SEIS

Teacher Level User Manual

07/2011

This Page Left Intentionally Blank

Contents

How To Use This Manual

SEIS understands the demands educators are facing and just how busy administrators, teachers, and support staff are today. That is why we have created a manual broken out into specific sections with both general information and step-by-step how-to instructions. We realize users don't have the time to sit down and read this manual cover to cover, and we don't expect them to. **SEIS does recommend however, that all users read this manual cover to cover at least once, especially when they are new to the system.**

For ease of use the manual has been broken out into major sections. The first few sections review general information about SEIS and its different components. These sections will discuss things like the different statuses a student can have, how to handle services, the IEP process or info about the Student Record.

The How To Section lists step by step instructions on how to complete tasks in SEIS. The How To section has two types of classification which make it easier for users to find instructions on the task they need to perform.

Page Titles: Page Titles are listed in the Table of Contents and break out the major functions that can be completed in the How-To section.

Sub-Sections: Sub-Sections are the different tasks that can be completed within each bigger section listed as a page title. There might be 5 different components within one function, and each will have its own Sub-Section. Sub-Sections are not listed on the table of contents.

Simply choose what task needs to be completed from the table of contents and go to that page. Under some page titles is a red box with text inside. Be sure to read this before proceeding to the necessary Sub-Section. This is information that pertains to every Sub-Section on in that section.

A Few Other Things to Note:

Please Note: All side notes have been italicized so that they stand out from regular text. These notes will contain important information or helpful tips.

Many functions in SEIS are only available if the user has the specific permission activated within their profile. We have listed the permission needed to perform each function at the top of each section under the page title. This will allow the user to know if they have the permission needed to perform the function or what permission they need to request to have.

Basic Info About SEIS

A Brief Overview of SEIS

SEIS has a centralized IEP and Student Record for each student, accessible from any computer with Internet access, ANYWHERE.

IEPs are pre-populated with Student Record data to reduce repetitive data entry. SEIS uses many check boxes, radio buttons and drop down menus to increase accuracy and make data entry quicker and easier.

Multiple goal banks are included for teachers including ACSA/CARS+, BASICS, SEACO, AuSpLan, CSHA Speech and Language, R.O.P.E.S., Early Intensive Autism Intervention goals, and System-wide and SELPA-wide teacher generated banks. Teacher level users are able to create personal goal bank to store frequently used goals for easy access.

A history of student data is collected and stored from the time the student is entered into SEIS. All current and historical data collected in SEIS follows the student from teacher to teacher, district to district, even SELPA to SELPA within SEIS.

Built-in CASEMIS error check and IEP Affirm and Attest processes makes it easy for teachers and office staff to keep CASEMIS data accurate throughout the year, vastly streamlining the chores of twice yearly CASEMIS reporting.

The powerful report generator allows on-the-fly creation of custom reports that can be saved and shared, as well as downloaded and printed.

Some Basic Information for Teachers (Service Providers)

- There is only one active record/IEP per student.
- All service providers are assigned to the individual student. These assignments are made by the district and/or SELPA. This means that teachers have access to only those students that they have been assigned to.
- Teachers do not Add or Exit students to/from their caseload, instead, utilize the on-line request forms which are then processed by the district/SELPA office.
- Case Manager is a teacher level user who is designated as the Service Provider responsible for Affirming/Attesting the student's IEP. Generally this is the person who provides the most service to the student.
- Affirm/Attest means that the provider(s) confirm that the information entered in the electronic IEP of the SEIS system is an accurate representation of the hard copy IEP.

NOTE: The legal IEP is still the signed, hard copy paper version. The Affirm/Attest assures users that the data stored in SEIS is accurate.

Affirm/Attest - Basic Info

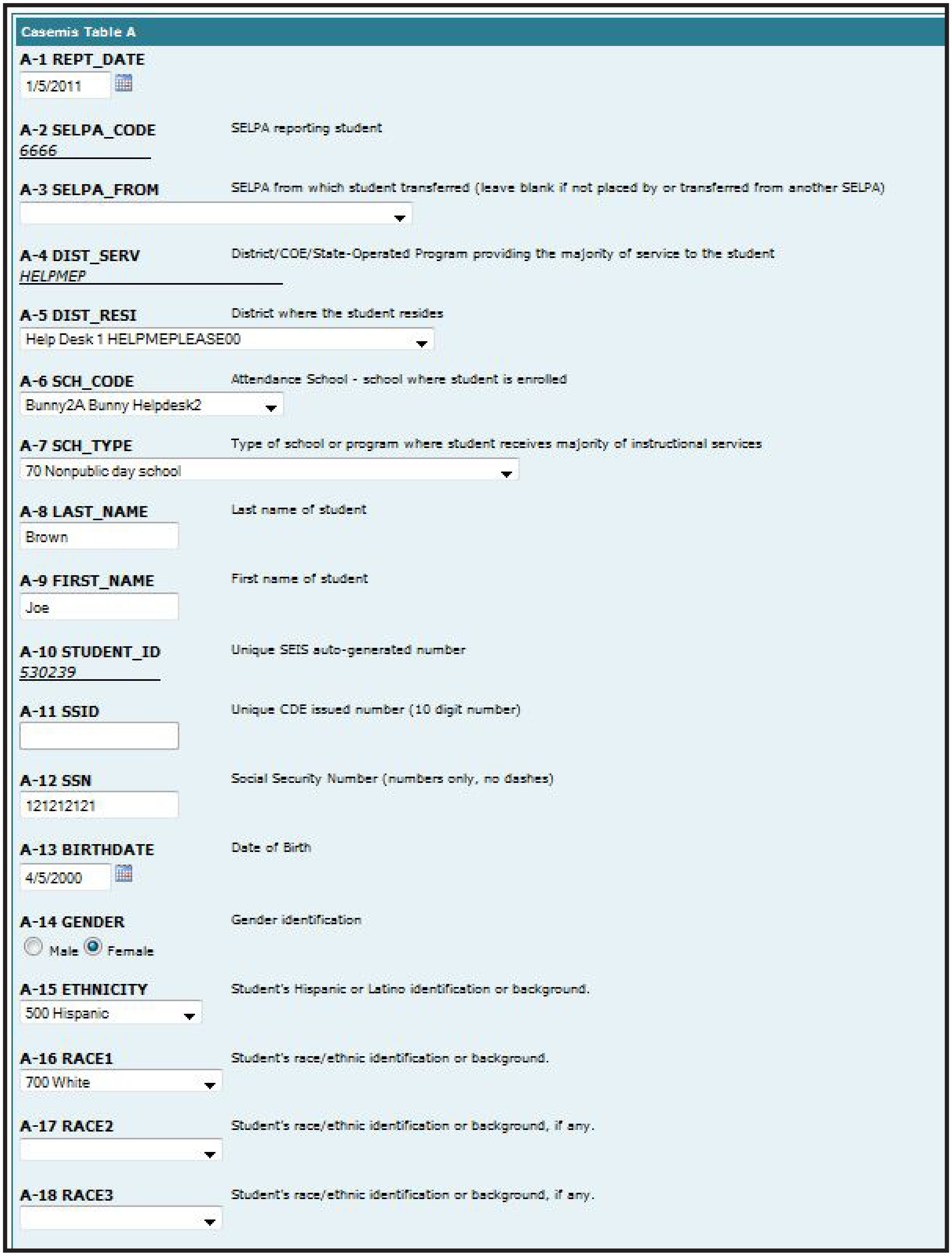
One very important concept to remember is that the legal IEP is the signed, hard copy paper document. Electronic signatures are not considered valid on IEPs in California. SEIS, and the IEP within SEIS, are tools used to manage all the data in both the IEP and the Student Record.

- Affirm/Attest is the step that says the information entered into SEIS has been reviewed by the Case Manager and agrees with the hard copy.
- IEPs can only be Affirmed for an Eligible student. Pending students need to be changed to Eligible before the Affirm/Attest link will appear.
- During the Affirm/Attest process the Case Manager is asked to verify meeting information.
- SEIS will automatically run the CASEMIS error check and all CASEMIS errors must be cleared before the Affirm/Attest can be completed, but be aware that the error check cannot catch all errors. For instance if the wrong ethnicity is entered, SEIS has no way to know it is incorrect.

Plan Type 70/80/90 students have a separate process. A student is marked Plan Type 70/80/90 when the teacher determines that the student does not qualify or does qualify but the parents have declined services. Fields A-1 through A-32 on the CASEMIS A tab are required for all plan type 70/80/90 students. The teacher will then submit a Student Change Form which is sent to the district/SELPA. This change in status request can be viewed under Requests From Teachers in the TO BE MARKED INELIGIBLE/ELIGIBLE section on the SEIS home screen.

CASEMIS - Basic Info

CASEMIS stands for the California Special Education Management Information System. Twice each year every SELPA in California must report this information, for each student, to the state. Sometimes teachers are a bit nervous when they hear that they will be entering CASEMIS information…but as you can see by reviewing the CASEMIS A tab of the Student Record, (shown on the following page) it is all basic information that has always been on the IEP.


Casemis Table A

A-1 REPT_DATE
1/5/2011

A-2 SELPA_CODE SELPA reporting student
6666

A-3 SELPA_FROM SELPA from which student transferred (leave blank if not placed by or transferred from another SELPA)

A-4 DIST_SERV District/COE/State-Operated Program providing the majority of service to the student
HELPMEP

A-5 DIST_RESI District where the student resides
Help Desk 1 HELPMEPLEASE00

A-6 SCH_CODE Attendance School - school where student is enrolled
Bunny2A Bunny Helpdesk2

A-7 SCH_TYPE Type of school or program where student receives majority of instructional services
70 Nonpublic day school

A-8 LAST_NAME Last name of student
Brown

A-9 FIRST_NAME First name of student
Joe

A-10 STUDENT_ID Unique SEIS auto-generated number
530239

A-11 SSID Unique CDE issued number (10 digit number)

A-12 SSN Social Security Number (numbers only, no dashes)
121212121

A-13 BIRTHDATE Date of Birth
4/5/2000

A-14 GENDER Gender identification
Male Female

A-15 ETHNICITY Student's Hispanic or Latino identification or background.
500 Hispanic

A-16 RACE1 Student's race/ethnic identification or background.
700 White

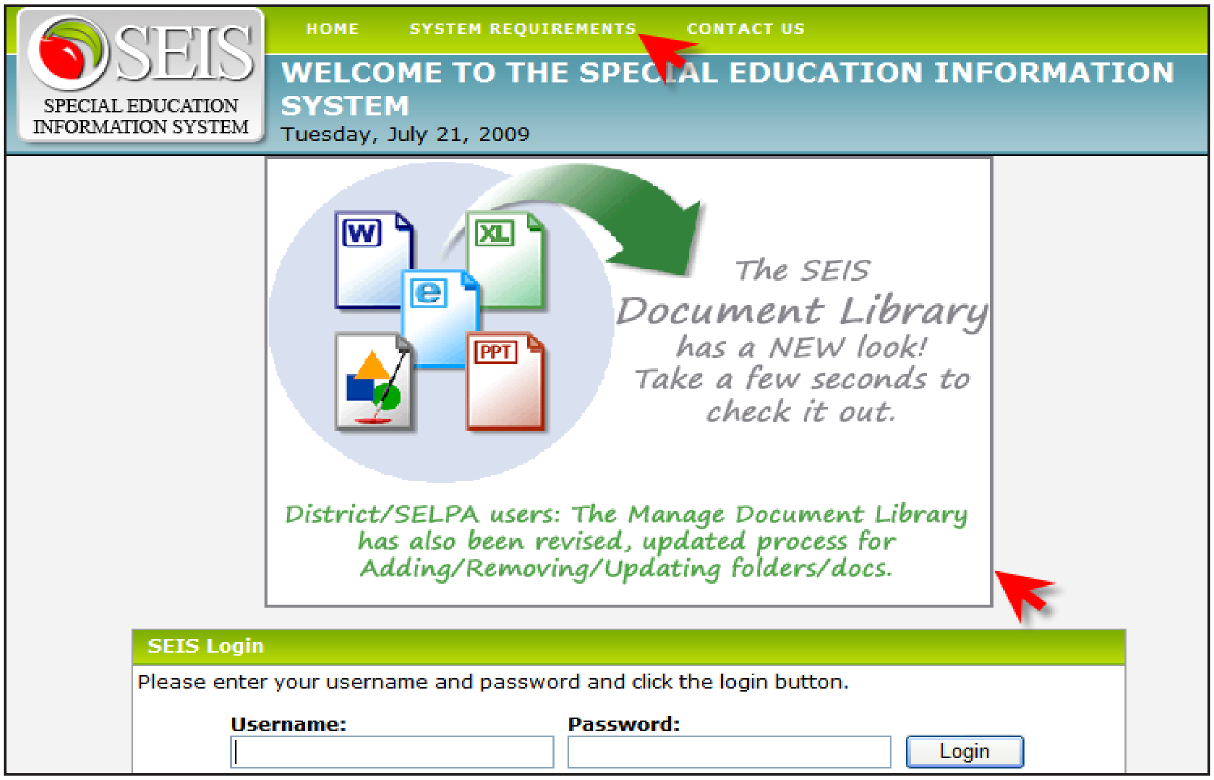
A-17 RACE2 Student's race/ethnic identification or background, if any.

A-18 RACE3 Student's race/ethnic identification or background, if any.

Getting to Know the System

The Log In Screen

Open a web browser and type in the following URL (address): www.seis.org (Internet Explorer, Firefox, and Safari are all supported web browsers)



To log into the system, enter the Username and Password and click the login button. **(Passwords must be at least 6 characters and include at least one number.)**

If a user is logging in for the very first time, the user will be directed to the SEIS Terms of Use Agreement. Access to SEIS will only be granted after the user to agrees with the terms of use. This only needs to be done once, however the Terms of Use are easily accessible from the Home Page.

On the login screen there are three links in the green navigation bar across the top:

- Home - Takes the user back to the log-in page.
- System Requirements - Lists the minimum requirements the system must meet to run SEIS as well as links to install Adobe Reader or updated versions of browsers.
- Contact Us - Lists contact information for SEIS as well as the SEIS user map.

There is always a news item on the log-in screen. This news item is used to notify users of new features, scheduled site maintenance, or daily SEIS tips etc.

Log In credentials give the user access to confidential information.

DO NOT SHARE USERNAMES OR PASSWORDS WITH ANYONE.

DO NOT have the computer store passwords. If passwords are stored by the computer only a username is required to log into SEIS. There are steps in the FAQ section on how to erase stored passwords.

Logging in for the First Time

The first time a user logs into the system there are some things they will want to take care of.

First, reset the password. Passwords should be unique and should be known only by the user. To change the password, see "The Top Navigation Bar" on page 11.

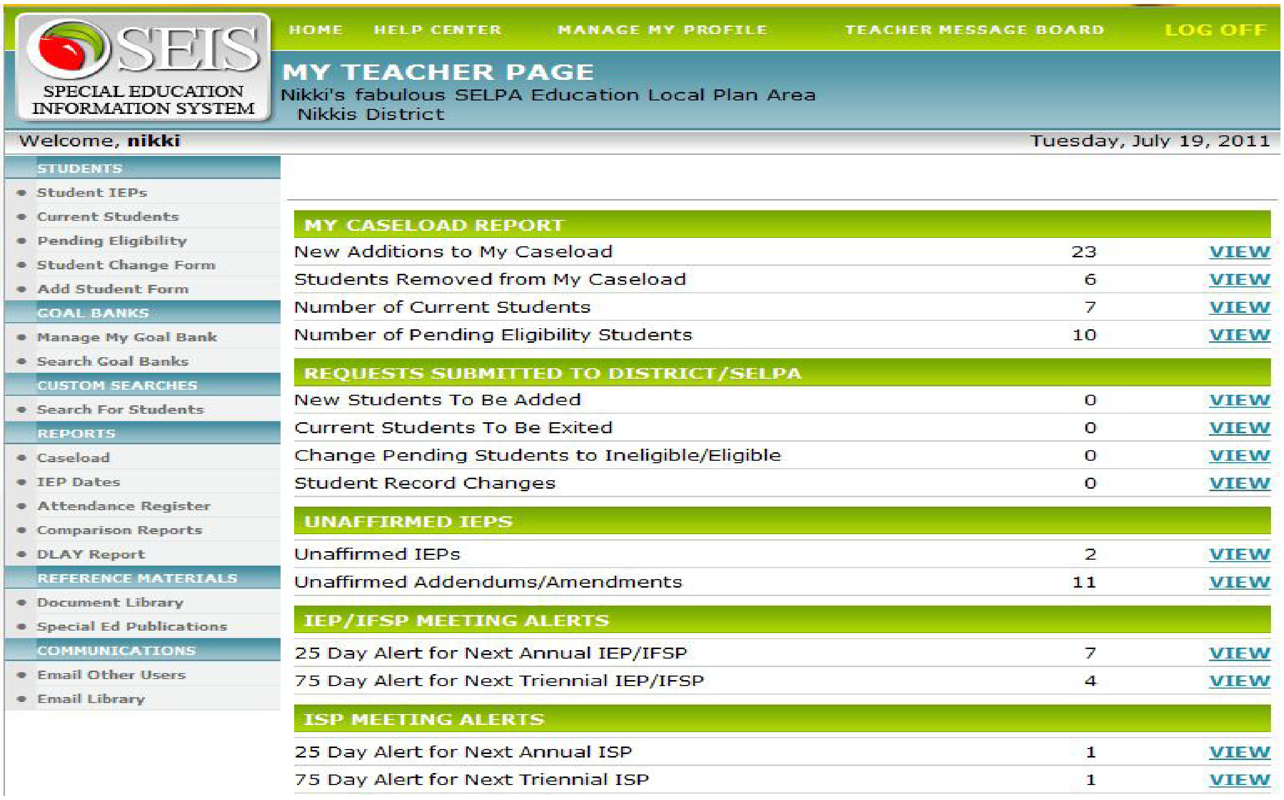
Next, verify all profile information to be sure the E-mail address and phone number are listed. See "The Top Navigation Bar" on page 11.

Now users can start to use SEIS knowing that all information is updated and correct and that their SEIS is secure.

On behalf of the SEIS staff, WELCOME!!!

Please Note: Legally the SEIS Help Desk cannot reset passwords. If a user can't remember their password or if they are locked out from too many failed attempts, they will need to contact their local district and/or SELPA.

Home Page



The Home Page greets the user by name and gives access to a great deal of information including requests submitted to the district and or SELPA, upcoming IEPs, unaffirmed IEPs, and more. Sections include:

My Caseload Report - Shows info about the number of students the user has access to including both Current students , Pending students, new additions to the teachers caseload, and students removed from the teachers caseload..

Requests Submitted to District / SELPA - Shows all requests that have been submitted to the district or SELPA through the Add Student Form or the Student Change Form.

Unaffirmed IEPs / Addendums - Shows all IEPs and Addendums that have been started but not Affirmed.

IEP / IFSP Meeting Alerts - Shows alerts for Annual IEPs and IFSPs that are listed in SEIS to occur within the next 25 days and Triennial IEPs and IFSPs that are listed in SEIS to occur within the next 75 days.

ISP Meeting Alerts - Shows alerts for Annual ISPs that are listed in SEIS to occur within the next 25 days and Triennial ISPs that are listed in SEIS to occur within the next 75 days.

Use the VIEW links to view these lists.

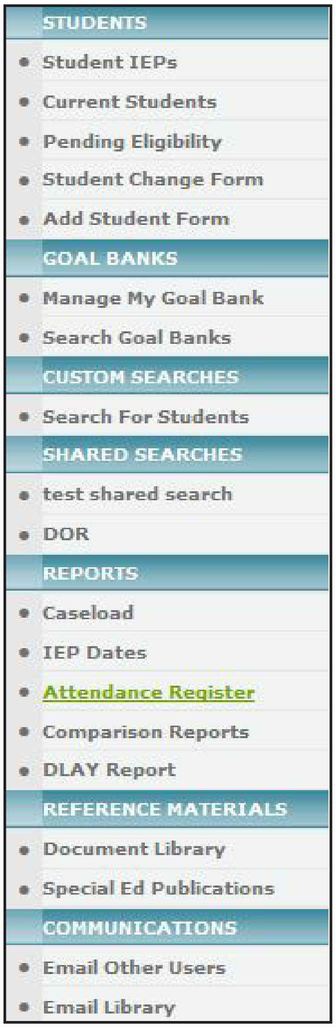
All requests can be cancelled as long as the status of the request is still Pending. Once the request has been processed by the district/SELPA office, the status will show as Completed and the teacher can click Remove Notice to remove the receipt off of the home page list.

The Left Side Navigation Bar

The column on the left is referred to as a navigation bar or nav bar. It is used to move around the site.

STUDENTS

- Student IEPs: Easy way to search for students assigned to the teachers caseload by either School of Attendance, last name, first name, or a combination of those. To view all Student IEPs, leave form blank and press Search for Student IEPs button. This search will display the Student IEPs list.



- Current Students: Listing students whose status is Eligible. Gives easy access to either the Student Record or IEP forms.
- Pending Eligibility: Listing of students whose status is Pending. Gives easy access to either the Student Record or IEP forms.
- Student Change Form: Used to communicate with the district/SELPA regarding students currently on the teachers caseload.
- Add Student Form: Used to communicate with district/SELPA to have students added to the teachers caseload.

GOAL BANKS

- Manage My Goal Bank: Access to create a personal goal bank/library.
- Search Goal Banks: Used to browse the various goal bank libraries available in the system.

CUSTOM SEARCHES

- Search for Students: Create a custom search which generates a report. The report can be viewed, printed, downloaded, used to print IEP forms, or Progress Reports in bulk.
- Links for any searches the user has created and saved to their nav bar.

SHARED SEARCHES

- Links for any searches that have been created, saved, and shared by the district and/or SELPA level users in the SELPA. If no searches display under shared searches, the district and/or SELPA has not set up any shared searches.

REPORTS

- Caseload: Report which displays listing of all students on the teachers caseload, used to view and/or print.
- IEP Dates: Listing of students displaying upcoming meeting dates.
- Attendance Register: Used to print out attendance registers.
- Comparison Reports: Used to run compassion reports on Student Record information.
- DLAY Report: Used to run Initial Evaluation and Third Birthday Reports.

REFERENCE MATERIALS

- Document Library: Where the district/SELPA may upload documents for the teachers use.
- Special Ed Publications: Various Special Education materials.

COMMUNICATIONS

- E-mail Other Users: Ability to e-mail other SEIS users in the SELPA.
- E-mail Library: Create/Store a library of e-mail messages.

The Top Navigation Bar

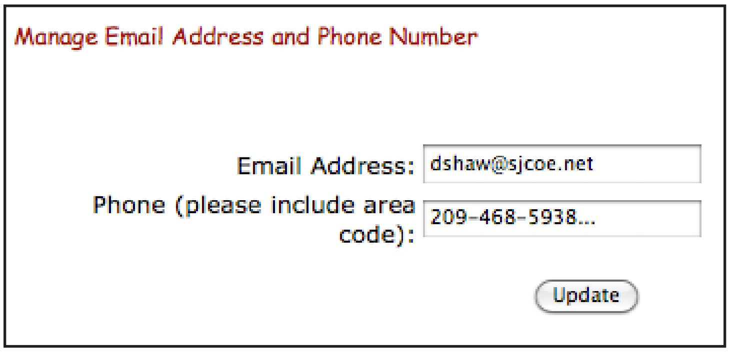
The Top Navigation bar is the green bar that can be found across the top of the page. The Top Navigation bar contains links for Home, Help Center, Manage Profile, Message Board and Log Off.**

HOME: This link will bring the user back to the SEIS Home Page.

HELP CENTER: Please see "Help Center" on page 12.

MANAGE MY PROFILE: Is broken into 2 sections. Manage E-Mail / Phone and Manage Password.

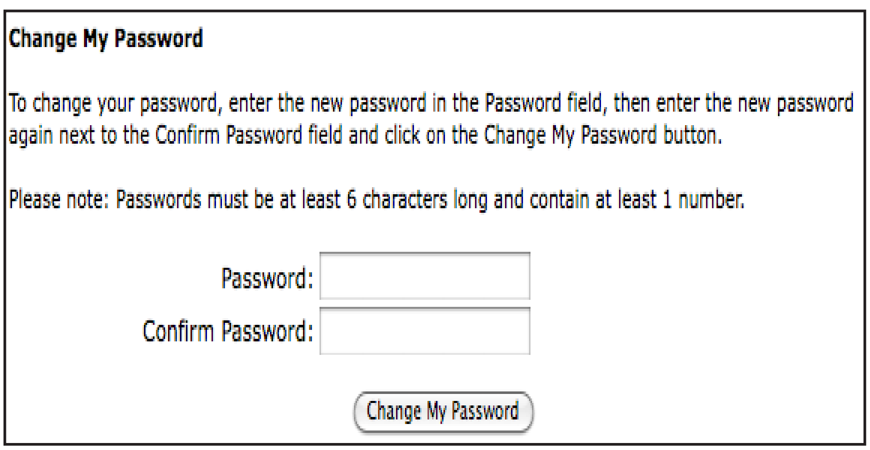
Manage E-Mail and Phone: Update or enter an E-Mail address and/or phone number.



Please Note: If questions are sent to the Help Desk by a user without a valid E-Mail address in their user profile, the Help Desk will have no way to reply to the E-Mail.

A valid phone number, including area code and extension (if applicable), is also very useful and should be kept updated in the user profile.

Manage Password: Update existing password. Passwords must be at least 6 characters and include at least one number. Think of the password as the key to the SEIS file cabinet which contains IEPs and other confidential information for every student accessible to the user.



DO NOT HAVE YOUR COMPUTER REMEMBER YOUR PASSWORD.

DO NOT SHARE YOUR PASSWORD.

WE ADVISED THAT YOU CHANGE YOUR PASSWORD PERIODICALLY.

TEACHER MESSAGE BOARD: Available for teacher users all across the state to post questions and advice from one teacher to another.

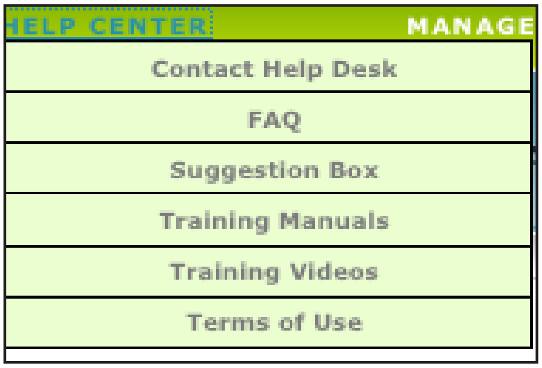
Please Note: The Message Board may contain ideas and opinions not supported by SEIS or by local districts or SELPAs.

LOG OFF: Must be used each time users want to log off of SEIS to close out the user account correctly. Leaving the computer open / logged on is just like leaving all of the files open on a desk.

***This Navigation bar will be different when viewed from a Future IEP form. These links change to correspond to the actions most likely to be used while on that page. The options that are shown while working on the IEP forms are: Edit Student, Student Listing, Student Change Form, and E-mail team.*

Help Center

The Help Center link is a drop down menu that includes access to the Help Desk, Frequently Asked Questions (FAQs), Training Manuals, PowerPoints and other training materials, Training Videos, the SEIS Suggestion Box, and the Terms of Use.



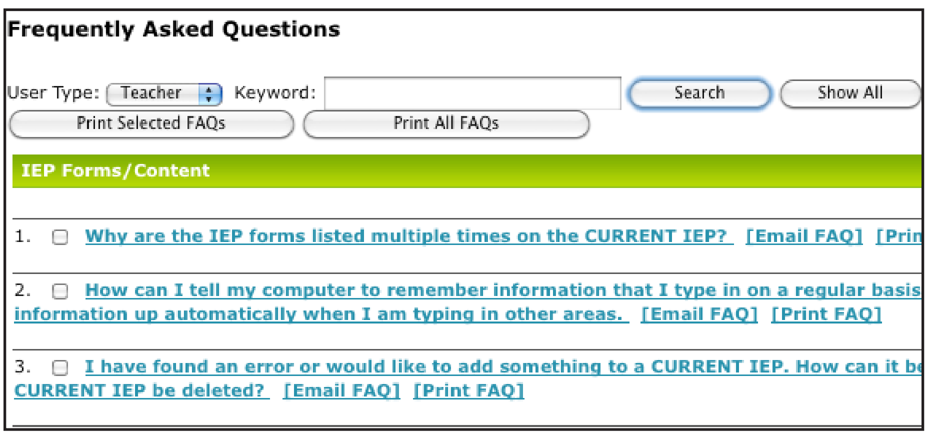
CONTACT THE HELP DESK: Lists local and toll free phone numbers as well as an E-mail contact form.

When contacting the Help Desk be sure to include as much information as possible. Any communication back and forth to clarify the initial question will only delay the resolution of the problem.

Please Note: If there is no E-mail address listed in the user profile, E-mails sent through the Contact the Help Desk link will not be sent.

When the Help Desk replies to an E-mail, the reply is sent to the E-mail address listed in the User's Profile. If the E-mail address is invalid, the Help Desk cannot reply to the E-mail.

Please Note: The SEIS Help Desk cannot advise on IEP content, local procedures, guidelines, and cannot reset passwords. The Help Desk will be happy to assist with any issues pertaining to the use of SEIS and any of its features.



FAQ SECTION: Contains common questions in categories such as CASEMIS, Student Status, Services, Service Providers, Printing, etc.

Users can search for FAQs by keywords, e-mail FAQs, and print them. Use the check boxes to the left to select certain items for printing.

SUGGESTION BOX: Users can submit suggestions to the SEIS team for review. The Help Desk reviews all suggestions that are submitted.

TRAINING MANUALS: View manuals, Power Point presentations, and materials user in training sessions.

TRAINING VIDEOS: View videos which demonstrate how to perform many different tasks in SEIS.

Lists of Students

Student IEPs List

	Student	Case Manager	School	Birthday	Eligibility	IEPs	Progress	DRDP
[Show Reporting Errors] [Affirm/Attest]	Abbot, Marty	nikki teacher	Nikki School 1	12/1/1999	Yes	[Future]		
[Show Reporting Errors]	Flynn, Andrea	nikki teacher	Nikki School 3	5/16/2005	Pending	[Future]		[DRDP]
[Show Reporting Errors] [Affirm/Attest]	Flynn, Betty	nikki teacher	Nikki School 3	1/1/2007	Yes	[Future]	[Progress]	[DRDP]
[Show Reporting Errors] [Affirm/Attest]	Flynn, Ferb	nikki teacher	Nikki School 3	8/31/2004	Yes	[Future] [Current]		
[Show Reporting Errors]	Flynn, Flint	nikki teacher	Nikki School 3	4/3/1998	Pending	[Future]		
[Show Reporting Errors] [Affirm/Attest]	Flynn, Forrest	nikki teacher	Nikki School 3	2/5/2001	Yes	[Future] [Current] [History]		

The Student IEPs list gives links for the Student Record, IEPs, Progress Reports that have been Affirmed, DRDP forms (if the SELPA uses that feature in SEIS), links to Affirm / Attest, and show CASEMIS errors.

- Show Reporting Errors link allows the user to check for CASEMIS errors at anytime on any student regardless of status.
- Affirm / Attest links are available only for Eligible students if the user is the Case Manager or has the Affirm
- IEPs permission. SEIS recommends that Affirming the IEP is the responsibility of the Case Manager only and should be done within 7 days of the IEP meeting.
- Click the Student's Name to be taken to the Student Record.
- Click Future to be taken to the Future IEP.
- Click Current to be taken to the Current IEP . (If the student has no Current IEPs, this link won't show).
- Click History to be taken to a list of all Historical IEPs for this student. (If the student has no Historical IEPs, this link won't show).
- The Progress link will display any Affirmed Progress Reports created for the student. If there have not been any Progress Reports Affirmed in SEIS this link will not appear.
- The DRDP link will show for students age 2-6, only if the SELPA is using that feature in SEIS..

Please Note: If teachers plan to print forms to take to the IEP meeting it is strongly recommended that they run the error check and clear as many errors as possible before printing out the Future IEP forms and attending the meeting.

To Access the Student IEPs list:

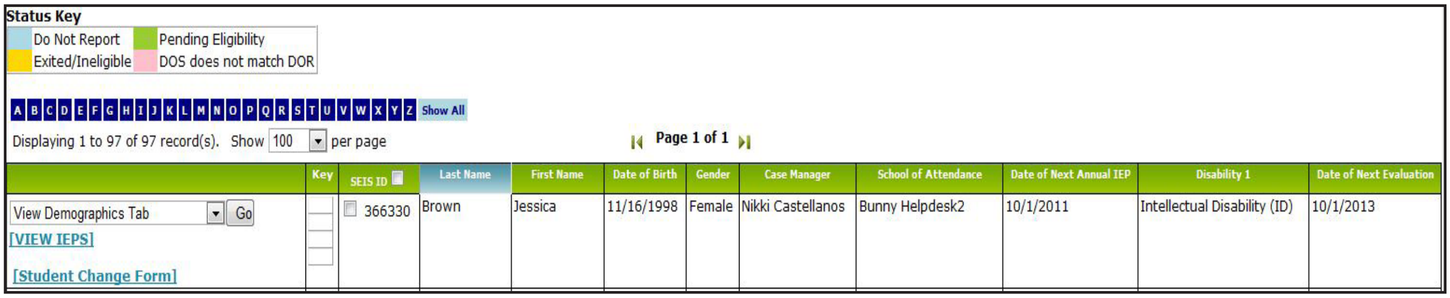
1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button. (This will bring up the Student IEP list for all students the user has access to. This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).

Current Students List

This is a list of all Current students (Students whose status is Eligible).

To access the Current Students List:

1. From the Home Page, click on the Current Students link in the STUDENTS section of the nav bar.



This will display the report view for all Current students. There is a drop down menu to the left of each student, defaulting to View Demographics Tab. Click the Go button to view the Demographics Tab of the Student Record. The drop down can be changed to go to other tabs of the Student Record directly.

The View IEPs link will take the user to the Student IEPs list page.

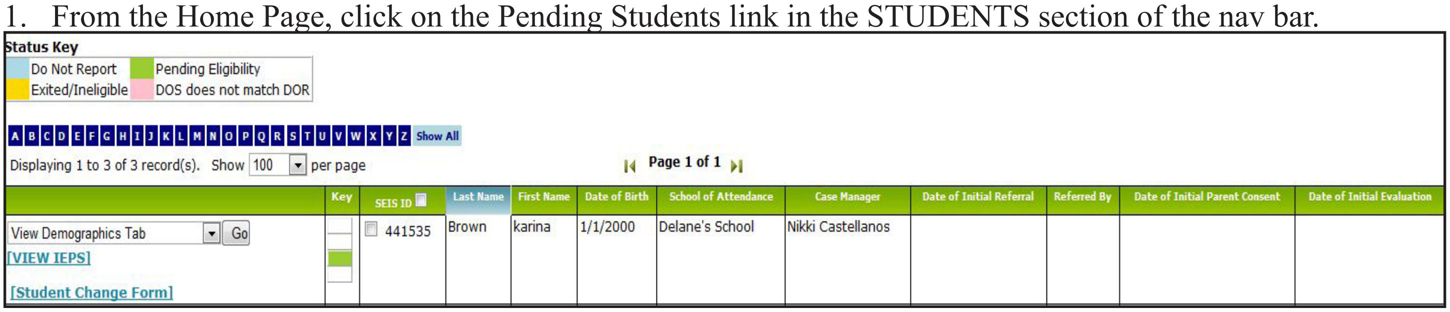
Clicking the Student Change Form link will take the usesr to a Student Change Form for that student.

Pending Students List

This is a list of all Pending Students (Students whose status is Pending).

To access the Pending Students List:

1. From the Home Page, click on the Pending Students link in the STUDENTS section of the nav bar.



This will display the report view for all Pending students. There is a drop down menu to the left of each student, defaulting to View Demographics Tab. Click the Go button to view the Demographics Tab of the Student Record. The drop down can be changed to go to other tabs of the Student Record directly.

The View IEPs link will take the user to the Student IEPs list page.

Clicking the Student Change Form link will take the usesr to a Student Change Form for that student.

Please Note: All Pending students have a green bar in their status key to easily identify them as Pending.

More Options:

Clicking either the Current Students or Pending Students links will display a search results page, often called the report view. There are different things that can be done with the results in the report view.

Things that can be done in the report view are:

- Results can be sorted by clicking on any of the column headers to resort the table. The column the table is currently sorted by display with a blue header. All other columns will display with a green header.
- View groups of students by clicking on the alpha bar letters.
- Use the drop down to the left of a student's name to access any of the pages of the record.
- The VIEW IEPs link will direct the user to the IEPs on file for that student.
- Notice the color-coded status key column.
- A pink square (DOS does not match DOR) indicates that the District of Service is listed as different from the District of Residence for that student.
- Green indicates the student is Pending Eligibility.
- Blue indicates the student is not being reported to CASEMIS.
- Yellow indicates the student has been Exited or is marked as DNQ/Not Providing Services - Plan Type 70/80/90.
- Determine how many records to show per page. Select the lowest number that will show a complete list.

Student Status

Student Status

A student's Eligibility status affects what can be done to the student's record.

Pending Eligibility:

Pending students are students that have been referred for assessment, but their Eligibility has not yet been determined. Once the assessment has been done they are changed to Eligible (Current) or to Plan Type 70/80/90 (DNQ or Not Providing Services). Pending students are NOT pulled into the CASEMIS report. This means that all status updates to pending students need to be completed before the final CASEMIS report is ran. When a student's record is transferred in SEIS to a new district, they will enter that new district as pending. The student will remain pending until the new district changes their eligibility status in SEIS. IEPs for Pending students cannot be Affirmed until they are changed to Eligible in SEIS.

Eligible:

Eligible Students are students who are receiving services and will be reported to CASEMIS twice a year. They need to be marked plan type 10 or 20. If at any point the student is determined to no longer be Eligible for Special Ed services, they will need to be EXITED from the system, not changed to DNQ/Not Providing Services. This is to ensure students are reported properly on the June CASEMIS report.

DNQ / Not Providing Services:

If the team determines the student to be Ineligible, or Eligible but not to receive services, the student needs to be marked DNQ / Not Providing Services (CASEMIS Plan Types 70, 80 or 90). Plan types 70 and 80 cover students who are Eligible but for some reason or another won't be receiving Special Ed Services. Plan Type 90 covers students found to be Ineligible. The IEP will not be Affirmed for these students in the same way as for an Eligible student. When the teacher sends the request via the Student Change Form requesting that the student be marked Ineligible, SEIS will verify that the required fields are error free in the CASEMIS A tab and then submit the determination of ineligibility or non service to the Admin/Clerical level. Once the district or SELPA changes the Plan Type, the student will be removed from the teachers caseload and the teacher will no longer have access to that Student Record. Also when the change is made, whatever info is listed on the IEP will be locked into .pdf format to be saved on the History tab of the Student Record, which can then be accessed by Admin level users even though the student is no longer available to the teacher.

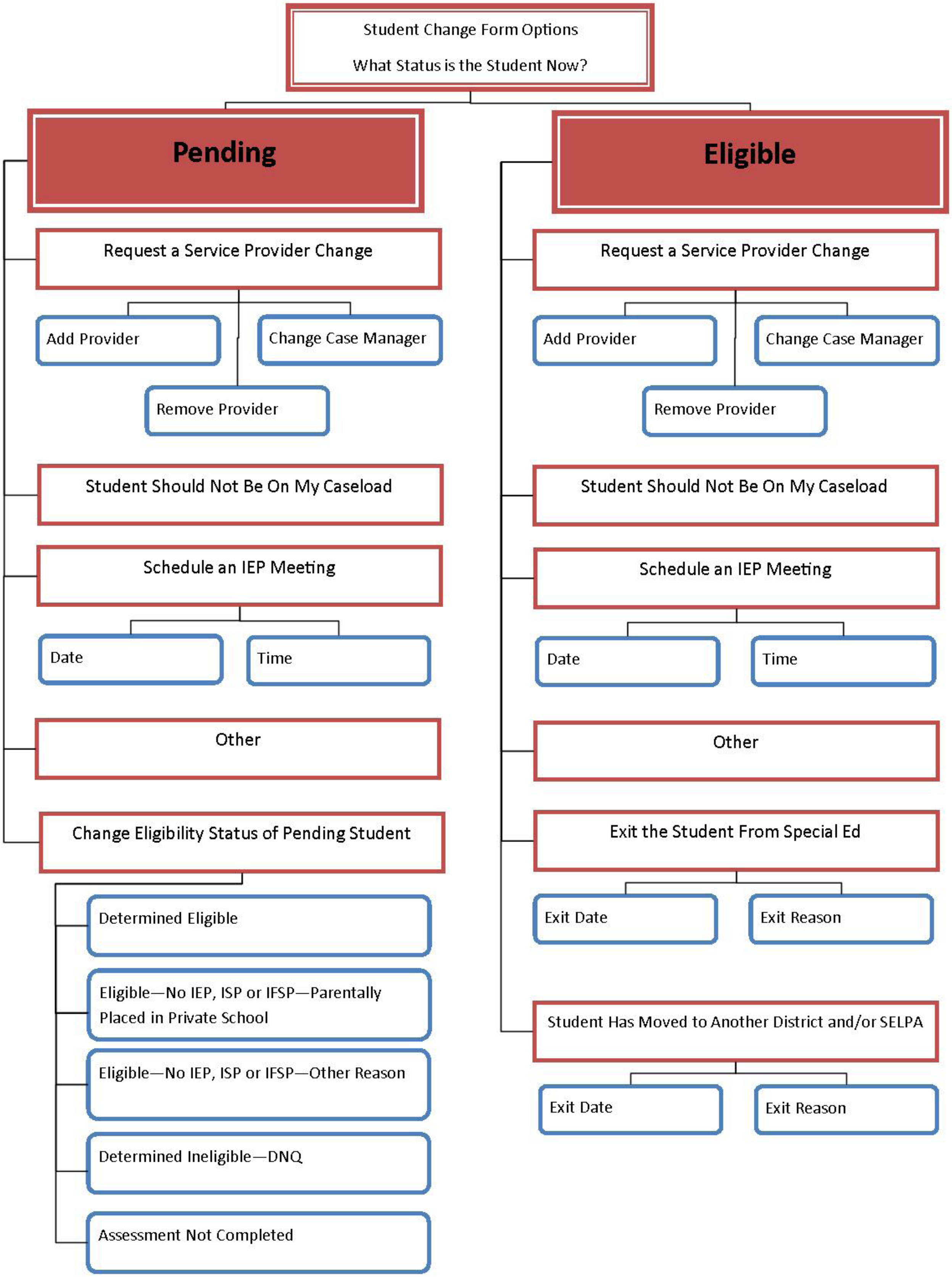
Exited Students:

Exited students are students who were Eligible but have exited the Special Ed program. This can include students who have graduated, students who have moved, or students who have become no longer eligible for services. When a teacher is aware that a student should be exited they will send the exit request via their Student Change Form. This will populate an alert on the Home Page of all admin users with access to exit that student. Once the change is made in SEIS, whatever information is listed on the Future IEP at the time of the status change will be locked into .pdf format to be saved on the History tab of the Student Record. If an exit IEP was held, verify it has been affirmed before the student is exited. Also, once the district or SELPA exits the student, the student will be removed from the teachers caseload and the teacher will no longer have access t o that Student Record.

Please Note: When a student is exiting special education, regardless of the reason, their IEP must maintain all of their information from when the student was receiving services. The services the student was receiving up until the exit IEP must remain listed on the IEP. An End Date should be entered on the service rather than deleting the service. All Disability and any other information needs to be kept in place. There is no need to input upcoming meeting dates as these future date fields are not CASEMIS required. Also, the Plan Type needs to remain as 10-IEP/IFSP or 20-ISP, rather than changing this field to plan type 70, 80 or 90. The reason services and other information must remain on the IEP is due to this information being reported to CDE during the end of year CASEMIS report. Once the student is Exited, an Exit Date and Exit Reason are input, so all information confirms that the student is no longer receiving any services.

Student Status and the Student Change Form

Just like the student status affects what can be done with the record, the status also affects the options availible on the Student Change Form. Below is a flow chart listing the different options availible for Pending vs. Eligible students.



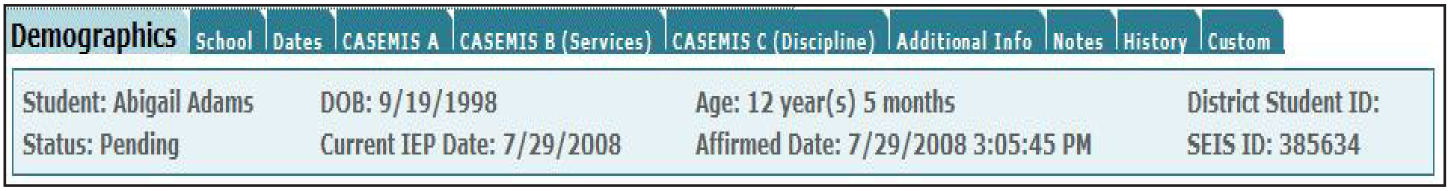
The Student Record

Student Record

The Student Record is NOT the IEP. There is only one version of the Student Record which will always contain the most recently entered data. The Student Record pages are linked to the Future IEP pages which means that once the information is changed on one, it instantly changes on the other. Though the Student Record and Future IEP pages are linked, there may be some data that is housed ONLY on the Student Record and vice versa.

The Student Record is also where the local SELPA and/or district can create custom fields to gather and maintain information that is important locally. All custom fields will be displayed at the bottom of the page they were added to.

Student Record Pages



The Student Record is divided into tabbed pages. The tab of the active page will be displayed in light blue with black font to distinguish from the other pages.

All pages have a consistent structure:

- A Student Search feature, abovce the tabs, that can be hidden if desired.
- Basic student information located at the top of the page, just beneath the tabs.
- A Save Form button is located at the top and bottom of each page.
- View IEPs and E-mail Team links are available below the Save button at the top of the page.
- Any custom fields created by the SELPA will display on the bottom of the Student Record pages they were assigned to when created.

All CASEMIS fields (fields that get reported to CASEMIS) will have the CASEMIS code listed in parenthesis. This allows the user to easily distinguish which fields are CASEMIS fields.

Please Note: Some districts may use the Integration feature in SEIS which links their SIS to SEIS. If a district uses Integration, SEIS data can be updated as often as nightly from their SIS. The district will need to make sure to make all changes to a student's information in the proper system (usually in the SIS and not SEIS) so that these changes won't get wiped out every time the Integration feature runs.

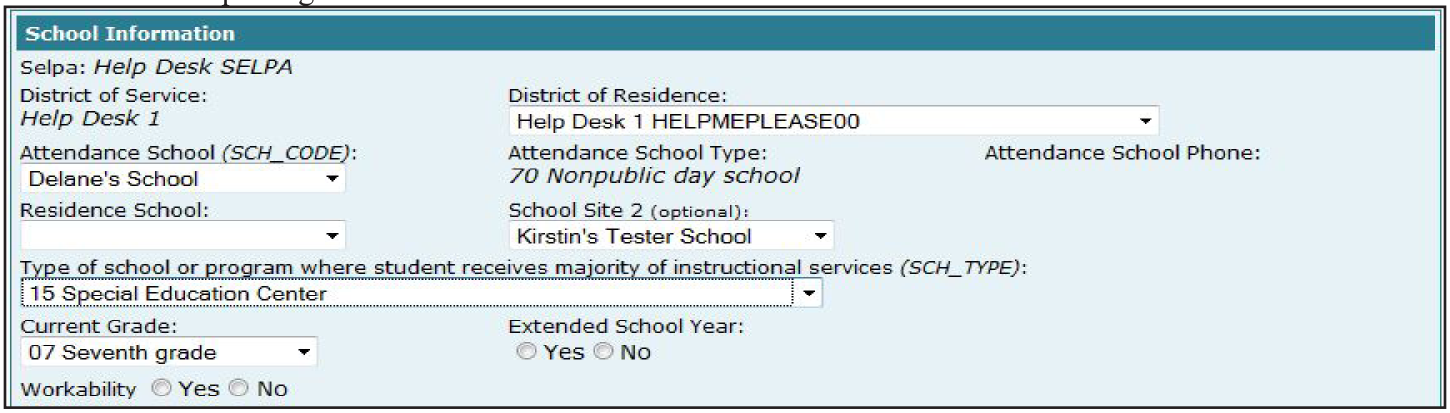
Demographics Tab

This tab houses all demographics information for the student. It has two main sections: Student Information and Parent Guardian Information.

Schools Tab

The Schools tab lists a student's District of Service (DOS), District of Residence (DOR), Attendance School, School Type, Residence School if it applies, and grade level of the student. Notice that District of Residence can be changed by using the drop down menu, but District of Service is read-only. In order to change District of Service the student's record must be transferred to a new district in SEIS.

Also notice that the Attendance School displays the School Type as read-only, but there is the option to select a different School Type if the student's situation calls for it. Both will default to the School Type that is in the school's profile, but if the School Type should be a different CASEMIS code for a particular student a different school type can be selected from the drop down menu. It is the selection in this pull down menu that is pulled for CASEMIS reporting.



Dates Tab

The Dates tab is one central location to find information about important dates such as referral dates, entry dates, date of last meeting etc. Some of these dates are CASEMIS fields and others are just for reference. Dates that are CASEMIS fields are distinguished by the official CASEMIS field name in parenthesis next to the date field.

Home Page notices for upcoming Annual and Triennial meetings are based on the Date of Next Annual IEP and Date of Next Evaluation. The notices can be manually adjusted from this page and are also automatically updated when Annual or Triennial is selected as the purpose of IEP meeting during the Affirm process.

Please Note: One date on this tab that can cause some confusion is the Entry Date. Here is info from the CASEMIS TAG about the Entry Date: Based on information available from school records or parent statement, it is the date when the student first entered special education. It is also defined as the date when the student first received special education services, including infant services provided through an IFSP if applicable. Note: If the student had entered the program, left, and then came back several times, use the date of the first entry to special education in this field.

Parent/Legal Guardian Signature is also displayed on the Dates tab. This field is required during the Affirm process and can be updated if necessary on the Dates tab at any time after the Affirm.

CASEMIS A Tab

All of the fields that are reported to CASEMIS for table A are stored on the CASEMIS A tab in the numerical order they are assigned by CASEMIS. CASEMIS field titles as well as explanations are listed for clarity.

Clicking on the Show CASEMIS Errors link at the top of the page will display an error message in red text next to each field in error, showing all fields which are incorrect or empty. When the CASEMIS errors are corrected on this page the corrected data will automatically be updated on the Future IEP.

CASEMIS B Tab

This is the page where services are recorded. These services will be reported to CASEMIS through table B. This tab also indicates all of the service providers that have access to the student's file and who the designated Case Manager is.

This page displays the same service grid that's also displayed on the IEP Services page. The difference between the Student Record Services tab and the IEP is that on the Student Record the user is able to run the CASEMIS error check, but the information is updated in both places as it's entered.

*Please Note: Unlike the CASEMIS A tab, the error check on CASEMIS B will show errors listed at the top of the service section, not next to each incorrect or blank field. Required CASEMIS fields are noted with a red asterisk * next to each field title, per service.*

Different SELPAs have different guidelines about some of the services. Contact the local SELPA with any questions about working with services, and choosing from the required fields

CASEMIS C Tab

Users must have the permission to edit this page, otherwise it will display as read only. Regardless of permissions, all users do have access to view the information that has been recorded on the student, so it may be useful to review this page. This is a good page to review when a new students is added to a teachers caseload because any historical discipline actions should be recorded here.

Additional Info

This page houses fields from the IEPs that are linked to the Search for Students feature.

Notes

Notes can be added to, edited, or deleted from this page at any time. Anyone who has access to this particular student can leave a note or attachment here. Think of this page as a bulletin board with a locked door that only certain people have the key to. These notes are NOT part of the IEP form. Often this page gets used to keep track of attempts to contact parents, but it can be used as a confidential place to note something about the student. Instead of E-mailing confidential information, colleagues can be E-mailed to check the new note of the Notes tab. Documents can also be added as attachments to this page. These are not attachments to an individual IEP but rather to the student's record, but the process is identical.

Please Note: Make sure notes are always professional. Users should never post anything to this page that they would not want to take ownership of. Anything posted on this page will have little value as a legal document, but can be subpoenaed, as can anything in SEIS.

History Tab

The History tab contains information and data about the student for as long as they have been in the SEIS system. This page records information on Case Managers, Service Providers, IEP's Status Changes, Transfers, Bulk Changes, and more! Information on this page cannot be edited. Information recorded on this page is based on actions taken in the system (Exiting, Transferring, Deleting services etc.) and if it could be edited it would cause an inaccurate history. There is a text box at the top of the History tab to make any notes necessary.

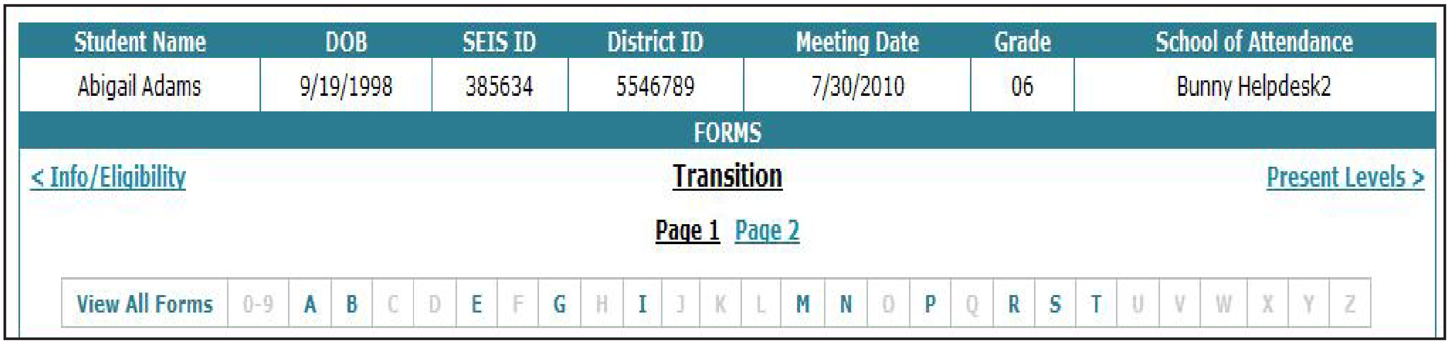
Custom Tab

As mentioned on previous pages, custom fields can be created by the district or SELPA. Custom fields are located on the various pages of the Student Record at the bottom of the page. This Custom Fields tab shows all custom fields created for the student without having to go to each Student Record tab individually.

Teachers who have students from different districts can have different custom fields for their students.

The IEP Forms

IEP Forms



Student Name	DOB	SEIS ID	District ID	Meeting Date	Grade	School of Attendance
Abigail Adams	9/19/1998	385634	5546789	7/30/2010	06	Bunny Helpdesk2

FORMS

< Info/Eligibility   **Transition**   Present Levels >

Page 1 Page 2

View All Forms | 0-9 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Please Note: Different SELPAs use different forms. The above list of forms is an example, and will differ from what each SELPA sees.

Future IEP:

The Future IEP is the working copy of the IEP. The information on the Future IEP is linked to the information on the Student Record which allows the IEP forms to be pre-populated with demographic data. In turn, what is entered on the Future IEP will reflect back onto the Student Record.

The Student Record is where data is pulled for all reporting, both local and state, and since the Student Record is linked to the Future IEP it is important for the Future IEP to be kept accurate. During the 2 CASEMIS reporting periods, November for the December 1st report and June for the June 30th report, the district or SELPA may ask users to refrain from entering upcoming meeting dates on the Future IEP forms.

There are 2 common methods to filling out IEP forms.

Some teachers complete the forms as much as possible before the meeting, print the pages to take them into the IEP meeting and hand write any changes and/or additions. Then after the meeting the new information is entered into SEIS, and the IEP is Affirmed/Attested. SEIS recommends that the CASEMIS Error Check is ran before printing the forms. By doing this errors on the forms can be corrected before obtaining a parent signature.

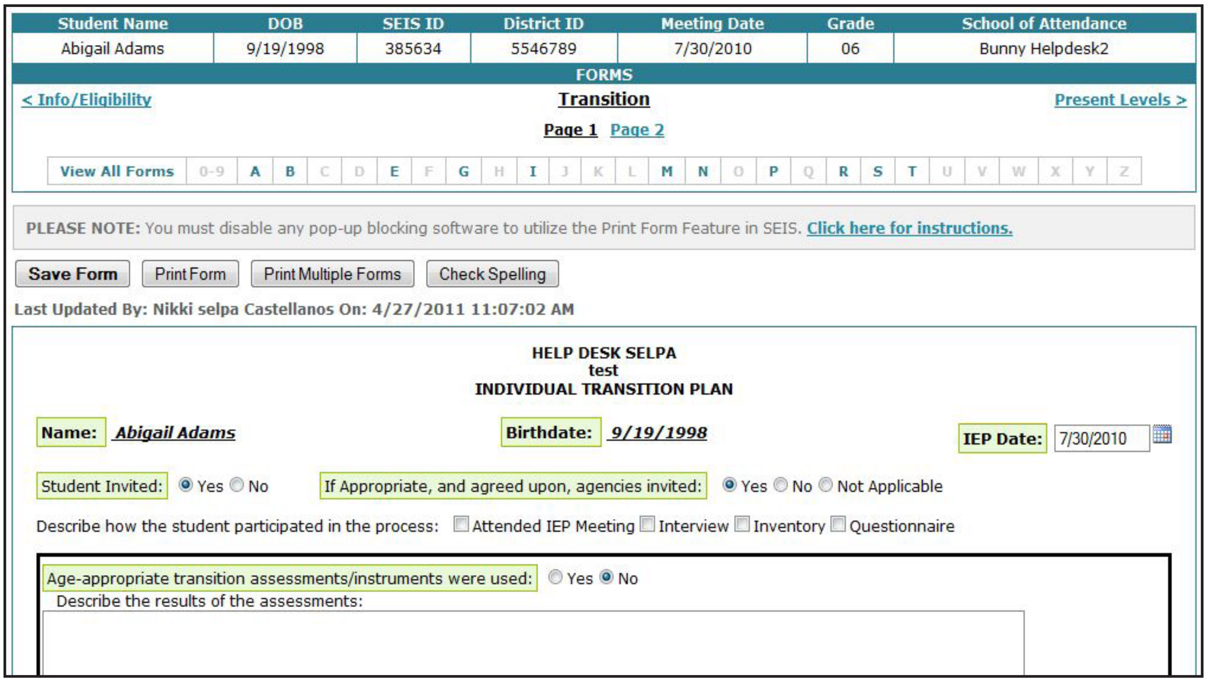
Some teachers fill out the forms in SEIS while the IEP meeting is being held. These teachers type information into the electronic version of the IEP as the meeting progresses, check for CASEMIS errors and print out the completed forms. Parent(s) signs the forms and the Case Manger Affirms/Attests the IEP. SEIS recommends having hard copy forms on hand in case of Internet or network problems.

Please Note: On the IEP the age is calculated using the IEP Meeting Date and the Date of Birth of the student while the age on the Student Record is calculated using just the date of birth; this is done to ensure the age on the IEP accurately reflects the age of the student at the time of the meeting.

For example if the IEP date on the future IEP is 4/19/2006 and the DOB of the student is 10/15/1991, on the IEP it will display as 14 and on the Student Record it will display as 15 but once the IEP date is changed to the new meeting date (e.g. 4/19/2007) it will change the Age and it will display as 15.

Data Entry Screen of Future IEP:

The data entry screen gives access to the IEP form so information can be edited or added. To make data entry quicker and more accurate, IEPs have many check boxes, radio buttons, and drop down menus. Spell check is also available on every page, and forms will expand to hold all the information a teacher may need to include. A standard header has been added to the top of the data entry screen which lists pertinent information about the student such as; Name, DOB, SEIS ID, District ID, Grade and School of Attendance.



Below the student header is a forms box which is used to navigate between the pages of the IEP. This box lists the title of the form that is in use in bold. If the form has multiple pages, links to additional pages are listed below the title. Links to navigate to the next or previous form in the order determined by each SELPA are available in the upper right and left corners of the Forms Box. There is also an A-Z alpha bar at the bottom of the form box. Clicking any letter will display all forms that start with that letter. Clicking the Show All Forms link will display all forms available to that SELPA in the order determined by the SELPA.

Below the Save button the page lists the last user to make changes to the page and save those changes. This will be updated by any user that makes a change to the page and saves that change.

All CASEMIS fields have been highlighted Green so users can easily distinguish which fields on the form are reported to CASEMIS. The Student Record is where data is pulled for all reporting, both local and state. Since the Student Record is linked to the Future IEP it is important the Future IEP to be kept accurate. Before the 2 CASEMIS reporting periods, November for the December 1st report and June for the June 30th report, teachers will want to refrain from entering upcoming meeting dates on the Future IEP forms as well as updating CASEMIS information.

When navigating around the pages of the IEP do not use the browser's BACK button. When exiting the IEP page do not directly shut the browser down from the IEP page. Either of these actions will leave the form checked out and unavailable to other users. This will most likely result in lost work if the form has to be released. To Exit the IEP pages use another link such as Home, Edit Student, Student IEPs List etc.

Once the meeting has been held, and the electronic Future IEP has been updated to match the hard copy version, it is time for Affirm/Attest. The Future IEP is affirmed/attested by the Case Manager and the Current IEP is created.

Current IEP:

The Current IEP is the IEP in SEIS that should be the most accurate representation of the paper copy IEP. It is in read-only format and cannot be edited. When the Current IEP is Affirmed it is locked into place as an uneditable .pdf. While the Current IEP cannot be modified, updates can be made to it by the use of Addendums and/or attachments.

Please Note: All of the pages of the Current IEP only have the option to View/Print.

From the IEPs list page, click Current to be taken to the Current IEP. A list of the Current IEP forms for the student will be displayed with the forms that were checked during the Affirm and Attest process in Bold. Click View/Print next to each form or use the check boxes to mark the pages and click Print Selected Forms to View/Print multiple forms.

Form	
Information/Eligibility	VIEW/PRINT
Transition Page 1	VIEW/PRINT
Transition Page 2	VIEW/PRINT
Special Factors	VIEW/PRINT
Statewide Assessments	VIEW/PRINT
Offer of FAPE: Services	VIEW/PRINT
Parent Consent	VIEW/PRINT
Prior Written Notice - All	VIEW/PRINT
Service Plan (Private School)	VIEW/PRINT
Excusal	VIEW/PRINT
Services	VIEW/PRINT
Interim Placement SC	VIEW/PRINT
Manifestation	VIEW/PRINT
Revocation of Consent	VIEW/PRINT
Offer of FAPE: Educational Setting	VIEW/PRINT

Historical IEP:

The Historical IEPs are all sets of IEP forms that have been Affirmed for the student in SEIS. Once a Future IEP is Affirmed/Attested it becomes the Current IEP. When another IEP meeting is held and the IEP is Affirmed/Attested, the previous Current IEP is placed into History. As the student remains in SEIS and more IEP's are Affirmed/Attested the History file will grow.

From the IEPs list page, click History to be taken to a list of all historical IEPs. Click View/Print to open the listing of forms for the selected IEP meeting. A list of all IEP forms will be displayed for that IEP.

Please Note: Different forms are used in different SELPAs, as students transfer between SELPAs the affirmed IEPs remain as they were when affirmed. The forms displayed in the picture are just an example and are not specific to any SELPA.

Other Types of IEPs:

A different type of Historical IEP can be found on the History tab of the Student Record. These are IEP forms that are locked into .pdf format when a student exits Special Education, transfers to another district/SELPA, or has an assessment that results in the student not receiving services. At the time these actions are performed in SEIS an IEP is saved on the History tab to record any data on the IEP forms at that time.

Please Note: While Progress Reports are created on the Future IEP, they are a separate document and will be explained in detail later.

The Student Record vs. The IEP

There are two large bodies of data in SEIS, the Student Record, which tends to be used most by Admin/Clerical level users, and the IEP, which tends to be used most by Teacher level users.

Student Record:

• Used mostly by Admin / Clerical level users

• Only one version with the most recent information

• Same Structure for ALL SELPAs using SEIS

All Demographics Data

SSID, SEIS ID and District ID

Parent / Guardian Info

School and District Info

Important Dates

ALL CASEMIS DATA

Disciplinary Actions

Student Record Notes and Attachments

Custom Fields: District or SELPA

IEP:

• Used mostly by Teacher level users

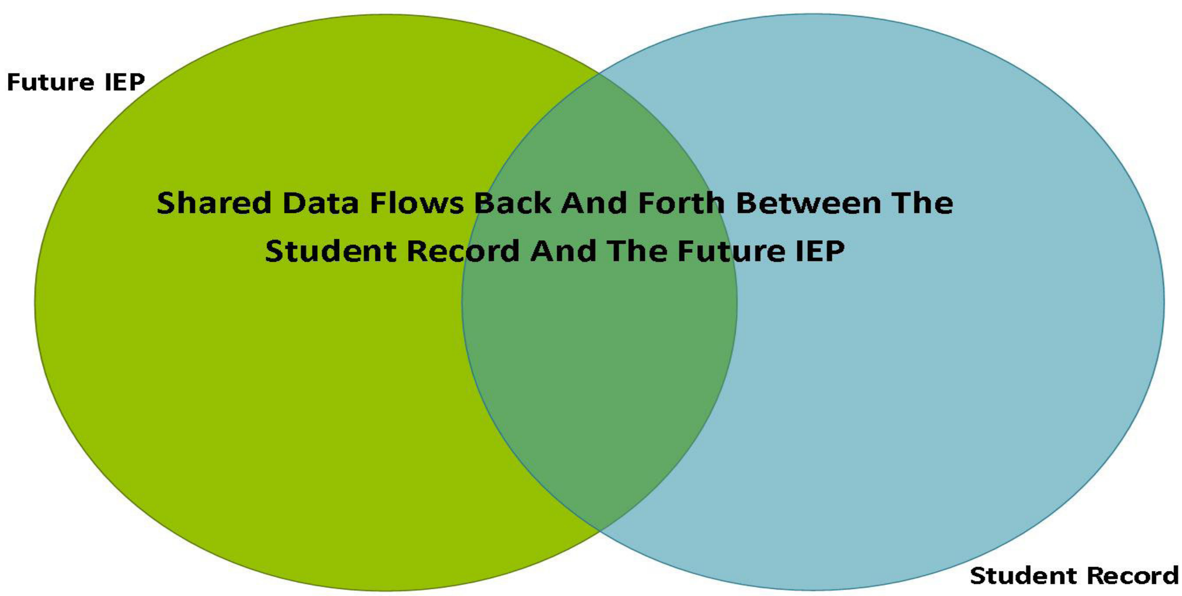
• Will have many iterations over time (Future, Current, Historical)

• Forms specific to each SELPA, which can vary greatly from SELPA to SELPA

All IEP forms in use by SELPA

Present Levels, Goals, Transition Pages etc.

Locked in un-editable .pdf format when affirmed



How To

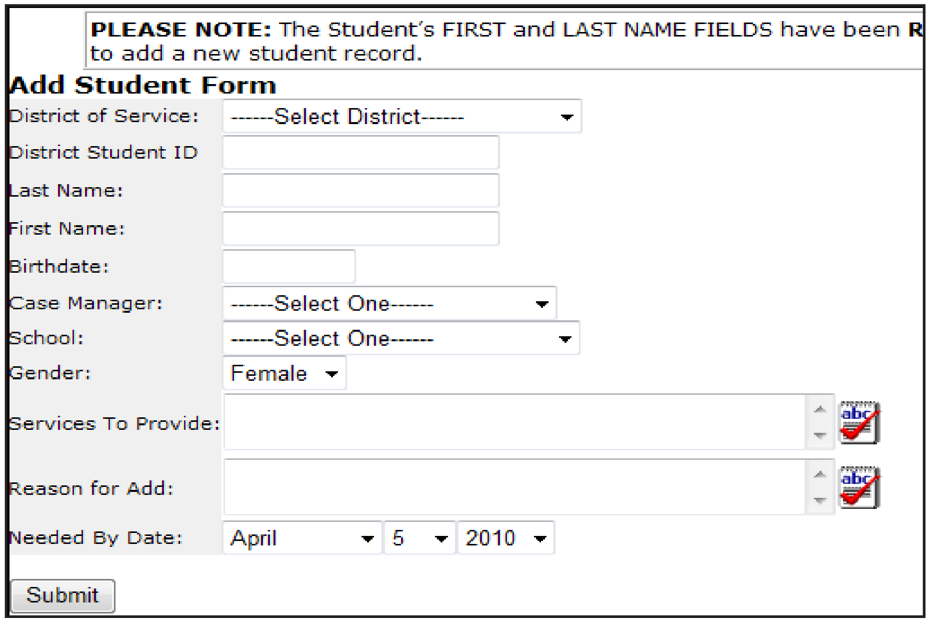
How To Request a Student be Added

The teacher's main role in SEIS is working on the IEPs. Administrative/Clerical level users usually work with adding student records, exiting students, caseload assignments, etc. That responsibility also includes verifying that each student for which a record is created for in SEIS does not already have a record in the SEIS system.

SEIS recommends that teachers submit requests to have students added to their caseloads as soon as possible to allow for processing time by the local district and/or SELPA.

How To Add a New Student to your Caseload:

1. From the Home Page, click on the Add Students link in the STUDENTS section of the nav bar.
2. Fill out the Add Student Form.
3. Click Submit. This will send the request to the district to process the request.



Please use legal names. If the students name is Cecilia do not request Sissy or Cece. The Admin Staff is going to do a search to see if there is already a record for the child in SEIS.

Please Note: If unsure about the spelling or other student info, make a note in one of the text boxes on the add form.

Monitor Requests:

Requests submitted to the local district and/or SELPA can be monitored via the users homepage. There is a notification for New Students to be Added in the Requests Submitted to to District/SELPA section of the users homepage. Simply click the view link to the right of the number to view the details.

After submitting the Add Request, there will be a link to Cancel Request, in case it was submitted in error. Once the request has been completed or denied, the Cancel Request link converts to Remove Notice.

MY CASELOAD REPORT		
New Additions to My Caseload	23	VIEW
Students Removed from My Caseload	6	VIEW
Number of Current Students	8	VIEW
Number of Pending Eligibility Students	9	VIEW

Click the Remove Notice link to remove the receipt of the request from the home page section.

Once then district/SELPA assigns a student to the users caseload, an alert will be displayed on the Home Page under the Caseload Report section as a New Additions to My Caseload. Clicking View will display the student(s) added to the users caseload, who added the student, and when. This list can be downloaded or printed for future reference.

How To Change a Student's Status

The Student Change Form is the other tool to communicate with the district/SELPA regarding students currently on the teachers caseload. There are three places the user can access the Student Change Form: Left hand navigation bar; Search Results pages; Future IEP data entry screen green navigation bar. Here are the steps from the navigation bar:

1. From the Home Page, click on the Student Change Form link in the STUDENTS section of the nav bar.
2. Select a student's name.
3. Choose an option from the drop down menu. The options available will depend on the student's Eligibility status.
4. Click Submit.

A few of the options on this form also trigger CASEMIS checks to make sure the information is accurate before submitting the request.

A complete list of the choices is shown here as well as in a flow chart in the Student Status Section.

Request	Options	Available to
Request a Service Provider Change	Add Provider, Remove Provider, Change Case Manager Comments box	Eligible students Pending students
Student should not be on my caseload	Comments box	Eligible students Pending Students
Schedule an IEP meeting	Date field, Time field Comments box	Eligible students Pending students
Exit the student from Special Education	IEP must be Affirmed/errors cleared before submitting form. Exit Date field and CASEMIS Exit Reason drop down Comments box	Eligible students
Student is moving to another district/ SELPA	IEP must be Affirmed/errors cleared before submitting form. Exit Date field and CASEMIS Exit Reason drop down Comments box	Eligible students
Change Eligibility status	**Determined Eligible Will Receive Services**-and comments box **Eligible-No IEP, IFSP or ISP**-Parentally placed in a private school. CASEMIS fields A1-A32 must be error free before submitting form.--and comments box. **Eligible-No IEP, IFSP or ISP**-Other Reasons CASEMIS fields A1-A32 must be error free before submitting form.--and comments box. **Determined Ineligible-DNQ -** CASEMIS fields A1-A32 must be error free before submitting form.--and comments box **Assessment not completed**---and comments box	Pending students
Other	Comments box	Eligible students Pending students

Please Note: For students marked 70/80/90, the system automatically takes a snapshot of the students FUTURE IEP when their Eligibility status is changed. This snapshot is stored in the student's History tab and can be valuable information for your district or SELPA.

Once submitted, all requests will post notices on the district and SELPA level users home page, and place a status of this request on the teachers home page so that the user is aware of the progress, similar to the Add Student Form.

The status of the requests submitted via the Student Change form can be tracked by viewing one of the four other home page notifications listed in the My Caseload Report and/or Requests Submitted to District/SELPA section of the teacher users home page.

These home page notifications are as follows:

Students Removed from My Caseload: Once the district/SELPA removes a student from the teachers caseload, an alert will be displayed via this home page notification. Clicking View will display the student(s) removed from the users caselod, who removed the student, and when. This list can be downloaded or printed for future reference.

Current Students To Be Exited: Displays a list of students that the user has requested be exited. This is where the user can see the status of the request. (Pending, Request Declined, or Request Completed) While requests are still pending, the user will still be able to cancel the requeset by clicking the Cancel Request link.

Change Pending Students to Ineligible/Eligible: Displays a list of students that the user has request be updated to ineligible or eligible. This is where the user can see the status of the request. (Pending, Request Declined, Request Completed) While requests are still pending, the user will still be able to cancel the requeset by clicking the Cancel Request link.

Student Record Changes: Displays a list of students that the user has requested all other changes for. This is where the user can see the status of the request. (Pending, Request Declined, Request Completed) The user can also view what the reason the request was submitted. While requests are still pending, the user will still be able to cancel the requeset by clicking the Cancel Request link.

Using the Proper Request:

The students status will determine the different request options availible for each student. For example, if submitting a Student Change Form for a Pending student, the options availible will be to request the student be made Eligible or DNQ/Not Providing Services Plan Type 70/80/90. There will not be an option to request the Pending Student be Exited, as only Eligible students should be Exited.

When submitting certain requests, such as Exit and Change Eligibility status, SEIS will review specific sets of data that are legally required for those students. Using the proper request option will assist with expediting the change in SEIS, as admin staff will have all the information needed to proceed with the request.

How To Access the IEP(s)

<u>How to Access the Future IEP:</u>

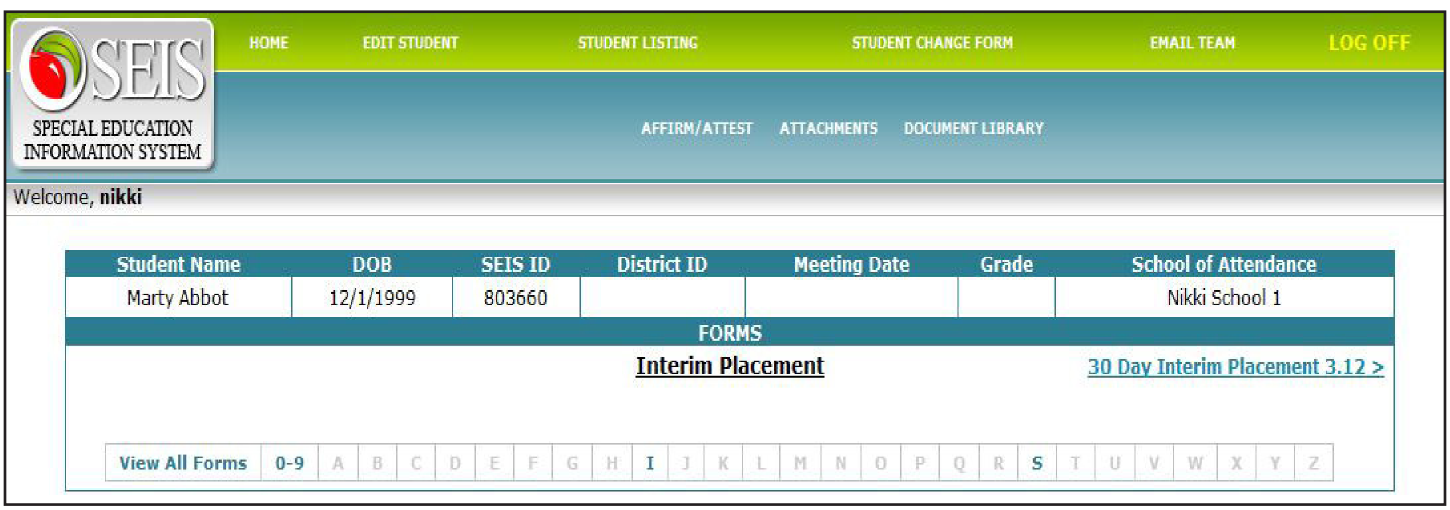
1. From the Home Page, click on the student IEPs link in the STUDENTS section of the nav bar.
2. Click Search (this will display the Student IEP list for all students the user has access to. Results can be narrowed down by entering a last name, first name or School of Attendance).
3. Click Future to edit the Future IEP.
4. A list of all IEP forms will be presented. *Please Note: The order in which forms are listed as well as the available forms displayed on this page are determined by each local SELPA.*
5. To enter information or work on the forms: Use the Edit link next to any of the pages to open the data entry screens and type information onto the IEP page(s).

A standard header will display top of the data entry screen which lists pertinent information about the student such as; Name, DOB, SEIS ID, District ID, Grade and School of Attendance.

Below the student header is a forms box which is used to navigate between the pages of the IEP. This box lists the title of the form that is in use in bold. If the form has multiple pages, links to additional pages are listed below the title. Links to navigate to the next or previous form in the order determined by each SELPA are available in the upper right and left corners of the Forms Box. There is also an A-Z alpha bar at the bottom of the form box. Clicking any letter will display all forms that start with that letter. Clicking the Show All Forms link will display all forms available to that SELPA in the order determined by the SELPA.

A green navigation bar will display across the top of the screen with links to functions in SEIS that are most likely to be needed when navigating through the IEP.

A blue navigation bar will display below the green navigation bar. This navigation bar contains links to Affirm/Attest the IEP (if the user is the casemanager, and the student is eligible), an attachment link to add attachments to the IEP, and also a link to the local documenet library (managed by the local district and/or SELPA).



Please Note: On the Data entry screen for any of the Future IEP pages, the green navigation bar at the top is slightly different than the one on the home page. It includes options related to creating the IEP and communicating with other IEP team members, district or SELPA staff. System navigation tools located in the top green and blue bars remain the same as the user navigates around the various IEP pages.

How To Access the Current IEP:

1. From the Home Page, click on the student IEPs link in the STUDENTS section of the nav bar.
2. Click Search (this will display the Student IEP list for all students the user has access to. Results can be narrowed down by entering a last name, first name or School of Attendance).
3. Click Current to access the Current IEP, which is the most accurate representation of the hard copy IEP and is in read-only (non-editable) format.
4. This will display a list of all the forms for that IEP. Those in bold have been selected as part of that IEP during the Affirm process. Those that are grayed out were not selected as part of the IEP during the Affirm process, but can still be viewed.
5. Click the View/Print link next to the form to view and/or print the read-only version of the form . To view and/or Print more then one form at a time click the check boxes next to the group of forms then click the Print Selected Forms button.

How To Access a Historical IEP:

1. From the Home Page, click on the student IEPs link in the STUDENTS section of the nav bar.
2. Click Search (this will display the Student IEP list for all students the user has access to. Results can be narrowed down by entering a last name, first name or School of Attendance).
3. Click History to access the a list of all Historical IEPs which will be in read-only (non-editable) format. The list will include the meeting date, the affirm date, who affirmed the IEP, the purpose selected, and if the IEP has addendums and/or attachments.
4. To view and/or print the IEP, click the View/Print link next to the IEP.
5. This will display a list of all the forms for that IEP. Those in bold have been selected as part of that IEP during the Affirm process. Those that are grayed out were not selected as part of the IEP during the Affirm process, but can still be viewed.
6. Click the View/Print link next to the form to view and/or print the read-only version of the form . To view and/or Print more then one form at a time click the check boxes next to the group of forms then click the Print Selected Forms button.

Please Note: If the Current and History links don't show on the Student IEP list, the student doesn't have any Affirmed IEPs.

Historical IEPs for Art Aeroplane

Return to IEP List

*Please Note: Below is a list of all affirmed/attested IEPs for this student.

	Meeting Date	Affirm/Attest Date	Affirm By	Purpose(s)	Has Addendums	Has Attachments
View/Print	January 14, 2010	January 15, 2010	Nikki Castellanos	IEP Annual	No	No
View/Print	January 14, 2009	January 30, 2009	Kirstin Marble	IEP Annual	No	No
View/Print	January 14, 2008	June 20, 2008	Karina Vargas	IEP Triennial	No	No
View/Print	January 11, 2007	February 6, 2007	Nikki Castellanos	Annual	Yes	No
View/Print	June 14, 2006	June 22, 2006	Nikki Castellanos	APE amendment	No	No

How To Run a CASEMIS Error Check on a Student Record

Any Service Provider can run an Error Check by clicking on Show Reporting Errors link. While the CASEMIS error check is helpful in catching most errors, the Case Manager still needs to check accuracy of the data. For instance if Hispanic is entered for Ethnicity, SEIS has no way of knowing if that is correct or not, it can only check to see if the field is filled out.

The Error Check can be accessed from a few different areas in SEIS, by any service provider with the permission to edit the Student Record.

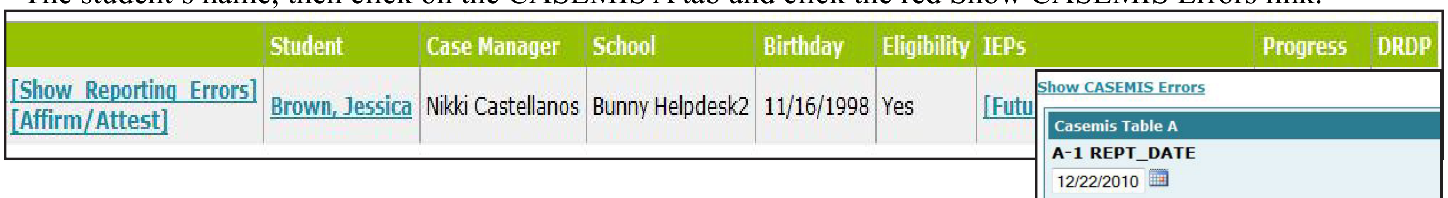
Places To Can Access the Error Check:

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).

From here click either:

• The blue Show Reporting Errors link.

• The student's name, then click on the CASEMIS A tab and click the red Show CASEMIS Errors link.



A CASEMIS error check CAN be ran for Pending students, but the Affirm/ Attest option for an IEP is ONLY avalible for eligible students.

How To Complete the Error Check:

1. Scroll through the CASEMIS A tab looking for errors shown in red.
2. When an error is found, read the error description and fix the error.
3. Click the Save Button at any time to save the information on the page.
4. Once the page is error free, click the Save button and then click the CASEMIS B tab.
5. Click the red Show CASEMIS Errors link on this page. *Please Note: Errors on this page will show at the top of the services section, not next to each field like the CASEMIS A tab.*
6. Find out which fields have errors and correct them.
7. Once the page is error free, click the Save Button.

Please Note: Some fields may have the same error number/descriptor as some errors are related. For example the error "Error: E137 GRADE IS 04 FOR AGE 1" will show next to the student's Birth Date field, and next to the Grade field. This is because the error could be caused by either the selected grade level being incorrect, or the Birth Date being incorrect. Review both fields and when corrected in one place, both errors will disappear.

How to Affirm / Attest

Remember: The LEGAL IEP is the signed, hard copy, paper version with the original parent's signature. It may have notes in the margin and hand writing on the back, but this is the LEGAL document. Affirm/Attest is the process to ensure that the data that entered into SEIS accurately represents what the parent agreed to at the IEP meeting.

Affirm/Attest is generally done by the student's Case Manager ONLY. Some SELPAs may establish different users to do Affirm/Attest. Be sure to follow any local guidelines. Make sure NOT to Affirm/Attest until all service providers have entered their information after the meeting has been held.

When an IEP is Affirmed it will become the Current IEP. The forms of the Affirmed/Attested (Current) IEP cannot be modified , however, they can be viewed and/or printed. Addendums and Attachments can also be added to it.

Affirm/Attest Buttons Are Located:

1. At the top of each Future IEP data entry page.
2. On the Student IEPs listing page.

The Affirm/Attest buttons are ONLY availible for Current Students for whom the user is the Case Manager. Pending students will NOT have the Affirm/Attest option available until the student is designated as Eligible. If you are a provider but NOT the Case Manager, you will not have the Affirm/Attest link.

Affirm Process:

Click the Affirm / Attest link to begin the Affirm / Attest process. There are 4 steps in the that must be completed in order for the IEP to be Affirmed.

Step 1 - Initiate Affirm / Attest:

This screen will show the student's name and DOB. It also lists all the steps in the Affirm Process.

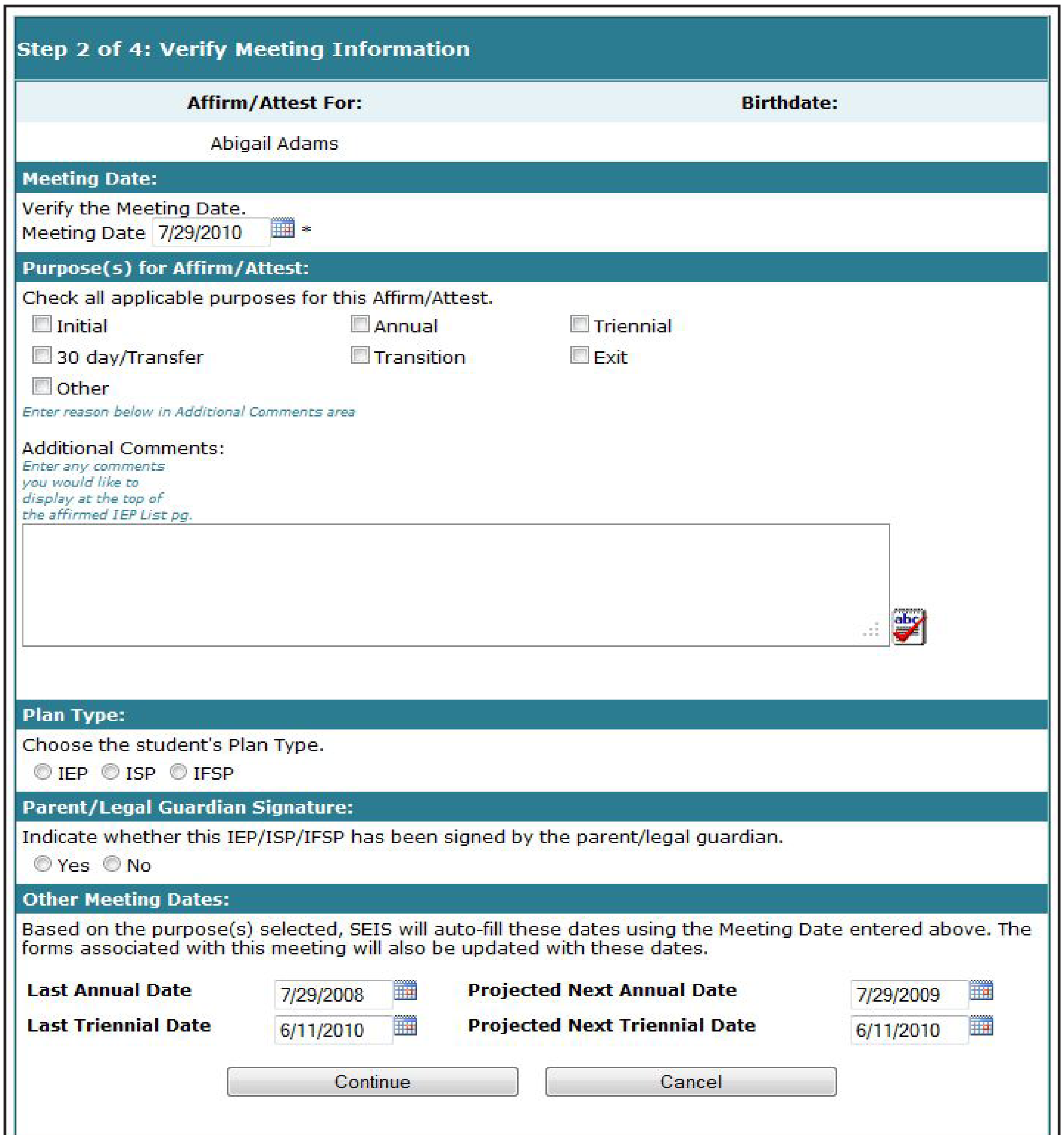
1. Click the Begin Affirm Process button.

Step 2 - Verify meeting Information:

1. Verify the meeting date at the top of this page. The Meeting Date comes from the IEP forms. If this field was not filled out the date this field will be empty. The Affirm process cannot be completed until a meeting date is entered.
2. Use the check boxes to indicate the purpose of the meeting. If Annual and/or Triennial are indicated, the projected next date fields at the bottom of this screen will adjust to the meeting date, and show projected dates for the next Annual and/or Triennial IEP meetings.

If BOTH Annual and Triennial apply be sure to check BOTH. SEIS will not make assumptions. Be sure to check ALL meeting types that apply.

3. Add any additional comments as necessary.
4. Choose the Plan Type the student is currently on, either IEP, ISP or IFSP.
5. Indicate whether the parent / legal guardian has signed the IEP at the time of Affirm. (see Parent/Guardian signature section for more info on this feature).
6. Review Other Meeting Dates and adjust if necessary.
7. Click the Continue button.


Step 2 of 4: Verify Meeting Information

Affirm/Attest For:	Birthdate:
Abigail Adams	

Meeting Date:

Verify the Meeting Date.
Meeting Date 7/29/2010 *

Purpose(s) for Affirm/Attest:

Check all applicable purposes for this Affirm/Attest.

☐ Initial ☐ Annual ☐ Triennial
☐ 30 day/Transfer ☐ Transition ☐ Exit
☐ Other

Enter reason below in Additional Comments area

Additional Comments:
Enter any comments you would like to display at the top of the affirmed IEP List pg.

Plan Type:

Choose the student's Plan Type.
○ IEP ○ ISP ○ IFSP

Parent/Legal Guardian Signature:

Indicate whether this IEP/ISP/IFSP has been signed by the parent/legal guardian.
○ Yes ○ No

Other Meeting Dates:

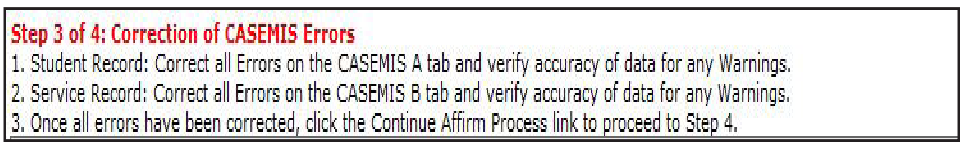
Based on the purpose(s) selected, SEIS will auto-fill these dates using the Meeting Date entered above. The forms associated with this meeting will also be updated with these dates.

Last Annual Date	7/29/2008	**Projected Next Annual Date**	7/29/2009
Last Triennial Date	6/11/2010	**Projected Next Triennial Date**	6/11/2010

Continue Cancel

Step 3 - CASEMIS Error Check:

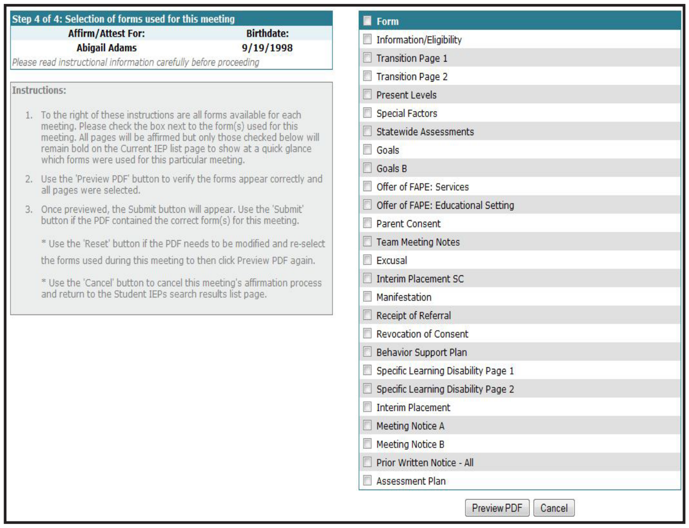
If there are CASEMIS errors on the Student Record they will need to be corrected before the Affirm can be completed. (If the Student Record is error free the user will be directed to step 4.)

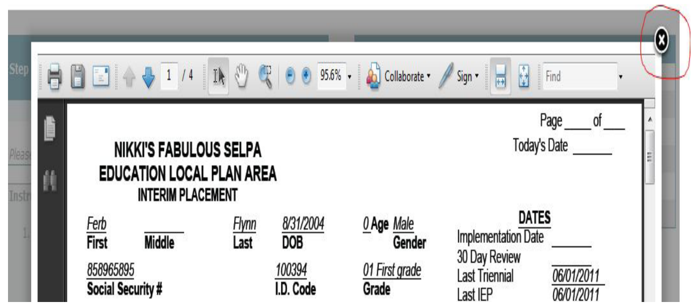


1. Click the Show CASEMIS Errors link on the CASEMIS A tab.
2. Scroll through the CASEMIS A tab looking for errors shown in red.
3. When an error is found, read the error description and fix the error.
4. Click the Save Button at any time to save the information on the page.
5. Once the CASEMIS A tab is error free, click to move to the CASEMIS B tab.
6. Click the red Show CASEMIS errors link on this page. *Please Note: Errors on this page will show at the top of the Services section, not next to each filed like the CASEMIS A tab.*
7. Find the fields that have errors and correct them.
8. Once the page is error free, click the save button.
9. Click the link at the TOP to return to Affirm / Attest page. *Please Note: If the CASEMIS tabs still contain errors, users will remain on the page. Users will only be able to complete the Affirm process if all CASEMIS errors have been cleared.*

10. Step 4 - Select Forms:

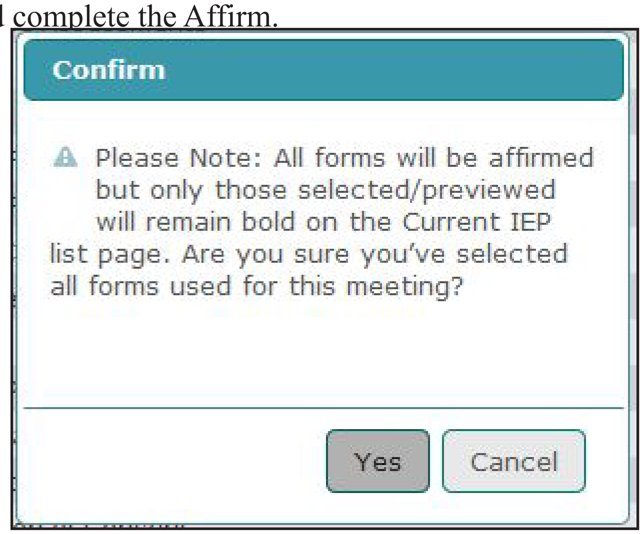
In this step users will be prompted to preview the selected forms before the Affirm is finalized. This .pdf preview process will enable users to verify they've selected the correct group of forms used for the particular meeting with options to Submit if all appears accurate or Reset selection if forms selected need to be added / removed.





1. Check the box next to the form(s) used for this meeting. *Please Note: All pages will be affirmed but only those checked will remain bold on the Current IEP list. This will show at a quick glance which forms were used for this particular meeting.*
2. Click the Preview .pdf button.
3. Verify that all the correct forms were included in the .pdf that is generated.
4. Close down the .pdf preview using the X in the upper right hand corner. The buttons available under the list of forms now include a Submit button and a Reset button.
5. If the .pdf is accurate skip to step 7. If any forms need to be added or removed to make the list accurate, click the Reset button. This allows the user to add or remove any forms from the list to make the .pdf accurate. *Please Note: If the forms are reset all forms previously checked will remain checked.*
6. Once the form selection is fixed return to step 2.
7. Click the Submit button to submit the accurate .pdf file and complete the Affirm.
8. Click the Ok button in the confirmation window.
9. The IEP has successfully been Affirmed. It can be viewed as the Current IEP.

Please Note: If the confirmation stating that the Affirm/Attest process has completed successfully and the IEP isn't listed as the Current, the Affirm process was not completed and the IEP was not Affirmed.



How To Add an Attachment to an IEP

Attachments can be added to any IEP for any student. *Please Note: Attachments stay with the IEP they are attached to. For example, if an attachment is added to the Future IEP, when that IEP is affirmed the attachments will move with the IEP to the Current IEP and so on.*

There can be a few reasons why adding an attachment to an IEP may be needed, some of which might be:

- A correction has been found that that needs to be made to the Current IEP.
- Attaching scanned signature pages that have been signed.
- The SELPA is in the practice of attaching certain reports to IEPs.

The steps for adding the actual attachment are the same, but if correcting a mistake on a Current or Historical IEP there are a few additional steps to take.

Correcting a Mistake on an IEP:

Affirmed IEPs cannot be edited or deleted, they are locked in .pdf format. Instead make the necessary changes on the form(s) in the Future IEP and attach .pdfs of these forms to the Current IEP, and leave comments so that other users will see at a glance the story of the IEP.

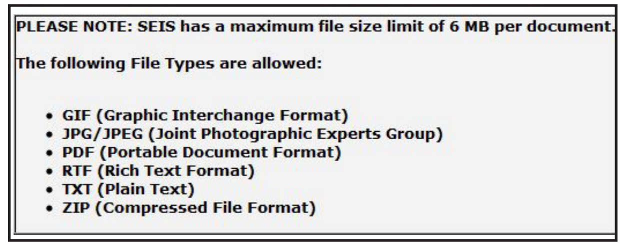
This will leave an accurate description of the that IEP as it moves into history, and will update the Future IEP so that is accurate and up to date for the next IEP meeting for the student. As the Future IEP is updated, so is the Student Record in SEIS, so data is accurate for searches and reporting.

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click Future to access the Future IEP.
4. Make the corrections to the necessary forms(s) and save.
5. While on the Future IEP form listing page check the check box to the left of each form that corrections have been made to.
6. Click the Print Selected Forms button.
7. A window will appear with the forms selected in .pdf format. Click the File Menu and select Save As and save the .pdf forms to the computer. This is the file that will be attached to the Current IEP. (**SEIS recommends including the student's First Name (Example: 4/1/2010 Corrections to Jessica's IEP).**
8. Close the .pdf window. To add the attachment, see instructions below.

Adding an Attachment to an IEP:

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar .
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click on the students IEP that the document will be attached to (Future, Current or History).
4. Click on the Attachments link.
5. Click on the Add an Attachment Link.

6. Title the attachment. SEIS recommends including the student's First Name (Example: 4/1/2010 Corrections to Jessica's IEP).
7. Click the Browse button and find the file you want to upload.
8. Click the Submit button to attach the .pdf file to the IEP.
9. Click the Return to IEP link to return to the Current IEP and view the attachment.



If the Attachment includes student info, return to wherever the file was saved on the computer and delete it. Then go to the computer's recycle bin and empty the trash. SEIS is a secure site for these attachments since it is password protected. The computer might not be.

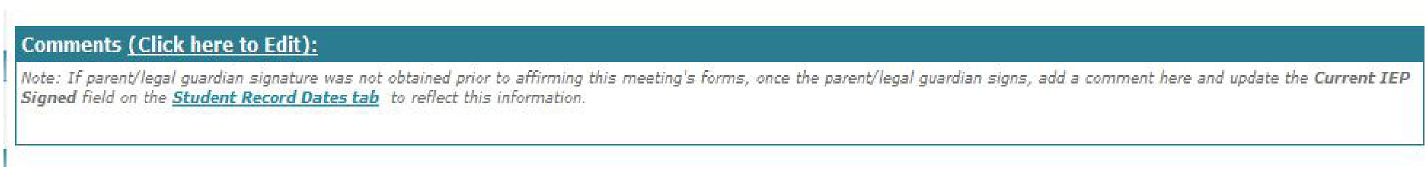
Please Note: When attaching to the Future IEP, there are two ways to get to the attachment screen. From the students Future IEP click the link to add an attachment. Also while on the data entry screen for any form in the Future the link will be available in the blue navigation bar at the top that says Attachments. If using this link start at step 4 of the instructions above.

Please Note: Documents from the Document Library can also be attached to a student's IEP. To do so, download the document from the Document Lbrary and follow steup 1-10 in the Adding an Attachment to an IEP section one the previous page.

How To Add a Comment to an IEP

Adding a comment to an IEP is a feature only available to Current and Historical IEPs. When adding an attachment to an Affirmed IEP, we often recommend that a comment is also added to go along with the attachment, especially if the attachment is a correction. Here are instructions for how to add comments to your IEP:

1. Click on the students Current IEP link.
2. Click on the the Click Here to Edit link located in the header of the Comments box at the top of the Current IEP form listing page.



3. Enter any comments into the text box.
4. Click the Save Button next to the Comments Box.

How To Do an Addendum

The link to Add Addendum/Amendment is only available on the Current IEP. Once an IEP meeting has been held and the IEP has been Affirmed/Attested in the SEIS system, changes/additions from the original meeting can be recorded via an Addendum/Amendment form.

Add an Addendum/Amendment   Click Here to Update Future IEP Pages

Addendums/Amendments	Added	Date	Affirmed By/Date
[EDIT] [PRINT] [DELETE]	9/23/2010	9/1/2010	
[PRINT]	9/23/2010		nikki teacher / 07/19/2011
[PRINT]	8/2/2010	9/23/2010	nikki teacher / 07/19/2011

Please Note: An Addendum that has only been saved will have link available to edit, print or delete. Once the Addendum has been Affirmed only the option to print will be availible. If an Addendum that has been Affirmed needs to be deleted, please contact the local district or SELPA as they can delete affirmed addendums.

How To Add a New Addendum:

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click Current to access the Current IEP.
4. Click the Add an Addendum/Amendment to this IEP link.
5. Fill out the Addendum form. *Please Note: Addendum forms will vary depending on the form the SELPA has selected to use.*
6. Click the Save Form button. *Please Note: This will only save the Addendum, not Affirm it.*

How To Edit an Existing Addendum:

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance)
3. Click Current to access the Current IEP.
4. Click the Edit link on the existing addendum.
5. Make any necessary changes.
6. Click the Save Form button. Please Note: This will only save the Addendum, not Affirm it.

How To Print an Addendum:

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.

2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).

3. Click Current to access the Current IEP.

4. Click the Print PDF link next to the addendum.

To print the addendum/amendment in Spanish, choose Spanish in the Print Forms In drop down at the top of the list of forms, then click the View/Print link to the left of the Addendum/Amendment.

Please Note: This will only print the form in Spanish, not the content. The form will only print in Spanish if available.

How To Affirm an Addendum:

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click Current to access the Current IEP.
4. Click the Edit link on the existing Addendum.
5. Click the button to SAVE / Affirm.

Once Affirmed, the system will date stamp the Addendum/Amendment with the date it was Affirmed. It will also list the user who Affirmed the Addendum.

Unaffirmed Addendums List:

On the home page there will be a list of all the Addendums that have been started but not Affirmed.

UNAFFIRMED IEPS		
Unaffirmed IEPs	7	VIEW
Unaffirmed Addendums/Amendments	22	VIEW

(Note to new SEIS users: if an Addendum/Amendment has been held after starting the SEIS system for an IEP that was held PRIOR to starting the SEIS system, continue using the local SELPAs hardcopy Addendum/ Amendment form and not input this information into SEIS. Being that the full IEP was held "pre-SEIS" the option to add an Addendum/Amendment is not available, until the student has a new full IEP and is then entered into SEIS to create the Current IEP.)

How To Print an IEP

All of these instructions start with the user accessing the IEP they want to print. To get to the screen where the IEPs are accessible:

1. From the Home Page, click on the student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Displayed will be a list of the different types of IEPs available, either Future, Current or Historical.

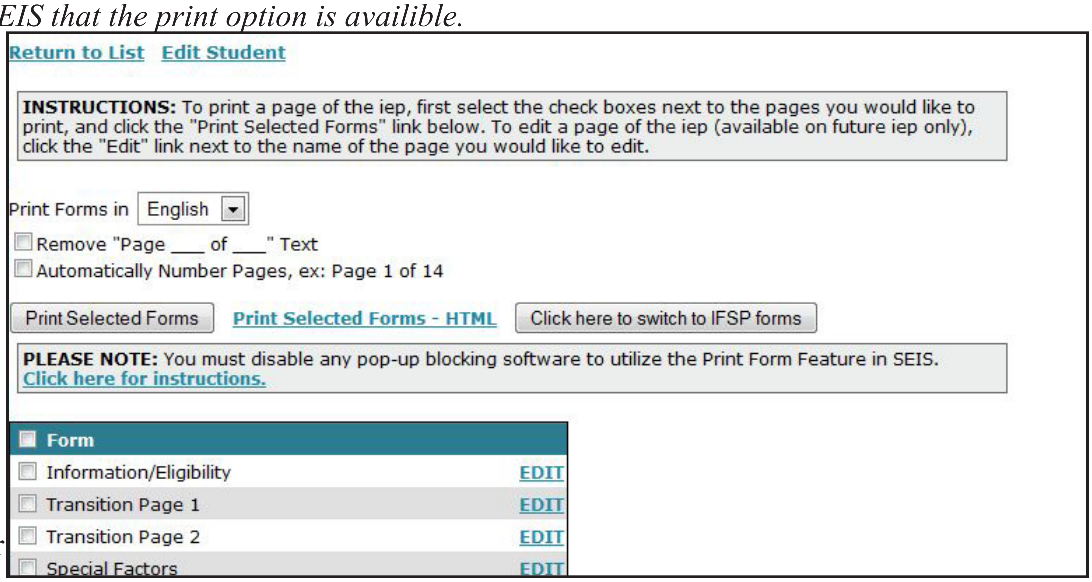
How To Print a Current or Historical IEP One Page at a Time:

1. Find the desired IEP.
2. Click the View / Print link to the right of the page/form desired.
3. This will generate the .pdf.
4. Click the printer icon or select File-->Print.

How To Print a Future IEP One Page at a Time:

Please Note: It is often easier to follow the steps to print multiple pages, but only select the one page to print. These instructions will provide step by step instructions regarding how to print from the data entry screen, which is another place in SEIS that the print option is availible.

1. Find the desired IEP.
2. Click the Edit link to the right of the page/form desired.
3. Once on the data entry screen click the Print button at the top of the page.
4. This will generate the .pdf.
5. Click the printer icon or select File-->Print.



How To Print Multiple Pages at Once:

1. Find the desired IEP.
2. Click the check boxes next to the forms desired. (On Current and Historical IEPs, only those forms chosen during the Affirm process and listed in bold will have a check box that can be selected.)
3. Click the Print Selected Forms button.
4. This will generate the .pdf.
5. Click the printer icon or select File-->Print.

How To Print Forms in Spanish:

Please Note: Not all forms are available in Spanish. Choosing to print forms in Spanish will NOT translate content typed into forms.

1. Find the desired IEP.
2. Click the check boxes next to the forms desired. (On Current and Historical IEPs, only those forms chosen during the Affirm process and listed in bold will have a check box that can be selected.)
3. Change the drop down at the top of the list from English to Spanish.
4. Click the Print Selected Forms button.
5. This will generate the .pdf.
6. Click the printer icon or select File-->Print.

Printing Options:

On the Print Multiple Forms page tjere are additonal options. The Future IEP includes the 2 options listed below. On all Current and Historical IEPs only option #2 is availible. Both options are listed as check boxes above the print multiple forms button.

1. Remove “Page ___ of ___” Text
2. Automatically Number Pages, ex: Page 1 of XX

A Note for MAC Users:

When the form comes up in .pdf it may be handled in different ways defending on the computer and browser settings. In most cases the .pdf will open with Adobe Acrobat Reader, but some Macs may use a program called Preview.

Troubleshooting Printing Issues:

Here are some common printing issues and their solutions:

When I attempt to print in SEIS the screen flashes and returns me to the same page I was on and nothing prints, why does this happen? A popup blocker is preventing you from being able to print. Please follow the instructions in the FAQ section of the Help Center to allow pop-ups on your computer.

When I attempt to print an IEP, the printer icon does not appear, why? If the IEP page is displayed on the screen in Adobe Reader yet the Printer Icon is missing, the Adobe Reader tool bar needs to be reset to display the missing icon. PC Users: While viewing the IEP page, click on the ALT Key and the F8 key at the same time and then let go, this will reset the tool bar and display the printer icon. Mac Users: While viewing the IEP page, click on the actual .pdf then use the Function (FN) key + F8, this will reset the tool bar and display the printer icon.

Some of the content I type is not printing. It is visible on the screen but not the printed form, why? The Most frequent solution to this type of problem is to make sure to not use the “less than” and “greater than” symbols (< >) when working on an online data entry system, as these symbols are recognized as programming code and information will be cut off on the printed version of the IEP forms. Rather than using the symbols, type out the words less than or greater than.

A Note About Bulk Printing:

Selected IEP forms can be printed in bulk for batches of students by selecting the student in the Search For Students function. For specific instructions please see “How To Bulk Print” on page 67.

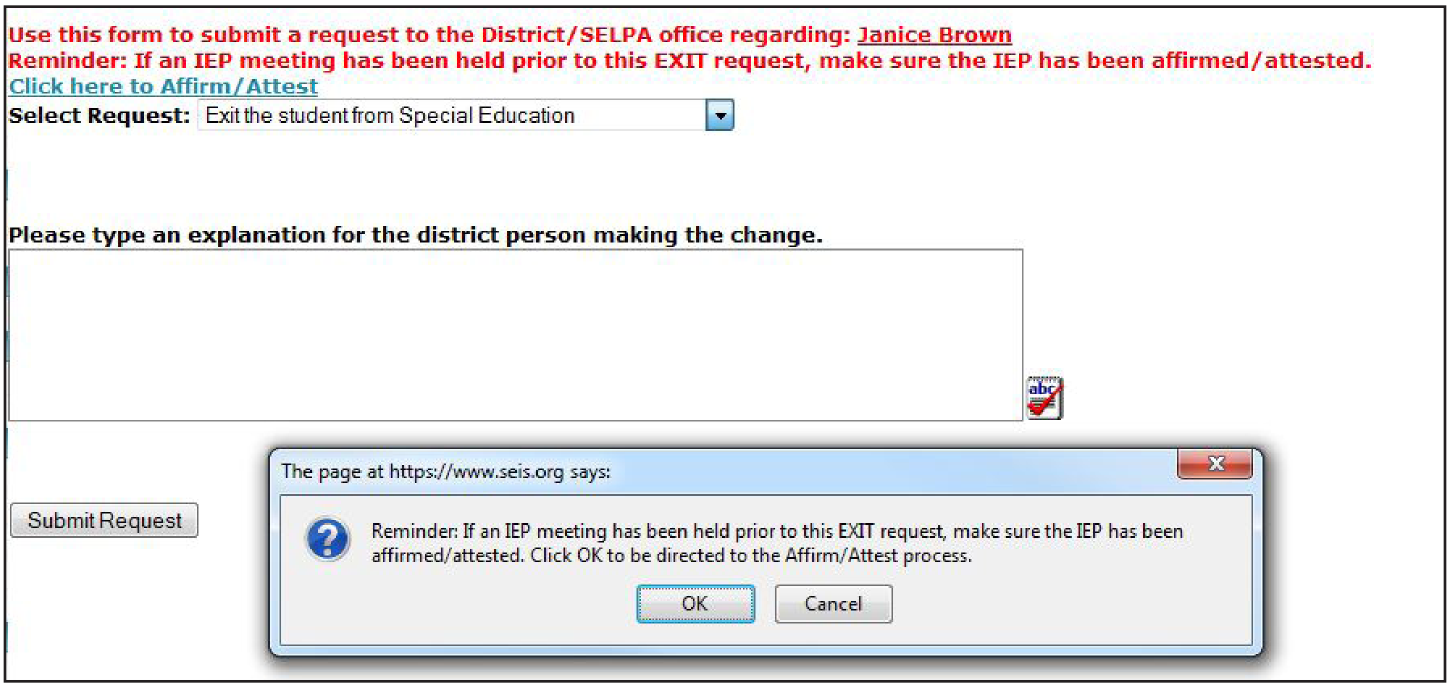
How To Exit a Student

If an Exit Meeting Was Held:

1. Enter an End Date in each service. DO NOT REMOVE SERVICES OR ANY OTHER DATA FROM THE IEP FORMS OR STUDENT RECORD!!!
2. Add any comments you feel are important in the comment box.
3. Affirm the IEP.
4. Use the Student Change Form to alert the district to the need to complete the exit process for the student.

If an Exit Meeting Was Not Held:

1. Enter the last date the service was provided.
2. Add any comments you feel are important in the comment box.
3. Use the Student Change Form to alert the district to the need to complete the exit process for the student.

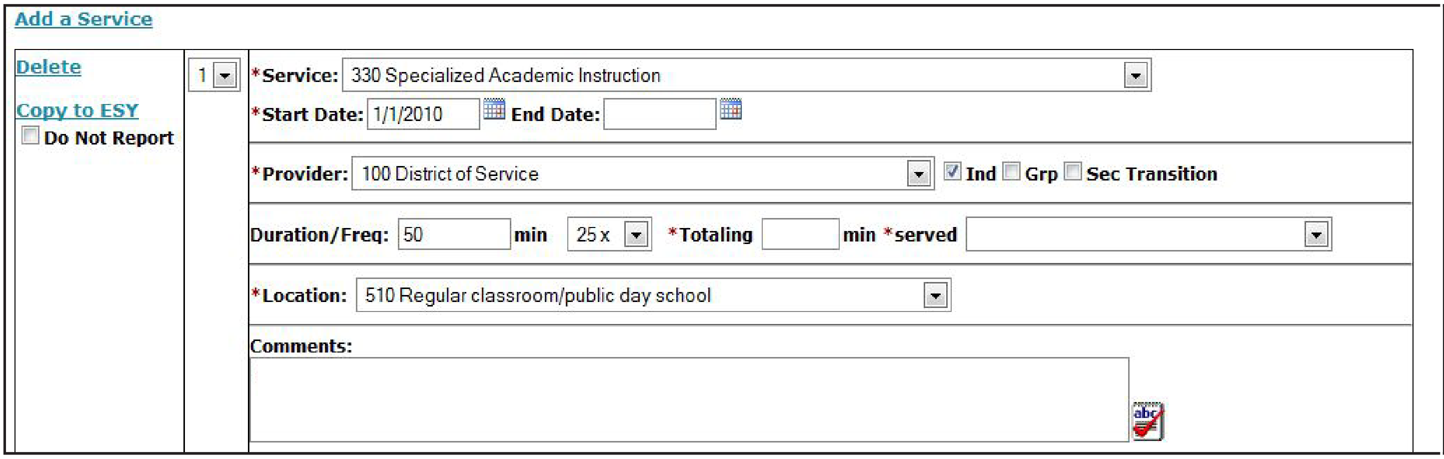


Please Note: When a student is exiting special education, regardless of the reason, their IEP must maintain all of their information from when the student was receiving services. The services the student was receiving up until the exit IEP must remain listed on the IEP. Simply enter an End Date rather than deleting them. Keep the Disability and any other information. There is no need to input upcoming meeting dates as these future date fields are not CASEMIS required. Also, the Plan Type needs to remain as 10-IEP/IFSP or 20-ISP, rather than changing this field to code 70, 80 or 90. The reason services and other information must remain on the IEP is due to this information being reported to CDE during the end of year CASEMIS report. Once the student is Exited, an Exit Date and Exit Reason is inputted, so all information indicates that the student is no longer receiving any services.

How To - Services

Please Note: All services can be added to either the Services page of the future IEP or the CASEMIS B tab of the Student Record. These two pages are linked so the service added/ deleted via one will add / delete on the other.

This is an example of the Services grid located on the Services page of the IEP, grids may vary depending on what forms the SELPA has elected to use.



How To Add a Service:

1. Go to the students Future IEP.
2. Click the Edit link next to the Services page.
3. Click the link to Add a Service. This will create a new Grid for the service.
4. Choose the correct code from the Service drop down menu. All services will include the CASEMIS codes in the drop down menu but the codes will not be displayed on the printed form.
5. Fill in all required fields for that service so it is error free. Start Date, Provider, Duration, Frequency and Location are required fields. If there are questions as to which exact codes should be entered, communicate with the SELPA regarding how these choices will be handled.

Keep the page neat by deleting any blank Service Grids. Blank Service grids will cause CASEMIS errors.

To change the order in which the services are displayed utlize the numerical drop down to the left of the service title.

ESY Services:

Below the service grid is the header EXTENDED SCHOOL YEAR(ESY).

Most IEP forms in SEIS have this sort of separate area for ESY services. Be sure not to enter regular school year services into the ESY area. ESY services are not currently reported to CASEMIS, so services from this section will not be pulled in for CASEMIS reporting.

Managing Service for the Most Accurate Electronic IEP and Student Record:

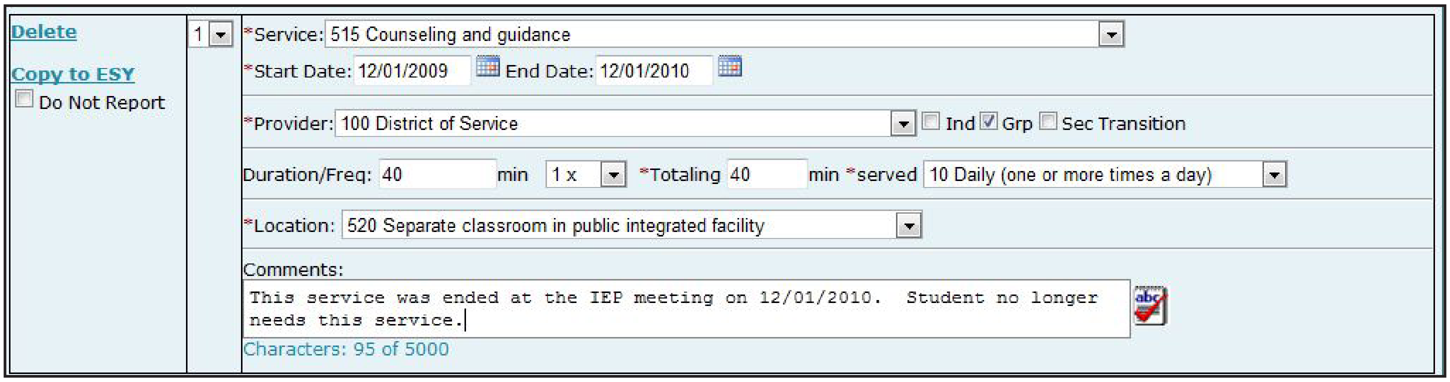
Only Services from the CASEMIS Tab B (Student Record) are pulled for CASEMIS reporting. Since the Student Record is linked directly to the FUTURE IEP, services that are discontinued during the year must remain on the FUTURE IEP with end date and reason intact until AFTER data is pulled for the June 30 CASEMIS report. Lets look at some examples of what to do for services.

How To Exit a Single Service:

When a single service is being discontinued the student is not exiting Special Ed.

If it is determined at the IEP meeting that the service is no longer required:

1. Record the End Date in the service grid.
2. Add any comments in the comments box.
3. Affirm that IEP as usual.



The information about that service is now documented and saved on the Current IEP.

The service must be kept on the Future IEP with the end date in place until after the end of year CASEMIS report is generated on June 30 so that the service is collected and reported correctly.

The Future IEP is linked to the STUDENT RECORD, which is where reported data comes from. Services reported to CASEMIS generate funding. Watch for News Items during CASEMIS reporting periods for instruction from the SELPA or district.

If the Service was Discontinued Due to an Addendum:

Please Note: Not all SELPAs allow for services to be altered or ended via an Addendum. Please follow local guidelines.

If ending a service on an Addendum, follow the steps below:

1. Enter the End Date and comment on the Addendum.
2. Affirm the Addendum.
3. Go to the Future IEP and click Edit on the Services page.
4. Update the service grid to reflect the end date and comments.
5. Save the Services Page as a .pdf form by selecting Print Form.
6. After the .pdf of the page opens Click the File Menu and select Save As to save the .pdf forms to your computer.

7. Re-name and Save the form to the desktop or selected folder.
8. Go to the Current IEP.
9. Click the Attachments link to attach the .pdf Services form to the Current IEP.
10. **Return to wherever the file was saved on the computer and delete it. Next go to the recycle bin and empty the trash. SEIS is a secure site for these attachments since it is password protected. The computer might not be.**

Please Note: For those users whose Addendum Forms include a Service Grid: If the addemdum forms has this feature the Future IEPs Service Page will be automatically update when Services information is entered on the Addendum Form.

How To Manage Duplicate Services:

CASEMIS does not allow duplicated services per student, but it is not unusual to have the service listed more than once on an IEP in order to note differences in providing the service, such as group and individual information.

CASEMIS defines a duplicate service is one with:

• The same service code

• The same provider agency

And

• Services with a start date on or before the upcoming CASEMIS report date (12/01/xxxx or before for the December report and 06/30/xxxx or before for the June report).

Teachers often need the flexibility to list a service more than once. If one or more of the duplicate services occur in future fiscal years, only the current year's services will be pulled for CASEMIS. All but one of the duplicate services occurring in the current fiscal year will need to be marked Do Not Report (DNR) to avoid duplicate service errors from the CASEMIS software. SEIS offers a duplicate services search via the Search for Students feature that can be ran prior to CASEMIS reporting to identify and resolve duplicate services. Some SELPAs have specific local guidelines about how teachers are expected to handle duplicate services. For questions regarding local procedure check with the local SELPA or district administrators.

Service Information and the Affirm Process:

It is important in SEIS that information pertaining to a student, including services, stay on their record until it has been Affirmed in an IEP. We recommend that once a services has been documented as ended with the end date, is kept on the Student Record/Future IEP until it is Affirmed on an IEP. This way that service will be stored on the un-editable .pdf of the affirmed IEP. This allows for review of that past service, frequency, duration, comments etc. if needed.

Removing Services From the CASEMIS B Tab:

Services that are reported to CASEMIS are pulled from the CASEMIS B tab. This means that services that have ended during the year need to remain on the CASEMIS B tab until after both of the following criteria have been met:

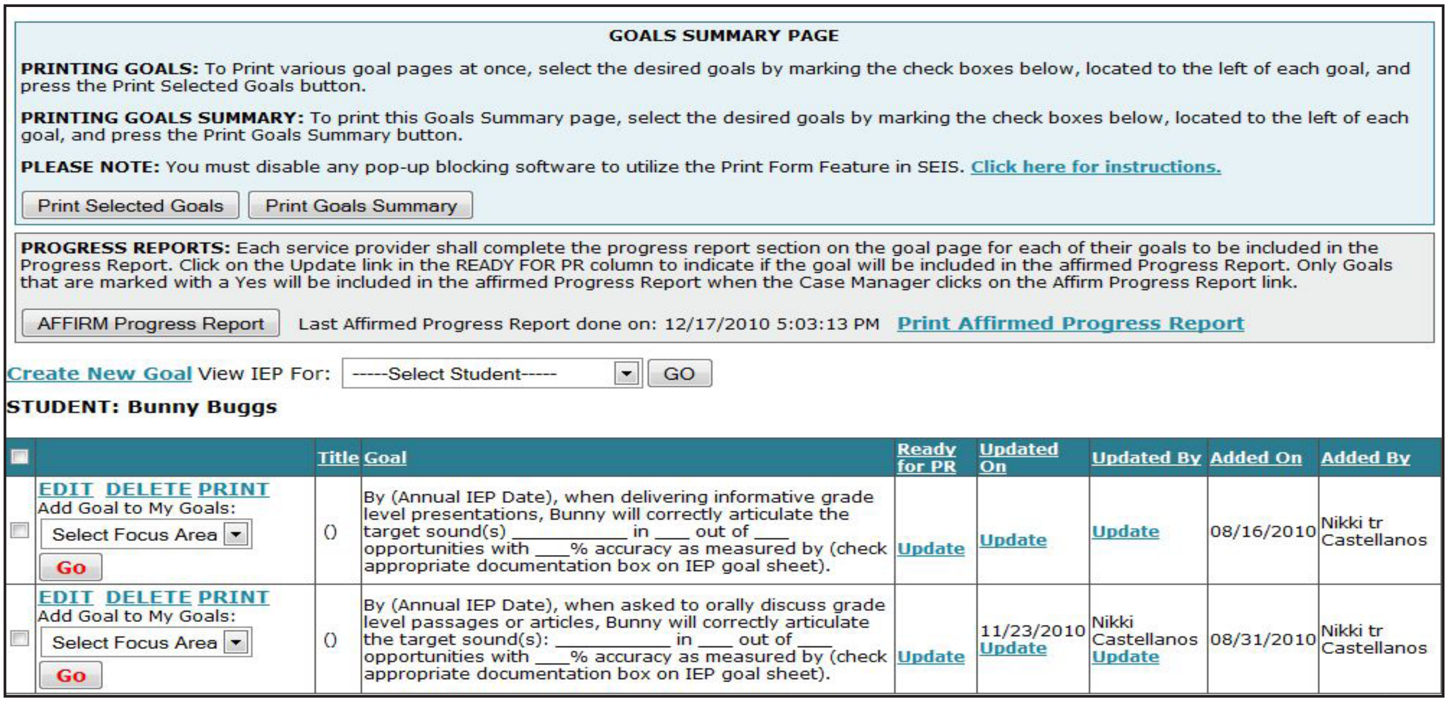
1. The service has been Affirmed on an IEP with the end date in place.
2. The final June 30th CASEMIS report has been ran.

Leaving services on the CASEMIS B tab until both of these criteria have been met will ensure that the record in SEIS is both accurate for CASEMIS reporting and the best representation of the hard copy IEP

How To - Goals

The goals page allows users the option of choosing goals from existing goal libraries or typing in a specific goal for the student. **When accessing the goals page the user will be directed to the Goals Summary page. (Shown below)**

The Goals Summary Page:



GOALS SUMMARY PAGE

PRINTING GOALS: To Print various goal pages at once, select the desired goals by marking the check boxes below, located to the left of each goal, and press the Print Selected Goals button.

PRINTING GOALS SUMMARY: To print this Goals Summary page, select the desired goals by marking the check boxes below, located to the left of each goal, and press the Print Goals Summary button.

PLEASE NOTE: You must disable any pop-up blocking software to utilize the Print Form Feature in SEIS. Click here for instructions.

Print Selected Goals | Print Goals Summary

PROGRESS REPORTS: Each service provider shall complete the progress report section on the goal page for each of their goals to be included in the Progress Report. Click on the Update link in the READY FOR PR column to indicate if the goal will be included in the affirmed Progress Report. Only Goals that are marked with a Yes will be included in the affirmed Progress Report when the Case Manager clicks on the Affirm Progress Report link.

AFFIRM Progress Report | Last Affirmed Progress Report done on: 12/17/2010 5:03:13 PM | Print Affirmed Progress Report

Create New Goal View IEP For: -----Select Student----- GO

STUDENT: Bunny Buggs

		Title	Goal	Ready for PR	Updated On	Updated By	Added On	Added By
	EDIT DELETE PRINT Add Goal to My Goals: Select Focus Area Go	()	By (Annual IEP Date), when delivering informative grade level presentations, Bunny will correctly articulate the target sound(s) ________ in ___ out of ___ opportunities with ___% accuracy as measured by (check appropriate documentation box on IEP goal sheet).	Update	Update	Update	08/16/2010	Nikki tr Castellanos
	EDIT DELETE PRINT Add Goal to My Goals: Select Focus Area Go	()	By (Annual IEP Date), when asked to orally discuss grade level passages or articles, Bunny will correctly articulate the target sound(s): ________ in ___ out of ___ opportunities with ___% accuracy as measured by (check appropriate documentation box on IEP goal sheet).	Update	11/23/2010 Update	Nikki Castellanos Update	08/31/2010	Nikki tr Castellanos

Starting from the left we will review all of the functions and features on the Goals Summary page.

- **Printing Goals:** To print multiple goals at once click the check boxes to the left of each goal that should be printed and click the Print Selected Goals button. To print a single goal, click the Print link to the left of that goal.
- **Editing a Goal:** To view / edit an existing goal page click the Edit link to the left of that goal.
- **To Delete a Goal:** Click the Delete link. A confirmation will appear asking to confirm the deletion of the goal. Use the Delete link only when a goal has been completed and all Progress information has been recorded and Affirmed.
- **Adding Goals to the Teachers Personal Goal Bank:** Select the focus area the goal should be added to from the drop down and click the Go button. (Prior to using this feature, focus areas must be set up in the personal goal bank)
- **Title Column:** This column can be used to name the goal, sort the goals, or leave a comment such as "goal met, leave on IEP until Affirmed." The information in this column does NOT print on the goal or the goal summary.
- **Goal Column:** Provides a view the goal itself without having to open or print the goal.
- **Ready for PR Column:** If the Progress Report has been Affirmed prematurely and additional goals need to be included, this link can be used to select the goals that were already Affirmed, so ALL goals will be included in the final Progress Report. Please See "When a Progress Report is Incorrectly Affirmed:" on page 58.

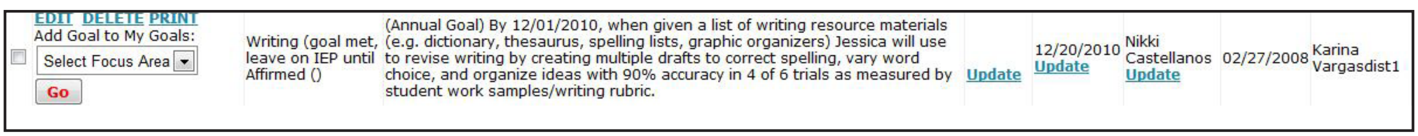
- **Updated On Column:** Used to indicate if the content of a goal is updated. Click the update link in the updated on column to list when the goal was updated.
- **Updated By Column:** Used to indicate which user updated the content of a goal. Click the update link in the updated by column to list who updated the goal.
- **Added On/By:** The Added by and Added on columns will show exactly which user added the original goal to the IEP and when. This information is NOT editable.

How To Access the Goals Summary Page:

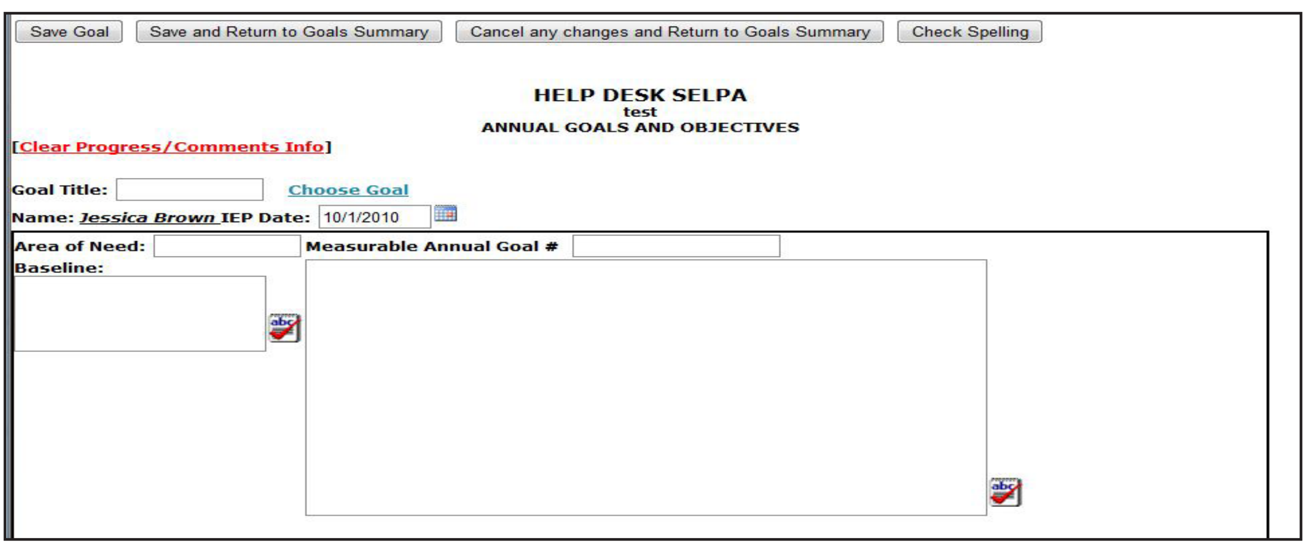
1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click Future to access the Future IEP.
4. Click the Edit link to the right of the goals page. This will bring the user to the Goals Summary page.

How to Add a Goal to an IEP:

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click Future to access the Future IEP.
4. Click the Edit link next to the Goals page. This will bring the user to to the Goals Summary Page. This is a page for goal management.



5. Click Create New Goal to create a new goal for this student. This will open a new blank goal form to complete. From here the user can decide if they want to type their own goal or choose from an existing library.

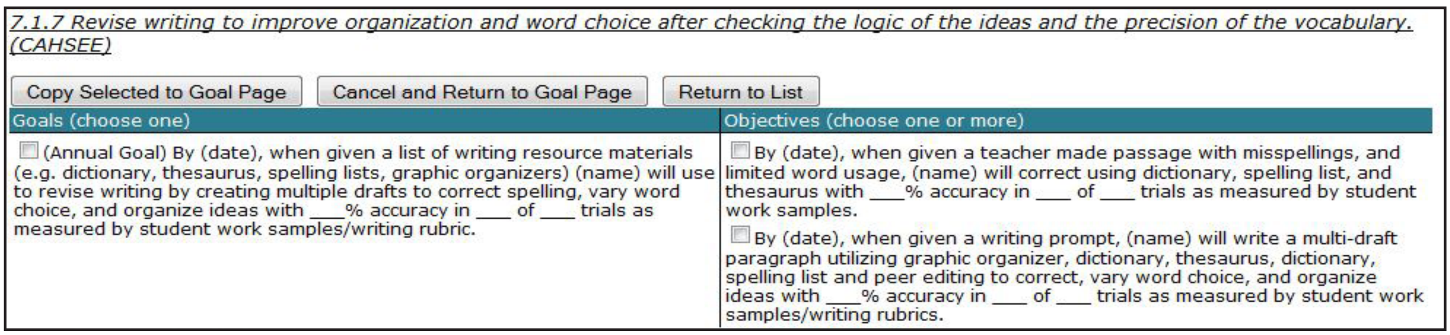


How To Create a Goal:

1. After step 5 in the HOW TO ADD A GOAL TO AN IEP, place the curser in the text boxes and type in the goal and objectives.
2. The Measurable Annual Goal # will show in the ( ) in the Goal Title column on the Goal Summary page.
3. Click the Save and Return to Goal Summary button to be brought back to the Goals Summary Page. The goal will now be listed on the goals summary page along with all other goals created by any service providers for this student.

How To Choose a Goal from the Goal Library:

1. After Step 5 in the HOW TO ADD A GOAL TO AN IEP section, click the Choose Goal link to access the various Goal Banks. The Choose Goal link directs the user to the library of Goal Banks.
2. Choose the goal library to user.
3. Find the goal in that library. SEIS gives drop down menus to narrow down the selection.
4. Each goal library functions slightly differently. Some will have a link to choose goal and others will have a button to add selected goal to goals page.



When to Delete a Goal:

Goal is Rejected at the IEP Meeting: Once a goal is created and added to an IEP, if the goal is rejected at the meeting either remove it BEFORE the IEP is Affirmed/Attested, or document the reasons on the IEP and them remove it after Affirm/Attest, whichever is most appropriate.

After a Progress Report is Completed: Once all Progress Reports are done LEAVE all info on the Future IEP until after the Affirm/Attest process so that all Progress Report information is kept in the Affirmed IEP. The Progress Report itself will be saved separately, but for the IEP History to be complete the goal with all progress information on it should remain on the IEP until it has been Affirmed. It is the Affirm process that will keep all of the informations pertaining to the goal on a historical IEP that will remain in the student's IEP forever.

After the IEP is Affirmed/Attested: After the Affirm/Attest has been done, if the goal has been met then delete it from the Future IEP. Use the Goal Title field to help track which goals have been met and need to stay on the IEP until it is Affirmed.

How to Browse the Goal Banks Without Opening an IEP:

1. From the Home Page, click the Search Goal Bank link in the REFERENCE section of the nav bar.
2. Choose the goal library to be viewed.
3. Find goals in that library. SEIS gives drop down menus to narrow down the selection.

Please Note: There are no choose goal links or buttons here because there is not an IEP open to add to.

Goal Banks Available in SEIS

This is a list of all the goal banks listed in SEIS and how they function. Since this list was not viewed by choosing a goal through an IEP the links to add the goal to the IEP pages will not be available.

ACSA/CARS+ Goals:

This link will take you to the ACSA/CARS Goals bank.

AuSpLan Goals:

These goals are created by Children's Hospital & Research Center at Oakland, Cochlear Implant Center and are used for students with Cochlear Implants or Amplification. Included in this goal bank are Auditory Speech and Language goals.

BASICS Goals:

This is a goal bank created in San Bernardino County that many special educators are familiar with.

CSHA Goals:

These are for Speech and Language Pathologists written to California Standards created by the California Speech-Language-Hearing Association (CSHA).

R.O.P.E.S. Goals:

These are for improved executive function (Patricia Schetter, MA).

SEACO Goals:

These are for moderate and severely handicapped students.

Early Intensive Autism Interventions Goals:

This is a goal bank for early intensive autism interventions.

ELD Goals:

Compilation of linguistically appropriate goals for English Learners. These goals are aligned to the English Language Development standards in California. Created by: Jarice Butterfield, Claudia Echavarria, and Laura Tripp – Santa Barbara County SELPA

Statewide Teacher Generated Goals:

These are goals collected from various SELPAs Teacher Generated Goal Banks.

Teacher Generated Goals:

This is a list of teacher created goals the SELPA has selected to include in the SELPA-wide bank.

My Goals :

This will take the user to the goals that they have created for their specific user.

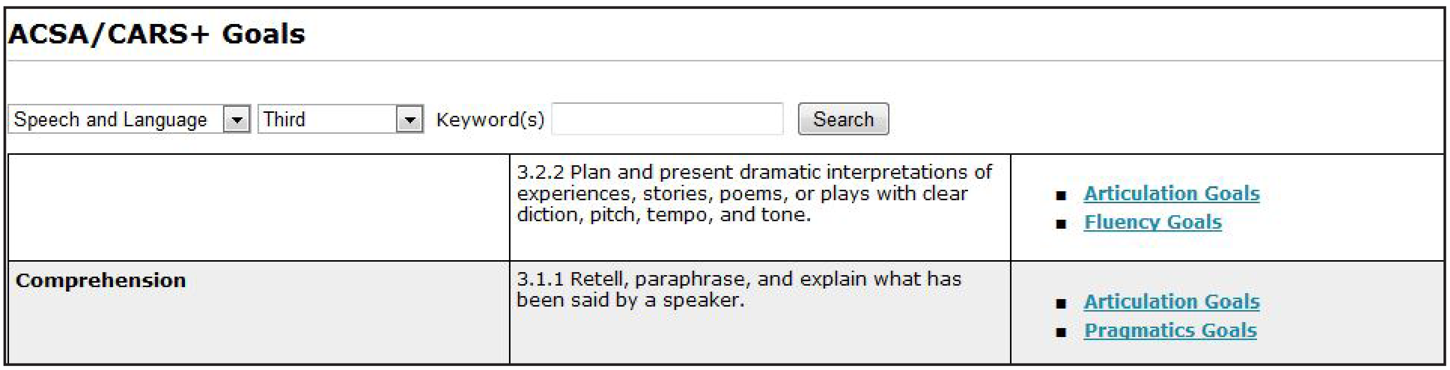
Goal Bank Variations:

Each goal bank will vary slightly in how it is set up. Each set up is based on the authors specifications. Usually there will be drop downs at the top of the goal bank to narrow down the search results. Some drop downs might be required to populate goals and others might be optional. There is also a keyword search where goals can be searched for by keyword.

Some goal banks will only allow the user to add the goal OR objective to the IEP page, where others will allow the user to add both the goal and up to three objectives.

Pictured below is the ACSA/CARS+ Goal bank and how it functions.

The ACSA/CARS+ Goal bank is sorted by subject (required field), topic (required when Language Arts and Math are selected as the subject, otherwise optional) and grade (optional). There is also a keyword search available. Choose a subject to view a list of sub-sets for goals along with a summary of the goals and links to the right to show either Essential Goals, Articulation Goals, Semantic Goals, Fluency Goals, etc.

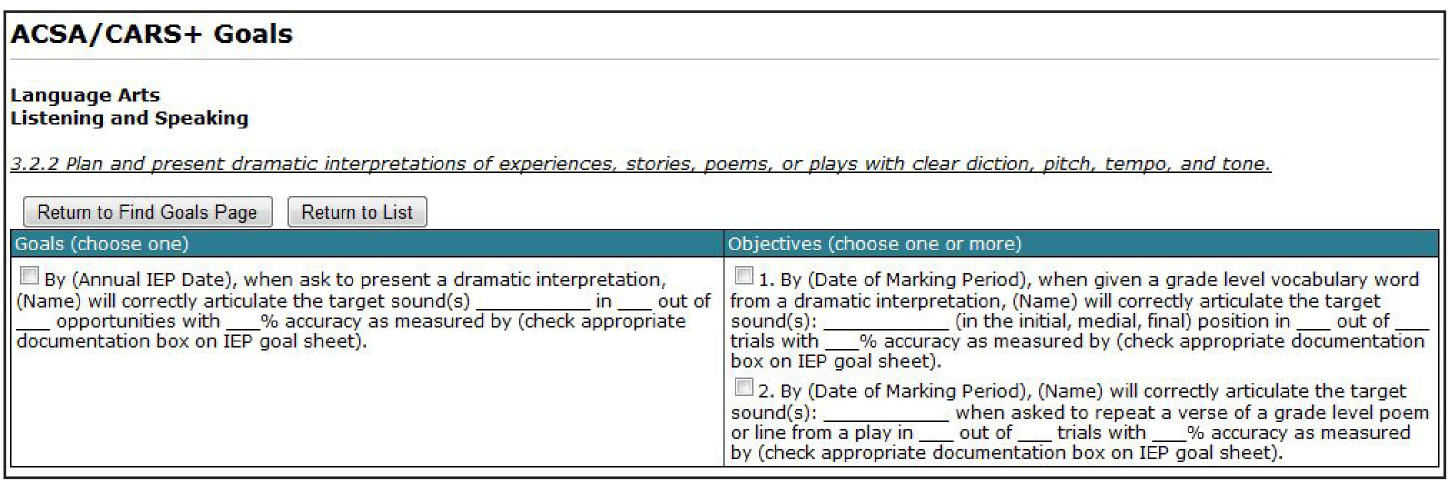


ACSA/CARS+ Goals

Speech and Language | Third | Keyword(s) | Search

	3.2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	■ Articulation Goals ■ Fluency Goals
Comprehension	3.1.1 Retell, paraphrase, and explain what has been said by a speaker.	■ Articulation Goals ■ Pragmatics Goals

Clicking the blue link for the type of goal will take the user to the page where the goal and up to to three objectives can be selected to copy to the IEP.



ACSA/CARS+ Goals

Language Arts
Listening and Speaking

3.2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

Return to Find Goals Page | Return to List

Goals (choose one)	Objectives (choose one or more)
By (Annual IEP Date), when ask to present a dramatic interpretation, (Name) will correctly articulate the target sound(s) ___________ in ___ out of ___ opportunities with ___% accuracy as measured by (check appropriate documentation box on IEP goal sheet).	1. By (Date of Marking Period), when given a grade level vocabulary word from a dramatic interpretation, (Name) will correctly articulate the target sound(s): ___________ (in the initial, medial, final) position in ___ out of ___ trials with ___% accuracy as measured by (check appropriate documentation box on IEP goal sheet). 2. By (Date of Marking Period), (Name) will correctly articulate the target sound(s): ___________ when asked to repeat a verse of a grade level poem or line from a play in ___ out of ___ trials with ___% accuracy as measured by (check appropriate documentation box on IEP goal sheet).

How To Create a Personal Goal Library

In SEIS, teachers are given the option to add goals to their own personal goal library. Every goal a teacher adds to their goal library is available for review by their SELPA. The SELPA can then choose to add it to the SELPA-wide Goal Bank.

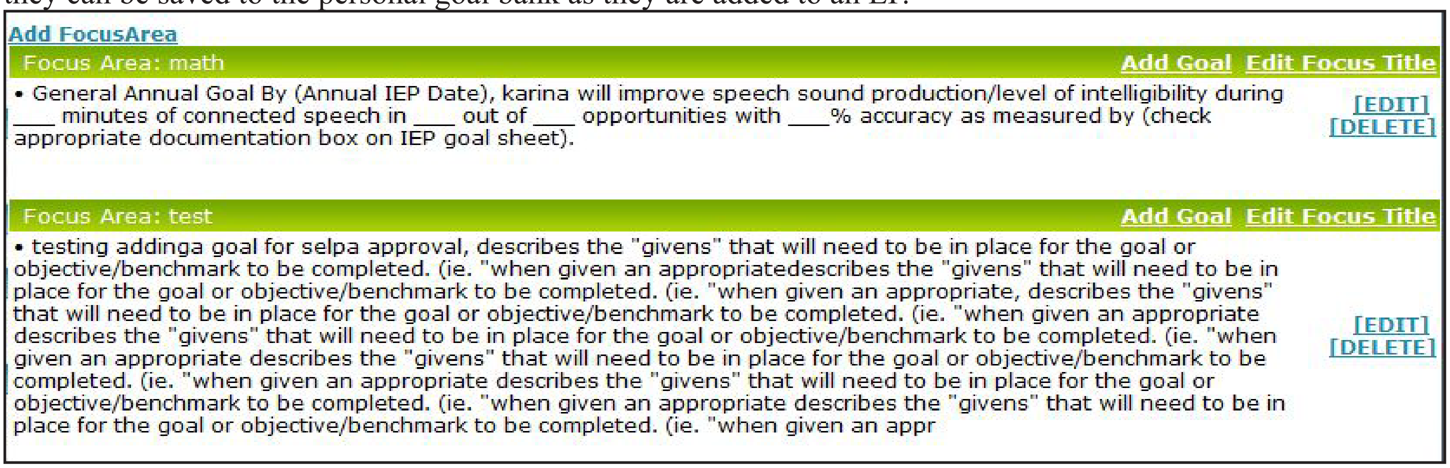
Before a goal can be added to the personal library the user must first set up Focus Areas. **It is important that Focus Areas are planned out ahead of time so adding goals and organizing the personal goal bank is a breeze.**

How To Create a Focus Areas:

The first step in creating a personal goal library is creating Focus Areas to manage the goals.

1. From the Home Page, click on the Manage My Goal Bank link in the GOAL BANKS section of the nav bar.
2. Click the link to Add a Focus Area.
3. Title the Focus Area and click save. There is now an area to add goals to.

There are 2 ways to add goals to the personal library. They can be added directly to the personal goal bank or they can be saved to the personal goal bank as they are added to an EP.



How To Create Goal to add to the Personal Goal bank:

1. After Step 3 above click the link on the green header bar of the new Focus Area to Add Goal.
2. A screen with a template to create an appropriately structured goal will open.
3. Type the goal in those text boxes.
4. Click the Create Goal Button at the bottom of the page.
5. This will display a text box including the full goal in editable format. If satisfied with the goal, click Save Goal.
6. Next, the user is taken to a screen to enter objectives for that goal. To add an objective, fill in the text boxes and click the Add Objective button at the bottom. Repeat step 6 for all the objectives to be added (up to 4). When done with the last objective go to step 7.
7. When done adding objectives, or if no objectives need to be added, click exit to return to the Personal Goal Bank.

How To Add a Goal that Exists on an IEP:

There are times when a goal might be added to a student's IEP and the user realizes they will be using that goal often. Or a goal is added to the student's IEP and the user make edits to that goal and want to save the edits to their personal goal bank. These steps will walk through the entire process of selecting the goal from the goal bank, saving it to the IEP and adding it to the Personal Goal Bank.

1. From the Home Page, click on the student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click Future to access the Future IEP.
4. Click the Edit link next to the goals page. This will display the goals summary page.
5. Find the goal to add to the Personal Goal Bank.
6. Choose the applicable focus area from the Add Goal to My Goals drop down listing on the goal summary page in the left column under the Edit and Delete links.
7. Click the Go button.
8. An alert will pop-up asking if the goal should be added to the personal goal bank. Click OK.
9. Another alert will show informing the user that the goal was added successfully. The user can now go to the personal goal bank and make any necessary edits.

How To Edit a Goal in the Personal Goal Bank:

Once a goal is in the Personal Goal Bank, it can be edited.

1. From the Home Page, click on the Manage My Goal Bank link in the GOAL BANKS section of the nav bar.
2. To the right of each goal are two links: Edit and Delete. Click the Edit link next to the goal to edit.
3. This will display a page where the goal and objections can be edited.
4. At the bottom of the page there are options to Save changes, move the goal to a new focus area, and print the goal.

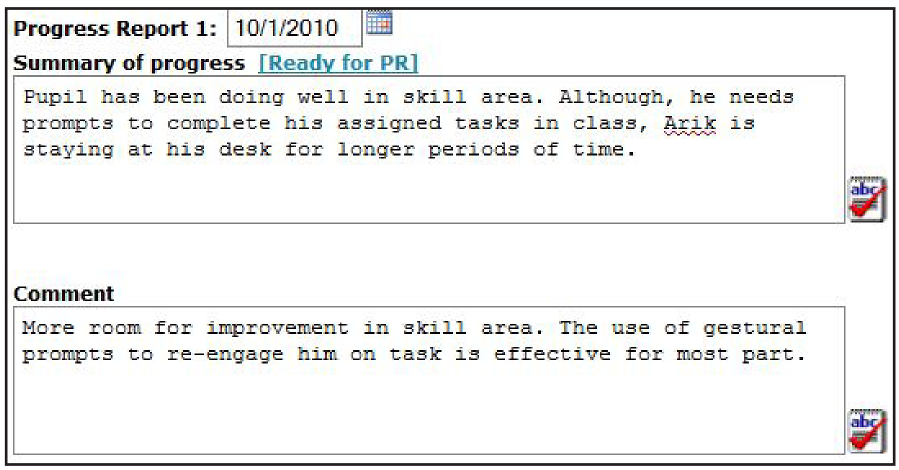
Please Note: When adding goals to the Personal Goal Bank Via an IEP, remove the student's name and replace with ((((STUDENT)))) to ensure the user does not accidently use the goal with a pre-existing student name on another student's IEP. It is also recommended to remove other specific information such as dates.

How To Create a Progress Report

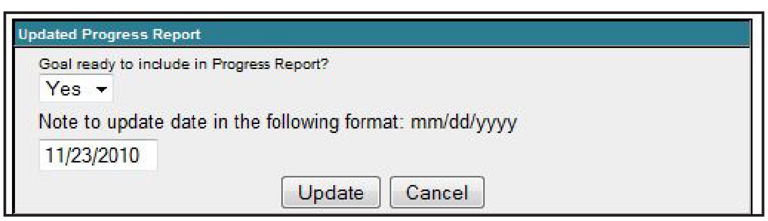
The Progress Report comes directly from the FUTURE IEP Goals Pages. Each Goal has areas for Progress Reports. The Case Manager should communicate with the IEP team so they area all aware of the time line to have their information entered on their goals. The E-mail team members feature is very useful here. It allows for communication with all the providers for a student to alert as to when they need to have their goals updated. For an accurate Progress Report, it is VERY important for ALL goals to be prepared before the Progress Report is Affirmed.

How To Mark a Goal Ready for PR:

1. From the Home Page, click on the student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click Future to access the Future IEP (all goals that have been Affirmed in the CURRENT IEP remain in the editable FUTURE IEP to work on and enter progress information).
4. Click the Edit link to the right of the goals page. This will display the Goals Summary page.
5. Click the Edit link to the left of the goal.
6. Choose the correct Progress Report Section to work on.
7. For that section enter the date of the Progress Report.
8. Enter any Summary of Progress or comments in the text boxes provided.
9. Click the link that says Ready For PR. This will open up a window to mark the goal. The window will default to say Yes the goal should be part of the Progress Report.



10. Click Update to finish. Displayed will be the goal summary page.



11. Open the next goal to mark as Ready for Progress Report and start back at Step 4.
12. The selection made on the Updated Progress Report screen as well as the date entered will appear in the Ready for PR on the Goals Summary page column to let the Case Manager know which goals will be included and the date the service providers completed the update.

Please Note: The user should make sure a selection is made for EVERY goal their user is responsible for. If a goal is marked No or N/A, the Case Manager will know it has been completed. If it is blank, the Case Manager won't know if the goal has been reviewed or not. Only the goals that are marked Yes will be included in the Progress Report.

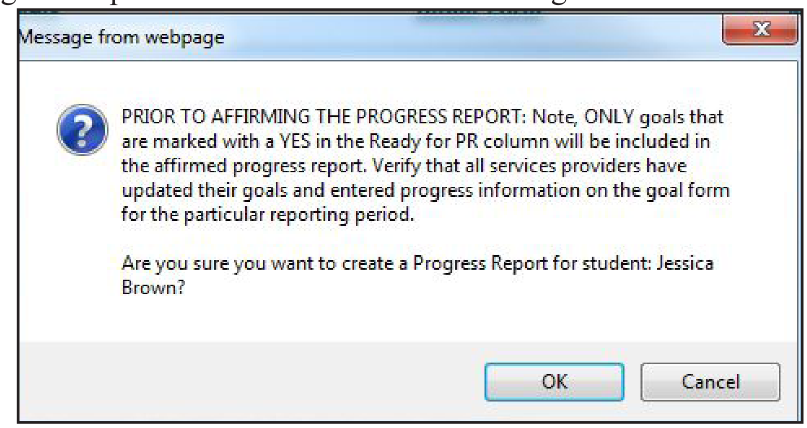
SELPAS that Use Multiple Goal Forms:

Some SELPAs choose to use more than one goal form simultaneously in SEIS. If the SELPA uses more than one goal form there will be separate Goal Summary Pages for each style of goal form. Make sure to complete the Progress Report section on all goals on both goal forms before the Progress Report is affirmed. When a Progress Report is Affirmed it will include all goals from BOTH forms that have been marked Yes.

How to Affirm a Progress Report:

This step can only be done by the Case Manager. Only the Case Manager will see the button to Affirm the Progress Report.

1. Verify that all goals are ready for the final Progress Report to be created. This means all goals that will be included in the Affirmed Progress Report have been updated and marked with a YES, and those that are NOT to be included are marked with NO or N/A.



2. Click the Affirm Progress Report button located in the upper left side of the listing of goals. This a will create the .pdf read-only version of the Progress Report with only those goals marked with a YES.
3. Click OK to confirm the creation of a Progress Report for the student.
4. The successful completion confirmation note will appear. The Date and Time the Progress Report was created will be displayed as well as a link to print this most recent Affirmed Progress Report.

All service providers will be able to PRINT the Progress Report at any time to send home to parents or place in hard-copy files.

When the Progress Report is Affirmed the Yes and No indicators in the Ready for PR field on the goals summary page will blank out so they are ready to be used again for the next Progress Report.

When a Progress Report is Incorrectly Affirmed:

Please Note: The most recent Progress Report is the one that contains all goals marked Yes when the progress report is Affirmed. This is why it is important to make sure ALL goals are marked before Affirming the Progress Report.

Example: Some goals were not prepared at the time of Affirm and were missing from the first Progress Report. If a second Progress Report was Affirmed just for the goals missing from the first Progress Report the most recent Progress Report will then only show the goals marked Yes the second time around.

Once it's determined a second Affirm needs to be done for the Progress Report, finish marking any goals that were missed the first time around. Then click the update link in the Ready For PR column of the goals summary page for any goals that were included the first time the Progress Report was affirmed. This will ensure that ALL goals that should be in place will be included on the Progress Report the second time around and there won't be 2 separate Progress Reports to print in order to capture the complete Progress Report.

How To Print a Progress Report

Any Progress Report that has been Affirmed for a student can be printed in SEIS. Progress Reports can either be printed individually or in bulk.

How to Print a Progress Report:

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. On the far right of the Student IEPs list will be a link that says Progress. Please note this link will only show if the student has a Progress Report.
4. Click the link to be taken to a list of all Progress Reports for that student.
5. Click the View/Print link next to the Progress Report to print.
6. Click the View/Print link next to the form to view.
7. This will generate the .pdf that can be printed or save.

Please Note: If the SELPA uses multiple goal forms, this will display a page that lists any different goal forms the SELPA might use. From this page the user can View/Print Progress Reports for either goal form or both.

How To Print the Most Recent Progress Report:

This is an easy way to access the most recently Affirmed Progress Report.

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click Future to access the Future IEP.
4. Click the Edit link to the right of the goals page. This will display the Goals Summary page.
5. In the Gray box above the listed goals will be a link at the bottom that says Print Affirmed Progress Report.
6. Clicking this link will generate a .pdf of the most recently Affirmed Progress Report.

A Note About Bulk Printing:

The most recent Progress Reports can be printed in bulk for batches of students by selecting the student in the Search For Students function. For specific instructions please see "How To Bulk Print" on page 67.

How To Create a DRDP Report for a Student

Please note this feature will only be available if the SELPA utilizes the DRDP feature in SEIS. We currently have both the DRDP-R and DRDP-Access available. The system automatically defaults new students to the DRDP-Access. If there is a student who needs the DRDP-R please send an e-mail to the SEIS Help Desk via the Help Center including the student's First Name, Last Name and SEIS ID#.

Finding Students who need a DRDP:

1. From the Home Page, click on the Student IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click the DRDP link to the far right. *Please Note: This link will only show if the student is of age 2 through 6.*
4. Displayed is a page to view old DRDP reports for that student or add a new one. Use the View / Print link to view any old DRDP reports.

Adding a New DRDP report for a Student:

DRDP for McDonald Duck
DOB: 2/1/2005

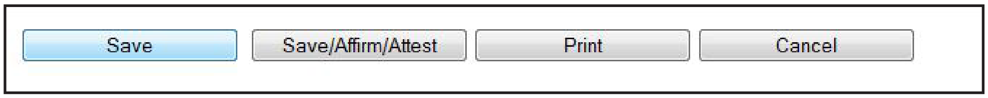
Add DRDP Access

	Type	Date Added	Date Completed	Date Affirmed	Affirmed By
[EDIT] VIEW/PRINT [DELETE]	DRDP access	May 27, 2010			
VIEW/PRINT	DRDP access	May 27, 2010	May 9, 2010	May 27, 2010	Nikki Castellanos

1. From the DRDP page Click the link that Says Add DRDP Access (or Add PS DRDP - R). *Please Note: adding a new DRDP is the same regardless of which type is being done.*
2. The DRDP data entry screen will be displayed. A SEIS Alert giving information about the most recent reporting cycle will be displayed.
3. Read the info and then click OK to clear the alert.
4. The fields for child's information are read only and are populated from info on the Student Record for that Student.
5. Complete the remainder of the form.
6. Click the SAVE button to return to the DRDP page. The options to Edit, View/Print or Delete the DRDP. are now availible

Please Note: Verify the student being worked on prior to entering DRDP Data. Verify the student's first and last name on the DRDP form against the sheet used to collect the data and entering information off of.

Affirming a DRDP report



1. From the DRDP Page click the Edit link to edit the existing DRDP report.
2. Verify all information is correct. Once a DRDP is Affirmed the DRDP can't be edited. If a mistake is found after the DRDP is Affirmed a entirely new DRDP report will need to be created and affirmed for the student.
3. Click the Save/Affirm/Attest button. *Please Note: The DRDP will only Affirm if all of the fields are filled in.*
4. Options availible for that DRDP are now only View / Print.

A Few Notes About DRDP

- Only Affirmed DRDPs will be pulled into the final DRDP report submitted to CASEMIS.
- If there are 2 or more Affirmed DRDPs for one child, only the most recent will be pulled into the report.
- If a DRDP needs to be deleted, E-Mail the SEIS Help Desk Via the Help Center. Be sure to include the student's SEIS ID number.

How To - The Search Function

With this function custom searches can be created, named, saved and shared if the user has the permission. There are Power Point presentations in the Help Center with even more detailed instructions.

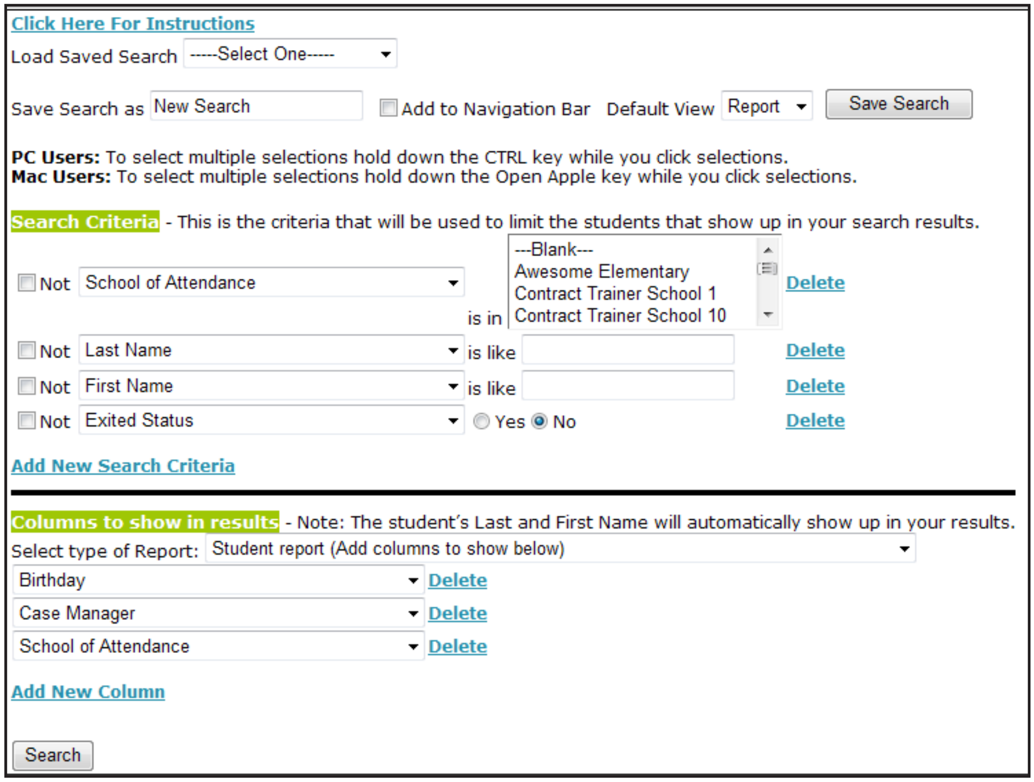
The Search Page is split into 2 basic sections: Search Criteria and Columns to Show in Results.

This is also the function you will use to Bulk Print IEP pages and Progress Reports.

How To Create a New Search:

These instructions will help create a basic search.

1. Click the Search for Students link in the CUSTOM SEARCHES section of the nav bar to open a new, blank search.
2. Add any necessary criteria. See “Search Criteria - The Basics:” for more info.
3. Add any columns to show in the results as necessary. See “Columns to Show in Results - The Basics:” for more info.
4. Choose the type of report. See “Types of Reports:” for more info.
5. Click Search to go to the report page where results can be viewed. See “Types of Reports:”for more info.



Search Criteria - The Basics:

Search Criteria is the filter that determines WHICH records will come up in the search. The only bit of criteria that is set as a default is Student Exited= NO. This filters out Exited Students from the results. If nothing is done to the page, the search will pull up all Currently Eligible and all Pending Students.

• Use the Add a New Search Criteria link to add additional criteria to the search.

• Use the Delete link to the right of each criteria to delete criteria from the search.

• The Search function is an ‘AND’ search function, meaning when criteria is added, students will have to meet this criteria AND the next one, not one OR the other.

• There is a NOT check box to the left of each criteria. This allows the user to search for all students who DON’T meet that criteria.

THERE ARE 4 TYPES OF CRITERIA FIELDS:

• Dates: require two dates to be entered to search between.

• < , >, =: search for a number greater than, less than, equal to, etc.

• Lists: allow users to search for more than one option by selecting multiple options from the list.

• Drop Down Menus: show a list of items, but only one can be selected.

Columns to Show in Results - The Basics:

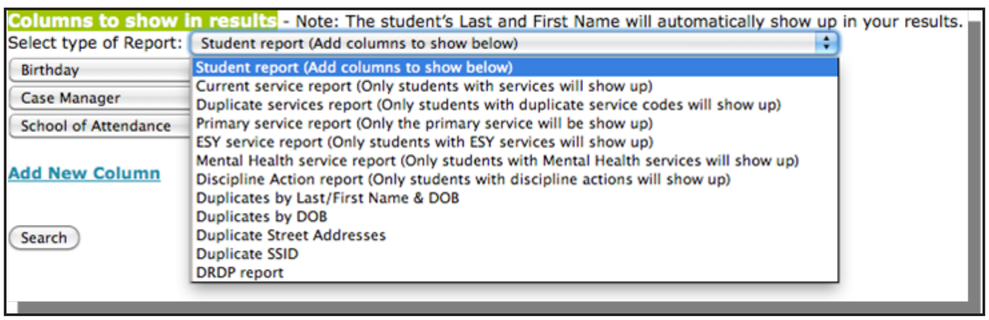
• These can be found below the black line that divides the page.

• Add any additional fields to the Columns to Show. Only the columns added here will display on the search results page.

Please Note: Fields can show differently in the columns to show than they do in the search criteria. For example as a search criteria Disability will show both the CASEMIS code and Verbiage in the selection box. In the results, however, they are separate, allowing the user to select the verbiage, CASEMIS Code #, or Both.

Types of Reports:

- These can be found below the black line that divides the page above the first column to show.



- Choose from the Select Type of Report drop down for pre-packaged reports. Since these reports can't be created SEIS has made them readily available.

Searching for Blanks:

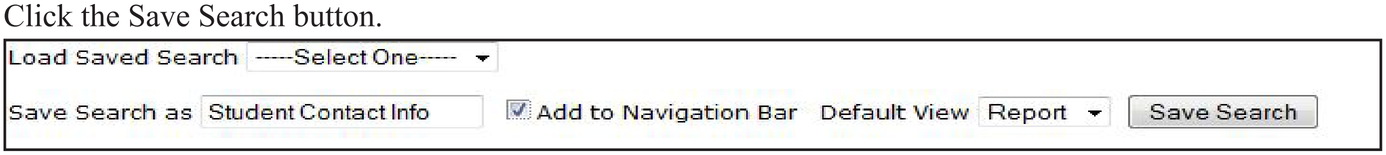
- How to best find blanks depends on the field type.
- Lists and Drop Downs have a Blank option built in which can be used as a search criteria.
- For text boxes type "blank" in the text box.
- Date and greater than/less than (< > =) type fields do not have a Blank option. To find students with blanks in these types of fields, use the results side. Show those fields in the columns to show in results and then click the header for that column. This will pull all blanks to the top of the results.

Results:

- The Criteria Used to find these results will be displayed at the top of the page.
- The Status Key lists color codes and what they mean. These color codes can be a quick way to identify information about a student.
- The A-Z bar can help narrow down results by student last name.
- Clicking the header of any column on the results page will sort by that column.
- From this list there is a drop down menu to the left of each student, defaulting to View Demographics Tab.
- Click the Go button to view the Demographics Tab of the Student Record. The drop down can be changed to go to other tabs of the Student Record directly.
- Links displayed under this drop down will vary depending on the student's status and the user's permissions.
- There is a Perform Task drop down at the top of the page that gives options to Print, Download Data, or print Mailing Labels.

How To Save a Search:

1. Click the Search for Students link in the CUSTOM SEARCHES section of the nav bar.
2. Add any necessary criteria.
3. Add any columns to show in the results.
4. Choose the type of report.
5. Title the search.
6. Click the Add to Navigation Bar check box to add the search to the nav bar. If the search is not Saved to the nav bar, it will be available from the Load Saved Searches drop down.
7. Choose the default view. These options are only valid if the search has been added to the nav bar. The Report View will display the results page when this search is selected. The Design view will display the report criteria page.
8. Click the Save Search button.



How To Redefine a Saved Search:

Please Note: Redefining the search is not the same as copying the search. Clicking Copy This Search copies the search criteria and columns to show into a NEW search. Clicking Redefine Search will edit the existing search.

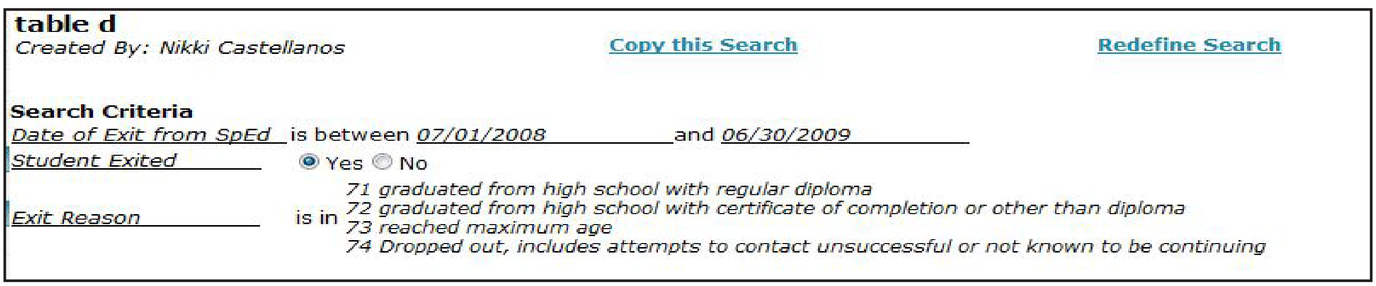
If a change needs to be made to a search that has been saved there are 2 ways to do it:

FROM THE NAV BAR:

1. From the Home Page, click the title of the search in the CUSTOM SEARCHES section of the nav bar. (If the search was set to default to the report view start on step 3 of the instructions FROM THE DROP DOWN MENU).
2. Click the link to redefine search to go to the search page.
3. Redefine the search criteria or columns to show.
4. Click the update search button.

FROM THE DROP DOWN MENU ON THE SEARCH PAGE:

1. From the Home Page, click on the Search for Students link in the CUSTOM SEARCHES section of the nav bar.
2. Choose the saved search from the Load Saved Search drop down menu.
3. Redefine the search criteria or columns to show.
4. Click the Update Search button.



How To Delete a Saved Search:

1. Click the Search for Students link in the CUSTOM SEARCHES section of the nav bar.
2. Choose the search to be deleted from the Load Saved Search drop down.
3. Click the delete link to the right of the Save button.
4. Click the Ok button in the confirmation window.

Notes About Searches:

- When naming searches avoid using special characters in the title. <, >, / and others can be read as program code and cause odd things to happen to the search. Downloading the file will open it as an Excel file and Excel will not accept these as filenames.
- If when printing a blank page appears take these symbols out of the title of the search.

How To - What to do With Your Search Results

Once search results are displayed, every user, regardless of permissions can download their data to Excel or print their date.

How to Print Data:

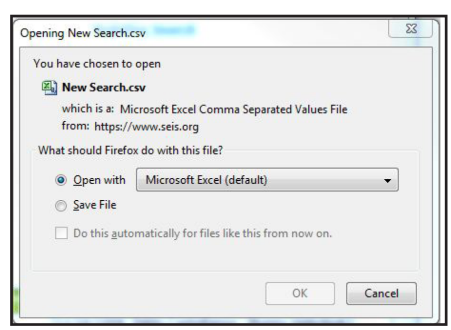
1. From the Home Page, click on the Search For Students link in the CUSTOM SEARCHES section of the nav bar.
2. Add any necessary criteria to search by.
3. Add columns to show in the results as necessary
4. Click the Search button.
5. Locate the Perform Task drop down at the top of the page that defaults to Print.

6. From the next drop down, choose to include all search results or a sub-set of the data. (If sub-set is chosen, check the check boxes next to the students to be included in the sub-set.)
7. Click the Go button.
8. Title the search, group and/or sort if necessary.
9. Click the Print button.

How to Download Data:

1. From the Home Page, click on the Search For Students link in the CUSTOM SEARCHES section of the nav bar.
2. Add any necessary criteria.
3. Add columns to show in the results as necessary .
4. Click the Search button.

5. Locate the Perform Task drop down at the top of the page and change the selection to Download Data.
6. From the next drop down, choose to include all search results or a sub-set of the data. (If sub-set is chosen, check the check boxes next to the students to be included in the sub-set.)
7. Click the Go button.
8. Choose to either open the data in Excel or save the Excel file.
9. Click the Ok button.



How To Download Mailing Labels:

1. From the Home Page, click on the Search For Students link in the CUSTOM SEARCHES section of the nav bar.
2. Add any necessary criteria.
3. Add columns to show in the results as necessary .
4. Click the Search button.
5. Locate the Perform Task drop down at the top of the page and change the selection to Download Mailing Labels.

6. From the next drop down, choose to include all search results or a sub-set of the data. (If sub-set is chosen, check the check boxes next to the students to be included in the sub-set.)
7. Click the Go button.
8. Choose the format for the labels.
9. Click Download Labels and save the file.
10. Follow the instructions on the Download Mailing Labels screen in SEIS.

Please Note: In order to view mailing addresses for ALL students living within the district, it might be necessary to use the Additional Search Criteria of Include Students who are Not Served in the District but are Residents.

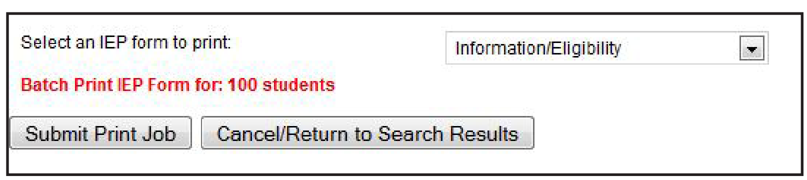
How To Bulk Print

How To Print IEP Forms:

This feature allows users to print one IEP page for a group of students at once without having to access each individual student's Future IEP. *Please Note: Each print request will process up to 100 students at a time so it might be necessary to narrow the search results or use the sub-set option.*

1. From the search results page, locate the Perform Task drop down at the top of the page and change the selection to Bulk Print IEP Forms.

2. From the next drop down, choose to include all search results or a sub-set of the data. (If sub-set is chosen, check the check boxes next to the students to be included in the sub-set.



3. Click the Go button.

4. Choose the Future IEP form to be printed from the drop down.

5. Confirm the number of students whose forms will be printed.

6. Click the Submit Print Job button. The request will be added to the queue. **Bulk Print requests are processed overnight, in the order which they are received.**

Please Note: After clicking the button to submit the print job users will remain on the bulk print page. This way they can select another form to bulk print and continue until they are done submitting bulk print jobs. When ready to exit the page, simply click the Cancel / Return to Search Results button.

How To Bulk Print Progress Reports:

This feature allows users to print the most recently affirmed Progress Report for a group of students at once without having to access each individual Progress Reports.

Please Note: Each print request will process up to 100 students at a time so it might be necessary to narrow the search results or use the sub-set option.

1. From the search results page, locate the Perform Task drop down at the top of the page and change the selection to Bulk Print Progress Reports.

2. From the next drop down, choose to include all search results or a sub-set of the data. (If sub-set is chosen, check the check boxes next to the students to be included in the sub-set.)

3. Click the Go button.

4. Confirm the number of students whose progress reports will be printed.

5. Click the Submit Print Job button. The job will be added to the queue. **Bulk Print requests are processed overnight, in the order which they are received.**

How To Check the Status of or Print Your Bulk Print Request:

All bulk print jobs will be listed in the bulk print queue. This queue is in the upper right hand corner of SEIS and will appear on most pages in SEIS.

1. Click on the number located in the queue prompt, section in the upper right hand corner of the screen: i.e. 'You currently have **4** jobs in queue.'

2. Click the View link next to the job to be printed.
3. This will download the .pdf of the chosen form.
4. From here click the printer icon to print the forms.

	Job	Added	Status
View	Batch Print IEPs (Information/Eligibility)	December 20, 2010	completed
View	Batch Print IEPs (Special Factors)	December 20, 2010	completed
View	Batch Print IEPs (Goals B)	December 20, 2010	completed
View	Batch Print Progress Reports	December 20, 2010	completed

Pending and Completed jobs may be removed/deleted by clicking the delete icon (the trash can on the right hand side of the queue) and confirming request to delete job in subsequent prompt.

Completed jobs will be deleted automatically 7 days after they are generated.

How To View Caseload Reports

Caseload reports show a listing of all the student's on the users caseload.

How To View Caseload Reports:

1. From the Home Page, click on the Caseload link in the REPORTS section of the nav bar.
2. This page will display all students on the users caseload.

How To Download or Print a Caseload Report:

1. From the Home Page, click on the Caseload link in the REPORTS section of the nav bar.
2. This page will display all students on the users caseload.
3. At the top of the page is a count of students on the caseload who are Pending, Eligible, that the teacher is the Case Manager for and the total number of students.
4. Click the Print button to print the caseload.
5. Click the Download Caseload button to download the caseload to Excel.
6. Click the student's name to go to that student's record.
7. **Past Due Annual and Tri IEPs will show in BOLD RED on the Caseload.**

District	Teacher	Eligible	Pending	Case Manager For	Total Students
Help Desk 1	Assistive Technology - Nikki tr Castellanos	96	3	77	99

Print Caseload   Download Caseload

Student	Case Manager	Eligibility	Birthdate	Age	Gender	Grade	FHI	Next Annual	Next Triennial	Review	School	School2	DOR
Brown, Jessica	Nikki tr Castellanos	Yes	05/05/2007	3	F	Seventh grade	Intellectual Disability (ID) 210	**10/01/2010**	10/01/2013		Bunny Helpdesk2	School of Rock444	Help Desk 1
Brown, Joe	Nikki tr Castellanos	Yes	04/05/2000	10	F	Fifth grade	Intellectual Disability (ID) 210	12/01/2011	12/01/2013		Bunny Helpdesk2	Bunny Helpdesk2	Help Desk 1

How To View Upcoming and Past Due IEP Dates

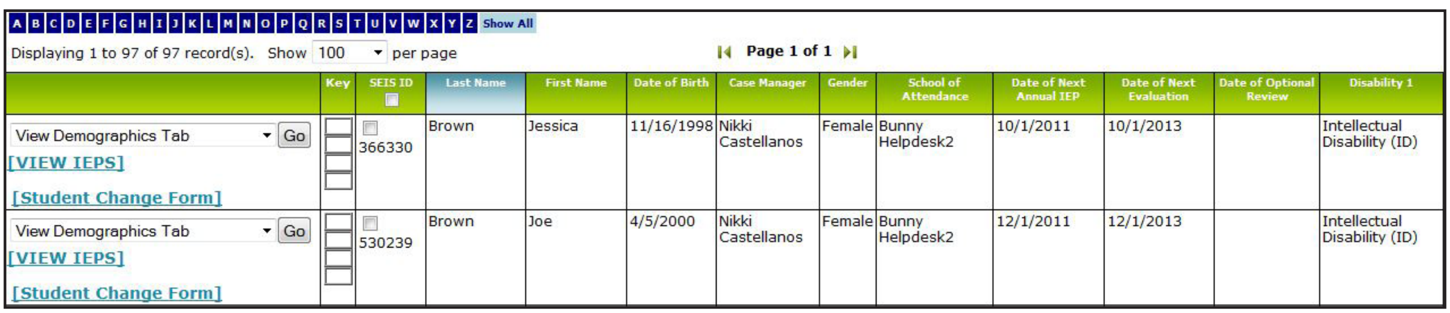
The IEP Dates report is used to view or print a list of students and important IEP-related dates. It is the sort of report that can be copied and edited to fit each users own needs.

How To Access IEP Dates:

1. From the Home Page, click on the IEP Dates link in the REPORTS section.
2. This will display a search results page for all Eligible students the user has access to.

The Results will display the student's:

- Last Name
- First Name
- Date of Birth
- Case Manager
- Gender
- School of Attendance
- Date of Next annual IEP
- Date of Next Evaluation
- Date of Optional Review
- Disability 1



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Show All

Displaying 1 to 97 of 97 record(s). Show 100 per page

Page 1 of 1

	Key	SEIS ID	Last Name	First Name	Date of Birth	Case Manager	Gender	School of Attendance	Date of Next Annual IEP	Date of Next Evaluation	Date of Optional Review	Disability 1
View Demographics Tab Go [VIEW IEPS] [Student Change Form]		366330	Brown	Jessica	11/16/1998	Nikki Castellanos	Female	Bunny Helpdesk2	10/1/2011	10/1/2013		Intellectual Disability (ID)
View Demographics Tab Go [VIEW IEPS] [Student Change Form]		530239	Brown	Joe	4/5/2000	Nikki Castellanos	Female	Bunny Helpdesk2	12/1/2011	12/1/2013		Intellectual Disability (ID)

This is a good report to download to Excel and filter for upcoming Annuals or Triennials.

How To View Unaffirmed IEPs and Addendums From the Home Page

There is a lot of information displayed on the home page about IEPs.

How To View Unaffirmed IEPs:

1. Click the View link to the right of Unaffirmed IEPs in the UNAFFIRMED IEPS section of the Home Page.
2. Links are available to View the IEP or E-mail the IEP team. The page will also display the date the IEP meeting was held along with info about the student and Case Manager.

This list is a calculation that compares:

- IEP Meeting Date (On the Student Record this is the Date of Last Complete IEP Meeting, Field A-36), and
- Affirmed Date (Date the current IEP was Affirmed on)

A student's name will show on this list if the Meeting Date is more recent than the date of the last Affirm. This means a student will show on this list as soon as a new date is entered on the IEP form in preparation for the next IEP meeting.

If the meeting date shown is in the FUTURE it indicates that the teacher or Case Manger is preparing for an upcoming meeting.

If the meeting date shown is in the PAST it indicates that the meeting has been held, but the IEP has not been affirmed in SEIS yet. The recommendation is that IEPs are Affirmed within 7 days of the meeting. If older meeting dates are showing on this list, contact the Case Manger and remind them to Affirm the IEP.

If a student is on this list in error it means the IEP Date may have been entered or updated incorrectly. It can be fixed on the Dates Tab of the Student Record or the IEP form.

Please Note: All data reported to CASEMIS should be data as of the report date. During the two reporting periods (November for the December 1st report and June for the June 30th report) ensure that teachers do not start updating CASEMIS data, including dates, for meetings scheduled to be held after the final CASEMIS report. If CASEMIS data is updated before the final report for meetings held after the final report then incorrect data is being reported to CA*SEMIS. (All CASEMIS fields on the IEP are highlighted green).*

How To View Unaffirmed Addendums:

1. Click the View link to the right of Unaffirmed Addendums/Amendments in the UNAFFIRMED IEPS section of the Home Page.
2. A list of Addendums that have been created, but not affirmed will be displayed.
3. There is a link to View the IEP. The page will also display the date the addendum was added along with info about the student and Case Manager.

UNAFFIRMED IEPS		
Unaffirmed IEPs	7	VIEW
Unaffirmed Addendums/Amendments	22	VIEW

How To View Upcoming IEP / IFSP / ISP Dates From the Home Page

Permission Needed: None

How To View Upcoming Annual IEPs / IFSPs:

1. Click the View link to the right of 25 Day Alert for Next Annual IEP/IFSP in the IEP/IFSP Meeting Alerts section of the Home Page.
2. This will show all annual IEPs and IFSPs due within the next 25 days.
3. Past Due IEPs and IFSPs will be listed in red.
4. Click the student's name to access the Student Record.

How To View Upcoming Triennial IEPs:

1. Click the View link to the right of 25 Day Alert for Next Annual IEP/IFSP in the IEP/IFSP Meeting Alerts section of the Home Page.
2. This will show all annual IEPs and IFSPs due within the next 25 days.
3. Past Due IEPs and IFSPs will be listed in red.
4. Click the student's name to access the Student Record.

How To View Upcoming Annual ISPs:

1. Click the View link to the right of 25 Day Alert for Next Annual ISP in the ISP Meeting Alerts section of the Home Page.
2. This will show all annual ISPs due within the next 25 days.
3. Past Due ISPs will be listed in red.
4. Click the student's name to access the Student Record.

How To View Upcoming Triennial ISPs:

1. Click the View link to the right of 75 Day Alert for Next Triennial ISP in the ISP Meeting Alerts section of the Home Page.
2. This will show all Triennial ISPs due within the next 75 days.
3. Past Due ISPs will be listed in red.
4. Click the student's name to access the Student Record.

UNAFFIRMED IEPS		
Unaffirmed IEPs	7	VIEW
Unaffirmed Addendums/Amendments	22	VIEW
IEP/IFSP MEETING ALERTS		
25 Day Alert for Next Annual IEP/IFSP	9	VIEW
75 Day Alert for Next Triennial IEP/IFSP	6	VIEW
ISP MEETING ALERTS		
25 Day Alert for Next Annual ISP	1	VIEW
75 Day Alert for Next Triennial ISP	0	VIEW

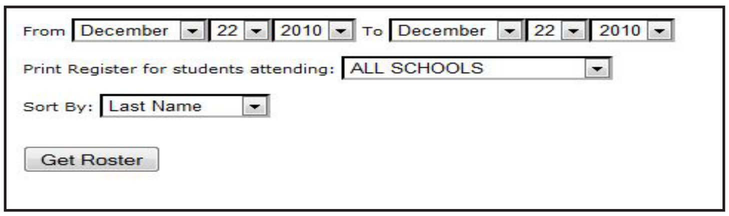
Please Note: These projected meeting dates are set during the Affirm Process. These dates can be changed manually on the Dates tab of the Student Record.

How To View an Attendance Register

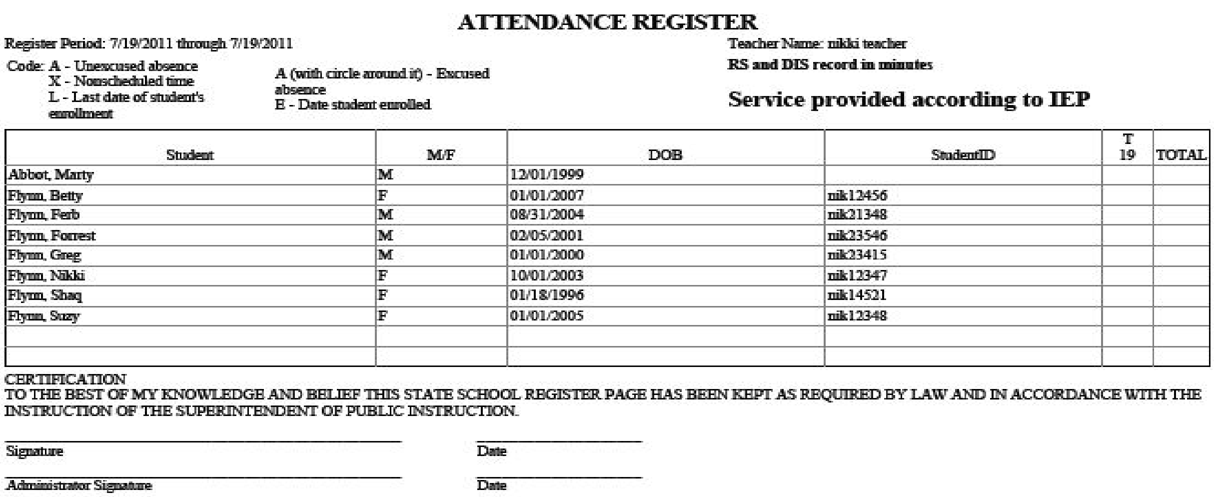
The stock Attendance Register is a non-interactive form, meant to be printed and written on. Some SELPAs utilize custom Attendance Registers. Please follow all local guidelines in regards to attendance registers.

How To View / Print an Attendance Register:

1. From the Home Page, click on the Attendance Register link in the REPORTS section of the nave bar.
2. Choose the date range that will appear on the attendance register. (If the month being printed only has 30days make sure to choose to print through the 30th and not the 31st, as that can cause errors).
3. Choose the school(s) to print a register for. All Schools is an option.
4. Choose how the register will be sorted.



5. Click the Get Roster button. This will bring up a .pdf that that can be saves or printed.



ATTENDANCE REGISTER

Register Period: 7/19/2011 through 7/19/2011

Teacher Name: nikki teacher

RS and DIS record in minutes

Code: A - Unexcused absence
X - Nonscheduled time
L - Last date of student's enrollment

A (with circle around it) - Excused absence
E - Date student enrolled

Service provided according to IEP

Student	M/F	DOB	StudentID	T 19	TOTAL
Abbot, Marty	M	12/01/1999			
Flynn, Betty	F	01/01/2007	nik12456		
Flynn, Ferb	M	08/31/2004	nik21348		
Flynn, Forrest	M	02/05/2001	nik23546		
Flynn, Greg	M	01/01/2000	nik23415		
Flynn, Nikki	F	10/01/2003	nik12347		
Flynn, Shaq	F	01/18/1996	nik14521		
Flynn, Suzy	F	01/01/2005	nik12348		

CERTIFICATION
TO THE BEST OF MY KNOWLEDGE AND BELIEF THIS STATE SCHOOL REGISTER PAGE HAS BEEN KEPT AS REQUIRED BY LAW AND IN ACCORDANCE WITH THE INSTRUCTION OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Signature ____________ Date ____________

Administrator Signature ____________ Date ____________

How To View a Comparison Report

The Comparison Reports allows users to compare selected Student Record information.

How To Run a Comparison Report:

1. From the Home Page, click on the Comparison Report link in the REPORTS section of the nav bar.
2. Choose a field from the first drop down.
3. Choose a field to compare to.
4. Click either the Show Report button (to view results) or the Download Report button (to download results).

How To View a DLAY Report

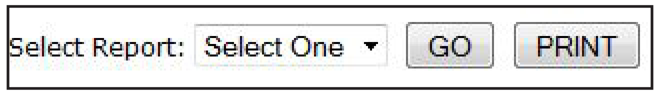
There are 2 DLAY reports in SEIS.

EVLDLAY: This report will display a list of students where the Initial Eval exceeds the 60 day time line and a Reason (field A-30) has not been chosen.

TBDLAY: This report will display a list of students where the Initial Eval is beyond the student's 3rd birthday and a Reason (field A-31) has not been chosen.

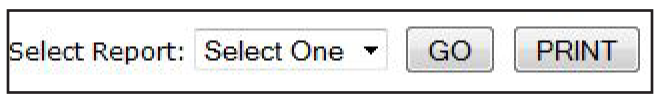
How To Run an EVLDLAY Report:

1. From the Home Page, click on the DLAY Report link in the REPORTS section.
2. From the drop down titled Select Report, choose the EVLDLAY.
3. Click the Go button.
4. When the list appears, click on the Student Record link next to the Student's name to be directed to the CASEMIS A tab.
5. Enter the Reason in field A-30 EVLDLAY.
6. Click the Save button.
7. Click the Return to List link at the top of the page to return to the EVLDLAY report.



How To Run an TBDLAY Report:

1. From the Home Page, click on the DLAY Report link in the REPORTS section.
2. From the drop down titled Select Report, choose the TBDLAY.
3. Click the Go button.
4. When the list appears, click on the Student Record link next to the student's name to be directed to the CASEMIS A tab.
5. Enter the Reason in field A-31 TBDLAY.
6. Click the Save button.
7. Click the Return to List link at the top of the page to return to the TBDLAY report.



Please Note: When choosing reasons for the EVLDLAY or TBDLAY, if Code 90 is chosen as the reason an explanation must be entered in the text box next to the CASEMIS field on the CASEMIS A tab. These reasons will be downloaded and submitted to CDE by the SELPA.

	District	Eligibility	Last Name	First Name	DOB	Age	Case Manager	School	INIT EVAL	PRNT CSNT	REFR DATE
Student Record	Help Desk 1	Yes	Brown	Michelle	January 1, 1992	18	Karina Vargastr	Bunny Helpdesk2	November 28, 2010	August 1, 2010	June 1, 2010

How To Release Forms in Use

Forms can only be used by one user at a time. If a user doesn't exit a form correctly it will remain locked by that user and no one else will be able to access it. When a user attempts to open a form that is currently in use or has been left locked by someone else, they will see a screen listing who has the form checked out, and when they checked it out.

Student Information	
Student Name:	Betsy brown
Birthdate:	01/01/2010
In Use By Information	
Checked Out By:	Nikki Castellanos
Form Checked Out:	/forms/riverside/forms/goalObjectives.aspx
Date/Time Checked Out:	11/23/2010 11:27:27 AM
Record Id Checked Out:	18389202

Forms may be accidentally left checked out/locked due to various circumstances including:

- Exiting the form page by using the browser's Back button.
- The browser or computer shut down prior to logging off of the page.
- A cat jumped on the keyboard and suddenly you're on Facebook.

Unlock a Form you have Checked Out:

1. From the Home Page, click on Student's IEPs link in the STUDENTS section of the nav bar.
2. Click the Search button to bring up the Student IEP list for all students. (This list can be narrowed down by entering a Last Name, First Name, or School of Attendance).
3. Click Future to access the Future IEP.
4. Click the Edit link next to the form that is checked out to open it (it will only open for the user that has it checked out).
5. Log out of the form correctly (click the Home link or a link to another page or the Print Multiple Forms button).

Unlock a Form Checked out by Someone Else:

When attempting to open a form that is currently in use or has been left locked by someone else, a prompt will appear alerting that the form is in use, who has it checked out, and when they checked it out. There are a few things that can be done:

1. Contact the person who has the form checked out and ask them to follow the steps above to unlock the form.
2. Contact the district/SELPA office and ask they Release the Form. If the page is not saved first any new data may be lost.
3. Wait 4 hours until the form automatically releases.

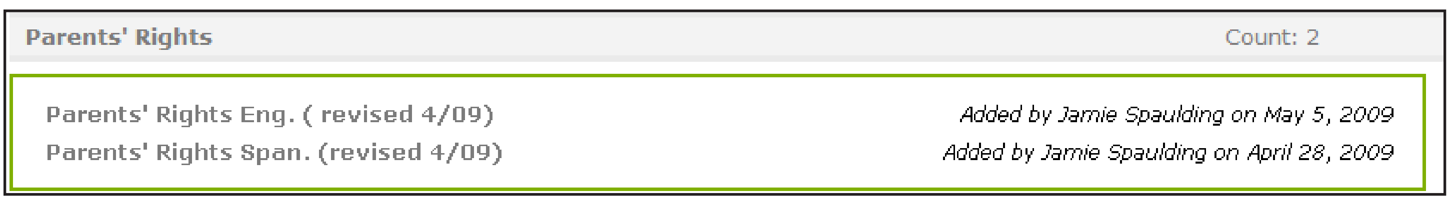
Multiple use forms are the exception to this single-user-at-a-time rule. All summary pages can be viewed by multiple users, but each individual data entry page is single use. Examples are Goals, Notes, BSP, and Prior Written Notice.

How To Use the Document Library

The district/SELPA may choose to create a Document Library of documents and forms that they want to make available to their teachers. Forms that the district or SELPA places in the Document Library may be forms to be used as IEP attachments or as reference materials.

Accessing the Document Library:

1. From the Home Page, click the Document Library link in the REFERENCE section of the nav bar.
2. Folders may be utilized by the district/SELPA to sort documents.
3. Choose the folder (if applicable) to be viewed.
4. Choose the document within that folder to be viewed.
5. Click the title of the document to download the document.



When a document is opened it is actually being downloaded from SEIS onto the computer. Different computers can be set to handle downloads in several different ways depending on how the browser preferences are set. However the computer handles downloads, one thing to be aware of is that it will not title the form as it appears on the screen. It will automatically name the form based on the date and time it was uploaded into the Document Library by the district/SELPA rather than the name displayed on the screen.

Please Note: If a form is saved on the computer and student information is entered into it, the form needs to be deleted from the computer after all work with that form is complete. Also make sure to empty the recycle bin and empty the trash. SEIS is a secure site for these attachments since it is password protected. The computer might not be.

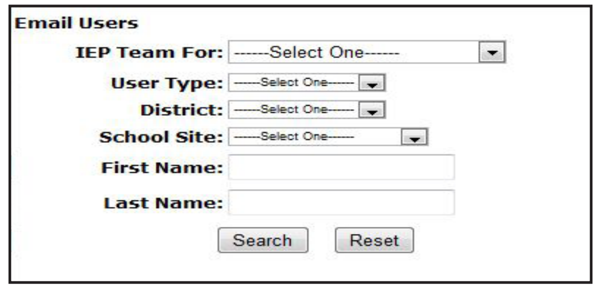
How To E-mail Other Users

How To Search For Users To E-mail:

1. From the Home Page, click on the E-mail Other Users link in the COMMUNICATIONS section of the nav bar.

2. Fill in the information for the SEIS users that the e-mail will be sent to.

SEIS gives a few options to search for SEIS users to E-mail by. Fields are not required so NOT every single field has to be filled out. These are to be used to narrow down the search of SEIS users the e-mail will be sent to.



- **IEP Team For:** Will show a list of all teacher level providers tied to that Student Record for the selected student. This list will only display students the user has access to.
- **User Type:** Will show you all users from the level you select. This is a good one to use in conjunction with first or last name.
- **District Name:** Will show all users tied to the district selected. SELPA level users will not show as they are not tied to a specific district.
- **School Site:** Will showall users tiied to the school site seleceted. This list will only display school site level users as they are teh ones tied to a specific school site.
- **First Name:** Will narrow down results based on the users first name listed in the system.
- **Last Name:** Will narrow down results based on the users last name listed in the system.

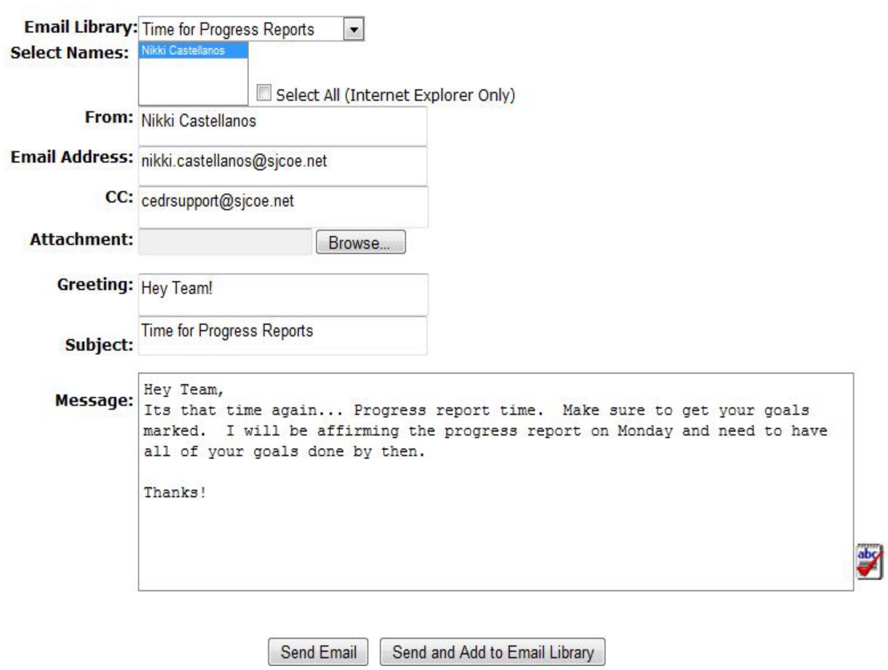
3. Click the Search Button to go to the E-mail template page.

How To E-mail Other Users:

1. Start after step 3 above. On the E-mail template page. The first drop down gives the option to choose a template from the saved E-mail library which is explained on the next page.

2. Select the names of the people this E-mail will be sent to. Hold the Ctrl key to select multiple names from the list.

Please Note: E-mails are sent to the E-mail address listed in the individual's user profile in SEIS. If the E-mail address in SEIS is missing or incorrect the E-mail will not reach the intended recipient.



3. Enter any additional E-mail addresses in the CC fields. These can be E-mail addresses of Non-SEIS users.
4. Add an Attachment. (if applicable)
5. Enter a Greeting (If an E-mail template was selected and this is included in the template, it will be automatically filled in).
6. Enter a Subject (If an E-mail template was selected and this is included in the template, it will be automatically filled in).
7. Enter the Message (If an E-mail template was selected and this is included in the template, it will be automatically filled in).
8. Click the Send E-mail button.

How To E-mail a Team of Providers From The IEP:

1. In the green navigation bar at the top of any Future IEP form, click the link to E-mail team.
2. Select the SEIS Users this E-mail will be sent to. Hold the Ctrl key to select multiple names from the list.

Please Note: This list will only display those Service Providers assigned to the student.

3. Enter any additional E-mail addresses in the CC fields.
4. Add an attachment if applicable.
5. Enter a Greeting (If an E-mail template was selected and this is included in the template, it will be automatically filled in).
6. Enter a Subject (If an E-mail template was selected and this is included in the template, it will be automatically filled in).
7. Enter the Message (If an E-mail template was selected and this is included in the template, it will be automatically filled in).
8. Click the Send E-mail button.

How To Use the E-mail Library

The e-mail library is a place to store templates of e-mails that are sent out often to avoid typing them over and over again. Templates can be added, edited, or deleted.

There are 2 ways to add an E-mail to the library.

Add a New E-mail to the E-mail Library:

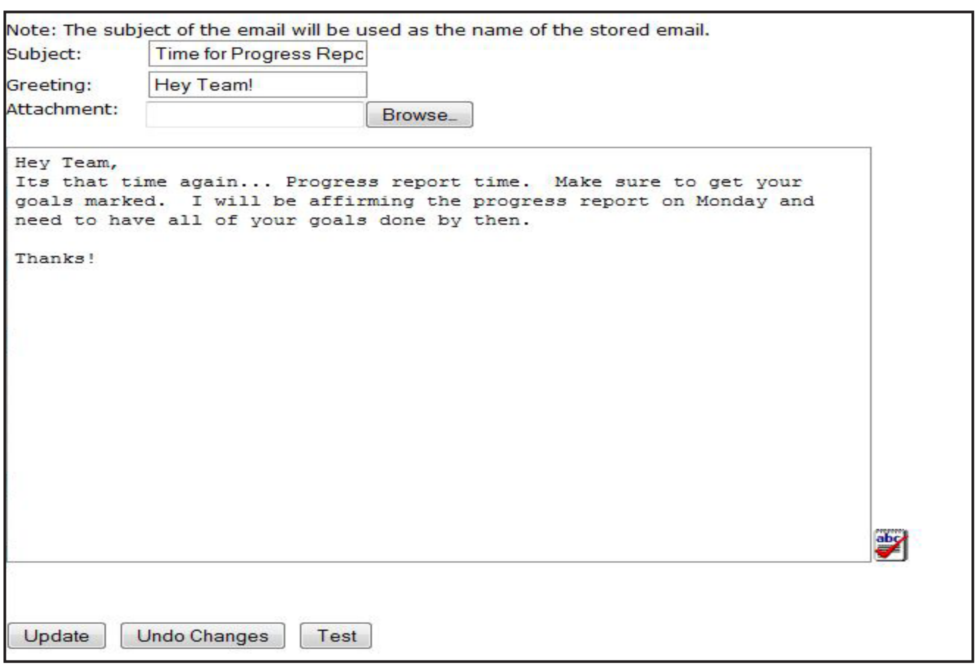
1. From the Home Page, click the E-mail Library link in the COMMUNICATIONS section of the nav bar.
2. Click the Add E-mail to Library Link.
3. Enter a subject (if applicable).
4. Enter a Greeting (if applicable).
5. Add an attachment (if applicable).
6. Type the body of the E-mail.
7. Click the Add button.

Send an E-mail AND Add it to the E-mail Library:

If an E-mail is drafted and the user decides they want to save that E-mail to the library as well, follow steps 1-8 in the How To E-mail Other Users section on the previous page. After step 8 click the Send and Add to E-mail Library link. This will send the E-mail to the selected recipients and add it to the E-mail library.

How To Edit an Existing E-mail Template:

1. From the Home Page, click the E-mail Library link in the COMMUNICATIONS section of the nav bar.
2. Click the Update E-mail Link.
3. Make any necessary changes.
4. Click the Update button.

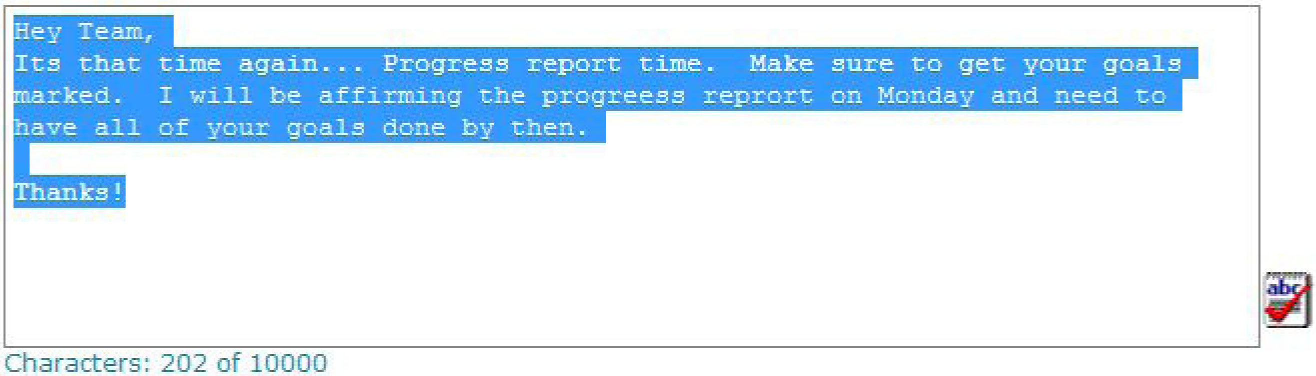


How To Use The Spell Check

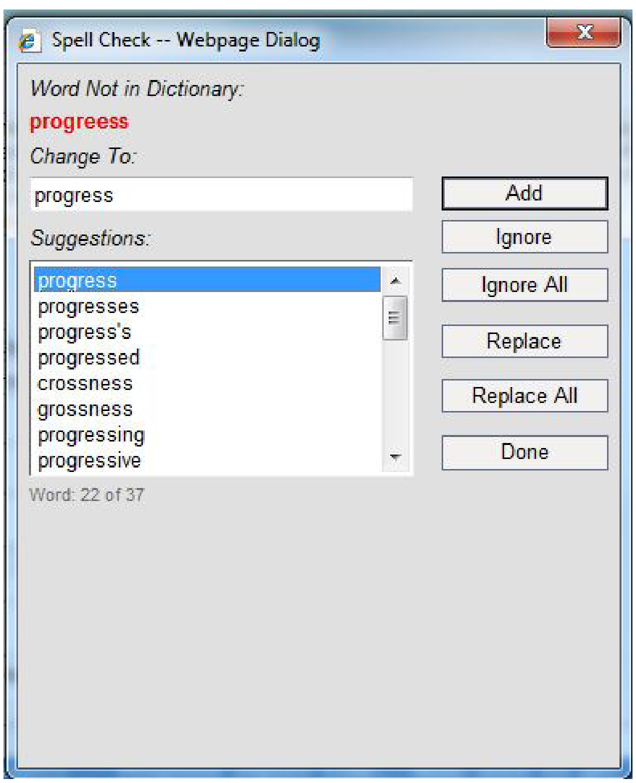
SEIS has a great spell check feature built in to the system. A spell check button will be located in the bottom right corner of any multi-line text box on all pages of SEIS whether they be IEP pages, Student Record Pages, or system pages such as the e-mail other users page. Spell check buttons are also located at the top and bottom of the data entry screens of the IEP pages. The instructions are the same, and start from typing in the text box.

How To Spell Check Your Work:

1. Finish typing text in the text box.
2. Click the Spell Check button in the bottom right corner of the text box. This will bring up the spell check screen.



3. This screen will list all the misspelled words in the text box. Listed will be a few options for what to do with misspelled words.



- Add: will add the word to the spell check dictionary. If the word is added the system won't recognize it as misspelled next time.
- Ignore: will ignore the misspelling.
- Ignore All: will ignore the misspelling of this word every time it is in the text box only for this run through spell check.
- Replace: will replace the misspelled word with the correct spelling you choose from the list below.
- Replace All: will replace the misspelled word with the correct spelling chosen from the list below every time it is in the text box only for this run through spell check.
- Done: will exit the spell check.

CASEMIS Reports

How To Fix CASEMIS Errors

This section will give instruction on how to fix CASEMIS errors during CASEMIS reporting time. Depending on local SELPA policies, fixing errors might be done at the SELPA level, District Level or Case Manager Level.

Please Note: We say Case Manager, as teachers will only see errors for the students they are Case Manager for. This is because it is the role of the Case Manager to run the error check when they Affirm, the same applies during the reporting period.

Please Note: Some errors listed on the errors page will have text at the end of the error description that reads "Error will remain until SELPA re-runs report" These are errors that have to do with adding or deleting lines from the report, such as adding or removing a service. Those errors will ***continue to show****, even after they have been corrected, until a new report is ran (or tables are re-downloaded and ran through the CASEMS software if working on the copy of the report). If errors are cleared, but the error message remains on the home page, wait until the SELPA runs a new report and the error will disappear.*

How To Fix Errors Before the Report Date:

On the Home Page, there is a box at the top above any news items with the note to staff and a link to see CASEMIS Errors.

1. Click the Click Here To Fix CASEMIS Errors link to go to the errors page and see a listing of all the errors.

IMPORTANT NOTE: Here are the errors as of 11/15/2010. Lets get a head start on these so we can be error free! Thanks guys... you are great! Click Here to fix the errors

2. Find the student / error to be fixed.
3. Click the Fix Error link to the left of the student's name to go to the CASEMIS A Tab of the Student Record.

	Student ID	Last Name	First Name	DOB	Error ↑
Fix Error	543768	Piper	Peter	01/24/1994	W920 NO GRAD_PLAN FOR GRADES 8 AND UP
Fix Error	584702	Chipmunkk	Alvin	07/08/2001	W920 NO GRAD_PLAN FOR GRADES 8 AND UP

4. Click the Show CASEMIS Errors link.
5. Fix any CASEMIS errors.
6. Click the Save button.
7. Click the Return to CASEMIS Errors Page. This step is very important. If this link is not used to return to the CASEMIS errors page, the error will continue to show on the list even though it has been corrected These errors will drop off once a new report is run.
8. Continue to fix errors until error free or the final report is ran the night of the report date.

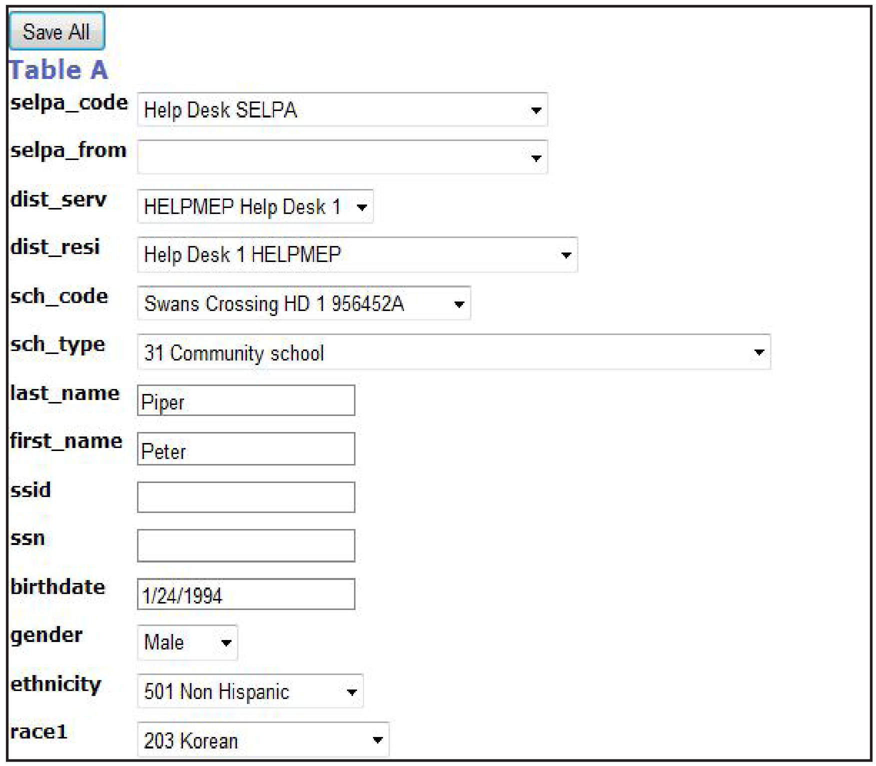
Errors After the Report Date:

On the report date (Dec. 1st or June 30th), SEIS will run a final copy of the report for each SELPA. When the SELPA uploads the errors back into SEIS after the report date they will have users work on the copy of the report only. Since the report needs to include data as of the report date, when users are working on the copy only the data is no linger linked to live SEIS data.

This means that any changes made to the copy of the report will also need to be made to live SEIS data since they are no longer linked. Also, any duplicate service errors will require users to DELETE the service off of the report. Marking the service DNR on the Student Record in SEIS won't fix this error once users are working on the copy only. This also means users can continue to work on any IEPs that take place after the report without compromising report data.

How To Fix Errors After the Report Date:

1. From the Home Page, above the news items will be a box with the note to staff and a link to see CASEMIS Errors.
2. Click the Click Here To Fix CASEMIS Errors link to go to the errors page and see a listing of all the errors.
3. Find the student / error to be fixed.
4. Click the Fix Error link to the left of the student's name to go to a page listing all CASEMIS fields.
5. The errors will be listed at the top of the page. Review the errors to determine what fields need to be fixed.
6. Make changes to any fields necessary.
7. Click the Save All button.
8. Click the Return to Error List link.
9. Continue to fix errors until error free.



Appendix

Definitions and Tips

Browser – Software that enables a person to view sites on the World Wide Web. There are many popular browsers available today.

SEIS is programmed to be used with Internet Explorer, Mozilla Firefox, or Safari.

Adobe Acrobat Reader – Free software that is usually pre-loaded on all newer computers. It is used in SEIS to print IEP forms. It is important to use the latest version that your computer can handle.

<u>**Browsers and Adobe Acrobat Reader are available as free downloads, see note below.</u>

URL – Commonly called the Address, URL stands for Universal Resource Locator and is a standard way of specifying the location of a web page on the Internet; e.g., www.seis.org.

Link - A word, phrase or picture that, when clicked, jumps to a new page, or performs a function. Most links in text are colored and/or underlined, and will change slightly when rolling the mouse over them, changing color, adding or removing an underline, etc.

Navigation bar – an area of the web page that contains links to navigate around the site. SEIS has 2 main navigation bars, the left side and the top of the screen.

Cache – A small memory storage area that your computer uses to save previously viewed web pages. The browser might show previously-viewed web pages from this area instead of showing you a newly updated page. If this happens, click the refresh button on your browser.

Back Button - The button located in the upper left corner of the browser. This button literally causes time-travel backwards. If information is entered and saved, then this Back Button is used, the page returned to is page or "time" before the new information had been entered, so that new information will not be there. Unless sitting in a DeLorean and a flux capacitor is handy, do NOT use the back button at all.

Save Button(s) are located at the bottom and top of each page where information can be entered. Button names may vary, for example: Save, Save Student, etc.   Use these buttons as often as possible while working in SEIS.

Browsers Note: SEIS recommends using the latest version of Internet Explorer, Firefox or Safari . Earlier versions can cause SEIS to act poorly. If experiencing problems check the browser and version. Likewise, SEIS recommends using the most recent version of Adobe Acrobat Reader that the computer can handle. The System Requirements link located on the SEIS log-in screen (as displayed on page 5, provides links to download I.E., Firefox, and Adobe Acrobat Reader.