
IEP Development

ACHIEVE Professional Learning Facilitation Guide for Trainers

To ensure consistency across the state with the rollout, this content may NOT be modified or altered. AEA/LEAs may elect to provide additional training or support beyond what is provided in these modules. Training materials are only to be provided to and utilized by those who have received training in the specific content area.

TRAINING OVERVIEW

Purpose

This professional learning opportunity will be broken into four modules.

- **Module 1: Best Practices in IEP Development: Goal Writing and Graphing**
Module 1 will present best practices in goal writing and graphing. Module one is designed for real-time instruction (to change practice-effective instruction) to allow for questions and discussions. Instruction is provided by an instructor in person or via virtual modality.
- **Module 2: Best Practices in IEP Development: PLAAFP**
Module 2 will include best practices around the PLAAFP. Module two will be a recorded webinar. (Videos made available for the participant(s). Instructors may utilize webinars to provide real-time facilitated conversations and learning.)
- **Module 3: Best Practices in IEP Development: Meaningful Participation**
Module 3 will include meaningful participation and how to engage members of the IEP team. Module three will be a recorded webinar. (Videos made available for the participant(s). Instructors may utilize webinars to provide real-time facilitated conversations and learning.)
- **Module 4: Best Practices in IEP Development: Services +**
Module 4 will include documentation of services, support, accommodations, and activities. Module four will be a recorded webinar. (Videos made available for the

participant(s). Instructors may utilize webinars to provide real-time facilitated conversations and learning.)

Intended Audience

AEA: All Special Education Staff who write IEPs including AT Staff, Audiologist, Challenging Behavior, School Psychologist, Early Childhood Consultants, OT, PT, SLP, School Social Workers, Special Education Consultants, TDHH, Vision, O&M,

LEA:

- All Special Education Teachers PK-12
- Special Education Instructional Coaches
- Special Education Directors
- Behavior Leads who support writing and monitoring IEPs
- School Nurses

Prior Training

Professional Learning Leads will:

- Attend the train-the-trainer opportunity. [Recording](#)
- Navigate and practice in ACHIEVE through the sandbox if available. [Technical Assistance Videos](#) [Sandbox Directions](#) and [Learner List](#)
- Have participants bring a goal page or have access to a computer to log into the current system. For those who are new to Iowa, example goals will be available in hard copy.
- [ACHIEVE PL Links for Participants](#) across all focus areas.

CONTENT

Module 1: Best Practices in IEP Development: Goal Writing and Graphing

Summary of section: Training will focus on using the FAPE standard for selecting and writing goals that close the gap to peers. ACHIEVE will allow for new & additional monitoring (graphing) options (mastery monitoring, short-term objectives, general outcome measures, rubric scores, etc.), which will be reviewed as part of this training.

Considerations for trainers: AEAs may want to have individuals available with knowledge of graphing options (rubric design, mastery monitoring, general outcome measures, etc.) to answer questions within your AEA/LEA. The [SDI Framework](#) link is embedded in the

slide deck. You may consider hard copies if your audience needs them, in order to support their learning.

Materials

- [Sliddeck with presenter notes to project](#)
 - [PDF for Presenters with Presenter Notes](#)
 - [Handout: Sliddeck pdf for participants](#)
 - Note: Slide 23 includes a recommendation for each Agency to create a parking lot for questions that can be addressed at a later date
- [Answer Key for Activity #1 \(presenter only\)](#)
- [Activity #2: Example Current Level of Academic Performance Statements](#)
- [Handout on Goal Types](#)
 - [PDF of Goal Types](#)

Approximate Times by Topic/Slides

- Opening/Agenda/Targets Slides 1-5: 15 minutes
- IDEA Expectations Slides 6-8: 15 minutes
- Current Level of Academic Achievement and Functional Performance Writing Slides: 9-15 15 minutes
- Goal Development Slide 16-20: 10 minutes
- Graphing Slides 21-27: 35 minutes
- PM and DBDM Slides 28-33: 15 minutes

Module 2: Best Practices in IEP Development: PLAAFP

Summary of section: Training will focus on best practices for writing present levels of academic achievement and functional performance while highlighting new features of the ACHIEVE system.

Considerations for trainers: This module is recorded, but if districts request facilitated training, it can either be presented live or in recorded form.

*Facilitator Think about: After this recording, consider having participants play in the sandbox, specifically in the PLAAFP section.

Materials

- [Sliddeck with presenter notes](#) to project

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- [PDF of Presenter Notes](#)
 - [Handout: Slidedeck pdf for participants](#)
 - [Recorded Webinar](#)

Module 3: Best Practices in IEP Development: Meaningful Participation

Summary of section: Training will focus on the required IEP team members, their roles and responsibilities, as well as when and how to create excusals.

ACHIEVE will allow for improved collaboration between parents and school by encouraging parent input throughout the IEP development process rather than providing a single prompt of concerns. ACHIEVE also allows for tagging of information on the PWN.

Considerations for trainers: This module is recorded, but if districts request facilitated training, it can either be presented live or in recorded form.

Materials

- [Slidedeck with presenter notes](#)
 - [PDF of slidedeck with Presenter Notes](#)
 - [Slidedeck pdf for participants](#)
- Handouts
 - Activity #2: [IEP Member Roles and Responsibilities](#)
 - Activity #3: Participation in the IEP process: [Activity Form](#)
 - Activity #3: Participation in the IEP process: [Answer Key](#)
- [Recorded Webinar](#)

Module 4: Best Practices in IEP Development: Services +

Summary of section: Training will focus on using all components of the IEP to develop LRE considerations (Services +). Training will also address expectations for writing and providing the Prior Written Notice. ACHIEVE will offer the same services, activities, and supports that were previously available with additional support and prompting built into the system. Training will highlight these additions along with looking at the format of the Prior Written Notice.

Considerations for trainers: AEAs may want to have a facilitator available to lead conversations during the activity and answer questions as they come up. For the LRE content, a clarifying note is that AEA data entry staff will set the default minutes per school week for each building based on input from the LEA.

Materials

- [Sliddeck with presenter notes](#)
 - [PDF for Presenters with Notes](#)
 - [Handouts: Sliddeck pdf for participants](#)
- Activity Link: Make a copy of this [JAMBOARD](#) (also embedded in the slides)
 - Jamboard is not accessible for screenreaders, presenters may need to read the jamboard aloud.
- [Recorded Webinar](#)



Services +

IEP Development to support
Statewide Use of ACHIEVE

Welcome to the recorded webinar focusing on Services + for IEP development to Support Statewide Use of ACHIEVE.



Learning Targets

Participants will...

- ❑ Use all the IEP components to develop LRE considerations
- ❑ Connect the PLAAFP (Present Levels of Academic and Functional Performance) to the Services +
- ❑ Connect the Current Levels of Academic Achievement and Functional Performance to the Services +
- ❑ Understand basic expectations for writing Prior Written Notices and new features

By the end of this training you will understand the use of all the IEP components that help develop least restrictive environment, connect the present level of academic achievement and functional performance to the services +, and connect the current levels academic achievement and functional performance to the writing of the IEP services + and understand the basic expectations for writing prior written notices and new features of it.



What's New in ACHIEVE to Support: Services +

- Services + Stepper now houses information formerly found on Page F and G combined allowing for easy access to all information in a user friendly format
- Ability to retrieve information from other sections of IEP (aka Tagging)
- Help links that provide a review of the services and their codes
- Activities and Supports include all the same activities previously under Activities with the exception of supplementary supports being removed and accommodations has its own section
- Order of the questions on the Prior Written Notice has changed but the questions are similar
- Prior Written Notice also provides access to tags and requires implementation dates for actions
- The roll call process is being used to set IEP dates and service duration dates

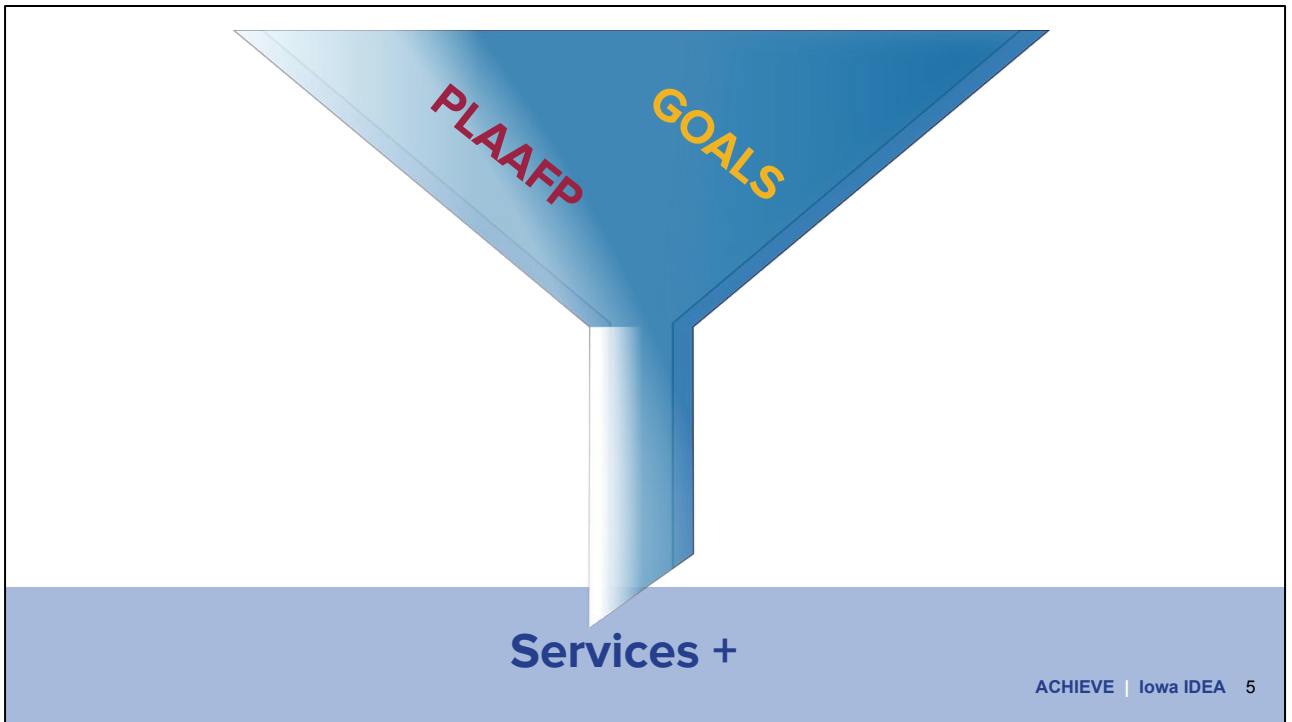
Let's walk through some new features in ACHIEVE to support Services + development. These include:



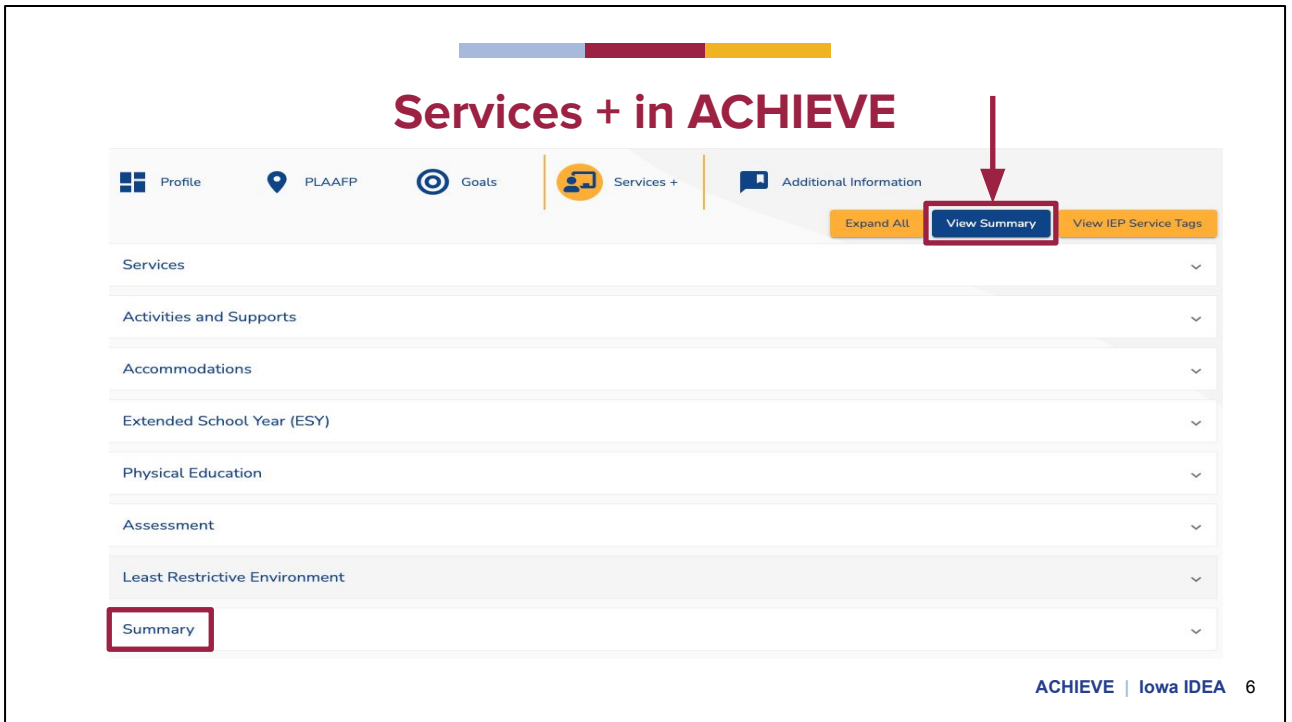
SDI Framework

| DIAGNOSE FOR INSTRUCTIONAL DESIGN | DESIGN FOR INSTRUCTIONAL DELIVERY | DELIVER FOR LEARNER ENGAGEMENT |
|--|--|---|
| <i>Use RIOT & SCIL in order to:</i> | <i>With a team who has relevant and specialized knowledge, develop a plan which:</i> | <i>Use evidence-based, high-leverage practices in order to:</i> |
| 1. Define areas of concern and verify potential reasons for the concern | 4. Incorporates evidence-based practices aligned to learner needs | 7. Deliver the instruction as designed and monitor instructional fidelity |
| 2. Identify strengths, interests and preferences that sustain learner engagement | 5. Aligns to the Iowa Core and is age appropriate | 8. Monitor learner progress |
| 3. Determine critical supports needed for learner success | 6. Maximizes opportunities for access and engagement | 9. Adjust instruction as necessary based on learner progress and instructional fidelity |
| SUPPORT ENGAGEMENT FOR LEARNING THROUGH FAMILY SCHOOL PARTNERSHIPS | | |

In order to consider the least restrictive environment for students, which includes their activities, supports, and services, we need to use the information collected for current and present level of academic achievement and functional performance around their strengths, interests, and preferences to plan for the critical supports and maximize opportunities for access and engagement needed to help the students be successful. As always, family and school partnerships should be considered throughout the process.



Remember that all of the information we have already discovered through the diagnose component of the SDI Framework and have documented in the Present Levels of Academic Achievement and Functional Performance (strengths and skills, preferences and interests, special factors and effect of the disability), and Information shared through the Goals (Current Levels of Academic Achievement and Functional Performance, goals, progress monitoring) lead to what services will be needed. This includes the postsecondary components you have identified in the PLAAFP part of the IEP.



This screenshot shows the Services + in the IEP stepper. Please notice the new look for the various options recorded in the Services+. Clicking on an area, such as accommodations, will allow you to enter specific information.

Notice the Summary feature at the bottom, where you can find a record of everything that has been entered so far. You can access the same information by clicking the blue View Summary button at the top. The difference between the two is that the blue button at the top opens a new window to show the information, whereas the bottom tab displays the summary below in the same window.

We are going to move quickly through all of these options so you can see screen shots for each of them.

Services

Services

Select the regular, purposeful, ongoing set of actions delivered to or on behalf of a student over time. Provide a description of the service including the number of minutes and frequency, the setting where services are provided, and the persons responsible.

Service* Description*

Frequency Increments minutes hours How Often*

Amount Removed from General Education minutes

Start Date 10/18/2021 End Date 10/17/2022

Providers*

Provider is outside of ACHIEVE

Services are a regular, purposeful, ongoing set of actions delivered to, or on behalf of, a learner over time.

For each service, the IEP team will need to:

- Identify the start date (*can only do this after roll call*)
- Identify service provider
- Specify the number of minutes of service per day, week or month,
- State if learner will be removed from general education setting
- Describe the service in a manner that passes the "Stranger Test."

ACHIEVE | Iowa IDEA 7

Let's begin with the Services + entry.

Services are a regular, purposeful, ongoing set of actions delivered to, or on behalf of, a learner over time. The systematic nature of the described service is reflected in the number of minutes and frequency, the setting where services are provided and the persons responsible.

By clicking the blue service link, you will be able to review the different services and their codes.

When choosing services, it is important to make sure that all of the student's needs that have been identified in the IEP are addressed.

For example, If you select Paraprofessional Services for health, physical, and/or behavioral support OR Paraprofessional Services for instructional support you will be prompted with additional questions. There are other services that have additional prompts as well.

These should connect to the PLAAFP and the needs of student based on their disability.

Link to i3

<https://iowaideainformation.org/wp-content/uploads/2020/06/Special-Education-Services-and-Activities-i3-3.pdf>

Services+ and Roll Call

Roll Call

State ID: 1986811673 Resident District: Postville Attending District: South Winneshiek AEA: Keystone AEA

Consent Date: 09/26/2021

Date: 01/19/2022 Time: 1:00 PM Location: AEA

Purpose of Meeting: Evaluation Information, Eligibility for Special Education Services

Requested Participants:

| Name | Role | Agency | Meeting Attendance |
|---------------------------|--------|--------------|------------------------|
| Anabelle Waters | Family | NA | In-Person Attendance |
| Central LEA Provider Edit | AEA | Keystone AEA | Written Input Provided |
| Keystone AEA Edit | AEA | Keystone AEA | Video Conferencing |

Meeting Attendance dropdown menu options:
In-Person Attendance
Written Input Provided
Video Conferencing
Did Not Attend
Excusal Agreement Needed
Excused (Agreement Received)
Other

Complete

In module 3 the roll-call function was discussed. As you may remember roll call is required to provide information on who participated in the meeting, who is excused, and or who required written input.

Users can enter information on services without doing a roll call, but the start and end dates will not appear until the roll call is complete.

Keep in mind that users can customize each of the service dates individually if they choose to. This should be a team decision, which is why it's connected to the meeting roll call.



Considerations for entering SDI information

FAQ

Is there a requirement to provide a separate description of SDI for each goal?

There is no legal requirement that SDI must be documented separately for each goal. It is required that it be individualized for each child, based on their unique needs.

Take a moment to read this FAQ around SDI.

For some audiences (AEA staff)-may want to have a larger discussion about how this plays into determining full-time or part-time status:

FYI: For preschool see module 2 around LRE for more information around this.

Activities/Supports

Activities and Supports

Select and describe the [activity/support](#), including the frequency and provider(s).

Activity or Support*

Description*

Frequency*

Providers*

Provider is outside of ACHIEVE

Tag for PWN

View Summary

Cancel X

Save

Complete and Add Goal

Complete

Activities and supports are events, tasks, or things provided to or on behalf of an eligible individual in order for the individual to take advantage of, or respond to, educational programs and opportunities.

For each Activity/Support, the IEP team will need to:

- Specify provider and frequency of the activity or support.
- Describe the activity or support in a manner that passes the “Stranger Test.”

Activities and supports are events, tasks, or things provided to or on behalf of an eligible individual in order for the individual to take advantage of, or respond to, educational programs and opportunities. Activities and supports are less regular or systematic than services and, in describing these in the IEP, teams do not require an ongoing designation of minutes in settings or monitoring of progress towards goal attainment.

Take a moment to read this slide.

Activities and Supports

Select and describe the [activity / support](#), including the frequency and provider(s).

Activity or Support*

- Supports for School Personnel
- Accessible Educational Materials
- Assistive Technology Supports
- Community Experiences
- Linkages/Inter-agency Responsibilities
- Program Modifications
- Secondary Transition Activities and Supports
- Assistive Technology Devices

Tag for PWN View Summary Cancel Save Complete and Add Goal Complete

ACHIEVE | Iowa IDEA 11

When exploring ACHIEVE you may wonder where program modifications are in the system. When in the activities and support portion of the IEP, there is a drop down that includes modifications as well as the following: supports for school personnel, accessible educational materials, assistive technology, community experiences, linkages and inter-agency responsibilities, and transitions.

Accommodations

Supports provided to help a learner access setting, opportunities and the general curriculum and validly demonstrate learning.

Accommodations ^

Describe each [accommodation](#) including the frequency and provider(s).

Description*

Frequency* ▾ Providers* ▾

Provider is outside of ACHIEVE

Tag for PWN View Summary Delete Save Complete

Accommodations are supports provided to help a learner access settings, opportunities, and the general curriculum and validly demonstrate learning.

On the “output” of the IEP, if the provider puts the accommodations in separately, you will see them in a nice table format.

Accommodations should ...

Not change or reduce the **expectations** of the standards

Reduce barriers of learning (during instruction)
and performance (during assessment)

Be based on **data-based decisions**

Be used for both classroom **instruction and assessments**

Be selected based on what the **student is willing to use**

Take a moment to read this slide. Accommodations should...



Accommodation

- Allows a student to complete the same task as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation.
- Does not alter in any significant way what the task measures.

Example: Student records an audio of their responses to a social studies worksheet.

Modification

- An adjustment to a task that changes the standard or what the test or assignment is supposed to measure.

Example: Student receives a multiple choice worksheet instead of an open answer worksheet.

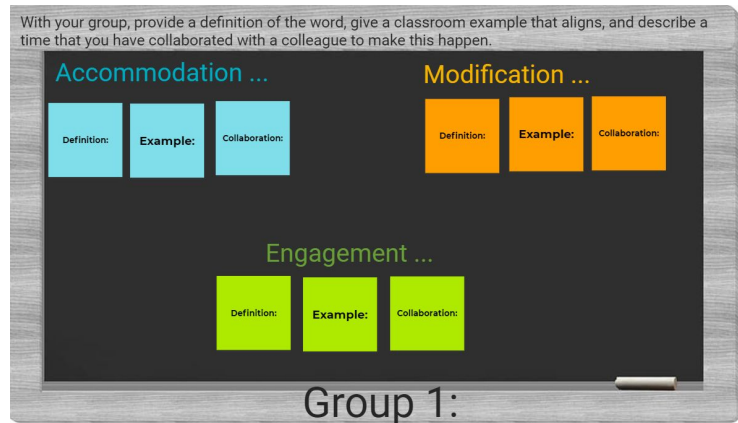
According to i3, the definition of accommodations is supports provided to help a learner access settings, opportunities, and the general curriculum and validly demonstrate learning. Examples of accommodations include: teacher prepared notes; peer readers; extended testing time; occasional adult assistance. Basically accommodations can help kids learn the same material and meet the same expectations as their peers.

Modifications, on the other hand, is defined by i3 as changes made to the context and performance standards for learners with disabilities. Examples of modifications include extensions of district standards and benchmarks, modifications in performance expectations in general education classes, modified requirements for earning credits. Basically this means modifications are changes to the curriculum.

Activity

Divide into groups. Then with your group, provide a definition of the word, give a classroom example that aligns to the word, and describe a time that you have collaborated with a colleague to make this happen.

Please access this [JAMBOARD](#) to share your learning with the rest of the groups.



Presenter will stop the video and introduce the activity

I am now going to divide you into groups. With your group, I would like you to collaborate to define the word on the note, give an example which aligns to the word, and lastly describe a time you and a colleague or colleagues collaborated to make this happen. You will utilize the Jamboard to share your groups discussion and learning with the the whole group.

Presenter will show how to access the Jamboard. The facilitator of the group will need to access the **JAMBOARD** and make a copy to share out with the groups.

Extended School Year Services

Extended School Year (ESY)

Based on the goals, services, supports, activities, and accommodations identified by the team, please indicate whether Kara requires [ESY](#) services:

Select Determination*

- No, ESY services are not required.
- The IEP team has not yet determined if ESY services are required.
- Yes, the IEP team will develop the ESY plan as part of this IEP.
- Yes, the IEP team will develop the ESY plan at a later date.

Extended School Year Services, or ESY, are special education and related services which may be provided to eligible students beyond the normal school year in accordance with the IEP and at no cost to the parents of the child. ESY must be made available if it is necessary in order for a learner to receive FAPE. Teams make decisions based on the goals, services, supports, activities, and accommodations identified by the team.

Keep in mind that when considering ESY, we are considering needs during **all** breaks in education, not just summer.

According to the i3 website, ESY must:

- Be provided in the LRE that is appropriate and meet the individually identified needs
- Match the purpose, for example to prevent regression, identified by the IEP team

There is a drop down with 4 options:

- No, ESY services are not required
- The IEP team has not yet determined if ESY services are required.
- Yes, the IEP team will develop the ESY plan as part of this IEP.
- Yes, the IEP team will develop the ESY plan at a later date.

if the the team chooses that it has not yet been determined if ESY services are required, make sure you have a plan for follow-up. When will the final decision be made?

ESY: Extended School Year

Extended School Year (ESY)

Based on the goals, services, supports, activities, and accommodations identified by the team, please indicate whether Evan requires [ESY](#) services:

Select Determination

Yes, the IEP team will develop the ESY plan as part of this IEP.

No, ESY services are not required.

The IEP team has not yet determined if ESY services are required.

Yes, the IEP team will develop the ESY plan as part of this IEP.

Yes, the IEP team will develop the ESY plan at a later date.

Entry of ESY plans:



ESY Overview



ESY Goals and Services

As teams determine which option they will choose, different things will happen. If team chooses option 3: Yes, the IEP team will develop the ESY plan as part of this IEP- A new blue button will appear that says "ESY Plan" Clicking on that button will cause you to leave the current page, so make sure everything is saved before choosing that. Once you click the ESY Plan button, you will be taken to a new page where you can enter ESY information. **click** You will see these two options for data entry.

That concludes our ESY tour! Now let's move on to PE.



Physical Education

Physical Education ^

Select

General Education ▼

General Education

Specially Designed (goal required)

With Modifications/Accommodations

View Summary

The accordion for physical education ask teams to determine how the student will participate in physical education. The drops downs are: general education, specially designed (which requires a goal) and with modifications/accommodations. If “with modifications/accommodations” is chosen, there will be a box that pops up for you to fill out as a team.

Assessment

Assessment

How does Evan participate in [statewide and districtwide assessment](#), including reasonable [accommodations](#) if necessary? ↻

- Standard with no accommodations
- Standard with accommodations
- Alternate Assessment with no accommodations
- Alternate Assessment with accommodations

Accommodations*

- Access to scribe
- Extended time
- Language translation of text and/or directions
- Paper/pencil test format
- Speech-to-text
- Use of a calculator
- Writing tools
- Other

[View Summary](#)

The next area on Services + is Assessment.

You will notice on the Assessments accordion there are four choices:

- Standard with no accommodations
- Standard with accommodations
- Alternate Assessment with no accommodations and
- Alternate assessment with accommodations , which is a new feature.

Each choice brings up different fields and prompts or drop down menus.

The screenshot shows the drop down menu that appears for “standard assessment with accommodations”

When "Alternate Assessment with accommodations" is selected, a drop down will appear with accommodations for the team to consider and choose, and the two alternate assessment justification questions will also appear. .



Least Restrictive Environment

The least restrictive environment (LRE) is the educational environment that enables learners with disabilities, including those in public and private institutions and care facilities, to receive **appropriate education** and provides the learners with **maximum opportunities** for interaction with peers without disabilities.

LRE is grounded in the idea that while the **general education environment is the most ideal setting** for learners, some learners may need different settings in order to receive an appropriate education. **Removal from the general education environment may occur only if the nature or severity of the disability is such that education in regular classes** (with the use of supplementary aids and services) **cannot be achieved satisfactorily**.

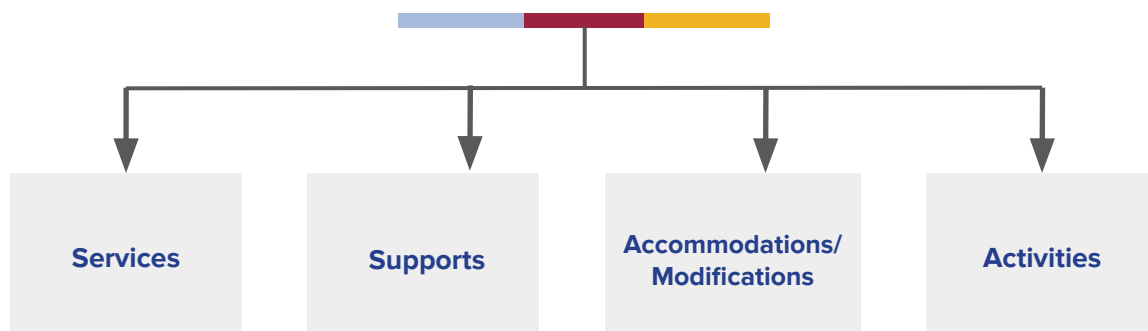
Shown is the definition of least restrictive environment from the i3 website.

Take a moment to read this definition.

We would like to refer to the highlighted section as a summary of the definition. Least restrictive environment needs to be a consideration when planning for the students services in special education and reviewed each year as well as they progress throughout the year.

As IEP teams work to determine an individual's least restrictive environment, they must balance the concepts of "access to peers" and the "supports and services the individual student needs in order to make growth" .

Least Restrictive Environment



LRE is not a place. LRE is a individualized package of supports and services that include: setting, materials, accommodations and personnel. The continuum of LRE is as vast as the needs of the learners. The LRE must be based on the learners unique strengths and needs.

IEP teams decide LRE on a case by case basis and should consider: Use of universal design, differentiation, and assistive technologies, strategic use of all staff, and paraprofessional who are trained as independence coaches.

Based on the needs identified in the PLAAFP and the annual goals, the IEP team determines what services, activities, and/or supports will be provided to the learner or on behalf of the learner.

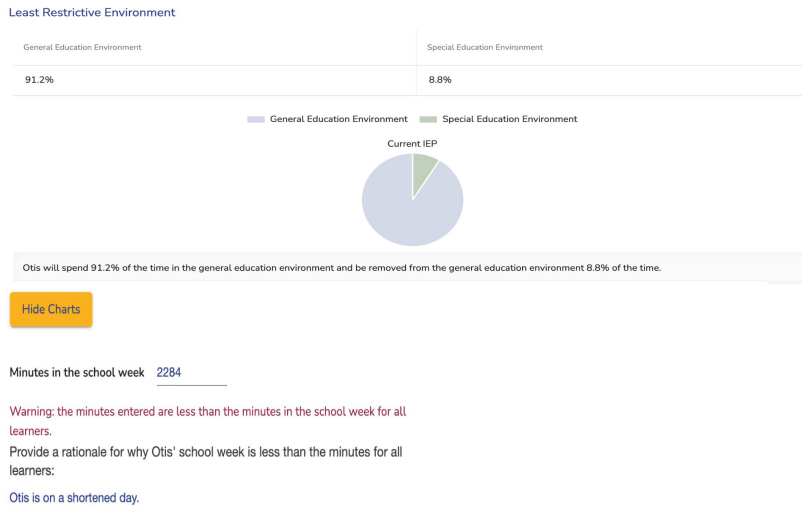
The IEP team must include a clear and comprehensive description of each service, support, and/or activity to ensure all team members know what services, support, and/or activity will be provided, including when they will be provided, and by whom.

Special education services, related services, and supplementary aids and services may be provided to the learner, parent/family, and/or school personnel. For example, parents/family members may need training and counseling to understand the special needs of their child and/or help parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.

Also, the IEP team may identify target training necessary for school personnel to meet

the unique and specific needs of the student rather than a general training program available within the district or AEA.

LRE Looking at the Graph



After services are entered in ACHIEVE, the LRE tab will provide a pie graph and summary of the student's LRE. IEP facilitators should review this information to ensure accuracy as this % will be used as one data source to determine student weighting.

Minutes in the school week are also indicated on the LRE summary page. The amount of minutes in a school week is pre-populated in the ACHIEVE system based on the building minutes for all students. Please note that this is **minutes per week**, not day, because many buildings have regular late starts, early dismissals, etc. as part of their weekly schedule so this way there isn't confusion about the varied minutes across days.

These building level minutes will be set for each building by the AEA data entry staff, based on input from the LEA.

Users **can** edit the minutes, but a rationale will be required if they adjust the minutes (ex: lower them to account for a shortened day).

This concludes our overview of the accordion buttons for Services +. Remember that the Summary button at the bottom provides the record of everything that has been entered.



Prior Written Notice

What is a Prior Written Notice (PWN)? This is the LEA's communication to the parents about what was discussed at the IEP Meeting. Including items that were proposed or refused. This should be provided to parents after the decision has been made but before the action takes place. This document informs parents of decisions and provides them adequate time to agree or disagree with IEP Team Recommendations before any changes take place.

What's New In ACHIEVE

When completing the Services + information, an option for tagging the information for the PWN is provided.

Services

Select the regular, purposeful, ongoing set of actions delivered to or on behalf of a student over time. Provide a description of the service including setting where services are provided, and the persons responsible.

Service* Description*

Frequency * minutes hours How Often*

Amount Removed from General Education * minutes

Providers*

Provider is outside of ACHIEVE

Tag for Prior Written Notice

[View Summary](#) [Delete](#) [Save](#)

Prior Written Notice - Otis Kuphal

Name: Otis Kuphal DOB: 09/04/2007 Age: 14
Grade: 9 State ID: 2087667573 Resident District: Western Dubuque
Attending District: Maquoketa Valley AEA: Keystone AEA

[View Prior Written Notice Tags](#)

A new and exciting feature of ACHIEVE is the ability to “tag” information. Remember, tagging is a way of making yourself a digital “sticky note” so as to not forget important information later in the development process. This can be very helpful as a way to remember additions, deletions, or changes to services that need to be indicated in the prior written notice.

This screenshot on the left with a square red box shows the Service+ page option to tag information for the PWN.

The screenshot on the right shows where you can view items once the PWN have been “tagged” for entry.

As a reminder, information that has been tagged will not auto-populate. If you want any of the tagged information you will have to cut and paste or type it into the PWN.

PWN New Look

The screenshot displays the 'PWN New Look' interface. At the top, there is a navigation bar with a 'Profile' tab highlighted by a red box and a red arrow pointing to it. Other tabs include 'PLAAFP', 'Goals', 'Services+', and 'Additional Information'. Below the navigation bar, there is a checkbox labeled 'This IEP will include a trial placement' and three buttons: 'Expand All', 'Open Scheduler', and 'Send Survey'. The main content area is titled 'IEPs / Reports' and contains a message: 'The IEP is built as PLAAFP, Goals, and Services+ details are added by the IEP team.' Below this message are three buttons: 'View New IEP', 'Finalize IEP', and 'Complete Prior Written Notice'. The 'Complete Prior Written Notice' button is highlighted with a red box and a red arrow pointing to it.

There are a couple of methods for accessing a prior written notice. One way to locate a PWN is to select the “Profile” stepper within the IEP.

At the bottom of the Profile, there is a accordion titled IEPs/Reports. There you will find a button labeled either “create prior written notice”, if one has not been started, or “complete prior written notice” if someone has begun to fill one out.

You can also access the PWN by selecting the Quick Links option on the Learner Profile (the overview page for the student). Note that this is different than the Profile tab within the IEP system! The Learner Profile tab can be found again by clicking on the student name

Prior Written Notice

Parents were provided notice of action on*



This action will be implemented on*



Document Action Dates

If this PWN includes multiple actions which will be implemented on different dates, please click the "Document Action Dates" button to document each action and corresponding implementation date.

On the new PWN form you will have the option of "Document Action Dates" if there are multiple actions that will be implemented at different dates as indicated here by the red arrow. The accordion is not currently highlighted as the actions have not yet been entered in this example.

Parents are to be a part of the determination regarding the start date of services. Parents who are hesitant to begin services or who are in disagreement with the services, should be given reasonable and appropriate time to respond to the proposed changes.



PWN New Look

Link this PWN to...

IEP - Initial - 10/19/2021

For each PWN you will be able to link it to the IEP document it is referencing.



PWN New Look

- The Prior Written Notice is based on the following source(s) of information
- The school is proposing/refusing the following action(s)
- The school is proposing/refusing the action(s) because
- Other options the school considered and the reasons why those options were rejected
- Are there other factors relevant to the school's proposed/refused action(s)?

Once you've started a new PWN, you will notice that the questions are the same as they have been in the past, but are in a different order. Here you can see the new order of the questions. Take a moment to read them!



PWN New Look



New Look ≠ New Information

Regardless to the new look and order of the questions on the PWN, we need to continue to answer the questions as guided by the i3 manual.



PWN: Pro Tips

- Be clear
- Be specific
- Be complete but concise
- Use data where appropriate
- Only include information discussed during the meeting. No surprises!
- Prior notice means providing advanced notice of changes to occur allowing parents time to respond

Presenter: This recording will not go into best practices or quality Prior written notice descriptors, rather give you tips and think abouts for filling one out.

The PWN is an important summation of proposed or refused action. The PWN constitutes the basis for the parents to request a hearing; and must include the agency's final action, or decision, on the proposal or refusal.

A well-written prior written notice is clear, specific, complete and concise. Decisions should be data based and documented as such. Only include information that was shared with the team during the meeting. Prior written notice should be provided to parents prior to changes occurring. Doing so allows parents time to respond using their due process rights when necessary.

Finalizing the IEP

The Incomplete Date Report will show the incomplete portions of the IEP.

When all of the information is entered, the IEP facilitator must finalize the IEP to complete the process.

Notes:

- There is no longer the “validation”, “implementation”, or “return to author process.”
- Any changes after completion will be done through an IEP process.

The screenshot shows the IEP development interface. At the top, there are navigation tabs: Profile, PLAAFP, Goals, Services+, and Additional Information. Below these, there are several sections: 'This IEP will include a trial placement' with 'Expand All' and 'Team Member Survey' buttons; 'The parent has not yet been provided a printed copy of the Procedural Safeguard Manual for Parents' with a 'Complete' button; 'Meeting' with a red box around 'Incomplete Data Report' and '9 Notices'; 'Consent'; and 'IEPs / Reports' with a red box around 'Finalize IEP' and a red arrow pointing to it from the 'Incomplete Data Report' link. Other buttons include 'View New IEP' and 'Complete Prior Written Notice'.

Once the IEP team has all of the information included in the IEP they will need to finalize the IEP for completion. Just like in the legacy system, ACHIEVE has an incomplete data report that shows which portions of the IEP still require information to be entered.

The finalize IEP button and the incomplete data report can both be found on the IEP development page by choosing Profile from the stepper menu at the top. The Incomplete data report is easy to find, but the Finalize IEP button is located under the IEP/Reports accordion.

When all of the information has been entered, the finalize IEP button will be available for selection. **It is important to note, there will no longer be a validation implementation or return to author process. This means once you've selected the finalized IEP button the IEP is entered as complete. Any changes after completion must be done through an appropriate IEP process such as an amendment.**



Thank you!