SEDS

Special Education Data System

V 4.0 Training Manual

Special Education Coordinators

Special Education Teachers

Related Service Providers

September 2009

OSSE

DC Office of the State Superintendent of Education

Contents

Chapter 1. SEDS Support

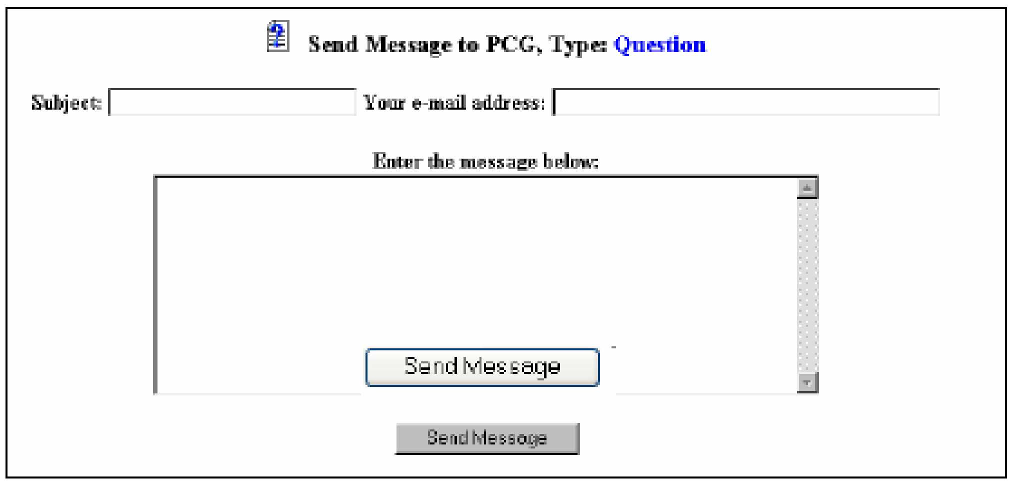
Special Education Data System (SEDS) Support

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.



- 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.

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.

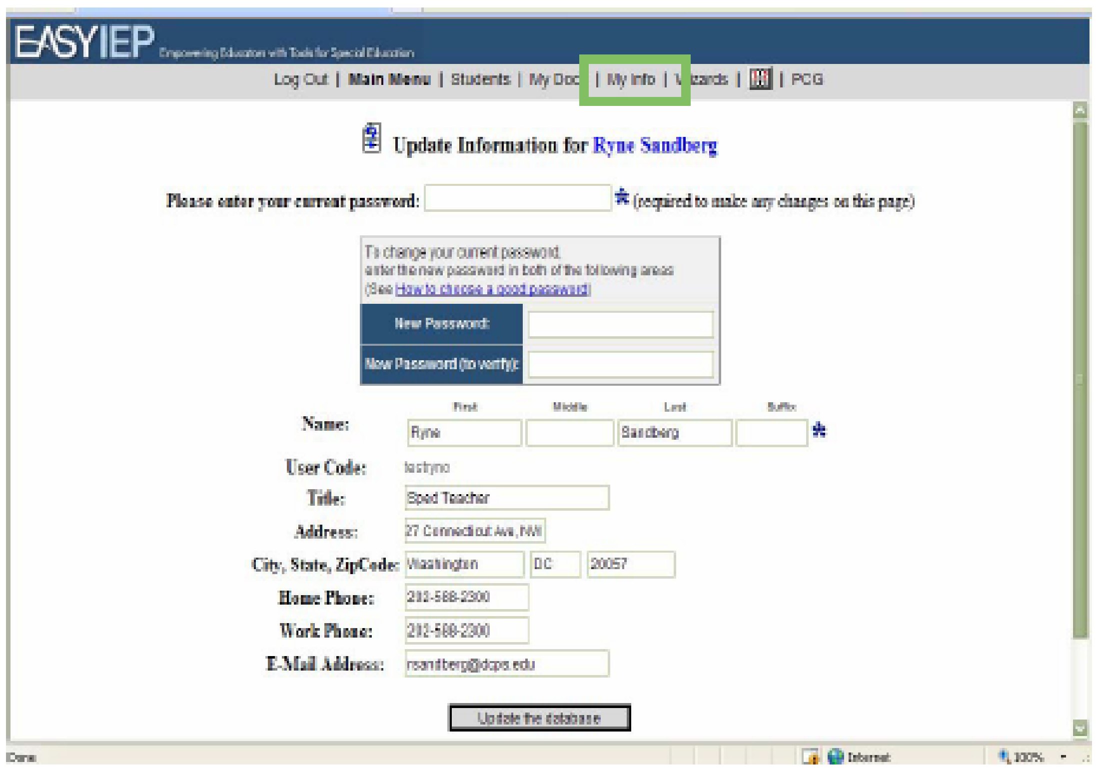
Change Your Password

- 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

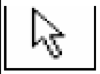
- Click the **'My Info'** tab on the Main Menu
- Enter your current password
- Type your new information into the appropriate boxes
- Click the **'Update the Database'** button

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.

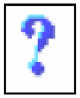


If you have problems choosing a password, click on the **'How to choose a good password'** link on the site for some tips.

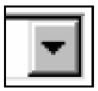
2.2 Basic Tools



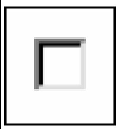
All actions in SEDS are single clicks of the mouse.

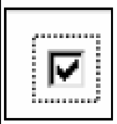


A help link for the field.

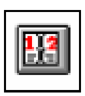


Drop down menu – only one selection can be made. Click once on the gray box and select an option.

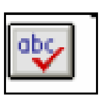




Check box – more than one selection can be made. Check box – to add a check, click once on the box. To delete a check, click once on the box.

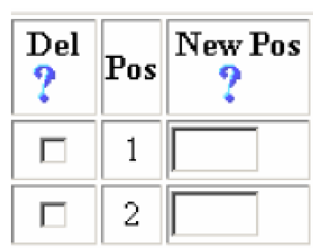


Calendar icon – to add a date, you may click on the calendar and scroll through the screens to find the appropriate date.



Spell check button.

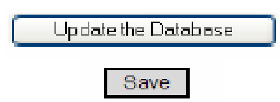
Any font underlined in blue is an 'action link' (hyperlink). Click on the link and you will automatically be brought to the screen (ex. Student Personal & Demographic Information section).



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

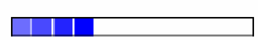
Pos: Position – The numerical order the item appears on the screen in a list format.

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.

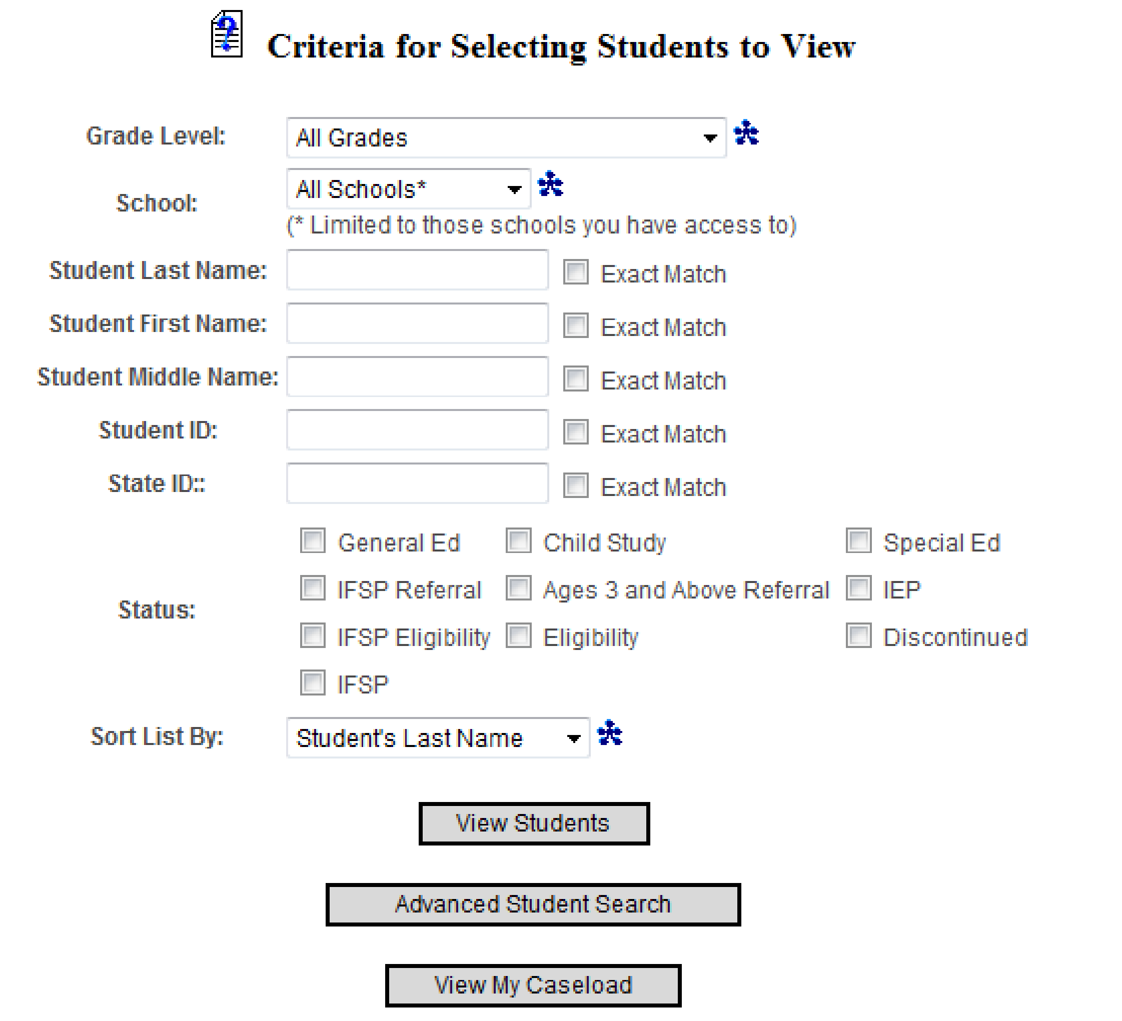


Once the 'Update the Database' or 'Save & Continue' button has been selected, a progress bar will appear signifying that the system is processing the newly input information.

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 View Students, Advanced Student Search, or View My Caseload buttons to search for a student.
2. When using the View Students 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 View My Caseload 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.



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		General Test090	GENTEST090	11 Years 2 Months	06/15/1998		Sec Test043
✓			CVN		General Test091	GENTEST091	11 Years 2 Months	06/15/1998		Sec Test043
✓			CVN		General Test092	GENTEST092	11 Years 2 Months	06/15/1998		Sec Test043
✓			CVN		General Test093	GENTEST093	11 Years 2 Months	06/15/1998		Sec Test043
✓			CVN		General Test094	GENTEST094	11 Years 2 Months	06/15/1998		Sec Test043
✓			CVN		General Test095	GENTEST095	11 Years 2 Months	06/15/1998		Sec Test043
✓			CVN		General Test096	GENTEST096	11 Years 2 Months	06/15/1998		Sec Test043
✓			CVN		General Test097	GENTEST097	11 Years 2 Months	06/15/1998		Sec Test043
✓	09/01/2011	05/01/2010	CVN		General Test098	GENTEST098	11 Years 2 Months	06/15/1998	ED	Sec Test074
✓	05/20/2011	03/31/2010	CVN		General Test099	GENTEST099	11 Years 2 Months	06/15/1998	ED	

(10 Students)

Student History for Services Test004 New Mail!

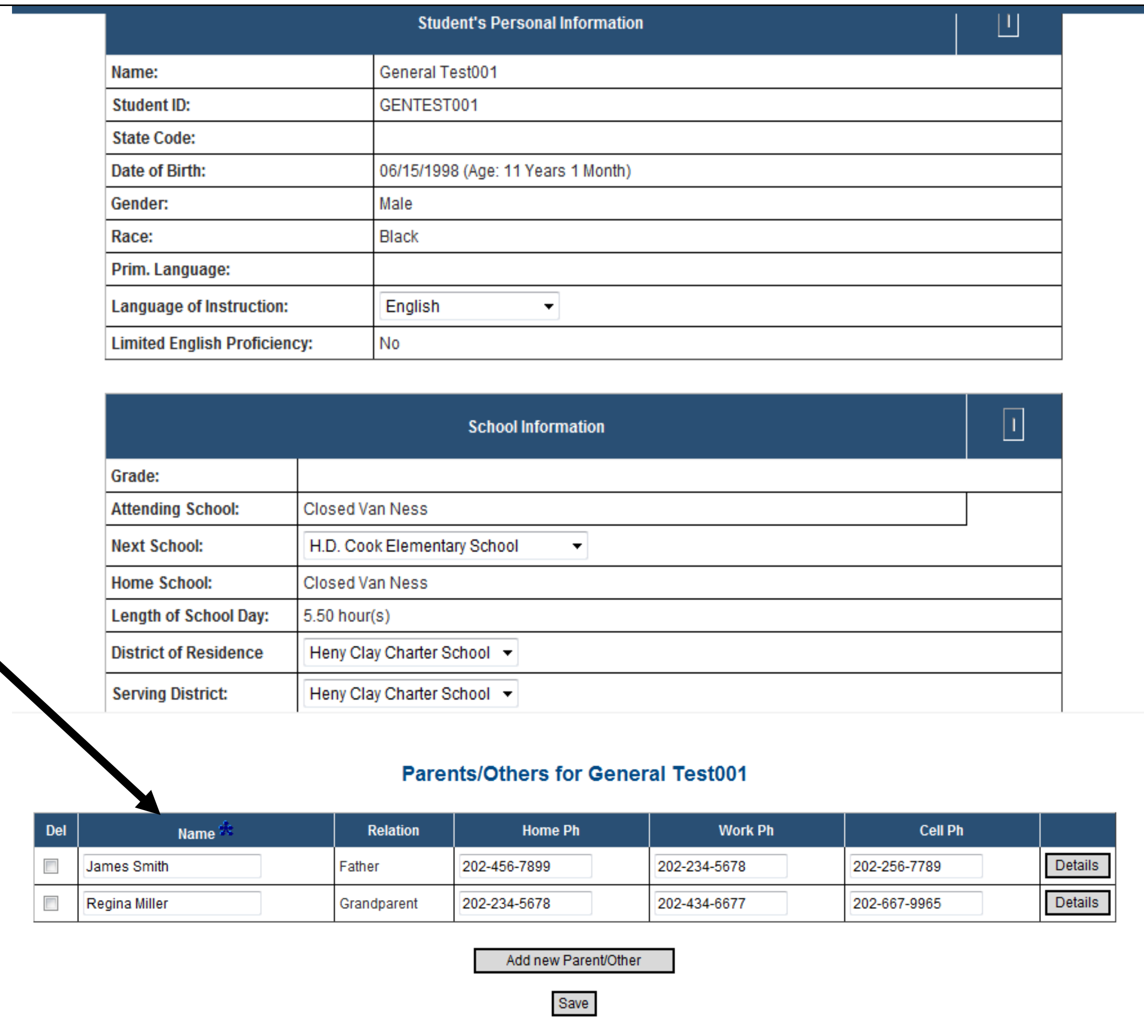
Del	Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
	2363	05/01/2008	Initial Parent Consent for Evaluation					10/05/2008 20:53 (315 days)	Details
	2364	06/01/2008	Eligibility Determination	06/01/2008	06/01/2011			10/05/2008 20:53 (315 days)	Details
	2365	06/01/2008	IEP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

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.

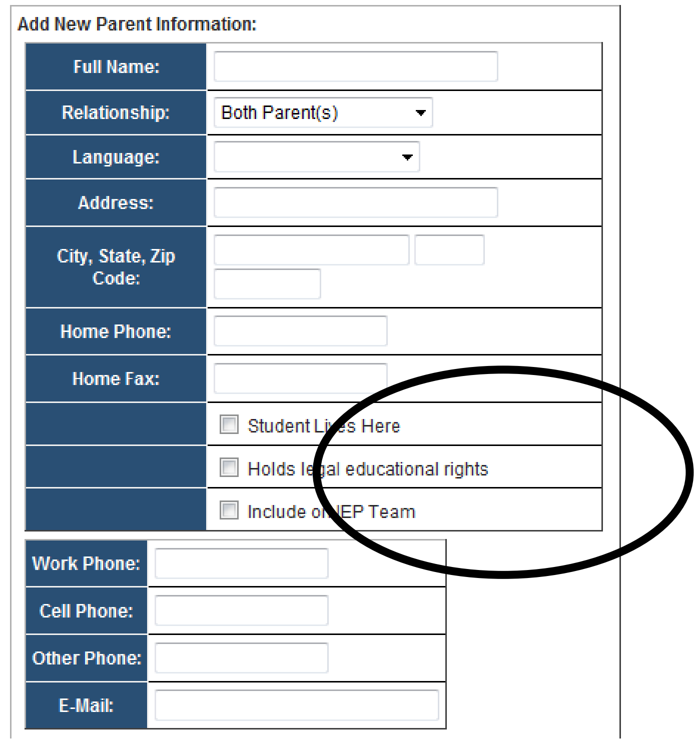


1. The <u>New Parent Information</u> section is where users enter demographic information for individuals who do not have access to the system (e.g., parents, relatives, and general education teachers).

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.

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.

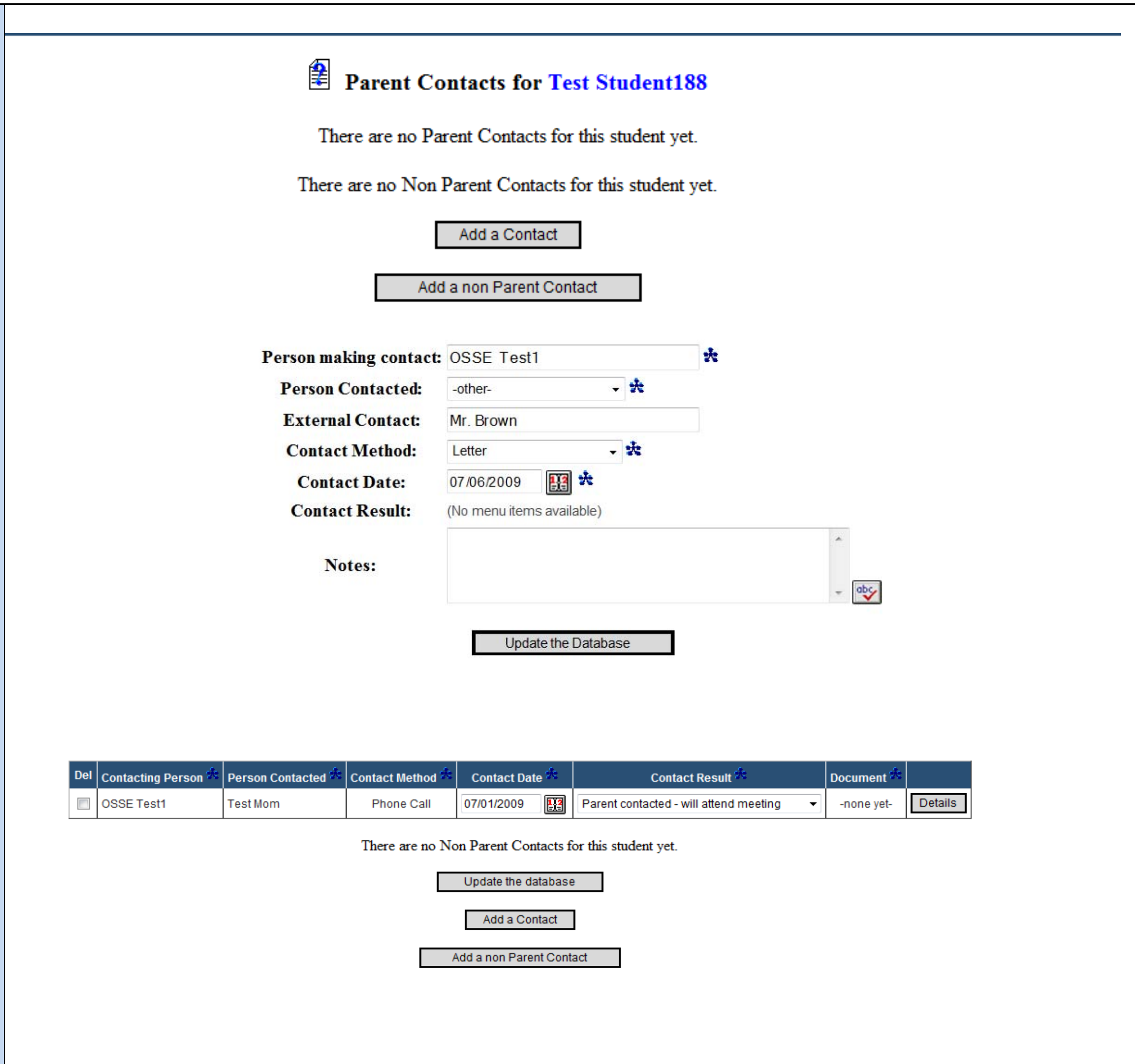


Chapter 4 Communication Log

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 Update the database.



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.

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.

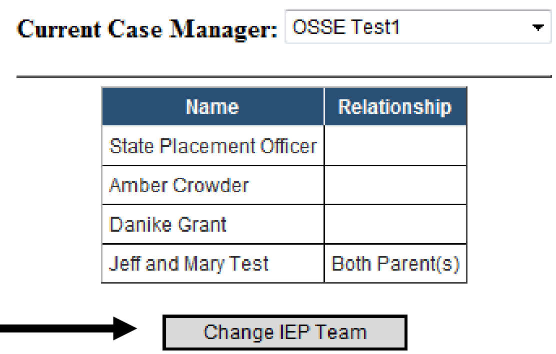
3. To add an individual to the IEP team, click Change IEP Team.

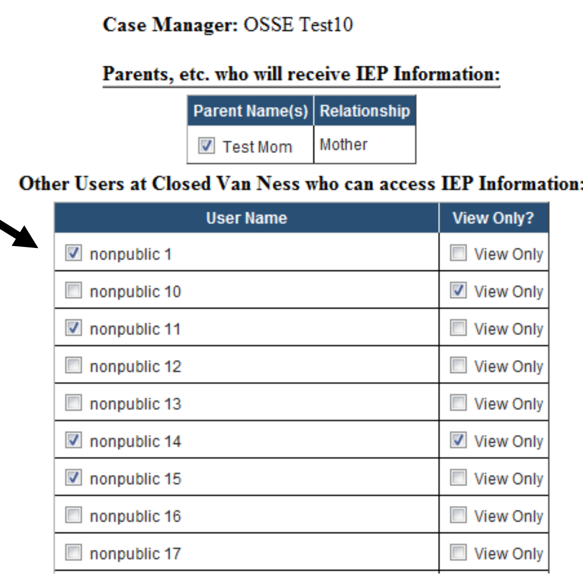
4. Check the box to the left and save the page by clicking Save & Continue >>.

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.





5.2 Referral Acknowledgement

1. To begin the ***Referral Acknowledgement*** page, the user must select a *Referral Source* from the drop-down menu provided.

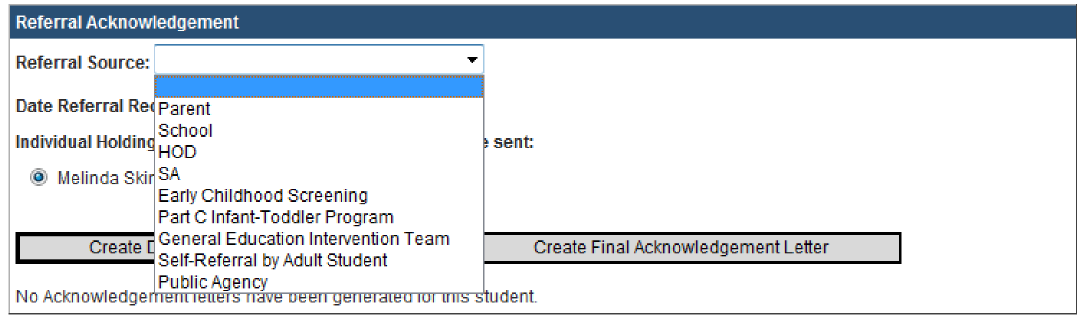
2. Enter the date the student was referred in the *Referral Date* field.

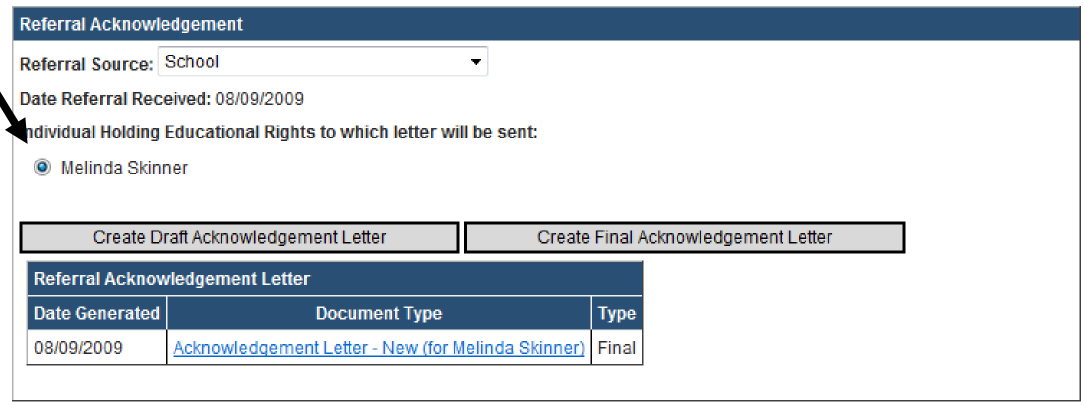
3. To generate a letter for each person who holds educational rights to the student, click the radio button next to the name displayed.

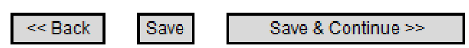
4. If more than one person is listed, select the first individual and click [Create Draft Acknowledgement Letter]. Once the system generates the letter, view the draft by clicking on the blue hyperlink. If the letter displays the desired information, generate a final letter by clicking [Create Final Acknowledgement Letter].

5. Repeat the directions above to generate a letter for the next person who holds educational rights.

6. Click [Save & Continue >>] to check for errors and to move on to the next page.





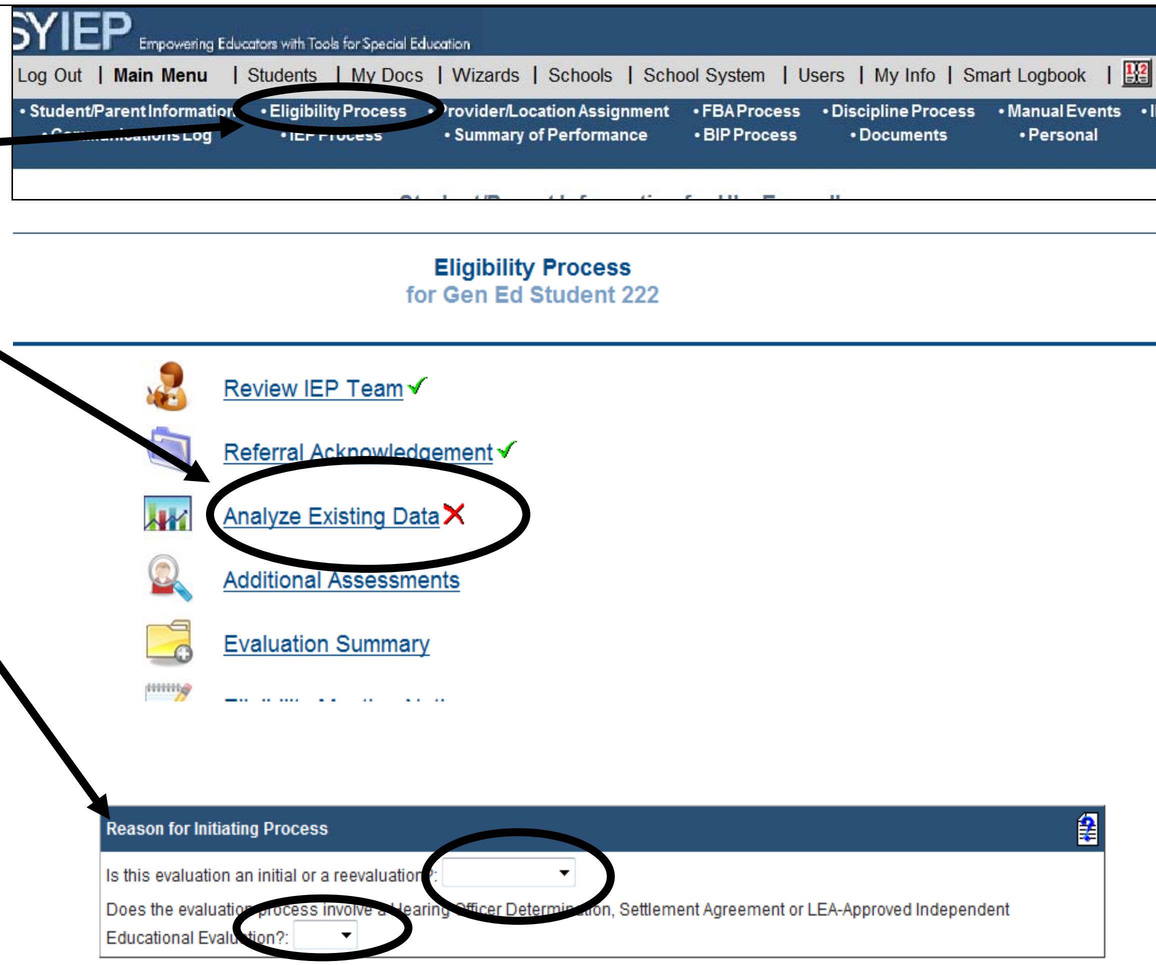


TIP: The *List of individuals holding educational rights* is based on information entered on the ***Student/Parent Information*** page.

5.3 Analyze Existing Data

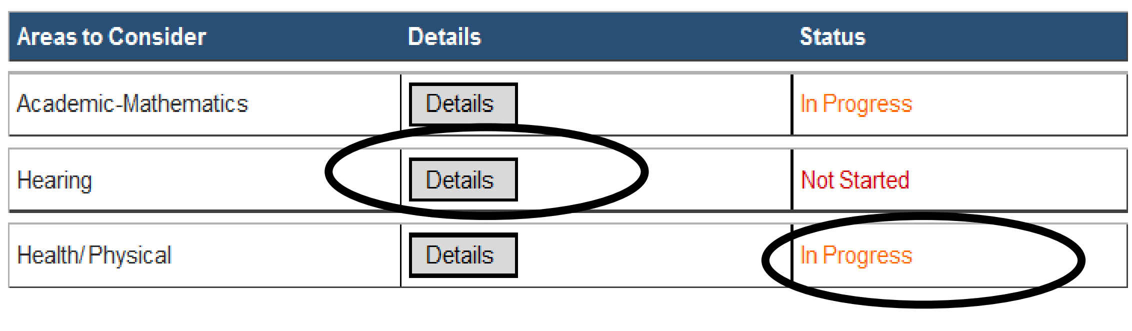
Accessing the Section and Beginning the Process

- 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.*



Areas to Consider

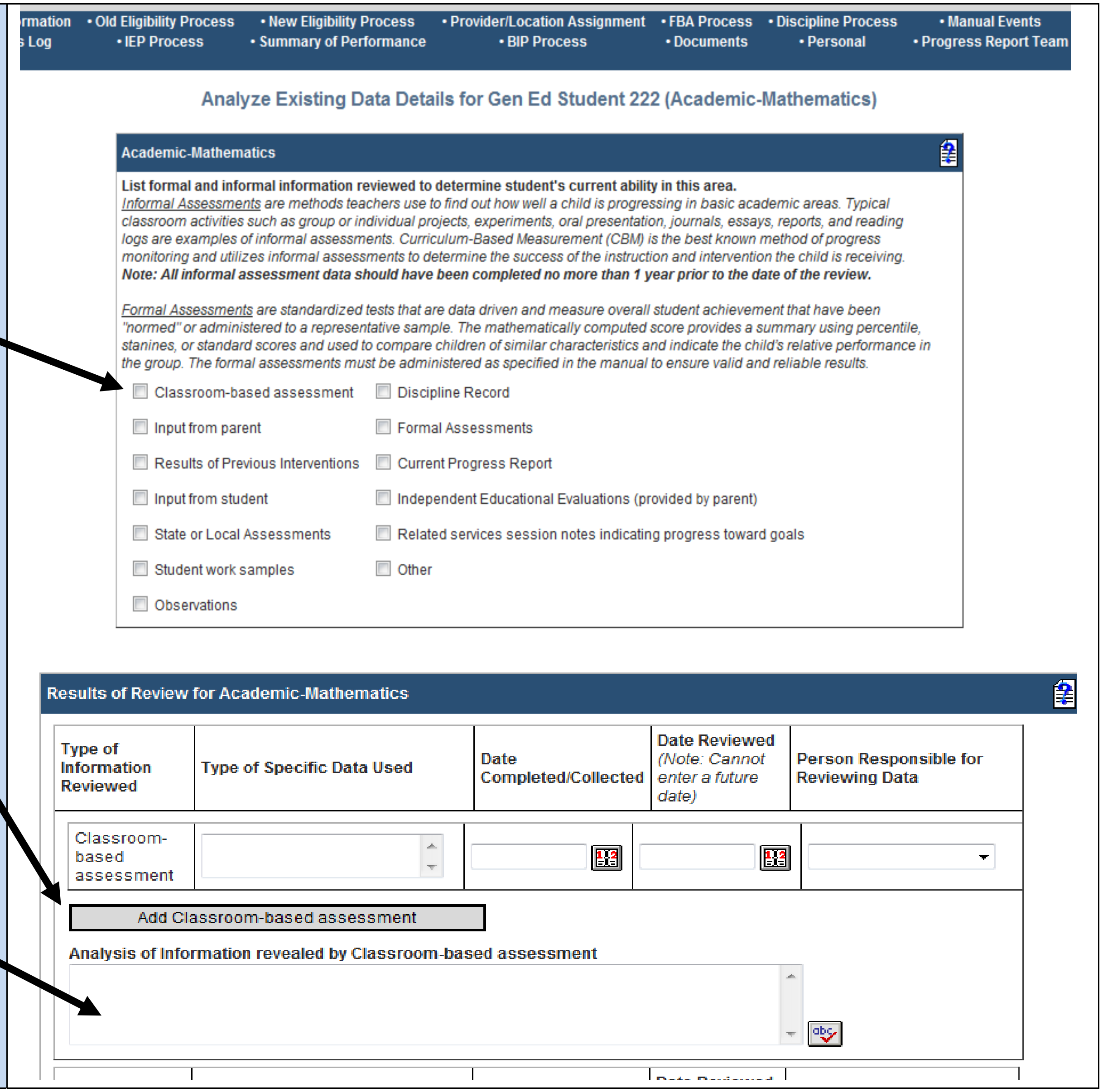
- In the Areas to Consider section, indicate any areas that will be considered as part of the evaluation process by checking the box to left of the area.
- If an eligibility decision has already been finalized for the student in SEDS, any Areas to Consider that were previously determined to be areas 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 Details Page

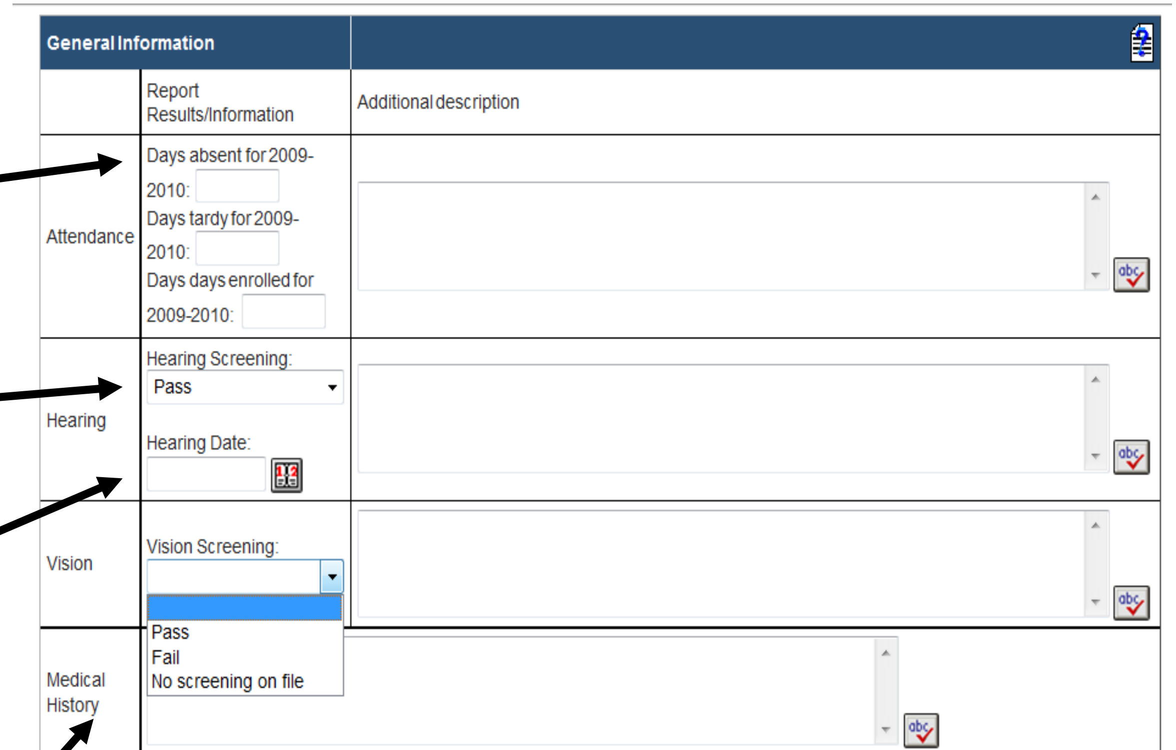
- There is a separate ***Areas to Consider Details*** page for each area being considered as part of the evaluation process.
- To indicate which types of information were reviewed for the area, check the box to the left of the list item.
- Each information type will populate in a separate row in the 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.



General Information

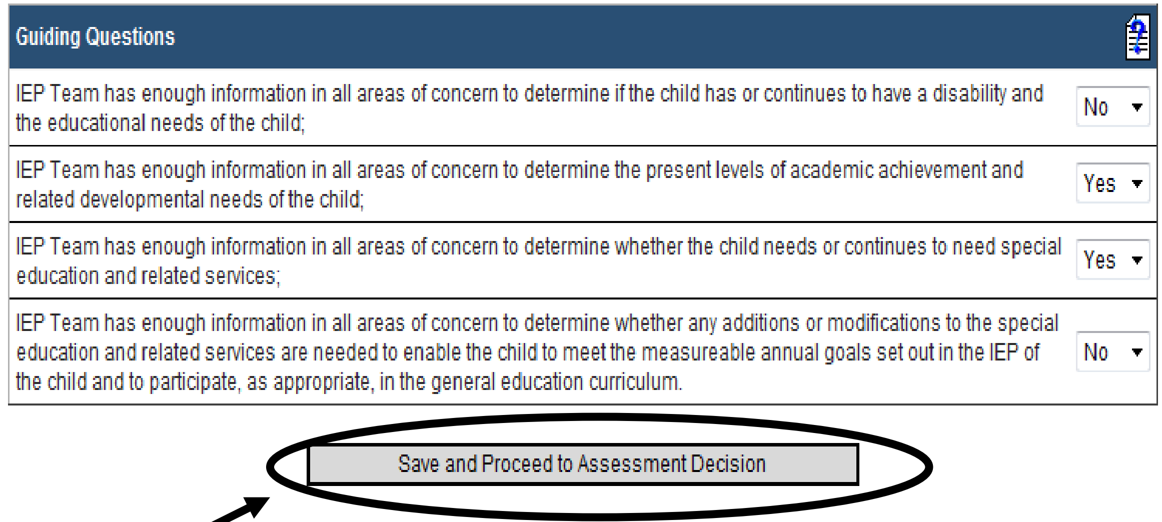
- The General Information section is a required step in the Analyze Existing Data section for all students.
- Describe recent attendance history, including *Days absent* and *Days tardy* for the current school year, along with a written description of recent attendance patterns.
- Document the results 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.



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.

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

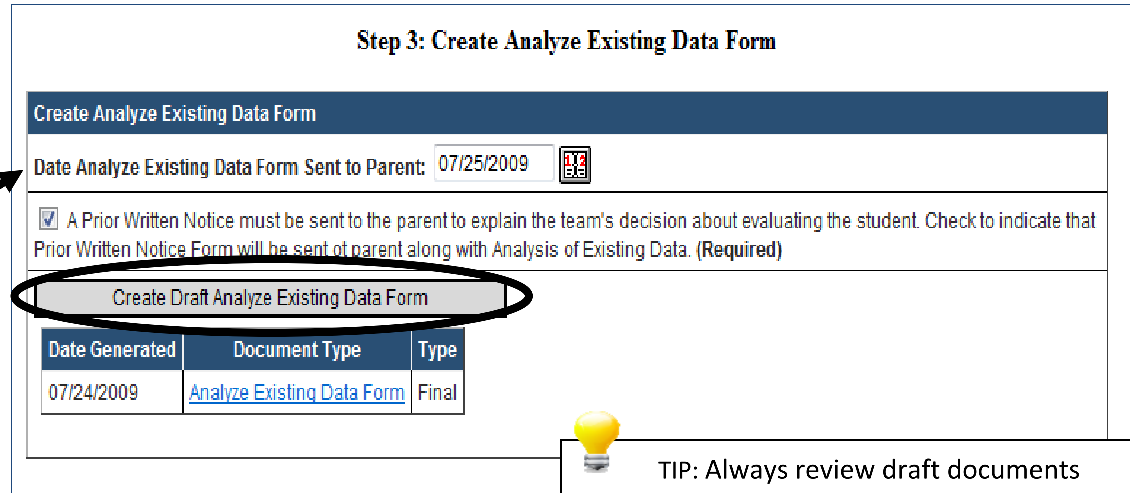
Team Decision Block

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

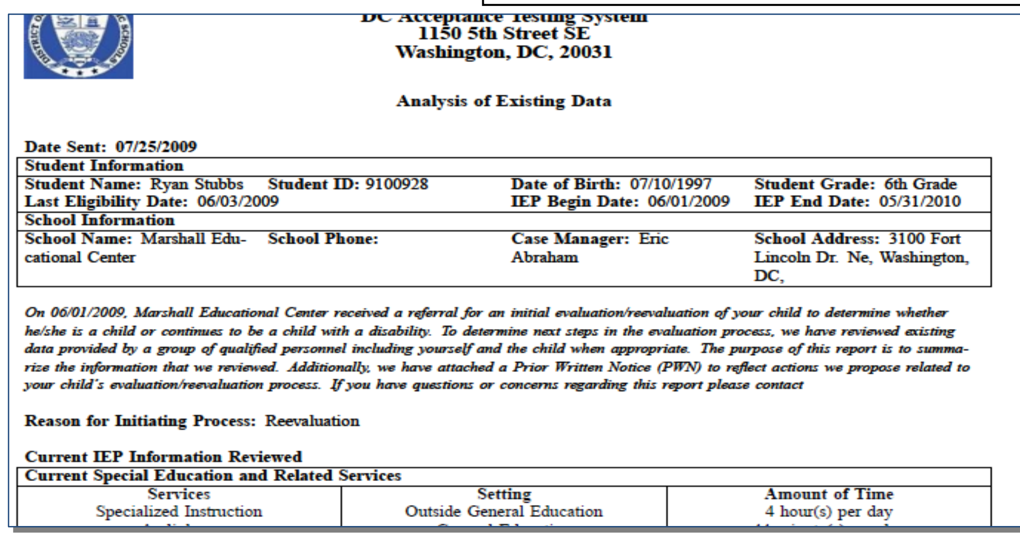
Save and Proceed to Analyze Existing Data Form, Prior Written Notice and Consent to Evaluate

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.



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

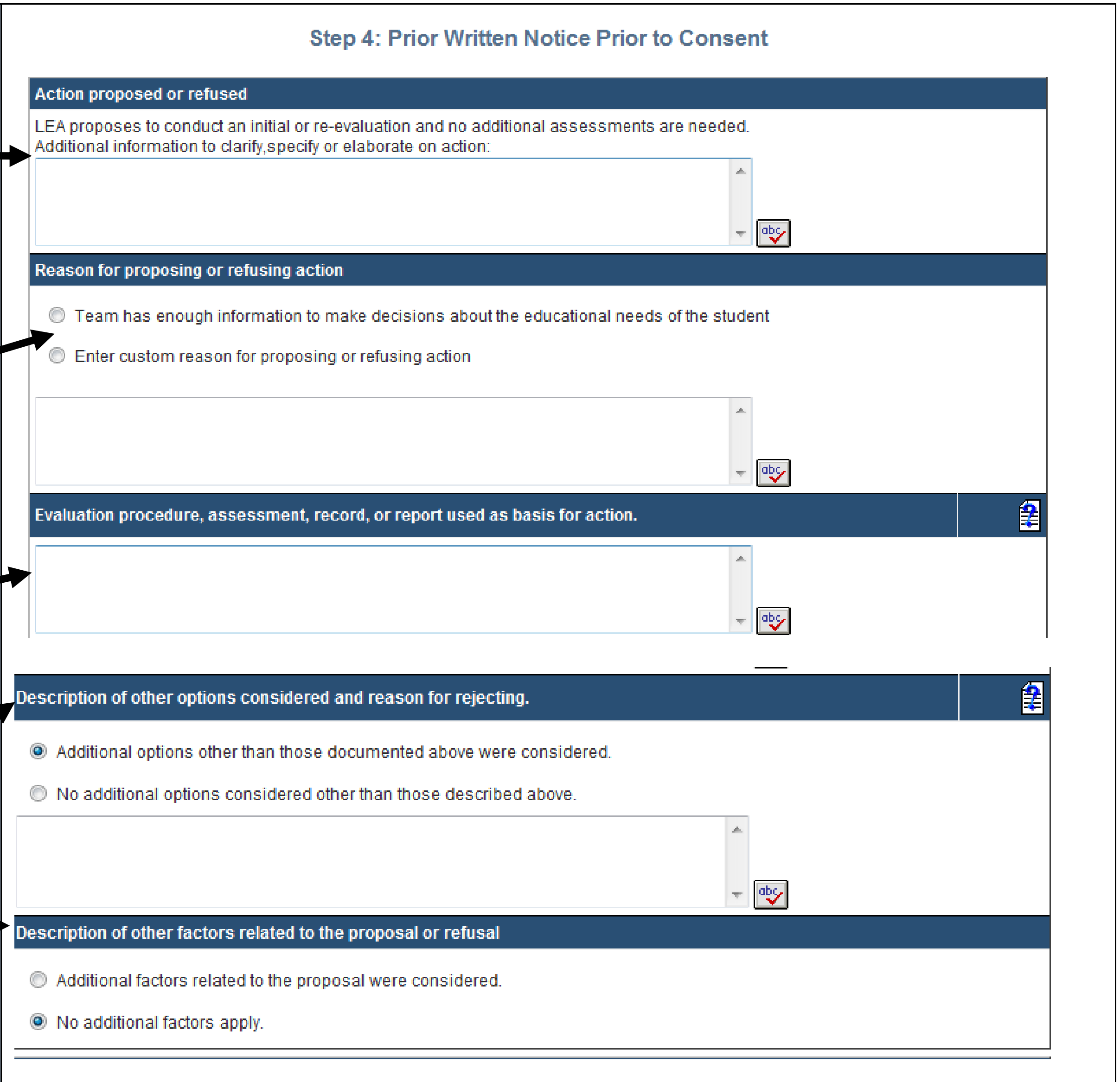
- The *Action proposed or refused* in the Prior Written Notice-Prior to Consent section will populate for you based on the responses you entered earlier in the process. You may add text in the box provided to further explain or clarify the *Action proposed or refused*.

- 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.

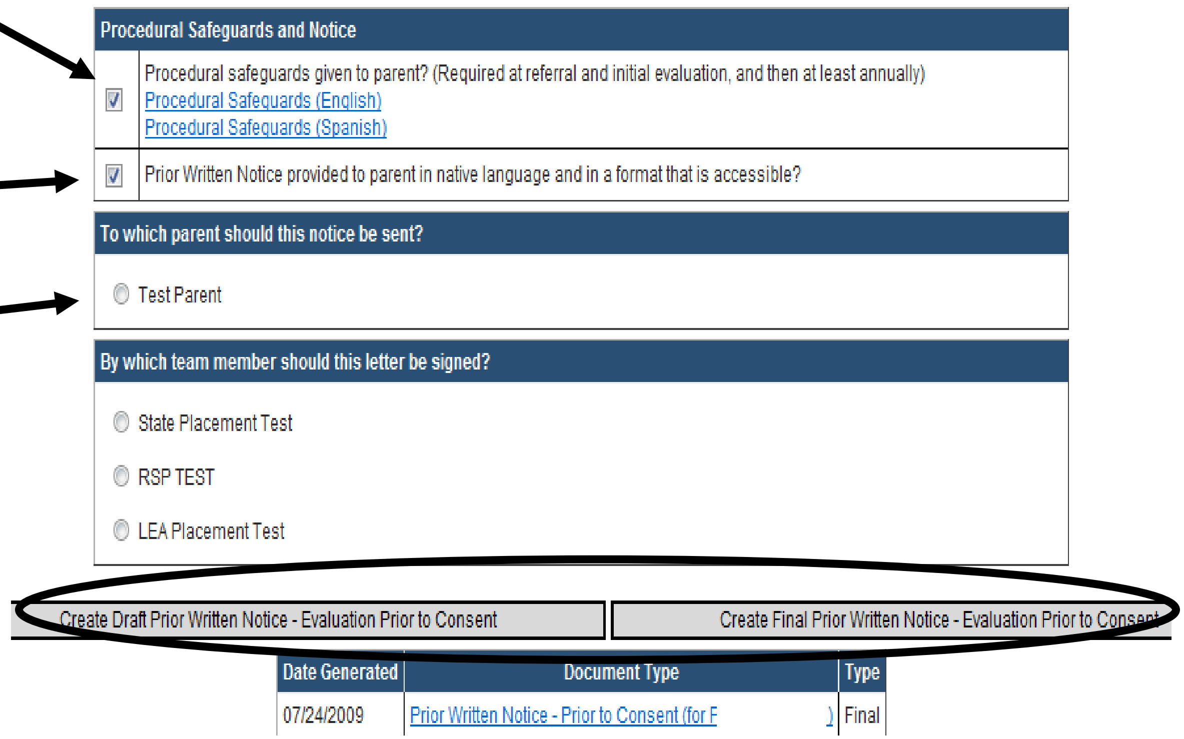
- Select whether you considered other factors in the Description of other factors related to the proposal or refusal section. If there are other factors, use the text box provided to enter a description.



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.



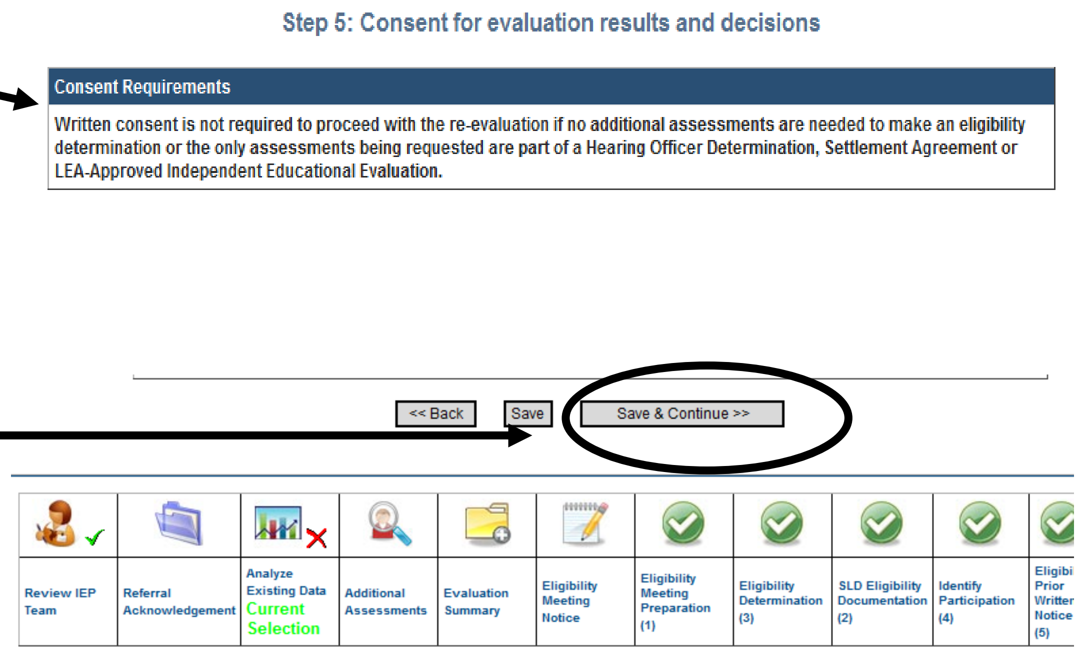
Consent Decisions

- 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.***

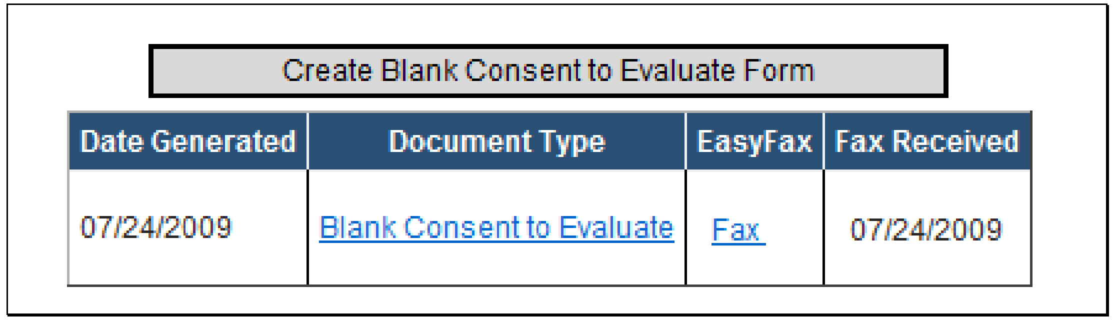
- After reviewing this consent result to confirm that it reflects the team's decisions, you will not need to complete any additional actions and will be able to select the "Save & Continue" button and complete the section.

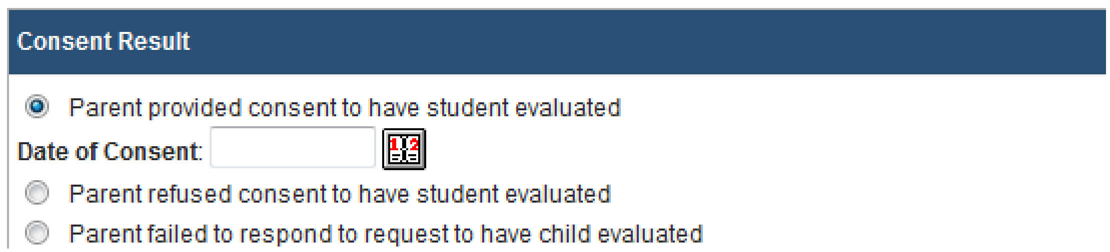
- If you have indicated that the reason for initiating the process is an initial evaluation (regardless of whether or not additional formal assessments are needed) **OR** your team is conducting a reevaluation and agrees that additional formal assessments are needed to determine eligibility, ***a text block will appear indicating that written consent is required to proceed.***



Consent Results—Parent Provided Consent

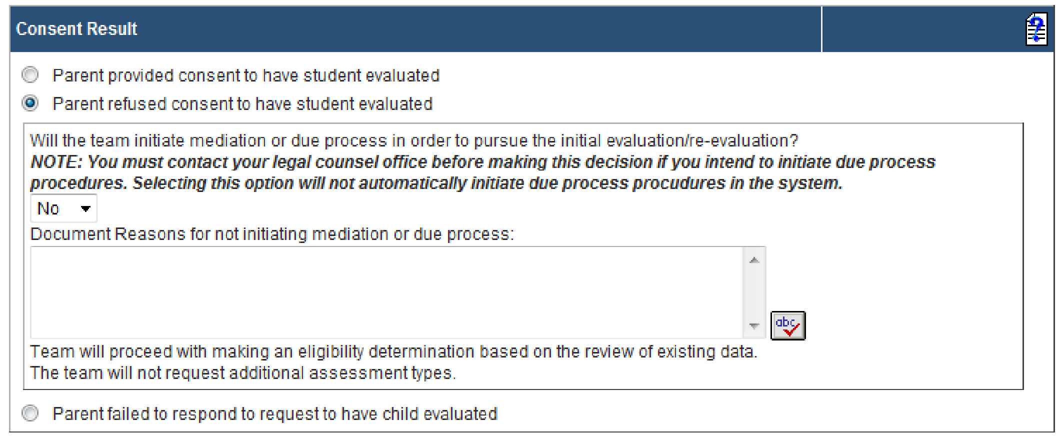
- To document that a parent provided written consent, first generate a Blank Consent to Evaluate form by clicking the “Create Blank Consent to Evaluate Form” button.
- Fax the signed consent form into the system using the EasyFax feature.
- When the form has been uploaded into the system, a link to the file will appear in the <u>EasyFax</u> column and a date will appear in the Date Received column.
- Select the “Parent provided consent to have student evaluated” radio button in the <u>Consent Result</u> 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 <u>Analyze Existing Data</u> section by selecting the “Save & Continue” button.

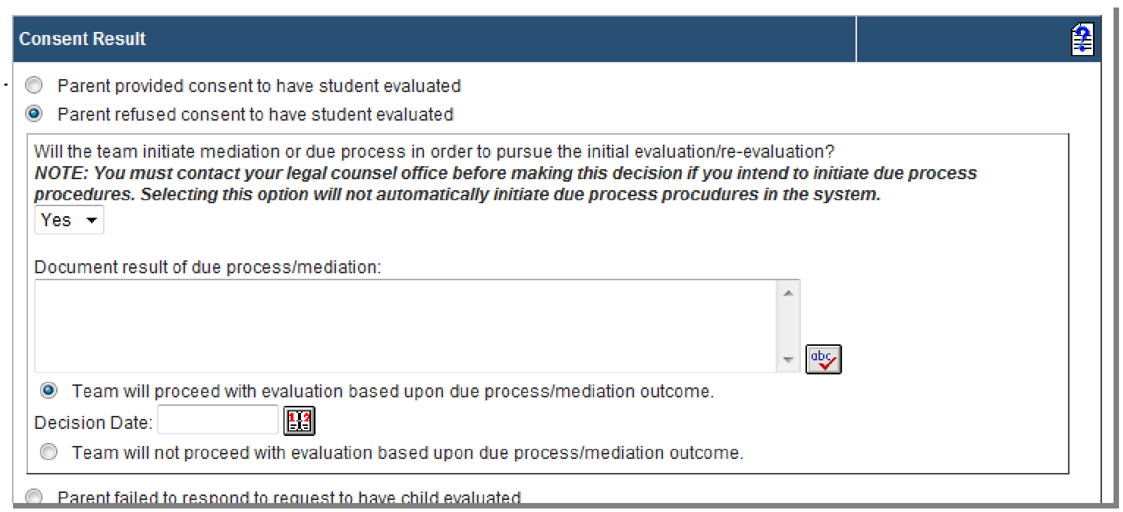




Consent Results—Parent Refused Consent

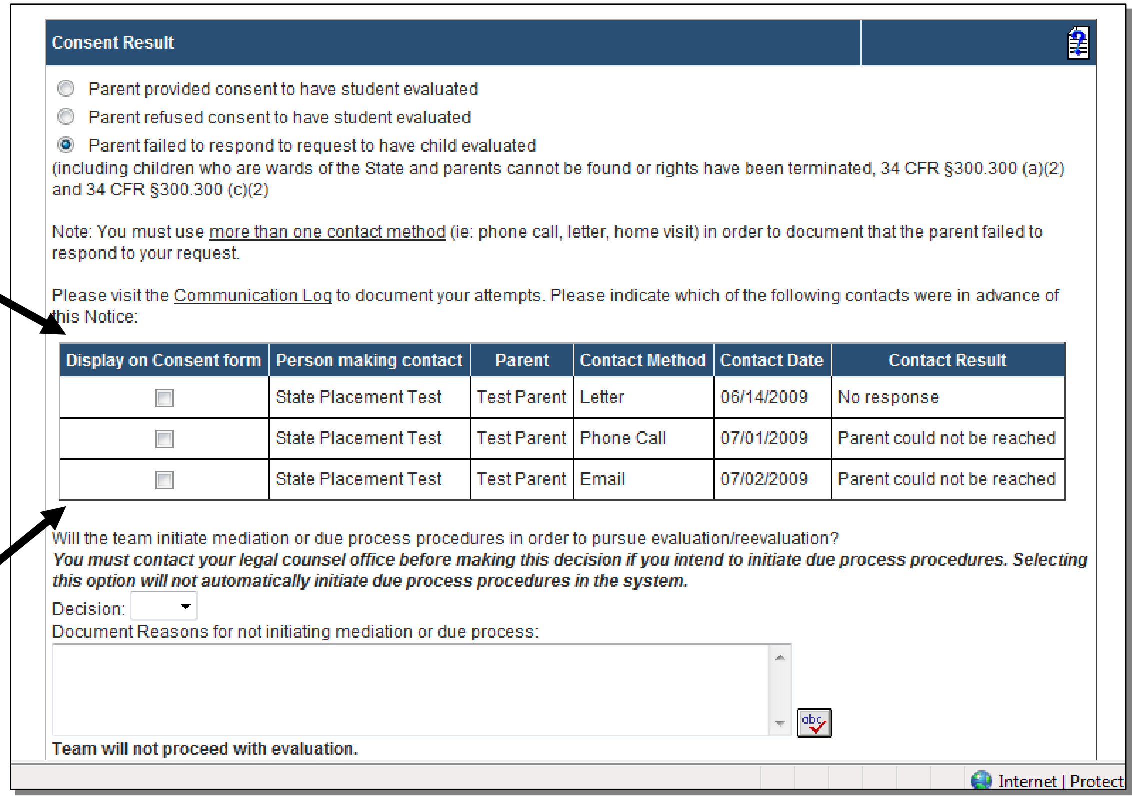
- To document that a parent refused consent, EasyFax the signed consent form documenting the refusal into the system.
- Select the "Parent refused consent to have student evaluated" radio button.
- Indicate whether the team will initiate due process to pursue the initial evaluation or reevaluation.
- 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 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
	State Placement Test	Test Parent	Letter	06/14/2009	No response
	State Placement Test	Test Parent	Phone Call	07/01/2009	Parent could not be reached
	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:

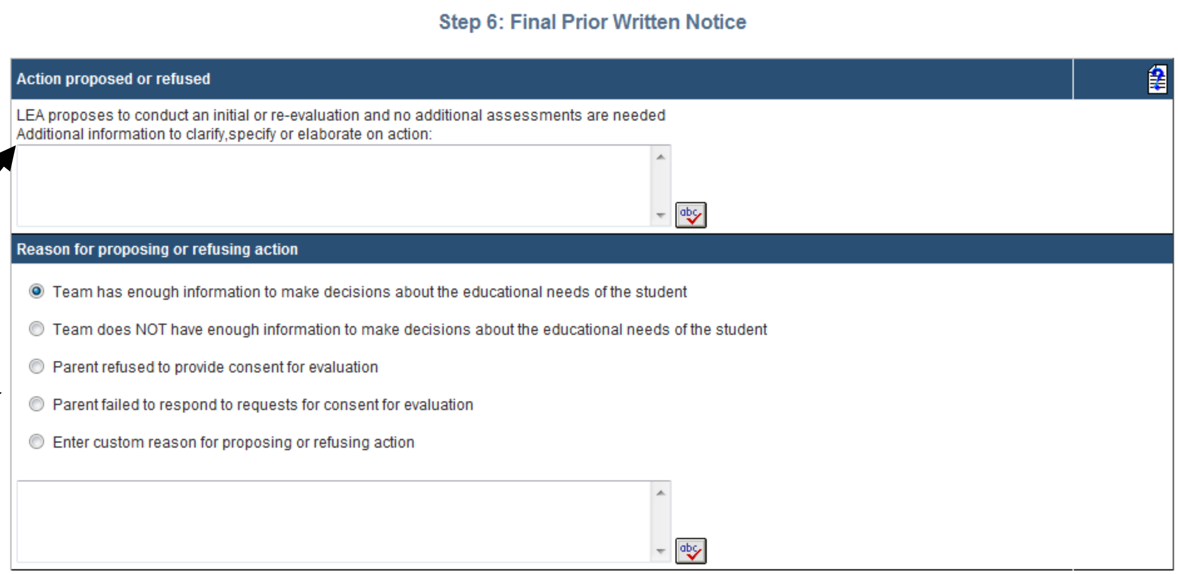
Document Reasons for not initiating mediation or due process:

Team will not proceed with evaluation.

Internet | Protect

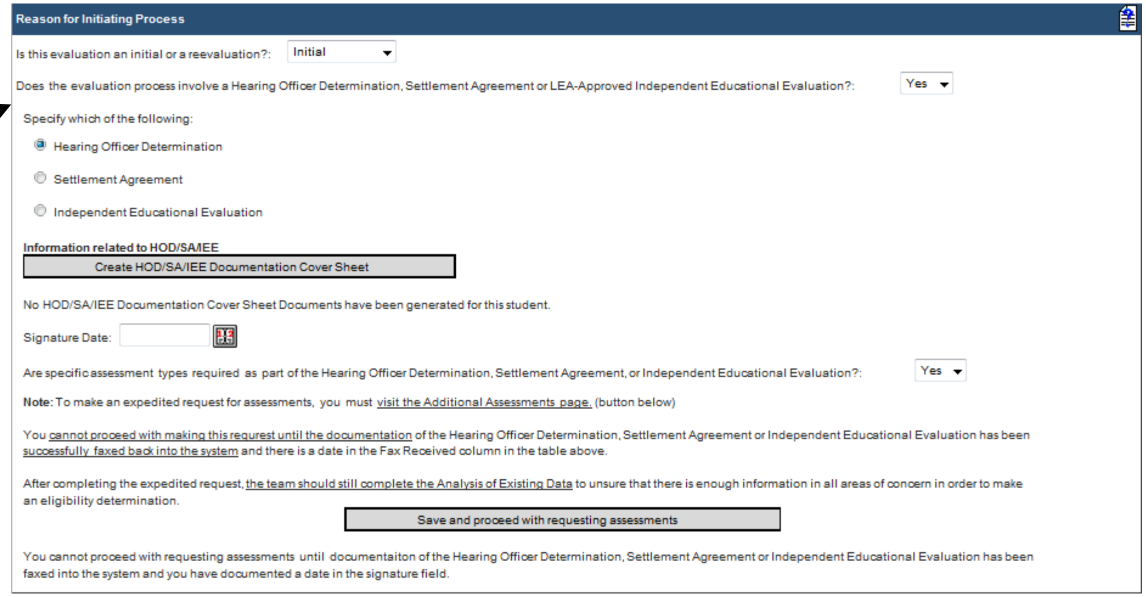
Final Prior Written Notice

- 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.



Special Conditions for HODs, SAs, and IEEs

- If there is a HOD, SA, or IEE involved in the evaluation process, first indicate this in the Reason for Initiating Process section.
- Enter the date of the HOD, SA, or IEE and fax in signed documentation of the HOD, SA, or IEE.
- If the HOD or SA requests assessments, you will be able to request those assessments immediately, but you will still be required to complete the additional sections on the ***Analyze Existing Data*** page.
- In the Assessment Decision section, you will see a separate decision section due to the HOD, SA, or IEE.
- Similarly, you will see a separate Consent Result box to document information related to HODs, SAs, and IEEs.



5.4 Additional Assessments

Accessing the Section and Beginning the Process

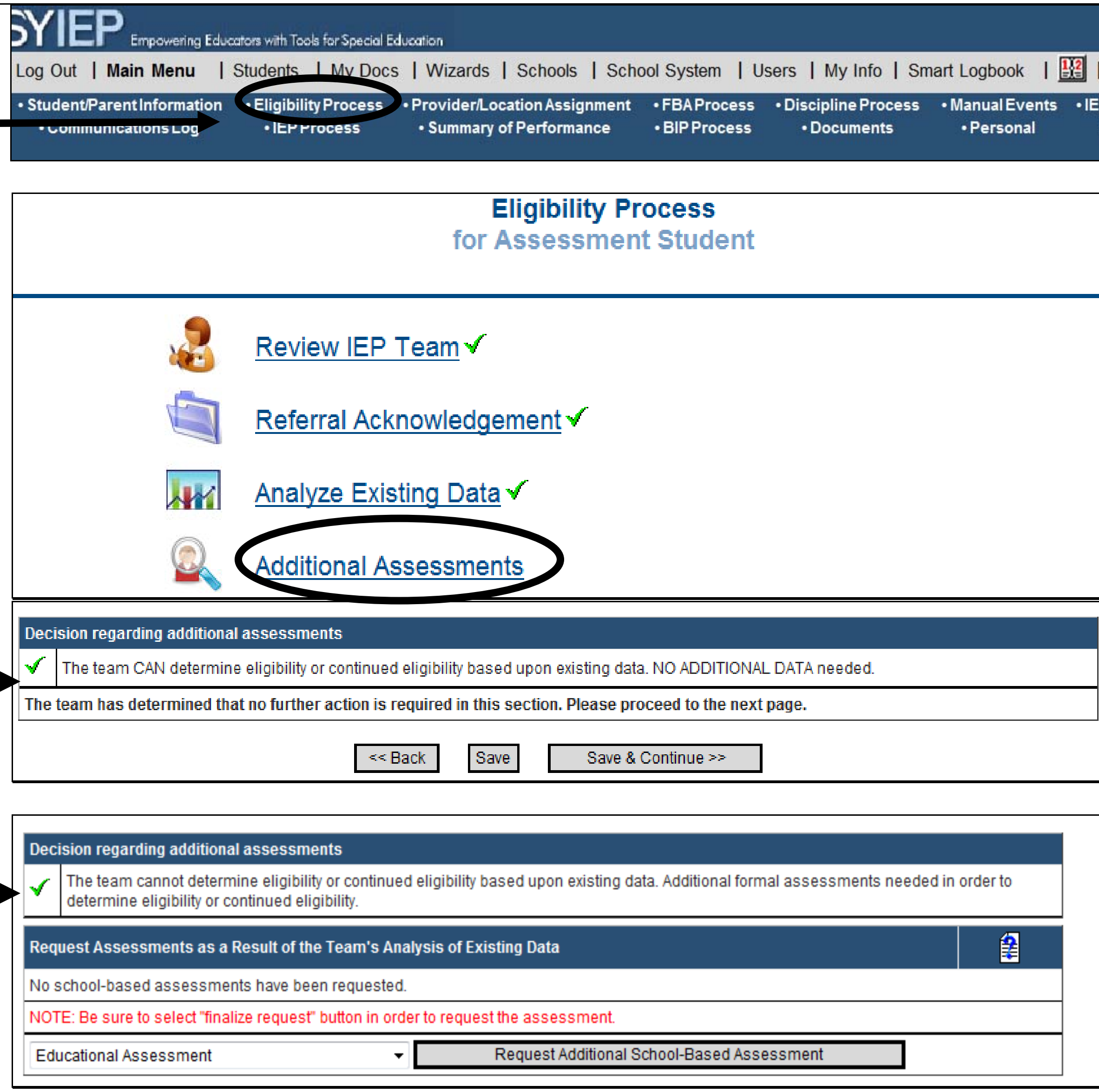
- The ***Additional Assessments*** page is located in the **Eligibility Process** tab.

- 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.

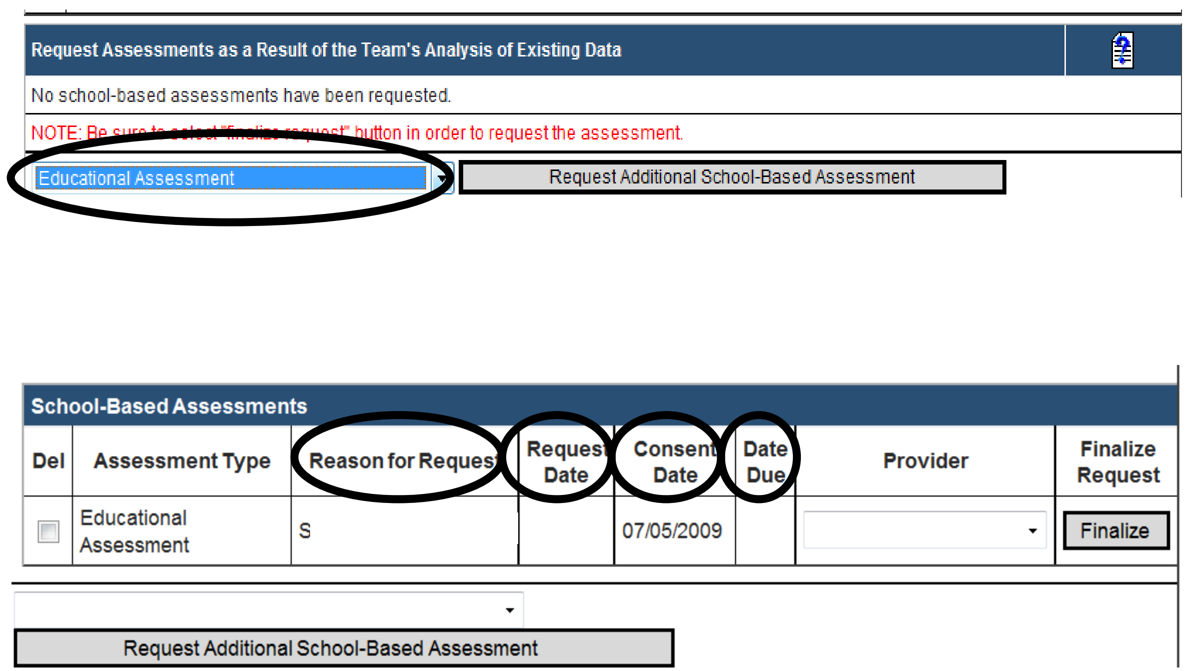
- *If you have indicated in the* Analyze Existing Data *section that formal assessments are needed*, you will see the following note: "The team CANNOT determine eligibility or continued eligibility based upon existing data. Additional formal assessments needed in order to determine eligibility." You 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.

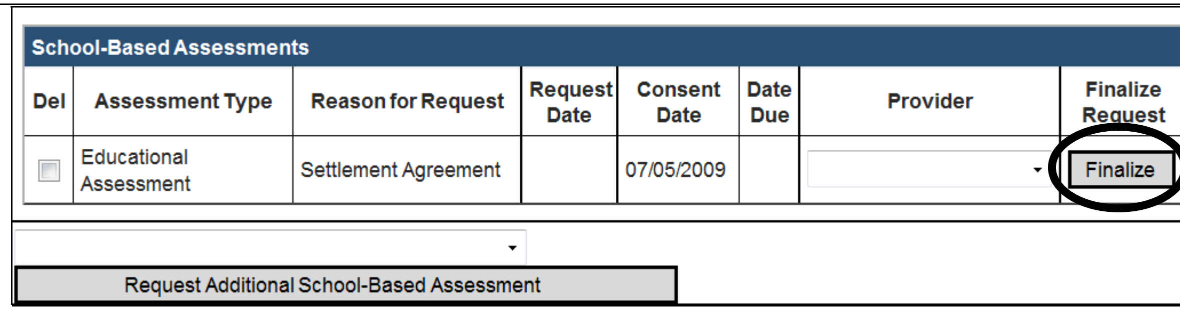


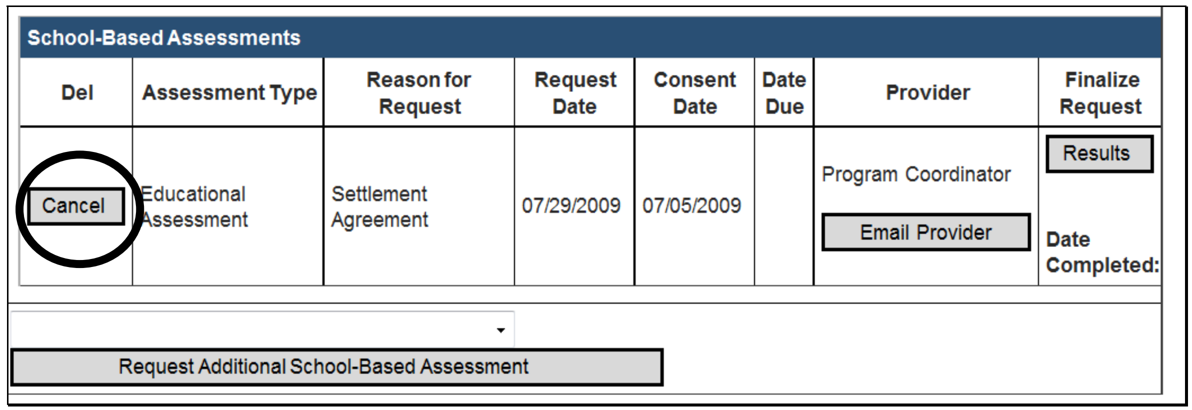
Requesting Assessments,-continued-

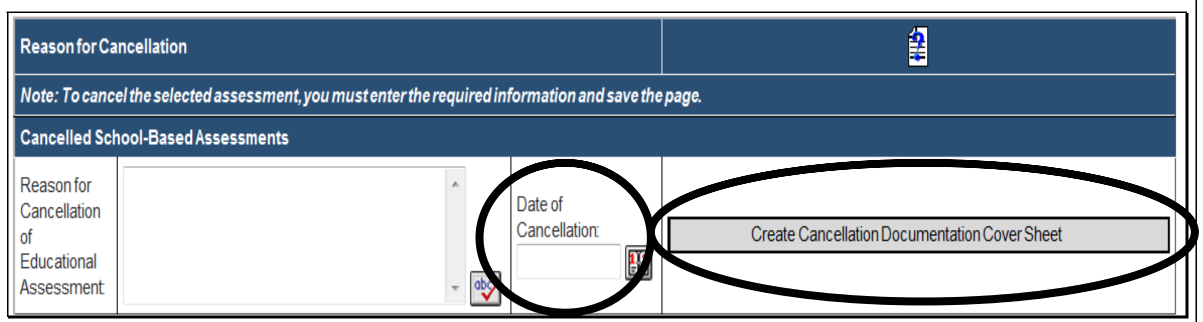
- Select a provider for the assessment from the Provider drop-down menu. The list displayed will show all providers certified to provide the assessment type selected that are associated with the student's attending school.

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 <u>Reason for Cancellation</u> 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.

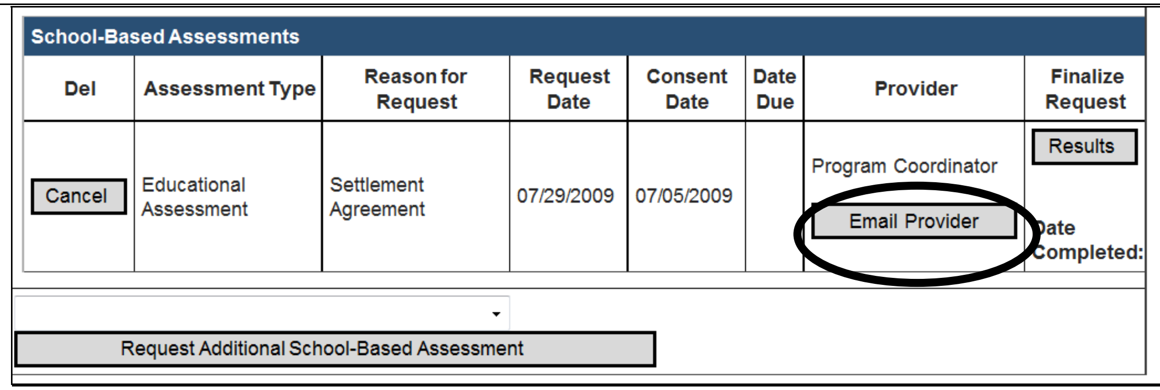


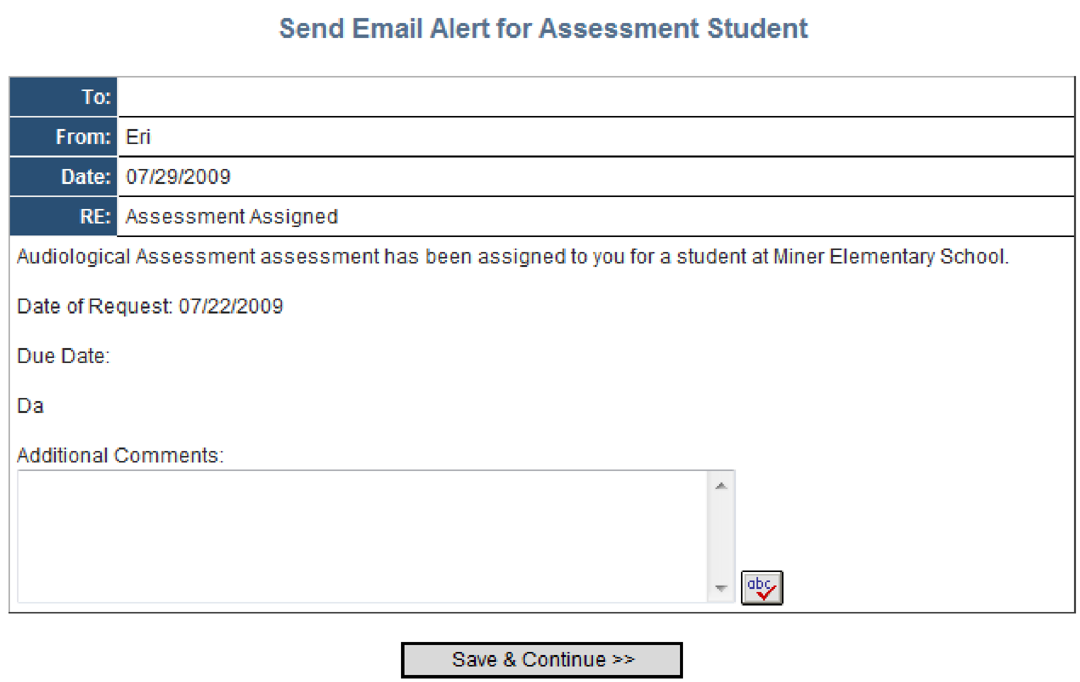




Emailing Providers

- 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.

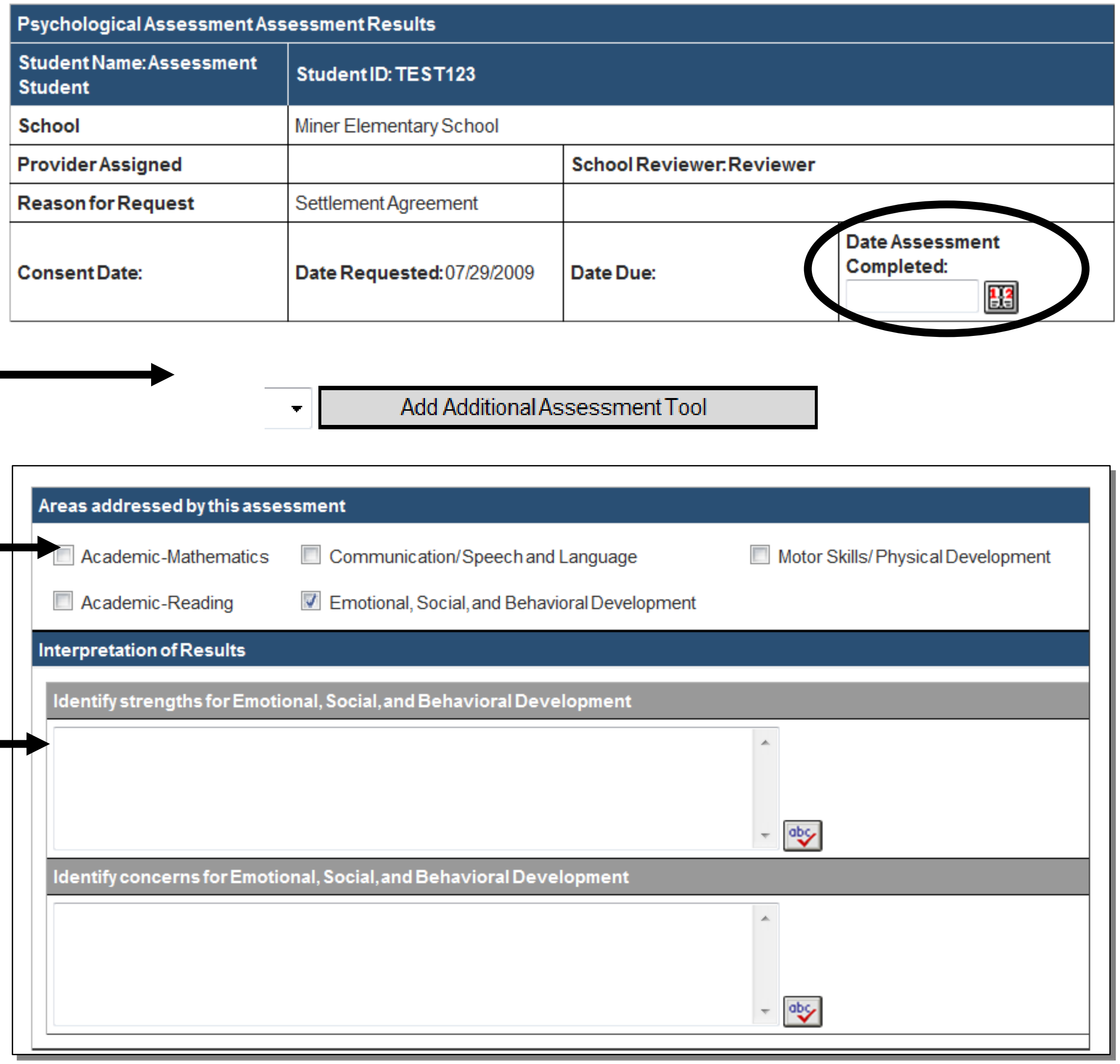




Entering Assessment Results

- 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 e essment Tool" button.
- In the <u>Areas addressed by this assessment</u> 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.

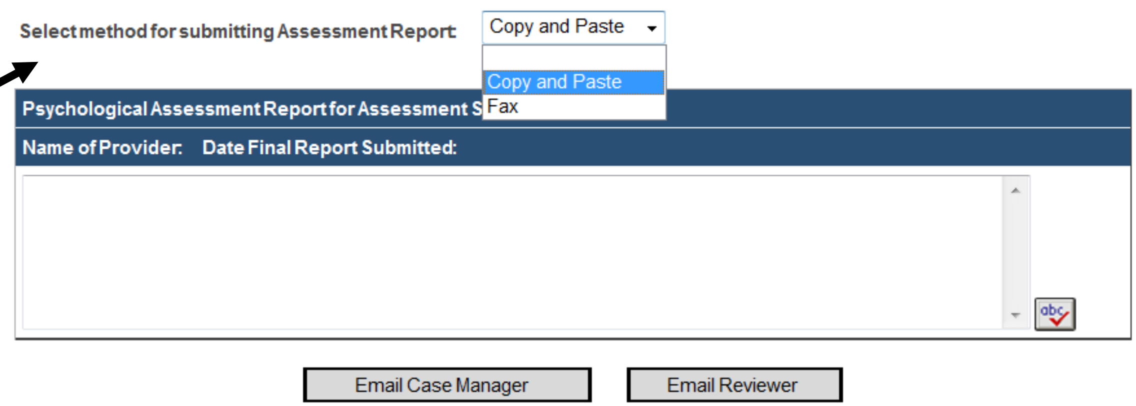
TIP: The list of areas that appears in this section is based upon what was selected on the ***Analyze Existing Data*** page as an area where more information was needed.

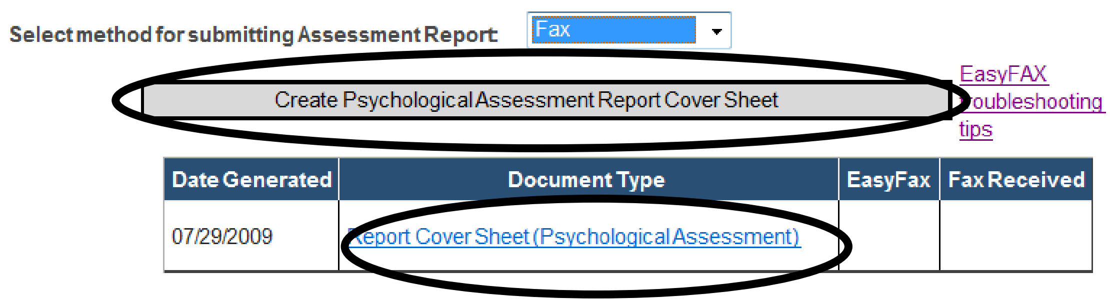


Submitting Assessment Reports

- 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.



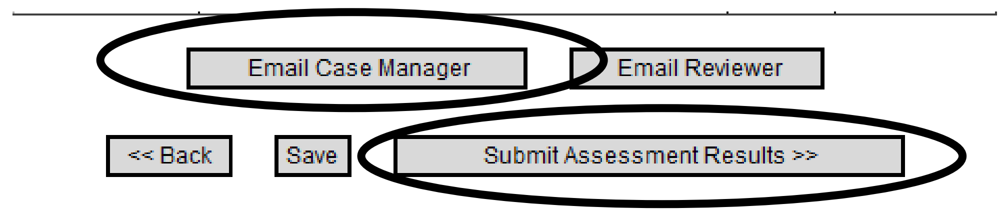


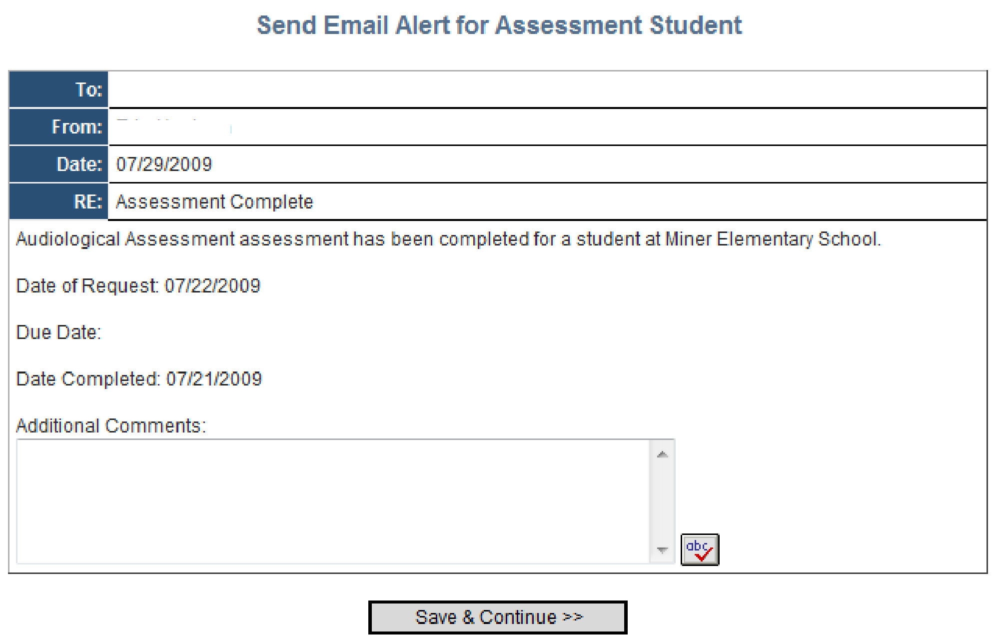
Submitting Assessment Results, -continued-

- 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

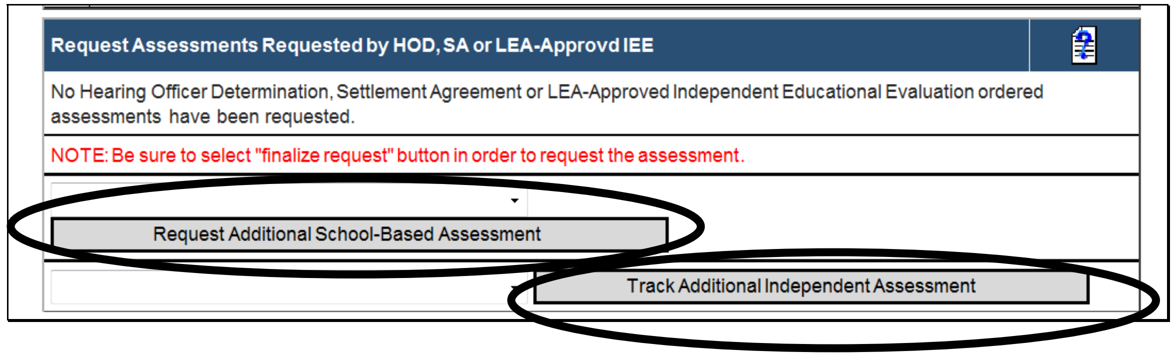
Additional Comments:

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.



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.

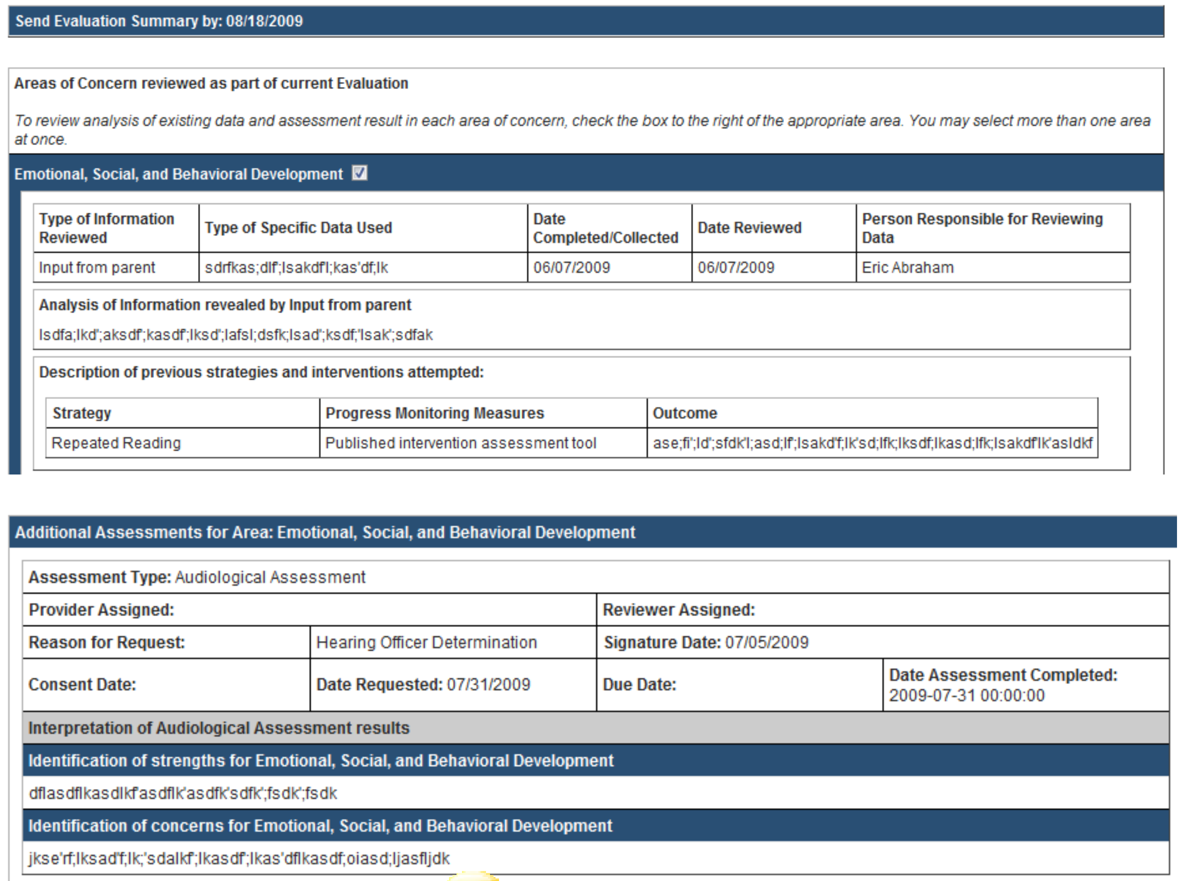
1. The date listed in the section titled Send Evaluation Summary by <date> identifies the date by which a copy of the evaluation summary should be sent home to the parent. This date generates based on information previously entered and is not editable.

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';lsakdfl;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';sfdkl';asd;lf';lsakdf';lk'sd;lfk;lksdf;lkasd;lfk;lsakdflk'asldkf

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

dflasdflkasdlkf'asdflk'asdfk'sdfk';fsdk';fsdk

Identification of concerns for Emotional, Social, and Behavioral Development

jkse'rf;lksad'f;lk;'sdalkf';lkasdf';lkas'dflkasdf;oiasd;ljasfljdk

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.

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

Create Draft Evaluation Summary | Create Final Evaluation Summary

Evaluation Summary

Date Generated	Document Type	Type	Projected Send Date	Date Sent (Actual)	EasyFax	Fax Received
08/10/2009	Evaluation Summary	Draft	07/21/2009			

<< Back | Save | Save & Continue >>

5.6 Eligibility Meeting Notice

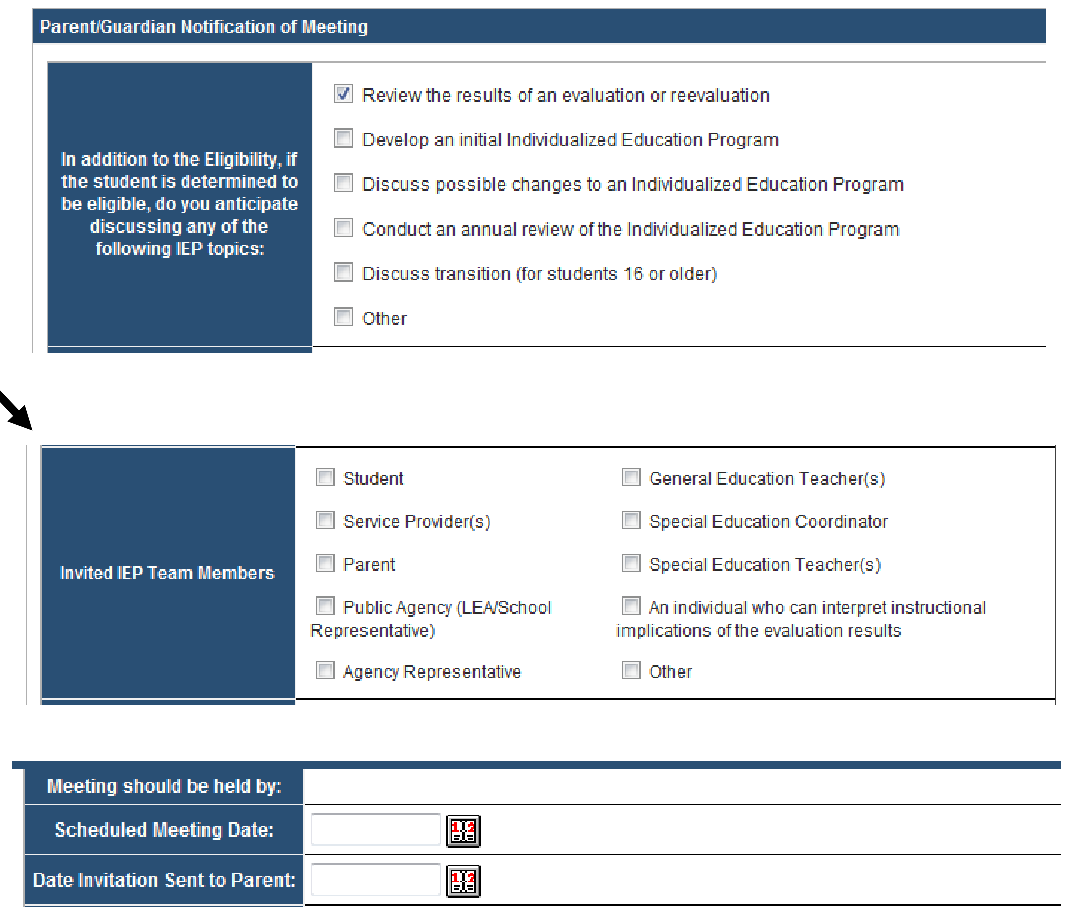
1. To generate an eligibility meeting notice, select the additional topics you anticipate discussing by clicking on the check boxes that apply.

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.



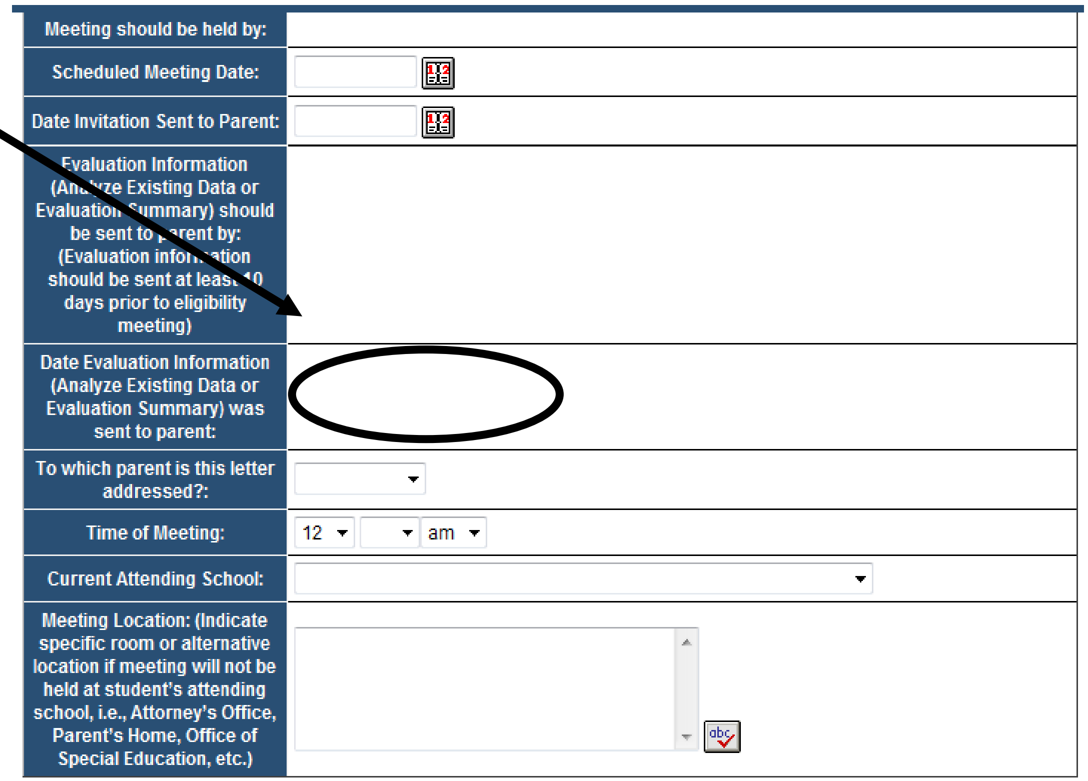
6. The date you sent evaluation information to the parent will appear in the circled box. The date was originally entered on the ***Evaluation Summary*** page.

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.



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.

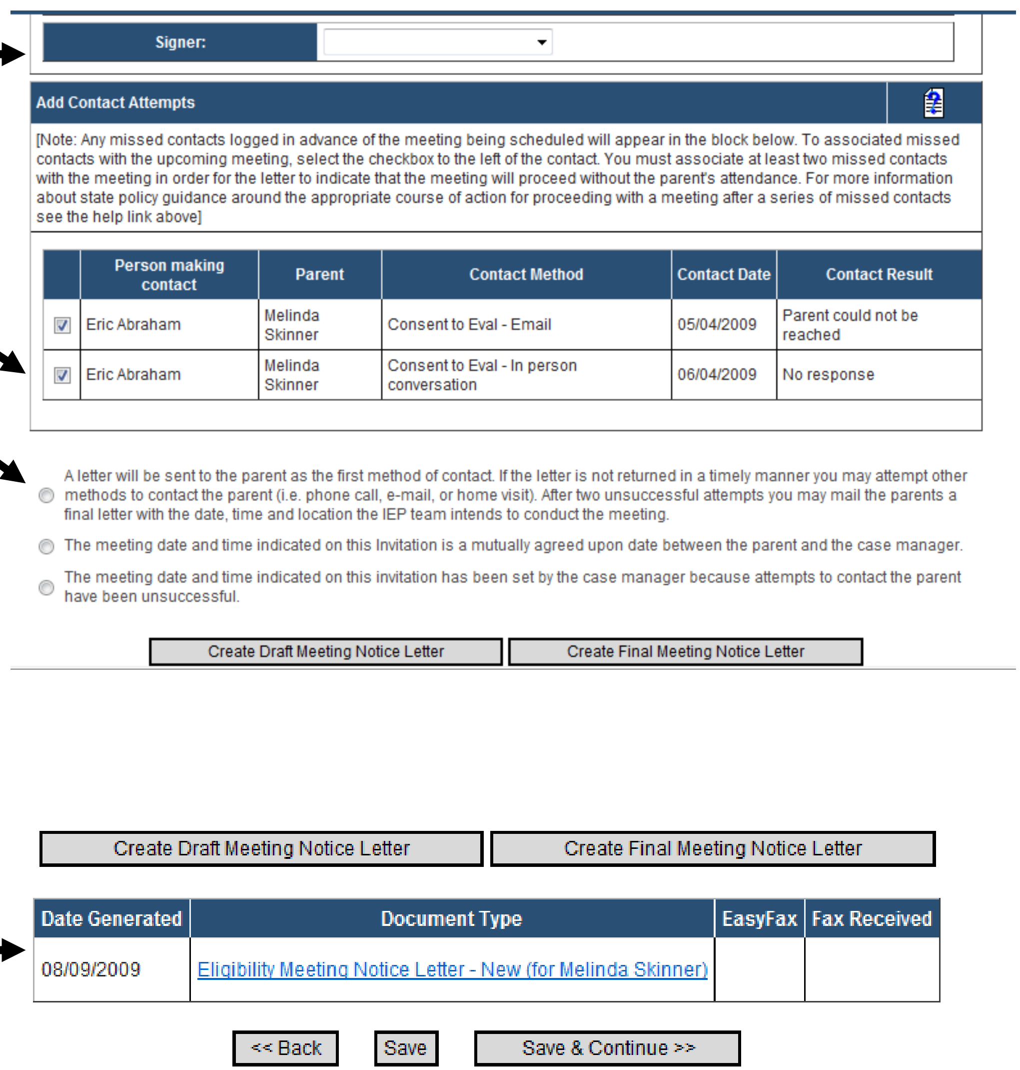
12. If at least two contact attempts are listed in the contact log section, select the contacts that are associated with this meeting by clicking on the check boxes on the left.

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.



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 <u>Eligibility Meeting Preparation</u>.

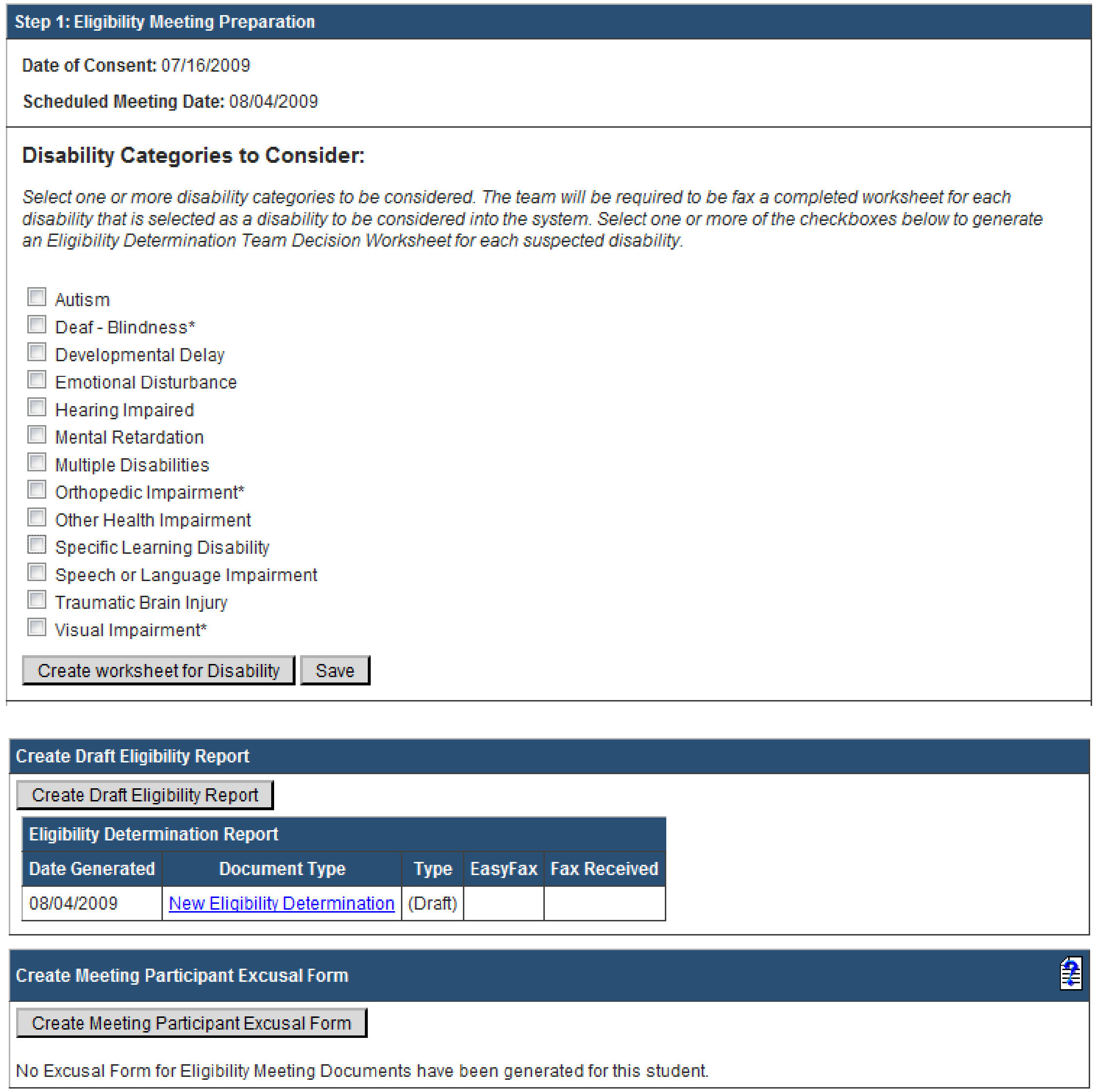
   A. Select one or more *Disability Categories to Consider* by placing a check in the appropriate check box(es).

   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 be 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	New Eligibility Determination	(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.

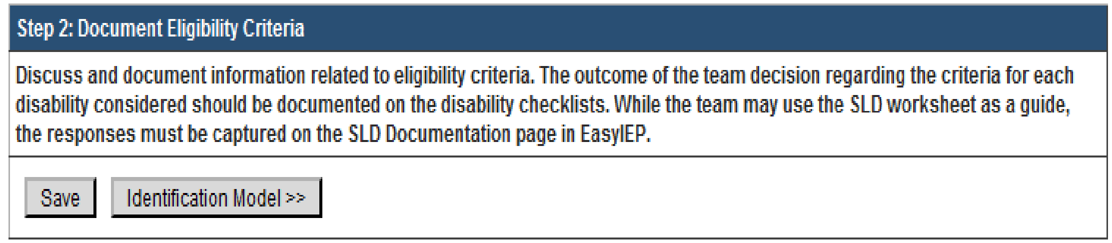
   B. Select an option in the Identification of Model section.

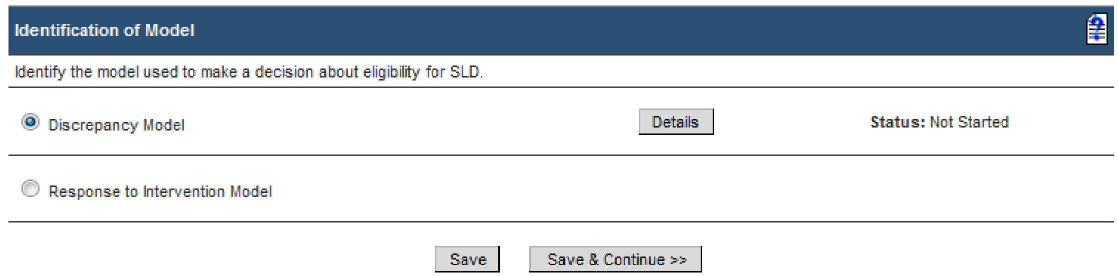
   C. Select the "Details" button that appears next to the selection in the Identification of Model section to begin entering information.
   Details

   D. Complete each field for the selected model.

   E. Select this button to complete this section and move to the next.
   Save & Continue >>

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





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)	
A lack of appropriate instruction in math? 34 CFR§300.306 (b)(1)(ii), DCMR 3006.6(a)	
Cultural factors, economic or environmental disadvantage? 34 CFR§300.30 (a)(3), DCMR 3006.4	
Limited English proficiency? 34 CFR§300.306 (b)(1)(iii), DCMR 3006.6(a)	

☐ **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]

☐ **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?

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.

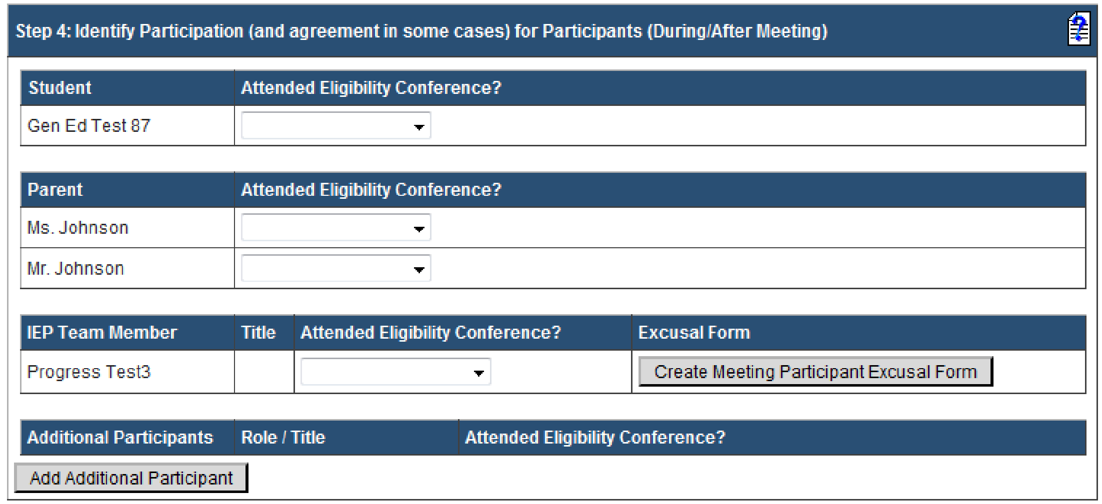
   A. Enter participation status for each team member by selecting the appropriate option from the drop-down menu.

   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	

Parent	Attended Eligibility Conference?
Ms. Johnson	
Mr. Johnson	

IEP Team Member	Title	Attended Eligibility Conference?	Excusal Form
Progress Test3			Create Meeting Participant Excusal Form

Additional Participants	Role / Title	Attended Eligibility Conference?

Add Additional Participant

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

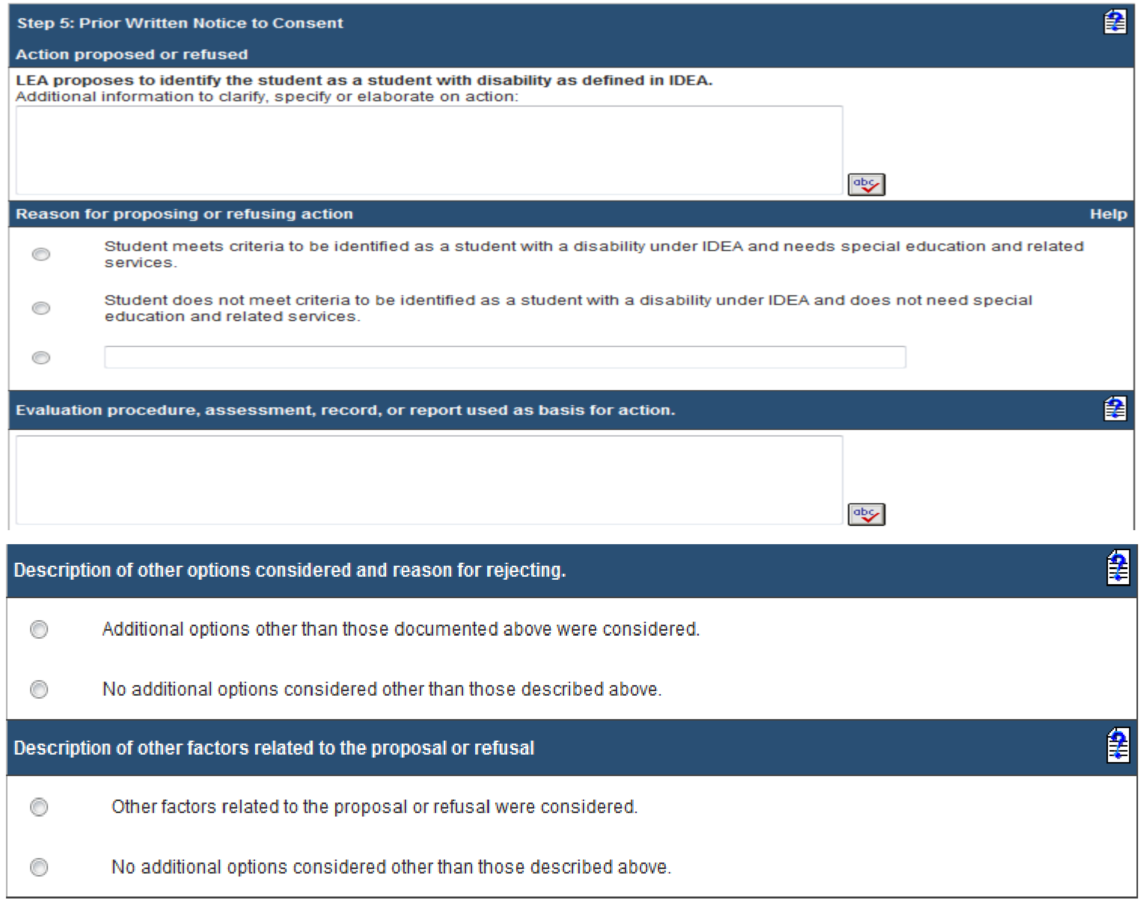
   A. The *Action proposed or refused* will populate based on the responses you entered previously in the process. You may add text in the box provided to further explain or clarify the *Action proposed or refused*.

   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.



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.

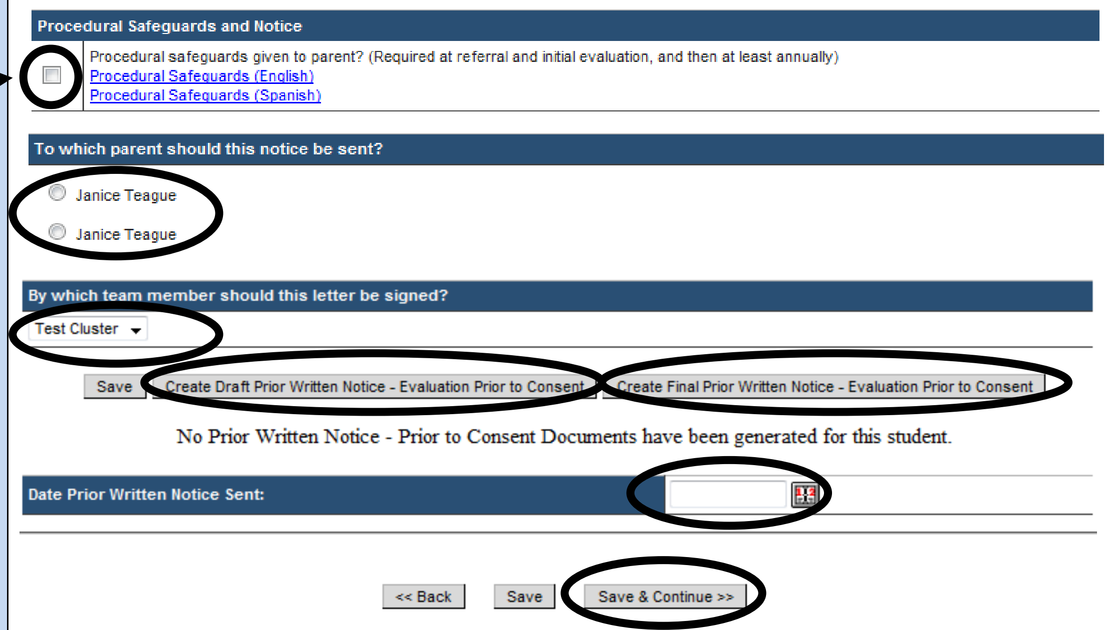
J. Create a draft PWN by selecting the "Create Draft" button.

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.



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.

   Create Final Eligibility Determination

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

   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	New Eligibility Determination	Final		
08/05/2009	New Eligibility Determination	Final		
08/04/2009	New Eligibility Determination	Final		
08/04/2009	New Eligibility Determination	Final		
08/04/2009	New Eligibility Determination	Final		
08/04/2009	New Eligibility Determination	Final		

Associated Eligibility Documents

Prior Written Notice Reports Document Table

Date Generated	Document Type	Type
08/06/2009	Prior Written Notice - Identification (for Tabari Layne)	Final
08/04/2009	Prior Written Notice - Identification (for Tabari Layne)	Final
08/04/2009	Prior Written Notice - Identification (for Mrs. Layne)	Final
08/04/2009	Prior Written Notice - Identification (for Tabari Layne)	Final
08/04/2009	Prior Written Notice - Identification (for Tabari Layne)	Final
08/04/2009	Prior Written Notice - Identification (for Tabari Layne)	Final
08/04/2009	Prior Written Notice - Identification (for Tabari Layne)	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.

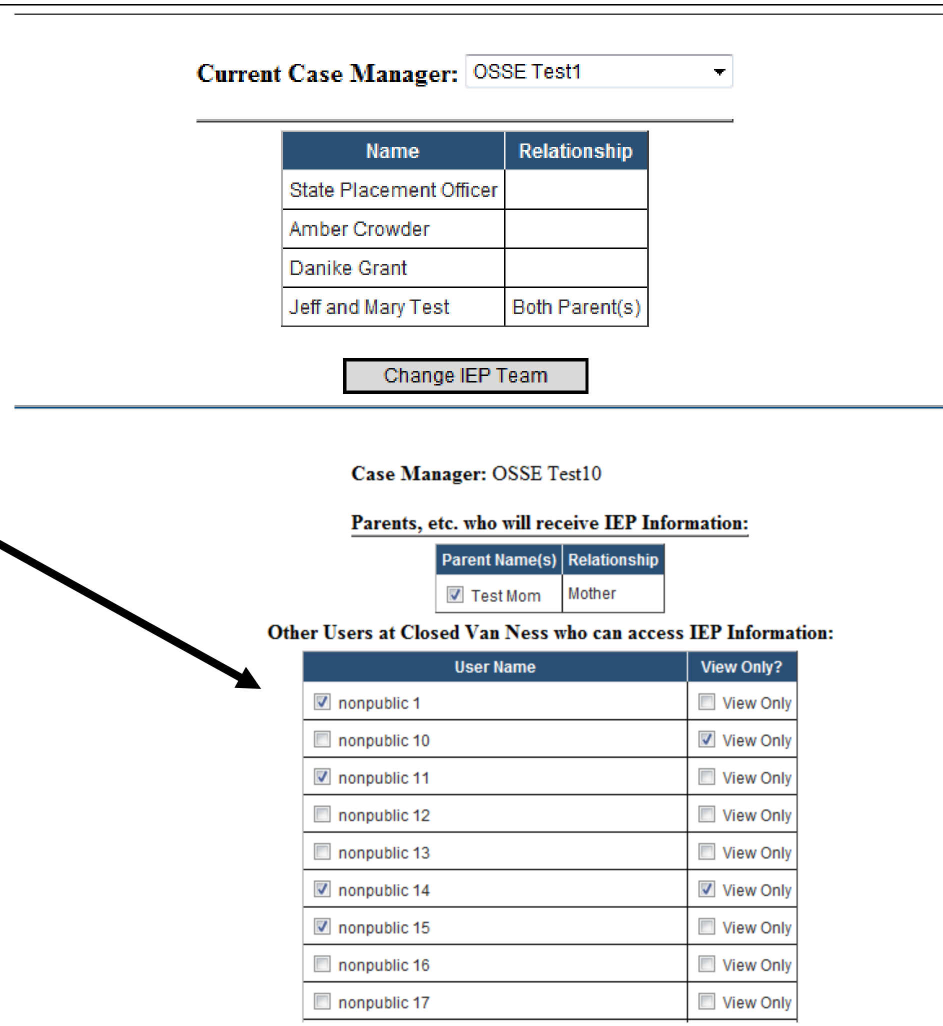
2. For teachers and related service providers, the *Current Case Manager* field is a non-editable field.

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.



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.

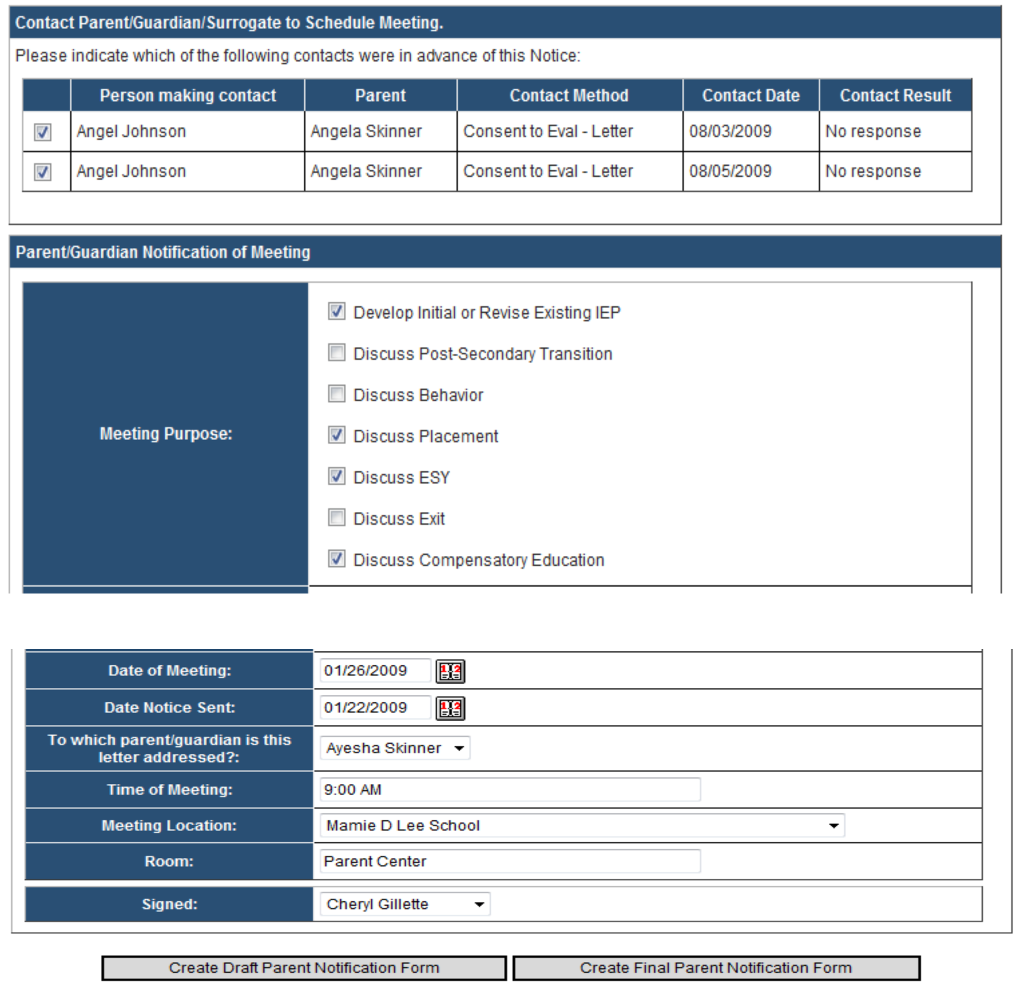
4. Enter the date you plan to send the meeting notice.

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
☑	Angel Johnson	Angela Skinner	Consent to Eval - Letter	08/03/2009	No response
☑	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

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

Create Draft Parent Notification Form | Create Final Parent Notification Form

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

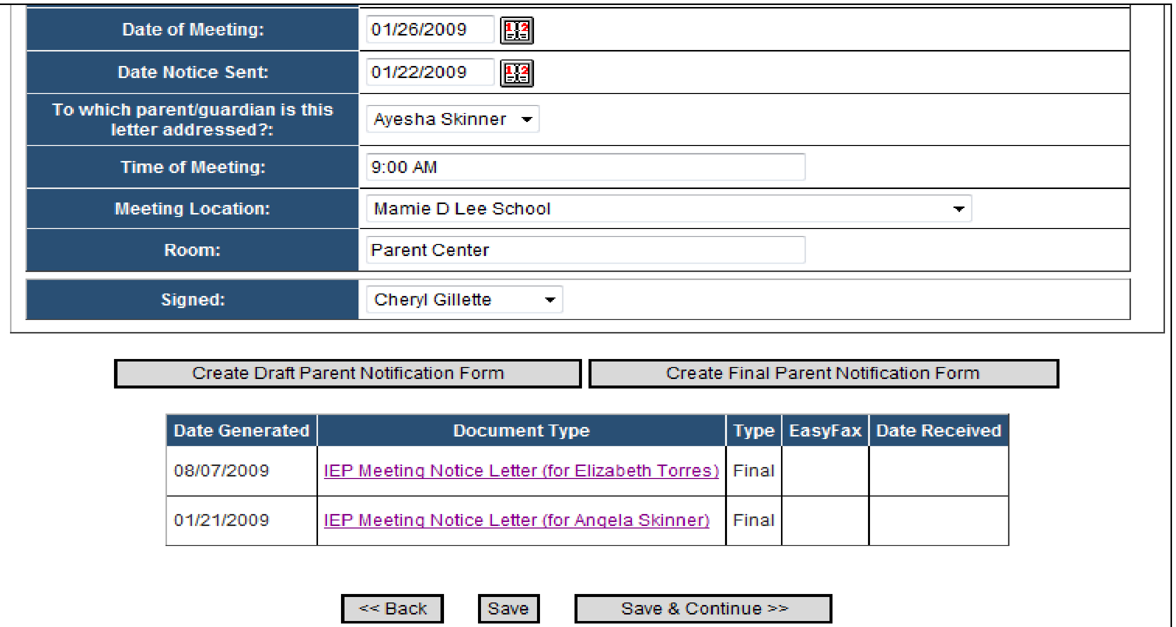
10. Click [Create Draft Parent Notification Form] to create the document. If more than one parent is listed in the drop-down menu, generate a second letter by selecting the second name and clicking the “Create Draft Parent Notification Form” button.

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 [Create Final Parent Notification Form] and repeat steps 11 and 12.

14. Click [Save & Continue >>] to check for errors and to move on to the next page.



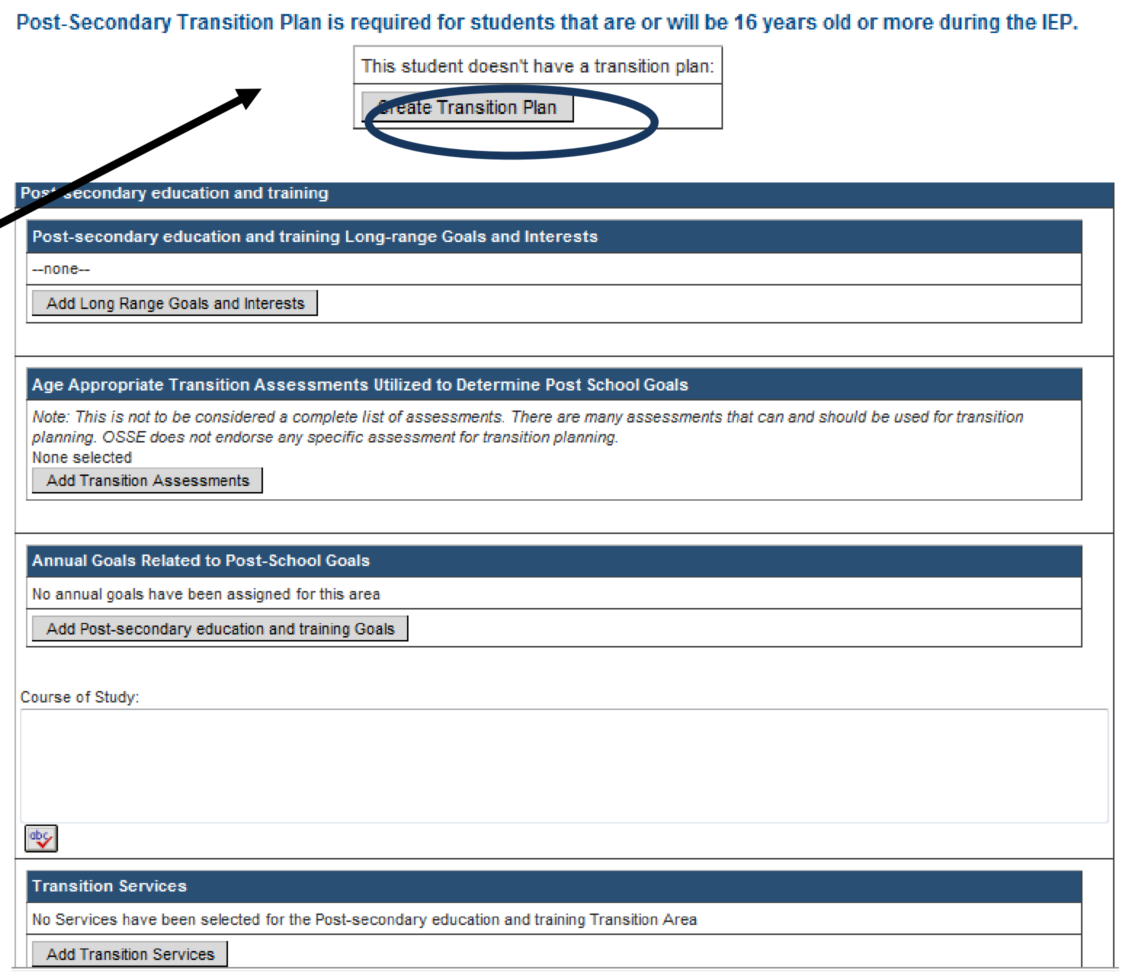
6.3 Transition Plan

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 Create 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.



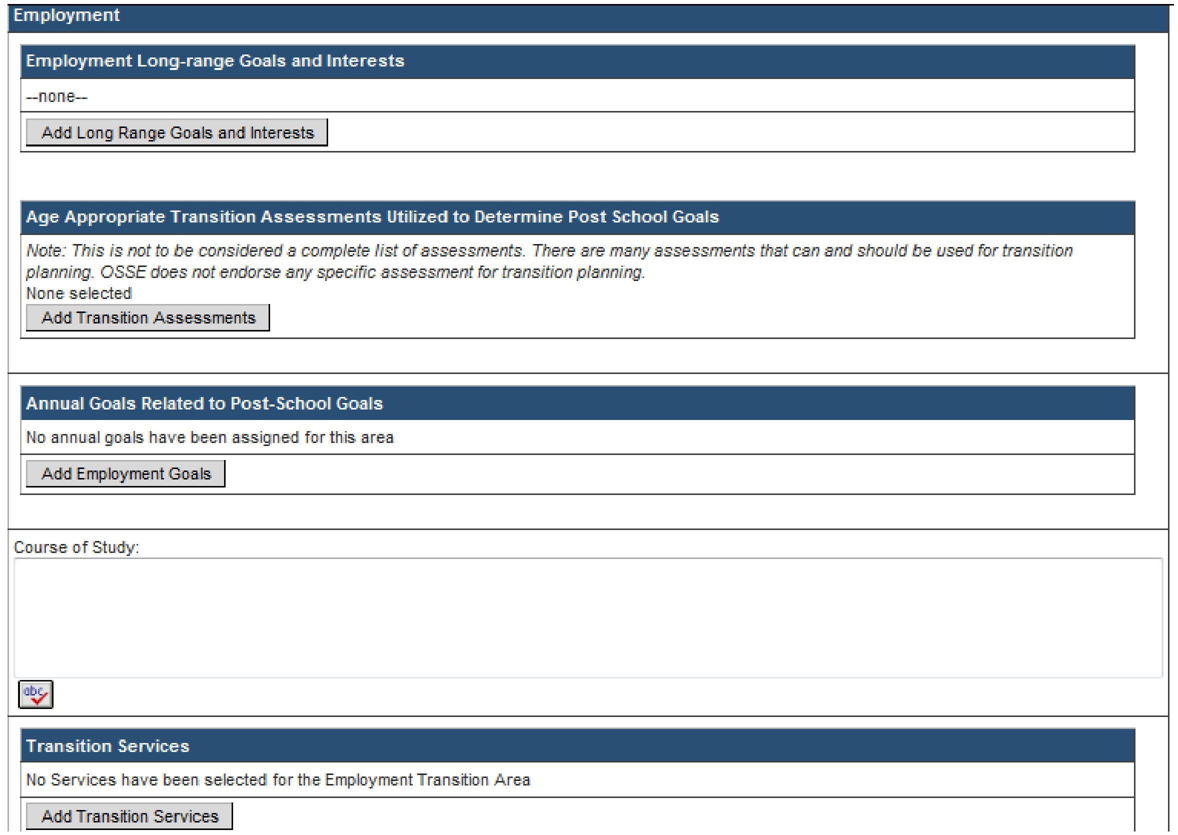
3. Complete the Employment section by entering the following information:

   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).



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.

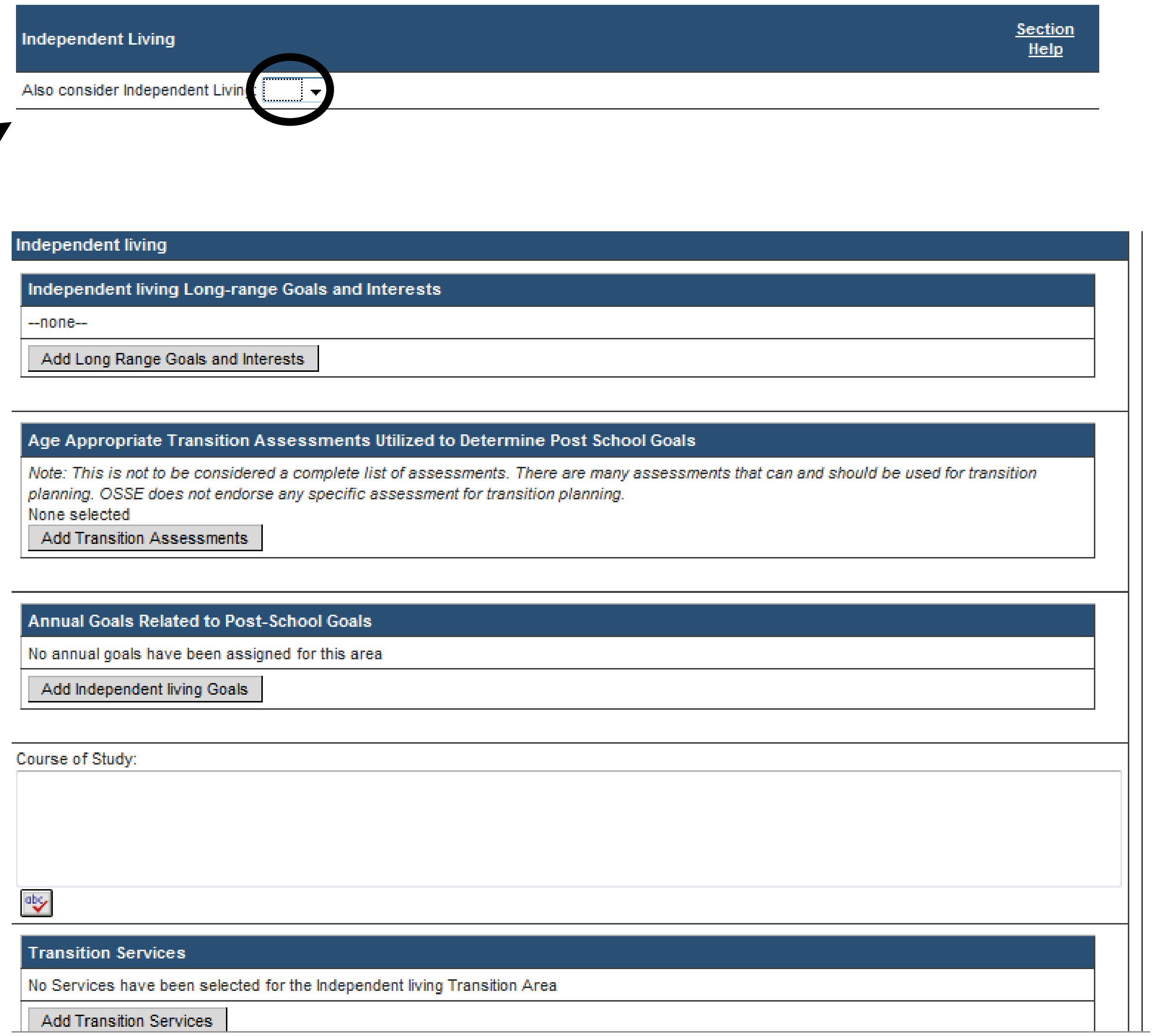
5. Complete the <u>Independent Living</u> section by entering the following information:

   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).

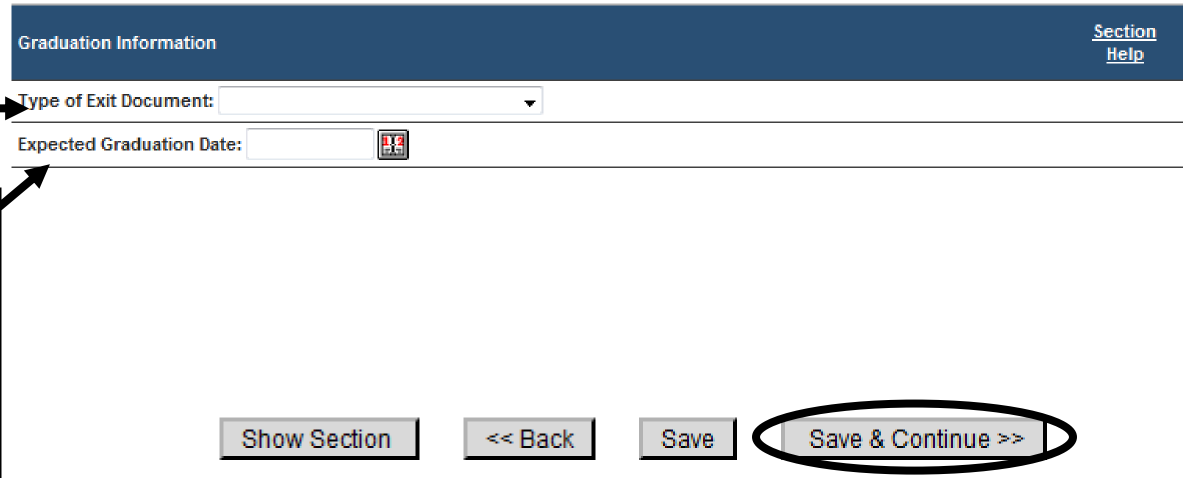


6. Enter Graduation Information:

   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.



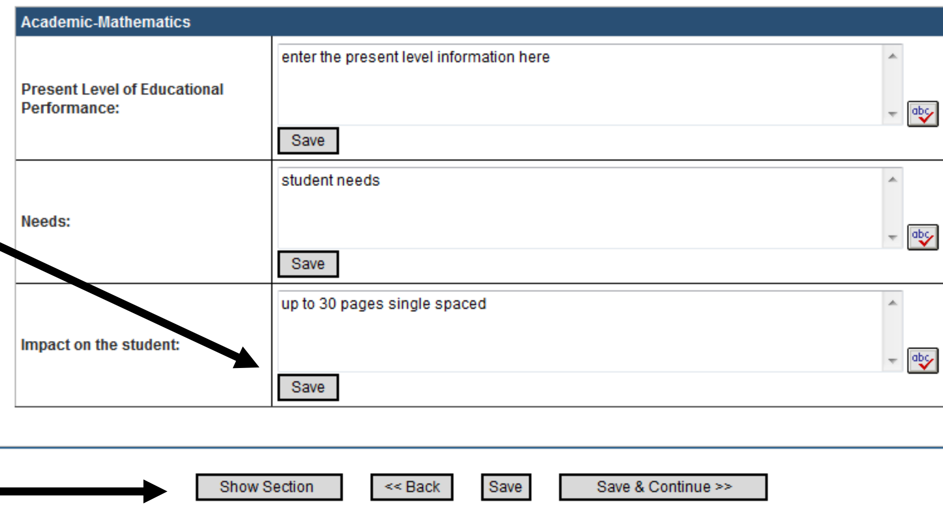
6.4 Present Levels of Performance

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 Save under each text box or click Save at the bottom of the page.

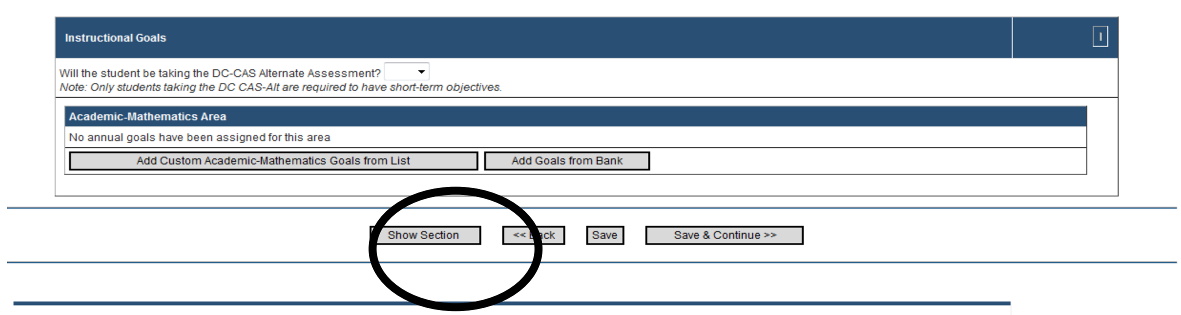
3. Once you have entered all the required information, you may click Show Section to view the information entered on a draft copy of the IEP.

4. Click Save & Continue >> to save your information and to move to the next page.

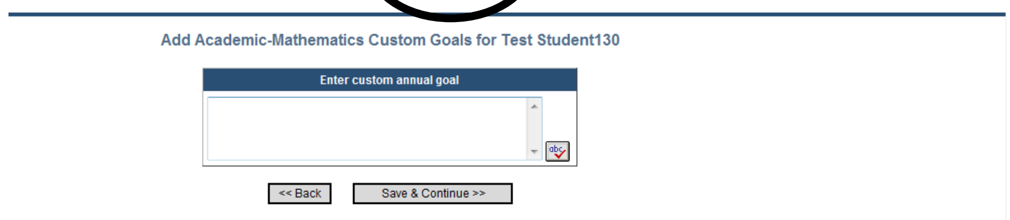


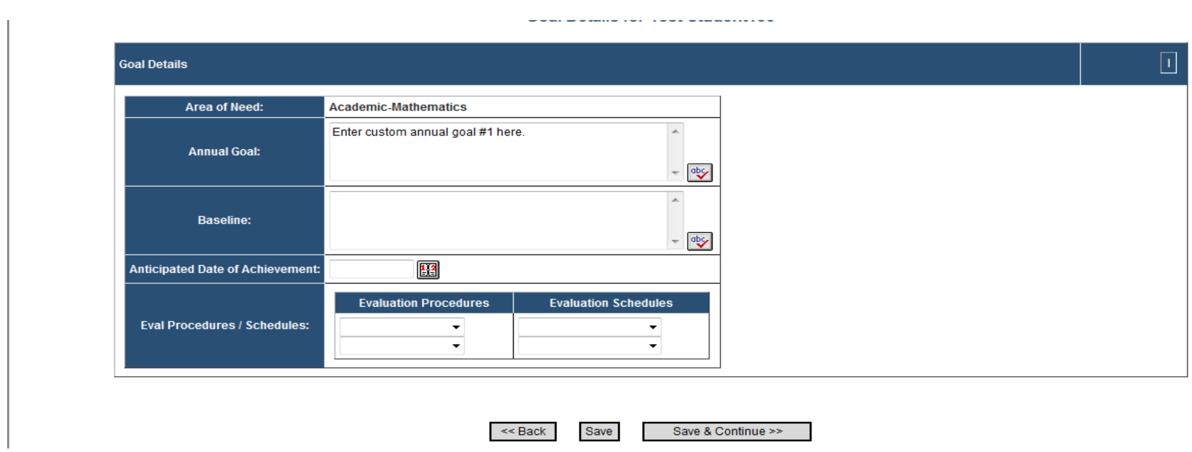
6.5 Goals

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.

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.

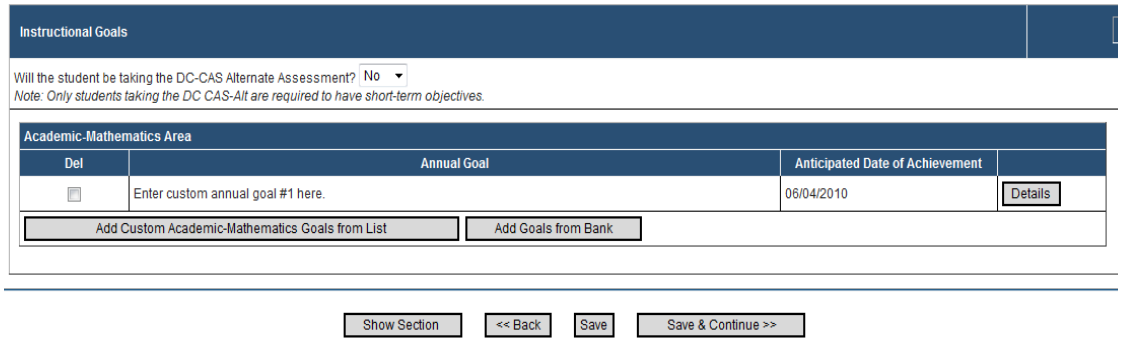
4. To enter an *Anticipated Date of Achievement*, either type the date desired or click on the calendar icon to the right of the text box.

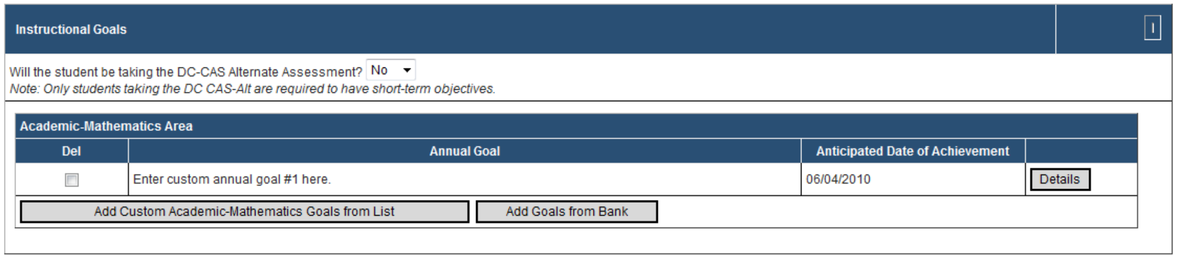
5. To enter *Evaluation Procedures* or *Evaluation Schedules*, click the drop-down menu and select at least two desired options. If you would like to enter more than one option, click the "Save" button and two more boxes will appear. Once you have completed this page, click the "Save & Continue" button.

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.



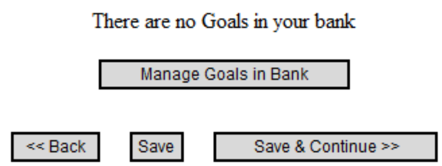


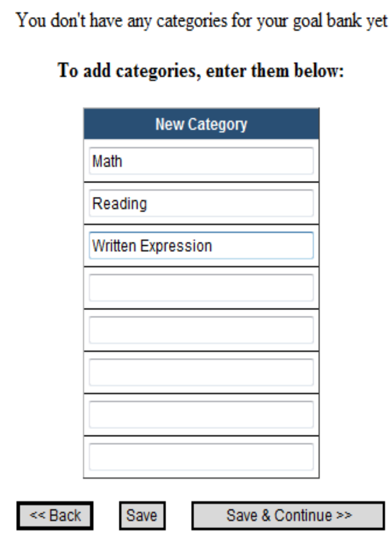
8. The second option available for adding goals to an IEP is to create a goal bank. To do so, click the “Add Goals from Bank” button.

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.

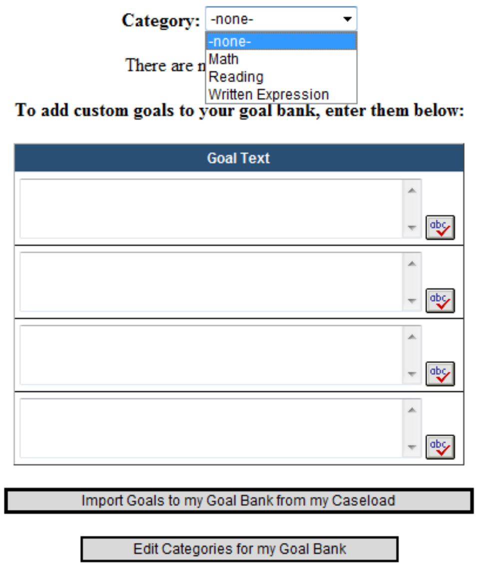
11. Enter categories in the text boxes provided and click the “Save & Continue” button. You may title your categories with words that are appropriate for the type of goals you will be writing.

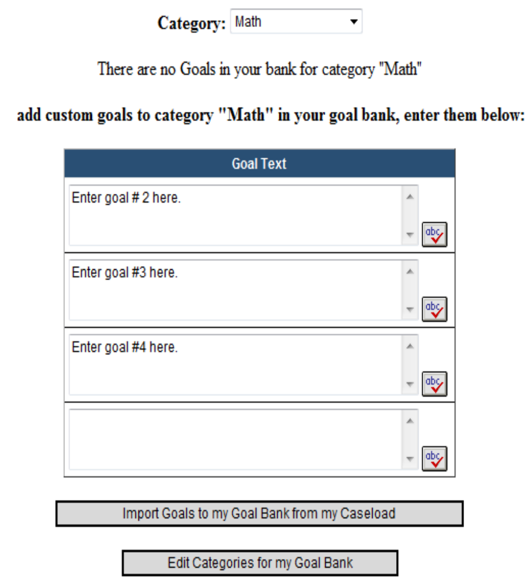


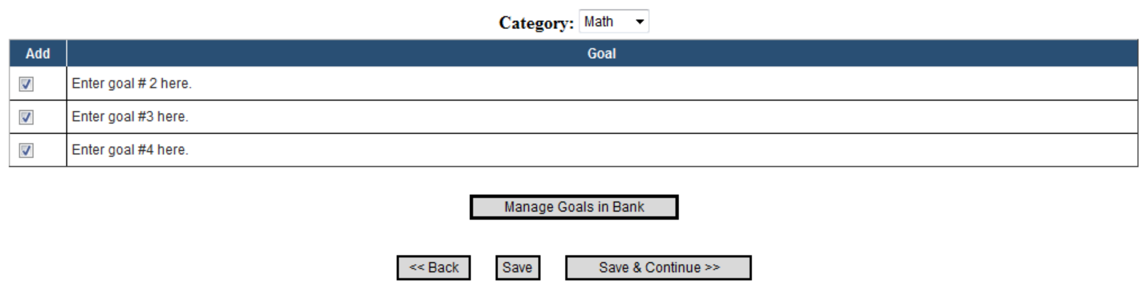


12. Select the Category you would like your goals listed under. After selecting a category, type the goals in the text boxes provided and click the “Save & Continue” button.

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.





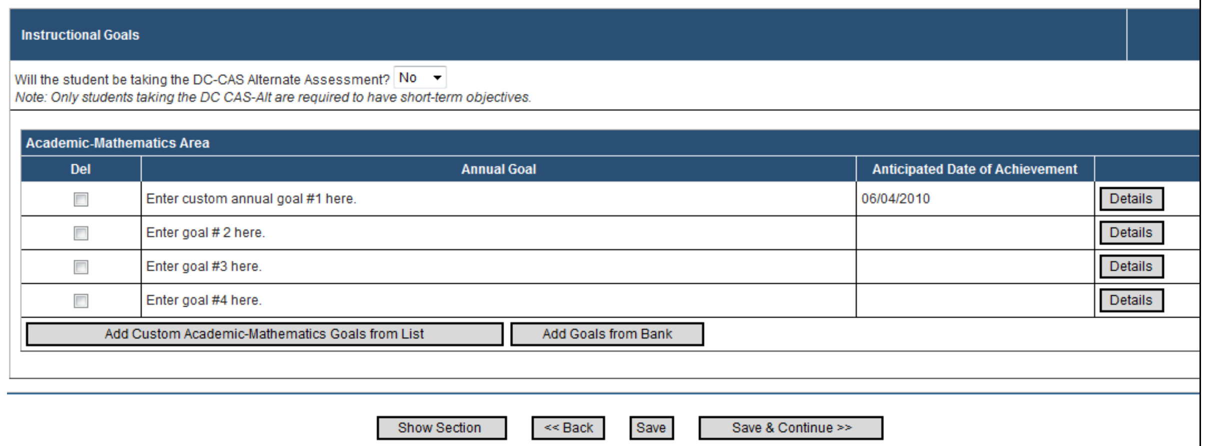


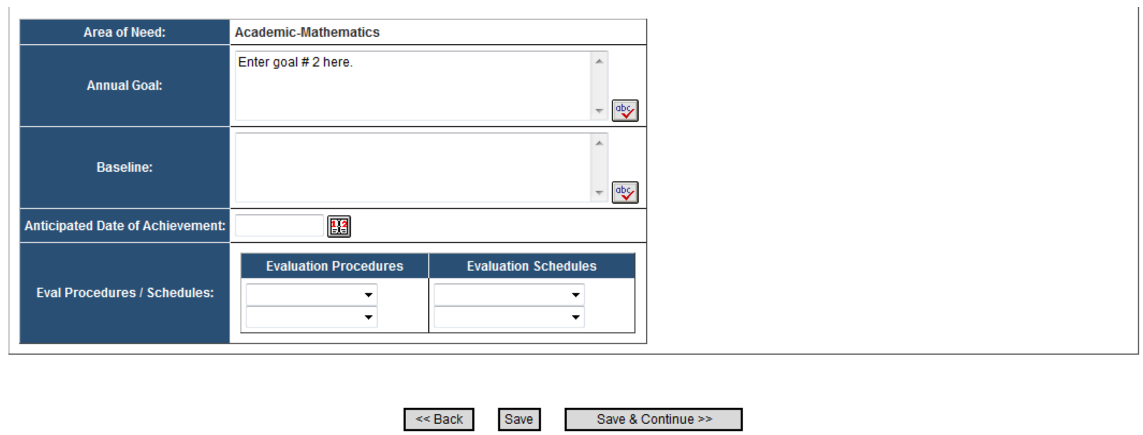
14. The next screen shows the goals you added to the IEP. If you made a mistake and would like to delete a goal, select the check box under the *Del* column.

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.



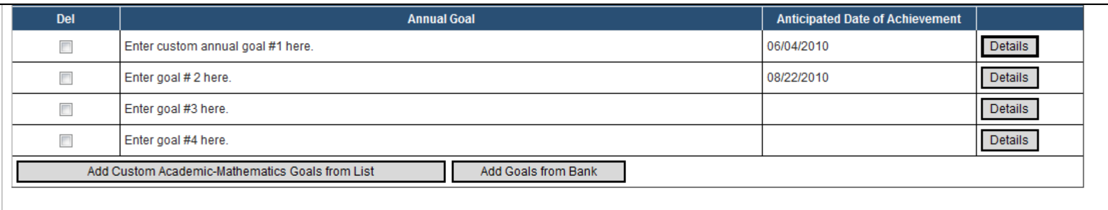


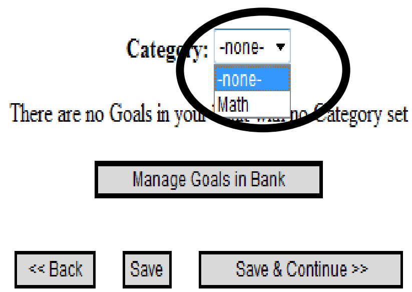
18. To add an additional goal from your bank, click the “Add Goals from Bank” button and select a category. You will only see the categories that have goals written.

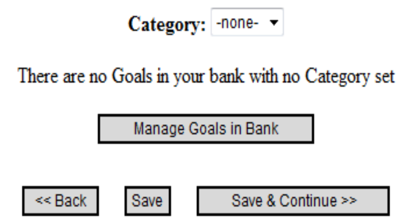
19. To view categories previously entered or to create new categories, select the “Add Goals from Bank” button, then click the “Manage Goals in Bank” button.

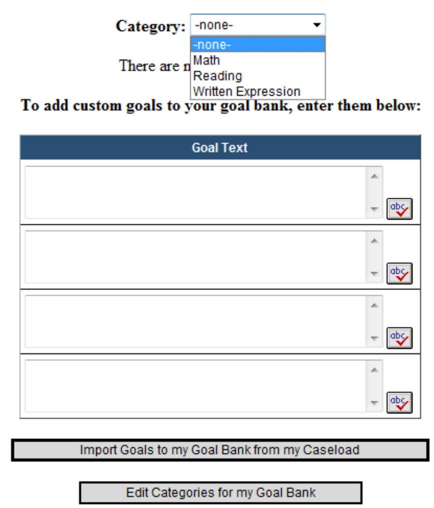
20. Now you have the choice of either selecting a category previously entered or creating a new category by selecting the “Edit Categories for my Goal Bank” button.

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









6.6 Services and Supplemental Aids

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

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

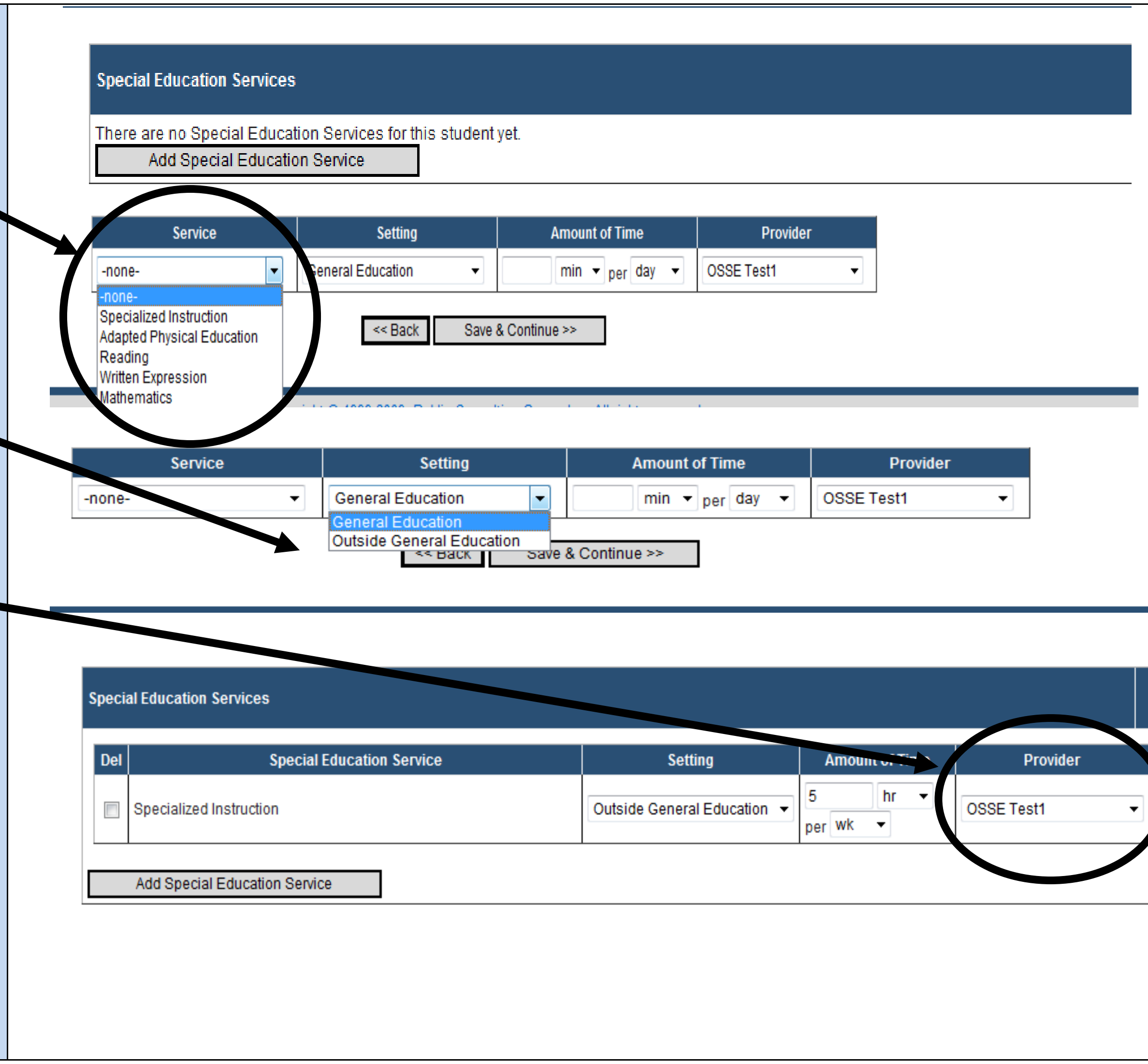
3. Click the drop-down menu under the Setting column and select either *General Education* or *Outside General Education*.

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

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

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

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



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.

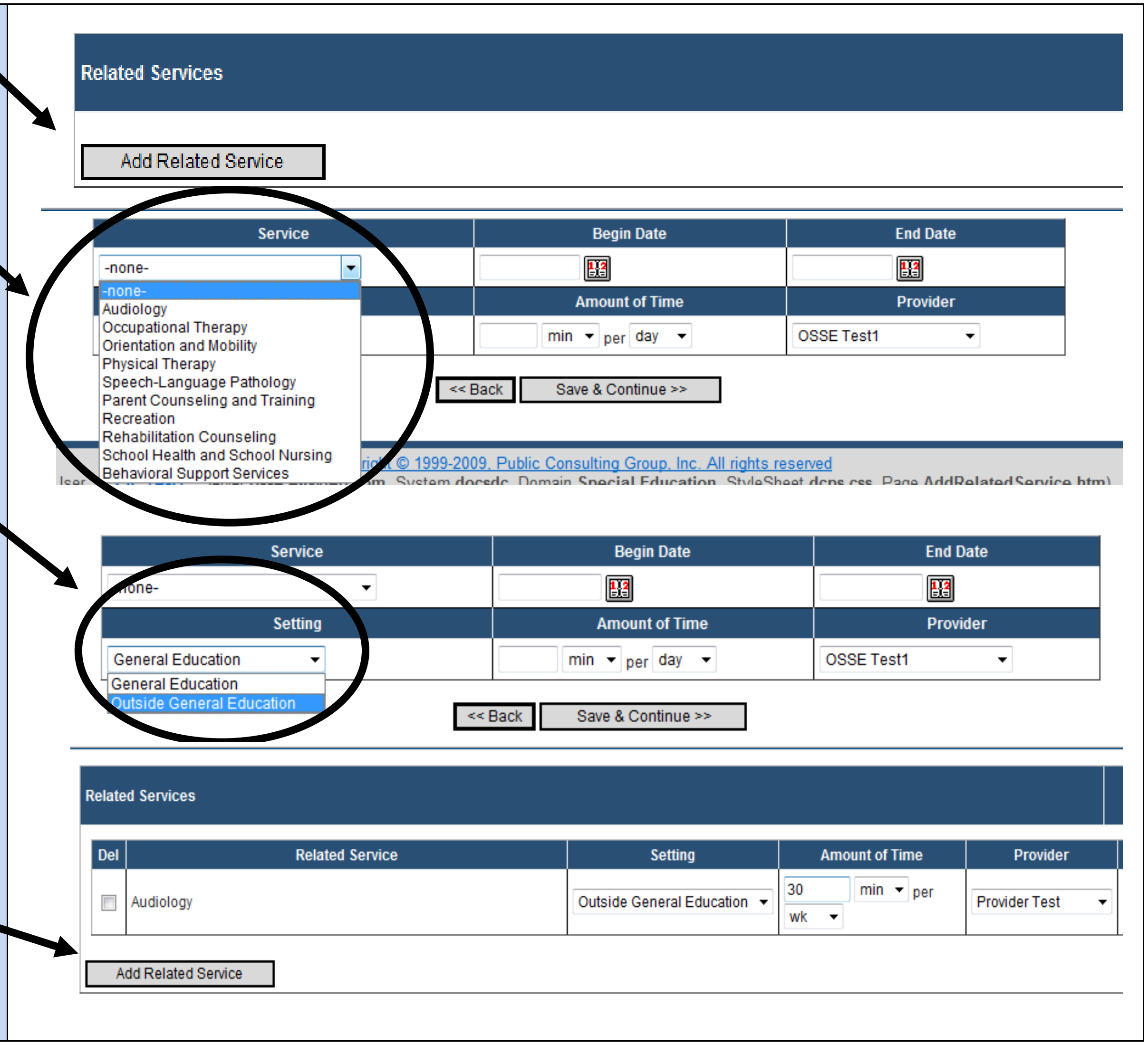
10. Enter the begin and end date by either clicking on the calendar icon or by typing the date into the text field.

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.



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.

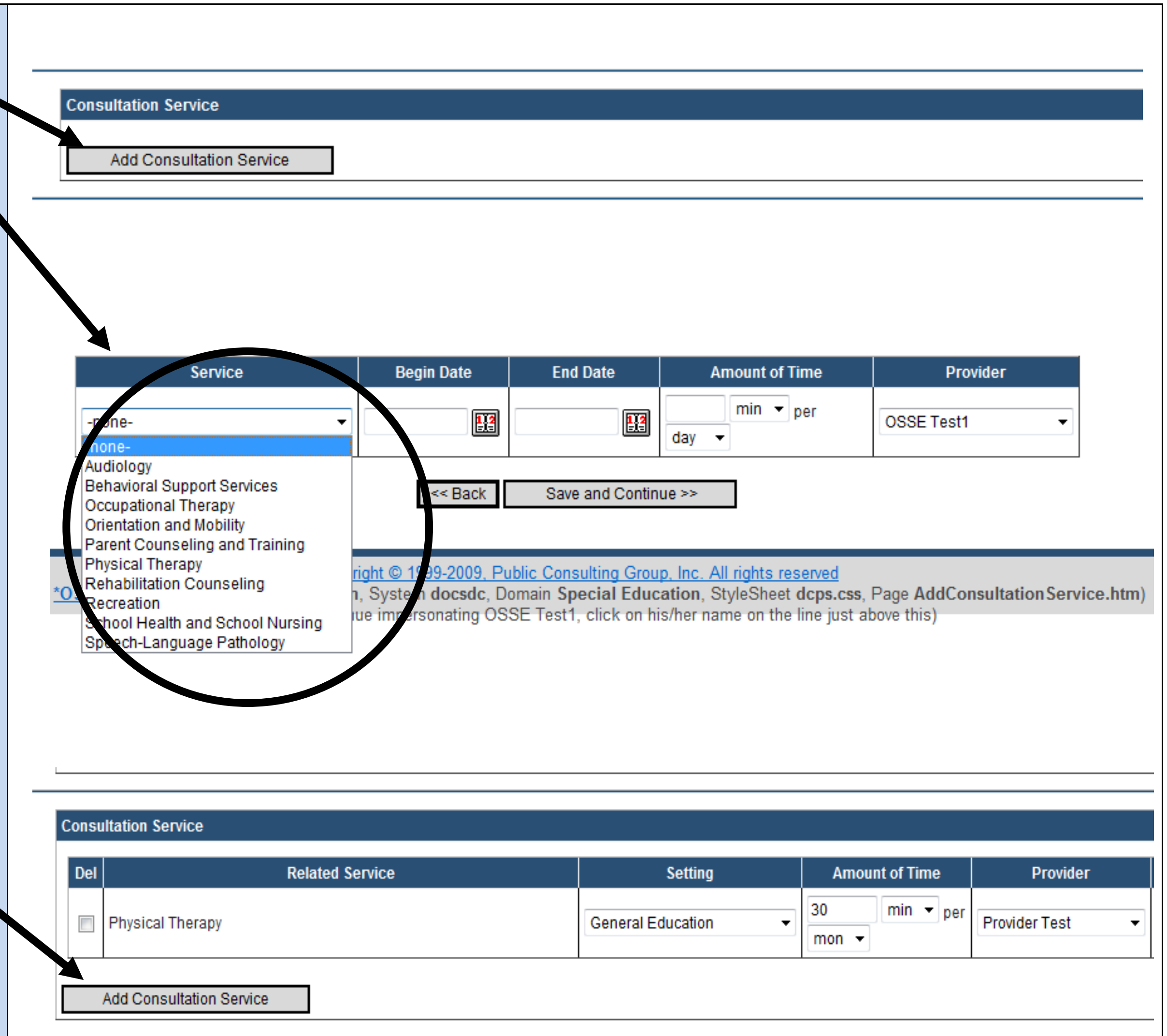
17. Enter the *Begin Date* and *End Date* by either clicking on the calendar icon or by typing the date into the text field.

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.

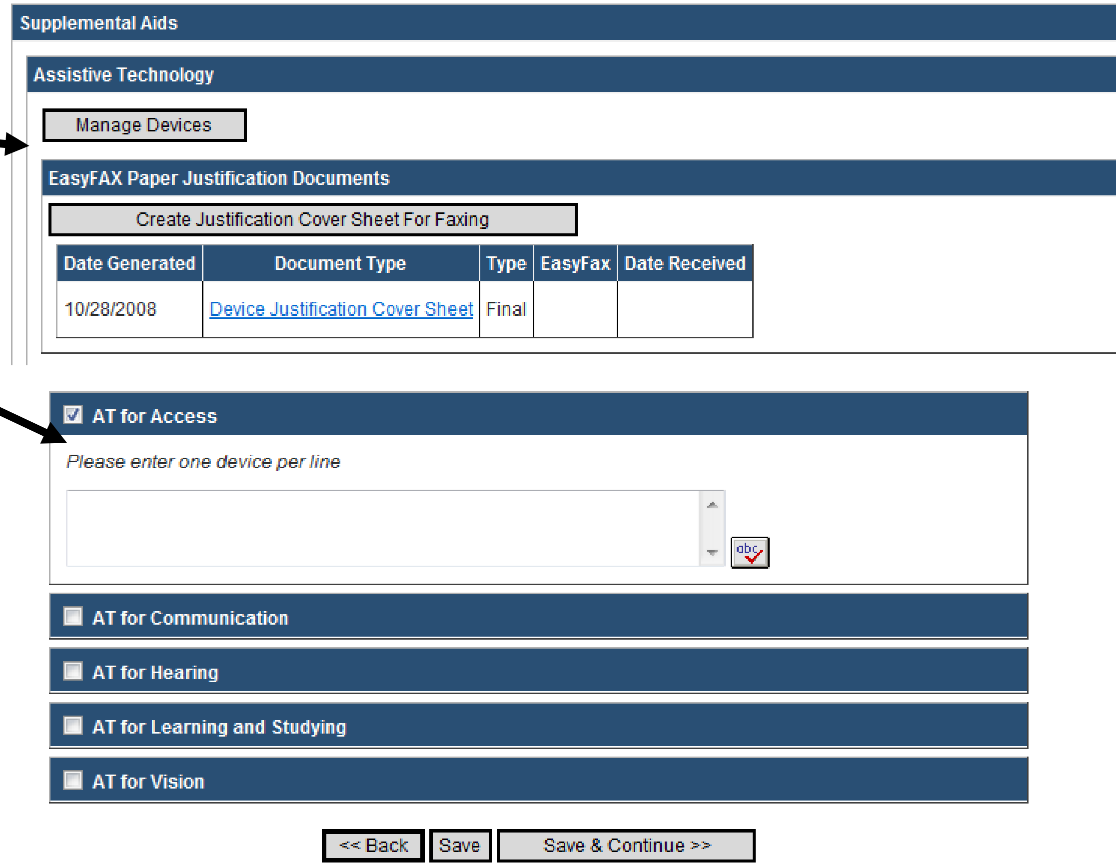
21. To add an additional consultation service, click Add Consultation Service and repeat the same steps listed above.

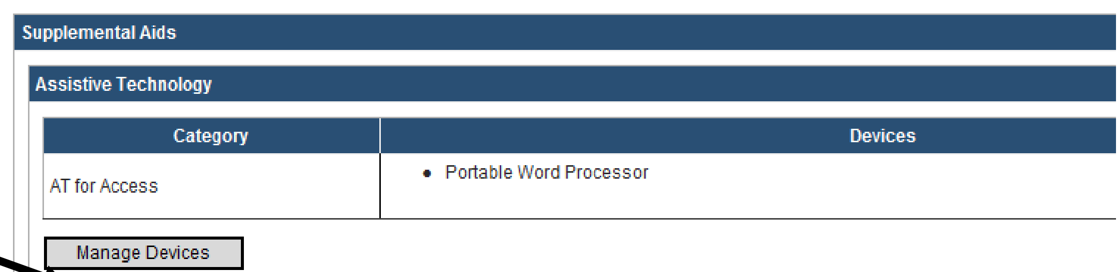


22. To include Assistive Technology (AT) on a student's IEP, click. Manage Devices.

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.





25. To fax your justification for including an AT device on a student's IEP, click

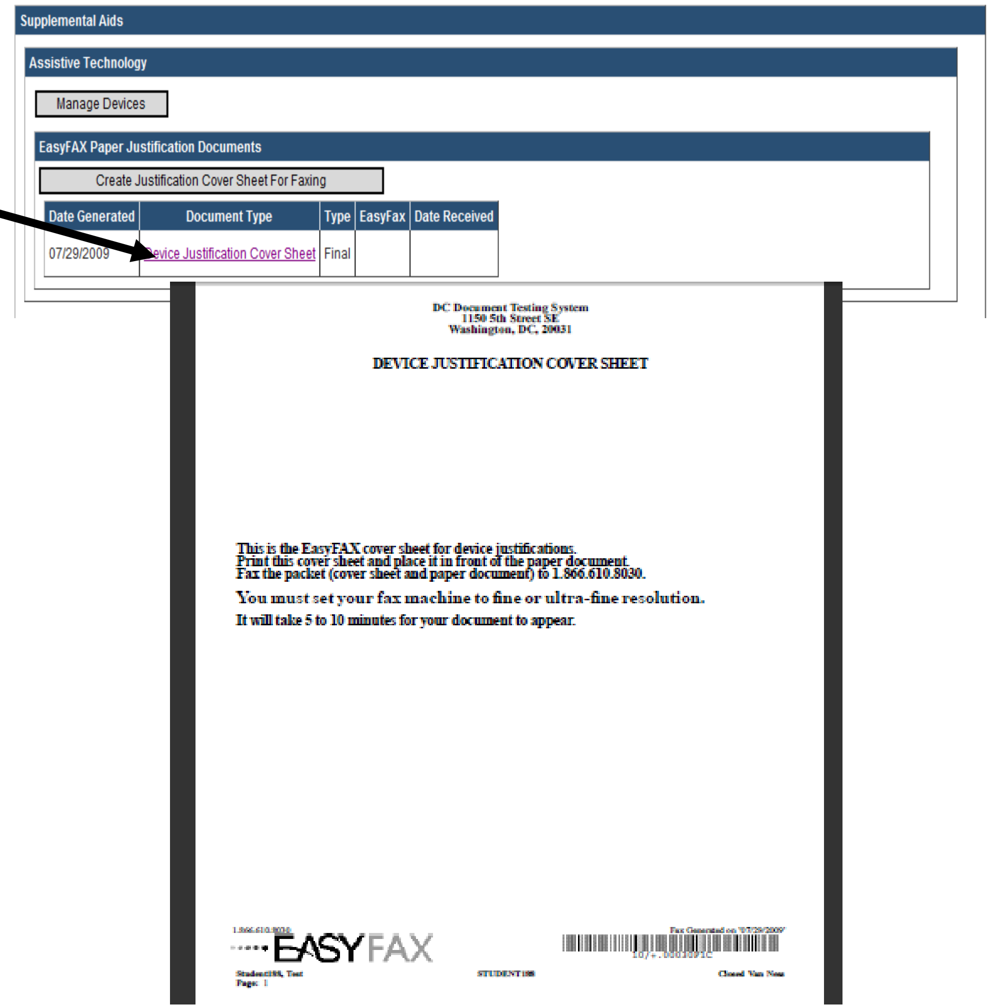
Create Justification Cover Sheet For Faxing

26. A hyperlink will appear to the right of the date the cover sheet was generated. Click on the hyperlink to generate the cover sheet.

27. All EasyFax cover sheets have 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 on the right. In the footer, you will find the student's name, ID number, and attending school.

28. To print the cover sheet, click the print button located on the left side of your screen.

29. When using an EasyFax cover sheet, you must place the cover sheet on top of the document you are faxing into the system. Before sending your fax, make sure your fax machine's settings are set to fine or ultra-fine resolution.



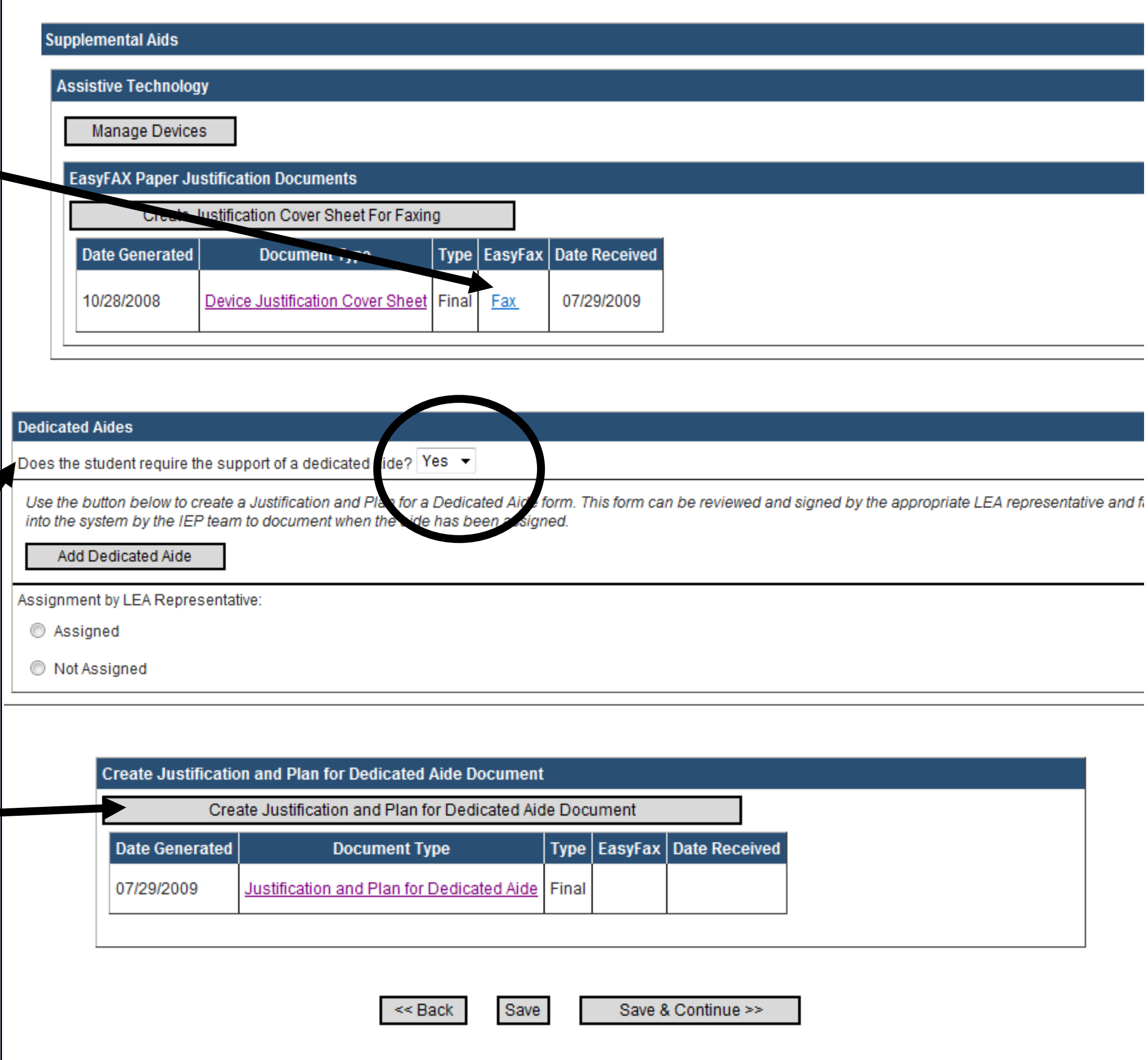
30. To return to the ***Services and Supplemental Aids*** page, click .

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.

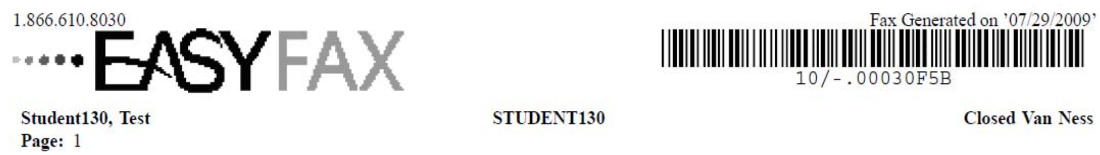
32. The faxed document will also appear in the **Documents** tab.

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 Add Dedicated Aide, 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.



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.

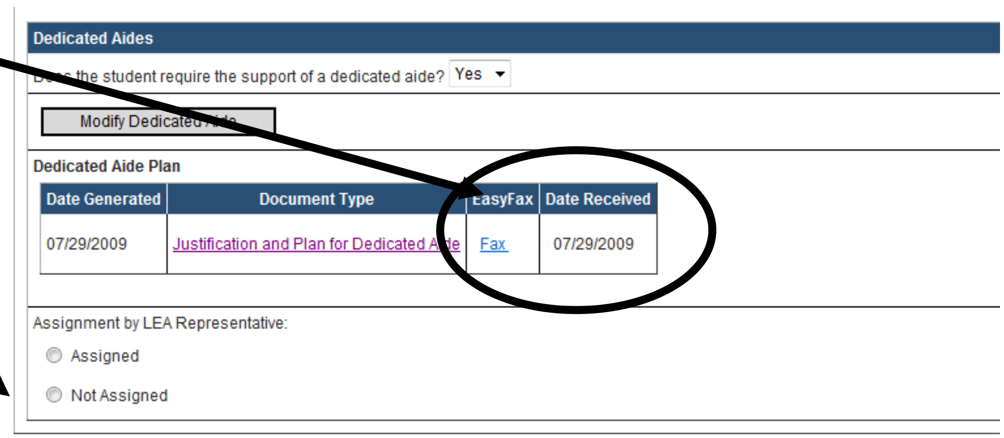


36. To return to the ***Services and Supplemental Aids*** page, click the back button  at the top left corner of the screen.

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 [Save & Continue >>] to check for errors and to move to the next page.

6.7 Least Restrictive Environment (LRE)

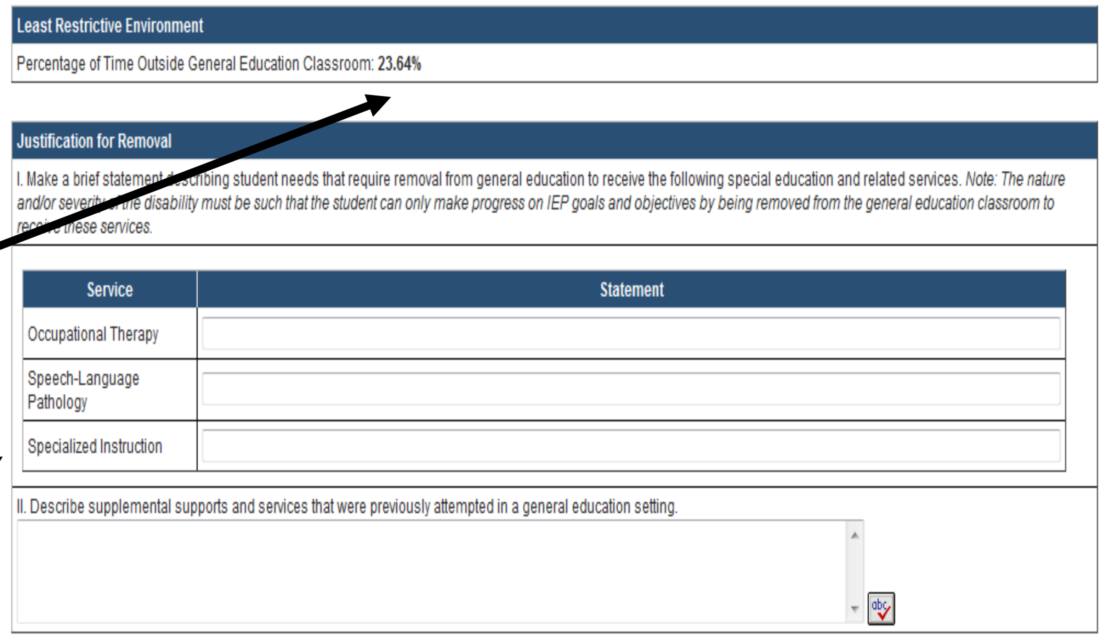
The appearance and requirements of the ***Least Restrictive Environment*** *(LRE)* page depend on entries on the previous page, ***Services and Supplemental Aids.***

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.



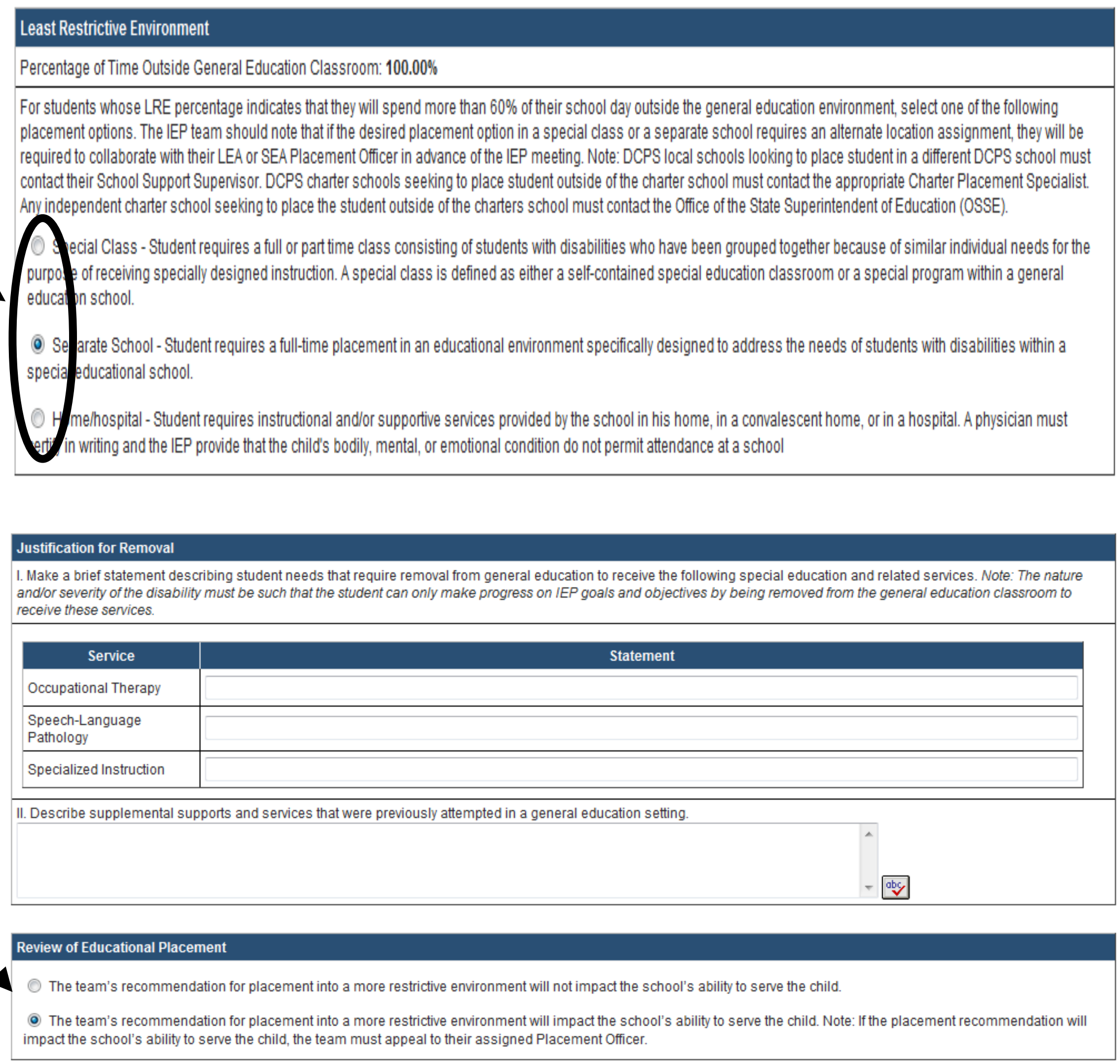
TIP: To save the page, you must enter at least twenty characters in the required text boxes.

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

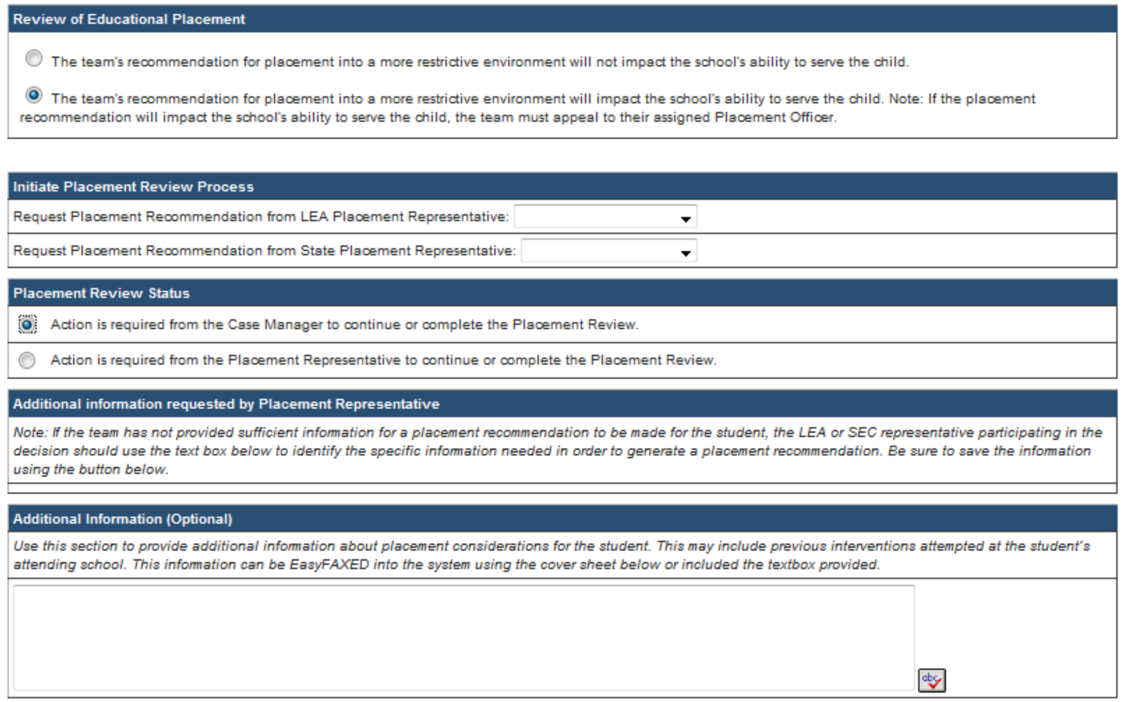
The placement review process begins on the ***Least Restrictive Environment*** page. The Placement Review process is a communication tool that allows users to engage placement officers at the local or State level when planning for a more restrictive placement.

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.

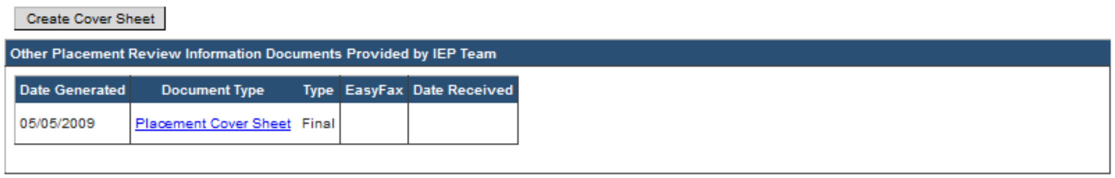
Additional Information (Optional)

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	Placement Cover Sheet	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

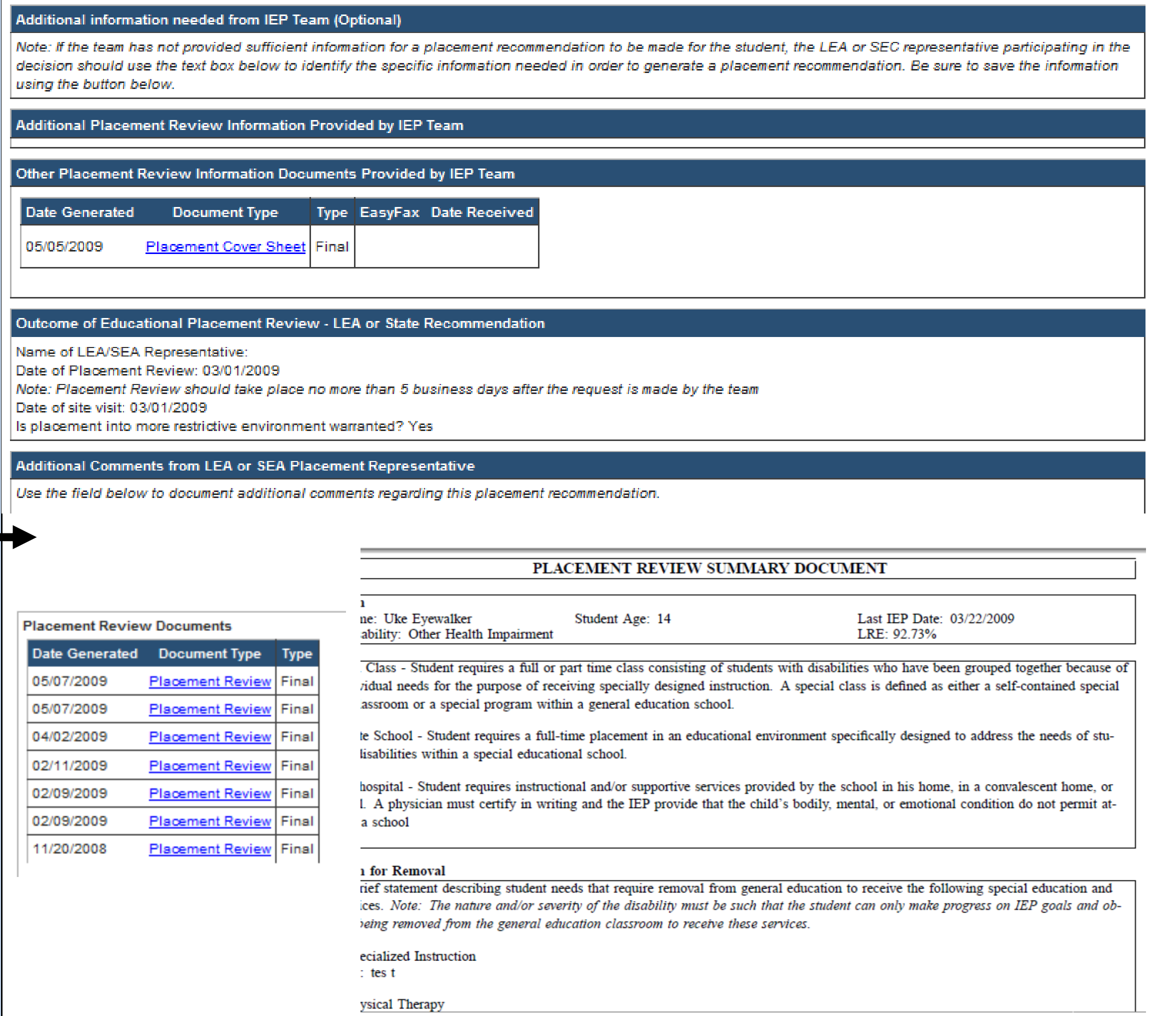
Eligibility Reports

Date Generated	Document Type	Type	EasyFax	Date Received
05/22/2009	Eligibility Determination Report	(Draft)		
02/26/2009	Eligibility Determination Report	Final		
02/13/2009	Eligibility Determination Report	Final		
02/06/2009	Eligibility Determination Report	Final		
01/26/2009	Eligibility Determination Report	Final		
01/26/2009	Eligibility Determination Report	Final		
01/21/2009	Eligibility Determination Report	Final		
01/07/2009	Eligibility Determination Report	Final		
01/05/2009	Eligibility Determination Report	Final		
12/23/2008	Eligibility Determination Report	Final		
11/20/2008	Eligibility Determination Report	Final		
08/18/2008	Eligibility Determination Report	(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.



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.

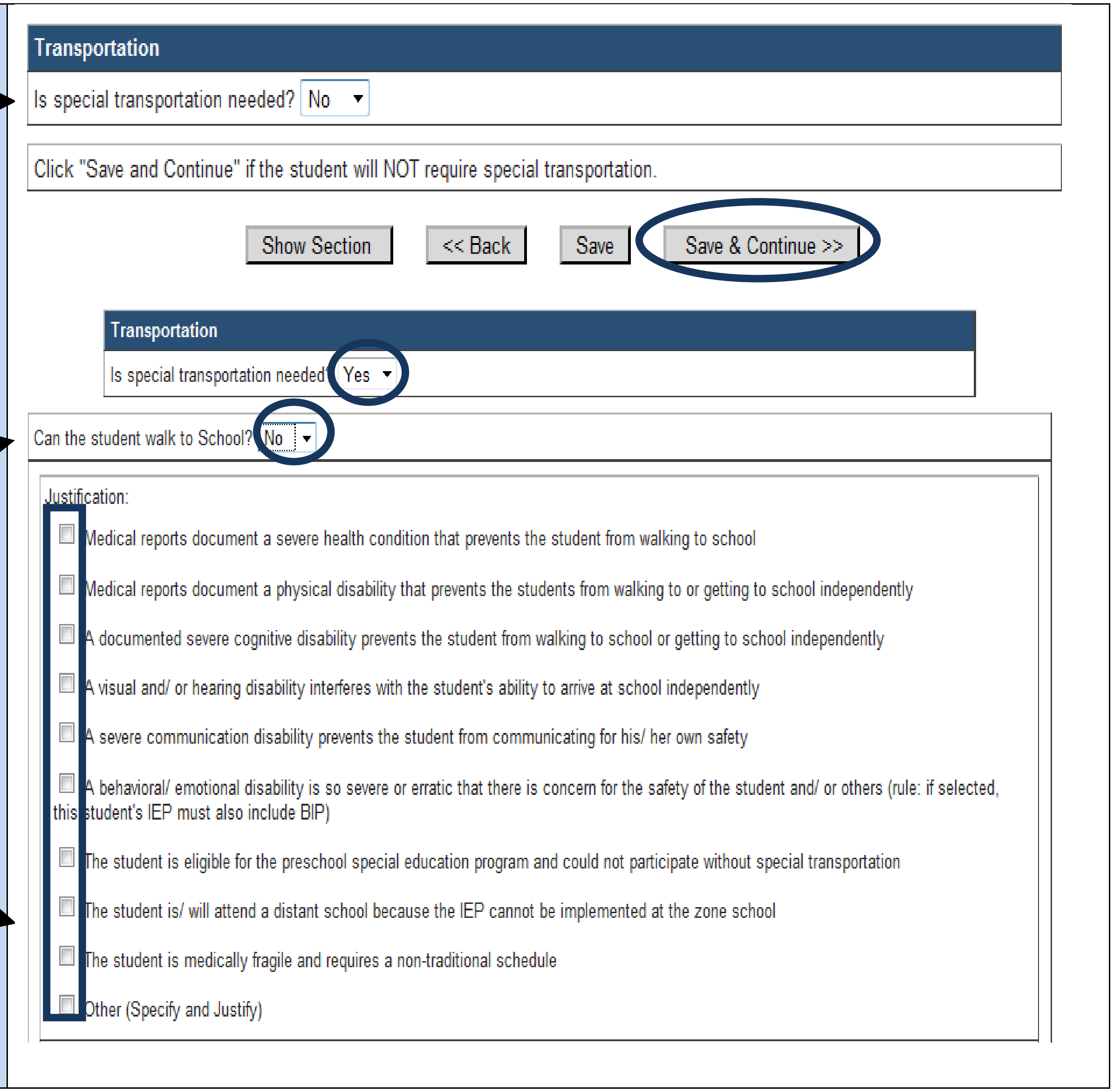
   B. If the response is "Yes," you will be required to complete additional required fields.

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.

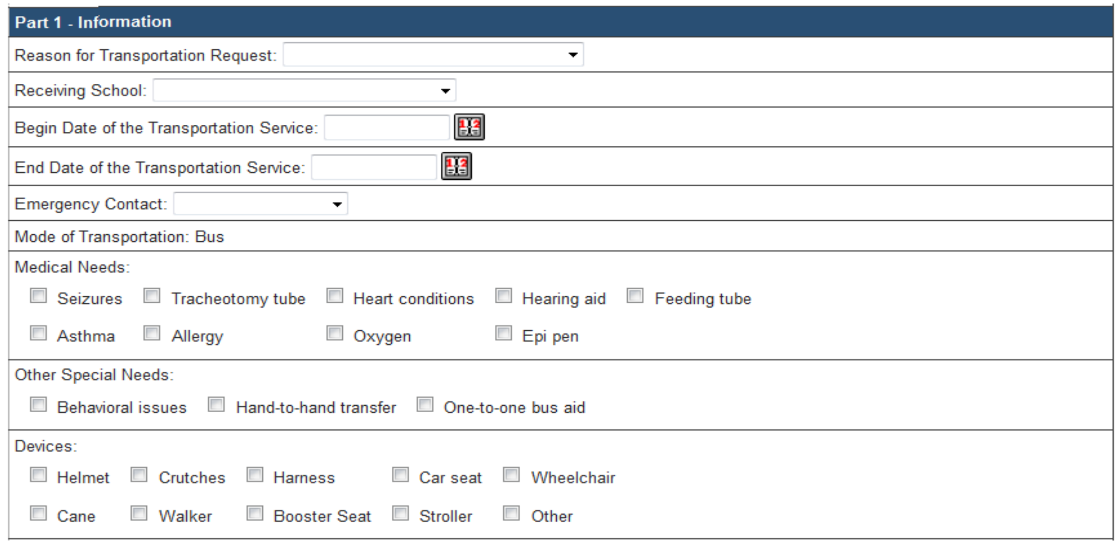
   B. If the student cannot walk to school (response is "No"), you will be required to complete additional required fields.

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).



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.

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 1 - Information

Reason for Transportation Request:

Receiving School:

Begin Date of the Transportation Service:

End Date of the Transportation Service:

Emergency Contact:

Mode of Transportation: Bus

Medical Needs:

Seizures, Tracheotomy tube, Heart conditions, Hearing aid, Feeding tube

Asthma, Allergy, Oxygen, Epi pen

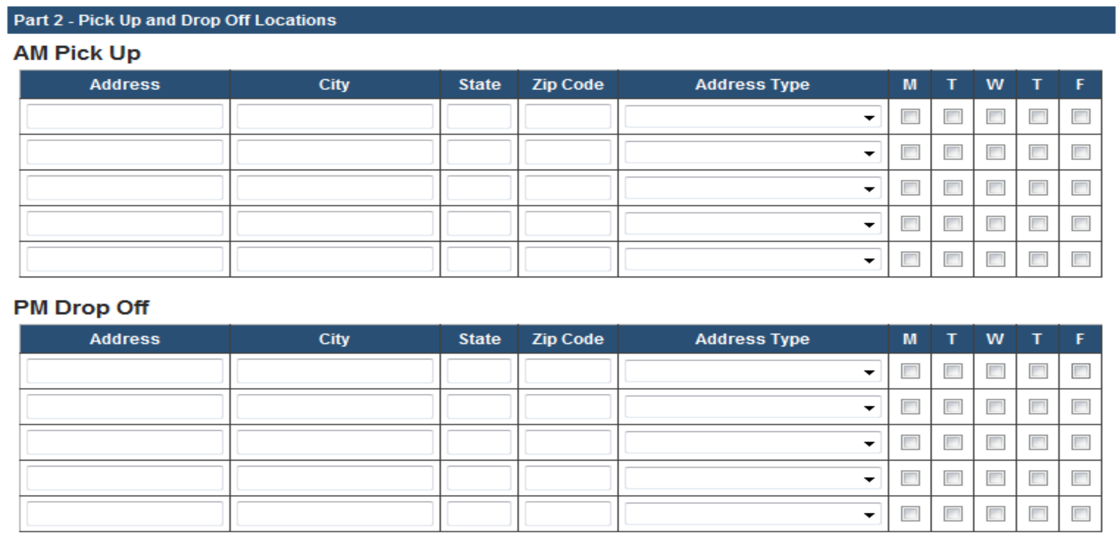
Other Special Needs:

Behavioral issues, Hand-to-hand transfer, One-to-one bus aid

Devices:

Helmet, Crutches, Harness, Car seat, Wheelchair

Cane, Walker, Booster Seat, Stroller, Other


Part 2 - Pick Up and Drop Off Locations

AM Pick Up

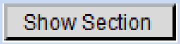
Address	City	State	Zip Code	Address Type	M	T	W	T	F

PM Drop Off

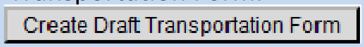
Address	City	State	Zip Code	Address Type	M	T	W	T	F

6. Create a Transportation Form:

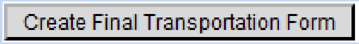
A. Click this button if you would like to view information entered before creating a draft.



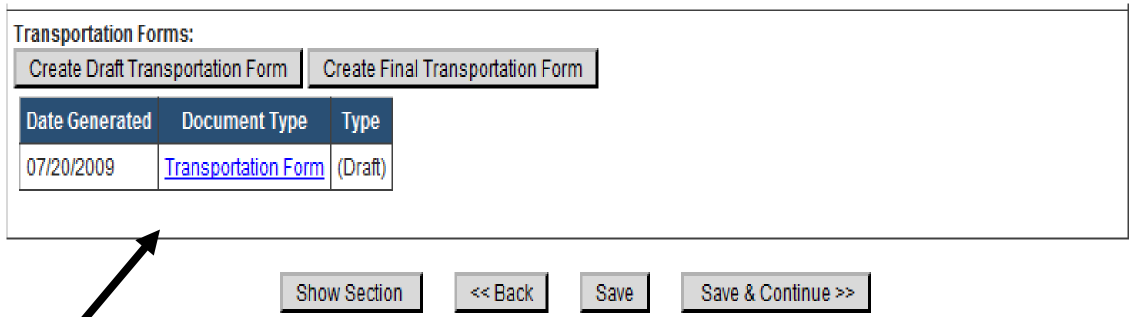
B. Click this button to create a draft Transportation Form.



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



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



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.

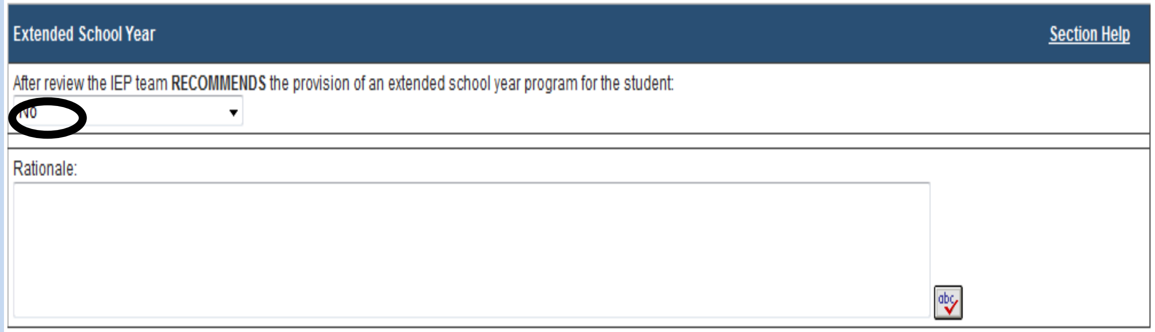
   A. If the recommendation is "No," you are not required to complete anything else on the page and may move to the next section.

   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.

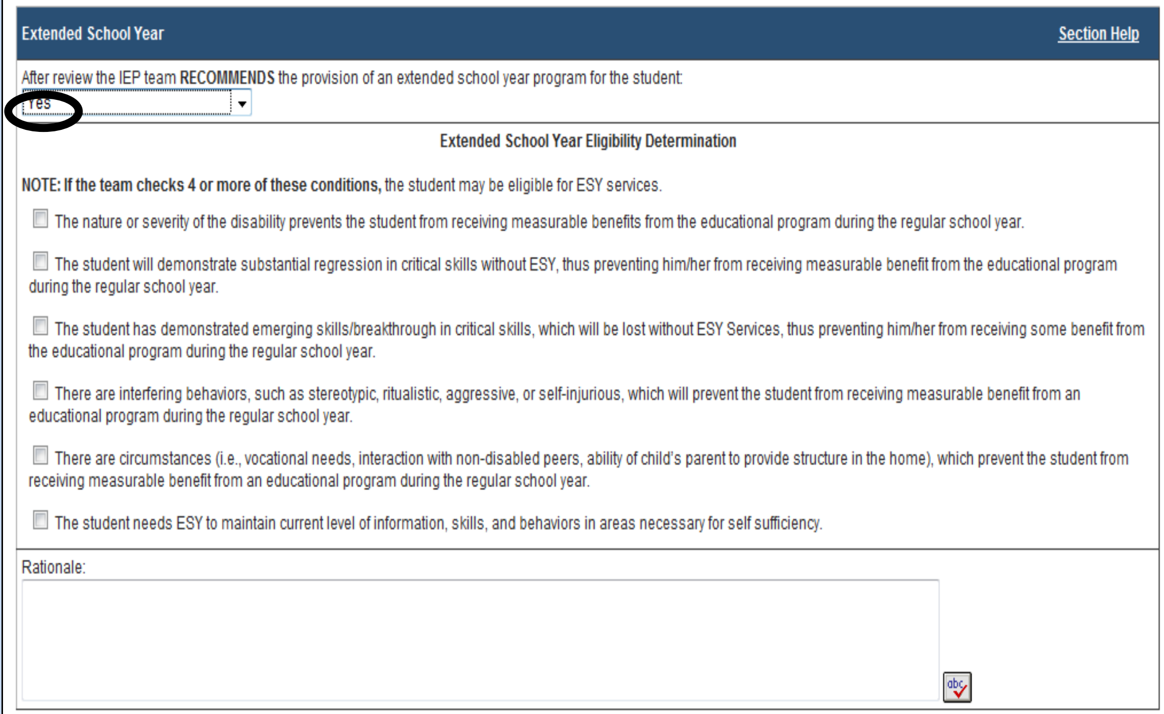


Extended School Year — Section Help

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.

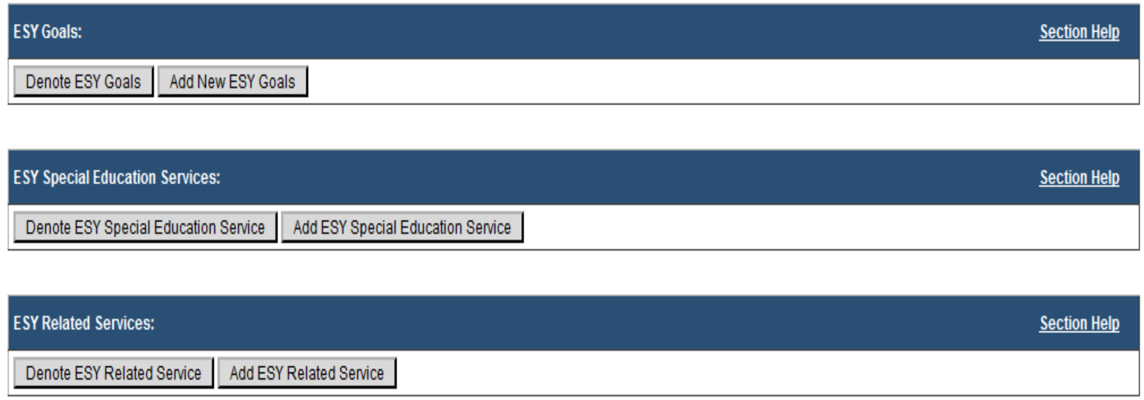
- ESY Related Services

  Denote ESY Related Service

  Select from a list of services already entered on the IEP

  Add ESY Related Service

  Enter other services.



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
     Denote ESY Goals

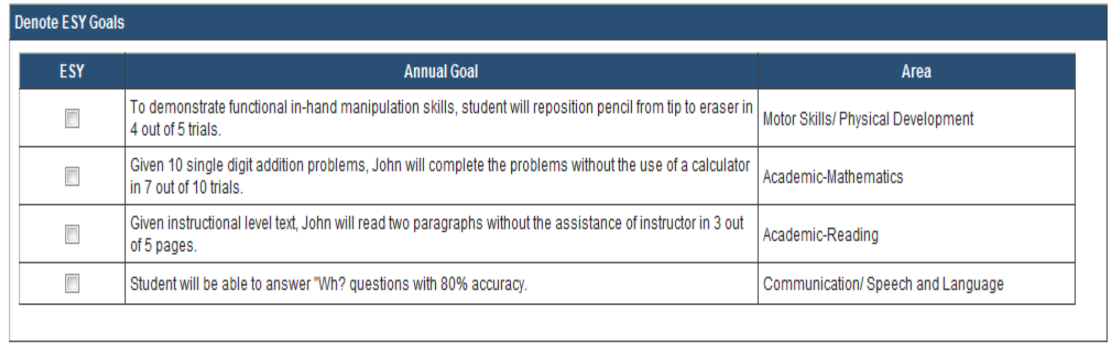
   - Select *Annual Goals* by checking the check box in the column to the left of the goal.

   - Select a *Functional Area* by choosing an area from the drop-down menu.

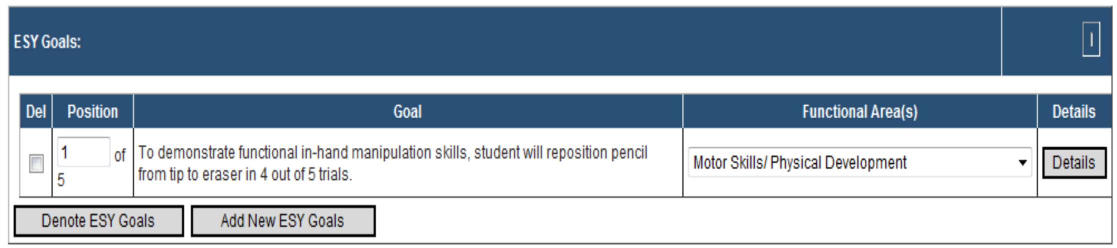
   - Click the "Details" button to enter the details screen to complete goal information.

   - Complete goal details by entering *Baseline, Anticipated Date of Achievement, and Eval Procedures/Schedules.*

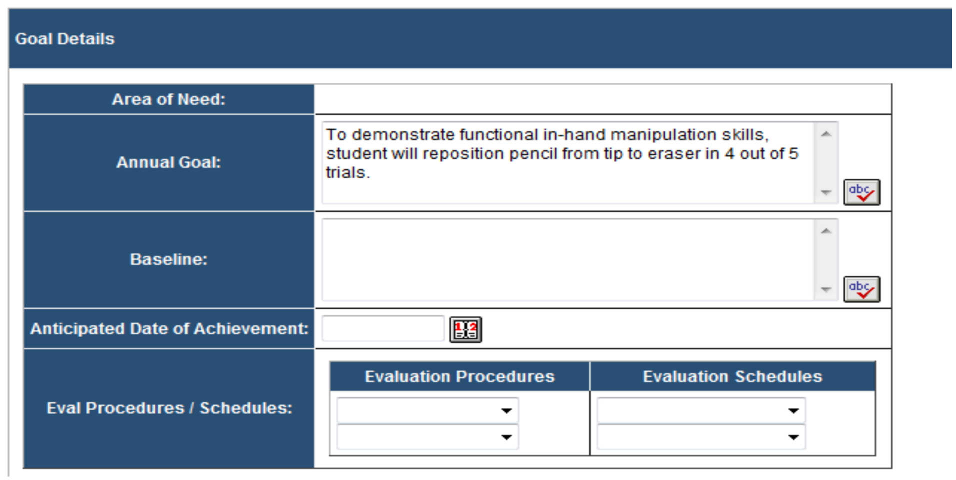
TIP: For additional spaces to record *Eval Procedures/Schedules*, enter data in the existing fields and then save the page. When the page refreshes, additional fields will become available.


Denote ESY Goals

ESY	Annual Goal	Area
☐	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
☐	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
☐	Given instructional level text, John will read two paragraphs without the assistance of instructor in 3 out of 5 pages.	Academic-Reading
☐	Student will be able to answer "Wh? questions with 80% accuracy.	Communication/ Speech and Language


ESY Goals:

Del	Position	Goal	Functional Area(s)	Details
☐	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	Details



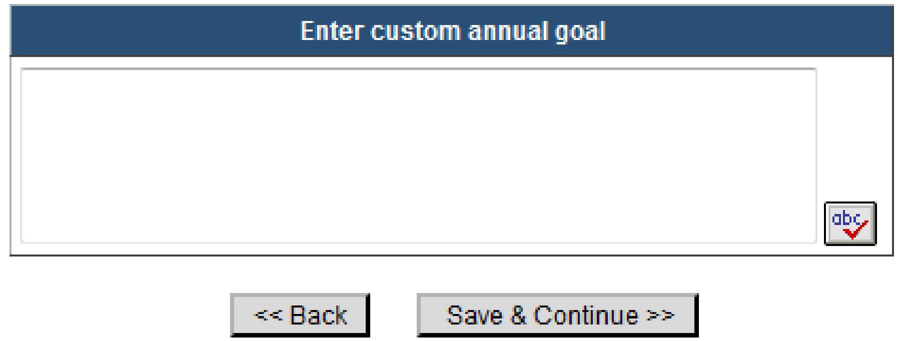
B. Create new goals

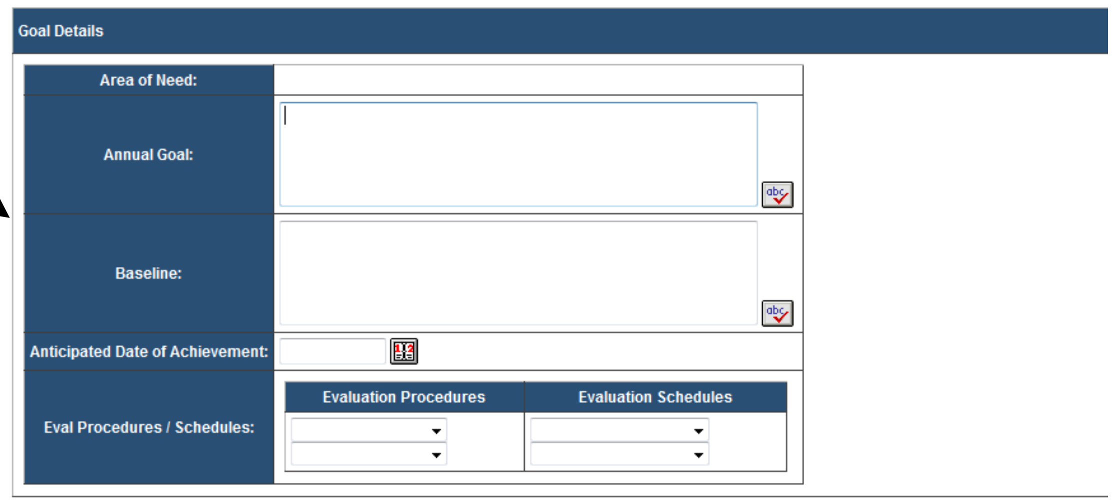
- Click the button Add New ESY Goals

- 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*





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

5. Enter ESY <u>Special Ed Services</u> 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*.

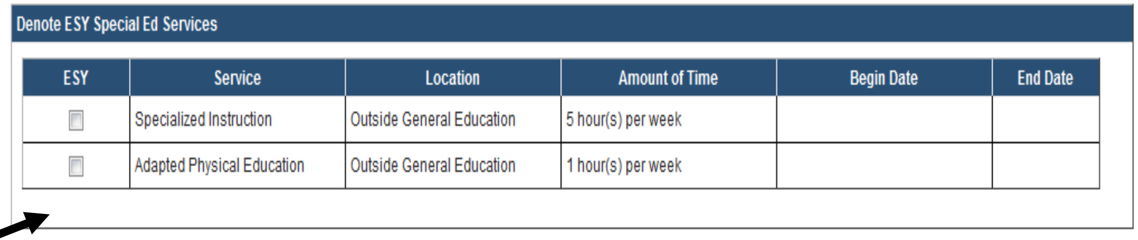
   B. Add new or different services.

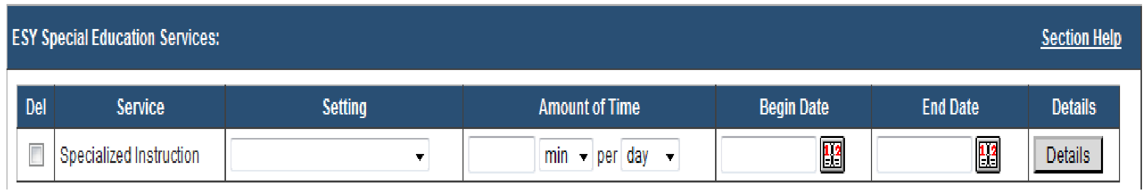
   - Select the button

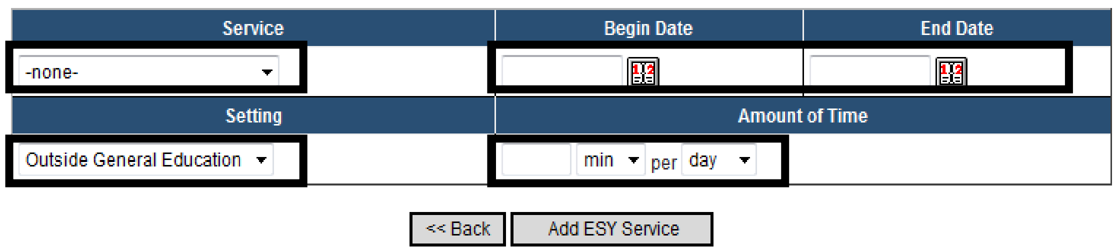
   Add ESY Special Education Service

   - 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.







6.11 Classroom Accommodations and Testing Participation

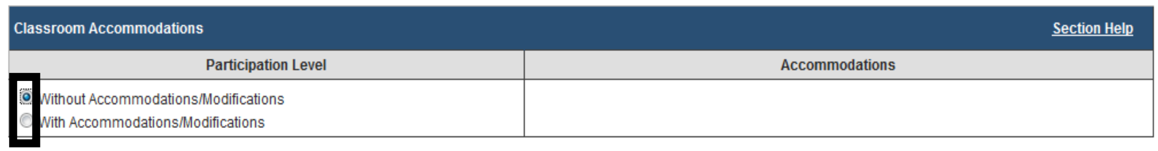
The ***Classroom Accommodations and Testing Participation*** page allows teams to document decisions related to the use of accommodations for classroom and testing settings.

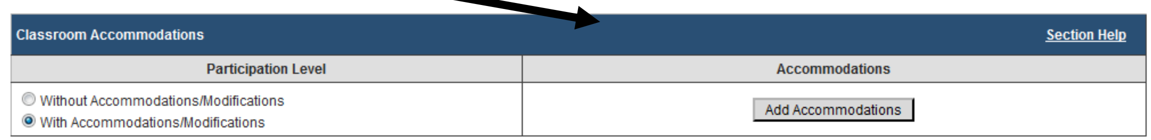
1. Select the option that identifies the *Participation Level* in the classroom.

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.*





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

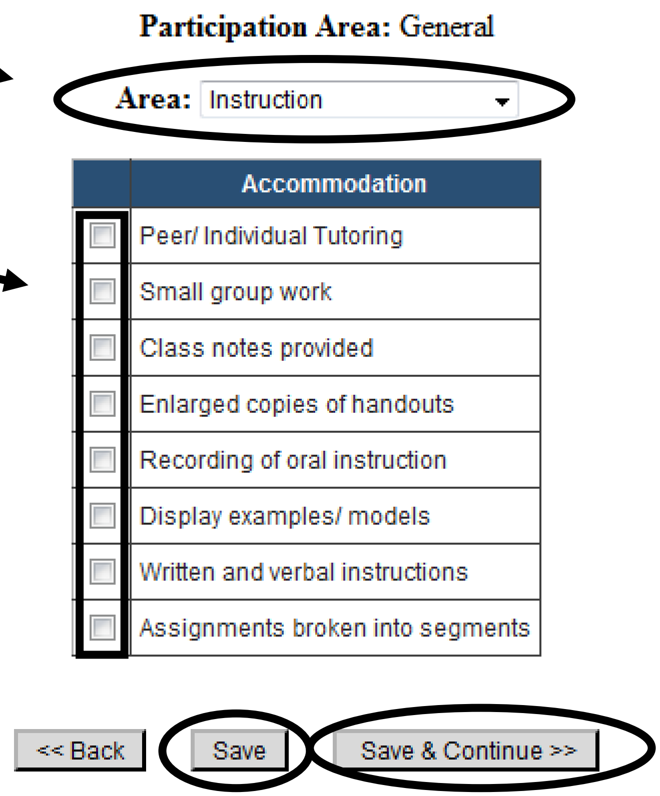
4. Choose appropriate Accommodations by selecting check boxes.

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.”



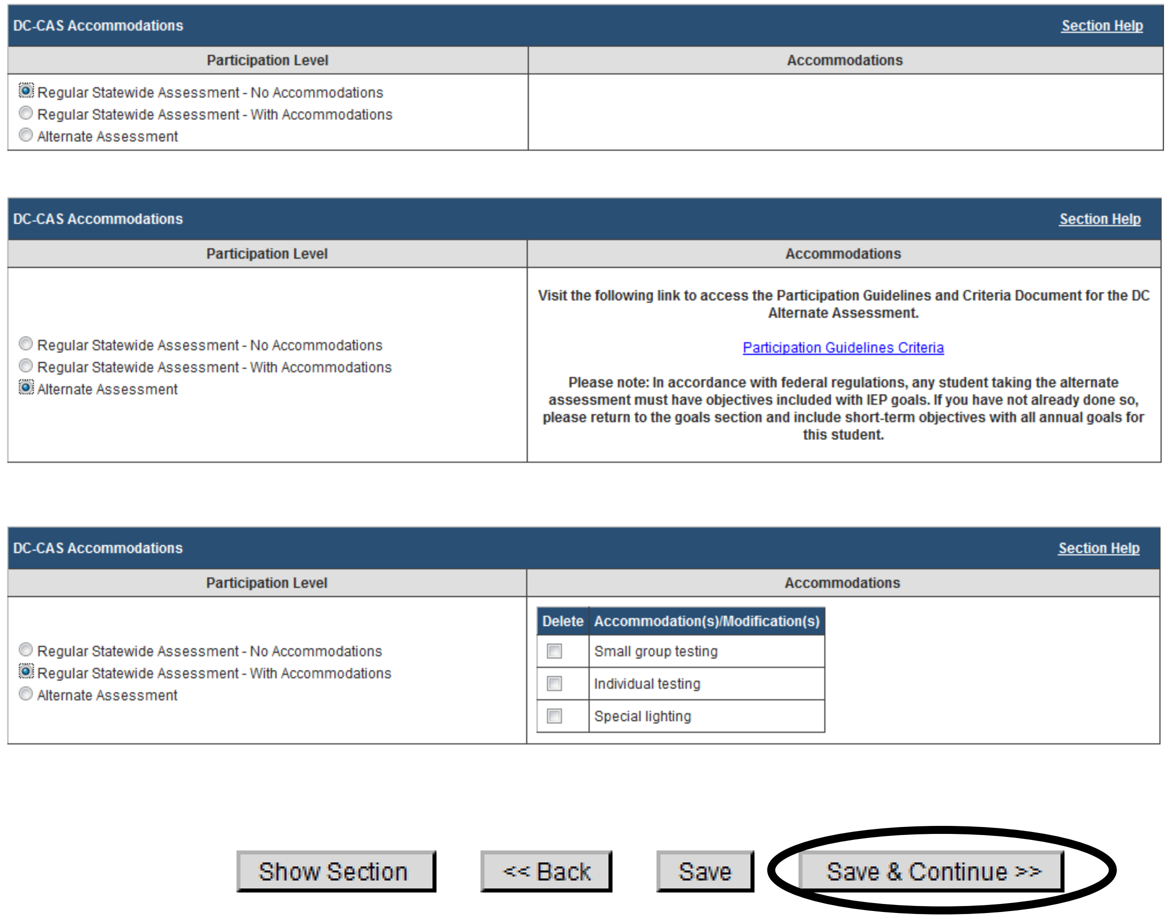
8. Select the appropriate option for participation in testing.

   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 >>



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.

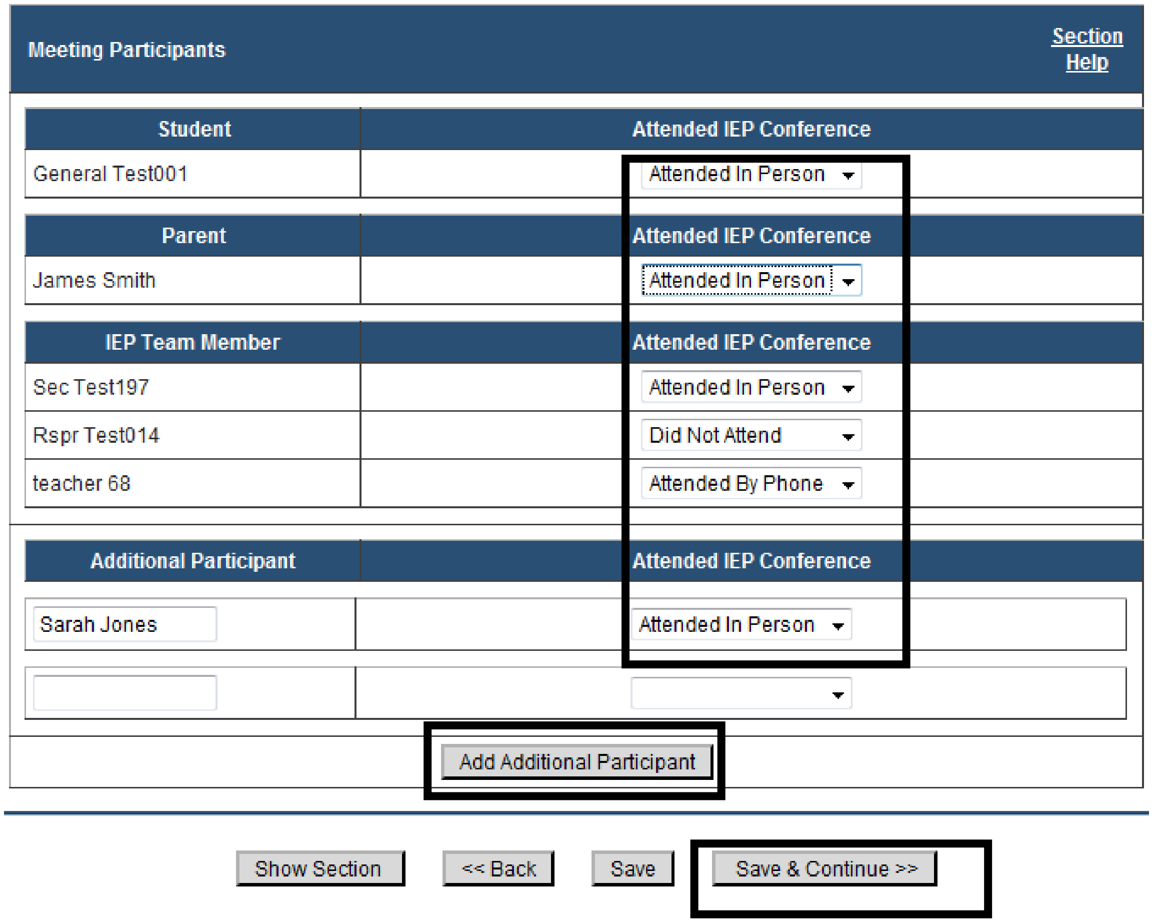
   Add Additional Participant

   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

Section Help

Student	Attended IEP Conference
General Test001	Attended In Person

Parent	Attended IEP Conference
James Smith	Attended In Person

IEP Team Member	Attended IEP Conference
Sec Test197	Attended In Person
Rspr Test014	Did Not Attend
teacher 68	Attended By Phone

Additional Participant	Attended IEP Conference
Sarah Jones	Attended In Person

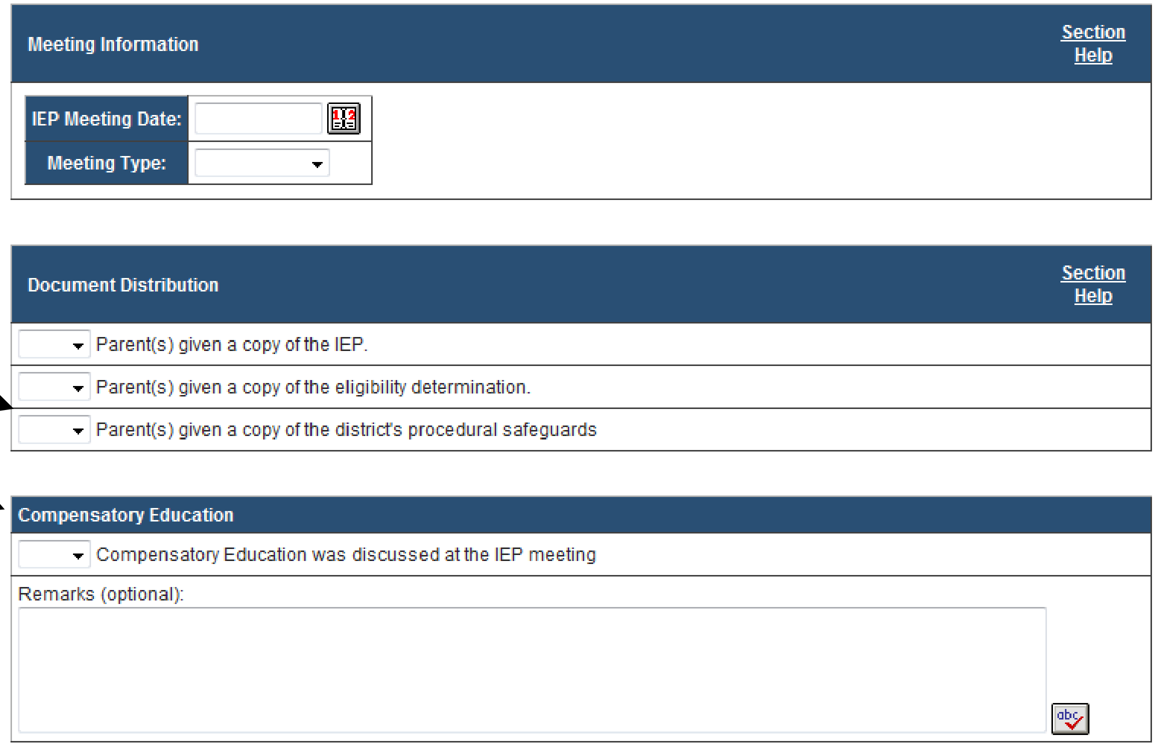
Add Additional Participant

Show Section · << Back · Save · Save & Continue >>

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
Section Help

IEP Meeting Date:
Meeting Type:

Document Distribution
Section Help

Parent(s) given a copy of the IEP.
Parent(s) given a copy of the eligibility determination.
Parent(s) given a copy of the district's procedural safeguards

Compensatory Education
Compensatory Education was discussed at the IEP meeting
Remarks (optional):

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

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

   Display IEP Errors

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

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

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.

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

Date Generated	Document Type	Type	EasyFax	Date Received
06/25/2009	IEP	(Draft)		
04/07/2009	IEP	(Draft)		
11/07/2008	IEP	Final		
10/15/2008	IEP	Final		

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).

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

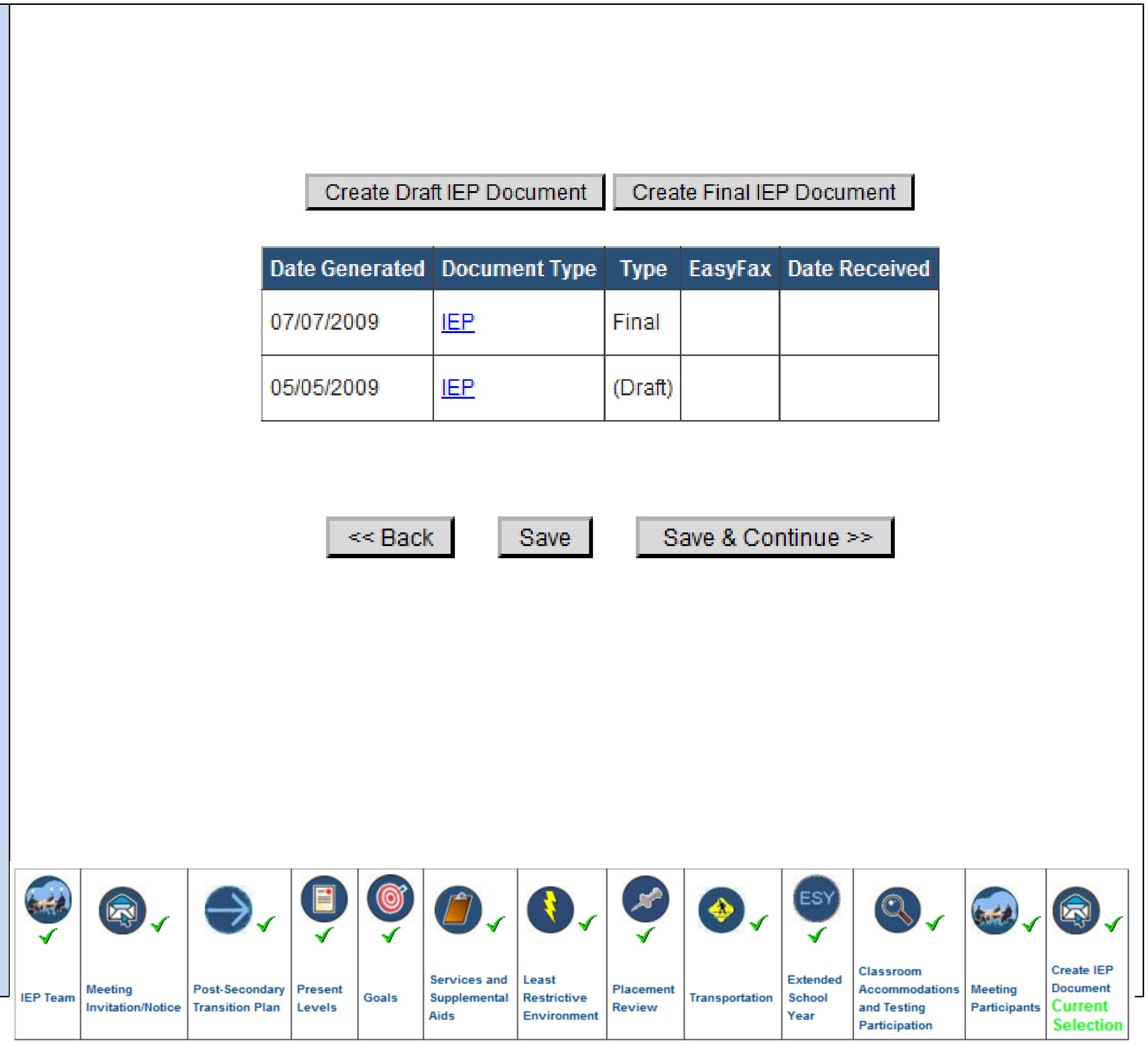
11. Open the Final IEP Document by clicking on the blue hyperlink.

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.



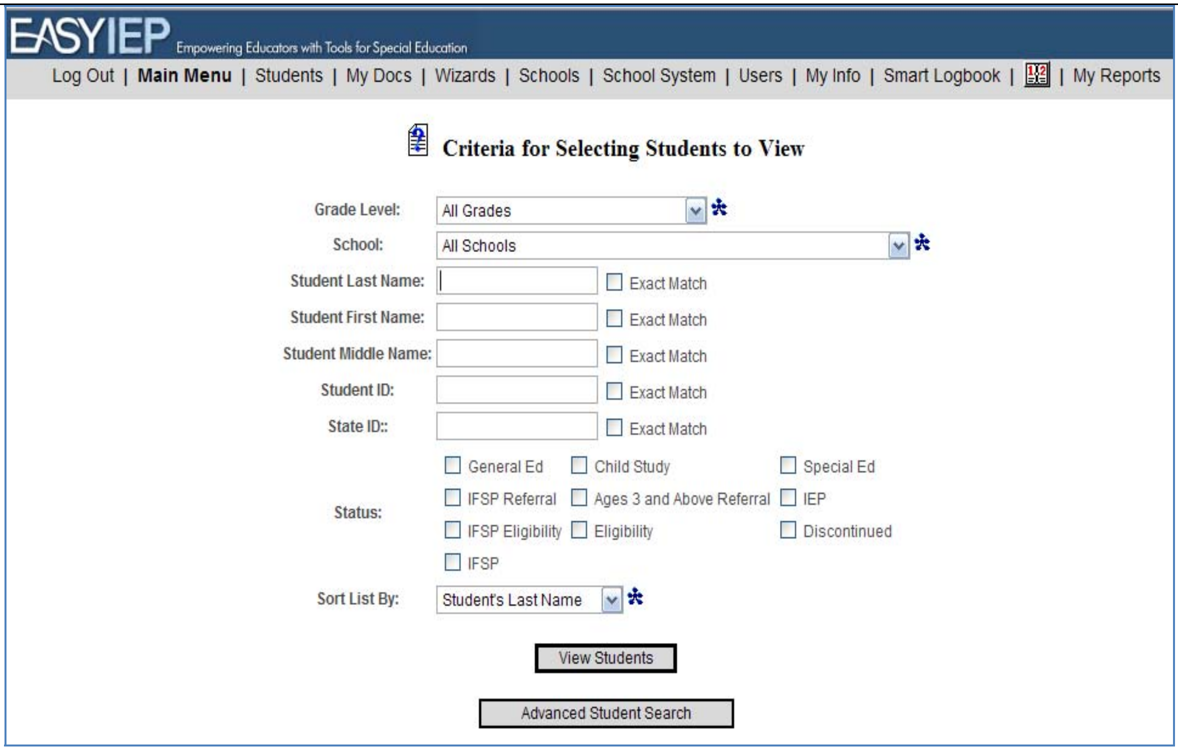
Date Generated	Document Type	Type	EasyFax	Date Received
07/07/2009	IEP	Final		
05/05/2009	IEP	(Draft)		

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)).

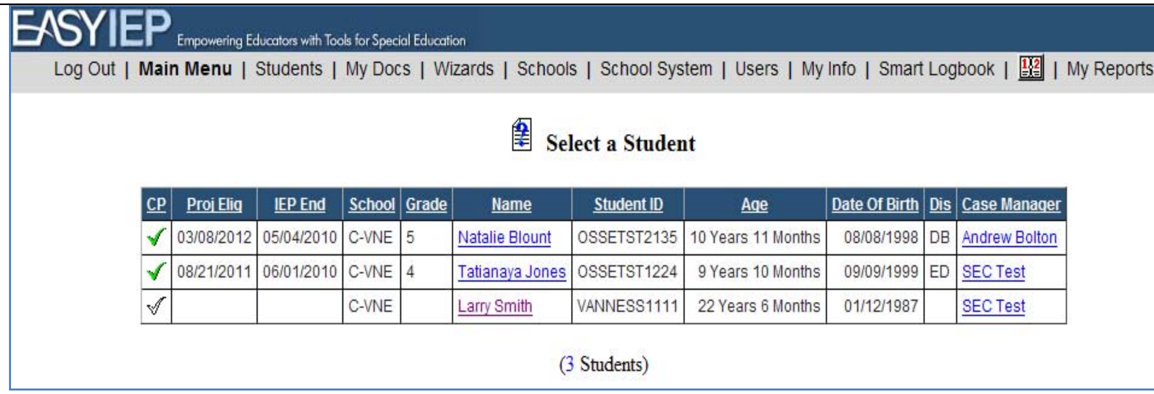


3. **<u>Transfer from out of state</u>**: When a student transfers into the District of Columbia from another state (e.g., a student moves from Texas and enrolls in a DCPS or Charter School).

<u>USER ACTIONS REQUIRED:</u>

1. **<u>School change</u>**: 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. **<u>Transfer between LEAs within the District of Columbia</u>**: 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.



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	Natalie Blount	OSSETST2135	10 Years 11 Months	08/08/1998	DB	Andrew Bolton
✓	08/21/2011	06/01/2010	C-VNE	4	Tatianaya Jones	OSSETST1224	9 Years 10 Months	09/09/1999	ED	SEC Test
✓			C-VNE		Larry Smith	VANNESS1111	22 Years 6 Months	01/12/1987		SEC Test

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.

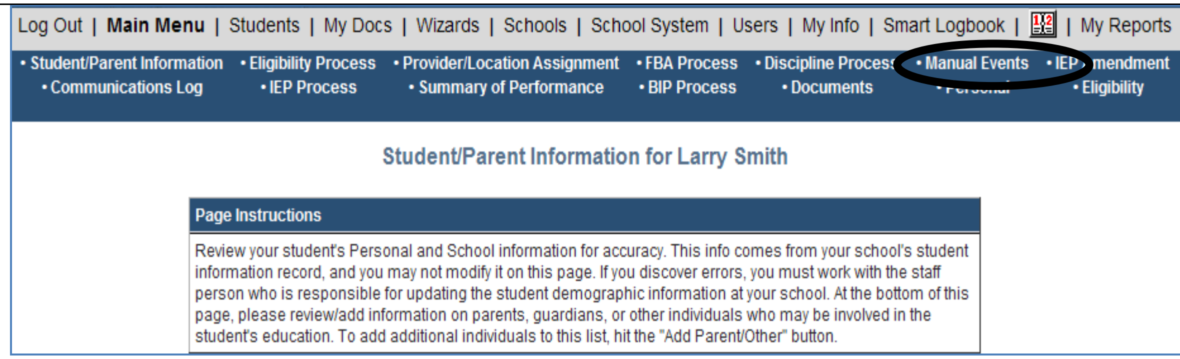
3. **<u>Transfer from out of state</u>**: If a student is transferring in from out of state, it is highly recommended that you contact the Call Center to see whether there are any records in the system for the student. There is a possibility that the student was previously enrolled in DCPS and the student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

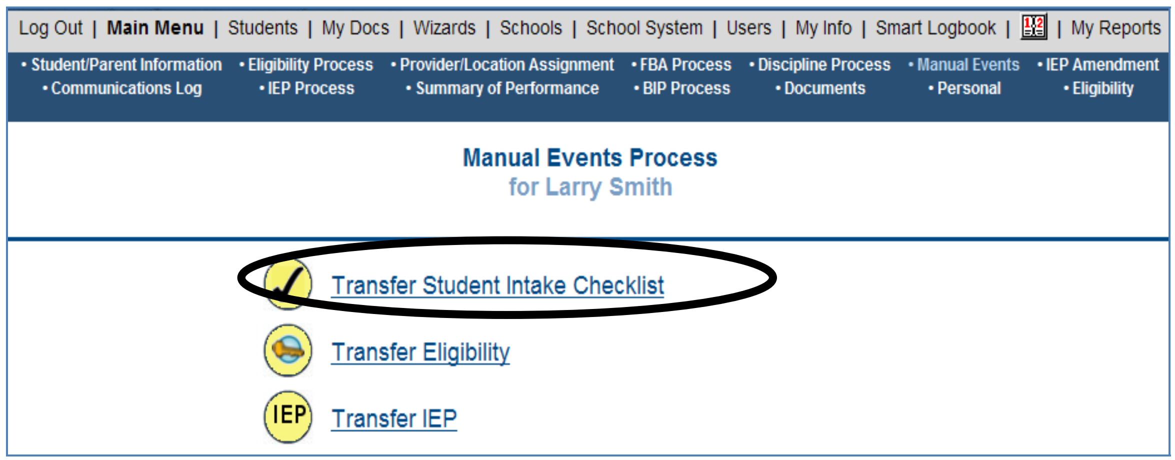
In addition to contacting the Call Center to have any existing records for the student transferred, the user MUST enter any information received from the sending jurisdiction.

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

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

1. Click on the first link, <u>Transfer Student Intake Checklist</u>.





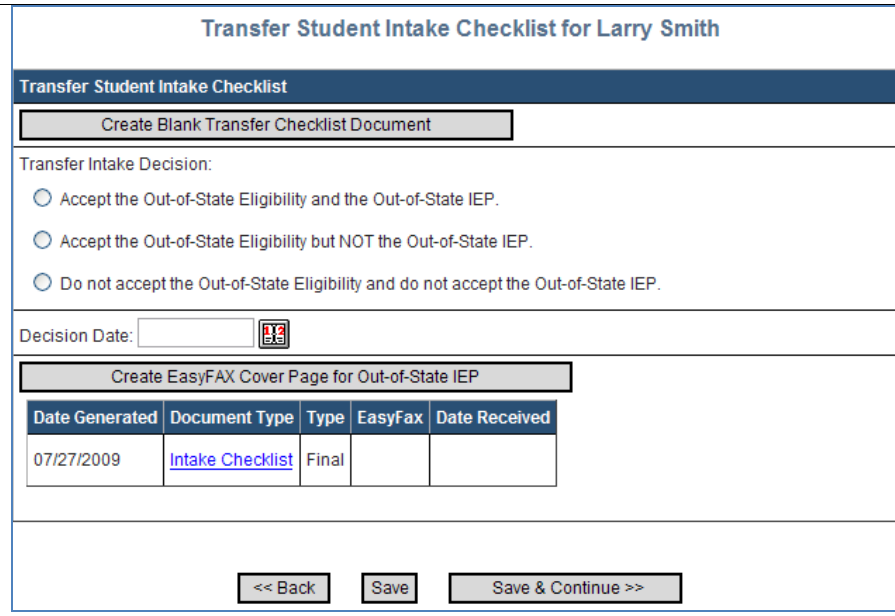
2. Click on the Create Blank Transfer Checklist Doc button. Once you click on the button, a hyperlink to the actual document will be created. This is a document that will assist you with reviewing the information that came with the student from the previous jurisdiction and determining whether the eligibility 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.

3. Click on the Intake Checklist hyperlink and print the document.

4. Complete the Intake Checklist form. Both the Special Education Coordinator and the parent should sign the form.

5. Fax the document back into the system.

6. Select a Transfer Intake Decision.



Transfer Student Intake Checklist for Larry Smith

Transfer Student Intake Checklist

Create Blank Transfer Checklist Document

Transfer Intake Decision:

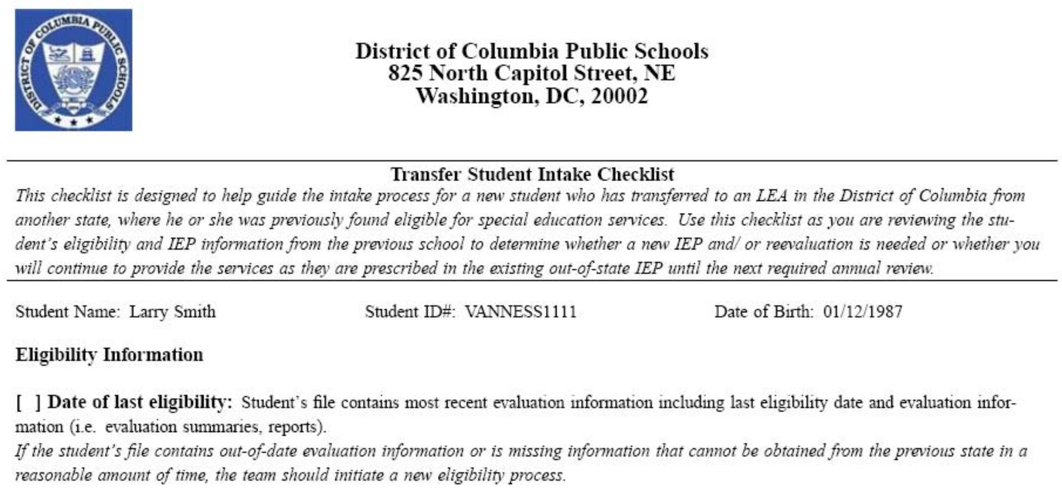
- Accept the Out-of-State Eligibility and the Out-of-State IEP.
- Accept the Out-of-State Eligibility but NOT the Out-of-State IEP.
- Do not accept the Out-of-State Eligibility and do not accept the Out-of-State IEP.

Decision Date:

Create EasyFAX Cover Page for Out-of-State IEP

Date Generated	Document Type	Type	EasyFax	Date Received
07/27/2009	Intake Checklist	Final		

<< Back   Save   Save & Continue >>



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

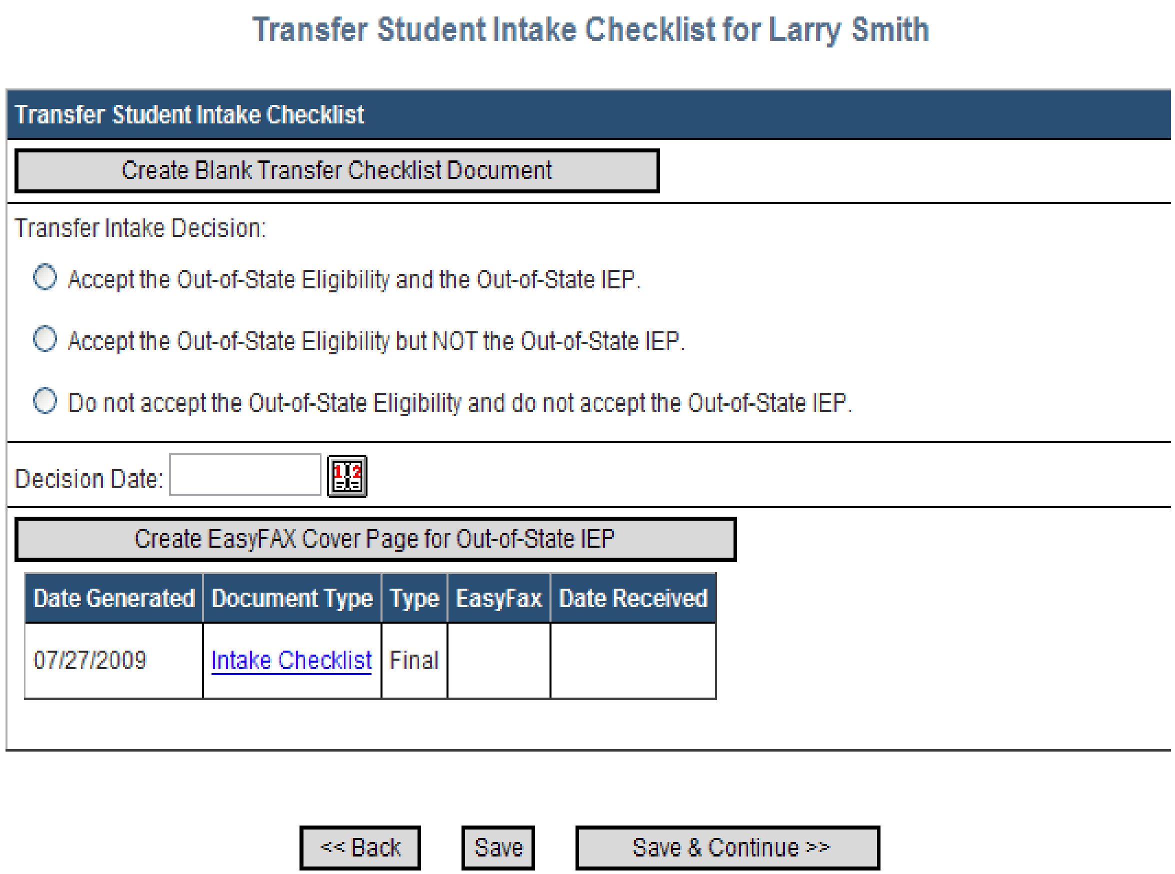
[ ] **Date of last eligibility:** Student's file contains most recent evaluation information including last eligibility date and evaluation information (i.e. evaluation summaries, reports).
If the student's file contains out-of-date evaluation information or is missing information that cannot be obtained 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.

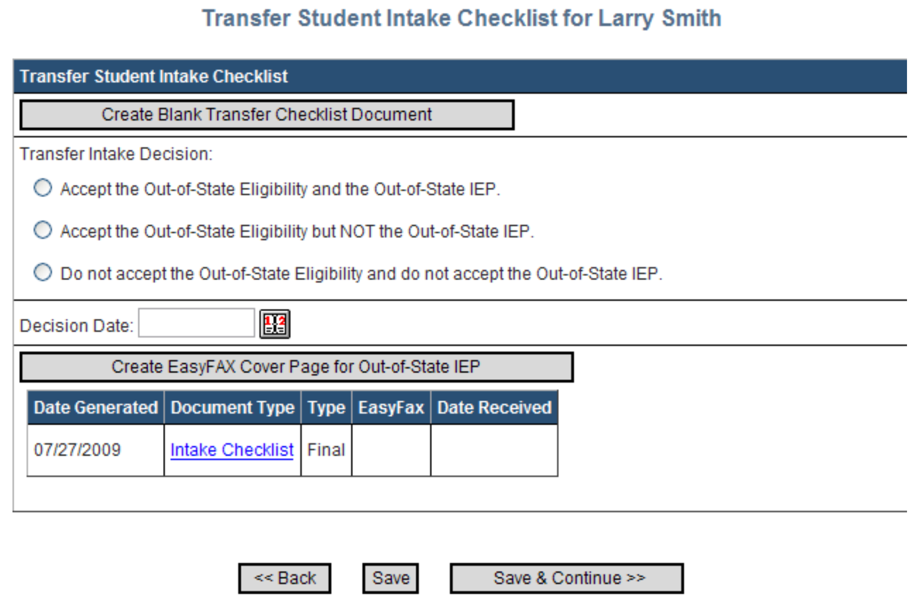


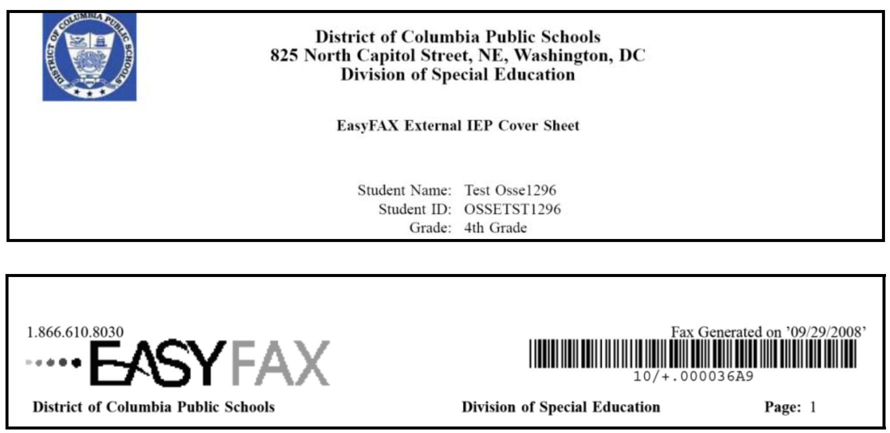
7. Enter a Decision Date.

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.





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:

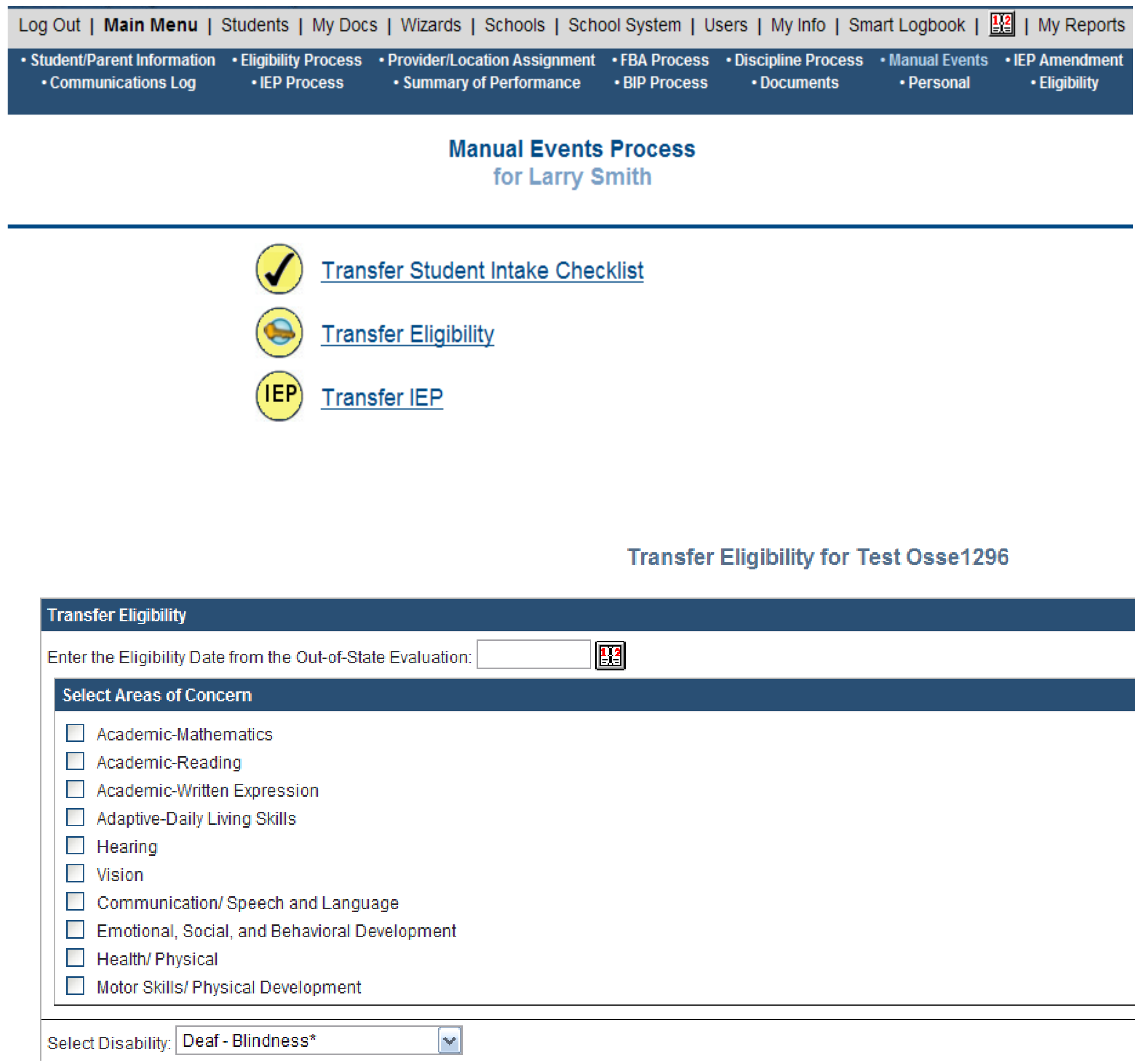
1. Enter the Eligibility Date from the documentation received from the previous jurisdiction.

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.

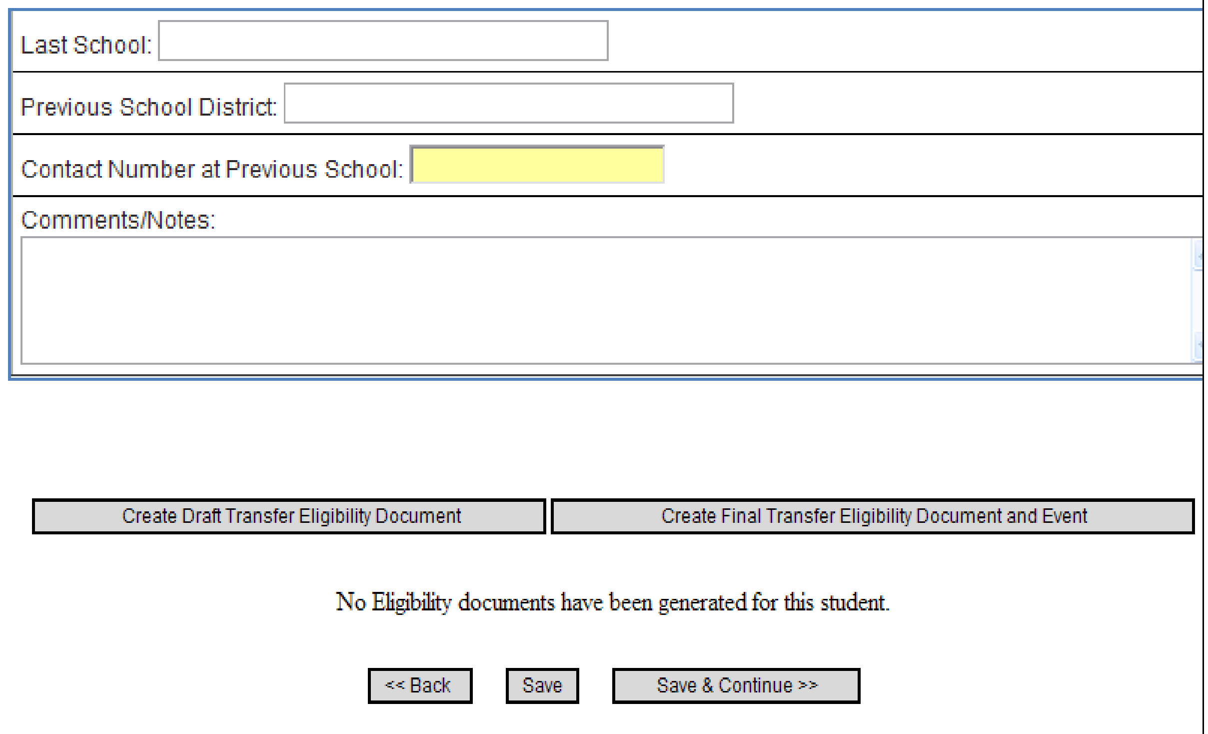
TIP: The first three fields, *Eligibility Date*, *Areas of Concern*, and *Disability*, are required fields and must be completed to create the Final Transfer Eligibility Document.

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.



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 (option field).
8. Create a Draft Transfer Eligibility Document for review (optional) by clicking on the Create Draft Transfer Eligibility Document button.
9. Create a Final Transfer Eligibility Document and Event by clicking on the Create Final Transfer Eligibility Document a button.
10. Click the Save & Continue >> button.

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

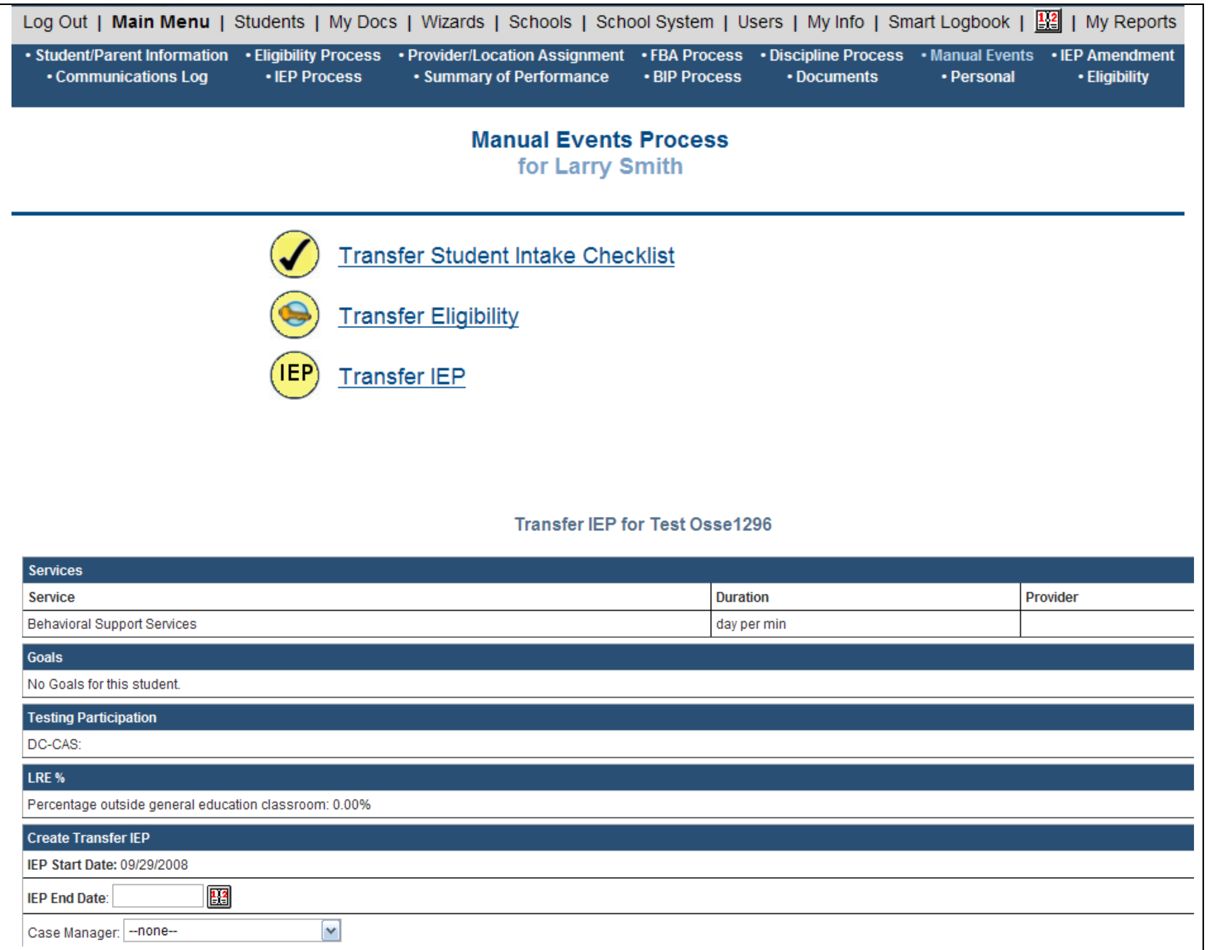
   d. Extended School Year

   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.



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).

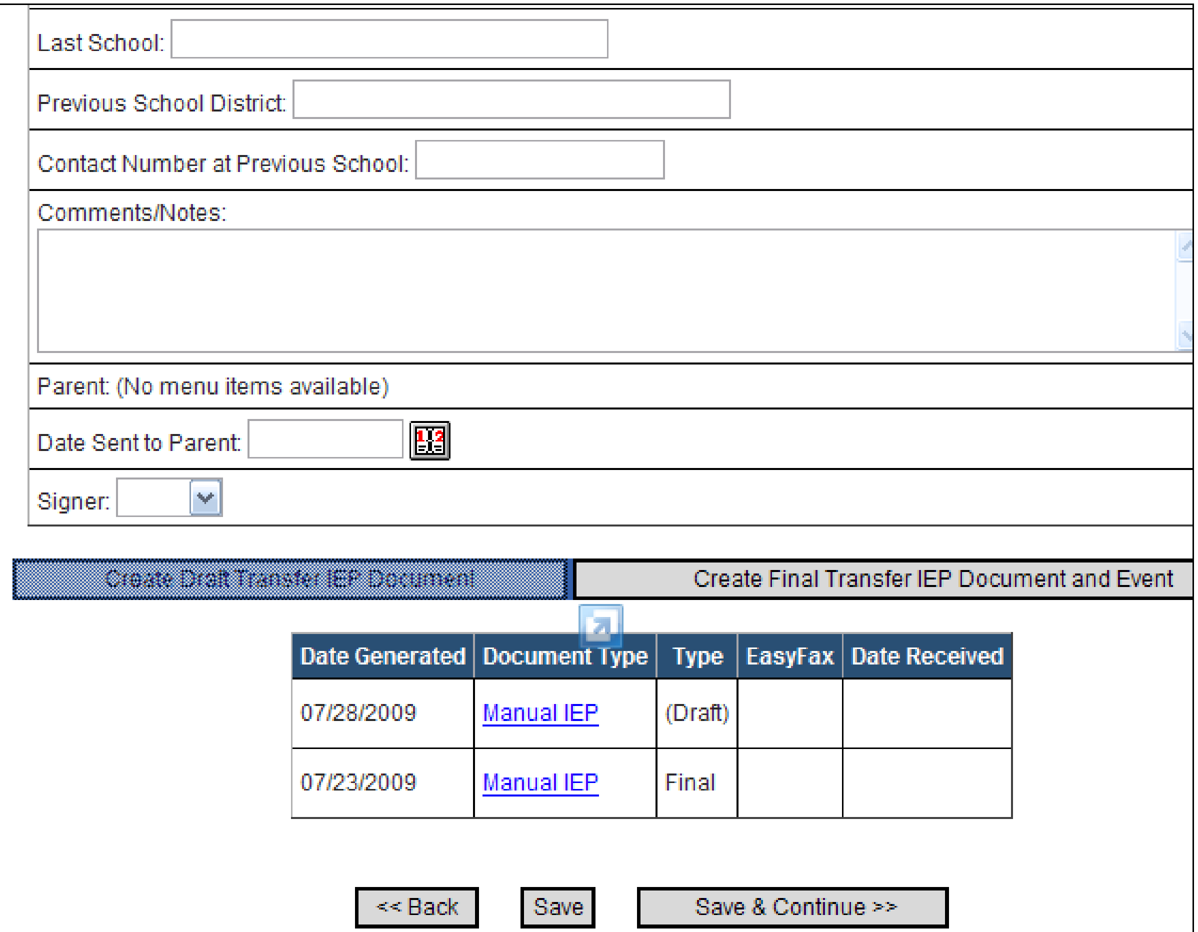
11. Enter the Date the IEP will be sent to the Parent (optional field).

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 [Create Draft Transfer IEP Document] button.

14. Create a Final Transfer IEP Document and Event by clicking on the [Create Final Transfer IEP Document and Event] button.

15. Click the [Save & Continue >>] button.



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

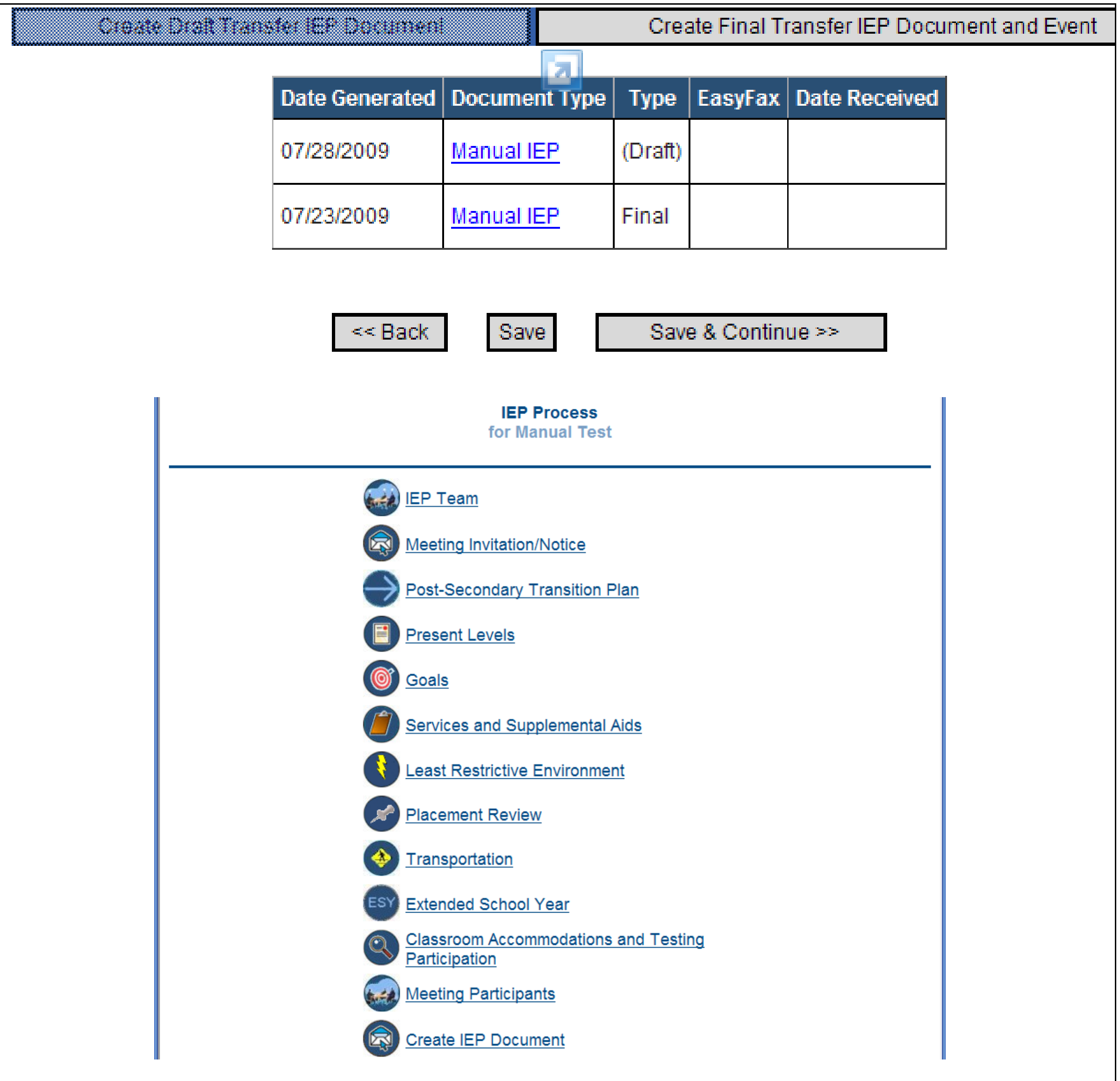
If Goals are not entered before the Final Transfer IEP Document is created, you will NOT be able to create Progress Reports for the student in the system.

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.

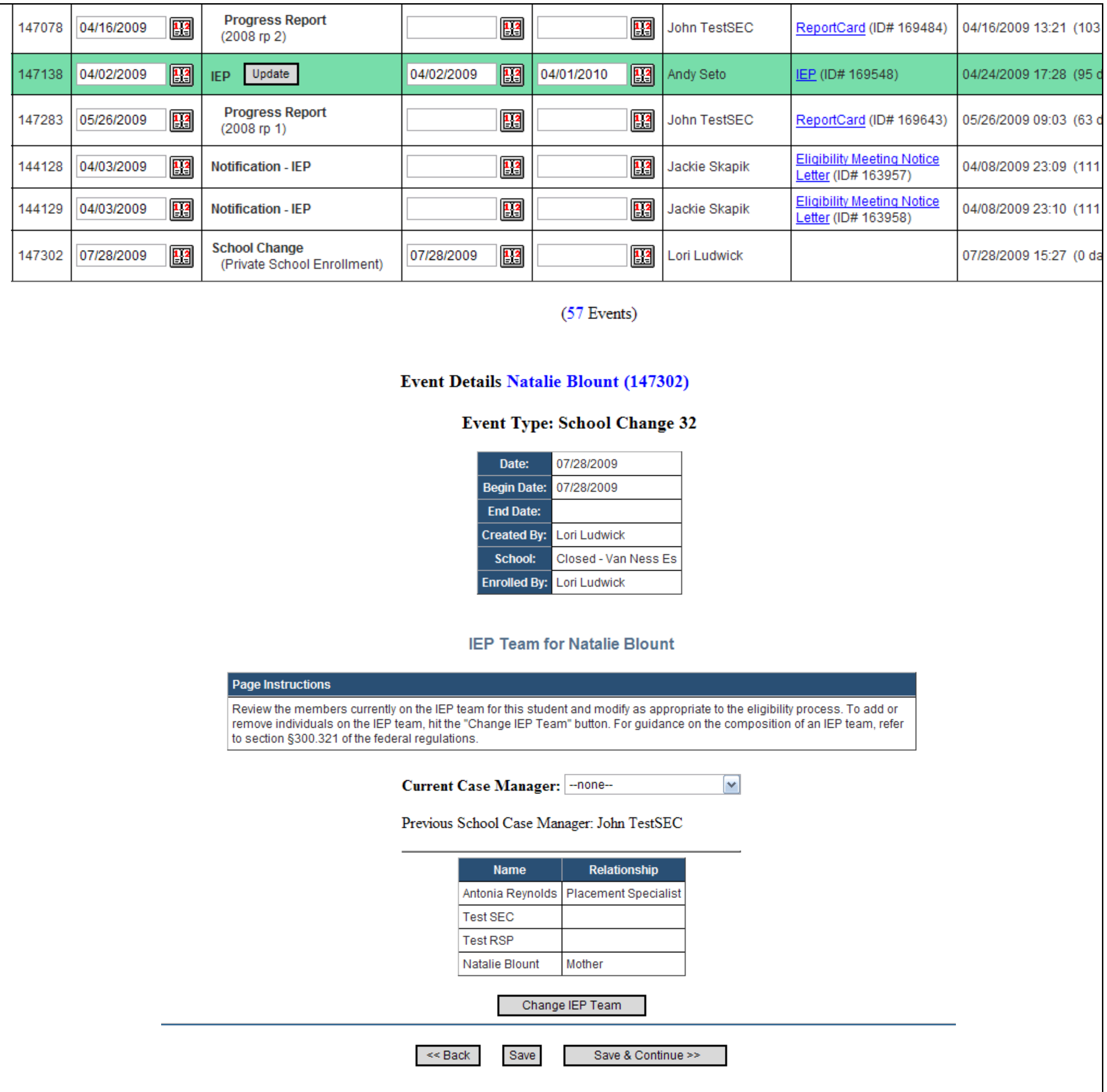


PREVIOUS SCHOOL FEATURE

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

(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: --none--

Previous School Case Manager: John TestSEC

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

Change IEP Team

<< Back | Save | Save & Continue >>

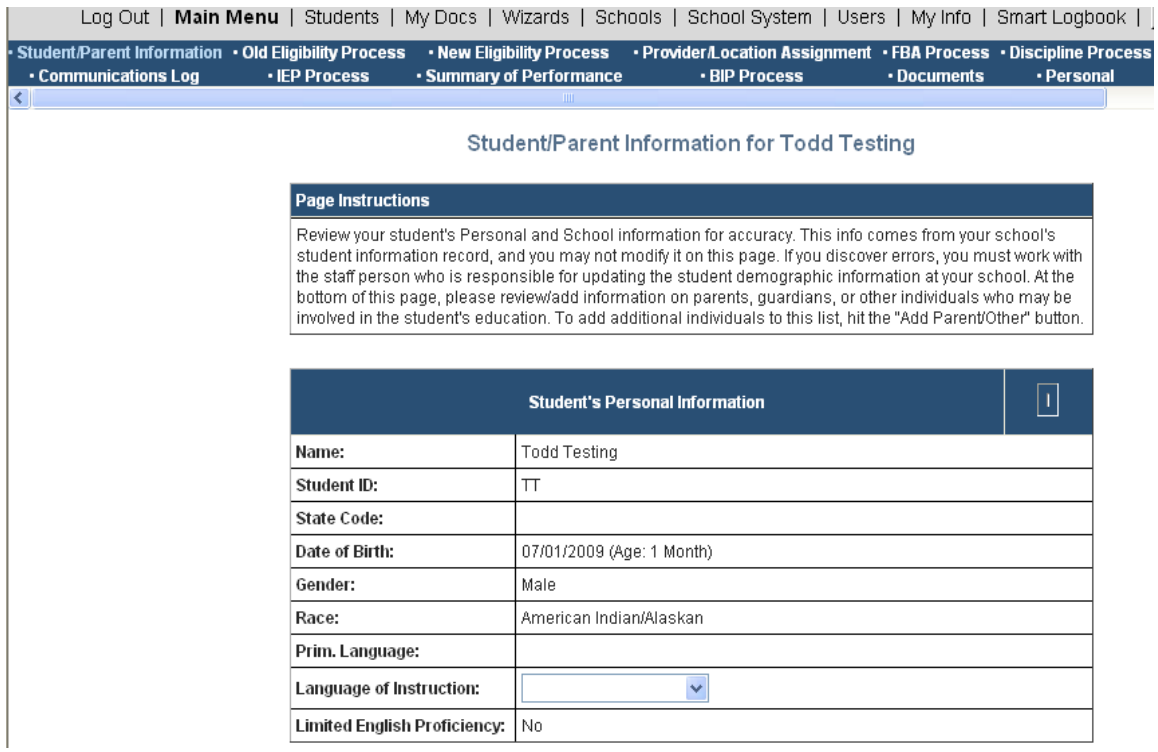
Actions to be completed by the Special Education Coordinator to complete student transfers include the following:	**School Change** ☐ 1. Ensure student is accurately enrolled in the SIS system that feeds SEDS (DCStars for DCPS and OLAMS for Charter Schools). ☐ 2. Go to **Eligibility Process** or **IEP 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.

Chapter 8. Update Provider

There are a variety of reasons that the provider assigned to a student may change throughout the course of a school year. Following are the possible reasons why a provider would need to be updated:

1. Student changes schools
2. A provider gets reassigned to a new school or caseload balancing
3. A provider leaves the school system and a new provider is hired or assigned

When an IEP is completed in the system, you will be required to enter the provider who will be delivering the services. This will affect reports that are generated through the system. If a provider changes for any reason, the provider must be updated in the student record.



To update the provider:

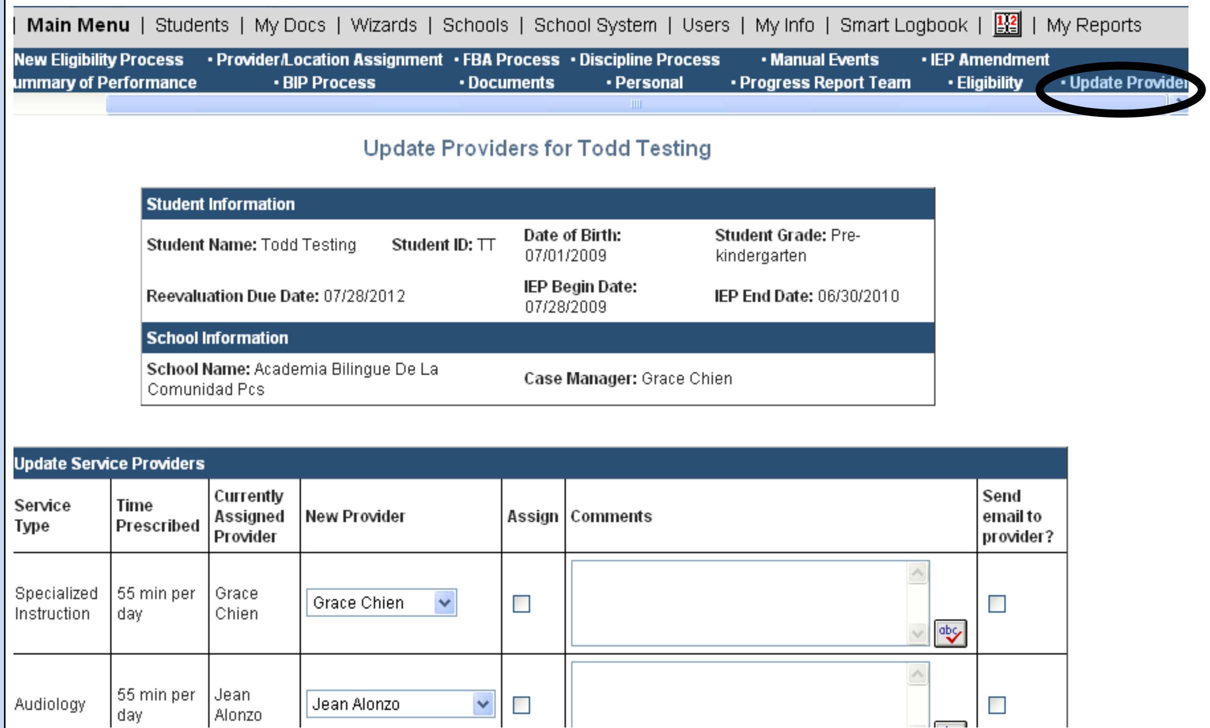
1. Go into the student record by clicking on the hyperlink of the student's name in the student list.

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.



5. Click on the *Assign* check box.

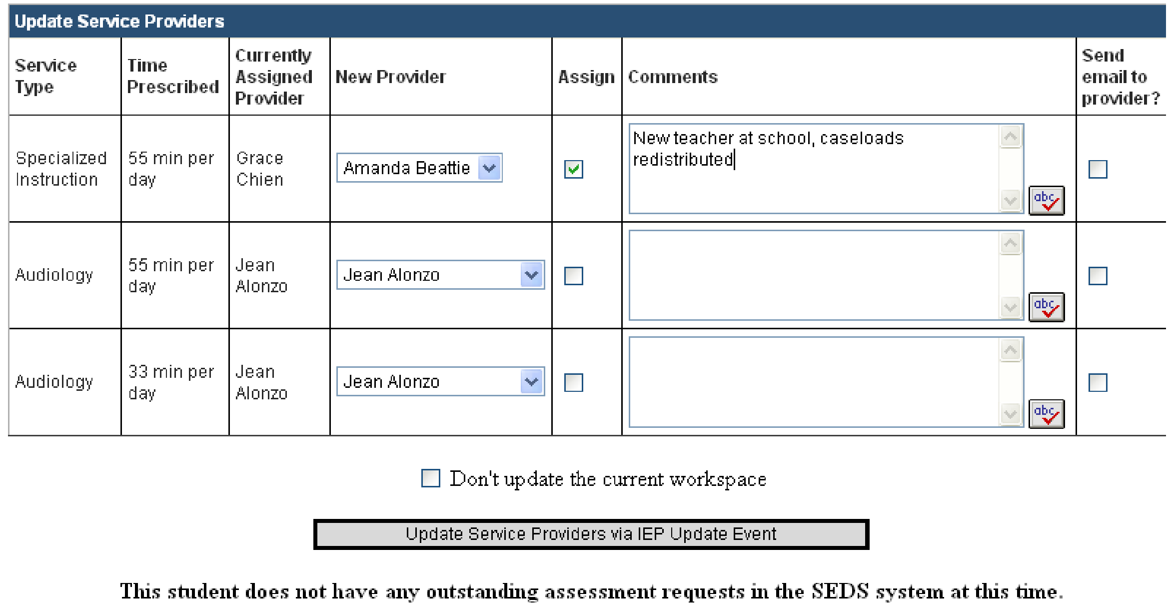
6. Enter any comments to describe why the change is being made.

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.

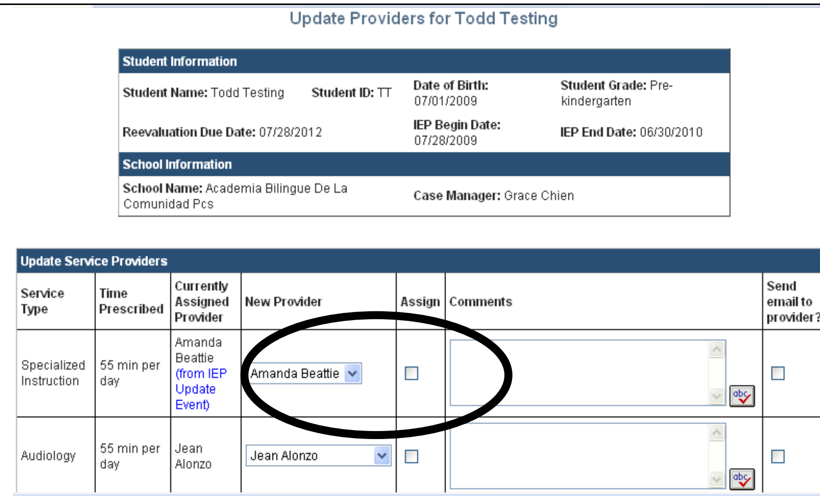
When you click the *Send email to provider?* check box, the provider will receive an email notification that a student has been added to his or her caseload. If you do not check the check box, the provider will NOT be notified.

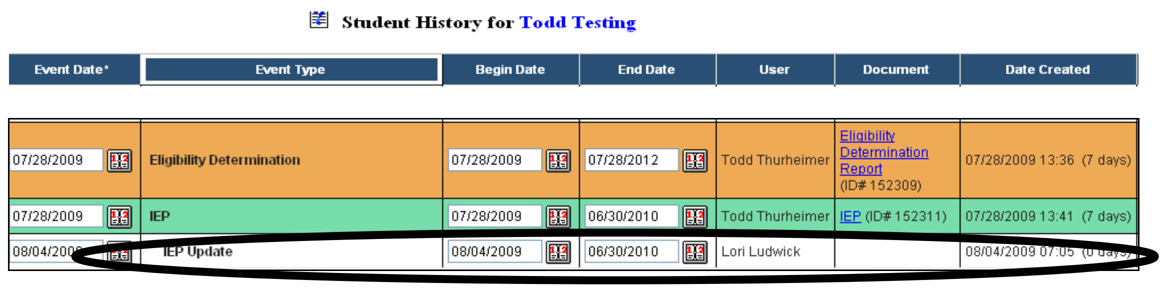


You will see the name of the newly assigned provider on the **Update Provider** screen.

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.





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	55 min/day		07/01/2009

Event Details Todd Testing (139646)

Event Type: IEP Update 17

Date:	08/04/2009
Begin Date:	08/04/2009
End Date:	06/30/2010
Created By:	Lori Ludwick
School:	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.

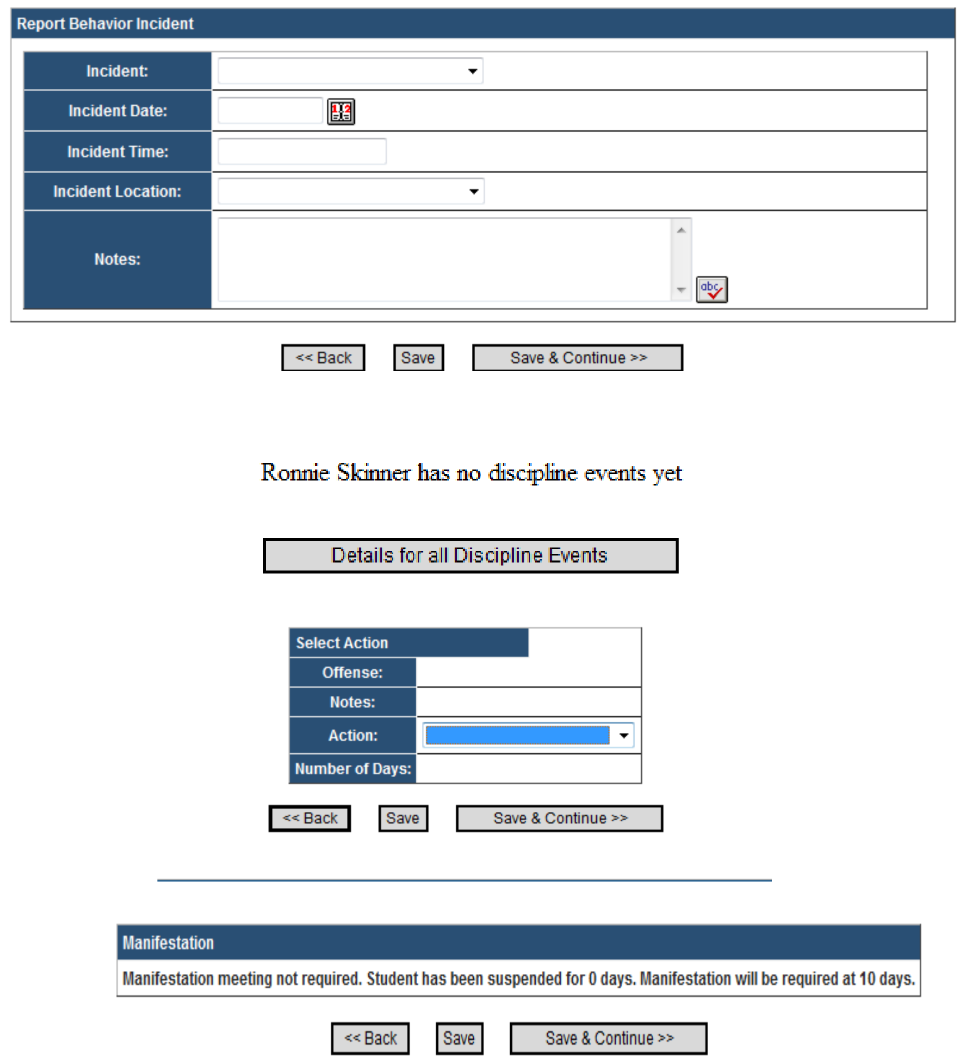
3. The review behavior history data feature allows an individual to analyze the student’s previous behaviors.

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.



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.

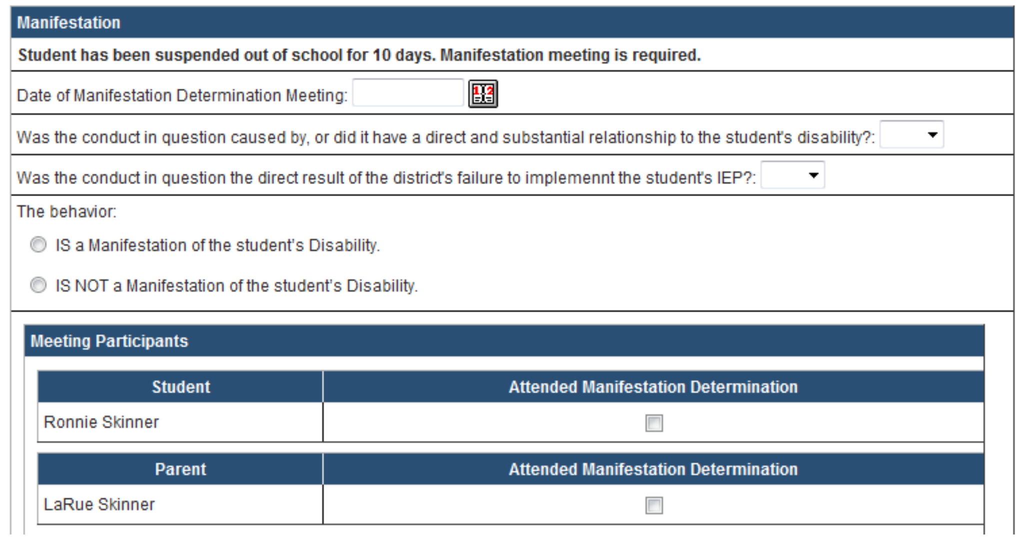
12. To EasyFax the document, place it in a fax machine, dial the phone number located on the bottom of the document, and press start.

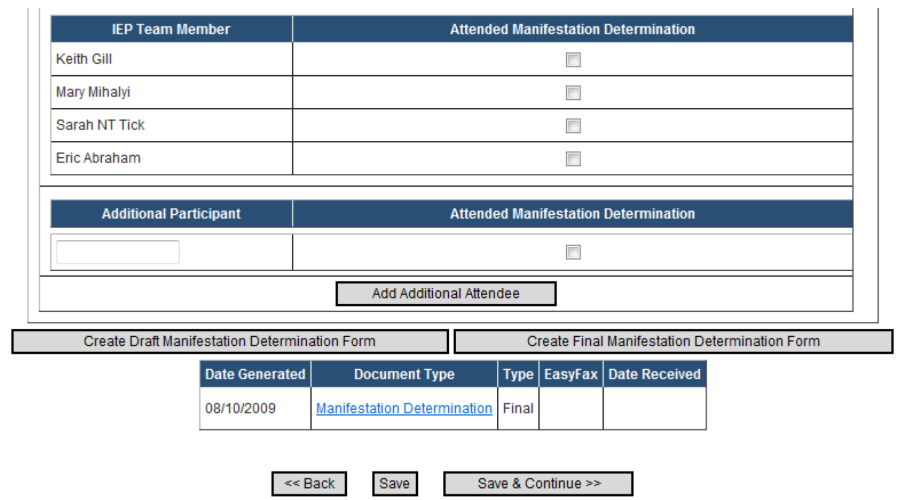
13. Before sending your fax, make sure your fax machine's settings are set to fine or ultra-fine resolution.

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.

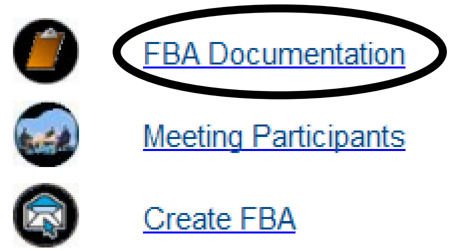
16. The faxed document will also appear in the **Documents** tab.





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.

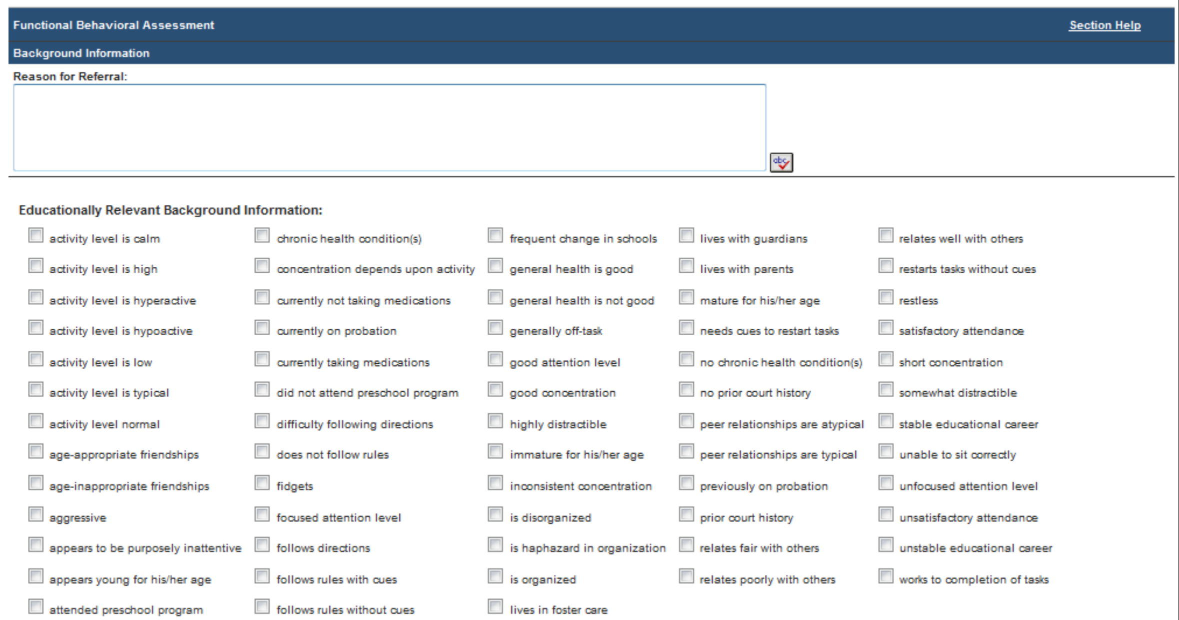


1. Begin by selecting the ***FBA Documentation*** page.

2. Enter the reason for referral and use check boxes to select appropriate responses that represent relevant background information.

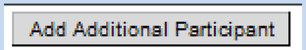
3. In sections I-IX, (Describe Behavior, Antecedent, Motivator, Perceived Function, Assessments, Observations, Summary, Educational/Skill Deficit, Other) complete the necessary fields as appropriate to describe the behavior(s) of concern.

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.

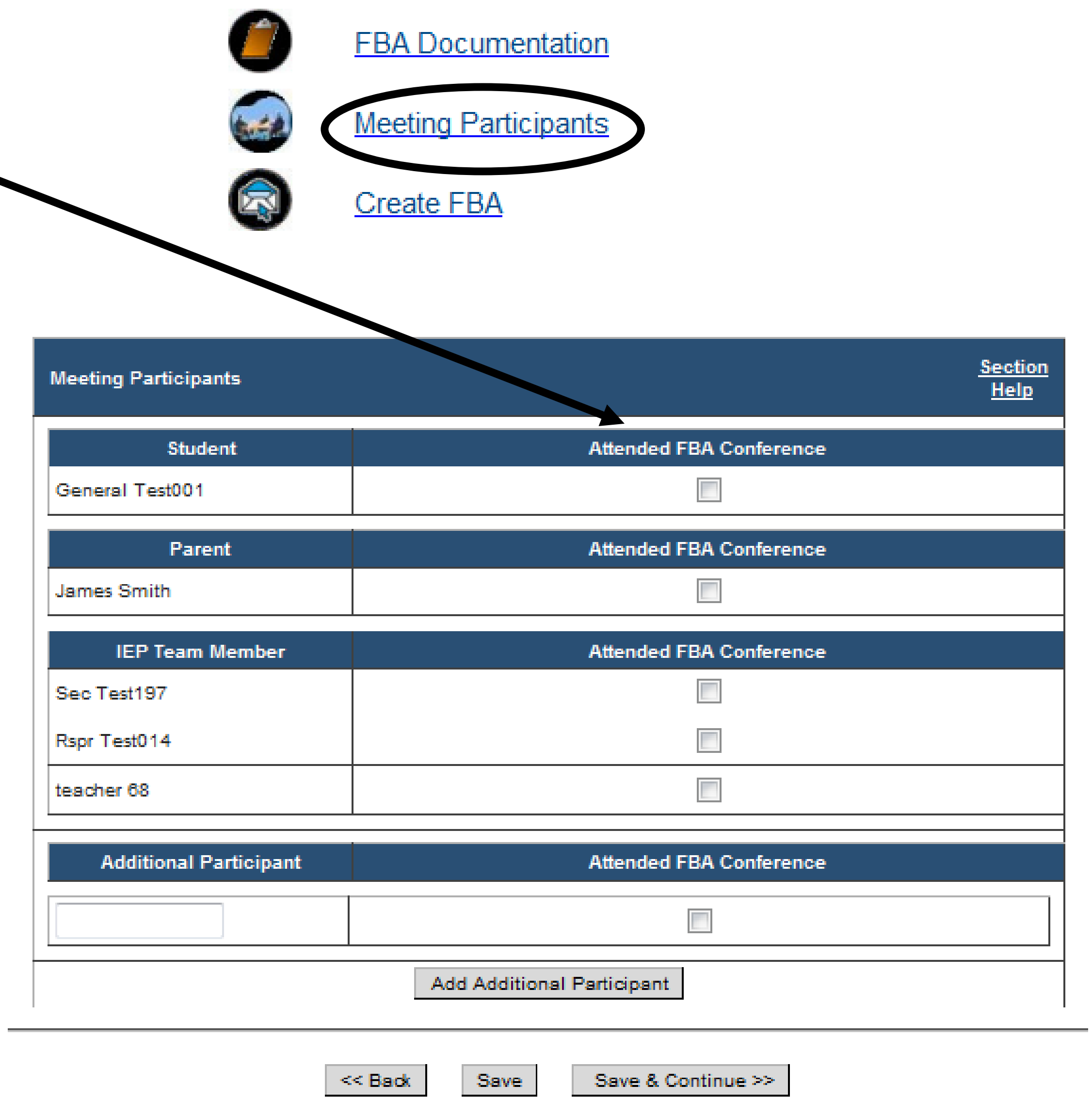


5. Click the check box for each meeting participant who attended the meeting to discuss the FBA.

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

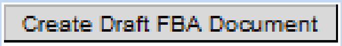


7. Select the "Save & Continue" button to save entries and move to the next page.



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

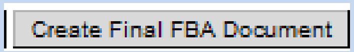
8. Select the “Create Draft FBA Document” button to create a draft FBA document at any time during the process.



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.)

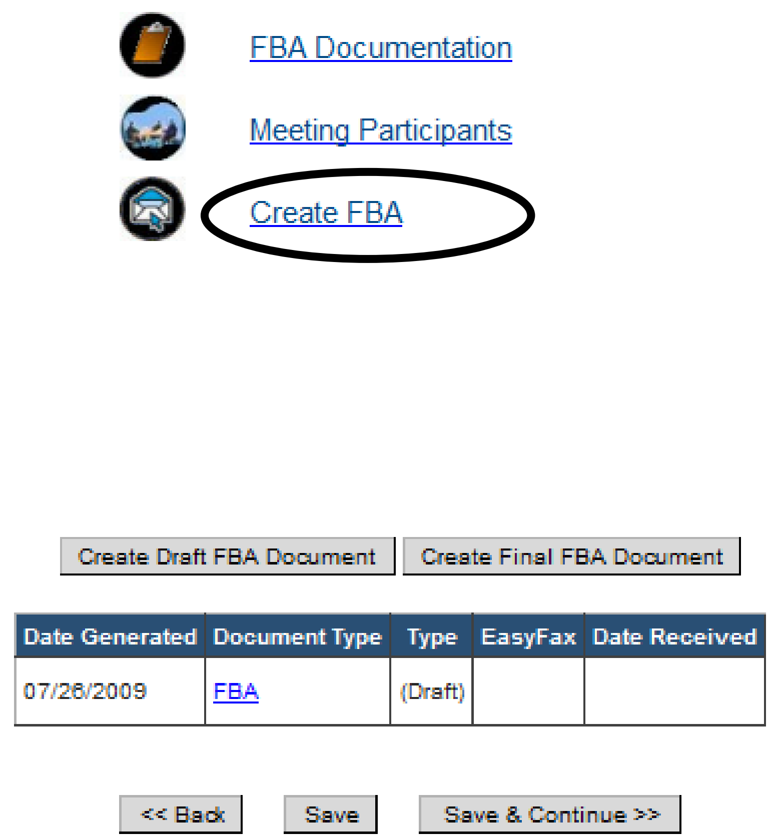
11. Select the “Create Final FBA Document” button to create a final FBA document.



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.

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

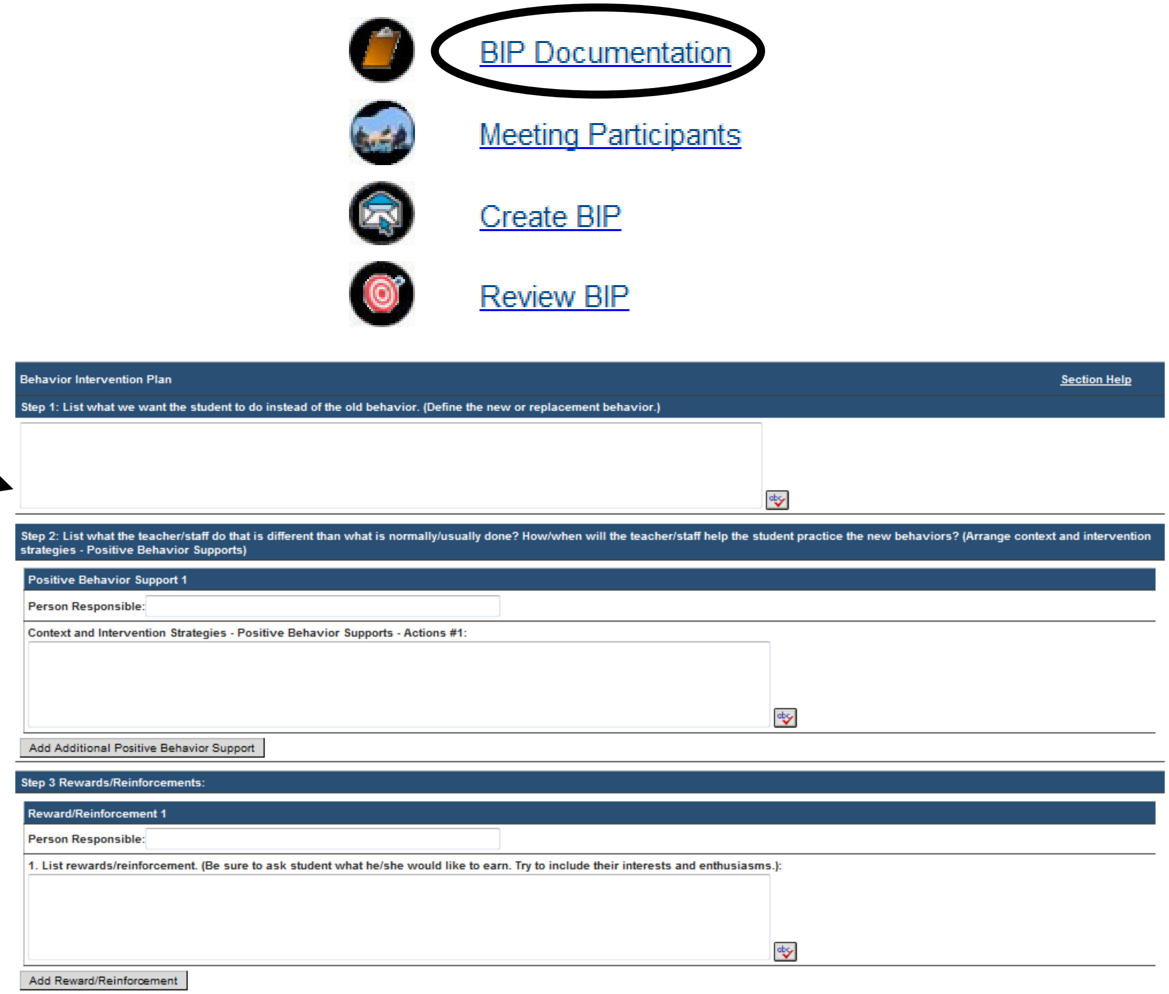


9.3 Behavior Intervention Plan

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.

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

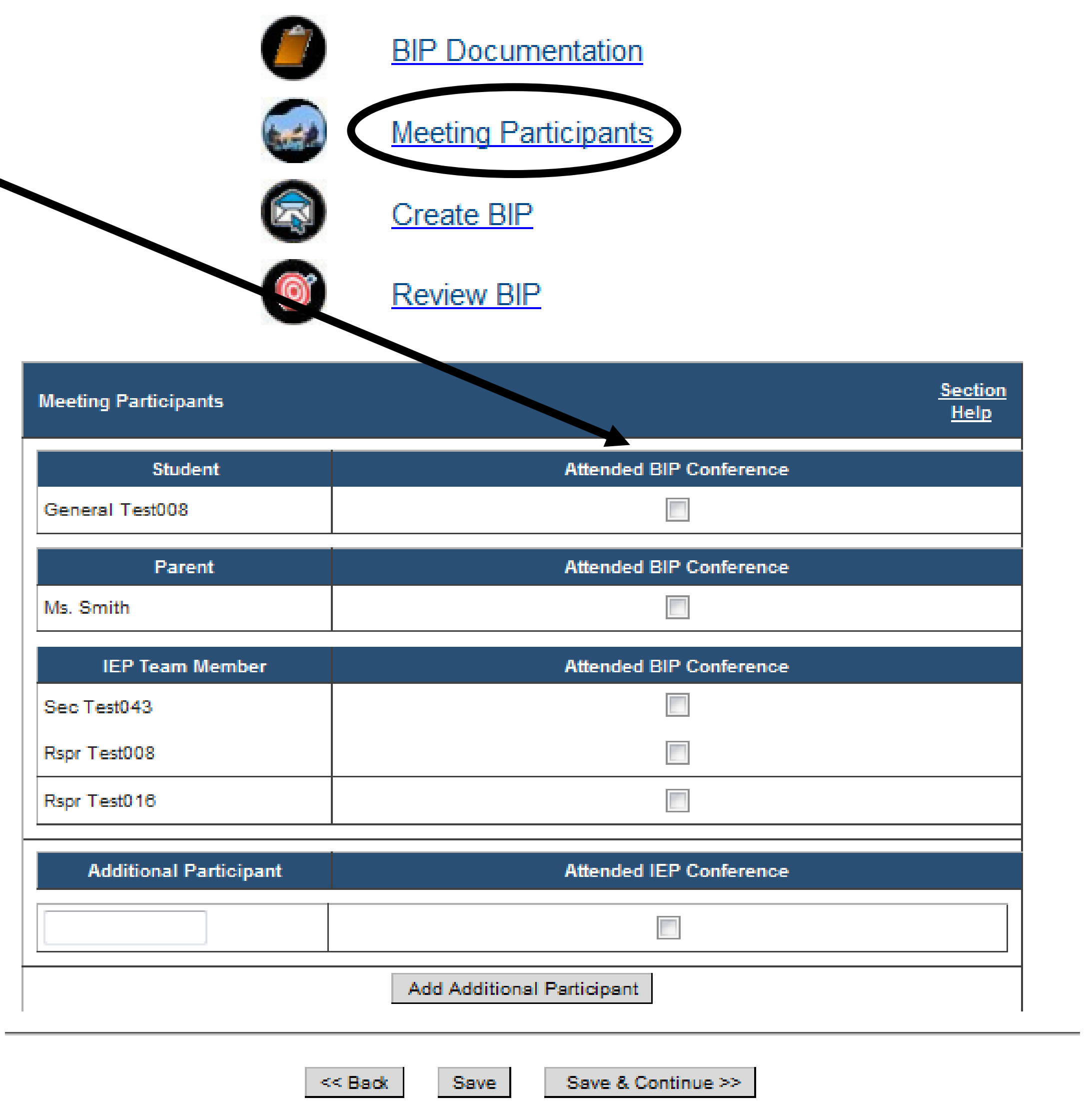
4. Select the "Add Additional Participant" button to add other participants whose names are not in the system.

   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.



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.

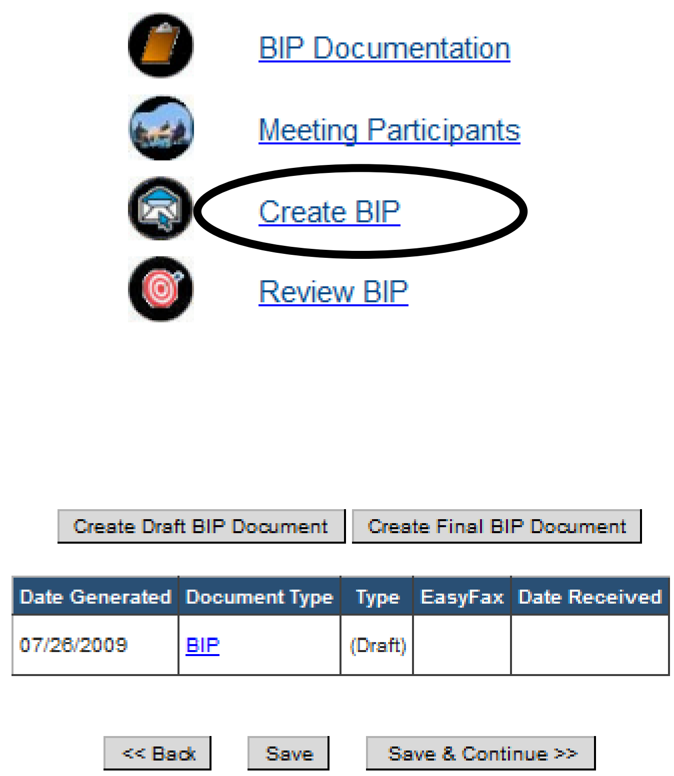
Create Final BIP Document

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.



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.

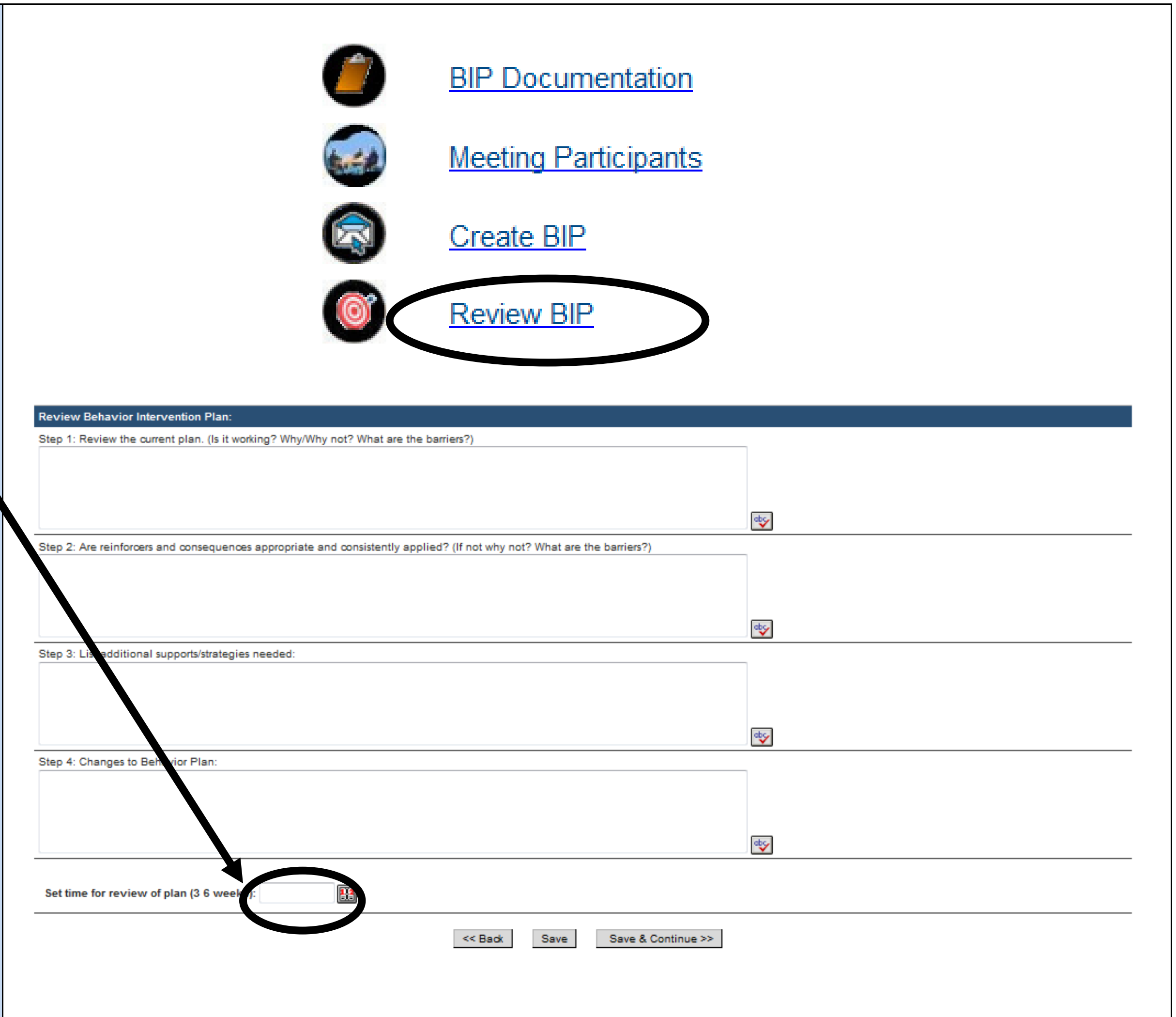
   Save & Continue >>

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

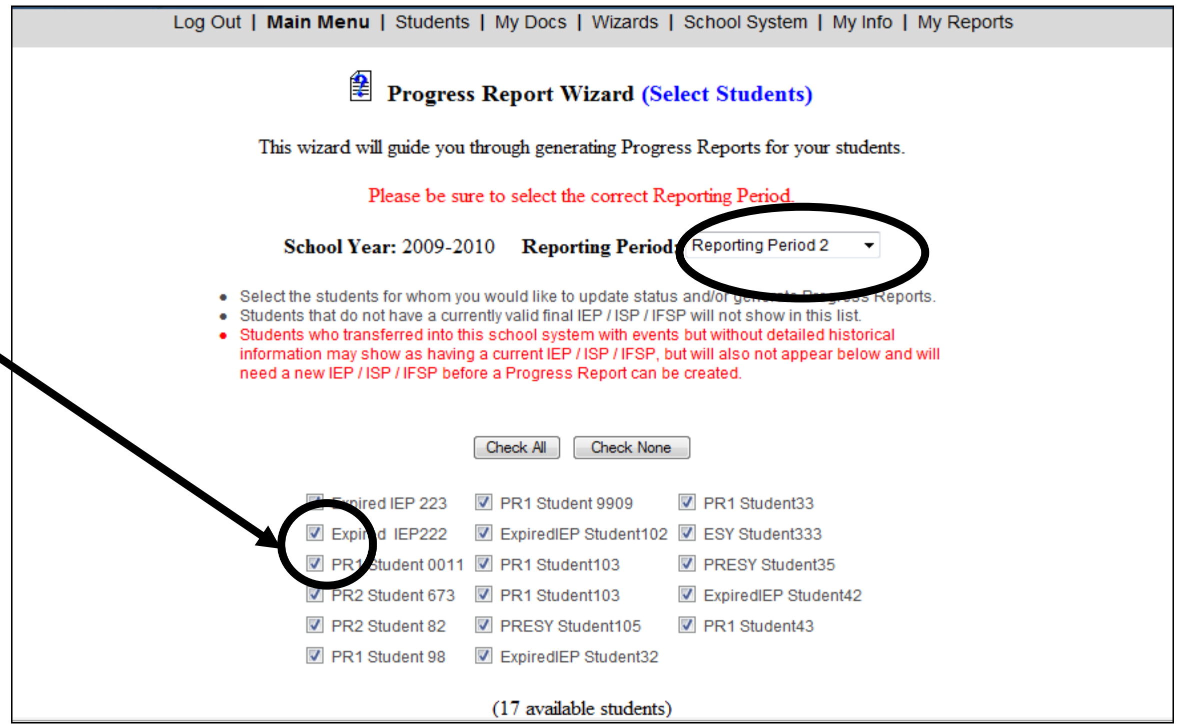
TIP: Information from the Review BIP will appear at the end of the BIP document.



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.



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.

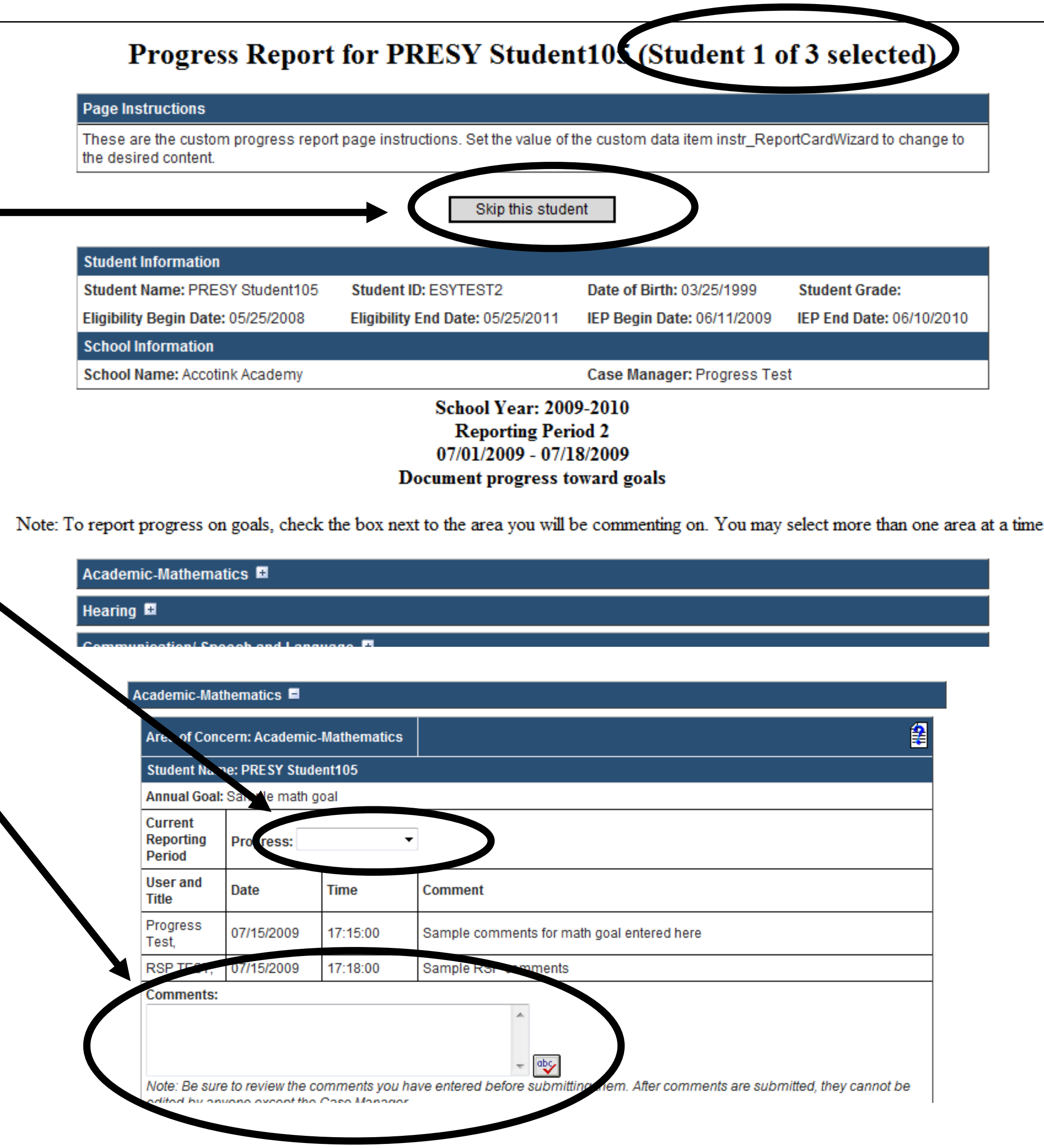
- Indicate the student's progression toward each goal by making a selection from the *Progress* status drop-down menu.

- 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.

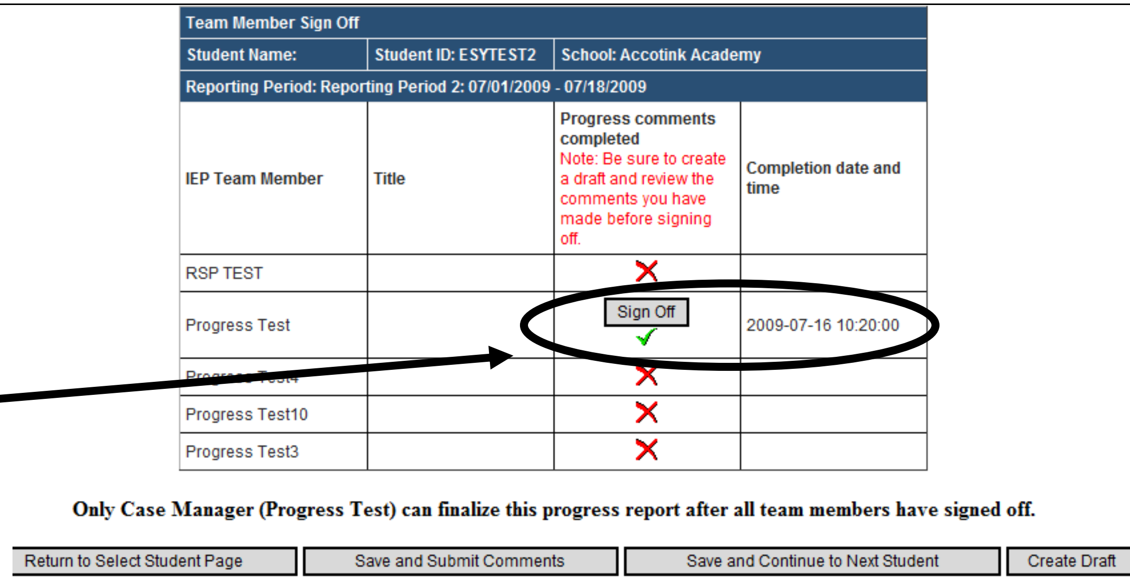
TIP: Comments are required for all goals except those with a progress status of "progressing" or "mastered." For those goals, comments are optional.



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.

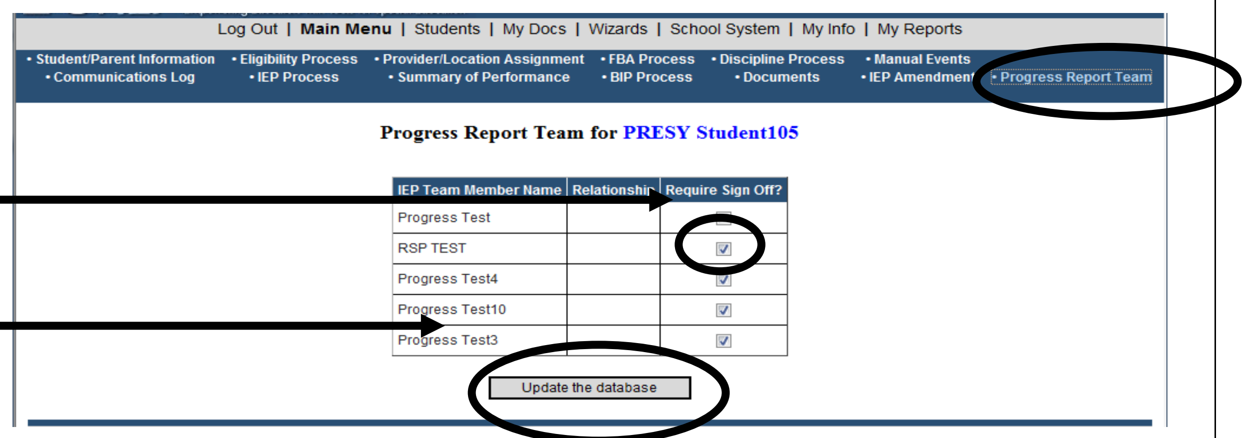
- When you have successfully signed off, you will see a green check in the Progress comments completed column and an automatic date and time stamp to the right.



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.



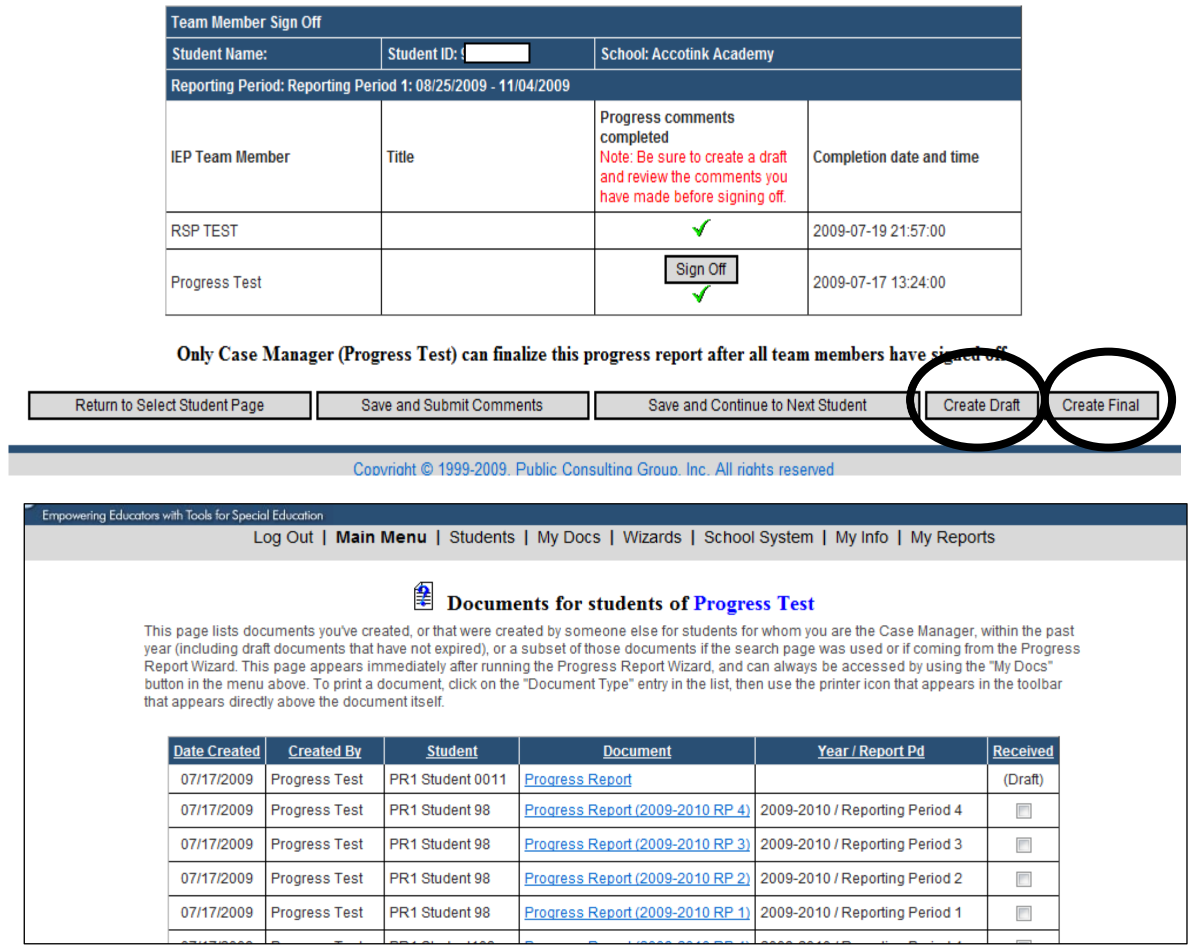
TIP: Be sure to create a draft and review comments before signing off.

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.



10.2 Service Logging Wizard (Individual)

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

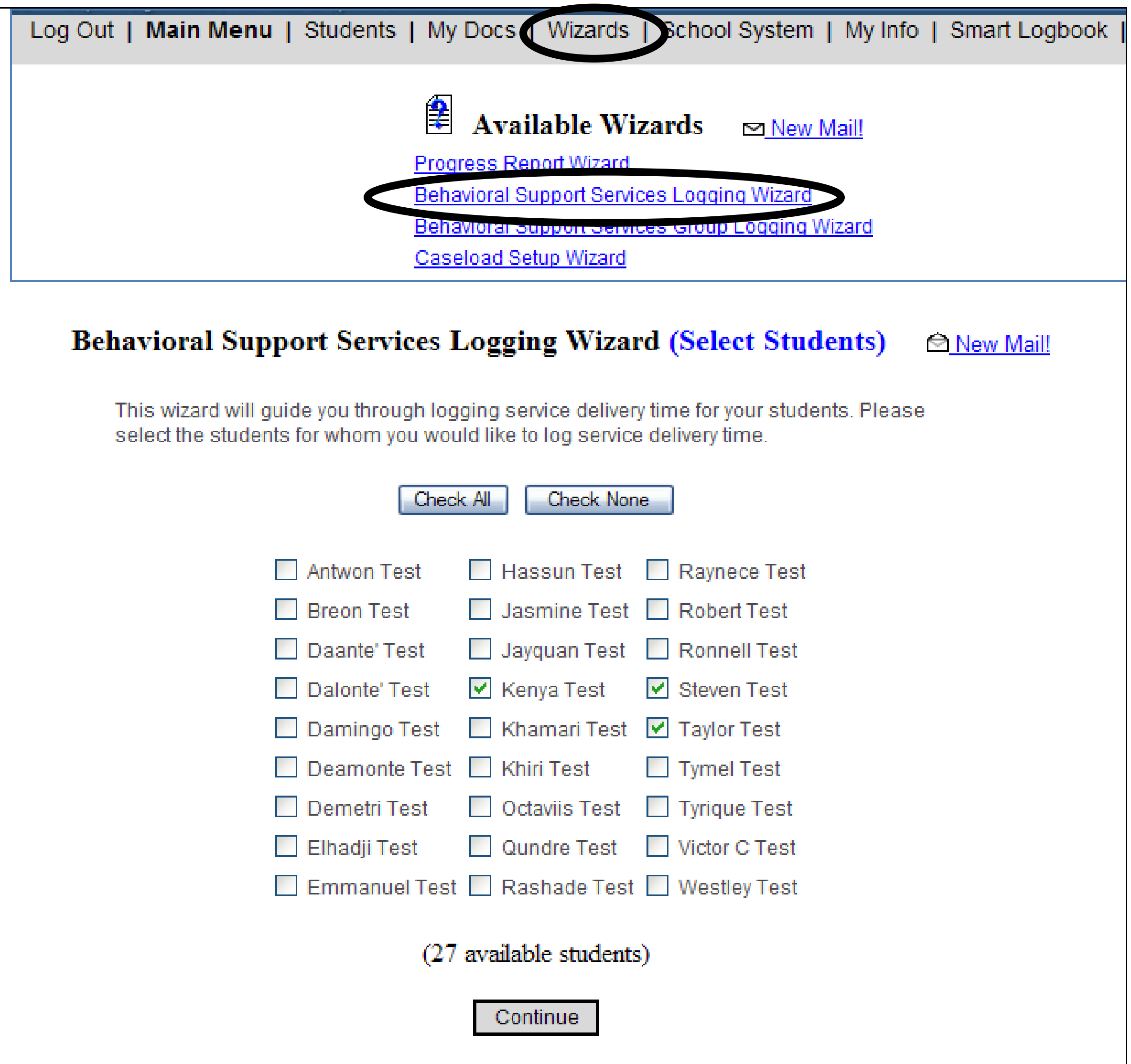
To log services for individual students, click on the **Services Logging Wizard** link.

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.

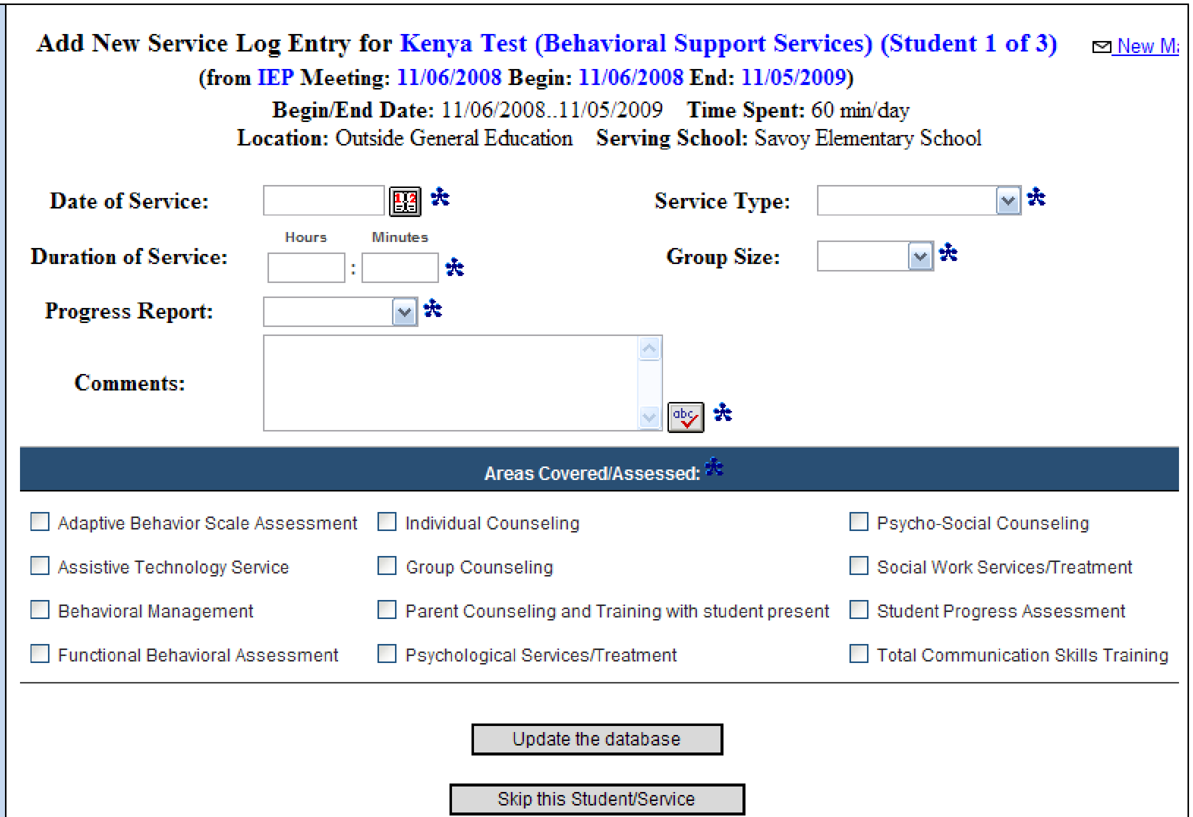
2. Click the Continue button.



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.

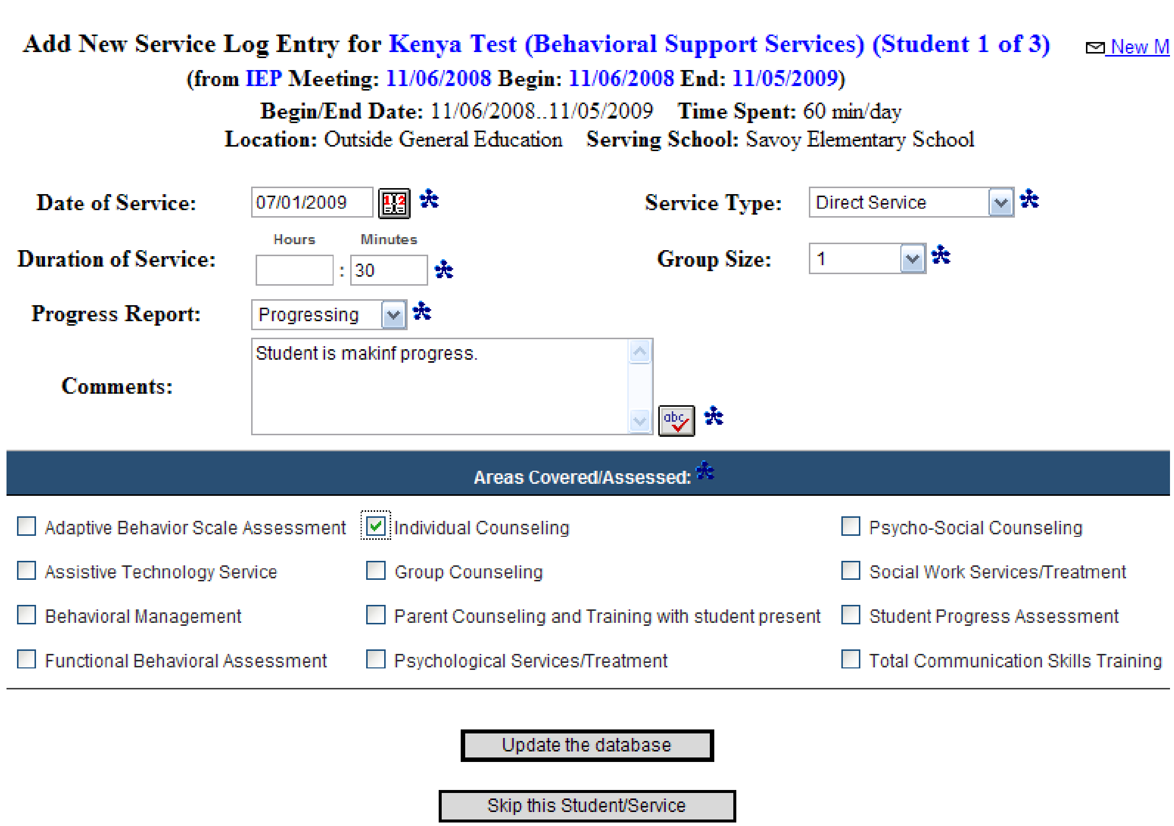
- *Date of Service*: Document date or select calendar to the right of the date field.
- *Service Type*: This will identify whether the service was provided to the student or whether the service was not delivered and why.
  - "Direct Service": Direct contact with a student/prescribed IEP services
  - "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



- *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.



Once you select the **Update the database** 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

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

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?

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

[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

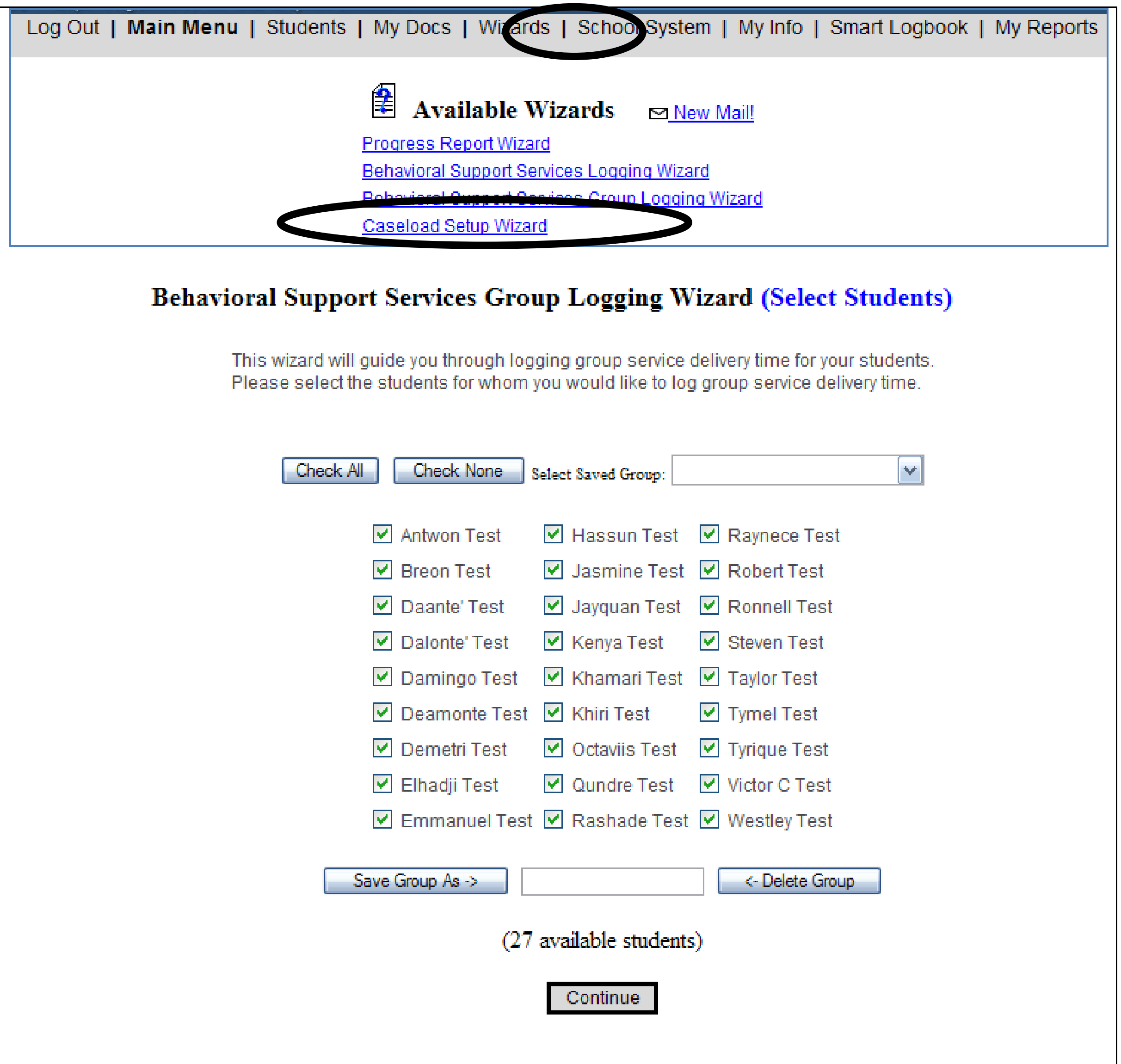
To log services for individual students, click on the **Services Group Logging Wizard** link.

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.

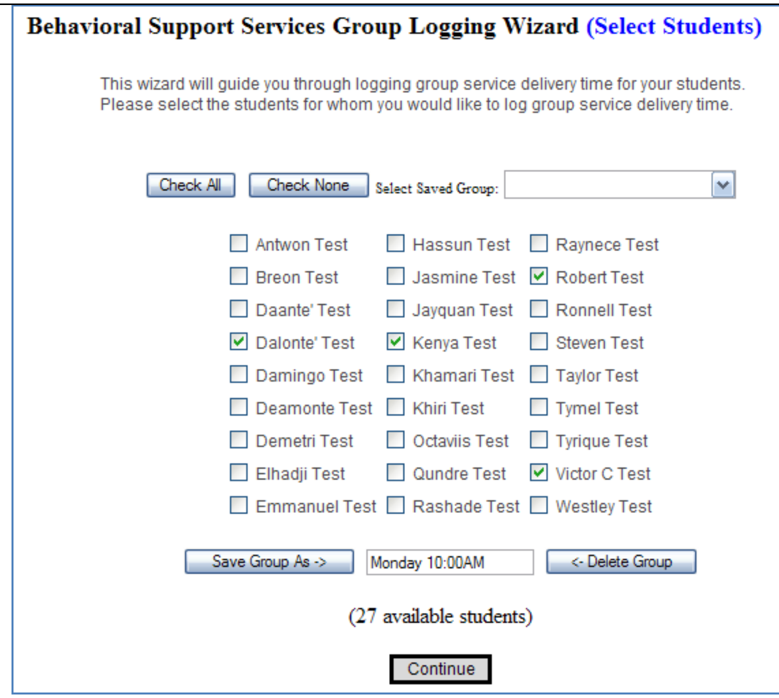


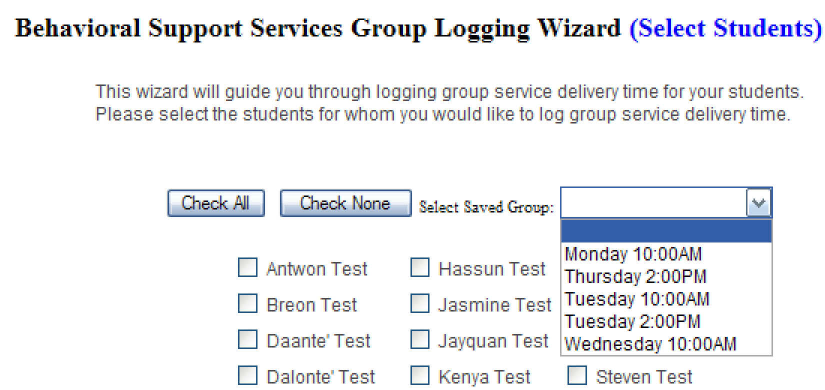
To create a group:

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.





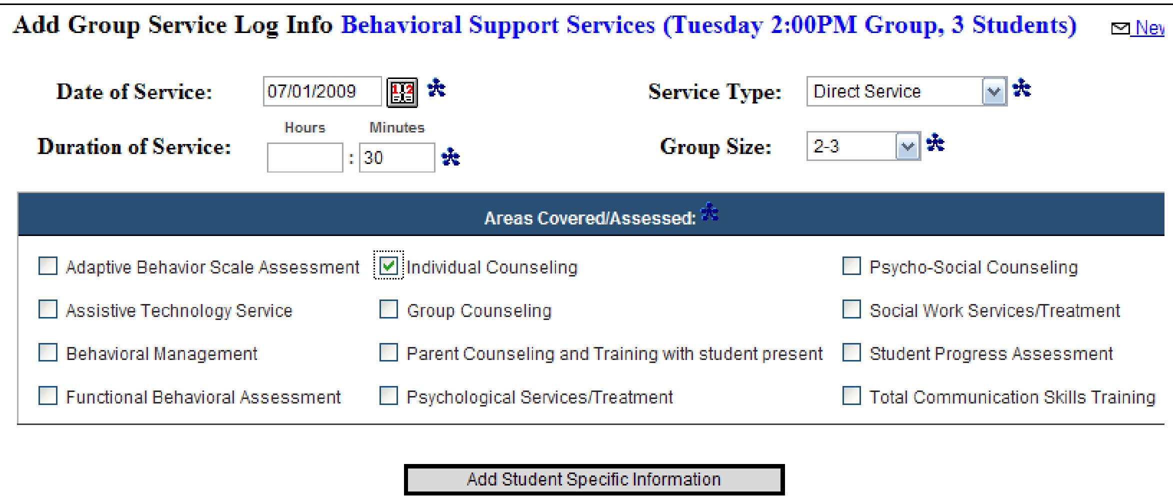
Once you have selected the group, verify that the students checked are the actual students in the group and select the Continue button.

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.

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.
    - o “Direct Service”: Direct contact with a student/prescribed IEP services
    - o “Consultation”: Direct contact with a student/consultation services prescribed on IEP
    - o “Student Absent”: Student absent from school
    - o “Student Unavailable”: Student in school but not able to attend session
    - o “Provider Unavailable”: Provider not available for scheduled session
    - o “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.

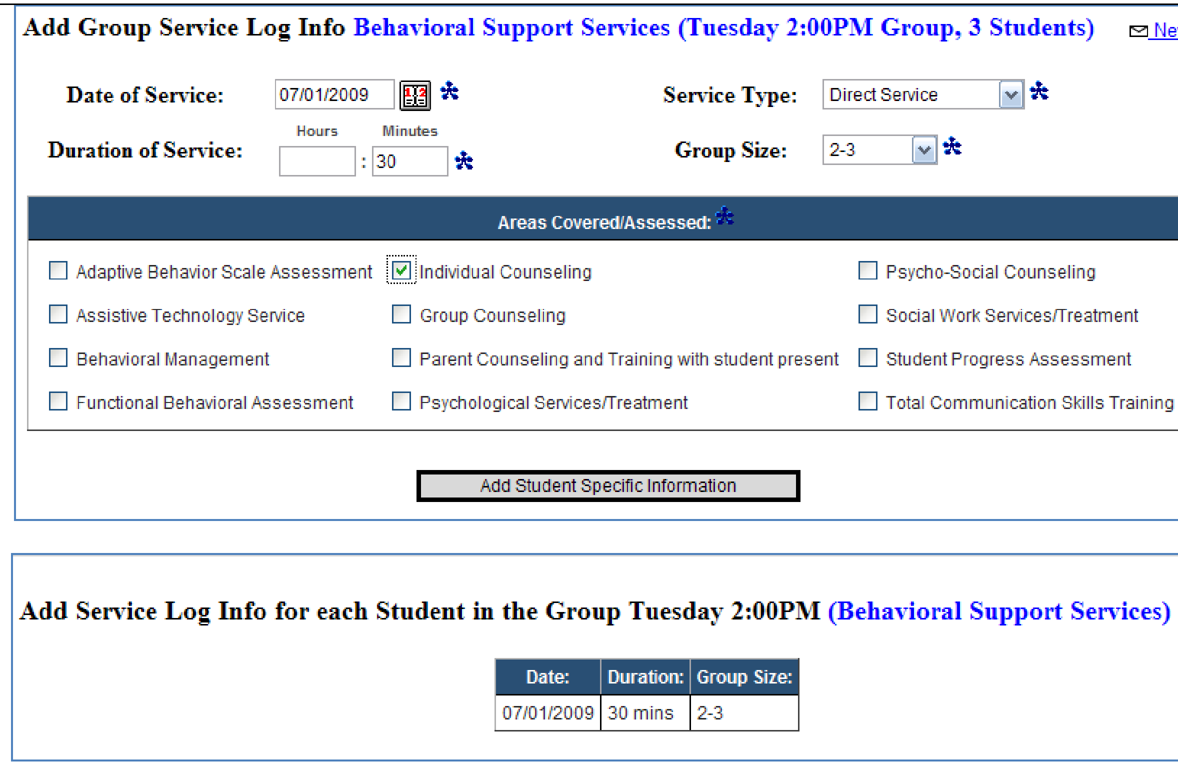


Description of all the fields (continued):

- *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.

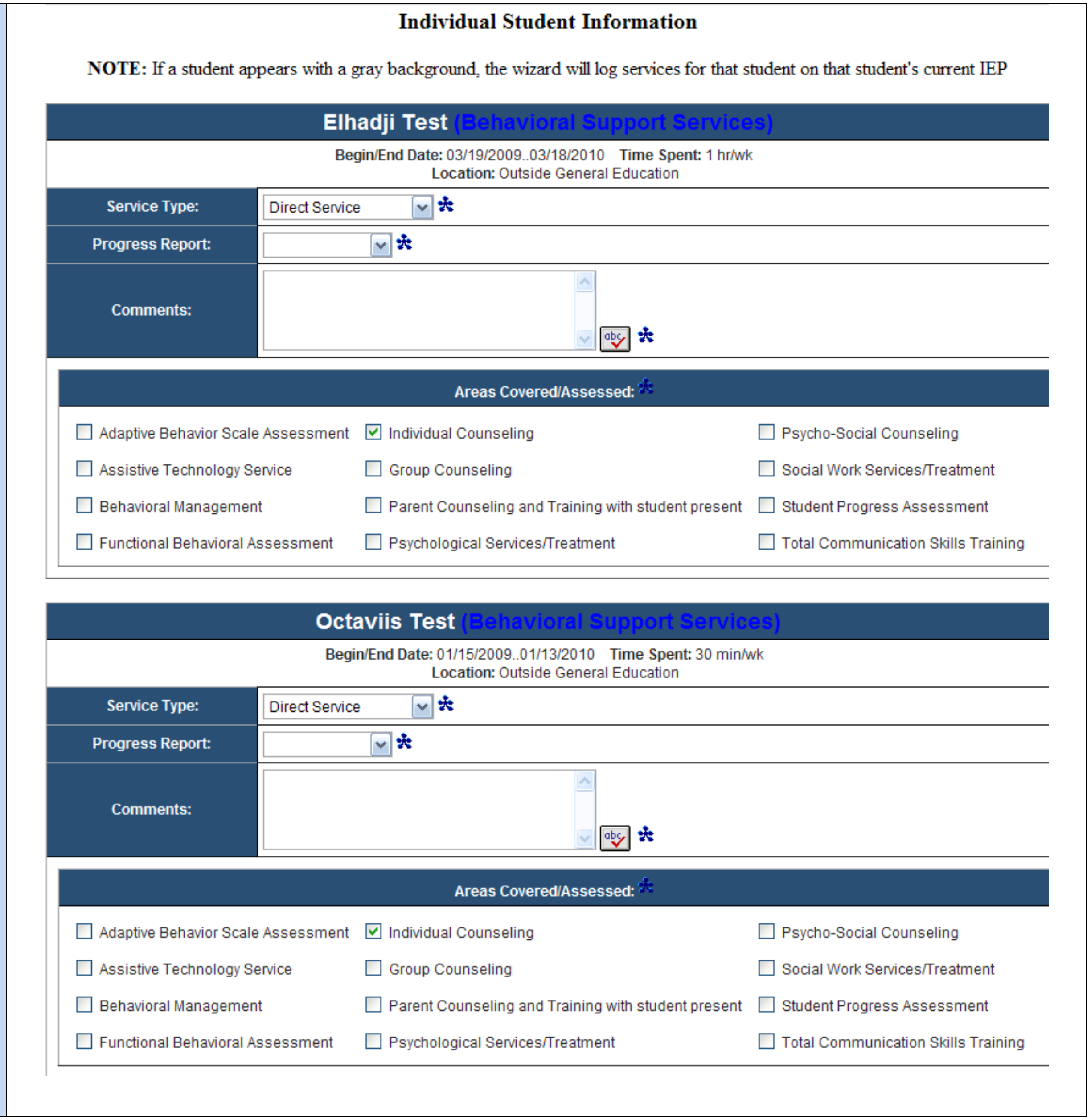


Next, there will be a section for each student within the group. All fields are required. You must enter the following for each student:

- *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:

☐ Adaptive Behavior Scale Assessment	☑ Individual Counseling	☐ Psycho-Social Counseling
☐ Assistive Technology Service	☐ Group Counseling	☐ Social Work Services/Treatment
☐ Behavioral Management	☐ Parent Counseling and Training with student present	☐ Student Progress Assessment
☐ Functional Behavioral Assessment	☐ Psychological Services/Treatment	☐ 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

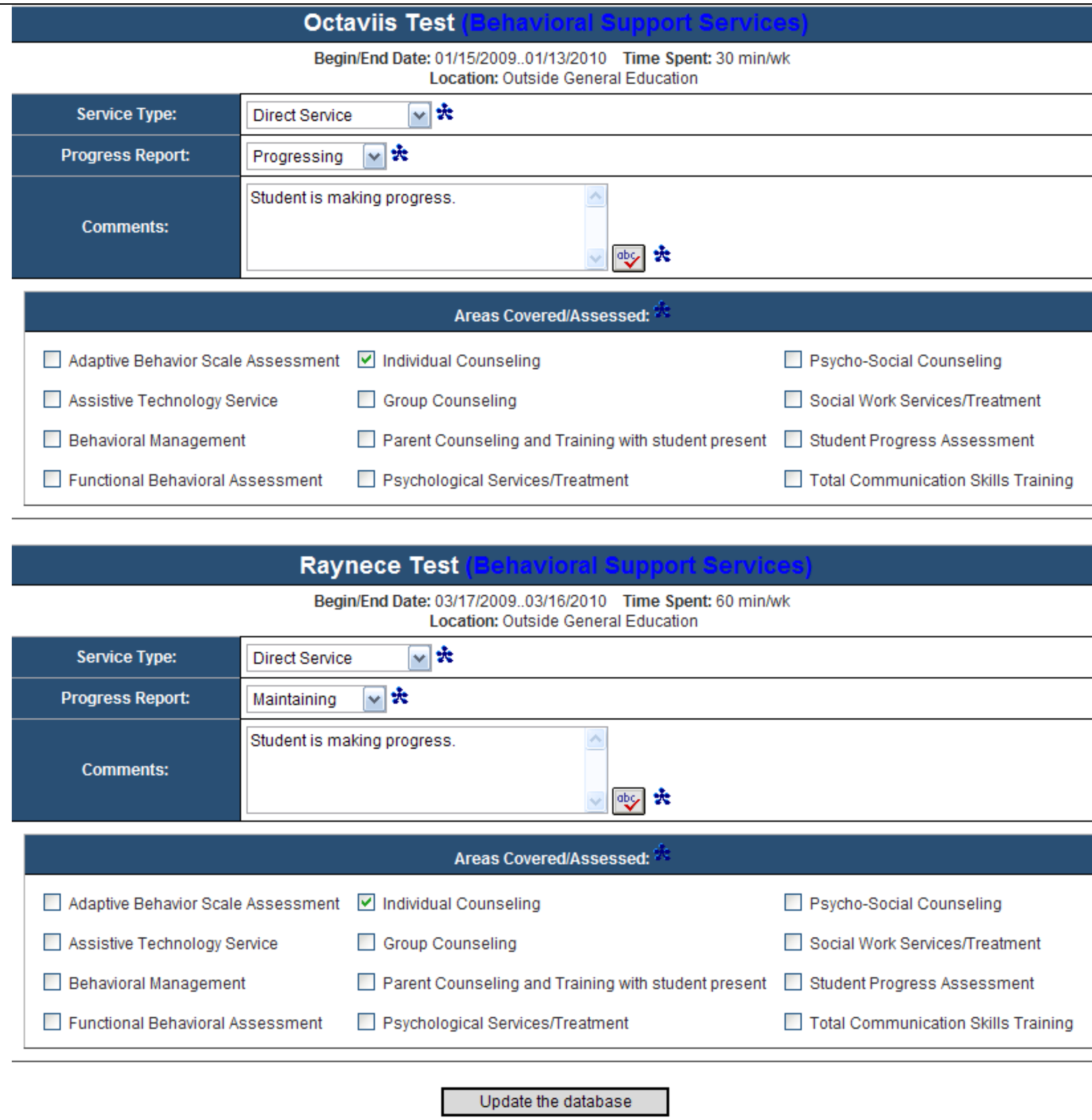
Service Type:	Direct Service
Progress Report:	
Comments:	

Areas Covered/Assessed:

☐ Adaptive Behavior Scale Assessment	☑ Individual Counseling	☐ Psycho-Social Counseling
☐ Assistive Technology Service	☐ Group Counseling	☐ Social Work Services/Treatment
☐ Behavioral Management	☐ Parent Counseling and Training with student present	☐ Student Progress Assessment
☐ Functional Behavioral Assessment	☐ Psychological Services/Treatment	☐ 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:

- [ ] Adaptive Behavior Scale Assessment
- [x] Individual Counseling
- [ ] Psycho-Social Counseling
- [ ] Assistive Technology Service
- [ ] Group Counseling
- [ ] Social Work Services/Treatment
- [ ] Behavioral Management
- [ ] Parent Counseling and Training with student present
- [ ] Student Progress Assessment
- [ ] Functional Behavioral Assessment
- [ ] Psychological Services/Treatment
- [ ] 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:

- [ ] Adaptive Behavior Scale Assessment
- [x] Individual Counseling
- [ ] Psycho-Social Counseling
- [ ] Assistive Technology Service
- [ ] Group Counseling
- [ ] Social Work Services/Treatment
- [ ] Behavioral Management
- [ ] Parent Counseling and Training with student present
- [ ] Student Progress Assessment
- [ ] Functional Behavioral Assessment
- [ ] Psychological Services/Treatment
- [ ] 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

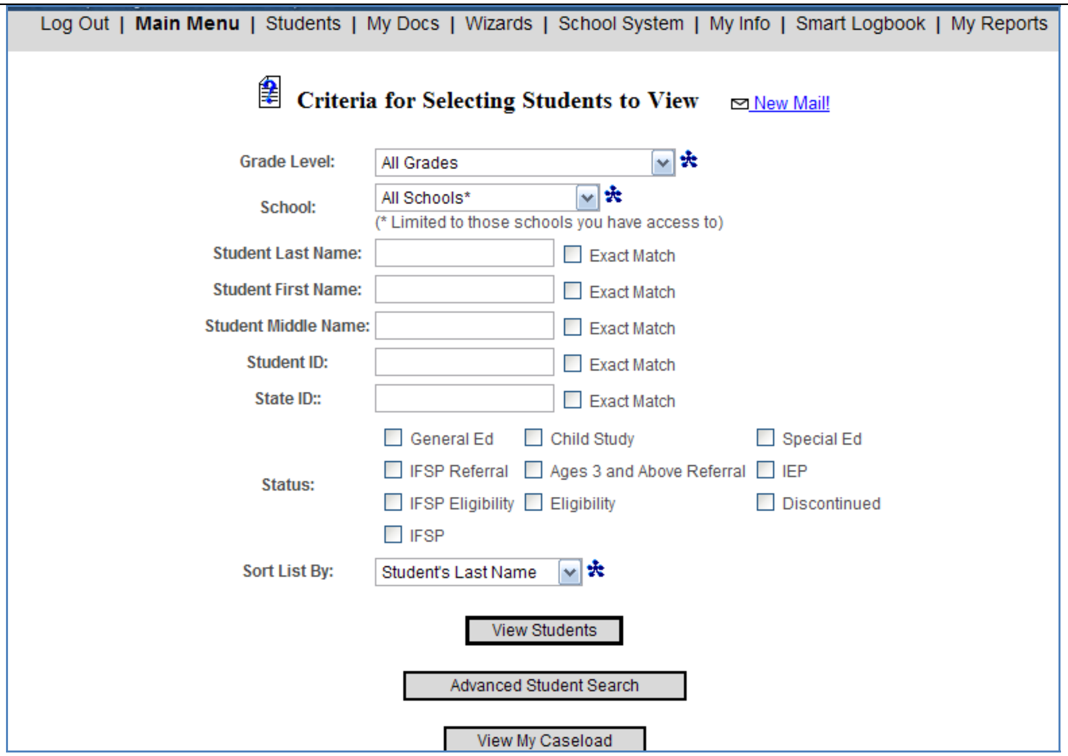
Once you have entered service logs for your students, you will need to print a Service Ticket. It is a requirement that Service Tickets be printed, signed, and faxed back into the system.

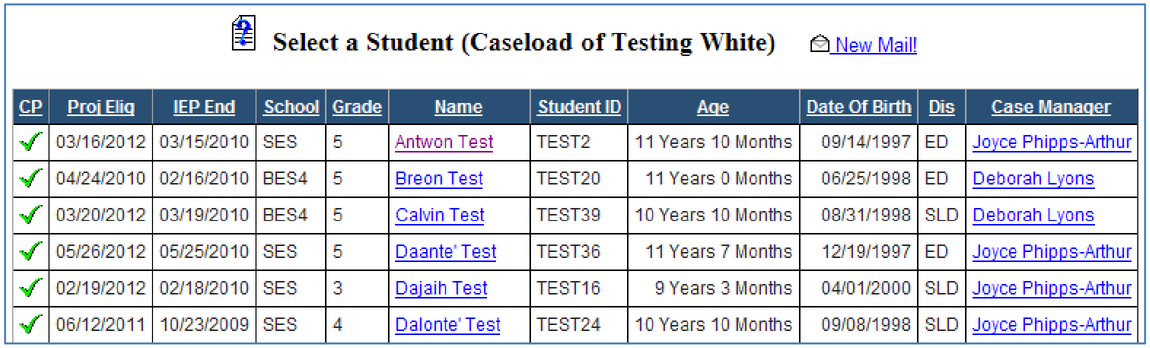
To print a Service Ticket:

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.



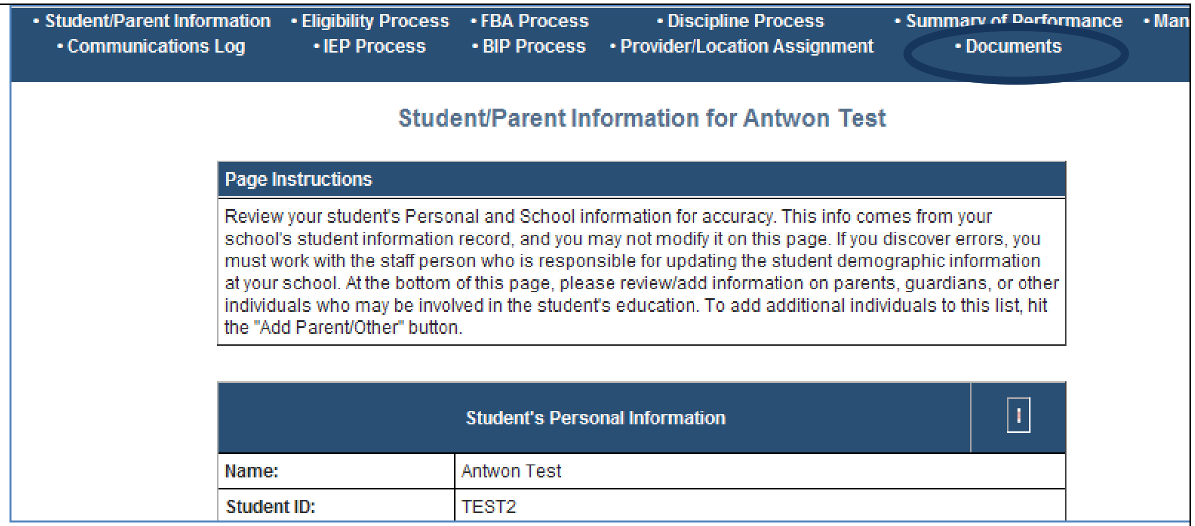


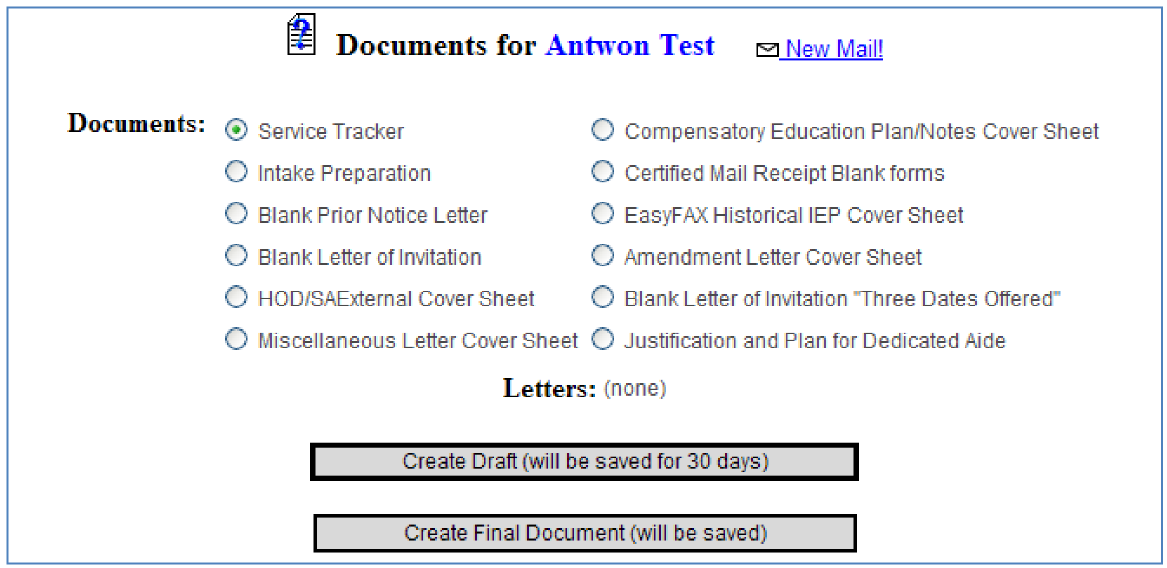
CP	Proj Elig	IEP End	School	Grade	Name	Student ID	Age	Date Of Birth	Dis	Case Manager
✓	03/16/2012	03/15/2010	SES	5	Antwon Test	TEST2	11 Years 10 Months	09/14/1997	ED	Joyce Phipps-Arthur
✓	04/24/2010	02/16/2010	BES4	5	Breon Test	TEST20	11 Years 0 Months	06/25/1998	ED	Deborah Lyons
✓	03/20/2012	03/19/2010	BES4	5	Calvin Test	TEST39	10 Years 10 Months	08/31/1998	SLD	Deborah Lyons
✓	05/26/2012	05/25/2010	SES	5	Daante' Test	TEST36	11 Years 7 Months	12/19/1997	ED	Joyce Phipps-Arthur
✓	02/19/2012	02/18/2010	SES	3	Dajaih Test	TEST16	9 Years 3 Months	04/01/2000	SLD	Joyce Phipps-Arthur
✓	06/12/2011	10/23/2009	SES	4	Dalonte' Test	TEST24	10 Years 10 Months	09/08/1998	SLD	Joyce Phipps-Arthur

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.

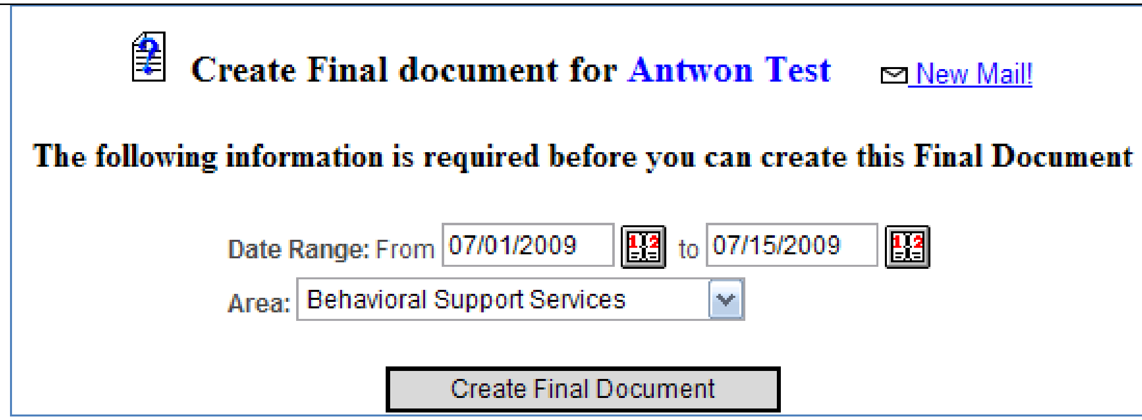




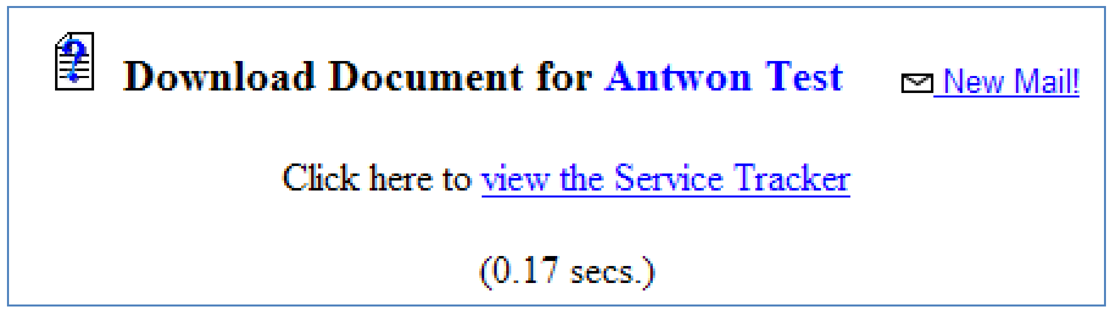
Select the *Date Range* you want the Service Ticket to reflect. Click on the Calendar icon and a calendar will appear. You can select a date from the calendar or type a date directly into the field.

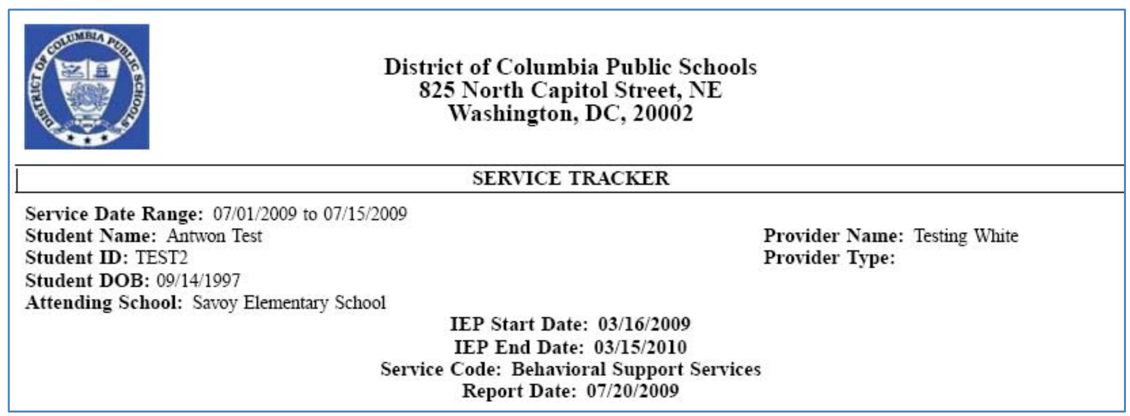
Select an *Area* from the drop-down menu. You should only select the service that you have delivered to the student.

Click on the Create Final Document button.



A hyperlink for the document will appear. To view the document you have created, click on the view the Service Tracker hyperlink.




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:

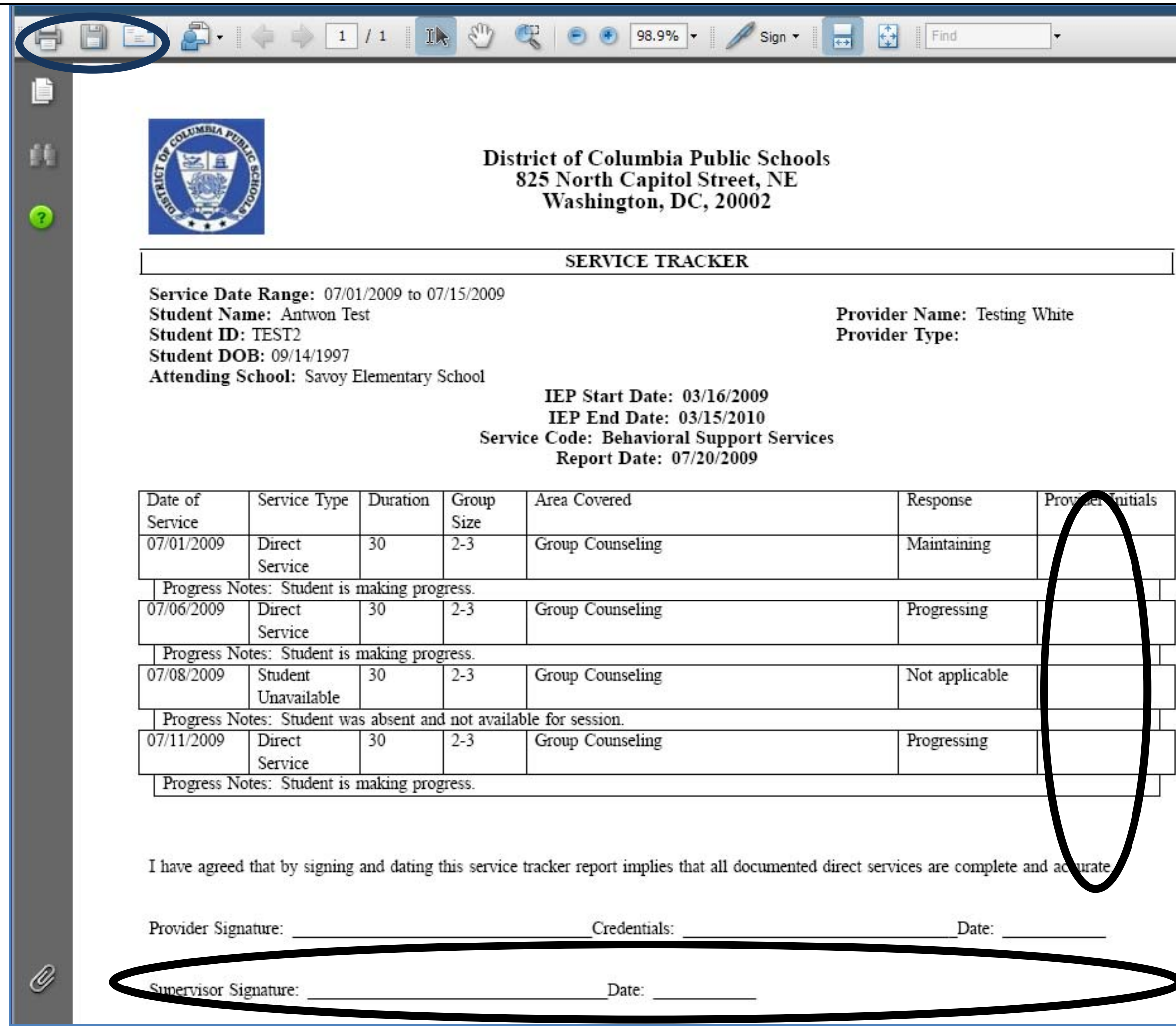
IEP Start Date: 03/16/2009
IEP End Date: 03/15/2010
Service Code: Behavioral Support Services
Report Date: 07/20/2009

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: ___________

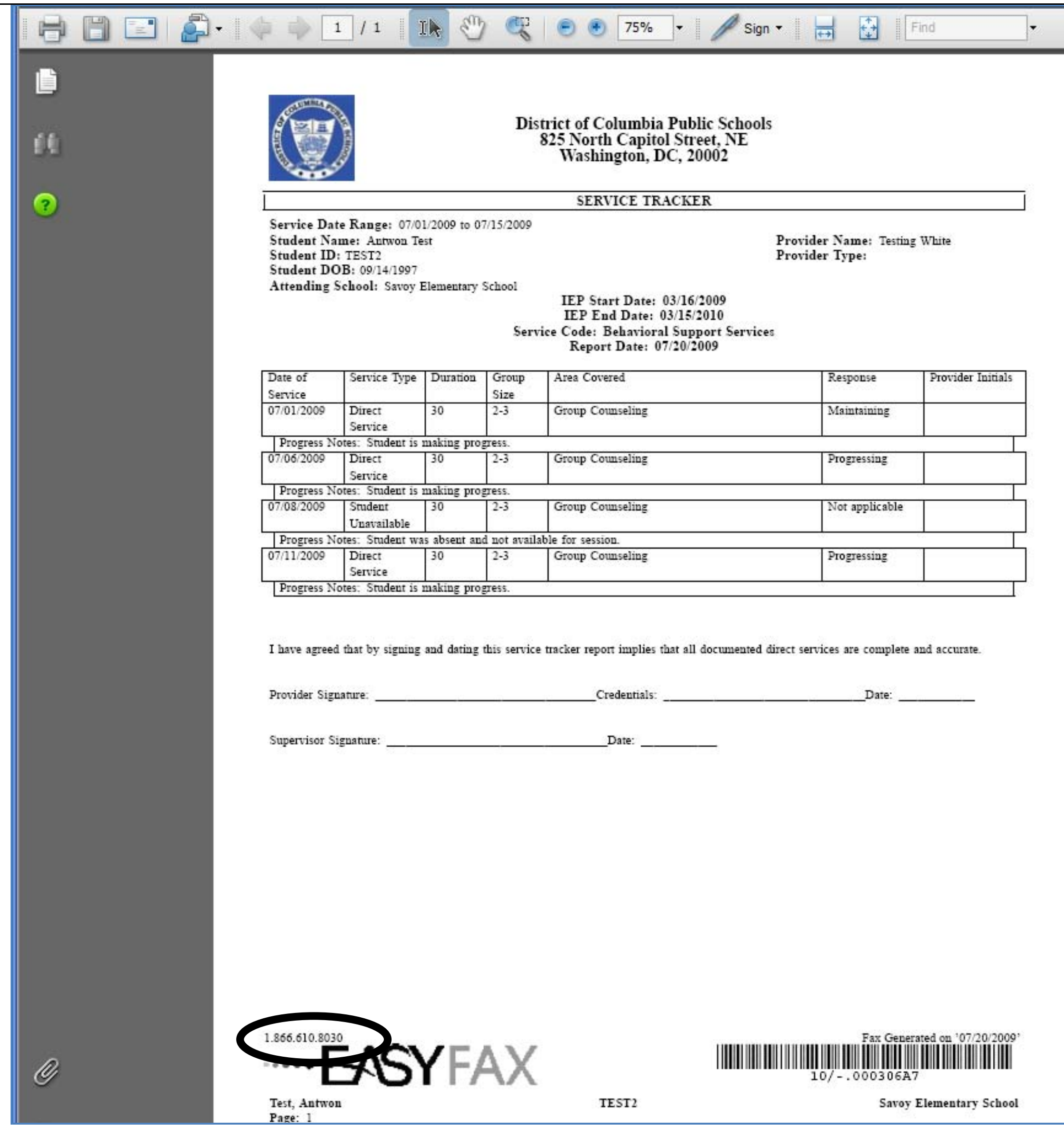
Supervisor Signature: ______________________________ Date: ___________

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
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: __________

1.866.610.8030 EASYFAX

Fax Generated on '07/20/2009'

10/-.000306A7

Test, Antwon
Page: 1

TEST2

Savoy Elementary School

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.

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.

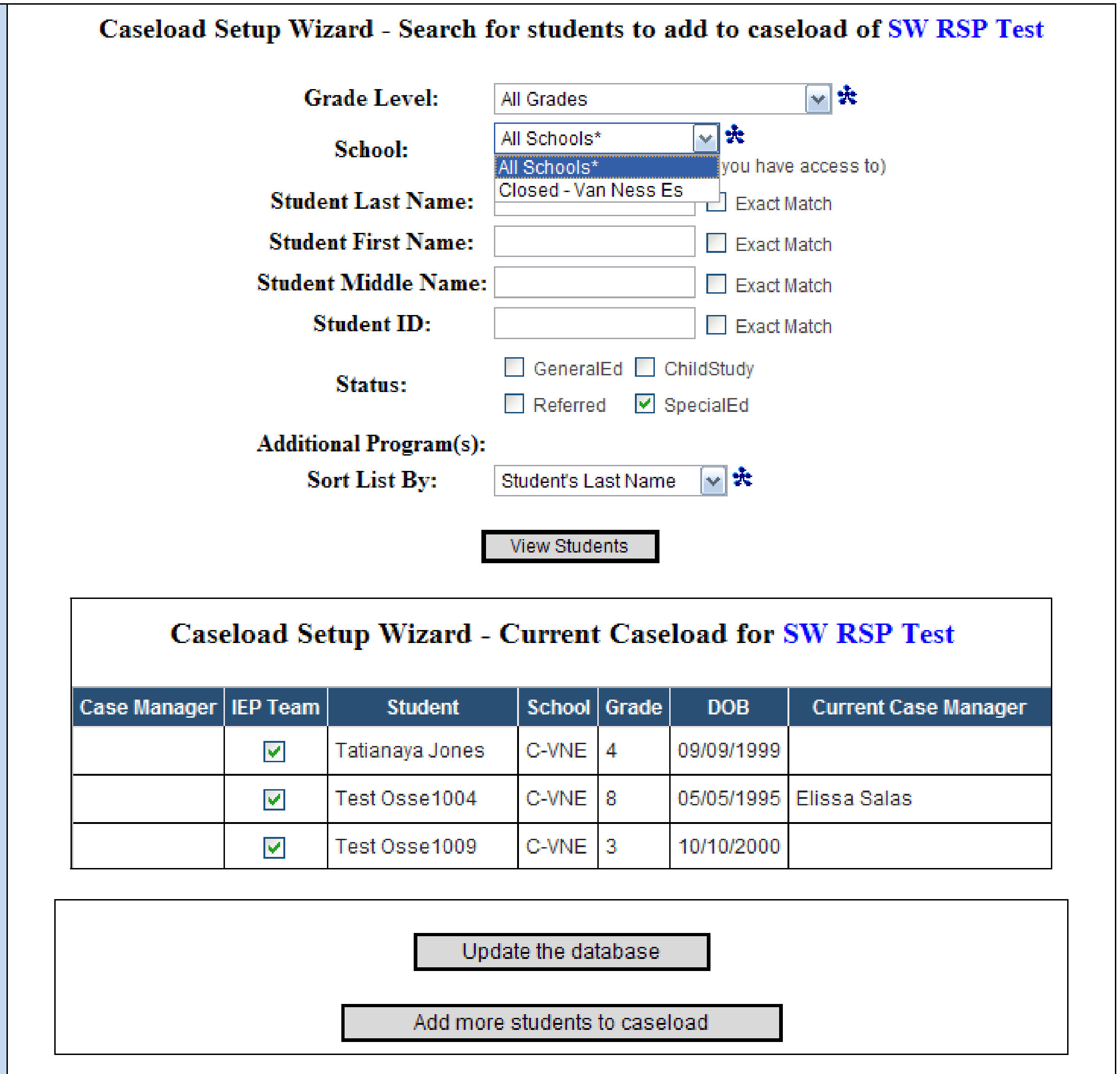
3. Select "SpecialEd" as the *Status*.

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.



Case Manager	IEP Team	Student	School	Grade	DOB	Current Case Manager
	☑	Tatianaya Jones	C-VNE	4	09/09/1999	
	☑	Test Osse1004	C-VNE	8	05/05/1995	Elissa Salas
	☑	Test Osse1009	C-VNE	3	10/10/2000	

10.6 Caseload Administration Wizard

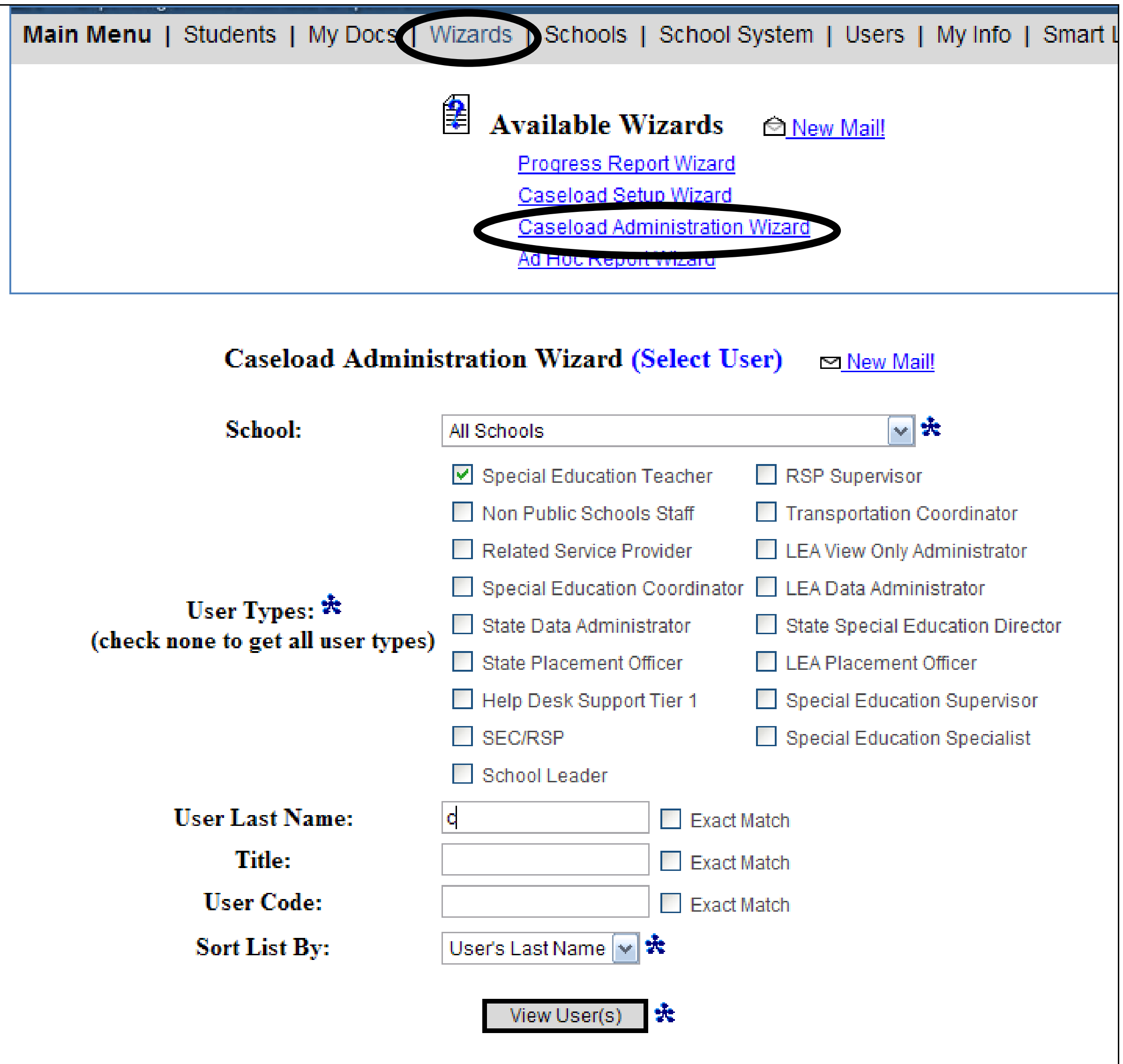
As a Special Education Coordinator or a Related Service Supervisor, you have the ability to set up caseloads for your teachers and related service providers.

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.



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 removed from the user's caseload:

1. Uncheck the check box next to the student's name.
2. Click on the [Update the database] button.

To add students to the user's caseload:

1. Click on the "Add more students to caseload" button. [Add more students to caseload]

Caseload Administration Wizard (Select a User) New Mail!

Name	School(s)	Students		Title	User Type
		Case Manager	Team Member		
Wenefredo Cagape	SMS	1	0		Special Education Teacher
Jennifer Caine	TE	0	22	Special Education Teacher	Special Education Teacher
Natalie Campbell	AA	0	0	Special Education Teacher	Special Education Teacher
Emma Canizales	AA	0	2	Special Education Teacher	Special Education Teacher
Roxanne Caple-Kelly	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
Check All / Check None	Check All / Check None					
☑	☐	Natalie Blount	C-VNE	5	08/08/1998	Roxanne Caple-Kelly
☑	☐	Tatianaya Jones	C-VNE	4	09/09/1999	Roxanne Caple-Kelly
☐	☑	Larry Smith	C-VNE		01/12/1987	Lauren Davis

(3 Students)

[Update the database]

[Add More Students to Caseload]

[Remove All Students from Caseload]

[Transfer / Copy Caseload to Another User]

[Select a User]

2. Choose the appropriate *School*. You should only see the schools to which you are assigned listed.

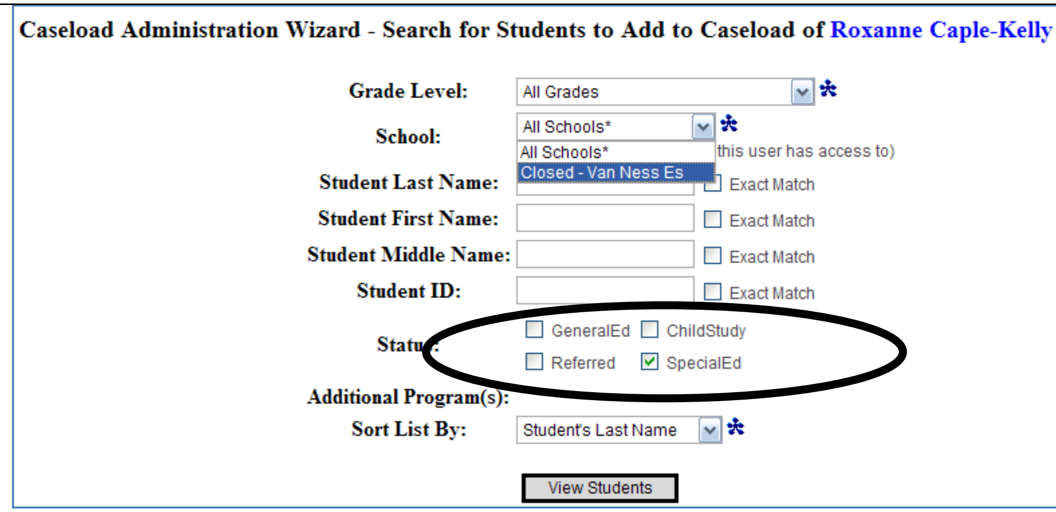
3. Select "Special Ed" as the *Status*.

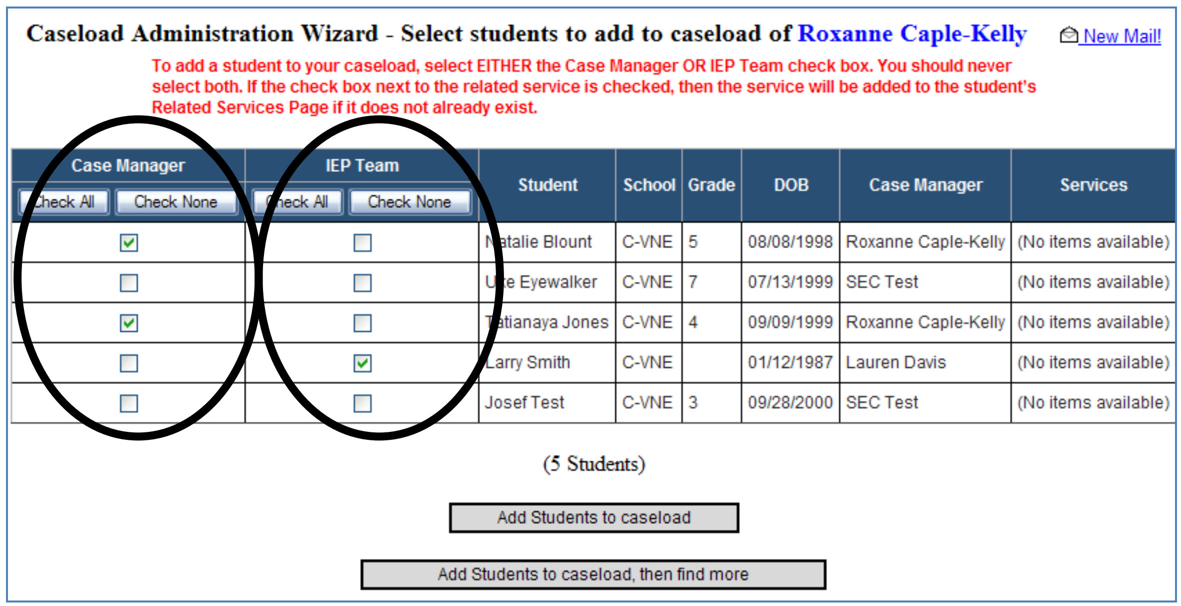
4. Click on the View Students button.

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.

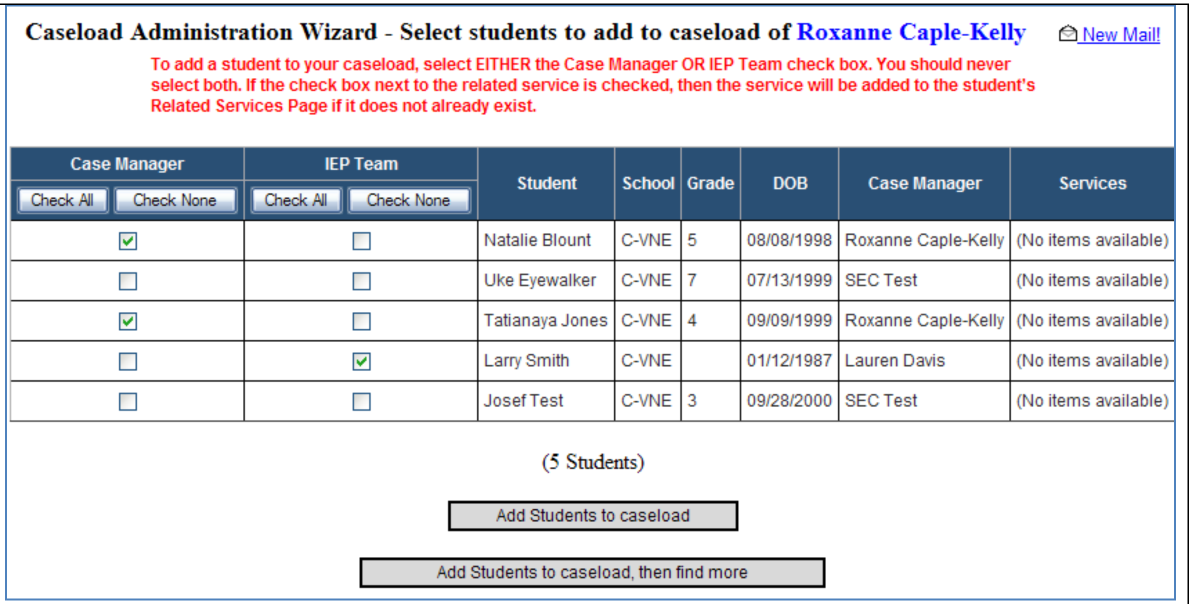
The students will now appear on the user's caseload.





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!

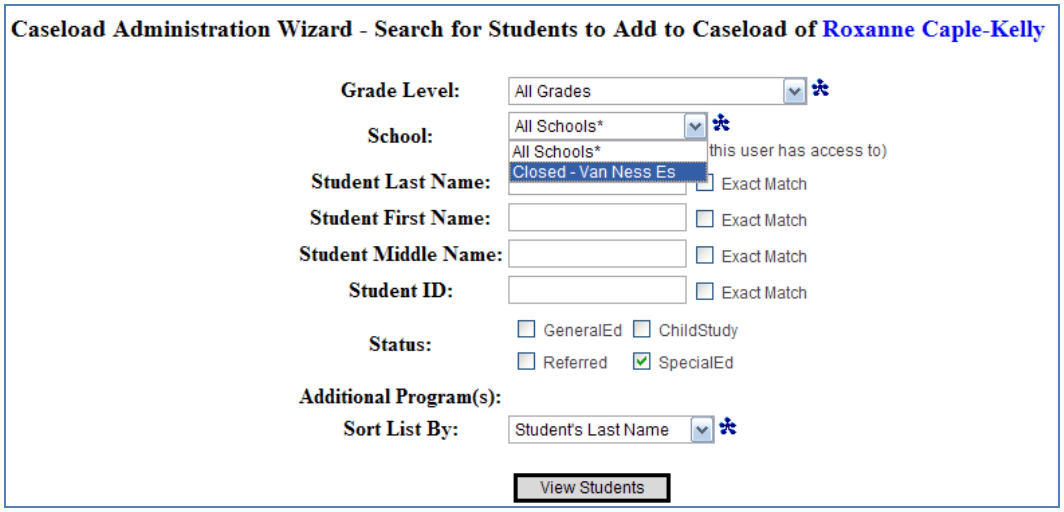
To add a student to your caseload, select EITHER the Case Manager OR IEP Team check box. You should never select both. If the check box next to the related service is checked, then the service will be added to the student's Related Services Page if it does not already exist.

Case Manager (Check All / Check None)	IEP Team (Check All / Check None)	Student	School	Grade	DOB	Case Manager	Services
☑	☐	Natalie Blount	C-VNE	5	08/08/1998	Roxanne Caple-Kelly	(No items available)
☐	☐	Uke Eyewalker	C-VNE	7	07/13/1999	SEC Test	(No items available)
☑	☐	Tatianaya Jones	C-VNE	4	09/09/1999	Roxanne Caple-Kelly	(No items available)
☐	☑	Larry Smith	C-VNE		01/12/1987	Lauren Davis	(No items available)
☐	☐	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



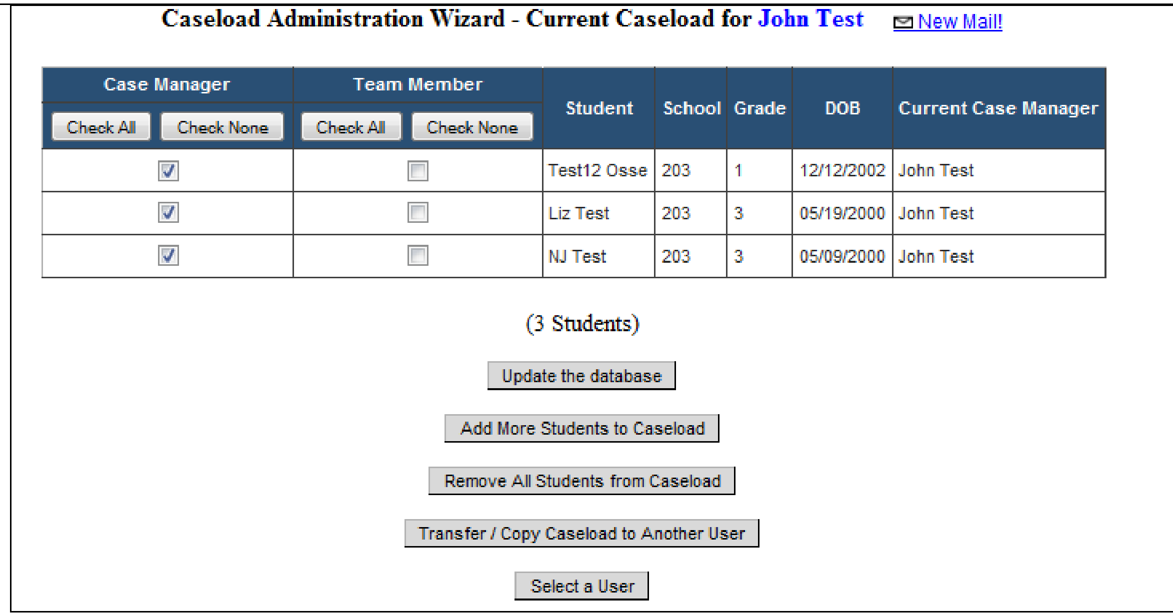
Copy or Transfer Caseloads

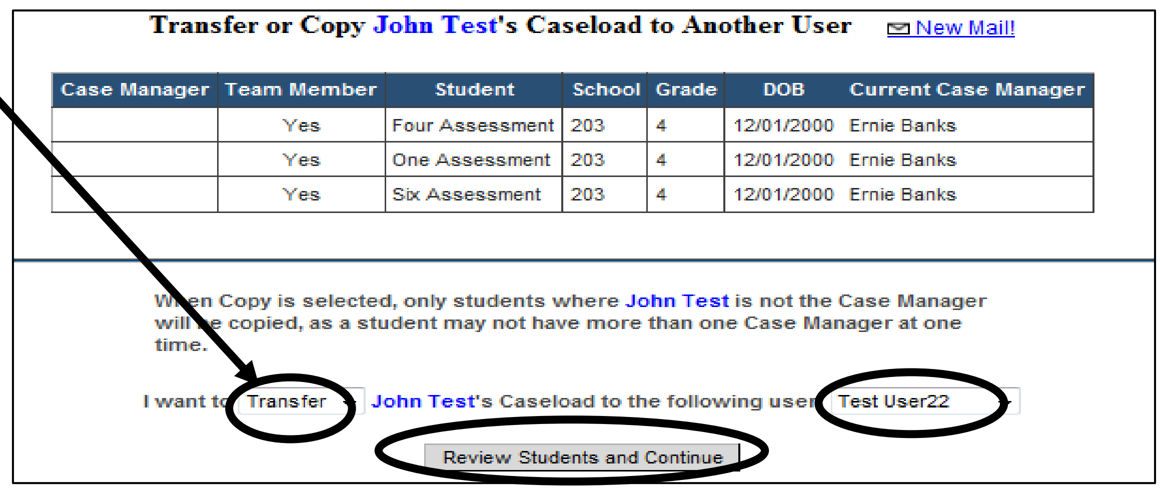
This function allows users to copy or transfer multiple students at once from one caseload to another. To use this function, follow these steps:

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.

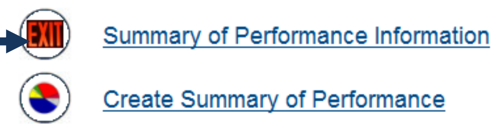




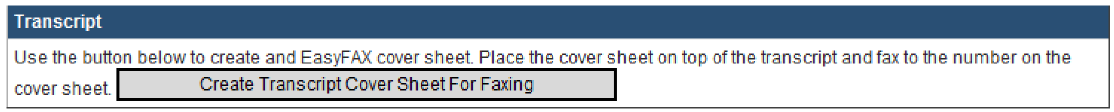
Chapter 11. Other Administrative Functions

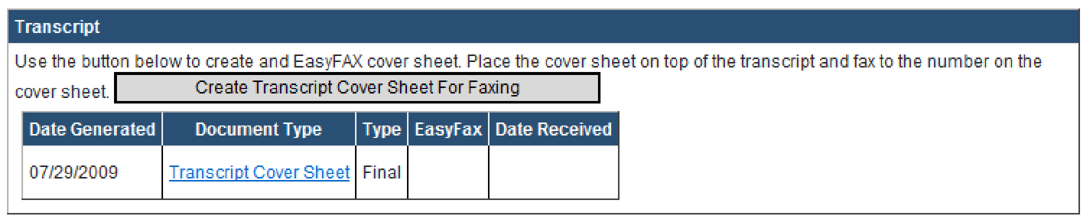
11.1 Summary of Performance

1. To generate a summary of performance, click on the Summary of Performance Information link.



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.





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	Transcript Cover Sheet	Final		

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.

4. To print the cover sheet, click the print button located on the left side of the screen.

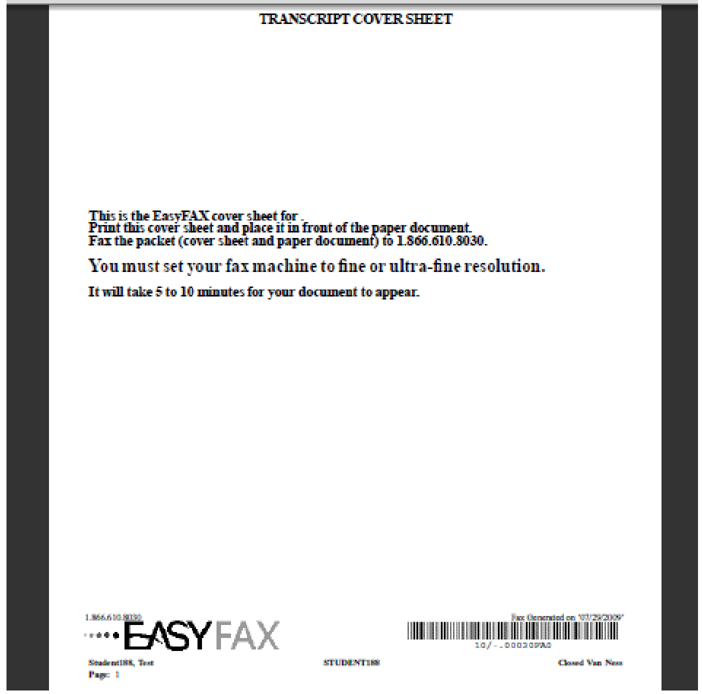
5. When using an EasyFax cover sheet, you must place the cover sheet on top of the document you are faxing into the system.

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 **<u>Documents</u>** tab.


TRANSCRIPT COVER SHEET

This is the EasyFAX cover sheet for .
Print this cover sheet and place it in front of the paper document.
Fax the packet (cover sheet and paper document) to 1.866.610.8030.

You must set your fax machine to fine or ultra-fine resolution.

It will take 5 to 10 minutes for your document to appear.

1.866.610.8030 EASYFAX

Fax Generated on '07/29/2009'

Student188, Test STUDENT188 Closed Van Ness

Page: 1

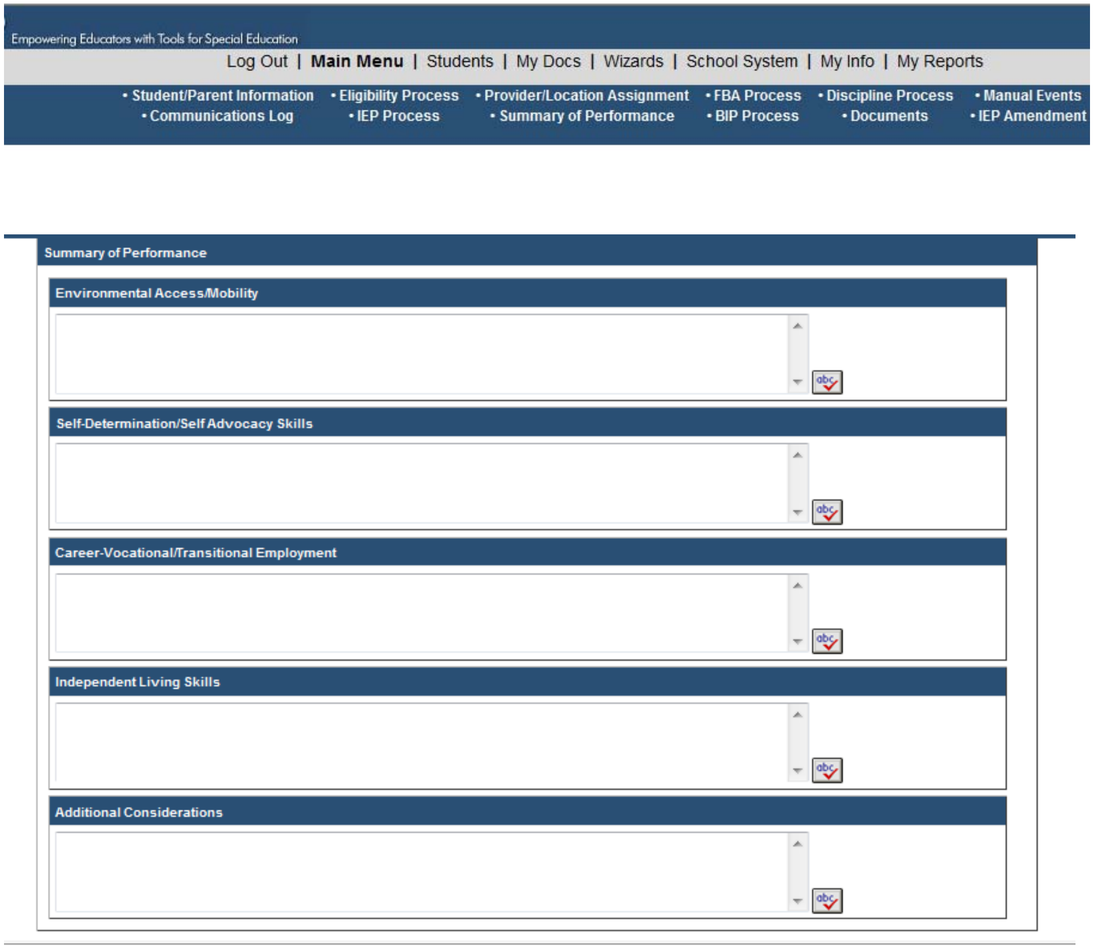
Transcript

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	Transcript Cover Sheet	Final	Fax	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.



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 Save .

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
☑	Small group testing
☐	Individual testing
☑	Small group testing
☑	Individual testing
☐	Peer/ Individual Tutoring
☑	Computers
☐	Calculators

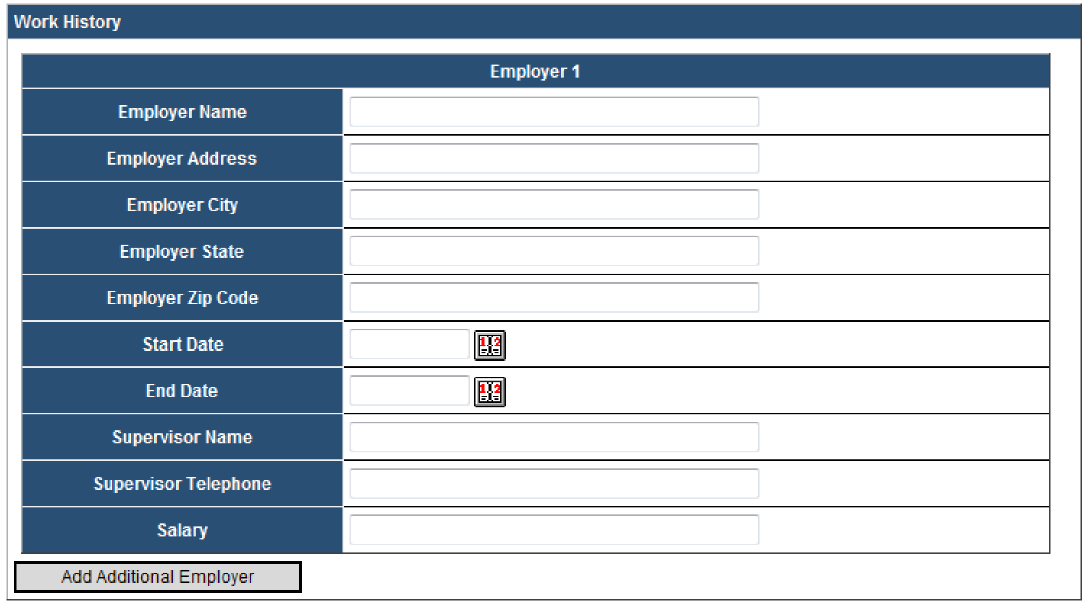
Indicate why these Accommodations and Assistive Technology device(s) are needed.

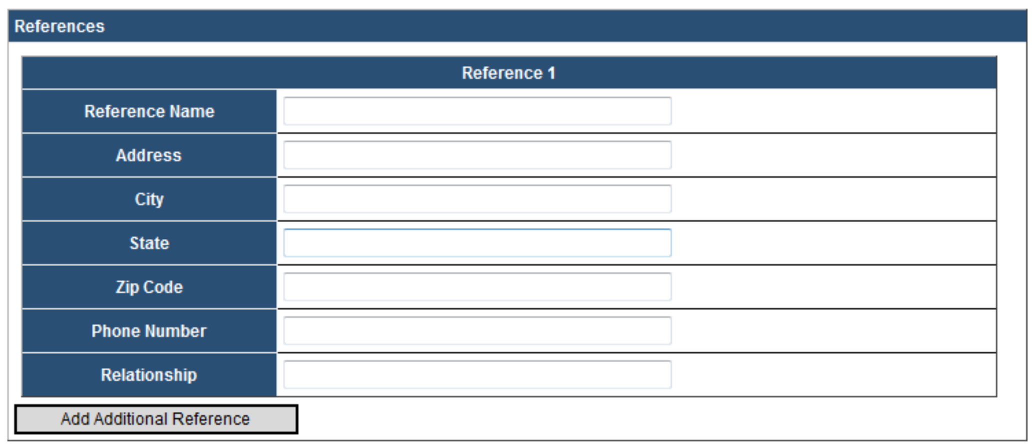
12. To add a student's Work History, type all applicable information in each text box.

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.

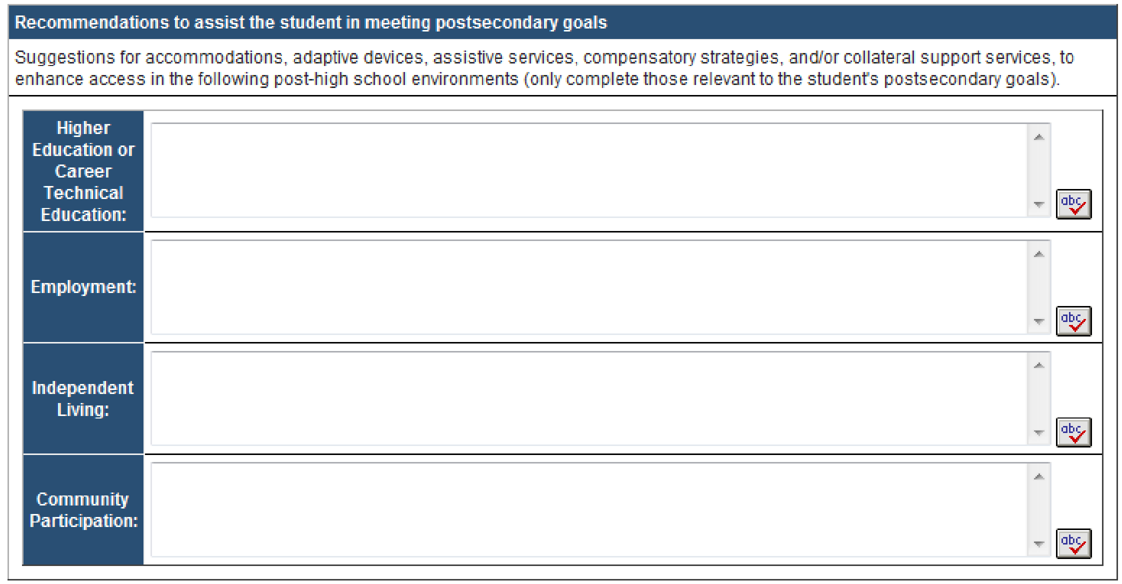
15. To add a *Reference*, enter applicable information in each box. To add an additional reference, click Add Additional Reference.





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.

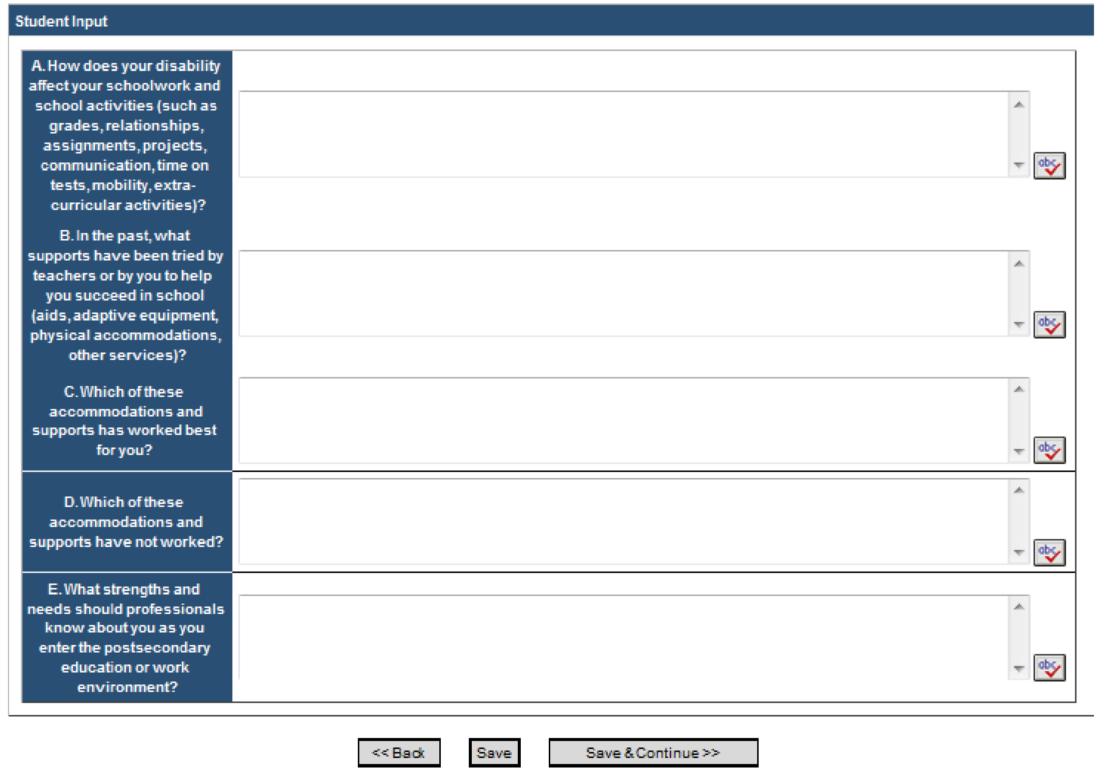


TIP: Periodically save your information by clicking Save. You could lose entered information if you do not save your information before leaving the page.

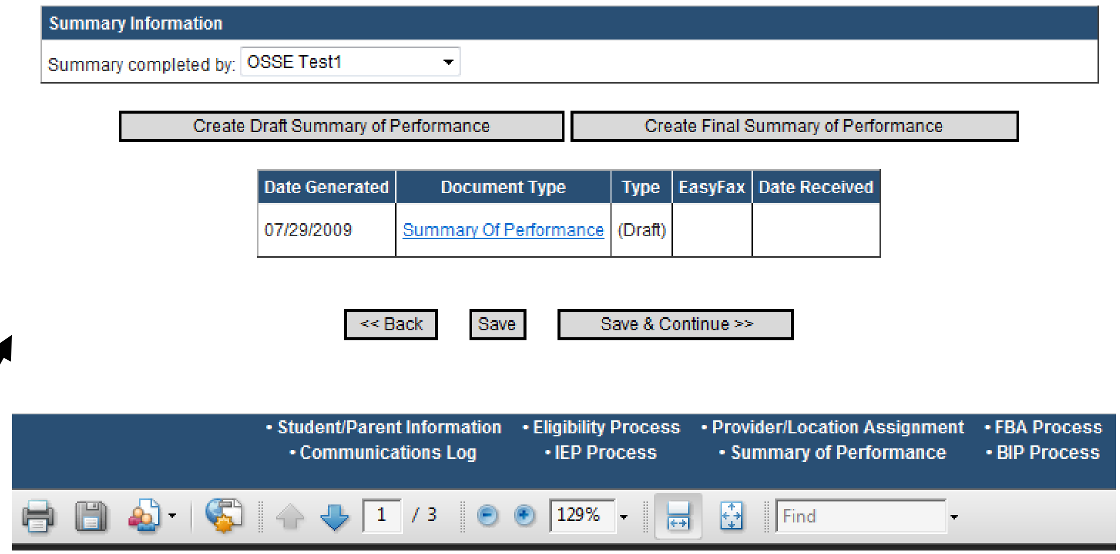
18. To add student input, enter information in each text box.

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 Save & Continue >>.



21. Click the drop-down menu to select the person who completed the summary.
22. Click [Create Draft Summary of Performance] to review the document for changes.
23. Click [Create Final Summary of Performance] 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.



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.

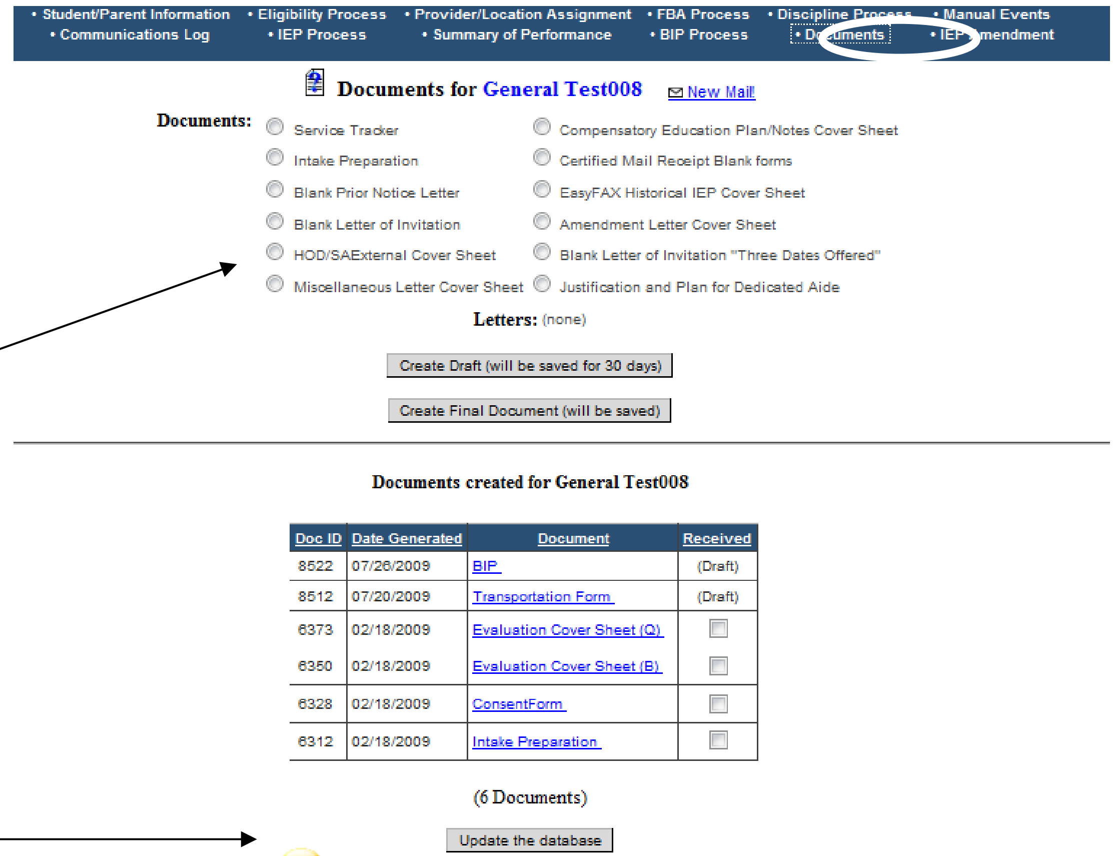
30. Click the “Save & Continue” button to complete this section.

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:
  1. Select the radio button next to the document to be created.
  2. Select one of the buttons to either create a draft or create a final document.
  3. Some forms require additional information before creating the draft. The next screen that displays may include a request for additional information.
  4. Select the button to create a draft.
  5. Select the blue hyperlinked document 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.



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	Service Tracker	☐			
141168	03/16/2009	Service Tracker	☐			
135805	03/11/2009	Blank Letter of Invitation	☐			
130279	03/05/2009	Service Tracker	☐	Fax		03/13/2009
125903	03/02/2009	Service Tracker	☐			
115164	02/17/2009	Service Tracker	☐			
113069	02/13/2009	Service Tracker	☐	Fax		03/13/2009
106641	02/06/2009	Blank Letter of Invitation	☐			
101838	02/02/2009	Service Tracker	☐	Fax		02/12/2009
94121	01/27/2009	IEP	☐	Fax		02/02/2009
89253	01/21/2009	IEP Meeting Notice Letter	☐			
87157	01/15/2009	Service Tracker	☐			
84134	01/12/2009	Service Tracker	☐			
84136	01/12/2009	Service Tracker	☐	Fax		01/16/2009
74294	12/19/2008	Service Tracker	☐	Fax Fax		01/15/2009 12/19/2008

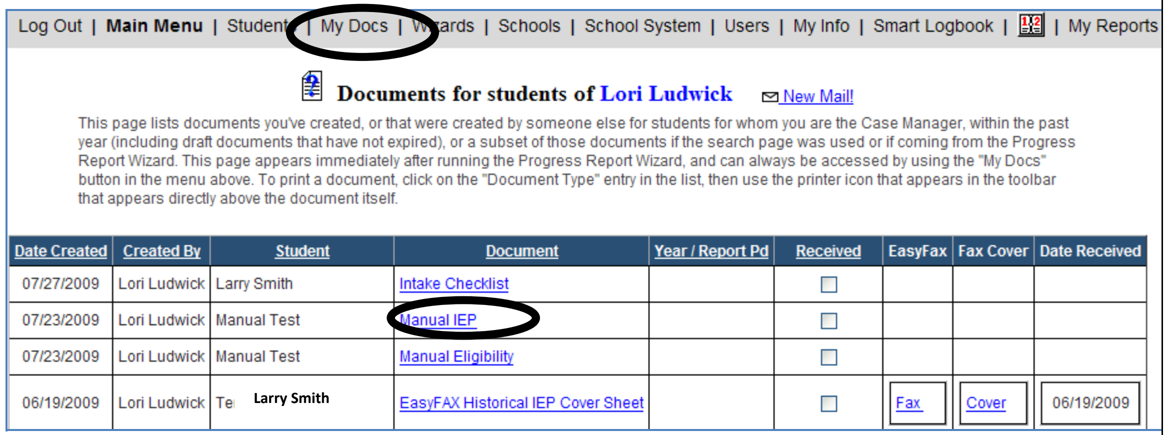
11.3 My Docs

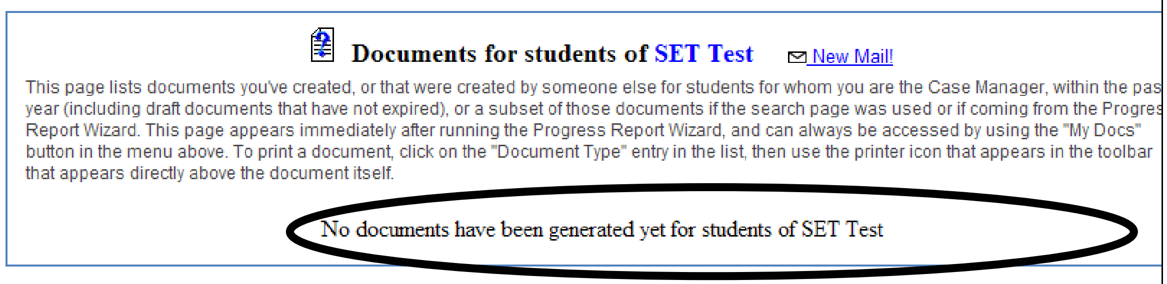
You can access documents created in the system by going to the **Documents** tab within an individual student's records OR you can view the documents that have been created for all students in your caseload by going to the **My Docs** tab on the Main Menu bar.

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.

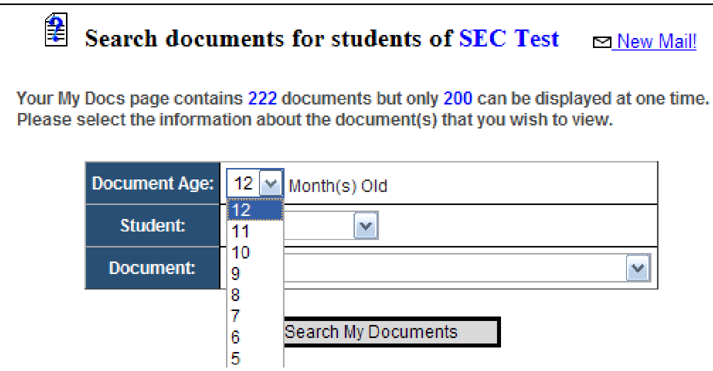


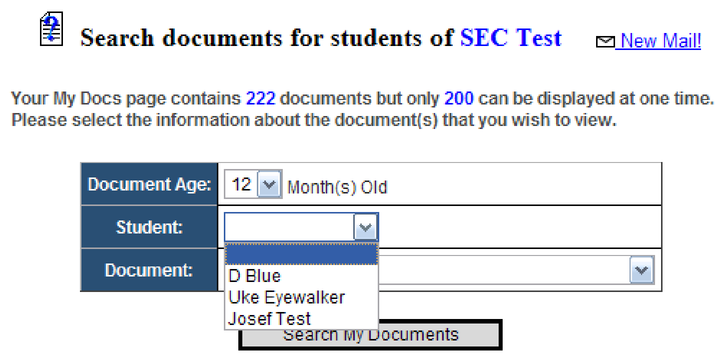


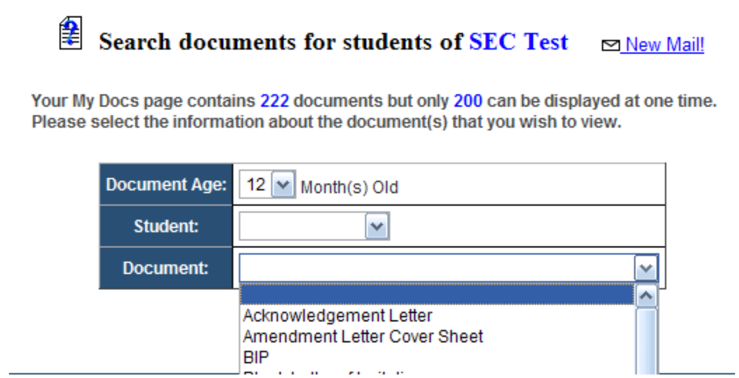
If more than two hundred documents have been created for students in your caseload, you will need to limit the number to be returned based on search criteria by selecting any combination of the following three criteria:

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.



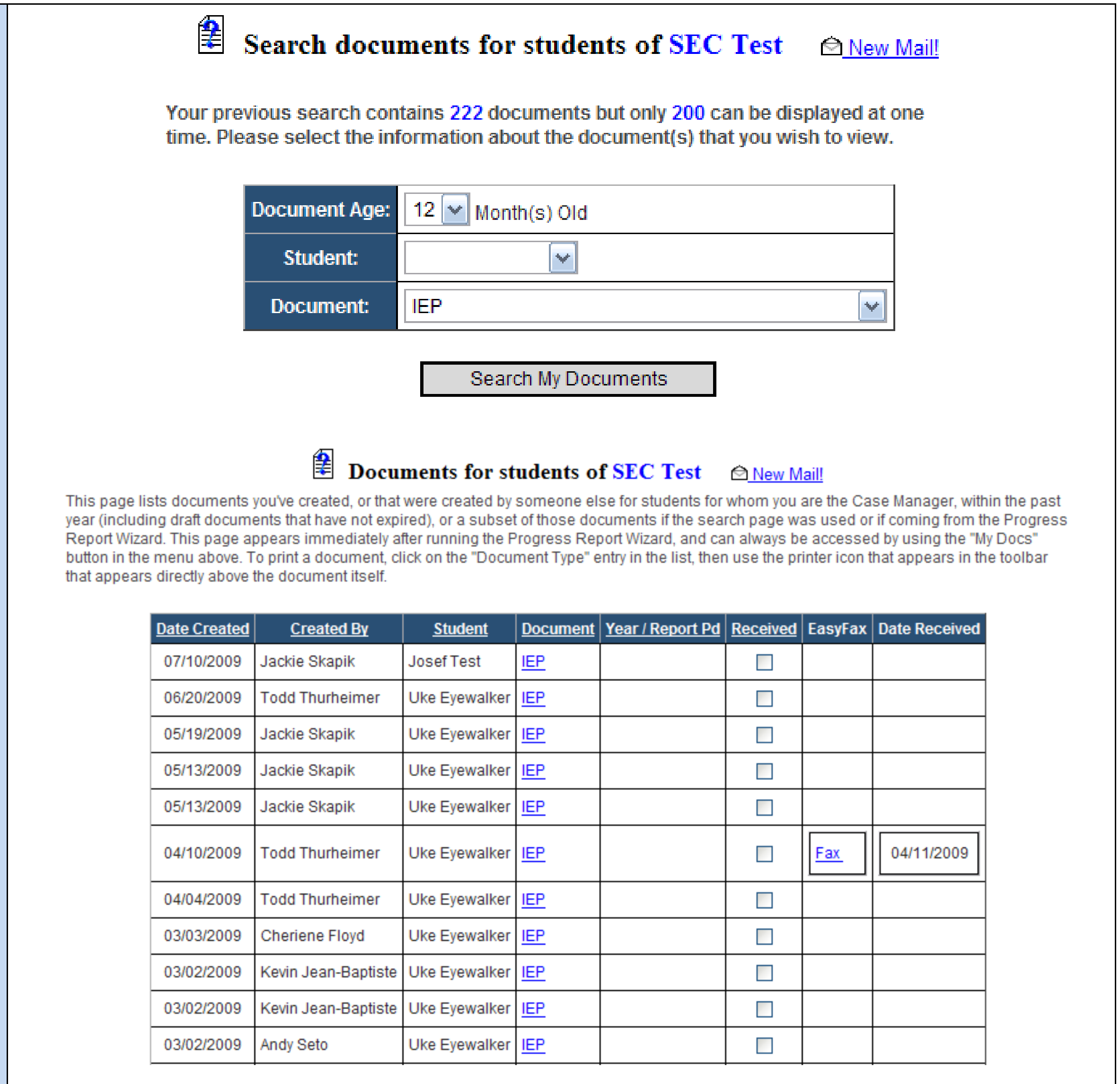




Once the list is returned, you can view any of the available information. You can also sort the list that is returned by clicking on any of the column headers.

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)



Date Created	Created By	Student	Document	Year / Report Pd	Received	EasyFax	Date Received
07/10/2009	Jackie Skapik	Josef Test	IEP		☐		
06/20/2009	Todd Thurheimer	Uke Eyewalker	IEP		☐		
05/19/2009	Jackie Skapik	Uke Eyewalker	IEP		☐		
05/13/2009	Jackie Skapik	Uke Eyewalker	IEP		☐		
05/13/2009	Jackie Skapik	Uke Eyewalker	IEP		☐		
04/10/2009	Todd Thurheimer	Uke Eyewalker	IEP		☐	Fax	04/11/2009
04/04/2009	Todd Thurheimer	Uke Eyewalker	IEP		☐		
03/03/2009	Cheriene Floyd	Uke Eyewalker	IEP		☐		
03/02/2009	Kevin Jean-Baptiste	Uke Eyewalker	IEP		☐		
03/02/2009	Kevin Jean-Baptiste	Uke Eyewalker	IEP		☐		
03/02/2009	Andy Seto	Uke Eyewalker	IEP		☐		

11.4 Smart Logbook—Review/Delete Service Logs

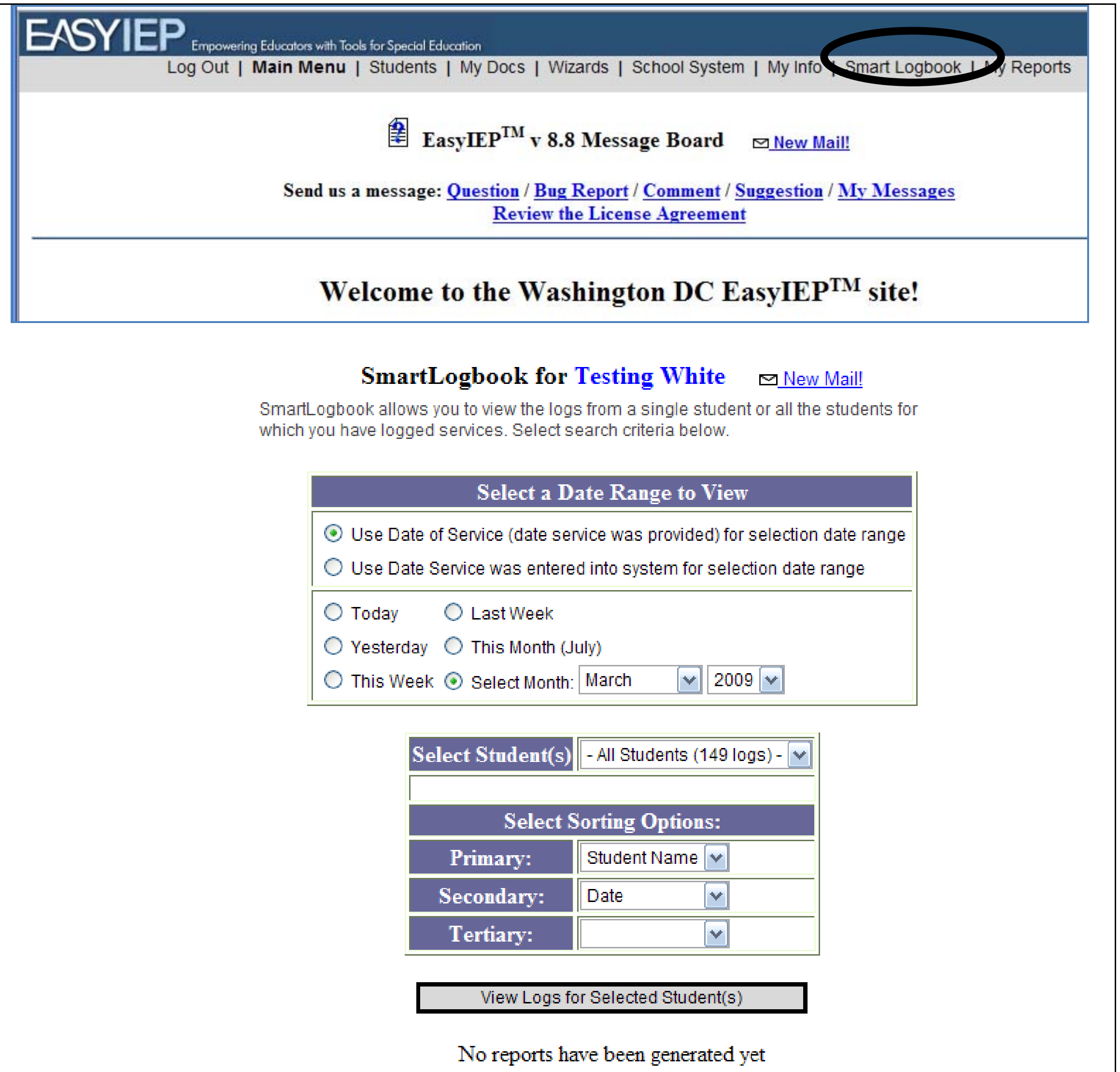
You can review all the service logs you have entered for a student or request for a service log to be deleted by accessing the Smart Logbook.

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:

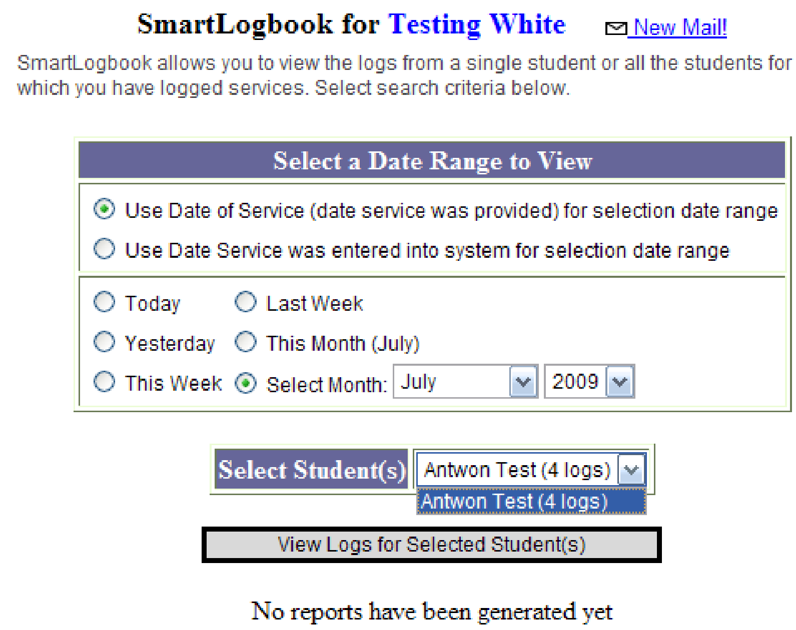
- *Today*: Will show all logs entered for selected student for today's date
- *Yesterday*: Will show all logs entered for selected student for yesterday's date



- *This Week*: Will how 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 how 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.



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	☐	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	0:30	Details
288384	☐	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	0:30	Details
288385	☐	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	0:30	Details
288386	☐	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	0:30	Details

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	☐	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	0:30	Details
288384	☐	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	0:30	Details
288385	☐	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	0:30	Details
288386	☐	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	0:30	Details

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!

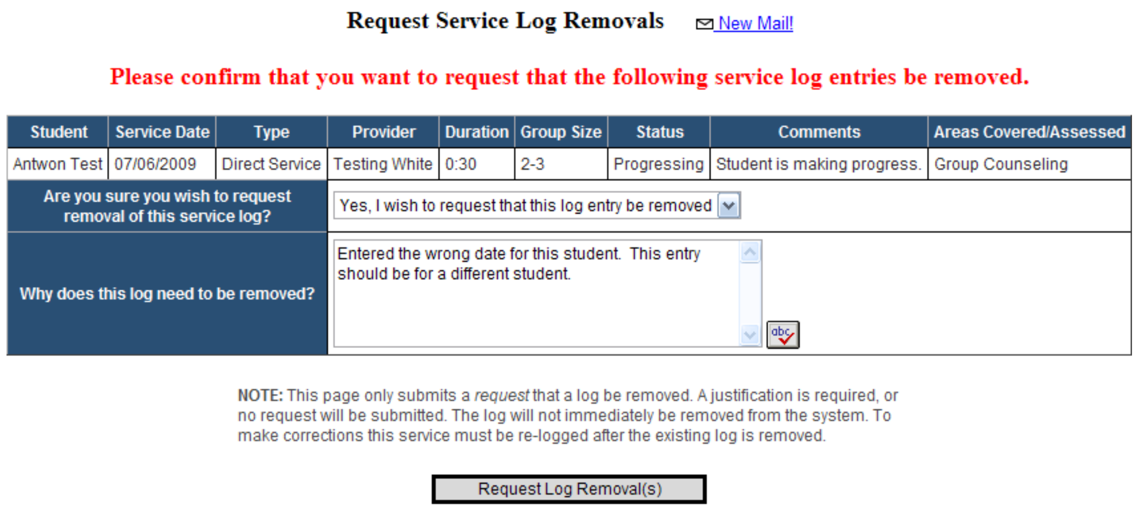
Log ID	Request Removal	Student Name	Service	Date Provided	Date Logged	
288383	☐	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	Details
Progress	**Service Type**	**Group Size**	**Duration**			
Maintaining	Direct Service	2-3	0:30			
Comments	Student is making progress.					
288384	☐	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	Details
Progress	**Service Type**	**Group Size**	**Duration**			
Progressing	Direct Service	2-3	0:30			
Comments	Student is making progress.					
288385	☐	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	Details
Progress	**Service Type**	**Group Size**	**Duration**			
Not applicable	Student Unavailable	2-3	0:30			
Comments	Student was absent and not available for session.					
288386	☐	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	Details
Progress	**Service Type**	**Group Size**	**Duration**			
Progressing	Direct Service	2-3	0:30			
Comments	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 Request Log Removal(s) 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
Why does this log need to be removed?	Entered the wrong date for this student. This entry should be for a different student.

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.

Request Log Removal(s)

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	☐	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	0:30	Details
288384	X	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	0:30	Details
288385	☐	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	0:30	Details
288386	☐	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	0:30	Details

[Back to Criteria Select Screen] [Show More Detail]

[Request Removal of Selected Service Logs]

11.5 Reports

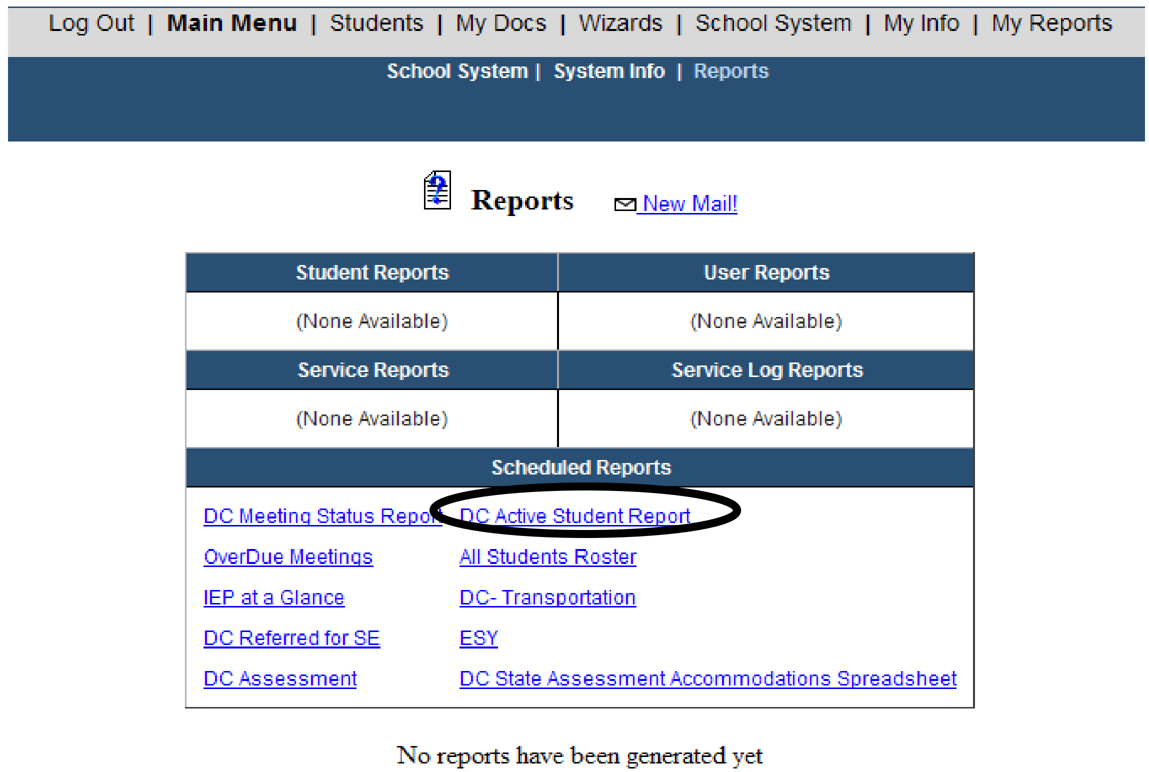
Selecting a Report

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.

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.

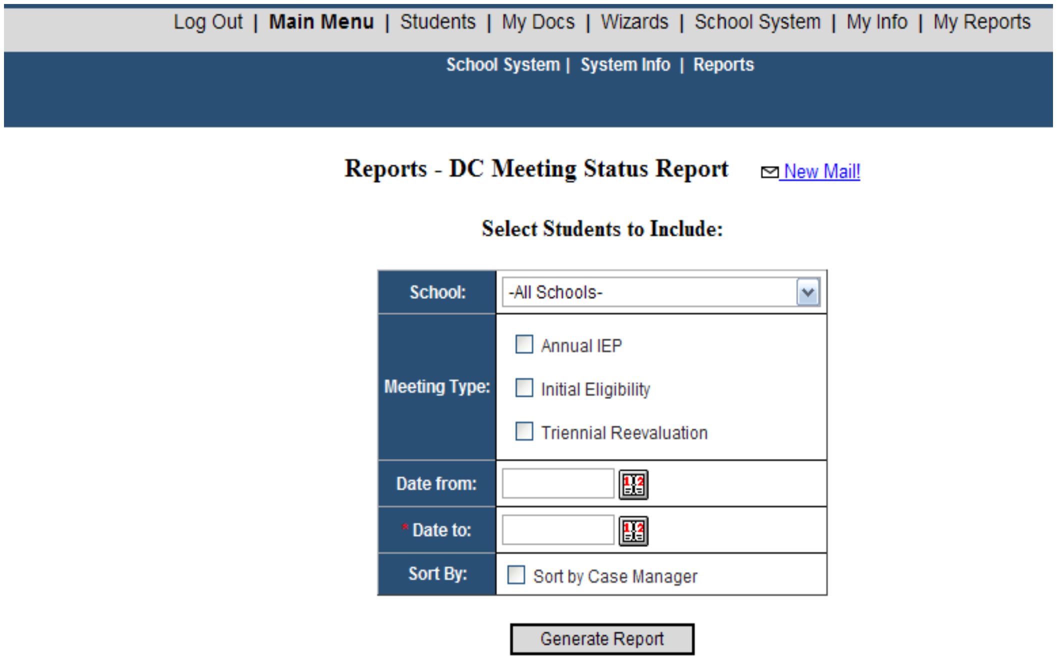


Entering Report Criteria

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.

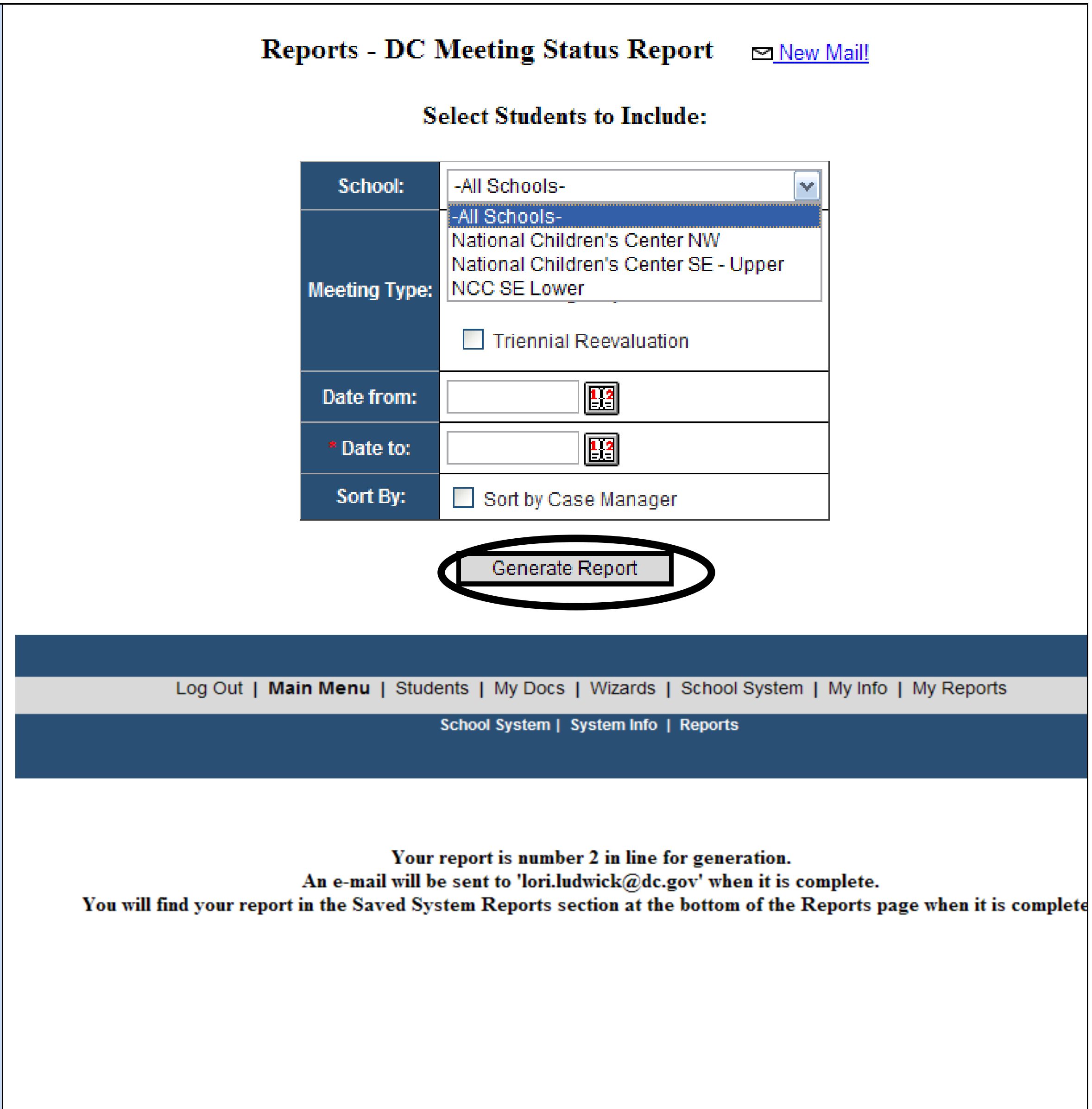


The *Schools* that appear in the drop-down menu in the School field depend on the schools the user has access to in SEDS. For instance, this user only has access to three schools in SEDS and therefore can only run this report for any of those three schools.

Once you determine whether you want to select any of the available criteria, to run the report, click the Generate Report button.

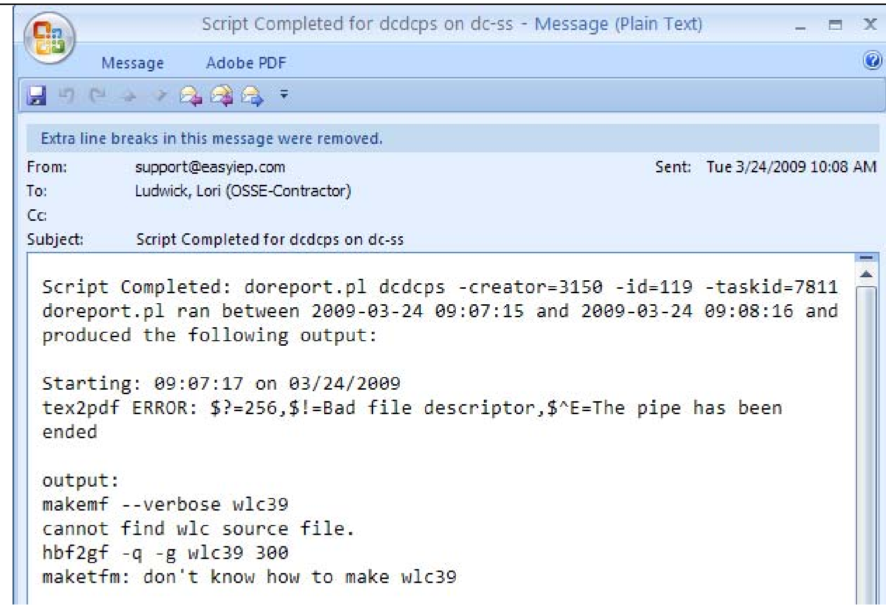
The message above will appear once the user clicks on the Generate Report button. The bottom sentence of this message is currently inaccurate. The report will not appear at the bottom of the Reports page. The user will need to navigate to the **My Reports** tab to view the report. For more information, 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.



Email Notification

This email indicates that the system successfully generated the report and the report is available for you to review in SEDS.



Script Completed for dcdcps on dc-ss - Message (Plain Text)

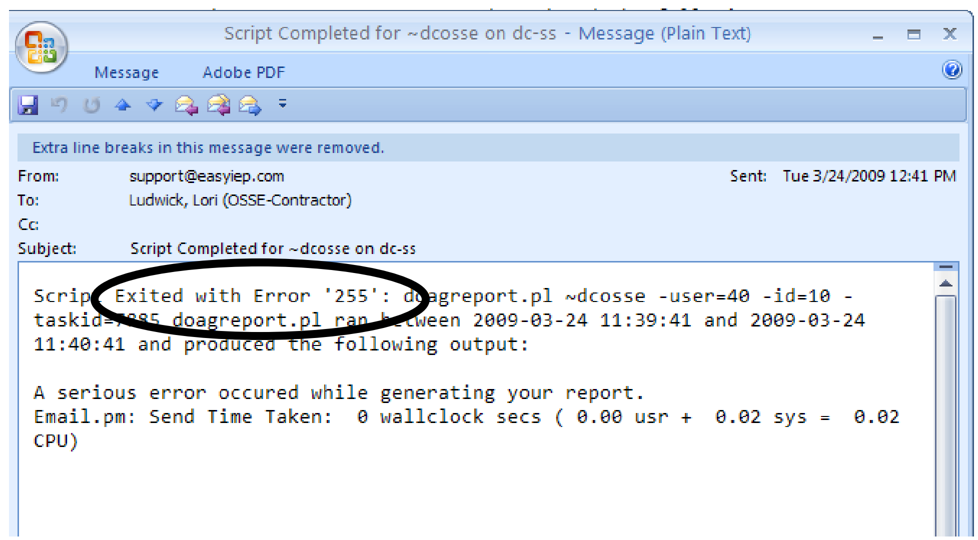
Message Adobe PDF

Extra line breaks in this message were removed.

From: support@easyiep.com Sent: Tue 3/24/2009 10:08 AM
To: Ludwick, Lori (OSSE-Contractor)
Cc:
Subject: Script Completed for dcdcps on dc-ss

```
Script Completed: doreport.pl dcdcps -creator=3150 -id=119 -taskid=7811
doreport.pl ran between 2009-03-24 09:07:15 and 2009-03-24 09:08:16 and
produced the following output:

Starting: 09:07:17 on 03/24/2009
tex2pdf ERROR: $?=256,$!=Bad file descriptor,$^E=The pipe has been
ended

output:
makemf --verbose wlc39
cannot find wlc source file.
hbf2gf -q -g wlc39 300
maketfm: don't know how to make wlc39
```

This email indicates that the report failed to run and an error occurred. You may forward this email to EasyIEPHelp@dc.gov.



Script Completed for ~dcosse on dc-ss - Message (Plain Text)

Message Adobe PDF

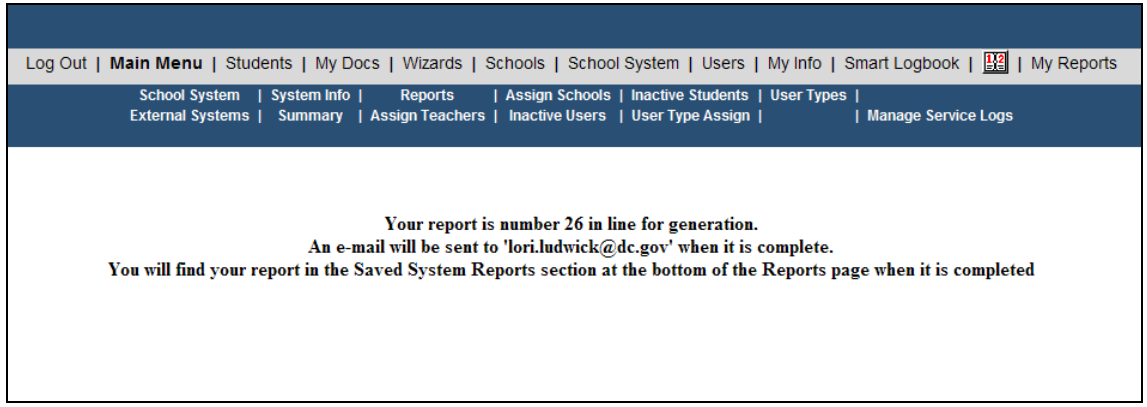
Extra line breaks in this message were removed.

From: support@easyiep.com Sent: Tue 3/24/2009 12:41 PM
To: Ludwick, Lori (OSSE-Contractor)
Cc:
Subject: Script Completed for ~dcosse on dc-ss

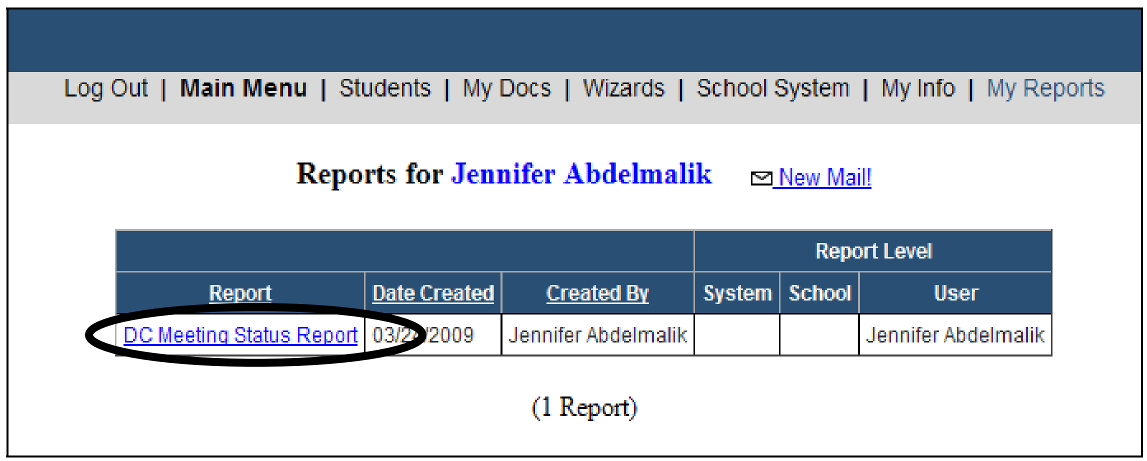
```
Script Exited with Error '255': doagreport.pl ~dcosse -user=40 -id=10 -
taskid=7885 doagreport.pl ran between 2009-03-24 11:39:41 and 2009-03-24
11:40:41 and produced the following output:

A serious error occured while generating your report.
Email.pm: Send Time Taken:  0 wallclock secs ( 0.00 usr +  0.02 sys =  0.02
CPU)
```

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.



Options for the Report

Once the report is open, the user has several options.

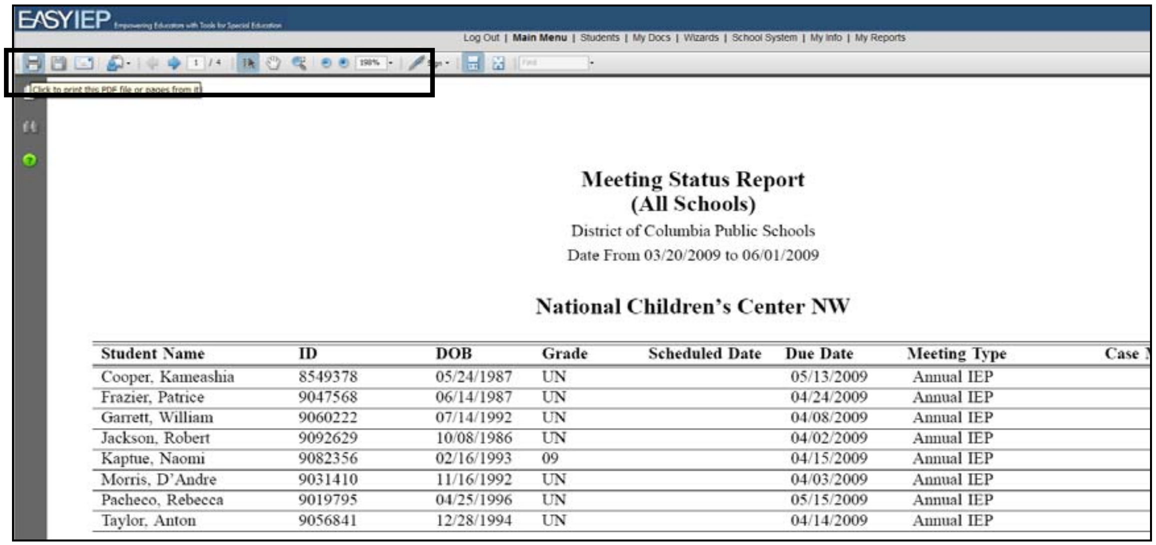
To Print: Click on the "Print" button and select the appropriate printer.

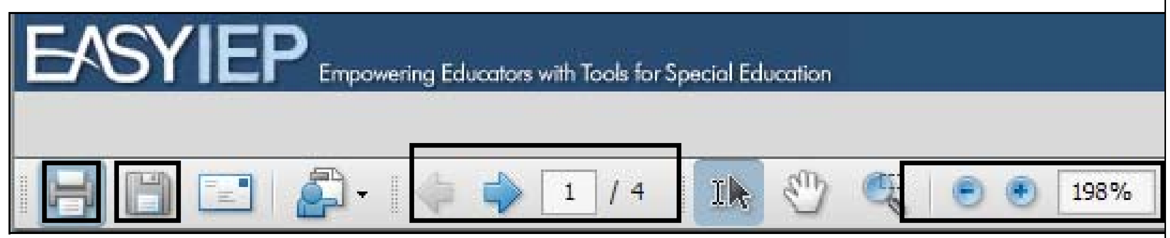
To Save: Click on the "Save" button to save the report as a PDF document to your computer.

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.



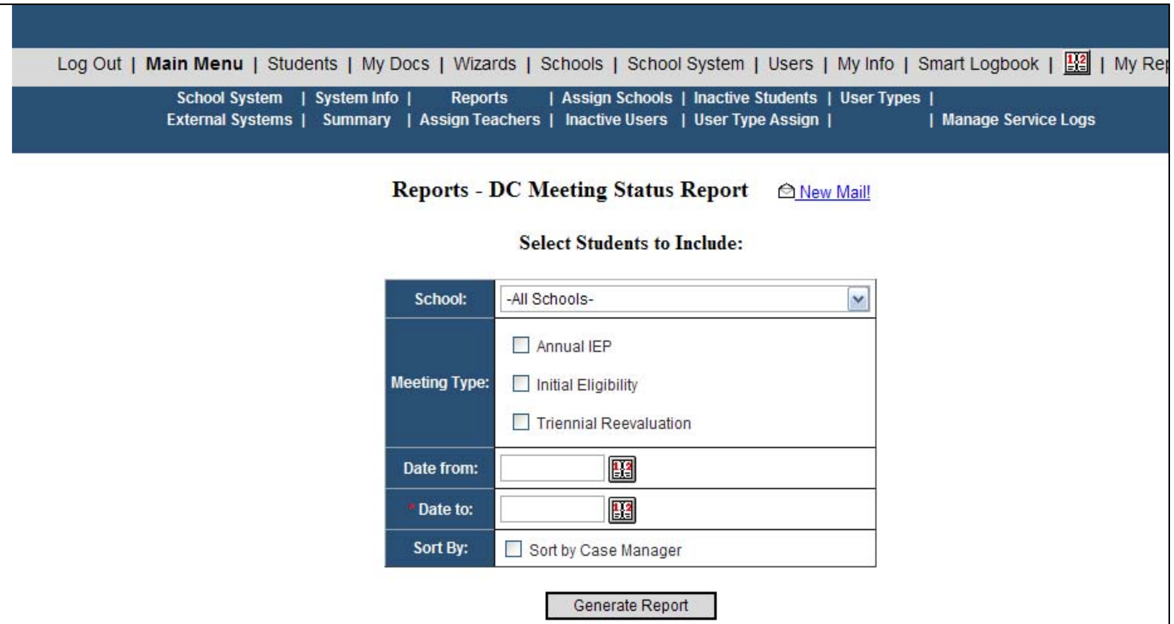


DC Meeting Status Report

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.



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 (see report table below)

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

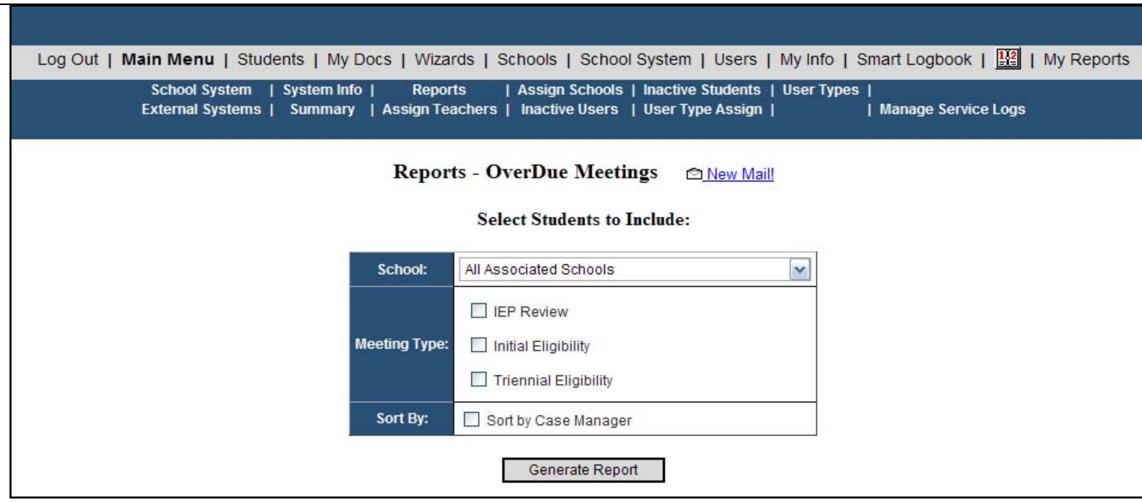
Meeting Status Report
(Closed - Van Ness Es)
District of Columbia Public Schools
Date From 03/20/2009 to 06/01/2009

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.



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

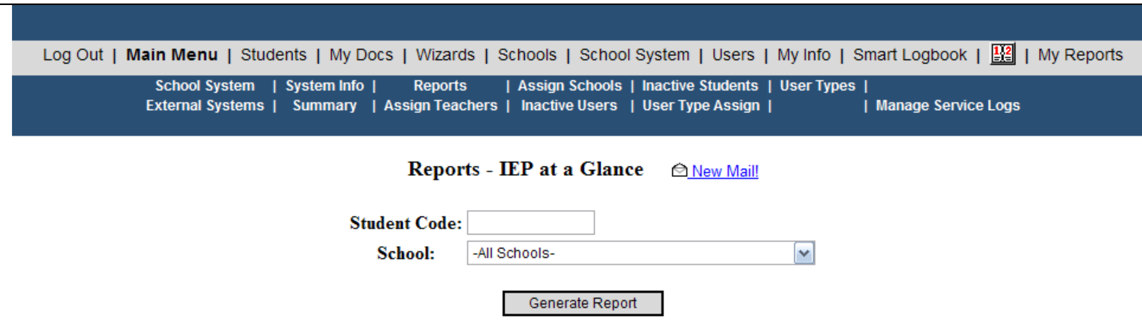
Student Name	ID	DOB	Grade	Scheduled Date	Due Date	Days Over Due	Meeting Type	Case Manager
Gunter, Jordan	9128967	12/29/1997	05		03/10/2009	14	IEP Review	Tonya Bridgers
Jones, Juwan	9122492	12/06/2000	03	01/15/2008	12/17/2008	97	Initial Eligibility	Tonya Bridgers
Rajah, Jasmine	9127851	02/26/1999	04	01/15/2008	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

Total Number of Overdue Meetings	4
Initial Eligibility	1
Triennial Eligibility	2
IEP Review	1
Average Days Overdue	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.

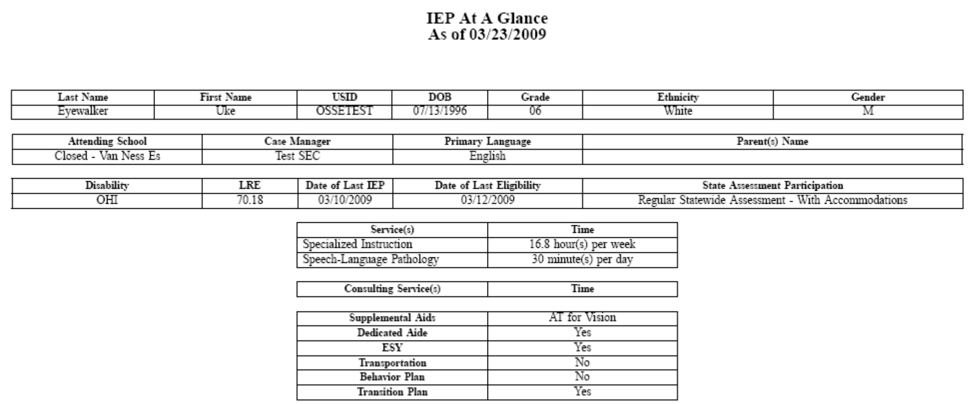
*NOTE: This report will generate one page for each student so be mindful if it is being run for the entire school (no student code entered). If the special education population at the school is two hundred students, the report will generate two hundred pages.



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.

Sample of *IEP At A Glance* report



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 Aids	AT for Vision
Dedicated Aide	Yes
ESY	Yes
Transportation	No
Behavior Plan	No
Transition Plan	Yes

USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

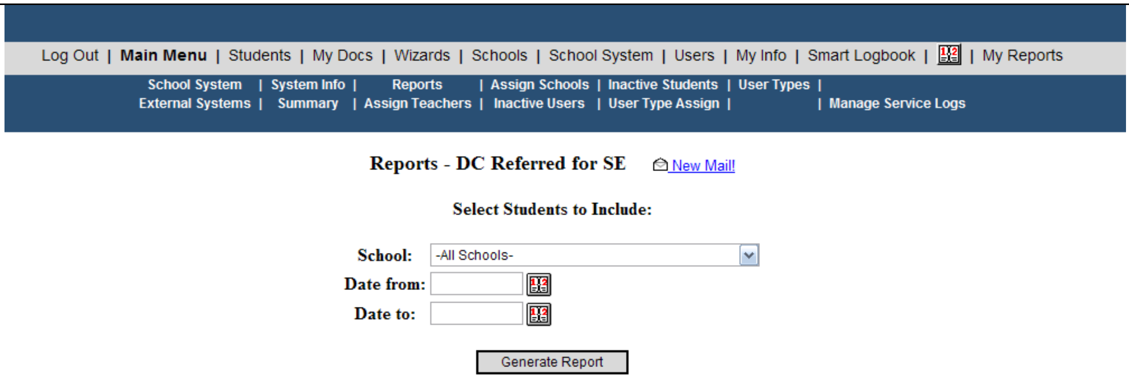
DC Referred for SE

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



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

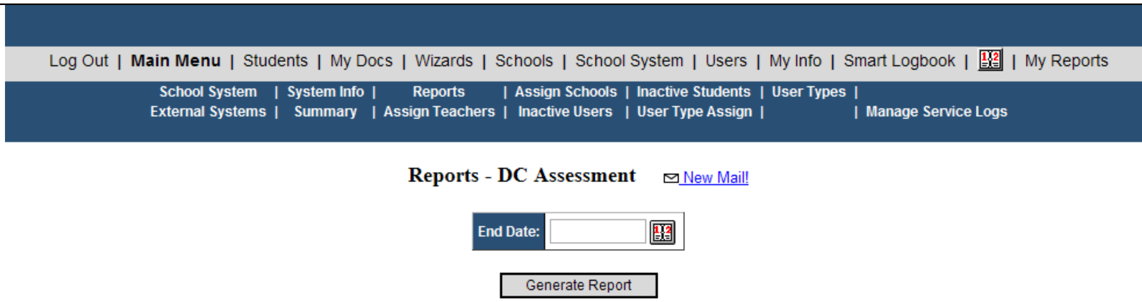
This report generates a list of all students who have pending, overdue, or completed assessments that were ordered in SEDS during the Initial or Reevaluation Eligibility process. Completed assessments will remain on the report until they have been completed for thirty days. After the thirty-day period, 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

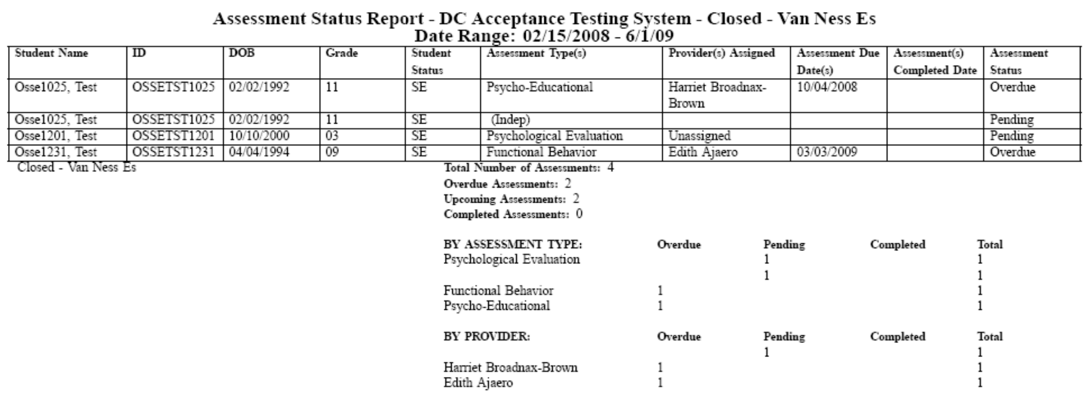
USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator



This report has the following criteria that the user can select:

- **<u>End Date:</u>** 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

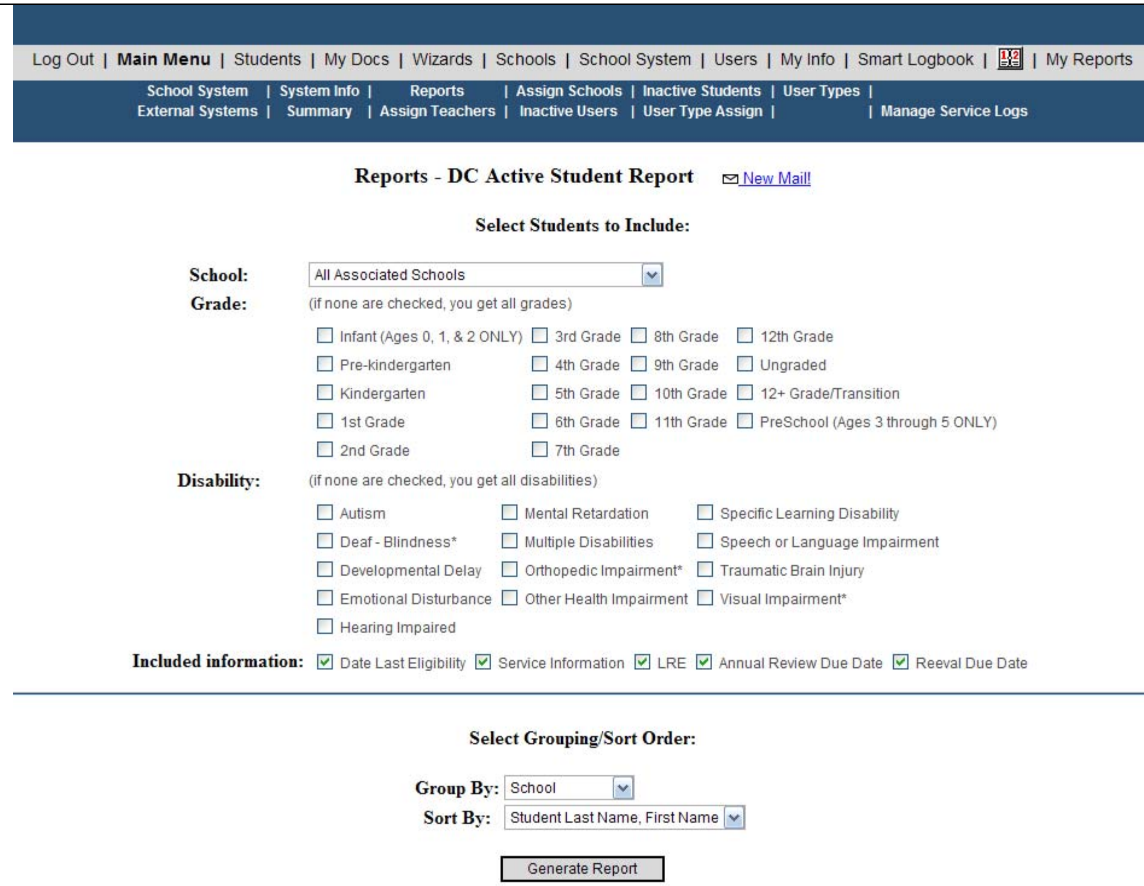
BY ASSESSMENT TYPE:	Overdue	Pending	Completed	Total
Psychological Evaluation		1		1
		1		1
Functional Behavior	1			1
Psycho-Educational	1			1

BY PROVIDER:	Overdue	Pending	Completed	Total
		1		1
Harriet Broadnax-Brown	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.



	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 the 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

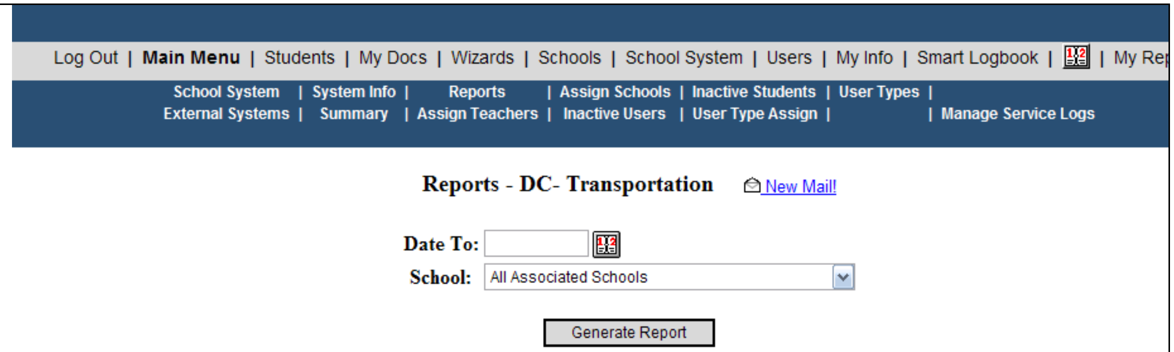
Student Roster - Closed - Van Ness Es - 331
As of 03/23/2009

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, Tatianaya	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.



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.

Sample of *DC Transportation* 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	4
Token/Farecards	
Bus	4

USER TYPES WHO HAVE ACCESS TO THIS REPORT:

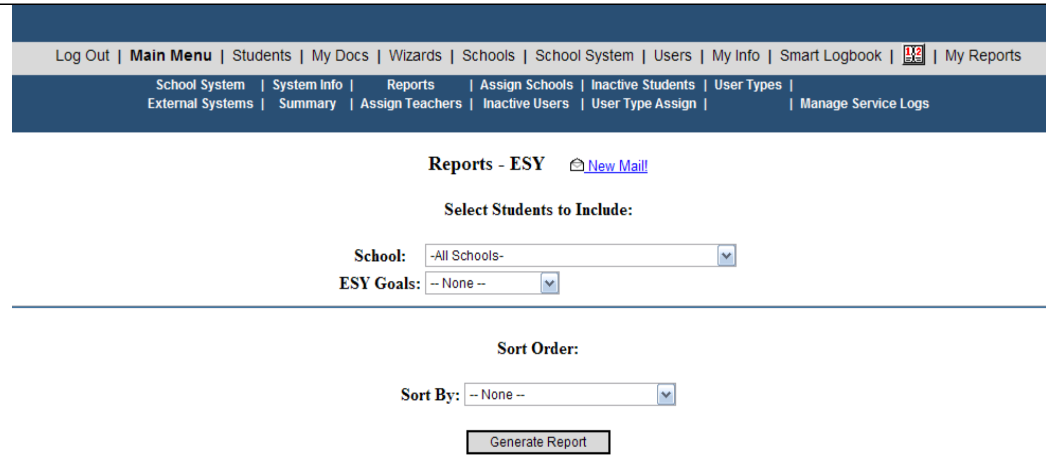
- Special Education Teacher
- Related Service Provider
- Special Education Coordinator

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:

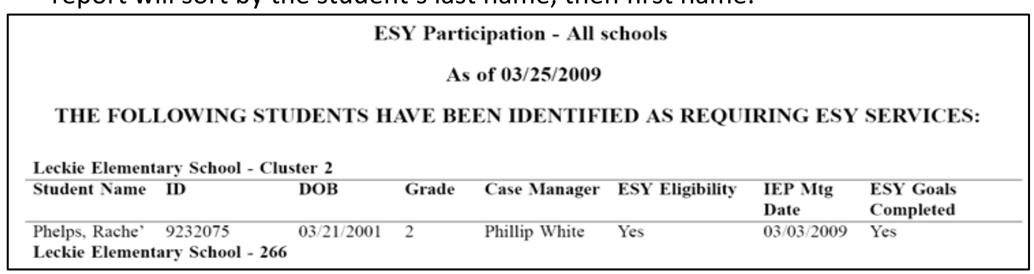
- Special Education Teacher
- Related Service Provider
- Special Education Coordinator



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.

Sample of *ESY* report



ESY Participation - All schools

As of 03/25/2009

THE FOLLOWING STUDENTS HAVE BEEN IDENTIFIED AS REQUIRING ESY SERVICES:

Leckie Elementary School - Cluster 2

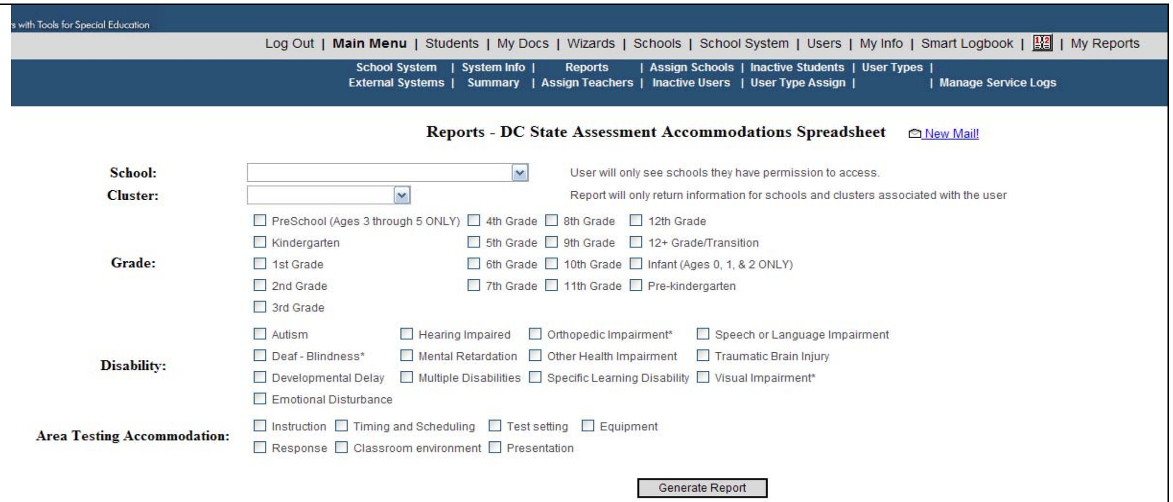
Student Name	ID	DOB	Grade	Case Manager	ESY Eligibility	IEP Mtg Date	ESY Goals Completed
Phelps, Rache'	9232075	03/21/2001	2	Phillip White	Yes	03/03/2009	Yes

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.



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 the 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)

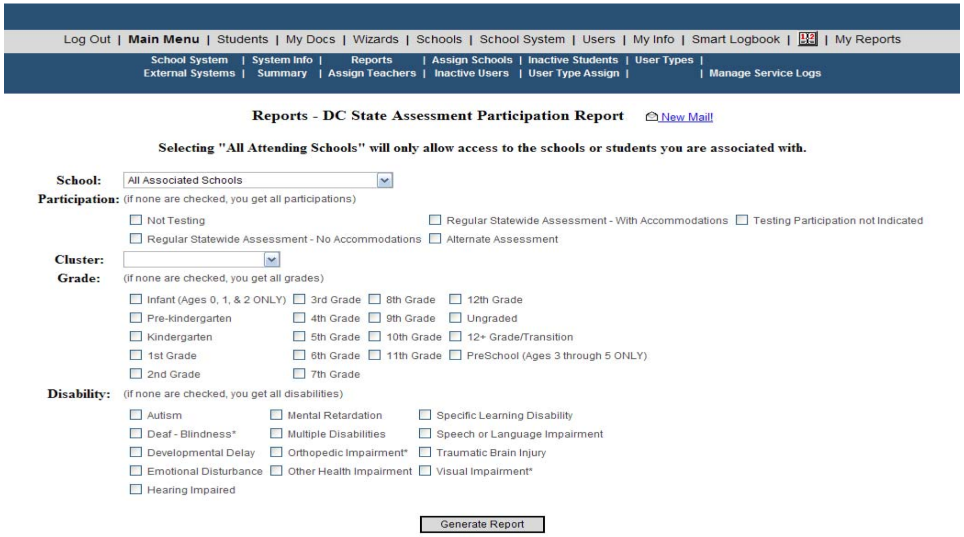
As of 03/25/2009 (Date Report Generated)

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.



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 the 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

Not Testing — **Areas of Concern**

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	

Regular Statewide Assessment - No Accommodations — **Areas of Concern**

Student Name	ID	DOB	Grade	Age	Disability	LEP	IEP Mtg Date	Case Manager	Reading	Mathematics	Writing

Regular Statewide Assessment - With Accommodations — **Areas of Concern**

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	

Alternate Assessment — **Areas of Concern**

Student Name	ID	DOB	Grade	Age	Disability	LEP	IEP Mtg Date	Case Manager	Reading	Mathematics	Writing

Testing Participation not Indicated — **Areas of Concern**

Student Name	ID	DOB	Grade	Age	Disability	LEP	IEP Mtg Date	Case Manager	Reading	Mathematics	Writing

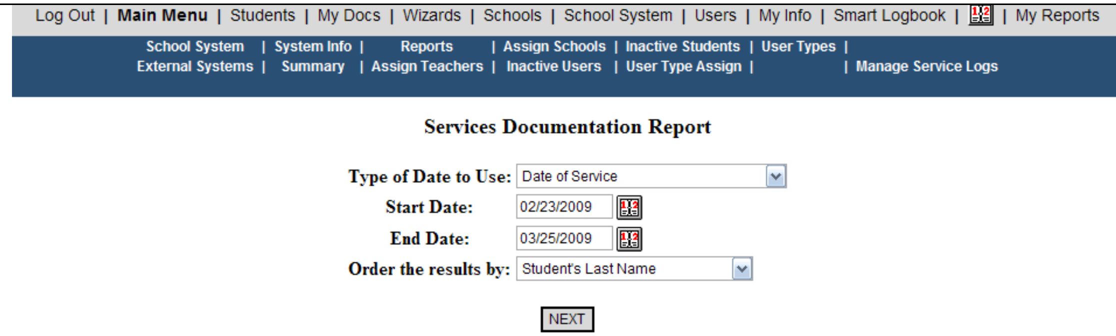
Service Documentation Report (Drilldown Report)

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.

USER TYPES WHO HAVE ACCESS TO THIS REPORT:

- TBD



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
Audiology	121
Adapted Physical Education	143
Behavioral Support Services	4372
Occupational Therapy	2866
Orientation and Mobility	0
Parent Counseling and Training	0
Physical Therapy	518
Rehabilitation Counseling	0
Recreation	0
School Health and School Nursing	0
Speech-Language Pathology	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
Shannon Bowles	Physical Therapist	33
Kristiana Burton	Physical Therapist	21
Cherie Cannady	Physical Therapist	15
Thu-Ha Devlin	Physical Therapist	10
Tanena Dixon	Physical Therapist	13
Camilla R. Faulkner	Physical Therapist	59
Yvette Francis	Physical Therapist	0
Shenaz Hussain	Physical Therapist	26
Pat Jaskiewicz	physical therapist	4
Roscheta Jefferson	Physical Therapist	15
Lyndsey Kiah	Physical Therapist	0
Bernita Lancaster	Physical Therapist	63
Luciana Lopes	Physical Therapist	23
Yolanda Lusane	Physical Therapist	2
Natalie Maharaj	Physical Therapist	0
Jessica Oginz	Physical Therapist	0
Numa Osuna	physical therapist	0
Alexandria Ramirez	Related Service Provider	62
Test RSP		1
Jose Seijas	Physical therapist	0
Sheryl Sternberg	Registered Physical Therapist	0
RSP Supervisor Test		0
Rose Townsend	Physical Therapist, DPT	0
Karen Walker	Physical Therapist	104
Grace Williams	physical therapist	39
Cristiane Zanardi	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
Uke Eyewalker	4
Tatianaya Jones	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	
Uke Eyewalker	Closed - Van Ness Es	Direct Service	Physical Therapy	02/28/2009	View
Uke Eyewalker	Closed - Van Ness Es	Direct Service	Physical Therapy	03/02/2009	View
Uke Eyewalker	Closed - Van Ness Es	Direct Service	Physical Therapy	03/09/2009	View
Uke Eyewalker	Closed - Van Ness Es	Direct Service	Physical Therapy	03/18/2009	View

Back

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
Request Deletion	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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