

Web IEP Changes

Version 2010

July 1, 2010

Behavior Checkbox

The IEP team must consider the following when developing this IEP.

Behavior (in the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions, supports, and other strategies to address that behavior)

Yes, behavior is a concern and will be addressed in this IEP.

Yes, behavior is a concern and will be addressed in the attached Functional Behavioral Assessment and Behavior Intervention Plan.

No, behavior is not a concern.

Limited English proficiency (consider the language needs related to the IEP)

Yes, limited English is a concern and will be addressed in this IEP

No, limited English is not a concern

Communication and language, especially if the student is deaf or hard of hearing.

Yes, communication and language are a concern and will be addressed in this IEP.

Yes, communication and language are a concern and will be addressed in the attached Communication Plan for Deaf and Hard of Hearing.

No, communication and language are not a concern.

Braille instruction needs if this student has a visual impairment

Yes, Braille is needed and will be addressed in this IEP

No, Braille is not needed

Health Needs (intervention, procedures, or services required in order to access education)

Yes, health is a concern and will be addressed in this IEP.

Yes, health is a concern and will be addressed in the health plan in the student health records.

No, health is not a concern.

Assistive Technology (services, software, and devices needed to access the general education curriculum)

Yes, assistive technology is needed and will be addressed in this IEP.

No, assistive technology is not needed

FBA & BIP

The Behavior checkbox indicated above will trigger the requirement of an FBA and BIP as determined by the 'Incomplete Data Report (IDR)'. When this box is checked, the IDR will check for the presence of a 'Finalized' FBA. If there is none, the IDR will report "There is no FBA or the FBA is not Finalized'."

The indication on the bottom of the FBA for the need of a BIP will trigger the requirement of a BIP as determined by the IDR. When the FBA indicates that a BIP will be developed, the BIP will be required. If there is no BIP or the BIP is not 'Finalized', the IDR will report "There is no BIP or the BIP is not 'Finalized'."

Archiving

The Behavior checkbox will also control the presence of the FBA and BIP in the archive of an IEP. Remember, FBA and BIP documents are not tied to an IEP. They are independent forms that continue from year to year with unlimited revision.

When the Behavior checkbox is checked, all FBA and BIP documents will be included in the archive of an IEP. When the Behavior checkbox is not checked, no FBA and BIP documents will be included in the archives.

IMS Data Summary

The Additional Forms section at the bottom of the IMS Data Summary will not include the FBA or BIP forms when the Behavior checkbox on Page B is not checked.

Graphing

The entire graph image generation process has been redesigned and the code is entirely new. The new code will generate graphs with existing graph data.

These items have been removed from the 'Graph Setup' screen:

- Norm Data
 - 25% Norm data
 - 50% Norm data
 - Norm shading on graph object
- Printed paper size options - 8.5 X 11 landscape is defaulted for all graphs.
- Number of Trend Line points - 7 is the standard for all graphs.
- Line shape and color options - all options for users to change any of the formatting for lines has been removed.
- Summer Months - there is no longer an option to exclude summer months. The graph will always display the entire date range specified by the beginning and ending dates.

The following items have been added:

- Separate score date entry for Data Set A and Data Set B - If the teacher only wants to do trend line analysis on Data Set A, they can still track a second set of data on one graph and that second set of data does not need to share a collection date with Data Set A.
- Peer Line - The Peer Line is an optional line drawn on the graph if a beginning value and ending value are entered. If a beginning value is entered, an ending value is required.
- Four Point Advice - The graph screen (not the printed graph) will display advice for the teacher, in bold red text, if the most recent four consecutive points within the current phase are above or below the aim line.
- Comments on the Graph - The teacher will be able to select comments from choices provided by the program. These comments can be placed on the graph in relationship with the comment date along the X axis. The comments can be added with or without the addition of a Phase Line or a score. *(see Comment Table at end of this document)*
- Collection of scores over a maximum range of 395 days. The end date of all scores will be the Page A Duration To: date, but the begin date will be entered by the user and flexible, up to 395 days prior to the Duration To: date. This will allow for the entry of 'pre-baseline' scores.
- Score line(s) are broken by a phase change.
- Score points entered for dates prior to a score marked as a Baseline are not connected and are not included in the generation of a Trendline.

Graph Setup [Jump To Scores](#)

Y Axis Label: _____ % of correct answers

Minimum Y Score: Maximum Y Score:

Starting Date: Ending Date:

AIM LINE [?](#)

Goal Starting Point: Goal Ending Point:

PEER LINE

Peer Line Starting Point: Peer Line Ending Point:

PHASE LINE

All 'Phase Change' scores represent: Last score of old phase First score of new phase

DATASET "A"

Legend Text:

DATASET "B"

Legend Text:

Goal Results (optional) [Jump to Top of Page](#)

Goal Results

Goal Area: Progress: Status:

Graph Score Data [Jump to Top of Page](#)

Number of Blank Lines:

1. Starting date can be 30 days before IEP Duration From date.
2. Peer Line is optional
3. Phase line radio button tells the phase line where to break the score line. "Last Score of old phase" will break the line after the data point. "First score of new phase" will break the line prior to the data point.
4. Number of Blank Lines sets the number of blank score data entry records to maintain each time Graph Setup is saved.

Number of Blank Lines:

Row Number;	Date	% of correct answers		Base Line	Comment	Phase Line	Comment or Phase Text	Delete
21				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
19				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
18				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
17				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
16	5/21/2010	40		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
15	5/13/2010	60		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
14	5/4/2010	30		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
13	4/16/2010	50		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
12	4/6/2010	50		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
11	3/10/2010	40		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
10	2/26/2010	70		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
9	2/18/2010	50		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
8	1/29/2010	20		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
7	1/19/2010	90		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
6	12/16/2009	30		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
5	11/19/2009	50		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
4	11/9/2009	40		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
3	10/26/2009	60		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

5. Note that the scores are ordered from most recent to oldest. This will eliminate a lot of scrolling on the page when doing data entry.
6. Number one support issue. The old comments are now ignored and must be replaced by comments selectable in the drop down list.
 - a. If they need to know what the old original comments are, they will need to print the graph (print Preview)
 - b. Either uncheck the phase checkbox or select an appropriate comment.

The Comment Table below has been approved by the Bureau:

Comment or Phase Change text	Comment Only	Phase change only	Both Phase change and comment
School break began	X		
School break ended	X		
Extended student absence began	X		
Extended student absence ended	X		
Instructional materials change			X
Instructional procedure/strategy change		X	
Instructor changed	X		
Increased instructional minutes		X	
Decreased instructional minutes		X	
Location of instruction change	X		
Teacher/student ratio increased			X
Teacher/student ratio decreased			X
Assessment Materials Change		X	
Medication Change	X		
Data Reviewed, No Change	X		

Required System Data

Last year we added a choice field to the right of the question “The student was placed in this school/facility at the direction of:”.

Required System Data	
Ethnicity: (See Below)	Shortened school day <input type="checkbox"/> Basis for enrollment: <u>RD</u> L
Disability(ies) <u>EI</u> L	Full Time: <input checked="" type="checkbox"/> Part Time: <input type="checkbox"/> Served status: <u>F</u> L
Early Childhood Setting: _____	Final exit: _____ L Weighted Enrollment Factor: Recommended: <u>0.00</u> L Current: <u>0.00</u>
Domicile district: <u>2007</u> L <u>Eldora-New Providence</u>	Roster change(s): _____ L
Domicile building: <u>0409</u> L <u>Eldora-New Providence Elementary</u>	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The student receives 50% or more of his/her special education services in the Attending Building. If no, select the building where the student receives 50% or more of his/her special education services. 50% or more of special education services provided at: <u>Eldora-New Providence Elementary</u> Facility Type: <u>10</u> The District is: <u>Eldora-New Providence Comm School Distr</u>
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does this student reside the majority of nights at this facility? Setting Code: <u>A</u>
The student was placed in this school/facility at the direction of: <u>IEP Team Choice</u> ▼	
Copies to:	_____

When the Attending Building is a public school AND the Yes box is checked for the 50% question, this data field will automatically be completed with the choice “IEP Team Choice”. No user intervention should be required.

If the 50% building is not a public school, the user will need to indicate who placed the student in this facility. The Incomplete Data Report will remind users to complete this data.

Many times the correct answer is also the choice "IEP Team choice". But, in the case of Correctional Facilities the answer may be "DHS Ordered" or "Court Ordered". In the case of home schooled buildings the choice is most often "Parent Choice".

The 50% question will need re-addressed each time an IEP is Amended.

On an unrelated topic, the Race/Ethnicity information will automatically be placed on a new IEP if the information is available from previous IEPs.