SELPA Manager Web-based IEP

Revised August 2007

Table of Contents

Introduction

Individualized Education Plans (IEPs) are a necessary part for meeting specialized needs of some students. IEPs describe appropriate services, accommodations, delivery, etc for students with exceptional needs. The State Department of Education also uses some of the information to track program outcomes and student progress as well as Education Code compliance items. The program used by the state to track this information is the California Special Education Management Information System (CASEMIS).

SELPA Manager, created by Fusion Technik, not only collects the required information for CASEMIS, but can also keep records on transportation, bill backs, attendance, and more. SELPA Manager is used throughout the state by many SELPAs, districts and schools as a stand-alone program, in a server-based environment, or with web-based access. Because of this state-wide usage, users belong to a consortium which helps spread the cost of updates equally to all users. In addition, this allows features requested by one SELPA or district to be shared among all users.

Fusion Technik has now added an IEP feature that contains both the state generic IEP and specialized local IEPs. This manual contains illustrations and instructions for the state default (DFLT4) IEP. In some of the illustrations the student name or other information has been blurred.

Web-based IEP Program Overview

This manual will demonstrate the use of IEPs with the California generic IEP developed by the SELPA Directors. In doing this, Fusion Technik has created a link via the IEP pages to the required information for the state. As the information is typed into the IEPs in SELPA Manager it can be saved for review and eventually update the fields of information used for CASEMIS. This results in a more streamlined process for collecting and reporting IEP information.

Installation

As mentioned above, there are three ways of accessing SELPA Manager and the IEP section of the program—Stand-alone (aka Runtime), Server-based, and Web-based. Each method of access has certain configuration steps. To begin using the SELPA Manager Web-based IEP Program the main SELPA Manager program has to be installed and running with Web-based Services turned on. The Web-based Services can be used with a Server-based version or in a 60 minute demo mode in a Stand-alone version of the program. Both versions will need to have an IP (Internet protocol) address that you will use to access the Web-based IEP.

This manual assumes that SELPA Manager has already been installed and Web-based Services have been turned on. Please contact your SELPA Manager Administrator or Tech department to confirm this and to get the IP address that you will use to access the Web-based IEP.

Opening SELPA Manager

To access the Web-based IEP, open your browser and enter the IP address in the Address bar and click on Go. Again, contact your SELPA Manager Administrator or Tech Department for the IP address. The IP address listed here is for demonstration purposes only.

Internet Explorer…

Address `192.168.1.54` Go

Netscape…

`192.168.1.54` GO

Logging on…

Once the browser brings up the proper location, you will see a Login window. Enter your user name and password (assigned by your SELPA Manager Administrator/Tech Department), then click on Login.

SELPA Manager Login Area

Please enter your username and password.

Username [   ]

Password [   ]

[Login]

Moving around & entering data in the program

After logging in you will see a two part screen. The upper portion of this screen is your student list (2). A list of your students will appear according to the option you select under '**Show students'**.

The lower portion of this screen will be the IEP list (3). This list may be blank in the beginning, but as you create IEPs with your name as a service provider, the names of those students will appear in the list for the option you select in item 1, '**IEPs listed, basis**:…'.

The top right 'button' options will take you to specific sections, such as Attendance, Customize goal palette, Change password, Logout, etc. Click on these 'buttons' to go to the specific section (1). These options are ancillary functions and tasks.

[Attendance] [Forms closet] [Customize goal palette]
[Change password] [Feedback] [Help] [Logout]

2. Upper portion (#1) of the initial screen after logging on

1. Click on one of these 'buttons' to go to that section.

1. Student list

Find an existing student. To create an IEP, press the student's Select button, then click on the 'Create IEP for this student' button. If you cannot find the student, press the 'Create IEP for new student' button. This action will open a completely blank IEP form.

Show students Go Prt
Student search type:
None

Search criterion:

Error checking Prt
Check errors

Quick print Prt
Register
* asterisked reports use the listed students

5. Pull down menu of options (shown on next page)
Complete additional information, if needed, for the option you choose
Then click on go.

Select ◊ Record no.

◊ Next IEP   ◊ Last eval.   ◊ Next eval.

0 listed
(no students listed)

Create IEP for this student   Show IEPs for this student   Edit IEP notice for this student
Create IEP for NEW student   DRDP

>

2. IEP li

3. Lower portion (#2) of the initial screen after logging on

Find an existing IEP for viewing, editing, or printing (items in burnt orange cannot be edited). Click on the link to view the IEP on your computer.

Find IEP for: ▼ Barry   Go

6. Pull down menu of options (shown on next page)
Complete additional information, if needed, for the option you choose
Then click on go

◊ Meeting date   ◊ M   or: (Student na   ◊ Status

4. Click on the date of the IEP to edit an existing IEP

1 listed
07/11/2007   Initia   Barry

IEP Web Interface - SELPA Manager v 4.

This list shows existing IEPs for students. The columns in the list display IEP meeting date, type of meeting, student name, grade level, date of birth, and the status of the IEP. To edit one of the listed IEPs, click on the meeting date for the corresponding row (4).

Show Students options—upper portion of the initial screen after log on. (5 on the previous page).

Show students (18 listed) Go Prt

Current as of:

- All for me
- Case manager
- Current
- **Current as of:**
- Dropped my services
- Dropped all services
- Find student:
- Multi-search (below)
- None
- ---
- Overdue-last IEP
- Overdue-last IEP as of:
- Overdue-last eval
- Overdue-last eval as of:
- Overdue-either
- Overdue-either as of:
- ---
- Due next IEP 30 days
- Due next eval 30 days
- Due either in 30 days
- Due either in days:

Select option for the students that you want to see listed, then, if required, complete additional information, ie date, name, etc. in the field below the option field. Click on Go (Go) to see the list.

Select option, complete additional information, if needed, and click on 'Go'.

IEPs listed, basis: options:--lower portion of the initial screen after log on. (6 on the previous page).

Select option for the IEPs that you want to see listed, then, if required, complete additional information, ie date, name, etc. in the field below the option field. Click on Go (Go) to see the list.

1 IEPs listed, basis: Created by me-all Go

- **Created by me-all**
- Created by me-incomplete
- Created by me-last 30 days
- Created by me-last 180 days
- ---
- Find IEP for:
- Find IEP on:
- ---
- My students-all
- My students-last 30 days
- My students-last 180 days
- ---
- None

^ v Meeting date   ^ v   (Student name)   ^ v Grade level   ^ v Da

06/09/2005   Ann

Select option, complete additional information, if needed, and click on 'Go'.

A Manager - August 19, 2005 (‖‖‖‖‖ ‖‖‖‖‖)

Upper Portion of window after option is selected and 'Go' is clicked.

1. Student list

Find an existing student. To create an IEP, press the student's Select button, then click on the 'Create IEP for this student' button. If you cannot find the student, press the 'Create IEP for new student' button. This action will open a completely blank IEP form.

Option = Current as of:
Additional information = 9/01/2006
Click on 'Go'.

Number of records showing (10) from number of records found in search (1761), and page (1) of total pages (177).

Arrows to move to next/previous list of students found in search. Single arrow goes to next/previous group, arrows with line goes to very beginning or end.

7. Select the radio button for the student you want to work with.

8. Selection action to take or to add a NEW student IEP.

Once the list appears select the student you wish to work with by clicking in the radio button (7). Then select what you want to do with that student by selecting one of the buttons at the bottom of the list. (8)
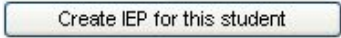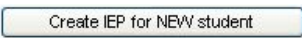
If the student already has an IEP and you want to edit the existing IEP, go to the lower portion of the initial screen and choose from the list of options (9). By default, the option for IEPs listed, basis: is "Created by me-all." Any student with an IEP created by the logged in user should appear in the lower portion of the screen. Simply click on the date next to the IEP type and student name that you want to edit (10). If your default screen does not look like this you SELPA Manager administrator may have changed the settings. Please contact your administrator if this is the case.

2. IEP list
Use this area to find an existing IEP for a particular student, for viewing, editing, or printing. Click on the link to display the IEP data entry form on your computer.

10. Click on the date of the IEP to edit an existing IEP

9. Select option, enter additional information, if needed, and click on 'Go'.

Create New IEP

To create a new IEP for new or existing students, click on the 'Create IEP for this student' button ▢ Create IEP for this student ▢ or 'Create IEP for New Student' ▢ Create IEP for NEW student ▢ in the upper portion of the screen.

Once you click on 'Create IEP for this student' or 'Create IEP for NEW student', you will be taken to an IEP to begin filling in the information. If you selected 'Create IEP for this student' the student's demographic information will be copied onto the IEP. 'Create IEP for NEW student' means the student does not yet exist in SELPA Manager. This option will create a new IEP and also create a NEW student record. Demographic information for the student will need to be entered on the first page of the IEP, because the student record did not exist previously.

The IEP forms built into SELPA Manager will appear in your browser window. At the top of most IEP pages are a set of navigation buttons (tabs), which, when clicked, will take you to different pages within the same IEP. (See the diagram on the following page)

If you accidentally click on the 'Create new IEP' button when you are trying to edit an existing IEP for a student or if you clicked on the 'Create IEP for NEW Student' when you intended to click on 'Create IEP for this student', click on the 'Cancel' ▢ Cancel ▢ button at the bottom of the page prior to moving to another page or saving the first page. Then look at the lower portion of the screen to select the existing IEP that you want to edit or click on the correct button to create a new IEP for the currently identified student.

The diagram shown is a sample of the upper portion of the first IEP form (page), IEP (1). Also visible are the buttons representing the other forms that were built into SELPA Manager.

12. Buttons showing individual IEP pages available
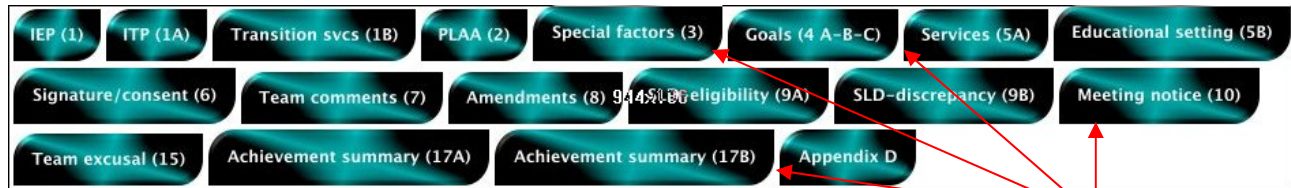
Individualized Education Program

13. Title of page in current view

☑ Incomplete

| Last Name* | | First Name* | | IEP Date* | |

14. Click here to indicate that this IEP is not yet complete

| Last IEP | | Next IEP | | Original S date | |

| Last Eval | | Next Eval | |

| Purpose of Meeting* | Annual ▼ | (Specify if other purpose:) | |

| Birthdate | | Age 12 | Gender | | Grade | | Migrant ○ Yes ⦿ No |

| Native Language | ▼ | EL ○ Yes ⦿ No | Interpreter ○ Yes ⦿ No |

| Student Language | ▼ | English fluency | ▼ |

To access each form, click on the appropriate button (12). The form you are currently on is indicated by the title. (13). The title of the browser window also indicates the form.

To complete the information for the student, begin by typing in the student name. If the student is already in the system, the demographic data that is currently in the system will automatically appear in some of the fields and you will not be able to make changes to the student's name. If the student is new to the system, simply tab or click in the fields and enter the information.

In another scenario, if the student is already in the program, and you have specified last name, first name, date of birth, and gender; then when you attempts to save the first page ("SAVE" button or clicking on one of the navigation tabs), the program will display an error message "You are adding a new IEP for a new student. However, there is an existing student listing that has the same last name, first name, date of birth, and gender. You should press the CANCEL button at the bottom of this form, to leave this IEP form without saving. Then, from the 'Welcome' (home) page, locate the student's name in the upper (blue) list entitled '1. Student list'. If the student list is empty, then choose 'Find student:' as the 'Student search type:', and enter the student's name in the 'Search criterion:' box. Press the 'Go' button that is located above 'Student search type:', to refresh the list. In the refreshed student list, locate the student record. In the row corresponding to the student, click on the radio button in the 'Select' column. Then press Create IEP for this student', located below the student list. If you cannot find the student's name in the list, then you may not have access to the student's information; contact your administrator and request access to read the student record for the web- based IEP."

As you complete the fields, you can use the vertical scroll bar in your browser to move further down the page or keep tabbing from field to field. You can also use the mouse scroll wheel, the space bar (one pane down), or the [Shift]- [Space] keystroke (one pane up).

| District of Residence | | District of Service | |
| Residence School | | Attendance School | |

If you cannot find the school in the drop-down list, you can try entering the school code and/or name belo[w]

15. Click the arrow to see the list of options for this field

| Case manager | |

| Primary Ethnicity | | Ethnicity 2 | [Select a second ethnicity] |
| Ethnicity 3 | [Select a third ethnicity] | Ethnicity 4 | [Select a fourth ethnicity] |

Primary Disability

Other Disabilities (select all that apply)
Autism (AUT) 320
Deaf-blindness (DB) 300
Deafness (DEAF) 230
Emotional disturbance (ED) 260
Established med disab (EMD, ages 3-5 only) 281
Hard of hearing (HH) 220

Secondary Disability

Disability severity [Select severity]

Eligible for Special Education ● Yes ○ No

16. Click here to Save or Cancel this IEP. Click on Print… to print out the IEP pages

...ting from Sp. Ed. ...turned to reg. ed./no ...ger eligible) ○ Yes ● No

Describe how student's disability affects involvement and progress in the general curriculum (or for preschoolers,

[Save] [Cancel] [Print IEP page(s)]

Some of the fields (normal fields and fields in tables) will have pull down menus to choose from a list of options for the field. If the field has a ▼, ▲ or ▼ arrow (15), click on the arrow and the list of options/choices will appear. Drag your cursor to your choice and then release the mouse button. Your choice will appear in the field.

Date fields should be entered using a month (i.e. 01 or 1) and day (i.e. 5 or 05), and year (ie 07 or 2007) format. It is necessary to use punctuation such as slashes, dashes or periods ("5/13/05", "5-13-05", "5.13.05", and "05/13/2005").

If you are not finished with your IEP, click on the Incomplete box to identify this IEP is not yet final (located at the top of the page) (14 on previous page). The Save, Cancel, and Print (16) buttons should appear at both the top and the bottom of most pages. The Save button is only available when the IEP is not marked as either reviewed or locked. The Print button on the first page/tab is labeled "Print IEP page(s)", while on subsequent pages it is labeled "Print page". The difference is that on the first page, the program will offer to print more than one page, while on subsequent pages, the button will generate just that page. To save your IEP, click on the save button, or any of the navigation tabs at the top of the page (to move to another page). SELPA Manager will save any changes made on the page that you are leaving. To exit the program you must first exit the

IEP (save or cancel) then click on Logout in the Students/IEP List (initial screen after logon) window. If the browser window is closed without first pressing SAVE or a page tab, any changes made to the last page that you edited before closing the window, will not be saved.

Occasionally, you will find a table on a form. This is usually where a list of information will be collected. In this example, the table will contain a list of services the student will be receiving.

To add an item to the list (table) click on the 'Add service' button (18). If you have accidentally added an extra line in the list (table) click on the click the radio button (17) for the service you want to remove then click on the 'Remove service' button (18). To edit a service, click on the radio button of the service to be edited, then click on the 'Edit service' button (18).

When you click on 'Add service' or 'Edit service', your browser will bring up a window containing fields listed in the table. Enter the appropriate data and click on 'Save' (19). If you have made a mistake in any of the fields, click in that field to highlight it and then retype or choose the correct information. If you click on 'Cancel' (20) in this window, no changes will be saved and you will be returned to the IEP page containing the table. The 'Save' button is not available when the IEP has been marked as reviewed or locked.

Goals and objectives

An important part of the IEP are goals and objectives/benchmarks. The student can have one or more goals per IEP. Multiple goals will appear on separate pages. Goals should be definitive and measurable.

To make this task easier SELPA Manager has included a palette where you can scroll to find a goal and/or objective that can be added to the IEP with a couple of clicks.

SELPA Manager provides three entry page options for goals. You can use any of the three forms, depending upon which button is pressed from the list [Add new goal (A)] [Add new goal (B)] [Add new goal (C)]. There is an illustration of each entry option later in this manual. A goal created in one form can be viewed, edited, or printed in any of the three forms; the form used to create the goal does not limit subsequent access.

Goals and Objectives Palette

There are ACSA/CARS goals available to install/import, you can also have your own goals installed/imported. Contact your SELPA Manager Administrator about importing goals.

To add a goal or goal and benchmark to your IEP, you must be on the Goals page (select the Goals button at the top of the IEP- [Goals (4 A-B-C)]) .If there are no existing goals or to add an additional goal click on the 'Add new goal' button for the appropriate style you want. This will bring up a new blank goal/benchmark page. You must click on the 'Add new goal' button for each goal you want to add to the IEP.

If the ACSA/CARS goals have been installed, you can click on the 'Palette' link [Palette] to see a list that includes goals and benchmarks/objectives. You can also type your goal and benchmark directly in each field. Use your browser scroll bar to move down to the goal list.

You can also use the goals only palette to add only the goal to your page and then manually add your own benchmark/objective. When you click on the 'Goals-only palette' link [Goals-only palette] you'll see a list of goals instead of an expanded list of goals and objectives. To place a goal into the IEP from the goals-only palette, click on one of the burgundy-colored goals in the palette. To move up or down in either of the palettes, use the mouse scroll wheel or the palette window scroll bar. You can also search for a particular section in the palette by using the standard Find keystroke, [CMD/CNTRL]-F, then enter a portion of the area of need, category, objective, or goal description.

Goals and Objectives Palette

Click on the green benchmark text, to copy an item to the IEP form.

- **[Area of need 1] -- Kindergarten-Mathematics**
  - ◇ *[Category 1.1] – Number Sense*
    - ■ [Meas. objective 1.1.1] -- K.1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
      - ■ *[Goal 1.1.1.1] – (Annual Goal) By [date], when given up to thirty objects, [name] will count, recognize, represent, name, order the number of objects with []% accuracy in [] of [] trials as measured by teacher-made tests/teacher-charted data.*
        - ■ [Benchmark 1.1.1.1.1] -- K.1.2.1. By [date], when given up to ten objects [name] will count, recognize, represent, name, order the number of these objects with []% accuracy in [] of [] trials as measured by teacher-made tests/teacher-charted data.
        - ■ [Benchmark 1.1.1.1.2] -- K.1.2 objects, [name] will count, recognize, represent, name, order the number of these objects with ed by teacher-made tests/teacher-charted data.
    - ■ [Meas. objective 1.1.2] -- K.2.1 Use concrete addition and subtraction problems (for two numbers that are each less than 10).
      - ■ *[Goal 1.1.2.1] – (Annual Goal) By [date], when given concrete objects, [name] will use these objects to add and subtract numbers (each number less than 10) with []% accuracy in [] consecutive trials as measured by teacher-charted observation/data.*
        - ■ [Benchmark 1.1.2.1.1] -- K.2.1.1 By [date], when given concrete objects, [name] will use these objects to add sums to 18 with []% accuracy in [] consecutive trials as measured by teacher-charted observation/data.
        - ■ [Benchmark 1.1.2.1.2] -- K.2.1.2 By [date], when given concrete objects, [name] will use these objects to subtract (two numbers less than 10) with []% accuracy in [] consecutive trials as measured by teacher-charted observation/data.
  - ◇ *[Category 1.2] – Algebra and Functions*
    - ctive 1.2.1] -- K.1.1 Id objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).
      - ■ *[Goal 1.2.1.1] – (Annual Goal) By [date], when given objects, [name] will identify, sort and classify objects by attributes and identify objects that do not belong in a set with []% accuracy in [] of [] trials as measured by teacher-charted observation/data.*
        - ■ [Benchmark 1.2.1.1.1] -- K.1.1.1 By [date], when given objects, [name] will identify, sort and classify objects with []% accuracy in [] of [] trials as measured by teacher-charted observation/data.
        - ■ [Benchmark 1.2.1.1.2] -- K.1.1.2 By [date], when given objects, [name] will identify, sort and classify objects by attributes and identify objects that do not belong in the set with []% accuracy in [] of [] trials as measured by teacher-charted observation/ data.

Annotations: Goals and Objectives Palette; Expanded goals and Objectives; Title of Goal; Goal level; Goal Description; Objective/Benchmark Description

The Goals and Objectives Palette is organized into five levels: 1. Area of need; 2. Category; 3. Measurable objective; 4. Goal; and 5. Benchmark. Clicking on the benchmark text at the final (fifth indent) level causes all five items to be added onto the goal page of the student's IEP. However, clicking on any of the other levels (1-4) will not add the item onto the goal page. You can only add more than one benchmark to the same goal page, if the two benchmarks share a common goal in the palette.

The palette list will contain the complete goal (title and description) followed by the Benchmarks/Objectives appearing in green. Click on the benchmark/objective you want to use, a window will appear asking if you want to paste the objective into the IEP. Click on OK to add to the current goal page. If you are using goals only palette, your available goals will appear in burgundy text. Click on the burgundy text to paste into your goal page.

Parents will be informed of progress at the same frequency as students without disabilities. [Select interval]

How? [Select method]

Content standard: 7.1.3 Determine when and how to break a problem into si | Goal # | 1

Area of Need	Measurable Annual Goal: Aligned with State Content Standards and leading to educational benefit*
Seventh Grade-Math	(Annual Goal) By 07/10/2006, when given a set of word problems at his/her independent reading level, Kuwan will underline key terms such as more than, less than, of, times, etc. and identify the function necessary to solve the problems with []% accuracy in []
Baseline:	

○ Yes ⦿ No Enables student to be involved/progress in general curriculum/State Standards and/or   ○ Yes ⦿ No Addresses other educational needs resulting from the disability   ○ Yes ⦿ No Linguistically appropriate

Baseline:	Short-Term Objective:
	7.1.3.2 By 07/10/2006, when given a set of word problems, Kuwan will underline key terms for (of, times) and identify the function necessary to solve problems with []% accuracy in [] trials as measured by student work samples/criterion assessment.

Person(s) Responsible:

Once the goal or goal and benchmark/objective have been placed on the IEP form you can edit the text to personalize the goal and objective to meet the student's needs.

The State IEP Web Forms (DFL4)

In this section you will find specific instructions on program operation for each form. General information about moving around and entering data is discussed in the previous section of this manual. The content of the forms would be the same as the paper forms. If you have questions about what to enter in a field, please refer to your local Special Education Director/Manager or SELPA Director.

IEP (1)

Individualized Education Program

*Denotes items that are always required

☑ Incomplete

Enter the appropriate dates in a mm/dd/yyyy format

Click on the appropriate 'radio' button(s).

Use drop-downs where possible for **specific field requirements**

Field	Value
Last Name*	
First Name*	
IEP Date*	7/18/07
Next IEP	
Original SpEd entry date	
Next Eval	

Purpose of Meeting* [Annual ▼]   (Specify if other purpose:) [   ]

Birthdate [   ]   Age 12   Gender [   ]   Grade [▼]   Migrant ○ Yes ⊙ No

[▼]   EL   ○ Yes ⊙ No   Interpreter   ○ Yes ⊙ No

Student Language [▼]   English fluency [▼]

Student ID [   ]   SSN # [   ]   SSID #

Residency [▼]

Other residency type [   ]

Foster or LCI No. [   ]

Parent/Guardian [   ]   Parent Type [▼]   Home Phone [   ]

Address [   ]   Work phone [   ]

[   ]

City/State/Zip [   ] [   ] [   ]   Cell Phone [   ]

Parent/Guardian [   ]   Parent Type [▼]   Home Phone [   ]

Address [   ]   Work phone [   ]

IEP (1), continued…

City/State/Zip [   ] [   ] [   ]   Cell Phone [   ]

District of Residence [▼]   District of Service [▼]

Residence School [▼]   Attendance School [▼]

A student can have up to 4 ethnicities listed.

If y[ ] the drop-down list, you can try entering the school code and/or name below:

[   ]   [   ] [   ]

Case manager [   ]

Choose the primary and secondary disability -- use the drop-down to add. If additional disabilities are to be listed, use the 'Other disabilities' list

...city [▼]   Ethnicity 2 [Select a second ethnicity] ▼

[Select a third ethnicity] ▼   Ethnicity 4 [Select a fourth ethnicity] ▼

...ility [▼]

Other Disabilities (select all that apply)

Autism (AUT) 320
Deaf-blindness (DB) 300
Deafness (DEAF) 230
Emotional disturbance (ED) 260
Established med disab (EMD, ages 3-5 only) 281
Hard of hearing (HH) 220

Display area for additional disabilities other than primary disability

Secondary Disability [▼]

Disability severity [Select severity] ▼

Eligible for Special Education   ⦿ Yes   ○ No

You can [SHIFT]-click or [CNTRL]-click to select more than one secondary disability

Exiting from Sp. Ed. (returned to reg. ed[ ] longer eligible)

Describe how student's disability affects involvement and progress in the general curriculum (or for preschoolers, participation in appropriate activities)

[   ]

For initial placements only

Has the student received pre-referral early intervening services in the past 2 years   ○ Yes   ⦿ No

Date of initial referral for special education services   [   ]

Person initiating the referral for special education service   [▼]

Date district received parent consent   [   ]

Date of initial meeting to determine eligibility   [   ]

Denotes items that are always required

Transition Services (1A)

Individual Transition Plan

Name   **IEP Date** 7/30/2007

Describe how the student participated in the process   [Select participation] ▼
Results of age-appropriate transition assessments indicate upon exiting school student plans to:

> Use drop-downs where possible for **specific field requirements**

Student's Post Secondary Goal(s): Upon exiting school, the student plans to:

	Transition Services	IEP Goal Number	Person/Agency Responsible
Education/Training	Instruction:		
Employment	Development of employment:		
Independent Living (If appropriate)	...y experiences:		
	Other Post School Living Objectives:		
	Acquiring Daily Living Skills:		
Other	Related Services:		
	Functional Vocational Evaluation:		

> Click in the box and type.

ITP (1B)

Transition Services

IEP Date 7/18/07

Click to put a check in the appropriate boxes.

Enter the appropriate dates in a mm/dd/yyyy format

CAHSE... ...xit Exam)

☐ CAHSEE/ELA date [   ]   Score [0]   ○ Passed ⦿ Did not Pass

☐ CAHSEE/Math date [   ]   Score [0]   ○ Passed ⦿ Did not Pass

Test modifications/accommodations: [Select CAHSEE particip] ▼

(Describe test accommodations/modifications:) [   ]

Click on the appropriate 'radio' button(s) to answer the question(s)

☐ On or before the student's 17th birthday, he/she has be... ...f majority (age 18).

By Whom [   ]   Date [   ]

Passed Algebra 1   ○ Yes ⦿ No   Date [   ]

Credits required for graduation [0]   Credits earned [0]   Credits needed [0]

Required Courses
[   ]

Additional courses of study
[   ]

Click and type to complete the appropriate boxes.

PLAA (2)

Present Levels of Academic Achievement and Functional Performance

Name _____   **IEP Date** 7/18/07

Strengths/Preferences/Interests
```
[                                                                    ]
```

Enter the appropriate dates in a mm/dd/yyyy format

Concerns of parent relevant to educational prog
```
[                                                                    ]
```

CA Standards Tests   **English/Language Arts**   [▼]
                          Mathematics   [▼]

CAT-6 English Language Arts [   ] **Mathematics** [   ] **Hist/SocSci** [   ] **Science** [   ]

CAPA English Language Arts [   ] **Mathematics** [   ] **Science** [   ] **Other** [   ]

CELDT Listening [   ] **Speaking** [   ] **Reading** [   ] **Writing** [   ]

Other Assessment Data (e.g., curriculum assessment, other district assessment)
```
[                                                    ]
```

Health   (**Hearing** [   ]   **Vision** [   ])

Preacademic/Academic/Functional Skills
```
[                                                                    ]
```

This page, when printed, expands based on the amount of text entered.

Communication Development
```
[                                                                    ]
```

Gross/Fine Motor Development
```
[                                                                    ]
```

Click and type to complete the appropriate boxes.

Social/Emotional/Behavioral
```
[                                                                    ]
```

Vocational
```
[                                                                    ]
```

Adaptive/Daily Living Skills
```
[                                                                    ]
```

Health
```
[                                                                    ]
```

Special Factors and Testing (3)

Special Factors (Form 3)

Name   **IEP Date**   7/18/07

Does student require assistive technology devices and/or services?
       ⦿ Yes   ○ No   If yes, specify:

Does student require low incidence services, equipment and/or materials to meet educational goals?
       ○ Yes   ⦿ No   If yes, specify:

Considerations if the student is blind or visually impaired

Considerations if the student is deaf or hard of hearing

> Click on the appropriate 'radio' button(s) to answer the question(s)

If the child is an English Lea_____ _____ of the child as those needs relate to the IEP

Does student's behavior impede learning of self or others?
       ○ Yes   ⦿ No   (If yes, describe)

If yes, specify positive behavior interventions, strategies, and supports

     ☐ Behavior Support Plan (BSP) attached   ☐ Behavior Intervention Plan (BIP) attached

Areas of need to be addressed in goals for the student to receive educational benefit

> Use drop-downs where possible for **specific field requirements**

Participation in State/District Wide Assessments (STAR)
☐ Grade Exempt (before grade 2 and after grade 11)
☐ CAT-6/California Standards Tests
       [Select CAT6 particip] ▼
☐ California Alternative Performance Assessment (CAPA) - Level   [Select level] ▼
(CASEMIS)   With testing accommodations 11 ▼

The student will not participate in the CAT-6/CST because

Participation in the CAPA is appropriate because

For 3, 4, & 5 preschoolers only (Desired Results Developmental Profile (DRDP))
☐ DRDP-R   ☐ DRDP-Access

Adaptations

Other Statewide/District-Wide Assessments (Accommodations/Modifications)

Other Statewide/District-Wide Assessment(s) Alternate

Alternate assessment(s) appropriate because

Goals (4 A-B-C)

If this is a new Goal you will see a window appear saying there are no existing goals for this student (similar to the Transition view). To add a goal click on the New goal button for the style of your choice.

If there are existing goals, you will see them listed. To edit an existing goal click the radio button to select the goal you want to edit. Now click on the edit goal button for they style (A, B or C) you want. Or, you can add a new goal (New goal), go back to the Eligibility page (back to IEP pg. 1), or back to the Assessments page (Back to IEP list).

Annual goals/objectives/benchmarks list

Click here to select the goal

Existing Goal and Area of Need

No.	Goal	Area of Need
○ 1	(Annual Goal) By 08/02/2007, when given a teacher-made model of a constant formula (e.g. @), Sample will memorize, list steps and solve problems requiring the formulas for the circumference and area of a circle with []% accuracy in []of_ trials as measured by work samples/criterion assessment.	Sixth Grade-Mathematics

Select goal then click here to edit an existing goal in this IEP

To access a listed goal, first select the row representing the goal, then click on one of the buttons immediate depending upon which style goal form you would like to use).

Edit goal (A)   Edit goal (B)   Edit goal (C)

Click here to add a new goal to this IEP

Add new goal (A)   Add new goal (B)   Add new goal (C)   Cancel

Following are samples of the three goal styles (A, B or C). All three goal page styles, when printed, expand based on the amount of text entered.

Goal Style A

Area of Need	Measurable Annual Goal*	1

Baseline

New goal for *, * [01/11/2007 4:20 PM].

☐ Enables student to be involved/progress in general curriculum/state standard

☐ Addresses other educational needs resulting from the disability

☐ Linguistically appropriate

Person(s) responsible

Progress Report 1   Date

Summary of progress

Comment

Goal Style B

Area of Need

Measurable Annual Goal* `1`

Baseline

New goal for *, * [01/11/2007 4:22 PM].

☐ Enables student to be involved/progress in general curriculum/state standard

☐ Addresses other educational needs resulting from the disability

☐ Linguistically appropriate

Person(s) responsible

Short Term Objective

Short Term Objective

Short Term Objective

Progress Report 1   Date

Summary of progress

Comments

Goal Style C

Area of Need

Measurable Annual Goal* `1`

Baseline

New goal for *, * [01/11/2007 4:26 PM].

☐ Enables student to be involved/progress in general curriculum/state standard

☐ Addresses other educational needs resulting from the disability

☐ Linguistically appropriate

Person(s) responsible

Benchmark 1 Within		will achieve the above goal at	
Benchmark 2 Within		will achieve the above goal at	
Benchmark 3 Within		will achieve the above goal at	

Progress Report 1   Date

Summary of progress

Comment

Once you have selected the new goal or existing goal option, enter the appropriate information. For ease with your goals, a goals palette is available. You can type your own goals or begin by using the Goals Palette and editing to make the goal specific for the student.

To use the Palette, click on the Palette link **[Palette]** or Goals-only Palette link **[Goals-only palette]** . To use the goals follow the instructions in the Goals and Objectives Palette section discussed earlier in this manual.

Services (5a)

Services

Name *,*   **IEP Date**   1/9/2007

Service options considered (in selecting LRE, consideration is given to any harmful effect on the child or quality of services that the child needs)

> This page, when printed, expands based on the number of entries in the supplementary aids and services list, and/or the special education and related services list.

SUPPLEMENTARY AIDS AND SERVICES TO BE PROVIDED TO ... **AM MODIFICATIONS OR SUPPORTS FOR SCHOOL PERSONNEL**

Aids, Services, Program Modifications, and/or Supports		Start/End Date	Frequency	Duration	Location

Add listing

> Click (select) the radio button for the service to be edited, then click here to edit a service in the table

SPECIAL EDUCATION and RELAT

	ESY	Services			Frequency	Duration	Location
○	No	330-Specialized academic instruction	Grp	01/09/2007 - 0...	3/wk	60 min	

Add service   Edit service   Remove service

> To delete a row in the table, click (select) the radio button for the service to be deleted, then click here

> Click here to add a service in the table (list)

EXTENDED ... ⊙ **No**

Programs ... cording to when student is in attendance and consistent with the public school calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Placement (5b)

Educational Setting

Name _____ **IEP Date** 7/18/07

Physical Education [Select physical ed type] ▼   (if special, specify type) [_____]

District of Service [_____ ▼]   **School of Attendance** [_____ ▼]

If you cannot find the school of attendance listed in the drop-down list, you can try entering the school code and/or name here: [_____] [_____]

School Type [_____ ▼] **Federal Setting** [Select a federal setting] ▼

Preschool Setting [Select preschool setting] ▼

All special education services provided at the student's school of residence? ○ Yes ⦿ No (rationale)
[_____]

[_____] % of time student is OUTSIDE the general education environment

[_____] % of time student is IN the general education environment

Student will not participate in the general education environment for [_____]
because
[_____]

Other Agency Services
☐ California Children's Services (CCS)   ☐ Regional Center
☐ Probation   ☐ Department of Rehabilitation
☐ Department of Social Services (DSS)   Other agency services (specify):
                                                [_____]

☐ County Mental Health (CMH)
Student Eligible for Mental Health Services under Chapter 26.5? ○ Yes ⦿ No
Mental Health Services Language included on the IEP? ○ Yes ⦿ No

Promotion Criteria [Select promotion criteria] ▼ [_____]

Parents will be informed of progress [Select when informed] ▼ [_____]

How? [Select how informed] ▼ [_____]

☐ Transportation [Select transportation] ▼ [_____]

Activities to Support Transition
(e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade)
[_____]

Graduation Plan
(Grade 8 and Higher)
Projected graduation date and/or secondary completion date [_____]

Plan type [Select graduation plan] ▼

Signature/Consent (6)

Signature and Parent Consent

Name		IEP Date 7/18/07

IEP Meeting Participants

[ ]		[ ]	
Parent	*Date*	*Parent*	*Date*
[ ]		[ ]	
LEA Representative/Admin. Designee	*Date*	*General Education Teacher*	*Date*
Andrea Shafer		[ ]	
Student	*Date*	*Special Education Specialist*	*Date*
[ ]		[ ]	
Additional Participant/Title	*Date*	*Additional Participant/Title*	*Date*
[ ]		[ ]	
Additional Participant/Title	*Date*	*Additional Participant/Title*	*Date*
[ ]		[ ]	
Additional Participant/Title	*Date*	*Additional Participant/Title*	*Date*

Parent Consent

_____   I agree to all parts of the IEP OR I agree with the IEP, with the exception of:

[   ]

_____   I understand that my child is NOT eligible for special education.

_____   I understand that my child is NO LONGER eligible for special education.

Signature below is to authorize and approve the IEP.

Signature: _____	**Date:** _____
Relation [▼]	
Signature: _____	**Date:** _____
Relation [▼]	

☐ Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

Meeting comments (7)

IEP Team Meeting Comments

Name   **Birthdate**   **IEP Date** 7/18/07

Notes

Click in the field and begin typing, then
click on Save

This page, when printed, expands based
on the amount of text entered.

Team amendments (8)

IEP Amendment(s) Page

Name	Birthdate	Date	

☐ Parents have agreed that a meeting is not needed for this amendment. Written consent attached.

Purpose of Meeting

Changes to the IEP dated

> Click in the field and begin typing, then click on Save
>
> This page, when printed, expands based on the amount of text entered.

_____ I agree to the contents of the amendment to the IEP dated 00/00/00

Parent/Guardian/Surrogate	Date	Parent/Guardian/Surrogate	Date

LEA Representative/Admin. Designee	Date	Other	Date

SLD eligibility (9A)

Specific Learning Disability
Team Determination of Eligibility

Student _____   Birthdate _____

School of att. [▼]   Date [ ]

[ ]

[ ]

Use the drop-downs, click on the appropriate radio buttons, and click in the text boxes to complete the information on this page.

Purpose of Meeting* [▼]   Other: [ ]

I. Presence of Severe Discrepancy. (Select either A or B and then complete items II through IV.)

☐   A. The IEP Team finds a severe discrepancy between measures of intellectual ability and one or more of the following areas of achievement:

☐ Oral Expression   ☐ Written Expression   ☐ Listening Comprehension

☐ Ma... Ca...   Use the scroll bar in your browser window to move up or down the page in order to complete all the information needed.   ☐ Mathematics Reasoning

☐ Re... Comprehension   Fluency

☐   B. Standard measures do not reveal a severe discrepancy, but the IEP Team finds that a severe discrepancy does exist based upon the additional documentation provided in the attached report.
     (Complete and attach Specific Learning Disability Discrepancy documentation form)

II. The discrepancy identified in Item I (above) is directly related to a processing disorder.   ○ Yes   ⦿ No

Check appropriate area(s)

☐ Sensory Motor Skills   ☐ Visual Processing   ☐ Auditory Processing

☐ Attention   ☐ Cognitive Abilities, (including association, conceptualization and expression)

III. If ANY of the items below (A-E) are checked "Yes", the student MAY NOT be identified as having a specific learning disability.

○ Yes   ⦿ No   A. The discrepancy is due primarily to limited school experience or poor school attendance.

○ Yes   ⦿ No   B. The discrepancy is a result of environmental, cultural difference or economic disadvantage.

○ Yes   ⦿ No   C. The discrepancy is due primarily to mental retardation or emotional disturbance.

`` ○ Yes ⦿ No   D. The discrepancy is due primarily to a visual, hearing, or motor disability.

○ Yes ⦿ No   E. This discrepancy can be corrected through other regular or categorical services offered within the regular Instructional program.

○ Yes ⦿ No   F. The discrepancy is due to limited English proficiency.

○ Yes ⦿ No   G. The discrepancy is due to lack of appropriate instruction in reading and math.

○ Yes ⦿ No   **IV. The Student has a specific learning disability.**

V. Basis for determination of eligibility

☐ Psychoeducational Evaluation utilizing multiple measures. See attached psychoeducational report.

☐ Other (specify)

VI. Relevant behavior related to academic functioning, noted during observation

☐ See attached Psychoeducational report.

VII. Educationally relevant medical findings, if any (describe)

I agree with the conclusions stated above:

School Psychologist	*Date*	*Special Ed. Admin./Designee*	*Date*
Special Education Teacher	*Date*	*General Education Teacher*	*Date*
LSH Specialist	*Date*	*Reading Teacher*	*Date*
Parent/Guardian	*Date*	*Other*	*Date*

My assessment of this student differs from the above report as follows: Statement (attach additional pages as necessary)

Signature and Title   *Date*

SLD discrepancy (9B)

Specific Learning Disability Discrepancy Documentation Report
(Individualized Education Program Team Certification, Form 9B)

Student
name

This form is to be completed and attached to the IEP Team Certification identification of Specific Learning Disability Form in order to document the presence of a Specific Learning Disability in instances when the student does not exhibit a severe discrepancy between ability and achievement as measured by standardized test. (Ed. Code Section 3030j Paragraph C)

Statement of the area, the degree, and the basis and method used in determining the discrepancy:

1. Data from assessment instruments (ability and achievement):

2. Information provided by the parent:

3. Information provided by the pupil's present teacher:

Click in the fields and enter the information.

4. Summary of the pupil's classroom performance:
   a. Observations:

   b. Work Samples:

   c. Group Test Scores:

5. Consideration of the pupil's age:

6. Additional Relevant Information:

Notice of Meeting
Individualized Education Program

Purpose	Annual ▼		
Student's Name	Shafer, Andrea	**Birthdate**	6/29/95
Address (line 1)	948 Dorothea Court		
Address (line 2)			
City	Windsor	**State**	CA
Zip	95492		
		Today's Date	

Dear Gerald & Heather Shafer ,

An Individual Education Program (IEP) Meeting has been scheduled for your child. Your participation is important in the development of an appropriate education for your child. Your child could benefit from participation in the IEP Meeting and is invited to attend. Secondary students (7th grade and above) should attend the IEP meeting. You may bring someone with you to the meeting.

You are requested to attend this meeting as a participating member of the IEP team. The meeting is scheduled for:

Date	7/18/07	**Time**	
School/Location		**Room**	

Use the scroll bar in your browser window to move up or down the page in order to complete all the information needed.

		Other	
		Other	
Teacher			
General Education Teacher		**Other**	
Student	○ will attend ● will not attend	**Other**	
Psychologist		**Other**	
Specialist		**Other**	

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name		**Title**	
School/District		**Phone**	

Please complete and sign this form, and return to: _____

Check the following items, as appropriate:

_____ I plan to attend the meeting

_____ I do not plan to attend the meeting, but am available by teleconference

_____ I request a different time and/or place.
Please call me at home (_____) _____ work (_____) _____

_____ NO, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.345d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

_____ NO, I cannot attend, but I will send _____ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

_____   _____
Signature   Date

IEP TEAM MEMBER EXCUSAL
From A Meeting In Whole Or In Part

Student's Name	Shafer, Andrea
Date of Meeting	7/18/07

By mutual agreement between the parent/adult student, and designated representative of the local education agency, the presence and participation of the Individual Education Program team member(s) identified below is/are not necessary and has/have been excused from being present and participating in the meeting scheduled on 7/18/07 because (1) the member's area of the curriculum or related services is not being modified or discussed in the meeting or (2) the meeting involves a modification to or discussion of the member's area of curriculum or related services and the member submitted, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

Individual Education Program Team Member(s)	Area Of Curriculum Or Related Services	Check appropriate column explaining why the IEP team member is being mutually excused from the IEP meeting in whole or part:	
		Area Of Curriculum Or Related Services is Not Being Discussed or Modified	**Written input has been submitted to the parent and the IEP team prior to the meeting regarding the Area of Curriculum or Related Services.**

By mutual agreement the IEP team members identified above, have been excused from being present and participating in my child's IEP meeting.

CIRCLE relationship to student, sign, and date below.

Signature of Parent/Guardian/Surrogate: _____ Date: _____

Signature of Parent/Guardian/Surrogate: _____ Date: _____

Signature of Adult Student (ages 18-21): _____ Date: _____

Signature of Designated District Representative: _____ Date: _____

Title _____

"IDEA Section 614 (d) (1) (c) IEP TEAM ATTENDANCE-
*'(i) ATTENDANCE NOT NECESSARY * A member of the IEP team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such a member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting, '(ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if—'(i) the parent and the local educational agency consent to the excusal; and '(II) the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting. '(iii) WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent's agreement under clause (i) and consent under clause (ii) shall be in writing."*

Summary of Academic Achievement and Functional Performance (17a)

Summary Of The Student's Academic Achievement And Functional Performance (A)

Student's name _____

Date of Summary [_____]

Reason for Exit (check the ONE that applies): [Select graduation plan] ▼

Strengths/Interests/Learning Preferences:

Pre-Academic / Academic / Functional Skills (Note results of any general State or district-wide assessments):

Cognitive Abilities:

Communication Skills:

Click in the boxes and begin typing.

Motor Skills (Fine/Gross):

Health:

Social/Emotional/Behavioral:

Self Help/Adaptive:

Pre-Vocational/Vocational:

Agency Linkages (check agencies known to be working with the individual or could be a resource to the individual)	Agency Contact Person and phone number, if known
☐ Regional Center	
☐ California Children's Services (CCS)	
☐ Dept. of Social Services (DSS)	
☐ County Mental Health (CMH)	
☐ Employment Development Department	
☐ Department of Rehabilitation	
☐ Comm. College-University Disabled Student Services	
☐ Probation	
Other: [_____]	

Other Recommendations:

Summary of Academic Achievement and Functional Performance (17b)

Summary Of The Student's Academic
Achievement And Functional Performance (B)

Student's name

Date of Summary [   ]

(These accommodations have been documented on IEP)
Recommendations Of Accommodations, Supports And Resources Continued:

Related to Support:

☐ Check for understanding

☐ Instructions/directions repeated/rephrased

☐ Present one task at a time

☐ Preferential/assigned seating; explain: [   ]

☐ Use of assignment notebook or planner

☐ Provided with progress reports

☐ Supervision during unstructured time

☐ Cues/prompts/reminders of rules/procedures

☐ Offer choices

☐ Note taking assistance

☐ Access to computer on campus

☐ Use of a scribe/word processing

☐ Use of a calculator

☐ Peer tutor/staff assistance in: [   ]

☐ Prior Behavior Support Plan (BSP)

☐ Prior Behavior Support Plan (BSP)

☐ Home/job/school communication system; explain: [   ]

☐ Other: [   ]

Response to Materials & Instruction

☐ Reduced/shortened tests/assignments/tasks: [   ]

☐ Extended time on in-class assignments/tests: [   ]

☐ Use of notes for tests/assignments

☐ Open book for tests/assignments

☐ Spelling errors will not impact grade when no opportunity for editing assistance and/or spell-check is available

☐ Special projects or alternate assignments in lieu of assignments given to non-disabled peers

☐ Use of a calculator

☐ Proof-reader and redo assignment or writing graded

☐ Other: [   ]

> Check the appropriate box(s) and complete additional information where needed.

Settings:

☐ Access to study carrel for task/assignments/tests

☐ Free from visual distractions

☐ Quiet environment - free from excessive noise

☐ Quiet environment - free from excessive noise

☑ In a small group environment

☐ Other: [   ]

Related to Health Concerns:

☐ Reminder to take medication(s)

☐ Medication(s) given under supervision

☑ Other:
[Set a medication reminder alarm]

Timing/Scheduling of Tasks/Assignments/tests:

☐ Extended time(s): [   ]

☐ Tests/assignments given in shortened time segments

☐ Extended time on in-class assignments/tests: [   ]

☐ Other: [   ]

Presentation of Materials & Instructions
☐ Books on tape and/or CD
☐ Assignments/tests modified to address identified needs of learning styles: [   ]
☑ Large print
☐ Closed caption
☐ English language development materials
☐ Manipulative/study aids for: [   ]
☐ Test questions/assignments - given orally
☐ Tests/assignments directions - read orally
☐ Tests/assignments - shorten
☐ Questions on tests/assignments rephrased
☐ Preview of tests/assignments
☑ Tests/assignments given in smaller parts
☐ Visual aids: flash cards, maps, posters, clues, etc.
☐ Other; explain: [   ]

For Additional Information such as however not limited to; last cognitive assessment results (psycho-educational report), academic/functional assessment results, Individual Educational Program Packet, or other K-12 schooling documentation, contact:

[   ]

Name of School District: [   ]

School District's phone number: [   ]

Title of Contact Person: [   ]

Best if contact is made no later than _____/_____/_____

Appendix D

AB 2726 & 26.5 COUNTY DEPARTMENT OF BEHAVIORAL HEALTH
MENTAL HEALTH PORTION OF THE IEP

Student's Name	**IEP Date**	7/18/07
	Appendix D Date	

I. DESCRIPTION OF THE STUDENT'S PRESENT LEVEL OF SOCIAL AND EMOTIONAL PERFORMANCE (What are the barriers to the student benefiting from his or her education):

II. GOAL # 1 (expressed in observable, behavioral, and measurable terms and related to present level of performance):

Objectives (activities or interventions to achieve goal):

Goal # 2:

> Click in the field and begin typing, then click on Save
>
> This page, when printed, expands based on the amount of text entered.

Objectives:

III. Progress toward these goals will be evaluated by using student, parent, and teacher reports along with performance outcome assessment instruments, as appropriate. Progress reports will be provided to the parents and LEA as indicated in the IEP.

IV. MODALITY OF SERVICE, LOCATION AND FREQUENCY: (may include: individual therapy, group therapy, family therapy; collateral services, medication support services, or case management services)

V. INITIATION AND DURATION OF MENTAL HEALTH SERVICES: These services are to start once the parent agrees upon this IEP plan and will continue for the length of time indicated on the IEP. The services are to be available as indicated, but they may be increased by agreement among the student, the parent, and the primary clinician with input from school personnel.

When completion or termination of IEP specified mental health services is mutually agreed upon by the parent and the DBH, or when the pupil is no longer participating in treatment, DBH shall notify the parent and the LEA, which shall schedule an IEP team meeting to discuss and document this proposed change if it is acceptable to the IEP team.

Signatures

_____   _____
Parent   *Date*

_____   _____
Student   *Date*

_____   _____
DBH Representative   *Date*

Printing your forms

You can print one or more pages of the IEP form, whether or not you have entered any information onto a particular page. If you are currently on any IEP page but the first, you can print that page but to print multiple pages you must go to the first page by clicking on the IEP (1) tab.

When you click on the print IEP page(s) link a window will appear with a list of the forms. Click the checkbox for the form(s) you want to print. If you would like to print blank forms click in the checkbox titled Print blank form(s). Click Print to send your selections to the printer.

Print IEP form (DFL4)...

Select pages to be printed:

☐ IEP (1)

☐ ITP (1A)

☐ Transition svcs (1B)

☐ PLAA (2)

☐ Special factors (3)

☐ Annual goals (4A)

☐ Goals/benchmarks (4B)

☐ Goals/objectives (4C)

☐ Services (5A)

☐ Educational setting (5B)

☐ Signature/consent (6)

☐ Team comments (7)

☐ Amendments (8)

☐ SLD-eligibility (9A)

☐ SLD-discrepancy (9B)

☐ Notice of meeting (10)

☐ Team excusal (15)

☐ Achievement summary (17A)

☐ Achievement summary (17B)

☐ Appendix D

☐ No page numbering

☐ Print blank form(s)

Print   Cancel

Put a check in the box next to the forms you want to print.

After you have selected which pages to print the Print button sends the request to the web server. The web server should generate the requested pages as a pdf (Portable Document Format), which will be returned to the web browser when you click on a link to the processed job.

To print blank forms click on the checkbox for Blanks

Click Print to send your selections to the printer.

After you click on the Print button an information window will appear explaining how to print and then return to your previous location

View - Print Forms

Directions (read all steps before proceeding):

1. To view and/or print the form from your screen, click **here**

2. When you can see the printable form on your screen, select Print from the File menu (or click on the browser print icon).

3. Complete the printer dialog box with the normal settings for your computer and printer.

4. When you have finished viewing and/or printing the form, use the browser's back arrow button ONCE (not twice) to return to this page.

5. To return to your previous location, click **here**

Note: In order to use this feature, you will need to have an external program or a plug-in on your computer, that can read documents in Portable Document Format (pdf). Recent computers often have a plug-in already installed. In this case, the printed form should open automatically inside your web browser window.

If you cannot see the printed form on your screen after clicking to view the form, contact the help desk or your friendly IT support personnel and ask for the Acrobat plug-in, for your web browser.

Click on the link in step 1 to view and print the forms selected in the previous window.

After printing your form(s) click on your browser's back arrow button one time to return to the directions page then click on the link in step 5 where it says 'click **here'**. This will take you back to the IEP form page.

Glossary

Currently under construction….