

myIDEA Training Instructions

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Other Features of myIDEA:

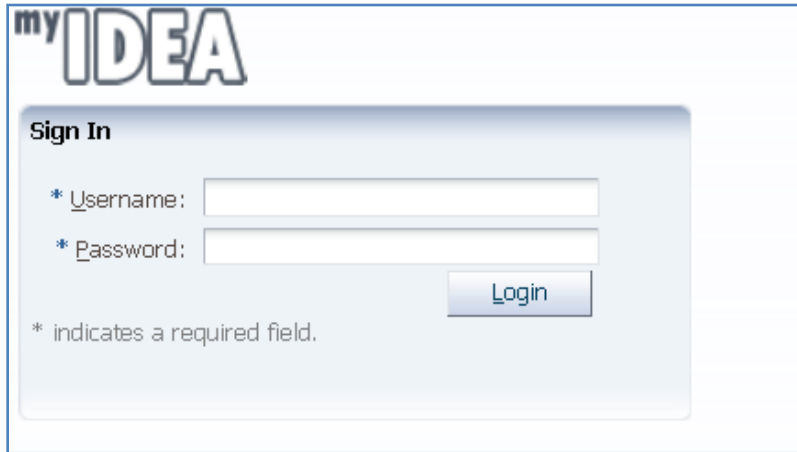
Create a list of all SPED students from myIDEA	29
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Logging in:

Live URL: <https://myidea.davis.k12.ut.us/iep>

Training URL: pending server deployment

Login Screen



The image shows the 'myIDEA' login interface. At the top left is the 'myIDEA' logo. Below it is a 'Sign In' section with two input fields: '* Username:' and '* Password:'. A 'Login' button is positioned to the right of the password field. Below the fields, a note states '* indicates a required field.'

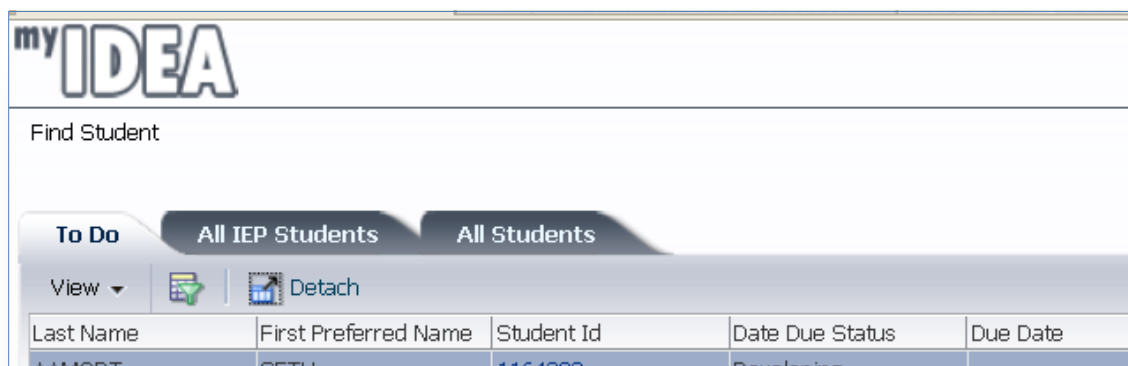
Username: Encore User ID (usually first initial and last name or the first part of your email address)

Password: Encore Password

You can change your password via Encore.

Initial Login Screen or Find Student Screen

Using the Tabs to Get Around



The image shows the 'myIDEA' 'Find Student' screen. At the top is the 'myIDEA' logo. Below it is the text 'Find Student'. There are three tabs: 'To Do', 'All IEP Students', and 'All Students'. The 'To Do' tab is currently selected. Below the tabs is a 'View' dropdown menu and a 'Detach' button. At the bottom is a table with the following columns: Last Name, First Preferred Name, Student Id, Date Due Status, and Due Date. The first row of data shows 'AAMORT', 'CETH', '1164202', 'Developing', and an empty cell.

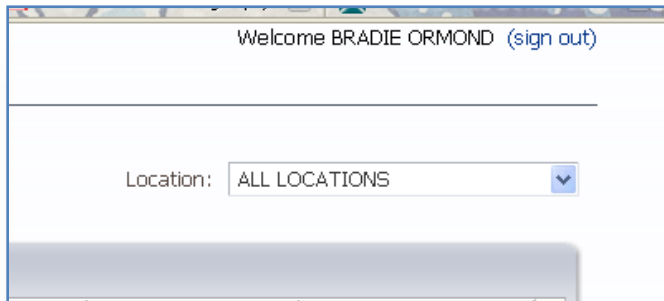
Last Name	First Preferred Name	Student Id	Date Due Status	Due Date
AAMORT	CETH	1164202	Developing	

To Do tab: Shows all students with an IEP or Evaluation coming due within 30 days and all overdue documents.

All IEP Students Tab (will be called All SPED Students Tab): Lists all students with an ACTIVE SCRAM Record. This will be how you access students to complete progress reports.

All Students Tab: This tab will list all students at a school. This is how new referrals will be initiated and records will be accessed when a student is not longer active in SPED.

Location Tool and Sign Out



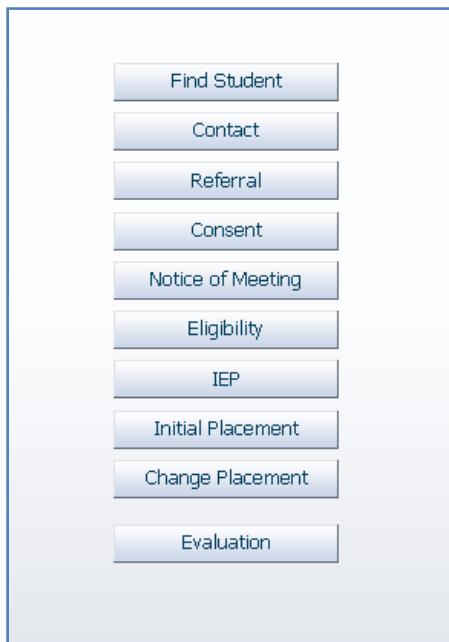
Use the location pull down menu to set which school you're looking at to speed up navigation.

Use the sign out link at the top right corner to ... sign out!

Navigating a Student's Record

Select a student from one of the tabs.

Use the buttons on the right (soon to be folders with links) to select the document you want to edit.



3 States of the Document

The document has 3 states.

1. Blank – if no data has ever been entered, the document is blank and will not contain any data.
2. Pending – the document is in an edit mode and data has been entered, but not finalized. The document will save changes.
3. Finalized – the version of the document has been locked and will create an archive record. **Data entered when the document is in the 'finalized' state WILL NOT SAVE.** Future version of the program will remove the fields from the display so you won't be tempted to do this. There will also be a "view archive" button that will replace the print field when the document is finalized.

Saving and Printing

The save and print buttons are located at the top of the form. A document can be printed anytime.

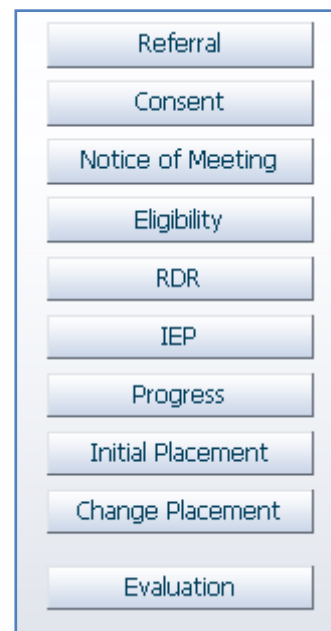


The Back button will send you back to the student demographic screen and list of documents.

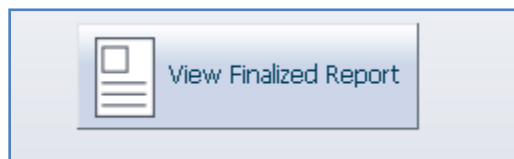


Accessing Archived Records

In order to access the archived documents from GoalView or those created in this tool you will open the document type by selecting it from the list:



1. If you want to see the most recent archived document click the





button - or – click

.



2. To unlock a document from the archived state, click the button.

If there are multiple archives for a student, they will be listed in the Archive Dialogue:

IEP Archive					
View ▾   Detach					
Report	Finalized By	Meeting Date	Due Date	Archive Date	Up
view	BORMOND	02-Aug-2010	02-Aug-2011	04-Aug-2010	04
view	RDRIGGS	30-Jul-2010	30-Jul-2011	29-Jul-2010	29



To open the archive, click

and the PDF archive will display on your screen.

myIDEA Contacts

The Contacts (screen capture) button is where you set all of the IEP meeting participants and the case manager for the student. You will NOT set meeting participants from the IEP or any other forms anymore it will pull the information from what you set in the contact screen. There will be blank spaces on the printed document if there was someone left off the list, but the four required team members will have to be set in this section. (The four required team members are: Guardian/Parent, LEA Designee, and Special Education Teacher (if the only service is from a related server, the special education teacher is the related server) and General Education Teacher) You can add others who will participate in the meeting from this Contact screen.

The screenshot shows the myIDEA web interface. At the top left is the myIDEA logo and a 'Find Student' button. Below the logo is a placeholder for a student's profile picture. To the right of the profile picture is a table titled 'Student Contacts' with columns: Contact Type, Contact Name, Contact Position, Phone, Alt Phone, and Email. The table has one row with 'CASE MANAGER' in the Contact Type column. Below the table is the 'Edit Contact' form. The form has a 'Contact Type' dropdown menu with 'CASE MANAGER' selected, a 'Contact ID' dropdown menu, and fields for 'Phone', 'Alt Phone', and 'Email'. At the bottom of the form are buttons for 'Back', 'Save', 'Delete', and 'New'. Annotations with arrows point to the 'Contact Type' dropdown, the 'Contact ID' dropdown, and the 'Save' button.

Click on the drop box for **Contact Type** and choose which contact you want to add.

Next click on the drop down box for **Contact ID** and choose the appropriate contact.

When you have the contact information in make sure to click save.

To add another contact

1. After you have clicked **save**, click on the **new** button.
2. Begin the process again. **You will need to remember to click on the new button to add another contact.**

Updating the Contact screen is important to ensure that the appropriate members of the IEP team are listed on the documents they are required to sign. After you have updated the Contact screen if there are other team members added you will need to return to Contact and add the new team member.

myIDEA Referral

Type in or use the calendar icon to fill in the **Referral Date** (22-Oct-2009 Format)

The screenshot shows the 'myIDEA' web application interface. The 'Referral' section has a 'Status' of 'PENDING'. The 'Referral Date' field is empty with a calendar icon. The 'Referred By - Staff' dropdown is set to 'ANDERSON, MARTHA'. The 'Referred By - Other' dropdown is empty. The 'Assigned To' dropdown is set to 'ANDERSON, MARTHA'. The 'Referral Archive' table shows a list of referrals with columns for 'Report', 'Referred By', 'Referral Date', and 'Referred By - Staff'. The 'Referral Information' section has three radio buttons: 'Student intervention documentation is attached and has been reviewed.', 'Evaluation recommended. Send the Prior Notice and Consent for Evaluation. A copy of the Procedural Safeguards is included.', and 'No evaluation recommended at this time. Send the Prior Notice of Recommended Action. A copy of the Procedural Safeguards is included.' The 'LEA signature and date required. If evaluation is recommended, the LEA signature date PRECEDES the date on Prior Written Notice of Consent for Evaluation. If evaluation is not recommended, the LEA signature date PRECEDES the date on the Prior Written Notice of Recommended Action.' is displayed at the bottom.

If referral is coming from a member of the school staff click on the drop down next to **Referred By - Staff** and chose their name.

If referral comes from someone outside the school type in their name in the text box next to **Referred By - Other**.

Click on the **Assigned To** drop down box and find the name of the person assigned to complete the referral.

The close-up shows the 'Referral Information' section with three radio buttons. The first radio button is selected, indicating that 'Student intervention documentation is attached and has been reviewed.' The second radio button is 'Evaluation recommended. Send the Prior Notice and Consent for Evaluation. A copy of the Procedural Safeguards is included.' The third radio button is 'No evaluation recommended at this time. Send the Prior Notice of Recommended Action. A copy of the Procedural Safeguards is included.'

Mark the box indicating that intervention information is attached and has been reviewed

Either mark "Evaluation Recommended" or "No Evaluation Recommended"

myIDEA Welcome MELISSA

Find Student

Referral

Status: **PENDING**

Referral Date:

Referred By - Staff:

Referred By - Other:

Assigned To:

Finalized By:

Updated Date: 22-Jul-2010

Updated By: MPOST

Created Date: 22-Jul-2010

Created By: MPOST

[Back](#) [Save](#) [Finalize](#) [Print](#)

Referral Archive

View [Add](#) [Details](#)

Report	Finalized By	Referral Date	Referred By - Staff
view	AGARLICK	20-Jul-2010	ANDERSON, MARTHA

Referral Information

☐ Student intervention documentation is attached and has been reviewed.

☐ Evaluation recommended. Send the Prior Notice and Consent for Evaluation. A copy of the Procedural Safeguards is included.

☐ No evaluation recommended at this time. Send the Prior Notice of Recommended Action. A copy of the Procedural Safeguards is included.

USA signature date PREC2010 the date on the Prior Written Notice of Recommended Action. If evaluation is not recommended, signature date PREC2010 the date on the Prior Written Notice of Recommended Action.

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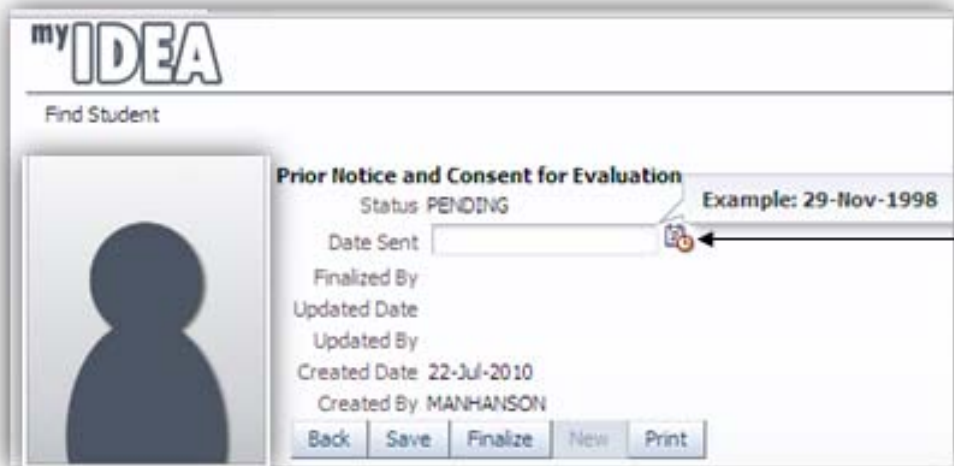
Click **Save**.

Click **Finalize**.

Click **Print**.

myIDEA Consent

After selecting a student, click on *Consent* button located on the right side of your screen.



The screenshot shows the 'myIDEA' web interface. At the top left is the 'myIDEA' logo and a 'Find Student' link. Below this is a student profile icon. To the right of the icon is the 'Prior Notice and Consent for Evaluation' form. The form includes fields for 'Status' (set to 'PENDING'), 'Date Sent' (with a calendar icon), 'Finalized By', 'Updated Date', 'Updated By', 'Created Date' (22-Jul-2010), and 'Created By' (MANHANSON). An example date '29-Nov-1998' is shown next to the 'Date Sent' field. At the bottom of the form are buttons for 'Back', 'Save', 'Finalize', 'New', and 'Print'. An arrow points from the text 'Enter Date Sent (27-Oct-2010 format)' to the 'Date Sent' field.

myIDEA

Find Student

Prior Notice and Consent for Evaluation

Status: PENDING

Date Sent: Example: 29-Nov-1998

Finalized By:

Updated Date:

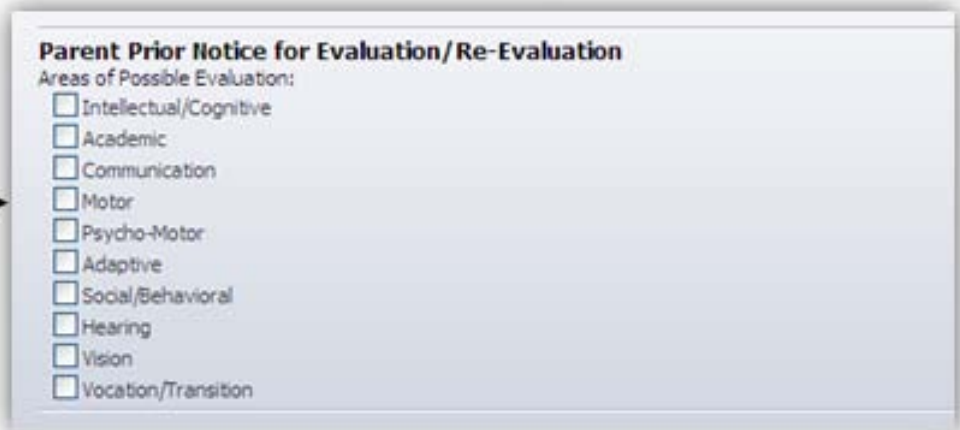
Updated By:

Created Date: 22-Jul-2010

Created By: MANHANSON

Back Save Finalize New Print

Check **all** possible areas
to be evaluated.



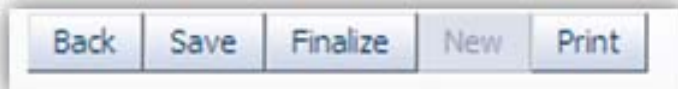
The screenshot shows the 'Parent Prior Notice for Evaluation/Re-Evaluation' form. It has a title 'Parent Prior Notice for Evaluation/Re-Evaluation' and a section 'Areas of Possible Evaluation:' with a list of checkboxes: 'Intellectual/Cognitive', 'Academic', 'Communication', 'Motor', 'Psycho-Motor', 'Adaptive', 'Social/Behavioral', 'Hearing', 'Vision', and 'Vocation/Transition'. An arrow points from the text 'Check all possible areas to be evaluated.' to the list of checkboxes.

Parent Prior Notice for Evaluation/Re-Evaluation

Areas of Possible Evaluation:

- ☐ Intellectual/Cognitive
- ☐ Academic
- ☐ Communication
- ☐ Motor
- ☐ Psycho-Motor
- ☐ Adaptive
- ☐ Social/Behavioral
- ☐ Hearing
- ☐ Vision
- ☐ Vocation/Transition

Click *Finalize* button and print.

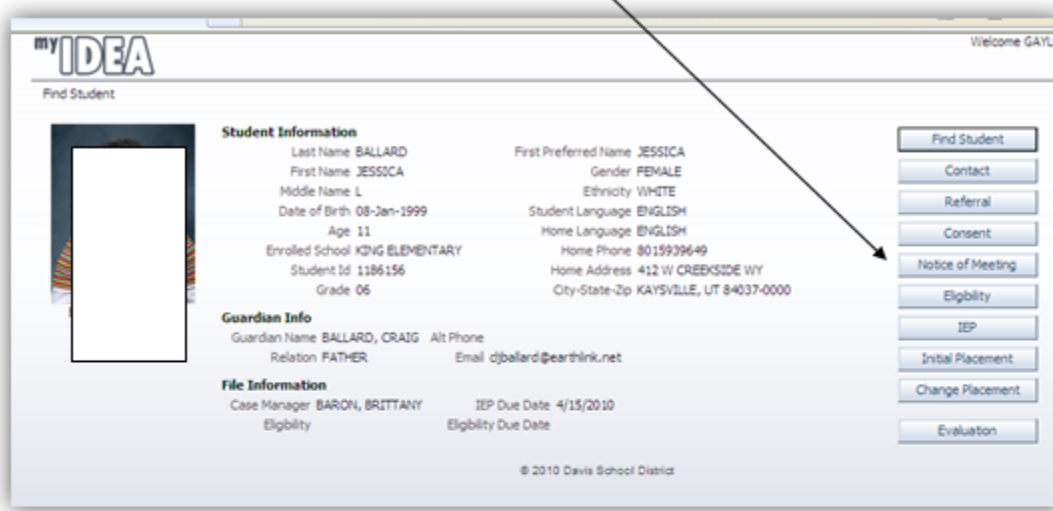


A row of five buttons: 'Back', 'Save', 'Finalize', 'New', and 'Print'.

Back Save Finalize New Print

Notice of Meeting Form

Select **Notice of Meeting** Form from the list on the right side of document.



The screenshot shows the myIDEA web application interface. On the left is a placeholder for a student photo. The main area displays student information for JESSICA BALLARD, including her birth date, school, and guardian details. On the right, a vertical list of buttons allows users to perform various actions: Find Student, Contact, Referral, Consent, Notice of Meeting, Eligibility, IEP, Initial Placement, Change Placement, and Evaluation. An arrow points from the text above to the 'Notice of Meeting' button.

myIDEA
Welcome GAYU

Find Student

Student Information

Last Name	BALLARD	First Preferred Name	JESSICA
First Name	JESSICA	Gender	FEMALE
Middle Name	L	Ethnicity	WHITE
Date of Birth	08-Jan-1999	Student Language	ENGLISH
Age	11	Home Language	ENGLISH
Enrolled School	KING ELEMENTARY	Home Phone	8015939649
Student Id	1186156	Home Address	412 W CREEKSIDE WY
Grade	06	City-State-Zip	KAYSVILLE, UT 84037-0000

Guardian Info

Guardian Name	BALLARD, CRAIG	Alt Phone	
Relation	FATHER	Email	cjballard@earthlink.net

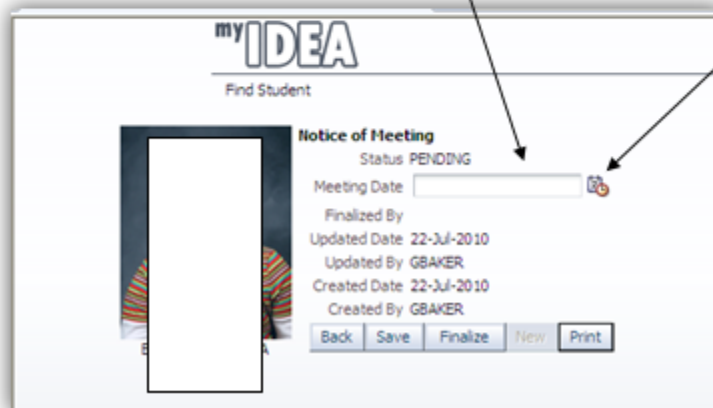
File Information

Case Manager	BARON, BRITTANY	IEP Due Date	4/15/2010
Eligibility		Eligibility Due Date	

Find Student
Contact
Referral
Consent
Notice of Meeting
Eligibility
IEP
Initial Placement
Change Placement
Evaluation

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Enter **meeting date** manually or use **calendar icon**.
Follow screen prompt to enter date as shown.




This screenshot shows the 'Notice of Meeting' form within the myIDEA application. It includes fields for status (PENDING), meeting date, and tracking information like 'Updated Date' and 'Created Date'. A text input field for the meeting date is shown next to a small calendar icon. Arrows from the text above point to the date input field and the calendar icon. At the bottom, there are buttons for Back, Save, Finalize, New, and Print.

myIDEA
Find Student

Notice of Meeting

Status PENDING

Meeting Date 

Finalized By

Updated Date 22-Jul-2010

Updated By GBAKER

Created Date 22-Jul-2010

Created By GBAKER

Back Save Finalize New Print

Select appropriate boxes for meeting invitation. **Check all that apply.**

You are invited to a meeting to:

- ☒ Review evaluation / re-evaluation data and consider your student's eligibility for special education and related services.
- ☒ Continue recent and previous discussions about your student and his/her educational needs.
- ☐ Discuss any medical issues that may affect his/her progress.
- ☒ Discuss / develop an individualized education program (IEP) for your student, and consider the educational placement of your student.
- ☐ Consider transition services including post-secondary goals. Your student is invited to participate.
- ☐ An outside agency representative will be invited, as described below, with your consent. See attached consent form. (The consent form is on the fill-able form)
- ☐ Discuss the educational placement of your student.
- ☐ Other

If **OTHER** box is checked, list a description in the text box.

Select Meeting **Time.**

Select **AM** or **PM.**

The meeting is scheduled as follows:

Meeting Time:

☒ AM
☐ PM

The meeting will be held at the student's school in the following location:

- ☐ The meeting will be held in the main office.
- ☐ Please check in the main office for the meeting location.
- ☒ The meeting will be held in

Jessica's classroom # 16

Select Meeting **Location.**

Evaluation and Eligibility “Evaligibility”

Enter date by clicking calendar icon or by day-month-year example.

Use drop-down menu to select eligibility category

Note that there is only one option for vision/hearing assessment, as this must be done in conjunction with every evaluation.

Categories requiring a Medical and Developmental History are prompted.

Disability-Specific Evaluation Criterion will vary depending upon disability category selected. Complete all areas, with appropriate details, as prompted according to disability criteria.

Evaluation and Eligibility

“Evaligibility”

Professional Note: Before you enter all evaluation results, please review the Disability Specific Evaluation fields in the previous section. There are input fields for information specific to the disability for certain assessments. Assessments DO NOT have to be entered twice, but the data above is required in that section.

Areas of Evaluation

+ Add Assessment

Add assessment information, noting areas from previous section that are required specific to the disability.

Use drop down menu to select areas of evaluation and score type, or you may enter manually.

Areas of Evaluation

Area:
Assessment Name: Date: Score: Score Type:
Summary:
Subtests:

+ Add Subtest

+ Add Assessment

Subtests may also be added

Ensure that additional clarification is provided where prompted, if applicable.

Save document. Information will also be saved by hitting the “Back” button.

Cultural, Instructional and Linguistic Considerations

Second language acquisition and cultural factors were considered and:

- ☐ were found to be the primary influence on the student's educational performance.
☐ were NOT found to be the primary influence on the student's educational performance.

Is limited English proficiency the primary factor in determining eligibility?

- ☐ Yes
☐ No

Is a lack of instruction in reading or math the primary factor in determining eligibility?

- ☐ Yes
☐ No

Primary Disability Eligibility Considerations

Intellectual Disability Eligibility Considerations

Do intellectual, academic and adaptive assessment results demonstrate consistently low profiles across measures?

- ☐ Yes
☐ No

If the intellectual, academic and adaptive results DO NOT demonstrate consistently low profiles across measures, describe the evaluation data used to determine the reason for discrepancy and ensure the student is actually manifesting an intellectual disability.

Eligibility Determination

Does the disability adversely affect the student's educational performance?

- ☐ Yes
☐ No

Does the student require special education and/or related services for this disability?

- ☐ Yes
☐ No

Based on evaluation data from a variety of sources, is the student eligible for special education?

- ☐ No
☐ Yes

Back Save

Individualized Education Plan

Transition Section

This comes up as a secondary student. It will not be there if the student is under 14 years of age.

Transition Plan Assessment

Professional Note: DSD policy is to have a transition plan in effect beginning the student's 9th grade year.

Transition Plan Assessment
Transition Planning is required beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP Team.
Professional Note: DSD policy is to have a transition plan in effect beginning the student's 9th grade year.
Desired long-range, post school outcomes based on student's preferences and interests:
Post-secondary education, training, instruction:
9th Grade
10th Grade
11th Grade
12th Grade
Post High
Career Choice/Employment:
9th Grade
10th Grade
11th Grade
12th Grade
Post High
Independent and Adult Living Skills:
9th Grade
10th Grade
11th Grade
12th Grade
Post High
Community Experiences:
9th Grade
10th Grade
11th Grade
12th Grade
Post High
Age Appropriate Transition Assessments

The big **4 boxes** now are individual for each section and each grade. They must have will statements that refer to the future.

Example: will after high school graduation, will after exiting high school, will after completing the STEPS program.

Do not delete what was written previously. It is good to see the progression from 9th until student is done with public education.

Age Appropriate Transition Assessments
Assessment Date
Assessment Type
☐ Student Interview/Survey
☐ Parent Interview/Survey
☐ Functional Vocational Evaluation
☐ Interest Inventory (specify)
☐ Transition Assessments (specify)
☐ Other (specify)
Professional Note: Please update the Evaluation section of Eligibility process with these assessment results.
What Present Levels of Academic Achievement and Functional Performance Statements (PLAAPF) directly relate to the student's transition strengths and needs? (List all areas that apply by PLAAPF heading.)

Make sure you fill out what kind of assessment was used to gain transition information.

List the areas of PLAAPF's that are applicable to transition. Example: banking math goal, filling out

applications, etc.

Transition Plan Goals and Services

Notice a change in this section of transition. You no longer have to guess whether to do no/ yes/ or N/A.

Read the statements and decide if the answer is yes or no. You must have at least one yes. All must be marked.

Transition Plan Goals and Services

Based on the transition assessment results, does the IEP contain measurable goals/objectives in one or more of the following areas?

Post Secondary Training, Education and Instruction:

- ☐ Yes, the IEP contains measurable annual goals related to education, training and instruction.
☐ No, based on current data, education, training and instruction are not areas of special need.

Career and Employment:

- ☐ Yes, the IEP contains measurable goals for career and employment.
☐ No, based on current data, career and employment are not areas of special need.

Independent and Adult Living Skills:

- ☐ Yes, the IEP contains measurable goals for independent and adult living skills.
☐ No, based on current data, independent and adult living skills are not areas of special need.

Community Experiences:

- ☐ Yes, the IEP contains measurable goals for community experiences.
☐ No, based on current data, community experiences are not an area of special need.

Interagency Linkages

Interagency Linkages

For students 16 years-old (or younger if appropriate), identify the inter-agency linkages/responsibilities required:

☐ Based on current data and information, no interagency linkages required at this time.

Agency

Contact Person

Responsibilities

Agency

Contact Person

Responsibilities

Professional Note: When involving representatives of outside agencies please have the parent/guardian sign the Consent for Outside Agencies form (fillable forms) prior to the meeting. If meeting participants will include representatives from outside agencies, please include these individuals on the Prior Written Notice of Meeting.

Once again. if none are needed then click the box.

Click on the down arrow and you see three agencies that could be invited or you can click in the box and write in one that is not there.

Transition Plan Courses of Study

Courses of study to assist student in reaching post secondary goals. This must be a multi-year plan reviewed and revised annually that specifies the educational courses and experiences that will assist the student in achieving his/her post secondary goals:

This is where you list the classes they are taking the current school year to help towards a career.

Parent and Student Transition Notices

Age of Majority

On or before the student's 17th birthday, the student and parent have been informed of all rights under IDEA that transfer to the student on his/her 18th birthday.

The student was provided with explanation of these Procedural Safeguards on (date Age of Majority signed):

If the student DID NOT attend his/her IEP meeting, mark how the student participated in the transition planning process:

- ☐ Interview
☐ Interest Inventory
☐ Questionnaire

One Year Follow-Up

Students may be contacted one year after exiting, by a contracted agency, to determine their status in regards to employment, postsecondary and other outcomes.

Yes, the IEP contains measurable goals for post-secondary education.

No, based on current data, post-secondary education is not an area of special need.

This is a newer looking section. You put the date of when the age of majority is signed. That will stay the same on every IEP after.

Transition Plan Courses of Study

Courses of study to assist student in reaching post secondary goals. This must be a multi-year plan reviewed and revised annually that specifies the educational courses and experiences that will assist the student in achieving his/her post secondary goals:

Parent and Student Transition Notices

Age of Majority

On or before the student's 17th birthday, the student and parent have been informed of all rights under IDEA that transfer to the student on his/her 18th birthday.

The student was provided with explanation of these Procedural Safeguards on (date Age of Majority signed):

If the student DID NOT attend his/her IEP meeting, mark how the student participated in the transition planning process:

- ☐ Interview
☐ Interest Inventory
☐ Questionnaire

One Year Follow-Up

Students may be contacted one year after exiting, by a contracted agency, to determine their status in regards to employment, postsecondary and other outcomes.

Yes, the IEP contains measurable goals for post-secondary education.

No, based on current data, post-secondary education is not an area of special need.

You must click one of these **only** if the student does not attend the IEP.

This statement is to for legal purposes.

This last part is a mistake and will be deleted.

A hint: in any box if there is a red X next to it, you can click on that to remove what you have just opened up.

It shows up any time you click a green + sign. It can help fix mistakes.

IEP PLAAFP, Goals, STO/ Benchmark

Area of student need addressed:

For students 16 and over (or younger if appropriate) correlate with Transition Plan on PLAAFP and Goals.

- For school age students (5-22 years old), describe how the student's disability affects student's involvement and progress in the general education curriculum.
- For preschool age students, describe how the disability affects the student's participation in appropriate activities.

Present Levels of Academic Achievement:

Methods of how the student's progress towards this goal will be measured:

☐ Test Scores
☐ Grades
☐ Work Sample
☐ Checklist
☐ Curriculum-based Assessment
☐ Behavior Observations
☐ Other

Parents will receive periodic progress reports on student's progress toward IEP and will also be informed by:

☐ Parent/Teacher Conference
☐ Email
☐ Other

Measurable Annual Goal:

Short Term Objectives / Benchmarks:
(required for students who participate in alternate assessments/LAA)

IEP PLAAFP, Goals, STO/Benchmark

This is now all together in one section. All you have to do is click the **+Add New PLAAFP/Goal** and a whole new box will open up.

You get to choose what to call the area

Next you type in an awesome appropriate PLAAFP

Now you click the methods of progress

This is a little different. You don't need to click unless necessary.

Now you type in an awesome appropriate goal. You can paste from other locations in here.

The last part is where you would add objectives.

The screenshot shows a web form titled "IEP PLAAFP, Goals, STO/Benchmark". It contains several sections: "Area of student need addressed:" with a text input field; a paragraph of instructions for students 16 and over; a list of bullet points for school and preschool age students; "Present Levels of Academic Achievement:" with a large text input field; "Methods of how the student's progress towards this goal will be measured:" with a list of checkboxes (Test Scores, Grades, Work Sample, Checklist, Curriculum-based Assessment, Behavior Observations, Other); "Parents will receive periodic progress reports on student's progress toward IEP and will also be informed by:" with checkboxes for Parent/Teacher Conference, Email, and Other; "Measurable Annual Goal:" with a large text input field; and "Short Term Objectives / Benchmarks:" with a note about alternate assessments/UAA and an "Add Objective" button. Arrows from the surrounding text point to these specific fields: the first arrow points to the "Area of student need addressed:" field; the second points to the "Present Levels of Academic Achievement:" text area; the third points to the "Methods of how the student's progress towards this goal will be measured:" checkboxes; the fourth points to the "Parents will receive periodic progress reports..." section; the fifth points to the "Measurable Annual Goal:" text area; and the sixth points to the "Add Objective" button.

*Remember objectives are *required for students who participate in alternate assessments/UAA*. Just click on the add objective and another box will open up.

Now you click the **+Add New PLAAFP/Goal** to add another goal if needed.

Special Education Services, Related Services, Supplementary Aids and Program Modifications or Supports for School Personnel – This is the time section

Special Education Services, Related Services, Supplementary Aids and Program Modifications or Supports for School Personnel
Special Education services the student needs to achieve his/her annual goals and advance in the general curriculum:

Related services the student requires to benefit from his/her Special Education:

Program modifications, supports for school personnel and/or supplementary aids in the student's regular education programs:

[+ Add Special Education Service](#)

[+ Add Related Service](#)

[+ Add Modification](#)

Click on the + to open the boxes.

Special Education Services, Related Services, Supplementary Aids and Program Modifications or Supports for School Personnel
Special Education services the student needs to achieve his/her annual goals and advance in the general curriculum:

Service: Location: Minutes/Frequency: Provider:

[+ Add Special Education Service](#)

Related services the student requires to benefit from his/her Special Education:

Service: Location: Minutes/Frequency: Provider:

[+ Add Related Service](#)

Program modifications, supports for school personnel and/or supplementary aids in the student's regular education programs:

[+ Add Modification](#)

Review of Previous IEP
Has the IEP team reviewed the previous year's IEP?

Special Education Services Transportation
☐ Transportation will be provided as a related service

SCRAM Settings
SCRAM Environment:
SCRAM Regular Percent:

MATH BASIC SKILLS
MATH APPLIED SKILLS
ADAPTED P.E.
HEARING SKILLS
READING BASIC SKILLS
READING COMPREHENSION
SPEECH/ARTICULATION SKILLS
LANGUAGE SKILLS
TRANSITION SKILLS
VISION SKILLS
WRITTEN LANGUAGE
FUNCTIONAL MATH, READING, WRITTEN LANGUAGE
FUNCTIONAL MATH, READING, WRITTEN LANGUAGE, SCIENCE
SOCIAL SKILLS

The first box in services you can either choose a service (from the down arrow) or type one in.

Special Education Services, Related Services, Supplementary Aids and Program Modifications or Supports for School Personnel
Special Education services the student needs to achieve his/her annual goals and advance in the general curriculum:

Service: Location: Minutes/Frequency: Provider:

[+ Add Special Education Service](#)

Related services the student requires to benefit from his/her Special Education:

Service: Location: Minutes/Frequency: Provider:

[+ Add Related Service](#)

Program modifications, supports for school personnel and/or supplementary aids in the student's regular education programs:

[+ Add Modification](#)

Location has only 4 options.

These are the same as before.

You must list a provider. If you list all services

on one line (as secondary, LC and FS do sometimes) then the provider can be the case manager.

Special Education Services, Related Services, Supplementary Aids and Program Modifications or Supports for School Personnel
Special Education services the student needs to achieve his/her annual goals and advance in the general curriculum:

[+ Add Special Education Service](#)

Related services the student requires to benefit from his/her Special Education:

[+ Add Related Service](#)

Program modifications, supports for school personnel and/or supplementary aids in the student's regular education programs:

[+ Add Modification](#)

The last area in this section is the modifications.

Special Education Services, Related Services, Supplementary Aids and Program Modifications or Supports for School Personnel

Special Education services the student needs to achieve his/her annual goals and advance in the general curriculum:

Service: Location: Minutes/Frequency: Provider:

Related services the student requires to benefit from his/her Special Education:

Service: Location: Minutes/Frequency: Provider:

Program modifications, supports for school personnel and/or supplementary aids in the student's regular education programs:

Service:

Click on the down arrow in the service section and look at the examples. If the one you need is not there you can type what you need in the box.

The next box is for the frequency the modification is needed.

Review of Previous IEP

Has the IEP team reviewed the previous year IEP in preparation for the development of the current IEP? ☐ Yes ☐ Not applicable, this is the initial IEP.

Special Education Services Transportation and SCRAM Input

☐ Transportation will be provided as a related service.

SCRAM Settings

SCRAM Environment:

SCRAM Regular Percent:

Click whether you reviewed old IEP or it is an initial.

Click for transportation or leave blank.

Scram is the same but now on this screen. Environment and percent are the same as before. Just choose which one applies.

Special Factors Section

This is the special factors that used to be on the first page of the IEP after the PLAAFP's.

The IEP Team considered the following special factors:

Behavior

☐ Based on current data and information, the student needs behavioral strategies because [his/her] behavior impedes his/her learning and/or the learning of others. The Student's needs for behavioral strategies are addressed in his/her IEP.

☐ Based on current data and information, the student does not need behavioral strategies.

Indicating a student has a need in this area means, based on current data and information, the student's behavior impedes his/her learning and/or the learning of others. This need can be addressed via goal/objective and the associated service time, as an accommodation/modification or as an regular-curricular exception.

Language

☐ Based on current data and information, the student has special language needs addressed in his/her IEP because he/she is a student with limited English proficiency.

☐ Based on current data and information, the student does not have special language needs.

Braille

☐ Based on current data and information, the student needs Braille instruction because he/she is blind or visually impaired. The student's needs for Braille instruction are addressed in his/her IEP.

☐ Based on current data and information, the student does not need Braille instruction.

Communication

Professional Note: To align with state and federal rule, this description has changed to only address students who are deaf or hard of hearing.

☐ Based on current data and information, the student is deaf or hard of hearing, and related to this disability has special communication service needs. The student's needs for special communication services are addressed in his/her IEP.

☐ Based on current data and information, the student is not deaf or hard of hearing and does not need any special communication services to accommodate hearing loss.

Assistive Technology

☐ Based on current data and information, the student needs assistive technology devices and/or services without which he/she would not benefit from special education. The student's needs for assistive technology devices and/or services are addressed in his/her IEP.

☐ Based on current data and information, the student does not need assistive technology devices and/or services to benefit from special education.

You must click one of the two dots under each heading.

Look at the communication section. This is a change.

All of this should look familiar

**The blue type is a note for us and will not print on the final form.

Regular Curriculum, Extra-Curricular & Non-Academic Activities
Except for special education class times noted in the services section of this IEP the student will participate in the regular class, regular PE, extra-curricular and non-academic activities to the same extent as children without disabilities, or with the other exceptions. Explain and specify below.

Participation in State & District Assessment
See Test/Assessment tab

IEP Notices
Extended School Year (ESY) services:
Extended School Year (ESY) services are provided to a child with a disability when the IEP team determines that without ESY services, the educational program would be of little or no benefit to the child, due to the lack of services during the break between the normal school year and the next. Data will be considered in determining eligibility for ESY services for your child. The IEP team has determined that:
☐ The student is eligible for ESY services.
☐ The student is NOT eligible for ESY services.
☐ The student's eligibility will be determined later.
Professional Note: If the team is determining eligibility at a later date, the CASE MANAGER is responsible for completing the ESY Eligibility documents (fillable forms). These documents are attached to the IEP addressed in ESY eligibility determination. If the student is eligible for ESY, the ESY IEP and all other documents are attached to the IEP addressed in ESY.
Placement Review:
☐ Initial Placement
☐ Maintain Current Placement
☐ Change of Placement
Professional Note: For initial placement, complete the prior written notice and consent for initial placement after the eligibility determination and IEP documents are signed by the IEP team. For change of placement, complete the Prior Written Notice of Change of Placement reflecting the placement decision AFTER the IEP is signed.
Medicaid Consent:
 We are required to obtain your consent if the school district seeks reimbursement from Medicaid for medically related services provided to your student. This will in no way affect any entitlements you or your student may have through Medicaid or other insurance providers.
☐ I give my consent for the district to seek Medicaid reimbursement.
☐ I DO NOT give my consent for the district to seek Medicaid reimbursement.
Professional Note: If parents have not responded to Medicaid consent in the previous IEP year, it is best practice to leave this field blank. Explain Medicaid consent at the meeting and obtain a parent's response to the Medicaid consent section, then update the screen in myIDEA after the meeting.
Documentation of reason for IEP missing parent signature:
 Note: If parent signature is missing, provide them with a copy of the IEP and the Procedural Safeguards and indicate a reason:
 Reason for missing parent signature:
 Comments:

Assessment Section

This section will look different depending on the grade of the student.

This is a high school student.

You click on the down arrow to enter the appropriate code.

Notice that the previous year is listed.

This is an elementary student.

Participation in State and District Assessment
2011 School Year

<input type="text"/>	ACT	COLLEGE	AMERICAN COLLEGE TEST
<input type="text"/>	PLAN	PLAN	AMERICAN COLLEGE TEST
<input type="text"/>	MATHEMATICS	MATH	BASIC SKILLS COMPETENCY TEST
<input type="text"/>	READING	READING	BASIC SKILLS COMPETENCY TEST
<input type="text"/>	WRITING	WRITING	BASIC SKILLS COMPETENCY TEST
<input type="text"/>	LANGUAGE ARTS 10	LANGUAGE ARTS	END OF COURSE
<input type="text"/>	ALGEBRA 2	MATH	END OF COURSE
<input type="text"/>	ELEMENTARY ALGEBRA	MATH	END OF COURSE
<input type="text"/>	GEOMETRY	MATH	END OF COURSE
<input type="text"/>	PRE-ALGEBRA	MATH	END OF COURSE
<input type="text"/>	BIOLOGY	SCIENCE	END OF COURSE
<input type="text"/>	CHEMISTRY	SCIENCE	END OF COURSE
<input type="text"/>	PHYSICS	SCIENCE	END OF COURSE

2012 School Year
(none available)

Participation Codes
 SA - Standard administration (no accommodations)
 PA - Participate with accommodations (choose accommodations provided from list below)
 PM - Participate with modifications (Note: tests that are modified do not count toward proficiency or participation in AYP)
 UAA - Participate in Utah's Alternate Assessment (students with significant cognitive disabilities) Reason(s) student unable to participate in regular assessments for grade level: (see above)
 WIIP - (For Iowa only) will not participate (instruction more than 3 years below grade level of test)

Previous Test Accommodations

Year	Test Name	Test Description	Accommodation
2010	LANGUAGE ARTS	END OF COURSE	PA
2010	MATH	END OF COURSE	PA
2010	SCIENCE	END OF COURSE	PA

Participation in State and District Assessment
2011 School Year

<input type="text"/>	LANGUAGE ARTS 6	LANGUAGE ARTS	END OF LEVEL TEST
<input type="text"/>	MATH 6	MATH	END OF LEVEL TEST
<input type="text"/>	SCIENCE 6	SCIENCE	END OF LEVEL TEST

2012 School Year
(none available)

Participation Codes
 SA - Standard administration (no accommodations)
 PA - Participate with accommodations (choose accommodations provided from list below)
 PM - Participate with modifications (Note: tests that are modified do not count toward proficiency or participation in AYP)
 UAA - Participate in Utah's Alternate Assessment (students with significant cognitive disabilities) Reason(s) student unable to participate in regular assessments for grade level: (see above)
 WIIP - (For Iowa only) will not participate (instruction more than 3 years below grade level of test)

Previous Test Accommodations

Year	Test Name	Test Description	Accommodation
2010	LANGUAGE ARTS 5	END OF LEVEL TEST	UAA
2010	MATH 5	END OF LEVEL TEST	UAA
2010	SCIENCE 5	END OF LEVEL TEST	UAA
2010	ITBS	IOWA TESTS OF BASIC SKILLS	UAA

Other accommodations for participation in district wide assessment:

Reason for non-participation in standardized assessment.

These are the same.

If a student is doing UAA you must type the reason here.

Criterion Referenced Test (CRT)

English/Language Arts

- ☐ audio amplification devices
- ☐ Braille
- ☐ Braille
- ☐ directions read aloud in English
- ☐ directions signed
- ☐ extended time
- ☐ graphic organizers
- ☐ large print
- ☐ magnification devices
- ☐ multiple breaks
- ☐ physical access - ADA
- ☐ read instructions on identified passages, questions and options aloud per USOE definition
(refer to USOE website before CRT testing window opens)
- ☐ recording device
- ☐ sign instructions on identified passages, questions and options aloud per USOE definition
(refer to USOE website before CRT testing window opens)
- ☐ reduce distractions to others
- ☐ reduce distractions to student
- ☐ schedule change
- ☐ scribe
- ☐ speech-to-text conversion
- ☐ tactile graphics
- ☐ talking materials
- ☐ visual cues -hearing impaired
- ☐ visual organizers
- ☐ word processor-no spell check
- ☐ write in test booklet

Math

- ☐ audio amplification devices
- ☐ Braille
- ☐ Braille
- ☐ calculation devices for non-calculator section
- ☐ directions read aloud in English
- ☐ directions signed
- ☐ extended time
- ☐ graphic organizers
- ☐ large print
- ☐ magnification devices

Notice that the accommodations are now listed under each specific test. You must scroll down and click the ones applicable for that test.

There is the English/Language, Math, Science, DWA(direct writing assessment), and brand new is the UALPA. This applies only to students who speak a second language.

The Explore and ACT will be coming in the future.

Graduation

Special Requirements for Graduation	
9th	
10th	
11th	
12th	

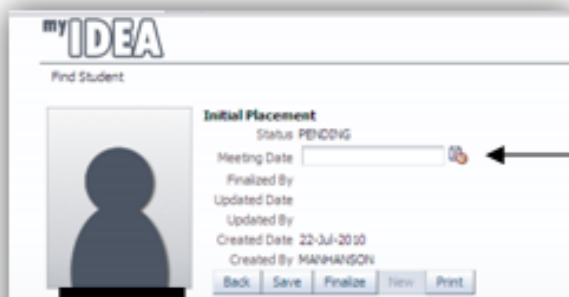
Graduation Notices

This is where you list the classes that substitute for graduation credit.

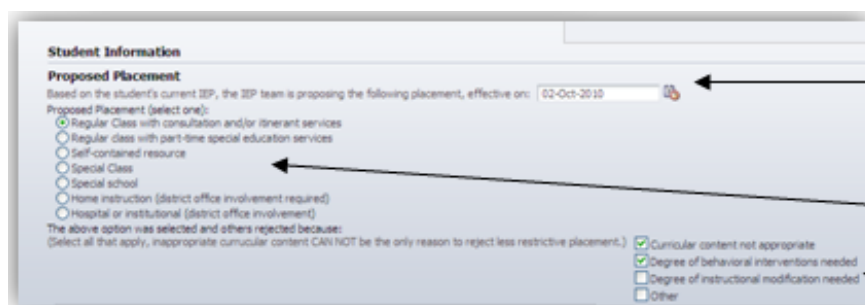
Example: Applied math for Algebra.

Initial Placement

After selecting a student, click on *Initial Placement* button located on the right side of your screen.



Enter the Meeting Date
(27-Oct-2010 format)

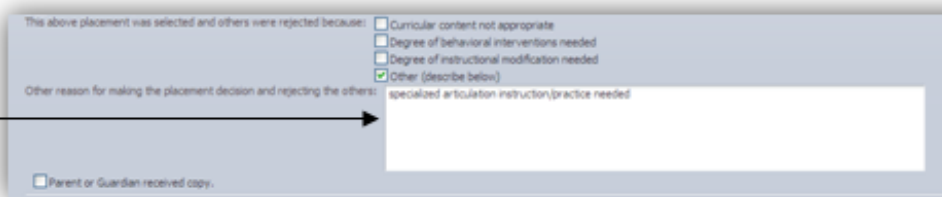


Enter the proposed placement
date (27-Oct-2010 format)

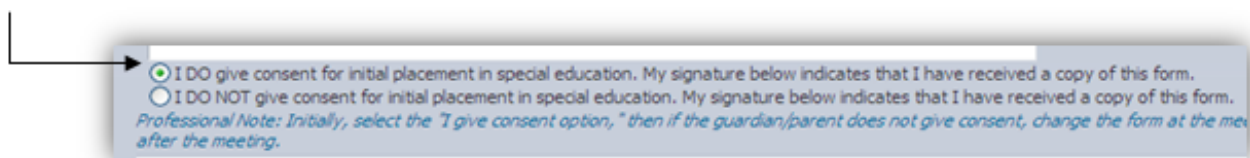
Select proposed placement

Check all reasons that apply

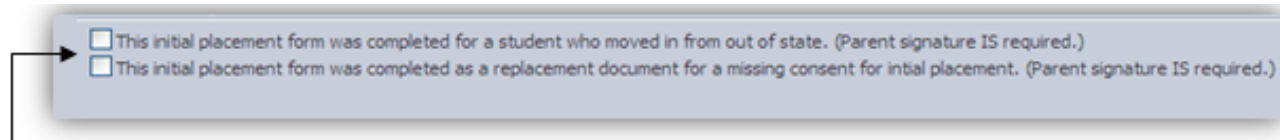
If you check Other, a
textbox has been
provided for you to
elaborate.



Select the "I give consent" option initially.



* If the guardian/parent does not give consent during the meeting, change the form by asking them to initial the change and update the screen following the meeting.



Check these boxes, if the student is moving in from out of state **and/or** if the initial placement form was completed as a replacement document for a missing form.

myIDEA Change of Placement

After selecting a student, click on *Change of Placement* button located on the right side of your screen.

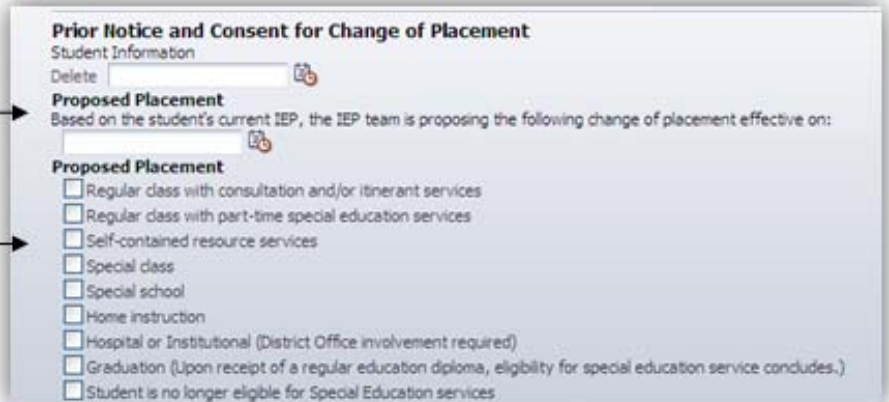


The screenshot shows the 'myIDEA' interface. On the left is a 'Find Student' section with a silhouette icon. On the right is the 'Change of Placement' form. The form has a 'Status' dropdown set to 'PENDING'. Below this is a 'Meeting Date' field with a calendar icon. Further down are fields for 'Finalized By', 'Updated Date' (22-Jul-2010), 'Updated By' (MARHAN/GON), 'Created Date' (22-Jul-2010), and 'Created By' (MARHAN/GON). At the bottom are buttons for 'Back', 'Save', 'Finalize', 'View', and 'Print'.

Enter the Meeting Date
(27-Oct-2010 format)

Select proposed change of
placement date

Check proposed placement



This form is titled 'Prior Notice and Consent for Change of Placement'. It includes a 'Student Information' section with a 'Delete' button. The 'Proposed Placement' section states: 'Based on the student's current IEP, the IEP team is proposing the following change of placement effective on:'. Below this is a list of placement options, each with a checkbox: 'Regular class with consultation and/or itinerant services', 'Regular class with part-time special education services', 'Self-contained resource services', 'Special class', 'Special school', 'Home instruction', 'Hospital or Institutional (District Office involvement required)', 'Graduation (Upon receipt of a regular education diploma, eligibility for special education service concludes.)', and 'Student is no longer eligible for Special Education services'.

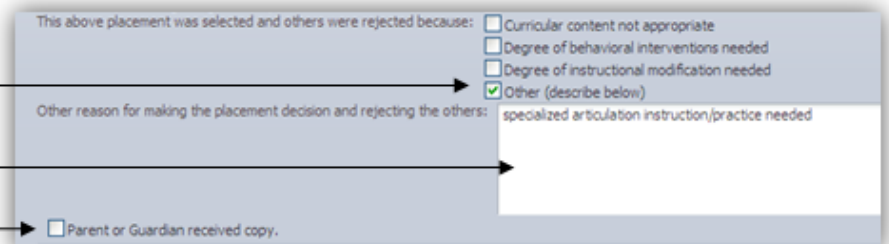


This form explains why a placement was rejected. It has a section 'This above placement was selected and others were rejected because:' with checkboxes for 'Curricular content not appropriate', 'Degree of behavioral interventions needed', 'Degree of instructional modification needed', and 'Other (describe below)'. Below this is a text area for 'Other reason for making the placement decision and rejecting the others:'.

Check all reasons that apply

If you check Other, a textbox has
been provided for you to
elaborate.

Check parent/guardian received
copy.



This is a continuation of the 'Reasons for rejection' form. The 'Other (describe below)' checkbox is now checked. The text area below it contains the text 'specialized articulation instruction/practice needed'. At the bottom, there is a checkbox for 'Parent or Guardian received copy.'.

Click *Finalize* and then *Print*.

Progress Report

(MyIDEA progress reports are a single option for progress reporting. Progress reporting is required at the end of each grading term, but the format of progress reports is a professional decision.)

Progress

1. Click the progress button:
2. Set the progress ranking in the corresponding term. Select the progress report date and enter comments as desired.

Progress:			
Term	Progress	Date	Comments
FALL	Sufficient to achieve master of skills	01-Sep-2010	Good with children.
WINTER	Insufficient to achieve mastery of skill	02-Sep-2010	working hard
SPRING	Sufficient to advance toward mastery of skills	08-Sep-2010	Comment goes here.

Save

3. Save.

Print

4. Print when all team members have completed progress report.
5. Finalize to create archive. You will finalize 4 times annually (2 times annually for preschool and post-

Finalize

high programs).

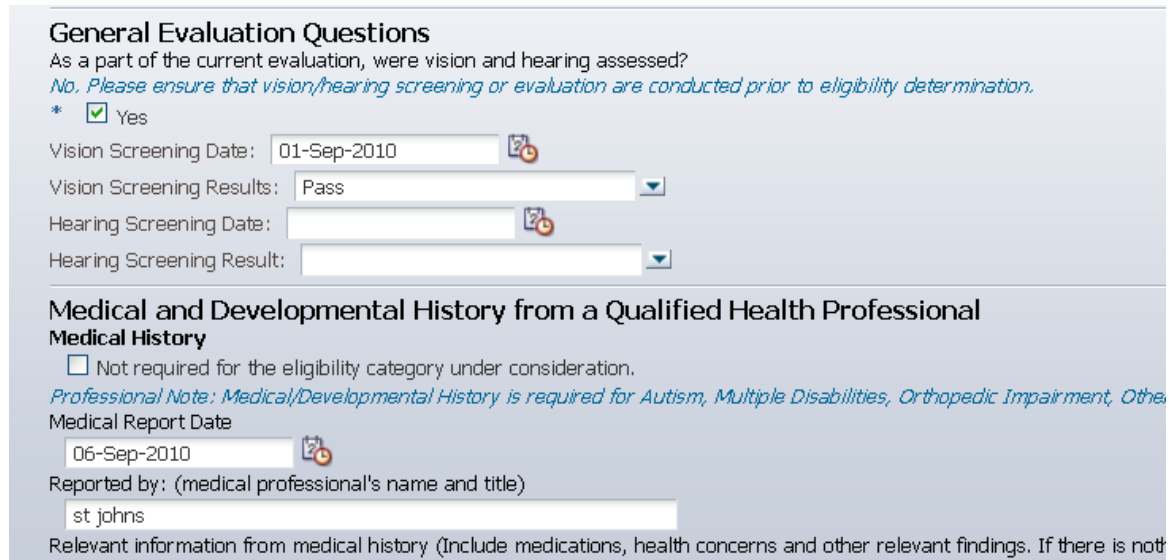
Re-Evaluation Data Review




Eligibility


RDR


1. Click the RDR button.
2. The Evaluation portion of the Eligibility document will show at the top of the form. Any updates made here will automatically update the eligibility and evaluation forms.





General Evaluation Questions
As a part of the current evaluation, were vision and hearing assessed?
No. Please ensure that vision/hearing screening or evaluation are conducted prior to eligibility determination.
* ☒ Yes

Vision Screening Date: 01-Sep-2010 

Vision Screening Results: Pass 

Hearing Screening Date: 

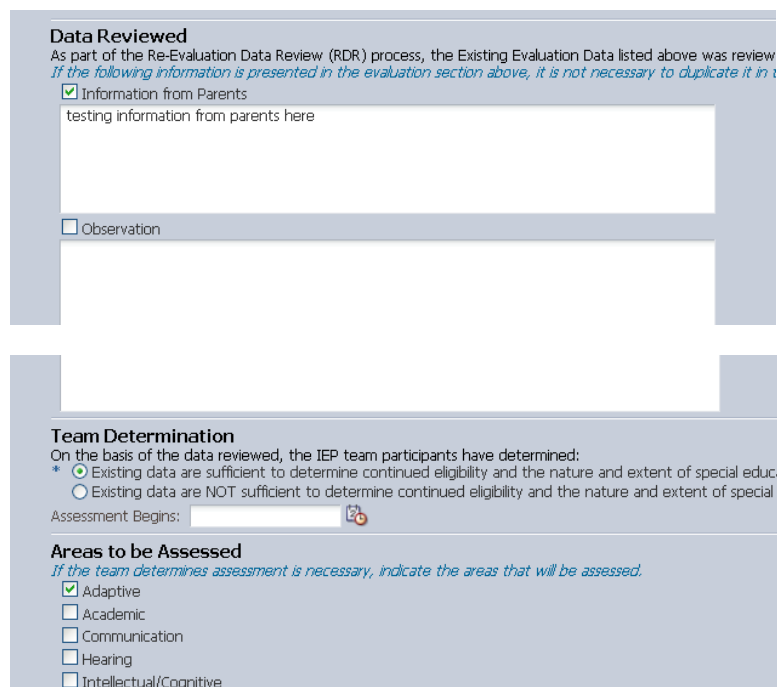
Hearing Screening Result: 

Medical and Developmental History from a Qualified Health Professional
Medical History
☐ Not required for the eligibility category under consideration.
Professional Note: Medical/Developmental History is required for Autism, Multiple Disabilities, Orthopedic Impairment, Other
Medical Report Date: 06-Sep-2010 

Reported by: (medical professional's name and title)
st johns


Relevant information from medical history (Include medications, health concerns and other relevant findings. If there is not

3. The Re-Evaluation Data Review portion follows the Evaluation Summary Information.



Data Reviewed
As part of the Re-Evaluation Data Review (RDR) process, the Existing Evaluation Data listed above was reviewed.
If the following information is presented in the evaluation section above, it is not necessary to duplicate it in this section.
☒ Information from Parents
testing information from parents here

☐ Observation

Team Determination
On the basis of the data reviewed, the IEP team participants have determined:
* ☒ Existing data are sufficient to determine continued eligibility and the nature and extent of special education.
☐ Existing data are NOT sufficient to determine continued eligibility and the nature and extent of special education.
Assessment Begins: 

Areas to be Assessed
If the team determines assessment is necessary, indicate the areas that will be assessed.
☒ Adaptive
☐ Academic
☐ Communication
☐ Hearing
☐ Intellectual/Cognitive

4. Complete the questions on the form.

5. Save.  Print. 

6. Hold the meeting where RDR is reviewed.

7. Finalize the document after the meeting so you create an archive of the meeting document.






8. See “View Archives” portion of training manual to open archives.

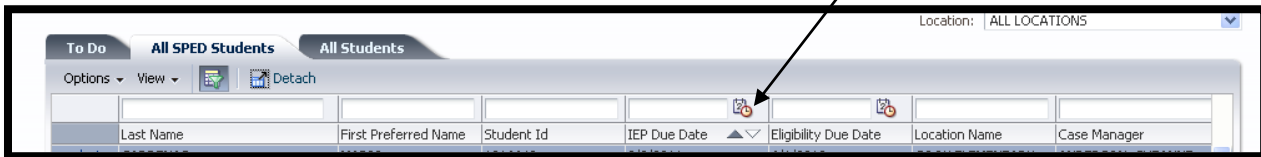
Create a list of all SPED students from myIDEA.

1. Sign into myIDEA at <https://myidea.davis.k12.ut.us/iep>
2. Select the All SPED Students Tab.

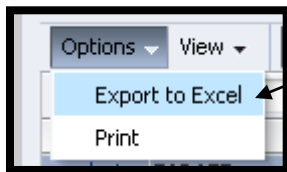


3. Set the desired location if necessary.

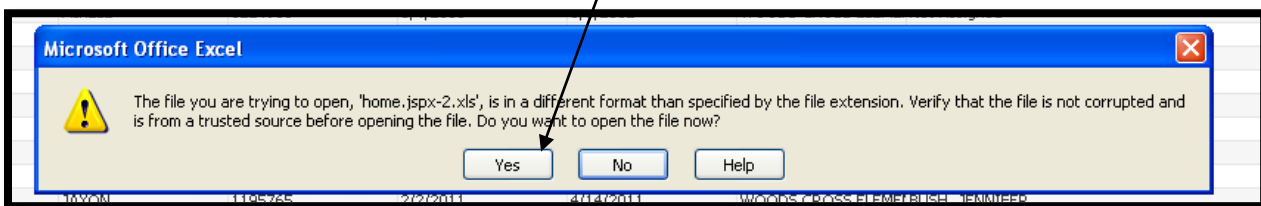
4. To re-order your columns mouse over the title of the column until the  arrows show. Click  to sort ascending and  to sort descending. Any column can be sorted.



5. The list can be exported to Excel. Click Options, then Export to Excel. When this is selected, Excel will automatically open.



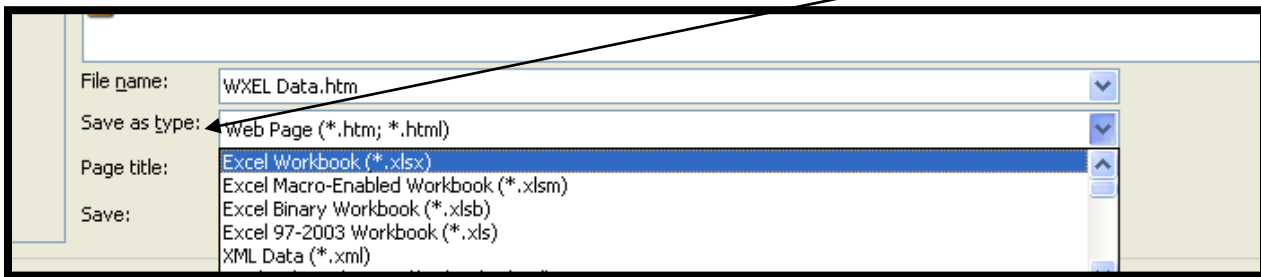
6. When this message displays, select . Your data will display.



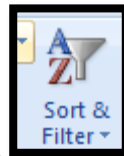
7. To save this report in Excel, Select Save or Save As. (Saving is not necessary, this data changes frequently it is best to view data from the site rather than relying on a saved document when possible.)



8. You will have to change the file type. In the bottom of the save menu, next to the label Save as type. Select Excel Workbook (at the TOP of the list). And Type in your file name.



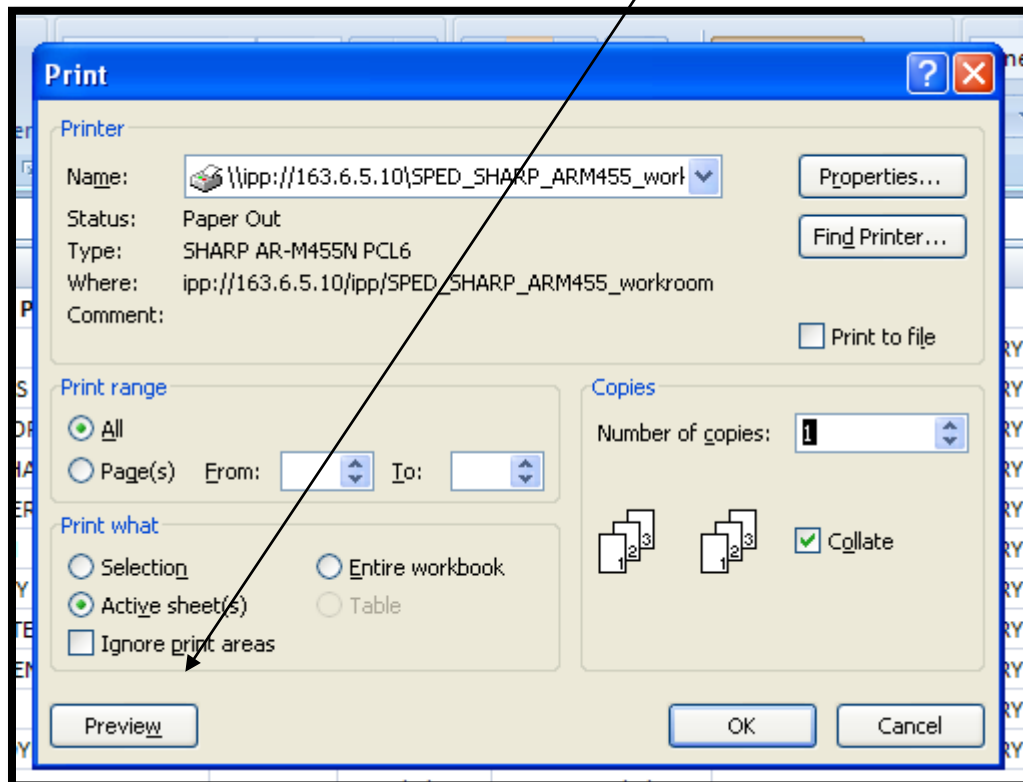
9. In Excel, you can sort and filter data to create multiple lists and/or views. For example, you can create an IEP



Due Date List and an Eligibility Due Date list using the button.



10. When printing in Excel, it is helpful to use the button on the print menu to configure your document to fit the page.





11. In the preview menu, the button will allow you to modify orientation and scale the page to fit a specified page range.

A screenshot of the "Page Setup" dialog box. It has two sections: "Orientation" and "Scaling". The "Orientation" section has two radio buttons: "Portrait" (selected) and "Landscape". The "Scaling" section has two radio buttons: "Adjust to:" (selected) and "Fit to:". The "Adjust to:" section has a text box with "100" and a dropdown arrow, followed by "% normal size". The "Fit to:" section has a text box with "1", followed by "page(s) wide by", a text box with "1", and "tall". Two arrows point from the text in the list item to the "Landscape" radio button and the "Fit to:" section.