



## **V 4.0 Training Manual**

Special Education Coordinators

Special Education Teachers

Related Service Providers



**September 2009**



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# Chapter 1. SEDS Support

## Special Education Data System (SEDS) Support

If at any time you need help with SEDS, please feel free to contact the SEDS Help Desk.  
Phone support is available Monday through Friday, 7:30 a.m.–6:00 p.m.

(202) 719-6500

### To send a Question / Bug Report / Comment / Suggestion

- On the Main Menu screen, select which type of message you would like to send.

 EasvIEP™ v 8.3 Message Board

Send us a message: [Question / Bug Report / Comment / Suggestion / My Messages](#)  
[Review the License Agreement](#)

 Send Message to PCG, Type: **Question**

Subject:  Your e-mail address:

Enter the message below:

- Type the subject of your message in the **'Subject'** box.
- Enter your e-mail address in the **'Your e-mail address'** box so we can respond to you. This will automatically populate IF your email is entered under My Info.
- Add your message to the text box.
- Click once on the **'Send Message'** Button.

# Chapter 2. Getting Started

## Accessing SEDS

SEDS is a secure website. To access SEDS, you must have a username and a password.

1. Access the Internet from your computer and proceed to the SEDS website. You can find the web address for SEDS on your login sheet. It is very important that you enter the web address exactly as it is listed.
  - a. Be sure to include the *-s* in *https://*. This indicates that SEDS is a secure website, and you must include it in the address.
  - b. Be sure to enter the end of the address carefully and correctly because each LEA has a different website (e.g., the DCPS site is different from the Paul PCS site).
2. To make it easier to access SEDS in the future, use the Bookmark or Favorites tool in your Internet browser to store your SEDS web address.

## Troubleshooting

- Do not use a search engine (like Google Search) to get to the login screen. Always use the Internet browser's address line.
- Be sure the address is exact—the most common mistake is forgetting the *-s* in the *https* portion of the address.
- Username is First Name <space> Last Name (e.g., John Smith).
- Make certain the Caps Lock and Num Lock keys are turned off on your keyboard when you enter the web address and your username and password. Your password is case sensitive.

Enter your account name and password then press the login button to access your account

Name:

Password:

## Login to SEDS

- Enter Name
- Enter Password (Your password is case sensitive)
- Click the 'Login' Button

Note: *NEVER* share your login information with anyone!

## 2.1 Security

### Security

All SEDS information is confidential. The server uses Secure Sockets Layer (SSL) technology to encrypt the information as it flows across the Internet. This is the same technology that companies use to protect your credit card number and other sensitive information that you send over the Internet. Please adhere to the following procedures to ensure that your information remains secure:

- Do not give your account name or password to anyone.
- Do not write your password down where anyone can see it.
- Do not save documents or reports to an unsecured computer.
- Do not email documents or reports to email addresses outside your district's secure network.
- Always logoff of SEDS and close your browser when you are finished using the system.

### Change Your Password

- Click the **'My Info'** tab on the Main Menu
- Enter your current password
- Type your new password in both boxes
- Click the **'Update the Database'** button

### Update Your Account Information

- Click the **'My Info'** tab on the Main Menu
- Enter your current password
- Type your new information into the appropriate boxes
- Click the **'Update the Database'** button

*You will only be able to change this information if you have been given the permission to do so. Please consult with district personnel if you do not have permission to change your personal information and would like to.*

The screenshot shows the EASYIEP web application interface. At the top, the navigation bar includes 'Log Out', 'Main Menu', 'Students', 'My Doc', 'My Info' (highlighted with a green box), ' Wizards', and 'PCG'. The main heading is 'Update Information for Ryne Sandberg'. Below this, there is a password field with the label 'Please enter your current password:' and a note '(required to make any changes on this page)'. A pop-up box provides instructions: 'To change your current password, enter the new password in both of the following areas (See [How to choose a good password](#))'. This pop-up contains two fields: 'New Password:' and 'New Password (to verify:'. Below the pop-up, the user's information is displayed in a form with the following fields: 'Name' (First: Ryne, Middle: , Last: Sandberg, Suffix: ), 'User Code: lastyno', 'Title: Sped Teacher', 'Address: 27 Connedout Ave, NW', 'City, State, ZipCode: Washington DC 20057', 'Home Phone: 202-568-2300', 'Work Phone: 202-568-2300', and 'E-Mail Address: rsandberg@dcp.edu'. At the bottom of the form is an 'Update the database' button. The browser's status bar at the bottom shows 'Internet' and '100%' zoom.

If you have problems choosing a password, click on the **'How to choose a good password'** link on the site for some tips.

## 2.2 Basic Tools



All actions in SEDS are single clicks of the mouse.



A help link for the field.



Drop down menu – only one selection can be made. Click once on the gray box and select an option.



Check box – more than one selection can be made. Check box – to add a check, click once on the box. To delete a check, click once on the box.



Calendar icon – to add a date, you may click on the calendar and scroll through the screens to find the appropriate date.



Spell check button.

✓ [Student Personal & Demographic Information](#)

Del ?	Pos	New Pos ?
<input type="checkbox"/>	1	<input type="text"/>
<input type="checkbox"/>	2	<input type="text"/>

Update the Database  
Save

Save & Continue



Any font **underlined in blue** is an 'action link' (hyperlink). Click on the link and you will automatically be brought to the screen (ex. Student Personal & Demographic Information section).

**Del:** Delete – Allows you to delete this item. Simply click on the box and select '**Update the Database,**' '**Save & Continue,**' or '**Save.**'

**Pos:** Position – The numerical order the item appears on the screen in a list format.

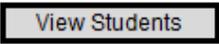
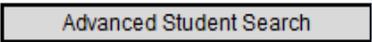
**New Pos:** New Position – you may change the position of your items by numbering the items in the order you would like them to appear on the program and on the IEP document. Click '**Update the Database.**'

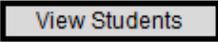
After a change is made to a page, click '**Update the Database**' or '**Save**' to only save the information.

After a change is made to a page, click '**Save & Continue**' to save the information, run it against the list of error checks, and continue to the next screen.

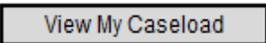
Once the '**Update the Database**' or '**Save & Continue**' button has been selected, a progress bar will appear signifying that the system is processing the newly input information.

## 2.3 Search for Students

1. The **Students** Tab is where users are able to search for students. You can search for students by entering their last name, first name, or student ID. You may also use the , , or  buttons to search for a student.

2. When **using** the  button, you must first select a school and a status. You may narrow your search by entering the student's first or last name.

3. The **Advanced Student Search** page allows users to search for students by category. By selecting this search option, you are able to search for students by disability, compliance status, special education and related services, or case manager.

4. The  button allows you to view the students who have been assigned to your caseload.



TIP: If you receive an error message, you must narrow your search by entering additional criteria to limit the results to fewer than three hundred students.



### Criteria for Selecting Students to View

Grade Level:  

School:    
(\* Limited to those schools you have access to)

Student Last Name:   Exact Match

Student First Name:   Exact Match

Student Middle Name:   Exact Match

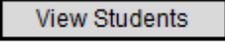
Student ID:   Exact Match

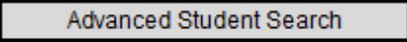
State ID:   Exact Match

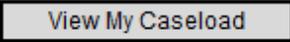
Status:

<input type="checkbox"/> General Ed	<input type="checkbox"/> Child Study	<input type="checkbox"/> Special Ed
<input type="checkbox"/> IFSP Referral	<input type="checkbox"/> Ages 3 and Above Referral	<input type="checkbox"/> IEP
<input type="checkbox"/> IFSP Eligibility	<input type="checkbox"/> Eligibility	<input type="checkbox"/> Discontinued
<input type="checkbox"/> IFSP		

Sort List By:  







1. The **Select a Student** page displays a list of students according to the criteria you entered for the search.
2. Under the **Proj Elig** column, you will find the date the reevaluation is due.
3. Under the **IEP End** column, you will find the date the IEP is due.
4. Compliance symbols are located to the left of the student's name with eligibility information. To see the meaning of each compliance symbol, click on the **CP** link in the top left corner of the summary.
5. To view a summary of the student's record, click the compliance symbol next to the student's name. A history of all of the events created in the system will display.
6. To access a student's record, click on the student's hyperlinked name. This will direct you to the **Student/Parent Information** page.



TIP: To sort the list of students according to a criterion other than name, click on the appropriate underlined title in the heading bar.

**Select a Student** [New Mail](#)

CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date Of Birth	Dis	Case Manager
			CVN		<a href="#">General Test090</a>	GENTEST090	11 Years 2 Months	06/15/1998		<a href="#">Sec Test043</a>
			CVN		<a href="#">General Test091</a>	GENTEST091	11 Years 2 Months	06/15/1998		<a href="#">Sec Test043</a>
			CVN		<a href="#">General Test092</a>	GENTEST092	11 Years 2 Months	06/15/1998		<a href="#">Sec Test043</a>
			CVN		<a href="#">General Test093</a>	GENTEST093	11 Years 2 Months	06/15/1998		<a href="#">Sec Test043</a>
			CVN		<a href="#">General Test094</a>	GENTEST094	11 Years 2 Months	06/15/1998		<a href="#">Sec Test043</a>
			CVN		<a href="#">General Test095</a>	GENTEST095	11 Years 2 Months	06/15/1998		<a href="#">Sec Test043</a>
			CVN		<a href="#">General Test096</a>	GENTEST096	11 Years 2 Months	06/15/1998		<a href="#">Sec Test043</a>
			CVN		<a href="#">General Test097</a>	GENTEST097	11 Years 2 Months	06/15/1998		<a href="#">Sec Test043</a>
	09/01/2011	05/01/2010	CVN		<a href="#">General Test098</a>	GENTEST098	11 Years 2 Months	06/15/1998	ED	<a href="#">Sec Test074</a>
	05/20/2011	03/31/2010	CVN		<a href="#">General Test099</a>	GENTEST099	11 Years 2 Months	06/15/1998	ED	

(10 Students)

**Student History for Services Test004** [New Mail](#)

Del	Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
	2363	05/01/2008	Initial Parent Consent for Evaluation					10/05/2008 20:53 (315 days)	<a href="#">Details</a>
	2364	06/01/2008	Eligibility Determination	06/01/2008	06/01/2011			10/05/2008 20:53 (315 days)	<a href="#">Details</a>
	2365	06/01/2008	IEP	06/01/2008	06/01/2009			10/05/2008 20:53 (315 days)	<a href="#">Details</a>
	2857	10/08/2008	Notification - IEP			Rspr Test010	<a href="#">IEP Meeting Notice Letter</a> (ID# 2727)	10/08/2008 14:58 (312 days)	<a href="#">Details</a>
	2858	10/08/2008	Notification - IEP			Rspr Test010	<a href="#">IEP Meeting Notice Letter</a> (ID# 2728)	10/08/2008 14:58 (312 days)	<a href="#">Details</a>
	2859	10/08/2008	Notification - IEP			Rspr Test010	<a href="#">IEP Meeting Notice Letter</a> (ID# 2729)	10/08/2008 14:59 (312 days)	<a href="#">Details</a>
	2862	10/08/2008	IEP	10/08/2008	10/07/2009	Rspr Test010	<a href="#">IEP</a> (ID# 2741)	10/08/2008 15:29 (312 days)	<a href="#">Details</a>
	3737	11/06/2008	Progress Report (2007 rp 1)			Sec Test045	<a href="#">ReportCard</a> (ID# 4285)	11/06/2008 14:15 (283 days)	<a href="#">Details</a>
	4060	11/17/2008	Progress Report (2007 rp 2)			Felicia Oakes	<a href="#">ReportCard</a> (ID# 4823)	11/17/2008 12:09 (272 days)	<a href="#">Details</a>
	4990	04/08/2009	Progress Report (2007 rp 3)			teacher 62	<a href="#">ReportCard</a> (ID# 7641)	04/08/2009 15:27 (130 days)	<a href="#">Details</a>
	2864	10/08/2008	Notification - IEP			Rspr Test004	<a href="#">IEP Meeting Notice Letter</a> (ID# 2743)	10/08/2008 15:33 (312 days)	<a href="#">Details</a>
	3607	11/01/2008	Initial Parent Consent for Evaluation			Sec Test043		11/05/2008 14:10 (284 days)	<a href="#">Details</a>
	4977	04/07/2009	Notification - IEP			Rspr Test007	<a href="#">IEP Meeting Notice Letter</a> (ID# 7525)	04/07/2009 14:41 (131 days)	<a href="#">Details</a>

# Chapter 3. Student/Parent Information

1. The Student's Personal Information and School Information sections show key demographic information that is stored currently in either DC STARS or OLAMS. Users cannot edit this information. If you need to correct an entry in these sections, you must see the person responsible for entering enrollment or attendance information at your school.

2. The Parents/Others section stores contact information for the student's parents, relatives, and other individuals related to or involved in the student's life who might be relevant to the student's education. This section also pulls parent information from the STARS/OLAMS data feed referenced above. Users may add additional parents, relatives, or others in this section.

3. To add an additional person such as a parent, relative, or general education teacher, click

Add new Parent/Other

Student's Personal Information |

Name:	General Test001
Student ID:	GENTEST001
State Code:	
Date of Birth:	06/15/1998 (Age: 11 Years 1 Month)
Gender:	Male
Race:	Black
Prim. Language:	
Language of Instruction:	English <span style="float: right;">▼</span>
Limited English Proficiency:	No

School Information |

Grade:	
Attending School:	Closed Van Ness
Next School:	H.D. Cook Elementary School <span style="float: right;">▼</span>
Home School:	Closed Van Ness
Length of School Day:	5.50 hour(s)
District of Residence:	Henry Clay Charter School <span style="float: right;">▼</span>
Serving District:	Henry Clay Charter School <span style="float: right;">▼</span>

**Parents/Others for General Test001**

Del	Name <span style="font-size: small;">*</span>	Relation	Home Ph	Work Ph	Cell Ph	
<input type="checkbox"/>	James Smith	Father	202-456-7899	202-234-5678	202-256-7789	Details
<input type="checkbox"/>	Regina Miller	Grandparent	202-234-5678	202-434-6677	202-667-9965	Details

Add new Parent/Other

Save

1. The New Parent Information section is where users enter demographic information for individuals who do not have access to the system (e.g., parents, relatives, and general education teachers).
2. For each person you add to this section, you must also select the appropriate check boxes that characterize this person's relationship to the student:
  - *Student Lives Here*
  - *Holds legal educational rights*
  - *Include on IEP Team*
3. The selection of these check boxes will drive which individuals will receive letters of invitation, parental consent forms, or other important documents in the latter parts of the system.

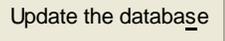
**Add New Parent Information:**

Full Name:	<input type="text"/>
Relationship:	Both Parent(s) ▼
Language:	▼
Address:	<input type="text"/>
City, State, Zip Code:	<input type="text"/> <input type="text"/> <input type="text"/>
Home Phone:	<input type="text"/>
Home Fax:	<input type="text"/>
	<input type="checkbox"/> Student Lives Here
	<input type="checkbox"/> Holds legal educational rights
	<input type="checkbox"/> Include on IEP Team
Work Phone:	<input type="text"/>
Cell Phone:	<input type="text"/>
Other Phone:	<input type="text"/>
E-Mail:	<input type="text"/>



TIP: If the parents live together, select Both Parent(s) in the relationship field. If the student's parents live in separate homes, enter two separate entries.

# Chapter 4 Communication Log

1. The **Communication Log** is where users log all attempts to contact a parent to obtain consent to evaluate or attempts to notify parents of Eligibility/IEP meetings.
2. To enter a contact attempt you made to a parent, click on the “Add a Contact” button.
  - The *Person making contact* field is pre-populated with the user’s name.
  - To enter the *Person Contacted*, click on the drop-down menu and select the person contacted.
  - To select a *Contact Method*, click on the drop-down menu and select one of the methods listed.
  - To enter the *Contact Date*, you may either type in the date or select the calendar  to the right of the date field.
  - To select a *Contact Result*, click the drop-down menu and choose one of the results listed.
  - Use the *Notes* box to capture the details of the contact attempt.
3. Once you have entered the required information click .

 **Parent Contacts for Test Student188**

There are no Parent Contacts for this student yet.

There are no Non Parent Contacts for this student yet.

Person making contact: OSSE Test1 

Person Contacted: -other- 

External Contact: Mr. Brown

Contact Method: Letter 

Contact Date: 07/06/2009  

Contact Result: (No menu items available)

Notes:

Del	Contacting Person 	Person Contacted 	Contact Method 	Contact Date 	Contact Result 	Document 	
<input type="checkbox"/>	OSSE Test1	Test Mom	Phone Call	07/01/2009 	Parent contacted - will attend meeting	-none yet-	<input type="button" value="Details"/>

There are no Non Parent Contacts for this student yet.

4. After updating the database, the system will display the information you entered for you to review.
5. To log a contact you made to a non-parent, click on the **Add a non Parent Contact** and follow the same steps listed above. The only difference is the *External Contact* field, which allows you to type in the name of the person you attempted to contact.
6. After entering all required information, click **Update the database**, which will take you to a list of all the logs entered for that particular student.

#### Other Contacts

Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	
<input type="checkbox"/>	OSSE Test1	Mr. Brown	Letter	07/06/2009	(No menu items available)	<b>Details</b>

Update the database

Add a Contact

Add a non Parent Contact

## Chapter 5. Eligibility Process

## 5.1 IEP Team

1. The **IEP Team** page is designed for users to add individuals to and remove individuals from a student's IEP team.

2. For teachers and related service providers, the **Current Case Manager** field is a non-editable field.

3. To add an individual to the IEP team, click

Change IEP Team

4. Check the box to the left and save the page by clicking

Save & Continue >>

5. To remove an individual from the IEP team, uncheck the box and click

Save & Continue >>

6. The **View Only** option restricts users' access to the system. Users will only be able to view the system and will not be able to enter or edit information.



TIP: You can adjust caseloads through the Caseload Setup and Caseload Administration Wizards (only available to some users). See the Wizards section for more information.

Current Case Manager: OSSE Test1

Name	Relationship
State Placement Officer	
Amber Crowder	
Danike Grant	
Jeff and Mary Test	Both Parent(s)

Change IEP Team

Case Manager: OSSE Test10

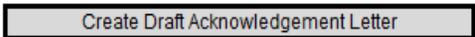
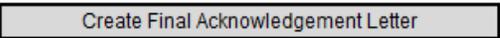
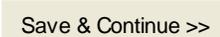
Parents, etc. who will receive IEP Information:

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

Other Users at Closed Van Ness who can access IEP Information:

User Name	View Only?
<input checked="" type="checkbox"/> nonpublic 1	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 10	<input checked="" type="checkbox"/> View Only
<input checked="" type="checkbox"/> nonpublic 11	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 12	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 13	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> nonpublic 14	<input checked="" type="checkbox"/> View Only
<input checked="" type="checkbox"/> nonpublic 15	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 16	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 17	<input type="checkbox"/> View Only

## 5.2 Referral Acknowledgement

- To begin the **Referral Acknowledgement** page, the user must select a **Referral Source** from the drop-down menu provided.
- Enter the date the student was referred in the **Referral Date** field.
- To generate a letter for each person who holds educational rights to the student, click the radio button next to the name displayed.
- If more than one person is listed, select the first individual and click . Once the system generates the letter, view the draft by clicking on the blue hyperlink. If the letter displays the desired information, generate a final letter by clicking .
- Repeat the directions above to generate a letter for the next person who holds educational rights.
- Click  to check for errors and to move on to the next page.

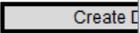
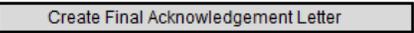
**Referral Acknowledgement**

Referral Source:

Date Referral Received:

Individual Holding Educational Rights to which letter will be sent:

- Parent
- School
- HOD
- Melinda Skinner
- SA
- Early Childhood Screening
- Part C Infant-Toddler Program
- General Education Intervention Team
- Self-Referral by Adult Student
- Public Agency

No Acknowledgement letters have been generated for this student.

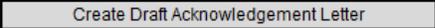
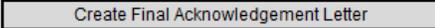
**Referral Acknowledgement**

Referral Source:

Date Referral Received: 08/09/2009

Individual Holding Educational Rights to which letter will be sent:

- Melinda Skinner

**Referral Acknowledgement Letter**

Date Generated	Document Type	Type
08/09/2009	<a href="#">Acknowledgement Letter - New (for Melinda Skinner)</a>	Final



TIP: The *List of individuals holding educational rights* is based on information entered on the **Student/Parent Information** page.

## 5.3 Analyze Existing Data

### Accessing the Section and Beginning the Process

- The **Analyze Existing Data** page is located in the **Eligibility Process** tab in the dark blue student navigation bar.
- After selecting **Eligibility Process** from the dark blue student navigation bar, to access the page, click on the link in the Eligibility Process menu.
- In the **Reason for Initiating Process** section, indicate whether the evaluation process is an initial evaluation or a reevaluation by selecting the appropriate option from the first drop-down menu.
- Indicate whether a Hearing Officer Determination (HOD), Settlement Agreement (SA), or LEA-Approved Independent Educational Evaluation (IEE) is involved in the evaluation process. If not, proceed with the Analyze Existing Data process.
- Refer to **Special Conditions for HODs, SAs, and IEEs** on page 32 for a description of additional rules and page requirements to accommodate these types of evaluations.

The screenshot displays the SYIEP web application interface. At the top, the navigation bar includes links for Log Out, Main Menu, Students, My Docs, Wizards, Schools, School System, Users, My Info, and Smart Logbook. Below this, a dark blue menu contains several options, with 'Eligibility Process' circled in black. An arrow points from this menu item to the 'Analyze Existing Data' link in the main content area, which is also circled in black. Below the main content area, the 'Reason for Initiating Process' section is visible, featuring two dropdown menus. The first dropdown menu is circled in black, and an arrow points from the text 'indicate whether the evaluation process is an initial evaluation or a reevaluation' to it. The second dropdown menu is also circled in black, and an arrow points from the text 'Indicate whether a Hearing Officer Determination (HOD), Settlement Agreement (SA), or LEA-Approved Independent Educational Evaluation (IEE) is involved in the evaluation process' to it.

SYIEP Empowering Educators with Tools for Special Education

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | 1.2

• Student/Parent Information • **Eligibility Process** • Provider/Location Assignment • FBA Process • Discipline Process • Manual Events • IEP Process • Summary of Performance • BIP Process • Documents • Personal

### Eligibility Process for Gen Ed Student 222

- Review IEP Team ✓
- Referral Acknowledgement ✓
- Analyze Existing Data** ✗
- Additional Assessments
- Evaluation Summary

Reason for Initiating Process

Is this evaluation an initial or a reevaluation?:

Does the evaluation process involve a Hearing Officer Determination, Settlement Agreement or LEA-Approved Independent Educational Evaluation?:

### Areas to Consider

- In the Areas to Consider section, indicate any areas that will be considered as part of the evaluation process by checking the box to left of the area.
- If an eligibility decision has already been finalized for the student in SEDS, any Areas to Consider that were previously determined to be areas where the student’s disability affected access to the general education curriculum will automatically appear here as checked and cannot be de-selected.
- When an area is selected, it will appear in the Areas to Consider Details section below the General Information section.
- Click on the “Details” button next to the name of an area to enter information describing the review of existing data.
- The Status column on the far right displays the status of the review for each area selected. Choices include: **Not Started**, **In Progress**, or **Completed**.
- To remove an area from consideration, de-select the check box in the Areas to Consider section. (Note: You cannot de-select areas that were finalized in a previous eligibility process).

**Areas to Consider**

<input checked="" type="checkbox"/> Academic-Mathematics	<input type="checkbox"/> Academic-Reading	<input type="checkbox"/> Academic-Written Expression	<input type="checkbox"/> Adaptive-Daily Living Skills
<input checked="" type="checkbox"/> Hearing	<input type="checkbox"/> Vision	<input type="checkbox"/> Communication/Speech and Language	<input type="checkbox"/> Emotional, Social, and Behavioral Development
<input checked="" type="checkbox"/> Health/Physical	<input type="checkbox"/> Motor Skills/Physical Development		

Areas to Consider	Details	Status
Academic-Mathematics	Details	In Progress
Hearing	Details	Not Started
Health/Physical	Details	In Progress

### Areas to Consider Details Page

- There is a separate **Areas to Consider Details** page for each area being considered as part of the evaluation process.
- To indicate which types of information were reviewed for the area, check the box to the left of the list item.
- Each information type will populate in a separate row in the **Results of Review** section.
- Identify the following information for each information type: *Type of Specific Data Used*, *Date Completed/Collected*, *Date Reviewed*, and *Person Responsible for Reviewing Data*.
- To add additional information of the same type, click the “Add Classroom-based assessment” button below the row.
- Summarize the results of each information type reviewed in the *Analysis of Information revealed by Classroom-based assessment* text box.



TIP: In the **Results of Review** section, all fields are required for each information type identified.

### Analyze Existing Data Details for Gen Ed Student 222 (Academic-Mathematics)

**Academic-Mathematics**

List formal and informal information reviewed to determine student's current ability in this area.  
*Informal Assessments* are methods teachers use to find out how well a child is progressing in basic academic areas. Typical classroom activities such as group or individual projects, experiments, oral presentation, journals, essays, reports, and reading logs are examples of informal assessments. Curriculum-Based Measurement (CBM) is the best known method of progress monitoring and utilizes informal assessments to determine the success of the instruction and intervention the child is receiving. **Note: All informal assessment data should have been completed no more than 1 year prior to the date of the review.**

*Formal Assessments* are standardized tests that are data driven and measure overall student achievement that have been "normed" or administered to a representative sample. The mathematically computed score provides a summary using percentile, stanines, or standard scores and used to compare children of similar characteristics and indicate the child's relative performance in the group. The formal assessments must be administered as specified in the manual to ensure valid and reliable results.

Classroom-based assessment     Discipline Record  
 Input from parent     Formal Assessments  
 Results of Previous Interventions     Current Progress Report  
 Input from student     Independent Educational Evaluations (provided by parent)  
 State or Local Assessments     Related services session notes indicating progress toward goals  
 Student work samples     Other  
 Observations

**Results of Review for Academic-Mathematics**

Type of Information Reviewed	Type of Specific Data Used	Date Completed/Collected	Date Reviewed (Note: Cannot enter a future date)	Person Responsible for Reviewing Data
Classroom-based assessment				
<input type="button" value="Add Classroom-based assessment"/>				
Analysis of Information revealed by Classroom-based assessment				

### General Information

- The General Information section is a required step in the Analyze Existing Data section for all students.
- Describe recent attendance history, including *Days absent* and *Days tardy* for the current school year, along with a written description of recent attendance patterns.
- Document the results of the student's most recent hearing and vision screenings by selecting pass or fail from the appropriate drop-down menus.
- After selecting pass or fail, you will be prompted to enter the date of the screening.
- If no hearing and/or vision screening information is on file for the student, select that option from the drop-down menu. You will not be prompted to enter a date.
- Describe the student's medical history in the *Medical History* text box.

General Information		
	Report Results/Information	Additional description
Attendance	Days absent for 2009-2010: <input type="text"/> Days tardy for 2009-2010: <input type="text"/> Days days enrolled for 2009-2010: <input type="text"/>	
Hearing	Hearing Screening: Pass <input type="text"/>	
Vision	Hearing Date: <input type="text"/> Vision Screening: Pass <input type="text"/>	
Medical History	Fail <input type="text"/> No screening on file <input type="text"/>	

TIP: If you indicate that a hearing and/or vision screening is not on file for the student, the *Additional description* text is required.

### Guiding Questions

- The Guiding Questions section allows the team to indicate whether the analysis of existing data in each area being considered as part of an initial evaluation or reevaluation process has provided enough information to make a decision regarding the student's eligibility for special education and related services.

- The final *Guiding Question*, which refers to annual goals and services, will only appear if you have indicated that the evaluation process is part of a reevaluation.
- After responding to all questions displayed, click Save and Proceed to Assessment Decision.
- The team's responses to the *Guiding Questions* will trigger the Assessment Decision presented in the section below.

#### Guiding Questions

IEP Team has enough information in all areas of concern to determine if the child has or continues to have a disability and the educational needs of the child;

No ▾

IEP Team has enough information in all areas of concern to determine the present levels of academic achievement and related developmental needs of the child;

Yes ▾

IEP Team has enough information in all areas of concern to determine whether the child needs or continues to need special education and related services;

Yes ▾

IEP Team has enough information in all areas of concern to determine whether any additions or modifications to the special education and related services are needed to enable the child to meet the measureable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

No ▾

Save and Proceed to Assessment Decision

### Assessment Decision

- The determination in the Assessment Decision section is automatically populated based upon the team’s responses to the guiding questions.
- If the response to at least one of the guiding questions is “No,” the Assessment Decision will indicate that the team may need to conduct additional formal assessments to make a decision regarding eligibility.
- Use the check boxes to indicate the areas where more information is needed.
- If the response to all of the guiding questions is “Yes,” the Assessment Decision presented will reflect the team’s need to request additional formal assessments to make a decision regarding eligibility.
- Click “Save and Proceed to Analyze Existing Data Form, Prior Written Notice and Consent to Evaluate” to move to the next steps.

*Refer to **Special Conditions for HODs, SAs, and IEEs** on page 32 for a description of additional rules and page requirements to accommodate these types of evaluations.*

### Step 2: Assessment Decision

#### Team Decision Block

The team **CANNOT** determine eligibility or continued eligibility based upon existing data. **ADDITIONAL FORMAL ASSESSMENTS NEEDED** in order to determine eligibility or continued eligibility. Check areas where more information is needed:

- Academic-Mathematics
- Academic-Reading
- Academic-Written Expression
- Adaptive-Daily Living Skills
- Communication/ Speech and Language

#### Team Decision Block

The team **CAN** determine eligibility or continued eligibility based upon existing data. **NO ADDITIONAL ASSESSMENT DATA** needed.

Save and Proceed to Analyze Existing Data Form, Prior Written Notice and Consent to Evaluate

### Analysis of Existing Data Form

- The Analysis of Existing Data Form section summarizes the team’s review of existing data in each area being considered, along with an overview of General Information and existing IEP information (if applicable).
- Indicate when you will send the form to the parent (the date cannot be before the date the form is generated).
- Your next step in the Analyze Existing Data section will be to create a Prior Written Notice (PWN) form. Select the appropriate check box to indicate that you will include the PWN form with the Analyze Existing Data form when it is sent home to parents.
- You may create a draft form at any time by clicking the “Create Draft Analyze Existing Data Form” button.
- The case manager is the only user with permission to finalize the Analysis of Existing Data form. Creating a final form is required to complete the section.

### Step 3: Create Analyze Existing Data Form

**Create Analyze Existing Data Form**

Date Analyze Existing Data Form Sent to Parent: 07/25/2009 

A Prior Written Notice must be sent to the parent to explain the team's decision about evaluating the student. Check to indicate that Prior Written Notice Form will be sent to parent along with Analysis of Existing Data. (Required)

**Create Draft Analyze Existing Data Form**

Date Generated	Document Type	Type
07/24/2009	<a href="#">Analyze Existing Data Form</a>	Final

 TIP: Always review draft documents before finalizing.



**DC Acceptance Testing System**  
1150 5th Street SE  
Washington, DC, 20031

**Analysis of Existing Data**

Date Sent: 07/25/2009

Student Information			
Student Name: Ryan Stubbs	Student ID: 9100928	Date of Birth: 07/10/1997	Student Grade: 6th Grade
Last Eligibility Date: 06/03/2009		IEP Begin Date: 06/01/2009	IEP End Date: 05/31/2010

School Information			
School Name: Marshall Educational Center	School Phone:	Case Manager: Eric Abraham	School Address: 3100 Fort Lincoln Dr. Ne, Washington, DC,

*On 06/01/2009, Marshall Educational Center received a referral for an initial evaluation/reevaluation of your child to determine whether he/she is a child or continues to be a child with a disability. To determine next steps in the evaluation process, we have reviewed existing data provided by a group of qualified personnel including yourself and the child when appropriate. The purpose of this report is to summarize the information that we reviewed. Additionally, we have attached a Prior Written Notice (PWN) to reflect actions we propose related to your child's evaluation/reevaluation process. If you have questions or concerns regarding this report please contact*

**Reason for Initiating Process: Reevaluation**

Current IEP Information Reviewed		
Current Special Education and Related Services		
Services	Setting	Amount of Time
Specialized Instruction	Outside General Education	4 hour(s) per day

### Prior Written Notice—Prior to Consent

- The *Action proposed or refused* in the Prior Written Notice-Prior to Consent section will populate for you based on the responses you entered earlier in the process. You may add text in the box provided to further explain or clarify the *Action proposed or refused*.
- Select the *Reason for proposing or refusing action*. You may select one of the options available or enter a custom reason. You may also enter text to further explain or clarify the selected *Reason for proposing or refusing action*.
- Enter text in the box provided to explain the *Evaluation procedure, assessment, record, or report used as basis for action*.
- Select whether you considered additional options in the Description of other options considered section. If you did consider other options, use the text box provided to enter a description.
- Select whether you considered other factors in the Description of other factors related to the proposal or refusal section. If there are other factors, use the text box provided to enter a description.

### Step 4: Prior Written Notice Prior to Consent

#### Action proposed or refused

LEA proposes to conduct an initial or re-evaluation and no additional assessments are needed.  
Additional information to clarify, specify or elaborate on action:

#### Reason for proposing or refusing action

- Team has enough information to make decisions about the educational needs of the student
- Enter custom reason for proposing or refusing action

#### Evaluation procedure, assessment, record, or report used as basis for action.

#### Description of other options considered and reason for rejecting.

- Additional options other than those documented above were considered.
- No additional options considered other than those described above.

#### Description of other factors related to the proposal or refusal

- Additional factors related to the proposal were considered.
- No additional factors apply.

### Create Prior Written Notice—Prior to Consent

- To create a PWN form, first indicate that you provided the Procedural Safeguards to the parent.
- Select the appropriate check box to certify that you provided PWN to the parent in a language and format that is accessible, in accordance with federal regulations.
- Select the parent holding educational rights to which the system should address the notice letter.
- Choose the IEP team member whose name and contact information should appear on the PWN document that the system generates.
- You may create a draft document at any time. To create a final document, you must have completed all required fields prior to finalization, or you will receive an error.
- Click the Document Type to view and print the document as a PDF.



TIP: You must generate final PWN Documents for every parent who holds educational rights.

**Procedural Safeguards and Notice**

<input checked="" type="checkbox"/>	Procedural safeguards given to parent? (Required at referral and initial evaluation, and then at least annually) <a href="#">Procedural Safeguards (English)</a> <a href="#">Procedural Safeguards (Spanish)</a>
<input checked="" type="checkbox"/>	Prior Written Notice provided to parent in native language and in a format that is accessible?

**To which parent should this notice be sent?**

Test Parent

**By which team member should this letter be signed?**

State Placement Test  
 RSP TEST  
 LEA Placement Test

Create Draft Prior Written Notice - Evaluation Prior to Consent

Create Final Prior Written Notice - Evaluation Prior to Consent

Date Generated	Document Type	Type
07/24/2009	<a href="#">Prior Written Notice - Prior to Consent (for F</a>	Final

### Consent Decisions

- The Consent Decisions section will require different actions depending upon the information the team needs to continue with the evaluation process.
- If you have indicated that the reason for initiating the process was a reevaluation and no additional formal assessments are needed to determine eligibility, **a text block will appear indicating that written consent is not required.**
- After reviewing this consent result to confirm that it reflects the team’s decisions, you will not need to complete any additional actions and will be able to select the “Save & Continue” button and complete the section.
- If you have indicated that the reason for initiating the process is an initial evaluation (regardless of whether or not additional formal assessments are needed) **OR** your team is conducting a reevaluation and agrees that additional formal assessments are needed to determine eligibility, **a text block will appear indicating that written consent is required to proceed.**

### Step 5: Consent for evaluation results and decisions

**Consent Requirements**  
 Written consent is not required to proceed with the re-evaluation if no additional assessments are needed to make an eligibility determination or the only assessments being requested are part of a Hearing Officer Determination, Settlement Agreement or LEA-Approved Independent Educational Evaluation.

<< Back   Save   **Save & Continue >>**

Review IEP Team	Referral Acknowledgement	Analyze Existing Data Current Selection	Additional Assessments	Evaluation Summary	Eligibility Meeting Notice	Eligibility Meeting Preparation (1)	Eligibility Determination (3)	SLD Eligibility Documentation (2)	Identify Participation (4)	Eligibility Prior Writer Notice (5)

### Consent Results—Parent Provided Consent

- To document that a parent provided written consent, first generate a Blank Consent to Evaluate form by clicking the “Create Blank Consent to Evaluate Form” button.
- Fax the signed consent form into the system using the EasyFax feature.
- When the form has been uploaded into the system, a link to the file will appear in the EasyFax column and a date will appear in the Date Received column.
- Select the “Parent provided consent to have student evaluated” radio button in the Consent Result section.
- Enter a valid date in the *Date of Consent* field.
- If you have completed all other required actions, you will now be able to complete the Analyze Existing Data section by selecting the “Save & Continue” button.

Create Blank Consent to Evaluate Form			
Date Generated	Document Type	EasyFax	Fax Received
07/24/2009	<a href="#">Blank Consent to Evaluate</a>	<a href="#">Fax</a>	07/24/2009

### Consent Result

Parent provided consent to have student evaluated

Date of Consent:  

Parent refused consent to have student evaluated

Parent failed to respond to request to have child evaluated

### Consent Results—Parent Refused Consent

- To document that a parent refused consent, EasyFax the signed consent form documenting the refusal into the system.
- Select the “Parent refused consent to have student evaluated” radio button.
- Indicate whether the team will initiate due process to pursue the initial evaluation or reevaluation.
- If the team chooses not to initiate due process, document the reasons for not initiating due process in the text box.
- Next, you will be required to complete an additional PWN document before completing the Analyze Existing Data section (see page 31).
- If the team chooses to initiate due process, document the outcome of the decision by selecting the appropriate radio button and capturing the date of the decision.
- You will also be required to complete an additional PWN document before completing the page (see page 31).

**Consent Result**

Parent provided consent to have student evaluated

Parent refused consent to have student evaluated

Will the team initiate mediation or due process in order to pursue the initial evaluation/re-evaluation?  
**NOTE: You must contact your legal counsel office before making this decision if you intend to initiate due process procedures. Selecting this option will not automatically initiate due process procedures in the system.**

No ▾

Document Reasons for not initiating mediation or due process:

Team will proceed with making an eligibility determination based on the review of existing data.  
The team will not request additional assessment types.

Parent failed to respond to request to have child evaluated

**Consent Result**

Parent provided consent to have student evaluated

Parent refused consent to have student evaluated

Will the team initiate mediation or due process in order to pursue the initial evaluation/re-evaluation?  
**NOTE: You must contact your legal counsel office before making this decision if you intend to initiate due process procedures. Selecting this option will not automatically initiate due process procedures in the system.**

Yes ▾

Document result of due process/mediation:

Team will proceed with evaluation based upon due process/mediation outcome.

Decision Date:  

Team will not proceed with evaluation based upon due process/mediation outcome.

Parent failed to respond to request to have child evaluated

### Consent Results—Parent Failed to Respond

- To document a parent’s failure to respond to attempts to gain consent, select the “Parent failed to respond to request to have child evaluated” radio button.
- After selecting the “Parent failed to respond” radio button, any missed attempts to contact a parent to gain consent that have been documented in the Communication Log will appear in a table.
- Select all contact attempts associated with the current process by checking the box to the left of the log entry.
- Indicate whether the team will initiate due process procedures to pursue the initial evaluation or reevaluation.
- Document the date of the final attempt to contact and proceed with the rest of the section.

Consent Result

Parent provided consent to have student evaluated  
 Parent refused consent to have student evaluated  
 Parent failed to respond to request to have child evaluated  
(including children who are wards of the State and parents cannot be found or rights have been terminated, 34 CFR §300.300 (a)(2) and 34 CFR §300.300 (c)(2))

Note: You must use more than one contact method (ie: phone call, letter, home visit) in order to document that the parent failed to respond to your request.

Please visit the [Communication Log](#) to document your attempts. Please indicate which of the following contacts were in advance of this Notice:

Display on Consent form	Person making contact	Parent	Contact Method	Contact Date	Contact Result
<input type="checkbox"/>	State Placement Test	Test Parent	Letter	06/14/2009	No response
<input type="checkbox"/>	State Placement Test	Test Parent	Phone Call	07/01/2009	Parent could not be reached
<input type="checkbox"/>	State Placement Test	Test Parent	Email	07/02/2009	Parent could not be reached

Will the team initiate mediation or due process procedures in order to pursue evaluation/reevaluation?  
**You must contact your legal counsel office before making this decision if you intend to initiate due process procedures. Selecting this option will not automatically initiate due process procedures in the system.**

Decision:

Document Reasons for not initiating mediation or due process:

Team will not proceed with evaluation.

Internet | Protect

### Final Prior Written Notice

- An additional PWN is required any time the documented consent result involves a non-response or series of contact attempts.
- To begin this step, click the “Save & Continue to Final PWN” button.
- Sections in this step operate in the same way as the sections in the Prior Written Notice—Prior to Consent section with two exceptions:
  1. The Action proposed or refused section contains a text box for you to explain any additional action.
  2. The Reasons for proposing or refusing action section contains a list of options to choose from.

### Step 6: Final Prior Written Notice

Action proposed or refused
LEA proposes to conduct an initial or re-evaluation and no additional assessments are needed Additional information to clarify, specify or elaborate on action:
<input type="text"/>
Reason for proposing or refusing action
<input checked="" type="radio"/> Team has enough information to make decisions about the educational needs of the student
<input type="radio"/> Team does NOT have enough information to make decisions about the educational needs of the student
<input type="radio"/> Parent refused to provide consent for evaluation
<input type="radio"/> Parent failed to respond to requests for consent for evaluation
<input type="radio"/> Enter custom reason for proposing or refusing action
<input type="text"/>



## 5.4 Additional Assessments

### Accessing the Section and Beginning the Process

- The **Additional Assessments** page is located in the **Eligibility Process** tab.
- Access the page by clicking the **Additional Assessments** link in the **Eligibility Process** menu.
- Decision regarding additional assessments**  
The text that appears in this section is based upon the team's decision whether formal assessments are needed in the **Analyze Existing Data** section. Refer to **Requesting Assessments Ordered by an HOD, SA, or IEE** for a description of how to request these assessments.
- If you have indicated in the Analyze Existing Data section that no formal assessments are needed*, you will see the following note: "The team CAN determine eligibility or continued eligibility based upon existing data. No additional data needed." You can then click "Save & Continue" and continue to the next section.
- If you have indicated in the Analyze Existing Data section that formal assessments are needed*, you will see the following note: "The team CANNOT determine eligibility or continued eligibility based upon existing data. Additional formal assessments needed in order to determine eligibility." You can then proceed with requesting assessments.

### Requesting Assessments as a Result of the Team's Analysis of Existing Data

- To request an assessment in this section, first select the assessment type from the drop-down menu and select the "Request Additional School-Based Assessment" button. →
- A new row will appear in the School-Based Assessments section that includes the *Assessment Type* you selected from the drop-down menu. →
- The *Reason for Request* field populates with the IEP team's decision. You will not be able to edit this selection.
- The *Request Date* field will populate automatically when the request is finalized by clicking the "Finalize" request button. You will not be able to edit this date.
- The *Date Due* is calculated based upon the parental consent date entered into the system. You will not be able to edit this date.



TIP: Click the "Request Additional School-Based Assessment" button to request additional assessments.

Request Assessments as a Result of the Team's Analysis of Existing Data HELP

No school-based assessments have been requested.

NOTE: Be sure to click "Finalize request" button in order to request the assessment.

Educational Assessment

Request Additional School-Based Assessment

School-Based Assessments

Del	Assessment Type	Reason for Request	Request Date	Consent Date	Date Due	Provider	Finalize Request
<input type="checkbox"/>	Educational Assessment	S		07/05/2009		▼	Finalize

Request Additional School-Based Assessment

**Requesting Assessments,-continued-**

- Select a provider for the assessment from the Provider drop-down menu. The list displayed will show all providers certified to provide the assessment type selected that are associated with the student’s attending school.

**Finalizing and Cancelling Assessment Requests  
(Case Managers only)**

- To finalize the assessment request, click the “Finalize” button.
- To email the provider assigned, click the “Email Provider” button. (See instructions on page 36.)
- **After it is finalized, an assessment request can no longer be edited or deleted.** Note that the delete check box disappears and is replaced with a “Cancel” button.
- To cancel an assessment type, click the “Cancel” button. The Reason for Cancellation section will appear, and you must enter the *Reason for Cancellation* in the text field provided and the *Date of Cancellation*.
- If applicable, you may create an EasyFax cover sheet to fax in documentation.

School-Based Assessments							
Del	Assessment Type	Reason for Request	Request Date	Consent Date	Date Due	Provider	Finalize Request
<input type="checkbox"/>	Educational Assessment	Settlement Agreement		07/05/2009			<b>Finalize</b>

Request Additional School-Based Assessment

School-Based Assessments							
Del	Assessment Type	Reason for Request	Request Date	Consent Date	Date Due	Provider	Finalize Request
<b>Cancel</b>	Educational Assessment	Settlement Agreement	07/29/2009	07/05/2009		Program Coordinator	<b>Results</b> <b>Date Completed:</b>

Request Additional School-Based Assessment

**Reason for Cancellation**

*Note: To cancel the selected assessment, you must enter the required information and save the page.*

**Cancelled School-Based Assessments**

Reason for Cancellation of Educational Assessment	Date of Cancellation:	<b>Create Cancellation Documentation Cover Sheet</b>
---	-----------------------	--

### Emailing Providers

- To email a provider who has been assigned to complete a finalized assessment request, click the “Email Provider” button that appears below the provider’s name.
- After clicking the appropriate email button, you will be taken to a **Send Email Alert** composition page where you may view the content of the email and add additional comments if applicable.
- The *To* and *From* address fields are pre-populated based on the user information available in the system.
- The subject line will be “Assessment Assigned.” The subject is not editable.
- In the body of the email, the text will indicate the type of assessment that has been assigned, along with the Date of Request and the Date Due.
- Add additional comments in the text field if applicable.
- Click the “Save & Continue” button to send the email and return to the previous page.

School-Based Assessments							
Del	Assessment Type	Reason for Request	Request Date	Consent Date	Date Due	Provider	Finalize Request
<input type="button" value="Cancel"/>	Educational Assessment	Settlement Agreement	07/29/2009	07/05/2009		Program Coordinator	<input type="button" value="Results"/>
						<input type="button" value="Email Provider"/>	Date Completed:

### Send Email Alert for Assessment Student

<b>To:</b>	
<b>From:</b>	Eri
<b>Date:</b>	07/29/2009
<b>RE:</b>	Assessment Assigned

Audiological Assessment assessment has been assigned to you for a student at Miner Elementary School.

Date of Request: 07/22/2009

Due Date:

Da

Additional Comments:

### Entering Assessment Results

- To enter results for a completed assessment, click the “Results” button in the appropriate assessment type column.
- You will be taken to a separate details page for the assessment type you selected.
- Enter the *Date Assessment Completed*.
- If applicable, you may indicate which tools you used as part of the assessment by selecting from the drop-down menu and clicking the “Add Assessment Tool” button.
- In the Areas addressed by this assessment section, select the appropriate areas being considered for the student.
- For each area selected, complete a statement of strengths and concerns identified by the results of the completed assessment.



TIP: The list of areas that appears in this section is based upon what was selected on the **Analyze Existing Data** page as an area where more information was needed.

Psychological Assessment Assessment Results		
Student Name: Assessment Student	Student ID: TEST123	
School	Miner Elementary School	
Provider Assigned		School Reviewer: Reviewer
Reason for Request	Settlement Agreement	
Consent Date:	Date Requested: 07/29/2009	Date Due:
		Date Assessment Completed: 

▼ Add Additional Assessment Tool

Areas addressed by this assessment		
<input type="checkbox"/> Academic-Mathematics	<input type="checkbox"/> Communication/Speech and Language	<input type="checkbox"/> Motor Skills/Physical Development
<input type="checkbox"/> Academic-Reading	<input checked="" type="checkbox"/> Emotional, Social, and Behavioral Development	

**Interpretation of Results**

Identify strengths for Emotional, Social, and Behavioral Development

Identify concerns for Emotional, Social, and Behavioral Development

### Submitting Assessment Reports

- There are two options for submitting assessment reports: *Fax* or *Copy and Paste*. Select the desired option from the *Select method for submitting Assessment Report* drop-down menu.
- If you select *Copy and Paste*, an *Assessment Report* text field will appear. You may copy and paste up to thirty pages of single-spaced text into this field.
- If you select *Fax*, you will be able to create an EasyFax cover sheet by clicking the “Create <Assessment Type> Report Cover Sheet” button.
- The cover sheet will appear in a separate document table. Fax your assessment report into the system with this cover sheet.
- When the system receives the fax, a date will appear in the Fax Received column along with a link to the faxed document in the EasyFax column.



Tip: Only use the *Copy and Paste* option for reports that contain simple Word documents without score tables or other formatting.

Select method for submitting Assessment Report: Copy and Paste ▾

Psychological Assessment Report for Assessment S

Name of Provider: Date Final Report Submitted:

Copy and Paste  
Fax

Email Case Manager      Email Reviewer

Select method for submitting Assessment Report: Fax ▾

Create Psychological Assessment Report Cover Sheet

Date Generated	Document Type	EasyFax	Fax Received
07/29/2009	<a href="#">Report Cover Sheet (Psychological Assessment)</a>		

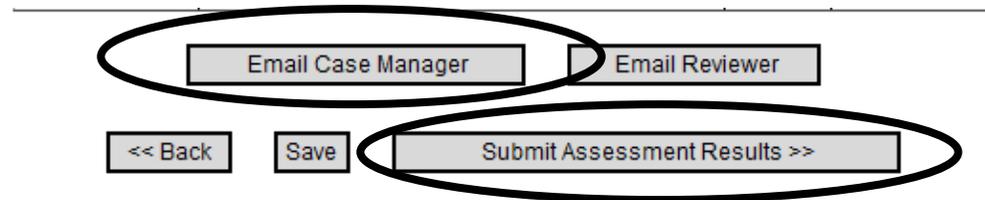
EasyFAX troubleshooting tips

### Submitting Assessment Results, -continued-

- To submit assessment results, click the “Submit Assessment Results” button.
- After you submit the results, you will no longer be able to edit the information on the page.

### Emailing the Case Manager

- Click the “Email Case Manager” button to access the **Send Email** composition page.
- The *To* and *From* address fields are pre-populated based on the user information available in the system.
- The subject line will be “Assessment Completed.”
- In the body of the email, the text will indicate the type of assessment that has been completed, along with the Date of Request, the Date Due, and the Date Completed.
- Add additional comments in the text field if applicable.
- Click the “Save & Continue” button to send the email and return to the previous page.



### Send Email Alert for Assessment Student

To:	
From:	
Date:	07/29/2009
RE:	Assessment Complete

Audiological Assessment assessment has been completed for a student at Miner Elementary School.

Date of Request: 07/22/2009

Due Date:

Date Completed: 07/21/2009

Additional Comments:

Save & Continue >>

### Requesting Assessments Ordered by a HOD, SA, or IEE

If the team has indicated on the **Analyze Existing Data** page that assessments were requested as part of an HOD, SA, or IEE, complete the following:

- After faxing in all appropriate documentation on the **Analyze Existing Data** page, proceed immediately to the Additional Assessments section.
- On the **Additional Assessments** page, you will see the Request Assessments Ordered by HOD, SA, or LEA-Approved IEE section.
- To request assessments to be conducted by school-based providers, select the appropriate assessment type from the drop-down menu and click the “Request Additional School-Based Assessment” button.
- To track assessments being conducted by independent providers, select the appropriate assessment type from the drop-down menu and click the “Track Additional Independent Assessment” button.
- To complete an assessment request, follow the steps for Requesting Assessments.

**Request Assessments Ordered by HOD, SA or LEA-Approved IEE**

No Hearing Officer Determination, Settlement Agreement or LEA-Approved Independent Educational Evaluation ordered assessments have been requested.

**NOTE: Be sure to select "finalize request" button in order to request the assessment.**

Request Additional School-Based Assessment

Track Additional Independent Assessment

# 5.5 Evaluation Summary

The **Evaluation Summary** page is where the IEP team can review all information entered in the previous steps of the eligibility process. It is only available when **Additional Assessments** are completed.

1. The date listed in the section titled **Send Evaluation Summary by <date>** identifies the date by which a copy of the evaluation summary should be sent home to the parent. This date generates based on information previously entered and is not editable.
2. For each area of concern, specific information will appear based on data previously entered:
  - A. Information entered on the **Analyze Existing Data** page will display. This information is not editable on this page.
  - B. Information entered on the **Additional Assessments** page will display. This information is not editable on this page.
  - C. If IEE information was entered on the **Additional Assessments** page, this information will display here and is also not editable on this page.

Send Evaluation Summary by: 08/18/2009

Areas of Concern reviewed as part of current Evaluation

To review analysis of existing data and assessment result in each area of concern, check the box to the right of the appropriate area. You may select more than one area at once.

Emotional, Social, and Behavioral Development

Type of Information Reviewed	Type of Specific Data Used	Date Completed/Collected	Date Reviewed	Person Responsible for Reviewing Data
Input from parent	sdrfkas;dlf;lsakdf;l;kas'df,lk	06/07/2009	06/07/2009	Eric Abraham

Analysis of information revealed by input from parent  
 lsdfa;lkd';aksdf;kasdf;lksd';lafsl;dsfk;lsad';ksdf;lsak';sdfak

Description of previous strategies and interventions attempted:

Strategy	Progress Monitoring Measures	Outcome
Repeated Reading	Published intervention assessment tool	ase;fi';ld';sfdk;l;as d;lf;lsakdf;l;ks d;lfk;l;kas d;lfk;lsakdf;l;ks d;lfk

Additional Assessments for Area: Emotional, Social, and Behavioral Development

Assessment Type: Audiological Assessment

Provider Assigned:		Reviewer Assigned:	
Reason for Request:	Hearing Officer Determination	Signature Date: 07/05/2009	
Consent Date:	Date Requested: 07/31/2009	Due Date:	Date Assessment Completed: 2009-07-31 00:00:00

Interpretation of Audiological Assessment results

Identification of strengths for Emotional, Social, and Behavioral Development

dfilas dflkas dlfk'as dflk'as dflk's dflk';fs dk';fs dk

Identification of concerns for Emotional, Social, and Behavioral Development

jks e'rf;lks ad'f;l;ks' s dalkf;l;kas df;l;kas' dfl;kas df;oi as d;l;jas fl;jdk



TIP: If no additional assessments have been ordered in the previous section, no action is required of the team on this page. and they will save and continue through it.

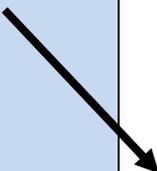
3. The Case Manager should enter a summary of the evaluation by using the text box in the Overall Summary Comments section.
4. Create a draft evaluation summary.
5. View the draft evaluation summary by selecting the blue link in the document table.
6. Create a final evaluation summary.
7. View the draft evaluation summary by selecting the blue link in the document table.

Evaluation Summary						
Date Generated	Document Type	Type	Projected Send Date	Date Sent (Actual)	EasyFax	Fax Received
08/10/2009	<a href="#">Evaluation Summary</a>	Draft	07/21/2009			



TIP: Once you create a final evaluation summary report, the final report will replace the draft report.

## 5.6 Eligibility Meeting Notice

1. To generate an eligibility meeting notice, select the additional topics you anticipate discussing by clicking on the check boxes that apply.
2. Select at least two invited team members by clicking the check box. 
3. The date displayed in the *Meeting should be held by* field is a reminder of when the eligibility meeting should be held.
4. In the *Scheduled Meeting Date* field, enter the date you anticipate holding the meeting by either typing in the date or clicking on the calendar icon .
5. Enter the date you plan to send the meeting notice to the parent by either typing in the date or clicking on the calendar icon .

### Parent/Guardian Notification of Meeting

In addition to the Eligibility, if the student is determined to be eligible, do you anticipate discussing any of the following IEP topics:

- Review the results of an evaluation or reevaluation
- Develop an initial Individualized Education Program
- Discuss possible changes to an Individualized Education Program
- Conduct an annual review of the Individualized Education Program
- Discuss transition (for students 16 or older)
- Other

### Invited IEP Team Members

- Student
- Service Provider(s)
- Parent
- Public Agency (LEA/School Representative)
- Agency Representative
- General Education Teacher(s)
- Special Education Coordinator
- Special Education Teacher(s)
- An individual who can interpret instructional implications of the evaluation results
- Other

Meeting should be held by:

Scheduled Meeting Date:

Date Invitation Sent to Parent:



6. The date you sent evaluation information to the parent will appear in the circled box. The date was originally entered on the **Evaluation Summary** page.
7. To generate a letter to send home, select a parent by clicking the drop-down menu and selecting a name.
8. Select each drop-down menu to enter the *Time of Meeting*.
9. Select the student's *Current Attending School* by clicking on the drop-down menu.
10. Enter the *Meeting Location* by typing the information in the space provided.

Meeting should be held by:	<input type="text"/>
Scheduled Meeting Date:	<input type="text"/> 
Date Invitation Sent to Parent:	<input type="text"/> 
Evaluation Information (Analyze Existing Data or Evaluation Summary) should be sent to parent by: (Evaluation information should be sent at least 10 days prior to eligibility meeting)	<input type="text"/>
Date Evaluation Information (Analyze Existing Data or Evaluation Summary) was sent to parent:	<input type="text"/>
To which parent is this letter addressed?:	<input type="text"/>
Time of Meeting:	12 <input type="text"/> am <input type="text"/>
Current Attending School:	<input type="text"/>
Meeting Location: (Indicate specific room or alternative location if meeting will not be held at student's attending school, i.e., Attorney's Office, Parent's Home, Office of Special Education, etc.)	<input type="text"/> 

11. Select the signer by clicking on the drop-down menu. If you select "other," you will have the option of entering the signer's name and title.

12. If at least two contact attempts are listed in the contact log section, select the contacts that are associated with this meeting by clicking on the check boxes on the left.

13. Review the next three statements and select the one that represents the action you are taking by clicking on the appropriate radio button.

14. Click generate draft meeting notice letter to create the document. If more than one parent is listed in the drop-down menu, generate a second letter by selecting the second name and clicking the generate draft meeting notice button.

15. Review all letters for accuracy. To generate final meeting notice letters, click

Create Final Meeting Notice Letter

16. A blue hyperlink will appear. Click on the hyperlink to review and print documents.

Signer:

**Add Contact Attempts** 

[Note: Any missed contacts logged in advance of the meeting being scheduled will appear in the block below. To associated missed contacts with the upcoming meeting, select the checkbox to the left of the contact. You must associate at least two missed contacts with the meeting in order for the letter to indicate that the meeting will proceed without the parent's attendance. For more information about state policy guidance around the appropriate course of action for proceeding with a meeting after a series of missed contacts see the help link above]

	Person making contact	Parent	Contact Method	Contact Date	Contact Result
<input checked="" type="checkbox"/>	Eric Abraham	Melinda Skinner	Consent to Eval - Email	05/04/2009	Parent could not be reached
<input checked="" type="checkbox"/>	Eric Abraham	Melinda Skinner	Consent to Eval - In person conversation	06/04/2009	No response

A letter will be sent to the parent as the first method of contact. If the letter is not returned in a timely manner you may attempt other methods to contact the parent (i.e. phone call, e-mail, or home visit). After two unsuccessful attempts you may mail the parents a final letter with the date, time and location the IEP team intends to conduct the meeting.

The meeting date and time indicated on this Invitation is a mutually agreed upon date between the parent and the case manager.

The meeting date and time indicated on this invitation has been set by the case manager because attempts to contact the parent have been unsuccessful.

Date Generated	Document Type	EasyFax	Fax Received
08/09/2009	<a href="#">Eligibility Meeting Notice Letter - New (for Melinda Skinner)</a>		

# 5.7 Eligibility Determination

**Eligibility Determination** is divided into six sections. In each section, you will enter information based on IEP team decisions to meet documentation requirements for an eligibility or reevaluation decision.

1. To begin the process, complete information for Eligibility Meeting Preparation.
  - A. Select one or more *Disability Categories to Consider* by placing a check in the appropriate check box(es).
  - B. Select this button to create a disability criteria worksheet for each disability category to take to the eligibility meeting. [Create worksheet for Disability](#)
  - C. Select this button to create a draft eligibility determination report to take to the meeting. [Create Draft Eligibility Report](#)
  - D. If appropriate, select this button to create an excusal form to bring to the meeting if a member of the team will be excused in whole or in part. [Create Meeting Participant Excusal Form](#)
  - E. Select this button to complete the first section and move to the next. [Save & Continue >>](#)

**Step 1: Eligibility Meeting Preparation**

Date of Consent: 07/16/2009  
 Scheduled Meeting Date: 08/04/2009

**Disability Categories to Consider:**

Select one or more disability categories to be considered. The team will be required to fax a completed worksheet for each disability that is selected as a disability to be considered into the system. Select one or more of the checkboxes below to generate an Eligibility Determination Team Decision Worksheet for each suspected disability.

- Autism
- Deaf - Blindness\*
- Developmental Delay
- Emotional Disturbance
- Hearing Impaired
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment\*
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment\*

[Create worksheet for Disability](#) [Save](#)

**Create Draft Eligibility Report**

[Create Draft Eligibility Report](#)

Eligibility Determination Report				
Date Generated	Document Type	Type	EasyFax	Fax Received
08/04/2009	<a href="#">New Eligibility Determination</a>	(Draft)		

**Create Meeting Participant Excusal Form** 

[Create Meeting Participant Excusal Form](#)

No Excusal Form for Eligibility Meeting Documents have been generated for this student.

2. When appropriate, complete the following steps in the SLD Eligibility Documentation section.

- A. Select the “Identification Model” button.
- B. Select an option in the Identification of Model section.
- C. Select the “Details” button that appears next to the selection in the Identification of Model section to begin entering information.
- D. Complete each field for the selected model.
- E. Select this button to complete this section and move to the next.

[Details](#)

[Save & Continue >>](#)



TIP: You will only be required to complete the **SLD eligibility documentation** page if SLD is selected as a disability to consider.

### Step 2: Document Eligibility Criteria

Discuss and document information related to eligibility criteria. The outcome of the team decision regarding the criteria for each disability considered should be documented on the disability checklists. While the team may use the SLD worksheet as a guide, the responses must be captured on the SLD Documentation page in EasyIEP.

[Save](#)

[Identification Model >>](#)

### Identification of Model

Identify the model used to make a decision about eligibility for SLD.

Discrepancy Model

[Details](#)

Status: Not Started

Response to Intervention Model

[Save](#)

[Save & Continue >>](#)

3. Complete the following steps in the Eligibility Documentation section.
  - A. Select a response for each of the questions about determinant factors.
  - B. Use check boxes to indicate agreement with each statement listed.
  - C. Enter an eligibility decision by using the drop-down menu.
  - D. Only if the eligibility decision is “Yes,” enter a primary disability.
  - E. Only if the eligibility decision is “Yes,” enter areas affected by the disability.
  - F. Select this button to complete this section and move to the next.

**Save & Continue >>**



TIP: Areas marked as areas of impact on this page will be the areas available for present levels and goals in the IEP.

**Step 3: Eligibility Determination (During or After Meeting)**



*[This section is to be completed during or after the meeting after reviewing specific disability criteria and receipt of input/feedback from all team members.]*

**Is a determinant factor for the student's lack of academic progress the result of: (If yes to any of the below, the student is not eligible for special education.)**

A lack of appropriate instruction in reading, including essential components of reading instruction? (phonemic awareness, phonics, fluency, vocabulary and comprehension) 34 CFR§300.306 (b)(1)(i), DCMR 3006.6(a)	<input type="text"/>
A lack of appropriate instruction in math? 34 CFR§300.306 (b)(1)(ii), DCMR 3006.6(a)	<input type="text"/>
Cultural factors, economic or environmental disadvantage? 34 CFR§300.30 (a)(3), DCMR 3006.4	<input type="text"/>
Limited English proficiency? 34 CFR§300.306 (b)(1)(iii), DCMR 3006.6(a)	<input type="text"/>
<input type="checkbox"/> The team has reviewed the relevant evaluation information, the definitions in IDEA 300.8 and DCMR 3001.1 and the State policies around specific eligibility criteria. [Link To State Criteria]	
<input type="checkbox"/> The team used assessment procedures that were valid for the purposes intended and valid for the student. DCMR 3006.5 (c)	
Is the student (or does the student continue to be) a student with a disability who needs (or continues to need) special education and related services?	<input type="text"/>
34 CFR§300.306 (a)(1), 34 CFR§300.8(a)(1), DCMR 3006.3	

4. Complete the following steps in the Meeting Participants section.

A. Enter participation status for each team member by selecting the appropriate option from the drop-down menu.

B. For any team member whose participation status is “excused,” you should create an excusal form by selecting the button shown below (if a form was not already created earlier in the process). An excusal form must be faxed in for each member listed as “excused” to complete this page.

[Create Meeting Participant Excusal Form](#)

C. Indicate each team member’s agreement or disagreement with the eligibility decision by making the appropriate selection in the drop-down menu.

[Add Additional Participant](#)

D. Create a cover sheet to fax in a written statement for a team member who disagrees with the eligibility decision (if applicable).

[Create Cover Sheet for Statement of Dissent](#)

G. Select this button to complete this section and move to the next.

[Save & Continue >>](#)

**Step 4: Identify Participation (and agreement in some cases) for Participants (During/After Meeting)**

Student	Attended Eligibility Conference?		
Gen Ed Test 87	<input type="text"/>		

Parent	Attended Eligibility Conference?		
Ms. Johnson	<input type="text"/>		
Mr. Johnson	<input type="text"/>		

IEP Team Member	Title	Attended Eligibility Conference?	Excusal Form
Progress Test3		<input type="text"/>	<a href="#">Create Meeting Participant Excusal Form</a>

Additional Participants	Role / Title	Attended Eligibility Conference?
<a href="#">Add Additional Participant</a>		

5. Complete the following steps in the Prior Written Notice section.

- A. The *Action proposed or refused* will populate based on the responses you entered previously in the process. You may add text in the box provided to further explain or clarify the *Action proposed or refused*.
- B. Select the *Reason for proposing or refusing action*. You may select one of the options available or enter a custom reason. You may also enter text to further explain or clarify the selected reason.
- C. Enter text in the box provided to explain the *Evaluation procedure, assessment, record, or report used as a basis for action*.
- D. Select the *Description of other options considered and reason for rejecting*. If there are other options, use the text box provided to enter a description.
- E. Select the *Description of other factors related to the proposal or refusal*. If there are other factors, use the text box provided to enter a description.

**Step 5: Prior Written Notice to Consent** 

**Action proposed or refused**

LEA proposes to identify the student as a student with disability as defined in IDEA.  
Additional information to clarify, specify or elaborate on action:



**Reason for proposing or refusing action** Help

Student meets criteria to be identified as a student with a disability under IDEA and needs special education and related services.

Student does not meet criteria to be identified as a student with a disability under IDEA and does not need special education and related services.

**Evaluation procedure, assessment, record, or report used as basis for action.** 



**Description of other options considered and reason for rejecting.** 

Additional options other than those documented above were considered.

No additional options considered other than those described above.

**Description of other factors related to the proposal or refusal** 

Other factors related to the proposal or refusal were considered.

No additional options considered other than those described above.

F. Verify agreement with the *Procedural Safeguards* statement by checking the check box. (Procedural Safeguards documents are provided here for convenience.)

G. Identify the parent to whom the notice should be addressed.

H. Identify the team member who is sending the notice.

I. Enter the date the PWN was sent.

J. Create a draft PWN by selecting the "Create Draft" button.

K. Create a final PWN document by selecting the "Create Final" button.

L. Select this button to complete this section and move to the next.

Save & Continue >>



TIP: You may create a notice for one parent at a time by selecting the appropriate name and then "Create Notice," selecting the next name and then "Create Notice," until notices have been created for all required recipients.

#### Procedural Safeguards and Notice

Procedural safeguards given to parent? (Required at referral and initial evaluation, and then at least annually)  
[Procedural Safeguards \(English\)](#)  
[Procedural Safeguards \(Spanish\)](#)

#### To which parent should this notice be sent?

- Janice Teague
- Janice Teague

#### By which team member should this letter be signed?

Test Cluster ▾

Save Create Draft Prior Written Notice - Evaluation Prior to Consent Create Final Prior Written Notice - Evaluation Prior to Consent

No Prior Written Notice - Prior to Consent Documents have been generated for this student.

Date Prior Written Notice Sent:

<< Back

Save

Save & Continue >>

6. Complete the following steps on the **Finalize Eligibility** section.
  - A. Enter the actual eligibility meeting date.
  - B. If the evaluation was completed late, you will be asked to report the reason for the delay and enter additional text.
  - C. Before creating a final eligibility report, select the “Save & Check Errors” button to identify errors in all sections.
  - D. Select this button to create a final eligibility report.
  - E. Select this button to complete this section and move to the next.

**Create Final Eligibility Determination**

**Save & Continue >>**



TIP: You must first complete each of the pages that make up the Eligibility Determination before you can create a Final Eligibility report.

Save & Check Errors

**Eligibility Determination Documents**

Create Final Eligibility Determination

**Eligibility Determination Report**

Date Generated	Document Type	Type	EasyFax	Fax Received
08/06/2009	<a href="#">New Eligibility Determination</a>	Final		
08/05/2009	<a href="#">New Eligibility Determination</a>	Final		
08/04/2009	<a href="#">New Eligibility Determination</a>	Final		
08/04/2009	<a href="#">New Eligibility Determination</a>	Final		
08/04/2009	<a href="#">New Eligibility Determination</a>	Final		
08/04/2009	<a href="#">New Eligibility Determination</a>	Final		

**Associated Eligibility Documents**

**Prior Written Notice Reports Document Table**

Date Generated	Document Type	Type
08/06/2009	<a href="#">Prior Written Notice - Identification (for Tabari Layne)</a>	Final
08/04/2009	<a href="#">Prior Written Notice - Identification (for Tabari Layne)</a>	Final
08/04/2009	<a href="#">Prior Written Notice - Identification (for Mrs. Layne)</a>	Final
08/04/2009	<a href="#">Prior Written Notice - Identification (for Tabari Layne)</a>	Final
08/04/2009	<a href="#">Prior Written Notice - Identification (for Tabari Layne)</a>	Final
08/04/2009	<a href="#">Prior Written Notice - Identification (for Tabari Layne)</a>	Final
08/04/2009	<a href="#">Prior Written Notice - Identification (for Tabari Layne)</a>	Final

## Chapter 6. IEP Process

## 6.1 IEP Team

1. The IEP Team page is designed for users to add individuals to and remove individuals from a student's IEP team.
2. For teachers and related service providers, the *Current Case Manager* field is a non-editable field.
3. To add an individual to the IEP team, click **Change IEP Team**. Check the box to the left and save the page by clicking **Save & Continue >>**.
4. To remove an individual from the IEP team, uncheck the box and click **Save & Continue >>**.
5. The View Only option restricts the users' access to the system. The user will only be able to view the system and will not be able to enter or edit information.



TIP: You can also adjust caseloads through the Caseload Setup & Caseload Administration Wizards (only available to some users). See "Wizards" for more info.

**Current Case Manager:** OSSE Test1

Name	Relationship
State Placement Officer	
Amber Crowder	
Danike Grant	
Jeff and Mary Test	Both Parent(s)

**Change IEP Team**

**Case Manager:** OSSE Test10

**Parents, etc. who will receive IEP Information:**

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

**Other Users at Closed Van Ness who can access IEP Information:**

User Name	View Only?
<input checked="" type="checkbox"/> nonpublic 1	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 10	<input checked="" type="checkbox"/> View Only
<input checked="" type="checkbox"/> nonpublic 11	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 12	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 13	<input type="checkbox"/> View Only
<input checked="" type="checkbox"/> nonpublic 14	<input checked="" type="checkbox"/> View Only
<input checked="" type="checkbox"/> nonpublic 15	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 16	<input type="checkbox"/> View Only
<input type="checkbox"/> nonpublic 17	<input type="checkbox"/> View Only

## 6.2 Meeting Notice

1. To generate a meeting notice, select the purpose of the meeting by clicking on the check boxes that apply.
2. If you have logged missed contacts in the communication log, each missed attempt will appear on this page. To have the missed attempts listed on the letter, check the box on the far left. 
3. Enter the date you anticipate holding the meeting by either typing in the date or clicking on the calendar icon.
4. Enter the date you plan to send the meeting notice.
5. To generate a letter to send home to a parent, click the drop-down menu and select a name.
6. Enter the time of the meeting by typing in the text field.
7. Select the meeting location by clicking on the drop-down menu.
8. Enter the room number of the meeting by typing the information in the space provided.

**Contact Parent/Guardian/Surrogate to Schedule Meeting.**

Please indicate which of the following contacts were in advance of this Notice:

	Person making contact	Parent	Contact Method	Contact Date	Contact Result
<input checked="" type="checkbox"/>	Angel Johnson	Angela Skinner	Consent to Eval - Letter	08/03/2009	No response
<input checked="" type="checkbox"/>	Angel Johnson	Angela Skinner	Consent to Eval - Letter	08/05/2009	No response

**Parent/Guardian Notification of Meeting**

**Meeting Purpose:**

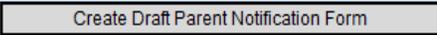
- Develop Initial or Revise Existing IEP
- Discuss Post-Secondary Transition
- Discuss Behavior
- Discuss Placement
- Discuss ESY
- Discuss Exit
- Discuss Compensatory Education

<b>Date of Meeting:</b>	01/26/2009	
<b>Date Notice Sent:</b>	01/22/2009	
<b>To which parent/guardian is this letter addressed?:</b>	Ayesha Skinner	
<b>Time of Meeting:</b>	9:00 AM	
<b>Meeting Location:</b>	Mamie D Lee School	
<b>Room:</b>	Parent Center	
<b>Signed:</b>	Cheryl Gillette	

Create Draft Parent Notification Form

Create Final Parent Notification Form

9. Select the signer by clicking on the drop-down menu.

10. Click  to create the document. If more than one parent is listed in the drop-down menu, generate a second letter by selecting the second name and clicking the “Create Draft Parent Notification Form” button.

11. A hyperlink will appear. Click on the hyperlink to review and print documents.

12. To return to the meeting notice page, click the back button  at the top left-hand corner of the page.

13. To generate a final meeting notice letter, click  and repeat steps 11 and 12.

14. Click  to check for errors and to move on to the next page.

Date of Meeting:	01/26/2009	
Date Notice Sent:	01/22/2009	
To which parent/guardian is this letter addressed?:	Ayesha Skinner ▾	
Time of Meeting:	9:00 AM	
Meeting Location:	Mamie D Lee School ▾	
Room:	Parent Center	
Signed:	Cheryl Gillette ▾	

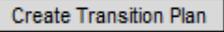
 

Date Generated	Document Type	Type	EasyFax	Date Received
08/07/2009	<a href="#">IEP Meeting Notice Letter (for Elizabeth Torres)</a>	Final		
01/21/2009	<a href="#">IEP Meeting Notice Letter (for Angela Skinner)</a>	Final		

## 6.3 Transition Plan

The **Transition Plan** page is one part of the **IEP Process** and gives IEP teams an opportunity to document interests, assessments, goals, and services in three areas: **Post-secondary education and training**, **Employment**, and **Independent Living** (if necessary). *Note: The Transition Plan is required for students who are or will be sixteen years old or older during the IEP.*

1. Begin by selecting this button to create a transition plan 
2. Complete the **Post-secondary education and training** section by entering the following information:
  - A. Enter *Long-range Goals and Interests*.
  - B. Enter *Assessment Information* (see the Additional Assessments section of the manual for more information about how to enter assessment information).
  - C. Enter *Annual Goals* (see the Goals section of the manual for more information about how to enter goals).
  - D. Enter *Transition Services* (see the Services section of the manual for more information about how to enter services).



TIP: Goals and Services are entered here in the same way that they are entered in the IEP process.

Post-Secondary Transition Plan is required for students that are or will be 16 years old or more during the IEP.

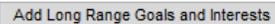
This student doesn't have a transition plan:



### Post-secondary education and training

#### Post-secondary education and training Long-range Goals and Interests

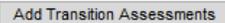
--none--



#### Age Appropriate Transition Assessments Utilized to Determine Post School Goals

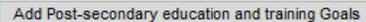
*Note: This is not to be considered a complete list of assessments. There are many assessments that can and should be used for transition planning. OSSE does not endorse any specific assessment for transition planning.*

None selected



#### Annual Goals Related to Post-School Goals

No annual goals have been assigned for this area

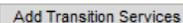


Course of Study:



#### Transition Services

No Services have been selected for the Post-secondary education and training Transition Area



3. Complete the Employment section by entering the following information:
  - A. Enter *Long-range Goals and Interests*.
  - B. Enter *Assessment Information* (see the Additional Assessments section of the manual for more information about how to enter assessment information).
  - C. Enter *Annual Goals* (see the Goals section of the manual for more information about how to enter goals).
  - D. Enter *Transition Services* (see the Services section of the manual for more information about how to enter services).

#### Employment

##### Employment Long-range Goals and Interests

--none--

Add Long Range Goals and Interests

##### Age Appropriate Transition Assessments Utilized to Determine Post School Goals

*Note: This is not to be considered a complete list of assessments. There are many assessments that can and should be used for transition planning. OSSE does not endorse any specific assessment for transition planning.*

None selected

Add Transition Assessments

##### Annual Goals Related to Post-School Goals

No annual goals have been assigned for this area

Add Employment Goals

Course of Study:



##### Transition Services

No Services have been selected for the Employment Transition Area

Add Transition Services

4. Enter a response to the question about independent living using the drop-down menu. If the answer is "No," skip to step 6. If the answer is "Yes," complete the items outlined in step 5.

5. Complete the Independent Living section by entering the following information:

- A. Enter *Long-Range Goals and Interests*.
- B. Enter *Assessment Information* (see the Additional Assessments section of the manual for more information about how to enter assessment information).
- C. Enter *Annual Goals* (see the Goals section of the manual for more information about how to enter goals).
- D. Enter *Transition Services* (see the Services section of the manual for more information about how to enter services).

**Independent Living** [Section Help](#)

Also consider Independent Living

---

**Independent living**

**Independent living Long-range Goals and Interests**

--none--

---

**Age Appropriate Transition Assessments Utilized to Determine Post School Goals**

*Note: This is not to be considered a complete list of assessments. There are many assessments that can and should be used for transition planning. OSSE does not endorse any specific assessment for transition planning.*

None selected

---

**Annual Goals Related to Post-School Goals**

No annual goals have been assigned for this area

---

Course of Study:

---

**Transition Services**

No Services have been selected for the Independent living Transition Area

6. Enter Graduation Information:

A. Identify the *Type of Exit Document* by selecting the appropriate option from the drop-down menu.

B. Identify the *Expected Graduation Date* by entering a date in the box.

7. Complete the page and move to the next page in the IEP Process by clicking this button.

Save & Continue >>

Graduation Information [Section Help](#)

Type of Exit Document:

Expected Graduation Date:  

Show Section

<< Back

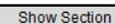
Save

Save & Continue >>

## 6.4 Present Levels of Performance

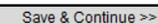
1. The **Present Levels of Performance** page is broken into three sections by Area of Concern. Users are required to enter information in all three sections of each Area of Concern listed.
2. To save the information entered, you may either click  under each text box or click  at the bottom of the page.
3. Once you have entered all the required information, you may click  to view the information entered on a draft copy of the IEP.
4. Click  to save your information and to move to the next page.

Academic-Mathematics	
Present Level of Educational Performance:	enter the present level information here  
Needs:	student needs  
Impact on the student:	up to 30 pages single spaced  









## 6.5 Goals

1. To enter goals on a student's IEP, you must first answer the question *Will the student be taking the DC-CAS Alternate Assessment?* If your answer is "Yes," you will be required to enter objectives for each goal. If your answer is "No," you will only be required to enter goals for each Area of Concern.
2. To add goals to a student's IEP, click the "Add Custom <subject> Goals" button. Enter your desired goal in the box provided and click the "Save & Continue" button.



TIP: To save the goals you have written into a bank, you must select the "Add Goals from Bank" button instead of selecting the "Add Custom <subject> Goals from List" button.

The screenshot displays the 'Instructional Goals' section of the IEP system. At the top, there is a dropdown menu for 'Will the student be taking the DC-CAS Alternate Assessment?' and a note: 'Note: Only students taking the DC CAS-Alt are required to have short-term objectives.' Below this is the 'Academic-Mathematics Area' section, which states 'No annual goals have been assigned for this area' and provides two buttons: 'Add Custom Academic-Mathematics Goals from List' and 'Add Goals from Bank'. The 'Show Section' button is circled in red. Below this is the 'Add Academic-Mathematics Custom Goals for Test Student130' section, which includes a form for entering a custom annual goal and a 'Goal Details' section with fields for Area of Need, Annual Goal, Baseline, Anticipated Date of Achievement, and Evaluation Procedures/Schedules.

3. To enter detailed information for the Instructional Goals, write a baseline statement, which is a sentence that describes the student’s current ability as it pertains to the goal you listed above.
4. To enter an *Anticipated Date of Achievement*, either type the date desired or click on the calendar icon to the right of the text box.
5. To enter *Evaluation Procedures* or *Evaluation Schedules*, click the drop-down menu and select at least two desired options. If you would like to enter more than one option, click the “Save” button and two more boxes will appear. Once you have completed this page, click the “Save & Continue” button.
6. To add an additional goal, click the “Add Custom <subject> Goals from List” button and repeat the steps previously taken.
7. To see a draft of the goals section of the IEP, click the “Show Section” button.



TIP: Click the spell check button  to catch any spelling errors.

Instructional Goals

Will the student be taking the DC-CAS Alternate Assessment? No  No

Note: Only students taking the DC CAS-Alt are required to have short-term objectives.

Academic-Mathematics Area			
Del	Annual Goal	Anticipated Date of Achievement	
<input type="checkbox"/>	Enter custom annual goal #1 here.	06/04/2010	<input type="button" value="Details"/>
<input type="button" value="Add Custom Academic-Mathematics Goals from List"/>		<input type="button" value="Add Goals from Bank"/>	

Instructional Goals

Will the student be taking the DC-CAS Alternate Assessment? No  No

Note: Only students taking the DC CAS-Alt are required to have short-term objectives.

Academic-Mathematics Area			
Del	Annual Goal	Anticipated Date of Achievement	
<input type="checkbox"/>	Enter custom annual goal #1 here.	06/04/2010	<input type="button" value="Details"/>
<input type="button" value="Add Custom Academic-Mathematics Goals from List"/>		<input type="button" value="Add Goals from Bank"/>	

8. The second option available for adding goals to an IEP is to create a goal bank. To do so, click the “Add Goals from Bank” button.

9. To store goals in your own personal bank, click the “Manage Goals in Bank” button.

10. You may select to either store your goals in categories or store them without categories. To manage your goals by categories, scroll to the bottom of your screen and click the “Create Categories for my Goal Bank” button. **DO NOT ENTER A GOAL IN THE GOAL TEXT BOX.**

11. Enter categories in the text boxes provided and click the “Save & Continue” button. You may title your categories with words that are appropriate for the type of goals you will be writing.

There are no Goals in your bank

Manage Goals in Bank

<< Back

Save

Save & Continue >>

You don't have any categories for your goal bank yet

To add categories, enter them below:

New Category

Math

Reading

Written Expression

<< Back

Save

Save & Continue >>

12. Select the Category you would like your goals listed under. After selecting a category, type the goals in the text boxes provided and click the “Save & Continue” button.

13. Now you will see all the goals that are entered in your bank by category. If you would like to add these goals to a student’s IEP, select the check box next to the goal you would like to transfer onto the student’s IEP, then click the “Save & Continue” button.

Category: -none-  
-none-  
Math  
Reading  
Written Expression

There are no goals in your bank for category "-none-".

To add custom goals to your goal bank, enter them below:

Goal Text
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

Category: Math

There are no Goals in your bank for category "Math".

add custom goals to category "Math" in your goal bank, enter them below:

Goal Text
Enter goal #2 here.
Enter goal #3 here.
Enter goal #4 here.
<input type="text"/>

Category: Math

Add	Goal
<input checked="" type="checkbox"/>	Enter goal #2 here.
<input checked="" type="checkbox"/>	Enter goal #3 here.
<input checked="" type="checkbox"/>	Enter goal #4 here.

14. The next screen shows the goals you added to the IEP. If you made a mistake and would like to delete a goal, select the check box under the *Del* column.

15. Click the “Details” button to add additional required information. Write a baseline statement, which is a sentence that describes the student’s current ability as it pertains to the goal listed above.

16. To enter an *Anticipated Date of Achievement*, either type the date desired or click on the calendar icon to the right of the text box.

17. To enter *Evaluation Procedures* or *Evaluation Schedules*, click the drop-down menu and select at least two desired options. If you would like to enter more than one option, click the “Save” button and two more boxes will appear. Once you have completed this page, click the “Save & Continue” button.

Instructional Goals			
Will the student be taking the DC-CAS Alternate Assessment? No			
<i>Note: Only students taking the DC CAS-Alt are required to have short-term objectives.</i>			
Academic-Mathematics Area			
Del	Annual Goal	Anticipated Date of Achievement	
<input type="checkbox"/>	Enter custom annual goal #1 here.	06/04/2010	Details
<input type="checkbox"/>	Enter goal # 2 here.		Details
<input type="checkbox"/>	Enter goal #3 here.		Details
<input type="checkbox"/>	Enter goal #4 here.		Details
Add Custom Academic-Mathematics Goals from List		Add Goals from Bank	

Area of Need:	Academic-Mathematics	
Annual Goal:	Enter goal # 2 here.	
Baseline:		
Anticipated Date of Achievement:	<input type="text"/> <input type="button" value="Calendar"/>	
Eval Procedures / Schedules:	Evaluation Procedures	Evaluation Schedules
	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

18. To add an additional goal from your bank, click the “Add Goals from Bank” button and select a category. You will only see the categories that have goals written.

19. To view categories previously entered or to create new categories, select the “Add Goals from Bank” button, then click the “Manage Goals in Bank” button.

20. Now you have the choice of either selecting a category previously entered or creating a new category by selecting the “Edit Categories for my Goal Bank” button.

21. If you select a category previously entered, type your goals in the *Goal Text* box and click the “Save & Continue” button.

Del	Annual Goal	Anticipated Date of Achievement	
<input type="checkbox"/>	Enter custom annual goal #1 here.	06/04/2010	<input type="button" value="Details"/>
<input type="checkbox"/>	Enter goal # 2 here.	08/22/2010	<input type="button" value="Details"/>
<input type="checkbox"/>	Enter goal #3 here.		<input type="button" value="Details"/>
<input type="checkbox"/>	Enter goal #4 here.		<input type="button" value="Details"/>

Category:

There are no Goals in your bank with no Category set

<< Back   Save   Save & Continue >>

Category:

There are no Goals in your bank with no Category set

<< Back   Save   Save & Continue >>

Category:

There are no Goals in your bank with no Category set

**To add custom goals to your goal bank, enter them below:**

Goal Text
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

## 6.6 Services and Supplemental Aids

- To add Special Education Services to a student's IEP, click this button.

Add Special Education Service

- Click the drop-down menu under the Service column and select a service.

- Click the drop-down menu under the Setting column and select either *General Education* or *Outside General Education*.

- Enter the *Amount of Time* in minutes or hours per day, week, month, or year.

- Select a *Provider* by clicking on the drop-down menu and selecting a name from the list.

- Click Save & Continue >> to return to the main page and review the information entered.

- To add an additional special education service, click Add Special Education Service and repeat the same steps listed above.

Special Education Services

There are no Special Education Services for this student yet.

Add Special Education Service

Service	Setting	Amount of Time	Provider
-none-	General Education	min per day	OSSE Test1

<< Back Save & Continue >>

Service	Setting	Amount of Time	Provider
-none-	General Education General Education Outside General Education	min per day	OSSE Test1

<< Back Save & Continue >>

Special Education Services

Del	Special Education Service	Setting	Amount of Time	Provider
<input type="checkbox"/>	Specialized Instruction	Outside General Education	5 hr per wk	OSSE Test1

Add Special Education Service

8. To add related services to an IEP, click

**Add Related Service**

9. Click the drop-down menu under the Service column and select a service.

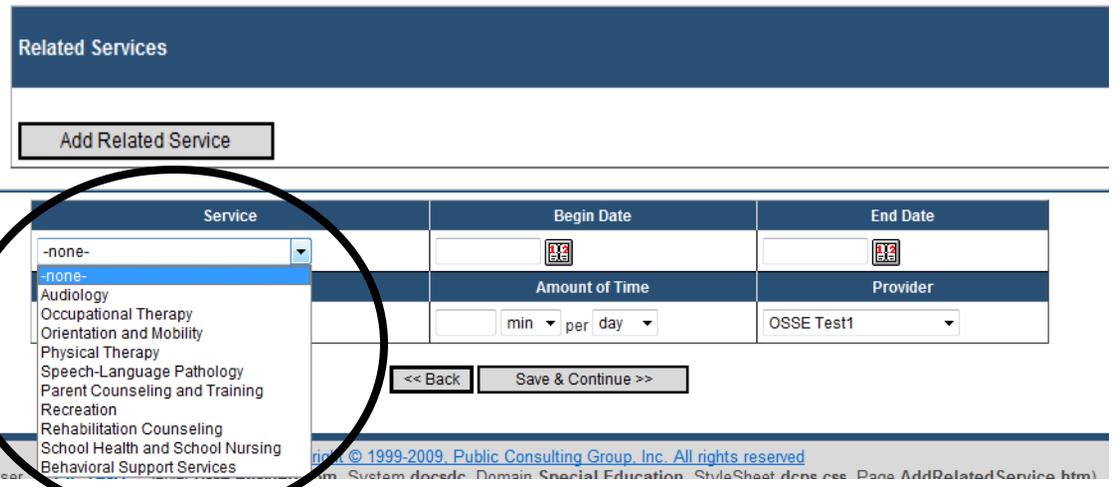
10. Enter the begin and end date by either clicking on the calendar icon  or by typing the date into the text field.

11. Select the setting by clicking on the drop-down menu and choosing either *General Education* or *Outside General Education*.

12. Enter the *Amount of Time* in minutes or hours per day, week, month, or year.

13. Select a *Provider* by clicking on the drop-down menu and selecting a name from the list. The names entered here will not appear on the IEP. Click **Save & Continue >>** to return to the **Services** page.

14. To add an additional related service, click **Add Related Service** and repeat the steps listed above.



Related Services

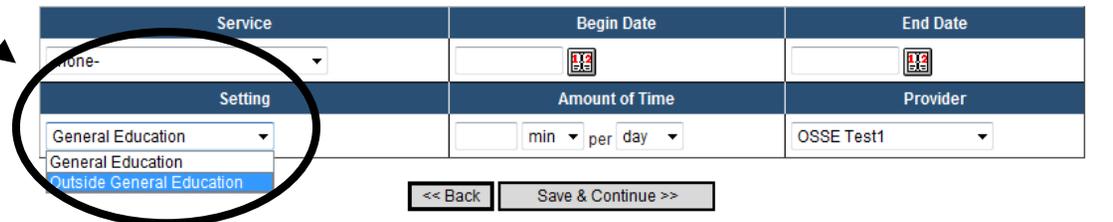
**Add Related Service**

Service	Begin Date	End Date
-none-		
-none-		
Audiology		
Occupational Therapy		
Orientation and Mobility		
Physical Therapy		
Speech-Language Pathology		
Parent Counseling and Training		
Recreation		
Rehabilitation Counseling		
School Health and School Nursing		
Behavioral Support Services		

Amount of Time: min per day

Provider: OSSE Test1

<< Back Save & Continue >>



Related Services

**Add Related Service**

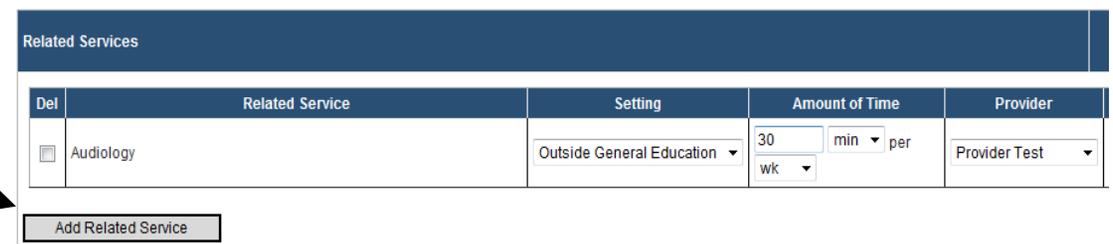
Service	Begin Date	End Date
-none-		
-none-		
General Education		
Outside General Education		

Setting: General Education

Amount of Time: min per day

Provider: OSSE Test1

<< Back Save & Continue >>



Related Services

Del	Related Service	Setting	Amount of Time	Provider
<input type="checkbox"/>	Audiology	Outside General Education	30 min per wk	Provider Test

**Add Related Service**

15. To add consultation services to a student's IEP, click **Add Consultation Service**.

16. Click the drop-down menu under the *Service* column and select a service.

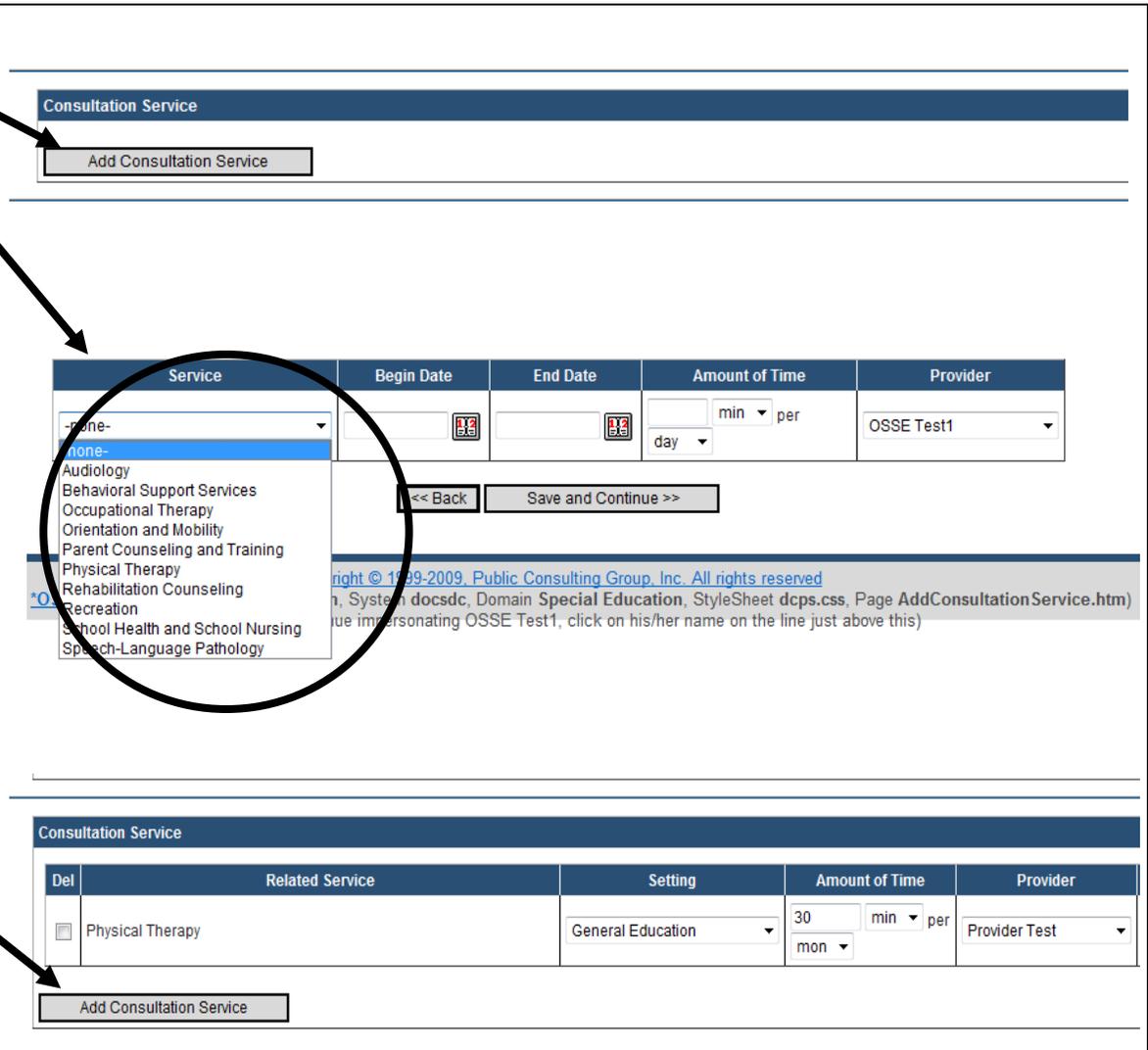
17. Enter the *Begin Date* and *End Date* by either clicking on the calendar icon  or by typing the date into the text field.

18. Enter the *Amount of Time* in minutes or hours per day, week, month, or year.

19. Select a *Provider* by clicking on the drop-down menu and selecting a name from the list.

20. Click **Save and Continue >>** to return to the **Services** page to review the information entered.

21. To add an additional consultation service, click **Add Consultation Service** and repeat the same steps listed above.



The screenshot shows the 'Add Consultation Service' form. At the top, there is a header 'Consultation Service' and a button 'Add Consultation Service'. Below this is a table with columns: Service, Begin Date, End Date, Amount of Time, and Provider. The 'Service' dropdown menu is open, showing a list of services including Audiology, Behavioral Support Services, Occupational Therapy, Orientation and Mobility, Parent Counseling and Training, Physical Therapy, Rehabilitation Counseling, \*0 Recreation, School Health and School Nursing, and Speech-Language Pathology. The 'Begin Date' and 'End Date' fields have calendar icons. The 'Amount of Time' field has a dropdown for units (min, per) and a dropdown for frequency (day). The 'Provider' dropdown is set to 'OSSE Test1'. Below the table are buttons for '<< Back' and 'Save and Continue >>'. At the bottom of the form, there is a footer with copyright information and a note about impersonating OSSE Test1. Below the main form, there is a preview table with columns: Del, Related Service, Setting, Amount of Time, and Provider. The preview table shows a row for 'Physical Therapy' with a 'General Education' setting, '30 min per mon' amount of time, and 'Provider Test' provider. Below the preview table is another 'Add Consultation Service' button.

Service	Begin Date	End Date	Amount of Time	Provider
-none-				OSSE Test1

Del	Related Service	Setting	Amount of Time	Provider
<input type="checkbox"/>	Physical Therapy	General Education	30 min per mon	Provider Test

22. To include Assistive Technology (AT) on a student's IEP, click.

Manage Devices

23. To add an AT device, click the check box next to the appropriate category and type the name of the device in the box provided. Click Save & Continue >> to review the information entered.

24. To add an additional AT device, click Manage Devices and repeat step 23.

Supplemental Aids

Assistive Technology

Manage Devices

EasyFAX Paper Justification Documents

Create Justification Cover Sheet For Faxing

Date Generated	Document Type	Type	EasyFax	Date Received
10/28/2008	<a href="#">Device Justification Cover Sheet</a>	Final		

AT for Access

Please enter one device per line

AT for Communication

AT for Hearing

AT for Learning and Studying

AT for Vision

<< Back Save Save & Continue >>

Supplemental Aids

Assistive Technology

Category	Devices
AT for Access	<ul style="list-style-type: none"><li>Portable Word Processor</li></ul>

Manage Devices



30. To return to the **Services and Supplemental Aids** page, click .

31. After five to ten minutes, refresh your page and a link will appear in the EasyFax box along with the date the system received the fax.

32. The faxed document will also appear in the **Documents** tab.

33. To meet the requirements of this page, you must answer the **Dedicated Aides** question with either a “Yes” or a “No.” To add a dedicated aide to a student’s IEP, answer “Yes” to the question listed.

34. If you answer “Yes,” click , fill out the entire form, and generate the document by clicking “Create Justification and Plan for Dedicated Aide Document.” A hyperlink will appear under the **Document Type** column. Click the hyperlink; then print the form by clicking the print button  on the left side of the screen.

#### Supplemental Aids

##### Assistive Technology

[Manage Devices](#)

##### EasyFAX Paper Justification Documents

[Create Justification Cover Sheet For Faxing](#)

Date Generated	Document Type	Type	EasyFax	Date Received
10/28/2008	<a href="#">Device Justification Cover Sheet</a>	Final	<a href="#">Fax</a>	07/29/2009

#### Dedicated Aides

Does the student require the support of a dedicated aide? Yes ▾

Use the button below to create a Justification and Plan for a Dedicated Aide form. This form can be reviewed and signed by the appropriate LEA representative and filed into the system by the IEP team to document when the aide has been assigned.

[Add Dedicated Aide](#)

Assignment by LEA Representative:

- Assigned  
 Not Assigned

#### Create Justification and Plan for Dedicated Aide Document

[Create Justification and Plan for Dedicated Aide Document](#)

Date Generated	Document Type	Type	EasyFax	Date Received
07/29/2009	<a href="#">Justification and Plan for Dedicated Aide</a>	Final		

[<< Back](#)

[Save](#)

[Save & Continue >>](#)

35. To fax the Justification and Plan for Dedicated Aide form into the system, place the form on a fax machine with fine or ultra-fine resolution as its setting, enter the EasyFax phone number, which is located at the bottom of the form, and push start.

36. To return to the **Services and Supplemental Aids** page, click the back button  at the top left corner of the screen.

37. After five to ten minutes, refresh the page and a link will appear in the EasyFax box along with the date the system received the fax.

38. The faxed document will also appear in the **Documents** tab.

39. Select the Assigned button if a dedicated aide is assigned to the student. Until the assignment is finalized, click the “Not Assigned” radio button.

40. Click  to check for errors and to move to the next page.

1.866.610.8030

EASYFAX

Student130, Test  
Page: 1

STUDENT130



Closed Van Ness

Dedicated Aides

Does the student require the support of a dedicated aide? Yes ▾

Dedicated Aide Plan

Date Generated	Document Type	EasyFax	Date Received
07/29/2009	<a href="#">Justification and Plan for Dedicated Aide</a>	<a href="#">Fax</a>	07/29/2009

Assignment by LEA Representative:

Assigned

Not Assigned

## 6.7 Least Restrictive Environment (LRE)

The appearance and requirements of the **Least Restrictive Environment (LRE)** page depend on entries on the previous page, **Services and Supplemental Aids**.

**Scenario #1: Student will spend less than 60 percent of his or her school day outside the general education environment.**

1. First, you will see a percentage that is the calculated percentage of time that a student will spend outside of the general education classroom. This percentage is based on the amount of service recorded on the **Services and Supplemental Aids** page.
2. In the **Justification for Removal** section, in the **Statement** field for each service, you must briefly describe student needs that require the removal from general education to receive the given special education and services.
3. In the **Justification for Removal** section, you must describe the supplemental services and supports that were attempted before the student began receiving special education services.

Least Restrictive Environment	
Percentage of Time Outside General Education Classroom: 23.64%	
Justification for Removal	
I. Make a brief statement describing student needs that require removal from general education to receive the following special education and related services. <i>Note: The nature and/or severity of the disability must be such that the student can only make progress on IEP goals and objectives by being removed from the general education classroom to receive these services.</i>	
Service	Statement
Occupational Therapy	
Speech-Language Pathology	
Specialized Instruction	
II. Describe supplemental supports and services that were previously attempted in a general education setting.	



TIP: To save the page, you must enter at least twenty characters in the required text boxes.

**Scenario #2: Student will spend more than 60 percent of his or her school day outside the general education environment.**

1. You must select one of three placement options in the Least Restrictive Environment section.
2. You must complete all of the steps in Scenario #1.
3. You must select the appropriate option in the Review of Educational Placement section to identify whether the student will receive services in his or her current school or be placed in a different school. (Note: If the team selects the second option, there are additional requirements. See the Placement Review section of the manual for further instructions.)

**Least Restrictive Environment**

Percentage of Time Outside General Education Classroom: 100.00%

For students whose LRE percentage indicates that they will spend more than 60% of their school day outside the general education environment, select one of the following placement options. The IEP team should note that if the desired placement option in a special class or a separate school requires an alternate location assignment, they will be required to collaborate with their LEA or SEA Placement Officer in advance of the IEP meeting. Note: DCPS local schools looking to place student in a different DCPS school must contact their School Support Supervisor. DCPS charter schools seeking to place student outside of the charter school must contact the appropriate Charter Placement Specialist. Any independent charter school seeking to place the student outside of the charters school must contact the Office of the State Superintendent of Education (OSSE).

- Special Class - Student requires a full or part time class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of receiving specially designed instruction. A special class is defined as either a self-contained special education classroom or a special program within a general education school.
- Separate School - Student requires a full-time placement in an educational environment specifically designed to address the needs of students with disabilities within a special educational school.
- Home/hospital - Student requires instructional and/or supportive services provided by the school in his home, in a convalescent home, or in a hospital. A physician must certify in writing and the IEP provide that the child's bodily, mental, or emotional condition do not permit attendance at a school

**Justification for Removal**

I. Make a brief statement describing student needs that require removal from general education to receive the following special education and related services. Note: The nature and/or severity of the disability must be such that the student can only make progress on IEP goals and objectives by being removed from the general education classroom to receive these services.

Service	Statement
Occupational Therapy	
Speech-Language Pathology	
Specialized Instruction	

II. Describe supplemental supports and services that were previously attempted in a general education setting.

**Review of Educational Placement**

- The team's recommendation for placement into a more restrictive environment will not impact the school's ability to serve the child.
- The team's recommendation for placement into a more restrictive environment will impact the school's ability to serve the child. Note: If the placement recommendation will impact the school's ability to serve the child, the team must appeal to their assigned Placement Officer.

## 6.8 Placement Review

The placement review process begins on the **Least Restrictive Environment** page. The Placement Review process is a communication tool that allows users to engage placement officers at the local or State level when planning for a more restrictive placement.

If the appropriate response to the question in the Review of Educational Placement is the second option, you will complete the Placement Review process.

1. Select a *Placement Representative* from the appropriate drop-down menu.
2. Use the Placement Review Status section to indicate task responsibility. (If the Case Manager is responsible for the next step in the process, select the first option; if the placement representative is responsible for the next step, select the second option.)
3. Use the optional Additional Information section to document information related to placement considerations.

### Review of Educational Placement

- The team's recommendation for placement into a more restrictive environment will not impact the school's ability to serve the child.
- The team's recommendation for placement into a more restrictive environment will impact the school's ability to serve the child. Note: If the placement recommendation will impact the school's ability to serve the child, the team must appeal to their assigned Placement Officer.

### Initiate Placement Review Process

Request Placement Recommendation from LEA Placement Representative:

Request Placement Recommendation from State Placement Representative:

### Placement Review Status

- Action is required from the Case Manager to continue or complete the Placement Review.
- Action is required from the Placement Representative to continue or complete the Placement Review.

### Additional information requested by Placement Representative

Note: If the team has not provided sufficient information for a placement recommendation to be made for the student, the LEA or SEC representative participating in the decision should use the text box below to identify the specific information needed in order to generate a placement recommendation. Be sure to save the information using the button below.

### Additional Information (Optional)

Use this section to provide additional information about placement considerations for the student. This may include previous interventions attempted at the student's attending school. This information can be EasyFAXED into the system using the cover sheet below or included the textbox provided.



4. You may create a fax cover sheet to submit information for the Placement Officer to review in relationship to the recommended placement. To create the fax cover sheet, click this button: [Create Cover Sheet](#).

5. At the top of the **LRE** page, you will see this message when the Placement Review officer uses the **Placement Review Status** function to indicate that the school-based Case Manager is responsible for the next action. If you see this message, the Case Manager must complete the action the Placement Officer requested or assigned.

6. The Placement Officer will access a page in the system specifically designed to allow him or her to review relevant documents in the student's record. The Placement Officer will subsequently document his or her placement recommendations and create a Placement Review Summary document. You will have read-only access to this page.

- A. The **Placement Review Status** appears first to indicate who has responsibility for the next task.
- B. Eligibility and IEP reports that are saved in the system will automatically display to be available for Placement Officer review.

[Create Cover Sheet](#)

Other Placement Review Information Documents Provided by IEP Team

Date Generated	Document Type	Type	EasyFax	Date Received
05/05/2009	<a href="#">Placement Cover Sheet</a>	Final		

Placement Review Status

Action is required from the Case Manager in order to continue or complete the Placement Review.

Placement Review Status

Action is required from the Case Manager in order to continue or complete the Placement Review.

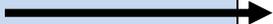
View Documents

Eligibility Reports

Date Generated	Document Type	Type	EasyFax	Date Received
05/22/2009	<a href="#">Eligibility Determination Report</a>	(Draft)		
02/26/2009	<a href="#">Eligibility Determination Report</a>	Final		
02/13/2009	<a href="#">Eligibility Determination Report</a>	Final		
02/06/2009	<a href="#">Eligibility Determination Report</a>	Final		
01/26/2009	<a href="#">Eligibility Determination Report</a>	Final		
01/26/2009	<a href="#">Eligibility Determination Report</a>	Final		
01/21/2009	<a href="#">Eligibility Determination Report</a>	Final		
01/07/2009	<a href="#">Eligibility Determination Report</a>	Final		
01/05/2009	<a href="#">Eligibility Determination Report</a>	Final		
12/23/2008	<a href="#">Eligibility Determination Report</a>	Final		
11/20/2008	<a href="#">Eligibility Determination Report</a>	Final		
08/18/2008	<a href="#">Eligibility Determination Report</a>	(Draft)		

C. Communication between the Case Manager and the Placement Officer displays.

D. Placement Officer documentation displays in the Outcome of Educational Placement Review section.

E. Finally, Placement Officers create Placement Review documents that you can view by clicking on the blue hyperlinked name. 

**Additional information needed from IEP Team (Optional)**

*Note: If the team has not provided sufficient information for a placement recommendation to be made for the student, the LEA or SEC representative participating in the decision should use the text box below to identify the specific information needed in order to generate a placement recommendation. Be sure to save the information using the button below.*

**Additional Placement Review Information Provided by IEP Team**

**Other Placement Review Information Documents Provided by IEP Team**

Date Generated	Document Type	Type	EasyFax	Date Received
05/05/2009	<a href="#">Placement Cover Sheet</a>	Final		

**Outcome of Educational Placement Review - LEA or State Recommendation**

Name of LEA/SEA Representative:  
 Date of Placement Review: 03/01/2009  
*Note: Placement Review should take place no more than 5 business days after the request is made by the team*  
 Date of site visit: 03/01/2009  
 Is placement into more restrictive environment warranted? Yes

**Additional Comments from LEA or SEA Placement Representative**

*Use the field below to document additional comments regarding this placement recommendation.*

**Placement Review Documents**

Date Generated	Document Type	Type
05/07/2009	<a href="#">Placement Review</a>	Final
05/07/2009	<a href="#">Placement Review</a>	Final
04/02/2009	<a href="#">Placement Review</a>	Final
02/11/2009	<a href="#">Placement Review</a>	Final
02/09/2009	<a href="#">Placement Review</a>	Final
02/09/2009	<a href="#">Placement Review</a>	Final
11/20/2008	<a href="#">Placement Review</a>	Final

**PLACEMENT REVIEW SUMMARY DOCUMENT**

Name: Uke Eyewalker Student Age: 14 Last IEP Date: 03/22/2009  
 Disability: Other Health Impairment LRE: 92.73%

Class - Student requires a full or part time class consisting of students with disabilities who have been grouped together because of individual needs for the purpose of receiving specially designed instruction. A special class is defined as either a self-contained special classroom or a special program within a general education school.

Home School - Student requires a full-time placement in an educational environment specifically designed to address the needs of students with disabilities within a special educational school.

Out of School - Student requires instructional and/or supportive services provided by the school in his home, in a convalescent home, or in a hospital. A physician must certify in writing and the IEP provide that the child's bodily, mental, or emotional condition do not permit attendance at a school.

**Reason for Removal**

Brief statement describing student needs that require removal from general education to receive the following special education and services. *Note: The nature and/or severity of the disability must be such that the student can only make progress on IEP goals and objectives removed from the general education classroom to receive these services.*

Specialized Instruction  
 : tes t

Physical Therapy

## 6.9 Transportation

The **Transportation** section of the IEP process will allow you to enter **Transportation** for the student.

1. First, respond to the question about the student's need for special transportation.
  - A. If the response is "No," you may click the "Save & Continue" button to proceed to the next page.
  - B. If the response is "Yes," you will be required to complete additional required fields.
2. If the response to the first question is "Yes," you must also indicate whether the student can walk to school.
  - A. If the student can walk to school (response is "Yes"), click the "Save & Continue" button to proceed to the next page.
  - B. If the student cannot walk to school (response is "No"), you will be required to complete additional required fields.
3. If the response to the second question is "No," you must click check boxes to identify the *Justification* for transportation (more than one may apply).

### Transportation

Is special transportation needed? No ▾

Click "Save and Continue" if the student will NOT require special transportation.

Show Section

<< Back

Save

Save & Continue >>

### Transportation

Is special transportation needed? Yes ▾

Can the student walk to School? No ▾

#### Justification:

- Medical reports document a severe health condition that prevents the student from walking to school
- Medical reports document a physical disability that prevents the students from walking to or getting to school independently
- A documented severe cognitive disability prevents the student from walking to school or getting to school independently
- A visual and/ or hearing disability interferes with the student's ability to arrive at school independently
- A severe communication disability prevents the student from communicating for his/ her own safety
- A behavioral/ emotional disability is so severe or erratic that there is concern for the safety of the student and/ or others (rule: if selected, this student's IEP must also include BIP)
- The student is eligible for the preschool special education program and could not participate without special transportation
- The student is/ will attend a distant school because the IEP cannot be implemented at the zone school
- The student is medically fragile and requires a non-traditional schedule
- Other (Specify and Justify)

4. Complete Part 1:
  - A. Identify the *Reason for Transportation Request*.
  - B. Identify *Receiving School* (if the student will remain at his or her current school, choose the current school from the drop-down menu).
  - C. Identify the *Begin Date* and *End Date* for transportation service.
  - D. Identify the *Emergency Contact*.
  - E. Identify *Medical Needs* or *Other Special Needs* and any necessary *Devices* by checking the check boxes for all that apply.

Part 1 - Information	
Reason for Transportation Request:	<input type="text"/>
Receiving School:	<input type="text"/>
Begin Date of the Transportation Service:	<input type="text"/> 
End Date of the Transportation Service:	<input type="text"/> 
Emergency Contact:	<input type="text"/>
Mode of Transportation:	Bus
Medical Needs:	<input type="checkbox"/> Seizures <input type="checkbox"/> Tracheotomy tube <input type="checkbox"/> Heart conditions <input type="checkbox"/> Hearing aid <input type="checkbox"/> Feeding tube <input type="checkbox"/> Asthma <input type="checkbox"/> Allergy <input type="checkbox"/> Oxygen <input type="checkbox"/> Epi pen
Other Special Needs:	<input type="checkbox"/> Behavioral issues <input type="checkbox"/> Hand-to-hand transfer <input type="checkbox"/> One-to-one bus aid
Devices:	<input type="checkbox"/> Helmet <input type="checkbox"/> Crutches <input type="checkbox"/> Harness <input type="checkbox"/> Car seat <input type="checkbox"/> Wheelchair <input type="checkbox"/> Cane <input type="checkbox"/> Walker <input type="checkbox"/> Booster Seat <input type="checkbox"/> Stroller <input type="checkbox"/> Other

5. Complete Part 2:
  - A. Enter the complete address for both the *Pick Up* and *Drop Off* locations.
  - B. Identify the *Address Type* for each address.
  - C. Use check boxes to indicate the day of the week for which the address is applicable.
  - D. Use additional rows for different addresses (e.g., if the student will go to one location on M and T and a different location on W, T, and F, use one row for each address and mark days of the week as applicable).

Part 2 - Pick Up and Drop Off Locations										
AM Pick Up										
Address	City	State	Zip Code	Address Type	M	T	W	T	F	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>					

PM Drop Off										
Address	City	State	Zip Code	Address Type	M	T	W	T	F	
<input type="text"/>	<input type="checkbox"/>									
<input type="text"/>	<input type="checkbox"/>									
<input type="text"/>	<input type="checkbox"/>									
<input type="text"/>	<input type="checkbox"/>									
<input type="text"/>	<input type="checkbox"/>									

6. Create a Transportation Form:

- A. Click this button if you would like to view information entered before creating a draft.

Show Section

- B. Click this button to create a draft Transportation Form.

Create Draft Transportation Form

- C. Click this button to create a final Transportation Form.

Create Final Transportation Form

- D. Click on the hyperlinked document to open the Transportation Form.

Transportation Forms:

Create Draft Transportation Form    Create Final Transportation Form

Date Generated	Document Type	Type
07/20/2009	<a href="#">Transportation Form</a>	(Draft)

Show Section

<< Back

Save

Save & Continue >>



TIP: After opening the draft or final Transportation Form, you may save it or print it.

## 6.10 Extended School Year (ESY)

The **Extended School Year** (ESY) page allows the team to document its decisions related to ESY, including the need for ESY, rationale, services, and goals.

1. First, you must document a recommendation regarding ESY.
  - A. If the recommendation is “No,” you are not required to complete anything else on the page and may move to the next section.
  - B. If the recommendation is “To be determined at a later date,” you will be required to complete some of steps included below.
  - C. If the recommendation is “Yes,” you will be required to complete all of the steps below.
2. Document the rationale for the provision of ESY services by marking each applicable statement with a check mark.
3. Enter a narrative explanation as the rationale for the recommendation of ESY.

Extended School Year
[Section Help](#)

After review the IEP team **RECOMMENDS** the provision of an extended school year program for the student:

**No**

---

Rationale:

Extended School Year
[Section Help](#)

After review the IEP team **RECOMMENDS** the provision of an extended school year program for the student:

**Yes**

**Extended School Year Eligibility Determination**

**NOTE: If the team checks 4 or more of these conditions, the student may be eligible for ESY services.**

- The nature or severity of the disability prevents the student from receiving measurable benefits from the educational program during the regular school year.
- The student will demonstrate substantial regression in critical skills without ESY, thus preventing him/her from receiving measurable benefit from the educational program during the regular school year.
- The student has demonstrated emerging skills/breakthrough in critical skills, which will be lost without ESY Services, thus preventing him/her from receiving some benefit from the educational program during the regular school year.
- There are interfering behaviors, such as stereotypic, ritualistic, aggressive, or self-injurious, which will prevent the student from receiving measurable benefit from an educational program during the regular school year.
- There are circumstances (i.e., vocational needs, interaction with non-disabled peers, ability of child's parent to provide structure in the home), which prevent the student from receiving measurable benefit from an educational program during the regular school year.
- The student needs ESY to maintain current level of information, skills, and behaviors in areas necessary for self sufficiency.

Rationale:

**If the team recommends ESY, the IEP must include ESY Goals and Services.**

- ESY Goals

**Denote ESY Goals**

Select from a list of goals already entered in the IEP.

**Add New ESY Goals**

Enter different goals.

- Special Education Services

**Denote ESY Special Education Service**

Select from a list of services already entered on the IEP.

**Add ESY Special Education Service**

Enter other services.

- ESY Related Services

**Denote ESY Related Service**

Select from a list of services already entered on the IEP

**Add ESY Related Service**

Enter other services.

ESY Goals:

[Section Help](#)

Denote ESY Goals

Add New ESY Goals

ESY Special Education Services:

[Section Help](#)

Denote ESY Special Education Service

Add ESY Special Education Service

ESY Related Services:

[Section Help](#)

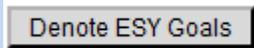
Denote ESY Related Service

Add ESY Related Service

4. Enter ESY goals by either selecting from a list of current goals, or enter others

A. Select from a list of current goals.

- Select the button



- Select *Annual Goals* by checking the check box in the column to the left of the goal.
- Select a *Functional Area* by choosing an area from the drop-down menu.
- Click the “Details” button to enter the details screen to complete goal information.
- Complete goal details by entering *Baseline, Anticipated Date of Achievement, and Eval Procedures/Schedules*.



TIP: For additional spaces to record *Eval Procedures/Schedules*, enter data in the existing fields and then save the page. When the page refreshes, additional fields will become available.

Denote ESY Goals		
ESY	Annual Goal	Area
<input type="checkbox"/>	To demonstrate functional in-hand manipulation skills, student will reposition pencil from tip to eraser in 4 out of 5 trials.	Motor Skills/ Physical Development
<input type="checkbox"/>	Given 10 single digit addition problems, John will complete the problems without the use of a calculator in 7 out of 10 trials.	Academic-Mathematics
<input type="checkbox"/>	Given instructional level text, John will read two paragraphs without the assistance of instructor in 3 out of 5 pages.	Academic-Reading
<input type="checkbox"/>	Student will be able to answer "Wh?" questions with 80% accuracy.	Communication/ Speech and Language

ESY Goals: 1

Del	Position	Goal	Functional Area(s)	Details
<input type="checkbox"/>	1 of 5	To demonstrate functional in-hand manipulation skills, student will reposition pencil from tip to eraser in 4 out of 5 trials.	Motor Skills/ Physical Development	<input type="button" value="Details"/>

Goal Details

Area of Need:							
Annual Goal:	To demonstrate functional in-hand manipulation skills, student will reposition pencil from tip to eraser in 4 out of 5 trials. <span style="float: right;">abc</span>						
Baseline:	<span style="float: right;">abc</span>						
Anticipated Date of Achievement:	<input type="text"/> <span style="float: right;">123</span>						
Eval Procedures / Schedules:	<table border="1"> <thead> <tr> <th>Evaluation Procedures</th> <th>Evaluation Schedules</th> </tr> </thead> <tbody> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </tbody> </table>	Evaluation Procedures	Evaluation Schedules	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Evaluation Procedures	Evaluation Schedules						
<input type="text"/>	<input type="text"/>						
<input type="text"/>	<input type="text"/>						

B. Create new goals

- Click the button

Add New ESY Goals

- Enter text for the goal in the *Enter Custom Annual Goal* field.

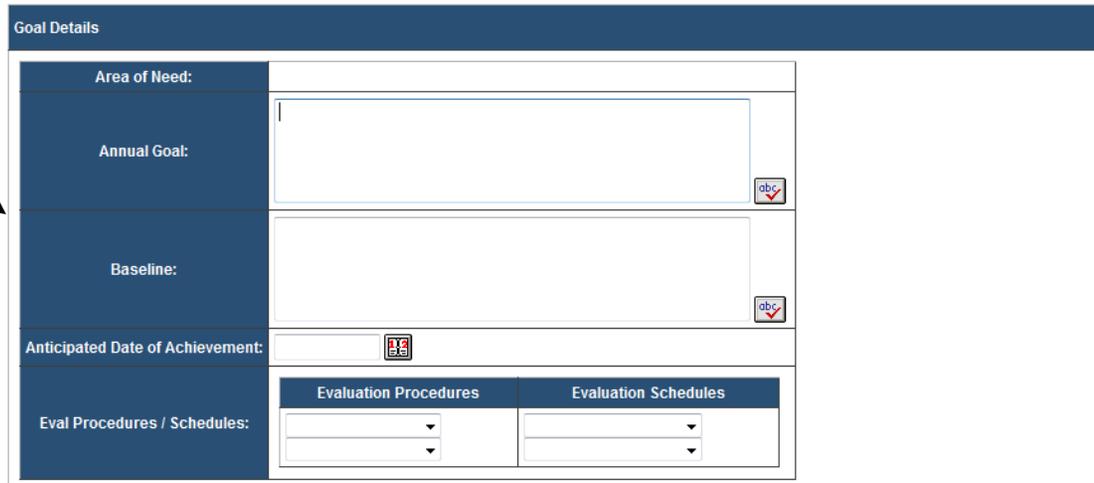
- Click **Save & Continue >>**

- Complete each field of the Goal Details section: *Annual Goal*, *Baseline*, *Anticipated Date of Achievement*, and *Eval Procedures/Schedules*



<< Back

Save & Continue >>



TIP: To delete a goal or a service, click the check box in the Del column and click "Save."

5. Enter ESY Special Ed Services by either selecting from a list of current services or enter others.

A. To select from a list of current services:

- Select the button **Denote ESY Goals**
- Select services by checking the check box in the column to the left of the goal.
- Select a *Setting* from the drop-down menu.
- Enter the *Amount of Time*.
- Enter a *Begin Date* and *End Date*.

B. Add new or different services.

- Select the button

**Add ESY Special Education Service**

- Complete the service and setting fields by selecting the appropriate option from the drop-down menu.
- Enter the *Begin Date* and *End Date* and *Amount of Time*.
- Select **Add ESY Service**

6. Enter ESY related services by either selecting from a list of current services or enter others by using the same steps outlined in #5.

Denote ESY Special Ed Services					
ESY	Service	Location	Amount of Time	Begin Date	End Date
<input type="checkbox"/>	Specialized Instruction	Outside General Education	5 hour(s) per week		
<input type="checkbox"/>	Adapted Physical Education	Outside General Education	1 hour(s) per week		

ESY Special Education Services: <a href="#">Section Help</a>						
Del	Service	Setting	Amount of Time	Begin Date	End Date	Details
<input type="checkbox"/>	Specialized Instruction		min per day			Details

Service	Begin Date	End Date
-none-		
Setting	Amount of Time	
Outside General Education	min per day	

<< Back Add ESY Service

## 6.11 Classroom Accommodations and Testing Participation

The **Classroom Accommodations and Testing Participation** page allows teams to document decisions related to the use of accommodations for classroom and testing settings.

1. Select the option that identifies the *Participation Level* in the classroom.
2. If the student will participate in the classroom *With Accommodations/Modifications*, select this button

Add Accommodations

If the student will participate in the classroom *Without Accommodations/Modifications*, skip to step #8.



TIP: The “Add Accommodations” button only appears if the selection for participation level is *With Accommodations/Modifications*.

Classroom Accommodations <a href="#">Section Help</a>	
Participation Level	Accommodations
<input checked="" type="radio"/> Without Accommodations/Modifications	
<input type="radio"/> With Accommodations/Modifications	

Classroom Accommodations <a href="#">Section Help</a>	
Participation Level	Accommodations
<input type="radio"/> Without Accommodations/Modifications	<input type="button" value="Add Accommodations"/>
<input checked="" type="radio"/> With Accommodations/Modifications	

3. Choose an *Area* by clicking on the drop-down menu and selecting the appropriate option.

4. Choose appropriate Accommodations by selecting check boxes.

5. Click the "Save" button to save selections.

Save

6. Repeat steps #3 through #5 for each *Area* where Accommodations are needed.

7. When you have finished adding accommodations for appropriate areas, click the "Save & Continue" button to save all accommodations.

Save & Continue >>



TIP: Click "Save" in between completing accommodations for each *Area*. When accommodations for all areas are complete, click "Save & Continue."

### Participation Area: General

Area: Instruction

Accommodation	
<input type="checkbox"/>	Peer/ Individual Tutoring
<input type="checkbox"/>	Small group work
<input type="checkbox"/>	Class notes provided
<input type="checkbox"/>	Enlarged copies of handouts
<input type="checkbox"/>	Recording of oral instruction
<input type="checkbox"/>	Display examples/ models
<input type="checkbox"/>	Written and verbal instructions
<input type="checkbox"/>	Assignments broken into segments

<< Back

Save

Save & Continue >>

8. Select the appropriate option for participation in testing.

A. If the *Participation Level* in testing is “Regular Statewide Assessment—No Accommodations,” skip to step #9.

B. If the *Participation Level* in testing is “Alternate Assessment,” select the link to the “Participation Guidelines Criteria” in the *Accommodations* column to open the document that outlines the criteria for alternate assessment.

C. If the *Participation Level* in testing is “Regular Statewide Assessment—With Accommodations” AND classroom accommodations were entered in the Classroom Accommodations section, a list of approved testing accommodations will automatically display in the Accommodations column.

9. Click the “Save & Continue” button to save entries on this page and move to the next.

Save & Continue >>

DC-CAS Accommodations <span style="float: right;">Section Help</span>	
Participation Level	Accommodations
<input checked="" type="radio"/> Regular Statewide Assessment - No Accommodations <input type="radio"/> Regular Statewide Assessment - With Accommodations <input type="radio"/> Alternate Assessment	

DC-CAS Accommodations <span style="float: right;">Section Help</span>	
Participation Level	Accommodations
<input type="radio"/> Regular Statewide Assessment - No Accommodations <input type="radio"/> Regular Statewide Assessment - With Accommodations <input checked="" type="radio"/> Alternate Assessment	Visit the following link to access the Participation Guidelines and Criteria Document for the DC Alternate Assessment. <p style="text-align: center;"><a href="#">Participation Guidelines Criteria</a></p> <p>Please note: In accordance with federal regulations, any student taking the alternate assessment must have objectives included with IEP goals. If you have not already done so, please return to the goals section and include short-term objectives with all annual goals for this student.</p>

DC-CAS Accommodations <span style="float: right;">Section Help</span>									
Participation Level	Accommodations								
<input type="radio"/> Regular Statewide Assessment - No Accommodations <input checked="" type="radio"/> Regular Statewide Assessment - With Accommodations <input type="radio"/> Alternate Assessment	<table border="1"> <thead> <tr> <th>Delete</th> <th>Accommodation(s)/Modification(s)</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td>Small group testing</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Individual testing</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Special lighting</td> </tr> </tbody> </table>	Delete	Accommodation(s)/Modification(s)	<input type="checkbox"/>	Small group testing	<input type="checkbox"/>	Individual testing	<input type="checkbox"/>	Special lighting
Delete	Accommodation(s)/Modification(s)								
<input type="checkbox"/>	Small group testing								
<input type="checkbox"/>	Individual testing								
<input type="checkbox"/>	Special lighting								

Show Section   
 << Back   
 Save   
 Save & Continue >>

## 6.12 Meeting Participants

The participation status of IEP team members and other attendees can be recorded on the **Meeting Participants** page.

1. Choose the appropriate selection for each participant's participation status from the drop-down menu in the *Attended IEP Conference* column.
2. Select this button to add additional participants whose names are not in the system.

**Add Additional Participant**

Enter the name and participation status for each additional participant.

3. Click the "Save & Continue" button to complete this page and move to the next.

**Save & Continue >>**



TIP: Names that display on this page appear based on entries on the **Student/Parent Information** and **IEP Team** pages.

Meeting Participants		<a href="#">Section Help</a>
<b>Student</b>		
General Test001		Attended In Person ▼
<b>Parent</b>		
James Smith		Attended In Person ▼
<b>IEP Team Member</b>		
Sec Test197		Attended In Person ▼
Rspr Test014		Did Not Attend ▼
teacher 68		Attended By Phone ▼
<b>Additional Participant</b>		
<input type="text" value="Sarah Jones"/>		Attended In Person ▼
<input type="text"/>		▼
<b>Add Additional Participant</b>		

## 6.13 Create IEP Document

The **Create IEP Document** page includes final questions about the process, an error check, and buttons to create a draft and final IEP Document.

1. Enter the *Date* of the IEP meeting. →
2. Select the *Meeting Type* from the drop-down menu. →
3. Select the appropriate responses related to the *Document Distribution* at the meeting. →
4. Select the appropriate response for discussion of compensatory education at the IEP meeting. Enter text related to the discussion of compensatory education if appropriate. →

Meeting Information		<a href="#">Section Help</a>
IEP Meeting Date:	<input type="text"/>	
Meeting Type:	<input type="text"/>	

Document Distribution		<a href="#">Section Help</a>
<input type="text"/>	Parent(s) given a copy of the IEP.	
<input type="text"/>	Parent(s) given a copy of the eligibility determination.	
<input type="text"/>	Parent(s) given a copy of the district's procedural safeguards	

Compensatory Education	
<input type="text"/>	Compensatory Education was discussed at the IEP meeting
Remarks (optional): <input type="text"/>	
	

5. Create draft IEP Document by selecting the appropriate button.

You cannot create a Final IEP at this time. Please fix all Errors. To see a list of errors please click on Display IEP Errors.

Create Draft IEP Document

Display IEP Errors

6. Find errors in the IEP process by selecting the "Display IEP Errors" button.

Display IEP Errors

Date Generated	Document Type	Type	EasyFax	Date Received
06/25/2009	<a href="#">IEP</a>	(Draft)		
04/07/2009	<a href="#">IEP</a>	(Draft)		
11/07/2008	<a href="#">IEP</a>	Final		
10/15/2008	<a href="#">IEP</a>	Final		

7. Open a draft document by clicking on the blue hyperlink.

8. Errors will display at the top of the page.

**Post-Secondary Transition Plan**

IEP-37: You must enter an Annual Goal for the Post-secondary education and training area before proceeding. IEP-37: You must enter an Annual Goal for the Employment area before proceeding. IEP-37: You must enter an Annual Goal for the Independent living area before proceeding.  
Present Levels

IEP-31: The field 'Present Level of Educational Performance:' is blank for the Academic-Written Expression area, please add a narrative and save the page again. IEP-31: The field 'Needs:' is blank for the Academic-Written Expression area, please add a narrative and save the page again. IEP-31: The field 'Impact on the student:' is blank for the Academic-Written Expression area, please add a narrative and save the page again.

**Goals**

IEP-16: You must indicate whether or not the student will be taking the DC CAS-Alt. IEP-19: You must enter goals in order to complete an IEP. Return to the eligibility process and identify which areas of concern are considered a weakness for this student.

**Extended School Year**

IEP-14: You must select a functional area for the ESY goal before proceeding. IEP-14: You must select a functional area for the ESY goal before proceeding.

**Meeting Invitation/Notice**

IEP-12: Each parent that holds rights needs to have a Notice letter generated and sent to them. Please create a notice for Regina Miller.

**Transportation**

IEP-40: You must indicate whether or not the student needs special transportation services.

**Least Restrictive Environment**

IEP-22: You must enter a justification for each service. Please return to the 'Justification for Removal' section and complete the missing justification(s).



TIP: The button to create a final IEP will not display until all errors are corrected. To correct errors that are displayed, you must return to each section of the IEP process that is listed as an error.

9. Once you have corrected all errors:

A button will appear to create a final IEP Document.

[Create Final IEP Document](#)

All pages will appear with a green check at the bottom of the screen

10. Select this button to finalize the IEP Document.

[Create Final IEP Document](#)

11. Open the Final IEP Document by clicking on the blue hyperlink.

12. Fax in the finalized IEP Document with the signed cover page. (See [EasyFax](#) section for directions.)

13. Click this button to complete the page.

[Save & Continue >>](#)



TIP: Only users who are identified as a Case Manager in the system can create a final IEP document.

[Create Draft IEP Document](#)

[Create Final IEP Document](#)

Date Generated	Document Type	Type	EasyFax	Date Received
07/07/2009	<a href="#">IEP</a>	Final		
05/05/2009	<a href="#">IEP</a>	(Draft)		

[<< Back](#)

[Save](#)

[Save & Continue >>](#)

IEP Team	Meeting Invitation/Notice	Post-Secondary Transition Plan	Present Levels	Goals	Services and Supplemental Aids	Least Restrictive Environment	Placement Review	Transportation	Extended School Year	Classroom Accommodations and Testing Participation	Meeting Participants	Create IEP Document Current Selection

# Chapter 7. Student Transfers

Three types of transfers can occur for students. This section describes the actions that a user should take for each type of transfer.

1. **School change:** This occurs when a student changes schools within the same LEA (e.g., the student moves from one campus to another at KIPP Public Charter School or moves from an elementary school to a middle school within DCPS).
2. **Transfer between LEAs within the District of Columbia:** This occurs when a student changes schools across LEAs within the District of Columbia, (e.g., the student moves from a school within DCPS to a Charter School. This also includes students who may move to a non-public school in a different state but the District of Columbia maintains responsibility for the student (student is placed via a legal decision or school decision because there are no appropriate programs available for the student within DC)).

The screenshot shows the EASYIEP web application interface. At the top, the logo 'EASYIEP Empowering Educators with Tools for Special Education' is displayed. A navigation bar includes links for 'Log Out', 'Main Menu', 'Students', 'My Docs', 'Wizards', 'Schools', 'School System', 'Users', 'My Info', 'Smart Logbook', and 'My Reports'. The main content area is titled 'Criteria for Selecting Students to View' and contains the following search criteria:

- Grade Level: All Grades (dropdown menu)
- School: All Schools (dropdown menu)
- Student Last Name: [text input]  Exact Match
- Student First Name: [text input]  Exact Match
- Student Middle Name: [text input]  Exact Match
- Student ID: [text input]  Exact Match
- State ID: [text input]  Exact Match
- Status:  General Ed  Child Study  Special Ed  
 IFSP Referral  Ages 3 and Above Referral  IEP  
 IFSP Eligibility  Eligibility  Discontinued  
 IFSP
- Sort List By: Student's Last Name (dropdown menu)

At the bottom of the search criteria are two buttons: 'View Students' and 'Advanced Student Search'.

3. **Transfer from out of state:** When a student transfers into the District of Columbia from another state (e.g., a student moves from Texas and enrolls in a DCPS or Charter School).

**USER ACTIONS REQUIRED:**

1. **School change:** No action is required. The student’s record will automatically follow the student and appear at the next school once the school change is recorded in DCStars (for DCPS Schools) or OLAMS (for Charter Schools).
2. **Transfer between LEAs within the District of Columbia:** If the receiving LEA knows the student is a student receiving special education services, the user MUST contact the Call Center to have the student’s Special Education record transferred in SEDS. If the LEA is not sure of the student’s status, the user should contact the Call Center and the student record can be checked to determine whether there are Special Education records that should be transferred.

**EASYIEP** Empowering Educators with Tools for Special Education

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | | My Reports

**Select a Student**

CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date Of Birth	Dis	Case Manager
✓	03/08/2012	05/04/2010	C-VNE	5	<a href="#">Natalie Blount</a>	OSSETST2135	10 Years 11 Months	08/08/1998	DB	<a href="#">Andrew Bolton</a>
✓	08/21/2011	06/01/2010	C-VNE	4	<a href="#">Tatianaya Jones</a>	OSSETST1224	9 Years 10 Months	09/09/1999	ED	<a href="#">SEC Test</a>
✓			C-VNE		<a href="#">Larry Smith</a>	VANNESS1111	22 Years 6 Months	01/12/1987		<a href="#">SEC Test</a>

(3 Students)



**TIP:** If a student transfers from another LEA, the student will appear as a general education student (compliance symbol is a clear checkmark). This will be the case until you contact the Call Center to have the Special Education record transferred.

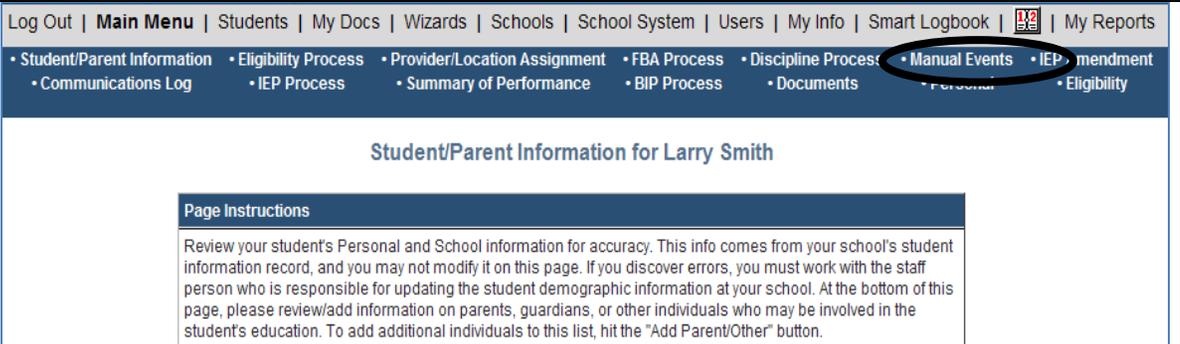
3. **Transfer from out of state:** If a student is transferring in from out of state, it is highly recommended that you contact the Call Center to see whether there are any records in the system for the student. There is a possibility that the student was previously enrolled in DCPS and the student may have a historic record in the system.

In addition to contacting the Call Center to have any existing records for the student transferred, the user **MUST** enter any information received from the sending jurisdiction.

To enter data received from the sending jurisdiction, you will need to access the **Manual Events** tab.

There are three links within the **Manual Events** tab. The first step is to complete the Transfer Student Intake Checklist:

1. Click on the first link, [Transfer Student Intake Checklist](#).



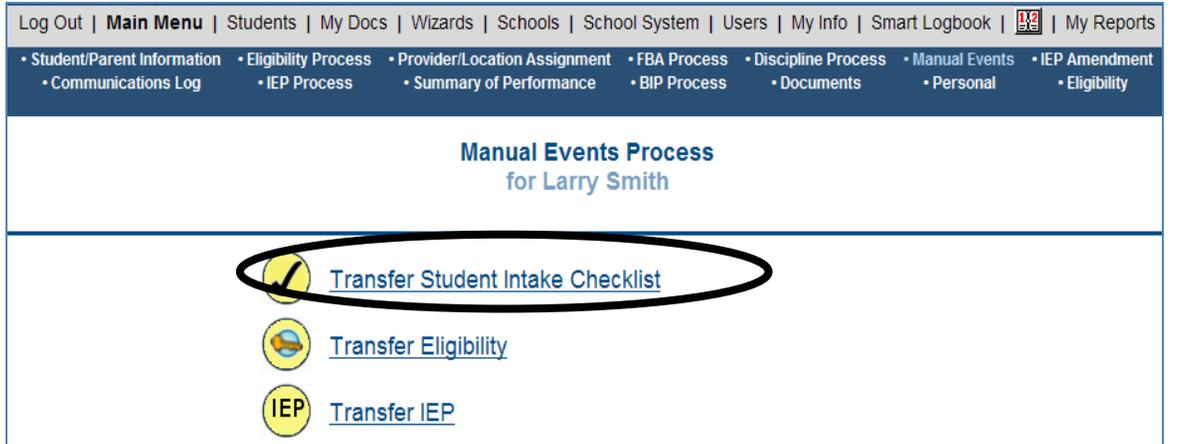
Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | | My Reports

• Student/Parent Information • Eligibility Process • Provider/Location Assignment • FBA Process • Discipline Process • **Manual Events** • IEP Amendment  
• Communications Log • IEP Process • Summary of Performance • BIP Process • Documents • Personal • Eligibility

### Student/Parent Information for Larry Smith

**Page Instructions**

Review your student's Personal and School information for accuracy. This info comes from your school's student information record, and you may not modify it on this page. If you discover errors, you must work with the staff person who is responsible for updating the student demographic information at your school. At the bottom of this page, please review/add information on parents, guardians, or other individuals who may be involved in the student's education. To add additional individuals to this list, hit the "Add Parent/Other" button.



Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | | My Reports

• Student/Parent Information • Eligibility Process • Provider/Location Assignment • FBA Process • Discipline Process • **Manual Events** • IEP Amendment  
• Communications Log • IEP Process • Summary of Performance • BIP Process • Documents • Personal • Eligibility

### Manual Events Process for Larry Smith

[Transfer Student Intake Checklist](#)

[Transfer Eligibility](#)

[Transfer IEP](#)

- Click on the [Create Blank Transfer Checklist Doc](#) button.

Once you click on the button, a hyperlink to the actual document will be created. This is a document that will assist you with reviewing the information that came with the student from the previous jurisdiction and determining whether the eligibility decision made there meets the criteria required in the District of Columbia as well as determining whether the IEP from the previous jurisdiction can be implemented in the District of Columbia.

- Click on the [Intake Checklist](#) hyperlink and print the document.
- Complete the Intake Checklist form. Both the Special Education Coordinator and the parent should sign the form.
- Fax the document back into the system.
- Select a Transfer Intake Decision.

### Transfer Student Intake Checklist for Larry Smith

**Transfer Student Intake Checklist**

Create Blank Transfer Checklist Document

Transfer Intake Decision:

Accept the Out-of-State Eligibility and the Out-of-State IEP.

Accept the Out-of-State Eligibility but NOT the Out-of-State IEP.

Do not accept the Out-of-State Eligibility and do not accept the Out-of-State IEP.

Decision Date:

Create EasyFAX Cover Page for Out-of-State IEP

Date Generated	Document Type	Type	EasyFax	Date Received
07/27/2009	<a href="#">Intake Checklist</a>	Final		



**District of Columbia Public Schools**  
 825 North Capitol Street, NE  
 Washington, DC, 20002

#### Transfer Student Intake Checklist

*This checklist is designed to help guide the intake process for a new student who has transferred to an LEA in the District of Columbia from another state, where he or she was previously found eligible for special education services. Use this checklist as you are reviewing the student's eligibility and IEP information from the previous school to determine whether a new IEP and/ or reevaluation is needed or whether you will continue to provide the services as they are prescribed in the existing out-of-state IEP until the next required annual review.*

Student Name: Larry Smith

Student ID#: VANNESS1111

Date of Birth: 01/12/1987

#### Eligibility Information

[ ] **Date of last eligibility:** Student's file contains most recent evaluation information including last eligibility date and evaluation information (i.e. evaluation summaries, reports).

*If the student's file contains out-of-date evaluation information or is missing information that cannot be obtained from the previous state in a reasonable amount of time, the team should initiate a new eligibility process.*

Three possible decisions can be made based on the review of the existing information and the completion of the Intake Checklist.

- 1. Accept the Out-of-State Eligibility and the Out-of-State IEP:** There is sufficient documentation to support that the student meets the criteria of being a student with a disability in need of special education services AND the IEP can be implemented as written.
- 2. Accept the Out-of-State Eligibility but NOT the Out-of-State IEP:** There is sufficient documentation to support that the student meets the criteria of being a student with a disability in need of special education services BUT the IEP cannot be implemented as written.
- 3. Do not accept the Out-of-State Eligibility and do not accept the Out-of-State IEP:** This response means there is not sufficient documentation to support an eligibility decision AND the IEP cannot be implemented as written.

## Transfer Student Intake Checklist for Larry Smith

### Transfer Student Intake Checklist

Create Blank Transfer Checklist Document

Transfer Intake Decision:

- Accept the Out-of-State Eligibility and the Out-of-State IEP.
- Accept the Out-of-State Eligibility but NOT the Out-of-State IEP.
- Do not accept the Out-of-State Eligibility and do not accept the Out-of-State IEP.

Decision Date:  

Create EasyFAX Cover Page for Out-of-State IEP

Date Generated	Document Type	Type	EasyFax	Date Received
07/27/2009	<a href="#">Intake Checklist</a>	Final		

<< Back

Save

Save & Continue >>

7. Enter a Decision Date.

8. Click on the

[Create EasyFAX Cover Page for Out-of-State](#)

button. Use the cover sheet to fax in a copy of the Out-of-State IEP if the Out-of-State IEP has been accepted. There are elements of the IEP that should be entered into the system prior to creating the manual IEP.

9. Click the [Save & Continue >>](#) button.

A sample of the IEP Cover Sheet is displayed to the right.

### Transfer Student Intake Checklist for Larry Smith

**Transfer Student Intake Checklist**

[Create Blank Transfer Checklist Document](#)

Transfer Intake Decision:

Accept the Out-of-State Eligibility and the Out-of-State IEP.

Accept the Out-of-State Eligibility but NOT the Out-of-State IEP.

Do not accept the Out-of-State Eligibility and do not accept the Out-of-State IEP.

Decision Date:  

[Create EasyFAX Cover Page for Out-of-State IEP](#)

Date Generated	Document Type	Type	EasyFax	Date Received
07/27/2009	<a href="#">Intake Checklist</a>	Final		

[<< Back](#) [Save](#) [Save & Continue >>](#)

**District of Columbia Public Schools**  
825 North Capitol Street, NE, Washington, DC  
Division of Special Education

EasyFAX External IEP Cover Sheet

Student Name: Test Osse1296  
Student ID: OSSETST1296  
Grade: 4th Grade

1.866.610.8030 **EASYFAX** Fax Generated on '09/29/2008'

  
10/+ .000036A9

District of Columbia Public Schools Division of Special Education Page: 1

You will be taken to the [Transfer Eligibility](#) section.

To complete the [Transfer Eligibility](#) section:

1. Enter the Eligibility Date from the documentation received from the previous jurisdiction.
2. Select the relevant Areas of Concern; these are the areas for which it has been identified, either through the eligibility determination process or the review of the IEP, that the student needs services.
3. Select the Disability identified from the documentation received from the previous jurisdiction.



TIP: The first three fields, *Eligibility Date*, *Areas of Concern*, and *Disability*, are required fields and must be completed to create the Final Transfer Eligibility Document.



TIP: If the Transfer Intake Decision is "Do not accept the Out-of-State Eligibility," you will not be able to enter an Eligibility Date.

## Manual Events Process for Larry Smith



[Transfer Student Intake Checklist](#)



[Transfer Eligibility](#)



[Transfer IEP](#)

## Transfer Eligibility for Test Osse1296

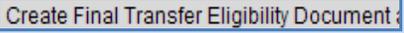
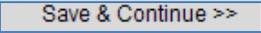
### Transfer Eligibility

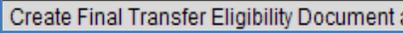
Enter the Eligibility Date from the Out-of-State Evaluation:

#### Select Areas of Concern

- Academic-Mathematics
- Academic-Reading
- Academic-Written Expression
- Adaptive-Daily Living Skills
- Hearing
- Vision
- Communication/ Speech and Language
- Emotional, Social, and Behavioral Development
- Health/ Physical
- Motor Skills/ Physical Development

Select Disability:

4. Enter the name of the Last School (optional field).
5. Enter the Previous School District (optional field).
6. Enter Contact Number at Previous School (optional field).
7. Enter any relevant Comments/Notes (optional field).
8. Create a Draft Transfer Eligibility Document for review (optional) by clicking on the  button.
9. Create a Final Transfer Eligibility Document and Event by clicking on the  button.
10. Click the  button.

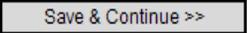
Once the  button is clicked, the system will create an Eligibility Determination event. The student will now appear in the system as a special education student.

Last School:	<input type="text"/>
Previous School District:	<input type="text"/>
Contact Number at Previous School:	<input type="text"/>
Comments/Notes:	<div style="border: 1px solid gray; height: 60px;"></div>




No Eligibility documents have been generated for this student.







TIP: If the Transfer Intake Decision is “Do not accept the Out-of-State Eligibility,” the student will be treated as an initial referral and the date of the referral will be the date the system creates the manual event. The referral source will be “school.” A projected eligibility due date will be set for 120 days from the date of the referral.

If the Transfer Intake Decision is “Accept the Out-of-State Eligibility,” a projected eligibility due date will be set for three years from the date of the eligibility date entered.

You will be taken to the Transfer IEP section. BEFORE THE FINAL TRANSFER IEP DOCUMENT IS CREATED, YOU MUST GO TO THE **IEP PROCESS** PAGE AND ENTER RELEVANT INFORMATION.

To complete the Transfer IEP section:

1. View the Transfer IEP section for the student to determine what currently exists in the workspace in the **IEP Process** page for the student.
2. Return to the **IEP Process** page and visit the following sections:
  - a. Goals
  - b. Services and Supplemental Aids
  - c. Transportation
  - d. Extended School Year
  - e. Classroom Accommodations and Testing Participation
3. Return to the **Manual Events** page, Transfer IEP section.
4. Enter the IEP End Date as found on the IEP received from the previous jurisdiction.
5. Select the Case Manager from the drop-down menu.

### Manual Events Process for Larry Smith



[Transfer Student Intake Checklist](#)



[Transfer Eligibility](#)



[Transfer IEP](#)

#### Transfer IEP for Test Osse1296

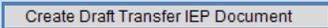
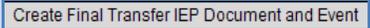
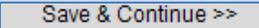
Services		
Service	Duration	Provider
Behavioral Support Services	day per min	

**Goals**  
No Goals for this student.

**Testing Participation**  
DC-CAS:

**LRE %**  
Percentage outside general education classroom: 0.00%

**Create Transfer IEP**  
IEP Start Date: 09/29/2008  
IEP End Date:    
Case Manager: --none--

6. Enter the name of the Last School (optional field).
7. Enter the Previous School District (optional field).
8. Enter the Contact Number at the Previous School (optional field).
9. Enter any relevant Comments/Notes (optional field).
10. Select the Parent from the drop-down menu (at least one parent must be entered in the **Student/Parent Information** page).
11. Enter the Date the IEP will be sent to the Parent (optional field).
12. Select the Signer from the drop-down menu (optional field).
13. Create a Draft Transfer IEP Document for review (optional) by clicking on the  button.
14. Create a Final Transfer IEP Document and Event by clicking on the  button.
15. Click the  button.

Last School:

Previous School District:

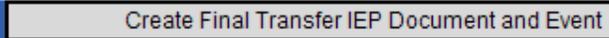
Contact Number at Previous School:

Comments/Notes:

Parent: (No menu items available)

Date Sent to Parent:  

Signer:  

Date Generated	Document Type	Type	EasyFax	Date Received
07/28/2009	<a href="#">Manual IEP</a>	(Draft)		
07/23/2009	<a href="#">Manual IEP</a>	Final		



TIP: If the Transfer Intake Decision is "Do not accept the Out-of-State IEP," a projected IEP due date will be set for thirty days from the date the Transfer IEP is created in the system.

If the Transfer Intake Decision is "Accept the Out-of-State IEP," a projected IEP due date will be set based on the IEP End Date entered into the system.

Once the [Create Final Transfer IEP Document and Event](#) button is clicked, an IEP event will be created in the system.

You can click on the hyperlink to view the actual document created.

### IEP PROCESS PAGE

If [Goals](#) are not entered before the Final Transfer IEP Document is created, you will NOT be able to create Progress Reports for the student in the system.

If [Services and Supplemental Aids](#) are not entered before the Final Transfer IEP Document is created, Related Service Providers will NOT be able to log their services for the student.

If the [Transportation](#) section is not completed, you will not be able to complete a Transportation Data Form.

You must indicate whether the student required [ESY](#).

You must indicate the [Testing Participation](#) and any [Accommodations](#) the student may need.

Create Draft Transfer IEP DocumentCreate Final Transfer IEP Document and Event

Date Generated	Document Type	Type	EasyFax	Date Received
07/28/2009	<a href="#">Manual IEP</a>	(Draft)		
07/23/2009	<a href="#">Manual IEP</a>	Final		

<< Back   Save   Save & Continue >>

**IEP Process**  
for Manual Test

---

 [IEP Team](#)

 [Meeting Invitation/Notice](#)

 [Post-Secondary Transition Plan](#)

 [Present Levels](#)

 [Goals](#)

 [Services and Supplemental Aids](#)

 [Least Restrictive Environment](#)

 [Placement Review](#)

 [Transportation](#)

 [Extended School Year](#)

 [Classroom Accommodations and Testing Participation](#)

 [Meeting Participants](#)

 [Create IEP Document](#)

### PREVIOUS SCHOOL FEATURE

If the student changes schools within the same LEA, the previous school will be captured via a School Change Event in the student's history. To view the name of the previous school, click on the **Details** button to see the Event Details.

The Previous School feature allows the IEP team members from the previous school to have access to the student's record for a period of thirty days. This will allow those users to complete any outstanding actions (e.g., logging services, completing progress reports, etc.). You will be able to view the IEP team members associated with the previous school by clicking on the **Review IEP Team** tab within the **IEP Process** or **Eligibility Process**.

The Case Manager from the previous school will remain the active case manager until a Case Manager from the new school is selected, the Case Manager from the previous school is manually removed from the IEP team, or the thirty-day time limit expires.

147078	04/16/2009		Progress Report (2008 rp 2)			John TestSEC	<a href="#">ReportCard</a> (ID# 169484)	04/16/2009 13:21 (103 d)
147138	04/02/2009		IEP <b>Update</b>	04/02/2009	04/01/2010	Andy Seto	<a href="#">IEP</a> (ID# 169548)	04/24/2009 17:28 (95 d)
147283	05/26/2009		Progress Report (2008 rp 1)			John TestSEC	<a href="#">ReportCard</a> (ID# 169643)	05/26/2009 09:03 (63 d)
144128	04/03/2009		Notification - IEP			Jackie Skapik	<a href="#">Eligibility Meeting Notice Letter</a> (ID# 163957)	04/08/2009 23:09 (111 d)
144129	04/03/2009		Notification - IEP			Jackie Skapik	<a href="#">Eligibility Meeting Notice Letter</a> (ID# 163958)	04/08/2009 23:10 (111 d)
147302	07/28/2009		School Change (Private School Enrollment)	07/28/2009		Lori Ludwick		07/28/2009 15:27 (0 d)

(57 Events)

#### Event Details **Natalie Blount (147302)**

##### Event Type: School Change 32

Date:	07/28/2009
Begin Date:	07/28/2009
End Date:	
Created By:	Lori Ludwick
School:	Closed - Van Ness Es
Enrolled By:	Lori Ludwick

##### IEP Team for Natalie Blount

###### Page Instructions

Review the members currently on the IEP team for this student and modify as appropriate to the eligibility process. To add or remove individuals on the IEP team, hit the "Change IEP Team" button. For guidance on the composition of an IEP team, refer to section §300.321 of the federal regulations.

Current Case Manager:

Previous School Case Manager: John TestSEC

Name	Relationship
Antonia Reynolds	Placement Specialist
Test SEC	
Test RSP	
Natalie Blount	Mother

**Change IEP Team**

Actions to be completed by the Special Education Coordinator to complete student transfers include the following:

**School Change**

- 1. Ensure student is accurately enrolled in the SIS system that feeds SEDS (DCStars for DCPS and OLAMS for Charter Schools).
- 2. Go to **Eligibility Process** or **IEP Process** and identify IEP team members for the student. Do not remove the IEP team members from the previous school until it has been confirmed that all required actions have been completed.

**Transfer between LEAs within the District of Columbia**

- 1. Ensure student is accurately enrolled in the SIS system that feeds SEDS (DCStars for DCPS and OLAMS for Charter Schools).
- 2. Contact the Call Center to have any relevant Special Education records transferred from the previous LEA.
- 3. Go to **Eligibility Process** or **IEP Process** and identify IEP team members for the student.

**Transfer from out of state**

- 1. Ensure student is accurately enrolled in the SIS system that feeds SEDS (DCStars for DCPS and OLAMS for Charter Schools).
- 2. Contact the Call Center to have any relevant Special Education records transferred from the previous LEA (student may have been previously enrolled in the LEA and have a historical record)
- 3. Go to **IEP Process** and enter the relevant information from the Out-of-State IEP into the workspace: Complete Goals, Services and Supplemental Aids, Transportation, Extended School Year, and Classroom Accommodations and Testing Participation.
- 4. Complete the **Manual Event Process**: Transfer Student Intake Checklist, Transfer Eligibility, and Transfer IEP.
- 5. Go to **Eligibility Process** or **IEP Process** and identify IEP team members for the student.



To update the provider:

1. Go into the student record by clicking on the hyperlink of the student's name in the student list.
2. Scroll to the far right on the student menu bar and click on the **Update Provider** tab.
3. You will see any services and assessments that have been prescribed or ordered for the student in the system with the currently assigned provider listed.
4. Select the name of the new provider to be assigned from the drop-down menu.



**TIP:** The new provider will default to the name of the current provider. You must conscientiously change the provider to make an update.

[Main Menu](#) | [Students](#) | [My Docs](#) | [Wizards](#) | [Schools](#) | [School System](#) | [Users](#) | [My Info](#) | [Smart Logbook](#) | [L2](#) | [My Reports](#)  
[New Eligibility Process](#) | [Provider Location Assignment](#) | [FBA Process](#) | [Discipline Process](#) | [Manual Events](#) | [IEP Amendment](#)  
[Summary of Performance](#) | [BIP Process](#) | [Documents](#) | [Personal](#) | [Progress Report Team](#) | [Eligibility](#) | **Update Provider**

### Update Providers for Todd Testing

Student Information			
<b>Student Name:</b> Todd Testing	<b>Student ID:</b> TT	<b>Date of Birth:</b> 07/01/2009	<b>Student Grade:</b> Pre-kindergarten
<b>Reevaluation Due Date:</b> 07/28/2012		<b>IEP Begin Date:</b> 07/28/2009	<b>IEP End Date:</b> 06/30/2010
School Information			
<b>School Name:</b> Academia Bilingue De La Comunidad Pcs		<b>Case Manager:</b> Grace Chien	

Update Service Providers						
Service Type	Time Prescribed	Currently Assigned Provider	New Provider	Assign	Comments	Send email to provider?
Specialized Instruction	55 min per day	Grace Chien	Grace Chien	<input type="checkbox"/>		<input type="checkbox"/>
Audiology	55 min per day	Jean Alonzo	Jean Alonzo	<input type="checkbox"/>		<input type="checkbox"/>

5. Click on the *Assign* check box.
6. Enter any comments to describe why the change is being made.
7. Click on the *Send email to provider?* check box.
8. Click on the **Update Service Providers** button.



**TIP:** Do not check the *Don't update the current workspace* check box. The most current provider should be reflected in the workspace as well as in the new IEP Update event.

When you click the *Send email to provider?* check box, the provider will receive an email notification that a student has been added to his or her caseload. If you do not check the check box, the provider will NOT be notified.

Update Service Providers						
Service Type	Time Prescribed	Currently Assigned Provider	New Provider	Assign	Comments	Send email to provider?
Specialized Instruction	55 min per day	Grace Chien	Amanda Beattie	<input checked="" type="checkbox"/>	New teacher at school, caseloads redistributed	<input type="checkbox"/>
Audiology	55 min per day	Jean Alonzo	Jean Alonzo	<input type="checkbox"/>		<input type="checkbox"/>
Audiology	33 min per day	Jean Alonzo	Jean Alonzo	<input type="checkbox"/>		<input type="checkbox"/>

Don't update the current workspace

**Update Service Providers via IEP Update Event**

**This student does not have any outstanding assessment requests in the SEDS system at this time.**

You will see the name of the newly assigned provider on the **Update Provider** screen.

You can also return to the **Student History** page and view the IEP Update Event that is created when an Update Provider is added.

To view the details, click on the **Details** button to the far right of the event.

Update Providers for Todd Testing

Student Information			
Student Name: Todd Testing	Student ID: TT	Date of Birth: 07/01/2009	Student Grade: Pre-kindergarten
Reevaluation Due Date: 07/28/2012	IEP Begin Date: 07/28/2009	IEP End Date: 06/30/2010	
School Information			
School Name: Academia Bilingue De La Comunidad Pcs		Case Manager: Grace Chien	

Update Service Providers						
Service Type	Time Prescribed	Currently Assigned Provider	New Provider	Assign	Comments	Send email to provider?
Specialized Instruction	55 min per day	Amanda Beattie <small>(from IEP Update Event)</small>	Amanda Beattie	<input type="checkbox"/>		<input type="checkbox"/>
Audiology	55 min per day	Jean Alonzo	Jean Alonzo	<input type="checkbox"/>		<input type="checkbox"/>

 Student History for Todd Testing

Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created
07/28/2009 	Eligibility Determination	07/28/2009 	07/28/2012 	Todd Thurheimer	<a href="#">Eligibility Determination Report (ID# 152309)</a>	07/28/2009 13:36 (7 days)
07/28/2009 	IEP	07/28/2009 	06/30/2010 	Todd Thurheimer	<a href="#">IEP (ID# 152311)</a>	07/28/2009 13:41 (7 days)
08/04/2009 	IEP Update	08/04/2009 	06/30/2010 	Lori Ludwick		08/04/2009 07:05 (0 days)

If you click on the “Details” button of the original IEP Event, you will see the provider who was assigned to deliver the service at the time the IEP Event was finalized.

If you click on the “Details” button of the Update IEP Event, you will now see the name of the provider who has been assigned to deliver the service through the Update Provider feature.

This update must be completed to accurately capture which providers have been assigned to and have delivered services to a student (logged through the Service Logging Wizard).

Services						
Service Class	Service	Service Code	Provider	Time Spent	Frequency	Begin Date
Special Ed Services	Specialized Instruction		Grace Chien	50 min/day		07/01/2009



### Event Details **Todd Testing (139646)**

#### Event Type: IEP Update 17

<b>Date:</b>	08/04/2009
<b>Begin Date:</b>	08/04/2009
<b>End Date:</b>	06/30/2010
<b>Created By:</b>	Lori Ludwick
<b>School:</b>	Academia Bilingue De La Comunidad Pcs

IEP Update	
Type	Description
New Provider:	Amanda Beattie (Specialized Instruction)

## Chapter 9. Behavior and Discipline

## 9.1 Behavior and Discipline

1. To report a behavior incident, enter applicable information by clicking on the drop-down menu or typing information in the text fields.
2. Click the “Save & Continue” button to check for errors and to move on to the next page.
3. The review behavior history data feature allows an individual to analyze the student’s previous behaviors.
4. The Select Action section allows an individual to report the action taken according to the offense. You are able to log the amount of days the action was assigned when you select in-school suspension, out of school suspension, or expulsion.
5. Click the “Save & Continue” button to check for errors and to move on to the next page.
6. If the student has been suspended for fewer than ten days, you will receive a message stating that a manifestation meeting is not required until ten days have elapsed. Click the “Save & Continue” button to move on to the next page.
7. If the student has been suspended for ten or more days, you are required to hold a manifestation meeting.

Report Behavior Incident	
Incident:	<input type="text"/>
Incident Date:	<input type="text"/>
Incident Time:	<input type="text"/>
Incident Location:	<input type="text"/>
Notes:	<input type="text"/>

<< Back   Save   Save & Continue >>

Ronnie Skinner has no discipline events yet

Details for all Discipline Events

Select Action	
Offense:	<input type="text"/>
Notes:	<input type="text"/>
Action:	<input type="text"/>
Number of Days:	<input type="text"/>

<< Back   Save   Save & Continue >>

### Manifestation

Manifestation meeting not required. Student has been suspended for 0 days. Manifestation will be required at 10 days.

<< Back   Save   Save & Continue >>

8. Answer each question in the Manifestation section by clicking the drop-down menu, entering information in the text field, or clicking the appropriate button.
9. Click the “Create Final Manifestation Determination Form” button to generate the document.
10. Click on the hyperlink to review the document and to print.
11. To print the document, click the print button  located on the left side of the screen.
12. To EasyFax the document, place it in a fax machine, dial the phone number located on the bottom of the document, and press start.
13. Before sending your fax, make sure your fax machine’s settings are set to fine or ultra-fine resolution.
14. To return to the previous page, click the back button .
15. After five to ten minutes, refresh your page and a link will appear in the EasyFax box along with the date the system received the fax.
16. The faxed document will also appear in the Documents tab.

Manifestation	
Student has been suspended out of school for 10 days. Manifestation meeting is required.	
Date of Manifestation Determination Meeting:	<input type="text"/> 
Was the conduct in question caused by, or did it have a direct and substantial relationship to the student's disability?:	<input type="text"/>
Was the conduct in question the direct result of the district's failure to implement the student's IEP?:	<input type="text"/>
The behavior:	
<input type="radio"/> IS a Manifestation of the student's Disability. <input type="radio"/> IS NOT a Manifestation of the student's Disability.	
Meeting Participants	
Student	Attended Manifestation Determination
Ronnie Skinner	<input type="checkbox"/>
Parent	Attended Manifestation Determination
LaRue Skinner	<input type="checkbox"/>

IEP Team Member	Attended Manifestation Determination
Keith Gill	<input type="checkbox"/>
Mary Mihalyi	<input type="checkbox"/>
Sarah NT Tick	<input type="checkbox"/>
Eric Abraham	<input type="checkbox"/>
Additional Participant	Attended Manifestation Determination
<input type="text"/>	<input type="checkbox"/>
<input type="button" value="Add Additional Attendee"/>	

Date Generated	Document Type	Type	EasyFax	Date Received
08/10/2009	<a href="#">Manifestation Determination</a>	Final		

## 9.2 Functional Behavior Assessment (FBA)

### The Functional Behavior Assessment (FBA)

**Process** tab includes three pages that allow users to document information, document meeting participation, and create a FBA document.

1. Begin by selecting the **FBA Documentation** page.
2. Enter the reason for referral and use check boxes to select appropriate responses that represent relevant background information.
3. In sections I-IX, (Describe Behavior, Antecedent, Motivator, Perceived Function, Assessments, Observations, Summary, Educational/Skill Deficit, Other) complete the necessary fields as appropriate to describe the behavior(s) of concern.



TIP: To move to the other two pages before the first page is complete, click "Save" and then click on the icon for the next page at the bottom of the screen.



[FBA Documentation](#)



[Meeting Participants](#)



[Create FBA](#)

Functional Behavioral Assessment
Section Help

Background Information

Reason for Referral:

**Educationally Relevant Background Information:**

<input type="checkbox"/> activity level is calm	<input type="checkbox"/> chronic health condition(s)	<input type="checkbox"/> frequent change in schools	<input type="checkbox"/> lives with guardians	<input type="checkbox"/> relates well with others
<input type="checkbox"/> activity level is high	<input type="checkbox"/> concentration depends upon activity	<input type="checkbox"/> general health is good	<input type="checkbox"/> lives with parents	<input type="checkbox"/> restarts tasks without cues
<input type="checkbox"/> activity level is hyperactive	<input type="checkbox"/> currently not taking medications	<input type="checkbox"/> general health is not good	<input type="checkbox"/> mature for his/her age	<input type="checkbox"/> restless
<input type="checkbox"/> activity level is hypoactive	<input type="checkbox"/> currently on probation	<input type="checkbox"/> generally off-task	<input type="checkbox"/> needs cues to restart tasks	<input type="checkbox"/> satisfactory attendance
<input type="checkbox"/> activity level is low	<input type="checkbox"/> currently taking medications	<input type="checkbox"/> good attention level	<input type="checkbox"/> no chronic health condition(s)	<input type="checkbox"/> short concentration
<input type="checkbox"/> activity level is typical	<input type="checkbox"/> did not attend preschool program	<input type="checkbox"/> good concentration	<input type="checkbox"/> no prior court history	<input type="checkbox"/> somewhat distractible
<input type="checkbox"/> activity level normal	<input type="checkbox"/> difficulty following directions	<input type="checkbox"/> highly distractible	<input type="checkbox"/> peer relationships are atypical	<input type="checkbox"/> stable educational career
<input type="checkbox"/> age-appropriate friendships	<input type="checkbox"/> does not follow rules	<input type="checkbox"/> immature for his/her age	<input type="checkbox"/> peer relationships are typical	<input type="checkbox"/> unable to sit correctly
<input type="checkbox"/> age-inappropriate friendships	<input type="checkbox"/> fidgets	<input type="checkbox"/> inconsistent concentration	<input type="checkbox"/> previously on probation	<input type="checkbox"/> unfocused attention level
<input type="checkbox"/> aggressive	<input type="checkbox"/> focused attention level	<input type="checkbox"/> is disorganized	<input type="checkbox"/> prior court history	<input type="checkbox"/> unsatisfactory attendance
<input type="checkbox"/> appears to be purposely inattentive	<input type="checkbox"/> follows directions	<input type="checkbox"/> is haphazard in organization	<input type="checkbox"/> relates fair with others	<input type="checkbox"/> unstable educational career
<input type="checkbox"/> appears young for his/her age	<input type="checkbox"/> follows rules with cues	<input type="checkbox"/> is organized	<input type="checkbox"/> relates poorly with others	<input type="checkbox"/> works to completion of tasks
<input type="checkbox"/> attended preschool program	<input type="checkbox"/> follows rules without cues	<input type="checkbox"/> lives in foster care		

5. Click the check box for each meeting participant who attended the meeting to discuss the FBA.

6. Select the “Add Additional Participant” button to add other participants whose names are not in the system.

Add Additional Participant

7. Select the “Save & Continue” button to save entries and move to the next page.

Save & Continue >>



TIP: Team member names will display based on information entered on the **Student/Parent Information** page and **Review IEP Team** page.



[FBA Documentation](#)



[Meeting Participants](#)



[Create FBA](#)

Meeting Participants		<a href="#">Section Help</a>
<b>Student</b>		<b>Attended FBA Conference</b>
General Test001	<input type="checkbox"/>	
<b>Parent</b>		<b>Attended FBA Conference</b>
James Smith	<input type="checkbox"/>	
<b>IEP Team Member</b>		<b>Attended FBA Conference</b>
Sec Test197	<input type="checkbox"/>	
Rspr Test014	<input type="checkbox"/>	
teacher 68	<input type="checkbox"/>	
<b>Additional Participant</b>		<b>Attended FBA Conference</b>
<input type="text"/>	<input type="checkbox"/>	
<p>Add Additional Participant</p>		

<< Back

Save

Save & Continue >>

8. Select the “Create Draft FBA Document” button to create a draft FBA document at any time during the process.

[Create Draft FBA Document](#)

9. Select the blue hyperlinked document called “FBA” to open the draft document.

10. Be sure that the **FBA Documentation** and **Meeting Participants** pages are complete before finalizing the FBA document. (Both pages should have a green check.)

11. Select the “Create Final FBA Document” button to create a final FBA document.

[Create Final FBA Document](#)

12. Select the blue hyperlinked document called “FBA” to open the final document.

13. Click the “Save & Continue” button to complete the process and return to the main FBA menu.

[Save & Continue >>](#)



TIP: Creating a Final FBA document will replace any Draft FBA documents you previously created.



[FBA Documentation](#)



[Meeting Participants](#)



[Create FBA](#)

[Create Draft FBA Document](#)

[Create Final FBA Document](#)

Date Generated	Document Type	Type	EasyFax	Date Received
07/26/2009	<a href="#">FBA</a>	(Draft)		

[<< Back](#)

[Save](#)

[Save & Continue >>](#)

## 9.3 Behavior Intervention Plan

The **Behavior Intervention Plan (BIP) Process** tab includes four pages that allow users to document information, document meeting participation, create a BIP document, and review an existing BIP.

1. Begin by selecting the **BIP Documentation** page.
2. Enter documentation for steps 1 through 5 using the text boxes provided.



TIP: To add additional information to steps 2, 3, and 4, click the button at the bottom of each section to add additional text boxes.



[BIP Documentation](#)



[Meeting Participants](#)



[Create BIP](#)



[Review BIP](#)

Behavior Intervention Plan Section Help

Step 1: List what we want the student to do instead of the old behavior. (Define the new or replacement behavior.)

Step 2: List what the teacher/staff do that is different than what is normally/usually done? How/when will the teacher/staff help the student practice the new behaviors? (Arrange context and intervention strategies - Positive Behavior Supports)

Positive Behavior Support 1

Person Responsible:

Context and Intervention Strategies - Positive Behavior Supports - Actions #1:

Add Additional Positive Behavior Support

Step 3 Rewards/Reinforcements:

Reward/Reinforcement 1

Person Responsible:

1. List rewards/reinforcement. (Be sure to ask student what he/she would like to earn. Try to include their interests and enthusiasms.):

Add Reward/Reinforcement

3. Click the check box for each meeting participant who attended the meeting to discuss the BIP.

4. Select the "Add Additional Participant" button to add other participants whose names are not in the system.

Add Additional Participant

5. Select the "Save & Continue" button to save entries and move to the next page.

Save & Continue >>



TIP: Team member names will display based on information entered on the **Student/Parent Information** page and **Review IEP Team** page.



[BIP Documentation](#)



[Meeting Participants](#)



[Create BIP](#)



[Review BIP](#)

Meeting Participants		<a href="#">Section Help</a>
<b>Student</b>	<b>Attended BIP Conference</b>	
General Test008	<input type="checkbox"/>	
<b>Parent</b>	<b>Attended BIP Conference</b>	
Ms. Smith	<input type="checkbox"/>	
<b>IEP Team Member</b>	<b>Attended BIP Conference</b>	
Sec Test043	<input type="checkbox"/>	
Rspr Test008	<input type="checkbox"/>	
Rspr Test016	<input type="checkbox"/>	
<b>Additional Participant</b>	<b>Attended IEP Conference</b>	
<input type="text"/>	<input type="checkbox"/>	
<a href="#">Add Additional Participant</a>		

<< Back

Save

Save & Continue >>

6. Select the “Create Draft BIP Document” button to create a draft BIP document at any time during the process.

[Create Draft BIP Document](#)

7. Select the blue hyperlinked document called “BIP” to open the draft document.

8. Be sure that the **BIP Documentation** and **Meeting Participants** pages are complete before finalizing the BIP document. (Both pages should have a green check.)

9. Select the “Create Final BIP Document” button to create a final BIP document.

[Create Final BIP Document](#)

10. Select the blue hyperlinked document called “BIP” to open the final document.

11. Click the “Save & Continue” button to complete the process.

[Save & Continue >>](#)



TIP: Creating a Final BIP document will replace any Draft BIP documents you previously created.



[BIP Documentation](#)



[Meeting Participants](#)



[Create BIP](#)



[Review BIP](#)

[Create Draft BIP Document](#)

[Create Final BIP Document](#)

Date Generated	Document Type	Type	EasyFax	Date Received
07/26/2009	<a href="#">BIP</a>	(Draft)		

[<< Back](#)

[Save](#)

[Save & Continue >>](#)

## Chapter 10. Wizards

## 10.1 Progress Report Wizard

The **Review BIP** page provides a place to document the progress and/or results observed based on implementation of the BIP. This page should be completed at some point in time after the BIP (created in the first three steps) is implemented.

1. Select the **Review BIP** page to begin.
2. Enter text for steps 1 through 4 in each of the text boxes provided.
3. Set a date for the next BIP review by entering a date in the date field provided.
4. Click the "Save & Continue" button to save entries and return to the main BIP menu.

[Save & Continue >>](#)

5. Return to the **Create BIP** page. Select one of these buttons to create a Draft and/or Final BIP document:

[Create Draft BIP Document](#)

[Create Final BIP Document](#)



TIP: Information from the Review BIP will appear at the end of the BIP document.



[BIP Documentation](#)



[Meeting Participants](#)



[Create BIP](#)



[Review BIP](#)

### Review Behavior Intervention Plan:

Step 1: Review the current plan. (Is it working? Why/Why not? What are the barriers?)

Step 2: Are reinforcers and consequences appropriate and consistently applied? (If not why not? What are the barriers?)

Step 3: List additional supports/strategies needed:

Step 4: Changes to Behavior Plan:

Set time for review of plan (3-6 weeks):

[<< Back](#)

[Save](#)

[Save & Continue >>](#)

### Accessing the Wizard and Selecting Students

- To access the **Progress Report Wizard** page, select the **Wizards** tab. Here you will see a list of all the wizards you have access to. The **Progress Report Wizard** page link will appear first in the list.
- On the **Progress Report Wizard (Select Students)** page, select the desired period in the **Reporting Period** drop-down menu.
- Also on the **Progress Report Wizard (Select Students)** page, you will see a list of all students in your caseload who have finalized IEPs in SEDS. Select the students you will be reporting progress for by checking the box next to their names.



TIP: You must select at least one student before continuing to the next step to avoid an error.

Educators with Tools for Special Education  
Log Out | Main Menu | Students | My Docs | **Wizards** | Schools | School System | Users | My Info | Smart Logbook | My Reports

**Available Wizards**

- [Progress Report Wizard](#)
- [Caseload Administration Wizard](#)
- [Ad Hoc Report Wizard](#)

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/User: Jackie Stanik; Server: staging.nasunip.com; System: dcdsp; StyleSheet: dcdsp.css; Page: Wizards.html

Log Out | Main Menu | Students | My Docs | Wizards | School System | My Info | My Reports

**Progress Report Wizard (Select Students)**

This wizard will guide you through generating Progress Reports for your students.

Please be sure to select the correct Reporting Period.

School Year: 2009-2010 Reporting Period: Reporting Period 2

- Select the students for whom you would like to update status and/or generate Progress Reports.
- Students that do not have a currently valid final IEP / ISP / IFSP will not show in this list.
- Students who transferred into this school system with events but without detailed historical information may show as having a current IEP / ISP / IFSP, but will also not appear below and will need a new IEP / ISP / IFSP before a Progress Report can be created.

Check All Check None

<input checked="" type="checkbox"/> Expired IEP 223	<input checked="" type="checkbox"/> PR1 Student 9909	<input checked="" type="checkbox"/> PR1 Student33
<input checked="" type="checkbox"/> Expired IEP 222	<input checked="" type="checkbox"/> Expired IEP Student102	<input checked="" type="checkbox"/> ESY Student333
<input checked="" type="checkbox"/> PR1 Student 0011	<input checked="" type="checkbox"/> PR1 Student103	<input checked="" type="checkbox"/> PRESY Student35
<input checked="" type="checkbox"/> PR2 Student 673	<input checked="" type="checkbox"/> PR1 Student103	<input checked="" type="checkbox"/> Expired IEP Student42
<input checked="" type="checkbox"/> PR2 Student 82	<input checked="" type="checkbox"/> PRESY Student105	<input checked="" type="checkbox"/> PR1 Student43
<input checked="" type="checkbox"/> PR1 Student 98	<input checked="" type="checkbox"/> Expired IEP Student32	

(17 available students)

### Entering Progress Status and Goal Comments

- On the **Progress Report Wizard** main page, the header displays the student's name as well as the student's position in the group selected. You may use the "Skip this student" button to move directly to the next student in the series.
- In the **Document progress toward goals** section, you will see separate rows for each Area of Concern that is addressed in the student's most recent IEP. To enter comments for the goals in each section, select the  symbol to the right of the name of the area.
- Indicate the student's progression toward each goal by making a selection from the **Progress** status drop-down menu.
- Enter comments to describe the student's progress in the text field labeled **Comments**. Multiple users may enter individual comments for the same goal. Save the comments by clicking any of the "Save" buttons at the bottom of the page.
- When comments are submitted, they will appear in a separate row above the **Comments** box with an automatic date and time stamp.



**IMPORTANT TIP: When you save this page, these comments will no longer be editable by any user except the Case Manager.**



TIP: Comments are required for all goals except those with a progress status of "progressing" or "mastered." For those goals, comments are optional.

### Progress Report for PRESY Student105 (Student 1 of 3 selected)

#### Page Instructions

These are the custom progress report page instructions. Set the value of the custom data item instr\_ReportCardWizard to change to the desired content.

Skip this student

#### Student Information

Student Name: PRESY Student105	Student ID: ESYTEST2	Date of Birth: 03/25/1999	Student Grade:
Eligibility Begin Date: 05/25/2008	Eligibility End Date: 05/25/2011	IEP Begin Date: 06/11/2009	IEP End Date: 06/10/2010

#### School Information

School Name: Accotink Academy	Case Manager: Progress Test
-------------------------------	-----------------------------

School Year: 2009-2010

Reporting Period 2

07/01/2009 - 07/18/2009

Document progress toward goals

Note: To report progress on goals, check the box next to the area you will be commenting on. You may select more than one area at a time.

Academic-Mathematics 

Hearing 

Communication/Speech and Language 

Academic-Mathematics 

Area of Concern: Academic-Mathematics 

Student Name: PRESY Student105

Annual Goal: Sample math goal

Current Reporting Period	Progress: <input type="text"/>
--------------------------	--------------------------------

User and Title	Date	Time	Comment
Progress Test,	07/15/2009	17:15:00	Sample comments for math goal entered here
RSP TEST,	07/15/2009	17:18:00	Sample RSP comments

Comments:

Note: Be sure to review the comments you have entered before submitting them. After comments are submitted, they cannot be edited by anyone except the Case Manager.

### Team Member Sign Off

- The final step in the progress report process is the Team Member Sign Off section. All team members are required to sign off by clicking the appropriate button before a student's progress report can be finalized.
- When you have successfully signed off, you will see a green check in the Progress comments completed column and an automatic date and time stamp to the right.

Team Member Sign Off			
Student Name:		Student ID: ESYTEST2	School: Accotink Academy
Reporting Period: Reporting Period 2: 07/01/2009 - 07/18/2009			
IEP Team Member	Title	Progress comments completed <small>Note: Be sure to create a draft and review the comments you have made before signing off.</small>	Completion date and time
RSP TEST		X	
Progress Test		<input type="button" value="Sign Off"/> <span style="color: green;">✓</span>	2009-07-16 10:20:00
Progress Test4		X	
Progress Test10		X	
Progress Test3		X	

Only Case Manager (Progress Test) can finalize this progress report after all team members have signed off.

### Progress Report Team

- To add or delete members from the progress report team, visit the **Progress Report Team** tab, located in the dark blue student navigation bar on the far left. This tab is only accessible to the student's Case Manager.
- To add new IEP team members to the progress report team, select the check box to the right of their names. To remove IEP team members, de-select the check box next to their names. Then click the "Update the database" button.

Log Out | Main Menu | Students | My Docs | Wizards | School System | My Info | My Reports

[Student/Parent Information](#)
[Eligibility Process](#)
[Provider/Location Assignment](#)
[FBA Process](#)
[Discipline Process](#)
[Manual Events](#)
[Communications Log](#)
[IEP Process](#)
[Summary of Performance](#)
[BIP Process](#)
[Documents](#)
[IEP Amendment](#)
[Progress Report Team](#)

**Progress Report Team for PRESY Student105**

IEP Team Member Name	Relationship	Require Sign Off?
Progress Test		<input type="checkbox"/>
RSP TEST		<input checked="" type="checkbox"/>
Progress Test4		<input checked="" type="checkbox"/>
Progress Test10		<input checked="" type="checkbox"/>
Progress Test3		<input checked="" type="checkbox"/>



TIP: Be sure to create a draft and review comments before signing off.

## Completing the Page and Creating Documents

- To create a draft progress report document, click the “Create Draft” button. Any user on the team can create a draft at any time.  
NOTE: All unsaved comments on the page will be automatically submitted when a draft is created.
- To create a final progress report, click the “Create Final” button. You must be designated as the student’s Case Manager to create a final progress report.
- All progress report documents, both draft and final, will appear on a separate **Documents** page for the student.

Team Member Sign Off			
Student Name:	Student ID: <input type="text"/>	School: Accotink Academy	
Reporting Period: Reporting Period 1: 08/25/2009 - 11/04/2009			
IEP Team Member	Title	Progress comments completed Note: Be sure to create a draft and review the comments you have made before signing off.	Completion date and time
RSP TEST		✓	2009-07-19 21:57:00
Progress Test		<input type="button" value="Sign Off"/> ✓	2009-07-17 13:24:00

Only Case Manager (Progress Test) can finalize this progress report after all team members have signed off.

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Log Out | **Main Menu** | Students | My Docs | Wizards | School System | My Info | My Reports

### Documents for students of Progress Test

This page lists documents you've created, or that were created by someone else for students for whom you are the Case Manager, 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 from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

Date Created	Created By	Student	Document	Year / Report Pd	Received
07/17/2009	Progress Test	PR1 Student 0011	<a href="#">Progress Report</a>		(Draft)
07/17/2009	Progress Test	PR1 Student 98	<a href="#">Progress Report (2009-2010 RP 4)</a>	2009-2010 / Reporting Period 4	<input type="checkbox"/>
07/17/2009	Progress Test	PR1 Student 98	<a href="#">Progress Report (2009-2010 RP 3)</a>	2009-2010 / Reporting Period 3	<input type="checkbox"/>
07/17/2009	Progress Test	PR1 Student 98	<a href="#">Progress Report (2009-2010 RP 2)</a>	2009-2010 / Reporting Period 2	<input type="checkbox"/>
07/17/2009	Progress Test	PR1 Student 98	<a href="#">Progress Report (2009-2010 RP 1)</a>	2009-2010 / Reporting Period 1	<input type="checkbox"/>

## 10.2 Service Logging Wizard (Individual)

To begin logging service, click on the **Wizards** tab

To log services for individual students, click on the **Services Logging Wizard** link.



TIP: You will only see a logging wizard for the services you are able to provide as indicated by your user account. For the student to appear on your list, he or she must have a finalized IEP in the system with that particular service on the finalized IEP.

All students who are prescribed that service according to their IEP will appear. You can select any of the students listed.

1. Identify the students you want to log services for by checking or deselecting the box next to their names.
2. Click the **Continue** button.

Log Out | Main Menu | Students | My Docs | **Wizards** | School System | My Info | Smart Logbook



**Available Wizards** [New Mail!](#)

[Progress Report Wizard](#)

[Behavioral Support Services Logging Wizard](#)

[Behavioral Support Services Group Logging Wizard](#)

[Caseload Setup Wizard](#)

**Behavioral Support Services Logging Wizard (Select Students)** [New Mail!](#)

This wizard will guide you through logging service delivery time for your students. Please select the students for whom you would like to log service delivery time.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Antwon Test   | <input type="checkbox"/> Hassun Test           | <input type="checkbox"/> Raynece Test           |
| <input type="checkbox"/> Breon Test    | <input type="checkbox"/> Jasmine Test          | <input type="checkbox"/> Robert Test            |
| <input type="checkbox"/> Daante' Test  | <input type="checkbox"/> Jayquan Test          | <input type="checkbox"/> Ronnell Test           |
| <input type="checkbox"/> Dalonte' Test | <input checked="" type="checkbox"/> Kenya Test | <input checked="" type="checkbox"/> Steven Test |
| <input type="checkbox"/> Damingo Test  | <input type="checkbox"/> Khamari Test          | <input checked="" type="checkbox"/> Taylor Test |
| <input type="checkbox"/> Deamonte Test | <input type="checkbox"/> Khiri Test            | <input type="checkbox"/> Tymel Test             |
| <input type="checkbox"/> Demetri Test  | <input type="checkbox"/> Octaviis Test         | <input type="checkbox"/> Tyrique Test           |
| <input type="checkbox"/> Elhadji Test  | <input type="checkbox"/> Qundre Test           | <input type="checkbox"/> Victor C Test          |
| <input type="checkbox"/> Emmanuel Test | <input type="checkbox"/> Rashade Test          | <input type="checkbox"/> Westley Test           |

(27 available students)

Once the students are identified, the logging screen will appear.

All **Service Tracker** fields are required. Below is a description of all the fields and some of the drop-down menu options.

- *Date of Service*: Document date or select calendar  to the right of the date field.
- *Service Type*: This will identify whether the service was provided to the student or whether the service was not delivered and why.
  - “Direct Service”: Direct contact with a student/prescribed IEP services
  - “Consultation”: Direct contact with a student/consultation services prescribed in IEP
  - “Student Absent”: Student absent from school
  - “Student Unavailable”: Student in school but not able to attend session
  - “Provider Unavailable”: Provider not available for scheduled session
  - “School Closure”: School closed for holiday or emergency

**Add New Service Log Entry for Kenya Test (Behavioral Support Services) (Student 1 of 3)**  [New M...](#)  
(from IEP Meeting: 11/06/2008 Begin: 11/06/2008 End: 11/05/2009)

Begin/End Date: 11/06/2008..11/05/2009 Time Spent: 60 min/day

Location: Outside General Education Serving School: Savoy Elementary School

**Date of Service:**   \* **Service Type:**  \*  
**Duration of Service:** Hours:  Minutes:  \* **Group Size:**  \*  
**Progress Report:**  \*  
**Comments:**   \*

**Areas Covered/Assessed:** \*

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adaptive Behavior Scale Assessment | <input type="checkbox"/> Individual Counseling                               | <input type="checkbox"/> Psycho-Social Counseling            |
| <input type="checkbox"/> Assistive Technology Service       | <input type="checkbox"/> Group Counseling                                    | <input type="checkbox"/> Social Work Services/Treatment      |
| <input type="checkbox"/> Behavioral Management              | <input type="checkbox"/> Parent Counseling and Training with student present | <input type="checkbox"/> Student Progress Assessment         |
| <input type="checkbox"/> Functional Behavioral Assessment   | <input type="checkbox"/> Psychological Services/Treatment                    | <input type="checkbox"/> Total Communication Skills Training |

Update the database

Skip this Student/Service

- **Duration of Service:** Document amount of service delivered for Direct Service or Consultation.
- **Group Size:** Indicate the number of students attending session.
- **Progress Report:** Select student's progress.
- **Comments:** Actual Progress Report; Three components are required for Medicaid reimbursement when documenting Direct Services for a student: (1) Type of activity, (2) Student reaction to activity, and (3) Any levels of measurement documented in the student's goals and objectives.
- **Areas Covered/Assessed:** Select one to document the procedure of focus for the session.

When all fields have been documented, click the

**Update the database**

button.



TIP: If the session was not actually held (because the student was absent, provider unavailable, etc.), you should log the number of minutes you had planned to see the student for Duration of Service.

**Add New Service Log Entry for Kenya Test (Behavioral Support Services) (Student 1 of 3)** [New M](#)  
 (from IEP Meeting: 11/06/2008 Begin: 11/06/2008 End: 11/05/2009)

**Begin/End Date:** 11/06/2008..11/05/2009 **Time Spent:** 60 min/day  
**Location:** Outside General Education **Serving School:** Savoy Elementary School

**Date of Service:** 07/01/2009

**Service Type:** Direct Service

**Duration of Service:** Hours:  Minutes: 30

**Group Size:** 1

**Progress Report:** Progressing

**Comments:** Student is makin progress.

**Areas Covered/Assessed:**

<input type="checkbox"/> Adaptive Behavior Scale Assessment	<input checked="" type="checkbox"/> Individual Counseling	<input type="checkbox"/> Psycho-Social Counseling
<input type="checkbox"/> Assistive Technology Service	<input type="checkbox"/> Group Counseling	<input type="checkbox"/> Social Work Services/Treatment
<input type="checkbox"/> Behavioral Management	<input type="checkbox"/> Parent Counseling and Training with student present	<input type="checkbox"/> Student Progress Assessment
<input type="checkbox"/> Functional Behavioral Assessment	<input type="checkbox"/> Psychological Services/Treatment	<input type="checkbox"/> Total Communication Skills Training

**Update the database**

**Skip this Student/Service**

Once you select the  button, a verification screen will appear.

This is your opportunity to review the information you have entered and verify that everything you entered is accurate.



**IMPORTANT TIP: It is very important that you review the information you entered at this time. Once you confirm the accuracy of this information and save the record, it is not possible to make any changes. If you make an error, you must submit a "request for deletion" and you will then have to reenter the entire log again.**

### Confirm Service Log Entry for Kenya Test (Behavioral Support Services) (Student 1 of 3)

(from IEP Meeting: 11/06/2008 Begin: 11/06/2008 End: 11/05/2009)

Begin/End Date: 11/06/2008..11/05/2009 Time Spent: 60 min/day

Location: Outside General Education Serving School: Savoy Elementary School

Do you, **Testing White**, confirm that the following information is correct?

Service:	Behavioral Support Services
Service Provided by:	Testing White
Student's Name:	Kenya Test
Date of Service:	07/01/2009
Service Type:	Direct Service
Duration of Service:	30 mins
Group Size:	1
Progress Report:	Progressing
Comments:	Student is makinf progress.
Areas Covered/Assessed:	Individual Counseling

*(Please use this button to make corrections)*

Please be sure to review the information before selecting the next button. See below for a description of the available buttons to accept or revise the information.

- **Yes, log this service** :  
Clicking this button will finalize the session documented. You will not have editing capabilities. This selection will return you to your **Available Caseload Wizards** page.
- **Yes, log this service, then allow me to log** :  
Clicking this button will finalize the session documented and will advance you to the record of the next student you selected to document services.
- **No, allow me to correct this information** :  
Clicking this button will return you to the previous screen to edit documentation for the session.
- **No, I wish to abort this entry** :  
Clicking this button will return you to the **Available Wizards** page.

**Confirm Service Log Entry for Kenya Test (Behavioral Support Services) (Student  
(from IEP Meeting: 11/06/2008 Begin: 11/06/2008 End: 11/05/2009)**

**Begin/End Date:** 11/06/2008..11/05/2009 **Time Spent:** 60 min/day  
**Location:** Outside General Education **Serving School:** Savoy Elementary School

Do you, **Testing White**, confirm that the following information is correct?

<b>Service:</b>	Behavioral Support Services
<b>Service Provided by:</b>	Testing White
<b>Student's Name:</b>	Kenya Test
<b>Date of Service:</b>	07/01/2009
<b>Service Type:</b>	Direct Service
<b>Duration of Service:</b>	30 mins
<b>Group Size:</b>	1
<b>Progress Report:</b>	Progressing
<b>Comments:</b>	Student is makinf progress.
<b>Areas Covered/Assessed:</b>	Individual Counseling

Yes, log this service

Yes, log this service, then allow me to log another instance for this student/service

No, allow me to correct this information

**(Please use this button to make corrections)**

No, I wish to abort this entry

## 10.3 Service Logging Wizard (Group)

To begin logging service, click on the **Wizards** tab

To log services for individual students, click on the **Services Group Logging Wizard** link.



TIP: You will only see a logging wizard for the services you are able to provide as indicated by your user account.

For the student to appear on your list, he or she must have a finalized IEP in the system with that particular service on the finalized IEP.

All students who are prescribed that service according to their IEP will appear. You can select any of the students listed.

When you begin working with the Group Logging Wizard, you can establish group names for easy selection in the future.

Log Out | **Main Menu** | Students | My Docs | **Wizards** | School System | My Info | Smart Logbook | My Reports



**Available Wizards**

[New Mail](#)

[Progress Report Wizard](#)

[Behavioral Support Services Logging Wizard](#)

[Behavioral Support Services Group Logging Wizard](#)

[Caseload Setup Wizard](#)

### Behavioral Support Services Group Logging Wizard (Select Students)

This wizard will guide you through logging group service delivery time for your students. Please select the students for whom you would like to log group service delivery time.

Select Saved Group:

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Antwon Test   | <input checked="" type="checkbox"/> Hassun Test   | <input checked="" type="checkbox"/> Raynece Test  |
| <input checked="" type="checkbox"/> Breon Test    | <input checked="" type="checkbox"/> Jasmine Test  | <input checked="" type="checkbox"/> Robert Test   |
| <input checked="" type="checkbox"/> Daante' Test  | <input checked="" type="checkbox"/> Jayquan Test  | <input checked="" type="checkbox"/> Ronnell Test  |
| <input checked="" type="checkbox"/> Dalonte' Test | <input checked="" type="checkbox"/> Kenya Test    | <input checked="" type="checkbox"/> Steven Test   |
| <input checked="" type="checkbox"/> Damingo Test  | <input checked="" type="checkbox"/> Khamari Test  | <input checked="" type="checkbox"/> Taylor Test   |
| <input checked="" type="checkbox"/> Deamonte Test | <input checked="" type="checkbox"/> Khiri Test    | <input checked="" type="checkbox"/> Tymel Test    |
| <input checked="" type="checkbox"/> Demetri Test  | <input checked="" type="checkbox"/> Octaviis Test | <input checked="" type="checkbox"/> Tyrique Test  |
| <input checked="" type="checkbox"/> Elhadji Test  | <input checked="" type="checkbox"/> Qundre Test   | <input checked="" type="checkbox"/> Victor C Test |
| <input checked="" type="checkbox"/> Emmanuel Test | <input checked="" type="checkbox"/> Rashade Test  | <input checked="" type="checkbox"/> Westley Test  |

(27 available students)

To create a group:

1. Identify the students you want to include in a group by checking or deselecting the box next to their name.
2. Type in a name for the group using any description you choose.
3. Select the **Save Group As ->** button.

Once you have saved the group name, you will be able to access it in the drop-down menu for future documentation for that group.

Once you have created groups, you will have a drop-down menu of all possible groups. Select the group you want to log services for.

### Behavioral Support Services Group Logging Wizard (Select Students)

This wizard will guide you through logging group service delivery time for your students. Please select the students for whom you would like to log group service delivery time.

Select Saved Group:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Antwon Test              | <input type="checkbox"/> Hassun Test           | <input type="checkbox"/> Raynece Test             |
| <input type="checkbox"/> Breon Test               | <input type="checkbox"/> Jasmine Test          | <input checked="" type="checkbox"/> Robert Test   |
| <input type="checkbox"/> Daante' Test             | <input type="checkbox"/> Jayquan Test          | <input type="checkbox"/> Ronnell Test             |
| <input checked="" type="checkbox"/> Dalonte' Test | <input checked="" type="checkbox"/> Kenya Test | <input type="checkbox"/> Steven Test              |
| <input type="checkbox"/> Damingo Test             | <input type="checkbox"/> Khamari Test          | <input type="checkbox"/> Taylor Test              |
| <input type="checkbox"/> Deamonte Test            | <input type="checkbox"/> Khiri Test            | <input type="checkbox"/> Tymel Test               |
| <input type="checkbox"/> Demetri Test             | <input type="checkbox"/> Octaviis Test         | <input type="checkbox"/> Tyrique Test             |
| <input type="checkbox"/> Elhadji Test             | <input type="checkbox"/> Qundre Test           | <input checked="" type="checkbox"/> Victor C Test |
| <input type="checkbox"/> Emmanuel Test            | <input type="checkbox"/> Rashade Test          | <input type="checkbox"/> Westley Test             |

(27 available students)

### Behavioral Support Services Group Logging Wizard (Select Students)

This wizard will guide you through logging group service delivery time for your students. Please select the students for whom you would like to log group service delivery time.

Select Saved Group:

- |  |                                       |  |
|--|---------------------------------------|--|
| <input type="checkbox"/> Antwon Test   | <input type="checkbox"/> Hassun Test  | <input type="text" value="Monday 10:00AM"/><br>Monday 10:00AM<br>Thursday 2:00PM<br>Tuesday 10:00AM<br>Tuesday 2:00PM<br>Wednesday 10:00AM |
| <input type="checkbox"/> Breon Test    | <input type="checkbox"/> Jasmine Test |  |
| <input type="checkbox"/> Daante' Test  | <input type="checkbox"/> Jayquan Test |  |
| <input type="checkbox"/> Dalonte' Test | <input type="checkbox"/> Kenya Test   |  |
|  | <input type="checkbox"/> Steven Test  |  |

Once you have selected the group, verify that the students checked are the actual students in the group and select the **Continue** button.

Once you have selected the group, the logging screen will appear.

A subset of fields will be available for you to complete. What you enter will be applied to all students, but you will have the opportunity to edit some of the fields once you start entering student-specific information.

### Behavioral Support Services Group Logging Wizard (Select Students)

This wizard will guide you through logging group service delivery time for your students. Please select the students for whom you would like to log group service delivery time.

Select Saved Group:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Antwon Test             | <input type="checkbox"/> Hassun Test              | <input checked="" type="checkbox"/> Raynece Test |
| <input type="checkbox"/> Breon Test              | <input type="checkbox"/> Jasmine Test             | <input type="checkbox"/> Robert Test             |
| <input type="checkbox"/> Daante' Test            | <input type="checkbox"/> Jayquan Test             | <input type="checkbox"/> Ronnell Test            |
| <input type="checkbox"/> Dalonte' Test           | <input type="checkbox"/> Kenya Test               | <input type="checkbox"/> Steven Test             |
| <input type="checkbox"/> Damingo Test            | <input type="checkbox"/> Khamari Test             | <input type="checkbox"/> Taylor Test             |
| <input type="checkbox"/> Deamonte Test           | <input type="checkbox"/> Khiri Test               | <input type="checkbox"/> Tymel Test              |
| <input type="checkbox"/> Demetri Test            | <input checked="" type="checkbox"/> Octaviis Test | <input type="checkbox"/> Tyrique Test            |
| <input checked="" type="checkbox"/> Elhadji Test | <input type="checkbox"/> Qundre Test              | <input type="checkbox"/> Victor C Test           |
| <input type="checkbox"/> Emmanuel Test           | <input type="checkbox"/> Rashade Test             | <input type="checkbox"/> Westley Test            |

(27 available students)

### Add Group Service Log Info Behavioral Support Services (Tuesday 2:00PM Group, 3 Students) [New!](#)

Date of Service:   \*

Service Type:  \*

Duration of Service:  Hours :  Minutes \*

Group Size:  \*

#### Areas Covered/Assessed: \*

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adaptive Behavior Scale Assessment | <input type="checkbox"/> Individual Counseling                               | <input type="checkbox"/> Psycho-Social Counseling            |
| <input type="checkbox"/> Assistive Technology Service       | <input type="checkbox"/> Group Counseling                                    | <input type="checkbox"/> Social Work Services/Treatment      |
| <input type="checkbox"/> Behavioral Management              | <input type="checkbox"/> Parent Counseling and Training with student present | <input type="checkbox"/> Student Progress Assessment         |
| <input type="checkbox"/> Functional Behavioral Assessment   | <input type="checkbox"/> Psychological Services/Treatment                    | <input type="checkbox"/> Total Communication Skills Training |

Below is a description of all the fields and some of the drop-down menu options.

- **Date of Service:** Document date or select calendar  to the right of the date field.
- **Service Type:** This will identify whether the service was provided to the student or whether the service was not delivered and why.
  - “Direct Service”: Direct contact with a student/prescribed IEP services
  - “Consultation”: Direct contact with a student/consultation services prescribed on IEP
  - “Student Absent”: Student absent from school
  - “Student Unavailable”: Student in school but not able to attend session
  - “Provider Unavailable”: Provider not available for scheduled session
  - “School Closure”: School closed for holiday or emergency
- **Duration of Service:** Document amount of service delivered for Direct Service or Consultation.
- **Group Size:** Indicate the number of students attending session.

**Add Group Service Log Info Behavioral Support Services (Tuesday 2:00PM Group, 3 Students)** 

**Date of Service:** 07/01/2009  \*

**Service Type:** Direct Service  \*

**Duration of Service:** Hours:  Minutes: 30  \*

**Group Size:** 2-3  \*

**Areas Covered/Assessed:**  \*

<input type="checkbox"/> Adaptive Behavior Scale Assessment	<input checked="" type="checkbox"/> Individual Counseling	<input type="checkbox"/> Psycho-Social Counseling
<input type="checkbox"/> Assistive Technology Service	<input type="checkbox"/> Group Counseling	<input type="checkbox"/> Social Work Services/Treatment
<input type="checkbox"/> Behavioral Management	<input type="checkbox"/> Parent Counseling and Training with student present	<input type="checkbox"/> Student Progress Assessment
<input type="checkbox"/> Functional Behavioral Assessment	<input type="checkbox"/> Psychological Services/Treatment	<input type="checkbox"/> Total Communication Skills Training

Description of all the fields (continued):

- *Areas Covered/Assessed:* Select one to document the procedure of focus for the session.

All **Service Tracker** fields are required. Log all data relevant to all students in the group. You will have the opportunity to change the *Service Type* field information individually for students once you click on the **Add Student Specific Information** button.

The top of this page shows the data entered for the group that you cannot change individually.

**Add Group Service Log Info Behavioral Support Services (Tuesday 2:00PM Group, 3 Students)** [New](#)

**Date of Service:** 07/01/2009   
**Service Type:** Direct Service   
**Duration of Service:** Hours:  Minutes: 30   
**Group Size:** 2-3

**Areas Covered/Assessed:**

<input type="checkbox"/> Adaptive Behavior Scale Assessment	<input checked="" type="checkbox"/> Individual Counseling	<input type="checkbox"/> Psycho-Social Counseling
<input type="checkbox"/> Assistive Technology Service	<input type="checkbox"/> Group Counseling	<input type="checkbox"/> Social Work Services/Treatment
<input type="checkbox"/> Behavioral Management	<input type="checkbox"/> Parent Counseling and Training with student present	<input type="checkbox"/> Student Progress Assessment
<input type="checkbox"/> Functional Behavioral Assessment	<input type="checkbox"/> Psychological Services/Treatment	<input type="checkbox"/> Total Communication Skills Training

**Add Student Specific Information**

**Add Service Log Info for each Student in the Group Tuesday 2:00PM (Behavioral Support Services)**

Date:	Duration:	Group Size:
07/01/2009	30 mins	2-3

Next, there will be a section for each student within the group. All fields are required. You must enter the following for each student:

- *Progress Report*: Select student's progress
- *Comments*: Actual Progress Report; three components are required for Medicaid reimbursement when documenting Direct Services for a student: (1) Type of activity, (2) Student reaction to activity, and (3) Any levels of measurement documented in the student's goals and objectives.

You can edit the following fields for the individual student if the information you entered for the group does not apply:

- *Service Type*
- *Areas Covered/Assessed*

### Individual Student Information

**NOTE:** If a student appears with a gray background, the wizard will log services for that student on that student's current IEP

Elhadji Test (Behavioral Support Services)	
Begin/End Date: 03/19/2009..03/18/2010 Time Spent: 1 hr/wk Location: Outside General Education	
Service Type:	Direct Service
Progress Report:	
Comments:	
Areas Covered/Assessed:	
<input type="checkbox"/> Adaptive Behavior Scale Assessment	<input checked="" type="checkbox"/> Individual Counseling
<input type="checkbox"/> Assistive Technology Service	<input type="checkbox"/> Group Counseling
<input type="checkbox"/> Behavioral Management	<input type="checkbox"/> Parent Counseling and Training with student present
<input type="checkbox"/> Functional Behavioral Assessment	<input type="checkbox"/> Psychological Services/Treatment
<input type="checkbox"/> Psycho-Social Counseling	<input type="checkbox"/> Social Work Services/Treatment
<input type="checkbox"/> Student Progress Assessment	<input type="checkbox"/> Total Communication Skills Training

Octaviis Test (Behavioral Support Services)	
Begin/End Date: 01/15/2009..01/13/2010 Time Spent: 30 min/wk Location: Outside General Education	
Service Type:	Direct Service
Progress Report:	
Comments:	
Areas Covered/Assessed:	
<input type="checkbox"/> Adaptive Behavior Scale Assessment	<input checked="" type="checkbox"/> Individual Counseling
<input type="checkbox"/> Assistive Technology Service	<input type="checkbox"/> Group Counseling
<input type="checkbox"/> Behavioral Management	<input type="checkbox"/> Parent Counseling and Training with student present
<input type="checkbox"/> Functional Behavioral Assessment	<input type="checkbox"/> Psychological Services/Treatment
<input type="checkbox"/> Psycho-Social Counseling	<input type="checkbox"/> Social Work Services/Treatment
<input type="checkbox"/> Student Progress Assessment	<input type="checkbox"/> Total Communication Skills Training

Once you have entered all the required information for all the students, click on the

**Update the database**

button.



**IMPORTANT TIP: It is very important that you review the information you entered at this time. Once you confirm the accuracy of this information and save the record, you will not be able to make any changes. If you made an error, you must submit "a request for deletion" and you will then have to reenter the entire log again.**

### Octaviis Test (Behavioral Support Services)

Begin/End Date: 01/15/2009..01/13/2010 Time Spent: 30 min/wk  
Location: Outside General Education

Service Type:	Direct Service
Progress Report:	Progressing
Comments:	Student is making progress.

#### Areas Covered/Assessed:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adaptive Behavior Scale Assessment | <input checked="" type="checkbox"/> Individual Counseling                    | <input type="checkbox"/> Psycho-Social Counseling            |
| <input type="checkbox"/> Assistive Technology Service       | <input type="checkbox"/> Group Counseling                                    | <input type="checkbox"/> Social Work Services/Treatment      |
| <input type="checkbox"/> Behavioral Management              | <input type="checkbox"/> Parent Counseling and Training with student present | <input type="checkbox"/> Student Progress Assessment         |
| <input type="checkbox"/> Functional Behavioral Assessment   | <input type="checkbox"/> Psychological Services/Treatment                    | <input type="checkbox"/> Total Communication Skills Training |

### Raynece Test (Behavioral Support Services)

Begin/End Date: 03/17/2009..03/16/2010 Time Spent: 60 min/wk  
Location: Outside General Education

Service Type:	Direct Service
Progress Report:	Maintaining
Comments:	Student is making progress.

#### Areas Covered/Assessed:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adaptive Behavior Scale Assessment | <input checked="" type="checkbox"/> Individual Counseling                    | <input type="checkbox"/> Psycho-Social Counseling            |
| <input type="checkbox"/> Assistive Technology Service       | <input type="checkbox"/> Group Counseling                                    | <input type="checkbox"/> Social Work Services/Treatment      |
| <input type="checkbox"/> Behavioral Management              | <input type="checkbox"/> Parent Counseling and Training with student present | <input type="checkbox"/> Student Progress Assessment         |
| <input type="checkbox"/> Functional Behavioral Assessment   | <input type="checkbox"/> Psychological Services/Treatment                    | <input type="checkbox"/> Total Communication Skills Training |

**Update the database**

Please be sure to review the information before clicking the next button. See below for a description of the available buttons to accept or revise the information.

- **Yes, log this service**:  
Clicking this button will finalize the session documented. You will not have editing capabilities. This selection will return you to your **Available Caseload Wizards** page.
- **Yes, log this service, then allow me to log**:  
Clicking this button will finalize the session documented and will advance you to the record of the next student you selected to document services.
- **No, allow me to correct this information**:  
Clicking this button will return you to the previous screen to edit documentation for the session.
- **No, I wish to abort this entry**:  
Clicking this button will return you to the **Available Wizards** page.



### Confirm Group Service Log Entries [New Mail](#)

Do you, **Testing White**, confirm that the following information is correct?

Student:	Elhadji Test
Service:	Behavioral Support Services
Service Provided by:	Testing White
Date of Service:	07/01/2009
Service Type:	Direct Service
Duration of Service:	30 mins
Group Size:	2-3
Progress Report:	Maintaining
Comments:	Student is making progress.
Areas Covered/Assessed:	Individual Counseling

Student:	Raynece Test
Service:	Behavioral Support Services
Service Provided by:	Testing White
Date of Service:	07/01/2009
Service Type:	Direct Service
Duration of Service:	30 mins
Group Size:	2-3
Progress Report:	Maintaining
Comments:	Student is making progress.
Areas Covered/Assessed:	Individual Counseling

No, edit these log entries

Yes, log these services

Yes, log these services, then allow me to log another group service

No, I wish to abort this entry

## 10.4 Printing a Service Ticket

Once you have entered service logs for your students, you will need to print a Service Ticket. It is a requirement that Service Tickets be printed, signed, and faxed back into the system.

To print a Service Ticket:

1. Click on the **Students** tab.
2. Click on the **View My Caseload** button.

A list of all of your students will appear.

To access the student for whom you want to print a Service Ticket, click on the hyperlink of the Student's Name.

Log Out | **Main Menu** | Students | My Docs | Wizards | School System | My Info | Smart Logbook | My Reports

 **Criteria for Selecting Students to View** [New Mail!](#)

Grade Level:  

School:    
 (\* Limited to those schools you have access to)

Student Last Name:   Exact Match

Student First Name:   Exact Match

Student Middle Name:   Exact Match

Student ID:   Exact Match

State ID:   Exact Match

Status:  General Ed  Child Study  Special Ed  
 IFSP Referral  Ages 3 and Above Referral  IEP  
 IFSP Eligibility  Eligibility  Discontinued  
 IFSP

Sort List By:  

 **Select a Student (Caseload of Testing White)** [New Mail!](#)

CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date Of Birth	Dis	Case Manager
✓	03/16/2012	03/15/2010	SES	5	<a href="#">Antwon Test</a>	TEST2	11 Years 10 Months	09/14/1997	ED	<a href="#">Joyce Phipps-Arthur</a>
✓	04/24/2010	02/16/2010	BES4	5	<a href="#">Breon Test</a>	TEST20	11 Years 0 Months	06/25/1998	ED	<a href="#">Deborah Lyons</a>
✓	03/20/2012	03/19/2010	BES4	5	<a href="#">Calvin Test</a>	TEST39	10 Years 10 Months	08/31/1998	SLD	<a href="#">Deborah Lyons</a>
✓	05/26/2012	05/25/2010	SES	5	<a href="#">Daante' Test</a>	TEST36	11 Years 7 Months	12/19/1997	ED	<a href="#">Joyce Phipps-Arthur</a>
✓	02/19/2012	02/18/2010	SES	3	<a href="#">Dajaih Test</a>	TEST16	9 Years 3 Months	04/01/2000	SLD	<a href="#">Joyce Phipps-Arthur</a>
✓	06/12/2011	10/23/2009	SES	4	<a href="#">Dalonte' Test</a>	TEST24	10 Years 10 Months	09/08/1998	SLD	<a href="#">Joyce Phipps-Arthur</a>

Once you are in the student's actual record, click on the **Documents** tab.

1. Select the radio button next to *Service Tracker*.
2. Click on the **Create Final Document** button.



TIP: There is no need to create a Draft document for a Service Ticket. At this point, you have already finalized all your entries and all the information you have entered into the system will be reflected in the Final Service Ticket Document. If you do decide to create a Draft document first, there will be a Draft watermark on the document and you will need to create a final document before faxing it back into the system.

### Student/Parent Information for Antwon Test

#### Page Instructions

Review your student's Personal and School information for accuracy. This info comes from your school's student information record, and you may not modify it on this page. If you discover errors, you must work with the staff person who is responsible for updating the student demographic information at your school. At the bottom of this page, please review/add information on parents, guardians, or other individuals who may be involved in the student's education. To add additional individuals to this list, hit the "Add Parent/Other" button.

#### Student's Personal Information

Name:	Antwon Test
Student ID:	TEST2



### Documents for Antwon Test

[New Mail!](#)

#### Documents:

- Service Tracker
- Intake Preparation
- Blank Prior Notice Letter
- Blank Letter of Invitation
- HOD/SAExternal Cover Sheet
- Miscellaneous Letter Cover Sheet
- Compensatory Education Plan/Notes Cover Sheet
- Certified Mail Receipt Blank forms
- EasyFAX Historical IEP Cover Sheet
- Amendment Letter Cover Sheet
- Blank Letter of Invitation "Three Dates Offered"
- Justification and Plan for Dedicated Aide

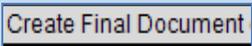
Letters: (none)

Create Draft (will be saved for 30 days)

Create Final Document (will be saved)

Select the *Date Range* you want the Service Ticket to reflect. Click on the Calendar icon and a calendar will appear. You can select a date from the calendar or type a date directly into the field.

Select an *Area* from the drop-down menu. You should only select the service that you have delivered to the student.

Click on the  button.

A hyperlink for the document will appear. To view the document you have created, click on the [view the Service Tracker](#) hyperlink.



## Create Final document for **Antwon Test** [New Mail!](#)

**The following information is required before you can create this Final Document**

Date Range: From   to  

Area:  

Create Final Document



## Download Document for **Antwon Test** [New Mail!](#)

Click here to [view the Service Tracker](#)

(0.17 secs.)



District of Columbia Public Schools  
825 North Capitol Street, NE  
Washington, DC, 20002

### SERVICE TRACKER

**Service Date Range:** 07/01/2009 to 07/15/2009

**Student Name:** Antwon Test

**Student ID:** TEST2

**Student DOB:** 09/14/1997

**Attending School:** Savoy Elementary School

**Provider Name:** Testing White

**Provider Type:**

**IEP Start Date:** 03/16/2009

**IEP End Date:** 03/15/2010

**Service Code:** Behavioral Support Services

**Report Date:** 07/20/2009

Once you have created the Service Ticket, you can print and/or save the document.

Once you have printed the Service Ticket, there is a place to initial each entry to the right of the entry.

There is also a place to sign the document at the bottom of the page.

If you are provisionally certified or under supervision, there is also a place for your Supervisor to sign the document. If you are fully certified, it is not necessary to have your supervisor sign the document.

**District of Columbia Public Schools**  
825 North Capitol Street, NE  
Washington, DC, 20002

**SERVICE TRACKER**

**Service Date Range:** 07/01/2009 to 07/15/2009  
**Student Name:** Antwon Test  
**Student ID:** TEST2  
**Student DOB:** 09/14/1997  
**Attending School:** Savoy Elementary School

**Provider Name:** Testing White  
**Provider Type:**

**IEP Start Date:** 03/16/2009  
**IEP End Date:** 03/15/2010  
**Service Code:** Behavioral Support Services  
**Report Date:** 07/20/2009

Date of Service	Service Type	Duration	Group Size	Area Covered	Response	Provider Initials
07/01/2009	Direct Service	30	2-3	Group Counseling	Maintaining	
Progress Notes: Student is making progress.						
07/06/2009	Direct Service	30	2-3	Group Counseling	Progressing	
Progress Notes: Student is making progress.						
07/08/2009	Student Unavailable	30	2-3	Group Counseling	Not applicable	
Progress Notes: Student was absent and not available for session.						
07/11/2009	Direct Service	30	2-3	Group Counseling	Progressing	
Progress Notes: Student is making progress.						

I have agreed that by signing and dating this service tracker report implies that all documented direct services are complete and accurate.

Provider Signature: \_\_\_\_\_ Credentials: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Once you have signed the Service Ticket, fax it back into the system, and it will be associated with the correct student in the correct location based on the bar code at the bottom of the form.

The fax number is on the form for easy reference. DO NOT use a cover sheet. The bar code must be on the first page the system receives.

The fax number is 1-866-610-8030. With some fax machines, you must dial a "9" first. Make sure your fax machine is set to high resolution. Also, pay attention to the appearance of the bar code when you print it out. The bar code is very sensitive and if it is smudged or smeared in any way, the system will not recognize the bar code and the system will not receive the fax.



TIP: If you have difficulty faxing documents into the system. Please refer to the [EasyFax Tips.pdf](#) link on the Main Menu page.

**District of Columbia Public Schools**  
825 North Capitol Street, NE  
Washington, DC, 20002

**SERVICE TRACKER**

Service Date Range: 07/01/2009 to 07/15/2009  
 Student Name: Antwon Test      Provider Name: Testing White  
 Student ID: TEST2      Provider Type:  
 Student DOB: 09/14/1997  
 Attending School: Savoy Elementary School      IEP Start Date: 03/16/2009  
    IEP End Date: 03/15/2010  
    Service Code: Behavioral Support Services  
    Report Date: 07/20/2009

Date of Service	Service Type	Duration	Group Size	Area Covered	Response	Provider Initials
07/01/2009	Direct Service	30	2-3	Group Counseling	Maintaining	
Progress Notes: Student is making progress.						
07/06/2009	Direct Service	30	2-3	Group Counseling	Progressing	
Progress Notes: Student is making progress.						
07/08/2009	Student Unavailable	30	2-3	Group Counseling	Nor applicable	
Progress Notes: Student was absent and not available for session.						
07/11/2009	Direct Service	30	2-3	Group Counseling	Progressing	
Progress Notes: Student is making progress.						

I have agreed that by signing and dating this service tracker report implies that all documented direct services are complete and accurate.

Provider Signature: \_\_\_\_\_ Credentials: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

1.866.610.8030

**EASYFAX**

Fax Generated on '07/20/2009'  
10/- .000306A7

Test, Antwon      TEST2      Savoy Elementary School  
Page: 1

## 10.5 Caseload Setup Wizard

You can add or remove students from your caseload.

1. Click on the **Wizards** button.
2. Click on the **Caseload Setup Wizard** button.
3. Review the students on your caseload.

To remove a student from your caseload:

1. Uncheck the box next to the student's name.
2. Click on the button.

Update the database



TIP: This wizard is only available to Special Education Coordinators (SECs) and Related Service Providers. Special Education Teachers must have their SEC set up their caseload.

Related Service Providers can only be IEP Team Members. SECs can be IEP Team Members or Case Managers.

Log Out | **Main Menu** | Students | My Docs | Wizards | School System | My Info | Smart Logbo



### Available Wizards

[Progress Report Wizard](#)

[Behavioral Support Services Logging Wizard](#)

[Behavioral Support Services Group Logging Wizard](#)

[Parent Counseling and Training Logging Wizard](#)

[Parent Counseling and Training Group Logging Wizard](#)

[Caseload Setup Wizard](#)

### Caseload Setup Wizard - Current Caseload for SW RSP Test

Case Manager	IEP Team	Student	School	Grade	DOB	Current Case Ma
	<input checked="" type="checkbox"/>	Tatianaya Jones	C-VNE	4	09/09/1999	
	<input checked="" type="checkbox"/>	Test Osse1004	C-VNE	8	05/05/1995	Elissa Salas
	<input checked="" type="checkbox"/>	Test Osse1009	C-VNE	3	10/10/2000	
	<input checked="" type="checkbox"/>	Test Osse9000	C-VNE	12	01/12/1990	Richard Nyankori

(139 Students)

Update the database

Add more students to caseload

If there are students at your assigned school who do not appear on your caseload who should appear, you can add them to your caseload.

To add students to your caseload:

1. Click on the “Add more students to caseload” button at the bottom of the page.

Add more students to caseload

2. Choose the appropriate *School*. You should only see the schools to which you are assigned listed.

3. Select “SpecialEd” as the *Status*.

4. Click on the **View Students** button.

5. Add the students to your caseload by checking the box next to the student’s name.

6. Click the **Update the database** button at the bottom of the page.

The students will now appear on your caseload.

### Caseload Setup Wizard - Search for students to add to caseload of SW RSP Test

Grade Level: All Grades

School: All Schools\* (you have access to)  
 All Schools\*  
 Closed - Van Ness Es

Student Last Name:  Exact Match

Student First Name:  Exact Match

Student Middle Name:  Exact Match

Student ID:  Exact Match

Status:  GeneralEd  ChildStudy  
 Referred  SpecialEd

Additional Program(s):

Sort List By: Student's Last Name

View Students

### Caseload Setup Wizard - Current Caseload for SW RSP Test

Case Manager	IEP Team	Student	School	Grade	DOB	Current Case Manager
	<input checked="" type="checkbox"/>	Tatianaya Jones	C-VNE	4	09/09/1999	
	<input checked="" type="checkbox"/>	Test Osse1004	C-VNE	8	05/05/1995	Elissa Salas
	<input checked="" type="checkbox"/>	Test Osse1009	C-VNE	3	10/10/2000	

Update the database

Add more students to caseload

# 10.6 Caseload Administration Wizard

As a Special Education Coordinator or a Related Service Supervisor, you have the ability to set up caseloads for your teachers and related service providers.

1. Click on the **Wizards** tab.
2. Click on the **Caseload Administration Wizard** link.

You will be taken to a screen where you can choose a user whose caseload you want to set up. You can select the user by selecting specific criteria (e.g., school the user is associated with, user type, last name).

Once you have entered your desired criteria:

1. Click on the **View User(s)** button.

**Main Menu** | Students | My Docs | **Wizards** | Schools | School System | Users | My Info | Smart L

**Available Wizards** [New Mail!](#)

- [Progress Report Wizard](#)
- [Caseload Setup Wizard](#)
- [Caseload Administration Wizard](#)**
- [Ad Hoc Report Wizard](#)

**Caseload Administration Wizard (Select User)** [New Mail!](#)

**School:** All Schools

<input checked="" type="checkbox"/> Special Education Teacher	<input type="checkbox"/> RSP Supervisor
<input type="checkbox"/> Non Public Schools Staff	<input type="checkbox"/> Transportation Coordinator
<input type="checkbox"/> Related Service Provider	<input type="checkbox"/> LEA View Only Administrator
<input type="checkbox"/> Special Education Coordinator	<input type="checkbox"/> LEA Data Administrator
<input type="checkbox"/> State Data Administrator	<input type="checkbox"/> State Special Education Director
<input type="checkbox"/> State Placement Officer	<input type="checkbox"/> LEA Placement Officer
<input type="checkbox"/> Help Desk Support Tier 1	<input type="checkbox"/> Special Education Supervisor
<input type="checkbox"/> SEC/RSP	<input type="checkbox"/> Special Education Specialist
<input type="checkbox"/> School Leader	

**User Types:** ✱  
**(check none to get all user types)**

**User Last Name:** d  Exact Match

**Title:**  Exact Match

**User Code:**  Exact Match

**Sort List By:** User's Last Name

✱

A list of all users who meet the criteria selected will appear. To continue setting up a caseload for a specific user:

1. Click on the hyperlink of the user's name.

The user may or may not have any students currently on his or her caseload. If an existing student needs to be removed from the user's caseload:

1. Uncheck the check box next to the student's name.

2. Click on the  button.

To add students to the user's caseload:

1. Click on the "Add more students to caseload" button.

**Caseload Administration Wizard (Select a User)** [New Mail!](#)

Name	School(s)	Students		Title	User Type
		Case Manager	Team Member		
<a href="#">Wenefredo Cagape</a>	SMS	1	0		Special Education Teacher
<a href="#">Jennifer Caine</a>	TE	0	22	Special Education Teacher	Special Education Teacher
<a href="#">Natalie Campbell</a>	AA	0	0	Special Education Teacher	Special Education Teacher
<a href="#">Emma Canizales</a>	AA	0	2	Special Education Teacher	Special Education Teacher
<a href="#">Roxanne Caple-Kelly</a>	C-VNE	0	0		Special Education Teacher

**Caseload Administration Wizard - Current Caseload for Roxanne Caple-Kelly** [New Mail!](#)

Case Manager		Team Member		Student	School	Grade	DOB	Current Case Manager
<input type="button" value="Check All"/>	<input type="button" value="Check None"/>	<input type="button" value="Check All"/>	<input type="button" value="Check None"/>					
<input checked="" type="checkbox"/>		<input type="checkbox"/>		Natalie Blount	C-VNE	5	08/08/1998	Roxanne Caple-Kelly
<input checked="" type="checkbox"/>		<input type="checkbox"/>		Tatianaya Jones	C-VNE	4	09/09/1999	Roxanne Caple-Kelly
<input type="checkbox"/>		<input checked="" type="checkbox"/>		Larry Smith	C-VNE		01/12/1987	Lauren Davis

(3 Students)

2. Choose the appropriate *School*. You should only see the schools to which you are assigned listed.
3. Select "Special Ed" as the *Status*.
4. Click on the **View Students** button.
5. Add the students to the user's caseload by checking the box next to the student's name. If the user is a Special Education teacher, you can indicate whether that teacher should be an IEP team member only or the Case Manager for the student by clicking the check box in the appropriate column.
6. Click the **Add Students to caseload** button at the bottom of the page.

The students will now appear on the user's caseload.

### Caseload Administration Wizard - Search for Students to Add to Caseload of Roxanne Caple-Kelly

Grade Level: All Grades

School: All Schools\* (this user has access to)

Student Last Name: Closed - Van Ness Es  Exact Match

Student First Name:   Exact Match

Student Middle Name:   Exact Match

Student ID:   Exact Match

Status:  GeneralEd  ChildStudy  Referred  SpecialEd

Additional Program(s):

Sort List By: Student's Last Name

**View Students**

### Caseload Administration Wizard - Select students to add to caseload of Roxanne Caple-Kelly [New Mail!](#)

To add a student to your caseload, select EITHER the Case Manager OR IEP Team check box. You should never select both. If the check box next to the related service is checked, then the service will be added to the student's Related Services Page if it does not already exist.

Case Manager		IEP Team		Student	School	Grade	DOB	Case Manager	Services
<input type="checkbox"/> Check All	<input type="checkbox"/> Check None	<input type="checkbox"/> Check All	<input type="checkbox"/> Check None						
<input checked="" type="checkbox"/>		<input type="checkbox"/>		Matalie Blount	C-VNE	5	08/08/1998	Roxanne Caple-Kelly	(No items available)
<input type="checkbox"/>		<input type="checkbox"/>		Lise Eyewalker	C-VNE	7	07/13/1999	SEC Test	(No items available)
<input checked="" type="checkbox"/>		<input type="checkbox"/>		Tatianaya Jones	C-VNE	4	09/09/1999	Roxanne Caple-Kelly	(No items available)
<input type="checkbox"/>		<input checked="" type="checkbox"/>		Larry Smith	C-VNE		01/12/1987	Lauren Davis	(No items available)
<input type="checkbox"/>		<input type="checkbox"/>		Josef Test	C-VNE	3	09/28/2000	SEC Test	(No items available)

(5 Students)

**Add Students to caseload**

**Add Students to caseload, then find more**

If you would like to Add Students from the current list and then search for more students based on different search criteria, select

the **Add Students to caseload, then find more** button.

This allows the user to select students from the current list and then returns the user to the student search page to select different search criteria to create a new student list.



TIP: See the “Copy and Transfer Caseloads” portion of this section of the manual for information on how to assign multiple students to a caseload at once.

### Caseload Administration Wizard - Select students to add to caseload of **Roxanne Caple-Kelly** [New Mail!](#)

To add a student to your caseload, select EITHER the Case Manager OR IEP Team check box. You should never select both. If the check box next to the related service is checked, then the service will be added to the student's Related Services Page if it does not already exist.

Case Manager		IEP Team		Student	School	Grade	DOB	Case Manager	Services
Check All	Check None	Check All	Check None						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Natalie Blount	C-VNE	5	08/08/1998	Roxanne Caple-Kelly	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uke Eyewalker	C-VNE	7	07/13/1999	SEC Test	(No items available)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tatianaya Jones	C-VNE	4	09/09/1999	Roxanne Caple-Kelly	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Larry Smith	C-VNE		01/12/1987	Lauren Davis	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Josef Test	C-VNE	3	09/28/2000	SEC Test	(No items available)

(5 Students)

Add Students to caseload

Add Students to caseload, then find more

### Caseload Administration Wizard - Search for Students to Add to Caseload of **Roxanne Caple-Kelly**

Grade Level:  \*

School:  \*  
 this user has access to)

Student Last Name:   Exact Match

Student First Name:   Exact Match

Student Middle Name:   Exact Match

Student ID:   Exact Match

Status:  GeneralEd  ChildStudy  
 Referred  SpecialEd

Additional Program(s):

Sort List By:  \*

View Students

### Copy or Transfer Caseloads

This function allows users to copy or transfer multiple students at once from one caseload to another. To use this function, follow these steps:

1. Enter the last name of a user on the Caseload Wizard search screen to pull up a user's caseload.
2. Select students to either copy or transfer from one caseload to another by selecting the check boxes next to student names.
3. Click "Transfer" to remove selected students from one caseload to another.

OR

4. Click "Copy" to duplicate the selected students onto another user's caseload.
5. Select the user who should receive the transferred or copied information by selecting the user's name from the drop-down menu.
6. Click the "Review Students and Continue" button to complete the process.

### Caseload Administration Wizard - Current Caseload for **John Test** [New Mail!](#)

Case Manager		Team Member		Student	School	Grade	DOB	Current Case Manager
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
<input checked="" type="checkbox"/>	<input type="checkbox"/>			Test12 Osse	203	1	12/12/2002	John Test
<input checked="" type="checkbox"/>	<input type="checkbox"/>			Liz Test	203	3	05/19/2000	John Test
<input checked="" type="checkbox"/>	<input type="checkbox"/>			NJ Test	203	3	05/09/2000	John Test

(3 Students)

### Transfer or Copy **John Test's** Caseload to Another User [New Mail!](#)

Case Manager	Team Member	Student	School	Grade	DOB	Current Case Manager
	Yes	Four Assessment	203	4	12/01/2000	Ernie Banks
	Yes	One Assessment	203	4	12/01/2000	Ernie Banks
	Yes	Six Assessment	203	4	12/01/2000	Ernie Banks

When Copy is selected, only students where **John Test** is not the Case Manager will be copied, as a student may not have more than one Case Manager at one time.

I want to  **John Test's** Caseload to the following user:

# Chapter 11. Other Administrative Functions

## 11.1 Summary of Performance

1. To generate a summary of performance, click on the [Summary of Performance Information](#) link.



[Summary of Performance Information](#)



[Create Summary of Performance](#)

2. To fax the student's transcript into the system, click

[Create Transcript Cover Sheet For Faxing](#)

A hyperlink will appear under the [Document Type](#) column. Click on the hyperlink to print the EasyFax cover sheet.

3. The EasyFax cover sheet has the title of the form at the top and directions on how to use this feature in the middle of the page. The bottom of the page has the EasyFax phone number, logo, and a bar code. In the footer, you will find the student's name, ID number, and attending school.

### Transcript

Use the button below to create and EasyFAX cover sheet. Place the cover sheet on top of the transcript and fax to the number on the cover sheet.

[Create Transcript Cover Sheet For Faxing](#)

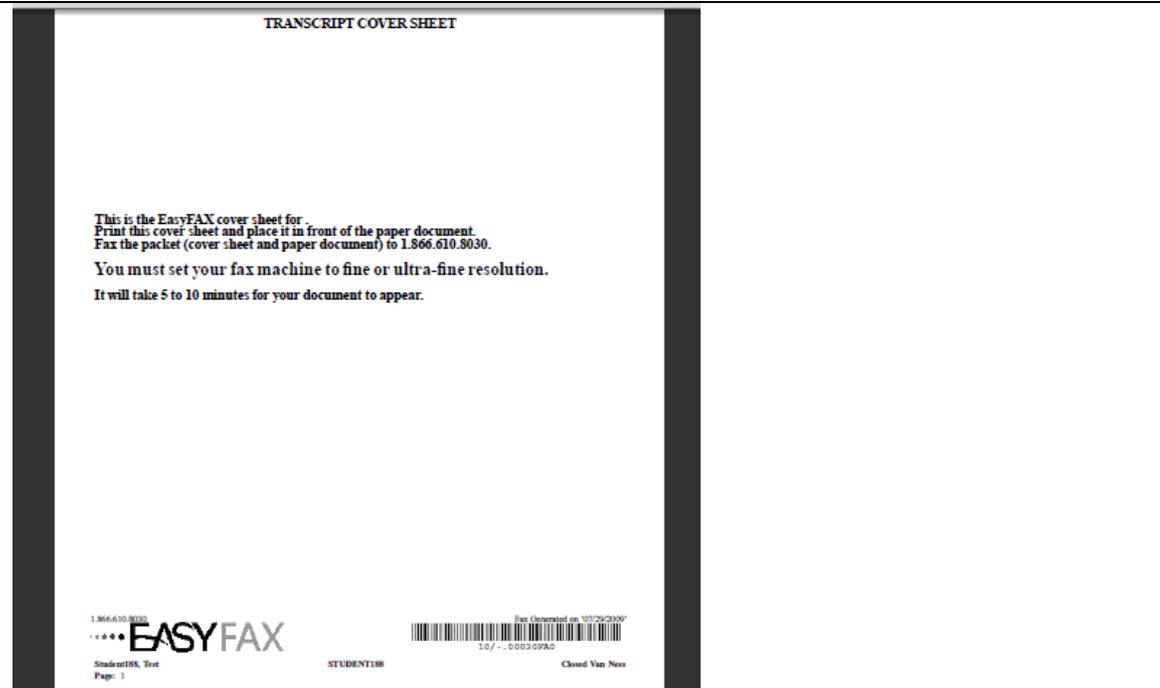
### Transcript

Use the button below to create and EasyFAX cover sheet. Place the cover sheet on top of the transcript and fax to the number on the cover sheet.

[Create Transcript Cover Sheet For Faxing](#)

Date Generated	Document Type	Type	EasyFax	Date Received
07/29/2009	<a href="#">Transcript Cover Sheet</a>	Final		

4. To print the cover sheet, click the print button  located on the left side of the screen.
5. When using an EasyFax cover sheet, you must place the cover sheet on top of the document you are faxing into the system.
6. Before sending your fax, make sure your fax machine's settings are set to fine or ultra-fine resolution.
7. To return to the **Services and Supplemental Aids** page, click the back button .
8. After five to ten minutes, refresh your page and a link will appear in the EasyFax box along with the date the system received the fax.
9. The faxed document will also appear in the **Documents** tab.



**Transcript**

Use the button below to create and EasyFAX cover sheet. Place the cover sheet on top of the transcript and fax to the number on the cover sheet: [Create Transcript Cover Sheet For Faxing](#)

Date Generated	Document Type	Type	EasyFax	Date Received
07/29/2009	<a href="#">Transcript Cover Sheet</a>	Final	<a href="#">Fax</a>	07/29/2009

10. Under the Summary of Performance section, enter all applicable information in each text field provided.



TIP: The number of sections that may appear under Summary of Performance may differ depending on the student's areas of concern.

Empowering Educators with Tools for Special Education

Log Out | **Main Menu** | Students | My Docs | Wizards | School System | My Info | My Reports

- Student/Parent Information
- Eligibility Process
- Provider/Location Assignment
- FBA Process
- Discipline Process
- Manual Events
- Communications Log
- IEP Process
- Summary of Performance
- BIP Process
- Documents
- IEP Amendment

Summary of Performance

Environmental Access/Mobility

Self-Determination/Self Advocacy Skills

Career-Vocational/Transitional Employment

Independent Living Skills

Additional Considerations

11. To enter the Essential Accommodations and Assistive Technology, place a check mark next to the accommodations and AT devices that are appropriate for the final summary of performance document. Also, include a statement in the text box provided to explain the need for the selected items.



TIP: Periodically save your information by clicking  .

#### Essential Accommodations and Assistive Technology

Below is a list of Accommodations and assistive Technology. Indicate those items that are essential by checking the associated check box.

Essential	Accommodations and Assistive Technology
<input checked="" type="checkbox"/>	Small group testing
<input type="checkbox"/>	Individual testing
<input checked="" type="checkbox"/>	Small group testing
<input checked="" type="checkbox"/>	Individual testing
<input type="checkbox"/>	Peer/ Individual Tutoring
<input checked="" type="checkbox"/>	Computers
<input type="checkbox"/>	Calculators

Indicate why these Accommodations and Assistive Technology device(s) are needed.

12. To add a student's Work History, type all applicable information in each text box.

13. To add a *Start Date* and *End Date*, you may click on the calendar icon  or type the date in the text field.

14. To add an additional employer, click **Add Additional Employer** and repeat the previous steps.

15. To add a *Reference*, enter applicable information in each box. To add an additional reference, click **Add Additional Reference**.

Work History	
Employer 1	
Employer Name	<input type="text"/>
Employer Address	<input type="text"/>
Employer City	<input type="text"/>
Employer State	<input type="text"/>
Employer Zip Code	<input type="text"/>
Start Date	<input type="text"/> 
End Date	<input type="text"/> 
Supervisor Name	<input type="text"/>
Supervisor Telephone	<input type="text"/>
Salary	<input type="text"/>

**Add Additional Employer**

References	
Reference 1	
Reference Name	<input type="text"/>
Address	<input type="text"/>
City	<input type="text"/>
State	<input type="text"/>
Zip Code	<input type="text"/>
Phone Number	<input type="text"/>
Relationship	<input type="text"/>

**Add Additional Reference**

16. To add *Recommendations to assist the student in meeting postsecondary goals*, enter applicable information in each text box.

17. Click the spell check button  to check for misspelled words before moving on to the next section.

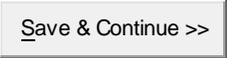


TIP: Periodically save your information by clicking . You could lose entered information if you do not save your information before leaving the page.

Recommendations to assist the student in meeting postsecondary goals	
Suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance access in the following post-high school environments (only complete those relevant to the student's postsecondary goals).	
Higher Education or Career Technical Education:	<input type="text"/>
Employment:	<input type="text"/>
Independent Living:	<input type="text"/>
Community Participation:	<input type="text"/>

18. To add student input, enter information in each text box.

19. Click the spell check button  to check for misspelled words before moving on to the next section.

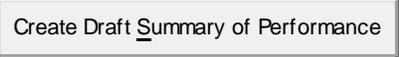
20. To check for errors and move on to the next page, click .

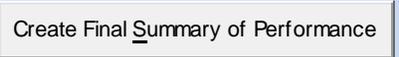
Student Input

A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?	<input type="text"/>
B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?	<input type="text"/>
C. Which of these accommodations and supports has worked best for you?	<input type="text"/>
D. Which of these accommodations and supports have not worked?	<input type="text"/>
E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?	<input type="text"/>

<< Back   Save   Save & Continue >>

21. Click the drop-down menu to select the person who completed the summary.

22. Click  to review the document for changes.

23. Click  to generate the final document.

24. Click the hyperlink to view the document and print.

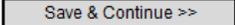
25. To print the document, click the print button  on the top left side of the screen.

26. To EasyFax the signed Summary of Performance document, place the document in a fax machine, then dial the phone number located on the bottom of the document.

**Summary Information**  
Summary completed by: OSSE Test1

Date Generated	Document Type	Type	EasyFax	Date Received
07/29/2009	<a href="#">Summary Of Performance</a>	(Draft)		

• Student/Parent Information • Eligibility Process • Provider/Location Assignment • FBA Process  
• Communications Log • IEP Process • Summary of Performance • BIP Process

      1 / 3   129%   Find

27. To return to the **Summary of Performance** page, click the back button  at the top left of the screen.

28. After five to ten minutes, refresh the page and a link will appear in the EasyFax box along with the date the system received the fax.

29. The faxed document will also appear in the **Documents** tab.

30. Click the “Save & Continue” button to complete this section.

## 11.2 Documents

The **Documents** tab includes links to all forms generated within a student's record. It also allows for the creation of select documents.

- Generate and view documents.** You may generate documents listed at the top of the page. To generate documents, complete the following steps:
  - Select the radio button next to the document to be created.
  - Select one of the buttons to either create a draft or create a final document.
  - Some forms require additional information before creating the draft. The next screen that displays may include a request for additional information.
  - Select the button to create a draft.
  - Select the blue hyperlinked document title to open the form created.
- View and print documents.** You may view and print documents generated in other tabs within the student record. To open a document, click on the blue hyperlinked title of the document.

**Documents for General Test008** [New Mail](#)

**Documents:**

- Service Tracker
- Intake Preparation
- Blank Prior Notice Letter
- Blank Letter of Invitation
- HOD/SAExternal Cover Sheet
- Miscellaneous Letter Cover Sheet
- Compensatory Education Plan/Notes Cover Sheet
- Certified Mail Receipt Blank forms
- EasyFAX Historical IEP Cover Sheet
- Amendment Letter Cover Sheet
- Blank Letter of Invitation "Three Dates Offered"
- Justification and Plan for Dedicated Aide

**Letters:** (none)

[Create Draft \(will be saved for 30 days\)](#)

[Create Final Document \(will be saved\)](#)

---

**Documents created for General Test008**

Doc ID	Date Generated	Document	Received
8522	07/26/2009	<a href="#">BIP</a>	(Draft)
8512	07/20/2009	<a href="#">Transportation Form</a>	(Draft)
6373	02/18/2009	<a href="#">Evaluation Cover Sheet (Q)</a>	<input type="checkbox"/>
6350	02/18/2009	<a href="#">Evaluation Cover Sheet (B)</a>	<input type="checkbox"/>
6328	02/18/2009	<a href="#">ConsentForm</a>	<input type="checkbox"/>
6312	02/18/2009	<a href="#">Intake Preparation</a>	<input type="checkbox"/>

(6 Documents)

[Update the database](#)

**TIP:** You may generate documents on this page but you should typically create documents via the system processes (e.g., Eligibility Process).

- **Verify and view received faxes.** You may view documents faxed in for any part of the process on this screen in addition to the place where the document was originally generated. To view the fax version of a document, select the hyperlinked word **Fax** next to the document that you wish to view.

Doc ID	Date Generated	Document	Received	EasyFax	Fax Cover	Date Received
150017	03/30/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>			
141168	03/16/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>			
135805	03/11/2009	<a href="#">Blank Letter of Invitation</a>	<input type="checkbox"/>			
130279	03/05/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>	<a href="#">Fax</a>		03/13/2009
125903	03/02/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>			
115164	02/17/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>			
113069	02/13/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>	<a href="#">Fax</a>		03/13/2009
106641	02/06/2009	<a href="#">Blank Letter of Invitation</a>	<input type="checkbox"/>			
101838	02/02/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>	<a href="#">Fax</a>		02/12/2009
94121	01/27/2009	<a href="#">IEP</a>	<input type="checkbox"/>	<a href="#">Fax</a>		02/02/2009
89253	01/21/2009	<a href="#">IEP Meeting Notice Letter</a>	<input type="checkbox"/>			
87157	01/15/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>			
84134	01/12/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>			
84136	01/12/2009	<a href="#">Service Tracker</a>	<input type="checkbox"/>	<a href="#">Fax</a>		01/16/2009
74294	12/19/2008	<a href="#">Service Tracker</a>	<input type="checkbox"/>	<a href="#">Fax</a>		01/15/2009
				<a href="#">Fax</a>		12/19/2008

## 11.3 My Docs

You can access documents created in the system by going to the **Documents** tab within an individual student's records OR you can view the documents that have been created for all students in your caseload by going to the **My Docs** tab on the Main Menu bar.

Click on the **My Docs** tab.

A list of all documents created for students in your caseload will appear. To view the document, click on the hyperlink of the document title.

If no documents have been created for any students on your caseload, you will receive a message that no documents have been generated yet for your students.

Log Out | **Main Menu** | Student | **My Docs** | Wizards | Schools | School System | Users | My Info | Smart Logbook | | My Reports

**Documents for students of Lori Ludwick** [New Mail](#)

This page lists documents you've created, or that were created by someone else for students for whom you are the Case Manager, 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 from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

Date Created	Created By	Student	Document	Year / Report Pd	Received	EasyFax	Fax Cover	Date Received
07/27/2009	Lori Ludwick	Larry Smith	<a href="#">Intake Checklist</a>		<input type="checkbox"/>			
07/23/2009	Lori Ludwick	Manual Test	<a href="#">Manual IEP</a>		<input type="checkbox"/>			
07/23/2009	Lori Ludwick	Manual Test	<a href="#">Manual Eligibility</a>		<input type="checkbox"/>			
06/19/2009	Lori Ludwick	Te Larry Smith	<a href="#">EasyFAX Historical IEP Cover Sheet</a>		<input type="checkbox"/>	<a href="#">Fax</a>	<a href="#">Cover</a>	06/19/2009

**Documents for students of SET Test** [New Mail](#)

This page lists documents you've created, or that were created by someone else for students for whom you are the Case Manager, 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 from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

No documents have been generated yet for students of SET Test

If more than two hundred documents have been created for students in your caseload, you will need to limit the number to be returned based on search criteria by selecting any combination of the following three criteria:

1. **Document Age:** Limit your search by how old the document is: the search range is from one month to twelve months.
2. **Student:** Limit your search by an individual student.
3. **Document:** Limit your search by a specific document type.

You can enter one or more search criteria. If the criteria you select do not limit the list to fewer than two hundred, you will not get any return and will need to add some additional criteria.

 **Search documents for students of SEC Test** [New Mail](#)

Your My Docs page contains 222 documents but only 200 can be displayed at one time. Please select the information about the document(s) that you wish to view.

Document Age:	12	Month(s) Old
Student:	12	
Document:	11	
	10	
	9	
	8	
	7	
	6	
	5	

 **Search documents for students of SEC Test** [New Mail](#)

Your My Docs page contains 222 documents but only 200 can be displayed at one time. Please select the information about the document(s) that you wish to view.

Document Age:	12	Month(s) Old
Student:		
Document:	D Blue	
	Uke Eyewalker	
	Josef Test	

 **Search documents for students of SEC Test** [New Mail](#)

Your My Docs page contains 222 documents but only 200 can be displayed at one time. Please select the information about the document(s) that you wish to view.

Document Age:	12	Month(s) Old
Student:		
Document:		
	Acknowledgement Letter	
	Amendment Letter Cover Sheet	
	BIP	

Once the list is returned, you can view any of the available information. You can also sort the list that is returned by clicking on any of the column headers.

The following information is available:

- Date Created:** Displays the date the document was created  
**Created By:** Displays the user who created the document  
**Student:** Displays the student for whom the document was created  
**Document:** Displays the actual document type created  
**Year/Report Pd:** Displays the applicable year and reporting period if the document type is a progress report  
**EasyFax:** Displays a hyperlink to view the actual document faxed back into the system (if applicable)  
**Date Received:** Displays the date the system received the fax (if applicable)



## Search documents for students of SEC Test [New Mail!](#)

Your previous search contains **222** documents but only **200** can be displayed at one time. Please select the information about the document(s) that you wish to view.

Document Age:	12 <input type="button" value="v"/> Month(s) Old
Student:	<input type="text"/>
Document:	IEP <input type="button" value="v"/>



## Documents for students of SEC Test [New Mail!](#)

This page lists documents you've created, or that were created by someone else for students for whom you are the Case Manager, 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 from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

Date Created	Created By	Student	Document	Year / Report Pd	Received	EasyFax	Date Received
07/10/2009	Jackie Skapik	Josef Test	<a href="#">IEP</a>		<input type="checkbox"/>		
06/20/2009	Todd Thurheimer	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>		
05/19/2009	Jackie Skapik	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>		
05/13/2009	Jackie Skapik	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>		
05/13/2009	Jackie Skapik	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>		
04/10/2009	Todd Thurheimer	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>	<a href="#">Fax</a>	04/11/2009
04/04/2009	Todd Thurheimer	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>		
03/03/2009	Cherlene Floyd	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>		
03/02/2009	Kevin Jean-Baptiste	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>		
03/02/2009	Kevin Jean-Baptiste	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>		
03/02/2009	Andy Seto	Uke Eyewalker	<a href="#">IEP</a>		<input type="checkbox"/>		

## 11.4 Smart Logbook—Review/Delete Service Logs

You can review all the service logs you have entered for a student or request for a service log to be deleted by accessing the Smart Logbook.

To access the Smart Logbook, click on the **Smart Logbook** tab.

It is set up so you can view logs based on the date of the actual service or the date the user entered the service into the system. It is defaulted to display the logs based on the date of the actual service.

You will have the ability to select a date range by clicking on a number of radio buttons:

- *Today*: Will show all logs entered for selected student for today's date
- *Yesterday*: Will show all logs entered for selected student for yesterday's date

**EASYIEP** Empowering Educators with Tools for Special Education  
 Log Out | **Main Menu** | Students | My Docs | Wizards | School System | My Info | **Smart Logbook** | My Reports

**EasyIEP™ v 8.8 Message Board** [New Mail!](#)

Send us a message: [Question](#) / [Bug Report](#) / [Comment](#) / [Suggestion](#) / [My Messages](#)  
[Review the License Agreement](#)

**Welcome to the Washington DC EasyIEP™ site!**

**SmartLogbook for Testing White** [New Mail!](#)

SmartLogbook allows you to view the logs from a single student or all the students for which you have logged services. Select search criteria below.

**Select a Date Range to View**

Use Date of Service (date service was provided) for selection date range  
 Use Date Service was entered into system for selection date range

Today     Last Week  
 Yesterday     This Month (July)  
 This Week     Select Month: March 2009

**Select Student(s)** - All Students (149 logs) -

**Select Sorting Options:**

**Primary:** Student Name  
**Secondary:** Date  
**Tertiary:**

**View Logs for Selected Student(s)**

No reports have been generated yet

- *This Week*: Will show all logs entered for selected student for this week (Monday–Friday)
- *Last Week*: Will show all logs entered for selected student for last week (Monday–Friday)
- *This Month*: Will show all logs entered for selected student for this month
- *Select Month*: Will show all logs entered for selected student for the selected month and year

Once you select the date range, a drop-down menu of all students will be available. It will indicate the number of logs that have been entered for the student for the date range you selected.

Select the student you want to review and click on the **View Logs for Selected Student(s)** button.

### SmartLogbook for Testing White [New Mail!](#)

SmartLogbook allows you to view the logs from a single student or all the students for which you have logged services. Select search criteria below.

**Select a Date Range to View**

Use Date of Service (date service was provided) for selection date range

Use Date Service was entered into system for selection date range

---

Today     Last Week

Yesterday     This Month (July)

This Week     Select Month: July ▼ 2009 ▼

**Select Student(s)** Antwon Test (4 logs) ▼

Antwon Test (4 logs)

View Logs for Selected Student(s)

No reports have been generated yet

You will see a list of all service logs that have been entered for the selected student for the selected date range.

At this point, a number of options are available.

You can view the details for a specific service log by clicking on the **Details** button to the right of the actual service log line.

You can view the details for ALL the service logs available based on the search criteria selected by clicking on the **Show More Detail** button.

You can return to the **Select Date Range** page to change the search criteria you entered by clicking on the **Back to Criteria Select Screen** button.

### Testing White Service Log Report for July 2009 [New Mail!](#)

Log ID	Request Removal	Student Name	Service	Date Provided	Date Logged	Duration	
288383	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	0:30	<b>Details</b>
288384	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	0:30	<b>Details</b>
288385	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	0:30	<b>Details</b>
288386	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	0:30	<b>Details</b>

**Back to Criteria Select Screen**

**Show More Detail**

**Request Removal of Selected Service Logs**

### Testing White Service Log Report for July 2009 [New Mail!](#)

Log ID	Request Removal	Student Name	Service	Date Provided	Date Logged	Duration	
288383	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	0:30	<b>Details</b>
288384	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	0:30	<b>Details</b>
288385	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	0:30	<b>Details</b>
288386	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	0:30	<b>Details</b>

**Back to Criteria Select Screen**

**Show More Detail**

**Request Removal of Selected Service Logs**

**SmartLogbook requires SmartLogbookReport and SmartLogbookReportDetail to be installed on the system. Please contact your customer representative to have these reports installed.**

### Requesting Removal of a Service Log

You can either make a request for removal in the brief view or the expanded view.

1. Click the check box under the Request Removal column (second column) next to the service log you want to have removed.
2. Click on the [Request Removal of Selected Service Logs](#) button.



TIP: Make your request for removal in the expanded view so you can see all the details of the service log to ensure you are requesting removal of the correct log.

### Testing White Service Log Report for July 2009 [New Mail](#)

Log ID	Request Removal	Student Name	Service	Date Provided	Date Logged	
288383	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	<a href="#">Details</a>
<b>Progress</b>	<b>Service Type</b>	<b>Group Size</b>	<b>Duration</b>			
Maintaining	Direct Service	2-3	0:30			
<b>Comments</b>	Student is making progress.					
288384	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	<a href="#">Details</a>
<b>Progress</b>	<b>Service Type</b>	<b>Group Size</b>	<b>Duration</b>			
Progressing	Direct Service	2-3	0:30			
<b>Comments</b>	Student is making progress.					
288385	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	<a href="#">Details</a>
<b>Progress</b>	<b>Service Type</b>	<b>Group Size</b>	<b>Duration</b>			
Not applicable	Student Unavailable	2-3	0:30			
<b>Comments</b>	Student was absent and not available for session.					
288386	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	<a href="#">Details</a>
<b>Progress</b>	<b>Service Type</b>	<b>Group Size</b>	<b>Duration</b>			
Progressing	Direct Service	2-3	0:30			
<b>Comments</b>	Student is making progress.					

[Back to Criteria Select Screen](#)

[Show Less Detail](#)

[Request Removal of Selected Service Logs](#)

### Requesting removal of a service log -continued-

3. You must select an option from the drop-down menu for *Are you sure you wish to request removal of this service log?*
  - a. If you select “Yes, I wish to request that this log entry be removed,” the request for deletion will be submitted.
  - b. If you select “No, I do not want this log entry removed,” you will receive a message alerting you that the request has not been submitted and you will need to return to the student list.
4. You must enter a reason for requesting removal of the log.
5. Click on the  button.

### Request Service Log Removals [New Mail!](#)

**Please confirm that you want to request that the following service log entries be removed.**

Student	Service Date	Type	Provider	Duration	Group Size	Status	Comments	Areas Covered/Assessed
Antwon Test	07/06/2009	Direct Service	Testing White	0:30	2-3	Progressing	Student is making progress.	Group Counseling
Are you sure you wish to request removal of this service log?			Yes, I wish to request that this log entry be removed <input type="button" value="v"/>					
Why does this log need to be removed?			Entered the wrong date for this student. This entry should be for a different student. <input type="button" value="abc"/>					

**NOTE:** This page only submits a *request* that a log be removed. A justification is required, or no request will be submitted. The log will not immediately be removed from the system. To make corrections this service must be re-logged after the existing log is removed.

You will see a screen letting you know which service log has been scheduled for deletion.

Click on the [Back to Service Logs](#) button.

The service log will remain in the list, but there will be a red X in the Request Removal column. The service log will remain on the list until the appropriate administrator reviews the request and actually completes the deletion in the system.



TIP: If the administrator does not approve your request for removal or if the administrator has additional questions, you will be notified. Once the administrator approves the request, the service log will be deleted and will no longer appear on any newly created service tickets or on the Smart Logbook.

### Request Service Log Removals [New Mail](#)

Please review the following information about your removal requests.

Student	Date	Type	Provider	Duration	Group Size	Status	Comments	Areas Covered/Assessed
Antwon Test	07/06/2009	Direct Service	Testing White	0:30	2-3	Progressing	Student is making progress.	Group Counseling
Service Log has been scheduled for deletion.								

[Back to Service Logs](#)

### Testing White Service Log Report for July 2009 [New Mail](#)

Log ID	Request Removal	Student Name	Service	Date Provided	Date Logged	Duration	
288383	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	0:30	<a href="#">Details</a>
288384	<input checked="" type="checkbox"/>	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	0:30	<a href="#">Details</a>
288385	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	0:30	<a href="#">Details</a>
288386	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	0:30	<a href="#">Details</a>

[Back to Criteria Select Screen](#)

[Show More Detail](#)

[Request Removal of Selected Service Logs](#)

# 11.5 Reports

## Selecting a Report

To view available reports, click on the **School System** link.

A sub-menu will appear. All users should have the option to select the **Reports** tab. To view all available reports, click on the **Reports** tab.

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook |  | My Reports

 EasyIEP™ v 8.6 Message Board  [New Mail!](#)

Send us a message: [Question](#) / [Bug Report](#) / [Comment](#) / [Suggestion](#) / [My Messages](#)  
[Review the License Agreement](#)

**The EasyIEP™ server will be offline from Friday 4/3/2009 at 8pm EDT through Saturday 4/4/2009 to be upgraded to Version 8.7**

---

**Welcome to the Washington DC EasyIEP™ site!**

The format and content of the site may change as feedback is received from you.

For Log-in Help and technical assistance, please call the OSSE Call Center at (202)-719-6500 [M-F, 7:30am-6:00pm]

Log Out | **Main Menu** | Students | My Docs | Wizards | School System | My Info | My Reports

School System | System Info | Reports

 **School System Information for District of Columbia Public Schools**  [New Mail!](#)

School System Name:	District of Columbia Public Schools
School Year:	2008-2009
School System Code:	1
Address:	825 North Capitol Street, NE
City:	Washington
State:	DC
Zip Code:	20002
Phone Number:	
Fax Number:	
E-Mail Address:	
County:	

Once the user clicks the **Reports** tab, all reports available to the user will appear. The available reports will be different based on the user type assigned to the user. A description of all reports will be included at the end of this manual.

To run a report, click on the report to be generated. In this case, the “*DC Meeting Status Report*” will be generated.

 **Reports** [New Mail!](#)

Student Reports	User Reports
(None Available)	(None Available)
Service Reports	Service Log Reports
(None Available)	(None Available)
Scheduled Reports	
<a href="#">DC Meeting Status Report</a>	<a href="#">DC Active Student Report</a>
<a href="#">OverDue Meetings</a>	<a href="#">All Students Roster</a>
<a href="#">IEP at a Glance</a>	<a href="#">DC- Transportation</a>
<a href="#">DC Referred for SE</a>	<a href="#">ESY</a>
<a href="#">DC Assessment</a>	<a href="#">DC State Assessment Accommodations Spreadsheet</a>

No reports have been generated yet

### Entering Report Criteria

Each report will have different criteria that you can select to define the data that will be returned on the report. For this report, the user has the opportunity to select a specific school, one or more meeting types, a date range, and the opportunity to sort by Case Manager.

- If no school is selected, the report will return data for all schools the user is associated with.
- If no meeting type is selected, the report will return data for all meeting types.
- The user must enter a date range.
- If the *Sort By* option is left blank, the report will sort in ascending order by student's last name, then first name.

*The criteria that the user can select will differ for each report. The report criteria will be included in the definitions at the end of this manual.*

### Reports - DC Meeting Status Report [New Mail!](#)

#### Select Students to Include:

School:	-All Schools-
Meeting Type:	<input type="checkbox"/> Annual IEP
	<input type="checkbox"/> Initial Eligibility
	<input type="checkbox"/> Triennial Reevaluation
Date from:	<input type="text"/> 
* Date to:	<input type="text"/> 
Sort By:	<input type="checkbox"/> Sort by Case Manager

Generate Report

The *Schools* that appear in the drop-down menu in the School field depend on the schools the user has access to in SEDS. For instance, this user only has access to three schools in SEDS and therefore can only run this report for any of those three schools.

Once you determine whether you want to select any of the available criteria, to run the report, click the  button.

The message above will appear once the user clicks on the  button. The bottom sentence of this message is currently inaccurate. The report will not appear at the bottom of the Reports page. The user will need to navigate to the **My Reports** tab to view the report. For more information, see the Viewing the Reports section on page 173.

It may take a few minutes for the report to generate. The message above will indicate whether there are other report requests ahead of you in the queue. You will need to *refresh* the screen to view the report. Refresh by clicking on the **My Reports** tab again. You will also receive an email to indicate that the report has been generated and is available in SEDS. If the report was unable to run for any reason, you will receive an email indicating there was an error.

## Reports - DC Meeting Status Report [New Mail!](#)

### Select Students to Include:

School:	<input type="text" value="-All Schools-"/>
Meeting Type:	<input type="text" value="-All Schools-"/> National Children's Center NW National Children's Center SE - Upper NCC SE Lower <input type="checkbox"/> Triennial Reevaluation
Date from:	<input type="text"/> <input type="button" value="12/23"/>
* Date to:	<input type="text"/> <input type="button" value="12/23"/>
Sort By:	<input type="checkbox"/> Sort by Case Manager

[Log Out](#) | [Main Menu](#) | [Students](#) | [My Docs](#) | [Wizards](#) | [School System](#) | [My Info](#) | [My Reports](#)

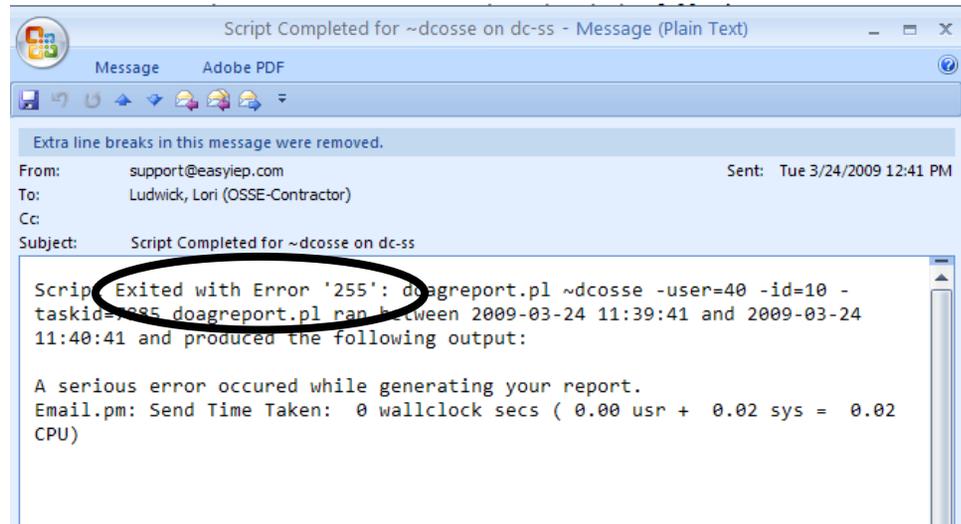
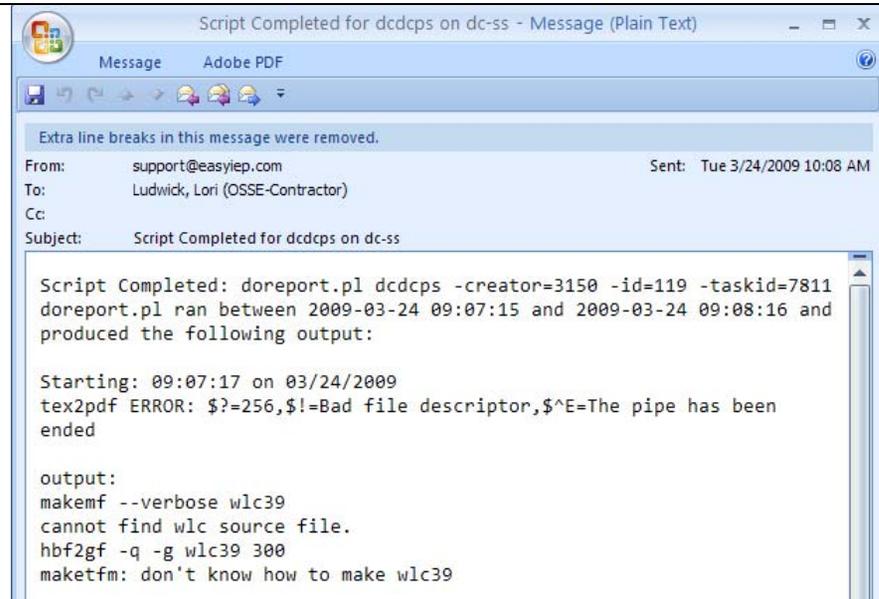
[School System](#) | [System Info](#) | [Reports](#)

**Your report is number 2 in line for generation.**  
**An e-mail will be sent to 'lori.ludwick@dc.gov' when it is complete.**  
**You will find your report in the Saved System Reports section at the bottom of the Reports page when it is complete.**

## Email Notification

This email indicates that the system successfully generated the report and the report is available for you to review in SEDS.

This email indicates that the report failed to run and an error occurred. You may forward this email to [EasyIEPHelp@dc.gov](mailto:EasyIEPHelp@dc.gov).



### Viewing the Report

To see whether the report has been completed, look for the email notification or click on the **My Reports** tab.

Once the report is ready, the report will appear under the **My Reports** tab. Click on the name of the report to view the report.

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | | My Reports

School System | System Info | Reports | Assign Schools | Inactive Students | User Types | External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs

Your report is number 26 in line for generation.  
An e-mail will be sent to 'lori.ludwick@dc.gov' when it is complete.  
You will find your report in the Saved System Reports section at the bottom of the Reports page when it is completed

Log Out | **Main Menu** | Students | My Docs | Wizards | School System | My Info | **My Reports**

**Reports for Jennifer Abdelmalik** [New Mail!](#)

			Report Level		
Report	Date Created	Created By	System	School	User
<a href="#">DC Meeting Status Report</a>	03/2/2009	Jennifer Abdelmalik			Jennifer Abdelmalik

(1 Report)

### Options for the Report

Once the report is open, the user has several options.

**To Print:** Click on the “Print” button and select the appropriate printer.

**To Save:** Click on the “Save” button to save the report as a PDF document to your computer.

**To View Next Page:** Click on the arrow to maneuver between pages (if the report has multiple pages).

**Increase View:** If the report is difficult to read, increase the percentage of magnification by clicking the plus symbol until you can easily read the report.

Once you have finished with the report, click on any of the tabs in the Main Menu bar at the top of the screen to maneuver within SEDS.

Student Name	ID	DOB	Grade	Scheduled Date	Due Date	Meeting Type	Case ID
Cooper, Kameashia	8549378	05/24/1987	UN		05/13/2009	Annual IEP	
Frazier, Patrice	9047568	06/14/1987	UN		04/24/2009	Annual IEP	
Garrett, William	9060222	07/14/1992	UN		04/08/2009	Annual IEP	
Jackson, Robert	9092629	10/08/1986	UN		04/02/2009	Annual IEP	
Kaptue, Naomi	9082356	02/16/1993	09		04/15/2009	Annual IEP	
Morris, D'Andre	9031410	11/16/1992	UN		04/03/2009	Annual IEP	
Pacheco, Rebecca	9019795	04/25/1996	UN		05/15/2009	Annual IEP	
Taylor, Anton	9056841	12/28/1994	UN		04/14/2009	Annual IEP	

EASYIEP Empowering Educators with Tools for Special Education

## DC Meeting Status Report

This report generates a list of all students who have upcoming IEP, Initial Eligibility, or Eligibility Reevaluation Meetings. If the student has more than one meeting coming due in the system, the student will appear on the report multiple times, once for each upcoming meeting.

\*NOTE: This report is at minimum always a two page report. The last page of the report is always the Reports Summary Page.



TIP: This report will be changing during the first part of the 2009–2010 school year. The instructions and sample are for the report as it currently exists in the system.

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | | My Re  
School System | System Info | Reports | Assign Schools | Inactive Students | User Types |  
External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs

### Reports - DC Meeting Status Report [New Mail!](#)

#### Select Students to Include:

School:	-All Schools-
Meeting Type:	<input type="checkbox"/> Annual IEP <input type="checkbox"/> Initial Eligibility <input type="checkbox"/> Triennial Reevaluation
Date from:	<input type="text"/>
Date to:	<input type="text"/>
Sort By:	<input type="checkbox"/> Sort by Case Manager

Generate Report

This report has the following criteria that the user can select:

- **School:** The user can select one school he or she is associated with; if no school is selected, the report will return data for ALL schools the user is associated with.
- **Meeting Type:** The user can select one or more meeting types to include in the report; if no meeting type is selected, the report will return data for all meeting types.
- **Date from:** The user must enter a beginning date for the report.
- **Date to:** The user must enter an ending date for the report.
- **Sort By:** The user may opt to have the report sort by Case Manager; if the *Sort By* option is left blank, the report will sort in ascending order by student's last name, first name.

**Sample of DC Meeting Status Report**

Sample of summary page of *DC Meeting Status Report*

USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

**Meeting Status Report  
(Closed - Van Ness Es)**

District of Columbia Public Schools  
Date From 03/20/2009 to 06/01/2009

Student Name	ID	DOB	Grade	Scheduled Date	Due Date	Meeting Type	Case Manager
Blount, Natalie	OSSETST2135	08/08/1998	05		04/09/2009	Annual IEP	Test SEC

**Meeting Status Report  
(Closed - Van Ness Es)**

District of Columbia Public Schools  
Date From 03/20/2009 to 06/01/2009

Total Number of Upcoming Meetings for Closed - Van Ness Es: 1  
Total Initial Eligibility for Closed - Van Ness Es: 0  
Total Triennial Reevaluation for Closed - Van Ness Es: 0  
Total Annual IEP for Closed - Van Ness Es: 1

## Overdue Meeting Report

This report generates a list of all students who have an overdue IEP meeting, Initial Eligibility meeting, or Eligibility Reevaluation meeting in SEDS. If the student has more than one overdue meeting, the student will appear multiple times on the report, once for each overdue meeting. Whether a meeting is overdue is determined on the following timeline:

- IEP must occur before the end date of the previous IEP or the meeting will be overdue; the IEP is due 364 days from the date of the last IEP or, if it is an initial IEP, the IEP is due 110 days from the date of the Referral.
- The Initial Eligibility must occur within eighty days from the date of the Referral meeting.
- The Eligibility Reevaluation meeting must occur before the end date of the previous eligibility or the meeting will be overdue; The Eligibility Reevaluation is due within three years from the date of the last Eligibility Meeting.

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | | My Reports

School System | System Info | Reports | Assign Schools | Inactive Students | User Types | External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs

**Reports - OverDue Meetings** [New Mail](#)

Select Students to Include:

School:	All Associated Schools
Meeting Type:	<input type="checkbox"/> IEP Review <input type="checkbox"/> Initial Eligibility <input type="checkbox"/> Triennial Eligibility
Sort By:	<input type="checkbox"/> Sort by Case Manager

[Generate Report](#)

This report has the following criteria that the user can select:

- *School:* The user can select one school he or she is associated with; if no school is selected, the report will return data for ALL schools the user is associated with.
- *Meeting Type:* The user can select one or more meeting types to include in the report; if no meeting type is selected, the report will return data for all meeting types.
- *Sort By:* The user may opt to have the report sort by Case Manager; if the *Sort By* option is left blank, the report will sort in ascending order by student's last name, first name.

\*NOTE: The report automatically runs with the beginning date of 02/15/2008 through the date the user runs the report. It will capture all overdue meetings in SEDS.

Sample of *Overdue Meeting Report*

USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

**Overdue Meeting  
(All Schools)**

DC Acceptance Testing System  
Date of Report: 3/24/2009 2:35 pm

**Houston Elementary School**

Student Name	ID	DOB	Grade	Scheduled Date	Due Date	Days Over Due	Meeting Type	Case Manager
Gunter, Jordan	9128967	12/29/1997	05		03/10/2009	14	IEP Review	Tonya Bridgers
Jones, Juwan	9122492	12/06/2000	03	01/15/2008	12/17/2008	97	Initial Eligibility	Tonya Bridgers
Rajah, Jasmine	9127851	02/26/1999	04	01/15/2008	03/20/2009	4	Triennial Eligibility	Tonya Bridgers
Rajah, Malik	9205930	05/13/2000	03	01/15/2008	03/20/2009	4	Triennial Eligibility	Tonya Bridgers

<b>Total Number of Overdue Meetings</b>	4
<b>Initial Eligibility</b>	1
<b>Triennial Eligibility</b>	2
<b>IEP Review</b>	1
<b>Average Days Overdue</b>	29.8

## IEP at a Glance

This report provides a brief summary of a student's demographic and special education information from the last IEP completed in SEDS.

\*NOTE: This report will generate one page for each student so be mindful if it is being run for the entire school (no student code entered). If the special education population at the school is two hundred students, the report will generate two hundred pages.

Sample of *IEP At A Glance* report

### USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

### Reports - IEP at a Glance [New Mail](#)

Student Code:

School:

Generate Report

This report has the following criteria that the user can select [for this report, one of the criteria MUST be selected due to the amount of data that will be returned]:

- *Student Code*: The user can type in a student's ID number (DCStars ID) to run the report for an individual student.
- *School*: The user can select one school he or she is associated with; if no school is selected, the report will return data for ALL schools the user is associated with.

#### IEP At A Glance

As of 03/23/2009

Last Name	First Name	USID	DOB	Grade	Ethnicity	Gender
Eyewalker	Uke	OSSETEST	07/13/1996	06	White	M
Attending School	Case Manager	Primary Language	Parent(s) Name			
Closed - Van Ness Es	Test SEC	English				
Disability	LRE	Date of Last IEP	Date of Last Eligibility	State Assessment Participation		
OHI	70.18	03/10/2009	03/12/2009	Regular Statewide Assessment - With Accommodations		

Service(s)	Time
Specialized Instruction	16.8 hour(s) per week
Speech-Language Pathology	30 minute(s) per day
Consulting Service(s)	Time
Supplemental Aide	AI for Vision
Dedicated Aide	Yes
ESY	Yes
Transportation	No
Behavior Plan	No
Transition Plan	Yes

## DC Referred for SE

This report will generate a list of all students who have been referred for special education evaluation. The report will include information about their respective school, grade, case manager, etc., along with the relevant information about the referral.

### USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

Sample of *DC Referred for SE* report

### Reports - DC Referred for SE [New Mail](#)

Select Students to Include:

School:

Date from:

Date to:

This report has the following criteria that the user can select [for this report, one of the criteria MUST be selected due to the amount of data that will be returned]:

- *School*: The user can select one school he or she is associated with; if no school is selected, the report will return data for ALL schools the user is associated with.
- *Date from*: The user must select a beginning date for the report.
- *Date to*: The user must select an ending date for the report.

### Students Referred for Special Education Evaluation

DC Acceptance Testing System  
Date of Report: 09/01/2008 - 03/20/2009

#### Watkins Elementary School

Student Name	ID	DOB	Grade	Referral Date	Intake Due Date	Actual Intake Date	Actual Consent Date	Case Manager Assigned
Crystal, Nathaniel	9116835	06/25/2000	03	10/01/2008	10/11/2008	10/17/2008	10/22/2008	Martin Cherry
Smith, Taimar	9205906	07/11/2001	02	01/07/2009	01/17/2009			Martin Cherry
Walker, Beverly	9124435	11/28/2000	03	12/08/2008	12/18/2008	1/7/2009	01/07/2009	Martin Cherry
Washington, Jahlil	9115959	10/25/2000	03	01/05/2009	01/15/2009			Martin Cherry

Total Number of Students Referred: 4  
Total Number of Students with No Assigned Case Manager: 0

## DC Assessment Status

This report generates a list of all students who have pending, overdue, or completed assessments that were ordered in SEDS during the Initial or Reevaluation Eligibility process. Completed assessments will remain on the report until they have been completed for thirty days. After the thirty-day period, completed assessments will no longer appear on the report. Assessments will be considered overdue if they have not been completed within sixty days from the date of the Parental Consent to Evaluate.

\*Note: The begin date will always be 02/15/09. The report will return data for all schools the user is associated with.

Sample of *DC Assessment Status* report

USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | | My Reports

School System | System Info | Reports | Assign Schools | Inactive Students | User Types | External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs

Reports - DC Assessment [New Mail](#)

End Date:

Generate Report

This report has the following criteria that the user can select:

- **End Date:** The user must select an ending date for the report.

Assessment Status Report - DC Acceptance Testing System - Closed - Van Ness Es  
Date Range: 02/15/2008 - 6/1/09

Student Name	ID	DOB	Grade	Student Status	Assessment Type(s)	Provider(s) Assigned	Assessment Due Date(s)	Assessment(s) Completed Date	Assessment Status
Osse1025, Test	OSSETST1025	02/02/1992	11	SE	Psycho-Educational	Harriet Broadnax-Brown	10/04/2008		Overdue
Osse1025, Test	OSSETST1025	02/02/1992	11	SE	(Indep)				Pending
Osse1201, Test	OSSETST1201	10/10/2000	03	SE	Psychological Evaluation	Unassigned			Pending
Osse1231, Test	OSSETST1231	04/04/1994	09	SE	Functional Behavior	Edith Ajaero	03/03/2009		Overdue

Closed - Van Ness Es

Total Number of Assessments: 4  
Overdue Assessments: 2  
Upcoming Assessments: 2  
Completed Assessments: 0

BY ASSESSMENT TYPE:	Overdue	Pending	Completed	Total
Psychological Evaluation	1	1		1
Functional Behavior	1			1
Psycho-Educational	1			1

BY PROVIDER:	Overdue	Pending	Completed	Total
Harriet Broadnax-Brown	1	1		1
Edith Ajaero	1			1



TIP: This report will be changing during the first part of the 2009–2010 school year. The instructions and sample are for the report as it currently exists in the system.

## DC Active Student Report

This report generates a list of all students currently receiving special education services at selected school(s). The user can filter on several different criteria and can choose to include specific data elements for each student.

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook |  | My Reports

School System | System Info | Reports | Assign Schools | Inactive Students | User Types |  
External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | | Manage Service Logs

### Reports - DC Active Student Report [New Mail](#)

#### Select Students to Include:

**School:**

**Grade:** (if none are checked, you get all grades)

- |   |                                    |                                     |  |
|---|------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Infant (Ages 0, 1, & 2 ONLY) | <input type="checkbox"/> 3rd Grade | <input type="checkbox"/> 8th Grade  | <input type="checkbox"/> 12th Grade                        |
| <input type="checkbox"/> Pre-kindergarten             | <input type="checkbox"/> 4th Grade | <input type="checkbox"/> 9th Grade  | <input type="checkbox"/> Ungraded                          |
| <input type="checkbox"/> Kindergarten                 | <input type="checkbox"/> 5th Grade | <input type="checkbox"/> 10th Grade | <input type="checkbox"/> 12+ Grade/Transition              |
| <input type="checkbox"/> 1st Grade                    | <input type="checkbox"/> 6th Grade | <input type="checkbox"/> 11th Grade | <input type="checkbox"/> PreSchool (Ages 3 through 5 ONLY) |
| <input type="checkbox"/> 2nd Grade                    | <input type="checkbox"/> 7th Grade |                                     |  |

**Disability:** (if none are checked, you get all disabilities)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Autism                | <input type="checkbox"/> Mental Retardation      | <input type="checkbox"/> Specific Learning Disability  |
| <input type="checkbox"/> Deaf - Blindness*     | <input type="checkbox"/> Multiple Disabilities   | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Developmental Delay   | <input type="checkbox"/> Orthopedic Impairment*  | <input type="checkbox"/> Traumatic Brain Injury        |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Visual Impairment*            |
| <input type="checkbox"/> Hearing Impaired      |  |  |

**Included information:**  Date Last Eligibility  Service Information  LRE  Annual Review Due Date  Reeval Due Date

#### Select Grouping/Sort Order:

**Group By:**

**Sort By:**

This report has the following criteria that the user can select:

- *School*: The user can select a specific school to be included in the report. If no school is selected, all schools the user is associated will be included in the report.
- *Grade*: The user can select one or many grades to be included in the report. If no grade is selected, all grades will be included in the report.
- *Disability*: The user can select one or more disabilities to be included in the report. If no disability is selected, all disabilities will be included in the report.
- *Included Information [Check boxes]*: The user can choose to exclude certain data elements from the report. All data is automatically included by default. If the user wants to exclude certain data elements, the respective check box must be unselected. This is an option to streamline the report if a user needs just a basic listing of students without the specific special education information.
- *Group By [drop-down]*: The user can choose to sort the report by different criteria. The default sorting criteria is School. If the user does not make a change, the report will be grouped by school.
- *Sort By [drop-down]*: The user can choose to sort the report by different criteria. The default grouping criteria is the student's last name, then first name. If the user does not make a change, the report will sort by the student's last name, then first name.

Sample of DC Active Student Report

USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

Student Roster - Closed - Van Ness Es - 331  
As of 03/23/2009

Criteria: Number of Students: 3

School: Closed - Van Ness Es

Show Information: Date Last Eligibility, Service Information, LRE, Annual Review Due Date, Reeval Due Date

Student Name	ID	DOB	Grade	Race	Gender	Disability	Status	Case Manager	Date Last IEP
	Date Last Eligibility	LRE	Total Service	Annual Review Due Date	Reeval Due Date				
	Service	Time	Unit	Duration	Provider Assigned				
Blount, Natalie	OSSETST2135	08/08/1998	05	Black	F	DB	SE	Test SEC	
	03/10/2009					04/09/2009		03/10/2012	
Eyewalker, Uke	OSSETEST	07/13/1996	06	White	M	OHI	SE	Test SEC	03/10/2009
	03/12/2009		70.18	46.8		03/09/2010		03/12/2012	
	Specialized Instruction	16.8	hour(s)	week					
	Aut22		minute(s)	day					
	Dedicated Aide	5	minute(s)	day					
	Speech-Language Pathology	30	minute(s)	day					
Jones, Tatanaya	OSSETST1224	09/09/1999	04	Black	F		SE	Test SEC	03/19/2009
	08/21/2008		100.00	32		03/18/2010		08/21/2011	
	Reading		minute(s)	day					
	Specialized Instruction	32	hour(s)	week					
	Written Expression		minute(s)	day					

## DC Transportation

This report generates a list of all students who have been identified as needing transportation as indicated on their most recent IEP in SEDS. The report will indicate the mode of transportation selected (Metro, Metro with Travel Training, or School Bus) and basic student information.

Sample of DC Transportation report

### USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | | My Re

School System | System Info | Reports | Assign Schools | Inactive Students | User Types | External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs

### Reports - DC- Transportation [New Mail!](#)

Date To:

School:

Generate Report

This report has the following criteria that the user can select:

- *Date To*: The user must select an ending date for the report. It is recommended that the user enter the date the report is being generated.
- *School*: The user can select a specific school to be included in the report. If no school is selected, all schools the user is associated will be included in the report.

### Transportation - School (Barnard Elementary School)

As of 03/25/2009 (Date Report Generated from Beginning of Current SY)

Student Name	ID	DOB	Grade	IEP Mtg Date	Mode of Transportation	Special Accommodations
Bell, Angel	9242172	08/08/2005	PS	10/17/2008	Bus	
Bryant, Jayvon	9122390	07/18/2001	2	10/16/2008	Bus	Walker
Joseph, Alfred	9218276	07/24/2003	KG	10/29/2008	Bus	Hand-to-hand transfer
Price, Damon	9216921	04/25/2002	1	10/30/2008	Bus	
Barnard Elementary School				#of Students Requiring Transportation Token/Farecard:		4
				Bus		4

## ESY – EXTENDED SCHOOL YEAR

This report generates a list of all students who have been identified as needing Extended School Year (ESY) Services or who were identified as “To be determined” at the most recent IEP event in SEDS.

### USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

Sample of ESY report

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | **ESY** | My Reports

School System | System Info | Reports | Assign Schools | Inactive Students | User Types | External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs

**Reports - ESY** [New Mail](#)

Select Students to Include:

School:

ESY Goals:

---

Sort Order:

Sort By:

This report has the following criteria that the user can select:

- *School*: The user can select a specific school to be included in the report. If no school is selected, all schools the user is associated will be included in the report.
- *ESY Goals*: The user can include all students who have “Yes” or “To be determined” in the report or select a specific response to focus on a certain population of students. If no ESY Goal is selected, all students with “Yes” or “To be determined” will be included in the report.
- *Sort By*: The user can select criteria to sort the report. If no criteria is selected, the report will sort by the student’s last name, then first name.

ESY Participation - All schools							
As of 03/25/2009							
THE FOLLOWING STUDENTS HAVE BEEN IDENTIFIED AS REQUIRING ESY SERVICES:							
Leckie Elementary School - Cluster 2							
Student Name	ID	DOB	Grade	Case Manager	ESY Eligibility	IEP Mtg Date	ESY Goals Completed
Phelps, Rache	9232075	03/21/2001	2	Phillip White	Yes	03/03/2009	Yes
Leckie Elementary School - 266							

## DC State Assessment Accommodations Spreadsheet

This report generates a list of all students who have either *Regular Statewide Assessment—With Accommodations* or *Alternate Assessment* selected as their Testing Participation on their most current IEP. The report will also list the actual accommodations selected for each student.

\*NOTE: This report generates in an Excel file and requires some minor formatting to be readable. Once it has been formatted, it can be filtered/sorted as any Excel document.

The screenshot shows the 'Reports - DC State Assessment Accommodations Spreadsheet' interface. It features a navigation bar at the top with links for 'Log Out', 'Main Menu', 'Students', 'My Docs', 'Wizards', 'Schools', 'School System', 'Users', 'My Info', 'Smart Logbook', and 'My Reports'. Below the navigation bar, there are several sections for selecting criteria:

- School:** A text input field and a dropdown menu. A note states: 'User will only see schools they have permission to access.'
- Cluster:** A dropdown menu. A note states: 'Report will only return information for schools and clusters associated with the user.'
- Grade:** A grid of checkboxes for various grade levels: PreSchool (Ages 3 through 5 ONLY), 4th Grade, 8th Grade, 12th Grade, Kindergarten, 5th Grade, 9th Grade, 12+ Grade/Transition, 1st Grade, 6th Grade, 10th Grade, Infant (Ages 0, 1, & 2 ONLY), 2nd Grade, 7th Grade, 11th Grade, Pre-kindergarten, and 3rd Grade.
- Disability:** A grid of checkboxes for various disabilities: Autism, Hearing Impaired, Orthopedic Impairment\*, Speech or Language Impairment, Deaf-Blindness\*, Mental Retardation, Other Health Impairment, Traumatic Brain Injury, Developmental Delay, Multiple Disabilities, Specific Learning Disability, Visual Impairment\*, and Emotional Disturbance.
- Area Testing Accommodation:** A grid of checkboxes for various accommodations: Instruction, Timing and Scheduling, Test setting, Equipment, Response, Classroom environment, and Presentation.

A 'Generate Report' button is located at the bottom right of the form area.

This report has the following criteria that the user can select:

- **School:** The user can select one school he or she is associated with; if no school is selected, the report will return data for ALL schools the user is associated with.
- **Cluster:** The user can select a specific cluster to be included in the report. If no cluster is selected, all clusters the user is associated with will be included in the report.
- **Grade:** The user can select one or many grades to be included in the report. If no grade is selected, all grades will be included in the report.
- **Disability:** The user can select one or more disabilities to be included in the report. If no disability is selected, all disabilities will be included in the report.
- **Area Testing Accommodation:** The user can select one or more Areas of Testing Accommodations. If no area is selected, all areas will be included in the report.

Sample of DC State Assessment Accommodations Spreadsheet report

USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

State Assessment Accommodation -School (Closed - Van Ness Es - 331)

As of 03/25/2009 (Date Report Generated)

STUDENTS WITH ONE OR MORE OF THE IDENTIFIED ACCOMMODATIONS

Student Name	ID	DOB	Disability	LEP	Grade	Case Manager	Current IEP Date	Accommodation Area	Accommodation	School Name	School Code
Eyewalker, Uke	OSSETEST	7/13/1996	Other Health Impairment		6th Grade	Test SEC	3/9/2009			Closed - Van Ness Es	331
Jones, Tatianaya	OSSETST1224	9/9/1999	Emotional Disturbance		4th Grade	Test SEC	3/19/2009	Presentation	Assisted reading of comprehension passages	Closed - Van Ness Es	331
Jones, Tatianaya	OSSETST1224	9/9/1999	Emotional Disturbance		4th Grade	Test SEC	3/19/2009	Presentation	Assisted reading of entire comprehension test	Closed - Van Ness Es	331
Jones, Tatianaya	OSSETST1224	9/9/1999	Emotional Disturbance		4th Grade	Test SEC	3/19/2009	Presentation	Reading of test questions (math only)	Closed - Van Ness Es	331
Jones, Tatianaya	OSSETST1224	9/9/1999	Emotional Disturbance		4th Grade	Test SEC	3/19/2009	Presentation	Repetition of directions	Closed - Van Ness Es	331
Jones, Tatianaya	OSSETST1224	9/9/1999	Emotional Disturbance		4th Grade	Test SEC	3/19/2009	Presentation	Simplification of oral directions	Closed - Van Ness Es	331

## DC State Assessment Participation Report

This report will generate a list of all students and the Testing Participation level as indicated on their most current IEP in SEDS. This report is currently available for only certain user types because the report is still undergoing final testing.

The screenshot shows the top navigation bar with links: Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook | **DC** | My Reports. Below this is a secondary menu: School System | System Info | Reports | Assign Schools | Inactive Students | User Types | External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs. The main header reads "Reports - DC State Assessment Participation Report" with a "New Mail" link. A note states: "Selecting 'All Attending Schools' will only allow access to the schools or students you are associated with." The form includes: "School:" dropdown (All Associated Schools); "Participation:" section with checkboxes for "Not Testing", "Regular Statewide Assessment - No Accommodations", "Regular Statewide Assessment - With Accommodations", "Testing Participation not Indicated", and "Alternate Assessment"; "Cluster:" dropdown; "Grade:" section with checkboxes for "Infant (Ages 0, 1, & 2 ONLY)", "Pre-kindergarten", "Kindergarten", "1st Grade", "2nd Grade", "3rd Grade", "4th Grade", "5th Grade", "6th Grade", "7th Grade", "8th Grade", "9th Grade", "10th Grade", "11th Grade", "12th Grade", "12+ Grade/Transition", and "Ungraded"; "Disability:" section with checkboxes for "Autism", "Deaf - Blindness\*", "Developmental Delay", "Emotional Disturbance", "Hearing Impaired", "Mental Retardation", "Multiple Disabilities", "Orthopedic Impairment\*", "Other Health Impairment", "Specific Learning Disability", "Speech or Language Impairment", "Traumatic Brain Injury", and "Visual Impairment\*"; and a "Generate Report" button.

This report has the following criteria that the user can select:

- *School:* The user can select one school he or she is associated with; if no school is selected, the report will return data for ALL schools the user is associated with.
- *Participation:* The user can select to include all students or a subset of students based on the State Assessment Testing Participation. If no participation is indicated, all students will be included in the report.
- *Cluster:* The user can select a specific cluster to be included in the report. If no cluster is selected, all clusters the user is associated with will be included in the report.
- *Grade:* The user can select one or many grades to be included in the report. If no grade is selected, all grades will be included in the report.
- *Disability:* The user can select one or more disabilities to be included in the report. If no disability is selected, all disabilities will be included in the report.

Sample of DC State Assessment Participation report

USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- TBD

District of Columbia Public Schools											
State Assessment Participation - ( Closed - Van Ness Es - 331 )											
As of 3/25/2009											
<b>Not Testing</b>											
Student Name	ID	DOB	Grade	Age	Disability	LEP	IEP Mtg Date	Case Manager	Reading	Mathematics	Writing
Blount, Natalie	OSSETST2135	08/08/1998	5	10	Deaf - Blindness*	No	02/23/2008	Yuliana DelArroyo	Yes	Yes	
<b>Regular Statewide Assessment - No Accommodations</b>											
Student Name	ID	DOB	Grade	Age	Disability	LEP	IEP Mtg Date	Case Manager	Reading	Mathematics	Writing
<b>Regular Statewide Assessment - With Accommodations</b>											
Student Name	ID	DOB	Grade	Age	Disability	LEP	IEP Mtg Date	Case Manager	Reading	Mathematics	Writing
Eyewalker, Uke	OSSETEST	07/13/1996	6	12	Other Health Impairment	No	03/09/2009	Test SEC			
Jones, Tatianaya	OSSETST1224	09/09/1999	4	9	Specific Learning Disability	No	03/19/2009	Test SEC	Yes	Yes	
<b>Alternate Assessment</b>											
Student Name	ID	DOB	Grade	Age	Disability	LEP	IEP Mtg Date	Case Manager	Reading	Mathematics	Writing
<b>Testing Participation not Indicated</b>											
Student Name	ID	DOB	Grade	Age	Disability	LEP	IEP Mtg Date	Case Manager	Reading	Mathematics	Writing

## Service Documentation Report (Drilldown Report)

This is a drilldown report that allows a user to review the service tracker tickets that have been entered into SEDS for a student to document service delivery. This report allows the user to select specific services, then providers, then students, then actual service tickets. This is not a report that can be printed out.

If this report is available, it can be located under the Service Log Report section. Click on the name of the report.

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook |  | My Reports

School System | System Info | Reports | Assign Schools | Inactive Students | User Types | External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs

 **Reports**  [New Mail](#)

Student Reports	User Reports
(None Available)	(None Available)
Service Reports	Service Log Reports
(None Available)	<a href="#">Services Documentation Report</a>
Scheduled Reports	
<a href="#">DC Meeting Status Report</a>	<a href="#">DC Assessment</a>
<a href="#">OverDue Meetings</a>	<a href="#">DC Active Student Report</a>
<a href="#">IEP at a Glance</a>	<a href="#">All Students Roster</a>
<a href="#">DC Referred for SE</a>	<a href="#">DC-Transportation</a>
<a href="#">Table Verification Report</a>	<a href="#">ESY</a>
<a href="#">Table Verification Report (bt)</a>	<a href="#">Provider Productivity</a>
<a href="#">DC Message Board</a>	<a href="#">EasyFax Compliance Report Detail</a>
<a href="#">User All</a>	<a href="#">DC State Assessment Accommodations Spreadsheet</a>
<a href="#">EasyFax Compliance Report</a>	<a href="#">DC State Assessment Participation Report</a>
<a href="#">Usage</a>	<a href="#">Transportation Changes</a>
<a href="#">Services Prescribed Vs. Delivered</a>	<a href="#">Standard Service Log (For Billing)</a>

## USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- TBD

Log Out | **Main Menu** | Students | My Docs | Wizards | Schools | School System | Users | My Info | Smart Logbook |  | My Reports

School System | System Info | Reports | Assign Schools | Inactive Students | User Types |  
External Systems | Summary | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs

### Services Documentation Report

Type of Date to Use:

Start Date:  

End Date:  

Order the results by:

This report has the following criteria that the user can select:

- *Type of Date to Use*: The user can select the date to use to pull data into the report. The default *Type* is Date of Service. If the user does not make a change, the report will pull services that occurred during the reporting period the user selected.
- *Start Date*: The user may select a beginning date for the report. If no date is entered, the beginning date of the report will be thirty days prior to the current date.
- *End Date*: The user may select an ending date for the report. If no date is entered, the ending date of the report will be the current date (date the report is run).
- *Order the results by*: The user can select the criteria by which the results can be sorted. The default sorting criteria is the student's last name. If the user does not make a change, the results will be sorted by the student's last name.

The first level of this report will show each area of service and the number of services that have been logged during the selected reporting period. If the service is highlighted in blue, it is a hyperlink and the user can click on the service to drill down to the next level of reporting. If the service is in black, there are no services logged for that service area and there is no data to drill down to.

### Occupations with Logged Services on District of Columbia Public Schools

Click on the Occupation to see the services logged for that occupation

Occupation	Number of Logged Services
<a href="#">Audiology</a>	121
<a href="#">Adapted Physical Education</a>	143
<a href="#">Behavioral Support Services</a>	4372
<a href="#">Occupational Therapy</a>	2866
Orientation and Mobility	0
Parent Counseling and Training	0
<a href="#">Physical Therapy</a>	518
Rehabilitation Counseling	0
Recreation	0
School Health and School Nursing	0
<a href="#">Speech-Language Pathology</a>	8586

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In this case, Physical Therapy was selected. Once the user clicks on Physical Therapy, the next level will show all the users in the system who have “Can provide physical therapy” in the user type set up and the number of services that have been logged by that provider. Again, any Provider Name highlighted in blue is a hyperlink and the user can click on the Provider Name to drill down to the next level of reporting. If the service is in black, there are no services logged for that service and there is no data to drill down to.

### Users with Logged Services on District of Columbia Public Schools

Click on the User to see the services that they have logged

User Name	User Title	Number of Logged Services
Jean Alonzo	DC RSP	0
<a href="#">Shannon Bowles</a>	Physical Therapist	33
<a href="#">Kristiana Burton</a>	Physical Therapist	21
<a href="#">Cherie Cannady</a>	Physical Therapist	15
<a href="#">Thu-Ha Devlin</a>	Physical Therapist	10
<a href="#">Tanena Dixon</a>	Physical Therapist	13
<a href="#">Camilla R. Faulkner</a>	Physical Therapist	59
Yvette Francis	Physical Therapist	0
<a href="#">Shenaz Hussain</a>	Physical Therapist	26
<a href="#">Pat Jaskiewicz</a>	physical therapist	4
<a href="#">Roscheta Jefferson</a>	Physical Therapist	15
Lyndsey Kiah	Physical Therapist	0
<a href="#">Bernita Lancaster</a>	Physical Therapist	63
<a href="#">Luciana Lopes</a>	Physical Therapist	23
<a href="#">Yolanda Lusane</a>	Physical Therapist	2
Natalie Maharaj	Physical Therapist	0
Jessica Oginz	Physical Therapist	0
Numa Osuna	physical therapist	0
<a href="#">Alexandria Ramirez</a>	Related Service Provider	62
<a href="#">Test RSP</a>		1
Jose Seijas	Physical therapist	0
Sheryl Sternberg	Registered Physical Therapist	0
RSP Supervisor Test		0
Rose Townsend	Physical Therapist, DPT	0
<a href="#">Karen Walker</a>	Physical Therapist	104
<a href="#">Grace Williams</a>	physical therapist	39
<a href="#">Cristiane Zanardi</a>	Physical Therapist	42

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The provider TEST RSP was selected. This provider has three students. Two of them are highlighted in blue and are hyperlinks. This means there is additional data for these students and the user can click on *Student Name* to drill down to the next level of reporting. The student's name in black does not have any additional data, so no services have been logged for this service for this student.

By clicking on the student's name, a list of all the service logs that have been entered into SEDS for this student will appear. This view will provide some basic information about the logged service. If you want to view the entire service log, click on the "View" button to the far right of any entry.

This is the final level of drill down for this report. If you want to return to the previous screen at any time, click on the Back button at the bottom of the screen.

### Services Logged By Test RSP

Services Provided From 02/23/2009 to 03/25/2009

Click on a Student to see the services logged for that student

Student Name	Number of Services Logged
Natalie Blount	0
<a href="#">Uke Eyewalker</a>	4
<a href="#">Tatianava Jones</a>	4

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### Services Logged By Test RSP in order of student

Services Provided From 02/23/2009 to 03/25/2009

Student Name	School	Type of Service	Related Service	Date of Service	
<a href="#">Uke Eyewalker</a>	Closed - Van Ness Es	Direct Service	Physical Therapy	02/28/2009	<a href="#">view</a>
<a href="#">Uke Eyewalker</a>	Closed - Van Ness Es	Direct Service	Physical Therapy	03/02/2009	<a href="#">view</a>
<a href="#">Uke Eyewalker</a>	Closed - Van Ness Es	Direct Service	Physical Therapy	03/09/2009	<a href="#">view</a>
<a href="#">Uke Eyewalker</a>	Closed - Van Ness Es	Direct Service	Physical Therapy	03/18/2009	<a href="#">view</a>

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#### Service for Uke Eyewalker

	Student Name	School	Type of Service	Related Service	Date of Service	Group Size	Progress	Duration of Service	Start Time	End Time	Date and Time Entered into EasyIEP	Provider	Comments	Areas Assessed
<a href="#">Request Deletion</a>	Uke Eyewalker	Closed - Van Ness Es	Direct Service	Physical Therapy	03/02/2009	2-3	Inconsistent	0:45			Mar 25 2009 12:36PM	Test RSP	The student is doing well.	Individual Counseling

 = Pending Removal

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