

SEIS Provider Level Training



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SEIS Network July 2021

■ Entire Counties
■ Partial Counties

<p>Alameda County Mid-Alameda County Mission Valley North Region Oakland Unified Tri-Valley</p> <p>Alpine County Tahoe/Alpine*</p> <p>Amador County Amador County</p> <p>Butte County Butte County</p> <p>Calaveras County Calaveras County</p> <p>California State Agency California Department of Corrections and Rehabilitation**</p> <p>Colusa County Colusa County</p> <p>Contra Costa County Contra Costa County Mt. Diablo Unified San Ramon Valley West Contra Costa Unified</p>	<p>Del Norte County Humboldt/Del Norte</p> <p>El Dorado County El Dorado Charter El Dorado County Tahoe/Alpine*</p> <p>Fresno County Clovis Unified Fresno County Fresno County Charter Fresno Unified</p> <p>Glenn County Glenn County</p> <p>Humboldt County Humboldt/Del Norte</p> <p>Imperial County Imperial County</p> <p>Inyo County Inyo County SELPA</p> <p>Kern County Sierra Sands SELPA</p> <p>Kings County Kings County SELPA</p> <p>Lake County Lake Co. County SELPA</p> <p>Lassen County Lassen County SELPA</p>	<p>Los Angeles County ABC/Norwalk-LaMirada SELPA Antelope Valley SELPA Compton SELPA Downey USD East San Gabriel Valley SELPA Foothill SELPA LACOE Charter SELPA Mid Cities Pasadena USD SELPA Pomona USD SELPA Santa Clarita Valley SELPA Southwest Service SELPA Tri-Cities SELPA West San Gabriel Valley SELPA Whittier Area Co-Op SELPA</p> <p>Madera County Mariposa County Madera/Mariposa SELPA</p> <p>Marin County Marin County SELPA</p> <p>Mendocino County Mendocino SELPA</p> <p>Merced County Merced County SELPA</p> <p>Modoc County Modoc County SELPA</p> <p>Mono County Mono County SELPA</p>	<p>Napa County Napa County SELPA</p> <p>Nevada County Nevada County SELPA</p> <p>Orange County Anaheim City Garden Grove Unified Greater Anaheim Irvine Unified North-East Orange County North Orange County Orange Unified Santa Ana Unified South Orange County Tustin Unified West Orange County</p> <p>Plumas County Plumas County</p> <p>Riverside County Corona-Norco Riverside County Temecula Moreno Valley</p> <p>Sacramento County Elk Grove Unified Folsom Cordova Unified Sacramento City Unified Sacramento County San Juan Unified</p>	<p>San Bernardino County Fontana Unified West End Ontario-Montclair San Bernardino City Morongo Valley</p> <p>San Diego County East County North Inland South County North Coastal Poway Unified HOPE Infants</p> <p>San Francisco County San Francisco Unified</p> <p>San Joaquin County Lodi Area San Joaquin County Stockton Unified</p> <p>San Luis Obispo County San Luis Obispo County</p> <p>San Mateo County San Mateo County</p> <p>Santa Clara County Southeast Consortium</p> <p>Santa Cruz County North Santa Cruz County</p> <p>Shasta County Shasta County</p>	<p>Sierra County Sierra County</p> <p>Siskiyou County Siskiyou County</p> <p>Solano County Solano County Vallejo City Unified</p> <p>Sonoma County Sonoma County Sonoma County Charter</p> <p>Stanislaus County Stanislaus County Modesto City Unified</p> <p>Sutter County Sutter County</p> <p>Tehama County Tehama County</p> <p>Trinity County Trinity County</p> <p>Tulare County Tulare County</p> <p>Tuolumne County Tuolumne County</p> <p>Yolo County Yolo County</p> <p>Yuba County Yuba County</p>
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CODE STACK

SEIS was created in 2003 and serves over 100 SELPAs and over 1,500 districts/LEAs in California.

CODE STACK is a department within SJCOE, which provides web-based software and mobile development services and solutions.

CODE STACK hold an Annual CSC User Conference for Special Education, Human Resources and STEM.



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Web-based Data Entry System

When working with any web-based data entry system, it is important that users utilize the features within the system to navigate.

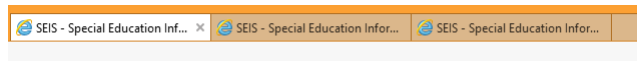
If the back button is used or multiple SEIS tabs are open, that will cause caching through the internet browser and will lead to data loss.

If multiple SEIS tabs are open, if one tab goes inactive for 1hr and 15mins, the user account will automatically be logged out.

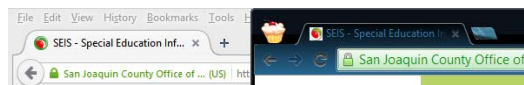
Do NOT use the back button



Do NOT browse SEIS in multiple tabs



Do NOT log in as the SAME user in different browser



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Internet Security Tips

SEIS is password protected.

If you download any files from SEIS, be sure to store them in a password protected folder or delete the files as soon as possible.

Be cautious when storing data on USB drives, as those are easily lost or misplaced.

Work with your IT department to create a policy on emailing or storing student data.



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The SEIS Mission

1. To tell the story of the student through the IEP process.
2. Have accurate and up-to-date IEP data for quality data management.
3. Collect and submit data to CALPADS.

By following the SEIS recommended best practices you will have:

- An accurate “electronic paper trail” for every student’s meeting held in SEIS.
- The Future IEP and Student Record will have accurate data that can be used for district, SELPA and state reporting.
- Transactional data created based on the outcome of the meeting, for CALPADS reporting.



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CALPADS Reporting



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CALPADS Reporting

Special Education data is reported to CALPADS.

Data is captured transactionally so that CALPADS can see the “story” of the student.

The IEP data submitted is validated against the information submitted from the district’s Student Information System (SIS).

Fall: Census Date (first Wednesday in October):

- This will include all transactions between 7/1 – Census Day
- Student and Services Files

End of Year (June 30):

- This will include all transactions between 7/1 – 6/30
- Student, Services and Post Secondary files



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What is a Transaction and how is it created?

A transaction is created when:

- When an IEP is affirmed (Initial, Plan Review (Annual) or Eligibility Evaluation (Triennial))
- When a student is Exited (exit reasons: 70, 73, 78, 84)
- When a student's status is changed to DNQ/Not Providing Services (Plan Type 700/800/900)
- When a student is Pending an Initial Evaluation (Meeting Type 30 / Plan Type 300)
- When an Amendment is affirmed and IEP Plan fields are updated

It is imperative that Case Managers review and validate that the IEP information is correct before affirming.

The IEP should be affirmed as soon as the meeting is completed.

Submit student change requests as soon as Eligibility is determined, or a student is exiting.



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IEP Plan Fields

If any of the following IEP Plan fields are updated via an Amendment, an Amendment transaction will be created.

- | | |
|--|--|
| <ul style="list-style-type: none">• Primary Residence Code• Special Education Program Setting Code• Preschool Program Setting Service Location Code• Preschool Program Ten Weekly Hours or Greater Indicator• General Education Participation Percentage Range Code• IEP Includes Postsecondary Goals Indicator• Disability 1• Disability 2• Services• District of Special Education Accountability | <ul style="list-style-type: none">• Postsecondary Goals updated Annually Indicator• Postsecondary Goals Age-Appropriate Transition Assessment Indicator• Transition Services in IEP Indicator• Supportive Services Indicator• Student IEP Participation Indicator• Transition Services Goals in IEP Indicator• Agency Representative IEP Participation Code• Special Transportation Indicator |
|--|--|



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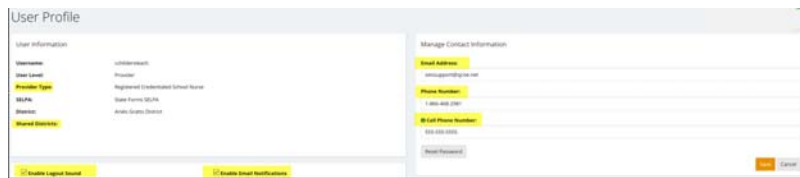
Manage Profile

To view or update your profile, click on your name at the top right of the page.

Verify that your Email address, Phone number and Cell Phone number are correct as this is used for the Message Center and E-Signature feature.

Verify that your User Type and District or School Access is correct, to ensure that you have access to the students, schools or districts needed.

- **Enable Logout Sound:** At 1 hour of inactivity, an alert will display letting you know that your account will be logged out of there is no activity within the next 15 minutes.
- **Enable Email Notification:** When an email is sent to you through the Messaging system in SEIS or for the Forgot Password feature, a notification email will be sent to the email address in your SEIS profile.



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Provider Level Users

Provider level users only have access to the students they are assigned to.

Provider level users are assigned a home district but can be shared with any district in the SELPA.

Manage their part of the IEP and update Progress on their Goals in a timely manner so the Case Manager can Affirm within the recommended timeline.

Case Managers

- Communicate with the IEP Team so they are aware of timelines for the IEP.
- Are responsible for Affirm/Attest IEPs, Amendments and Progress Reports.

Submit an Add Student Form or Student Change form for the following:

- To have a student added or removed from your Caseload
- Change a student's Eligibility status
- To have a student Exited
- To notify the district of address change
- To create IEP transactions



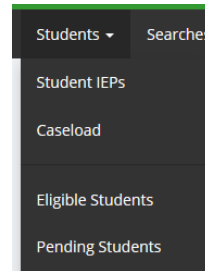
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Caseloads

There are multiple ways to view the students on your caseload.

- Student IEPs
- Caseload
- Eligible Students
- Pending Students



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Need to Add a Student?

To request that a student be added to your caseload, from the Students section of the upper navigation bar, click on the [Add Student Form](#) link.

If the student transferred from a non-SEIS district or from out of state, the student transferred field must be selected. This will serve as a reminder to enter the student's active IEP into SEIS, before the next meeting is held.

A screenshot of a web form titled 'Student Information'. The form has two columns of input fields. The left column includes: Last Name, Middle Name, Birthdate (with a calendar icon), District ID, Reporting IEP (dropdown), School of Attendance (dropdown), and a Comments text area. The right column includes: First Name, Suffix (dropdown), SSN, Gender (dropdown), District of Special Education (dropdown), and Case Manager (dropdown). Below the Case Manager field is a checkbox labeled 'Student Transferred from a nonSEIS district or from out of state'. To the right of the form is a warning alert box with a triangle icon, titled 'Alert - Transferred Student'. The alert text reads: 'You indicated that the student transferred in from a nonSEIS district or from out of state. When the student is added to your caseload, the student's active IEP must be entered into SEIS and affirmed, before a new IEP or Amendment can be created. Please refer to the "total CALPADS Affirm" documentation located in the Help Center, for a step-by-step guide on this process.' There is a green 'OK' button at the bottom right of the alert box.

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Where does the Add Request Go?

In the Requests Submitted to District/SELPA section of the homepage, click on [Add Requests](#) to review your requests and see the status.

The add request is sent to the District and SELPA. Both user levels can process the add request.

The student's SEIS record may reside in another district, so the admin staff may have to request a transfer.

The image shows two screenshots from the SEIS system. The left screenshot is a dashboard titled "Requests Submitted to District/SELPA" with a grid of request counts: Add Requests (5), Exit Requests (3), Record Changes (5), Eligibility Changes (6), Address Changes (1), and SEIPALPADS Requests (0). The "Add Requests" button is highlighted in yellow. The right screenshot shows a list of requests with columns for "Check/Uncheck All" and "Status". The list includes three "Pending" requests and one "Completed by: Nora Selpa completed 3/27" request.



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Pending Initial Eval

Once Parent Consent is received:

- The Meeting Type must be updated to 30 Pending Initial Eval
- The students Plan Type must be updated to 300 Pending Initial Eval
- SSID must be requested
- This will create the Pending/300 reportable transaction

The image shows a screenshot of the SEIS form for updating a student's plan type and meeting type. The form includes several fields: "26 Date of Initial Referral, Ages 3-22" (09/01/2019), "27 Person Initiating Referral, Ages 3-22" (20 Teacher), "28 Date District Received Parent Consent, Ages 3-22" (09/08/2019), "29 Date of Initial IEP Meeting, Ages 3-22", "14.20 Special Education Meeting Type" (30 - Pending Initial Evaluation), "14.21 Special Education Meeting Date", "14.22 Student Special Education Meeting or Amendment Identifier" (00000000000000000000000000000000), "14.23 Meeting Delay" (---Select One---), "14.24 Education Plan Type" (300 - Pending Initial Evaluation), and "14.25 Education Plan Amendment Date". A note at the bottom states: "Please Note: If a student was Eligible for Special Education and is no longer eligible, do not change their plan type to 700/800/900. These students should be exited from Special Ed."



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How do I Change a Student's Eligibility Status?

After the Initial Evaluation is held, the student's status should be changed immediately.

To request that a student's Eligibility Status be updated, from the Students section of the upper navigation bar, click on the [Student Change Form](#) link.

Select Reason – Change Eligibility Status of Pending student

Fill out form below

Select Request

Determined Eligible, will receive services

Eligible – No IEP, IFSP, or ISP – Parentally placed in private school

Eligible – No IEP, IFSP, or ISP – Other Reasons

Determined Ineligible, DNQ

Assessment not completed



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Initial Evals - Scenarios

What if the parent provided consent but has now revoked consent. What do we do?

- The Parent Consent Date should be removed from the Student Record.
- Submit a Student Change form alerting the district of the parent revoke.

The student moved in the middle of the assessment. What do we do?

- The student should remain in a pending status (meeting type 30/plan type 300).
- The student's record can be transferred to the new district.

The assessment was held and the student qualifies, what do I do?

- The student's Plan Type would be updated (100/200/150) and eligibility would be updated to Eligible.

The assessment was held and the student did not qualify/will not be on an IEP, what do I do?

- The students Plan type would be updated to 700, 800 or 900 and Eligibility would be changed to DNQ/Not providing Services.
- **IMPORTANT:** Do not request to make the student Eligible in order to affirm. The Initial Eval would NOT be affirmed. When the status is changed to DNQ, a copy of the Initial will be saved to the IEP History page of the Student Record and would remain on the Future IEP.



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Where do Eligibility Requests Go?

From the Requests Submitted to District/SELPA notices, click on Eligible or DNO to review your requests and see the status.



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What if a Student is Exiting or has Transferred?

If a student has Exited or has transferred to another district, submit a Student Change form.

When an Exit or Transfer request is selected, it is required to go through the CALPADS error check.

All errors must be corrected before the student can be exited or transferred.

Fill out form below

Select Request: Student has moved to another district and/or SELPA

Exit Date:

Exit Reason:

Comments:

Submit Request Cancel

Fill out form below

Select Request: Exit the student from Special Education

Exit Date:

Exit Reason:

Comments:

Submit Request Cancel



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Exits

If a student is eligible and receiving services and the parent revokes consent for services, is that an Exit or a DNQ?

- If the student is Eligible and the parent revokes consent and withdraws their child from Special Education, this is an Exit.
- A student change form would be submitted, requested to Exit the student with an Exit Code 78 – Parent Withdraw.
- **Do not** change the student's Plan Type to 800 and request to DNQ the record.

If a student is eligible and receiving services and the parent declines the IEP and ISP to place their child in a private school, is this an Exit or DNQ?

- If the student is Eligible and the parent declines the IEP and ISP to place their child in a private school, this is an Exit.
- A student change form would be submitted, requested to Exit the student with an Exit Code 78 – Parent Withdraw.
- **Do not** change the students Plan Type to 700 and request to DNQ the record.

What do I do if a student is a no show?

- If the student is a no show, the attempts made to contact the parent/student must be documented.
- If it has been determined that the student is not returning to school/district, submit a Student Change form selecting the appropriate reason of Exit or Transferred, depending on the outcome of the investigation.

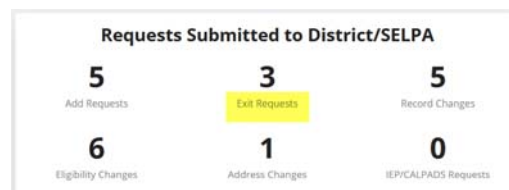


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Where do Exit/Transfer Requests Go?

From the Requests Submitted to District/SELPA notices, click on [Exit Requests](#) to review your request and see the status.



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Need a Student Removed?

To request that a student be removed to your caseload, from the Students section of the upper navigation bar, click on the [Student Change Form](#) link.

Select the Students name, then select "Student should not be on my caseload."

Use this form to submit a request to the District/SELPA office regarding: **Hannah Abbott**

Fill out form below

Select Request: Student should not be on my caseload

Comments

Submit Request Cancel



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Where does the Removed Request Go?

From the Requests Submitted to District/SELPA notices, click on [Record Changes](#) to review your request and see the status.



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Where do I document if a Student's Address Changes?

If a student's home address changes, it is important that a Student Change form is submitted. Most districts utilize the SEIS nightly integration feature, which updates the students address. If the address is updated in SEIS but not the SIS, then it can be overwritten that night. Also, any mailings from the district should go to the new address.

Fill out form below

Select Request

Comments



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Where do Address Change Requests Go?

From the Requests Submitted to District/SELPA notices, click on [Address Changes](#) to review your requests and see the status.



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IEP / CALPADS Changes

With the Amendment validations in place, a provider will not be able to add an Amendment unless an IEP transaction exists.

This notice can also be used if an IEP was affirmed with the incorrect Meeting date/Meeting Type, parent revoked consent for Assessment or for any other IEP/CALPADS related questions.

Fill out form below

Select Request

Comments
I am unable to add an Amendment to the IEP dated 07/28/2020. An IEP transaction needs to be created for this student.



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Where do IEP/CALPADS Changes Go?

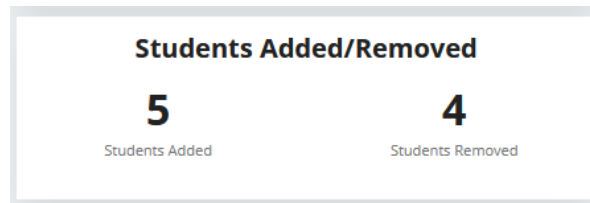
From the Requests Submitted to District/SELPA notices, click on [IEP/CALPADS Requests](#) to review your requests and see the status.



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Students Added / Removed



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Students Added

The Students Added notice displays the students that have been added to your caseload.

Once reviewed, these notices can be removed.

The notices should stay at 0, so you can easily identify when a student has been added.

<input type="checkbox"/> Check/ Uncheck All	StudentID	Last Name	First Name	BirthDay	Case Manager	Eligibility	Added By	Added On
<input checked="" type="checkbox"/>	1604539	Abbot	Annie	11/23/2005	Cristy Childers	Yes	CristyChilders	04/30/2021



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Students Removed

The Students Removed notice displays the students that have been removed to your caseload.

Once reviewed, these notices can be removed.

The notices should stay at 0, so you can easily identify when a student has been removed.

<input type="checkbox"/> Check/ Uncheck All	Last Name	First Name	Birthday	Removed By	Removed On
<input type="checkbox"/> lovelylocks		lady	09/09/2012	Mariajunez	07/09/2019



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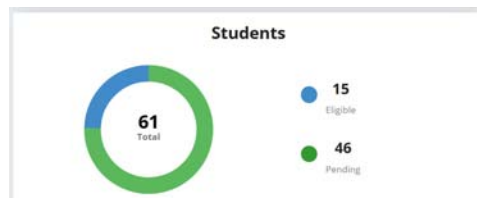
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Students

The Students section displays the number of Eligible and Pending students.

It is important to keep an eye on Pending students, as only students that have not had their initial IEP should be listed as Pending.

Do any Pending students have an Initial Eval Date and Plan Type selected?



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Pending Students

Only students that are Pending Initial Evaluation (Plan Type 300) should be in a Pending status. Students in a Pending status will not be reported to CALPADS (except for Plan Type 300 students). IEPs are unable to be affirmed if the student is in a Pending status.

Date of Initial Referral	Referred By	Date of Initial Parent Consent	Date of Initial Evaluation	Plan Type (Edu Plan for SpEd Serv)
09/17/2019	10 Parent	10/10/2019	12/20/2019	800 Initials Only - Not Eligible for Special Education
09/24/2019	10 Parent	10/10/2019	12/20/2019	100 Individualized Education Program (IEP)
12/01/2017	20 Teacher	12/06/2017	12/07/2017	300 Pending Initial Evaluation

Criteria: Student Eligibility Status: Pending, Student Exited: No. Optional Criteria: Additional Search Filter: --Optional--



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Follow Up

Unaffirmed IEPs

A student will pull into this notice if the IEP date on the Future IEP is after the IEP date on the Current IEP.

Unaffirmed Amendments

A student will pull into this notice once an Amendment has been added.

Unsigned IEPs

During the IEP affirm process, if the user selects No for Signed in Agreement, the student will pull into the notice.

Unsigned Amendments

During the Amendment affirm process, if the user selects No for signature, the student will pull into the notice.

Electronic Signatures

If an E-Signature package was created and sent, the notice will display the status of the E-Signature package.



Transactions occur when IEPs and Amendments are affirmed.

It is important that IEPs and Amendments are affirmed as soon as the meetings are completed.



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Follow Up

Users can manage the E-Signature process from the Follow Up section of the homepage.

The status will automatically update as signatures are obtained and once the package is ready for the next steps.

Click the Go to E-Signature icon to be directed to where the E-Signature was created.

The status will automatically update at each step of the signature process:

- **Sent** - An E-Signature Package was generated and sent out for signatures.
- **Viewed** - Signer has viewed the document.
- **Signed** - Signer has signed the document.
- **Cancelled** - Sender has cancelled the E-Signature Package.
- **Expired** - All recipients did not sign within 7 days from receipt of E-Signature email. The sender must cancel E-Signature Package.
- **Voided** - Sender has voided a completed E-Signature Package.
- **Removed** - Signer has been removed from the E-Signature Package.
- **Ready** - All Signatures have been obtained and the E-Signature package is ready to be completed by either Affirming the Future IEP or Attaching the signed/completed package to the Current IEP or Amendment.

Remove Selected Signers

Show: 10 entries

Check/Uncheck All	Status	Station Date	Comments	SEIS ID	SSO	Name	DOB	Reporting LEA	School	Case Manager	E-Signature Created By	Meeting Date
<input checked="" type="checkbox"/>	Sent	10/09/2020		1372045		Est. Scavelli	10/20/2008	Cristy's Fun District	Fun High School	Cristy Childers	Cristy Childers	12/27/2019
<input type="checkbox"/>	Ready	10/09/2020		1422453	134666057	Isyert, Aida	01/31/2002	Cristy's Fun District	Fun High School	Barbie Sanchez	State Forms	11/14/2019
<input type="checkbox"/>	Voided	10/09/2020		825607	346434264	America, Captain	01/01/2001	Cristy's Fun District	Awsomeme School of Fun	Aaron Perez	State Forms	10/01/2020



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Follow Up

To view the details of the E-Signature package, click the **View E-Signature Details** icon.

From here you can:

- Add new signers
- Edit the Email and Phone number of existing recipients
- Resend the E-Signature package to individual signer's
- Remove signers from the E-Signature package

Electronic Signature Details

Add Signer [View PDF Sent for E-Signature](#)

Signer Full Name: Student: Title/Relationship to Student: Email: Cell Phone:

Enter original E-Signature package password:

Signer(s) may contact you via the following: Email: csvernon@sjcoe.net

Include Medi-Cal consent statement

I acknowledge all documentation and signer information is correct.

Signer status

Name	Title	Email	Cell	Status	Date	Send	Remove
JM		seisqa@sjcoe.net	555-555-5551	Removed	8/20/20 4:32 PM		
JAM		seisqa@sjcoe.net	555-555-5552	Sent	8/20/20 6:08 AM	<input type="button" value="Send"/>	<input type="button" value="Remove"/>

Please Note: The email to the signers will come from corpus@seisbeta.org.

Comments (optional):



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CALPADS Alerts

The CALPADS Alerts displays the following notices:

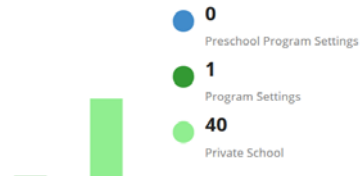
Program Setting / Preschool Program Setting

- If the student's Program Setting will change within the IEP year, it should be documented on the IEP, in the Program Setting Projection field.
- The purpose of the notice is for the Case Manager to create an Amendment to document the Program Setting change, to be submitted to CALPADS.
- The student will display on the notice 30 days before the projected Start Date and will be removed 14 days after the projected Start Date.

Private School

- This notice displays any student where their School of Attendance is Private and their Plan Type is not 200 (ISP).

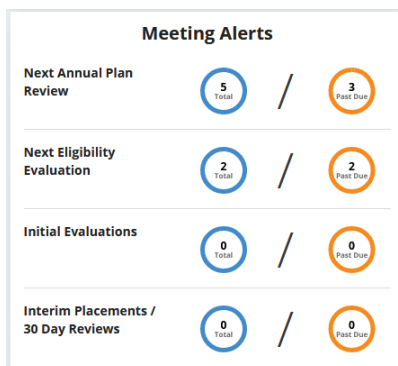
CALPADS Alerts



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Meeting Alerts



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Meeting Alerts

The Alerts are generated from the data entered onto the Student Record or IEP forms.

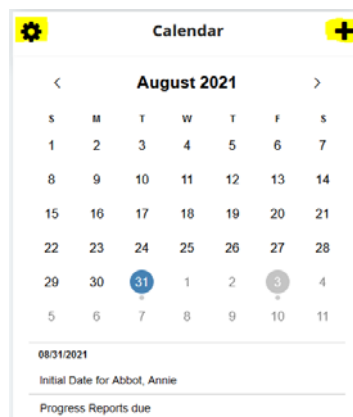
- **Next Annual Plan Review & Next Eligibility Evaluation** pulls from the Next Annual Plan Review and Next Eligibility Evaluation date fields on the Info/Eligibility form
- **Initial Evaluations** is a 60-day projection from the Parent Consent Date
- **Initial Placement / 30 Day Reviews** is a 30-day projection based on the Date Student Enrolled in District field on the Dates page of the Student Record.
- **Student Turning 3** pulls in students that will turn 3 within 30 days
- **Infant Initial Evals** pulls from the Infant Parent Consent Date field
- **6 Month Review** pulls from the Next IFSP Date field on the Infant Data Sheet



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Calendar



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Calendar

To add an Event, **double click** on the date or click the **Add Event** icon.

Enter the Event Name, select the date and enter any comments, if needed.

To view or delete an Event, click in the event row.

Add Event

Event Name

Date 08/31/2021

Start Time End Time

Comment

Add Cancel

Event Details

Event Name Progress Reports due

Date 08/31/2021

Start Time End Time

Comment

Delete event Save Details Cancel



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Calendar

Easily print your calendar for the current month or multiple months!

Click the **Options** icon, enter a date range and click **Generate Report**.

Calendar

November 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5
6	7	8	9	10	11	12

Calendar Report

Generate a PDF Calendar report for all events within a specified date range.
Note: Max report length is one year.

Start Date End Date

Generate report Close



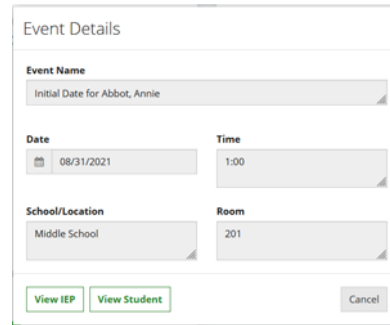
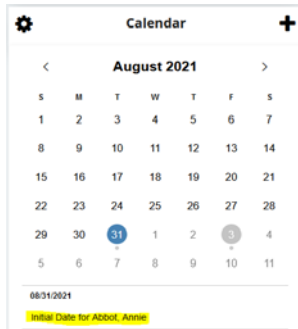
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Calendar

When a Meeting Notice is created, a calendar item will automatically be added.

The event will be added to the calendar of all providers for that student.



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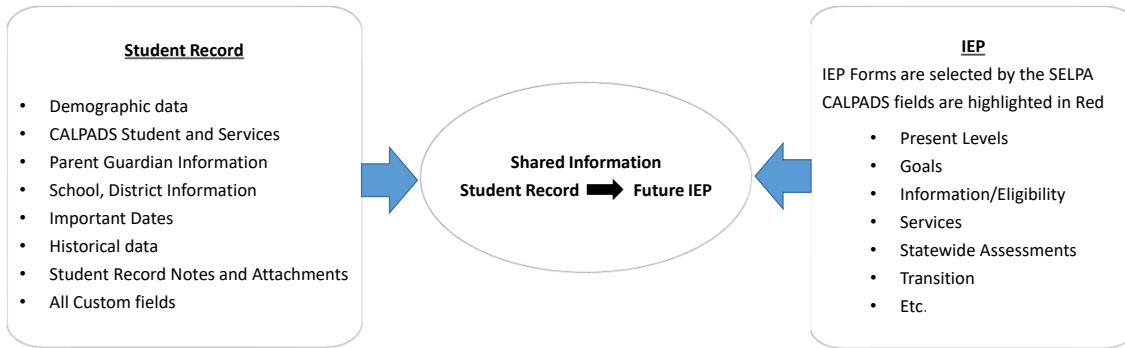
The Student Record



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System Structure



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Student IEPs

The Student IEPs page is where you can access the Student Record, IEPs, Progress Reports and Amendments.

- **Student Record**, click the Student icon.
- **Future IEP**, click the Edit icon, in the IEPs column
- **Current IEP**, click the Current IEP icon, in the IEPs column
- **Historical IEPs**, click the View History icon, in the IEPs column
- **Progress Reports**, click the Write Progress icon in the P/R column
- **Print/view historical Progress Reports**, click the View Progress icon, in the P/R column

SEIS ID	Name / Dist ID	DOB	Case Manager	District Of Service	School	IEPs	P/R	DRDP
530239	Lovegood, Luna	04/08/2004	Cristy Childers	Ariels Gratto District	Cristys Fun School			
534646	Mockly, Jar	11/15/2008	Cristy Childers	Ariels Gratto District	Sea Star Secondary			



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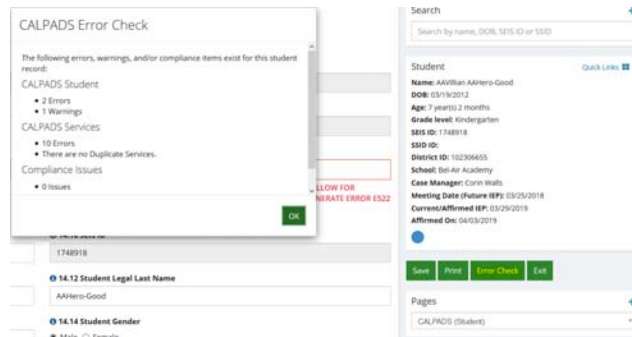
46

CALPADS Student

The CALPADS Student page stores all CALPADS fields.

When an IEP is affirmed, it must go through a CALPADS error check, which is done through this page.

To view CALPADS errors, click the **Error Check** button



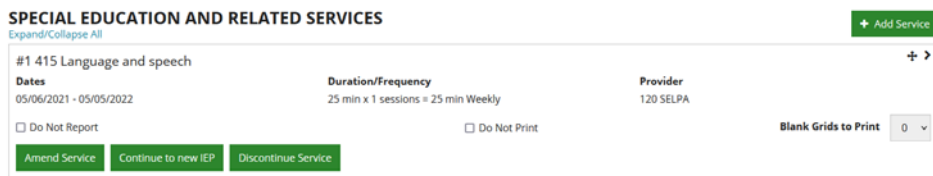
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CALPADS Services

The CALPADS Services page displays all services for the student. The services link from the Services page on the Future IEP.

Do Not Report – Does not pull the service into the CALPADS report.



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Notes and Attachments

The Notes and Attachments page is where you can enter Ed Alerts for a student, Upload attachments unrelated to the IEP and additional Notes.

The screenshot shows a web interface with two main panels. The left panel, titled 'Ed Alerts', contains three input fields with icons: 'Ed Rights Alert' (blue), 'Parental Resentment Alert' (red), and 'Health Alert' (orange). Below these are sections for 'Notes' and 'Attachments', each with a green 'Add' button. The right panel, titled 'Student', displays the following information: Name: Annie Abbot, DOB: 11/23/2005, Age: 15 year(s) 9 months, Grade level: Tenth grade, SEIS ID: 1604539, SSID ID: [blank], District ID: 12345, School: Bayside High, Case Manager: Cristy Childers, Meeting Date (Future IEP): 08/23/2021, Current/Affirmed IEP: 05/19/2021, and Affirmed On: 06/22/2021. At the bottom of the Student panel are six colored icons: blue, pink, green, yellow, red, and a bus icon.



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Goal Banks



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Personal Goal Bank

As a Provider level user, you can create a personal Goal Bank.

Goals from your personal goal bank can be transferred to a student's IEP.

Managing your personal goal bank:

- Add **Focus Areas** to organize your goals
- To add a Goal, click the **Add Goal** button
- Enter a goal manually or use the Template link to ensure all areas of the goal is addressed.

The screenshot shows two side-by-side panels. The left panel, titled 'Manage My Goal Bank', has a 'Return to Goal Libraries' button and a list of instructions: 'Click the Manage Focus Area button, to add / edit a Focus Area.', 'Click the Add Goal button, to add a new Goal.', and 'To move a Goal to another Focus Area, check the box next to the'. Below these are 'Goals' and two buttons: 'Add Goal' and 'Manage Focus Areas'. The right panel, titled 'Add New Goal', has a 'Category' dropdown menu with 'Select One' and a yellow arrow, a '(Goal)' text input field, a 'Use Template' link, and an '(Objective 1)' text input field.



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Goal Template

The screenshot shows the 'Edit Goal' form with several sections: 'When: (ie. "By reporting date")' with a date input field; 'Given What - Conditions: Describes the "givens" that will need to be in place for the objective or objective/benchmark to be completed. (ie. "when given an appropriate text")' with a text input field; 'Who: (ie. "student")' with a text input field; 'Does What - Observable Behavior: Describes what the student will do to complete the objective or objective/benchmark. (ie. "will restate 3 details or facts from a passage")' with a text input field; 'How Much - Mastery: Describes the performance accuracy of the behavior needed for the objective and objective/benchmark to be considered mastered. (ie. "with 90% accuracy")' with a text input field; 'Does What - Criteria: Describes how many times the behavior must be observed for the objective or objective/benchmark to be considered completed. (ie. "in 4 out of 5 trials")' with a text input field; and 'How Will It be Measured - Performance Date: (ie. "as measured by teacher-charted records")' with a text input field.



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Goal Library

SEIS offers a Goal Library. Each Goal Bank is created and managed by the Goal Bank author.

SEIS cannot edit the goals within the Goal Banks without the consent of the Goal author.

When a goal is added to your Goal Bank, a copy of the goal is sent to the SELPA.

If the SELPA approves the goal, it will be added to the **Teacher Generated Goals** Goal Bank. This Goal Bank consists of all goals created and approved within your SELPA.

Search Goal Banks

ACSA/CARST Goals

Standards based library of goals compiled by the Association of California School Administrators (ACSA) and the California Association of Resource Specialists and Special Education Teachers (CARST)

Autism Goals

Auditory Speech and Language goal library for use with children who have Cochlear Implants or Amplification. Created by Children's Hospital & Research Center at Oakland, Cochlear Implant Center.

BASIC Goals

Library of over 1400 goals for students with moderate to severe needs.

Statewide Teacher Generated Goals

A statewide collection of teacher created goals.

Teacher Generated Goals

A SELPA wide collection of goals created by teachers within your SELPA.

My Goals

Library of your personally created goals.



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Personal Goal Bank

Once Goals have been added, they can be printed or your entire goal bank can be downloaded into Excel.



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The IEP



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Future IEP

Click the **Edit** icon to edit a form

Click the **Printer** icon to print a form

- Print in Spanish (if available)
- Print a Draft watermark
- To print multiple forms, check the box next to each form and click the Print Selected button

Click the **Generate E-Signature package** button to send an E-Signature package to applicable signers.

Click the **Preview** icon to view a form

Click the **Attachments** tab to add document

Click the **Comments** tab to enter a comment about the IEP

	Preview	Print	Edit	Form
<input type="checkbox"/>				Service Plan (Private School)
<input type="checkbox"/>				IEP At a Glance
<input type="checkbox"/>				Information/Eligibility



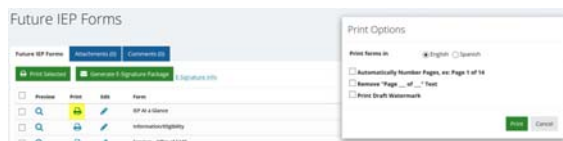
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Print Queue

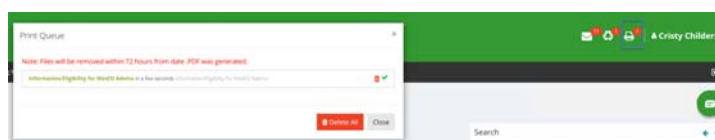
Click the **Printer** icon.

Select how the form should print.



When the print job is completed, a notification will display on the **Print Queue** icon.

Click the icon to view/print all print jobs within the last 72 hours.



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E-Signature - Pre-Meeting Forms

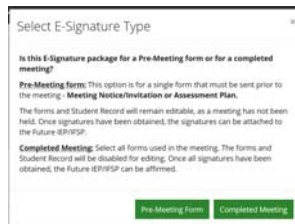
An e-signature package can be created to obtain a signature for a pre-meeting form.

The forms that can be included in the pre-meeting e-signature package are identified by a checkmark next to the form title.

Only **one** pre-meeting form can be selected as the consent on the signer's webpage is specific to the form that is being sent in the e-signature.

Click the **Generate E-Signature** button.

Click the **Pre-Meeting Form** button.



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E-Signature - Pre-Meeting Forms

If the student has multiple Meeting Notices or Assessment Plans on the Future IEP, a drop down will display on the signer's module.

- The most recent Meeting Notice or Assessment Plan will be pre-selected.

Click in the drop down if a different Meeting Notice or Assessment Plan should be sent in the e-signature package.

The IEP and Student Record will remain editable while the e-signature is in process.

Once all signatures are obtained, the signed PDF can be attached to the IEP.

Generate E-Signature Package

Signer Full Name:	Title/Relationship to Student:	Email:
<input type="text"/>	<input type="text"/>	<input type="text"/>
Enter a Password for Signer(s) to access document		
<input type="text"/>		
Password is sent via text msg or share directly with signer(s).		
Select an Entry Date for: Invitation/Notice of Meeting A		
<input type="text" value="01/22/2021 - 1:00pm"/>		



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Should I be on the Future IEP?

The Future IEP should **ONLY** be used when holding the following types of meetings:

- **Initial**
- **Plan Review** (Formerly Annual)
- **Eligibility Evaluation** (Formerly Triennial)
 - An Eligibility Evaluation (Triennial) is NOT an Amendment.
 - An Eligibility Evaluation meeting is **only** to determine eligibility and disability.
 - If ANY IEP Plan fields are updated, Plan Review must be selected as well.
- **Plan Type changes** (IEP to ISP or ISP to IEP)
- **Initial CALPADS Affirm** (students who transferred in from a non-SEIS district)

All other types of meetings MUST be held as an Amendment.

- This includes Interim Placements. Interim Placements are NOT completed on the Future IEP.



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Initial Evals

If the Initial Eval was not completed during the first meeting, what do I do?

- If the Initial Eval was not completed and Eligibility was not determined or accepted/declined, the student would remain in a Pending status and the IEP would remain "open."
- The IEP would NOT be affirmed as a Plan Type has not been determined. Affirming is ONLY for students that are Eligible and receiving services.
- Part 2 of the meeting would be held on the Future IEP. The IEP date should remain the ORIGINAL IEP date. The second meeting date would be documented on the Notes page.

What happens if the student is DNQ'd then later the parent accepts the Offer? Is that updated on the Future IEP or an Amendment?

The acceptance would be updated through the Future IEP:

- Parental Consent date remains the original date the parent consented for evaluation
- **The IEP Date is updated to the date the Offer was accepted**
- **The Initial Entry Start Date is the date the Offer was accepted**
- The Meeting Type remains Initial
- **Meeting Delay Code of 10 – Parent Refused to Consent would be selected**
- **The student's Plan Type is updated**
- The IEP/ISP/IFSP is affirmed



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IEP / ISP Transition

If a student is transitioning from an IEP to an ISP or vice versa, the offer must be completed through the Future IEP.

If we will offer ISP services, do two separate meetings need to be held and affirmed?

- One meeting should be held. The meeting can include the offer of FAPE as well as the ISP offer. The outcome of the meeting is what is affirmed.
- If the Offer of FAPE was declined, that should not be affirmed as the student is not on an IEP and an IEP transaction should not be created.
- The decline of the IEP or ISP is documented within the meeting forms.

What if the IEP was accepted, then later the parent wants to accept the ISP?

- From the Future IEP, update the Meeting Date to when the ISP was accepted.
 - A student's Plan Type cannot be updated through an Amendment.
- Change the student's Plan Type to 200 and Affirm.

What if the Offer of FAPE and ISP is declined?

- If the student was on an IEP or ISP, submit a Student Change form to request that the student be Exited a 78 – Parent Withdraw.



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Future IEP

Fields that should not be updated before the meeting takes place:

- IEP Meeting Date and Meeting Type
 - Updating the Meeting Date prior to the meeting can cause system errors, such as not being able to add an Amendment if one is needed prior to the upcoming meeting.
- Services
 - Do NOT Continue or Discontinue services until the changes are agreed upon.



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Compliance Checks

Compliance Validations have been added to the IEP forms, to alert users if there are compliance issues that need to be addressed.

The Compliance Validations will not prevent you from saving the page or affirming the IEP, but they should be reviewed.

The screenshot shows a web form titled "Transition Page 1" with a "Last Saved" timestamp. It contains several sections with validation messages:

- Student Invited:** A red message states "Compliance Validation: Question can not be answered no." with radio buttons for "Yes" and "No".
- Describe how the student participated in the process:** A list of checkboxes for "Present at Meeting", "Interview Prior", "Interview Instruments", and "Questionnaire". A red message below states "Compliance Validation: Field cannot be blank."
- If Appropriate, and agreed upon, agencies invited:** Radio buttons for "Yes", "No", and "N/A". A red message below states "Compliance Validation: Question can not be answered no."
- Age-appropriate transition assessments/instruments were used:** Radio buttons for "Yes" and "No".
- Last Eval:** A date field containing "03/31/2020".
- Next Eval:** A date field containing "03/31/2023".
- Meeting Type:** Radio buttons for "Initial", "Annual", "Re-eval", and "Other". A red message below states "Compliance Validation: If required Meeting Type must be selected to affirm the IEP. If there is not one of the required Meeting Types (Initial, Annual, Re-eval) please use the dropdown option to Pick the meeting."
- Additional Purpose of Meeting (if needed):** Radio buttons for "Re-evaluation", "Review", and "Other".



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Managing Services

If a service is continuing to the next IEP year, the service should be continued by clicking the **Continue to New IEP** button.

The continue feature removes the “old” version of the service and replaces it with the new version of the service.

All fields are editable, except for the Service Code.

CALPADS only wants to receive one version of a service per student, so remove the previous version will not affect reporting.

SPECIAL EDUCATION AND RELATED SERVICES + Add Service
Expand/Collapse All

#1 415 Language and speech + >

Dates 09/27/2018 - 09/27/2019 **Duration/Frequency** 20 min x 6 sessions = 120 min Monthly **Provider** 100 District of Service

Do Not Report Do Not Print **Blank Grids to Print** 0

Amend Service Continue to new IEP Discontinue Service Copy to ESY



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Managing Services

If a service is being discontinued, click the **Discontinue Service** button.

Enter an End Date, which is the date the student stopped receiving the service.

The discontinued service will be marked Do Not Report.

Discontinued services should be deleted before the IEP is affirmed.

SPECIAL EDUCATION AND RELATED SERVICES + Add Service
Expand/Collapse All

#1 415 Language and speech + >

Dates 02/04/2020 - 02/04/2021 **Duration/Frequency** 30 min x 1 sessions = 30 min Weekly **Provider** 100 District of Service

Do Not Report Do Not Print **Blank Grids to Print** 0

Amend Service Continue to new IEP Discontinue Service Copy to ESY

#1 415 Language and speech + >

Dates 02/04/2020 - 07/29/2020 **Duration/Frequency** 30 min x 1 sessions = 30 min Weekly **Provider** 100 District of Service

Do Not Report Do Not Print **Blank Grids to Print** 0

Delete



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Ed Setting – Program Setting Projection

If a student's Program Setting will change within the IEP year, a projection must be entered so that an Amendment can be created when the student's Program Setting officially changes.

This is especially important for student's that turn 5 within the IEP year.

The screenshot shows a form with the following sections:

- Program Setting (TK/Kgn or greater, ages 5-22):** A dropdown menu with "Select One" selected.
- (Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)**
- % of time student is outside the regular class & extracurricular & non academic activities:** A text input field.
- % of time student is in the regular class & extracurricular & non academic activities:** A dropdown menu with "Select One" selected.
- IEP team is prepared to project additional Program Setting:** A checkbox that is checked.
- Start Date:** A date picker field.
- Program Setting (TK/Kgn or greater, ages 5-22, within the duration of this IEP):** A dropdown menu with "Select One" selected.
- % of time student is outside the regular class & extracurricular & non academic activities:** A text input field.
- % of time student is in the regular class & extracurricular & non academic activities:** A dropdown menu with "Select One" selected.



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Managing Goals

Use the **Goal Title** field to help manage your goals.

The Goal Title field does not print on the IEP forms.

- When a goal is being projected for the next year, enter **Projected** into the Goal Title field.
- Once the goal is approved at the meeting, edit the title entering **Current**.
- After the Annual Review has been completed, edit the title entering **Reviewed** or **Delete after Affirm**.

This way you can easily see the status of the goals and which goals can be deleted after the IEP has been affirmed.

The screenshot shows a form with the following sections:

- Goal:** A dropdown menu with "Projected Goal 21/22" selected.
- Goal Description:** A text input field containing "Projected Goal 21/22".
- Area of Need:** A dropdown menu with "Math" selected.
- Measurable Annual Goal #:** A text input field containing "1".
- Updated By/On:** A text input field containing "Cristy Childers 08/25/2021".
- Buttons:** "Edit Goal", "Print Goal", and "Add to My Goals".



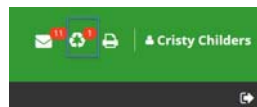
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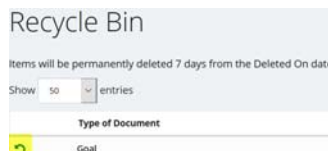
Recycle Bin

Any item that is deleted by clicking the Delete icon will be sent to the Recycle Bin and can be restored for 7 days.

Click on the **Recycle Bin** icon at the top right of the page.



Click the **Restore** icon.



This will restore the item back to the Future IEP.

After 7 days or once the next meeting has been affirmed, the deleted items will be permanently deleted.



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Transferring Goals

Goals can be transferred from your personal Goal Bank or the Goal Bank library.

To transfer a goal:

- Click the **Choose Goal** button
- Select a Goal Bank
- Select a Goal and Objective(s)
- Use the Copy feature to move the goal to the students IEP

Baseline

Goal **Choose Goal**

Search Goals

Subject: Topic: Grades:

Copy Selected to Goal Page **Cancel and Return to Goal Page**

Standard

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

Goal and Mastery

By [date], given [support], [name] will use digital and analog clocks to tell and write the time to the nearest hour and half hour with at samples/teacher records.



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Transferring Goals

Goals can be transferred from an IEP back to your personal Goal Bank!
Once the goal has been added, click the **Add to My Goals** button.
This will transfer the goal to your personal Goal Bank.

The screenshot shows a web interface for goal management. On the left, there is a goal card with the following details: a checkbox for 'Active Goal', the title 'Area of Need', the goal text 'By (annual IEP date), Annie will improve speech intelligibility by producing (targeted sound)', and the update information 'Updated By/On: Aaron Perez 02/12/2021'. Below the goal card are three buttons: 'Edit Goal', 'Print Goal', and 'Add to My Goals'. A modal dialog box titled 'Save to My Goals' is open over the 'Add to My Goals' button. It contains a dropdown menu labeled 'Select Focus Area' with 'Communication' selected, and 'Save' and 'Cancel' buttons at the bottom right.



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Affirming the IEP

Once the IEP has been held, it should be affirmed as soon as possible.
Affirming does not mean that the IEP was signed in agreement.
Affirming locks in place what happened at the meeting and should be reported to CALPADS.

Only the Case Manager will see the Affirm button for Eligible students.
To start the affirm process, click the **Affirm** button.

The screenshot shows a web interface for form management. At the top, there are three buttons: 'Save', 'Print', and 'Affirm'. Below these buttons is a section titled 'Forms' with a 'Return to List' link and navigation arrows. A dropdown menu is open, showing 'Information/Eligibility' as the selected option.



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Affirming the IEP

Step 1: Verify Meeting Information

To ensure that the IEP/ISP/IFSP is affirmed with the correct information, each field must be checked, acknowledging that the Meeting Date, Meeting Type and Plan Type is correct.

It is also important to confirm that the Next and Last meeting dates are correct so that homepage Meeting Alerts are populated at the time the next meetings are due.

If Eligibility Evaluation ONLY is selected as the Meeting Type, a validation will run to verify if any of the IEP plan fields were updated. If so, the user will not be able to complete the affirm until Plan Review is also selected as the Meeting Type.

Once the IEP has been affirmed, the Meeting Date and Meeting Type cannot be updated.



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Affirming the IEP

Step 2:

A CALPADS Error check will run. All errors must be corrected before the IEP can be affirmed.

Fix all errors, then click the Return to Step 3 of 4: Correction of CALPADS Errors button.



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Affirming the IEP

Step 3:

Check the box next to each form that was used in this meeting.

Only the selected forms will display in bold on the student's Current IEP and can be included in an Electronic Signature.

All forms will be included in the affirm, the bold forms will indicate which forms were included in the meeting

Check/Uncheck All

Step 4 of 4: Selection of Forms Used for This Meeting

<input type="checkbox"/>	IEP At a Glance	<input type="checkbox"/>	Assessment Plan w/out PWN w/ Medi-Cal
<input type="checkbox"/>	Information/Eligibility	<input type="checkbox"/>	PWN of Proposed Action Grad from HS
<input type="checkbox"/>	Services - Offer of FAPE	<input type="checkbox"/>	PWN of Proposed Action Completion of Course Study
<input type="checkbox"/>	Educational Setting - Offer of FAPE		
<input type="checkbox"/>	Statewide Assessments		
<input type="checkbox"/>	Present Levels		

Preview PDF Submit Cancel



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What To Do?

After the IEP is affirmed, if the incorrect Meeting Date or Meeting Type was selected:

- **If an Amendment has not been added**
 - The Future IEP should be updated with the correct Meeting Date and/or Meeting Type and affirmed.
 - Submit a Student Change form, selecting Manage IEP/CALPADS data to inform the district of the additional affirm. The district will need to remove the incorrect IEP so that it is not reported to CALPADS.
- **If an Amendment has been added or another IEP has been held**
 - The IEP would not be able to be updated with the correct information as the IEP would not be able to be affirmed after an Amendment or another meeting has been held.



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Transfers from a non-SEIS District

If a student transferred from out of state or from a non-SEIS district, the Case Manager must complete an Initial CALPADS Affirm, to document the student's active/current IEP in SEIS.

This will allow the Case Manager to complete the Interim Placement as an Amendment to the student's active/current IEP.

This process also creates the IEP reportable transaction, required for the district to submit to CALPADS.

The Initial CAPADS affirm only requires that the CALPADS data, based on the students active/current IEP, is affirmed. The entire IEP does not need to be entered.

However, if the Progress needs to be entered for the student's current goals, the Goals should be entered as well. This will allow the provider to enter and affirm progress in SEIS.



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Initial CALPADS Affirm

On the Student Record, **CALPADS Student** page:

- Review each field and make the appropriate selection, based on the hard copy IEP.
- Click the Error Check button to verify that no errors exist.

Navigate to the **CALPADS Services** page.

- Add/update the student's services, based on the hard copy IEP.
- Click the CALPADS Error Check button to verify that no errors exist.

Navigate to the student's **Future IEP**.

- Click the Edit icon for the **Information/Eligibility** form.
- Update the Next/Last IEP and Eval date fields.
 - This will set the homepage notice for when the next Annual or Triennial is due.

Click the **Affirm** button.

In the **Affirm Remarks** textbox, enter: Student transferred from a non-SEIS district. Affirming CALPADS data only.

Do not select any forms as a meeting was not held in SEIS.

Attach the hard copy IEP to the affirmed/Current IEP.

Now that the IEP has been documented in SEIS, an Amendment can be added for the Interim Placement/30-day review.



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Current IEP

The Current IEP should be an exact replication of the hard copy the parent received.

All IEP forms that were selected during the affirm will display in bold.

If signature is obtained after the meeting is affirmed, it can be updated on the Current IEP.

An E-Signature package can be created after the IEP has been affirmed.

The screenshot shows the 'Current Affirmed Forms' interface. At the top, there's a header 'Current Affirmed Forms'. Below it, 'Affirmed Information' is displayed with the following details: Meeting Date: 07/07/2020, Meeting Type: Triennial Evaluation, Plan Type: IEP, and Signature: Yes (selected). To the right, it shows Affirmed Date: 07/27/2020, Affirm Remarks, Attachments: No, and Amendments: No. Below this, there are buttons for 'Print Selected', 'Generate E-Signature Package', and 'Create Reportable Transaction'. A table lists the affirmed forms: 'Service Plan (Private School)', 'IEP At a Glance', and 'Information/Eligibility'. The 'Generate E-Signature Package' button is highlighted in green.



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E-Signature

Once the meeting has been held and affirmed, an e-signature package can be created and sent for signature.

From the student's Current IEP, select the forms that were included in the meeting.

Click the **Generate E-Signature** button.

The screenshot shows the 'Current Affirmed Forms' interface. At the top, there's a header 'Current Affirmed Forms'. Below it, 'Affirmed Information' is displayed with the following details: Meeting Date: 08/11/2020, Meeting Type: Annual Meeting, Plan Type: IEP, and Signature: No (selected). Below this, there are buttons for 'Print Selected', 'Generate E-Signature Package', and 'E-Signature Info'. A table lists the affirmed forms: 'IEP At a Glance', 'Information/Eligibility', and 'Services - Offer of FAPE'. The 'Generate E-Signature Package' button is highlighted in green.



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Adding Signers

Enter the signer's information and click the **Add Signer** icon (up to 20 signers can be added).

Cell phone is not required, however the password to the e-signature package will be sent as a text message to the signer's cell phone. If the cell phone number is not entered, the provider will need to share the password with the signer.

In the Name field, keyword search for the student's providers! The provider's name, provider type, email and cell phone number will pull directly from their SEIS profile!

Enter a password that will be sent to the signer(s) in order to view/sign the forms

Generate E-Signature Package

Signer Full Name: Cristy Childers Title/Relationship to Student: Registered Credentialled School Nu Email: cswenson@seis.net Cell Phone: 909-948-9955

Cristy Swenson: Mom
seisupport@seis.net
909-948-9955

Enter a Password for Signer(s) to access document: Password is sent via text msg or share directly with signer(s) Signer(s) may contact you via the following: Email: cswenson@seis.net

Attached Forms: Informational Signage

Additional Options:
 Include Medi-Cal consent statement
 Include Spanish copy of forms (If a form is not available in Spanish, it will display in English)
 Automatically Number Pages: on Page 1 of 14
 Acknowledge all documentation and signer information is correct.

Send E-Signature Package Cancel



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Student Info Box

If an E-Signature is in process, the **Go to E-Signature** icon will display in the student information box.

This is an easy way to identify that an E-Signature is pending signature.

Click the icon to be directed to where the E-Signature was created.

School: Fun High School
Case Manager: Cristy Childers
Meeting Date (Future IEP): 12/27/2019
Current/Affirmed IEP: 12/27/2019
Affirmed On: 10/02/2020

Go to E-Signature
Return to Student IEPs



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Completed Signatures

Once all signatures have been obtained, the status on the homepage notice will update to **Ready**.

The Case Manager can attach the signed document to the student's Current IEP.

Click the **Go to E-Signature** icon to be directed to where the E-Signature was created.

Once the E-Signature process is completed, by attaching the signed document to the student's Current IEP, the notice will automatically be removed.

<input type="checkbox"/> Check/ Uncheck	Status	Status Date
<input type="checkbox"/>	Ready	10/09/2020
<input type="checkbox"/>	Ready	09/22/2020



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E-Signature - Current IEP

Click the **View E-Signed Document**, then click the **Add Attachment** button.

This will attach the signed PDF document to the student's Current IEP or Amendment.

The screenshot shows the SEIS interface with a list of forms under the 'Attachments (0)' tab. The 'View E-Signed Document' button is highlighted. A dialog box titled 'E-Signed Document' is open, containing instructions on how to view, download, add, or void the document. The 'Add Attachment' button is visible at the bottom of the dialog.



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Expired Packages

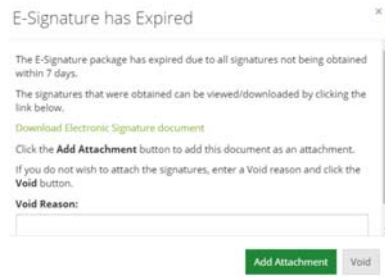
If the package goes over the 7-day timeline and expires, a PDF will be generated to capture the signatures that were obtained.

The obtained signatures can be attached to the IEP or Amendment.

Click the **View Expired Document** button.

Click the **Attach** button to attach the signatures that were obtained before the package expired.

A new package can be created, if needed, to capture the remaining signatures, if needed.



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Historical IEPs

The Historical IEPs page displays all affirmed IEPs.

Click the View/Print icon to be directed to the IEP.

Show 50 entries

Type	Meeting Date	Affirm Date	Attested By	Purpose(s)	Signature	Comment	Amendments	Attachments
Current	06/05/2020	06/16/2020	State Forms	IEP Annual Meeting	Yes		Yes	No
Historical	06/04/2020	06/16/2020	State Forms	IEP Triennial Evaluation	Yes		No	No
Historical	06/01/2020	06/02/2020	State Forms	IEP Part B Initial Evaluation	Yes		No	No



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Amendments

Affirmed Information

Meeting Date: 08/24/2021	Affirmed Date: 08/25/2021
Meeting Type: Annual Meeting	Affirm Remarks:
Plan Type: IEP	Attachments: Yes
Signature: <input checked="" type="radio"/> Yes <input type="radio"/> No	Amendments: No

Affirmed Forms | Attachments (3) | Amendments (0) | Comments (0)

+ Add Amendment



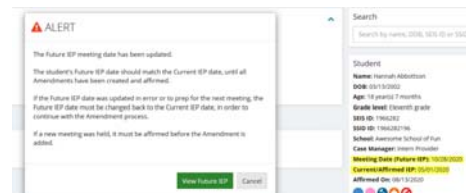
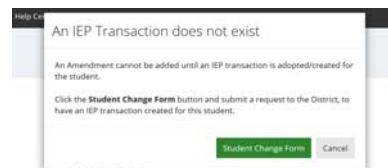
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Adding an Amendment

Two validations will run:

- To verify that the IEP transaction exists.**
 - If the IEP transaction does not exist, submit a Student Change form to request that the student's IEP be "adopted."
- To verify that the Future IEP date has not been updated.**
 - If a new meeting has been held, the IEP should be affirmed.
 - If a meeting has not been held, the IEP date must be changed back to the Current IEP date.



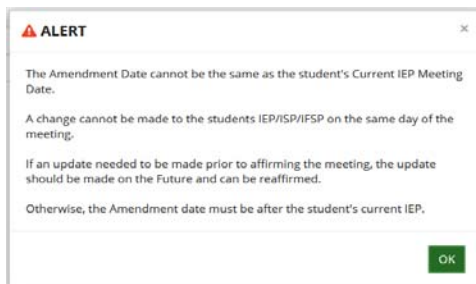
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Amendment Date

When an Amendment is added, the Amendment date is the same as the Meeting date.

If a change needs to be made to an IEP that was held that day, the Future IEP can be updated and reaffirmed.



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Amendment Purpose

An Amendment is created for any purpose outside of an Initial, Plan Review, Eligibility Evaluation and Plan Type changes.

The Amendment Purpose field has been expanded to include the "Additional Purposes" on the Information/Eligibility form.

'Other' can be selected for a purpose that is not listed.

The Amendment forms link to the Future IEP forms, so that the Future IEP and Student Record have the most updated information.

Amendment Date

Amendment Purpose

- Correction
- Continuation
- Amendment
- Periodic Review
- Interim Placement
- 30-Day Review
- Exit
- Transition
- Pre-Expulsion
- Other



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Editing an Amendment

If an IEP form needs to be edited, scroll to the bottom of the form and select Yes for 'Does this Amendment require additional forms.'

The Amendment forms link to the Future IEP forms, so that the Future IEP and Student Record have the most updated information.

	Form
	Service Plan (Private School)
	IEP At a Glance
	Information/Eligibility
	Services - Offer of FAPE



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Amendments

There are specific fields that **cannot** be updated through an Amendment.

These fields have been made read-only to ensure they are not updated.

If any of these fields need to be updated, it would require an IEP meeting:

- 14.20 - Meeting Type
- 14.17 - Special Education Referral Date
- 14.19 - Initial Evaluation Parental Consent Date
- 14.24 - Education Plan Type Code (from IEP to ISP and vice versa)
- 14.45 - Parental Involvement Facilitation Code

Meeting Type:

Initial

Plan Review (formerly "Annual")

Eligibility Evaluation (formerly "Triennial")

Additional Purpose of Meeting (If Needed):

Transition

Pre-Expulsion

Interim

Other



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Managing Services

If a service is changing between IEP years, the service should be Amended.

To Amend a service:

- Click the **Amend Service** button
- Enter an End Date for that version of the service (not IEP end date)
- The Start Date of the new version of the service will populate to the day after the End Date of the previous version.

The Amended service will automatically be marked Do Not Report and the Amended tag will display on the service.

#1 450 Occupational therapy
Dates: 07/30/2020 - 07/29/2021
Duration/Frequency: 100 min x 2 sessions = 200 min Weekly
 Do Not Report
 Do Not Print
Buttons: Amend Service, Continue to new IEP, Discontinue Service, Copy to ESY

#2 450 Occupational therapy **Amended Service**
Dates: 07/07/2020 - 07/29/2020
 Do Not Report
Button: Delete



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Affirming an Amendment

After all edits have been completed, the amendment should be affirmed.

Click the **Affirm** button to initiate the affirm process.

Buttons: Save, Print, **Affirm**, Return To Amendment, Forms, Return to List



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Forms in Use

If a user is on an IEP form (through the Future IEP or Amendment), you will receive a notice and are unable to complete the affirm until the forms are not in use.

Since the Amendment forms link to the Future IEP forms, if data is being updated before the Amendment affirm takes place, inaccurate data will be pulled into the Amendment transaction.

Locked Forms Found

Please Note: Other service providers are actively working on the same student's IEP. This student's form(s) must not be in use in order to initiate affirm process. Please contact users listed below to release the forms in use (save their work) to then continue with affirm process.

Form	Checked Out By	Email	Phone	StudentName
Information/Eligibility	State Forms	email.address@seis.org		Marjoram Ackerman
Interim Placement w/out Parent Consent	State Forms2	lvargav@jcoe.net	61342164	Marjoram Ackerman

Notify All



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Affirming an Amendment

Amendment Purpose: What was selected on the Amendment form

Additional Purpose of Meeting: The additional purpose that was selected on the Information/Eligibility form

Signature: Was the Amendment signed.

Affirm Amendment

Amendment Date: 05/25/2021

Amendment Purpose: Amendment

Additional Purpose of Meeting (If Needed):

Parent/ Legal Guardian/Adult Student Signature on Amendment

Yes
 No
 Not Applicable

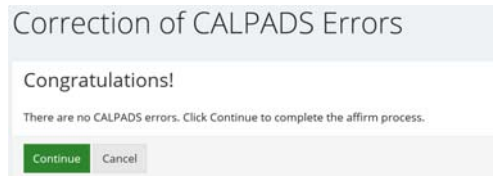


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Affirming an Amendment

A CALPAD Services error check will run, to ensure that all services are error free.



Correction of CALPADS Errors

Congratulations!

There are no CALPADS errors. Click Continue to complete the affirm process.



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Affirming an Amendment

Select the forms that were used for the Amendment meeting.
Click the **Submit** button



Check/
Uncheck
All

Step 4 of 4: Selection of Forms Used for This Meeting

IEP At a Glance

Information/Eligibility

Services - Offer of FAPE

Educational Setting - Offer of FAPE



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Affirmed Amendment

To view your affirmed Amendment, go to the student's Current IEP and click on the Amendments tab.

Click the Printer icon to:

- View/print the forms
- Add Attachments
- Add Comments
- Send an E-Signature package

View/Print	Edit	Amendment Date	Date Added	Affirmed By / Date	Signed	Attachments	Purpose	Comments
		06/13/2019	06/13/2019	Marla Junez / 07/11/2019	Yes	0	Correction	Forgot to update the Next Annual IEP Date.

Amendment

Amendment Date: 08/26/2021

Signature on Amendment
 Yes No Not Applicable
Amendment Purpose: Amendment

Affirmed Forms Attachments (0) Comments

Preview Print Form

Amendment



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Progress Reports



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Progress Reports

To access the Progress Reports page, go to Student IEPs and click on the **Write Progress** icon

To view previously affirmed Progress Reports, click on the **Print Progress** icon

SEIS ID	Name / Dist ID	DOB	Case Manager	District Of Service	School	IEPs	P/R	DRDP
1200954	Abbott, Hannah	12/07/2013	Ana Diaz	Kirstins District 1	Awesome School of Fun			



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Progress Summary Page

From the Progress Summary page you can:

- Write progress on Goals
- Affirm Progress Reports
- Print historical Progress Reports
- See when the last Progress Report was affirmed

Progress Reports

To write progress on a goal, check the box next to the goal, then click the **Write Progress on Selected Goals** button.
 On the Update Progress page, select Yes for Ready for PR, for any goal that should be included in the affirmed Progress Report.
 Only goals with a Yes in the Ready for PR column will be included in the affirmed Progress Report.
 Click the **Update** button in the Ready for PR column to indicate if the goal should be included in the affirmed Progress Report if yes was not selected when progress was updated for the goal.
 To Sort Goals: Use the drag/drop feature by holding mouse/cursor over goal and dragging goal to desired position.

[Write Progress on Selected Goals](#)
[Affirm PR](#)
[Print Affirmed PR](#)
[Print Selected Goals](#)
[Print Historical PR](#)

Last Affirmed Progress Report: Apr 2, 2020 8:32:11 PM

Check/Uncheck	Annual Goal #	Description	Goal	Ready for PR	Updated On / By	Added On / By
<input type="checkbox"/>	1	Projected 2021 Goal	(Annual Goal) By dates, Ansh will correctly read and write whole numbers in the millions with ___% accuracy in ___ consecutive trials as measured by student work samples / teacher-made tests.	Update	Cristy Children / 3/26/2020 11:59:35 AM	State Forms / 06/23/2020



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Writing Progress

To write progress on Goals, check the box next to the Goal(s) and click the **Write Progress on Selected Goals** button

Write Progress on Selected Goals Affirm PR Print Affirmed PR

Last Affirmed Progress Report: Mar 11, 2021 7:50:53 PM

Check/Uncheck	Annual Goal #	Description	Goal
<input type="checkbox"/>	All		
<input checked="" type="checkbox"/>	1	Projected Goal 21/22	By [date], given [s (algebraically, gra measured by stuc



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Writing Progress

There are 3 standard Progress fields and an Annual Review field. If you district requires additional progress to be written, click the **Add Progress Report** button.

Once progress has been written, select Yes in the **Ready for PR** field and click Return to PR Summary page.

Progress Report 2

Date: 03/17/2019 Summary: Comment:

Progress Report 3

Date: Summary: Comment:

Annual Review

Annual Review (Goal): Annual Goal Met: Yes No Ready for PR: Yes No N/A

Add Progress Report

School: Westside School of Arts
Case Manager:
Meeting Date (Future IEP): 07/01/2019
Current Affirmed IEP: 06/01/2019
Affirmed On: 06/07/2019

Return to PR Summary Page Add Progress



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Affirming Progress

The Case Manager should wait until progress has been written for all goals before affirming.

Only goals with a Yes in the Ready for PR column will pull into the affirmed Progress Report.

Click the **Affirm PR** button.

Write Progress on Selected Goals **Affirm PR** Print Affirmed PR Print Selected Goals - Print Historical PRs

Last Affirmed Progress Report: Mar 11, 2021 7:50:53 PM

Check/Uncheck	Annual Goal #	Description	Goal	Ready for PR	Updated On / By
<input type="checkbox"/>	1	Projected Goal 21/22	By [date], given [supports], [name] will compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions) with at least 70% accuracy in 1 trials as measured by student work samples/teacher records.	Yes 8/25/2021 <input type="button" value="Update"/>	Cristy Childers / 8/25/2021 8:43:39 AM



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Printing Progress Reports

To print your affirmed Progress Report, click the **Print Affirmed PR** button.

To print previously affirmed Progress Reports, click the **Print Historical PRs** button.

Write Progress on Selected Goals Affirm PR **Print Affirmed PR** Print Selected Goals - Print Historical PRs

Last Affirmed Progress Report: Aug 25, 2021 8:45:17 AM



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DRDP



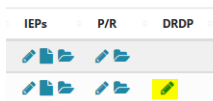
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DRDP

The DRDP icon will display for students ages 0-6.

DRDPs only need to be completed for students ages 0-5, excluding TK.



To add a DRDP, click the **Add DRDP** button.



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DRDP

The demographic fields pull from the Student Record

When field 9 is selected, the appropriate rating record will display.

The Adaptations pull from the student's IEP/IFSP.

The screenshot shows a web form for DRDP. At the top, there are navigation buttons: 'Return To List', 'Save Form', 'Print', and 'Affirm / Abort'. Below this is the 'Child's Information' section with the following fields:

- 1. Child's first name (Legal): Carlton
- 2. Child's last name (Legal): Banks
- 3. Date Completed: [empty]
- 4. Assessment Period: Spring 2019
- 5. Student ID (District issued for CAEDMS Reporting): 1483208
- 6. Statewide Student Identifier (19-digit SID): 111111111
- 7. Gender: Male
- 8. Birth Date: 03/07/2016
- 9. Special education enrollment: Individualized Family Service Plan (IFSP) (DOB: 03/01/2016 - 02/28/2019) Individualized Education Program (IEP) (DOB: 03/01/2013 - 05/31/2016)

Below this is section 12, 'Adaptations used in the assessment. Check all that apply.' with a note: '*Adaptation selections pull from the student's Future IEP/IFSP.' The list of adaptations includes:

- Augmentative or alternative communication system
- Alternative mode for written language
- Visual support
- Assistive equipment or device
- Functional positioning
- Sensory support
- Alternative response mode
- None



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Transferring DRDP Data from SEIS to DR Access Reports

In spring 2020, SEIS integrated with DR Access Reports, making it easier and faster to produce DRDP reports.

Completed/affirmed DRDP (2015) records will be automatically transferred every night into your DR Access Reports account.

On the DRDP form, the Assessors name and email address will pull from their SEIS user profile. If the email address that was used to create your DRDP account, the email address can be updated.

The screenshot shows the 'Assessor Information' section of the DRDP form. It includes the following fields:

- 16. Name of primary special education assessor: [text input field]
- 17. Role. Check one.
 - Early Intervention Specialist
 - Occupational/Physical Therapist
 - Program Specialist or Administrator
 - Special Education Teacher
 - Speech/Language Pathologist
 - Teacher of the Deaf/Hard of Hearing
 - Teacher of the Visually Impaired
 - Other (Specify below)
- If Other, specify here: [text input field]
- 18. DRAccessReports.org account email: [text input field]



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Searches

Search Results

AZ 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 36 per page Displaying 1 to 50 of 903 records() First All Records Go

<input type="checkbox"/> Check/Uncheck All	SEIS ID	Last Name	First Name	Date of Birth	Case Manager	School of Attendance
<input type="checkbox"/>	1748918	Adriano-Good	Adriam	03/19/2012	Corin Walls	Awesome School of Fun
<input type="checkbox"/>	120054	Abbott	Hannah	12/01/2013	Christy Childers	Christy Fun School
<input type="checkbox"/>	196282	Abbottson	Hannah	03/28/2016	Bella Dog	Christy Fun School
<input type="checkbox"/>	644514	Ackerman	Margam	09/16/2007	Christy Childers	Christy Fun School
<input type="checkbox"/>	188545	Adams	Wednesday	09/30/2017	Barbie Doll	Wrenwolves Academy

Criteria

Student Exited
No
+ Add Edit Search

Optional Criteria

Additional Search Filter
-----Optional-----
Search

Saved Searches

My Custom Searches
Select One

Shared Searches
Select One



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Filtering Students

Criteria

Adding filters will allow you to narrow down the results to a specific group of students.

Filter by any field on the student record, including custom fields created by the district or SELPA.

The search is an AND search. Meaning that only the students that match all criteria will pull in.

Criteria

Student Exited
No
+ Add Edit Search

Optional Criteria

Additional Search Filter
-----Optional-----
Search



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Column Options

Column options allow you to see specific information about the group of students.

Type of Report

Select canned reports such as: Current Service Report, ESY service Report, DRDP Report.

Select Columns for Report

Select any field from the Student Record or custom Field.



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Current Service Report

The Current Service Report is one of the most common searches.

This report will pull all services from the services grid.

There will be one row per service, displaying all service fields.

Code	Service	Marked DRP	Status	Start Date	End Date	Provider	NPA	Delivery	Session Based	Minutes / Session	Sessions / Frequency
240	Service coordination	No	Discontinued	10/01/2015	06/03/2016	100 District of Service			Yes		
300	Other special education-related services	Yes	Amended	10/01/2015	08/09/2021	408 Nonpublic agency (NPA) under contract with SELPA or district			Yes	60	1
415	Language and speech	No		05/06/2021	05/05/2022	120 SELPA		1	Yes	25	1



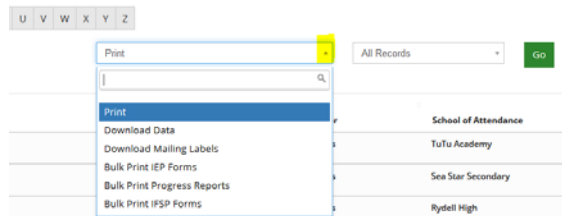
Contact
1.866.468.2891
<http://beta.seis.org>

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Tasks to Perform

From the Search results, you can:

- Print
- Download the data into Excel
- Download Mailing Labels
- Bulk print IEP forms and Progress Reports



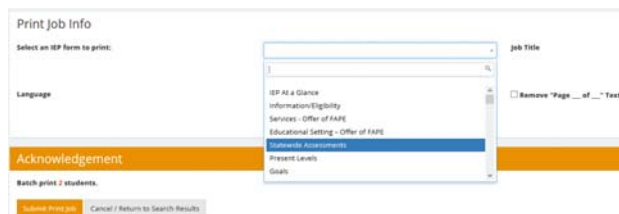
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Bulk Printing

To Bulk Print IEP forms:

- Select the students to be included in the bulk print
- Select **Bulk Print IEP forms**
- Click **Go**
- Select an IEP form.
- Click the **Submit Print Job** button

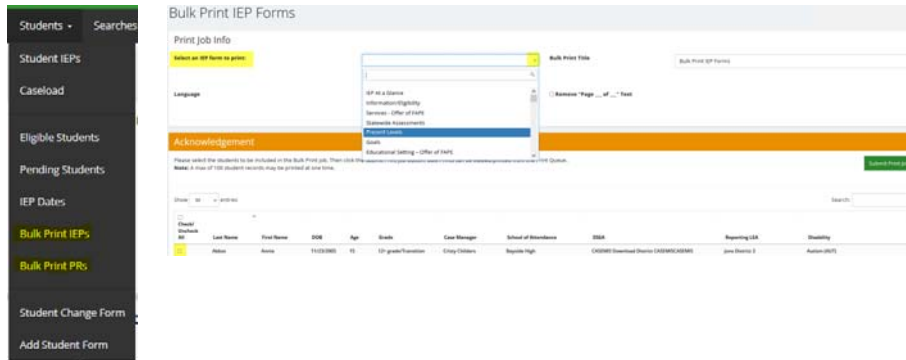


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Bulk Printing

Providers can also bulk print IEP forms and Progress Reports right from the Students section of the upper navigation bar.



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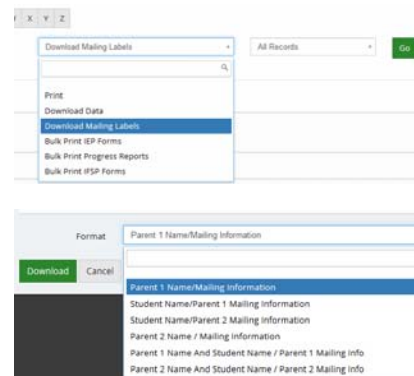
117

Mailing Labels

To print mailing labels, **select Download Mailing Labels**, from the task drop down.

Mailing labels pull from the Parent 1 or Parent 2 mailing fields on the Demographics page of the Student Record.

Select how you want the mailing label to display, then click **Download**.



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Additional Reports



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Duplicate Services

Reports → Duplicate Services Report

- This report pulls in any student that has duplicate services.
- A duplicate service is the same Service Code and Provider Agency.
- Simply check the box of one of the duplicate services and click the Mark Services Do Not Report button.

Duplicate Services Report

Mark Services Do Not Report

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 AZ

Show 50 entries

<input type="checkbox"/>	Check/ Uncheck	SEIS ID	Last Name	First Name	Service Code	Service Description	Marked DNR	Status	Start Date	End Date	Provider Agency
<input checked="" type="checkbox"/>		2088691	Ademo	WesED	415	Language and speech	No		06/17/2020	06/17/2021	100 District of Service



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Supplemental Aids

Reports → Supplementary Aids

- This report pulls the student's Supplementary Aids from the Services form on their Future IEP.
- Click the Generate Report button
- The report can be downloaded into Excel

Reports

This report will produce a list of Supplementary Aids and Services from the Future IEP Services form, for all eligible and pending status students.

[Generate Report](#)

Date	Total Students	Download
08/25/2021, 11:00:27 am	4	Excel PDF CSV



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1.866.468.2891
<http://beta.seis.org>

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Goals

Goals → Goals Report

- Providers can generate a Goals Report.
- The report pulls the student's Goals and Progress from the Goals form on the Future IEP.
- The report can be downloaded into Excel.

Reports

This report will produce a list of all student Goals and Progress from the Future IEP Goals Form. The report will only include Eligible and Pending students.

[Generate Report](#)

Date	Total Students	Download
08/25/2021, 11:01:01 am	38	Excel



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TOMS

The TOMS report pulls in all Eligible students in grades 3-8 and 11 for ELA and Math or grades 5, 8, 10, 11, and 12 for Science.

The data pulls from the student's Future IEP – Statewide Assessments form.

The **Student download** includes the additional SEIS Demographic columns.

The **TOMS download** is the file that must be uploaded as it is in the required file format.

Date	Total Students	Student Download	TOMS Download
08/25/2021, 11:01:35 am	11	TXT XLSX	XLSX

Generate Report



Contact
1.866.468.2891
<http://beta.seis.org>

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ELPAC

The ELPAC report pulls all Eligible students where **English Learner = Yes, Grades K-12**, and **must** have Initial ELPAC or Summative ELPAC selected on the IEP form.

The report data pulls from the student's Future IEP – Statewide Assessments form.

The **Student download** includes the additional SEIS Demographic columns.

The **ELPAC download** is the file that must be uploaded as it is in the required file format.

Date	Total Students	Student Download	ELPAC Download
02/24/2021, 3:05:49 pm	10	TXT XLSX	XLSX

Generate Report



Contact
1.866.468.2891
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SEIS Help Desk

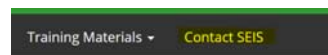


Contact
1.866.468.2891
<http://beta.seis.org>

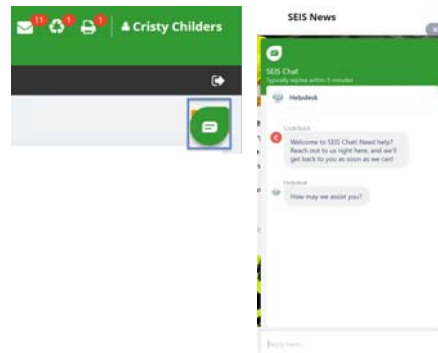
125

How to Contact the Help Desk

Emailing the SEIS Help desk through the **Contact SEIS** option provides the staff with information about your User Level, SELPA, District and computer.



SEIS Chat is available for Provider level users!
Click on the **Chat** icon to be directed to an agent.

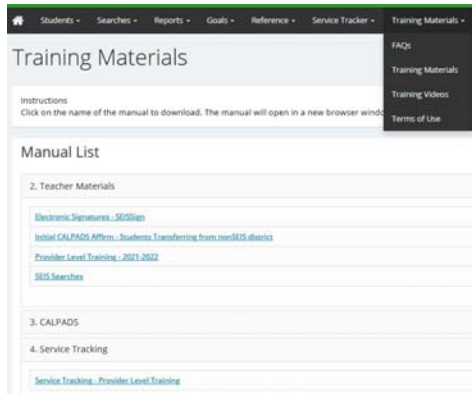


Contact
1.866.468.2891
<http://beta.seis.org>

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Training Materials

View our FAQs and Training Materials to find answers to your most common questions!



Contact
1.866.468.2891
<http://beta.seis.org>

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Daily Tasks

The Homepage notices need to be monitored DAILY.

Review your Pending Students list

Affirm IEPs and Amendments as soon as possible

Submit a Student Change form as soon as Eligibility is determined

Submit a Student Change form as soon as a student exits/transfers



Contact
1.866.468.2891
<http://beta.seis.org>

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Thank You!

Please do not hesitate to contact the
SEIS Help Desk with any questions!

seisupport@sjcoe.net



Contact
1.866.468.2891
<http://beta.seis.org>