ACADEMIC PROGRESS AND SUPPORT (APAS) PLANS:

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Updated on 09/26/2014 KTW
There are two ways to find an existing plan; you can hit browse and search within each grade, or you can type the student’s name in “Lookup.”
EDITING AN EXISTING PLAN

**Data Records**

This child has one plan, and it's frozen; we're going to make a copy that will stay open and editable all year.

<table>
<thead>
<tr>
<th>Frozen?</th>
<th>Active?</th>
<th>Actions</th>
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<th>Actions</th>
<th>Actions</th>
<th>Actions</th>
<th>2013-2014</th>
<th>1</th>
<th>Indian Peaks Elem</th>
<th>10/15/2013</th>
<th>N</th>
<th>N</th>
<th>N</th>
<th>Y</th>
<th>N</th>
<th>N</th>
</tr>
</thead>
</table>

Add a new Academic Progress and Support (APAS) record

**Data Records**

To add a READ record to an existing, unfrozen plan, hit the purple button! DO NOT make a new plan!!

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</tbody>
</table>

Add a new Academic Progress and Support (APAS) record
In “Teacher/Advisor Information,” list the teachers by name who will be working with the student for the 13-14 academic year. After each individual, list that individual’s role: ELL, classroom, literacy, etc.

Select the “Plan Sections” the student will need for the 13-14 year. Note: A section can be added or exited later in the year if needed, as this section can be edited.

Click **Continue** to save and go to the plan.

Find the “Roles and Responsibilities” sheet on the Assessment blog; it outlines a suggested plan for filling out this document, and can provide framework for discussion. Here’s a link:

[APAS Roles and Responsibilities](#)
NOTE: Any words in blue are clickable and will provide options for you. You can also write freely in the text box should you need something not listed!
NOTES ABOUT SIGNATURES

Parent signatures are required for State Assessment Accommodations, IEPs, and 504s. If a student already has an IEP, then the parent signature for accommodations does not need to be uploaded in the APAS as it is already recorded in the IEP.
STUDENT ACHIEVEMENT AND PLAN DATA

Click to add assessment and/or progress monitoring data.

Click on “Finalize Selections” to save - be careful, “Close” won’t save any of your selections!

Check the boxes of the data you want added; the green bar box will add everything, or you can select individual scores.
Note: any words in blue are clickable, and will provide options for you. You can also write freely in the text box should you need something not listed.
ACCOMMODATIONS

The accommodations section can be thought of in five pieces:
1) Classroom Accommodations

ACCOMMODATIONS for CMAS and ACCESS

Instructions and a full guide will be posted to the Assessment blog shortly.
Multiple sections exist within the APAS plan and should be filled out according to each student’s needs. For thorough guides on each section, click on any picture below.

(Links as of 9/26 aren’t active; still collecting all guides. Will be available shortly.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Accomp</th>
<th>MTSS</th>
<th>READ</th>
<th>LIT</th>
<th>ALP</th>
<th>ELL</th>
<th>504</th>
<th>IEP?</th>
<th>Data Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/16/2014</td>
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<td>N</td>
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<td>N</td>
<td>N</td>
<td>Y</td>
<td>(blank)</td>
</tr>
</tbody>
</table>

MTSS

READ

Lit

ELL

ALP

504

IEP?
### SUPPORTING DOCUMENTS

The next page of this document will show you how to scan files into your SPEAR printer and upload them to this document. Use this section to upload any documents relevant to the plan.

### Plan Status

<table>
<thead>
<tr>
<th>Is this Record Active?</th>
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<tbody>
<tr>
<td>Required</td>
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</tbody>
</table>

### FINAL STEP!!

Hit “Validate—Save & Close” to save all your efforts. If you want to start over without saving anything, hit “Return Without Changes.”

This document is intended to serve as an overview of the APAS plan, not an exhaustive guide. For questions regarding this document, contact the corresponding staff member at your school.

All blogs or resources mentioned in this document can be found at: [https://blogs.svvsd.org](https://blogs.svvsd.org)
Once you’ve completed the plan it’ll look something like the above... you should see a green “Y” for any of the sections you created, some will be blank (which is okay), and some would say “N” if you clicked no on that part of the plan in the cover page.

Here’s a guide to what these buttons mean...

<table>
<thead>
<tr>
<th>Button</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Green Drop" /></td>
<td>The green drop means the plan is unfrozen and still editable; if you see the blue ice, the plan has been frozen and can no longer be edited.</td>
</tr>
<tr>
<td><img src="image" alt="Active Sun" /></td>
<td>Active: The sun indicates the plan is active; if it weren’t, you’d see a moon.</td>
</tr>
<tr>
<td><img src="image" alt="View Sunglasses" /></td>
<td>View: The blue sunglasses mean “view.” You can click on these to view the plan.</td>
</tr>
<tr>
<td><img src="image" alt="Edit Pencil" /></td>
<td>Edit: The purple pencil allows you to edit an unfrozen plan.</td>
</tr>
<tr>
<td><img src="image" alt="Delete" /></td>
<td>Delete: You can delete a plan with this button.</td>
</tr>
<tr>
<td><img src="image" alt="Copy" /></td>
<td>Copy: You can make an identical copy of a plan with this yellow icon.</td>
</tr>
</tbody>
</table>

Click the red “report” button to obtain a PDF of the report in its entirety. The last page, at the bottom, will have lines for acquiring signatures.
THE PLAN IS FROZEN
...And I need to make a change—what do I do?

The blue snowflake tells us that this plan is frozen and cannot be edited.

This yellow button will create an identical copy of a frozen plan. By clicking this, you’ll create a document that you can edit.

WHY and WHEN do plans freeze?
Plans typically freeze twice a year. We freeze once in the fall, to keep a copy of the starting point, and then again in the spring at the end of the school year.

Once you make that second plan, the second plan will stay open all year as a living document. **Therefore, if you see a copy of the plan that isn’t frozen, just make your changes there so that we don’t create new plans each and every time there’s a change!**

By the end of the 13-14 year, students should ideally have only two plans.