



# West Virginia DEPARTMENT OF EDUCATION



## **Navigating the Online IEP**

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WVDE, Office of Special Education

Capacity Building Institute

Waterfront Place Hotel, Morgantown, WV

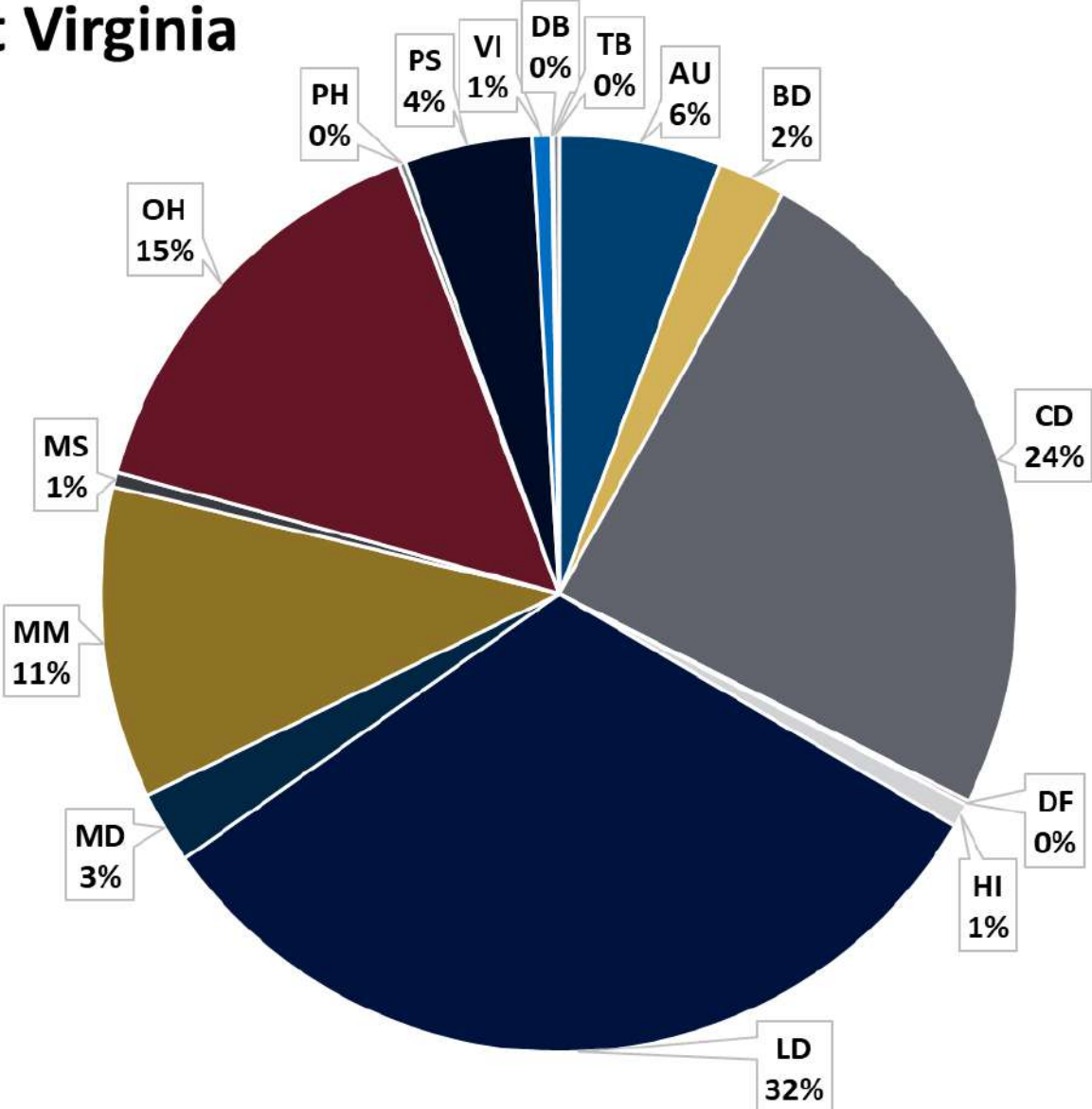
July 30, 2019

# Important data about **who we are teaching**



# WV Students with Disabilities by Primary Exceptionali- ty: SY 2018- 2019

## West Virginia





# Rising Leaders

Say thank you to someone  
who has made a difference



School Calendars



School Directory



School Closings



Find My Pre-K



Policies



Certification



Strategic Plan



Balanced Scorecard



College- & Career-  
Readiness



WV Tree



Simulated  
Workplace



Zoom WV



# West Virginia Online IEP

WVEIS User ID

WVEIS Password

Submit

Login Screen



# Password support is provided by the WVEIS Support Team

## West Virginia DEPARTMENT OF EDUCATION

<a href="#">Calendar</a>	<a href="#">Support</a>	<a href="#">WVEIS Web</a>	<a href="#">Contact Us</a>
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ite. In an effort to make our site easier to use for our visitors as well as West  
, we have made many changes to our site. Over the next several weeks, you  
and information about WVEIS appearing on these pages.

he time. All feedback about our site is welcome!

1212 or Toll Free 1 (844) 657-6427

[News Flashes](#)

[Signon to WVEIS On Web  
\(WOW\) Version 2](#)

[Log onto ZoomWVe!](#)

[Obtain WVEIS Id](#)

### Support Contacts:

WVEIS Support has two levels:

1. WVEIS County Contacts

2. WVDE Office of Education  
Information Systems

Anthony Gill - Program Specialist  
Ronda Kouski - Program Technician  
Nancy McClain - Program Specialist  
Laurie Murphy - Program Technician  
Pam Stepp - Senior Program Lead  
Karen Turner - Program Technician  
Deena Tyree - Program Technician

Click on Support on the WVEIS WOW landing  
page to view support contact information.

WVDE WVEIS Support  
844.657.6427



# Steps for Re-Enabling Your Online IEP Password from Home

## West Virginia DEPARTMENT OF EDUCATION

[Support](#)   [WVEIS Web](#)   [Contact Us](#)

asier to use for our visitors as well as West our site. Over the next several weeks, you earing on these pages.

ite is welcome!

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### News Flashes

[Signon to WVEIS On Web \(WOW\) Version 2](#)

[Log onto ZoomWVe!](#)

[Obtain WVEIS Id](#)

[Re-Enable WVEIS Id](#)

[2018 WVEIS Data Conference Presentations](#)

### Step #1

Go to the WVEIS WOW website and click on Re-Enable WVEIS ID



- Tutorials/Resources
  - WVEIS WOW
  - WVEIS/WOW First Login
  - WVEIS/WOW Login
  - WVEIS/WOW
- Menus
  - Growth Model
- Resources
  - Obtain WVEIS Id
  - Re-Enable WVEIS Id**
- Eval Demo Area
  - Self Reflection

### Step #2

Click on Re-Enable WVEIS ID again when the next screen opens

Welcome to the WVDE Offi  
The West Virginia Education  
education records of student:  
This site provides online train  
to familiarize yourself with the

#### Tutorials/Resources

These online tutorials provid  
available from your local sch

#### Obtain WVEIS Id

This page will allow first time  
will need to provide their cou  
number, and email address.

#### Eval Demo Area

This item provides access to  
note that this is not the actua  
For questions about this web

Please provide your WVEIS User Id

Please provide your Email Address  
that is registered with WVEIS



Please type the characters as shown  
above remaining mindful of the  
sequence (Characters should be  
Capitalized)

[Request Reset](#)

### Step #3

Follow the instructions listed  
above to have a temporary  
password sent to your email  
address.






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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.

 **Click on the menu item that you would like to view.**

NOTE:

Several of the items listed in the main menu have additional slides that provide more detailed information about that section of the Online IEP. Click on the blue arrow in the bottom right corner to advance to the supporting slides.

To return to this opening slide click on the home  icon at the top of the main menu.







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Student ID:	Name:	District:	School:	Next IEP Due:	Grade:	DOB:	Age:	ReEval:	Pending:
• <a href="#">991234567</a>	ANDERSON, JOHN	099	280	03/15/2019	02	02/07/2011	7	02/14/2020	Pending
• <a href="#">994231568</a>	BARNUM, BAILEY	099	506	02/14/2019	11	06/29/2001	17	10/25/2020	
• <a href="#">990043721</a>	CARSON, JOHNATHAN	099	255	05/01/2019	01	08/07/2012	6	11/03/2019	Pending
• <a href="#">997200012</a>	FLINTSTONE, FREDERICK	R99	100	N/A	03	12/04/2008	10	N/A	
• <a href="#">995556432</a>	RUBBLE, ARNOLD	099	235	02/01/2019	E1	07/18/2014	4	09/29/2020	
• <a href="#">997778542</a>	STRUTHERS, JENNIFER	099	264	03/23/2019	E1	10/02/2014	4	03/09/2021	
• <a href="#">992222765</a>	THOMPSON, HAROLD	R99	100	10/10/2019	04	04/23/2009	9	10/18/2020	
• <a href="#">996199964</a>	WONKA, WILLARD	099	222	11/13/2019	E1	05/09/2014	4	05/25/2021	

Special education administrative staff assign teachers and service providers access to a list of eligible students which they are authorized to create/view/edit student IEPs.

Clicking on the column headings will resort the names based on the data for that particular column from least to greatest.

[View related slides](#)





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### Student List



Student ID:	Name:	Next IEP Due:	Grade:	DOB:	Age:	ReEval:	Pending:
990173523	WORKMAN, MARY	04/03/2019	07	05/08/2005	13	02/21/2020	
990173566	ADAMS, CECIL	04/06/2019	E1	04/30/2014	4	04/25/2020	Pending
990176231	SAVORY, BILLY	04/06/2019	05	03/27/2007	12	10/20/2019	
990184510	DOE, JOHNATHAN	04/09/2019	01	10/26/2011	7	05/17/2020	Pending
990179984	BAILEY, HENRY	04/10/2019	04	06/18/2009	9	04/24/2020	Pending

Student List can now be **printed** based on the results of the column sort. In this example, clicking on the column heading “*Next IEP Date*” reordered the names based on the next annual review date.

**Note:** All columns can be sorted with the exception of Age and Pending.



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“Next IEP Date” and “ReEval” will be highlighted in **yellow** when current date is within 30 days of the due date.  
The alert will be in **red** if the date has past.

Student ID:	Name:	District:	School:	Next IEP Due:	Grade:	DOB:	Age:	ReEval:	Pending:
			502	01/25/2020	10	11/07/2002	16	09/29/2020	Pending
			503	04/04/2020	11	12/15/2000	18	04/12/2021	
			205	06/12/2019	02	12/26/2009	9	05/29/2021	Pending
			502	05/16/2020	12	09/19/2000	18	05/18/2018	Pending
			212	05/29/2020	01	08/03/2011	7	05/15/2020	Pending
			205	05/28/2020	02	01/06/2011	8	05/13/2022	Pending
			102	10/17/2019	OK	04/16/2013	6	10/17/2021	Pending
			502	05/03/2020	09	05/20/2004	15	05/26/2019	Pending
			209	09/25/2019	01	08/23/2011	7	11/07/2020	Pending
			306	05/30/2020	08	11/16/2004	14	09/27/2021	
			211	05/11/2018	03	02/05/2009	10	05/24/2022	Pending

These alerts are based on the due dates that are recorded in the student’s **WVEIS record** (not the Online IEP).

They are intended to give the user a visual reminder that these meetings will soon be due. They are not used as part of any monitoring process.

**Yellow** means that the Annual Review or Reeval will be due within 30 days of “today’s” date.

**Red** means the due date for the meeting has already past.

It is very possible that the user has held the meeting and finalized the IEP prior to the due date – and yet the alert highlight remains.

In those cases, it would not be a compliance problem at all. It would simply mean that the date the meeting was held has not yet been recorded in the WVEIS record by district personnel.

The user of course would know that the meeting took place and therefore would know they were in compliance and could ignore the alert.

The highlight will be removed when the current meeting date is recorded in the WVEIS record by district staff.





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## Individualized Education Program

### Student Search

Student #  Last Name  Class

Submit

999854844 SMITH, JANE GRADE 03

[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.

[Remove Student from Listing of Current Students](#) allows the user to remove a student from their list should they no longer have any case management responsibilities. It does not remove the student from the database, but rather just from this user's authorized list.

View related slide





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The Online IEP program provides three options for drafting an IEP:

- Draft Full IEP
- Draft Targeted Review of Existing IEP
- Amend an Existing IEP

<a href="#">Draft Full IEP</a>	<a href="#">Draft Targeted Review of Existing IEP</a>	
Amendment	Meeting Date:03/19/2018-	Status: F <a href="#">Amend</a>
Annual Review	Meeting Date:03/19/2018-	<a href="#">Notice</a> Status: F <a href="#">Amend</a>
Annual Review	Meeting Date:04/03/2017-	<a href="#">Notice</a> Status: F
Other: Full Review	Meeting Date:04/06/2016-	<a href="#">Notice</a> Status: F
Annual Review	Meeting Date:09/02/2015-	<a href="#">Notice</a> Status: F
Annual Review	Meeting Date:10/17/2014-	<a href="#">Notice</a> Status: F
Annual Review	Meeting Date:11/13/2013-	<a href="#">Notice</a> Status: F

There are two options for creating plans for students attending private/parochial schools:

[Draft IEP](#)      [Draft Service Plan](#)





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<u>Draft IEP</u>	<u>Targeted IEP Review</u>				
Other: Full Review	Meeting Date:05/13/2019	IEP Initiation Year:07/01/2018-	<a href="#">Notice</a>	Status: F	<a href="#">Amend</a>
Annual Review	Meeting Date:01/07/2019	IEP Initiation Year:07/01/2018-	<a href="#">Notice</a>	Status: F	<a href="#">Amend</a>
Annual Review	Meeting Date:01/16/2018	IEP Initiation Year:07/01/2017-	<a href="#">Notice</a>	Status: F	
Annual Review	Meeting Date:03/13/2017	IEP Initiation Year:07/01/2016-	<a href="#">Notice</a>	Status: F	


**Draft Full IEP** creates a draft of a new IEP (Initial, Annual Review, Reeval, or Other full IEP review). Data from the most recently finalized IEP will be rolled over into the new IEP that is created and can be updated. All finalized IEPs are displayed in black print in the authorized list.

**Draft Targeted Review of Existing IEP** creates a verbatim copy of the last finalized version of the IEP for editing purposes. The original annual review date will not change since a full review of the IEP was not done. Targeted reviews must include IEP Team membership , a meeting notice, and a PWN.

Also notice that at the far right you see the word [Amend](#). Choosing [Amend](#) will create an exact duplicate of the last finalized IEP and place it in a pending status for editing purposes. Amendments do not require an IEP Team to be convened or a meeting notice. To learn more about the amendment process, click on Amendments in the main menu.



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## Individualized Education Program

### Student Search

Student #  Last Name  Class

390012345 ADAMS, HAROLD GRADE 9

Annual Review	Meeting Date:08/22/2019- <a href="#">Notice</a>	Status: P	<a href="#">Delete</a>
Other: Full Review	Meeting Date:12/12/2018- <a href="#">Notice</a>	Status: F	
Annual Review	Meeting Date:02/19/2018- <a href="#">Notice</a>	Status: F	
Initial Meeting	Meeting Date:02/27/2017- <a href="#">Notice</a>	Status: F	

[Delete](#)

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 by the user.





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

The meeting notice can be printed while the IEP is in a pending status and also after the IEP has been finalized.

The meeting notice can also be completed using the fillable form that is located in WVEIS WOW by going to SPE200 SE.FORMS.

Meeting Date: 08/22/2019   Notice Date: 08/14/2019   Meeting Time: 9:00 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 with a disability

Meeting Location: Coolidge High School

Procedural Safeguards Brochure: Enclosed

If an agency representative is to be invited, date consent was obtained: June 6, 2019

Copy to Invited Members:

- 1-Special Education Teacher or Provider
- 2-Agency Representative(s) WVDRS
- 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 agree 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
HandDelivered	08/14/2019	3:00 pm	Hand delivered to mother when school dismissed on 08/14/19

Save Meeting Notice   Print Meeting Notice







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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 and is typically used for administrative purposes.

**Alert added to Snapshot Page to advise IEP Team if student had a prior 504 plan that is still active (could affect accommodations, if Yes)**

### Student IEP Snapshot

Transition		Important Dates <span style="float: right;"><a href="#">Help</a></span>	
Diploma Type:	N/A	Complete This IEP By:	Dec. 12, 2019
Education/Training Goals:	N/A	IEP Meeting Date:	Aug. 22, 2019
Employment Goals:	N/A	Eligibility:	Nov. 13, 2018
Independent Living Skills Goals:	N/A	Re-evaluation:	Nov. 13, 2021
Career Cluster:	N/A	Age of Majority Notification:	N/A
Program of Study:	N/A		

Existing Present Levels	
<ul style="list-style-type: none"> <li>• <a href="#">Access Skills Speech (REMOVE)</a> - 2 Goals</li> </ul>	

Targeted Case Management		Exceptionality	
TCM	YES	Code	CD

Section 504		English Language Learner	
504 Tag	YES	ELL	NO

**Extended School Year (ESY)**

Does the student need extended school year services? **NO**

*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
<i>There are no Supplementary Services at this time.</i>				

**Special Education Services**

Service	Location	Extent	Initiation	Duration
<i>There are no Special Education Services at this time.</i>				

**Related Services**

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

**Exited Services**

Service	Exit Date
<i>There are no Service Dismissals at this time.</i>	

**Testing Accommodations**

*There are no Testing Accommodations at this time.*





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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.

If demographic information (such as the student's address) is known to be incorrect, the correction must be entered by administrative staff directly into the WVEIS Information System.

# Individualized Education Program

## Student Information

**Student Information**

Full Name:	Reevaluation Date:
WVEIS:	
DOB:	
Age:	
Grade:	
School:	
Parent(s)/Guardian(s)/ Surrogate Parent:	
Address:	
Home Phone:	
Work Phone:	

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

IEP Initiation Year *(required)*:

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 Full Review  
 Other: Full Review

Specify Other:

Draft without importing data from prior IEP

Transferred From:

Transferred Date:





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## Student Information Page – Full IEP Review

An option has been added to the Student Information Page which allows the user to draft a new IEP without importing any of the information from the prior IEP.

This can be helpful when the previous information in the IEP is so dated that it would be easier to start fresh rather than to edit all of the old data.

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

IEP Initiation Year (required):

Select the appropriate grade level for this IEP (required):  School Year 2019 - 2020

Will this IEP span school grades? (required):

Please select your Reason/Purpose (required):

Initial Meeting  
 Annual Review  
 Reevaluation Full Review  
 Other: Full Review

Specify Other:

Draft without importing data from prior IEP

Transferred From:

Transferred Date:





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<u>Draft IEP</u>	<u>Targeted IEP Review</u>
Annual Review	Meeting
Other: Full Review	Meeting

**NEW OPTION:** A new option for drafting IEPs has been included on the Online IEP student listing page which is referred to as a Targeted IEP Review.

**PURPOSE:** The purpose of the Targeted IEP Review is to provide an efficient means to document an IEP Team meeting that is held to address a very specific section of the IEP, versus conducting a FULL IEP review.

Drafting a targeted review will create a verbatim copy of the prior IEP which can be edited. This is similar to how an amendment is structured, however, a targeted review would involve sending out a meeting notice, inviting the required team members, and completing a PWN.

The annual review date will continue to be based on the original IEP meeting date since a FULL review of the IEP would not have been completed.

**CHECK WITH YOUR DISTRICT:** Some districts require that ALL IEP Team meetings review the FULL IEP even when the intent of the meeting is to focus on a particular section. In such cases, select the **Draft IEP** option, which will result in generating a new annual review date which would be based on the date of the newly held meeting.



## Student Information Page - Targeted Review

Targeted reviews require an IEP Team to be convened; a meeting notice must be sent; and a PWN must be completed.

- The reason for the meeting will automatically be selected as being, **Other: Targeted Review**.
- The user must specify the **purpose** of the Targeted IEP Review (i.e. Parent Request, Teacher Request, Manifestation Determination, etc.)
- A **meeting date** for the Targeted Review must be entered. This date will print on the front page of the IEP beneath the prior IEP Meeting Date. The annual review date will still be based on the last FULL review of the IEP.

IEP Meeting Date: March 08, 2019  
Targeted Review Date: April 27, 2019  
Annual Review Date: March 08, 2020

Please enter the date of the IEP meeting (required): 03/08/2019

Targeted Review Date:(required): 04/27/2019

IEP Initiation Year (required): Help School Year 2018-2019

Select the appropriate grade level for this IEP (required): 08

Will this IEP span school grades? (required): N

Please select your Reason/Purpose (required):

Annual Review

Reevaluation Review

Other: Full Review

Other: Targeted Review

Specify Other:

Transferred From:

Transferred Date:

Save and Continue Preview Draft

A targeted review and an amendment are alike in that both rollover a verbatim copy of the last finalized IEP for editing purposes AND the original annual review date will not change since a full review of the IEP was not done in either instance.



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## Student Information Page – Amendment

**Amendments DO NOT** require an IEP Team to be convened or a meeting notice to be sent, however, an amendment form must be completed which documents that the parent was contacted and agreed to make the changes listed on the amendment form.

If an Amendment is drafted, the following will occur:

- **Amendment** will automatically be selected as the reason/purpose.
- The **date** when the amended changes were incorporated into the IEP must be entered. This date will print on the front page of the IEP beneath the IEP meeting date. The annual review date will still be based on the last FULL review of the IEP.

IEP Meeting Date: January 27, 2019  
 Amendment Date: March 13, 2019  
 Annual Review Date: January 27, 2020

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Please enter the date of the IEP meeting (required): 01-27-2019

Amendment Date:(required): 03/13/19

IEP Initiation Year (required): Help School Year 2018-2019

Select the appropriate grade level for this IEP (required): 08

Will this IEP span school grades?(required): Y

Please select your Reason/Purpose (required):

- Amendment
- Annual Review
- Reevaluation Review
- Other

Transferred From: \_\_\_\_\_

Transferred Date: \_\_\_\_\_

Save and Continue Preview Draft

A targeted review and an amendment are alike in that both rollover a verbatim copy of the last finalized IEP for editing purposes AND the original annual review date will not change since a full review of the IEP was not done in either instance.





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### 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 1<sup>st</sup>, 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):  School Year 2019 - 2020 ▼

Upon finalization, this Plan 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.

IEP Initiation Year (required):  School Year 2020-2021

Upon finalization this IEP:

- WILL NOT be available in the Read.IEP application until 2020-07-01.
- WILL NOT display assessment accommodations in the ACCM.14 application until 2020-07-01.





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

IEP Initiation Year (required):

Upon finalization, this Plan 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 Full Review

Other: Full Review

Specify Other:

Draft without importing data from prior IEP

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, as well as the grade-level standards will be imported based upon the grade that is selected.







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## 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 from 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, ELA, Behavior, or Speech
- 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 1<sup>st</sup> and at least one that begins after July 1<sup>st</sup>
- 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, ELA, Behavior, or Speech
- The IEP is written in the spring for initiation in the fall; or the IEP is written at the beginning of the school year
- Total Direct SEE minutes do NOT vary between the grades
- The IEP spans two grades within the same school (e.g., 2<sup>nd</sup> to 3<sup>rd</sup>); and the Direct SEE minutes do not change between the grades

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

\*

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

IEP Initiation Year (required):     
 Upon finalization, this Plan 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 Full Review

Other: Full Review

Specify Other:

Draft without importing data from prior IEP

Transferred From:

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## Extended School Year

The district must ensure that Extended School Year (ESY) services are available as necessary to provide a Free and Appropriate Public Education (FAPE) as determined by the IEP Team for all students with disabilities including children aged three through five.

Students entitled to ESY services are those who require special education and related services in excess of the regular school year to maintain identified critical skills as described in the current IEP.

Will Extended School Year be considered while developing this IEP?

[View Critical Skills Prior IEP](#)

Yes  N/A (Student is gifted)

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.)

[Help](#)

ESY Service	<input type="text"/>
Location of Services	<input type="text"/>
Extent/Frequency of Service	<input type="text"/> <input type="text"/> per <input type="text"/>
	Extent/Frequency Location Additional Detail: <a href="#">Help</a>
Initiation Date	01/19/2019 <input type="text"/>
Duration of Service (month/year)	<input type="text"/>

[Add](#)

[Help](#)

Service	Location	Extent/Frequency Location Addl. 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.





## Part III. Extended School Year Determination

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

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.)*

View Critical Skills Prior IEP



Users can click here to view progress reports for all of the critical skills from the last finalized IEP.

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Subject	Critical?	Goals	Mastery/Progress Codes (optional) (per Grade Period)
Access Skills	<input checked="" type="checkbox"/>	1. By March 2019, given sound placement cues, guided practice, drill, and faded prompts, John will correctly produce targeted speech sounds at increasing levels of complexity (ex: isolation, syllables, words, phrases, sentences and spontaneous connected speech) with 85% accuracy as recorded on SLP data.	* Mastery (ESY): / ** Progress: 1 / IP 1 / P 1 / P 1 / P
ELA	<input checked="" type="checkbox"/>	2. By March 2019, given a research based corrective reading program, small group instruction and teacher support John will locate the main idea, supporting details, and draw conclusions from a variety of text passages with 75% accuracy charted monthly in a teacher's log.	* Mastery (ESY): / ** Progress: 1 / P 1 / P 1 / P 1 / A

**Mastery Code:**  
 0 = Regression  
 1 = Maintained  
 2 = Recouped

**Student Progress Code:**  
 P = Progress Sufficient  
 A = Achieved  
 IP = Insufficient Progress  
 NA = Not Applicable



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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? - <a href="#">Consideration Factors</a>	<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? <b>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. <a href="#">Consent Form</a></b>	<input checked="" type="radio"/>	<input type="radio"/>
9. Will this IEP address Transition Services? <b>If yes, the transition planning sections of the IEP must be addressed.</b>	<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](#))

## Considerations

In developing each student's IEP, the IEP Team must consider:

- Strengths of the student;
- Concerns of the parents for enhancing the education of their child;
- Results of the initial evaluation or most recent evaluation of the student; and
- Academic, developmental and functional needs of the student.
- Special factors as applicable


Message from webpage ✕

Transition planning is to begin no later than the first IEP that is in effect when the student turns 14 years of age by July 1

View related slide





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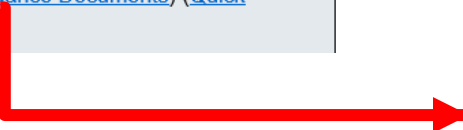
The IEP team considers for all students:

- 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? - <a href="#">Consideration Factors</a>	<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? <i>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. <a href="#">Consent Form</a></i>	<input checked="" type="radio"/>	<input type="radio"/>
9. Will this IEP address Transition Services? <i>If yes, the transition planning sections of the IEP must be addressed.</i>	<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](#))



Accessible Educational Materials in West Virginia

## Guidance for West Virginia Schools and Districts

View related slide





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The IEP team considers for all students:

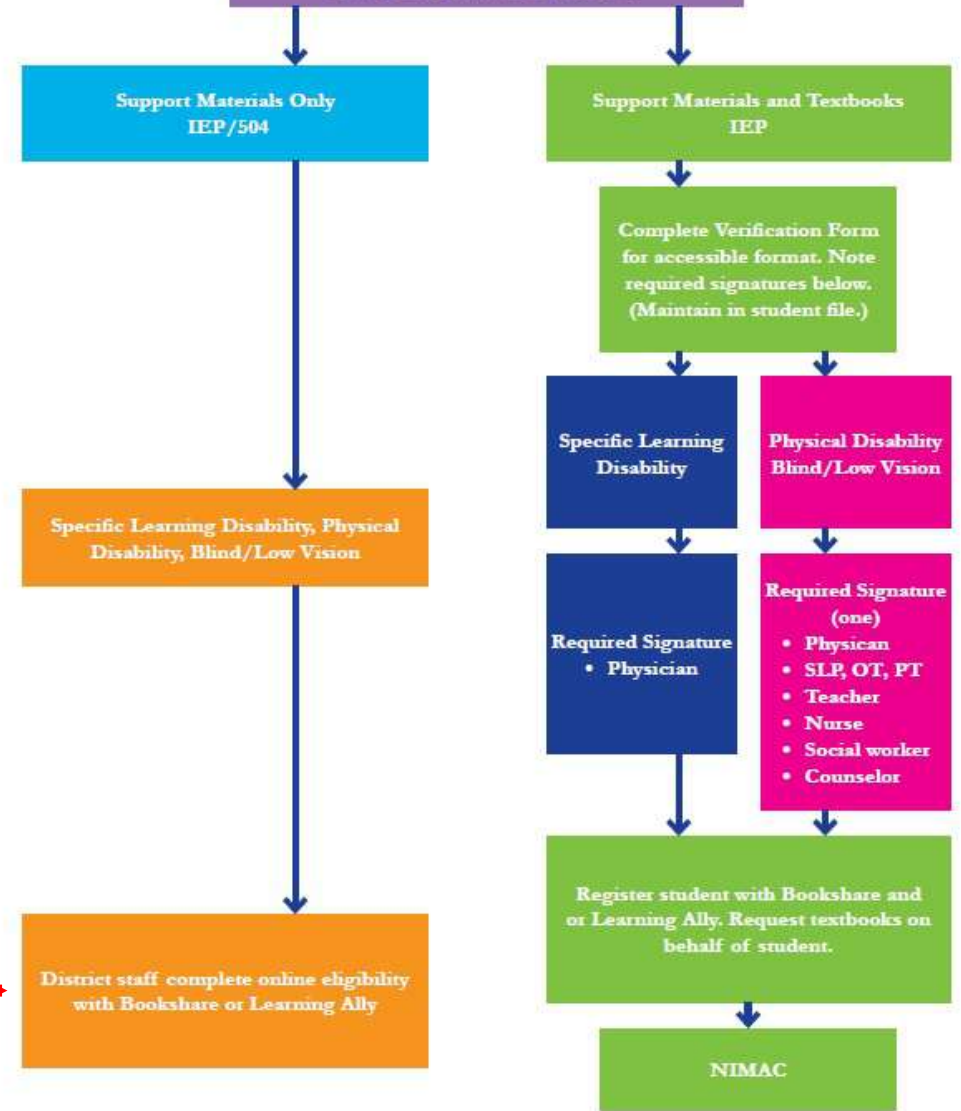
- The strengths of the student
- The concerns of the parent
- Results of the initial or most recent evaluation of the student. If additional evaluations are needed (specify):
- Academic, developmental and functional needs of the student
- "Revisions need to address lack of progress."

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"/>
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6. Is the student deaf or hard of hearing? - <a href="#">Consideration Factors</a>	<input type="radio"/>	<input checked="" type="radio"/>
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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](#))

**AIM Guidance Flow Chart**  
Student with Physical Disability, Blind/Low Vision, or Specific Learning Disability who Cannot Use Typical Print-based Materials Effectively.





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= Assessment Results  
Summative  
Formative

Information				
2017-18 General Summative Assessment ELA Scaled Scores				
Grade	Level 1 The student generally demonstrates a minimal understanding of, and ability to apply grade-level ELA knowledge, skills, and abilities relative to the WVCCR standards	Level 2 The student generally demonstrates an incomplete understanding of, and ability to apply grade-level ELA knowledge, skills, and abilities relative to the WVCCR standards	Level 3 The student generally demonstrates an adequate understanding of, and ability to apply grade-level ELA knowledge, skills, and abilities relative to the WVCCR standards	Level 4 The student generally demonstrates a thorough understanding of, and ability to apply grade-level ELA knowledge, skills, and abilities relative to the WVCCR standards
3	Below 550	550-585	586-615	Above 615
4	Below 563	563-598	599-628	Above 628
5	Below 588	588-621	622-654	Above 654
6	Below 597	597-638	639-679	Above 679
7	Below 602	602-643	644-684	Above 684
8	Below 613	613-655	656-697	Above 697
11	Below 410	410-460	470-570	Above 570
2017-18 General Summative Assessment Math Scaled Scores				
Grade	Level 1 The student generally demonstrates a minimal understanding of, and ability to apply grade-level math knowledge, skills, and abilities relative to the WVCCR standards	Level 2 The student generally demonstrates an incomplete understanding of, and ability to apply grade-level math knowledge, skills, and abilities relative to the WVCCR standards	Level 3 The student generally demonstrates an adequate understanding of, and ability to apply grade-level math knowledge, skills, and abilities relative to the WVCCR standards	Level 4 The student generally demonstrates a thorough understanding of, and ability to apply grade-level math knowledge, skills, and abilities relative to the WVCCR standards
3	Below 401	401-425	426-477	Above 447
4	Below 422	422-455	456-477	Above 477
5	Below 449	449-486	487-512	Above 512
6	Below 474	474-517	518-549	Above 549
7	Below 503	503-547	548-582	Above 582
8	Below 529	529-586	587-616	Above 616
11	Below 420	420-510	520-580	Above 580
2017-18 General Summative Assessment Science Scaled Scores				
Grade	Level 1	Level 2	Level 3	Level 4

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.



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Information	ReadingLanguageArts	Math	SocialStudies	Science
<b>General Summative Assessment</b>				
	2015	2016	2017	2018
<b>Scale Score</b>	2391	2477	2439	705
<b>Cut Score Ranges</b>	-	-	-	-
<b>Performance/Achievement Level</b>	Novice	Partial Mastery	Level 1	Level 4
<b>Lexile Score</b>	N/A	N/A	N/A	1315L
<b>Grade Level</b>	04	05	06	07
<b>Alternate Summative Assessment</b>				
	2015	2016	2017	2018
<b>Scale Score</b>			N/A	N/A
<b>Performance Level</b>				
<b>Grade Level</b>				

Information	ReadingLanguageArts	Math	SocialStudies	Science
<b>General Summative Assessment</b>				
	2015	2016	2017	2018
<b>Scale Score</b>	2441	2438	2429	524
<b>Cut Score Ranges</b>	594-629	0-501	-	-
<b>Performance/Achievement Level</b>	Partial Mastery	Novice	Level 1	Level 2
<b>Quantile Score</b>	N/A	N/A	N/A	890Q
<b>Grade Level</b>	04	05	06	07
<b>Alternate Summative Assessment</b>				
	2015	2016	2017	2018
<b>Scale Score</b>			N/A	N/A
<b>Performance Level</b>				
<b>Grade Level</b>				







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= Assessment Results  
 Summative  
 Formative

### Additional Assessment

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

Current Grade: 03  
 IEP Grade: 03  
 Age: 9

#### Interim, Formative, Transition and Additional Assessment Data

Using current, annual data, list the interim, formative, and transition 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. Describe the results and implications for specially designed instruction.

#### Add an Additional Assessment:

Assessment	<input type="text"/>
Date	<input type="text"/>
Results/Implications	<input type="text"/>
<input type="button" value="Add"/>	

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



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## 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.





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# Impact Statement Components



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?

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.





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

**Place a slash between each of the three impact statement components in the following examples**

1. Eli's tendency to reverse numbers will impact his ability to accurately write numbers and will also impact computation problem solving in mathematics.
2. Samantha's difficulties with reasoning skills affect her ability to draw inferences from literary and informational passages which impacts all academic areas.
3. Howard's fluency disorder affects the rate and rhythm of his expressive communication which impacts his ability to ask questions, to express his ideas, and to be clearly understood by his teachers and peers in all academic and extracurricular settings.
4. Ann's disability in the areas of auditory processing and auditory memory cause her to have difficulty processing problems and remembering information presented orally. This impacts her ability to follow multi-step directions and to comprehend and recall complex concepts. This also impacts her academic success with oral presentations in all instructional settings including reading, written language, and math, and to a lesser degree, science and social studies.
5. Jane's exceptional intellectual ability and achievement as shown in Part V Assessment Data indicates that she may be under-challenged in the grade-level content instruction normally provided in the general education classroom. This impacts her educational progress in that she may need grade-level curriculum enriched to include more depth and complexity.





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

- Eli's tendency to reverse numbers / will impact his ability to accurately write numbers and will also impact computation/problem solving / in mathematics.
- Samantha's difficulties with reasoning skills / affect her ability to draw inferences from literary and informational passages / which impacts all academic areas.
- Howard's fluency disorder affects the rate and rhythm of his expressive communication / which impacts his ability to ask questions, to express his ideas, and to be clearly understood by his teachers and peers / in all academic and extracurricular settings.
- Ann's disability in the areas of auditory processing and auditory memory cause her to have difficulty processing problems and remembering information presented orally. / This impacts her ability to follow multi-step directions and to comprehend and recall complex concepts. This also impacts her academic success with oral presentations / in all instructional settings including reading, written language, and math, and to a lesser degree, science and social studies.
- Jane's exceptional intellectual ability and achievement as shown in Part V Assessment Data / indicates that she may be under-challenged in the grade-level content instruction normally provided in the general education classroom. /This impacts her educational progress in that she may need grade-level curriculum enriched to include more depth and complexity.






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**Present Level General Info**

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

Please enter General Information below:



## 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: This is the only area under the Present Levels section which is not associated with a requirement to provide goal statements.*





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## When span grades set to "N"

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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.

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## 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.

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Impact Statement: [Help](#)

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### 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.

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## 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.

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## When span grades set to “Y”

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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.

---

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.

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Impact Statement: Help

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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.







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Grade Level Expectations - Grade 11:

Present levels must be written in objective, measurable terms, articulating the gaps between grade level expectations and present levels of academic and functional performance in the general education curriculum.

Source

- 8th Grade HS Math I
- Advanced Math Modeling
- Algebra I for 8th Grade
- Calculus
- HS Algebra I
- HS Algebra II
- HS Geometry
- HS Math I
- HS Math II
- HS Math III
- HS Math IV – Trig/Precalc
- STEM Readiness
- Transition Math - Seniors

Secondary math expectations (grades 9-12) are based on the specified course content standards.

Impact Statement: Help

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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.





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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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**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.






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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.

Source 

Present level statement is written here.

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.



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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.





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## When span grades set to "N"

Grade Level Expectations - Grade 2:

Second Grade students can be easily understood using more complex sentence structures to inform, persuade and entertain. They produce s, s-blends, z, and initial r. Students create rhyming words, blend separate sounds to form words and sound out unfamiliar words. They clarify, explain words and ideas, follow and give directions with three to four steps, retell and write stories in a logical order. Students have a vocabulary of 7,000 to 10,000 words with understanding of location, space and time words. They answer questions and explain key elements of a story. They can begin and end a conversation while using appropriate eye contact.

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.

Impact Statement:

## When span grades set to "Y"

Grade Level Expectations - Grade 2:

Second Grade students can be easily understood using more complex sentence structures to inform, persuade and entertain. They produce s, s-blends, z, and initial r. Students create rhyming words, blend separate sounds to form words and sound out unfamiliar words. They clarify, explain words and ideas, follow and give directions with three to four steps, retell and write stories in a logical order. Students have a vocabulary of 7,000 to 10,000 words with understanding of location, space and time words. They answer questions and explain key elements of a story. They can begin and end a conversation while using appropriate eye contact.

Grade Level Expectations - Grade 3:

Third grade students speak clearly with an appropriate voice (inside vs outside) and participate attentively in group discussions while using increasingly complex sentence structures. Students produce all sounds correctly including vocalic r, r-blends and they continue developing th sound. They have mastered phonics/sound awareness and use word analysis skills when reading. They predict sequence of events based on personal experiences, explain key elements, paraphrase and summarize the story accurately. Students use subject-related vocabulary, while increasing abstract language concepts, including idioms, analogies and humor.

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.

### Speech 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.

**NOTE: Grade level speech/language expectations will automatically be imported for grades Pre-8**





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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 📄 📁 📁 📁 **B** *I* U ☰ ☰ ☰ T 👉 👈 📄

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Impact Statement: Help

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***OT, PT, and ALL Other 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.





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**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**





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# 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







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# 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.



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- *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.

*Seek guidance from your district special education department to determine their compliance requirements.*

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.

*Seek guidance from your district special education department to determine their compliance requirements.*





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## Two Methods for Importing targeted West Virginia College- and Career-Readiness (WVCCR) Standards and Alternate Standards

1. The user can import a 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

[View Standards with Supports](#)

Guided TSO Selection

**Domain:**

**Cluster:**

**Standard:**


Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

### Method #2

**OR**

Manual Standard Entry

**Standard:**

- ELA.2.12
- ELA.2.13 
- ELA.2.14
- ELA.2.15
- ELA.2.16
- ELA.2.17
- ELA.2.18
- ELA.2.19
- ELA.2.20
- ELA.2.21





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A “**View Standards with Supports**” link has been added to the Math and ELA targeted standard screens so the user can view the standards (WVCCR or Alternate) for all grade levels. Users are required to “target” at least one standard in the areas of ELA and Math if the student requires specialized instruction in one or both of these areas.

**Targeted Standard Objectives - Math**

[View Standards with Supports](#)

Guided TSO Selection

**Domain:**

**Cluster:**

**Standard:**

**OR**

Manual Standard Entry

**Standard:**





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**Targeted Standard Objectives - Math**

[View Standards with Supports](#)

**Guided TSO Selection**

**Domain:**

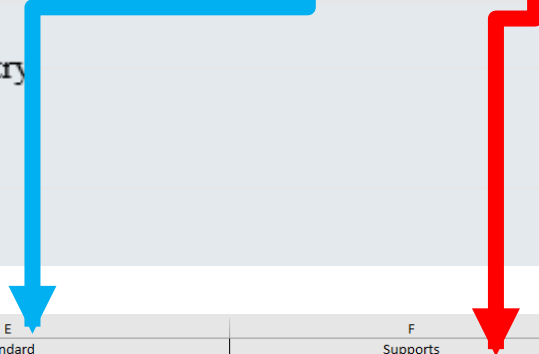
**Cluster:**

**Standard:**

**OR**

**Manual Standard Entry**

**Standard:**



**WVCCR Standards  
with Skill Progression  
Supports are  
Embedded in the  
Online IEP**



**Support for College- and  
Career-Readiness Standards**

A	B	C	D	E	F
Grade	Domain	Cluster	Standard Number	Standard	Supports
2	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	M.2.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem).	<ul style="list-style-type: none"> <li>• Model addition and subtraction within 20</li> <li>• Use addition and subtraction within 20 to solve word problems with unknowns in all positions</li> </ul>
2	Operations and Algebraic Thinking	Add and subtract within 20.	M.2.2	Fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers.	<ul style="list-style-type: none"> <li>• Know and use addition and subtraction facts to 10 and understand the meaning of equality</li> <li>• Recall strategies to solve addition and subtraction facts to 20</li> </ul>
2	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	M.2.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g. by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	<ul style="list-style-type: none"> <li>• Decompose numbers to 10</li> <li>• Group and sort objects</li> <li>• Recall double facts</li> <li>• Understand the meaning of the equal sign</li> <li>• Determine if equations involving addition and subtraction are true or false</li> </ul>
2	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations	M.2.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an	<ul style="list-style-type: none"> <li>• Use counting strategies to add and subtract within 100</li> <li>• Relate counting to addition and subtraction</li> </ul>





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**Targeted Standard Objectives - Math**

[View Standards with Supports](#)

**Guided TSO Selection**

**Domain:**

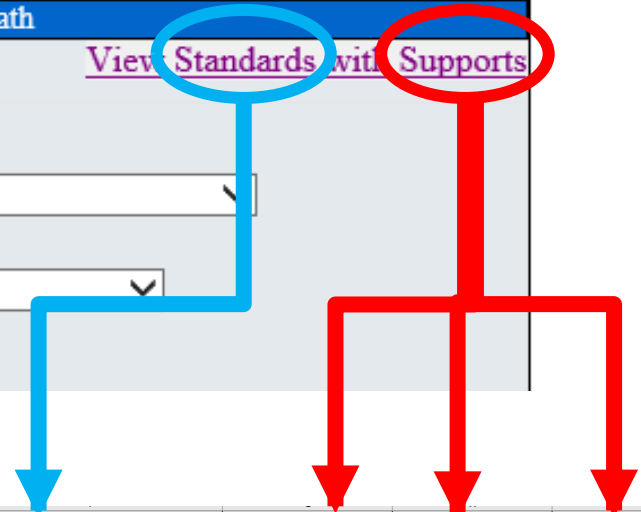
**Cluster:**

**Standard:**

**Alternate Standards with Step Supports are Embedded in the Online IEP**

Support for Alternate Academic Achievement Standards

Area	Grade	Domain	Cluster	Code	Standard	Step 3	Step 2	Step 1
Math	2	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	A.M.2.1	Using manipulatives, use addition and/or subtraction within ten to solve problems involving adding to, taking from, putting together, taking apart, and/or comparing.	Using manipulatives, use addition and/or subtraction within eight to solve problems involving adding to, taking from, putting together and/or comparing.	Using manipulatives, use addition and/or subtraction within six to solve problems involving adding to, taking from, putting together, taking apart, and/or comparing.	Using manipulatives, use addition and/or subtraction within three to solve problems involving adding to, taking from, putting together, taking apart, and/or comparing.
Math	2	Operations and Algebraic Thinking	Add and subtract within 20.	A.M.2.2	Using manipulatives to add and/or subtract within ten.	Using manipulatives, add and/or subtract within eight.	Using manipulatives, add and/or subtract within six.	Using manipulatives, add and/or subtract within three.
Math	2	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	A.M.2.3	Use manipulatives to determine whether a group of objects up to ten has an odd or even number of members by pairing objects.	Use manipulatives to determine whether a group of objects up to eight has an odd or even number of members by pairing objects.	Use manipulatives to determine whether a group of objects up to six has an odd or even number of members by pairing objects.	Use manipulatives to determine whether a group of objects up to three has an odd or even number of members by pairing objects.
Math	2	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	A.M.2.4	Use manipulatives to arrange up to ten objects in evenly distributed rows or columns.	Use manipulatives to arrange up to eight objects in evenly distributed rows or columns.	Use manipulatives to arrange up to six objects in evenly distributed rows or columns.	Use manipulatives to arrange up to four objects in evenly distributed rows or columns.
Math	2	Number and Operations in Base Ten	Understand place value.	A.M.2.5	Represent numbers up to 20 with sets of tens and ones using manipulatives.	Represent numbers up to 15 with sets of tens and ones using manipulatives.	Represent numbers up to 10 with sets of tens and ones using manipulatives.	Represent numbers up to 5 with sets of ones using manipulatives.
Math	2	Number and Operations in Base Ten	Understand place value.	A.M.2.6	Use manipulatives to count within 30. Introduce skip counting by 2s up to 10, then 5s up to 20, then tens up to 30.	Use manipulatives to count within 20. Introduce skip counting by 2s up to 10; 5s up to 20 and 10s up to 20.	Use manipulatives to count within 10. Introduce skip counting by 2s up to 10, then 5s up to 10.	Use manipulatives to count within 10.
Math	2	Number and Operations in Base Ten	Understand place value.	A.M.2.7	Recognize or trace numbers from 1 to 30. Represent a number of objects with a written numeral 0-30 (with 0 representing a count of no objects).	Recognize or trace numbers up to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Recognize or trace numbers up to 10. Represent a number of objects with a written numeral 0-10 (with 0 representing a count of no objects).	Recognize or trace numbers up to 5.
Math	2	Number and Operations in Base Ten	Understand place value.	A.M.2.8	When presented two groups of objects, identify whether the number of up to twenty objects is more than, less than, or equal to the number of	When presented two groups of objects, identify whether the number of up to fifteen objects	When presented two groups of objects, identify whether the number of up to ten	When presented two groups of objects, identify whether the





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## 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.

If the IEP addresses Transition Planning, **there must be at least one annual goal which is linked to a transition activity**.

### List of Goal Areas

- Goal Areas
  - ELA
  - Mathematics
  - Additional Content
  - Behavior
  - Functional Skills
- Access Skills
  - Speech
  - OT
  - PT
  - All Other





# Write Measureable Goal Statements

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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 has been added to the goal section that provides support for developing a standards-based IEP by displaying a list of skill progressions related to the ELA K-12 and Mathematics K-8 standards.







# Kim's Needs and Annual Goal

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

## Targeted Standard

Know and apply appropriate phonics and word analysis skills in decoding 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

as documented in the teacher's log











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ELA Goal						
Critical Skill	If Transition Specify	Timeframe	Condition	Behavior	Evaluation Criteria	Evaluation Procedure
		 <b>B I U</b>   	 <b>B I U</b>   	 <b>B I U</b>   	 <b>B I U</b>   	 <b>B I U</b>   
<input type="checkbox"/>						

The user is guided through the goal development process by segmenting the construction of the goal into its five component parts. Users must write at least one goal for any area of need that requires specialized instruction.

**Note:** *If the student's program of study is based on alternate standards, then at least two objectives must be written for every goal.*

<b>Reading</b>	<b>Key Ideas and Details</b>	<b>ELA.4.3</b>
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none"> <li>• Describe how characters in a story respond to major events and challenges</li> <li>• Describe characters, settings and major events in a story, using key details</li> <li>• Define and identify characters, setting, and major events in a story</li> </ul>	






**Note:** The list of the **standard(s)** that were targeted by the IEP Team for goal development are displayed on the goal construction page along with their corresponding **skill progressions** for either the WVCCR or Alternate Standards depending on which one applies.





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If the goal that is being written is determined to be a Critical Skill; or if it supports the student's Transition needs (or both), indicate in the first two columns.




Critical Skill	If Transition Specify	Timeframe	Condition	Behavior
 <input type="checkbox"/>		 <b>B</b> <i>I</i> <u>U</u>   ≡	 <b>B</b> <i>I</i> <u>U</u>   ≡	 <b>B</b>





If the annual goal supports the student's transition planning, use the dropdown list to choose which transition activity that the goal is linked to.

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Critical Skill	If Transition Specify	Timeframe	Condition
<input type="checkbox"/>	 Workplace readiness training ▼	 <b>B</b> <i>I</i> <u>U</u>   ≡	 <b>B</b> <i>I</i> <u>U</u>   ≡
	Instruction Education Counseling Vocational aptitude Interest assessment Job exploration Career awareness Work-based learning Employment Self-advocacy training Independent living Mobility Agency referral/application		





Example of a selection made from the dropdown listing of transition activities.

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Critical Skill	If Transition Specify	Timeframe	Condition
<input type="checkbox"/>	Job exploration ▼	 <b>B</b> <i>I</i> <u>U</u>   ≡	 <b>B</b> <i>I</i> <u>U</u>   ≡






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# Transition – Activities/Linkages

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"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Self-advocacy training/ Independent living/mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Agency referral/application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

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When a selection is made from the dropdown listing of transition support activities on the goals page, a checkmark will automatically be placed in the “Annual Goal to Support Activity” column aligned with the appropriate activity.



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

Access Skills Goal						
Critical Skill	Therapy Type	Timeframe	Condition	Behavior	Evaluation Criteria	Evaluation Procedure
<input type="checkbox"/>	Occupational Therapy Physical Therapy Speech-Language Therapy					

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 Plan of Care under the proper service area.







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**Goals Reading/LA**

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



**Reading Goals**

  **Goal 1**
Critical:

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 assements with at least a 75% accuracy as collected weekly.

  **Goal 2**
Critical:

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.

  **Goal 3**
Critical:

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.





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**Progress: How & When**

Name: <b>B</b>	Current Grade: 03
WVEIS#: <b>3044278</b>	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:



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Transition Planning is segmented into three major sections:

- Considerations
- Educational Program
- Activities/Linkages.

Each of the three are interdependent and must be addressed as a whole.

*Secondary transition services are defined as a coordinated set of activities for a student with an exceptionality that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.*

The student's educational program will lead to which type of diploma:

Standard Diploma  Alternate (Modified) Diploma

Appropriate measurable post-secondary goals based upon age appropriate transition assessments: [Help](#)

1. Education/Training goals:

2. Employment goal(s):

3. Independent living skills goal(s) (if appropriate):

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

<input 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, Correction 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-Option for Grade 7 or below

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 Non-CTE personalized program of study which aligns with the student's chosen career cluster and provides the best option for success in the global workplace and postsecondary education. [CTE State Approved by Districts](#)

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

CTE: State Approved Individual Work Ready Competencies (IWRC)

Non-CTE: Personalized Program of Study

Specify the state-approved CTE program of study or the Non-CTE personalized program of study career interest.

NOTE: Specific course selections must be documented in the student's Personalized Education Plan (PEP). A copy of the PEP must be kept with the student's IEP.





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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](#)):





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The student's educational program will lead to a:

- Standard Diploma
- Alternate (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:





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## Help: Post-Secondary Goals

Beginning not later than the first IEP to be in effect when the student turns 14, 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.





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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-Option for Grade 7 or below



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## Help: Concentration (10th grade)

### 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.





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**Agriculture, Food &  
Natural Resources**



**Education & Training**



**Hospitality &  
Tourism**



**Manufacturing**



**Architecture &  
Construction**



**Finance**



**Human Services**



**Marketing**



**Arts, A/V Technology &  
Communications**



**Government &  
Public Administration**



**Information Technology**



**Science, Technology,  
Engineering & Mathematics**



**Business Management &  
Administration**



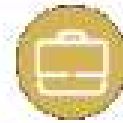
**Health Science**



**Law, Public Safety,  
Corrections & Security**



**Transportation,  
Distribution & Logistics**



**West Virginia Career  
Cluster - CIEL & IWRC**







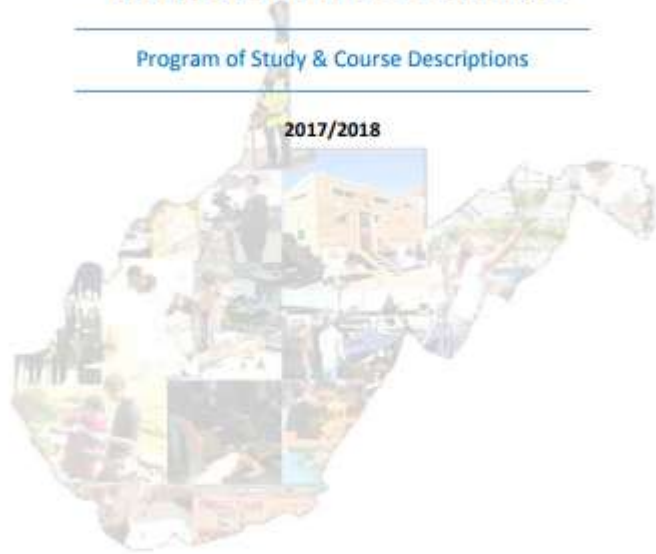
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# Agriculture, Food and Natural Resources

Program of Study & Course Descriptions

2017/2018



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





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### 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 Non-CTE personalized program of study which aligns with the student's chosen career cluster and provides the best option for success in the global workplace and postsecondary education. [CTE State Approved by](#)

#### Districts

- CTE: State Approved CTE Program of Study (Limited to District Offerings and Enrollment)
- CTE: State Approved Individual Work Ready Competencies (IWRC)
- Non-CTE: Personalized Program of Study

Specify the state-approved CTE program of study or the Non-CTE personalized program of study career interest.

**NOTE: Specific course selections must be documented in the student's Personalized Education Plan (PEP). A copy of the PEP must be kept with the student's IEP.**





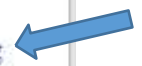
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**Career Pathway Options:**  
 Indicate which career pathway the student will follow and specify either a state-approved Career Technical Education (CTE) program of study or a Non-CTE personalized program of study which aligns with the student's chosen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

CTE: State Approved CTE Program of Study  
 CTE: State Approved Individual Work-based Learning Experience  
 Non-CTE: Personalized Program of Study

Specify the state-approved CTE program of study that aligns with the student's career interest.

**NOTE: Specific course selections must be made in the Individualized Education Plan (IEP) (PEP). A copy of the PEP must be kept on file.**



In order to select the IWRC Pathway, the student must have initially been enrolled in a state approved program of study that leads to national certification.

IWRC is designed to provide students with IEPs who are unable to master the required skill sets for their chosen CTE program of study, the opportunity to gain work readiness and occupation ready skills.



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Click on the "CTE State Approved by Districts" link to view the state approved program of studies available in your district

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### 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 Non-CTE personalized program of study which aligns with the student's chosen career cluster and provides the best option for success in the global workplace and postsecondary education. [CTE State Approved by Districts](#)

Office of Career & Technical Education  
Approved Curriculum List

Search Criteria:

School Year

County/School

Cluster

Program of Study

Approved Curriculums By Facility (2018 - 2019)





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089 506 WAYNE HIGH SCHOOL (COMPREHENSIVE)

Cluster	POS Code	Program of Study	NOCTI	Level
Architecture and Construction	AR1600	HVAC Technician	<a href="#">HVACR - Service and Repair</a>	S
Arts, AV Technology and Communications	AV1830	Graphic Communications	<a href="#">Graphic Production Technology</a>	S
Business Management and Administration	BM1465	Management and Administrative Support	<a href="#">MBA Research Stanard Business Management and Administration (4 credit)</a>	S
Government and Public Administration	GO1070	JROTC	<a href="#">Workplace Readiness</a>	S
Health Science	HE0723	Therapeutic Services	<a href="#">Healthcare Core</a>	S
Health Science	HE0742	Health Informatics	<a href="#">Health Informatics</a>	S
Health Science	HE0780	Biomedical Science (PLTW)	<a href="#">Biotechnology</a>	S
Law, Public Safety, Corrections and Security	LA1020	Law and Public Safety	<a href="#">Criminal Justice</a>	S
Manufacturing	MA1980	Welding	<a href="#">Welding</a>	S
Science, Technology, Engineering and Mathematics	ST2460	Pre-Engineering - Project Lead the Way	<a href="#">Pre-Engineering/Engineering Technology</a>	S

089 507 TOLSIA HIGH SCHOOL (COMPREHENSIVE)

Cluster	POS Code	Program of Study	NOCTI	Level
Agriculture, Food and Natural Resources	AG0120	Agribusiness Systems	<a href="#">Production Agriculture</a>	S
Agriculture, Food and Natural Resources	AG0210	Plant Systems	<a href="#">Workplace Readiness</a>	S
Architecture and Construction	AR1820	Carpentry	<a href="#">Carpentry</a>	S
Government and Public Administration	GO1070	JROTC	<a href="#">Workplace Readiness</a>	S
Health Science	HE0723	Therapeutic Services	<a href="#">Healthcare Core</a>	S
Hospitality and Tourism	HO1010	ProStart Restaurant Management	<a href="#">ACF Culinary Arts Certification</a>	S
Information Technology	IT1450	Information Management/Microsoft Computer Applications Specialist	<a href="#">Workplace Readiness</a>	S
Manufacturing	MA1980	Welding	<a href="#">Welding</a>	S
Manufacturing	MA2235	Advanced Manufacturing (Advanced Career)	<a href="#">Workplace Readiness</a>	S

089 508 SPRING VALLEY HIGH SCHOOL (COMPREHENSIVE)

Cluster	POS Code	Program of Study	NOCTI	Level
Agriculture, Food and Natural Resources	AG0120	Agribusiness Systems	<a href="#">Production Agriculture</a>	S
Architecture and Construction	AR1820	Carpentry	<a href="#">Carpentry</a>	S
Business Management and Administration	BM1410	Accounting	<a href="#">Accounting - Basic</a>	S
Education and Training	ED1300	Careers in Education	<a href="#">Education and Training</a>	S
Government and Public Administration	GO1070	JROTC	<a href="#">Workplace Readiness</a>	S
Health Science	HE0723	Therapeutic Services	<a href="#">Healthcare Core</a>	S
Health Science	HE0742	Health Informatics	<a href="#">Health Informatics</a>	S
Hospitality and Tourism	HO1010	ProStart Restaurant Management	<a href="#">ACF Detail Commercial Dining Certification</a>	S



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**SAMPLE - PERSONALIZED EDUCATION PLAN (PEP)**

DISTRICT:		NAME OF HIGH SCHOOL:		
STUDENT NAME:		WVEIS ID#	BIRTH DATE:	
LAST	FIRST	MI		
<b>Select a Career Cluster</b>	<b>Career Interests</b>	<b>2 Year Plan</b>		
<input type="checkbox"/> Agriculture, Food and Natural Resources <input type="checkbox"/> Architecture and Construction <input type="checkbox"/> Arts, AV Technology and Communication <input type="checkbox"/> Business Management and Administration <input type="checkbox"/> Education and Training <input type="checkbox"/> Finance <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Health Sciences <input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Human Services <input type="checkbox"/> Information Technology <input type="checkbox"/> Law, Public Safety, Correction and Security <input type="checkbox"/> Manufacturing <input type="checkbox"/> Marketing <input type="checkbox"/> Science, Technology, Engineering and Mathematics <input type="checkbox"/> Transportation, Distribution and Logistics	Describe your occupation interests below.	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	
	8 <sup>th</sup> Grade:	<input type="checkbox"/> English 9	<input type="checkbox"/> English 10	
	9 <sup>th</sup> Grade:	<input type="checkbox"/> Math I <input type="checkbox"/> Algebra I <input type="checkbox"/> Lab/Support	<input type="checkbox"/> Math II <input type="checkbox"/> Geometry	
	10 <sup>th</sup> Grade:	<input type="checkbox"/> Earth and Space	<input type="checkbox"/> Biology <input type="checkbox"/> AP® Biology	
	11 <sup>th</sup> Grade:	<input type="checkbox"/> World Studies	<input type="checkbox"/> US Studies <input type="checkbox"/> AP® US History	
	12 <sup>th</sup> Grade:	<input type="checkbox"/> AP® Social Studies Course	<input type="checkbox"/> Comprehensive US Studies	
	<b>Program Of Study</b>		<input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> Arts	<input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> Arts
	Four courses must be either four personalized courses that will lead directly to placement in credit-bearing academic college courses <b>OR</b> a CTE program of study. Chose one below.		P. Elective	P. Elective
			P. Elective	P. Elective
			P. Elective	P. Elective
			P. Elective	P. Elective
			<b>3 Year Plan</b>	
		<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>	
<input type="checkbox"/> Personalized: Course Title _____ WVEIS # _____ 1 _____ 2 _____ 3 _____ 4 _____ <b>OR</b> <input type="checkbox"/> CTE: Course Title _____ WVEIS # _____ 1 _____ 2 _____ 3 _____ 4 _____ <small>NOTE: This plan contains the minimum state requirements for graduation (see policy 2510). Some postsecondary institutions require additional courses. Check with the institution to determine those requirements.</small>		<input type="checkbox"/> English 11 <input type="checkbox"/> AP® English course	<input type="checkbox"/> English 12 <input type="checkbox"/> English 12 CR	
		<input type="checkbox"/> Math III LA <input type="checkbox"/> Math III STEM	<input type="checkbox"/> Transition English <input type="checkbox"/> AP® English	
		<input type="checkbox"/> Math III TR <input type="checkbox"/> Algebra II	<input type="checkbox"/> Math IV <input type="checkbox"/> Math IV TR	
		<input type="checkbox"/> One additional lab science course (Chart V)	<input type="checkbox"/> Transition Math <input type="checkbox"/> Trigonometry/PreCalculus	
		<input type="checkbox"/> AP® Science course	<input type="checkbox"/> AP® Math <input type="checkbox"/> Other math course (Chart V)	
		<input type="checkbox"/> Other Social Studies course (Chart V)	<input type="checkbox"/> Civics	
		<input type="checkbox"/> AP® Social Studies Course	<input type="checkbox"/> AP® US Government and Politics	
		<input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> Arts	<input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> Arts	
		P. Elective	P. Elective	
		P. Elective	P. Elective	
P. Elective	P. Elective			
P. Elective	P. Elective			
<b>PLANS FOR 1st YEAR AFTER HIGH SCHOOL:</b>				
ADVISOR SIGNATURE:	DATE:	STUDENT SIGNATURE:	DATE:	
COUNSELOR SIGNATURE:	DATE:	PARENT SIGNATURE:	DATE:	





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Lead Party/Agency					
Activities/Linkages	Parent/Student	School	Agency (Specify)	Description of Service	Annual Goal to Support Activity
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"/>				
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"/>				

Help

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



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## 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 service initiation requirement, then 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 manually enter any other adjustments for initiation dates.

- Services
- [Supplementary](#)
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- [Exited Services](#)

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


If the district and parent agree to waive the five day service initiation requirement, then the IEP Team must click the box shown above which appears at the top of the service page.








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**Add a Supplementary Service:**

Health Care Plan or BIP (if applicable)	<input type="text" value="Behavior Intervention Plan"/>
Classroom Support	<input type="text" value="Health Care Plan"/>
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	<input type="text" value="01/10/2016"/> 
Duration of Service (month/year)	<input type="text"/>

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 **Behavior Intervention Plan (BIP) or Health Care Plan** if either apply. Those school-based Medicaid billable services will automatically be transferred to the Medicaid Plan of Care which is located under the IEP Printing section on the main menu.





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- Services
- [Supplementary](#)
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**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)
<input type="button" value="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 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:**

Plan or Personal Care (if applicable)	<input type="text"/>	<input type="button" value="Help"/>
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	<input type="button" value="Calendar"/>
Duration of Service (month/year)	<input type="text"/>	





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### Add a Special Education Service:

Select if Speech-Language	<input checked="" 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"/>
Initiation Date	10/09/2015
Duration of Service (month/year)	<input type="text"/>

- Services
  - Supplementary
  - Special Education
  - Related
  - Exited Services

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 Plan of Care which is located under the IEP Printing section on the main menu.

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.






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**Add a Related Service:** Help

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: <input type="text"/> <input type="button" value="Help"/> 
Initiation Date	09/17/2015 <input type="button" value="Calendar"/>
Duration of Service (month/year)	<input type="text"/>
Add	<input type="button" value="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.

- Services
- Supplementary
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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.***

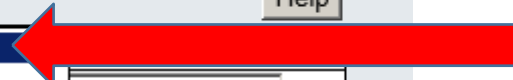




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**Add a Related Service:** Help

Transportation/Medically Based Service		
Related Service	Transportation/Medically Based Service	<input type="text"/>
Location of Services	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"/> <input type="text"/>
Extent/Frequency of Service		<input type="text"/>
Initiation Date	01/10/2016 	
Duration of Service (month/year)		<input type="text"/>
<input type="button" value="Add"/>		




Use the top dropdown box to enter school-based Medicaid billable services.

These services will automatically be transferred to the Medicaid Plan of Care which is located under the IEP Printing section on the main menu.

- Services
  - Supplementary
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An option for documenting an exited service has been added to the Snapshot Page. This is for administrative purposes and currently is not a part of the IEP. Districts may continue to use whatever method they currently use to track the dismissal of a service. The exited service will not carry forward when a new full review of the IEP is conducted.

- Services
  - Supplementary
  - Special Education
  - Related
  - Exited Services

**NOTE: Documenting an exited service on the Snapshot Page.**  
 This menu item is for administrative purposes and is not considered a part of the IEP. It is intended to support district personnel by documenting exited service information on the Snapshot Page for reference when updating the student's service record in WVEIS. The exited service will not automatically be removed from the IEP service page or automatically entered into WVEIS. Use the initiation date of the updated IEP as the exit date for the service that is being exited unless the service is to continue for a limited duration, in which case enter the duration date when the service will end.

**Procedure for removing services in the IEP:** The IEP team must use the trash can icon on the service page to delete any service that was carried forward from a prior IEP which will no longer be provided in the pending IEP.

Exited Service	Speech Therapy
Exit Date	04/27/2018 


Service to Dismiss	Dismiss Date
Service Dismissals have not been identified at this time.	

### Excerpt from the SnapShot Page

Related Services				
Service	Location/ Transportation Method	Extent	Initiation	Duration
There are no Related Services at this time.				
Exited Services				
Service				Exit Date
There are no Service Dismissals at this time.				
Testing Accommodations				
There are no Testing Accommodations at this time.				





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# 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.



# Spanning Activity

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**Activity:**

**Complete the service page below based upon the following information which was shared at John Doe’s annual review on Nov 18, 2018.**

1. John is currently in the 5<sup>th</sup> grade and will be going to the middle school next year. Services for the 6<sup>th</sup> grade will initiate on Aug 01, 2019.
2. Class periods are currently 50 mins long in 5<sup>th</sup> grade, and they will be extended to 53 mins long in the 6<sup>th</sup> grade.
3. Math services will continue to be delivered in the resource room for the rest of this school year but they will be delivered daily using the co-teaching model at the middle school.
4. Reading services will continue to be delivered in the resource room for the rest of this school year and also at the middle school.
5. Speech services will continue to be delivered 30 mins a week in a separate therapy room for both grades.
6. OT services (*meeting with the classroom teacher 20 mins a month*) will begin this school year and will continue into middle school.

**Student:** DOE, JOHN      **IEP Meeting Date:** 11/18/2018      **IEP Initiation Year:** \_\_\_\_\_      **IEP Grade:** \_      **Span:** \_\_


B. Special Education Services	Location	Extent/Frequency	Initiation	Duration
C. Related Services	Location	Extent/Frequency	Initiation	Duration







# Spanning Activity Answer Sheet

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3. Math services will continue to be delivered in the resource room for the rest of this school year but they will be delivered daily using the co-teaching model at the middle school.
4. Reading services will continue to be delivered in the resource room for the rest of this school year and also at the middle school.
5. Speech services will continue to be delivered 30 mins a week in a separate therapy room for both grades.
6. OT services (*meeting with the classroom teacher 20 mins a month*) will begin this school year and will continue into middle school.

**Student:** DOE, JOHN      **IEP Meeting Date:** 11/18/2018      **IEP Initiation Year:** 2018-2019      **IEP Grade:** 5      **Span:** Y

<b>B. Special Education Services</b>	<b>Location</b>	<b>Extent/Frequency</b>	<b>Initiation</b>	<b>Duration</b>
Reading Comprehension	Direct SEE	250 mins/week	11/23/2018	06/2019
Math Computation	Direct SEE	250 mins/week	11/23/2018	06/2019
Reading Comprehension	Direct SEE	265 mins/week	08/01/2019	11/2019
Math Computation	Direct GEE	265 mins/week	08/01/2019	11/2019
<b>C. Related Services</b>	<b>Location</b>	<b>Extent/Frequency</b>	<b>Initiation</b>	<b>Duration</b>
Speech-Language Therapy	Direct SEE	30 mins/week	11/23/2018	06/2019
Speech-Language Therapy	Direct SEE	30 mins/week	08/01/2019	11/2019
Occupational Therapy	Indirect	20 mins/month	11/23/2018	11/2019





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Students in grades 3-8 and 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 3-8 and 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

- Statewide Testing  
 Conditions  
 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.





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The **black** text denotes **presentation** accommodations.  
 The **blue** text denotes **response** accommodations.  
 The **green** text denotes **timing** accommodations.

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

[Accommodation Descriptions](#)  
[Accommodations By Category](#)

- P01** Text-to-Speech, excluding ELA reading passages  
Allowed for: WVGSA Grades 3-8 and CBA
- P02** Human read aloud, excluding ELA reading passages  
Allowed for: WVGSA Grades 3-8 and CBA and ELPA21 (paper version)
- P03** Braille Test booklet  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, WVASA, and ELPA21
- P06** Test presented through sign language, locally provided, excluding ELA passages  
Allowed for: WVGSA Grades 3-8 and CBA and ELPA21
- P13** Text-to-speech, including ELA reading passages  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and WVASA
- P14** Human read aloud, including ELA reading passages  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and WVASA
- P15** Item specific directions read aloud  
Allowed for: WVGSA Grades 3-8 and CBA
- P16** Directions presented through sign language, locally provided  
Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes in Participation Guidelines), and ELPA21. This accommodation is not needed for the WVASA.
- P17** Braille computer test  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day
- P18** Simplified test directions  
Allowed for: WVGSA Grades 3-8 and CBA
- P19** Large print paper test  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- P21** Screen-reading software used with computer  
Allowed for: WVGSA Grades 3-8 and CBA and SAT School Day
- P22** Enlarge text on computer screen  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- P23** Magnifying device to enlarge assessment material  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, WVASA, and ELPA21
- P27** Approved bilingual word to word dictionary for directions only  
Allowed for: WVGSA Grades 3-8 and CBA (For SAT School Day, a word-to-word glossary is allowed for the complete test including directions)
- P28** High contrast for computer-based assessments  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- P30** Translated test directions  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, ELPA21
- P32** Stacked translations for computer-based assessments  
Allowed for: WVGSA Grades 3-8 and CBA – for mathematics items only, Spanish Only

- R03** Braille writer or tactile to respond  
Allowed for: WVGSA Grades 3-8 and CBA and SAT School Day
- R04** Scribe – including ELA essay  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, WVASA, and ELPA21
- R05** Abacus  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and WVASA
- R11** Assistive technology  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, WVASA, and ELPA21
- R15** Bilingual word-to-word dictionary  
Allowed for: WVGSA Grades 3-8 and CBA and SAT School Day
- R19** Calculator – tactile/talking calculator  
Allowed for: WVGSA Grades 3-8 and CBA (grades 6-8 only, mathematics and science) and SAT School Day
- R20** Multiplication table  
Allowed for: WVGSA Grades 3-8 and CBA (mathematics grades 4-8 only) and SAT School Day
- R21** Speech-to-text  
Allowed for: WVGSA Grades 3-8 and CBA and SAT School Day
- R22** Unlimited re-records  
Allowed for: ELPA21
- R23** 100s number table  
Allowed for: WVGSA Grades 3-8 and CBA (mathematics grades 4-8 only) and SAT School Day
- T03** Extra breaks (no studying)  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- T07** Flexible scheduling (no studying) – late start  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- T09** Provide separate setting (small group)  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- T10** Separate Setting (one-to-one)  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- T11** Testing environment modifications  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- T12** Preferential seating  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- T13** Separate setting (change in location)  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- T14** Flexible scheduling – limited timed testing  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- T15** Extended breaks  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21
- T16** Breaks as needed  
Allowed for: WVGSA Grades 3-8 and CBA, SAT School Day, and ELPA21





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The list of accommodations displayed on the [Accommodations](#) Page are based on the student's grade level and the standard type that was selected.



### Grades 3-8

### SAT School Day

### Alternate

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">P01</a> Text-to-Speech, excluding EL<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P02</a> Human read aloud, excluding<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P03</a> Braille Test booklet<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P06</a> Test presented through sign lang<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P13</a> Text-to-speech, including EL<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P14</a> Human read aloud, including ELA<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P15</a> Item specific directions read<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P16</a> Directions presented through<br/>Allowed for: WVGSA Grades Participation Guidelines), and WVASA.</li> <li><input type="checkbox"/> <a href="#">P17</a> Braille computer test<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P18</a> Simplified test directions<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P19</a> Large print paper test<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P21</a> Screen-reading software use<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P22</a> Enlarge text on computer scr<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P23</a> Magnifying device to enlarge<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P27</a> Approved bilingual word to w<br/>Allowed for: WVGSA Grades is allowed for the complete t</li> <li><input type="checkbox"/> <a href="#">P28</a> High contrast for computer-t<br/>Allowed for: WVGSA Grades</li> <li><input type="checkbox"/> <a href="#">P30</a> Translated test directions<br/>Allowed for: WVGSA Grades</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">P03</a> Braille Test booklet<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P06</a> Test presented through sign lang<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P13</a> Text-to-speech, including ELA re<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P14</a> Human read aloud, including ELA<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P16</a> Directions presented through sign<br/>Allowed for: WVGSA Grades 3-8, Participation Guidelines), and ELF WVASA.</li> <li><input type="checkbox"/> <a href="#">P17</a> Braille computer test<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P19</a> Large print paper test<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P21</a> Screen-reading software used wit<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P22</a> Enlarge text on computer screen<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P23</a> Magnifying device to enlarge asse<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P27</a> Approved bilingual word to word<br/>glossary is allowed for the comple</li> <li><input type="checkbox"/> <a href="#">P28</a> High contrast for computer-basec<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P30</a> Translated test directions<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P35</a> Braille computer-based fixed form<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P37</a> Masking<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P38</a> Color contrast<br/>Allowed for: WVGSA Grades 3-8 ; ELPA21</li> <li><input type="checkbox"/> <a href="#">P39</a> Color overlays<br/>Allowed for: WVGSA Grades 3-8 ;</li> <li><input type="checkbox"/> <a href="#">P41</a> Translation glossary (Paper/Penci<br/>Allowed for: SAT School Day</li> <li><input type="checkbox"/> <a href="#">P42</a> Noise buffers<br/>Allowed for: WVGSA Grades 3-8, Participation Guidelines), and ELF</li> <li><input type="checkbox"/> <a href="#">P44</a> Line reader</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">P02</a> Human read aloud, excluding EL<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P03</a> Braille Test booklet<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P06</a> Test presented through sign lang<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P13</a> Text-to-speech, including ELA re<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P14</a> Human read aloud, including ELA<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P16</a> Directions presented through sig<br/>Allowed for: WVGSA Grades 3-8, Participation Guidelines), and EL WVASA.</li> <li><input type="checkbox"/> <a href="#">P19</a> Large print paper test<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P22</a> Enlarge text on computer screen<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P23</a> Magnifying device to enlarge ass<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P24</a> Translator (Human)<br/>Allowed for: WVASA</li> <li><input type="checkbox"/> <a href="#">P28</a> High contrast for computer-base<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P30</a> Translated test directions<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P37</a> Masking<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P39</a> Color overlays<br/>Allowed for: WVGSA Grades 3-8</li> <li><input type="checkbox"/> <a href="#">P42</a> Noise buffers<br/>Allowed for: WVGSA Grades 3-8, Participation Guidelines), and EL</li> <li><input type="checkbox"/> <a href="#">P44</a> Line reader<br/>Allowed for: ELPA21</li> <li><input type="checkbox"/> <a href="#">P45</a> Unlimited replays<br/>Allowed for: ELPA21</li> <li><input type="checkbox"/> <a href="#">P47</a> Alternate form – visual impairme<br/>Allowed for: WVASA</li> </ul> |
|--|--|--|





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Clicking on the accommodation code opens a full description of that accommodation

**P21**

Screen-reading software used with computer  
Allowed for: WVGSA Grades 3-8 and CBA and SAT School Day

**P21 Screen-reading software used with computer**

**Allowed for:** WVGSA Grades 3-8 and CBA and SAT School Day

**Description:** Screen-reading software provides text-to-speech translation for students who are visually impaired or blind. *Job Access with Speech (JAWS)* is a screen reader program that allows blind and visually impaired users to read the screen either with text to speech output or by a refreshable braille display. JAWS provides speech and braille output for most computer applications.

**Instructional practices:** For students who routinely use JAWS or other screen reader for navigation and access to screen information.

**When to select:** For students who are vision impaired and for whom the use of screen-reading software is the typical mode of navigation of computer and accessing written material.

**Notes for implementation:**

- Screen readers are allowed only when it is typically accessed.
- On NAEP the text-to-speech function is a built-in universal design element. This is not the same accommodation as a text to speech (see P01 or P13).
- JAWS 18 is the recommended version for ELA and mathematics. Lower versions are not supported.
- See test administration manuals for more information and select other accommodations that could provide access when the student uses earlier versions of JAWS or another screen reading software is used to provide access.

**SAT School Day notes**

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology (R11)
- Use of assistive technology (e.g., screen reader/text-to-speech, ...)
- Digital version of the test delivered on a flash drive
- For use with screen readers and other assistive technology
- Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of SAT School Day assessment through the SSD Online platform). If additional time is required on other sections, it must be entered separately.
- Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- Screen readers are allowed only when they are typically accessed for students.





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- Placement 3-5
- RECP
- Not RECP

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 (*Regular Early Childhood Program*)
- Ages 3-5 NOT in RECP

The LRE considerations section must be addressed for all students.



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**Ages 3-5 in RECP** opens to a page that requires the user to explain in a narrative format the extent of nonparticipation in the general education classroom.

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.

← Placement 3-5  
RECP  
Not RECP

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





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- Placement 3-5  
 RECP  
 Not RECP

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 in the general education classroom.

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





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- Placement 6-21
  - LRE1 (IEP Grade)
  - LRE2 (Move-Up Grade)

[IEP Placement Ages 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 1<sup>st</sup>.

*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.*





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The IEP must explain the extent, if any, to which the student will not participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities; and indicate the percentage of time in general and special education.

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- Placement 6-21
  - LRE1 (IEP Grade)
  - LRE2 (Move-Up Grade)



**Placement Ages 6 to 21 - Grade 08**

Name: **C** Current Grade: 08  
 WVEIS#: **3044157** IEP Grade: 08  
 Medicaid #: N/A 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              |



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- Placement 6-21  
 LRE1 (IEP Grade)  
 LRE2 (Move-Up Grade)

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

## 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              |





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- Placement 6-21
- LRE1 (IEP Grade)
- LRE2 (Move-Up Grade)

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 services which have initiation dates for the current school year and also for the next school year which begins after July 1<sup>st</sup>.

**Example when spanning services may be 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.***





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EXAMPLE:


**Special Education Services:**

Grade 5	<i>Math 300 mins/wk Direct SEE</i>	<i>Initiation Date: 03, 22, 2018</i>	<i>Duration: June 2018</i>
Grade 6	<i>Math 250 mins/wk Direct GEE</i>	<i>Initiation Date: 08, 01, 2018</i>	<i>Duration: March 2019</i>
Grade 5	<i>Reading 250 mins/wk Direct SEE</i>	<i>Initiation Date: 03, 22, 2018</i>	<i>Duration: June 2018</i>
Grade 6	<i>Reading 250 mins/wk Direct SEE</i>	<i>Initiation Date: 08, 01, 2018</i>	<i>Duration: March 2019</i>
Grade 5 & 6	<i>Behavior Support 30 mins/wk Indirect</i>	<i>Initiation Date: 03, 22, 2018</i>	<i>Duration: March 2019</i>

**Related Services:**

Grade 5	<i>Speech 30 mins/wk Direct SEE</i>	<i>Initiation Date: 03, 22, 2018</i>	<i>Duration: June 2018</i>
Grade 6	<i>Speech 30 mins/wk Direct SEE</i>	<i>Initiation Date: 08, 01, 2018</i>	<i>Duration: March 2019</i>
Grade 5 & 6	<i>OT 20 mins/wk Direct GEE</i>	<i>Initiation Date: 03,22, 2018</i>	<i>Duration: March 2019</i>



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

The student's IEP spans the 5<sup>th</sup> and 6<sup>th</sup> grade.

The student receives 300 mins/wk Direct SEE Math services in the 5<sup>th</sup> grade but he will have 250 Direct GEE minutes during the time in which the IEP is in effect in the 6<sup>th</sup> 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 Student 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 2019:

Math 300 mins/wk Direct SEE Initiation Date: March 22, 2019 Duration: June 2019

Math 250 mins/wk Direct GEE Initiation Date: Aug 01, 2019 Duration: March 2020

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

The student's IEP spans 4<sup>th</sup> and 5<sup>th</sup> grades.

The student receives 300 mins/wk Direct SEE Math services in the 4<sup>th</sup> grade AND he will also receive 300 mins/wk Direct SEE Math services in the 5<sup>th</sup> 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, 2019 Duration: March 2020



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**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.

Save Preview Draft Select All



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 at the bottom of the Placement Page for all IEPs which have a school-based Medicaid billable service.**



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The prior written notice and a copy of the IEP must be provided to the parent /adult student at the conclusion of the IEP Team meeting.

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 entered on the PWN.





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## IEP Amendments

In making changes to a student's IEP after the annual IEP Team meeting for a school year, the parent/ adult student and the district may agree, in writing, not to convene an IEP meeting for the purposes of making such changes, and instead, may develop a written document to amend the student's current IEP.

Districts must document the changes made to the IEP on the IEP Amendment Form and provide a copy to the parents. The changes made during the amendment process must be incorporated into the Online IEP.

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	Help	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"/>	<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.



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## Annotations

Indicate on the Annotations page any edits that were handwritten on the printed copy of the IEP which could not be corrected electronically in the Online IEP program. Please be detailed and specific. Note: The information on the annotations page is for administrative purposes only. It is not a part of the IEP and will NOT print with the IEP .

Annotations:

Save



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- Finalize Process
  - Attendees
  - Compliance Check
  - Finalize

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.





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- Finalize Process
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Attendees		
Name: <b>B</b>	Current Grade: 03	
WVEIS#: <b>3044278</b>	IEP Grade: 03	
Medicaid #: N/A	Age: 9	
Add An Attendee:		
First Name	<input style="width: 100%;" type="text"/>	
Last Name	<input style="width: 100%;" type="text"/>	
Position	<input style="width: 100%;" type="text"/>	
Alternate Method of Attendance (if applicable)	<input style="width: 100%;" 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.





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A compliance check is automatically run as part of the finalization procedure but it can also be run at any point during the drafting process.

- Finalize Process
- Attendees
- Compliance Check
- Finalize

Compliance Check		
Name: B WVEIS#: 3044278 Medicaid #: N/A		Current Grade: 03 IEP Grade: 03 Age: 9
The IEP was <b>UNSUCCESSFULLY</b> 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	Supplementary - Ok Special Education - Ok Related - Ok ESY Agreement - Please specify that the student does or does not need ESY services. <input type="button" value="Fix ESY Agreement"/> ESY Services - Ok
Testing	Incomplete	Measures - Ok Conditions - Please select a minimum of one Testing Condition. <input type="button" value="Fix Conditions"/> Specific Tests - Ok
Prior Written Notice	Incomplete	- Please complete the Prior Written Notice section. <input type="button" value="Fix Prior Written Notice"/>
Placement	Incomplete	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. <input type="button" value="Fix LRE Considerations"/> LRE Considerations - Please check all LRE Considerations. <input type="button" value="Fix LRE Considerations"/>
Attendees	Incomplete	- It is required that at least three people (chair person, regular teacher, and special education teacher) attend the IEP meeting. <input type="button" value="Fix Attendees"/>





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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**





# IEP Printing

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IEP Printing screens now group IEPs, Progress Reports, and ESY Reports separately. A new column called *Date of Review* has been added which displays the date the IEP meeting took place OR the date when the targeted review or amendment took place.

The *Date PDF Created* column lists the date that a pending IEP, amendment, progress report or ESY report was finalized/created.

IEP Printing

Draft

IEP Archive

ESY Archive

Progress Report Archive

Service Care Plan

Supp. Services

Checklist

Grade	Date of Review	Date PDF Created	Date of Last Full Review	Type of Review	Password
03	02-05-2018	02-06-2018	02-05-2018	<a href="#">Annual Review</a>	adW134987fa
02	01-03-2017	01-03-2017	01-03-2017	<a href="#">Annual Review</a>	T9330316pu
01	01-04-2016	01-04-2016	01-04-2016	<a href="#">Annual Review</a>	t93331837as

Grade	Date of Review	Date PDF Created	Date of Last Full Review	Type of Review	Password
03	02-05-2018	04-30-2018	02-05-2018	<a href="#">ESY Report</a>	N/A

Grade	Date of Review	Date PDF Created	Date of Last Full Review	Type of Review	Password
03	02-05-2018	03-19-2018	02-05-2018	<a href="#">Progress Report</a>	t93120019pu
02	01-03-2017	01-04-2018	01-03-2017	<a href="#">Progress Report</a>	T93742741ng
01	01-04-2016	10-10-2016	01-04-2016	<a href="#">Progress Report</a>	t93421286jx



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The [Medicaid Plan of Care](#) collects all school-based Medicaid billable services and corresponding goals that were written in the IEP to be used as documentation for billing purposes. A password is not required to generate and print this report. It is located under *IEP Printing* on the main menu.

**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	







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[Supplementary Services Documentation Checklist](#) generates a chart with a calendar grid that lists all of the supplementary services on the student’s IEP, including location of services, extent/frequency, initiation and duration dates. The chart can be used by the teacher/provider to document the dates when the supplementary services were delivered. It is located under IEP Printing on the main menu.

Supplementary Services Documentation Sheet																																			
Student ID:															Page 1 of 1																				
Student's Full Name:															Meeting Date When Services Determined: 03/29/2018																				
Teacher: _____																																			
Supplemental Services	Location of Services	Extent/Frequency	Initiation Date m/d/y	Duration	Date Service Provided - Month																														
					01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Extened time	Math	Allow up to 30 additional minutes on math tests which involve word problems	04/03/2018	4/2019																															
Priority Seating	language Arts, Math, Science, Soc. Studies	During instruction when printed information is written or displayed on the whiteboard	04/03/2018	04/2019																															



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- **Mastery/Progress**
- Evaluations(NEW)**
- Progress Report**

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.

The user is shown a list of all the goals and objectives to be evaluated.





# ALL goals and objectives can be evaluated on one page

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- [Mastery/Progress Evaluations\(NEW\)](#)  
[Progress Report](#)

Click a link below to choose a single goal type to review

[All](#) [Access-Speech](#) [ELA](#)

### All

**Access Skills Speech Goal 1- (Critical Skill)**- By March 2019, given sound placement cues, guided practice, drill, and faded prompts, John will correctly produce targeted speech sounds at increasing levels of complexity (ex: isolation, syllables, words, phrases, sentences and spontaneous connected speech) with 85% accuracy as recorded on SLP data.

Date	Progress	Comment	Contributor	
03/18/2019	Insufficient Progress		Mrs Smith	
03/18/2019	Progress Sufficient		Mrs Smith	
03/18/2019	Progress Sufficient		Mrs. Smith	
03/18/2019	Progress Sufficient		Mrs. Smith	
03/18/2019				Save

**ELA Goal 1- (Critical Skill)**- By March 2019, given a research based corrective reading program, small group instruction and teacher support John will locate the main idea, supporting details, and draw conclusions from a variety of text passages with 75% accuracy charted monthly in a teacher's log.

Date	Progress	Comment	Contributor	
03/18/2019	Progress Sufficient		Mr. Jones	
03/18/2019	Progress Sufficient		Mr. Jones	
03/18/2019	Progress Sufficient		Mr. Jones	
03/18/2019	Achieved		Mr. Jones	
03/18/2019				Save

**ELA Goal 2-** By March 2019, given a research based corrective reading program, teacher material and small group instruction John will read familiar stories, poems and passages with fluency of 75 WPM charted twice monthly.

Date	Progress	Comment	Contributor	
03/18/2019	Insufficient Progress		Mr. Jones	
03/18/2019	Insufficient Progress		Mr. Jones	
03/18/2019	Progress Sufficient		Mr. Jones	
03/18/2019	Progress Sufficient		Mr. Jones	
03/18/2019				Save





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# Only the areas which have goals and/or objectives will be displayed in the header on the Progress Evaluation page

Click a link below to choose a single goal type to review

[All](#)   [Access-Speech](#)   [ELA](#)

**All**

**Access Skills Speech Goal 1- (Critical Skill)**- By March 2019, given sound placement cues, guided practice, drill, and faded prompts, John will correctly produce targeted speech sounds at increasing levels of complexity (ex: isolation, syllables, words, phrases, sentences and spontaneous connected speech) with 85% accuracy as recorded on SLP data.

Date	Progress	Comment	Contributor	
03/18/2019	Insufficient Progress		Mrs Smith	
03/18/2019	Progress Sufficient		Mrs Smith	
03/18/2019	Progress Sufficient		Mrs. Smith	
03/18/2019	Progress Sufficient		Mrs. Smith	
03/18/2019				Save

- Mastery/Progress Evaluations(NEW)
- Progress Report





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**Clicking on the links in the header will display only the goals and objectives that are associated with that area.**

Click a link below to choose a single goal type to review

[All](#)   [Access-Speech](#)   [ELA](#)

**ELA**

**ELA Goal 1- (Critical Skill)**- By March 2019, given a research based corrective reading program, small group instruction and teacher support John will locate the main idea, supporting details, and draw conclusions from a variety of text passages with 75% accuracy charted monthly in a teacher's log.

Date	Progress	Comment	Contributor	
03/18/2019	Progress Sufficient		Mr. Jones	
03/18/2019	Progress Sufficient		Mr. Jones	
03/18/2019	Progress Sufficient		Mr. Jones	
03/18/2019	Achieved		Mr. Jones	
03/19/2019				Save

**ELA Goal 2-** By March 2019, given a research based corrective reading program, teacher material and small group instruction John will read familiar stories, poems and passages with fluency of 75 WPM charted twice monthly.

Date	Progress	Comment	Contributor	
				11

- Mastery/Progress Evaluations(NEW)
- Progress Report





# Descriptions of Progress Evaluation Codes

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[Progress Report](#)

**Insufficient Progress** - Student has demonstrated minimal progress towards meeting the evaluation criteria for this annual goal or short-term objective.

**Progress Sufficient** - Student has not fully met the evaluation criteria for this annual goal or short-term objective but has demonstrated adequate progress.

**Achieved** - Student has met the evaluation criteria for this annual goal or short-term objective.

**Maintained** - Student has previously met the evaluation criteria for this annual goal or short-term objective and continues to demonstrate proficiency.

**Regressed** - During an interruption in educational programming, the student's progress toward meeting the evaluation criteria for this annual goal or short-term objective regressed and the student has demonstrated a limited ability to recoup or relearn the skill once programming resumed.

**Recouped** - During an interruption in educational programming, the student's progress toward meeting the evaluation criteria for this annual goal or short-term objective had regressed, however, the student demonstrated the ability to relearn the skill once programming resumed.

**NA** - Goal/Objective was not addressed during this reporting period

Progress for ALL goals and short-term objectives are evaluated using the list of codes shown above. Evaluation of **critical skills** is part of the local education agency's decision-making process for determining regression/recoupment and whether the student with a disability needs Extended School Year services.





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# IEP Progress Report

Student Suppressed

IEP Date 04/29/2016

Report Date 08/22/2016


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← **Mastery/Progress  
Evaluations(NEW)  
Progress Report**

<b>Goal# 1</b>		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.				
<b>Access Skills</b>						
Date: 08/22/2016 Contributor(s): Mrs. Smith Mastery Code: 0 Progress Code: NA Comments: Comments are written here.						
<b>Goal# 2</b>		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.				
<b>Access Skills</b>						
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.						
<b>Goal# 3</b>		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.				
<b>Mathematics</b>						
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.						
<b>Goal# 4</b>		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.				
<b>Mathematics</b>						
Date: 08/22/2016 Contributor(s): Mr. Jones Mastery Code: 1 Progress Code: NA Comments: Comments are written here.						
<b>Goal# 5</b>		By May 2016 given direct instruction and a research based reading program Harold will apply phonics and word analysis skills in decoding gradel level vocabulary and sight words with 85% accuracy as documented through student work samples and/or teacher charting collected monthly.				
<b>Reading/Language Arts</b>						
Date: 08/22/2016						

\* **Mastery Code:** 0 = Regression 1 = Maintained 2 = Recouped  
 \*\* **Student Progress Code:** P = Progress Sufficient IP = Insufficient Progress A = Achieved NA = Not Applicable



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- Annotations
- \* Finalize Process
- \* IEP Printing
- \* Mastery/Progress
- \* Utilities 
- \* Resources
- Logout

## - Utilities

School Admins

Admin Student Search

Default Minutes

Users

The Utilities menu item is typically used by the district's special education director or their designees to perform administrative tasks.







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

- 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
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- 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





- Authorized List
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Guidance has been added to the Resources section about using dropdown menus when entering school-based Health Services that are Medicaid billable

**Supplementary Services Instructions**

When entering supplementary services in the Online IEP, use the dropdown menu to enter any school-based Health Services that are Medicaid billable including: Behavior Intervention Plan or a Health Care Plan.

These school-based Health Services that are Medicaid billable will automatically be transferred to the Medicaid Service Care Plan which is located under the IEP Printing section on the main menu. Use the dropdown menu when entering any of the supplementary services listed above for ALL students, whether they are eligible for Medicaid or not.

**Special Education Services Instructions**

When entering special education services in the Online IEP, use the dropdown menu to enter Speech-Language for students whose unduplicated service is Speech.

This school-based Health Service which is Medicaid billable will automatically be transferred to the Medicaid Service Care Plan which is located under the IEP Printing section on the main menu. Use the dropdown menu when entering Speech-Language for ALL students eligible for this service, whether they are eligible for Medicaid or not.

**Related Services Instructions**

When entering related services in the Online IEP, use the dropdown menu to enter any school-based Health Services that are Medicaid billable including: 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, and Transportation Services.

These school-based Health Services that are Medicaid billable will automatically be transferred to the Medicaid Service Care Plan which is located under the IEP Printing section on the main menu. Use the dropdown menu when entering any of the related services listed above for ALL students, whether they are eligible for Medicaid or not.



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# West Virginia Online IEP

WVEIS User ID

WVEIS Password

**Submit**

Logout returns the user to the opening screen

