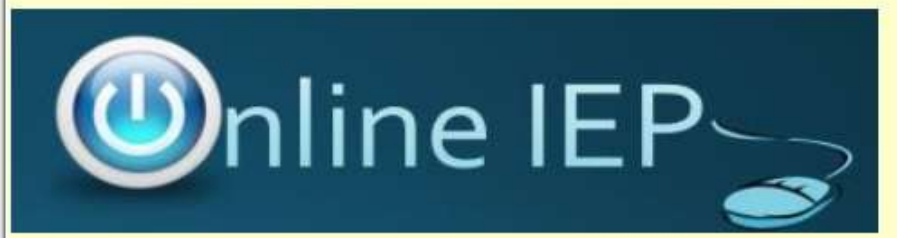




- Student Search
- Authorized List
- IEP SnapShot
- Student Information
- ESY Determination
- IEP Considerations
- + Assessment Results
- + Present Levels
- Standard Type
- + Targeted Standard
- + Goal Areas
- + IEP Transition Planning
- + IEP Services
- + Statewide Testing
- + IEP Placement 3-5
- + IEP Placement 6-21
- LRE Considerations
- Prior Written Notice
- Amendments
- Annotations
- + Finalize Process
- + IEP Printing
- + Mastery/Progress
- + Utilities
- + Resources
- Logout

Key IEP Changes



Maintenance will be performed the second and fourth Wednesday of every month for all Department of Education hardware. Servers may be inaccessible from 8pm until midnight on those dates.

A description of the most recent Online IEP updates will be posted on the landing page.

They will also be posted under Resources.





[Student Search](#)
[Authorized List](#)
[IEP Snapshot](#)
[Student Information](#)
[ESY Determination](#)
[IEP Considerations](#)
[+ Assessment Results](#)
[+ Present Levels](#)
[Standard Type](#)
[+ Targeted Standard](#)
[+ Goal Areas](#)
[+ IEP Transition Planning](#)
[+ IEP Services](#)
[+ Statewide Testing](#)
[+ IEP Placement 3-5](#)
[+ IEP Placement 6-21](#)
[LRE Considerations](#)
[Prior Written Notice](#)
[Amendments](#)
[Annotations](#)
[+ Finalize Process](#)
[+ IEP Printing](#)
[+ Mastery/Progress](#)
[+ Utilities](#)
[+ Resources](#)

This presentation is designed to allow the user to simulate the navigational features of the Online IEP by using the [hyperlinks](#) located in the menu section at the left of the screen.

All student names used in the presentation are fictitious.

It is suggested that the user begin by clicking on the first item called “[Student Search](#)” to get a sense of the logical flow of the IEP process but feel free to jump to any section that you would like to explore.

NOTE: Some menu items have a plus sign “[+](#)” beside of them which indicates there are submenus connected to that group. **The user can click on either the “[+](#)” -- OR the **words** - to view the submenu headings.**





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)



Individualized Education Program

Student Search

Student # Last Name Class

Student Search allows the user to locate a student by either typing in the WVEIS ID # or the Last Name

Click to see demonstration





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)



Individualized Education Program

Student Search

Student # Last Name Class

390012345 ADAMS, HAROLD GRADE 9

Typing in the student number will find that student's record.





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)



Individualized Education Program

Student Search

Student # Last Name Class

Submit

399839121	SMITH, JOHN	GRADE 4
390172934	SMITH, LARRY	GRADE 3
397483939	SMITH, MARGARET	GRADE 5
397874563	SMITH, STEVEN	GRADE 3

Typing in the last name will find ALL student records on the user's authorized list that share that same last name.



- [Student Search](#)
- [Authorized List](#) ←
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Student ID:	Name:	* Next IEP Due:	Grade:
390012345 ←	ADAMS, HAROLD	2017/09/12	GRADE 5
390654232	BAILEY, LARRY	2017/10/20	GRADE 3
397543201	HENRY, MARY	2017/12/15	GRADE 4
33044278 ←	KOWE, ALEX	2018/02/06	GRADE 3
390012345	LOWMAN, SALLY	2018/03/22	GRADE 5
390854844 ←	SMITH, JANE	2018/05/07	GRADE 2

Authorized List displays a list of all students assigned to the user in alphabetical order by last name.

* A new column has been added which shows the date when the student's Next IEP is due. The user can click on the header of any of the columns and the student list will be resorted based on that column's data.


For example, clicking on "Next IEP Due" will re-sort the listing to display the students in order based on the most recent IEP due dates.

Click on any of the three [blue hyperlinks](#) shown above to see examples of how IEPs are displayed by status of completion.

Click here to see an example of how the Authorized list displays a new student with no previous Online IEP





- [Student Search](#)
- [Authorized List](#) 
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Individualized Education Program

Student Search

Student # Last Name Class

390854844 SMITH, JANE GRADE E5

[Draft IEP](#)
[Remove Student from Listing of Current Students](#)

This is an example of what a student record would look like if the student had never had an IEP created using the Online IEP program. Clicking on **Draft IEP** would begin that process.

Click here to see an Example of a Pending IEP in the Authorized list.





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Individualized Education Program

Student Search

Student # Last Name Class

390012345 ADAMS, HAROLD GRADE 9

Annual Review	Meeting Date:02/07/2017	IEP Initiation Year:07/01/2016-Notice	Status: P	Delete
Annual Review	Meeting Date:02/19/2016	IEP Initiation Year:07/01/2015-Notice	Status: F	Amend
Amendment	Meeting Date:02/13/2015	IEP Initiation Year:-Notice	Status: F	Amend
Annual Review	Meeting Date:02/13/2015	IEP Initiation Year:-Notice	Status: F	
Annual Review	Meeting Date:04/23/2014	IEP Initiation Year:-Notice	Status: F	
Amendment	Meeting Date:05/29/2013	IEP Initiation Year:-Notice	Status: F	
Other	Meeting Date:05/29/2013	IEP Initiation Year:-Notice	Status: F	
Annual Review	Meeting Date:04/19/2013	IEP Initiation Year:-Notice	Status: F	
Amendment	Meeting Date:04/26/2012	IEP Initiation Year:-Notice	Status: F	
Annual Review	Meeting Date:04/26/2012	IEP Initiation Year:-Notice	Status: F	
Amendment	Meeting Date:05/18/2011	IEP Initiation Year:-Notice	Status: F	
Initial Meeting	Meeting Date:05/18/2011	IEP Initiation Year:-Notice	Status: F	

The most recent IEP is displayed at the top of the listing.

If the IEP is shown in **blue text**, that would indicate that the IEP is currently in pending status which means that any section can be edited.

The user has the option to delete a pending IEP displayed in the Authorized List by clicking on the word **delete** at the far right of the display. The user is shown an alert box which indicates that the pending IEP is about to be deleted unless the action is cancelled. Once it is deleted, it cannot be retrieved.

Finalized IEPs cannot be deleted.

Click here to see an Example of how to create a Meeting Notice using the Online IEP





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

The Online IEP provides the user with an option for completing the IEP Team Meeting Notice.

It can be printed while the IEP is in a pending status and after the IEP has been finalized.

Annual Review Meeting Date: 02/07/2017 IEP Initiation Year: 07/01/2016 [Notice](#) Status: P [Delete](#)
 Annual Review Meeting Date: 02/19/2016 IEP Initiation Year: 07/01/2015 [Notice](#) Status: F [Amend](#)

Meeting Date: 08/29/2017 Notice Date: 08/21/2017 Meeting Time: 8:00 am

Meeting Purpose: 2 - Individualized Education Program (IEP) Team Meeting

- 1-Document transfer of student's rights (age of majority)
- 2-Other
- 3-Identify preschool transition needs
- 4-Plan for reevaluation
- 5-Determine if the student's conduct is a manifestation of a disability
- 6-Identify transition services for the student (beginning with 1st IEP to be in effect at age 16)

Meeting Location:

Procedural Safeguards Brochure: Provided earlier this school year

If an agency representative is to be invited, date consent was obtained: 08/31/2016

Copy to Invited Members:

- 1-Special Education Teacher or Provider
- 2-Agency Representative(s) DHHR
- 3-Birth to Three Representative
- 4-Evaluator
- 5-Administrator
- 6-General Education Teacher
- 7-Student (required when transition will be addressed)
- 8-Other

IEP Team Member Exusal(s): [Add Excusal](#)

Excused Name	Excused Position	In Lieu Of
No Excusals found for this meeting notice.		

Student Response: I will attend the meeting as scheduled

Parent Response: I will attend the meeting as scheduled

Parent Options:

- I agree to waive the 8-day notification requirement
- I consent to excuse the IEP team members above
- I request the district to invite the Birth to Three Representative


Communication Log: [Add Communication](#)

Type	Date	Time	Comment
USMail	08/03/2017		No response has been received a week after the mailing.
HandDelivered	08/15/2017	9:00 am	Provided meeting notice to the mother during parent/teacher conference. Both the parent and the student completed their response sections. Form was filled in the student folder.

[Save Meeting Notice](#) [Print Meeting Notice](#)





- [Student Search](#)
- [Authorized List](#) 
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Individualized Education Program

Student Search

Student # Last Name Class

- 3044278 B, A

Grade:03

Draft IEP

Annual Review	Meeting Date:02/19/2016	IEP Initiation Year:07/01/2015-	Notice	Status: F	Amend
Amendment	Meeting Date:02/13/2015	IEP Initiation Year:-	Notice	Status: F	Amend
Annual Review	Meeting Date:02/13/2015	IEP Initiation Year:-	Notice	Status: F	
Annual Review	Meeting Date:04/23/2014	IEP Initiation Year:-	Notice	Status: F	
Amendment	Meeting Date:05/29/2013	IEP Initiation Year:-	Notice	Status: F	
Other	Meeting Date:05/29/2013	IEP Initiation Year:-	Notice	Status: F	
Annual Review	Meeting Date:04/19/2013	IEP Initiation Year:-	Notice	Status: F	
Amendment	Meeting Date:04/26/2012	IEP Initiation Year:-	Notice	Status: F	
Annual Review	Meeting Date:04/26/2012	IEP Initiation Year:-	Notice	Status: F	
Amendment	Meeting Date:05/18/2011	IEP Initiation Year:-	Notice	Status: F	
Initial Meeting	Meeting Date:05/18/2011	IEP Initiation Year:-	Notice	Status: F	


If **Draft IEP** is shown in **red text**, that would indicate that the user could begin to draft a new IEP.

Some of the data from the most recently finalized IEP (those which are displayed in black letters) will be rolled over into the new IEP that is created and can be updated.

Also notice that at the far right you see the word **Amend**. Choosing **Amend** will create an exact duplicate of the last finalized IEP or amendment and place it in a pending status for editing purposes.

To learn more about the amendment process, click on the word **Amendments** in the main menu.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#) 
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

The **Snapshot** of the IEP displays a summary of some of the key information contained in the IEP. It is not a part of the IEP itself.

Recent updates include:

- Displaying LRE codes for both grades if IEP spans grade levels
- Displaying student's eligibility code
- Displaying English Language Learner status with a link to guidance

Student IEP Snapshot

Transition	
Diploma Type:	N/A
Education/Training Goals:	N/A
Employment Goals:	N/A
Independent Living Skills Goals:	N/A
Career Cluster:	N/A
Program of Study:	N/A

Important Dates	Help
Complete This IEP By:	Mar. 21, 2017
IEP Meeting Date:	Mar. 15, 2017
Annual Review:	Mar. 15, 2018
Eligibility:	Mar. 09, 2015
Re-evaluation:	Mar. 09, 2018
Age of Majority Notification:	N/A

Existing Present Levels	
• Behavior (REMOVE) - 1 Goals	
• General Info (REMOVE) - 0 Goals	
• Math (REMOVE) - 1 Goals	
• English Language Arts (REMOVE) - 1 Goals	

→

Least Restrictive Environment Grade 08	
Code	2
Least Restrictive Environment Grade 09	
Code	2

IEP Standards	
Type	CSO

→

Exceptionality	
Code	OH

→

English Language Learner	
ELL	NO

Extended School Year (ESY)	
Does the student need extended school year services?	No determination has been made at this time.
ESY has not been accepted or rejected by the parent(s)/guardian(s)/adult student.	

Assistive Technology and Provisions	
There are no provisions at this time.	


Supplementary Services				
Service	Location	Extent	Initiation	Duration
Behavior Intervention Plan	all school settings	100% of the instructional day	03-20-2017	3/2018
Use of a calculator	math	95% of grade level assignments involving computation	03-20-2017	3/2018

Special Education Services				
Service	Location	Extent	Initiation	Duration
Behavior/Social Skill Support	Indirect	10.00 M per Week	03-20-2017	3/2018
Core Instruction (ELA, Math, Science, Soc Stud)	D SEE	1250.00 M per Week	03-20-2017	6/2017
Core Instruction (ELA, Math, Science, Soc Stud)	D SEE	1350.00 M per Week	08-05-2017	03/2018
Social Skill/Behavior	D SEE	250.00 M per Week	08-05-2017	3/2018
Social Skill/Behavior	D SEE	250.00 M per Week	03-20-2017	06/2017

Related Services				
Service	Location/ Transportation Method	Extent	Initiation	Duration
There are no Related Services at this time.				

Testing Accommodations	
• T09 - Separate setting	



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#) 
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Help: ELL Guidance

Guidance for English Language Learners:

The WVEIS record indicates that this student has been identified as an English Language Learner (ELL) with a disability. It is important that the IEP Team include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals.

When developing the IEP the team should also review the information in the student's ELL Plan including any statewide testing accommodations which the Plan has identified so they might be included in the IEP.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

The top part of the [Student Information Page](#) will be filled in automatically taking it's information from data in WVEIS. The bottom section requires the user to include IEP meeting date, IEP Initiation Year, targeted grade level for the IEP, whether the IEP will span two grades, and the IEP meeting type.

Individualized Education Program

Student Information

Student Information

Full Name: B	Reevaluation Date: April 25, 2019
WVEIS: 3044278	
DOB: April 19, 2004	
Age: 9	
Grade: 03	
School: Suppressed	
Parent(s)/Guardian(s): Suppressed	
Surrogate Parent:	
Address: Suppressed	
Home Phone: Suppressed	
Work Phone: Suppressed	

Please enter the date of the IEP meeting (required): (mm/dd/yyyy)

IEP Initiation Year (required):
Upon finalization, this IEP WILL be visible in the Read.IEP application, its accommodations WILL display in the ACCM.14 application and its accommodations WILL upload to the testing vendor.

Select the appropriate grade level for this IEP (required):

Will this IEP span school grades? (required):

Please select your Reason/Purpose (required):

Initial Meeting
 Annual Review
 Reevaluation Review
 Other

Transferred From:

Transferred Date:





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)



IEP INITIATION YEAR

If any part of the IEP is initiated during the current school year, the user would select the first option.

If the IEP is not to be initiated until after July 1st, the user would select the second option.

This procedure will ensure that statewide assessment accommodations are pulled for the correct school year and that the IEPs displayed in the READ.IEP app are properly aligned with the general educators' rosters for the correct school year.

IEP Initiation Year (required):

Upon finalization this IEP:

- WILL NOT be available in the Read.IEP application until 2017-07-01.
- WILL NOT display assessment accommodations in the ACCM.14 application until 2017-07-01.

IEP Initiation Year (required):

Upon finalization this IEP:

- WILL NOT be available in the Read.IEP application until 2018-07-01.
- WILL NOT display assessment accommodations in the ACCM.14 application until 2018-07-01.





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)



Individualized Education Program

Student Information

Student Information

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DOB: April 19, 2004	
Age: 9	
Grade: 03	
School: Suppressed	
Parent(s)/Guardian(s): Suppressed	
Surrogate Parent:	
Address: Suppressed	
Home Phone: Suppressed	
Work Phone: Suppressed	

Please enter the date of the IEP meeting (required): (mm/dd/yyyy)

IEP Initiation Year (required):

Upon finalization, this IEP WILL be visible in the Read IEP application, its accommodations WILL display in the ACCM.14 application and its accommodations WILL upload to the testing vendor.

Select the appropriate grade level for this IEP (required):

Will this IEP span school grades? (required):

Please select your Reason/Purpose (required):

- Initial Meeting
- Annual Review
- Reevaluation Review
- Other

Transferred From:

Transferred Date:



IEP GRADE LEVEL

Use the dropdown box to select the grade level that this IEP is being written for. The embedded ELA and Math grade-level expectations and standards will be generated based upon the grade that is selected.





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- Standard Type
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Please enter the date of the IEP meeting (required): 03/15/2016 (mm/dd/yyyy)

IEP Initiation Year (required): [Help](#) School Year 2015 - 2016

Select the appropriate grade level for this IEP (required): 03

Will this IEP span school grades? (required) * Y N

Please select your Reason/Purpose (required):

Annual Review
 Reevaluation Review
 Other

Transferred From: _____

Transferred Date: _____

[Create New IEP](#)

*Spanning grades is currently not an option for preschool students.

Will this IEP span two grades?

If the duration of the IEP spans two grades, the team has the option of embedding ELA and Math expectations for both grade-levels, as well as importing standard selections for both grade levels.

Consider answering "YES" to this question based upon the following:

- The IEP Team will address present levels in the areas of Math and/or ELA
- The duration of the IEP splits a significant amount of its time between both grades
- The total number of Direct SEE minutes vary between the grades
- At least one Direct service (SEE or GEE) has an initiation date which begins prior to July 1st and at least one that begins after July 1st
- The duration of the IEP spans two different school settings which have a different total of educational minutes (bell-to-bell)

Consider answering "NO" to this question based upon the following:

- The team will NOT address present levels in the areas of Math and/or ELA
- The IEP is written in the spring for initiation in the fall
- Total Direct SEE minutes will NOT vary between the grades
- The IEP spans two grades within the same school (e.g., 2nd to 3rd); the Direct SEE minutes do not change between the grades; and neither ELA or Math will be addressed in the present levels





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Will ESY be considered while developing this IEP?
 Yes N/A (for gifted only)

Old Look

The IEP Team in making its determination of a student's need for ESY shall review documentation that the student exhibits, or may exhibit:

- Significant regression during an interruption in educational programming;
- A limited ability to recoup, or relearn skills once programming has resumed;
- Regression/recoupment problem(s) that interfere with the maintenance of identified critical skills described in the current IEP; and
- Other factors that interfere with the maintenance of identified critical skills as described in the IEP, such as predictive data; degree of progress; emerging skills and breakthrough opportunities; interfering behaviors; nature and/or severity of the disability; and special circumstances.

(The lack of clear evidence of such factors may not be used to deny a student ESY services, if the IEP Team determines the need for such services and includes ESY in the IEP.)

Does the student need extended school year services?
 Yes No Defer until:

Add a ESY Service (Enter at least one.)

ESY Service	<input type="text"/>
Direct/Indirect (D or I)	<input type="text" value="v"/>
Location of Services *	<input type="radio"/> General Education Environment <input type="radio"/> Special Education Environment <input type="radio"/> Out of School Environment <input type="radio"/> Other <input type="text"/>
Extent/Frequency of Service	<input type="text"/> <input type="text" value="v"/> per <input type="text" value="v"/>
Initiation Date	11/07/2013 <input type="text"/>
Duration of Service (month/year)	<input type="text"/>

Service	Direct	Location	Extent/Frequency	Initiation	Duration
ESY Services have not been identified at this time.					

The parent(s)/guardian(s)/adult student accept(s) reject(s) extended school services.

****** Parent/Guardian/Adult Student Signature: _____
 Date: _____

Will Extended School Year be considered while developing this IEP?
 Yes N/A (Student is gifted)

Updated Look

Aug 2017

The IEP Team in making its determination of a student's need for ESY shall review documentation that the student exhibits, or may exhibit:

- Significant regression during an interruption in educational programming;
- A limited ability to recoup, or relearn skills once programming has resumed;
- Regression/recoupment problem(s) that interfere with the maintenance of identified critical skills as described in the current IEP; and
- Other factors that interfere with the maintenance of identified critical skills as described in the current IEP, such as predictive data; degree of progress; emerging skills and breakthrough opportunities; interfering behaviors; nature and/or severity of the disability; and special circumstances.

(The lack of clear evidence of such factors may not be used to deny a student ESY services, if the IEP Team determines the need for such services and includes ESY in the IEP.)

Does the student need extended school year services?
 Yes No Defer until:

Add an ESY Service: (Enter at least one.)

ESY Service	<input type="text"/>
Location of Services *	Physical location of ESY goes here <input type="text"/>
Extent/Frequency of Service	<input type="text"/> <input type="text" value="v"/> per <input type="text" value="v"/>
Initiation Date	05/29/2016 <input type="text"/>
Duration of Service (month/year)	<input type="text"/>

Service	Location	Extent/Frequency	Location Addtl. Detail	Initiation	Duration
ESY Services have not been identified at this time.					

The parent(s)/guardian(s)/adult student accept(s) reject(s) extended school services.

**** Parent signature (initials) has been removed**



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

The IEP team considers for all students:

- The strengths of the student
- The concerns of the parent
- Results of the initial or most recent evaluation of the student. If additional evaluations are needed (specify):
- Academic, developmental and functional needs of the student
- "Revisions need to address lack of progress."

Do the following special considerations apply? (answer Yes/No) If, yes, document in appropriate section(s) of the IEP.

	Yes	No
1. Is the student identified as gifted?	<input type="radio"/>	<input checked="" type="radio"/>
2. Does the student need assistive technology devices or services?	<input type="radio"/>	<input checked="" type="radio"/>
3. Does the student have communication needs?	<input type="radio"/>	<input checked="" type="radio"/>
4. Does the student's behavior impede his or her learning or that of others?	<input type="radio"/>	<input checked="" type="radio"/>
5. Does the student have blindness or low vision?	<input type="radio"/>	<input checked="" type="radio"/>
6. Is the student deaf or hard of hearing? - Consideration Factors	<input type="radio"/>	<input checked="" type="radio"/>
7. Does the student have limited English proficiency?	<input type="radio"/>	<input checked="" type="radio"/>
8. Does the IEP team intend to invite a representative from a participating agency to the NEXT IEP meeting to discuss transition services? If yes, written permission must be obtained to invite agency representatives prior to the next IEP meeting and the agency representative must be included on the next IEP meeting notice. Consent Form	<input checked="" type="radio"/>	<input type="radio"/>
9. Will this IEP address Transition Services? If yes, the transition planning sections of the IEP must be addressed.	<input checked="" type="radio"/>	<input type="radio"/>

If the student understands instructional content at grade level, but is unable to read with sufficient accuracy and fluency to support comprehension at the same rate as his/her peers; or cannot physically manipulate the print medium; or due to blindness/low vision cannot see standard print materials, then click the links to learn more about Accessible Educational Materials. ([AEM Guidance Documents](#)) ([Quick Guide](#)) ([Flow Chart](#))

Consideration #8

- Answer "YES" if the IEP Team intends to invite an agency representative to the NEXT IEP meeting
- Consent form replaces parent/adult student initializing the IEP

Consideration #9

- Answer "YES" if transition will be addressed during this IEP

Accessible Educational Materials guidance is provided through various links





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- [+ Assessment Results](#)
- [+ Present Levels](#)
- [Standard Type](#)
- [+ Targeted Standard](#)
- [+ Goal Areas](#)
- [+ IEP Transition Planning](#)
- [+ IEP Services](#)
- [+ Statewide Testing](#)
- [+ IEP Placement 3-5](#)
- [+ IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- [+ Finalize Process](#)
- [+ IEP Printing](#)
- [+ Mastery/Progress](#)
- [+ Utilities](#)
- [+ Resources](#)



**REQUEST TO INVITE OUTSIDE AGENCY REPRESENTATIVE(S)
TO THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING**

_____ County Schools

Student's Full Name _____	Date _____
School _____	DOB _____
Parent(s)/Guardian(s) _____	Grade _____
Address _____	WVEISA# _____
City/State _____	Telephone _____

Dear: _____

An IEP Team meeting will be scheduled for your child in the near future. One of the purposes of the meeting will be to discuss your child's post-secondary goals and to address the transition services that support these goals. The following list identifies the agencies other than the school that we believe should be invited to this meeting. Please check the appropriate box (yes or no) indicating whether you give consent to invite each of the listed agencies to this meeting and sign below. Return a copy of this request to the school district.

Agency	Consent	
	YES	No
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Signature of parent or legal guardian or adult student

Date of consent

You and your child have protection under the procedural safeguards (rights) of special education law. The school district must provide you with a copy of your procedural safeguards once a year. Enclosed is a copy or earlier this year you received a copy of your procedural safeguard rights in a brochure about parent and child rights. If you would like another copy of this brochure, please contact the district.

District representative

Date given/mailed to parent





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)



Accessible Educational Materials in West Virginia

Guidance for West Virginia Schools and Districts





[Student Search](#)
[Authorized List](#)
[IEP Snapshot](#)
[Student Information](#)
[ESY Determination](#)
[IEP Considerations](#) ←
[+ Assessment Results](#)
[+ Present Levels](#)
[Standard Type](#)
[+ Targeted Standard](#)
[+ Goal Areas](#)
[+ IEP Transition Planning](#)
[+ IEP Services](#)
[+ Statewide Testing](#)
[+ IEP Placement 3-5](#)
[+ IEP Placement 6-21](#)
[LRE Considerations](#)
[Prior Written Notice](#)
[Amendments](#)
[Annotations](#)
[+ Finalize Process](#)
[+ IEP Printing](#)
[+ Mastery/Progress](#)
[+ Utilities](#)
[+ Resources](#)

Acquiring Accessible Education Materials* (AEM) for Students

Definition of AEM: AEM (previously called AIM) are materials that are designed or converted in a way that make them usable across the widest range of student variability. AEM is the exact same content presented in formats other than print. The Individuals with Disabilities Education Act of 2004 (IDEA) requires state and local education agencies to *provide printed instructional materials in specialized formats in a timely manner to elementary and secondary school students with disabilities who need them.* Students with learning disabilities (SLD) and working in the general education environment may need AEM. Students without IEPs may be more academically successful and/or independent when given a choice of an alternative format. Providing AEM to all students from the beginning of lesson planning is a proactive approach to provide alternative ways for all students to access grade level print materials.

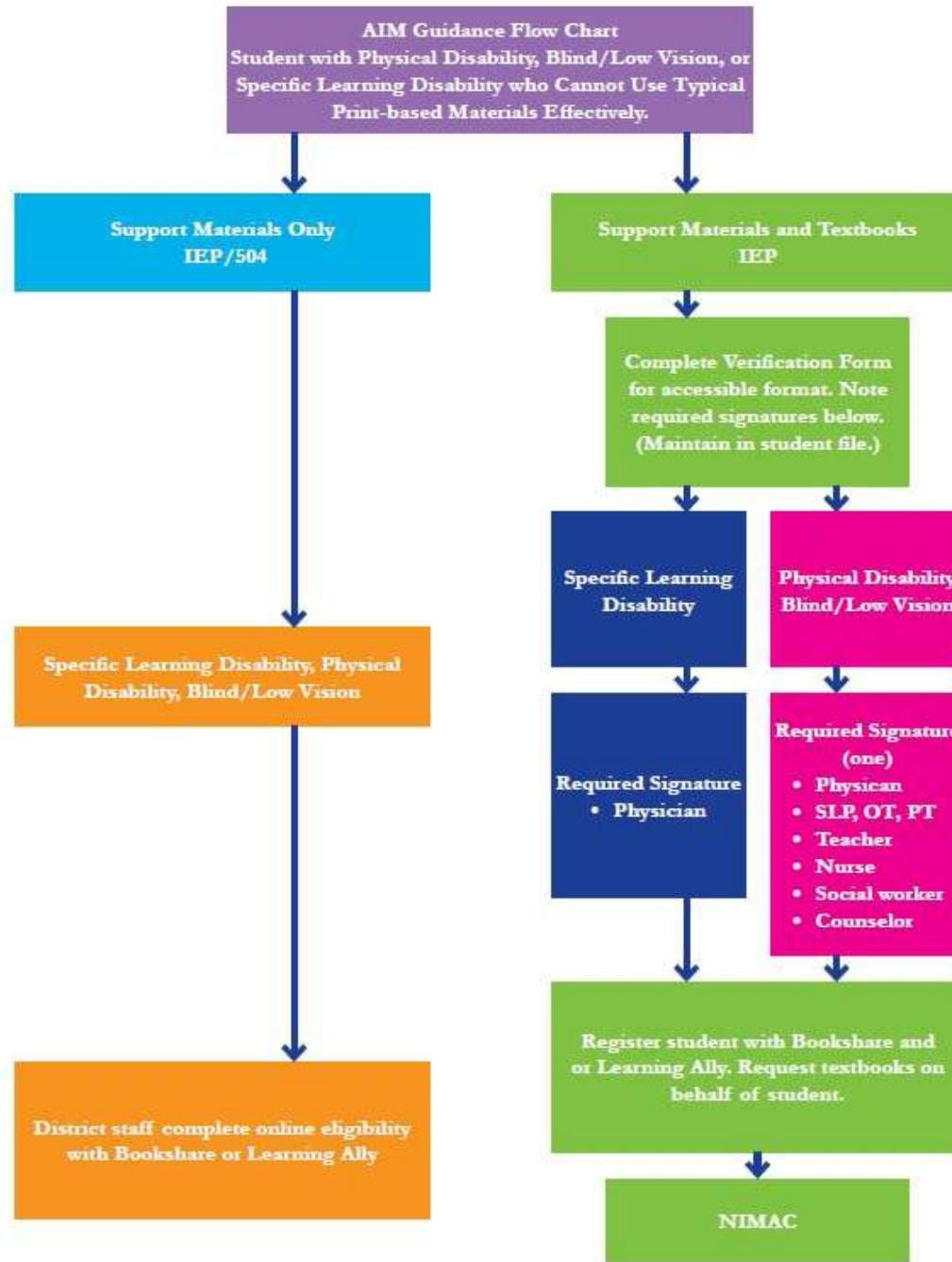
Step by Step Guide to Acquisition

- Step 1: Identify students that are unable to read traditional grade-level print educational materials, or are unable to read at a rate with comprehension to complete academic tasks with success, or are unable to do it independently across environments.
- Step 2: Complete [AEM Navigator](#) to determine if AEM is appropriate. If AEM is appropriate, then the team or individual teacher can work with the student to determine in what environments AEM is needed. To better understand student preferences, the teacher and student can complete the [AIM Explorer](#).





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)






- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- [Summative](#)
- [Formative](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)



There are two items listed under [Assessment Results](#).

- **Summative** statewide testing results which are downloaded from WVEIS
- **Formative** Assessment which the user reports.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- [Summative](#) 
- [Formative](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)

Information		ReadingLanguageArts	Math	SocialStudies	Science
QUARTER BALANCED					
Level 4 (2683-2795)	Student demonstrates knowledge, comprehension, application, analysis, synthesis and evaluation of skills, which exceed the standard.				
Level 3 (2583-2682)	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.				
Level 2 (2493-2582)	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.				
Level 1 (2299-2492)	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.				
WESTEST 2					
West Virginia has defined five levels of student achievement for the achievement test of grade-level academic achievement standards, the WESTEST: distinguished, above mastery, mastery, partial mastery and novice. A student scoring at mastery or higher (above mastery or distinguished) is considered proficient. A general description of each of these levels is listed below:					
Distinguished	Student demonstrates knowledge, comprehension, application, analysis, synthesis and evaluation of skills, which exceed the standard.				
Above Mastery	Student demonstrates knowledge, comprehension, application and analysis of skills, which exceed the standard.				
Mastery**	Student demonstrates knowledge, comprehension and application of skills, which meet the standard.				
Partial Mastery	Student does not demonstrate knowledge and recall of skills needed to meet the standard.				
Novice	Student does not demonstrate knowledge and recall of skills needed to meet the standard.				
DLM performance levels:					
ADVANCED	The student demonstrates advance understanding of and ability to apply content knowledge and skills represented by the Essential Elements.				
AT TARGET	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.				
APPROACHING TARGET	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is approaching the target.				
EMERGING	The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.				
APTA					
West Virginia Alternate Performance Task Assessment (APTA) is an assessment for a small number of students with significant cognitive disabilities whose performance cannot be assessed through WESTEST 2, even with accommodations. It documents a student's efforts, achievement and progress on instructional activities aligned to alternate academic achievement standards or "extended standards". A student scoring mastery or above master is considered proficient. Scores are reported in four levels of academic achievement:					
Above Mastery	Student demonstrates and shows application of knowledge that exceeds the extended standard. Student performs complex academic tasks without assistance.				
Mastery**	Student demonstrates fundamental knowledge by showing academic performance that meets the extended standard. Student performs academic tasks without assistance.				
Partial Mastery	Student demonstrates inconsistent performance of fundamental knowledge characterized by errors and/or omissions. Student performs academic tasks with assistance.				
Novice	Student demonstrates substantial need for the development of fundamental knowledge characterized by fragmented and incomplete performance. Student attempts to perform academic tasks with assistance.				

The Information tab provides the user with descriptions of the various levels of student performance for each of the statewide summative assessments.

Clicking on the subject area tabs will display the student's scores.






- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- [Summative](#) ←
- [Formative](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)

Information	ReadingLanguageArts		Math	SocialStudies	Science
	WESTEST		Smarter Balanced		
Summative Assessment	2013	2014	2015	2016	
Scale Score	140	452	2401	2410	
Cut Score Ranges	-	-	-	-	
Westest - Performance Level/ S. Balanced - Achievement Level	Novice	Partial Mastery	Level 1	Level 1	
Lexile Score		780	N/A	N/A	
Grade Level	06	07	08	09	
	APTA		DLM		
Alternate Assessment	2013	2014	2015	2016	
Scale Score			N/A	N/A	
Performance Level					
Grade Level					

Information	ReadingLanguageArts	Math	SocialStudies	Science	
	WESTEST		Smarter Balanced		
Summative Assessment	2013	2014	2015	2016	
Scale Score	609	602	2311	2417	
Cut Score Ranges	619-653	0-555	-	-	
Westest - Performance Level/ S. Balanced - Achievement Level	Partial Mastery	Novice	Level 1	Level 1	
Quantile Score		705	N/A	N/A	
Grade Level	06	07	08	09	
	APTA		DLM		
Alternate Assessment	2013	2014	2015	2016	
Scale Score			N/A	N/A	
Performance Level					
Grade Level					




- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
 - [Summative](#)
 - [Formative](#) 
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)

Additional Assessment

Name: **B** Current Grade: **03**
 WWEIS#: **3044278** IEP Grade: **03**
 Medicaid #: **N/A** Age: **9**


Using current, annual data, list benchmark and formative assessments that have been used with the student and describe the results and implications for specially designed instruction. This could include data relevant to student behavior, setting demands, work habits/ learning skills, technology skills, workplace skills, independent living skills, performance based assessments and describe the results and implications for specially designed instruction.

Add an Additional Assessment:

Assessment	<input style="width: 90%;" type="text"/>
Date	<input style="width: 20%;" type="text"/> 
Results/Implications	<input style="width: 95%;" type="text"/>

Assessment	Date	Results/Implications
No Additional Assessments have been identified at this time.		



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- [+ Assessment Results](#)
- [+ Present Levels](#) 
- [General Info](#)
- [ELA](#)
- [Mathematics](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- [+ Access Skills](#)
- [Standard Type](#)
- [+ Targeted Standard](#)
- [+ Goal Areas](#)
- [+ IEP Transition Planning](#)
- [+ IEP Services](#)
- [+ Statewide Testing](#)
- [+ IEP Placement 3-5](#)
- [+ IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

Present Levels of Academic and Functional Performance

Using the information discussed in the IEP Considerations section, the IEP Team identifies and develops statements of present levels of academic achievement and functional performance to be used in developing measurable annual goals that enable school personnel to track the effectiveness of services and to accurately report progress toward goals.

Although the content of present levels are different for each student, each statement must:

1. Be written in objective, measurable terms in easy-to-understand non-technical language;
2. Establish a basis for the other components of the IEP;
3. Articulate the gaps between the student's grade-level expectations and his or her demonstrated performance;
4. Include an Impact Statement which contains information on how the student's exceptionality impacts their involvement in the general education curriculum;
5. Provide a starting point for targeting critical standard(s) and annual goal development.

[Click here to see how to create an Impact Statement](#)









- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [General Info](#)
- [ELA](#)
- [Mathematics](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

Impact Statement Example

Elaine's deficit in reading fluency causes her to have difficulties in summarizing and identifying the main idea of a text. This adversely affects her in classes when she has to read lengthy text materials, summarize them, and provide central idea of a text.

-  What areas are affected due to the exceptionality?
-  How does the student's exceptionality impact the student's involvement in the general education curriculum?
-  What academic areas are impacted due to the exceptionality?



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [General Info](#) 
- [ELA](#)
- [Mathematics](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

Present Level General Info

Name: B	Current Grade: 03
WVEIS#: 3044278	IEP Grade: 03
Medicaid #: N/A	Age: 9

Please enter General Information below:

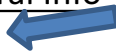
Save and Continue
Preview Draft

General Information

General Information is an area that can be used to describe such topics as the child's unique learning style, transfer information, parent input, and transition information that relates to the student's post-secondary plans.

Note: There is no requirement to complete this field and this is the only area under the Present Levels section which is not associated with a requirement to provide goal statements.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [General Info](#)
- [ELA](#) 
- [Mathematics](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

When span grades set to "N"

WVCCR EEs ELSF [Example for Standards Based IEP](#)

Grade Level Expectations - Grade 2:

Second grade students read stories aloud fluently. Create readable documents with legible print. Attend to details, including illustrations and graphics, to answer who, what, where, when, why, and how questions. Use text features to locate key facts or information. Write an opinion about a book he or she has read. Write stories that include a short sequence of events. Retell key information from books read aloud. Produce expanding sentences. Determine the meaning of the new word formed when a prefix or suffix is added to a known word.

Present levels must be written in objective, measurable terms and easy-to-understand non-technical language articulating the gaps between grade level expectations and actual performance.

The present level statement is written here.

Impact Statement: [Help](#)

The Impact Statement is written here.

Save and Continue Preview Draft

When span grades set to "Y"

WVCCR EEs ELSF [Example for Standards Based IEP](#)

Grade Level Expectations - Grade 2:

Second grade students read stories aloud fluently. Create readable documents with legible print. Attend to details, including illustrations and graphics, to answer who, what, where, when, why, and how questions. Use text features to locate key facts or information. Write an opinion about a book he or she has read. Write stories that include a short sequence of events. Retell key information from books read aloud. Produce expanding sentences. Determine the meaning of the new word formed when a prefix or suffix is added to a known word.

Grade Level Expectations - Grade 3:

Third grade students read with appropriate rate, and expression. Begin cursive writing. Find main ideas and supporting details in a story. Describe the logical connection between sentences and paragraphs in stories. Compare the key details presented in two books on the same topic. Write opinions or explanations that group related information and develop topics with facts and details. Paraphrase and respond to information presented in discussions. Report orally on a topic with facts and details. Write complete sentences with correct capitalization and spelling. Relate common words to words with similar meanings and to their opposites.

Present levels must be written in objective, measurable terms and easy-to-understand non-technical language articulating the gaps between grade level expectations and actual performance.

The present level statement is written here.

Impact Statement: [Help](#)


The Impact Statement is written here.

Save and Continue Preview Draft

The ELA area should contain the following:

- *Grade Level Expectations* – a brief summary of performance expectations for the grade level that the IEP will address. The Online IEP will automatically embed the ELA grade-level expectations for grades PreK-12.
- *Present Levels of Academic and Functional Performance Statement* – a statement that addresses the student's current level of performance which articulates the gaps between demonstrated performance and grade level expectations
- *Impact Statement* – a statement that addresses how a school-age student's disability or giftedness affects his or her involvement and progress in the general education curriculum.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [General Info](#)
- [ELA](#) 
- [Mathematics](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

EXAMPLE OF FORMAT HEADINGS TO USE WHEN WRITING STANDARDS BASED IEPs

ELA Grade Level Expectations - Grade 3:

Third grade students read with appropriate rate, and expression. Begin cursive writing. Find main ideas and supporting details in a story. Describe the logical connection between sentences and paragraphs in stories. Compare the key details presented in two books on the same topic. Write opinions or explanations that group related information and develop topics with facts and details. Paraphrase and respond to information presented in discussions. Report orally on a topic with facts and details. Write complete sentences with correct capitalization and spelling. Relate common words to words with similar meanings and to their opposites.

ELA Present Level:

Elaine is able to use informational text to locate facts or information to assist her in comparing given topics. She has difficulty reading aloud 2nd grade level text, but is able to comprehend information when it is presented orally to her. The teacher reports that her comprehension tests are modified by limiting choices to two instead of three possible answer choices. Her recent comprehension tests reveal scores of As and Bs.

Elaine can answer who, what, where, when, why, and how questions involving literary and informational text and is able to relate to characters and how they respond in a given reading selection. Elaine struggles with identifying the main idea and supporting details of a selection. She does well with copying information from the board. She is able to follow multi-step directions, and puts forth great effort in all of her work, however, she is reluctant to ask for help. She seems to worry a lot and has little self-confidence.

When given a modified phonics/spelling list, Elaine is unable to complete the same words as the rest of the second grade class. Elaine struggles with sight words and reading on a 2nd grade level. She has difficulty remembering sight words. She is currently working on the pre-primer words on the Dolch sight word lists. She is able to read 27/40 words on the pre-primer sight word list with a 67% accuracy. On the primer sight word list she reads 15/52 words with a 29% accuracy. According to her last IEP, her oral reading fluency (ORF) score and accuracy has improved. Last year she was reading 12 words per minute with an accuracy rate of 25%. She is currently reading 23 words per minute with an accuracy rate of 78%. She is progress monitored each week using 1st grade instructional reading probes to measure her ORF. According to her ORF score, this places her at the middle of the year benchmark for 1st grade. She is reading 1 year behind her grade level peers.

ELA Impact Statement:


Elaine's deficit in reading fluency causes her to have difficulties in summarizing and identifying the main idea of a text. This adversely affects her in classes when she has to read lengthy text materials, summarize them, and provide a central idea of the text.

ELA Targeted Standard Objectives:

Determine the main idea of an informational text; recount the key details and explain how they support the main idea.

ELA.3.5



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [General Info](#)
- [ELA](#)
- [Mathematics](#) 
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

When span grades set to "N"

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Grade Level Expectations - Grade 2:

Second grade students solve addition and subtraction word problems with one or two steps. Fluently add with a sum of 20 or less. Fluently subtract from a number 20 or less and know all sums of one digit numbers from memory. Develop foundations for multiplication. Understand digits in three-digit numbers. Use an understanding of place value to add and subtract three-digit numbers; add and subtract two-digit numbers fluently. Solve addition and subtraction word problems involving length. Tell time. Count money. Divide shapes into equal shares. Develop foundations for fractions and geometry.

Present levels must be written in objective, measurable terms and easy-to-understand non-technical language articulating the gaps between grade level expectations and actual performance. Use the information above to create present levels of academic and functional performance that affect the child's involvement in the general education curriculum.

The present level statement is written here.

Impact Statement: [Help](#)

The Impact Statement is written here.

Save and Continue Preview Draft

When span grades set to "Y"

WVCCR | EEs | ELSF

Grade Level Expectations - Grade 2:

Second grade students solve addition and subtraction word problems with one or two steps. Fluently add with a sum of 20 or less. Fluently subtract from a number 20 or less and know all sums of one digit numbers from memory. Develop foundations for multiplication. Understand digits in three-digit numbers. Use an understanding of place value to add and subtract three-digit numbers; add and subtract two-digit numbers fluently. Solve addition and subtraction word problems involving length. Tell time. Count money. Divide shapes into equal shares. Develop foundations for fractions and geometry.

Grade Level Expectations - Grade 3:

Third grade students multiply and divide numbers up to 10 x 10 fluently from memory. Solve word problems using addition, subtraction, multiplication, and division. Multiply numbers with more than one digit. Understand place value and properties of operations to perform multi-digit arithmetic. Understand fractions. Find areas of shapes. Understand equal parts of a shape being a unit of the whole. Measure and estimate weights and liquid volumes. Tell time and write time to the nearest minute. Recognize area as a quality of two dimensional regions. Explain how multiplication is used to determine the area of a rectangle.

Present levels must be written in objective, measurable terms and easy-to-understand non-technical language articulating the gaps between grade level expectations and actual performance. Use the information above to create present levels of academic and functional performance that affect the child's involvement in the general education curriculum.

The present level statement is written here.

Impact Statement: [Help](#)

The Impact Statement is written here.

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The Mathematics area should contain the following:

- *Grade Level Expectations* – a brief summary of performance expectations for the grade level that the IEP will address. The Online IEP will automatically embed the Math grade-level expectations for grades K-8. Grade-level expectations will also automatically be provided for each specific course selected in grades 9-12.
- *Present Levels of Academic and Functional Performance Statement* – a statement that addresses the student's current level of performance which articulates the gaps between demonstrated performance and grade level expectations.
- *Impact Statement* – a statement that addresses how a school-age student's disability or giftedness affects his or her involvement and progress in the general education curriculum.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
 - [General Info](#)
 - [ELA](#)
 - [Mathematics](#)
 - [Additional Content](#)
 - [Behavior](#)
 - [Functional Skills](#)
 - + [Access Skills](#)
 - [Standard Type](#)
 - + [Targeted Standard](#)
 - + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)



WVCCR EEs ELSF

Present levels must be written in objective, measurable terms and easy-to-understand non-technical language articulating the gaps between grade level expectations and actual performance. Use the information above to create present levels of academic and functional performance that affect the child's involvement in the general education curriculum.

Source Image Table B I U Text Color Background

The present level statement is written here.

Impact Statement: Help

The impact Statement is written here.

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Additional Content should contain the following:

- *Present Levels of Academic and Functional Performance Statement* – a statement that addresses the student's current level of performance which articulates the gaps between demonstrated performance and grade level expectations.
- *Impact Statement* – a statement that addresses how a school-age student's disability or giftedness affects his or her involvement and progress in the general education curriculum.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- General Info
- [ELA](#)
- [Mathematics](#)
- [Additional Content](#)
- [Behavior](#) ←
- [Functional Skills](#)
- + [Access Skills](#)
- Standard Type
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

Until the WV Online IEP is updated to reflect the new standards, you must manually type in the targeted standard from the newly revised Policy 2520.19.

Grade Level Expectations - Grade 2:

2nd - 4th: Complete work on time; internalize class routines; maintain good grooming; maintain healthy habits; avoid inappropriate physical contact; express enthusiasm for school, express confidence and positive self-esteem; ignore distractions, practice basic internet safety; participate politely in classroom discussions; express anger in non-aggressive ways; respect private property; refrain from cyber-bullying; assist in development of classroom rules/norms; make wise behavior choices; identify digital resources that inform decision making.

Present levels must be written in objective, measurable terms and easy-to-understand non-technical language articulating the gaps between grade level expectations and actual performance.

Present level statement is written here.

Targeted Standard: (Find the appropriate standard in Policy 2520.19 WVCCR Dispositions and Standards for Student Success for Grades K-12.)


Impact Statement:

Impact statement is written here.

Behavior should contain the following:

- *Grade Level Expectations* – The Online IEP will automatically embed a brief summary of the behavior expectations for grades PreK-12 based on the standards in Policy 2520.19.
- *Present Levels of Academic and Functional Performance Statement* – a statement that addresses the student’s current level of performance which articulates the gaps between demonstrated performance and grade level expectations.
- *Impact Statement* – a statement that addresses how a school-age student’s disability or giftedness affects his or her involvement and progress in the general education curriculum.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
 - [General Info](#)
 - [ELA](#)
 - [Mathematics](#)
 - [Additional Content](#)
 - [Behavior](#)
 - [Functional Skills](#) 
 - + [Access Skills](#)
 - [Standard Type](#)
 - + [Targeted Standard](#)
 - + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

WVCCR EEs ELSF

Present levels must be written in objective, measurable terms and easy-to-understand non-technical language articulating the gaps between grade level expectations and actual performance. Use the information above to create present levels of academic and functional performance that affect the child's involvement in the general education curriculum.

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Impact Statement: Help


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Functional Skills should contain the following:

- *Present Levels of Academic and Functional Performance Statement* – a statement that addresses the student's current level of performance which articulates the gaps between demonstrated performance and grade level expectations.
- *Impact Statement* – a statement that addresses how a school-age student's disability or giftedness affects his or her involvement and progress in the general education curriculum.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
 - [Summative](#)
 - [Formative](#)
- + [Present Levels](#)
- + [Access Skills](#) 
- [Speech](#)
- [OT](#)
- [PT](#)
- [All Other](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

WVCCR EEs ELSF

Present levels must be written in objective, measurable terms and easy-to-understand non-technical language articulating the gaps between grade level expectations and actual performance. Use the information above to create present levels of academic and functional performance that affect the child's involvement in the general education curriculum.

Source Image Table B I U Text Color Background

The present level statement is written here.

Impact Statement: Help


The impact Statement is written here.

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Access Skills should contain the following:

- *Present Levels of Academic and Functional Performance Statement* – a statement that addresses the student's current level of performance which articulates the gaps between demonstrated performance and grade level expectations.
- *Impact Statement* – a statement that addresses how a school-age student's disability or giftedness affects his or her involvement and progress in the general education curriculum.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- + [Access Skills](#)
- [Speech](#) 
- [OT](#)
- [PT](#)
- [All Other](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)

Speech Access Skills Present Level

Follow the steps below to migrate the narrative of your current speech access skills present level statement over to its “new home”:

- Highlight and copy the speech section of the present level narrative which is currently located in the **Access Skills - ALL OTHER** field
- Paste the copied text into its new home (**Access Skills – Speech**) and click save

Note: For information on how to migrate your speech access skills goals over from **Access Skills - ALL OTHER** to **Access Skills – Speech** go to the slides in the speech access skills goal area. You will also learn there how to delete the old present levels and goals from the **Access Skills - ALL OTHER** section.



[Student Search](#)
[Authorized List](#)
[IEP Snapshot](#)
[Student Information](#)
[ESY Determination](#)
[IEP Considerations](#)
 + [Assessment Results](#)
 + [Present Levels](#)
 + [Access Skills](#)
 [Speech](#)
 [OT](#) ←
 [PT](#)
 [All Other](#)
[Standard Type](#)
 + [Targeted Standard](#)
 + [Goal Areas](#)
 + [IEP Transition Planning](#)
 + [IEP Services](#)
 + [Statewide Testing](#)
 + [IEP Placement 3-5](#)
 + [IEP Placement 6-21](#)
[LRE Considerations](#)
[Prior Written Notice](#)
[Amendments](#)
[Annotations](#)

OT Access Skills Present Level


Follow the steps below to migrate the narrative of your current OT access skills present level statement over to its “new home”:

- Highlight and copy the OT section of the present level narrative which is currently located in the **Access Skills - ALL OTHER** field
- Paste the copied text into its new home (**Access Skills – OT**) and click save

Note: For information on how to migrate your OT access skills goals over from **Access Skills - ALL OTHER** to **Access Skills – OT** go to the slides in the OT access skills goal area.

You will also learn there how to delete the old present levels and goals from the **Access Skills - ALL OTHER** section.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- + [Access Skills](#)
- [Speech](#)
- [OT](#)
- [PT](#) 
- [All Other](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)

PT Access Skills Present Level

Follow the steps below to migrate the narrative of your current PT access skills present level statement over to its “new home”:

- Highlight and copy the PT section of the present level narrative which is currently located in the **Access Skills - ALL OTHER** field
- Paste the copied text into its new home (**Access Skills – PT**) and click save

Note: For information on how to migrate your PT access skills goals over from **Access Skills - ALL OTHER** to **Access Skills – PT** go to the slides in the PT access skills goal area. You will also learn there how to delete the old present levels and goals from the **Access Skills - ALL OTHER** section.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- + [Access Skills](#)
- [Speech](#)
- [OT](#)
- [PT](#)
- [All Other](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)




ALL OTHER Access Skills Present Level

The All OTHER Access Skills field is where you will find the Speech, OT, and PT access skills that were written into IEPs prior to the March 16, 2016 update.

These present level statements need to be copied and moved to their specified access skill areas.

Going forward, this section should only be used for access skills OTHER than Speech, OT, or PT.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- Standard Type 
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Multidisciplinary evaluation and educational performance data support the following standard type selection:

- West Virginia College- and Career-Readiness Standards*
Student **will** participate in the General Summative Assessment.
- Alternate Academic Achievement Standards*
Student **will** be assessed using an Alternate Assessment specifically designed for students with significant intellectual disabilities.
- Early Learning Standards Framework-Content Standards for WV Pre-K**

Click here to see criteria that must be met when selecting Alternate Academic Achievement Standards





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- Standard Type ←
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Alternate Academic Achievement Standard Type

ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS GUIDELINES

The following three statements require "Yes" answers when determining if the student's program of study should be based on the Alternate Academic Achievement Standards which are designed for students with the most significant cognitive disabilities. Students following the Alternate Academic Achievement Standards will participate in the statewide alternate assessment and are on track to receive an alternate (modified) diploma which has implications regarding postsecondary education and career opportunities.

1. The student has a significant intellectual disability. [Help](#)
2. The student will be primarily instructed using the Alternate Academic Achievement Standards.
3. The student requires extensive direct individualized instruction and substantial support to achieve measureable gains in the grade and age appropriate curriculum.

The IEP team has read and understood the ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS GUIDELINES and has applied those guidelines in selecting Alternate Academic Achievement Standards.


The following are NOT allowable considerations to determine participation in the Alternate Assessment:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Click here to see the definition for significant cognitive disability.






- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- Standard Type 
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)

Policy 2419 definition of Significant Cognitive Disability

Significant Cognitive Disability

Students with the most significant cognitive disabilities (moderate to severe intellectual disability) have general intellectual functioning more than three standard deviations below the mean, in consideration of 1.0 standard error of measurement as determined by a qualified psychologist, using an individually administered intelligence test; and the student exhibits concurrent deficits in adaptive functioning expected for his or her age across multiple environments based on clinical and standardized assessment in at least one of the following domains: conceptual, social or practical.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#) 
- [ELA](#)
- [Math](#)
- [Access Skills Speech](#)
- [Behavior](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

- *Targeted Standard(s)*

If present level statements are addressed for either the ELA or Math content areas, the IEP Team must select at least one standard which the team considers to be the student's most critical need in terms of guiding goal development.

- *Optional targeted standards*

ELA grade-level standards can be imported into the Speech Access Skills area if they are relevant to the student's needs but they are not required in terms of compliance monitoring.

Behavior grade-level standards which are based on Policy 2520.19 can be imported into the Behavior area if they are relevant to the student's needs but they are not required in terms of compliance monitoring.



ELA

Two Methods for Importing the new West Virginia College- and Career-Readiness (WVCCR) Standards

1. The user can import an ELA standard by aligning the *domain, cluster, and standard* dropdown boxes to match up with the targeted standard.

OR

2. If the user already knows the standard code that aligns with the standard that they are targeting, they can manually select it by scrolling through the list of the standard codes for that content area and grade level.

Method #1

Targeted Standard Objectives - ELA

Domain	Cluster	Standard
Language	Vocabulary Acquisition and Use	ELA.8.40
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
OR		
manual Standard entry		
<input type="text"/>		
Add TSO		

Method #2

Domain	Cluster	Standard
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
manual Standard entry		
ELA.8.11 ELA.8.12 ELA.8.13 ELA.8.14 ELA.8.15 ELA.8.16 ELA.8.17 ELA.8.18 ELA.8.19 ELA.8.20 ELA.8.21 ELA.8.22 ELA.8.23 ELA.8.24 ELA.8.25 ELA.8.26 ELA.8.27 ELA.8.28 ELA.8.29		
No Selected ELA Targeted Standard		
Preview Draft		
or this IEP.		

[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

[ELA](#)

[Math](#)

[Access Skills Speech](#)

[Behavior](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)



Math

Two Methods for Importing the new West Virginia College- and Career-Readiness (WVCCR) Standards

1. The user can import a Math WVCCR standard by aligning the *domain, cluster, and standard* dropdown boxes to match up with the targeted standard.

OR

2. If the user already knows the standard code that aligns with the standard that they are targeting, they can manually select it by scrolling through the list of the standard codes for that content area and grade level.

Method #1

Targeted Standard Objectives - Math		
Domain	Cluster	Standard
Number and Operations in Base Ten	Understand place value.	M.2.5
Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (e.g., 706 equals 7 hundreds, 0 tens and 6 ones). Understand the following as special cases: 100 can be thought of as a bundle of ten tens – called a “hundred.” Numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds, and 0 tens and 0 ones.		
OR manual Standard entry		
<input type="text"/>		
Add TSO		

Method #2

Targeted Standard Objectives - Math		
Domain	Cluster	Standard
<input type="text"/>	<input type="text"/>	<input type="text"/>
OR manual Standard entry		
<input type="text"/>		
Add TSO		


Domain	Cluster	Standard
Number and Operations in Base Ten	Understand place value.	M.2.5
Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (e.g., 706 equals 7 hundreds, 0 tens and 6 ones). Understand the following as special cases: 100 can be thought of as a bundle of ten tens – called a “hundred.” Numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds, and 0 tens and 0 ones.		

M.2.1
M.2.2
M.2.3
M.2.4
M.2.5
M.2.6
M.2.7
M.2.8
M.2.9
M.2.10
M.2.11
M.2.12
M.2.13
M.2.14

Domain	Cluster	Standard
Number and Operations in Base Ten	Understand place value.	M.2.5
Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (e.g., 706 equals 7 hundreds, 0 tens and 6 ones). Understand the following as special cases: 100 can be thought of as a bundle of ten tens – called a “hundred.” Numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds, and 0 tens and 0 ones.		

[Student Search](#)
[Authorized List](#)
[IEP Snapshot](#)
[Student Information](#)
[ESY Determination](#)
[IEP Considerations](#)
[+ Assessment Results](#)
[+ Present Levels](#)
[Standard Type](#)
[+ Targeted Standard](#)
[ELA](#)
[Math](#)
[Access Skills Speech](#)
[Behavior](#)
[+ Goal Areas](#)
[+ IEP Transition Planning](#)
[+ IEP Services](#)
[+ Statewide Testing](#)
[+ IEP Placement 3-5](#)
[+ IEP Placement 6-21](#)
[LRE Considerations](#)
[Prior Written Notice](#)
[Amendments](#)
[Annotations](#)
[+ Finalize Process](#)



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- Standard Type
- + [Targeted Standard](#)
- ELA
- Math
- Access Skills Speech 
- Behavior
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

Speech Access Skills

Two Methods for Importing ELA Standards for Speech Access Skills

- The user can import an ELA standard for Speech Access Skills by aligning the **domain**, **cluster**, and **standard** dropdown boxes to match up with the targeted standard.

OR

- If the user already knows the ELA standard code that aligns with the standard that they are targeting, they can manually select it by scrolling through the list of the standard codes for that content area and grade level.

Method #1

Targeted Standard Objectives - Access Speech ELA		
Domain	Cluster	Standard
Speaking & Listening	Presentation of Knowledge and Ideas	ELA.2.33
Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently.		
OR manual Standard entry		
<input type="text"/>		
Add TSO		

Method #2

Targeted Standard Objectives - Access Speech ELA		
Domain	Cluster	Standard
<input type="text"/>	<input type="text"/>	<input type="text"/>
OR manual Standard entry		
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Domain</p> <p>Speaking & Listening</p> </div> <div style="width: 30%;"> <p>Cluster</p> <p>Presentation of Knowledge and Ideas</p> </div> <div style="width: 30%;"> <p>Standard</p> <p>ELA.2.33</p> </div> </div>		
Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently.		
Preview Draft		
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Grade Level</p> <p>AE</p> </div> <div style="width: 30%;"> <p>Standard Code</p> <p>ELA.2.11</p> </div> <div style="width: 30%;"> <p>Standard Description</p> <p>ELA.2.11</p> </div> </div>		



Behavior

Two Methods for Importing Behavior standards from Policy 4373-2520.19

1. The user can import Behavior standards by aligning the *domain, cluster, and standard* dropdown boxes to match up with the targeted standard in policy 2520.19.

OR

2. If the user already knows the Behavior standard code that aligns with the standard that they are targeting, they can manually select it by scrolling through the list of the standard codes for that content area and grade level.


Method #1

Targeted Standard Objectives - Behv		
Domain	Cluster	Standard
School and Community Social Skills	Self-awareness and self-management	2-4.1.02
Describe and demonstrate ways to express emotions in a socially acceptable manner.		
OR manual Standard entry		
<input type="text"/>		
Add TSO		


Method #2

Targeted Standard Objectives - Behv																											
Domain	Cluster	Standard																									
<input type="text"/>	<input type="text"/>	<input type="text"/>																									
OR manual Standard entry																											
<input type="text"/>																											
<table border="1"> <thead> <tr> <th>Domain</th> <th>Standard</th> </tr> </thead> <tbody> <tr> <td>School and Community Social Skills</td> <td>2-4.1.02</td> </tr> </tbody> </table>	Domain	Standard	School and Community Social Skills	2-4.1.02	<table border="1"> <thead> <tr> <th>Cluster</th> <th>Standard</th> </tr> </thead> <tbody> <tr> <td>ness and self-management</td> <td>2-4.1.02</td> </tr> </tbody> </table>	Cluster	Standard	ness and self-management	2-4.1.02	<table border="1"> <thead> <tr> <th>Standard</th> </tr> </thead> <tbody> <tr> <td>2-4.1.01</td> </tr> <tr> <td>2-4.1.02</td> </tr> <tr> <td>2-4.1.03</td> </tr> <tr> <td>2-4.1.04</td> </tr> <tr> <td>2-4.1.05</td> </tr> <tr> <td>2-4.2.01</td> </tr> <tr> <td>2-4.2.02</td> </tr> <tr> <td>2-4.2.03</td> </tr> <tr> <td>2-4.2.04</td> </tr> <tr> <td>2-4.2.05</td> </tr> <tr> <td>2-4.2.06</td> </tr> <tr> <td>2-4.3.01</td> </tr> <tr> <td>2-4.3.02</td> </tr> <tr> <td>2-4.3.03</td> </tr> <tr> <td>2-4.3.04</td> </tr> <tr> <td>2-4.3.05</td> </tr> </tbody> </table>	Standard	2-4.1.01	2-4.1.02	2-4.1.03	2-4.1.04	2-4.1.05	2-4.2.01	2-4.2.02	2-4.2.03	2-4.2.04	2-4.2.05	2-4.2.06	2-4.3.01	2-4.3.02	2-4.3.03	2-4.3.04	2-4.3.05
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Cluster	Standard																										
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Domain	Cluster	Standard																									
School and Community Social Skills	ness and self-management	2-4.1.02																									
Describe and demonstrate ways to express emotions in a socially acceptable manner.																											
Preview Draft																											

Note: This screen will be updated to reflect the new standards in Policy 2520.19. Until then, do not use this screen. Manually type in the standards from Policy 2520.19 into the Behavior Present Levels section.

- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- Standard Type
- + [Targeted Standard](#)
- ELA
- Math
- Access Skills Speech
- Behavior 
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#) 
- [ELA](#)
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

Goal Areas

Measurable academic and functional annual goals must be related to the needs described in the present levels of academic achievement and performance statements. Specifically, annual goals must be written to:

1. Include a measurable statement that describes what a student is reasonably expected to accomplish from the special education program within the time period covered by the IEP, generally one year.
2. Enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability or giftedness.
3. Include the timeframe, condition, behavior, evaluation criteria, and evaluation procedure.

For students following the alternate academic achievement standards, each goal **must have at least two objectives**. Objectives are not required for those students who are following the WVCCR standards, however, the IEP Team has the option to include objectives if they prefer.

Objectives must include a statement of how far the student is expected to progress toward the annual goal and by what date.

For purposes of determining the need for extended school year services, the IEP Team must identify **at least one critical skill goal** that is needed for each student with a disability to maintain levels of performance.

Click here to see the 5 components that need to be included when writing a goal.





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#) 

[ELA](#)

[Math](#)

[Additional Content](#)

[Behavior](#)

[Functional Skills](#)

+ [Access Skills](#)

[Progress How & When](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

Write Measureable Goal Statements

Annual goals describe what a student can reasonably expect to accomplish in one school year.

Components of Annual Goals:

- Timeframe
- Condition
- Behavior
- Evaluation Criterion
- Evaluation Procedure

If a large number of needs are identified, the IEP Team must consider how each need impacts the student's progress in the general education curriculum. Select the needs that have the greatest impact on progress and develop goals to address those needs.

Note: A help screen is being added to the goal section that provides support for developing a standards-based IEP by utilizing scaffolding suggestions for ELA K-12 and Mathematics K-8 standards.

[Click here to see an example of how to write a goal.](#)




[Student Search](#)
[Authorized List](#)
[IEP Snapshot](#)
[Student Information](#)
[ESY Determination](#)
[IEP Considerations](#)
[+ Assessment Results](#)
[+ Present Levels](#)
[Standard Type](#)
[+ Targeted Standard](#)
[+ Goal Areas](#)
[ELA](#)
[Math](#)
[Additional Content](#)
[Behavior](#)
[Functional Skills](#)
[+ Access Skills](#)
[Progress How & When](#)
[+ IEP Transition Planning](#)
[+ IEP Services](#)
[+ Statewide Testing](#)
[+ IEP Placement 3-5](#)
[+ IEP Placement 6-21](#)
[LRE Considerations](#)
[Prior Written Notice](#)

Kim's Needs and Annual Goal

Targeted Standard

Kim needs to learn how to apply phonics and word analysis to decode words. (ELA.4.II)

Measurable Annual Goal

By the annual review date given a list of 25

unfamiliar multi-syllable words out of context,

[Kim will correctly decode the words] with an average

of 90% accuracy

during oral reading time and documented in the teacher's log

- **Timeframe**
- **Condition**
- **Behavior (Who will do what)**
- **Evaluation Criterion**
- **Evaluation Procedure**

Click here to see an example of how goals are written using the Online IEP





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#) ←
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

Critical Skill	Timeframe	Condition	Behavior	Evaluation Procedure with Criteria
<input type="checkbox"/>	B / I / U	B / I / U	B / I / U	B / I / U

← Old view of goal development with 4 boxes.

Critical Skill	Timeframe	Condition	Behavior	Evaluation Criteria	Evaluation Procedure
<input type="checkbox"/>	B / I / U	B / I / U	B / I / U	B / I / U	B / I / U

← Updated view of goal development with 5 boxes.

The user is guided through the goal development process by segmenting the construction of the goal into its five component parts.

Domain	Cluster	Standard
Early Learning Foundations	Fluency	ELA.2.I
Read with sufficient accuracy and fluency to support comprehension.		
Early Learning Foundations	Phonics and Word Recognition	ELA.2.II
Know and apply grade-level phonics and word analysis skills in decoding words.		

A listing of the selected targeted standards are displayed to assist the user with goal development.

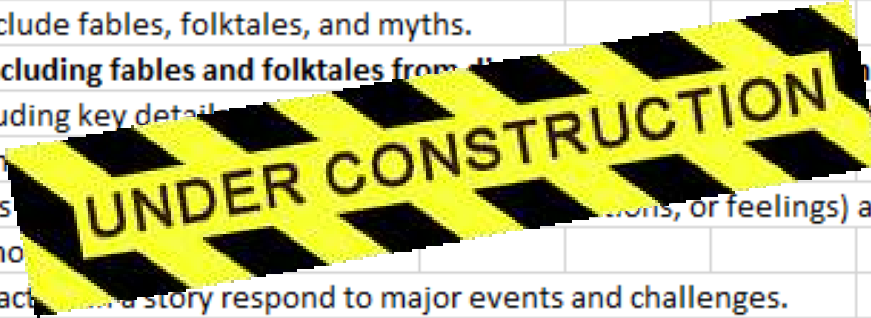




Scaffolding suggestions for WVCCR Standards

- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#) ←
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Cluster	Standard in bold - scaffolding suggestions indented below standard												
2	ELA.3.1	Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.												
3		Make predictions from text clues to determine main idea and anticipate an ending.												
4		Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.												
5		Ask and answer questions about key details in a text.												
6		Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and exp												
7		Define moral.												
8		Define genre to include fables, folktales, and myths.												
9	ELA.3.2	Recount stories, including fables and folktales from diverse cultures; determine their central message, lesson, or moral.												
10		Retell stories, including key details, to demonstrate understanding of a story's central message or lesson.												
11		Identify the beginning, middle, and end of a story.												
12		Describe characters in a story (as well as their actions, or feelings) and explain how their actions contribute to the sequence of events.												
13		Define traits and motifs in a story.												
14		Describe how characters in a story respond to major events and challenges.												
15	ELA.3.3	Describe characters, settings, and major events in a story, using key details.												
16		Identify main/supporting characters and setting in a story.												
17		Sequence events from a story.												
18	ELA.3.4	Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answer.												
19		Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.												
20		Ask and answer questions in complete sentences.												
21		With guidance and support, ask and answer questions in complete sentences.												
22		Distinguish between a question and a statement.												
23	ELA.3.5	Determine the main idea of an informational text; recount the key details and explain how they support the main idea.												

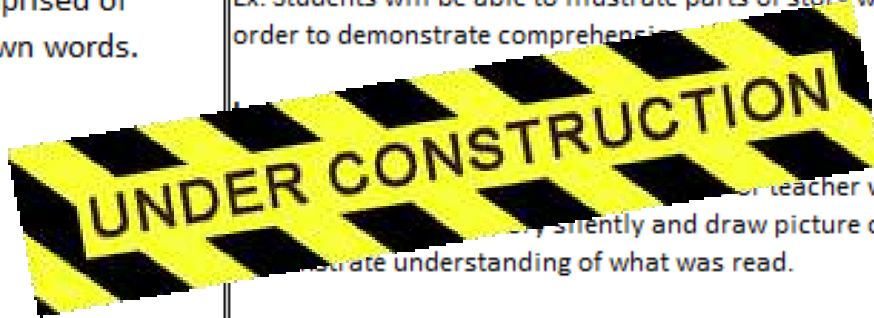




Scaffolding suggestions for Alternate Standards

- [Student Search Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#) ←
- [Math](#)
- [Additional Content Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

	A	B	C	D
1	WVCCR Grade Level Standards	Alternate Standards	Learning Progressions	Resources to Consider for Elementary ELA
	<p>ELA.3.I Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>EE.RF.3.4 Read words in text.</p> <p>a. Read familiar text comprised of known words.</p>	<p>Level IV Students will: EE.RF.3.4.a. Read and comprehend a familiar text with known words for purpose and understanding. Ex. Answer questions about a novel text to demonstrate understanding. Ex. Students will be able to illustrate parts of story with captions in order to demonstrate comprehension.</p> <p>Level II Students will: EE.RF.3.4.a. Listen to a familiar text comprised of known words. Ex. Students will listen to a familiar story and draw favorite parts of story in order. Ex. Students will listen to a familiar story and identify pictures that show what happened in the story.</p> <p>Level I Students will: EE.RF.3.4.a. Listen to familiar text. Ex. When the teacher reads a familiar text, orient to the reader and</p>	<p>*Neo K12 http://www.neok12.com/ Educational videos, lessons and games for K-12 School Kids.</p> <p>*Strategies for Writers https://sfw.z-b.com/ Use these free resources from Zaner-Bloser to help your students to become better writers. Graphic organizers, rubrics, and lessons are offered from kindergarten through 8th grade.</p> <p>*Kids.gov https://kids.usa.gov/ Organized into three audiences: Grades K-5, Grades 6-8, and Educators. Each audience tab is divided into educational</p>
	Grade 3	Grade 4	Grade 5	Grade 6
	Grade 7	Grade 8	Grade 9	Grade 10
	Grade 11	Grade 12	All Grades	+




[Student Search](#)
[Authorized List](#)
[IEP Snapshot](#)
[Student Information](#)
[ESY Determination](#)
[IEP Considerations](#)
[+ Assessment Results](#)
[+ Present Levels](#)
[Standard Type](#)
[+ Targeted Standard](#)
[+ Goal Areas](#)
[ELA](#)
[Math](#)
[Additional Content](#)
[Behavior](#)
[Functional Skills](#)
[+ Access Skills](#)
[Progress How & When](#)
[+ IEP Transition Planning](#)
[+ IEP Services](#)
[+ Statewide Testing](#)
[+ IEP Placement 3-5](#)
[+ IEP Placement 6-21](#)
[LRE Considerations](#)
[Prior Written Notice](#)

Goals Reading/LA	
Name: B WVEIS#: 3044278 Medicaid #: N/A	Current Grade: 03 IEP Grade: 03 Age: 9
Reading Goals	
Add a Goal	
Goal 1	Critical: <input checked="" type="checkbox"/>
By 5/2015 given a research based reading program and direct instruction Alex will blend and segment the phonemes to read 1-2 syllable words as indicated on classroom assessments with at least a 75% accuracy as collected weekly.	
Add Objective (Optional)	
Goal 2	Critical: <input type="checkbox"/>
By 5/2015 given research based reading program and direct instruction Alex will work with word families to build words using initial consonants, prefixes and suffixes as indicated by classroom assistance with at least 75% as collected weekly.	
Add Objective (Optional)	
Goal 3	Critical: <input type="checkbox"/>
By 5/2015 given a basic sight word list (ie. Dolch, Fry, etc.) Alex will read 3 "new" words in isolation and teacher selected sentences/phrases as charted at least twice a month with 95% accuracy.	
Add Objective (Optional)	
Preview Draft	

Click here to see more examples of how goals are displayed as a narrative





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

[ELA](#)

[Math](#) 

[Additional Content](#)

[Behavior](#)

[Functional Skills](#)

+ [Access Skills](#)

[Progress How & When](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)



+ [IEP Placement 6-21](#)

[LRE Considerations](#)



[Prior Written Notice](#)

Mathematics Goals

[Add a Goal](#)

  **Goal 1** Critical:
 By May 2015 given instruction in a research based math program using concrete objects, number line and number chart and other supportive measures Alex will model operations in addition and subtraction using single digit numbers 0-9 working toward Independence with at least 80 % accuracy with work samples as collected twice monthly

[Add Objective \(Optional\)](#)

  **Goal 2** Critical:
 By 5/2015 given access to a calculator Alexe will solve multi-digit whole number problems involving 1 to 2 step regrouping/carrying/borrowing/trading involving addition, subtraction and multiplication as documented through work samples at least twice a month at 95% accuracy.

[Add Objective \(Optional\)](#)

[Preview Draft](#)




- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- Standard Type
- + [Targeted Standard](#)
- + [Goal Areas](#)
- ELA
- Math
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)



Critical Skill	Timeframe	Condition	Behavior	Evaluation Criteria	Evaluation Procedure
<input type="checkbox"/>	B / U	B / U	B / U	B / U	B / U

The user is guided through the goal development process by segmenting the construction of the goal into its five component parts.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#)
- [Math](#)
- [Additional Content](#)
- [Behavior](#) 
- [Functional Skills](#)
- + [Access Skills](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

Critical Skill	Timeframe	Condition	Behavior	Evaluation Criteria	Evaluation Procedure
<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;"> ▲ 📅 📅 B / I / U </div>	<div style="border: 1px solid black; padding: 2px;"> ▲ 📅 📅 B / I / U </div>	<div style="border: 1px solid black; padding: 2px;"> ▲ 📅 📅 B / I / U </div>	<div style="border: 1px solid black; padding: 2px;"> ▲ 📅 📅 B / I / U </div>	<div style="border: 1px solid black; padding: 2px;"> ▲ 📅 📅 B / I / U </div>

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- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#)
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#) ←
- + [Access Skills](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)

Critical Skill	Timeframe	Condition	Behavior	Evaluation Criteria	Evaluation Procedure
<input type="checkbox"/>	W T B / U	W T B / U	W T B / U	W T B / U	W T B / U

The user is guided through the goal development process by segmenting the construction of the goal into its five component parts.




- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#)
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#) 
- [Speech](#)
- [OT](#)
- [PT](#)
- [All Other](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)

Access Skills Goal						
Critical Skill	Therapy Type	Timeframe	Condition	Behavior	Evaluation Criteria	Evaluation Procedure
<input type="checkbox"/>	<ul style="list-style-type: none"> Occupational Therapy Physical Therapy Speech-Language Therapy 	B I U	B I U	B I U	B I U	B I U

An additional column entitled *Therapy Type* has been added to the Access Skills areas so the IEP Team can indicate which specific access skill is connected to the goal. These goals will automatically be imported to the Medicaid Service Care Plan under the proper service area.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#)
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Speech](#) 
- [OT](#)
- [PT](#)
- [All Other](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)

If you haven't already migrated your Speech goals from *Access Skills- All Other* to their new home in *Speech Access Skills*, the following instructions will help explain the process.

- Click on the **Access Skills - ALL OTHER** menu item under the Access Skills Goal Area
- Click on the pencil icon to edit your goal.
- Click on the dropdown box under the heading *Therapy Type* and select Speech Language Therapy
- Click on the blue **update goal** button to save your changes
- Your speech goal will be automatically moved out of the Access Skills - All OTHER area and into the **Access Skills – Speech** area

Note: Once ALL of the therapists have migrated their goals over to their respective areas AND all of the therapists have copied and pasted their present level statements from the ALL OTHER Access Skills field into their specified therapy fields – then the ALL OTHER field should be deleted by going to the Snapshot Page and clicking on the REMOVE link beside of *Access Skills Other*. This will permanently erase the data in the ALL OTHER present level along with its associated goals, thereby preventing its text from also printing on the IEP.

[Click to see screen shots](#)



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#)
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Speech](#) ←
- [OT](#)
- [PT](#)
- [All Other](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)

Step 1: Go to the Access Skills – All OTHER goal section and click on the pencil icon to edit your goals.

Access Skills - All Other Goals

Add a Goal

Goal 1 Critical:

By August 2016, given visual and verbal cues with modeling, Bill will increase production of all speech sounds in meaningful combinations of speech with 90% accuracy as recorded by the SLP

Step 2: Click on the Therapy Type that matches your service and then click on the Update Goal button to save the edit. The goal will then transfer automatically to your area.

Access Skills Goal						
Critical Skill	Therapy Type	Timeframe	Condition	Behavior	Evaluation Criteria	Evaluation Procedure
<input type="checkbox"/>	<ul style="list-style-type: none"> Occupational Therapy Physical Therapy Speech-Language Therapy 	By August 2016,	given visual and verbal cues with modeling.	Bill will increase production of all speech sounds in meaningful combinations of speech	with 90% accuracy as recorded by the SLP	as recorded by the SLP

Step 3: To delete the ALL-OTHER present level statement(s) and their associated goal(s), go to the Snapshot Page and click on the REMOVE link beside of Access Skills Other. Make sure that all other therapy providers are aware that you are deleting this section.

Existing Present Levels

- [Access Skills Other \(REMOVE\)](#) - 3 Goals
- [Functional Skills \(REMOVE\)](#) - 1 Goals
- [General Info \(REMOVE\)](#) - 0 Goals



[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

[ELA](#)

[Math](#)

[Additional Content](#)

[Behavior](#)

[Functional Skills](#)

+ [Access Skills](#)

[Speech](#)

[OT](#)

[PT](#)

[All Other](#)

[Progress How & When](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)


If you haven't already migrated your OT goals from *Access Skills- All Other* to their new home in *OT Access Skills*, the following instructions will help explain the process.

- Click on the **Access Skills - ALL OTHER** menu item under the Access Skills Goal Area
- Click on the pencil icon to edit your goal.
- Click on the dropdown box under the heading *Therapy Type* and select Occupational Therapy
- Click on the blue **update goal** button to save your changes
- Your OT goal will be automatically moved out of the Access Skills - All OTHER area and into the **Access Skills – OT** area

Note: Once ALL of the therapists have migrated their goals over to their respective areas AND all of the therapists have copied and pasted their present level statements from the ALL OTHER Access Skills field into their specified therapy fields – then the ALL OTHER field should be deleted by going to the Snapshot Page and clicking on the REMOVE link beside of *Access Skills Other*. This will permanently erase the data in the ALL OTHER present level along with its associated goals, thereby preventing its text from also printing on the IEP.

[Click to see screen shots](#)



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#)
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Speech](#)
- [OT](#)
- [PT](#) 
- [All Other](#)
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)


If you haven't already migrated your PT goals from *Access Skills- All Other* to their new home in *PT Access Skills*, the following instructions will help explain the process.

- Click on the **Access Skills - ALL OTHER** menu item under the Access Skills Goal Area
- Click on the pencil icon to edit your goal
- Click on the dropdown box under the heading *Therapy Type* and select Physical Therapy
- Click on the blue **update goal** button to save your changes
- Your OT goal will be automatically moved out of the Access Skills - All OTHER area and into the **Access Skills – PT** area

Note: Once ALL of the therapists have migrated their goals over to their respective areas AND all of the therapists have copied and pasted their present level statements from the ALL OTHER Access Skills field into their specified therapy fields – then the ALL OTHER field should be deleted by going to the Snapshot Page and clicking on the REMOVE link beside of *Access Skills Other*. This will permanently erase the data in the ALL OTHER present level along with its associated goals, thereby preventing its text from also printing on the IEP.

Click to see screen shots



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#)
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Speech](#)
- [OT](#)
- [PT](#)
- [All Other](#) 
- [Progress How & When](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)

ALL OTHER Access Skills Goals

The All OTHER Access Skills field is where you will find the Speech, OT, and PT access skills goals that were written into IEPs prior to the March 16, 2016 updates.

These goals need to be migrated over to their specified access skill areas.

Going forward, this section should only be used for access skills goals other than Speech, OT, or PT.

Click to see screen shots



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- [ELA](#)
- [Math](#)
- [Additional Content](#)
- [Behavior](#)
- [Functional Skills](#)
- + [Access Skills](#)
- [Speech](#)
- [OT](#)
- [PT](#)
- [All Other](#)
- [Progress How & When](#) ←
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)

Progress: How & When

Name: B	Current Grade: 03
WVEIS#: 3044278	IEP Grade: 03
Medicaid #: N/A	Age: 9

How and when will the student's progress toward the IEP goals be reported to the parent(s)? Specify.

How:

When:



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- [Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)



Transition Planning is segmented into three sections. Each of the three are interdependent and must be addressed as a whole.



[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

[Considerations](#)



[Educational Program](#)

[Activities/Linkages](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Age of Majority(students reaching age 17 within the next 12 months):

The student and parents have been informed of the transfer of educational rights that will occur on reaching age 18.

Notification Date:

Transition Planning Considerations:

How were the student's preferences and interests considered? (Check all that apply):

- Student interview/survey
- Parent interview/survey
- Functional vocational evaluation
- Interest inventory (list below)

Transition Assessments Reviewed (specify) [examples](#):



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)



The student's educational program will lead to a:

Standard Diploma Alternate (Modified) Diploma

Post-Secondary Goals: ←

1. Anticipated post-secondary education/training goals:

2. Anticipated post-secondary employment goals:

3. Anticipated post-secondary adult living goals:

Click here to see examples of how write post-secondary transition goals.





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- [Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)



Help: Post-Secondary Goals

Beginning not later than the first IEP to be in effect when the student turns 16, or younger if deemed appropriate by the IEP team, and updated annually, the IEP must include appropriate measurable postsecondary goals based on appropriate transition assessments related to education/training, employment, and where appropriate, independent living skills.

Formula for writing a postsecondary goal:

(After high school) (student name) will (behavior) (where and/or how)


Examples:

1. Postsecondary education/training goal (required):
 - After graduation from high school, Allison will attend a 4-year liberal arts college and take coursework leading to a major in the area of Child Development.
 - Upon completion of high school, Jeremy will participate in basic skills employment classes at a center-based adult education program.
2. Postsecondary employment goal (required):
 - After graduation from college, Allison will become an early childhood education teacher in the public schools in her community.
 - After graduation, Jeremy will obtain a supported employment position in the food services department at the local hospital.
3. Independent living goal (if appropriate)
 - After high school, Jeremy will travel to and from work independently using the public transportation system.

Click here to see the 16 Career Cluster options





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- [Considerations](#)
- [Educational Program](#) 
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

The student's educational program will lead to a:
 Standard Diploma Modified Diploma

Post-Secondary Goals: [Help](#)

1. Anticipated post-secondary education/training goals:
2. Anticipated post-secondary employment goals:
3. Anticipated post-secondary adult living goals:

Select a Career Cluster which aligns with the student's career interests: [Help](#) 

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communication
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Correction and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics
- Cluster Undetermined

Click here to see examples of how write post-secondary transition goals.



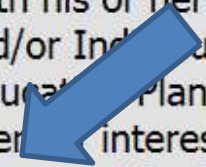


- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- [Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)



Guidance for Cluster

Policy 2510 states that each student in consultation with his or her parent and/or guardian and the school counselor, advisor, and/or Individualized Education Program Team must have a Personalized Education Plan (PEP). The student will select from sixteen broad career clusters of interest (see descriptions and concentrations) <http://careertech.k12.wv.us/> for future exploration in grades 9 and 10 and will identify course work for the four (4) credits that will complement the chosen career cluster and which will lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs.



Students not selecting a career cluster will select courses to meet his or her individual, documented career aspirations. The student may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements and based on the availability of courses.

Click to [view state approved clusters and concentrations](#) currently available in your district.





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning Considerations](#)
- [Educational Program](#) ←
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-12](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

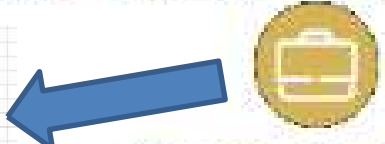
Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

Secondary Education Level	English	Math	Science	History/Social Studies	Physical Education	Art	Foreign Language	Health	Career/Technical Education
9	English I	Math Algebra I	Earth and Space Science	World Studies or AP Social Studies Course	Physical Education				
10	English II	Math Algebra II	Biological Science	World Studies, AP Social Studies, or AP U.S. History	Health				
11	English III	Math Algebra II or Math III or Algebra II	One additional science course or AP science course	One additional Social Studies course or AP Social Studies	The Arts				
12	English IV or English Transition Course or AP English	Math IV or Math IV Transition or AP Mathematics	Personalized CTE Elective (See Tab)	Class for the Year (Personalized CTE Elective, Government and Politics)	Personalized CTE Elective (See Tab)				



West Virginia Career Cluster - CTEL & IWRC





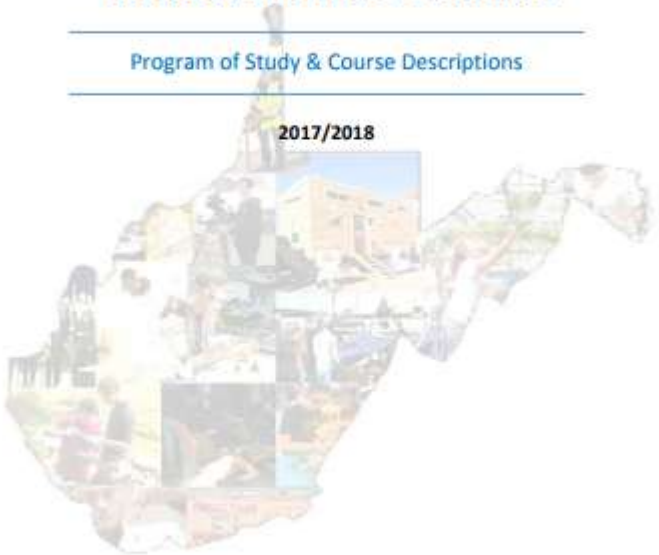
- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)





Agriculture, Food and Natural Resources

Program of Study & Course Descriptions

2017/2018



1

Program of Study: AG0170 Natural Resources Management

WVEIS CODE	Courses
0133	Agricultural Cooperative Education
0146	Leadership Development
0184	Timber Management
0520	Work-Based Integration and Transition

0133 Agricultural Cooperative Education
 Students enrolled in agricultural education courses have the unique opportunity for experiential and contextual learning on a grand scale. Students may select and participate in appropriate agricultural enterprises which provide opportunity to acquire skills, earn money and develop responsibility while also earning high school credit. This course is designed for seniors in agricultural education classes who are in their third or fourth year with satisfactory grades. Students will be placed in an agricultural occupation and will receive wages, credits toward graduation and school-release time of a maximum of three hours per day. Students who wish to enroll will need approval from program coordinator. An attendance contract will be required. The contract will be signed by the student, parent/guardian, administrator and program coordinator. Safety instruction is integrated into all activities. This course will give students experience in a potential agricultural career. Students are encouraged to become active members of FFA, the national youth organization for those enrolled in agricultural education. FFA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant FFA activities to support experiential learning.

0146 Leadership Development
 This course is designed to provide students with basic leadership skills. Instructional areas include leadership styles, goal setting, time management, public speaking, job skills and interpersonal relationships. Safety instruction is integrated into relevant activities. Teachers should provide each student with real world learning opportunities and instruction related to selection, development, and maintenance of individual Supervised Agricultural Experience (SAE) programs. Students are encouraged to become active members of FFA, the national youth organization for those enrolled in agricultural education. FFA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant FFA activities to support experiential learning.

0184 Timber Management
 This course is an advanced course in the Forest Industry Program of Study. The course will allow students to cover the topics of timber management, measurement and evaluation and logging practices in depth utilizing problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

The student's educational program will lead to a:
 Standard Diploma Modified Diploma

Post-Secondary Goals: [Help](#)

1. Anticipated post-secondary education/training goals:

2. Anticipated post-secondary employment goals:

3. Anticipated post-secondary adult living goals:

Select a Career Cluster which aligns with the student's career interests

- | | |
|--|---|
| <input checked="" type="radio"/> Agriculture, Food and Natural Resources | <input type="radio"/> Hospitality and Tourism |
| <input type="radio"/> Architecture and Construction | <input type="radio"/> Human Services |
| <input type="radio"/> Arts, A/V Technology and Communication | <input type="radio"/> Information Technology |
| <input type="radio"/> Business Management and Administration | <input type="radio"/> Law, Public Safety, Corrections and Security |
| <input type="radio"/> Education and Training | <input type="radio"/> Manufacturing |
| <input type="radio"/> Finance | <input type="radio"/> Marketing |
| <input type="radio"/> Government and Public Administration | <input type="radio"/> Science, Technology, Engineering and Mathematics |
| <input type="radio"/> Health Sciences | <input type="radio"/> Transportation, Distribution and Logistics |
| | <input type="radio"/> Cluster Undetermined (for students in grades lower than 8 th) |

Career Pathway Options:

Indicate which career pathway the student will follow and specify either a state-approved Career Technical Education (CTE) program of study or a locally developed concentration which aligns with the student's chosen career cluster and provides the best option for success in the global workplace and postsecondary education. [Help](#) [CTE State Approved by Districts](#)

- State Approved CTE Program of Study (Limited to District Offerings and Enrollment)
- Locally Developed Concentration

[Descriptions](#)

Specify the state-approved CTE program of study or the locally developed concentration that aligns with the student's chosen career cluster. [Examples](#)

NOTE: Specific course selections must be documented in the student's Personalized Education Plan (PEP) in collaboration with the school counselor, teachers, advisors, and parent/guardian. A copy of the PEP must be kept with the student's IEP.

[Save and Continue](#) [Clear Form](#) [Preview Draft](#)

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[Save and Continue](#) [Clear Form](#) [Preview Draft](#)

Career Pathway Options have been updated.

The next few slides will provide guidance on the following topics:

- CTE State Approved Curriculum
- Career Pathway Option Descriptions
- Program of Studies/Concentration Examples
- Personalized Education Plan template





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- [Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

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Help

[CTE State Approved by Districts](#)



- State Approved CTE Program of Study (Limited to District Offerings and Enrollment)
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Descriptions

Specify the state-approved CTE program of study or the locally developed concentration that aligns with the student's chosen career cluster.

Examples

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Save and Continue

Clear Form

Preview Draft

Move to next slide to see examples of a district's CTE State Approved Curriculum





State Approved CTE Program of Studies - Kanawha

- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning Considerations](#)
- [Educational Program Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)


Kanawha County

Facility Code	Facility Name	School Type	Cluster	POS Code	Program of Study
039 506	GEORGE WASHINGTON HIGH SCHOOL	High School	Business Management and Administration	BM1410	Accounting
			Business Management and Administration	BM1465	Administrative Support
			Information Technology	IT2215	Computer Science (PLTW)
			Government and Public Administration	GO1070	JROTC
039 507	HERBERT HOOVER HIGH SCHOOL	High School	Business Management and Administration	BM1410	Accounting
			Manufacturing	MA2120	Millwork and Cabinetmaking
			Business Management and Administration	BM0510	Career and Work Skills Training (CWST)
			Business Management and Administration	BM1465	Administrative Support
039 508	NITRO HIGH SCHOOL	High School	Business Management and Administration	BM1410	Accounting
			Business Management and Administration	BM0510	Career and Work Skills Training (CWST)
			Business Management and Administration	BM1465	Administrative Support
			Government and Public Administration	GO1070	JROTC
			Information Technology	IT1442	Coding, App and Game Design
			Information Technology	IT1450	Information Management/Microsoft Computer Applications Specialist
039 509	SAINT ALBANS HIGH SCHOOL	High School	Business Management and Administration	BM1410	Accounting
			Business Management and Administration	BM0510	Career and Work Skills Training (CWST)
			Business Management and Administration	BM1465	Administrative Support
			Government and Public Administration	GO1070	JROTC
			Hospitality and Tourism	HO1010	Pro-Start Restaurant Management
039 510	SISSONVILLE HIGH SCHOOL	High School	Marketing	MK0420	Marketing Management
			Business Management and Administration	BM1410	Accounting
			Business Management and Administration	BM0510	Career and Work Skills Training (CWST)
			Business Management and Administration	BM1465	Administrative Support
			Government and Public Administration	GO1070	JROTC
039 511	SOUTH CHARLESTON HIGH SCHOOL	High School	Human Services	HU1080	Rehabilitation Specialist
			Information Technology	IT1450	Information Management/Microsoft Computer Applications Specialist
			Marketing	MK0420	Marketing Management
			Arts, A/V Technology and Communications	AV1680	Broadcasting Technology
039 513	CAPITAL HIGH SCHOOL	Comprehensive	Business Management and Administration	BM1465	Administrative Support
			Science, Technology, Engineering and Mathematics	ST2460	Pre-Engineering - Project Lead the Way
			Government and Public Administration	GO1070	JROTC
			Science, Technology, Engineering and Mathematics	ST2175	Energy, Power and Engineered Systems (Advanced Careers)
039 514	RIVERSIDE HIGH SCHOOL	High School	Arts, A/V Technology and Communications	AV1684	Multimedia Publishing
			Business Management and Administration	BM1465	Administrative Support
			Government and Public Administration	GO1070	JROTC
			Health Science	HE1095	Personal Fitness and Wellness Training
			Human Services	HU1000	Early Childhood Education
039 514	RIVERSIDE HIGH SCHOOL	High School	Marketing	MK0420	Marketing Management
			Business Management and Administration	BM1410	Accounting
			Business Management and Administration	BM1465	Administrative Support
			Science, Technology, Engineering and Mathematics	ST2225	Clean Energy (Advanced Career)
039 514	RIVERSIDE HIGH SCHOOL	High School	Government and Public Administration	GO1070	JROTC
			Information Technology	IT1450	Information Management/Microsoft Computer Applications Specialist



State Approved CTE Program of Studies - Kanawha



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning Considerations](#)
- [Educational Program](#) 
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

039 701	BEN FRANKLIN CAREER CENTER	County	Architecture and Construction	AR1760	Electrical Technician	B
			Health Science	HE0715	Allied Health	S
			Information Technology	IT1680	Computer Systems Repair Technology	B
			Manufacturing	MA1900	Machine Tool Technology	B
			Science, Technology, Engineering and Mathematics	ST2175	Energy, Power and Engineered Systems (Advanced Careers)	S
			Transportation, Distribution and Logistics	TR1620	Automotive Technology	B
			Architecture and Construction	AR1600	HVAC Technician	B
			Architecture and Construction	AR1820	Carpentry	S
				AR2130	Heavy Equipment Operations & Preventative Maintenance (Adult)	A
			Information Technology	IT1640	CISCO Networking Academies	B
			Law, Public Safety, Corrections and Security	LA1020	Law and Public Safety	S
			Manufacturing	MA1630	Robotics	S
			Manufacturing	MA1980	Welding	A
			Transportation, Distribution and Logistics	TR1740	Diesel Equipment Technology	B
039 702	CARVER CAREER CENTER	County	Health Science	HE0723	Therapeutic Services	S
				HE1490	Medical Administrative Assistant (Adult)	A
			Human Services	HU1000	Early Childhood Education	B
			Manufacturing	MA2110	Metals Technology	B
			Agriculture, Food and Natural Resources	AG0223	Pet Grooming	S
			Architecture and Construction	AR1720	Drafting	S
			Architecture and Construction	AR1760	Electrical Technician	B
			Architecture and Construction	AR2140	Plumbing	S
			Health Science	HE0715	Allied Health	B
			Human Services	HU2305	Barbering	B
			Law, Public Safety, Corrections and Security	LA1490	Paralegal Assistant	B
			Manufacturing	MA2235	Advanced Manufacturing (Advanced Career)	S
			Transportation, Distribution and Logistics	TR1620	Automotive Technology	S
			Agriculture, Food and Natural Resources	AG0210	Plant Systems	S
Architecture and Construction	AR1600	HVAC Technician	B			
Architecture and Construction	AR1820	Carpentry	S			
039 703	GARNET CAREER CENTER	County	Business Management and Administration	BM0510	Career and Work Skills Training (CWST)	S
			Hospitality and Tourism	HO1210	Hospitality and Tourism Concentration	S
			Human Services	HU2310	Hair Stylist	S
			Manufacturing	MA1980	Welding	S
			Transportation, Distribution and Logistics	TR1670	Collision Repair Technology	B
			Health Science	HE0718	Diagnostics Services	S
			Health Science	HE0779	Adult Respiratory Therapy	A
				HE0782	Surgical Technology (Adult)	A
			Hospitality and Tourism	HO1010	Pro-Start Restaurant Management	S
				HO2050	Culinary Arts (Adult)	A
				HU1731	Cosmetology (Adult)	A
			Information Technology	IT1450	Information Management/Microsoft Computer Applications Specialist	B
			Law, Public Safety, Corrections and Security	LA2200	Emergency and Firefighting Management Services	S
			Transportation, Distribution and Logistics	TR1620	Automotive Technology	A
	HE0776	Practical Nursing (Adult)	A			
Information Technology	IT1450	Information Management/Microsoft Computer Applications Specialist	A			





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- [Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

Career Pathway Options:
 Indicate which career pathway the student will follow and specify either a state-approved Career Technical Education (CTE) program of study or a locally developed concentration which aligns with the student's chosen career cluster and provides the best option for success in the global workplace and postsecondary education.

[Help](#) [CTE State Approved by Districts](#)

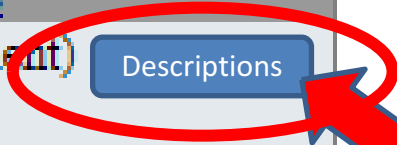
State Approved CTE Program of Study (Limited to District Offerings and Enrollment)
 Locally Developed Concentration

Specify the state-approved CTE program of study or the locally developed concentration that aligns with the student's chosen career cluster.

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[Examples](#)

[Save and Continue](#) [Clear Form](#) [Preview Draft](#)



Move to next slide to see the descriptions of Career Pathway Options





Descriptions

State-Approved CTE Program of Study Descriptions:

State-Approved Career and Technical Education (CTE) Program of Study is an approved sequence of four CTE courses which align to a CTE cluster and pathway, impacts state economic labor market needs as verified by Workforce data and leads to an industry-recognized credential or certificate or opportunity for continuing into postsecondary level education. Students must be capable of passing 100% of the safety exams for the respective program of study.

State-Approved Individual Work Readiness Competencies (IWRC)

***Prerequisites:** Before selecting IWRC, students must have initially selected the State-Approved (CTE) Program of Study option; completed at least two CTE courses in their chosen area of career interest; passed ALL safety exams; demonstrated the ability to acquire basic/core CTE skills at an entry level; were unable to master ALL of the required skill sets associated with their state-approved CTE program of study.*

IWRC is an approved sequence of four CTE courses which align to a CTE cluster and pathway that provides students who have a current IEP the opportunity to gain valuable work readiness through a CTE program of study. Students demonstrate the necessary skill sets for entry level support jobs in a specific occupational area. Students must be pursuing a standard diploma and be capable of passing 100% of the safety exams for the respective program of study.

State-Approved Career Integrated Experiential Learning (CIEL) is a personalized CTE program of study developed to meet student needs by providing them marketable job skills and opportunities to test for multiple nationally recognized certifications.

Locally Developed Concentration Descriptions:

Locally Developed Career and Technical Education (CTE) Concentration is a locally approved sequence of four CTE courses which align to a CTE cluster and pathway, impacts a local economic labor market need as verified by local advisory council and leads to an industry-recognized credential or certificate or opportunity for continuing into postsecondary level education.

Locally Developed Personalized Concentration is a locally approved sequence of four courses which align to a career cluster and a program of study that could lead directly to an industry-recognized certificate or to credit-bearing academic college courses. Best practice would be to encourage college bound students to take at least 1 (one) AP and/or AC course with corresponding examination, a fourth science or computer science credit, and 2 credits in one world language.

Locally Developed Community Ready Concentration is a locally approved sequence of four courses which align to a career cluster that will lead to placement in entry-level support jobs or workforce training programs.

- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- [Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- [Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

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Save and Continue

Clear Form

Preview Draft

Move to next slide to see examples of what to write in the Program of Studies/Concentration field.



In this example, the user begins by clicking on the career cluster area of Architecture and Construction. A new slide opens revealing the program of studies associated with that cluster, including Carpentry. Clicking on Carpentry will reveal a listing of possible job opportunities associated with that program of studies such as Carpenter Apprentice.

Click on the cluster area of interest to see the associated CTE State Approved Program of Studies options and their related job titles.
Locally Developed Concentrations are determined by the districts, however, the program of studies descriptions may help to provide guidance.

- [Agriculture, Food and Natural Resources](#)
- [Architecture And Construction](#)
- [Arts, A/V Technology and Communications](#)
- [Business Management and Administration](#)
- [Education and Training](#)
- [Finance](#)
- [Government And Public Administration](#)
- [Health Science](#)
- [Hospitality and Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections and Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [Science, Technology, Engineering and Mathematics](#)
- [Transportation, Distribution and Logistics](#)

Architecture And Construction Cluster

Choose one of the following Program of Study options for those students who are following the CTE State Approved Program of Studies for the Architecture And Construction Cluster
(Click on the program of study description to see the associated job titles)

- [Carpentry](#)
- [Computer Aided Drafting & Design](#)
- [Electrical Technician](#)
- [Building Maintenance and Operations](#)
- [Masonry](#)
- [HVAC Technician](#)
- [Plumbing](#)

Possible job titles associated with the program of study listed below:

Carpentry
Carpenter, Carpenter Helper, Carpenter Apprentice, Assembler, Finish Carpenter, Form Carpenter, Construction Worker, Custom Stair Builder, Installer, Production Worker, Trim Carpenter, Concrete Carpenter, Rough Carpenter, Union Carpenter, Bridge Carpenter, Bridge Repair Crew Person



[Student Search](#)[Authorized List](#)[IEP Snapshot](#)[Student Information](#)[ESY Determination](#)[IEP Considerations](#)[+ Assessment Results](#)[+ Present Levels](#)[Standard Type](#)[+ Targeted Standard](#)[+ Goal Areas](#)[+ IEP Transition Planning](#)[Considerations](#)[Educational Program](#)[Activities/Linkages](#)[+ IEP Services](#)[+ Statewide Testing](#)[+ IEP Placement 3-5](#)[+ IEP Placement 6-21](#)[LRE Considerations](#)[Prior Written Notice](#)[Amendments](#)[Annotations](#)[+ Finalize Process](#)

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[Save and Continue](#)[Clear Form](#)[Preview Draft](#)

Move to next slide to see example of Personalized Education Plan template





SAMPLE - West Virginia PERSONALIZED EDUCATION PLAN (PEP) Version 2 - Class of 2020 and Beyond

COUNTY: _____ NAME OF HIGH SCHOOL: _____

STUDENT NAME: _____ WVEIS ID#: _____ BIRTH DATE: _____

Grade Level: _____

Select a Career Cluster	Career Interests	2 Year Plan	
		9 th Grade	10 th Grade
<input type="checkbox"/> Agriculture, Food and Natural Resources	Describe your occupation goal/interest below. 8th Grade	<input type="checkbox"/> English 9	<input type="checkbox"/> English 10
<input type="checkbox"/> Architecture and Construction	9th Grade	<input type="checkbox"/> Math I <i>or</i> <input type="checkbox"/> Algebra I	<input type="checkbox"/> Math II <i>or</i> <input type="checkbox"/> Geometry
<input type="checkbox"/> Arts, A/V Technology and Communication	10th Grade	<input type="checkbox"/> Earth and Space Science	<input type="checkbox"/> Biology <i>or</i> <input type="checkbox"/> AP® Biology
<input type="checkbox"/> Business Management and Administration	11th Grade	<input type="checkbox"/> World Studies <i>or</i> <input type="checkbox"/> AP® Social Studies Course	One additional science <i>or</i> AP® science course
<input type="checkbox"/> Education and Training	12th Grade	<input type="checkbox"/> U.S. Studies <i>or</i> <input type="checkbox"/> AP® U.S. History	<input type="checkbox"/> U.S. Studies Comp. <i>or</i>
<input type="checkbox"/> Finance	6 Personalized Courses Four courses must be from either a State Approved CTE Program of Study or a locally approved concentration identified to attain career and postsecondary goals.	P. Elective	P. Elective
<input type="checkbox"/> Government and Public Administration		P. Elective	P. Elective
<input type="checkbox"/> Health Sciences		P. Elective	P. Elective
<input type="checkbox"/> Hospitality and Tourism		P. Elective	P. Elective
<input type="checkbox"/> Human Services	Concentration/Program of Study (Select one)	3 Year Plan	
<input type="checkbox"/> Information Technology, Law, Public Safety, Corrections and Security	<input type="checkbox"/> State Approved CTE Program of Study (# & Name) _____	11th Grade	
<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Local Concentration Name _____	<input type="checkbox"/> English 11 <i>or</i> <input type="checkbox"/> AP® English	<input type="checkbox"/> English 12 <i>or</i> <input type="checkbox"/> English 12 CR <i>or</i>
<input type="checkbox"/> Marketing	Concentration Courses	<input type="checkbox"/> Math III STEM <i>or</i> <input type="checkbox"/> Math III LA <i>or</i>	<input type="checkbox"/> Transition English Language Arts for Seniors* <i>or</i>
<input type="checkbox"/> Mathematics	*1. _____	<input type="checkbox"/> Math III TR <i>or</i> <input type="checkbox"/> Algebra II	<input type="checkbox"/> AP® English
<input type="checkbox"/> Transportation, Distribution and Logistics	*2. _____	<input type="checkbox"/> One additional lab science course <i>or</i> <input type="checkbox"/> AP® Science	<input type="checkbox"/> Math IV Trigonometry/Pre-calculus <i>or</i>
Assessments and Resources used to develop PEP: (examples: PSAT, interest surveys, etc.)	*3. _____	<input type="checkbox"/> 1 credit from an additional Social Studies course <i>or</i> an AP® Social Studies course	<input type="checkbox"/> Math IV TR <i>or</i> <input type="checkbox"/> Trans. Math Seniors* <i>or</i> any other fourth course option
	4. _____	<input type="checkbox"/> Physical Education 9-12 (WV Education Information System [hereinafter WVEIS] course 6609). Or	An AP® Mathematics course may be substituted for an equivalent course <i>or</i> any fourth course option.
	*5. _____	<input type="checkbox"/> Health	P. Elective
	6. _____	<input type="checkbox"/> The Arts 1 credit	P. Elective
NOTE: This plan contains the minimum state requirements for graduation. Some counties, postsecondary institutions, programs, scholarships and the NCAA may require additional courses. Also, please note the PEP and the TRANSITION portion of the IEP should align.		<input type="checkbox"/> Civics for the Next Generation <i>or</i>	<input type="checkbox"/> AP® Government and Politics
STUDENT and PARENTS: My signature affirms I have checked with the institution(s) to determine if additional courses are required.		<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective
PLANS FOR 1ST YEAR AFTER HIGH SCHOOL:		<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective

*See Chart V of WVBE Policy 2510 to clarify state graduation requirements.

- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

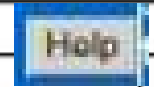


Transition – Activities/Linkages



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning Considerations](#)
- [Educational Program](#)
- [Activities/Linkages](#) ←
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

Activities/Linkages	Lead Party/Agency			Description of Service	Annual Goal to Support Activity
	Parent/Student	School	Agency (Specify)		
Workplace readiness training/Instruction/education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Counseling for transition and postsecondary program/Vocational aptitude/interest assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Job exploration/Career awareness/work-based learning	<input type="checkbox"/>				
Employment	<input type="checkbox"/>				
Self-advocacy training/Independent living/mobility	<input type="checkbox"/>				
Agency referral/application	<input type="checkbox"/>				



1	Workplace Readiness Training/Instruction: Education and/or Related Service				
2	WV Career Cruising				
3	Service Learning				
4	Assistive Technology				
5	Accessible Educational Materials				
6	Social Skills/Interpersonal Skills Development				
7	Independent Living Skills Development				
8	Career Readiness Skills				
9	Career Opportunity Summit				
10	Career Readiness Modules				
11	Mock Interview				
12	Self-advocacy skills instruction				
13	Personal banking instruction				
14	Work related social skills instruction				
15	Computer skills (word-processing, data entry) instruction				
16	Instructional support of guided notes for lessons				
17	Instructional support for organization and study skills				
18	Audio-taped texts				
19	Instruction in use of augmentative device				
20	Social skills training				
21	Instruction related to on the job safety				
22	Instruction on using picture symbol recipes				
23	Instruction on personal hygiene				

Workplace Readiness
Counseling
Job Exploration
Employment
Self-Advocacy
Agency





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

[Supplementary](#)

[Special Education](#)

[Related](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

IEP Services

Each student's IEP must describe the special education and related services, supplementary aids and services, based on peer-reviewed research to the extent practicable, and program modifications or supports for school personnel that will be provided to the student to enable the student to:

- Advance appropriately toward attaining the annual goals;
- Be involved in and make progress in the general education curriculum;
- Have an equitable opportunity to participate in extracurricular and other nonacademic activities; and
- Be educated and participate with other students with and without disabilities

5 day requirement to initiate services

Five calendar days are automatically added to the service initiation date(s) based on the IEP meeting date that was entered on the Student Information Page.

If the district and parent agree to waive the five day requirement on the service page, only one calendar day will automatically be added onto the service initiation date(s) based on the IEP meeting date. The user will have to adjust for any other dates.

District and parent agree that services may be initiated within fewer than 5 (five) days.

Note:

To automatically migrate Speech Language, OT, and PT services over to the Medicaid Service Care Plan, do the following:

- Click on the pencil icon to edit the service;
- Choose that service within the dropdown list;
- Click on Save

Some other school-based Medicaid billable services may need to be moved from the supplementary services section to related services (e.g., personal care services).

Always enter school-based Medicaid billable services using the dropdown menus.





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#) 

[Supplementary](#)

[Special Education](#)

[Related](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

How to duplicate, edit, and delete services



Clicking on the duplicate icon beside a completed service will create an exact duplicate of that service up in the service fields section. The user can then edit any of the fields to reflect the specifics of the service being added. When the edits are completed, click on the Save button to add the new service to the IEP. The contents of the original service will remain unchanged.

If the duplicate icon has been clicked in error, click on the Cancel button to return to the original screen, otherwise the service will become a part of the IEP. Consider using the duplicate icon if a majority of the information in a previously created service applies to the new service you are creating.



Clicking on the edit icon beside a completed service will load the information from that service up in the service fields section. The user can then edit any of the fields to reflect the specifics of any needed changes. When the edits are completed, click on the Save button to incorporate the changes into the IEP or click on the Cancel button to leave the information unchanged. The edited information will replace the original.



Clicking on the trashcan icon will open a dialogue screen which gives the user the opportunity to delete the service. If the user clicks OK, then that specific service will be deleted from the IEP.





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

[Supplementary](#)

[Special Education](#)

[Related](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Add a Supplementary Service:

Health Care Plan or BIP (if applicable)	<input type="text"/>
Classroom Support	Behavior Intervention Plan Health Care Plan <input type="text"/>
Supplementary Service	<input type="text"/>
Location of Services	<input type="text"/> (SEE or GEE is not acceptable)
Extent/Frequency of Service	<input type="text"/>
Initiation Date	01/10/2016 <input type="text"/>
Duration of Service (month/year)	<input type="text"/>
<input type="button" value="Add"/>	

Service	Location	Extent/Frequency	Initiation	Duration	Classroom Support
Supplementary Services have not been identified at this time.					

Supplementary aids and services means aids, services, and other supports that are ***provided in general education classes or other education-related settings*** to enable students in need of special education services to be educated with students without exceptionalities to the maximum extent appropriate in accordance with LRE requirements. These services must be considered prior to removing a student from the general education classroom.

Use the top dropdown box to enter a ***BIP or Health Care Plan*** if either apply. Those school-based Medicaid billable services will automatically be transferred to the Medicaid Service Care Plan which is located under the IEP Printing section on the main menu.





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

[Supplementary](#)

[Special Education](#)

[Related](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Add a Supplementary Service:

Health Care Plan or BIP (if applicable)

Classroom Support

Supplementary Service

Location of Services

Extent/Frequency of Service

Initiation Date

Duration of Service (month/year)

Add

Presentation

P01-Text-to-speech

P02-Human read aloud

P03-Braille Paper

P15-Read aloud directions only

P21-Screen reading software

P22-Enlarge text on screen

P23-Magnification device

P27-Bilingual word-to-word dictionary

P28-High color contrast

P29-Sign dictionary to present test, including directions

P30-Translated test directions

P31-Translations glossary

P34-American Sign Language

P35-Braille Online Fixed math

P36-Closed captioning

P37-Masking

P38-Color contrast

P39-Color overlays

Response

[R03-Braille response](#)

[R05-Abacus](#)

[R11-Assistive technology](#)

[R13-Provide physical support](#)

[R15-Bilingual word-to-word dictionary](#)

[R19-Calculator](#)

[R20-Multiplication Table](#)

[R21-Speech-to-text](#)

Timing

[T03-Take more breaks](#)

[T04-Extra time](#)

[T07-Flexible scheduling](#)

[T09-Separate setting](#)

Use the ***optional*** classroom support dropdown list to enter classroom supplementary services that align with statewide assessment accommodations. Any supports selected here will also transfer to the statewide assessment accommodations page.

Type all other supplementary services directly into the supplementary service field and complete the rest of the sections.

Add a Supplementary Service:		Help
Plan or Personal Care (if applicable)	<input type="text"/>	
ClassRoom Support	P01-Text-to-speech	
Supplementary Service	Text-to-speech	
Location of Services	<input type="text"/> (SEE or GEE is not acceptable)	
Extent/Frequency of Service	<input type="text"/>	
Initiation Date	10/21/2015	
Duration of Service (month/year)	<input type="text"/>	
Add		





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

[Supplementary](#)

[Special Education](#)

[Related](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Add a Special Education Service:		Help
Select if Speech-Language	<input type="checkbox"/>	
Special Education Service	Speech-Language	
Location of Services	<input type="radio"/> Direct General Education Environment <input type="radio"/> Direct Special Education Environment <input type="radio"/> Indirect	
Extent/Frequency of Service	<input type="text"/> <input type="text"/> per <input type="text"/>	
	Additional detail: <input type="button" value="Help"/>	
Initiation Date	10/09/2015	
Duration of Service (month/year)	<input type="text"/>	
<input type="button" value="Add"/>		

Help: Service Locations

Guidance for Direct GEE/Direct SEE/Indirect Services

Direct General Education Environment (GEE) Direct GEE services are instruction, therapies or interventions provided one-on-one or in groups to an eligible student in the general education classroom or integrated community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites.

Direct Special Education Environment (SEE) Direct SEE services are specially designed instruction, therapies or interventions provided one-on-one or in groups to an eligible student in a special education school environment, home or community such as:

- A classroom or therapy space which does not include individuals without disabilities
- A non-school environment, such as a public library, group home or mental health center
- A medical treatment facility/hospital
- The home
- Public and private day schools for students with disabilities
- Public and private residential schools for students with disabilities

Indirect Services Indirect services are services provided by a special education teacher or provider to the student's teacher(s) to directly benefit the student. Examples of indirect instruction are designing instructional materials or monitoring behavior management plans.

Use the top dropdown box to enter **Speech Language Therapy** for students whose Unduplicated service is Speech.

This school-based Medicaid billable service will automatically be transferred to the Medicaid Service Care Plan which is located under the IEP Printing section on the main menu.





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

[Supplementary](#)

[Special Education](#)

[Related](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Add a Related Service:

Transportation/Medically Based Service	<input type="text"/>
Related Service	<input type="text"/>
Location of Services	<input type="radio"/> Direct General Education Environment <input type="radio"/> Direct Special Education Environment <input type="radio"/> Indirect
Extent/Frequency of Service	<input type="text"/> <input type="text"/> per <input type="text"/>
	Additional detail: Help
Initiation Date	09/17/2015 <input type="text"/>
Duration of Service (month/year)	<input type="text"/>

Add

Help: Additional Detail

Guidance for Additional Detail:

The additional details field can be used to add clarifying information to the specific quantitative amount of time listed for a service OR it can be used to write a narrative description of the service's extent and frequency based on specific instructional/environmental circumstances whenever a timeframe based on minutes or hours cannot be established.

Example:

Transportation: Extent and frequency could be expressed as, "To and from school on a daily basis."

Recent policy changes prohibits school counselors from providing ongoing support/therapy to students. Therefore, rather than using minutes, extent and frequency should be expressed as a narrative.

Examples:

Monthly group anger management sessions.

Counselor checks in weekly with student to assess needs.

The term "**related services**" refers to transportation and such developmental, corrective and other **supportive services required to assist an eligible student to benefit from special education as described in the IEP.**





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

[Supplementary](#)

[Special Education](#)

[Related](#) 

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)



[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)


+ [Finalize Process](#)

Add a Related Service: Help

Transportation/Medically Based Service	<input type="text" value="Transportation/Medically Based Service"/>	
Related Service	<input type="text"/>	
Location of Services	<input type="radio"/> Direct General Education Environment <input type="radio"/> Direct Special Education Environment <input type="radio"/> Indirect	
Extent/Frequency of Service	<input type="text"/> <input type="text" value="per"/> <input type="text"/>	Additional detail: Help
Initiation Date	<input type="text" value="09/17/2015"/> 	
Duration of Service (month/year)	<input type="text"/>	

[Add](#)

Add a Related Service: Help

Transportation/Medically Based Service	<input type="text" value="Transportation/Medically Based Service"/>	<input type="text"/>
Related Service	<ul style="list-style-type: none"> Audiology Services Braille Support Services Interpreting Services Occupational Therapy Personal Care Services Physical Therapy Psychological Services School Nursing Services Sign Language Support Services Speech-Language Therapy Transportation Services 	<input type="text"/>
Location of Services	<input type="radio"/> Direct General Education Environment <input type="radio"/> Direct Special Education Environment <input type="radio"/> Indirect	
Extent/Frequency of Service	<input type="text"/>	
Initiation Date	<input type="text" value="01/10/2016"/> 	
Duration of Service (month/year)	<input type="text"/>	

[Add](#)

Use the top dropdown box to enter school-based Medicaid billable services. These services will automatically be transferred to the Medicaid Service Care Plan which is located under the IEP Printing section on the main menu.





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

[Supplementary](#)

[Special Education](#)

[Related](#) 

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)


[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Add a Related Service:		Help
Transportation/Medically Based Service	Transportation	
Related Service	Transportation	
Trans. Method		
Extent/Frequency of Service	Additional detail: Help	
Initiation Date	09/17/2015	
Duration of Service (month/year)		
Add		

Transportation includes travel to and from school and between schools; travel in and around school buildings; and specialized equipment such as special or adapted buses, lifts and ramps, if required to provide special transportation for a child with a disability.





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- [Conditions](#)
- [Accommodations](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)



Under [Statewide Testing](#) the user will indicate if students will take statewide testing under standard conditions or standard conditions w/accommodations; and list any accommodations that are necessary.





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

[Conditions](#) 

[Accommodations](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Students in grades 3-11 whose standard type is WVCCR will be assessed using the general summative assessment with standard conditions or standard conditions w/accommodations

West Virginia Measures of Academic Progress (WV-MAP)

- Standard Conditions
 Standard Conditions w/Accommodations

Save and Continue

Preview Draft

Students in grades 3-11 whose standard type is the Alternate Academic Achievement Standards will be assessed using the Alternate Assessment with standard conditions or standard conditions w/accommodations

Alternative Assessment

- Standard Conditions
 Standard Conditions w/Accommodations

Justification:

Save and Continue

Preview Draft

The **Conditions** screen requires the user to specify the conditions under which the test will be administered.

If *Standard conditions w/accommodations* is selected, then the user will choose from the specific accommodations in the next section.

The selection made under **Standard Type** will determine whether the student will be assessed using general or alternate assessment.





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- [Conditions](#)
- [Accommodations](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

The **black** text denotes **presentation** accommodations.

The **blue** text denotes **response** accommodations.

The **green** text denotes **timing** accommodations. Select accommodations as determined appropriate for the student.

Please refer to the [WV Guidelines for Participation in State Assessment](#) for guidance and complete descriptions of accommodations.

- P01** - Text-to-speech (excluding ELA passages)
- P02** - Human read aloud (excluding ELA passages)
- P03** - Braille Paper
- P06** - Certified sign language interpreter
- P13** - Documented need text-to-speech (including ELA passages) [Verification Form](#)
- P14** - Documented need human read aloud (including ELA passages) [Verification Form](#)
- P15** - Read aloud directions only
- P16** - Directions presented through certified sign language
- P17** - Braille Online Adaptive (ELA and Math)
- P18** - Simplified Test Directions
- P19** - Paper Version (large print)
- P20** - NO LONGER USED Use tactile graphics
- P21** - Screen reading software (JAWS)
- P22** - Enlarge text on screen (Zoom)
- P23** - Magnification device
- P24** - Translator (Human or Electronic)(GSA science only)
- P25** - Electronic translator to present directions (science only)
- P26** - NO LONGER USED Have directions, passage and prompt read aloud
- P27** - Bilingual word-to-word dictionary
- P28** - High color contrast
- P29** - Sign dictionary to present test, including directions
- P30** - Translated test directions (*Spanish available embedded)
- P31** - Translations glossary (math only)
- P32** - Stacked translations (SPANISH ONLY)
- P33** - Turn off universal tool
- P34** - American Sign Language (ASL)
- P35** - Braille Online Fixed math with tactile graphics provided (ELA - adaptive)
- P36** - Closed captioning
- P37** - Masking

- P38** - Color contrast (color printer required)
- P39** - Color overlays
- P40** - Print on demand (stimuli only)
- P41** - Provide translations glossary (paper-and-pencil tests)
- P42** - Noise Buffers
- P43** - Streamlined Interface
- P44** - Line Reader (ELPA 21 Only)
- P45** - Unlimited replays (ELPA 21 Only)
- P46** - Read aloud in Spanish
- P47** - Alternate Vision Form (DLM Only)
- R02** - Scribe (excluding ELA full write)
- R03** - Braille response
- R04** - Scribe (including ELA full write)
- R05** - Abacus
- R11** - Assistive technology (Alternate response options)
- R13** - NO LONGER USED Provide physical support
- R15** - Bilingual word-to-word dictionary
- R16** - Respond in large-print test book
- R17** - Electronic translator to respond
- R18** - Sign dictionary to respond
- R19** - Calculator
- R20** - Multiplication Table
- R21** - Speech-to-text
- R22** - Unlimited re-recordings (ELPA 21 only)
- R23** - 100s Number Table
- T03** - Take more breaks (no studying) (All WV-MAP tests)
- T04** - Extra time
- T07** - Flexible scheduling
- T09** - Separate setting





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

[Conditions](#)

[Accommodations](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Alternate Assessment Accommodation Options

Please refer to the [WV Guidelines for Participation in State Assessment](#) for guidance and complete descriptions of accommodations.

- P03** - Braille Paper
- P06** - Certified sign language interpreter
- P14** - Documented need human read aloud (including ELA passages)
- P22** - Enlarge text on screen
- P23** - Magnification device
- P24** - Translator (Human or Electronic)(GSA science only)
- P28** - High color contrast
- P39** - Color overlays
- P47** - Alternate Vision Form (DLM Only)
- R03** - Braille response
- R04** - Scribe (including ELA full write)
- R05** - Abacus
- R11** - Assistive technology (Alternate response options)
- T03** - Take more breaks (no studying) (All WV-MAP tests)
- T04** - Extra time
- T07** - Flexible scheduling
- T09** - Separate setting

Save

Preview Draft





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

[Ages 3-5 In RECP](#)

[Ages 3-5 Not In RECP](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

In the [IEP Placement 3 - 5](#) section, the user will navigate to one of the two areas to choose the appropriate placement option for students aged 3-5.

- Ages 3-5 in RECP
- Ages 3-5 NOT in RECP

The LRE considerations section must be addressed for all students.





[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

[Ages 3-5 In RECP](#)

[Ages 3-5 Not In RECP](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Explain the extent, if any, to which the student WILL NOT participate in the general education classroom and/or extracurricular and other non-academic activities. Present levels of academic achievement and functional performance must explain why full participation is not possible. e.g., list the classes and school activities in which the student will not participate.

For students in Regular Early Childhood Programs (RECP) (at least 50% nondisabled):

- = Hours per week student attends a Regular Early Childhood Program (start to end).
 0.00 = Hours per week of special education and related services delivered in the RECP.
 0.00 = Hours per week student receives special education and related services in some other location.

- | | WVEIS LRE
Code |
|--|-------------------|
| In a Regular Early Childhood Program at least 10 hours per week | |
| <input type="radio"/> Majority of hours of special education and related services in RECP | W |
| <input type="radio"/> Majority of hours of special education and related services in some other location | X |
| In a Regular Early Childhood Program less than 10 hours per week | |
| <input type="radio"/> Majority of hours of special education and related services in RECP | Y |
| <input type="radio"/> Majority of hours of special education and related services in some other location | Z |

Save

Continue

Preview Draft

[Ages 3-5 in RECP](#) opens to a page that requires the user to explain in a narrative format the extent of nonparticipation.

The user enters the total hours per week that the student attends the regular early childhood program (start to end).

The program performs the calculation and selects the appropriate LRE designation.



[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

[Ages 3-5 In RECP](#)

[Ages 3-5 Not In RECP](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Explain the extent, if any, to which the student WILL NOT participate in the general education classroom and/or extracurricular and other non-academic activities. Present levels of academic achievement and functional performance must explain why full participation is not possible.

e.g., list the classes and school activities in which the student will not participate.

For students NOT in regular early childhood programs:

- | | WVEIS LRE Code |
|--|----------------|
| <input type="radio"/> Separate special education class | M |
| <input type="radio"/> Separate school | N |
| <input type="radio"/> Residential facility | P |
| <input type="radio"/> Home | R |
| <input type="radio"/> Service provider location | S |

Save and Continue

Preview Draft

[Ages 3-5 Not in a Regular Early Childhood Program](#) requires the user to select the LRE designation that applies and to explain in a narrative format the extent of nonparticipation.



[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE 1 \(IEP Grade\)](#)

[LRE 2 \(Move-Up Grade\)](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

[IEP Placement 6 – 21](#) provides the IEP Team with the capability to generate two LRE pages.

In order for the IEP to print a second LRE page (LRE2) the following must be true:

- The IEP Team answered YES to the question on the Student Information Page which asks if the IEP will span two grades
- AND at least one service must have an initiation date which begins after July 1st.

Note: The IEP Team must show separate entries on the services page for all Direct SEE services provided during both of the school years they span even if the minutes are the same for both grades .

This is necessary to be certain that LRE is calculated properly for both grades based on their respective total bell-to-bell minutes and the total Direct SEE minutes.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE 1 \(IEP Grade\)](#) 
- [LRE 2 \(Move-Up Grade\)](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

Placement Ages 6 to 21 - Grade 08

Name: C
WVEIS#: 3044157
Medicaid #: N/A

Current Grade: 08
IEP Grade: 08
Age: 14

Explain the extent, if any, to which the student WILL NOT participate in the general education classroom and/or extracurricular and other non-academic activities. Present levels of academic achievement and functional performance must explain why full participation is not possible.
 e.g., list the classes and school activities in which the student will not participate.

Total Educational Minutes per Month

[View Bell to Bell Minutes](#)

Percentage of time in:

General Education Environment: 72

Special Education Environment: 28

- | Ages 6 - 21 | WVEIS LRE Code |
|--|----------------|
| <input type="radio"/> General Education: Full-Time (FT) 80% or more | 0 |
| <input checked="" type="radio"/> General Education: Part-Time (PT) 40% to 79% | 1 |
| <input type="radio"/> Special Education: Separate Class (SC) (general education less than 40%) | 2 |
| <input type="radio"/> Special Education: Special School (SS) Public or Private | 3 |
| <input type="radio"/> Special Education: Out-of-School Environment (OSE) | 5 |
| <input type="radio"/> Special Education: Residential Facility (RF) Public or Private | 6 |
| <input type="radio"/> Parentally placed in private school (Service Plan only) | 8 |
| <input type="radio"/> Correctional facility | 9 |

Save

Preview Draft





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE 1 \(IEP Grade\)](#)
- [LRE 2 \(Move-Up Grade\)](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)



Placement Ages 6 to 21 - Grade 9

Name: C

WVEIS#: 3044157

Medicaid #: N/A

Current Grade: 08

IEP Grade: 08

Age: 14

Explain the extent, if any, to which the student WILL NOT participate in the general education classroom and/or extracurricular and other non-academic activities. Present levels of academic achievement and functional performance must explain why full participation is not possible.
e.g., list the classes and school activities in which the student will not participate.

Total Educational Minutes per Month [View Bell to Bell Minutes](#)

Percentage of time in:

General Education Environment: 91

Special Education Environment: 9

Ages 6 - 21	WVEIS LRE Code
<input checked="" type="radio"/> General Education: Full-Time (FT) 80% or more	0
<input type="radio"/> General Education: Part-Time (PT) 40% to 79%	1
<input type="radio"/> Special Education: Separate Class (SC) (general education less than 40%)	2
<input type="radio"/> Special Education: Special School (SS) Public or Private	3
<input type="radio"/> Special Education: Out-of-School Environment (OSE)	5
<input type="radio"/> Special Education: Residential Facility (RF) Public or Private	6
<input type="radio"/> Parentally placed in private school (Service Plan only)	8
<input type="radio"/> Correctional facility	9

204-ANNE BAILEY ELEMENTARY SCHOOL	7900
206-BELLE ELEMENTARY SCHOOL	7700
209-BONHAM ELEMENTARY SCHOOL	7800
211-BRIDGE ELEMENTARY SCHOOL	7900
213-CEDAR GROVE ELEMENTARY SCHOOL	7700
214-CENTRAL ELEMENTARY SCHOOL	7700
215-CHAMBERLAIN ELEMENTARY SCHOOL	8000
216-CHANDLER ELEMENTARY SCHOOL	7900





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- Standard Type
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- LRE 1 (IEP Grade)
- LRE 2 (Move-Up Grade)
- LRE Considerations
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)

In order for the Online IEP to generate and print a second LRE page, the following must be true:

- The IEP Team has indicated on the Student Information page that the IEP will span two grades.
- The IEP lists a service which has an initiation date that begins after July 1st.

Example when spanning services is beneficial:

An IEP that is considered a “move-up” IEP, where the IEP spans two grades; and the receiving school has a different total of bell-to-bell minutes; and where the total amount of Direct SEE time varies between the grades, would likely benefit from using this option.

*Note: If this option is used, **all Direct SEE minutes that span both grades must be restated a second time on the service page even if the minutes are the same for both grades. This is necessary to be certain that LRE is calculated properly for both grades based on their respective total bell-to-bell minutes and the total Direct SEE minutes.***


[Student Search](#)
[Authorized List](#)
[IEP Snapshot](#)
[Student Information](#)
[ESY Determination](#)
[IEP Considerations](#)
[+ Assessment Results](#)
[+ Present Levels](#)
[Standard Type](#)
[+ Targeted Standard](#)
[+ Goal Areas](#)
[+ IEP Transition Planning](#)
[+ IEP Services](#)
[+ Statewide Testing](#)
[+ IEP Placement 3-5](#)
[+ IEP Placement 6-12](#)
[LRE 1 \(IEP Grade\)](#)
[LRE 2 \(Move-Up Grade\)](#)
[LRE Considerations](#)
[Prior Written Notice](#)
[Amendments](#)
[Annotations](#)
[+ Finalize Process](#)

In order for the Online IEP to generate and print a second LRE page, the following must be true:

- The IEP Team has indicated on the Student Information page that the IEP will span two grades.
- The IEP lists a service which has an initiation date that begins after July 1st.

An IEP that is considered a “move-up” IEP, where the IEP spans two grades; and the receiving school has a different total of bell-to-bell minutes; and where the total amount of Direct SEE time varies between the grades, would likely benefit from using this option.

*Note: If spanning is used, **all Direct SEE minutes that span both grades must be restated a second time on the service page even if the minutes are the same for both grades.***

This is necessary to be certain that LRE is calculated properly for both grades based on their respective total bell-to-bell minutes and the total Direct SEE minutes.

EXAMPLE:

Special Education Services:

<i>Math 300 mins/wk Direct SEE</i>	<i>Initiation Date: 03, 22, 2017</i>	<i>Duration: June 2017</i>
<i>Math 250 mins/wk Direct GEE</i>	<i>Initiation Date: 08, 01, 2017</i>	<i>Duration: March 2018</i>
<i>Reading 250 mins/wk Direct SEE</i>	<i>Initiation Date: 03, 22, 2017</i>	<i>Duration: June 2017</i>
<i>Reading 250 mins/wk Direct SEE</i>	<i>Initiation Date: 08, 01, 2017</i>	<i>Duration: March 2018</i>
<i>Behavior Support 30 mins/wk Indirect</i>	<i>Initiation Date: 03, 22, 2017</i>	<i>Duration: March 2018</i>

Related Services:

<i>Speech 30 mins/wk Direct SEE</i>	<i>Initiation Date: 03, 22, 2017</i>	<i>Duration: June 2017</i>
<i>Speech 30 mins/wk Direct SEE</i>	<i>Initiation Date: 08, 01, 2017</i>	<i>Duration: March 2018</i>
<i>OT 20 mins/wk Direct GEE</i>	<i>Initiation Date: 03,22, 2017</i>	<i>Duration: March 2018</i>

SEE more
guidance



[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-12](#)

[LRE 1 \(IEP Grade\)](#)

[LRE 2 \(Move-Up Grade\)](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

Example where LRE2 should be considered and where it would print out with the IEP:

The student's IEP spans the 5th and 6th grade.

The student receives 300 mins/wk Direct SEE Math services in the 5th grade but he will have 250 Direct GEE minutes during the time in which the IEP is in effect in the 6th grade. This shift from Direct SEE to Direct GEE may be significant enough to change the student's overall LRE from Gen Ed Part-Time to Gen Ed Full-Time.

In order to use the LRE2 option, the user would need to say YES to the span grade option on the

Service Information Page and would need to reflect those services on the Service Page in the following manner for an IEP that was written in March 2017:

Math 300 mins/wk Direct SEE Initiation Date: March 22, 2017 Duration: June 2017

Math 250 mins/wk Direct GEE Initiation Date: Aug 01, 2017 Duration: March 2018

Example where LRE2 would not be necessary and would not print out with the IEP:

The student's IEP spans 4th and 5th grades.

The student receives 300 mins/wk Direct SEE Math services in the 4th grade AND he will also receive 300 mins/wk Direct SEE Math services in the 5th grade. There is no variance in the total Direct SEE times between the grades, therefore LRE1 would be the same for both grades and thus no need for LRE2.

Services would be listed in the following manner:

Math 300 mins/wk Direct SEE Initiation Date: March 22, 2017 Duration: March 2018





- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)



Least Restrictive Environment Considerations: The IEP team has considered:

- Annual placement determination based on the IEP.
- Only schools and classroom settings appropriate to the student's chronological age.
- Education in a general classroom with the use of supplementary aids and services.
- Potentially harmful effects of the selected LRE placement on the student and the quality of the student's services.
- Education with age-appropriate non-exceptional peers.
- Placement as close to home as possible, in the school the student would normally attend if not exceptional, unless the IEP requires other arrangements.



The **LRE Considerations** section requires that each box be checked and then click Save. Clicking Select ALL will check all the boxes at once.

Targeted Case Management may be provided based upon medical necessity.
 This statement will appear on all IEPs which have a school-based Medicaid billable service.



[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

+ [IEP Printing](#)

+ [Mastery/Progress](#)

+ [Utilities](#)



1. As a result of :

- an Individualized Education Program (IEP) Team Meeting conducted on 03-15-2016 .
- other

2. The district is (proposing or refusing) to (initiate or change):

- the educational evaluation or reevaluation of the student.
- the educational placement of the student.
- the provision of a free appropriate public education (FAPE) to the student.

3. Specifically, the district is proposing to initiate

4. The district is proposing this action because:

5. The evaluation procedure(s), assessment(s), record(s), or report(s) the district used as a basis for the proposed action are:

6. Other options the district considered include:

7. The reasons the above options were rejected are:

8. Other factors relevant to the district's proposal are:

The phone number for contacting the district's special education office is automatically generated on the PWN.



- [Student Search](#)
- [Authorized List](#)
- [IEP Snapshot](#)
- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#) 
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)

Amendments

Name: **B**
 WEIS#: **3044278**
 Medicaid #: **N/A**

Current Grade: **03**
 IEP Grade: **03**
 Age: **9**

The parent/adult student was contacted by the undersigned district personnel on and agreed to make a change(s) to the student's IEP without convening an IEP Team meeting. The district's proposed change(s) to the student's IEP pertain(s) to based on . The reason(s) for the proposed change(s) is/are . The district also considered however; . Other factors relevant to this change include . The document change(s) (additions(s), deletion(s)) is/are outlined in detail below.

For each Part of the IEP affected by the change, document the corresponding change(s) and the initiation date(s).

Part	Change	Initiation Date
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

The parent/adult student has been provided a copy of the revised IEP with the amendments incorporated would be provided upon request. Enclosed please find:

a copy of the Amendment or

a copy of the Amendment and the student's revised IEP.

The user must have first created and finalized an IEP using the Online IEP Program in order to conduct **Amendments**. The program has been designed to allow only the two most recent IEPs that were finalized to be amended.



[Student Search](#)

[Authorized List](#)

[IEP Snapshot](#)

[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)



+ [Finalize Process](#)

+ [IEP Printing](#)

+ [Mastery/Progress](#)

+ [Utilities](#)


Annotations

Indicate in the Annotations field any changes to the IEP that could not be reflected accurately electronically. Please be detailed and specific. (Handwritten changes, etc... Note: The data in this field will NOT print on the IEP.)

Annotations:

Save



- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- [Attendees](#)
- [Compliance Check](#)
- [Finalize IEP](#) 
- + [IEP Printing](#)
- + [Mastery/Progress](#)
- + [Utilities](#)
- + [Resources](#)
- [Logout](#)

The **Finalize Process** menu item opens a series of questions in which the user will verify that all required actions have occurred.

A Yes answer will allow the user to proceed to the next question. A No answer will halt the forward movement and redirect the user to complete the missing task.



[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

[Attendees](#) ←

[Compliance Check](#)

[Finalize IEP](#)

+ [IEP Printing](#)

+ [Mastery/Progress](#)

+ [Utilities](#)

+ [Resources](#)

[Logout](#)

Attendees		
Name: B	Current Grade: 03	
WVEIS#: 3044278	IEP Grade: 03	
Medicaid #: N/A	Age: 9	
Add An Attendee:		
First Name	<input type="text"/>	<input type="text"/>
Last Name	<input type="text"/>	<input type="text"/>
Position	<input type="text"/>	
Alternate Method of Attendance (if applicable)	<input type="text"/>	
<input type="button" value="Add Attendee"/>		
Attendee	Position	Alternate Method of Attendance
No Additional Assessments have been identified at this time.		

A minimum of three attendees is required.

Once the user has entered all attendees, the user will click the button provided to run the compliance check again.



[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

[Attendees](#)

[Compliance Check](#) 

[Finalize IEP](#)

+ [IEP Printing](#)

+ [Mastery/Progress](#)

+ [Utilities](#)

+ [Resources](#)

[Logout](#)

Compliance Check

Name: B
WWEIS#: 3044278
Medicaid #: N/A

Current Grade: 03
IEP Grade: 03
Age: 9

The IEP was **UNSUCCESSFULLY** validated. For more details please see the table below.

IEP Section	Status	Message
Amendments	Ok	
Student Info.	Ok	
Considerations	Ok	
Transition Planning	Ok	
Present Levels	Ok	
Goals/Objectives	Ok	
Services	Incomplete	<p>Supplementary - Ok Special Education - Ok Related - Ok ESY Agreement - Please specify that the student does or does not need ESY services. Fix ESY Agreement ESY Services - Ok</p>
Testing	Incomplete	<p>Measures - Ok Conditions - Please select a minimum of one Testing Condition. Fix Conditions Specific Tests - Ok</p>
Prior Written Notice	Incomplete	<p>- Please complete the Prior Written Notice section. Fix Prior Written Notice</p>
Placement	Incomplete	<p>Ages 6-21 - Please explain the extent, if any, to which the student WILL NOT participate in the general education classroom and/or extracurricular and other non-academic activities. Fix LRE Considerations LRE Considerations - Please check all LRE Considerations. Fix LRE Considerations</p>
Attendees	Incomplete	<p>- It is required that at least three people (chair person, regular teacher, and special education teacher) attend the IEP meeting. Fix Attendees</p>



[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

[Attendees](#)

[Compliance Check](#)

[Finalize IEP](#) 

+ [IEP Printing](#)

+ [Mastery/Progress](#)

+ [Utilities](#)

+ [Resources](#)

[Logout](#)

Do you verify this draft IEP has been reviewed by the appropriate IEP committee?

Yes No

Have you updated the online IEP with all of the IEP committee revisions?

Yes No

How and when will the student's progress toward the IEP goals be reported to the parent(s)? Specify.

How:

When:


[Enter Attendees](#)

The IEP was **SUCCESSFULLY** validated. Please click the link at the bottom of the page to finalize the IEP.

IEP Section	Status	Message
Amendments	Ok	
Student Info.	Ok	
Considerations	Ok	
Transition Planning	Ok	
Present Levels	Ok	
Goals/Objectives	Ok	
Services	Ok	
Testing	Ok	
Prior Written Notice	Ok	
Placement	Ok	
Attendees	Ok	

[Click to Finalize](#)



- Student Information
- ESY Determination
- IEP Considerations
- + [Assessment Results](#)
- + [Present Levels](#)
- Standard Type
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + IEP Transition Planning
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- LRE Considerations
- Prior Written Notice
- Amendments
- Annotations
- + [Finalize Process](#)
- + [IEP Printing](#) 
- Draft
- ESY Report
- View Archive
- Service Care Plan
- Supp Services Checklist
- + [Mastery/Progress](#)

[IEP Printing](#) allows the user to print a draft of an IEP that is pending, an Extended School Year Report, or any finalized IEP that has been archived in the student's record.



Student Information

ESY Determination

IEP Considerations

+ Assessment Results

+ Present Levels

Standard Type

+ Targeted Standard

+ Goal Areas

+ IEP Transition Planning

+ IEP Services

+ Statewide Testing

+ IEP Placement 3-5

+ IEP Placement 6-21

LRE Considerations

Prior Written Notice

Amendments

Annotations

+ Finalize Process

+ IEP Printing

Draft ←

ESY Report

View Archive

Service Care Plan

Supp Services Checklist

+ Mastery/Progress

Individualized Education Program

Draft IEP

Name: B	Current Grade: 03
WVEIS#: 3044278	IEP Grade: 03
Medicaid #: N/A	Age: 9


Grade	IEP Meeting Date	Record Type	Date Archived	Download	Password
03	05-18-2014	Annual Review	10-23-2013	Draft	mcK119587fj

When the **Draft** item is chosen, a table containing a link to a pdf file of the most recently saved Online draft will open. It will be important on this screen to copy the password appearing in the far right box of the table, as this password must be entered on the next screen in order to proceed.

Once the password is copied, the user may click on the blue link to open the next window where the password is pasted into the text box. This action will open the draft.

To print this document, use the normal steps beginning with the file button in the upper left of the window. Note the options to designate printer and individual pages as appropriate.



- Student Information
- ESY Determination
- IEP Considerations
- + Assessment Results
- + Present Levels
- Standard Type
- + Targeted Standard
- + Goal Areas
- + IEP Transition Planning
- + IEP Services
- + Statewide Testing
- + IEP Placement 3-5
- + IEP Placement 6-21
- LRE Considerations
- Prior Written Notice
- Amendments
- Annotations
- + Finalize Process
- + IEP Printing
- Draft
- ESY Report 
- View Archive
- Service Care Plan
- Supp Services Checklist
- + Mastery/Progress

Individualized Education Program

Draft IEP

Name: **B** Current Grade: 03
 WWEIS#: **3044278** IEP Grade: 03
 Medicaid #: N/A Age: 9

Grade	IEP Meeting Date	Record Type	Date Archived	Download	Password
12	04-26-2013	Annual Review	11-08-2013	ESY Report	N/A

The [ESY Report](#) prints out all ESY services and goals and objectives. A password is not required to download this report.



Student Information

ESY Determination

IEP Considerations

+ Assessment Results

+ Present Levels

Standard Type

+ Targeted Standard

+ Goal Areas

+ IEP Transition Planning

+ IEP Services

+ Statewide Testing

+ IEP Placement 3-5

+ IEP Placement 6-21

LRE Considerations

Prior Written Notice

Amendments

Annotations

+ Finalize Process

+ IEP Printing

Draft

ESY Report

View Archive 

Service Care Plan


Supp Services Checklist

+ Mastery/Progress

Grade	IEP Meeting Date	Record Type	Date Archived	Download	Password
09	07-01-2016	Other	07-15-2016	ESY Report	N/A
08	04-08-2015	Amendment	06-02-2016	Mastery/Progress Report	MCK777954sr
08	04-08-2015	Amendment	05-27-2016	Finalized IEP	MCK885355fe
07	04-08-2015	Amendment	05-27-2016	Finalized IEP	MCK106248hm
05	10-12-2012	Amendment	05-26-2016	Finalized IEP	MCK758863yx
07	04-08-2015	Amendment	06-02-2016	Mastery/Progress Report	MCK223218lc
07	04-08-2015	Other	05-21-2016	Finalized IEP	MCK979456fi
07	04-08-2015	Other	05-16-2016	Mastery/Progress Report	MCK581981us
07	03-20-2014	Annual Review	03-20-2014	Finalized IEP	LLS901848gu

[View archive](#) displays a listing of previously finalized IEPs, Amendments, and Mastery/Progress Reports.



- [Student Information](#)
- [ESY Determination](#)
- [IEP Considerations](#)
- + [Assessment Results](#)
- + [Present Levels](#)
- [Standard Type](#)
- + [Targeted Standard](#)
- + [Goal Areas](#)
- + [IEP Transition Planning](#)
- + [IEP Services](#)
- + [Statewide Testing](#)
- + [IEP Placement 3-5](#)
- + [IEP Placement 6-21](#)
- [LRE Considerations](#)
- [Prior Written Notice](#)
- [Amendments](#)
- [Annotations](#)
- + [Finalize Process](#)
- + [IEP Printing](#)
- [Draft](#)
- [ESY Report](#)
- [View Archive](#)
- [Service Care Plan](#) 
- [Supp Services Checklist](#)
- + [Mastery/Progress](#)

Service Care Plan collects all school-based Medicaid billable services and goals for Medicaid billing purposes.
 A password is not required to generate and print this report.

Date of Birth:
Address1:
Address2:
City, State Zip:
Parent(s):
Medicaid #:

DIAGNOSIS CODE:

SERVICES:

Supplemental Services	Location of Services	Extent/Frequency	Initiation Date m/d/y	Duration m/y
Behavior Intervention Plan	core academic areas	daily	01/10/2016	01/2017

Related Services	Location of Services/ Transportation Method	Extent/Frequency	Initiation	Duration
Physical Therapy	D SEE	30.00 minutes per Week	01/07/2016	01/2017
Speech-Language Therapy	D SEE	30.00 minutes per Week	01/10/2016	01/2017

Targeted Case Management may be provided based upon medical necessity.

GOALS:

Goal 1 -Behavior	Critical: ✓
By January 2017 given a positive behavior support plan John will begin task as directed and work until completion 90% of the time as documented in positive behavior support plan weekly	

Goal 2 -Behavior	Critical: ✓
By January 2017 given a positive behavior support plan John will keep his hands, feet and objects to himself including not touching other student's belongings 100% of the time as documented through positive behavior support plan weekly	

Goal 3 -Behavior	Critical: ✓
By January 2017 given a positive behavior support plan John will sit appropriately in seat as directed and use school materials for their intended purpose 90% of the time as documented in positive behavior support plan weekly	

Parent/Adult Student Signature: _____

Provider Signature: _____



Student Information

ESY Determination

IEP Considerations

+ Assessment Results

+ Present Levels

Standard Type

+ Targeted Standard

+ Goal Areas

+ IEP Transition Planning

+ IEP Services

+ Statewide Testing

+ IEP Placement 3-5

+ IEP Placement 6-21

LRE Considerations

Prior Written Notice

Amendments

Annotations

+ Finalize Process

+ IEP Printing

+ Mastery/Progress

Evaluations

Progress Report

+ Utilities

+ Resources

Logout

To begin documenting [Mastery Progress](#), the user must first choose a student from the student listing and, then, select the last finalized IEP.

Click Mastery/Progress on the IEP menu and then click on the Evaluations submenu choice.

The user is shown a list of all the goals at once grouped by the present level areas.

Click on the Evaluate button to begin entering progress codes and notes.





Student Information

ESY Determination

IEP Considerations

+ [Assessment Results](#)+ [Present Levels](#)

Standard Type

+ [Targeted Standard](#)+ [Goal Areas](#)+ [IEP Transition Planning](#)+ [IEP Services](#)+ [Statewide Testing](#)+ [IEP Placement 3-5](#)+ [IEP Placement 6-21](#)

LRE Considerations

Prior Written Notice

Amendments

Annotations

+ [Finalize Process](#)+ [IEP Printing](#)+ [Mastery/Progress Evaluations](#)

Progress Report

+ [Utilities](#)+ [Resources](#)[Logout](#)

Subject	Critical?	Goals	Mastery/Progress Codes (optional) (per Grade Period)	
Access Skills	✓	1. Within one year, given auditory, tactile and visual cueing, Harold will produce R while reading and in conversation with 90% accuracy of SLP recorded responses across all levels of therapy.	* Mastery (ESY): 0	Evaluate
Access Skills		2. Within one year, given auditory, tactile and visual cueing, Harold will produce R vowels in sentences through conversation with 90% accuracy of SLP recorded responses across all levels of therapy.	** Progress: P	Evaluate
Mathematics		3. By May 2016 given direct instruction on grade level CSO's and support from the special educator Harold will solve 4th grade level addition and subtraction problems with and without regrouping with 85% mastery as documented through student work samples and/or teacher charting collected monthly.	** Progress: P	Evaluate
Mathematics	✓	4. By May 2016 given direct instruction and research based program Harold will know multiplication/division facts through the 9s using them to solve multi-step word problems and higher level multiplication/division problems as measured on monthly quizzes and recorded at 90% accuracy.	* Mastery (ESY): 1	Evaluate
ELA	✓	5. By May 2016 given direct instruction and a research based reading program Harold will apply phonics and word analysis skills in decoding grade level vocabulary and sight words with 85% accuracy as documented through student work samples and/or teacher charting collected monthly.	* Mastery (ESY): 1	Evaluate
ELA	✓	6. By May 2016 given individual/small group instruction using research based materials Harold will answer wh- questions referring to the text as a basis for his answers with 85% accuracy as recorded on weekly testing and progress reports.	* Mastery (ESY): 0	Evaluate

Mastery Code:

0 = Regression

1 = Maintained

2 = Recouped

Student Progress Code:

P = Progress Sufficient

A = Achieved

IP = Insufficient Progress

NA = Not Applicable





Student Information

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

+ [IEP Printing](#)

+ [Mastery/Progress](#)

[Evaluations](#)

[Progress Report](#)

+ [Utilities](#)

+ [Resources](#)

[Logout](#)

Mastery / Progress - Reading / LA

Name: **B**
 WEIS#: **3044278**
 Medicaid #: N/A

Current Grade: 03
 IEP Grade: 03
 Age: 9

Goal/Objective:

By 5/2015 given a basic sight word list (ie. Dolch, Fry, etc.) Alex will read 3 "new" words in isolation and teacher selected sentences/phrases as charted at least twice a month with 95% accuracy.

Current Level:

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, list, link, unlink, font color, background color, and insert link.

Mastery Code:	Regression ▾
Progress Code:	Not Applicable ▾
Date of Evaluation:	10/23/2013
Teacher(s) Reporting:	<input type="text"/>
Save Evaluation	

Current Level	Mastery	Progress	Date of Evaluation	Contributing Teachers
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* Mastery Code:

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Student Information

[ESY Determination](#)
[IEP Considerations](#)
[+ Assessment Results](#)
[+ Present Levels](#)
[Standard Type](#)
[+ Targeted Standard](#)
[+ Goal Areas](#)
[+ IEP Transition Planning](#)
[+ IEP Services](#)
[+ Statewide Testing](#)
[+ IEP Placement 3-5](#)
[+ IEP Placement 6-21](#)
[LRE Considerations](#)
[Prior Written Notice](#)
[Amendments](#)
[Annotations](#)
[+ Finalize Process](#)
[+ IEP Printing](#)
[+ Mastery/Progress](#)
[Evaluations](#)
[Progress Report](#)
[+ Utilities](#)
[+ Resources](#)
[Logout](#)

IEP Progress Report

Student SuppressedIEP Date 04/29/2016Report Date 08/22/2016

Goal# 1 Access Skills: Date: 08/22/2016 Contributor(s): Mrs. Smith Mastery Code: 0 Progress Code: NA Comments: Comments are written here.	Within one year, given auditory, tactile and visual cueing, Harold will produce R while reading and in conversation with 90% accuracy of SLP recorded responses across all levels of therapy.				
Goal# 2 Access Skills: Date: 08/22/2016 Contributor(s): Mrs. Smith Progress Code: P Progress is sufficient to meet or achieve annual goal. Comments: Comments are written here.	Within one year, given auditory, tactile and visual cueing, Harold will produce R vowels in sentences through conversation with 90% accuracy of SLP recorded responses across all levels of therapy.				
Goal# 3 Mathematics Date: 08/22/2016 Contributor(s): Mr. Jones Progress Code: P Progress is sufficient to meet or achieve annual goal. Comments: Comments are written here.	By May 2016, given direct instruction on grade level CSO's and support from the special educator, Harold will solve 4th grade level addition and subtraction problems with and without regrouping with 85% mastery as documented through student work samples and/or teacher charting collected monthly.				
Goal# 4 Mathematics Date: 08/22/2016 Contributor(s): Mr. Jones Mastery Code: 1 Progress Code: NA Comments: Comments are written here.	By May 2016, given direct instruction and research based program, Harold will know multiplication/division facts through the 9s using them to solve multi-step word problems and higher level multiplication/division problems as measured on monthly quizzes and recorded at 90% accuracy.				
Goal# 5 Reading/Language Arts Date: 08/22/2016	By May 2016, given direct instruction and a research based reading program, Harold will apply phonics and word analysis skills in decoding grade level vocabulary and sight words with 85% accuracy as documented through student work samples and/or teacher charting collected monthly.				

* Mastery Code:

0 = Regression

1 = Maintained

2 = Recouped

** Student Progress Code:

P = Progress Sufficient

IP = Insufficient Progress

A = Achieved

NA = Not Applicable



[Student Information](#)

[ESY Determination](#)

[IEP Considerations](#)

+ [Assessment Results](#)

+ [Present Levels](#)

[Standard Type](#)

+ [Targeted Standard](#)

+ [Goal Areas](#)

+ [IEP Transition Planning](#)

+ [IEP Services](#)

+ [Statewide Testing](#)

+ [IEP Placement 3-5](#)

+ [IEP Placement 6-21](#)

[LRE Considerations](#)

[Prior Written Notice](#)

[Amendments](#)

[Annotations](#)

+ [Finalize Process](#)

+ [IEP Printing](#)

+ [Mastery/Progress](#)

+ [Utilities](#)

+ [Resources](#)

[Logout](#)

Utilities are resources which are intended for those who have administrative privileges and include the following options:

School Admins

Admin Student Search

Default Minutes

Users

Reports including:

- **Reports**

Students w/Pending

Word Version

Students w/o

Finalized

Word Version

- **Admin Reports**

Active Users

ESY Needed

Word Version

Unassigned

Students

Word Version

ESY Needed is a new report which will generate a list of all the students in the district who IEP Teams determined were in need of Extended School Year services and whether the parents accepted or refused those services. Also included on the report are the names of those students for whom the ESY decision was deferred as well as the date when the determination is to be made.

Students With ESY Needed

IEP Initiation Year: 2017-2018

08/08/2017

	Last Name	First Name	StudentID	School	Meeting Date	ESY Needed	ESY Accepted
1.	DOE	JAMES	992341265	220	2017/07/05	Deferred 06/2018	NA
2.	SMITH	SUSIE	991234567	512	2017/06/04	YES	YES

More records will become available as ESY Determinations are made for the current school year.



Student Information

ESY Determination

IEP Considerations

+ Assessment Results

+ Present Levels

Standard Type

+ Targeted Standard

+ Goal Areas

+ IEP Transition Planning

+ IEP Services

+ Statewide Testing

+ IEP Placement 3-5

+ IEP Placement 6-21

LRE Considerations

Prior Written Notice

Amendments

Annotations

+ Finalize Process

+ IEP Printing

+ Mastery/Progress

+ Utilities

+ Resources ←

Logout

Resources include a variety of reference materials and guidance including the following:

- Resources

Additional Forms

Instructions

Special Education

AAAS Policy

Agency Consent

Sign Language

Early Education

Online IEP Tutorials

Transition Guidance

IEP Navigation

Key IEP Changes

Accommodations List

Alternate Standards

Guidelines

Help Desk

Fillable Forms



Student Information

ESY Determination

IEP Considerations

+ Assessment Results

+ Present Levels

Standard Type

+ Targeted Standard

+ Goal Areas

+ IEP Transition Planning

+ IEP Services

+ Statewide Testing

+ IEP Placement 3-5

+ IEP Placement 6-21

LRE Considerations

Prior Written Notice

Amendments

Annotations

+ Finalize Process

+ IEP Printing

+ Mastery/Progress

+ Utilities

+ Resources

Logout



West Virginia Online IEP

WVEIS User ID

WVEIS Password

Submit

Logout returns the user to the opening screen