

TN PULSE: Individual Education Program (IEP) and Individual Service Plan (ISP) Manual For Users and Administrators

Tennessee Department of Education | July 2023

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TN PULSE Logistics

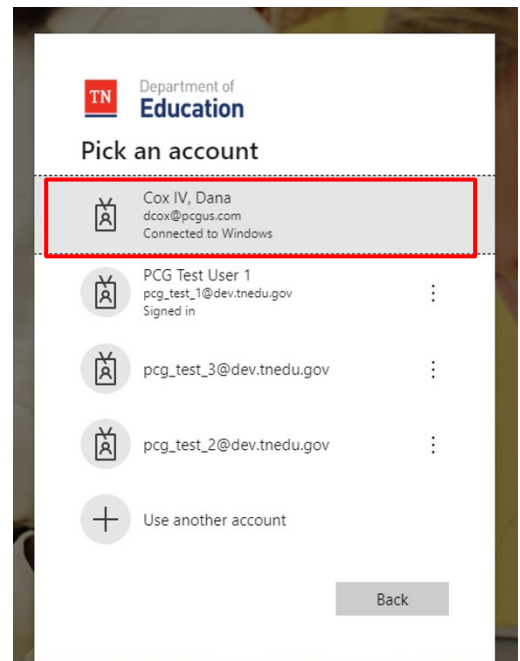
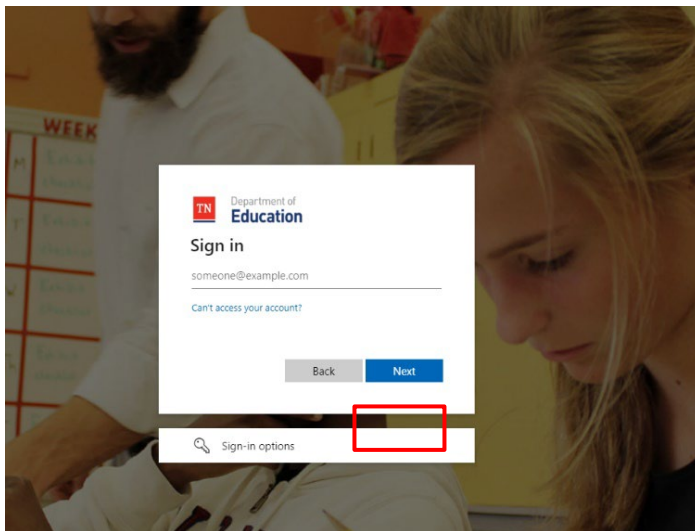
TN PULSE is the newly designed statewide data management system that offers a comprehensive platform to develop and house student learning plans. TN PULSE replaces the previously used **EdPlan** portal with expanded functionality to serve as the system of record for Individualized Education Programs (IEPs), Individualized Learning Plans-Characteristics of Dyslexia (ILP-Ds), and Individualized Learning Plans (ILPs) for English learners, as well as Section 504 plans.

Logging into TN Pulse

1. Open a web browser and use the below URL for Single-Sign-On.

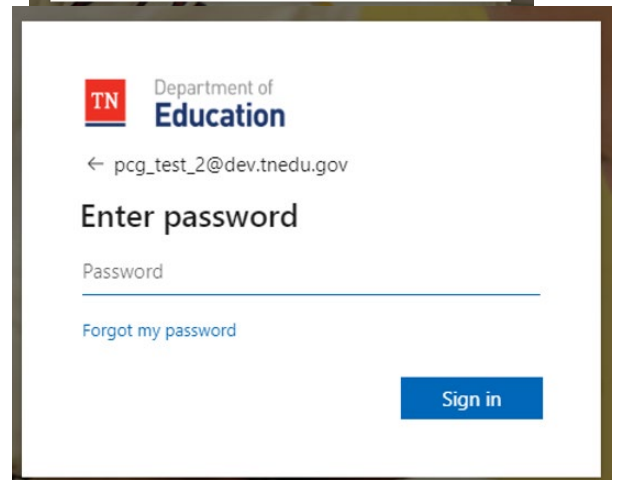
https://tnpulse.pcgeducation.com/easyiep.plx?op=openid_connect_login&OpenID_Set=1

2. When clicking the link, the user will be redirected to the TN Department of Education login. Enter your email address and click **Next** to enter your password or **Pick an Account** if there are multiple accounts available.



3. When the password is entered, the user will be logged into their district.

*Note: The **username** is not case sensitive, but the **password** is case sensitive and must have at least eight characters. Please do not leave your password for others to see or select **Yes** in the box that asks, "Do you want Internet Explorer to remember this password?"*



Electronic End-User Agreement

Upon initial login to TN Pulse, users must acknowledge they have read and understand the PCG End-User Agreement policy. They acknowledge this by clicking **Agree** on the initial log-in page. If a user does not acknowledge and clicks **Do Not Agree**, they are automatically logged out of TN Pulse.

Public Consulting Group, LLC.
Electronic End-User Agreement
PCG Licensed Products

NOTICE TO END-USER: BY SELECTING "I AGREE" BELOW, YOU AGREE TO ALL OF THE REPRESENTATIONS AND TERMS SET FORTH BELOW.

Tennessee Reference System ("the School System") has purchased a license to use a Public Consulting Group, LLC. ("PCG") electronic software product subject to the provisions of a licensing agreement between the School System and PCG ("the PCG Licensed Product"). (PCG Licensed Products include, but are not limited to: BehaviorPlus™, ClassroomTrac™, EasyIEP™, and EasyTrac™.)

You, the End-User of the PCG Licensed Product, represent and agree as follows:

1. You are an employee of the School System and you are authorized by the School System to use the PCG Licensed Product.
2. You will use the PCG Licensed Product only for authorized School System purposes, at locations authorized by School System.
3. You will not share your password with any other person, and will change your password as may be required by PCG or School System.
4. You will not access or attempt to access the PCG Licensed Product software that is not intended for user access, and will not copy, transfer, reverse engineer, disassemble, decompile, distribute, modify, translate, or create derivative works of the PCG Licensed Product software or any part of the PCG Licensed Product software.
5. You acknowledge that the PCG Licensed Product is the property of PCG and is protected by copyright, trade secret and contract laws.
6. This service may contain translation powered by Google. Google disclaims all warranties related to the translations, express or implied, including any warranties of accuracy, reliability, and any implied warranties of merchantability, fitness for a particular purpose and noninfringement.

Note: Clicking on "Don't Agree" will log you out

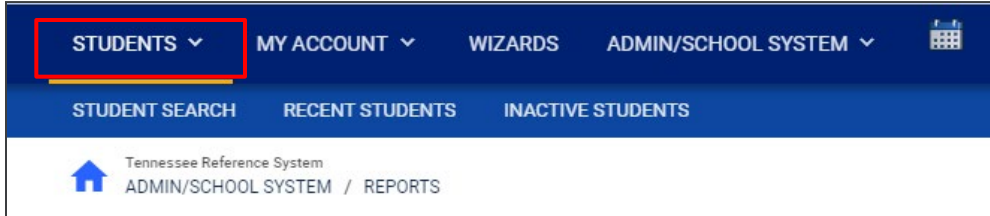
Main Menu Bar

The **Main Menu** bar is the primary menu for navigating TN Pulse. From here, users can search for students, navigate wizards which simplify more complicated tasks through a sequence of small tasks, search for previously generated documents and reports, and other admin/school system-related functions.



Students

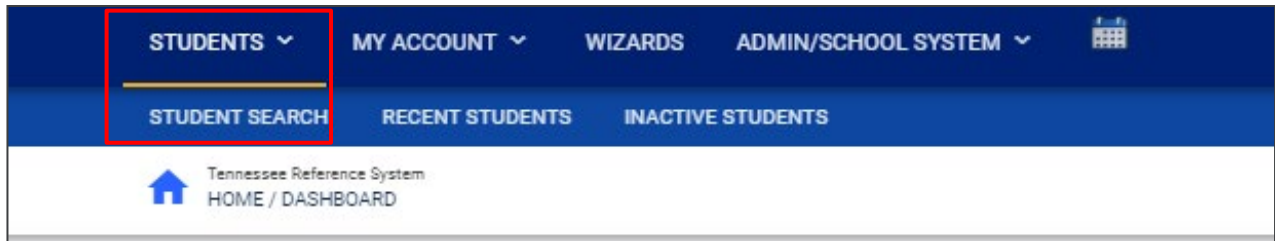
The **Students Menu** allows users to search for recent and inactive students.



Student Search

All students are enrolled in the district's [SIS package](#) (e.g., PowerSchool, Skyward, etc.) and imported into TN PULSE. When searching for students, all students will be listed in TN PULSE. However, students who have a unique learning need will be indicated by specific **Domin Indicators** for each plan. A certain number of students appear on the screen depending on the search criteria. Narrow the search by entering the first three letters of the child's last name and selecting the **domain** check box. The student search screen will appear differently based on each user's permissions. Some users are only able to view their individual caseload.

1. From the **Main Menu**, select **Students** , then click **Student Search**.



2. Enter search criteria, such as **Student Last Name**. Select a **Grade Level, Domains, Additional Programs, and/or School** to narrow the search. If the search results provide a list too large for one page, enter an alphabetical range in the last name field (e.g., "a...m"). This allows the user to see a portion of the students at one time. Click **View Students**.

Student Criteria [VIEW MY CASELOAD](#) [ADVANCED SEARCH](#)

Student Last Name Exact Match

Student First Name Exact Match

Student Middle Name Exact Match

State ID Number Exact Match

Student ID Exact Match

Date of Birth

Grade Level

School

Only include Students where I am Case Manager

Medicaid Status

Include Inactive Students

Additional Programs

English Second Language (ESL) Parentally Placed Private School

Early Childhood Placement

Domains

IEP ISP

Section 504 ILP

ILP-D

Sort By

Open Results in a New Window

[VIEW STUDENTS](#)

3. The student's record or a list of students that meet the selected criteria appears.
4. Selecting **View My Caseload** button displays an individualized user's caseload.
5. Select the name of the student to open the student's record.

▼ Status

General Ed Child Study Referral

Evaluation Eligibility Special Ed

IEP ISP Section 504 Referral

Section 504 Eligible Section 504 Plan LEP Referral

LEP Identification LEP Plan

▼ Additional Programs

English Second Language (ESL) Parentally Placed Private School Early Childhood Placement

▼ Compliance Status

	Compliant	Warning	Overdue
Initial Consent for Eligibility Evaluation Received	<input type="checkbox"/> ✓	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
Parent Consent	<input type="checkbox"/> ✓	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
Eligibility Determination	<input type="checkbox"/> ✓	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
IEP	<input type="checkbox"/> ✓	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
ISP	<input type="checkbox"/> ✓	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
Transfer	<input type="checkbox"/>	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
Section 504 Parent Consent	<input type="checkbox"/> 5	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
Section 504 Eligibility	<input type="checkbox"/> 5	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
Section 504 Plan	<input type="checkbox"/> 5	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
ILP-D Eligibility	<input type="checkbox"/> D	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠
ILP-D	<input type="checkbox"/> D	<input type="checkbox"/> ⚠	<input type="checkbox"/> ⚠

*Note: To narrow the search even further, click **Advanced Search** to filter by **Disabilities, Related Services, Additional Programs, etc.***

Each student record displays a separate column for first name, middle name, and last name. Users can sort by student first or last name. Once a user clicks on the name of the student, the student’s personal information page appears.

Select a Student										PRINT RESULTS	EXPORT RESULTS	SEARCH AGAIN
CP ↑	State ID ↑	First Name ↑	Middle Name ↑	LastName ↑	Date of Birth ↑	School ↑	Grade ↑	Serving School ↑	Case Manager ↑	Domains ↑		
✓✓	123456	Benjamin		Test	09/28/2018	abc	K		Emma Test			
T ✓		Blake1		Test	12/09/2000	SS	10		Jennifer Test Stem	IEP		
✓✓	161215	Bobby		Test	08/01/2017	abc	K		Jennifer Test Stem	IEP		
E ✓	123456711111	Bruce		test	06/15/2001		11					
E ✓	TESTBUG	Bug	Bunny	Test	04/01/2014	SS	02		Jennifer Test Stem			
E ✓	2650676	Calvin	David	Test	02/08/2000	SS	10		Jennifer Test Stem			
T ✓	0239230	Cam	Bell	Test	08/03/2000	SS	10		Jennifer Test Stem	IEP		

Domain Indicators

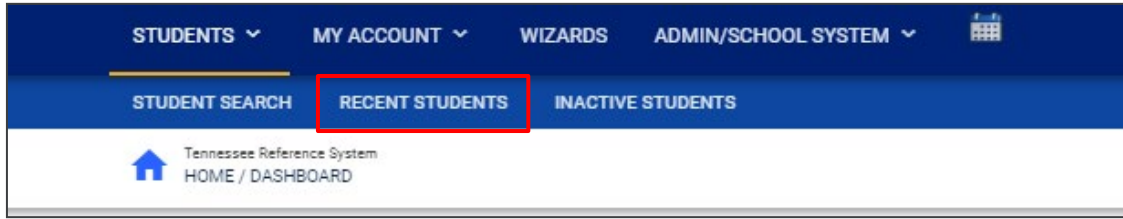
When searching for a student, the last column will provide symbols indicating a student’s current domain status. The domain indicators are listed below.

Select a Student														PRINT RESULTS	EXPORT RESULTS	SEARCH AGAIN
Del ↑	CP ↑	LastName ↑	First Name ↑	Middle Name ↑	Age ↑	State ID ↑	Student ID ↑	Grade ↑	School ↑	Last Elig ↑	Last IEP ↑	Dis ↑	Case Manager ↑	Domains ↓		
<input type="checkbox"/>	ST ✓	Test	Alicia	Bagelly	15 Years	ABT8334	ABT8334	11	SS	01/01/2021	07/23/2013	SLD		IEP 504		
<input type="checkbox"/>	ST L ✓	Test	Amanda		9 Years	0000001	0000001	03	ES	03/01/2023	04/21/2023	SI,TBI		ILP-D 504		
<input type="checkbox"/>	T ST ✓	Test	Andy	Notebook	19 Years	ABC1230	ABC1230			12/08/2016	12/08/2016	LI		ILP 504		
<input type="checkbox"/>	ST ✓	Test	Alice		14 Years	33333332	3445322	09	abc	03/27/2023	08/07/2019	SLD		IEP ISP		
<input type="checkbox"/>	T ✓	Test	Angela		17 Years	TEST09876	TEST09876	08	TEST	01/17/2019	08/07/2019	SLD		ILP-D		

Symbol	Description
IEP	Students with an Individualized Education Program (IEP)
ISP	Students with an Individualized Service Plan (ISP)
504	Student with a Section 504 Plan
ILP-D	Students with an Individual Learning Plan-Dyslexia (ILP-D)
ILP	Students with an Individual Learning Plan (ILP)

Recent Students

The **Recent Students** section will list students a user has recently searched for via **Student Search**.

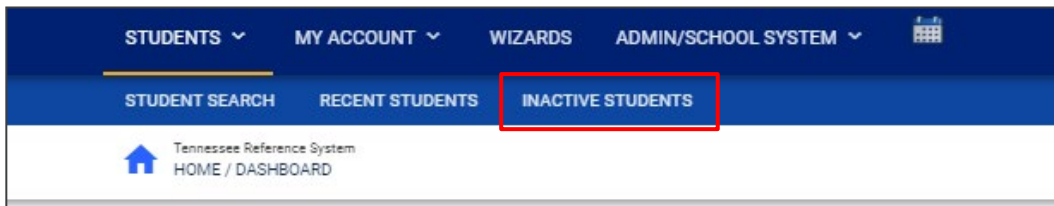


Select a Student [PRINT RESULTS](#) [EXPORT RESULTS](#) [SEARCH AGAIN](#)

Last Accessed	CP	State ID	First Name	Middle Name	LastName	Date of Birth	School	Grade	Serving School	Case Manager	Domains
06/19/2023 14:18:02	<input checked="" type="checkbox"/> 5	33333332	Alice		Test	09/02/2008	abc	09		Emma Test	IEP
06/19/2023 13:18:48	<input checked="" type="checkbox"/> 67 L	0000001	Amanda		Test	03/01/2014	ES	03		Jennifer Briggs	IEP 504
06/19/2023 13:04:38	<input type="checkbox"/> A		Denise		Test	05/01/2008	SS	04		Emma Test	
06/19/2023 13:04:08	<input checked="" type="checkbox"/> A	123456	Benjamin		Test	09/28/2018	abc	K		Emma Test	

Showing 1 to 4 of 4 entries Previous **1** Next

Inactive Students



For users with the appropriate access and permissions to search for inactive students, click the **Inactive Students** tab from the **Students Menu**. This search allows users to search by **Last Name**, **Date of Birth**, **Student or State ID Number**, **Exit Reason**, and **Dates Exited**. To search exact wording, select the checkbox next to **Exact Match**.

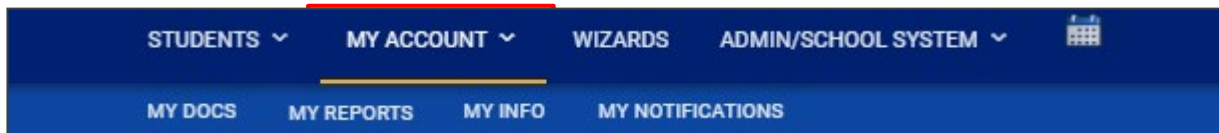
Click **View Inactive Students** to view a list of inactive students who meet the criteria provided.

Select a student by clicking on the student's name to be directed to his/her **Documents** page.

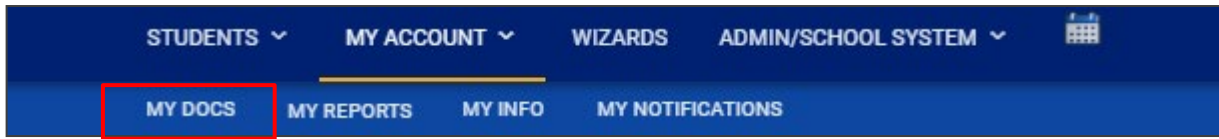
Student ID	State ID Number	Name	Date of Birth	School	Date Exited	Reason for Exiting
TESTSTUDENT164	T164	Abigail Rider Test	01/20/2004	SS	06/22/2021	Moved, Known to be Continuing
TEST123498	TEST123498	Activestudent2 Test	01/01/1995	abc	10/25/2017	Graduated with Regular Diploma
TESTTRAINING14	TestTraining14	ALEX JOHN TEST	02/18/2003	TEST	06/13/2017	Graduated with Regular Diploma
AJT7777	A77	Alex John Test	10/01/2011	SS	06/22/2021	Moved, Known to be Continuing
909787867	909787867	Barrett 2-Dec Test	08/06/2006	TEST	12/08/2017	Moved, Known to be Continuing

My Account

The **My Account** menu allows users to review documents, reports, account information, and notifications.



My Docs



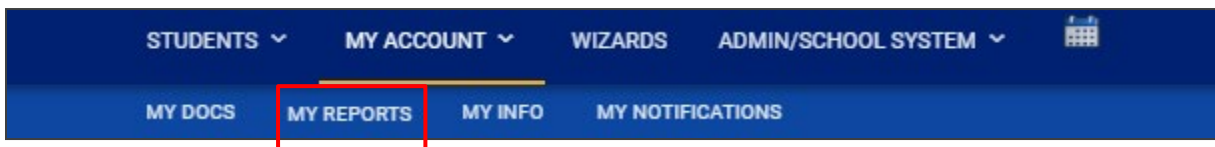
The **My Docs** tab lists all documents the Case Manager has created for the student or those previously created by someone else within the past year, including draft documents that have not expired, or a subset of those documents if the search page was used or if coming to this section from the **Progress Report Wizard**. This page appears immediately after running the **Progress Report Wizard** and can always be accessed using the **My Docs** tab in the menu above. To print a document, click **Document Type** in the list, then use the **printer** icon that appears in the toolbar directly above the document itself. To print documents in a batch, use the checkboxes to select individual documents or click **Check All** to select all documents listed.

The screenshot shows a table with columns: Date Created, Created By, Student, Batch, Document, Year / Report Pd, and Status. Above the table are two buttons: 'CHECK ALL' and 'CHECK NONE', both highlighted with red boxes. The table contains several rows of document entries with checkboxes in the 'Batch' column.

Date Created	Created By	Student	Batch	Document	Year / Report Pd	Status
06/18/2023	Emma Test	Denise Test	<input checked="" type="checkbox"/>	Section 504 Eligibility Report	PDF	Accepted
06/17/2023	Emma Gonsalves	Benjamin Test	<input type="checkbox"/>	Timeline Extension Report (New)	PDF	(Draft)
06/17/2023	Emma Gonsalves	Benjamin Test	<input checked="" type="checkbox"/>	Timeline Extension Report (New)	PDF	Proposed
06/17/2023	Emma Test	Denise Test	<input type="checkbox"/>	Eligibility Report - Eligible	PDF	Accepted
06/16/2023	Emma Test	Denise Test	<input checked="" type="checkbox"/>	Timeline Extension Report (New)	PDF	(Draft)
06/16/2023	Emma Test	Denise Test	<input type="checkbox"/>	Invitation to Meeting	PDF	(Draft)
06/16/2023	Emma Test	Denise Test	<input type="checkbox"/>	Consent for Initial Assessment	PDF	

My Reports

The **My Reports** tab lists all reports a Case Manager has created or those previously created by someone else within the past year including draft documents that have not expired.

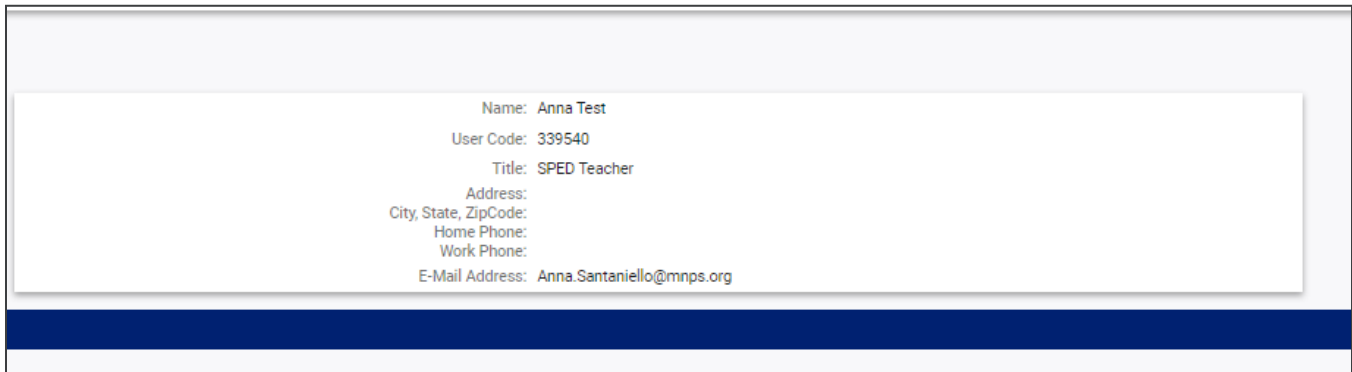
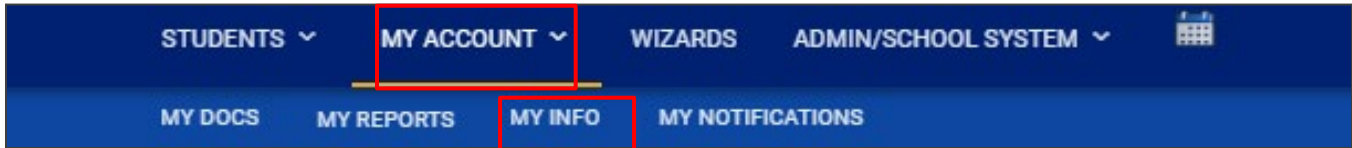


The screenshot shows a table with columns: Report, Date Created, Created By, and Report Level. The Report Level column is further divided into System, School, and User. The table lists several reports, including Personnel Report Table 2 Details and Accommodations Report.

Report	Date Created	Created By	Report Level		
			System	School	User
Personnel Report Table 2 Details (PDF)	04/30/2023 23:32:00	Jennifer Stem	Yes		
Personnel Report Table 2 Details (XLS)	04/30/2023 23:32:00	Jennifer Stem	Yes		
Personnel Report Table 2 Details (XLS)	04/30/2023 23:22:00	Jennifer Stem	Yes		
Personnel Report Table 2 Details (PDF)	04/30/2023 23:21:00	Jennifer Stem	Yes		
Contacts Report (XLS)	03/23/2023 14:05:00	Jennifer Stem	Yes		
Accommodations Report (PDF)	12/10/2022 10:25:00	Jody Hughes	Yes		

My Info

The **My Info** tab allows users to view their demographic information. Click **My Account** from the **Main Menu** bar, then select **My Info**.



My Notifications

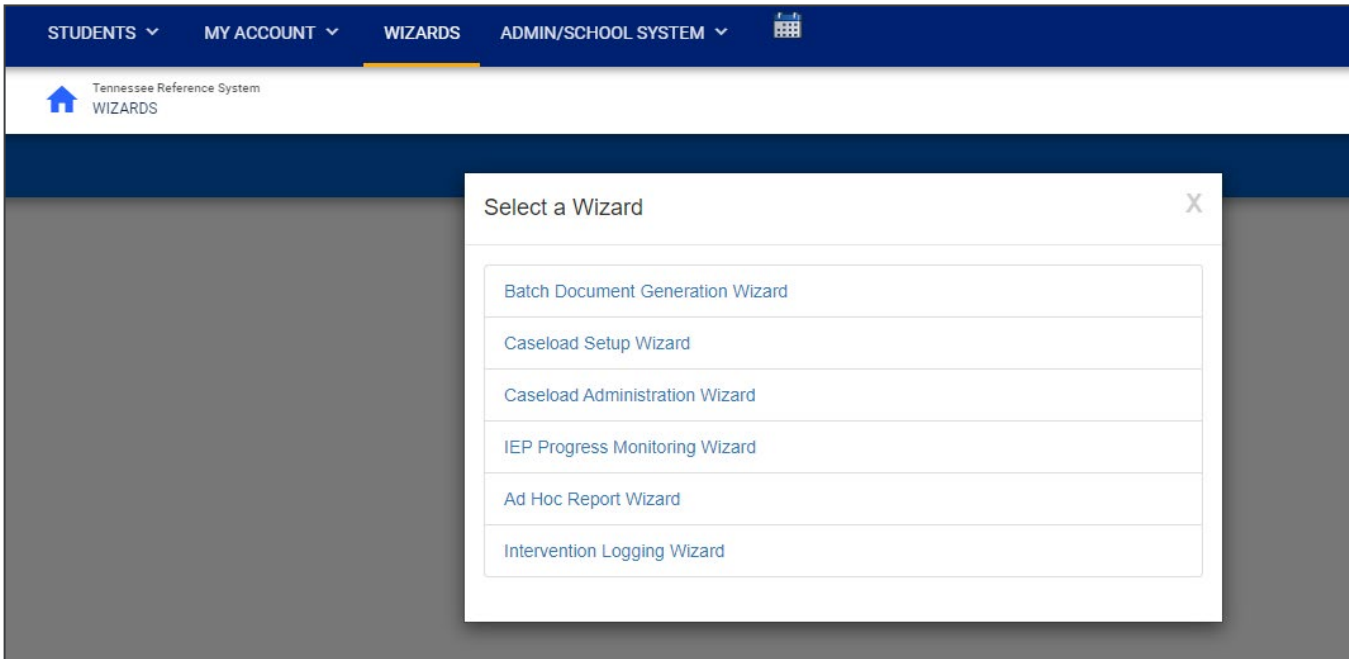
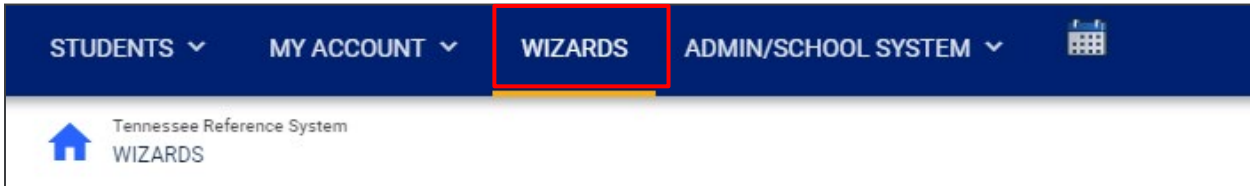
The **My Notifications** tab displays all system generated messages the user has received. If the user has unread messages, a **New Messages** section will appear at the top of the page. Below any new messages, a **Previous Messages** section will display all messages the user has previously sent or received. To mark messages as read, click each checkbox individually or select **Check All**.

The screenshot shows a section titled 'New Messages' with a 'Mark as Read?' dropdown menu. Below the menu are two buttons: 'CHECK ALL' and 'CHECK NONE'. A table of messages follows, with a red box highlighting the checkboxes in the first column. An arrow points to the 'Mark as Read?' dropdown.

	From	Site	ID	Domain	Date	Message Type	Subject	Message	Age (hr:min)
<input checked="" type="checkbox"/>	Help Desk	tnstatedemoref	8209343	General	05/21/2023 02:46:00	Alert	EDPlan Reminder	Weekly Reminder to send out no...	29 days, 9 hr
<input type="checkbox"/>	Help Desk	tnstatedemo4	8209050	General	05/21/2023 02:46:00	Alert	EDPlan Reminder	Weekly Reminder to send out no...	29 days, 9 hr
<input checked="" type="checkbox"/>	Help Desk	tnstatedemo3	8208757	General	05/21/2023 02:45:00	Alert	EDPlan Reminder	Weekly Reminder to send out no...	29 days, 9 hr
<input checked="" type="checkbox"/>	Help Desk	tnstatedemo2	8208464	General	05/21/2023 02:45:00	Alert	EDPlan Reminder	Weekly Reminder to send out no...	29 days, 9 hr
<input type="checkbox"/>	Help Desk	tnstatedemo1	8208169	General	05/21/2023 02:44:00	Alert	EDPlan Reminder	Weekly Reminder to send out no...	29 days, 9 hr
<input checked="" type="checkbox"/>	Help Desk	tnstatedemoref	8187479	General	05/14/2023 05:35:00	Alert	EDPlan Reminder	Weekly Reminder to send out no...	36 days, 6 hr
<input checked="" type="checkbox"/>	Help Desk	tnstatedemo4	8187185	General	05/14/2023 05:34:00	Alert	EDPlan Reminder	Weekly Reminder to send out no...	36 days, 6 hr

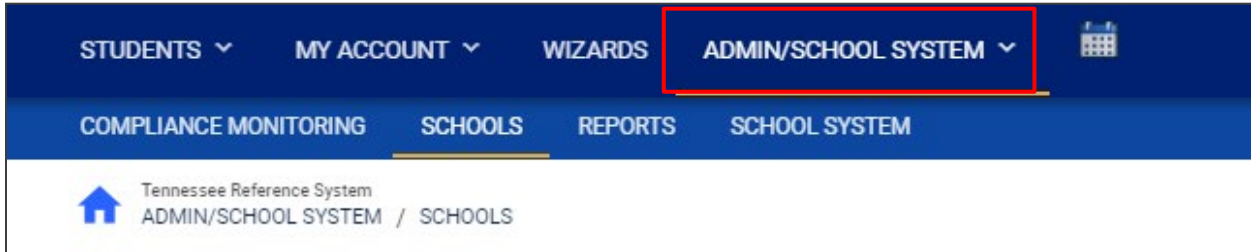
Wizards

The **Wizards Menu** will direct users to a list of Wizards, or a set of simplified, sequential controls for guiding users through a complex task, offered within TN Pulse. Depending on the user's permissions, this list may vary. A few examples are shown below. Additional user guides will be provided with details on the Wizard functionality.



Admin/School System

The **Admin/School System Menu** allows users to view, edit and manage areas of TN Pulse from an administrator viewpoint, including student transfers, managing school information across the district, reporting, managing users, compliance monitoring, etc.

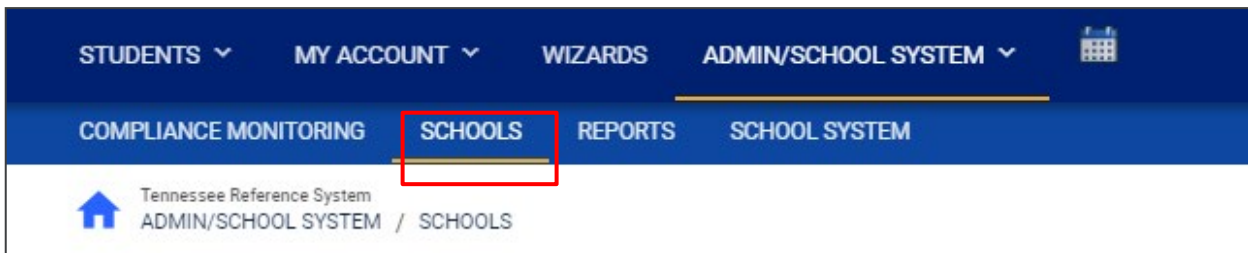


Compliance Monitoring

Please refer to the **TN Pulse Compliance Monitoring Manual** for more information regarding Compliance Monitoring.

Schools

The **Schools** tab allows users to view individual school information for schools within the district.



Users can view school information by clicking on an individual school name or the **pencil** icon under **Details**. This will open a new window. Click **View School Changes** to enter the criteria for the school changes entered in the system.

CP #	School Name	Abbrev	Code	Address	City/State/Zip	Phone	Fax	Email	Details
	abc & test school	abc	1234	1111 test circle	tester, TN				
	New School	NS				615-555-1234			
	Sample School	SS	SS	123 Any Street	Any Town, TN	555-555-5555	555-555-5556	test@test.com	
	Test School	TEST	TEST						

Showing 1 to 4 of 4 entries

Previous 1 Next

Sample School Details

[VIEW SCHOOL CHANGES](#)

School Name
Sample School

Abbreviation
SS

External School

School Code
SS

Type of School
Elementary

School System

The **School System** tab allows users to view information on their designated school district. This information is **read-only** depending on the user's permissions. School contact information is also listed here.

STUDENTS ▾ MY ACCOUNT ▾ WIZARDS ADMIN/SCHOOL SYSTEM ▾

COMPLIANCE MONITORING SCHOOLS REPORTS **SCHOOL SYSTEM**

Tennessee Reference System
ADMIN/SCHOOL SYSTEM / SCHOOLS

Tennessee Reference System
ADMIN/SCHOOL SYSTEM / SCHOOL SYSTEM

Tennessee Reference System

School System Name: Tennessee Reference System

School Year: 2022-2023

School System Code: tnref0001

Address: 710 James Robertson Parkway

City: Nashville

State: TN

Zip Code: 37243

Phone Number: 777-777-7777

Fax Number:

E-Mail Address:

Time Zone: US/Eastern (GMT -05:00)

Uploaded Documents Quota (in bytes): 2147483647 (2048.00 MB)

Bytes Uploaded this Month: 0

Reports

The **Reports** tab lists any **Drill Down Reports**, **Scheduled Reports**, and **Saved System Reports** generated within the district.

The screenshot displays the 'Reports' section of a software interface. It is divided into three main areas:

- Drill-Down Reports:** This section contains sub-sections for 'Student Reports', 'User Reports', 'Service Reports', and 'Service Log Reports'. Each sub-section currently shows '(None Available)'. There is also a 'Service Log Report' link.
- Scheduled Reports:** A list of reports scheduled for future execution, including:
 - Monthly Documentation Report (xls)
 - Printable Suspension Log
 - Printable Service Report
 - Service Log Report (xls)
- Saved System Reports:** A table listing reports that have been saved. The table has columns for Date Generated, Created By, Report Type, Expiration Date, and Custom Name.

Date Generated	Created By	Report Type	Expiration Date	Custom Name
04/30/2023 23:32:00	Jennifer Stem	Personal Report: Table 2 Details (PDF)	08/28/2023	
04/30/2023 23:32:00	Jennifer Stem	Personal Report: Table 2 Details (xls)	08/28/2023	
04/30/2023 23:22:00	Jennifer Stem	Personal Report: Table 2 Details (xls)	08/28/2023	
04/30/2023 23:21:00	Jennifer Stem	Personal Report: Table 2 Details (PDF)	08/28/2023	
03/23/2023 14:05:00	Jennifer Stem	Contacts Report (xls)	07/21/2023	
12/10/2022 10:25:00	Jody Hughes	Accommodations Report (PDF)		
12/01/2022 11:12:00	Jennifer Stem	Print: Combined Table 1&2 Details (xls)		
03/15/2019 16:56:00	Prianta Mishra	Accommodations Report (PDF)		before change
03/08/2019 17:30:00	Samantha Law	User Missing Data (xls)		Sped Conference
03/08/2019 17:29:00	Samantha Law	Report Locks (xls)		Sped Conference
03/08/2019 17:22:00	Samantha Law	User Access Assessment Report (xls)		Sped Conference
02/08/2012 17:20:00	Prianta Mishra	Accommodations Report (xls)		Prianta EasyEP University

*Note: Although this feature is not available on all reports, **Drill Down Reports** allow users to manipulate data from a comprehensive view to a more detailed view.*

Dashboard

The TN Pulse Dashboard contains widgets which will display a subset of information on students with Unique Learning Needs (ULN) throughout the district. The dashboard widgets will change depending on the user's role within the district and their associated permissions. Examples of widgets are displayed below. The information button on each widget defines the data that is displayed.

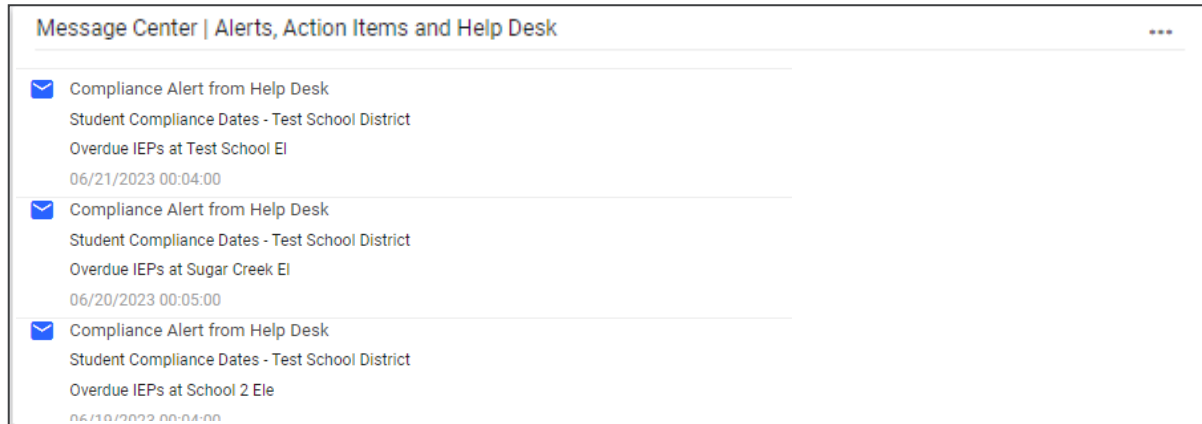
The screenshot shows the 'TN PULSE' dashboard interface. At the top, there is a navigation bar with 'STUDENTS', 'MY ACCOUNT', 'WIZARDS', and 'ADMIN/SCHOOL SYSTEM'. Below the navigation bar, the dashboard is organized into several widgets:

- Message Center | Alerts, Action Items and Help Desk:** Displays 'You Have No New Messages'.
- My Students (41 Students):** A list of students with checkmarks and names: Caden 504 Test, Carlos 504 Test, Connect Test, Everett 504 Test, Sakshini Thangavelan, and Isaac Trejo Torres.
- My Calendar:** A calendar view for May, June, and July 2023. The current date is May 19th.
- My Reports:** Displays 'You Have No reports'.
- Students by Special Education Disability - Federal (27 Total Students):** A bar chart showing the number of students for different disability categories:

Disability Category	Number of Students
AUT	10
DD	3
EMH	1
ID	5
SUD	8
SU	8
- Announcements:** A list of system updates and notices, including:
 - The EDPlan system will be offline for maintenance and testing from Saturday July 1, 2023 at 12:00 AM (CT) until 7:00 AM (CT) on Wednesday July 5, 2023 to transition to the TN PULSE system.
 - Supervisors/Administrators: The EdPlan/EasyEP Weekend and Startup Procedures Guide is posted in the TDOE Communications folder: 05/05/2023.
 - The EasyEP conference call/webex recording from April 19, 2023 is posted below in the Webinar Recordings folder: 5/1/23.
 - New Statewide Data Management and Monitoring System for Individualized Learning. The department is pleased to announce that a new contract has been awarded to Public Consulting Group (PCG) to provide a new Tennessee data management and monitoring system for individualized learning. Work on the new system began this month with an anticipated launch date.

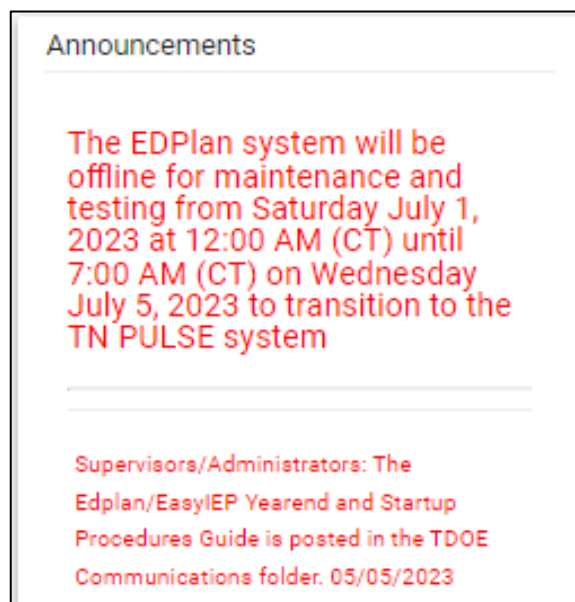
Message Center

The **Message Center** widget lists current messages, alerts, and action items for the user to view upon sign-in. These messages may include alerts regarding overdue IEPs, compliance alerts, and other announcements pertinent to students assigned to the user's caseload.



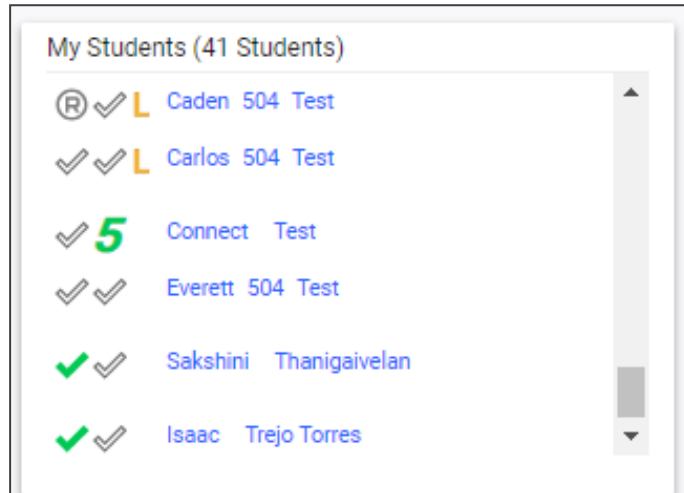
Announcements

The **Announcements** widget displays current announcements.



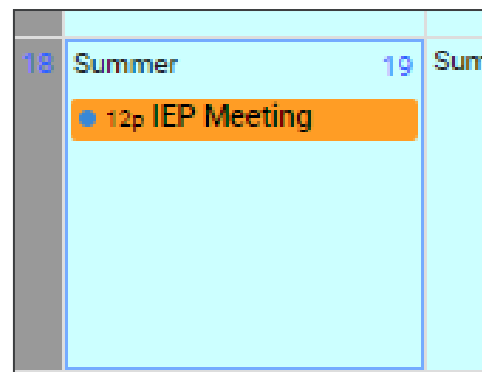
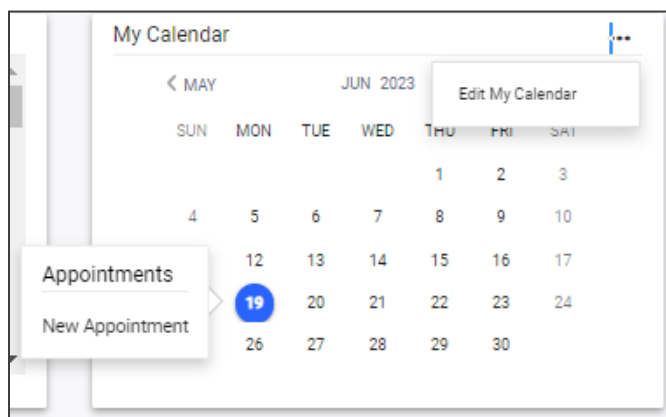
My Students

The **My Students** widget lists students assigned to a user's caseload along with compliance symbols. Click the name of the student to navigate to the student's page.



My Calendar

The **My Calendar** widget displays the calendar for the current month and day. To view appointments or add a new appointment, click on a date and choose **New Appointment**. A new window will appear. Enter details regarding the new appointment including the category, colored label, start and end time, etc. Click **Save** when complete. The new appointment will now be displayed on the calendar.



Add Calendar Event

Event Type

Calendar Entry
 Reserved Time
 Service

Calendar Entry Details

Provide a unique name and select the start and end times for your calendar event. Category, Label, Location, and Description are optional fields to provide more detail and/or organize calendar events. If needed, you may add another user to your event by searching under Add Additional Users and selecting their name. Please use at least the first letter of first and last name when searching. Note that only users whose calendars you have permission to edit will populate as options to add to the event.

Entry Name:
 Category:
 Label:

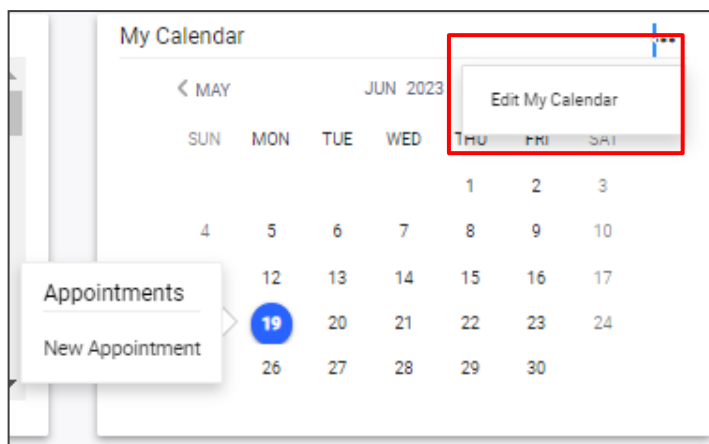
Entry Date:
 Start Time:
 End Time:
 All Day?

Location:






Description:

SAVE

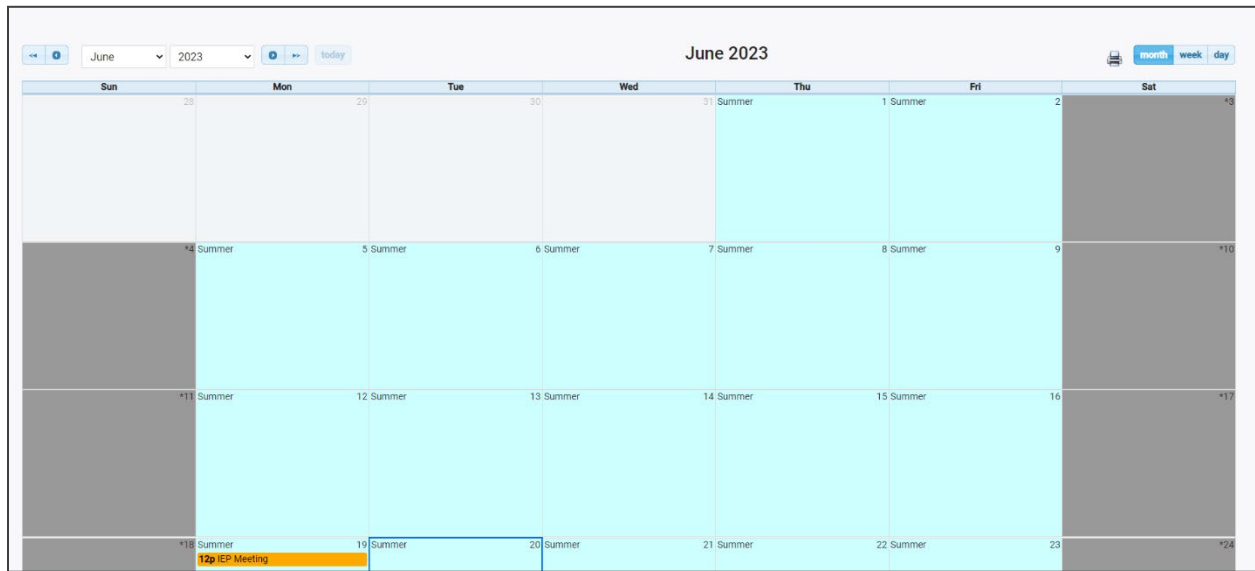
To edit the calendar, click the **3 dots** in the upper right-hand corner and select **Edit My Calendar**.



To create a calendar event or schedule services, click on a day and select the **Event Type**. Enter necessary details and click **Save** to create your event or series. The five icons in the corner offer the functionalities listed below:

	Print calendar		Edit preferences and settings
	Filter calendar entries by color, service, or school		View all services in a separate window
	Import/ Export		

*Note: Click the **calendar** icon on the **Main Menu** bar to access the school system calendar. This will display the schoolwide calendar, including events, teacher workdays, holidays, and other important dates. A **Calendar Legend** is provided at the bottom right of the calendar for reference.*



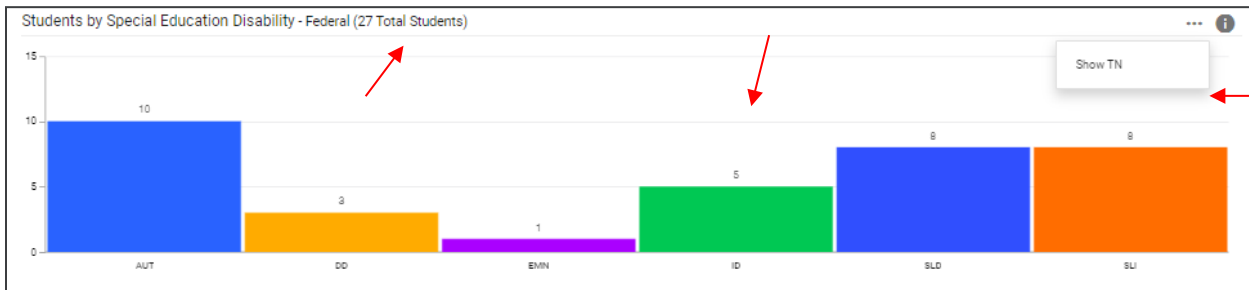
Calendar Legend:

□ = Current Date	□ = * School Day
■ = Holiday	■ = Teacher Workday
■ = Teacher Inservice	■ = * Abbreviated School Day
■ = Snow Day	■ = * Weekend
□ = Summer	
* = Services Provided	

Students by Special Education Disability

The **Students by Special Education Disability** widget displays all State of Tennessee-defined disability categories with statewide totals for students who currently have final eligibility in place with disability set as their **Primary Disability**. The disabilities used in this widget will auto-populate from the eligibility event. The total number of students is displayed above the bar for each category.

*Note: if there are no students in the category, the category will not display in the widget. (e.g., in the screenshot below there are no students on this caseload with **Other Health Impairment (OHI)** so that does not display in the widget when it appears.*



Selecting the **3 dots** in the top corner allows users to switch between displays featuring statewide or Federal data.

The total number of students in all categories will **be displayed** in the widget header. Clicking any bar in the header will open the **TN Disability Breakdown by District** page which displays a breakdown of students by district in each disability category. From that page, users can navigate to a district site by clicking the district name.

Clicking the **info** or **"i"** icon will open a window containing additional details on the data within the widget.

Students by Special Education Disability ✕

The counts included in each of the individual primary disability categories, along with the total count of students, includes students who are currently Eligible within the system for each of the disability categories recognized by the Federal government. Students who are out of compliance for their IEP and/or their Eligibility Determination are included in these counts. Only students who are currently inactive or have a 'Non-Eligibility Determination' as their most recent event type are excluded from these counts.

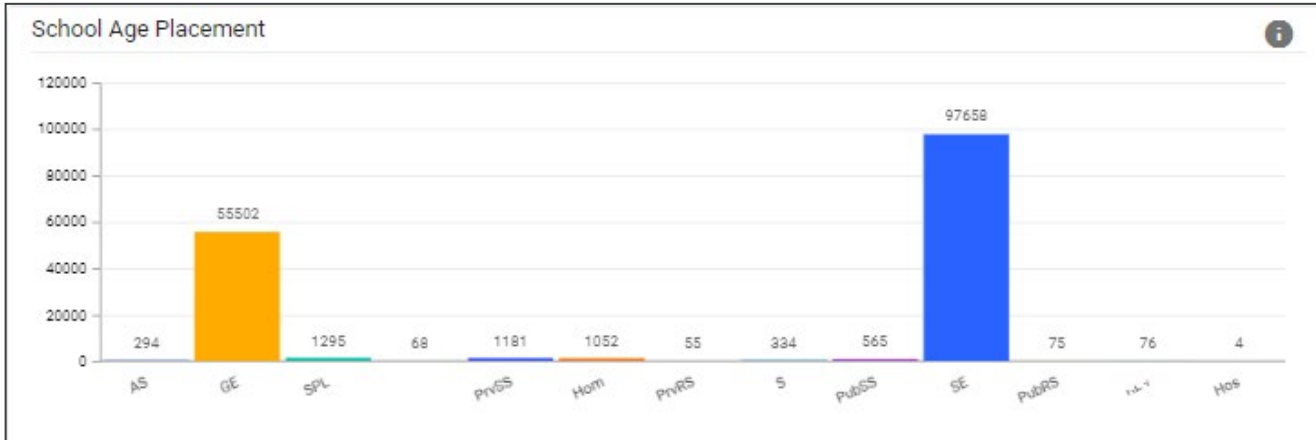
The following are the definitions of the abbreviations included in the chart:

AUT - Autism	EMN - Emotional Disturbance
OI - Orthopedic Impairments	TBI - Traumatic Brain Injury
DB - Deaf-blindness	HI - Hearing Impairments
SLD - Specific Learning Disabilities	VI - Visual Impairments
DD - Developmental Delay	ID - Intellectual Disability
SLI - Speech or Language Impairments	OHI - Other Health Impaired
MD - Multiple Disabilities	

Students with eligibility for both state and federal disability categories will receive ULN funding based on special education and related services TISA Rule 0520-12-05-04(4)(a).

School Age Placement

The **School Age Placement** widget displays students throughout the state organized by **School Age Placement**. The numerical increments on the Y axis of the widget will dynamically update based on the number of students in each bar. Students are categorized based on the placement where they spend majority of their day and is auto-populated from the student's current active **IEP Event** and the **Placement** field on the **Services** page. The total count of students in all placement categories will be displayed as the last bar in the graph.

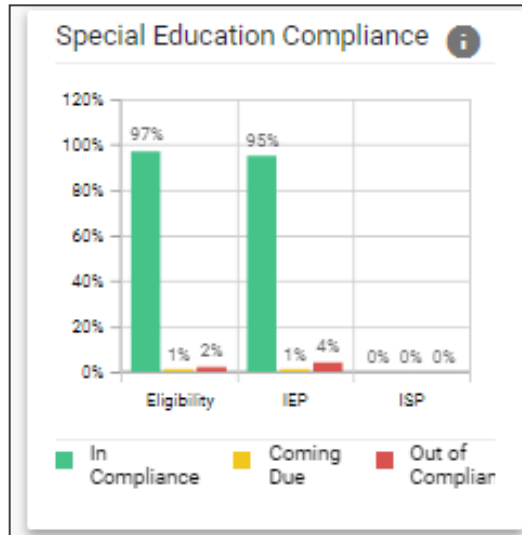


Clicking any bar will open the **Placement Data Drill-Down** page which displays the breakdown of students by district in each placement. From that page, users can navigate to the district site by clicking the district name.

District Code	District	AS	CF	GE	Hom	JS	PrvRS	PrvSS	PubSS	SPL	PubRS	RE-I	SE	Hos	Total
985	Achievement School District	0	0	384	2	0	0	0	0	3	0	0	432	0	824
171	Alamo City School	0	0	33	0	0	0	0	0	0	0	0	48	0	81
051	Alcoa City Schools	2	0	97	3	1	0	0	0	0	0	0	206	0	312
010	Anderson County Schools	0	0	441	13	0	0	0	0	0	0	0	611	0	1066
793	Arlington Community Schools	1	0	213	4	0	0	0	0	0	0	0	495	0	713
541	Athens City Schools	0	0	27	1	0	0	3	0	1	0	0	341	0	373
794	Bartlett City Schools	0	0	834	10	0	0	3	0	1	1	0	806	0	1656
020	Bedford County Schools	0	0	538	10	1	0	1	0	1	0	0	540	0	1094
172	Bells City School	0	0	21	1	0	0	0	0	0	0	0	29	0	51

Special Education Compliance

The **Special Education Compliance** widget displays three bars for each section: **Eligibility**, **IEP** and **ISP**. One bar represents the total percent of students in the state who are compliant, while one bar represents the total percent of students who have a due date coming within the next 30 days. The last bar represents the total percent of students past the due date for an event in the given section. The events populating this widget will be **Initial and Annual IEPs** and **Initial and Re-Evaluation Eligibilities**.



Clicking any bar will open the **Compliance Data Drill-Down** page displaying a breakdown of students by district in each compliance status. From that page, users can navigate to the district site by clicking the district name.

Special Education Compliance by District [RETURN TO DASHBOARD](#)

Overall Counts

Overall Compliance - Eligibility

Compliant	Non-Compliant
98%	2%
159267 Students	2574 Students
161841 Total Students	

Overall Compliance - IEP

Compliant	Non-Compliant
96%	4%
154143 Students	6190 Students
160333 Total Students	

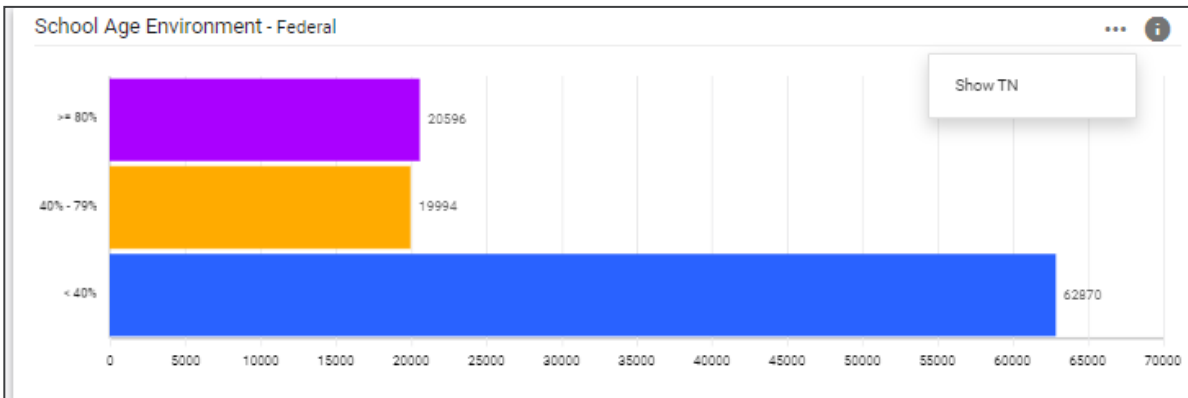
Counts by District

Show **25** entries Search: _____

District Code	District	Eligibility Compliant	Eligibility Coming Due	Eligibility Overdue	Eligibility Total	IEP Compliant	IEP Coming Due	IEP Overdue	IEP Total	ISP Compliant	ISP Coming Due	ISP Overdue	ISP Total
985	Achievement School District	833	4	15	852	815	8	19	842	0	0	0	0
171	Alamo City School	82	0	1	83	80	1	1	82	0	0	0	0

School Age Environment

The **School Age Environment** widget displays the total number of students throughout the state categorized into bars by **School Age Environment**. The total number of students in each category will be displayed to the right of each bar. The numerical increments across the X axis of the widget will dynamically update depending on how many students are in each category.



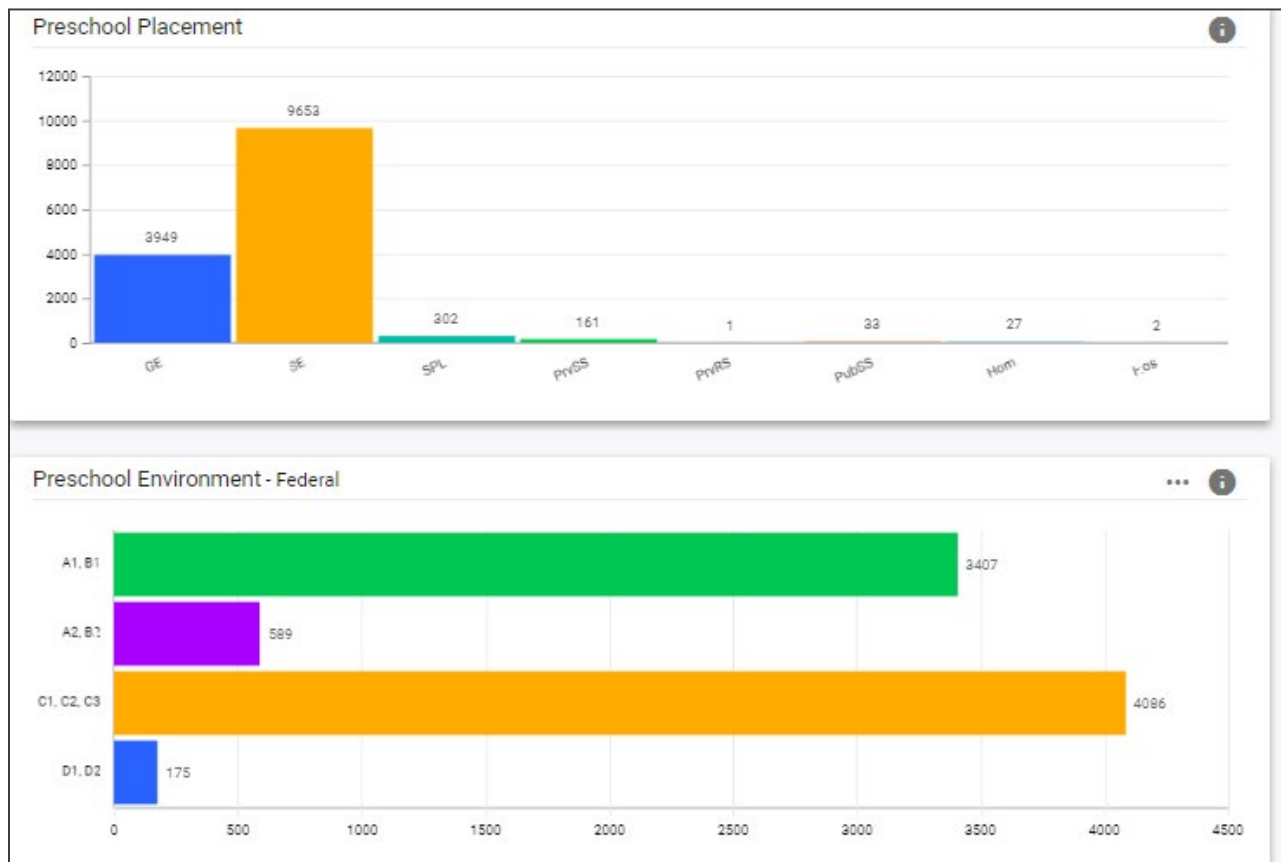
Note: Selecting the **3 dots** in the top corner allows users to switch between a state or Federal-level view.

Clicking any bar will open the **School Age Environment Data Drill-Down** page displaying a breakdown of students by district in each environment. From that page users can navigate to the district site by clicking the district name.

School Age Environment by District						RETURN TO DASHBOARD
Federal						TN
Show 25 entries						Search: _____
District Code	District	< 40%	40% - 79%	>= 80%	Total	
985	Achievement School District	467	73	138	824	
171	Alamo City School	35	2	7	81	
051	Alcoa City Schools	79	71	57	312	
010	Anderson County Schools	551	210	91	1066	
793	Arlington Community Schools	232	102	42	713	
541	Athens City Schools	203	7	10	373	
794	Bartlett City Schools	618	175	180	1656	
020	Bedford County Schools	508	120	92	1094	
172	Bells City School	28	3	3	51	
030	Benton County Schools	206	85	16	500	
040	Bledsoe County Schools	198	79	34	426	
050	Blount County Schools	635	274	244	1588	
274	Bradford SSD	33	10	5	81	

Preschool Placement

The **Preschool Placement** widget displays students throughout the state organized by **Early Childhood (Preschool) Placement**. Numerical increments on the Y axis of the widget will dynamically update based on the number of students in each category. Students are categorized based on the placement where they spend majority of their day and is auto-populated from the student's current, active **IEP Event** and the **Placement** field on the **Services** page. The total count of students in all placement categories will display as the last bar in the widget. The A1 and B1 environments, the A2 and B2 environment, the C1, C2, and C3 environments, and the D1 and D2 environments will be combined into a single bar.



Clicking any bar will open the **Placement Data Drill-Down** page displaying a breakdown of students by district in each environment.

Preschool Environment by District [RETURN TO DASHBOARD](#)

Federal TN

Show 25 entries Search: _____

District Code	District	A1, B1	A2, B2	C1, C2, C3	D1, D2	Total
985	Achievement School District	6	2	20	4	824
171	Alamo City School	4	1	0	1	81
051	Alcoa City Schools	10	1	0	1	312
010	Anderson County Schools	37	6	10	1	1066
793	Arlington Community Schools	1	3	28	0	713

Resource Library

At the bottom of the **Main Menu** page, various documents are available to users in the **Resource Library** widget for viewing or downloading. View a document by selecting the name of the document indicated by a blue hyperlink. If desired, documents can be saved to an individual computer when opened.

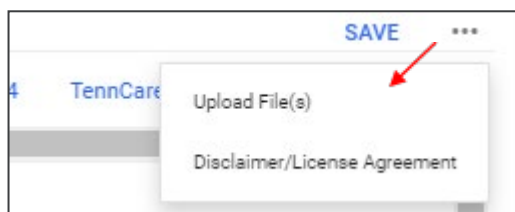
Resource Library SAVE ...

[TDOE Communication](#) [EasyIEP](#) [Webinar Recordings](#) [Early Childhood](#) [504](#) [TennCare](#) [TDOE IEP Monitoring Tool](#)

Del	Pos	File Type Category	Date Uploaded	Uploaded By	File Name
<input type="checkbox"/>	3	TDC	05/05/2023	Sheryn Ordway	TN_EDPlan_YearEnd_Guide_and_Startup_Procedure_Manual_May_2023.docx
<input type="checkbox"/>	5	TDC	04/17/2023	Sheryn Ordway	EasyIEP_District_Conference_Call_20230419_FINAL.docx
<input type="checkbox"/>	8	TDC	03/21/2023	Sheryn Ordway	EasyIEP_District_Conference_Call_20230322_Final.docx

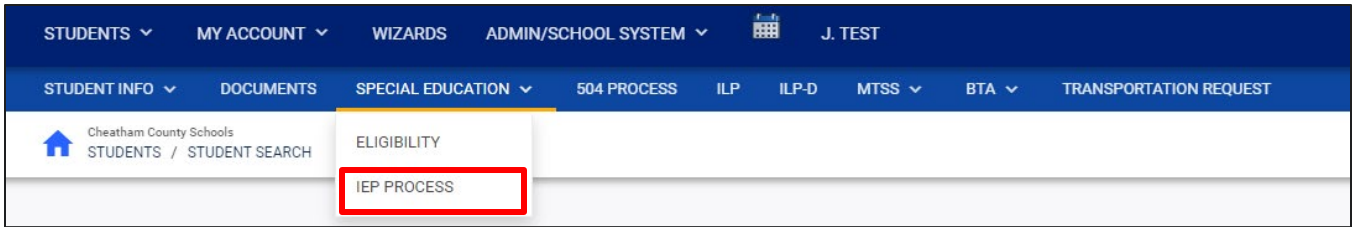
The documents and reports are divided into folders in the **Resource Library** widget. All memos and procedural documents from the Tennessee Department of Education, along with documents and manuals related to the use of TN Pulse will be displayed here. Districts may upload documents for their specific district in the **District Documents** folder. If the district has purchased additional applications from PCG, more folders will be available. Documents commonly uploaded to this widget include TN Pulse User Manuals, district-specific forms, Behavior Intervention Plan forms, Functional Behavior Assessment forms, etc.

Click the **three dots** in the corner of the widget. Select **Upload File(s)** to locate the file on the computer or network.

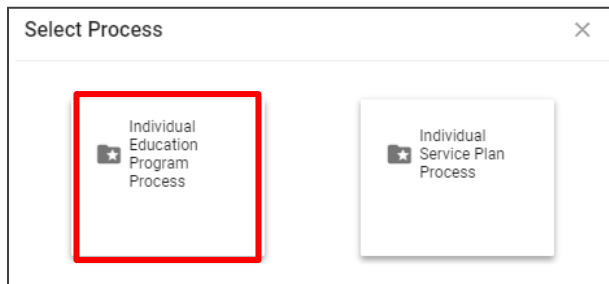


IEP Process

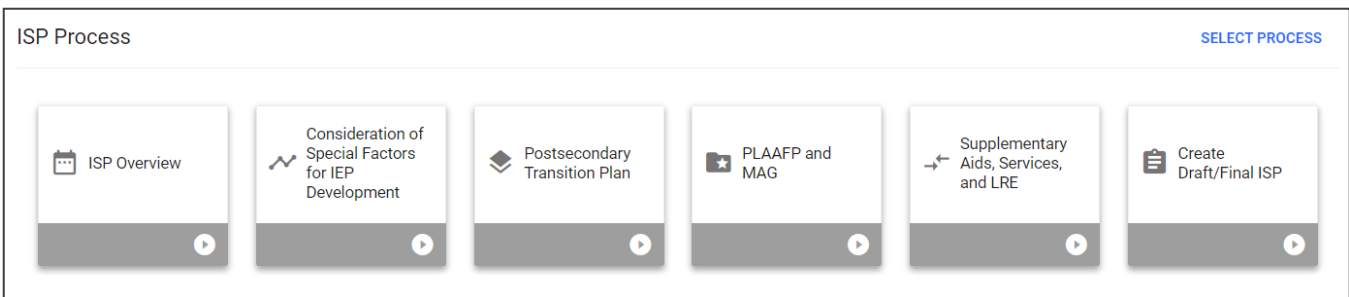
After selecting a student, click **IEP Process** from the **Special Education Menu** dropdown in the light blue menu bar. A pop-up will appear allowing users to select one of two processes: **IEP process** or **ISP process**.

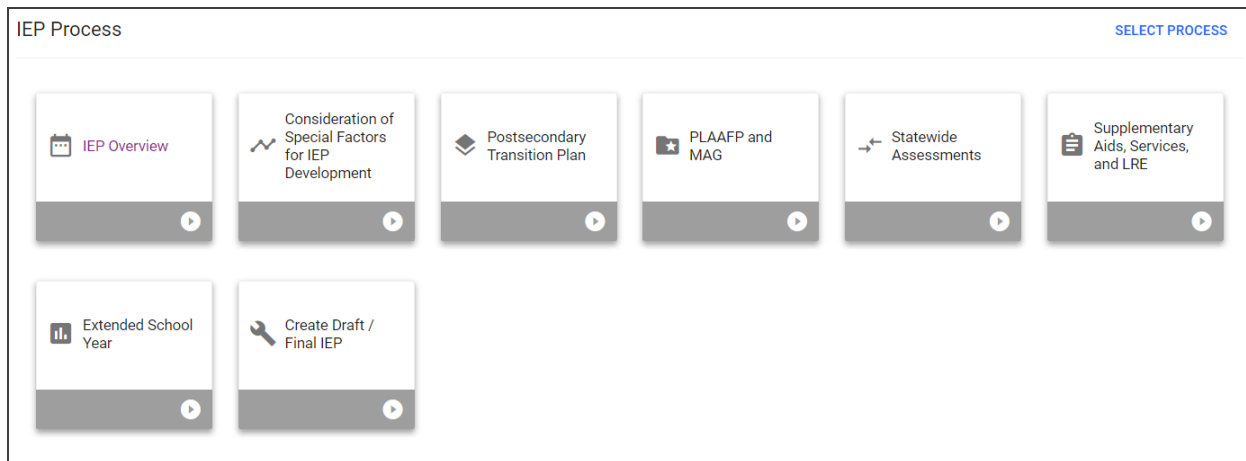


*Note: Previously, when a student was on a services plan, users would create a service document on the student's **Document Page**. This is now a separate process.*



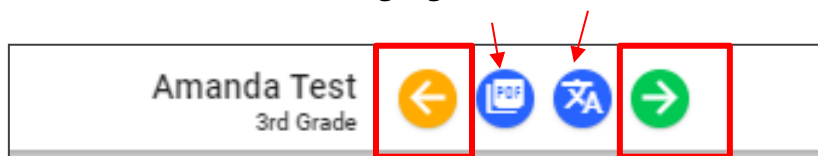
The system provides a structured approach that guides you through each section of the process, beginning with the IEP/ISP Overview. However, you have the flexibility to choose any section you prefer and start from there, rather than starting at the beginning. If the incorrect process is inadvertently selected, click **Select Process** to return to the pop-up menu.



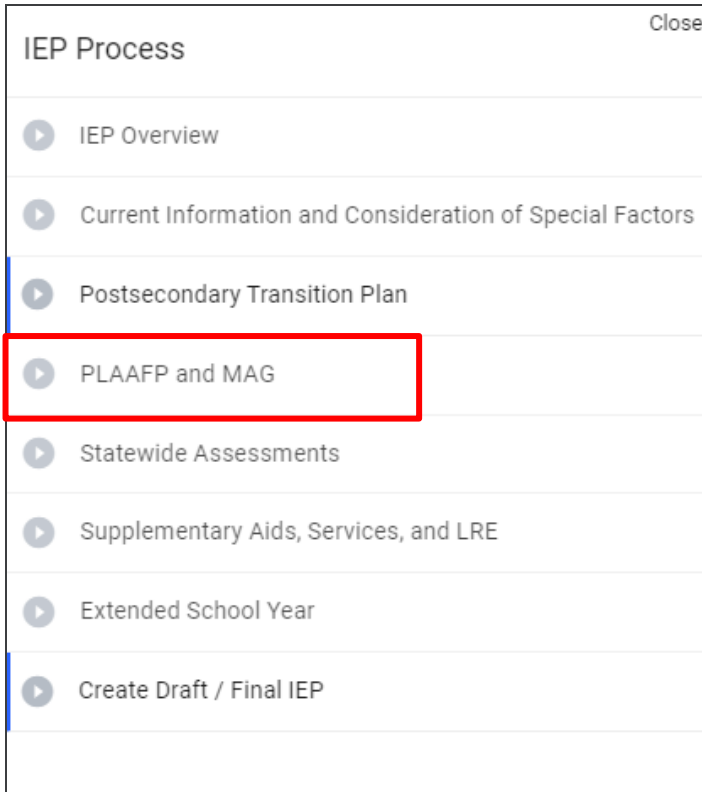


Navigating IEP/ISP Pages

There are multiple ways to navigate between the pages within the IEP/ISP process. In the top right corner of the screen, near the student's name, there are two arrows. The **orange arrow** will direct users back to the previous page in the process. The **green arrow** will save what users have entered on the page and then direct them forward in the process. If any required fields are missing, users will be kept on the current page and an error message will direct them to the missing fields. The **blue PDF button**, also known as **Show Section**, will show a preview of the **Draft IEP/ISP Document** in PDF format. The **blue Language button** will show a preview of the IEP/ISP Document in PDF format in another language if the student has another language selected for their **Document Language**.

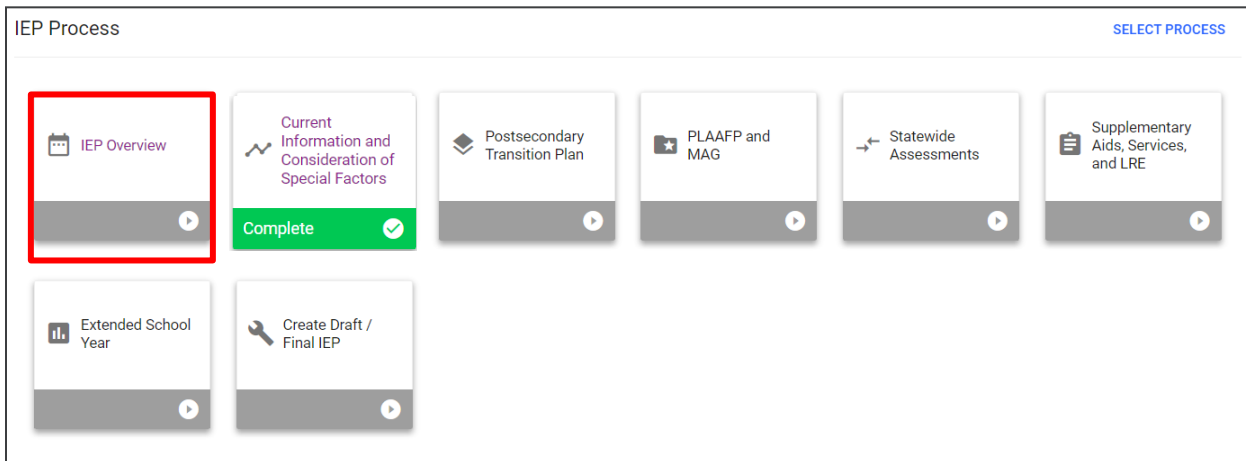


Another way to navigate the IEP/ISP pages is to utilize the **blue arrow** on the right side of the screen. Click the **blue arrow** for a list of pages to appear. Select the page(s) to navigate to a different part of the process.



IEP Overview

The first step in the **IEP Process** is the **IEP Overview** page.



Student Demographics

Student Demographics is the first section on the **IEP Overview** or **ISP Overview** page.

Student Demographics					
Student Name Kaiden Elyssa Long	Grade K	District ID 030002005079	State ID 1020571	DOB 08/28/2016	Age 6
Gender M	Native Language	Ethnicity No	School Eastside Elementary		
Case Manager Kyle Cannon	Email Address				

SAVE

Note: This information is pulled in from the Student Information System (SIS) and only available to administrators. If there is information that needs to be changed, please reach out to a school administrator for assistance.

IEP/ISP Information

In this section, users will select a **Meeting Purpose** in the dropdown menu. Select either **IEP Annual** or **IEP Addendum**. If users select IEP Annual after the **Meeting Date** is selected, the **IEP Begin Date** and **IEP End Date** will auto-populate. The begin date will match the begin date and the end date will populate to 365 days from the begin date. Click **Save**. If users chose to create an ISP, they will select either **ISP Annual** or **ISP Addendum**.

IEP Information	
Meeting Purpose IEP Annual	IEP Meeting Date 05/18/2023
	IEP Begin Date 05/18/2023
	IEP End Date 05/16/2024

SAVE

*Note: When creating an **IEP Annual** or **ISP Annual**, the information previously entered will be cleared. When creating an **IEP Addendum** or **ISP Addendum**, the information is saved, and users will simply edit or update information.*

IEP Team

The IEP Team allows users to select the Case Manager from the dropdown menu below. Parents/Guardians will automatically pull in from the Parents/Team page, if selected to be part of the student's team. To add a new IEP Team member, click **'Select IEP Team'** in the right-hand corner.

IEP Team SELECT IEP TEAM


Case Manager
Cannon, Kyle ▼

Name	Relationship
Angela Trapp	Licensed Counselor
Angela Brock	Special Education Teacher
Kerry Stalker	Speech Pathologist
Kendra	Mother

SAVE

In the **Select IEP Team** pop-up window, users can add other teachers/staff members within the school community or district to the student's team. Select the checkbox for **View Only** if the team member should only have access to view the student's information versus editing authority. To sort through users more efficiently, use the **Search** bar functionality in the top right-hand corner. Click **Save** once completed.

Select IEP Team ✕

 Note: To include someone on this Student's IEP Team who is not a user in this system, you will need to first add that person on the "Parents" page, which allows adding other persons besides parents, e.g. a Student's doctor, other family members, etc.

Case Manager
Cannon, Kyle

Parents, etc. who will receive IEP Information

Select	Parent Name(s)	Relationship
<input checked="" type="checkbox"/>	Kendra	Mother

Other Users at Eastside Elementary who can access IEP Information

Search: _____

Select	User Name	Title	View Only
<input type="checkbox"/>	Anderson, Renee	School Psychologist	<input type="checkbox"/>
<input type="checkbox"/>	Bennett, Lauren	Educational Diagnostician	<input type="checkbox"/>
<input type="checkbox"/>	Good, Abby	Physical Therapist	<input type="checkbox"/>

Users associated with all Schools who can access IEP Information

Search: _____

Select ↑↓	User Name ↑↓	Title ↑↓	View Only ↑↓
<input type="checkbox"/>	Bailey, Renee	Special Education Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Bandy, Kelci	SPED Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Barnes, Suzette	SPED teacher	<input type="checkbox"/>
<input type="checkbox"/>	Bennett, Melissa	SPED Secretary	<input type="checkbox"/>
<input type="checkbox"/>	Bond, Angela	Census Clerk	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Brock, Angela	Special Education Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Burch, Nicole	504 Coordinator	<input type="checkbox"/>
<input type="checkbox"/>	Campbell, Regina	SPED Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Coates, Lisa	SPED Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Dearmond, Loree	SPED Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Dodson, Eva	SPED Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Dyer, Julia	SPED Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Evans, Laura	Special Education Teacher	<input type="checkbox"/>

Additional Documents

The **Additional Documents** section allows users to create an **Invitation to Meeting** and **Prior Written Notice**. Although these documents are also included in the **Eligibility Process** page, this section allows users to create these documents within the **IEP Process** page instead of navigating back to the **Student Documents** page.

Additional Documents

Last Date Finalized
02/13/2023

Last Date Finalized
10/13/2022

Invitation to Meeting

This document invites the parent(s)/guardian(s) and/or student to a meeting. Included in the document is 1) the location of where the meeting is held to discuss the educational needs and the date and time, 2) the reason(s) for the meeting and the people, with titles, who are invited to attend and 3) the opportunity to accept the suggested location, time and date, or request another meeting at a mutually agreed time and location.

Users can select whether the invitation to meeting document is an **Initial** or a **Reminder** invitation.


Create Invitation for a Meeting

Initial Reminder

Case Manager / Teacher Contact Name _____

Case Manager/Teacher Contact Number _____


Case Manager/Teacher Contact Email _____

Date Sent
05/18/2023 

To Whom is this Letter Addressed

Student Parent(s) Student and Parent(s)

Kendra

Meeting Date
05/15/2023 

Meeting Location

(Required)

Other Team Members (please check all that apply)

Speech/Language Pathologist

Occupational Therapist

Physical Therapist

Vision Specialist

Other:

Please select one of the options below.


A draft IEP **will** be developed prior to the IEP meeting.
 If a draft IEP is developed prior to a scheduled IEP meeting, a copy of such draft must be provided to the parents at least 48 hours prior to a scheduled IEP meeting. Parents may decline their right to receive a copy of the draft IEP if one is developed.

A draft IEP **will not** be developed prior to the IEP meeting.

Please Respond By
 05/31/2023

Parents can sign a **paper copy** of the document or **sign electronically** using **Connect**. Once completed, click **Create Draft** or **Create Final** to generate a PDF version of the document.

Parent Signature

 Please select how the parent will sign the Invitation to Meeting

The parent will sign a paper copy.

The parent will sign electronically using 1Stop Connect.

CLOSE **SAVE** **CREATE DRAFT** **CREATE FINAL**

Prior Written Notice

A **Prior Written Notice (PWN)** is a written statement from the school district informing the parent(s) of a decision(s) proposing or refusing to initiate or change the identification, evaluation, educational placement, or the provision of a free appropriate public education (FAPE) of the student.

The PWN includes the following information:

- **Date of Decision(s)**
 - This field replaces “Meeting Date” on the previous form. The terminology was changed because not all decisions included in the PWN require an IEP team meeting or are made at an IEP team meeting.

- **To Whom Is This Letter Addressed**

- Users can select whether the PWN will be addressed to the student, parent, or the student and parent. If **Parent** is chosen, the parent names will automatically populate. Select the checkbox next to the desired parent names.

- **Date Sent**

- **Teacher/Case Manager Contact Name**

- **Teacher/Case Manager Contact Number**

- **Teacher/Case Manager Contact Email**

- **Descriptions of Decision(s)**

Note: Required fields are in red. Once completed, click 'Create Draft' or 'Create Final' to generate a pdf version of the document.

Explanation of why the school district proposes or refuses to take this action:
(Required)

Description of any options the school district considered prior to this proposal:
(Required)

Reasons the above listed options were rejected:
(Required)

Description of evaluation procedures, tests, records, or reports the school district used as a basis for the proposal or refusal:
(Required)

Other factors relevant to the action proposed are:

CLOSE **SAVE** **CREATE DRAFT** **CREATE FINAL**

Documents previously generated will display in the **Documents** section. Users can upload additional documentation or **Create a Document Batch**.

Documents for George Test Test [ATTACH DOCUMENTATION](#)

Doc ID	Date Generated	Generated By	Document	Status	Include in Batch	Attachment
724419	06/07/2023	Emma Gonsalves	Invitation to Meeting	Draft	<input type="checkbox"/>	

(1 Documents)

[CREATE DOCUMENT BATCH](#)

Sending Documents to Parents for Signature

Follow the steps below to send documents to parent(s)/guardian(s) for signature through **Connect**:

1. After searching and selecting a student for testing, click **Team and Parents** under the **Student Info** tab.

The screenshot shows the 'STUDENT INFO' dropdown menu. The 'TEAM/PARENTS' option is highlighted with a red box. Other options include PERSONAL INFO, STUDENT PROFILE, STUDENT HISTORY, and CONTACTS. The student's name 'Abigail Gpm Test' and grade '4th Grade' are visible in the top right corner.

2. If a parent/guardian does not currently exist, add a parent by selecting **Add New Parent/Guardian**. If a parent/guardian already exists, select the pencil icon under **Details**.

Parent/Guardian [VIEW PARENT ACTIONS](#) [ADD NEW PARENT/GUARDIAN](#) [ASSOCIATE WITH EXISTING PARENT/GUARDIAN](#)

Position	Name	Relationship	Guardian Responsibility	Home Phone	Work Phone	Cell Phone	Details	Delete
1	Almee Nichols	Family Friend	No	615 546-4890		7042361650		
2	Angel Lucero	Father	Yes	6152593282	6158781806			
3	Debbie's Daycare	Transportation	No	6155555555				

[SAVE](#)

When adding/editing a parent/guardian be sure to complete the following fields:

- a. Name
- b. Relationship
- c. Student Lives Here
- d. Guardian Responsibility
- e. Email
- f. Phone number

Demographic Information
[VIEW PARENT ACTIONS](#)

Full Name Student Lives Here
 Aimee Test

Relationship Guardian Responsibility
 Mother

E-Mail
 email@email.com

Language

Phone Numbers

Work Phone

Work Fax

Cell Phone
 7042361650

3. Add the parent/guardian to the team then click **Add Parent/Guardian**.

Team Access

Include on IEP Team
 Include on RTI Team
 Include on BP Team
 Include on Section504 Team
 Include on ILP Team
 Include on ILP-D Team

English Proficiency
 Interpreter Needed
 Written Translation Needed

English Proficient

Does the family have someone to serve as the interpreter?

Comments

Comments

BACK
ADD PARENT/GUARDIAN

- Once the parent/guardian is added to the team, and a document is being created with the desired application (ILP, ILP-D, Eligibility, 504 and IEP/ISP), be sure to select **The parent will sign electronically using Connect**. Click **Create Final**.

Create Parent Notification Letter ✕


i Please select how the parent/guardian will sign the ILP letter.

The parent will sign a paper copy.
 The parent will sign electronically in-person
 The parent will sign electronically using Connect.

Notification Date
06/09/2023 📅

School Official Certification

I certify that I have reviewed the above information and that the parent or guardian is fully informed regarding EL programs and the student has been placed in the appropriate program.

Name	Signature	Date
School Official: ESL Teacher Joann Runion		06/27/2023 📅

[CLEAR SIGNATURE](#)

Include Spanish Translated Document

[CREATE DRAFT](#)
[CREATE FINAL](#)
[CLOSE](#)
[SAVE](#)

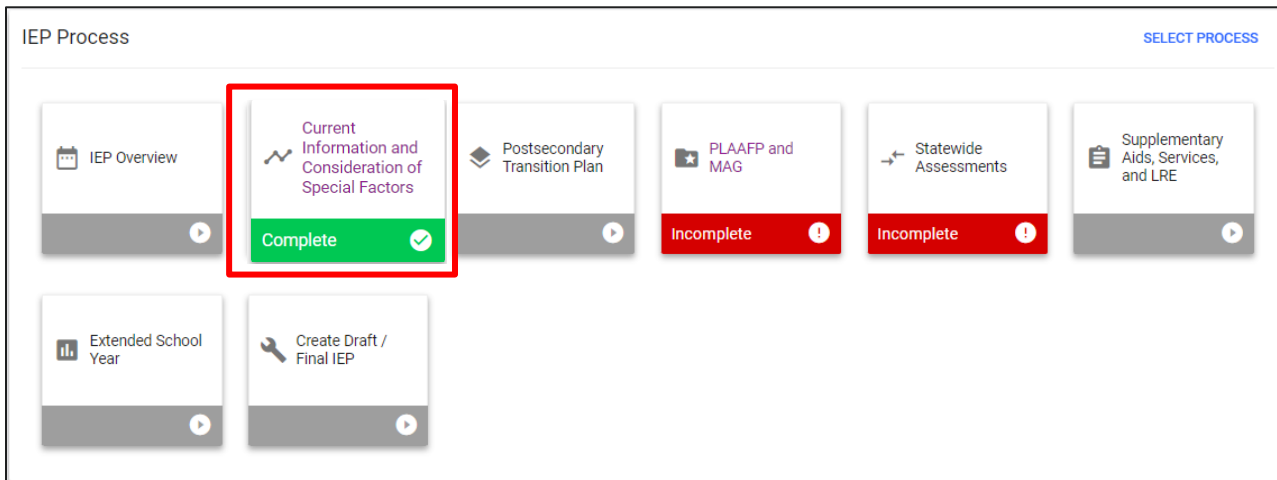
- Once the parent has signed the document via **Connect**, navigate back to the student's document page. There will be two versions of the document; the document in the **Attachment** column will have the responses and signatures captured via Connect.

Documents for Baxter Rti Test [ATTACH DOCUMENTATION](#)

Doc ID ↑	Date Generated ↓	Generated By ↑	Document ↑	Status ↑	Include in Batch ↑	Attachment ↑
491935	06/05/2023	Christian Kissinger	Section 504 Manifestation Determination	Final	<input type="checkbox"/>	Section 504 Manifestation Determination

Current Information and Consideration of Special Factors for IEP Development

The second step in the **IEP Process** can be completed by clicking the **Current Information and Consideration of Special Factors** tile. This section, previously titled **Narratives**, allows users to add current information and consideration of special factors, including the student's current performance, parent input and concerns, parent pre-vocation/postsecondary input and concerns, description of adverse impacts of the disability on the student, and relevant medical information.



Current Descriptive Information

Enter any relevant information and select the **Save** button.

Current Descriptive Information

Overview of student's current performance:
Summary should include information about the student's interests, academic and non-academic strengths, areas of concern, and the impact on the student's progress in grade-level, standards-based learning.

(Required)

Parent input and concerns:
Parent input should include the parents' goals for their student, concerns or areas to be considered in the development of the IEP, and relevant medical information related to the student's eligibility, health care needs, or considerations for services and supports.

(Required)



Medical Information

This section provides a medical information summary, including current and relevant medical information to be considered in a student's educational programming. If there is no relevant medical information, please indicate that in the text box. If there is relevant documentation, select the **arrow button** to upload the student's medical information document(s) in PDF format.


Medical Information

Medical Information Summary

Include current and relevant medical information to be considered in a student's educational programming. If there is no relevant medical information, indicate that.

This box must include a minimum of at least 25 characters

Upload student's Medical Information Documentation (if applicable)



SAVE

Note: It is best practice to upload a document in PDF format so it can be included in batch prints

Consideration of Special Factors for IEP Development

In the **Consideration of Special Factors for IEP Development** section, users must answer eight questions. Depending on the initial answer selected, users may need to answer the sub-question(s) to provide more information.

Consideration of Special Factors for IEP Development

1. Does the student have limited English proficiency?

Yes No

1a. If yes, what is his/her primary mode of language?

Spanish


For questions 2, 3, 5 and 7, if the response is **Yes**, users will need to answer sub-questions and have the option to upload relevant documentation under the **Documents** section below. Click **Save** once completed.

Yes No

4. Does the student have a consistent, reliable, and effective mode of communication across all educational settings?

Yes No

If the student does not have a consistent, reliable, and effective mode of communication, the team should consider what assistive technology may be necessary for the student to respond and engage with their environment.

 Assistive Technology must be considered for all students regardless of disability area. https://www.tn.gov/content/dam/tn/education/special-education/Assistive_Technology_2021.pdf

5. Is assistive technology necessary for the student to access and participate across all educational settings? (Consider AT needs across the domains of cognitive and academic, adaptive, communication, physical, and social-emotional). If yes, you must enter the AT device/equipment in the Add AT section within Supplementary Aids, Services and LRE.

Yes No

5a. Describe the AT considerations:

(Required)

6. Does the student exhibit a pattern of behaviors that impede their learning or that of others?

Yes No

7. Does the student exhibit a pattern of behavior that places the student or others at risk of harm or injury?

Yes No

7a. If "Yes" to EITHER 6 or 7 OR BOTH 6 and 7, has the IEP team obtained parental consent to conduct FBA?


Yes

No, parent has declined consent for the FBA.

7b. If yes to 7a, IEP team has addressed the student's behavior by developing:

Functional Behavior Assessment

Behavior Intervention Plan

Upload student's BIP Documentation: 

8. Is postsecondary transition being considered for a student under the age of 13y 1d?

Yes No

SAVE

Note: It is best practice to upload a document in PDF format so it can be included in batch prints

Postsecondary Transition Plan

The third section of the **IEP Process** can be completed by selecting the **Postsecondary Transition Plan** tile. Previously titled **Transition Services**, this section is applicable for students who are or will be 14 years or older during the current IEP period and is optional for younger students if appropriate. A prevocational assessment is required for students in Kindergarten through Sixth Grade, which will be documented within the Present Levels of Academic Achievement and Functional Performance (PLAAFP) section below.

IEP Process SELECT PROCESS

IEP Overview Complete ✓

Current Information and Consideration of Special Factors Complete ✓

Postsecondary Transition Plan

PLAAFP and MAG

Statewide Assessments

Supplementary Aids, Services, and LRE

Extended School Year

Create Draft / Final IEP

Postsecondary Transition Assessments

To add a **Postsecondary Transition Assessment**, select **Add Assessment** in the top right corner. A new window will display. Complete the required fields and select **Save** or **Save and Add More**.

Postsecondary Transition Assessments ADD ASSESSMENT

Position	Assessment	Describe Transition Assessment Results/Findings	Date Administered	Edit	Del
1	Test	Test	05/09/2023		

SAVE

Add Transition Assessment ✕

Transition Assessment

Date Administered
06/01/2023 📅

Assessment Name
Test Assessment | _____

Describe Transition Assessment Results/Findings

CLOSE
SAVE
SAVE AND ADD MORE

Measurable Postsecondary Goals

In this section, users must complete the required fields to provide details on how the postsecondary goals will be accomplished and measured. Information from the previous dropdown menus is listed under the goal text field.

▼ Measurable Postsecondary Goals

Indicate the student's "Measurable Postsecondary Goals" for the area of "Employment." Ensure the goal indicates it will take place after high school.

Describe

Indicate the student's "Measurable Postsecondary Goals" for the area of "Postsecondary Education/Training." Ensure the goal indicates it will take place after high school.

Describe

Indicate the student's "Measurable Postsecondary Goals" in the area of "Independent/Supported Living." Ensure the goal indicates it will take place after high school.

Describe

Indicate the student's "Measurable Postsecondary Goals" in the area of "Community Involvement." Ensure the goal indicates it will take place after high school.

Describe


SAVE

Course of Study

In this section, users must enter a **Course of Study** for each grade level to assist the student in reaching postsecondary goals.

Note: The section is required if the student is 14 years or older during the current IEP period but is optional for younger students if appropriate.

▼ Course of Study

 Required if student will be 14 during the current IEP period; optional for younger students if appropriate.

Grade 9 Course of Study:

Describe
test

Grade 10 Course of Study:

Describe
test

Grade 11 Course of Study:

Describe
test

Grade 12 Course of Study:

Describe
test

Is the course of study designed to reasonably enable the student to meet the measurable postsecondary goals?

Yes No

Are the Measurable Postsecondary Goals based upon age-appropriate transition assessments?

Yes No

Describe assessments used
test

Answer the required questions regarding the **IEP Transition Service Needs** and **IEP Meeting**. If **Yes** is selected, the system will prompt users to add an annual goal. Click **Add Goal**.

Is there at least one annual goal designed to assist the student in meeting their measurable postsecondary goals?

Yes No

Goals - Postsecondary Transition ADD GOAL

i There are currently no goals added for this Goal Area.

SAVE

Users must include the **Goal Statement** in the text box along with the **Anticipated Start Date** and **Complete by Date**.

▼ Add Goal - Postsecondary Transition

Goal Statement

(Required)

Anticipated Start Date: 05/18/2023 Complete By: 05/16/2024

Progress Measurement Methods

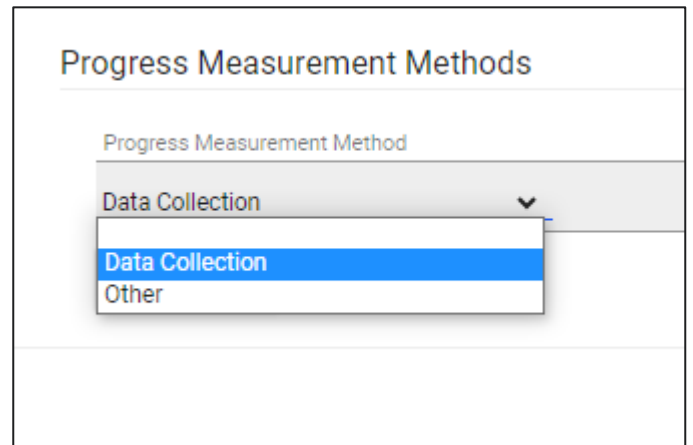
Progress Measurement Method	Score Type	Target Score	Target Date	Del
▼	▼		mm/dd/yyyy 📅	

ADD MORE

SAVE ADD ANOTHER GOAL

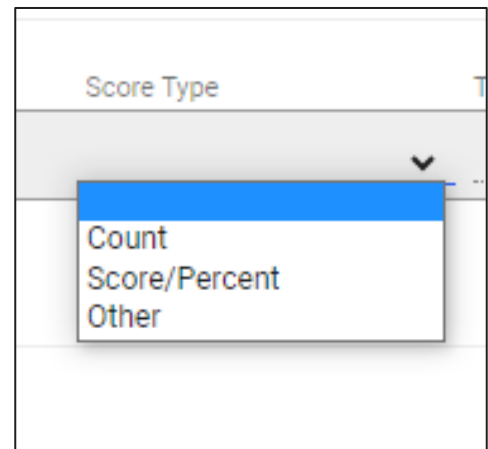
The **Progress Measurement Methods** section allows users to select the method used to monitor the student's progress. Choose an option from the dropdown list provided.

*Note: This is included in the **Goal Progress Monitoring Process** which goes into more detail in a separate manual. However, this step allows users to **add Progress Monitoring within the Postsecondary Plan** rather than navigating to the PLAAFP and MAG section of the **IEP Process**.*




The screenshot shows a form titled "Progress Measurement Methods". Below the title is a label "Progress Measurement Method" and a dropdown menu. The dropdown menu is open, showing two options: "Data Collection" (highlighted in blue) and "Other".

Score Type indicates how users will score the student's progress. Select an option from the dropdown list provided.



The screenshot shows a form with a label "Score Type" and a dropdown menu. The dropdown menu is open, showing three options: "Count", "Score/Percent" (highlighted in blue), and "Other".

The **Score Type** chosen will directly correlate to the **Target Score** and will require a **numerical response**. For example, if the Score Type is Score/Percent, the **Target Score** should have a percentage value such as 90%.



The screenshot shows a form with two columns: "Score Type" and "Target Score". The "Score Type" dropdown menu is open, showing "Score/Percent" (highlighted in blue) and "Other". The "Target Score" field contains the value "90%". A red box highlights the "Score/Percent" option and the "90%" value.

If the **Target Date** is not manually selected, the system will automatically default to the **IEP End Date**.

Target Date
05/16/2023

Transition Services for Current IEP

In this section, users must enter the following:

- **Anticipated Date Range** – Enter the anticipated date range for the student’s **Transitional Services**.
- **Service Area** – Service areas are now broken into sections rather than a dropdown menu. Select a **Service Area** from the following sections: Instruction, Related Services, Community Experiences, Employment and Post-School Adult Living Objectives, Daily Living Objectives, Functional Vocational Evaluation, and Other.
- **Provider Title** – Enter the person(s) or agency(s) responsible for the activities and their responsibilities.
- **Describe** – Document all activities and strategies used to meet the service goal in the text box. If there is no service needed for a specific section, check the **N/A** box to the right.

Click **Save** once completed.

∨ Transition Services for Current IEP

Anticipated Date Range

Start: 05/18/2023 End: 05/16/2024

Instruction N/A

Provider Title: _____

Describe

Related Services N/A

Provider Title: _____

Describe

Community Experiences N/A

IEP Meeting Attendance

This section allows users to record details about individuals who attended the meeting. Students must be invited at age 14. If the student did not attend, users will be directed to answer a follow-up question. Click **Save** once completed.

∨ IEP Meeting Attendance

Was the student in attendance at the IEP Team Meeting?

Yes No

If the student was not in attendance, how were the student's preferences and interests considered? (Check all that apply.)

Student interview Student survey Student portfolio Vocational Assessments

Interest Inventory Other: (describe below)

Did other agencies participate in planning?

Yes No

SAVE

Present Levels of Academic Achievement and Functional Performance (PLAAFP) and Measurable Annual Goals (MAG)

The fourth section of the **IEP Process** can be completed by selecting the **PLAAFP and MAG** tile. This section was previously titled **Present Levels** and **Goals and Objectives** within the **IEP Process**. If navigating the **ISP Process**, this section will be the second section within the process.

PLAAFP

A present levels of academic achievement and functional performance (PLAAFP) includes current formal data (e.g., diagnostic, criterion-referenced, norm referenced, etc.), observational data, instructional data, and narrative information. The PLAAFP indicates what the student "can do" in the area(s) of exceptionality/concern and is detailed, specific, and based on the data.

The PLAAFP is used to determine what area(s) of exceptionality the student may have which require a measurable annual goal or goals and associated specialized instruction to make progress in the general education curriculum.

IEP Process SELECT PROCESS

Calendar IEP Overview

Complete ✓

Consideration of Special Factors for IEP Development

Complete ✓

Postsecondary Transition Plan

Complete ✓

★ PLAAFP and MAG

▶

↔ Statewide Assessments

▶

📄 Supplementary Aids, Services, and LRE

▶

📅 Extended School Year

▶

🔧 Create Draft / Final IEP

▶

Areas of Need

In the **Areas of Need** section, check the box(es) next to the designated area(s) of need. Once selected, click **Save**. New tabs will appear allowing users to add assessments and goals in each **Area of Need**.

▼ Areas of Need

Please select Areas of Need Below:

<input type="checkbox"/> Other	<input type="checkbox"/> Academic Readiness	<input type="checkbox"/> Basic Reading Skills
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Math Calculation	<input type="checkbox"/> Math Problem Solving
<input type="checkbox"/> Oral Expression	<input checked="" type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Reading Fluency
<input type="checkbox"/> Written Expression	<input type="checkbox"/> Adaptive Behavior/Independence	<input checked="" type="checkbox"/> Advanced Math
<input type="checkbox"/> Advanced Reading	<input type="checkbox"/> Advanced Science	<input type="checkbox"/> Advanced Social Studies
<input type="checkbox"/> Advanced Written Expression	<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Gross Motor
<input checked="" type="checkbox"/> Physical	<input type="checkbox"/> Pre-vocational	<input type="checkbox"/> Sensory Processing
<input type="checkbox"/> Social and Emotional	<input type="checkbox"/> Transition	<input type="checkbox"/> Vision
<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input type="checkbox"/> Speech/Language
<input type="checkbox"/> Behavior	<input type="checkbox"/> Postsecondary Transition	

[SAVE](#)

> Area of Need - Reading Comprehension

> Area of Need - Advanced Math

> Area of Need - Physical

Assessments


This section allows users to add assessments associated with each **Area of Need**. The date information added on the **Add Assessments** page will auto-populate on the **Details** page. If the user chooses, the date can be changed on the **Details** page.

- ▶ Present Level: If an assessment area is not marked as exceptional, the text field describing the student's present level of performance must be completed. An error may occur if this box is not completed.
 - ▶ The text field addressing the impact of exceptionality on the mastery of grade-level standards does **not** need to be entered if the student is not exceptional in the area.

To add an assessment, click **Add Assessment** in the top right corner of the subsection.

Assessments - Academic Readiness

[ADD ASSESSMENT](#)

 There are currently no assessments added for this Goal Area.

Present Level - Academic Readiness

Describe the student's current performance

(Required)

EXCEPTIONAL?

Yes No

(Required)

Does the student's performance require specialized instruction? (If yes, a goal must be developed.)





Yes No

(Required)

Describe any impact on the mastery of grade level standards

Goals - Academic Readiness

[ADD GOAL](#)

Pos	Annual Goal	# Objectives/Benchmarks	Details	Del
1	Given visual and/or verbal prompts, Hunter will use number skills from 1 to 100 in a structured or unstructured setting as measured by data collection with 80% accuracy over two consecutive sessions as measured by monthly data collection. by 08/23/2023	1		
2	Given a variety of pre-academic task and opportunities, Hunter will identify letters, with 100% accuracy, in 4/5 trials, as measured by 3 consecutive monthly data collections, by 8/23/22. by 08/23/2022	1		

[SAVE](#)

Select if the assessment is a **Standard** or **Custom Assessment**. The **Assessment Area** will automatically populate from the **Area of Need** chosen on the previous page. Select an **Assessment Name** from the dropdown menu provided. Add the **Date Administered** at the time of adding an assessment.

Add Assessment

Standard Assessment Custom Assessment

Assessment Area
Reading Comprehension

Assessment Name Date Administered
mm/dd/yyyy

- Adaptive Behavior Assessment System-Third Edition (ABAS-III) Parent
- Adaptive Behavior Assessment System-Second Edition (ABAS-II) Parent
- Achenbach Child Behavior Checklist 6-18 (CBCL) - Parent
- Achenbach Child Behavior Checklist 6-18 (CBCL) - Teacher

OTHER ASSESSMENT

Once the **Assessment Name** is selected, the **Subject Area** options will generate below. **Check the boxes** to select the appropriate **Subject Area(s)**. Once selected, the **Score Types** will also auto-populate based on the **Assessment Name** and **Subject Area** chosen.

Subject areas for assessments, if applicable, will auto-populate in the **Subject Areas** subsection. Each **Assessment Area** must be marked as a **PL-Area** to print on the IEP document. Assessments that have **Other** as the **Assessment Area** will not print on the IEP document.

*Note: The **Narrative** score type is best used when the assessment type does not have a related score such as a standard score, T-score, or percentile (e.g., a classroom observation or an informal checklist that isn't normed). The **Narrative** score type allows for brief descriptions in such cases (e.g., checklist: 14/16 unsatisfactory ratings; observation: on-task 65% of the time observed), or it can be chosen to include a descriptor of the scores selected (e.g., **below average** or **average**). The case manager or related specialist may include more information about the specific assessment results by selecting **Narrative** or include specific details in the overall summary of the **Impact on Mastery of Grade Level Standards** and the student's skill deficit.*

Click **Save** once completed or **Add Another Assessment** to include more assessments.

Add Assessment ✕

Assessment Area
Academic Readiness

Assessment Name
EasyCBM Math ▼ Date Administered
05/17/2023 📅

Subject Area

A G M MDA
 MGA NO NOA NOAG

Score Types

Score

Scores per Subtest/Composite and Type

G

CLOSE SAVE ADD ANOTHER ASSESSMENT

To add a **Custom Assessment**, click **Add Assessment** and select **Custom Assessment** at the top of the section. Enter the **Custom Assessment Name** and the **Custom Subject Area(s)** in the fields provided. Enter the **Date Administered** indicating when the custom assessment was performed. Select the type of **Scores Reported** for the **Custom Assessment**. Finally, add the score values for each score type selected.

Click **Save** when finished or **Add Another Assessment** to include more assessments.

Add Assessment

Standard Assessment Custom Assessment

Assessment Area
Academic Readiness

Custom Assessment Name
test

Date Administered
mm/dd/yyyy

Subject Area

Custom Subject Area





Score Types

Age Equiv. Grade Equiv. Narrative Number Correct
 Number Incorrect Passed Y or N Percentile Rank Scaled Score
 Score Stanine Std. Score T Score

Score per Subject/Composite and Type

CLOSE **SAVE** **ADD ANOTHER ASSESSMENT**

To **Edit an Assessment**, click the **pencil icon** next to the specific assessment name.

Assessments - Academic Readiness				ADD ASSESSMENT	
Assessment	Subject Area	Score Type	Assessment Date	Edit	Delete
AIMSweb - Math	MCAP	Corrects : 10	05/18/2023		
test		Number Incorrect : 5 Narrative : test			

Present Level

Users must describe the student's current performance. Then, after reviewing the student's assessments and current performance, indicate if the **Area of Need** is determined exceptional and if the student's performance requires specialized instruction. Users may describe any impact on the mastery of grade level standards. If both are marked **yes**, a goal must be developed.

Present Level - Advanced Math

Describe the student's current performance

(Required)

EXCEPTIONAL?

Yes No

(Required)

Does the student's performance require specialized instruction? (If yes, a goal must be developed.)

Yes No

(Required)

Describe any impact on the mastery of grade level standards

Measurable Annual Goals

Under each **Areas of Need** tab, select **Add Goal** in the **Goals** subsection.

Goals - Gross Motor

[ADD GOAL](#)



i There are currently no goals added for this Goal Area.

[SAVE](#)

To **Add a Goal**, users must include the **Goal Statement** in the text box below. Add the **Anticipated Start Date** and **Complete by Date**.


Add Goal - Gross Motor

Goal Statement

Anticipated Start Date: 05/18/2023  Complete By: 05/16/2024 

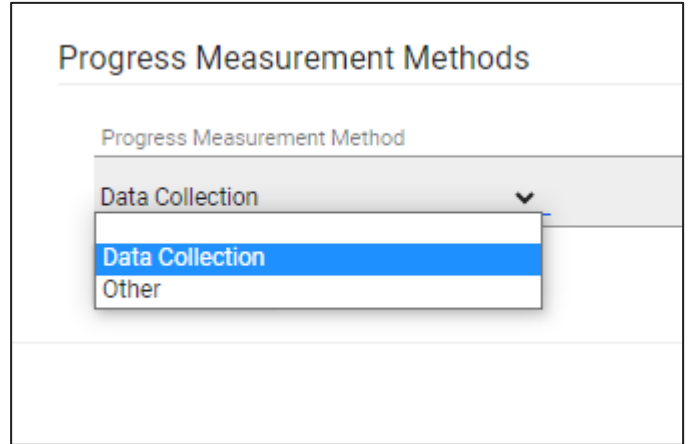
(Required)

Progress Measurement Methods

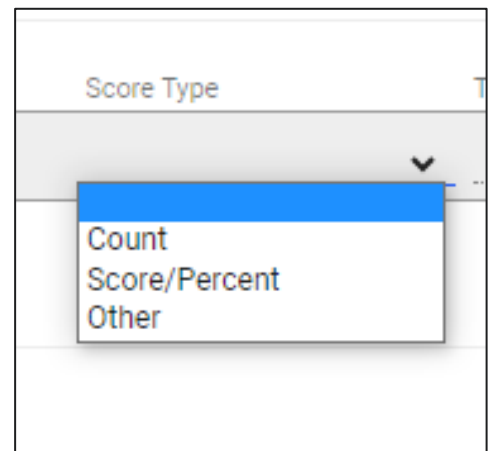
Progress Measurement Method	Score Type	Target Score	Target Date	Del
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="mm/dd/yyyy"/> 	<input type="text"/>

The **Progress Measurement Methods** section is used to indicate the method in which a student's progress is monitored. Choose an option from the dropdown list provided.

*Note: This is part of the **Goal Progress Monitoring** process which is described in more detail in a separate manual. However, this step allows user to add **Progress Monitoring** within the **Postsecondary Plan** versus navigating to the PLAAFP and MAG section of the **IEP Process**.*



Score Type indicates how users will score the student's progress. Select an option from the dropdown list provided.



The **Score Type** chosen will directly correlate to the **Target Score** and will require a **numerical response**. For example, if the Score Type is Score/Percent, the **Target Score** should have a percentage value such as 90%.

Score Type	Target Score
Score/Percent	90%

Objectives and Benchmarks

Short term objectives or benchmarks are only required in the IEPs of students who take **Alternate Assessments** aligned to **Alternate Achievement** standards. Should an IEP team wish to add short-term objectives for students outside of the **Alternate Assessment** population, this option is available in the system.

To add an objective or benchmark, click **Add Objectives and Benchmarks** in the top-right corner of the **Goals** section.

Objectives and Benchmarks

ADD OBJECTIVES AND BENCHMARKS

Objectives and Benchmarks are required for students taking the Alternate Assessment.

There are currently no objectives and benchmarks added for this goal.

SAVE

Enter the **Objective Statement** and follow the same steps above to enter the objective.

Add Objectives and Benchmarks

Annual Goal: test by 05/16/2024

Objective Statement (Required)

Anticipated Start Date: 05/18/2023

Complete By: 05/16/2024

Goal Progress Measurement Method	Score Type	Target Score	Target Date	Copy
AIMSweb Math	Corrects	45	05/16/2023	COPY

Progress Measurement Method

Score Type

Target Score

Target Date

Del

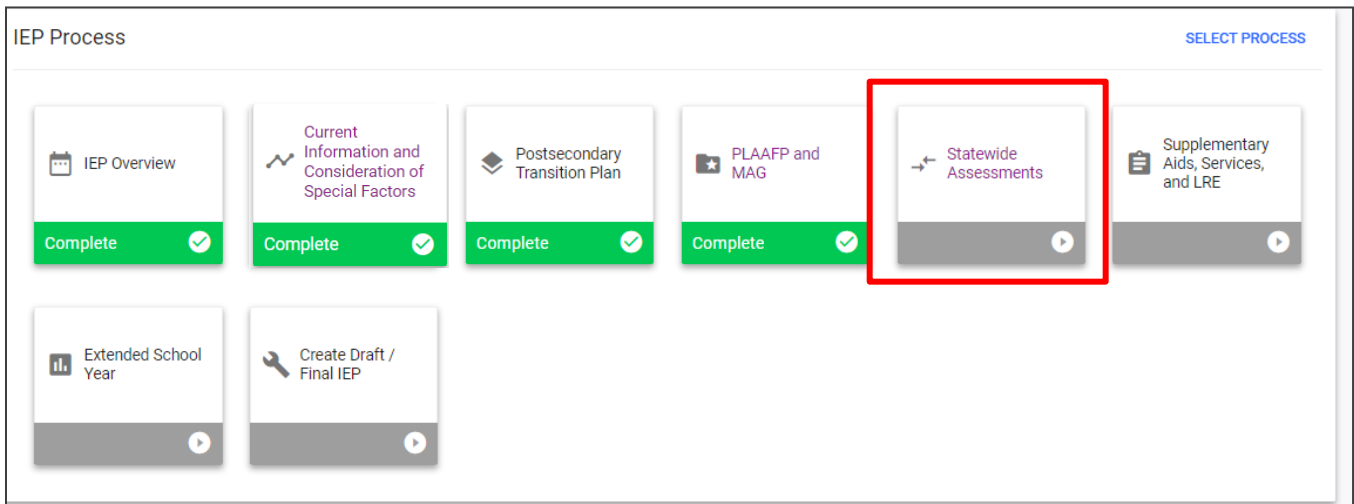
mm/dd/yyyy

ADD MORE

SAVE

Statewide Assessments

The **Statewide Assessments** section can be completed by selecting the **Statewide Assessments** tile from the **IEP Process Menu**. This section was previously labeled the **Tennessee Alternate Assessment** page. The IEP team must complete the **Statewide Assessments** page if a student qualifies for an **Alternate Assessment**.



Assessment Decision

Under **Assessment Decision**, select **Yes** or **No** if the student will be taking the general education assessment. If **Yes**, the page will be marked as complete, and the user may move forward in the **IEP Process**. If **No**, the **Alternate Assessment Eligibility Determination Worksheet** section will appear. Click **Save**.

A screenshot of the 'Assessment Decision' form. The form is titled 'Assessment Decision' and has a dropdown arrow. The question is 'Will the student be taking the general education assessment?'. There are two radio buttons: 'Yes' and 'No'. The 'No' radio button is selected. A green 'SAVE' button is located in the bottom right corner.

Alternate Assessment Eligibility Determination Worksheet

This section allows users to input information regarding the **Cognitive Ability Test** and **Adaptive Behavior Skills Test**. Enter the required information including the **Test Name**, **Date**, and **Scores**.

▼ Alternate Assessment Eligibility Determination Worksheet

Psychologist who completed the File Review
Tim Test

Date of Review
05/18/2023

Individual Cognitive Ability Test

Test Name (Required)

Date (Required)
mm/dd/yyyy

Total Battery Score (Required)

Highest Composite Score (Required)

Highest Composite Score Area (Required)

Lowest Composite Score (Required)

Lowest Composite Score Area (Required)

Adaptive Behavior Skills Assessment

Test Name (Required)

Date (Required)
mm/dd/yyyy

Total Battery Score (Required)

Highest Composite Score (Required)

Highest Composite Score Area (Required)

Lowest Composite Score (Required)

Lowest Composite Score Area (Required)

Complete the three criteria below. Each requires a **Summary of Evidence**.

Criterion 1: The student has a *significant cognitive disability*. Only students with the most *significant cognitive disability* should be considered for the alternate assessment.

Does the student have the most significant cognitive disability, including adaptive behavior?

Yes, criterion one is met. (Required)

Summary of Evidence:

No, criterion one was not met. The student is not eligible to participate in the alternate assessment. (Required)

SAVE

Indicate if the team has determined that the alternate assessment **is** or **is not** the most appropriate assessment. The justification for the selected response is required. Click **Save** when complete.

The IEP team has considered multiple sources of information and data showing that the student 1) demonstrates the most significant cognitive disability, 2) is participating in instruction derived from Tennessee state standards, and 3) requires extensive, direct, individualized instruction and substantial supports.

The IEP team has determined that the alternate assessment

Is the most appropriate assessment

Is NOT the most appropriate assessment

Justification for the response above:

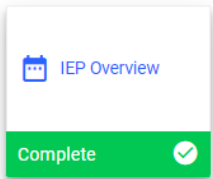
(Required)

[SAVE](#)

Supplementary Aids, Services, and LRE

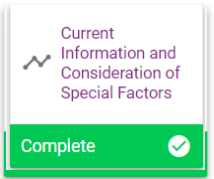
To add **Special Educations Services, Related Services and Supplemental Aids** to the student's record, select the **Supplementary Aids, Services, and LRE** tile from the **IEP Process Menu**. Supplementary aids and services are aids, services, and other supports provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, enabling students with disabilities to be educated alongside nondisabled children to the maximum extent appropriate. If navigating the **ISP Process**, this section will be the third section within the process.

IEP Process SELECT PROCESS



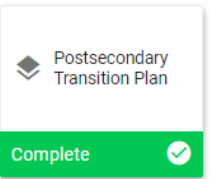
IEP Overview

Complete ✓



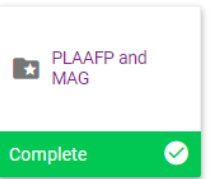
Current Information and Consideration of Special Factors

Complete ✓



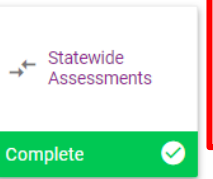
Postsecondary Transition Plan

Complete ✓



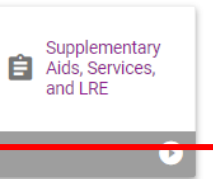
PLAAFP and MAG

Complete ✓



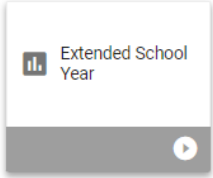
Statewide Assessments

Complete ✓

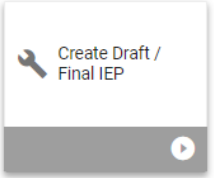


Supplementary Aids, Services, and LRE

Complete ✓



Extended School Year



Create Draft / Final IEP

The first part of this section provides a field to add details about training or support(s) needed by school personnel to best support the students. For example, extra training may be needed for paraprofessionals on a new intervention strategy being implemented on the state or district level.

Support(s) or training needed by school personnel in order to support the student in their goal(s)

(e.g., training on the intervention provided to paraprofessionals, training on an alternative communication system)

SAVE

Assistive Technology

Previously, **Assistive Technology** was entered as a custom service. It now has its own section within the **Supplementary Aids, Services, and LRE** tile.

Note: The Assistive Technology Guidance Document is a resource that includes all assistive technology devices necessary for students to access instruction.

Include all assistive technology devices (see guidance documents) that are necessary for the student to access instruction and the educational environment.

[Assistive Technology Guidance Doc](#)

Assistive Technology

ADD ASSISTIVE TECHNOLOGY

There are currently no Assistive Technology Services

Warning: You indicated assistive technology is necessary for the student to access and participate across all educational settings (on the Consideration of Special Factors page) but have not added any AT devices. Please add at least one AT.

SAVE

To add assistive technology, click **Add Assistive Technology** in the upper right-hand corner of the subsection. A pop-up window will display. Manually enter a description of the **AT Tools/Devices** (reference the document provided if needed).

Add the **Provider Responsible** and **description of the AT Device** and supports needed for device. Add **Start** and **End Date** and indicate all settings for which AT will be available to the student. Once complete,

click **Save** and **Close** to return to the **Supplementary Aids, Services, and LRE** page, or select **Add Another Service** if the student needs another AT documented.

Add Assistive Technology [X]

Type of AT Tools/Device
Screen Magnifier

Provider Responsible

Description of AT Device and supports needed for device (e.g., programming, maintenance, repair, etc.).
Describe
test

Start Date: 05/18/2023 End Date: 05/16/2024

Indicate all settings for which AT will be made available to the student

[CLOSE] [SAVE] [ADD ANOTHER SERVICE]

Program Modifications

The **Program Modifications** subsection allows users to include accommodations and modifications (previously the **Accommodations** page in the **IEP Process**).

Click **Add Accommodations/Modifications** in the upper right-hand corner of the **Program Modifications** subsection.

Program Modifications

ADD ACCOMMODATIONS / MODIFICATIONS CLEAR ALL

Accommodation/Modification	Duration	Area(s)	Acad	Non-Acad	Testing	Accommodation or Modification	Edit	Del
Adult transcription		All Academic Areas, TCAP-Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accommodations		
Audio recorded textbooks/materials		TCAP-Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodations		
Audio recorder		TCAP-ELA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accommodations		

[SAVE]

Select **Accommodation** or **Modification** at the top of the page. A list of accommodations and modifications will populate below. Check the boxes if the accommodation or modification is required for an **Academic**, **Non-Academic**, or **Testing** environment.

▼ Add Accommodations/Modifications

Accommodation or Modification?
 Accommodations Modifications

Accommodations/Modifications	Academic	Non-Academic	Testing	Area(s)
Adult transcription	<input type="checkbox"/>		<input type="checkbox"/>	
Allow student to type or record assignment	<input type="checkbox"/>			
Audio recorded textbooks/materials	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="button" value="ADD AREA(S)"/>
Audio recorder	<input type="checkbox"/>			

The accommodation **Extended Time** allows the team to type in the specific duration in a text field that appears to the right of the accommodation name. When the text field does not have anything entered, it will display the words, **Additional Info**. Click those words and type in the duration of time in the text field. Continue to **Add Areas** as you would with other accommodations.

Accommodation or Modification?
 Accommodations Modifications

Accommodations/Modifications	Academic	Non-Academic	Testing	Area(s)
Allow student to type or record assignment	<input type="checkbox"/>			
Audio recorded textbooks/materials	<input type="checkbox"/>	<input type="checkbox"/>		
Audio recorder	<input type="checkbox"/>			
Audio textbooks/materials	<input type="checkbox"/>			
Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Copy of peer's class notes	<input type="checkbox"/>			
Copy of teacher lectures/notes	<input type="checkbox"/>			
Eliminate Answer Choices	<input type="checkbox"/>			
Extended time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15 minutes <input type="button" value="ADD AREA(S)"/>

Click **Add Area(s)** to display a new window to add the areas where the modification or accommodation will be needed. Once complete, click **Save** and return to the **Supplementary Aids, Services, and LRE** page.

Add Area(s) ✕

All Areas
 TCAP-ELA
 TCAP-Science
 Other 2:

All Academic Areas
 TCAP-ELA Writing
 TCAP-Social Studies
 Other 3:

All Non-Academic Areas
 TCAP-Math
 Other 1:

CLOSE
SAVE

On the original page under **Program Modifications**, the **Add Area(s)** boxes will be checked.

Program Modifications			ADD ACCOMMODATIONS / MODIFICATIONS	CLEAR ALL				
Accommodation/Modification	Duration	Area(s)	Acad	Non-Acad	Testing	Accommodation or Modification	Edit	Del
Adult transcription		All Areas, TCAP-Science	☑	☐	☑	Accommodations	✎	🗑
Extended time	15 minutes	All Areas	☑	☐	☐	Accommodations	✎	🗑

SAVE

*Note: If a new area needs to be added, click the **pencil icon** to edit.*

To **delete an accommodation** or modification, select the **trash icon** on the far right-side of the accommodation or modification. A warning message will appear. If you only want to remove this accommodation or modification from individual areas, select the areas below and click **Remove** to confirm. Otherwise, making no selections and clicking **Remove** will remove the accommodation/modification from all areas.

Delete Accommodation/Modification ✕

Are you sure you want to remove the following accommodation/modification? If you only want to remove it from individual areas, you may select any area(s) below and click Remove to confirm. Otherwise, making no selections and clicking Remove will remove the accommodation/modification from all areas.

Accommodation/Modification	Duration
Extended time	15 minutes

Areas

 All Areas



CLOSE
REMOVE

Update Service Dates

The **Update Service Dates** subsection is new to the **Supplementary Aids, Services, and LRE** page. To include the same dates for all services, enter the desired dates in the **Begin** and **End** boxes below and click **Save**. Dates will default to the **IEP Begin** and **End Dates** entered on the **IEP Overview** page. If the **IEP Meeting Purpose** is an **Amendment**, these dates will default to the original **IEP Begin** and **End Dates** and will not be editable.

Update Service Dates

To insert the same dates for all services, enter the desired dates in the "Begin" and "End" boxes below and click "Save." Dates default to the IEP Begin and End Dates entered on the IEP Overview page. If the IEP Meeting Purpose is an Amendment, these dates will default to the original IEP Begin and End dates and will not be editable here.

Begin: 05/15/2023  End: 10/18/2023 

[SAVE](#)

Special Education Services

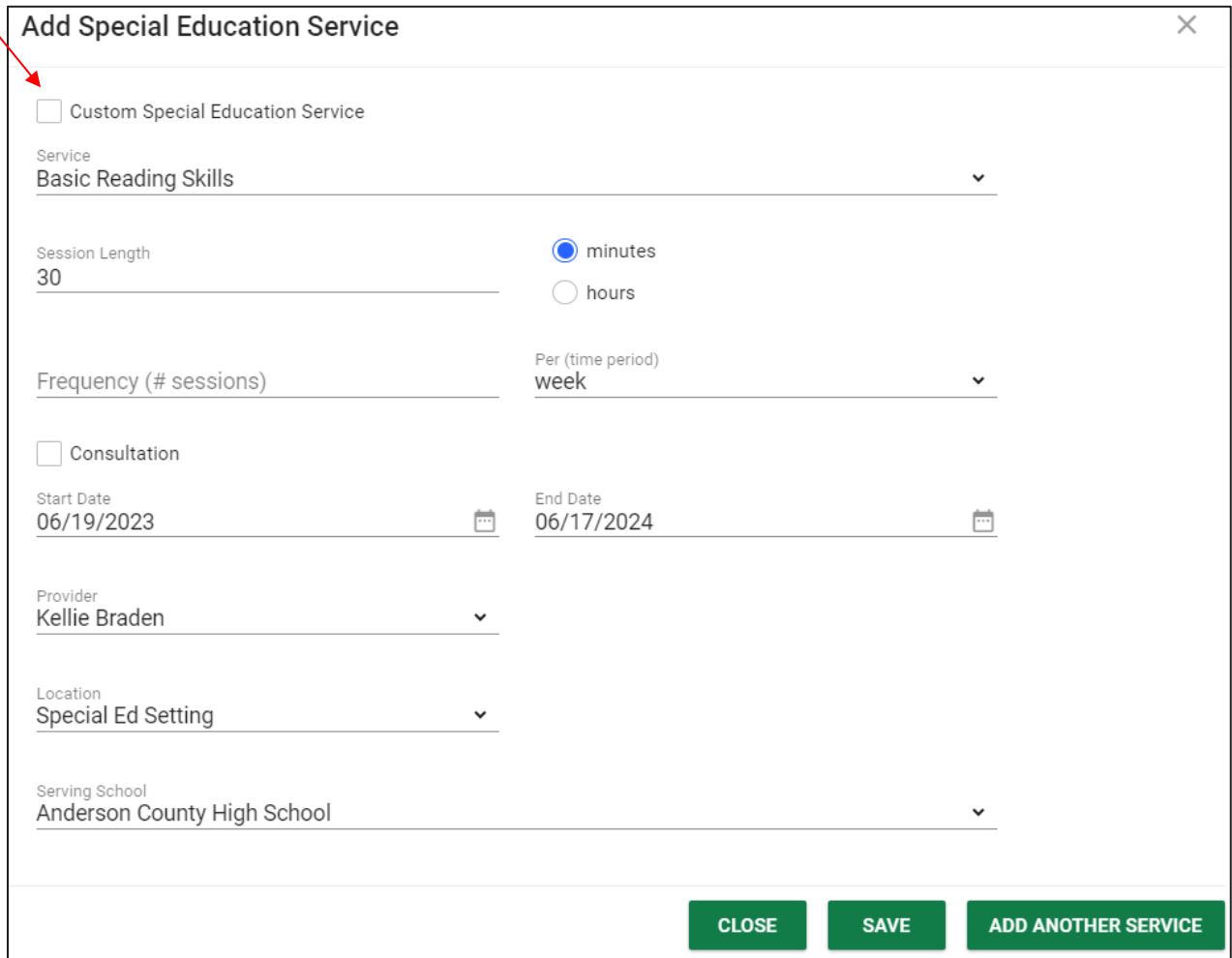
In the **Special Education Services** subsection, education direct services, related services, least restrictive environment (LRE) and extended school year (ESY) are added to the student's record.

1. To add a service select **Add Special Education Services**.

Special Education Services

[ADD SPECIAL EDUCATION SERVICES](#) [CLEAR ALL](#)

2. Select a **Service** from the dropdown menu or check the **Custom Special Education Service** box.



Add Special Education Service ✕

Custom Special Education Service

Service
Basic Reading Skills ▼

Session Length minutes
30 hours

Frequency (# sessions) Per (time period)
week ▼

Consultation

Start Date End Date

Provider
Kellie Braden ▼

Location
Special Ed Setting ▼

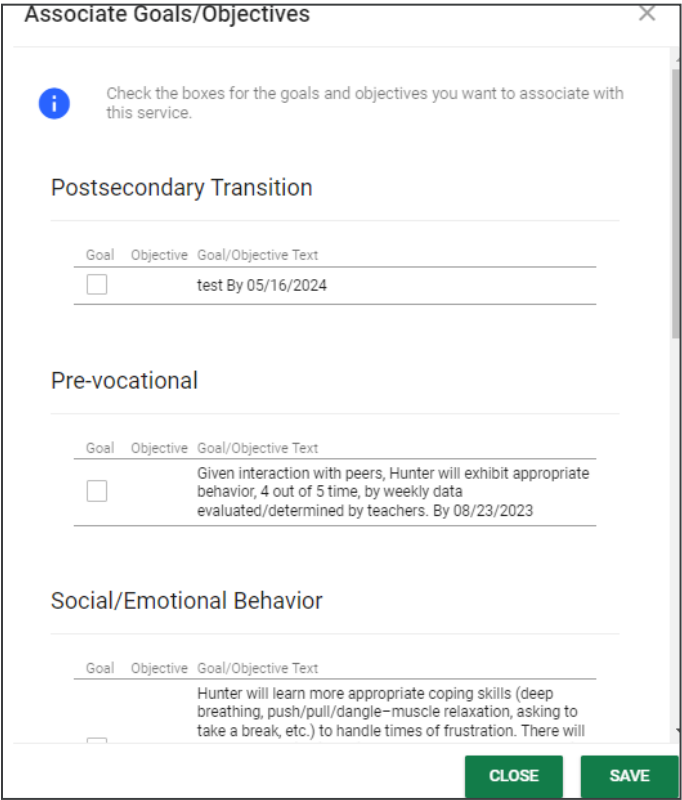
Serving School
Anderson County High School ▼

3. Choose the **Session Length** in minutes or hours.
4. Choose the **Number of Sessions** per year, week, month or day
5. Check the box for **Consultation** service if required.
6. Enter the **Start** and **End Date** for the duration of services.
7. Enter the **Provider** and service **Location**.
8. If the service is provided at a school other than the attending school, select a **Serving School** from the dropdown menu provided.
9. Select **Save** and then **Close** to return to the previous page.

The three **icons** in the right-hand corner of the **Special Education Services** subsection allow users to associate goals, edit information, or delete services.



To **Associate Goals** or **Objectives**, select the **link icon** on the right. To **Associate Goals** or **Objectives** means to connect a goal or objective to a current service a student is receiving. Check the **boxes** for the goals and objectives you want to associate with this service.



To **Edit a Special Education Service**, select the **pencil icon** on the right. A pop-up window will appear allowing users to edit a service's session length, dates, provider, location, and school. If the **Service** needs to be changed, a new service must be added, or the current service will need to be deleted.

The screenshot shows a form titled "Edit Special Education Service". It contains the following fields and options:

- Service: SPED Math
- Session Length: 30 (radio buttons for minutes and hours, with minutes selected)
- Frequency (# sessions): 4 (dropdown for Per (time period) week)
- Consultation:
- Start Date: 10/11/2022 (calendar icon)
- End Date: 08/23/2023 (calendar icon)
- Provider: Angela Brock (dropdown)
- Location: Special Ed Setting (dropdown)
- Serving School: Eastside Elementary (dropdown)

At the bottom right, there are two buttons: "CLOSE" and "SAVE".

Click the **trash icon** to delete a current service. Click **Remove** to remove the service permanently.

The screenshot shows a confirmation dialog titled "Delete Special Education Service" with a close button (X) in the top right corner. It contains a warning icon and the text: "Are you sure that you want to remove the following Special Education Service?". Below this is a table with the following data:

Service	Duration	Frequency	Start Date	End Date
SPED Math	30 minutes	4 times/W	10/11/2022	08/23/2023

At the bottom right, there are two buttons: "CLOSE" and "REMOVE".

If a goal or objective is associated with a service provided, select **Log Progress Monitoring Changes for Existing IEP**. By clicking this button, you are allowing the goals and objectives to transfer to the IEP Goal Progress Monitoring Wizard for data collection. Please see the **Goal Progress Monitoring Wizard (GPM)** section in this manual for further explanation. Click **Save**.

The screenshot shows a button labeled "LOG PROGRESS MONITORING CHANGES FOR EXISTING IEP" and a "SAVE" button next to it.

Related Services

To add **Related Services** to the **Supplementary Aids, Services, and LRE** page, select **Add Related Services**.

Related Services **ADD RELATED SERVICES** CLEAR ALL

There are currently no Related Services

1. Choose the **Session Length** in minutes or hours.
2. Choose the **Number of Sessions** per year, week, month or day
3. For a **Custom Related Service**, the dropdown menu transitions to a text field for inputting a custom response.
4. Enter a **Start** and **End Date** for the related service.
5. Select the Provider and service Location required to create the final IEP.
6. If the service is provided at a school other than the attending school, select a **Serving School** from the dropdown menu provided.
7. Select **Save** and then **Close** to return to the previous page.

Add Related Service ×

Custom Related Service

Service
Behavioral Health Services

Session Length minutes
30 hours

Frequency (# sessions) 3 Per (time period) week

Consultation

Start Date 05/18/2023 End Date 05/16/2024

Provider Kyle Cannon

Location General Education

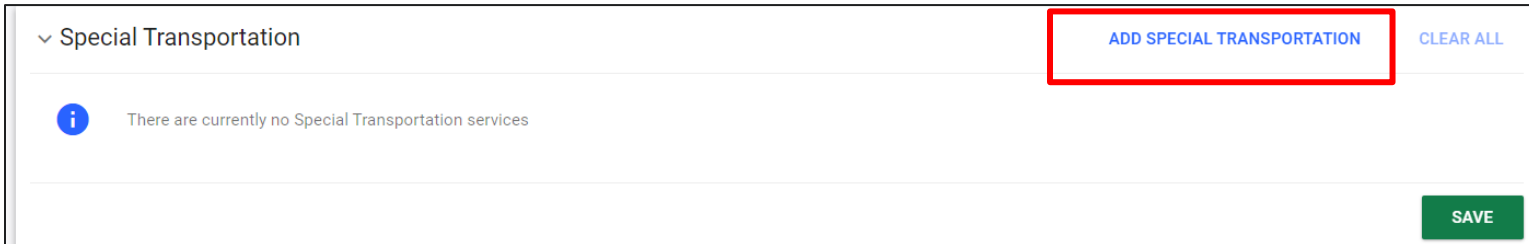
Serving School Eastside Elementary

CLOSE **SAVE** **ADD ANOTHER SERVICE**

Special Transportation

This **Supplementary Aids, Services, and LRE** page also includes **Special Transportation Services** in the IEP.

1. Select **Add Special Transportation** in the upper right corner.



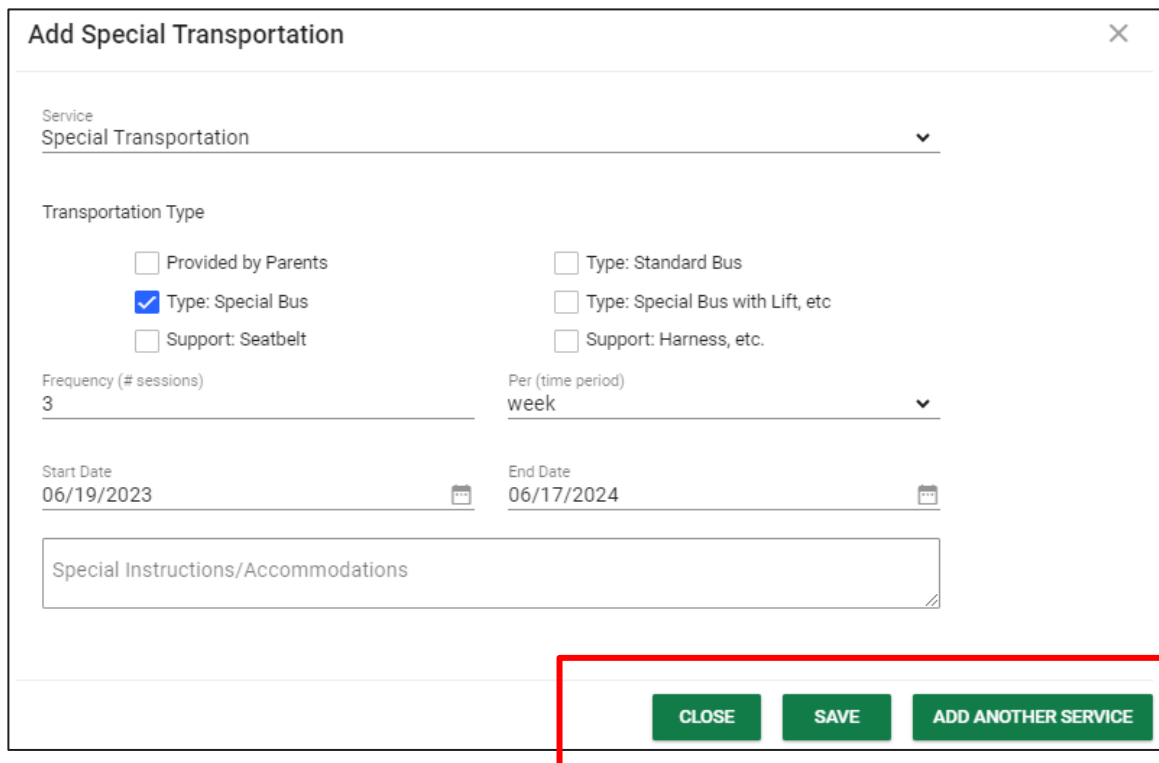
Special Transportation

ADD SPECIAL TRANSPORTATION CLEAR ALL

There are currently no Special Transportation services

SAVE

2. From the dropdown menu, choose **Special Transportation**.
3. Check the desired **Transportation Type(s)** from the boxes provided.
4. While it is not required, users are encouraged to include the number of sessions desired. *Note: The session length is required.*
5. Enter the **Start** and **End Dates** in the required fields.
6. If needed, a field is provided to include specific instructions or accommodations for the **Special Transportation Service**.
7. Click **Save** or **Add Another Service** to include an additional transportation service.



Add Special Transportation

Service
Special Transportation

Transportation Type

Provided by Parents Type: Standard Bus

Type: Special Bus Type: Special Bus with Lift, etc

Support: Seatbelt Support: Harness, etc.

Frequency (# sessions)
3

Per (time period)
week

Start Date
06/19/2023

End Date
06/17/2024

Special Instructions/Accommodations

CLOSE SAVE ADD ANOTHER SERVICE

Least Restrictive Environment (LRE)

This section of the **Supplementary Aids, Services, and LRE** page includes categories specifying the percentage of the school day in which the student is receiving services in the general education setting. This information is based on the service details (session length, frequency, and location) in the most current finalized IEP. It is not based on the workspace. The following categories are included should they apply:

- ▶ In the general education setting 80% or more of the day
- ▶ In the general education setting 40-79% of the day
- ▶ In the general education setting less than 40% of the day

This information will not appear in the IEP. It will only be displayed in the workspace for user reference.

Scroll down to the **LRE** section and enter information concerning the **Least Restrictive Environment (LRE)**.

1. Enter the appropriate response to each question in the corresponding text box provided.
2. A bar graph displaying the **Hours of Service** will appear at the bottom of the page. The data in this graph is dynamic and represents the average hours of service a student is receiving per day. It is not intended to be an exact reflection of services for a specific day, but rather a general snapshot of services overall for users to reference. This information will only appear in the workspace and will not transfer over to any final documents.
3. When finished, click **Save**

▼ Least Restrictive Environment

Explain the extent, if any, in which the student will not participate with non-disabled peers in the regular class:

(Required)

Explain the extent, if any, in which the student will not participate with non-disabled peers in extracurricular and nonacademic activities:

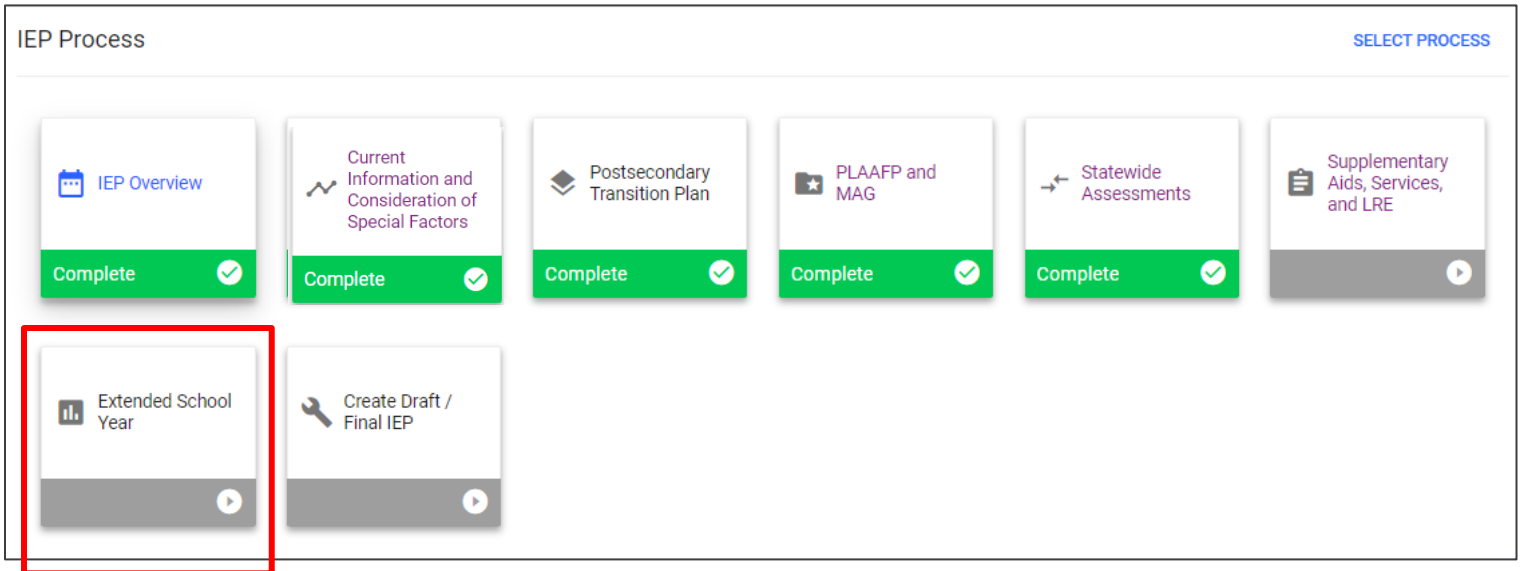
(Required)

and/or, his/her LEA Home School:

(Required)

Extended School Year

School districts have an annual obligation to establish a student's need for **Extended School Year** services. A student's need for ESY services is fluid and may be established and/or discussed at any point during the school year via an **IEP Team Meeting** regardless of when the student's **Annual IEP Meeting** falls. However, the IEP team's decision is contingent upon data collection and is student and/or situation specific. This section of the IEP can be completed by clicking the **Extended School Year** tile on the **IEP Process** menu.



There are 3 options available the **Extended School Year** page:

- 1) If the team has determined ESY is not required and there are no further steps required, click **Save** and continue with the **IEP Process**.

The screenshot shows the 'Extended School Year' form. The title is 'Extended School Year'. Below the title is a section titled 'Indicate the IEP Team's determination of student eligibility for Extended School Year.' with three radio button options:

- The IEP Team has determined that ESY is not required
- The IEP Team has determined that ESY is required
- The IEP Team will reconvene to determine if ESY is required by the date entered below.

The 'SAVE' button is highlighted with a red box.

- 2) If the team determines ESY is required, follow-up questions will be generated including ESY Begin and End Dates, and options to select appropriate ESY Goals, ESY Special Services and ESY Related Services. Complete all required fields and click **Save**.

Describe the data and other information used as the basis for determining the student's eligibility for ESY services:

(Required)

Current Progress Report

ESY Begin Date
mm/dd/yyyy
ESY End Date
mm/dd/yyyy

(Required) (Required)

ESY Goals

i Specify which goals should be part of the IEP/ISP for ESY services.

Include
(Required) Goal

test

Given interaction with peers, Hunter will exhibit appropriate behavior, 4 out of 5 time, by weekly data evaluated/determined by teachers.

Hunter will learn more appropriate coping skills (deep breathing, push/pull/dangle–muscle relaxation, asking to take a break, etc.) to handle times of frustration. There will be a decrease in disruption by 43% or no more than 3 write ups in a months time for disruption. There will be a decrease in aggression by 50% or no more than 6 write ups in a months time.

Given visual and/or verbal prompts, Hunter will use basic WH question forms (who, what, where, and when) in a sentence to request and sort, label, and list categories in a structured or unstructured setting as measured by data collection with 80% accuracy over two consecutive sessions as measured by monthly data collection by 8/23/22.

Given visual and/or verbal prompts, Hunter will use number skills from 1 to 100 in a structured or unstructured setting as measured by data collection with 80% accuracy over two consecutive sessions as measured by monthly data collection.

Given a variety of pre-academic task and opportunities, Hunter will identify letters, with 100% accuracy, in 4/5 trials, as measured by 3 consecutive monthly data collections, by 8/23/22.

test

ESY Special Education Services

i Specify which special education services should be part of the IEP/ISP for ESY.

Include
(Required)

Service	Service Type	Duration	Frequency	Location	StartDate	End Date	Team Member Responsible	Edit
<input type="checkbox"/> SPED Math	Special Ed Services	30 minutes	4 times/W	Special Ed Setting	05/10/2023	05/31/2023	Angela Brock	
<input type="checkbox"/> Push In Math	Special Ed Services	30 minutes	1 times/W	General Education	05/10/2023	05/31/2023	Angela Brock	
<input type="checkbox"/> SPED Reading	Special Ed Services	30 minutes	4 times/W	Special Ed Setting	05/10/2023	05/31/2023	Kyle Cannon	
<input type="checkbox"/> Push In Reading	Special Ed Services	30 minutes	1 times/W	General Education	05/10/2023	05/31/2023	Kyle Cannon	

ESY Related Services

i Specify which related services should be part of the IEP/ISP for ESY.



- 3) If the team will reconvene to determine if ESY is required, enter the date on which the ESY decision will be determined. Click **Save**.

Extended School Year

Indicate the IEP Team's determination of student eligibility for Extended School Year.

The IEP Team has determined that ESY is not required

The IEP Team has determined that ESY is required

The IEP Team will reconvene to determine if ESY is required by the date entered below.

Date ESY program was/will be determined:
05/19/2023

SAVE

Create Draft/Final IEP

To generate the draft or final IEP, select the **Create Draft/Final IEP** tile on the **IEP Process** page. **IEP Drafts** and **Finals** will now be completed on the same page versus separate pages as done previously. If navigating the **ISP Process**, this section will be the fourth and final section within the process.

IEP Process SELECT PROCESS

IEP Overview Complete ✓	Current Information and Consideration of Special Factors Complete ✓	Postsecondary Transition Plan Complete ✓	PLAAFP and MAG Complete ✓	Statewide Assessments Complete ✓	Supplementary Aids, Services, and LRE Incomplete !
Extended School Year Complete ✓	Create Draft / Final IEP ▶				

*Note: A warning will ask the user if he/she needs to create a **Prior Written Notice**. Clicking **Create Prior Written Notice** will redirect the user to the **Prior Written Notice** creation page. Selecting **No – Create IEP** will allow the user to finalize the student's IEP.*



Have you created a prior written notice? Pursuant to TN SBE Rule 0520-01-09, a prior written notice must be given to the parent of a child suspected to have a disability or a child with a disability at least ten (10) school days prior to the LEA either proposing or refusing to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child. For more information about when and why to create prior written notices, please see the memo on the state website: https://www.tn.gov/content/dam/tn/education/special-education/memo/sped_memo_prior_written_notice.pdf

Do you want to create a Prior Written Notice?

CREATE PRIOR WRITTEN NOTICE

NO - CREATE IEP

IEP Overview

In the **IEP Overview** section, the **IEP Meeting Date**, **IEP Begin Date**, **IEP End Date** and **Meeting Purpose** will pull in from the **IEP Overview** page.

*Note: If dates have not previously been selected, an error message will display directing users to return to the **IEP/ISP Overview** page and enter the date.*

IEP Overview

IEP Meeting Date	IEP Begin Date	IEP End Date	Meeting Purpose
05/18/2023	05/18/2023	05/16/2024	IEP Annual

Contacts

The **Contacts** section is used to document any contact information (e.g., letters, phone calls, conversations, etc.) between a district and the parents and guardians or any non-parental contacts, including someone within or even outside of the school system, such as a doctor. The contacts listed are pulled from the **Contacts** page. To add a contact, navigate to the **Contacts** page and add a new form of contact. To include a contact in the IEP document, select the **Include** check box and then click **Save**.

Contacts

Please indicate which of the following contacts relate to this IEP.

Include	Contact Type	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result/Notes
<input checked="" type="checkbox"/>	Parent	Angela Brock	Kendra	Phone	10/10/2022	

SAVE

IEP Team Information

The **IEP Team Information** (or **ISP Team Information** if completing an ISP) will display in this section. This team includes students, parents and guardian(s), or any non-district team members with **Include on Team** checked on **IEP Team** page. If a team member needs to be added, click **Add More** and manually enter the name in the text field provided. If the parent did not attend the meeting, enter the name of the person responsible in attendance. Finally, add the date the IEP was given to parents and click **Save**.

IEP Team Members

Student
 Kaiden Elyssa Long

Parent/Guardian(s)
Kendra

Local Education Agency Representative
Angela Trapp

Regular Education Teacher
Kyle Cannon

Special Education Teacher/Provider
Kerry Stalker

Interpreter of Evaluation Results
Kerry Stalker

Agency Representative

Enter Team Member Name

ADD MORE

If the parent(s) did not attend, the person responsible for forwarding and explaining the contents of the IEP to the parents along with their rights is:

Date IEP was given to parent(s):
05/17/2023

SAVE

Create IEP/ISP

The purpose of the **Create IEP** (or **Create ISP** if completing an ISP) page is to create a draft or final IEP document. Select the appropriate response for the questions below. If the parent is signing using **Connect**, an email will be sent informing them they have a document pending signature. If the parent is signing electronically during the meeting and the document is a final rather than a draft, a signature box will display allowing them to sign, date, and indicate if they agree.

▼ Create IEP

Please select one of the following options:

- A draft IEP was developed and a copy was provided at least 48 hours prior to the IEP team meeting.
- A draft IEP was developed, but a copy was not provided at least 48 hours prior to the IEP team meeting.
- A draft IEP was developed, but a copy was declined.
- A draft IEP was not developed prior to the IEP team meeting.

Parent Method of Signature

- The parent will sign digitally during the meeting
- The parent will sign a paper copy of the IEP
- The parent will sign using Connect

DISPLAY ALL IEP ERRORS SAVE SEND COMPLETED DRAFT TO PARENT CREATE DRAFT CREATE FINAL

▼ IEP Team Electronic Signatures

Position	Signature	Date	Agree
Parent/Guardian		mm/dd/yyyy	<input checked="" type="radio"/> Yes <input type="radio"/> No

CLEAR SIGNATURE

Finalizing an IEP requires a draft IEP document to be created free of any errors. If the IEP has errors, these errors appear after selecting **Display All IEP Errors**. This button must be selected before attempting to generate a draft or final IEP.

Correcting errors:

1. Select the **Display All IEP Errors**. A list of errors will appear in a red pop-up box.

The screenshot shows a red pop-up box with a white exclamation mark icon on the left. The title is "Supplementary Aids, Services, and LRE". The box contains a list of errors:

- Error 06.02 You indicated the student has at least one accommodation but have not indicated whether it is for Academic, Non-Academic, and/or Testing. Please select at least one.
- Error 06.13 You added at least one Service that does not have a Goal or Objective associated with it. Please click the Link button next to the Service to associate at least one Goal or Objective.
- Error 06.14. You have not entered a Serving School for the service Language Therapy. Please Edit the Service to enter a Serving School.
- Error 06.14. You have not entered a Serving School for the service SPED Math. Please Edit the Service to enter a Serving School.
- Error 06.15. You have entered the begin date of 05/10/2023 for the service Language Therapy. This is before the begin date of the IEP/ISP which is 05/18/2023. Please enter a begin date that falls within the date range of the IEP/ISP.
- Error 06.15. You have entered the begin date of 05/10/2023 for the service SPED Math. This is before the begin date of the IEP/ISP which is 05/18/2023. Please enter a begin date that falls within the date range of the IEP/ISP.

Below the errors, there are radio button options for draft IEP development. At the bottom, there are four green buttons: "DISPLAY ALL IEP ERRORS" (highlighted with a red box), "SAVE", "SEND COMPLETED DRAFT TO PARENT", and "CREATE FINAL".

2. Correct each error by referring to the pages within the **IEP Process** that have an error indicated. In the example above, there are numerous errors in the **Supplementary Aids, Services, and LRE** section.
3. When finished making corrections, return to the **Create IEP/ISP** page.
4. Select **Create Draft**.
5. Then select **Create Final**. This page will direct team members to provide signatures before finalizing the IEP.

Student Documents

Once an IEP is generated, it will display under the **Student Documents** section of the **Create IEP** page. Other documents created will also be displayed. To access a document, click the [blue hyperlink](#) and a PDF version of the document will generate in a new tab. All districts have the ability to upload external documents. Users can attach items such as signature pages to the documents created in TN Pulse and upload documents for inclusion in the student's electronic record.

To attach a document, select **Attach Documentation**.

Documents for Kaiden Elyssa Long

ATTACH DOCUMENTATION

Show 10 entries

Search: _____

Doc ID	Date Generated	Generated By	Document	Status	Include in Batch	Attachment
491293	05/20/2023	Emma Gonsalves	IEP	Draft	<input type="checkbox"/>	
467731	10/13/2022	Angela Trapp	Prior Written Notice	Final	<input type="checkbox"/>	
467418	10/11/2022	Angela Brock	IEP Addendum	Final	<input type="checkbox"/>	Hunter Grepperud Addendum IEP signatures10112022 Hunter Grepperud OT Therapy Screening Request Form10112022
463175	08/24/2022	Kyle Cannon	IEP	Final	<input type="checkbox"/>	Hunters IEP Signature Pages08232022
463058	08/23/2022	Kyle Cannon	Prior Written Notice	Final	<input type="checkbox"/>	
460596	08/04/2022	Kerry Stalker	H.Grepperud Speech and Language Report_000169	Uploaded		
459535	06/08/2022	Renee Anderson	Prior Written Notice	Final	<input type="checkbox"/>	

Showing 1 to 7 of 7 entries

Previous 1 Next
(7 Documents)

CREATE DOCUMENT BATCH

Enter the name or description of the uploaded file. If a name is not provided, the original file name will be used. Select the **arrow** or **Upload File** to attach the file. Once uploaded, the document will appear on the same line as the document selected.

Attach Documentation for

Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, PNG, XLSX, PPTX, and DOCX. No file may be greater than 1000 MB in size.

File Name (if not provided, the file name will be used)

CLOSE **UPLOAD FILE(S)**

The **Create Document Batch** tool allows users to select multiple student documents to print all at one time. Please ensure these files are in PDF format to print documents in a batch:

1. Check the boxes next to the desired documents.
2. Select **Create Document Batch**.
3. The documents will be generated in a single PDF file in a new window to print or save.

Documents for Kaiden Elyssa Long ATTACH DOCUMENTATION

Show 10 entries Search: _____

Doc ID	Date Generated	Generated By	Document	Status	Include in Batch	Attachment
491293	05/20/2023	Emma Gonsalves	IEP	Draft	<input checked="" type="checkbox"/>	
467731	10/13/2022	Angela Trapp	Prior Written Notice	Final	<input type="checkbox"/>	
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463175	08/24/2022	Kyle Cannon	IEP	Final	<input checked="" type="checkbox"/>	Hunters IEP Signature Pages08232022
463058	08/23/2022	Kyle Cannon	Prior Written Notice	Final	<input checked="" type="checkbox"/>	
460596	08/04/2022	Kerry Stalker	H.Grepperud Speech and Language Report_000169	Uploaded		
459535	06/08/2022	Renee Anderson	Prior Written Notice	Final	<input type="checkbox"/>	

Showing 1 to 7 of 7 entries Previous 1 Next

(7 Documents)

CREATE DOCUMENT BATCH

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