undefined, it will be difficult to know what kind of baseline data to gather.

Progress by Reporting Period

For each reporting period, the following data is collected for Progress Reports:

- **Reporting Periods** - (6 or 9 week periods - this is concurrent with issuance of report cards)
- **Date of the Reporting Period** - (date of the end of the 6 or 9 week period)
- **Progress Towards Goals** - (select one of the options in the drop down box – whatever option chosen should reflect the difference between baseline data and current data.)
  - Not addressed
  - Insufficient progress
  - Sufficient progress
  - Achieved
  - Generalized
- **IP (Insufficient Progress) Reason**, if needed - if the student is making insufficient progress toward attaining the goal or short-term objectives, indicate what the possible reasons may be.
  - Frequent Absences
  - Medical/Health
  - Missing class assignments
  - Missing Homework assignments
  - Lack of preparation
  - Behavior interfering with progress
  - Lack of motivation/participation
  - Other (identify)
- **Conversation with Parent Needed** - Does the teacher feel a conversation with the parent is needed because the student is not making sufficient progress? If yes, it is the teacher's responsibility to follow up on contacting the parent. This conversation can take place by telephone, person-to-person meeting, email, etc.
- **Current Data** - how much progress the student has made since the baseline data was gathered and is reflected in the choice the teacher made above in Progress Towards Goals.
- **Comments** - any comments the special education teachers or other instructional personnel wishes to add.

Teacher signature(s) and date when the Progress Report was sent

Any teachers responsible for implementing a goal on the instructional plan may add information on the progress report. More than one teacher's name can be added on this line.

Progress Reports can be added or deleted from the IEP Forms list selection by clicking the add/delete forms to IEP link.

Validation

IEP Form Validation

Before an SP can be made Official, it must first be validated to ensure that all required information has been entered and all business rules have been met. Each SP form is validated individually. If a form is complete and does not require attention, a green check will be displayed next to the form name. Forms that have not passed validation are indicated by a red X next to the form name. An error message(s) is displayed below the form name explaining the error(s). To correct the errors, navigate directly to a form by clicking on the form name or by selecting the appropriate form from the IEP Forms drop down menu. Once all errors have been resolved, a button is displayed allowing the SP to be made Official.

IEP Fields to move to SER

The information displayed here shows which data elements from the SP will be submitted to SER. If a user does not have access to submit SER data, the SP can still be made official. However the data will not move to SER until done so by an authorized user. In addition, all SER business rules must be satisfied before the information can be moved to SER.

IEP Form Validation

All errors marked in red must be corrected before this IEP can be made Official.

❌ **Transition Services**

   ❌ T010: You must enter the Student Invitation Date.
   ❌ T020: You must enter the Method of Student Invitation.
   ❌ T030: You must enter the Anticipated Exit Date.
   ❌ T041: Training or Education Goal is Required.
   ❌ T042: Employment Goal is Required.
   ❌ T052: Transition Assessments is Required.
   ❌ T060: Instruction - School Action Steps is Required.
   ❌ T061: Instruction - Student Action Steps is Required.
   ❌ T062: Instruction - Family Action Steps is Required.
   ❌ T063: Instruction - Agency Action Steps is Required.
   ❌ T070: Community Experiences - School Action Steps is Required.
   ❌ T071: Community Experiences - Student Action Steps is Required.
   ❌ T072: Community Experiences - Family Action Steps is Required.
   ❌ T073: Community Experiences - Agency Action Steps is Required.
   ❌ T080: Employment and Postschool Adult Living - School Action Steps is Required.
   ❌ T081: Employment and Postschool Adult Living - Student Action Steps is Required.
   ❌ T082: Employment and Postschool Adult Living - Family Action Steps is Required.
   ❌ T083: Employment and Postschool Adult Living - Agency Action Steps is Required.
   ❌ T090: Functional Vocational Evaluation - School Action Steps is Required.
   ❌ T091: Functional Vocational Evaluation - Student Action Steps is Required.
   ❌ T092: Functional Vocational Evaluation - Family Action Steps is Required.
   ❌ T093: Functional Vocational Evaluation - Agency Action Steps is Required.
   ❌ T100: Type of Exit Document is Required.
   ❌ T110: Expected Number of Years to Graduate is Required.

❌ **General Student Information**

   ⚠️ G065: The IEP Form Evaluation information must match an Evaluation in SER in order for the IEP to be submitted to SER.
   ❌ G020: Team Meeting Date is Required.

SP Form Validation Part 1 of 2

❌ **Instructional Plan**

   ❌   I020: Instructional Plan 1. Present Level of Academic Achievement is Required.

   ❌   I030: Instructional Plan 1. Measurable Academic Goal is Required.

   ❌   I040: Instructional Plan 1. Either the Method of Measurement or Additional Methods of Measurement is Required.

   ❌   I060: Instructional Plan 1. Personnel Responsible for Implementing Goal – You must select one or more.

   ❌   I014: The Educational Need(s) entered do not match those selected on General Student Information.

❌ **Accommodations**

   ❌   A002: Accommodations - You must select the Accommodations or choose None

❌ **Program / Services**

   ❌   P050: Time Frame A - Student's Total Instructional Day is required.

   ❌   P090: One or more Services are required.

   ❌   P101: Special Transportation - An answer is required

❌ **Placement Least Restrictive Environment**

   ❌   L060: The frequency of Progress Reports is required.

   ❌   L105: Parent Signature Date must match the Team Meeting Date.

   ❌   L110: ODR Signature is required.

   ❌   L111: ODR Signature Date is required.

✅ **Site Determination**

IEP Fields to move to SER   ❓

Team Meeting Date:	
Type:	Initial
Parent Decision:	Approved
Parent Sign Date:	6/13/2016
Placement Determination:	Parentally Placed in Private Schools

SP Form Validation Part 2 of 2

Official IEPs

Before an SP can be official, all form data must be validated (see **Validation** for more information). Once validated, a Make This IEP Official button is displayed at the bottom of the screen. Clicking this button will signify the form is finished and change the IEP status should be changed to Official or Amended – Official.

SER Individualized Education Program | 🔄 | | 🔲 LA Department of Education

| IEP Forms | - IEP Forms Validation - | ➡ | |

| | System: | Bossier Parish | Student Name: | SAMPLE, FIRSTNAME | Grade: | 2nd – Second |
| | Meeting Date(s): | 1/1/2007 | DOB: | 6/23/1986 | Local Id: | 9805590 |

IEP Form Validation ❓

✅ **1. Transition Services**

✅ **2. General Student Information**

✅ **3. Instructional Plan**

✅ **4. Accommodations**

✅ **5. Program / Services**

✅ **6. Placement Least Restrictive Environment**

✅ **7. Site Determination**

✅ **8. IEP Amendments**

[Make This IEP Official]

IEP Fields to move to SER ❓

Team Meeting Date:	1/1/2007
Type:	Initial
Parent Decision:	Approved
Parent Sign Date:	1/1/2007
Placement Determination:	Inside Regular Class 80% or More of Day
Current Grade:	2nd - Second
Other School Attending:	
Community Based Services:	No
LEAP Code:	LEAP / iLEAP / GEE

Official IEP

If the user also has access to submit IEPs/SPs to SER, a Submit to SER button is displayed at the bottom of the screen. Clicking this button will submit the SP and move the IEP fields to SER.

Submit to SER

Request Change

This button, located on the General Student Information Form, allows a user to request to change the Team Meeting Date after an SP is made official. The request is submitted to LDOE where it is either approved or refused. The user should provide a detailed explanation as to why the team meeting date should be changed.

Request Change Button

How to submit an SP change request:

1. Click the Request Change button.
2. Enter the new Team Meeting Date requested.
3. Enter a detailed explanation why the Team Meeting Date should be changed.
4. Click the Submit Change Request button.

SP Change Request

A user can view submitted IEP/SP change requests under the Tools menu.

User Tools Menu

Amendments

An amendment occurs when an SP requires changing after it has been made Official. To re-open an SP for amendment, click the View link of an Official or Amended-Official IEP.
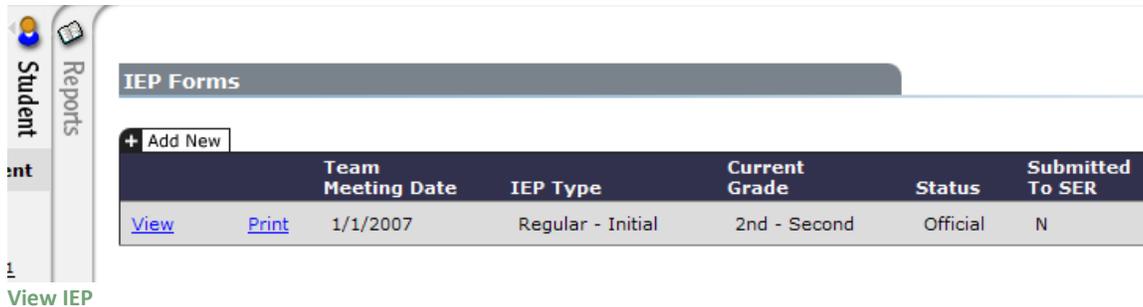
View IEP

Initially an Official SP displays as read-only, meaning none of the fields are editable. Clicking the Amend button will re-open the SP and allow the forms to be changed.

NOTE: The Team Meeting Date may not be changed during an amendment. A change to the Team Meeting Date requires a new SP.

Alternately, the user may add a Date Goal Achieved to individual Goals/Objectives on an Instructional Plan without re-opening the SP for amendment.
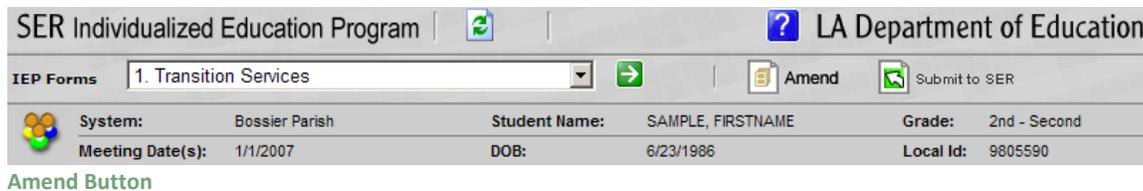
Amend Button

An amended IEP will be in one of two statuses:
- Amended – Draft
- Amended - Official

As soon as an SP is re-opened for amendment, the status changes to "Amended – Draft". This indicates that the SP is currently editable. Once all changes have been made to an Amended – Draft SP, it must be made Official. Before an amended SP can be made Official, the user is required to document their changes on a form level basis. This is done by selecting "Form Amendments" from the IEP Forms drop down menu. The Form Amendments screen displays the Parent Contact Method, which SP Form was amended, Explanation, and Date of each SP Form changed. The user must indicate how the parent was informed of the SP change and, for each form changed, include an explanation of what data was changed and why. This must be done for each form changed during a particular amendment.
All SP Forms must meet the validation and business rules before the SP can be made Official.

After validating the amendment, clicking the Official/Signed button changes the status to Amended-Official. This indicates the SP can no longer be modified, however it contains one or more changes from the original SP.

SP Forms modified during prior amendments are also displayed. However the Parent Contact Method and Explanation for those changes cannot be modified.

Form Amendments Part 1 of 2

Form Amendments Part 2 of 2

IEP Forms Version History

For a more detailed look at form changes, the IEP system includes the ability to compare all changes made to an IEP Form down to the individual field level. To view changes made to a particular IEP form, the user simply selects a form and which version to compare. This provides a side-by-side view of the changed fields between the version selected and the previous version.

Getting to the IEP Forms Version History

To access the IEP Forms Version History:

1. Select a student using the Student Search page (see **Student Search**).

2. Navigate to the IEP Forms link.
3. Click Print next to the IEP Form to open a new pop-up window.
4. Within the pop-up window, click IEP History.

IEP Print

Individualized Education Program

Louisiana Department of Education

close

IEP Forms Print

☐ Print with PARTIAL State ID Number (applies to all reports selected below)

_____

☐ **Main Services Plan Pages**
(Transition Services, GSI, Instructional Plan, Program Services, Accommodations, Placement, LRE)

Additional IEP / SP Pages

☐ Progress Reports

[Print Selected IEP Forms]

IEP / SP History
(History of IEP / SP Page changes)

IEP History

Using the IEP Forms Version History

Using the drop-down menu, select an IEP Form. Wait for the page to refresh. If a list labeled Sub Form ID appears, this indicates that there are several entries of the specified Form, i.e., Instructional Plan, which all contain version information. If no Sub Form ID list appears, skip to **Obtaining Version Information**.

Version History

Sub Form ID

Selecting a Sub Form ID

Deciding which ID to choose can be difficult, because the nature of a sub-form is such that it can only be uniquely identified by a number. This can be confusing to the user, because the sub-form is not identified as such on the IEP. The most recently added sub-forms are listed first. Therefore, some knowledge of the period in which it was added can help. Selecting the first version of the sub-form should generally provide a field that can identify the sub-form, i.e., Educational Need Area of an Instructional Plan. See **Obtaining Version Information** to learn how to view the versions.

Once the desired sub-form is located, version information can be investigated. In some cases, however, a 'More Detail' link may appear. To learn more about the More Detail link, see **Viewing More Detail**.

History Compare

Obtaining Version Information

Once an IEP Form, and in some cases a Sub Form ID, is selected, the list of Versions will be accessible. The Versions are numbered from earliest to latest. The list shows which user modified the IEP (thus creating a new version) and displays the date and time the specific version was created. In the example below, version 3 is selected. As shown in the figure Version Information, 'Current Grade' was the only field modified.

Select a Version

Version Information

Viewing More Detail

When a 'More Detail' link appears, this indicates that the selected sub-form has yet another sub-form which may have multiple entries, i.e., Instructional Plan – Measurable Short-Term Objectives or Benchmarks. The figure History Relationship shows the relationships between different sub-forms in an IEP.

More Detail

History Relationship

When the 'More Detail' link is clicked, a page is displayed showing a list labeled by the type of sub-form selected. Choose either to return to IEP Forms History or choose the desired sub-form. Once a sub-

form is chosen, a list will appear to choose a Sub Form ID again. In the example above, this would be the ID of the desired 'Goal'.

Refresh Buttons

Each list on the History page contains a refresh button which can be used to refresh all lists and/or version information. This will reset any lists below the refresh button clicked. This is useful if an IEP Form has changed. A user may have both the History window and the respective IEP Form open at the same time, so if the IEP Form is changed, the user does not have to close and reopen the History window to view changes.

Amendment Versioning

Each time an amendment is made to an IEP, a complete copy of that IEP is created. This allows the user to view all previous versions of that IEP.

IEP FORMS REPORTS

A user will need SER data reader, data writer, or LASID writer access to run IEP Forms reports in SER.

Accommodation Details:
This report shows a detail listing of student classroom and testing accommodations. The report can be run for the LEA or for just one school.

Fields displayed: Student Name, State ID, Date of Birth, Grade, Exceptionality, Team Meeting Date, and Test Type.

Generate as needed.

Draft + SER Flag:
This report shows a listing of IEPs that are in DRAFT status followed by a listing of IEPs that are OFFICIAL and are ready to be submitted to SER. The report can be run for the LEA or for just one school.

Fields displayed: Student Name, State ID, Date of Birth, School Code, Grade, Team Meeting Date, and Date Created.

Generate as needed.

IEP Benchmark:
This report shows a listing of IEPs created three (3) months or earlier in DRAFT status. The report can be run for the LEA or for just one school.

Fields displayed: Student Name, State ID, School Code, Grade, Team Meeting Date, Person with IEP Authority, IEP Create Date, Exceptionality, and Status.

Generate as needed.

Progress Reports:
This report shows an alphabetical listing of students whose progress reports are not completed by a specified reporting period. The report can be run for the LEA or for just one school.

Fields displayed: Student Name, State ID, School Code, Date of Birth, Team Meeting Date, Progress Report Number, and Educational Need.

Generate as needed.

Report of Services:
This report displays a list of all program services for students with IEP forms in SER. The list may be sorted by Team Meeting Date and/or Trigger Date.

Fields displayed: Student Name, State ID, Team Meeting Date, Status, IEP Type, Trigger Date (if applicable), Semester, Number of Days, Total Instructional Minutes, Service Name, Service Begin Date, Frequency, Regular Class Minutes, Regular Class Sessions, Community Minutes, Community Sessions, Special Class Minutes, and Special Class Sessions.

Generate as needed.

Summary Reports:
Exit Document, Expected # of Years To Graduate, IEP Type, Level of Academic Achievement and Functional Performance, Measurable Academic/Functional Goal, Classroom Accommodations (IEP Forms prior to 8/13/2014), Accessible Instructional Materials (IEP Forms prior to 8/13/2014), Test Accommodations (IEP Forms prior to 8/13/2014), ESY Criteria, Supports Needed for School Personnel, Students Total Instructional Day, Assistive Technology, Special Transportation, Supporting Documentation, Assessment Implications, Site Determination – Site Code, Placement, Type of Exit and Assessment Program, Accommodations (IEP Forms after 8/13/2014)

Generate as needed.

X IEPs:
This report provides an alphabetical listing of students whose IEPs were not submitted to SER within one (1) year of the Team Meeting Date.

Fields displayed: Team Meeting Date, Date Created, Exceptionality, and Status.

APPENDIX A FREQUENTLY ASKED QUESTIONS

SUBJECT: Amendments

QUESTION: I made an IEP official with the wrong IEP type. How do I correct it?

RESPONSE: The IEP type can be corrected through an amendment. See the **Amendments** section for more information.

QUESTION: An IEP was amended and made official before the original IEP was submitted. Can the amended IEP be deleted?

RESPONSE: Yes, but not without deleting the original IEP. In order for an amended-official IEP to be deleted a request must be submitted to delete the original IEP.

QUESTION: Can I amend an IEP to change the team meeting date?

RESPONSE: No. The team meeting date does not change for amendments.

QUESTION: I amended an IEP, but the team meeting date did not change. I submitted an IEP change request, but it was refused. Why?

RESPONSE: The team meeting date does not change for amendments. Therefore a request to change the team meeting date because the IEP was amended will not be approved.

QUESTION: A student had an interim IEP completed. After the initial evaluation was done, the student needed an initial IEP. I amended the IEP to change the IEP type to an initial, but the IEP won't submit. How do I fix this error?

ANSWER: Interim IEPs cannot be amended to change the type to an initial IEP. Once the evaluation is completed, a new initial IEP must be completed.

SUBJECT: IEP Change/Delete Requests

QUESTION: A teacher made an IEP official with the wrong team meeting date. The signed copy of

the IEP has the correct date of the meeting. How do you correct this?

RESPONSE: Submit an IEP change request for the team meeting date to be corrected. Provide a detailed explanation as to why the team meeting date should change. Refer to the IEP Change/Delete Requests section of the user guide for assistance on submitting a request.

QUESTION: A new teacher held an IEP meeting. She needed to make changes to the IEP, but instead of amending the IEP she created a new IEP and made it official. How do we delete this IEP?

RESPONSE: Submit an IEP delete request for the IEP. Provide a detailed explanation as to why the IEP should be deleted.

QUESTION: How do I check the status of my IEP change or delete request?

RESPONSE: You can view the status of your IEP change or delete requests under the User Tools menu.

SUBJECT: IEP Data Entry

QUESTION: I accidentally checked Yes for Act 833 eligibility, and it created the Act 833 form. How do I get rid of the form? The IEP doesn't need it.

RESPONSE: Click Add/Delete Forms to IEP in the top right corner. Uncheck the box next to Act 833 and click Save. This will delete the Act 833 form from the IEP.

QUESTION: How do I create a progress report for a student?

RESPONSE: Click Add/Delete Forms to IEP in the top right corner. Check the box next to Progress Reports and click Save. The form will be added to the IEP and can be accessed by choosing Progress Reports in the IEP Forms list selection.

QUESTION: On the Validation page, I received a warning message. The information I entered on the IEP is correct. Can I still make the IEP official?

RESPONSE: Yes. After verifying the information is correct, the IEP can still be made official with

the warning message.

QUESTION: When validating the IEP, I received a warning message saying the evaluation information must match the evaluation information in SER. What does that mean?

ANSWER: The evaluation information on the General Student Information page of the IEP form does not match the evaluation information entered in SER. Verify that the information on the IEP is correct. If so, contact your LEA's SER data manager to verify the evaluation information entered in SER is correct.

QUESTION: We have a new student that transferred to us from another district. The student is in SER. Since the student is new to our district, should the IEP be an initial or a review?

ANSWER: The IEP should be a review IEP if the student's IEP from the previous LEA was a review IEP.

QUESTION: I completed the ESY page for the ESY IEP, but I can't get the IEP to validate. It's telling me the ESY date begin date must be after 5/15 and before 9/1.

ANSWER: Students must have a current IEP in place at the time of ESY. Verify that the ESY information is being entered on the student's IEP that will be current at the time of ESY. If the IEP will expire during ESY, the student will need a new IEP. The ESY information should be entered on the new IEP.

APPENDIX B RECORD LAYOUTS AND DATA ELEMENTS

SER allows online, batch, and XML submissions. The link to the web-based application is https://serp.doe.louisiana.gov/SER. Only SER data can be submitted via batch file. SER data and IEP Forms data can be submitted via XML. Batch and XML layouts are available under the User Tools menu in SER.

R=Required; RA=Required if Applicable

	R or RA	Size	Field Name	Definition and Values
			STUDENT PROFILE	
1.	R	10	State ID	The number assigned by the Louisiana Secure ID System as a means of identification.
2.	RA	9	Legacy State ID	The number assigned by the Social Security Office as a means of identification or a unique locally-assigned temporary identifier.
3.	R	15	First	Student's first name.
4.	RA	15	Middle	Student's middle name.
5.	R	20	Last	Student's last name.
6.		5	Suffix	Student's suffix. Examples: Jr., Sr., III, IV, etc.
7.	R	8	DOB	Calendar date of birth as designated on the student's legal birth registration.
8.	R	2	Current Grade	The grade in which the student is currently placed: 01 1st - First 02 2nd - Second 03 3rd - Third 04 4th - Fourth 05 5th - Fifth 06 6th - Sixth 07 7th – Seventh T9 T9th – Transitional Ninth 08 8th - Eighth 09 9th - Ninth 10 10th - Tenth 11 11th - Eleventh 12 12th - Twelfth 15 Infant Program (0-2) 20 Preschool Program (3-5) 25 Kindergarten On June 30th each year, the grade will automatically be increased via the Grade Rollover process based on the following criteria:

				-Must have open SPED Activity -LDE\CurrGrdPrc ID will display as 'Modified by' ID -Grade 12 is the maximum grade allowed -Grade 15 and Grade 20 will not be increased. -Grade 25 will be set to Grade 01

	STUDENT PROFILE (continued)			
	R or RA	Size	Field Name	Definition and Values
9.	R	1	Gender	Student's sex: F Female M Male
10.	R	2	Race/Ethnicity	The most applicable race or ethnic group to which a student belongs: 01 AMERICAN INDIAN/ALASKAN NATIVE A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. 02 ASIAN A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam 03 BLACK OR AFRICAN AMERICAN- A person having origins in any of the black racial groups of Africa. 04 HISPANIC/LATINO A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race 05 WHITE A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. 06 Native Hawaiian or Other Pacific Islander A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. Definitions obtained from IDEA Child Count Definitions.

	R or RA	Size	Field Name	Definition and Values
				STUDENT PROFILE (continued)
11.	R	2	Language	The language the student uses most often: 01 English 02 French 03 German 04 Italian 05 Russian 06 Spanish 07 Chinese 08 Japanese 09 Korean 10 Vietnamese 11 Other European 12 Other Asian 13 Hebrew 14 Arabic 15 Total Communication 16 No System of Communication 98 Not Known 99 Other

	R or RA	Size	Field Name	Definition and Values
				JURISDICTION
1.	R	3	LEA	The Local Educational Agency (LEA) that has jurisdictional authority of the student's educational programming (See SER Contact list for LEA codes)
2.	R	8	Begin Date	The calendar date the student enrolled in the LEA. This date should be the same as the SIS Enrollment Date. If a student is transferring from one LEA to another, all services must be terminated prior to the entry of a subsequent Begin Date.
3.	RA	9	Local Student ID	The primary in the local school systems software package. **DO NOT USE THE STUDENTS SSN IN THIS FIELD.**
4.	R	6	School Code	Code assigned by LDE to the student's home-based school.

			PARENT/GUARDIAN	
	R or RA	**Size**	**Field Name**	**Definition and Values**
1.	RA	5	Title	Title of the parent or legal guardian of the student:
				Suggestions:
				BRO. Brother
				DR. Doctor
				FR. Father
				MR. Mister
				MS. Mistress
				REV. Reverend
				SR. Sister
				CAPT. Captain
				MSGR. Monsignor
				M/M Mr. and Mrs.
				MRS. Madame
2.	R	15	First	First name of the student's parent or legal guardian.
3.	RA	20	Middle	Middle name of the student's parent or legal guardian.
4.	R	20	Last	Last name of the student's parent or legal guardian.
5.	RA	3	Suffix	Suffix of the student's parent or guardian. Examples: Jr., Sr., III, IV, etc.
6.	R	400	Address	Street name and number of student's parent or legal guardian.
7.	R	100	City	City of the student's parent or legal guardian.
8	R	2	State	State of the student's parent or legal guardian. The field is defaulted to Louisiana.
9	R	10	Zip Code	Zip code of the student's parent or legal guardian. Zip code must be in the following format ##### or #####-####.

SPECIAL EDUCATION ACTIVITY				
	R or RA	**Size**	**Field Name**	**Definition and Values**
1.	R	8	Entry Date	The calendar date on which the student was first enrolled in special education. This date remains constant. System populated with student's first approved IEP Team Meeting Date.
2.	RA	8	Exit Date	The calendar date on which the case was determined inactive resulting in the cessation of all special education services.
3.	RA	2	Exit Reason	The reason for which the case was marked inactive: 01 Transferred to Regular Education 02 Death 03 Dropped Out 04 Moved Out of State/Known to be Continuing 05 High School Diploma 06 Non-Diploma Certificate of Achievement 08 Reached 22nd Birthday 14 Non-Diploma Industry-Based Skills Certificate 17 Revocation of Consent 18 Non-Diploma State Approved Skills Certificate 20 HS Diploma Career Pathway LAA 1 21 Louisiana High School Equivalency Diploma (LHSD) 22 Non-Diploma LHSD & Industry Based Skills Certificate 23 Non-Diploma LHSD & State Approved Skills Certificate
4.	RA	8	Re-Evaluation Decline Date	The calendar date on which the student was offered and/or refused the re-evaluation. Only allow entry if the SPED Activity Exit Code equals: 01 Transferred to Regular Education– **for further instructions, see table on next page** 03 Dropped Out 06 Non-Diploma Certificate of Achievement 14 Non-Diploma Industry Based Skills Certificate 18 Non-Diploma State Approved Skills Certificate 20 HS Diploma Career Pathway LAA 1 21 Louisiana High School Equivalency Diploma (LHSD) 22 Non-Diploma LHSD & Industry Based Skills Certificate 23 Non-Diploma LHSD & State Approved Skills Certificate When stored successfully, the system will populate the "Jurisdiction End Date".

Exit Code	Needs Exit Plan	Needs Re-Evaluation	Closes Jurisdiction	Maps to Service Termination Code
01 Transferred to Regular Education	N	Y*	N	Withdrawal/Denial of Parental Approval
01 Transferred to Regular Ed	N	N	Y	Progress Indicates Service No Longer Needed
02 Death	N	N	Y	Progress Indicates Service No Longer Needed
03 Drop out	Y	Y	N	Withdrawal/Denial of Parental Approval
04 Moved out of state	N	N	Y	Moved Out of State
05 HS Diploma	Y	N	Y	Progress Indicates Service No Longer Needed
06 Non-Diploma Certificate of Achievement	Y	Y	N	Progress Indicates Service No Longer Needed
08 Reached 22 BD	Y	N	Y	Progress Indicates Service No Longer Needed
14 Non-Diploma Industry Based Skills Certificate	Y	Y	N	Progress Indicates Service No Longer Needed
17 Revocation of Consent	N	N	Y	Revocation of Consent
18 Non-Diploma State Approved Skills Certificate	Y	Y	N	Progress Indicates Service No Longer Needed
20 HS Diploma Career Pathway LAA 1	Y	Y	N	Progress Indicates Service No Longer Needed
21 Louisiana High School Equivalency Diploma (LHSD)	Y	Y	N	Progress Indicates Service No Longer Needed
22 Non-Diploma LHSD & Industry Based Skills Certificate	Y	Y	N	Progress Indicates Service No Longer Needed
23 Non-Diploma LHSD & State Approved Skills Certificate	Y	Y	N	Progress Indicates Service No Longer Needed

*Re-Evaluation only required if service termination reason is "Withdrawal/Denial of Parental Approval." Re-Evaluation is not required of other service termination reasons with "Transferred to Regular Education" as the exit reason.

APPENDIX C - DATA GLOSSARY

LEA – Local Education Agency-This is the parish, special district or the chartering organization that oversees one or more schools.

LDOE – Louisiana Department of Education

OSEP – Office of Special Education Programs-the federal agency that oversees the implementation of IDEA

IDEA – Individuals with Disabilities Education Act

MFP – Minimum Foundation Program

Cookie
An HTTP cookie (usually called simply a cookie) is a packet of information sent by a server to a World Wide Web browser and then sent back by the browser each time it accesses that server.

HTML
In computing, Hypertext Markup Language (HTML) is a markup language designed for the creation of web pages and other information viewable in a browser.

Web browser
A web browser is a software package that enables a user to display and interact with documents hosted by web servers. Popular browsers on the PC include Opera, Microsoft Internet Explorer and Mozilla Firefox.

APPENDIX D – ERROR CODES & MESSAGES

The following error code definitions describe error messages that may be received after attempting to enter and/or submit data to SER. These messages are designed to facilitate the correction of errors before data are resubmitted.

Code	Description
A001	Error validating Accommodations. Please try again.
A002	Accommodations - You must select the Accommodations or choose None
A003	ESY Instruction may only be checked when the ESY Decision on Program / Services is 'Eligible'
A004	ESY Instruction must be checked when the ESY Decision on Program / Services is 'Eligible'
A005	ESY Instruction may only be checked when the ESY Form is completed
A006	ESY Instruction must be checked when the ESY Form is completed and Accommodations are provided
A010	Accommodations Needed / Environment - 'Modify Student's Schedule' Description is Required.
A011	Accommodations Needed / Environment - 'Other' Description is Required.
A020	Accommodations Needed / Instruction - 'Provide Options for Students'. You must select one or more.
A021	Accommodations Needed / Instruction - 'Other' Description is Required.
A030	Accommodations Needed / Materials - 'Other' Description is Required.
A040	Accommodations Needed / Time - 'Other' Description is Required.
A050	Accommodations Needed / Test	Quizzes - 'Modified Tests' Description is Required.
A051	Accommodations Needed / Test	Quizzes - 'Other' Description is Required.
A060	Accommodations - 'Assistive Technology' description is Required.
A061	Accommodations - 'Communication Assistance' description is Required.
A070	Accommodations Needed / Assistive Technology - 'Other AT Devices' is Required.
A071	The Assistive Technology checkboxes on the Accommodations page and the General Student Information page must match.
A072	If any checkboxes under Assistive Technology are selected, the overall Assistive Technology checkbox must be selected.
A080	is not valid for the environment Classroom.
A081	is not valid for the environment Testing/Quizzes/Assessment.
A082	is not valid for the environment Paper Math/ELA.
A083	is not valid for the environment Paper Sci/Soc.
A084	is not valid for the environment Paper LAA1.
A085	is not valid for the environment Paper LAA2/GEE.
A086	is not valid for the environment Online Math/ELA.
A087	is not valid for the environment Online EOC.

A088	One or more Accommodations selected have an invalid Category/Type/Accommodation combination.
A089	Is not valid for the environment Online Soc.
A091	Is not valid for the environment Paper Sci.
A092	Is not valid for the environment Paper Soc.
C001	Error validating Act 833. Please try again.
C002	Act 833 is not valid for this form.
C010	Eligibility Date is required.
C011	You must certify that the information is correct.
C012	Eligibility Reason is required.
C013	Only one Eligibility Reason may be chosen.
C014	You must select at least two missed Benchmark Grades.
C020	Eligibility Reason: You have selected Alternate Pathway to Promotion. This option is only valid for students in grades K-8.
C021	Eligibility Reason: You have selected Alternate Pathway to Graduation: Benchmark. This option is only valid for students in grades 8-12.
C022	Eligibility Reason: You have selected Alternate Pathway to Graduation: EOC. This option is only valid for students in grades 9-12.
C023	Eligibility Reason: You have selected Alternate Pathway to Graduation: EOC Combination. This option is only valid for students in grades 10-12.
C030	The eligibility reason selected does not match the alternate pathway specified on the Program Services form.
E001	Error validating ESY. Please try again.
E002	ESY is not valid for this form.
E010	At least one of the Eligibility Criteria Determination must be checked.
E020	Special Transportation type is required.
E021	Special Transportation - An answer is required
E030	Student's Total Instructional Day is required.
E035	Number of days per week must be between 1 and 5.
E040	Total Number of Minutes in Special Setting per week is too great based on Student's Total Instructional Day.
E045	Date ESY Begins is required and must be after the Team Meeting Date.
E046	Date ESY Ends is required and must be after the Date ESY Begins.
E047	ESY Begin Date must be after 5/15 and before 9/1
E048	ESY End Date must be after 5/15 and before 9/1
E050	Date to Begin is required
E051	Date to Begin must be between ESY Begin Date and ESY End Date
E052	Duration is required
E053	Individual/Group is required
E054	Regular Class/ Sessions is required
E055	Regular Class/ Minutes is required

E056	Community/ Sessions is required
E057	Community/ Minutes is required
E058	Special Class/ Sessions is required
E059	Special Class/ Minutes is required
E060	Regular Class, Community or Special Class minutes are required
E061	Number of Regular Class Sessions must not exceed number of days per week student attends school
E062	Number of Community Sessions must not exceed number of days per week student attends school
E063	Number of Special Class Sessions must not exceed number of days per week student attends school
E070	One or more Services are required.
E072	Special Transportation - An answer is required
G001	Error validating General Student Information. Please try again.
G002	Error retrieving General Student Information for parent IEP Form. Please try again.
G010	Type of IEP is Required.
G011	The Type of IEP cannot be changed on an Amendment.
G012	IEP Forms after an exit type of Revocation of Consent must be of type Initial
G013	IEP Forms after an exit type of Revocation of Consent for a G/T student must be of type Gifted / Talented - Review.
G020	Team Meeting Date is Required.
G021	Team Meeting Date cannot be greater than today's date.
G022	Team Meeting Date cannot fall on a weekend.
G023	Team Meeting Date falls on a Holiday.
G024	The Team Meeting Date cannot be changed on an Amendment.
G025	An IEP Form with this Team Meeting Date already exists.
G026	An Interim IEP Form cannot be made Official when an Initial or Review IEP exists within 1 year prior to the Team Meeting Date.
G027	IEP Forms after an exit type of Revocation of Consent must have a Team Meeting Date greater than or equal to the Initial Evaluation Report Disseminated Date.
G028	IEP Forms after an exit type of Revocation of Consent for a G/T student must have a Team Meeting Date equal to the Re-Evaluation Report Disseminated Date.
G029	Team Meeting Date cannot be more than a year old.
G030	Current Grade is Required.
G031	Error in Current Grade Field. Not Enrolled is not a valid grade code for an IEP.
G040	Home Based School is Required.
G049	Reevaluation IEP may only be checked for Review IEPs
G050	Individual Evaluation Date is Required.
G060	You must select a Primary Exceptionality Code.
G061	Duplicate Exceptionality Code detected.
G062	When there is a Disabled Exceptionality and a Gifted or Talented Exceptionality, the

	Disabled Exceptionality must be the primary.
G063	One or more Detail Codes are required.
G064	Only one Detail Code is allowed.
G065	The IEP Form Evaluation information must match an Evaluation in SER in order for the IEP to be submitted to SER.
G066	The Individual Evaluation Date may not be entered for Interim IEPs.
G067	Exceptionalities may not be entered for Interim IEPs.
G068	Exceptionality Code of 'No Exceptionality' is not valid for IEP Forms.
G069	Exceptionality Code of "Unable to Complete Evaluation Process" is not valid for IEP Forms.
G070	You must enter one or more IEP Participants.
G071	All IEP Participants must include both Member Type and Name.
G072	ODR must be one of the IEP Participants.
G080	Educational Rights of Exceptional Children must be checked.
G081	Educational Rights of Gifted/Talented Children must be checked.
G082	Educational Rights of Exceptional Children on Services Plans must be checked.
G090	General Student Information – General Information About Student is Required.
G091	General Student Information – Strengths is Required.
G092	General Student Information – Parent Concerns is Required.
G093	General Student Information – Evaluation Results is Required.
G094	General Student Information – Academic Needs is Required.
G095	General Student Information – Input from Regular Teacher is Required.
G096	General Student Information – Statewide Assessment Results is Required.
G097	General Student Information – Progress or Lack of Expected Progress is Required.
G098	General Student Information – Pertinent Social Emotional Information is Required.
G100	Consideration of Special Factors – Behavior is Required.
G101	Consideration of Special Factors – Limited English Proficient is Required.
G102	Consideration of Special Factors – Communication Needs of Child is Required.
G103	Consideration of Special Factors – Instruction In and Use of Braille is Required.
G104	Consideration of Special Factors – Assistive Technology Services is Required.
G105	Consideration of Special Factors – Health Needs is Required.
G110	Transition Courses of Study is Required.
G111	Only one Transition Course of Study may be chosen.
G112	The Home Based School in General Student Information does not match the school in SER.
G113	Transition service page must exist for Non-Diploma pathway to be checked.
G114	Educational/Career Plan and Non-Diploma Pathway cannot both be selected.
G120	LAA 1 must be checked under the LEAP section of the Program Services page.
G163	Two or more Detail Codes are required.
I001	You must enter one or more Instructional Plans.

I010	Educational Need Area is Required.
I011	Academic/Cognitive is not a valid Educational Need for a Gifted/Talented IEP.
I012	Academic and/or Enrichment is not a valid Educational Need for a Regular IEP.
I013	Only the following Educational Needs are valid for a Gifted/Talented IEP: Academic and/or Enrichment, Behavior, Social.
I014	The Educational Need(s) entered do not match those selected on General Student Information.
I015	ESY Instruction may only be checked when the ESY Decision on Program / Services is 'Eligible'
I016	ESY Instruction must be checked on at least one Instructional Plan when the ESY Decision on Program / Services is 'Eligible'
I017	Transition Form must be completed if Targeted for Secondary Transition is checked
I018	ESY Form must be completed if ESY Instruction is checked
I019	ESY Instruction must be checked on at least one Instructional Plan when the ESY Form is completed
I020	Present Level of Academic Achievement is Required.
I030	Measurable Academic Goal is Required.
I040	Either the Method of Measurement or Additional Methods of Measurement is Required.
I050	Short-Term Objectives / Benchmarks are required for students participating in LAA1.
I060	Personnel Responsible for Implementing Goal – You must select one or more.
I061	Personnel Responsible for Implementing Goal: 'Other Related Service Providers' Description is Required.
I062	Personnel Responsible for Implementing Goal: 'Other' Description is Required.
I063	Act 833 applied can only be selected when Educational Need is Academic/Cognitive
I064	Act 833 Course selection not needed for grades K-8
I065	Act 833 applied can only be selected when Program Services Act 833 Eligibility is set to Yes.
I066	Course must be selected if Act 833 applied is checked.
I067	Short-term objectives are required when Act 833 is applied and a course is selected.
L001	Error validating Placement LRE. Please try again.
L010	Only one Placement Determination may be chosen for Time Frame A.
L011	Placement Determination must be selected for Time Frame A if the Trigger Date is not specified or after the Team Meeting Date.
L012	Time Frame A: You must document the educational benefit for the selected placement if not Inside regular class 80% or more of the day.
L013	Time Frame A: Based on the information provided, the Placement selected for this student is incorrect.
L020	Only one Placement Determination may be chosen for Time Frame B.
L021	Placement Determination must be selected for Time Frame B if the Trigger Date is specified.
L022	Time Frame B: You must document the educational benefit for the selected placement if

	not Inside regular class 80% or more of the day.
L023	Time Frame B: Based on the information provided, the Placement selected for this student is incorrect.
L030	Only one Preschool Setting may be chosen for Time Frame A.
L031	Preschool Placement Determination must be selected for Time Frame A if the Trigger Date is not specified or after the Team Meeting Date.
L032	Preschool Placement Determination must be selected.
L033	Preschool Settings for Time Frame A - Based on the information provided, the Placement selected for this student is incorrect.
L034	Only one Preschool Setting may be chosen for Time Frame B.
L035	Preschool Placement Determination must be selected for Time Frame B if the Trigger Date is specified.
L036	Preschool Settings for Time Frame B - Based on the information provided, the Placement selected for this student is incorrect.
L040	The Student's Age as of the Team Meeting Date does not match the Placement Determination selected.
L050	Site is required.
L060	The frequency of Progress Reports is required.
L070	Only one Alternative to Regular Diploma may be chosen.
L071	Assessment Implications - The option chosen does not match the assessment selected.
L072	Assessment Implications - The option chosen does not match the Type of Exit Document selected.
L080	Have the following documents been included in the IEP folder: LAA 1, an answer is required.
L081	Have the following documents been included in the IEP folder: LAA 2, an answer is required.
L082	Have the following documents been included in the IEP folder: Individual Healthcare Plan, an answer is required.
L083	Have the following documents been included in the IEP folder: Individual Prescription for Instruction, an answer is required.
L084	Have the following documents been included in the IEP folder: Individual Graduation Plan, an answer is required.
L085	Have the following documents been included in the IEP folder: Parental Consent Form for Pre-GED/Skills Options, an answer is required.
L086	Have the following documents been included in the IEP folder: Certificate of Achievement, an answer is required.
L087	Have the following documents been included in the IEP folder: Summary of Performance Criteria Form, an answer is required.
L088	Have the following documents been included in the IEP folder: Parental Consent Form for Medical Billing, an answer is required.
L089	Have the following documents been included in the IEP folder: Educational/Career Plan for LAA Students, an answer is required.

L090	Have the following documents been included in the IEP folder: Section 504 Plan, an answer is required.
L091	Have the following documents been included in the IEP folder: Behavior Intervention Plan, an answer is required.
L092	Have the following documents been included in the IEP folder: Assistive Technology Consideration Checklist, an answer is required.
L093	Have the following documents been included in the IEP folder: Parental Consent form for Connections for 8th graders, an answer is required.
L094	Have the following documents been included in the IEP folder: Non Diploma consideration Checklist, an answer is required.
L095	The Non Diploma pathway option must be selected on the GSI page when The Non Diploma consideration Checklist value is Yes.
L096	Individual Graduation Plan must be selected if student is in grade 9, 10, 11 or 12.
L097	If LAA 1 is chosen on Program/Services Page, the LAA 1 Participation Criteria form must be completed and uploaded into SER and the box must be checked.
L100	You must check a Parent / Student Decision.
L101	Only one Parent / Student Decision may be chosen.
L102	Parent / Guardian name is required.
L103	Parent / Guardian Signature Date is required.
L104	Parent Signature Date cannot be greater than today's date
L105	Parent Signature Date must match the Team Meeting Date.
L106	An Initial IEP cannot be made official if Parent did not attend the meeting
L110	ODR Signature is required.
L111	ODR Signature Date is required.
L112	ODR Signature Date cannot be greater than today's date
L113	ODR Signature Date must match the Team Meeting Date.
L120	Transition Plan must be complete in order to have the non-diploma pathway checklist completed.
L121	LAA 1 cannot be checked if IGP has been checked. If a LAA 1 student has a Transition plan, must check either Educational/Career Plan or Individual Graduation Plan
L122	Educational/Career Plan or Individual Graduation Plan is required for a LAA 1 student on a Transition Plan
L123	Educational/Career Plan cannot be checked if IGP is checked. A student cannot have an Educational /Career Plan and an IGP.
L124	Have the following documents been included in the IEP folder: Assessment Approval Form, an answer is required.
L125	Have the following documents been included in the IEP folder: Individual Graduation Plan for LAA Students, an answer is required.
L126	Have the following documents been included in the IEP folder: Communication Plan, an answer is required.
L127	If the parent received the Louisiana Educational Right of Exceptional Children document and gives consent for the initial provision of special education and related services, then

	the "I understand…" box must be checked.
M001	You must select the Parent Contact Method for each IEP form amended.
M002	You must give an explanation for each IEP form amended.
M003	At least one change must occur on an Amendment. If no changes are required, delete this Amendment and use the previous Official or Amended-Official form.
M004	IEP Form cannot be amended later than 1 year from Team Meeting Date.
O001	Error validating LAA 1. Please try again.
O002	LAA 1 is not valid for this form.
O010	To be eligible to participate in LAA 1, the response to each of the four Criterion must have been "Agree."
O011	You have selected "Agree" to Criterion #1. An evidence selection must be chosen.
O012	Only one evidence selection may be chosen for Criterion #1.
O013	You have selected evidence B for Criterion #1. This is not a valid option for students in grades Prekindergarten - 5.
O014	You have selected evidence C for Criterion #1. This is not a valid option for students in grades Prekindergarten - 5.
O020	Parental Understanding: Louisiana Extended Standards must be selected.
O021	Parental Understanding: Functional Skills must be selected
O022	Parental Understanding: Annual must be selected.
O030	LAA1 Approval: Eligibility is required.
O031	Only one LAA 1 Eligibility selection may be chosen.
O032	Parent Signature is required.
O033	LEA Representative Signature is required.
O034	Special Education Teacher Signature is required.
O040	The student is eligible to participate in the LAA 1 if all responses in the Criterion 1C documentation are marked YES.
O041	A minimum of one source must be used for 1C Eligibility Criterion 1.
O042	A minimum of one source must be used for 1C Eligibility Criterion 2.
O043	A minimum of one source must be used for 1C Eligibility Criterion 3.
O044	A minimum of one source must be used for 1C Eligibility Criterion 4.
O045	1C Eligibility Criterion is only valid if C is selected for LAA 1 Criterion #1.
O050	All LAA 1 Participants must include both Member Type and Name.
P001	Error validating Program Services. Please try again.
P007	If "High School Diploma" is chosen as the Exit Document, only the regular assessment or LAA 2 can be chosen.
P008	If "Certificate of Achievement" is chosen as the Exit Document, only LAA 1, LAA 2, or None can be chosen.
P009	If "High School Diploma" or "Certificate of Achievement" is not chosen as the Exit Document, ASA or ASA LAA 2 must be chosen.
P010	Assessment Program is Required.
P011	Only one Assessment Program may be chosen.

P012	Assessment Program must be Leap/iLEAP/GEE for an IEP with No Exceptionality.
P013	If the Primary or a Secondary Exceptionality is Gifted or if the Primary Exceptionality is Talented, the Assessment Program must be LEAP / iLEAP / GEE.
P014	You must explain why the student cannot participate in the regular assessment.
P015	You must explain why the particular alternate assessment selected is appropriate for the student.
P016	LEAP: You have selected None. This is not a valid option for students in grades 3 - 11.
P017	You must select at least one LAA 2 Content Area.
P018	ASA Assessments are not valid for IEPs with a Team Meeting Date of 7/1/2012 or greater.
P020	Accommodations Needed For Leap Testing is required.
P021	If None is selected as the Assessment Program, there can be no Accommodations.
P022	Accommodations Needed For Leap Testing: You have selected 'None'. There can be no other Accommodations.
P023	Accommodations Needed For Leap Testing - 'Other Specify' is required.
P024	Assistive Technology - 'Identify the type of AT to be used' is required.
P030	You must explain why the student is not in regular classes.
P031	Regular Classes - Electives. You must list the electives.
P040	You must explain why the student is not participating in activities with non-disabled peers.
P041	Activities with Non-Disabled Peers. 'Other - Description' is required.
P050	Time Frame A - Student's Total Instructional Day is required.
P051	Time Frame B - Student's Total Instructional Day is required.
P055	Time Frame A - Number of days per week must be between 1 and 5.
P056	Time Frame B - Number of days per week must be between 1 and 5.
P060	Time Frame A: Total Number of Minutes in Special Setting per week is too great based on Student's Total Instructional Day.
P061	Time Frame B: Total Number of Minutes in Special Setting per week is too great based on Student's Total Instructional Day.
P062	Time Frame A - Time Frame Name is required.
P063	Time Frame B - Time Frame Name is required.
P064	Time Frame B - Trigger Date is required and must be greater than the Team Meeting Date.
P070	Date to Begin is required and must be greater than or equal to the Team Meeting Date and less than or equal to the Trigger Date (if present).
P071	Date to Begin is required and must be greater than or equal to the Trigger Date.
P072	Duration is required
P073	Individual/Group is required
P074	Regular Class/ Sessions is required
P075	Regular Class/ Minutes is required
P076	Community/ Sessions is required
P077	Community/ Minutes is required

P078	Special Class/ Sessions is required
P079	Special Class/ Minutes is required
P080	Regular Class, Community or Special Class minutes are required
P081	Number of Regular Class Sessions must not exceed number of days per week student attends school
P082	Number of Community Sessions must not exceed number of days per week student attends school
P083	Number of Special Class Sessions must not exceed number of days per week student attends school
P084	Total Number of Minutes in Special Setting per week is incorrect based on the Special Class Minutes and Sessions.
P090	One or more Services are required.
P100	Special Transportation type is required.
P101	Special Transportation - An answer is required
P110	At least one of the Criteria for Consideration (not including Special Circumstances) must be checked.
P111	At least one of the Criteria for ESY must be checked.
P120	ESY Decision is required.
P121	Only one ESY Decision may be chosen.
P122	ESY Decision of Eligible was chosen. An ESY form must be added to the IEP and completed.
P123	Please review goals targeted for ESY. Check or uncheck goals for ESY services.
P124	An ESY form cannot be added to the IEP Form if Eligible is not chosen as an ESY Decision.
P125	LEAP: You have selected Non-Tester/Non-Diploma. This is not a valid option for students not on Transition Plans.
P126	LEAP: You have selected LAA2. This is not a valid option for students in grades Prekindergarten - 3.
P127	LEAP: You have selected LEAP. This is not a valid option for students in grades Kindergarten - 1.
P128	Frequency is required
P129	Non Weekly services must be in the list of Related Services/Medicaid Services.
P130	Special Education Instruction, Speech/Language Pathology, or Adapted Physical Education must exist in the weekly section prior to entering services into the less than weekly section. Alternatively, Special Education Instruction must exist in the less than weekly section.
P131	Duration is not a valid field for Services provided less than weekly.
P132	Community/ Sessions is not a valid field for Services provided less than weekly.
P133	Community/ Minutes is not a valid field for Services provided less than weekly.
P134	Frequency is not a valid field for Services provided weekly.
P135	LEAP: You have selected LAA2. This option is only valid for students in grade 10 or greater as of July 1, 2014.

P136	Gifted/Talented students may only select from Special Education Instruction, Counseling Services, Social Work Services, or Psychological Services.
P137	Act 833 - An answer is required
P138	Act 833 is required for this form.
P139	LAA 1 is required for this form.
P140	If Yes is checked for Act 833, you must check whether the decision is being made for Promotion or Graduation.
R001	You must enter one or more Instructional Plans in order to provide Progress Reports.
R002	Progress Reports is not valid for this form.
R003	At least one progress evaluation is required for this Educational Need Area.
R010	Baseline Data is required
R020	Must be greater than previous Reporting Period Date
R021	Progress Towards Goals is required
R022	'Generalized' is not a valid Progress Towards Goals option for Gifted/Talented IEPs
R030	'Medical/Health' is not a valid IP Reason for Gifted/Talented IEPs
R031	'Behavior Interfering with Progress' is not a valid IP Reason for Gifted/Talented IEPs
R032	You must identify the IP Reason because 'Other' was selected
R040	Current Data is required
R050	Comments is required
R060	Teacher Signature is required
R061	Date Sent is required
S001	Error validating Site Determination. Please try again.
S002	Site Determination is not valid for this form.
T001	Error Validating Transition Services. Please try again.
T010	You must enter the Student Invitation Date.
T020	You must enter the Method of Student Invitation.
T030	You must enter the Anticipated Exit Date.
T040	You must enter the student's Future Vision.
T041	Training or Education Goal is Required.
T042	Employment Goal is Required.
T043	Independent Living Goal is Required.
T050	How Preferences and Interests were Obtained - You must select one or more.
T051	How Preferences and Interests Were Obtained – You must enter the 'Other' Description.
T052	Transition Assessments is Required.
T060	Instruction - School Action Steps is Required.
T061	Instruction - Student Action Steps is Required.
T062	Instruction - Family Action Steps is Required.
T063	Instruction - Agency Action Steps is Required.
T070	Community Experiences - School Action Steps is Required.
T071	Community Experiences - Student Action Steps is Required.

T072	Community Experiences - Family Action Steps is Required.
T073	Community Experiences - Agency Action Steps is Required.
T080	Employment and Post school Adult Living - School Action Steps is Required.
T081	Employment and Post school Adult Living - Student Action Steps is Required.
T082	Employment and Post school Adult Living - Family Action Steps is Required.
T083	Employment and Post school Adult Living - Agency Action Steps is Required.
T090	Functional Vocational Evaluation - School Action Steps is Required.
T091	Functional Vocational Evaluation - Student Action Steps is Required.
T092	Functional Vocational Evaluation - Family Action Steps is Required.
T093	Functional Vocational Evaluation - Agency Action Steps is Required.
T100	Type of Exit Document is Required.
T101	Locally Designed Skills Certificates are not valid for IEPs with a Team Meeting Date is 7/1/2012 or greater.
T110	Expected Number of Years to Graduate is Required.
T120	Transition Plan can only be created on students fourteen and older.
T121	You must either check NONE or fill out the Transition Services form.
T130	LAA 1 must be checked under the LEAP section of the Program Services page.
T131	LAA 1 must be selected in the LEAP section of the Program Services page to use this exit document.

APPENDIX E – HISTORICAL CHANGES (Prior Year)

LOUISIANA SECURE ID SYSTEM (eScholar)

Louisiana legislature passed Act 837 (2014), which provides for the limitations and prohibitions on the collection and sharing of student information. R.S. 17:3914 required the LDOE to create a unique statewide student identifier system by May 1, 2015. Each LEA was required to assign unique student IDs to all student enrolled in public elementary or secondary schools. After August 1, 2015, data sharing between LDOE and LEAs utilize unique student identifiers, knows as a Secure ID, in place of social security numbers. LEAs assumed a new area of responsibility of assigning and maintaining Secure IDs.

After August 1, 2015 LEAs must have data sharing agreements with private entities for contracts managed by LDOE, like the Louisiana Secure ID System (eScholar) and SER, before submitting data. LDOE is not allowed to view or access student personally identifiable information (PII) except in instances where one of the three exceptions to the law are met: (1) auditing, (2) parental consent, and (3) superintendent authorization.

Troubleshooting

If errors are encountered within the SER application, please collect the following information:

- Your User ID
- The State ID of the student record accessed
- The record or the page being updated or added

If an error message is displayed on the screen:
1. Press the Print Screen Button on the keyboard. This takes a picture of what is currently displayed on the screen.
2. Open your word processor, such as Microsoft Word, and start a new document.
3. Select Paste from the Edit menu. An image of your screen should appear in the contents of the documents. Remember to mask all PII for a student.
4. Save the document.
5. Open your email program and start a new email.
6. Attach the document created in steps 2-4 as a file attachment to the email.
7. In the body of the email, please describe in as much detail as possible what you were attempting to do along with the information above (your user ID, the student's State ID and type of record and record being modified or added).
8. Address the email Ashley.Augustine@la.gov.

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