# SEIS
# Provider Level Training

SEIS

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**SEIS Network July 2022**

Entire Counties
Partial Counties

**Alameda County**
Mid-Alameda County
Mission Valley
North Region
Oakland Unified
Tri-Valley

**Alpine County**
Tahoe/Alpine*

**Amador County**
Amador County

**Butte County**
Butte County

**Calaveras County**
Calaveras County

**California State Agency**
California Department of Corrections and Rehabilitation**

**Colusa County**
Colusa County

**Contra Costa County**
Contra Costa County
Mt. Diablo Unified
San Ramon Valley
West Contra Costa Unified

**Del Norte County**
Humboldt/Del Norte

**El Dorado County**
El Dorado Charter
El Dorado County
Tahoe/Alpine*

**Fresno County**
Clovis Unified
Fresno County
Fresno County Charter
Fresno Unified

**Glenn County**
Glenn County

**Humboldt County**
Humboldt/Del Norte

**Imperial County**
Imperial County

**Inyo County**
Inyo County SELPA

**Kern County**
Sierra Sands SELPA

**Kings County**
Kings County SELPA

**Lake County**
Lake Co. County SELPA

**Lassen County**
Lassen County SELPA

**Los Angeles County**
ABC/Norwalk-LaMirada SELPA
Antelope Valley SELPA
Compton SELPA
Downy 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

**Madera County**
**Mariposa County**
Madera/Mariposa SELPA

**Marin County**
Marin County SELPA

**Mendocino County**
Mendocino SELPA

**Merced County**
Merced County SELPA

**Modoc County**
Modoc County SELPA

**Mono County**
Mono County SELPA

**Napa County**
Napa County SELPA

**Nevada County**
Nevada County SELPA

**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

**Plumas County**
Plumas County

**Riverside County**
Corona-Norco
Riverside County
Temecula
Moreno Valley

**Sacramento County**
Elk Grove Unified
Folsom Cordova Unified
Sacramento City Unified
Sacramento County
San Juan Unified

**San Bernardino County**
Fontana Unified
West End
Ontario-Montclair
San Bernardino City
Morongo Valley

**San Diego County**
East County
North Inland
South County
North Coastal
Poway Unified
HOPE Infants

**San Francisco County**
San Francisco Unified

**San Joaquin County**
Lodi Area
San Joaquin County
Stockton Unified

**San Luis Obispo County**
San Luis Obispo County

**San Mateo County**
San Mateo County

**Santa Clara County**
Southeast Consortium

**Santa Cruz County**
North Santa Cruz County

**Shasta County**
Shasta County

**Sierra County**
Sierra County

**Siskiyou County**
Siskiyou County

**Solano County**
Solano County
Vallejo City Unified

**Sonoma County**
Sonoma County
Sonoma County Charter

**Stanislaus County**
Stanislaus County
Modesto City Unified

**Sutter County**
Sutter County

**Tehama County**
Tehama County

**Trinity County**
Trinity County

**Tulare County**
Tulare County

**Tuolumne County**
Tuolumne County

**Yolo County**
Yolo County

**Yuba County**
Yuba County

SEIS

**Contact**
1.866.468.2891
http://beta.seis.org

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# CODESTACK

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

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

CODESTACK holds an Annual CSC User Conference for Special Education, Human Resources and STEM.



SEIS

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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
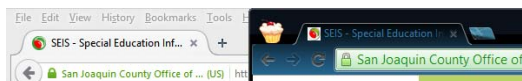
SEIS

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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.

# SEIS Mission

The SEIS Mission is to tell the story of the student, from the day the are referred to Special Education until the day they Exit.

Every meeting is documented on a single student record that transfers with the student wherever the move within the SEIS Network.

The SEIS compliance and error checks were created to help providers review, verify and correct any IEP errors before the IEP is affirmed. This also ensures that your district is reporting accurate IEP Data to CALPADS.

Following the SEIS best practices will ensure that the student's IEP has the students most up-to-date information which also allows the district to pull that information into local and state reporting.

# IEP data is reported to CALPADS

All IEP Data is reported to CALPADS, which is a division of CDE (California Department of Education).

This is where IEPs are monitored for Compliance and how funding for your district is determined.

This is why it is important that IEPs are held in a timely manner and that the IEP is verified before it is affirmed.

There are two reporting periods.

**Fall: Census Date (first Wednesday in October):**
- This will include all IEP Meetings, Amendments, Exits and Ineligible students from 7/1 – Census Day.

**End of Year (June 30):**
- This will include all IEP Meetings, Amendments, Exits and Ineligible students for the entire year (7/1 – 6/30).

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# Reporting IEP Data to CALPADS

Any time a meeting is held, a change is made to a student's eligibility status or if a student is exited, a transaction of that data is reported to CALPADS.

**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 students 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.

- 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

- 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

**SEIS**

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# Caseloads

There are multiple ways to view the students on your caseload.
- Student IEPs
- Caseload
- Eligible Students
- Pending Students

Going through Student IEPs will display all students and you are able to access their Student Record, IEPs and Progress Reports.

| Students ▾ | Searches |
| --- | --- |
| Student IEPs | |
| Caseload | |
| Eligible Students | |
| Pending Students | |

**SEIS**
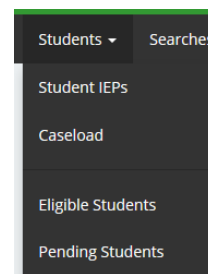
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# Homepage



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# Submitting Requests
# to the district / SELPA
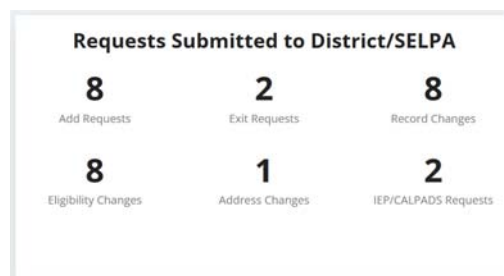


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# Need a Student Added to your Caseload?

If a student needs to be added to your Caseload, submit an **Add Student Form**.

Fill in the required fields and click the **Submit** button.

If the student transferred in from a non-SEIS district or from out of state, check the box for "Student Transferred."

This will alert you to enter the student's hard copy IEP into SEIS before the Interim Placement or next meeting is held.



**SEIS**

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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.



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# Pending Initial Eval

If a student is referred to Special Education, the Add Request should be submitted as soon as Parent Consent is received.

Once the SEIS record is added:

- Enter the Referral fields

- For Meeting Type, select 30 Pending Initial Eval

- For Plan Type, select 300 - Pending Initial Eval

- SSID must be requested

- This will create the Pending transaction to be submitted to CALPADS.

**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**
- [ ] 10 - Part B Initial Evaluation (Ages 3-22)
- [ ] 15 - Part C Initial Evaluation (Ages 0-2)
- [ ] 20 - Annual Meeting
- [x] 30 - Pending Initial Evaluation
- [ ] 40 - Triennial Evaluation

**14.21 Special Education Meeting Date**

**14.22 Student Special Education Meeting or Amendment Identifier**
00000000000000000000000000

**14.23 Meeting Delay**
----Select One----

**14.24 Education Plan Type**
300 - Pending Initial Evaluation

**14.25 Education Plan Amendment Date**

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.

**SEIS**

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# Changing a Student's Eligibility Status

When a student is referred to Special Education, they are in a Pending status.

After the Initial Evaluation is held, their status needs to be updated to either Eligible or Ineligible.

Submit a **Student Change form** to request that the student's Eligibility status be updated.

From the **Select Reason** drop down select – **Change Eligibility Status of Pending student**

Then select the status the student should be changed to.

**SEIS**

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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 selecting, Assessment Not Completed, Parent Revoked Consent.

**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).
- Submit a Student Change form selecting, Assessment Not Completed, Student Moved.

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

- The student's Plan Type would be updated (IEP, ISP or IFSP) and their eligibility would be updated to Eligible.

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

- The students Plan type would be updated to 700, 800 or 900 and their 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 notice, click on <u>Eligibility Changes</u> to review your requests and see the status.

# Exiting a Student from Special Education

If a student is Exiting Special Education, submit a **Student Change form**.

**Select the Request:** Exit Student from Special Education

When the request is submitted, SEIS will run an error check to ensure that the IEP is error free.
If there are any IEP errors, they must be corrected before the exit request can be submitted.

Fill out form below

Select Request      Exit the student from Special Education

Exit Date

Exit Reason      ----Select One----

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**.
- Submit a Student Change form, selecting Exit Student and Exit Code **78 – Parent Withdraw.**

**If a student is eligible and receiving services and the parent declines the IEP and ISP offer, 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**.
- Submit a Student Change form, selecting Exit Student and Exit Code **78 – Parent Withdraw.**

**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.

# Where do Exit/Transfer Requests Go?

From the Requests Submitted to District/SELPA notice, click on Exit Requests to review your request and see the status.

**Requests Submitted to District/SELPA**

| 5 | 3 | 5 |
|---|---|---|
| Add Requests | Exit Requests | Record Changes |
| **6** | **1** | **0** |
| Eligibility Changes | Address Changes | IEP/CALPADS Requests |

**SEIS**

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# Need a Student Removed from your Caseload?

If a student should not be on your Caseload, submit a **Student Change form** to have them removed.

**Select the Request**: Student should not be on my caseload.

Additional comments can be entered as to why the student should not be on your caseload or if you are able to provide whose caseload the student should be moved to.

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

**SEIS**

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# Where does the Removed Request Go?

From the Requests Submitted to District/SELPA notice, click on Record Changes to review your request and see the status.

**Requests Submitted to District/SELPA**

| 5 | 3 | 5 |
|---|---|---|
| Add Requests | Exit Requests | Record Changes |
| **6** | **1** | **0** |
| Eligibility Changes | Address Changes | IEP/CALPADS Requests |

**SEIS**

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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**          Change of Address

**Comments**

Submit Request   Cancel

**SEIS**

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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.

**Requests Submitted to District/SELPA**

| 5 | 3 | 5 |
|---|---|---|
| Add Requests | Exit Requests | Record Changes |
| 6 | 1 | 0 |
| Eligibility Changes | Address Changes | IEP/CALPADS Requests |

**SEIS**

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# IEP / CALPADS Changes

If an IEP was affirmed with the incorrect Meeting date or Meeting Type, the IEP should immediately be reaffirmed with the correct Meeting Date and/or Meeting type.

Then submit a Student Change form, selecting Manage IEP/CALPADS data to let the district know which IEP was affirmed incorrectly.

Fill out form below

**Select Request**
Manage IEP/CALPADS data

**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.

Submit Request    Cancel

**SEIS**

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# Where do IEP/CALPADS Changes Go?

From the Requests Submitted to District/SELPA notice, click on IEP/CALPADS Requests to review your requests and see the status.

**Requests Submitted to District/SELPA**

| 5 | 3 | 5 |
|---|---|---|
| Add Requests | Exit Requests | Record Changes |
| **6** | **1** | **0** |
| Eligibility Changes | Address Changes | IEP/CALPADS Requests |

SEIS

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# Students Added / Removed

**Students Added/Removed**

| 5 | 4 |
|---|---|
| Students Added | Students Removed |

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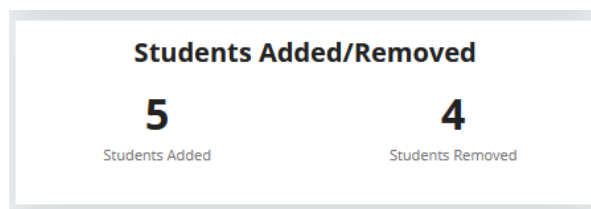
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# Students Added

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.

| Check/ Uncheck All | StudentID | Last Name | First Name | Birthday | Case Manager | Eligibility | Added By | Added On |
|---|---|---|---|---|---|---|---|---|
| | 1604539 | Abbot | Annie | 11/23/2005 | Cristy Childers | Yes | CristyChilders | 04/30/2021 |

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http://beta.seis.org

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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.

| Check/ Uncheck All | Last Name | First Name | Birthday | Removed By | Removed On |
|---|---|---|---|---|---|
| | lovelylocks | lady | 09/09/2012 | Mariajunez | 07/09/2019 |

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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?

# Pending Students

Only students that are Pending their Initial Evaluation should be in a Pending status.

If a student has an Initial Evaluation Date and Plan Type selected, submit a student change form to have their status updated.

# 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.
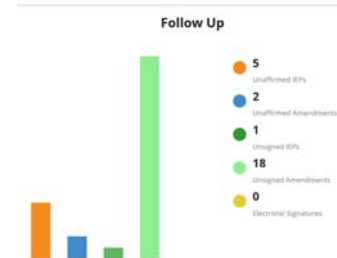
**Transactions occur when IEPs and Amendments are affirmed.**

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



**Follow Up**

- 5 — Unaffirmed IEPs
- 2 — Unaffirmed Amendments
- 1 — Unsigned IEPs
- 18 — Unsigned Amendments
- 0 — Electronic Signatures

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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.

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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

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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 Future IEP → Educational Setting form, the date the students Program Setting will change.

- The purpose of the notice is to alert the Case Manager to create an Amendment to officially change the student's Program Setting change.

- The student will display on the notice 30 days before the projected Start Date and will be removed 45 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**

0 — Preschool Program Settings
1 — Program Settings
40 — Private School
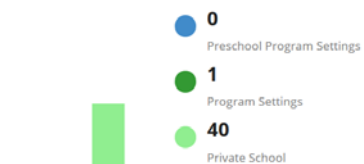
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# Meeting Alerts

# Meeting Alerts

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

- **Next Annual Plan Review:** Students will pull into this notice 30 days before the Next Plan Review date that was entered on the Future IEP → Information/Eligibility form.

- **Next Eligibility Evaluation:** Students will pull into this notice 75 days before the Next Eligibility Evaluation date that was entered on the Future IEP → Information/Eligibility form

- **Initial Evaluations:** This projects the 60-day timeline from when Parent Consent was received to when their Initial Evaluation is due.

- **Initial Placement / 30 Day Reviews:** A 30-day projection based on the Date Student Enrolled in District field on the Dates page of the Student Record.

- **Student Turning 3:** Displays students that were on an IFSP and will turn 3 within 30 days to ensure their Initial IEP is held prior to their 3rd birthday.

- **Infant Initial Evals:** This projects the 60-day timeline from when Infant Parent Consent was received to when their Initial Evaluation is due.

- **6 Month Review:** The 6 Month Review displays for infants where their 6 Month Review is due within 30 days based on Next IFSP Date field entered on the Future IEP → Infant Data Sheet

# Calendar

# 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.

# Calendar

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

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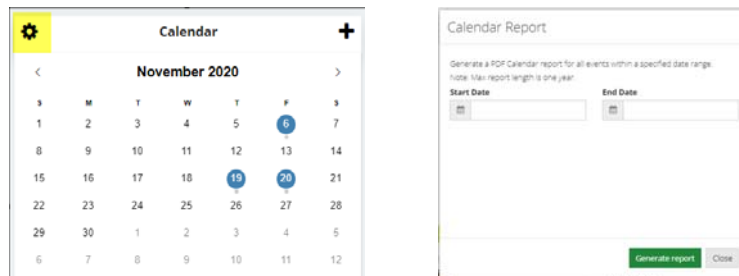
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# Calendar

When a Meeting Notice is created on the Future IEP, a calendar item will automatically be added.

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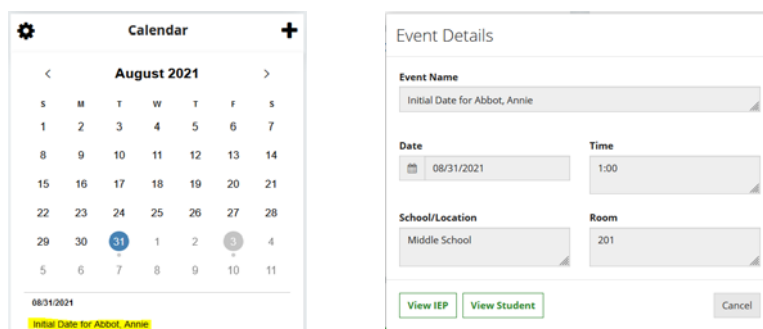
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# The Student Record

# System Structure

**Student Record**

- Demographic data
- CALPADS Student and Services
- Parent Guardian Information
- School, District Information
- Important Dates
- Historical data
- Student Record Notes and Attachments
- All Custom fields

**Shared Information**
**Student Record ➡ Future IEP**

**IEP**
IEP Forms are selected by the SELPA
CALPADS fields are highlighted in Red

- Present Levels
- Goals
- Information/Eligibility
- Services
- Statewide Assessments
- Transition
- Etc.
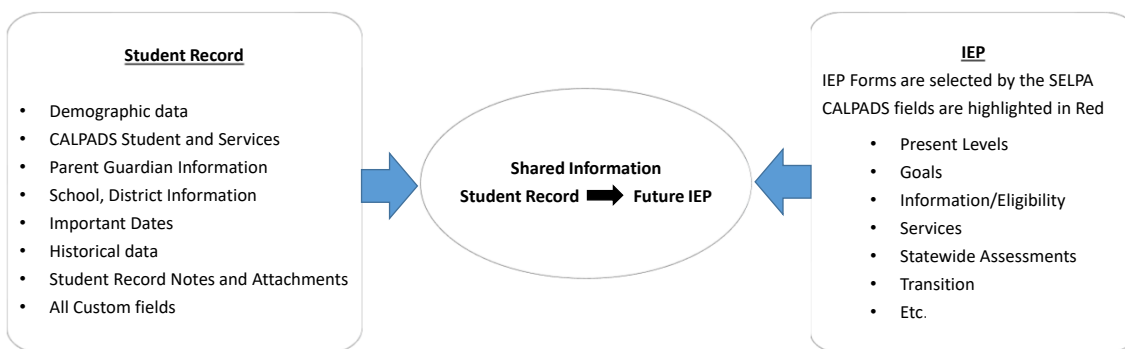
# Student IEPs

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 | ✏ | ✏ | |
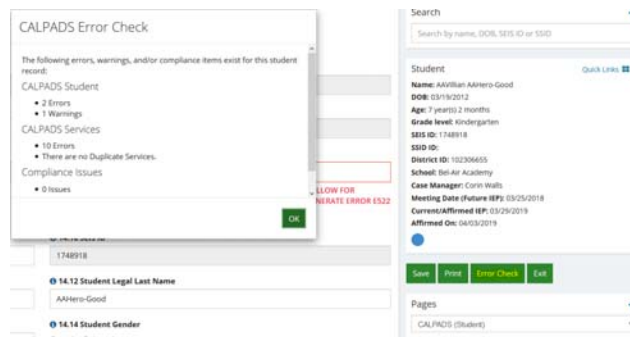
# CALPADS Student

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

# CALPADS Services

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

If a duplicate service exists (same service code and provider location) one of the services must be marked Do Not Report.

When a service is discontinued or Amended, it will automatically be marked Do Not Report.

Services marked Do Not Report will not pull into the CALPADS transaction.

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# Notes and Attachments

This is where documents or notes about the student, not related to the IEP can be added.

This is also where Ed Rights, Parental Restrictions and Health alerts can be entered.

If an Ed Alert is checked, it will display the icon in the Student Info box.

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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.

From the **Goals** section of the upper navigation bar, click on **Manage My Goal Bank**.

- The first thing to do is click **Manage Focus Areas.** This will help organize your goals
- To add a Goal, click the **Add Goal** button
- Enter a goal manually or click the Template link to ensure all areas of the goal are addressed.

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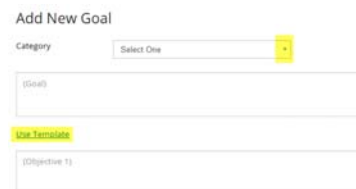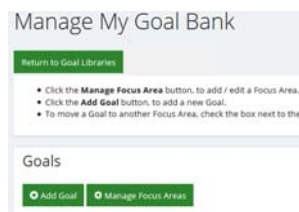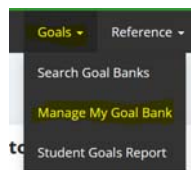
# Goal Template

Edit Goal

**When:**
(ie. "By reporting date")

**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")

**Whe:**
(ie. "student")

**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")

**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")

**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")

**How Will It be Measured - Performance Data:**
(ie. "as measured by teacher-charted records")

# Personal Goal Bank

Once Goals have been added, they can be printed or downloaded into Excel.

Goals

Add Goal  Delete Selected Goals  Print Selected Goals  Manage Focus Areas      Move Selected Goal(s) To:                Move Selected Goals      Excel

Communication

By [date], [name] will read and comprehend literature, including stories, dramas, and poems, within the grade 11 CCR text complexity band, with scaffolding as needed as measured by curriculum based assessments, student work samples, or oral assessments on ___ out of ___ trials with ___ % accuracy.

# 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.

These Goals can be added directly to a student's IEP and copied to your personal Goal Bank.

Search Goal Banks

ACSA/CARS+ 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 (CARS+).

AuSpLan 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.

BASICS 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.

**SEIS**

Contact
1.866.468.2891
http://beta.seis.org

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# The IEP

**SEIS**
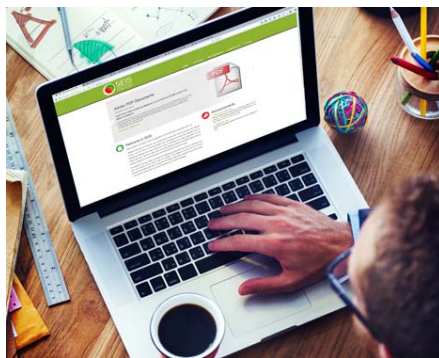
Contact
1.866.468.2891
http://beta.seis.org

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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

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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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# Should I be on the Future IEP?

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

- **Initial**

- **Plan Review**

- **Eligibility Evaluation**
  - An Eligibility Review (Triennial) is **NOT** an Amendment.

  - An Eligibility Review meeting is **only** to determine eligibility and disability.
    - If ANY IEP Plan fields are updated, Plan Review must also be selected as the Meeting Type.
    - This does not mean that the Next Plan Review date needs to be updated.

- **Plan Type changes** (IEP to ISP or ISP to IEP)

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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# 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.
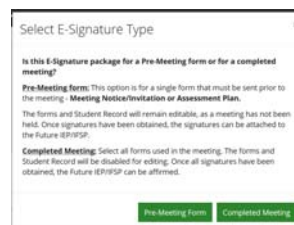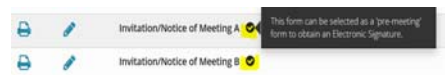
# E-Signature - Pre-Meeting Forms

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: |
|---|---|---|
| | | |

Enter a Password for Signer(s) to access document ⓘ

Password is sent via text msg or share directly with signer(s).

Select an Entry Date for: Invitation/Notice of Meeting A ⓘ

01/22/2021 - 1:00pm

# 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.

# 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.

**SEIS**

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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.

**SEIS**

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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.



SEIS

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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.



SEIS

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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.

# Educational Setting - Program Setting

If the student's Program Setting will change within the IEP year OR if the student will turn 5 and be in Kindergarten within the IEP year, a Projected Program Setting must be selected.

30 days before the projected start date, an alert will display on your homepage to "officially" update the students program setting and percent IN.

This is a requirement from CDE.

# Goals

Edit the **Goals** form to view, add, edit or remove Goals.

When you access the Goals form, you are viewing the Summary page.

To add a new goal, click the **Add** button.
To view a goal, click the **Edit Goal** button.

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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.

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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.
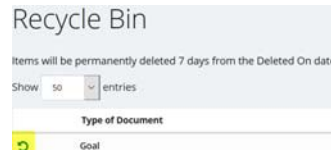
This will restore the item back to the Future IEP.

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

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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.

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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.

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# Affirming the IEP

**Step 1: Verify Meeting Information**

Check each field acknowledging that the Meeting Date, Meeting Type and Plan Type is correct.

If the parent did not sign in agreement, select No. This will place the student on the Unsigned IEP notice. Once a signature is obtained, the signature field can be updated.

Acknowledge 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.

**SEIS**

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# Affirming

If the IEP / Student Record is error free, you will be able to continue with the Affirm process.

If an error exists, you will be directed to the Student Record to view and correct the errors.
- Click the **Error Check** button.
- The fields in error will display in red.
- Once all errors have been corrected, at the top of the page click the button for **Return**

**SEIS**

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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*



**SEIS**

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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.

**SEIS**

# 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 Interim Placement to be added as an Amendment to the student's active/current IEP.

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.

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.

SEIS

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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.

# 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.

# 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

## SEIS

# 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

## SEIS

# 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.
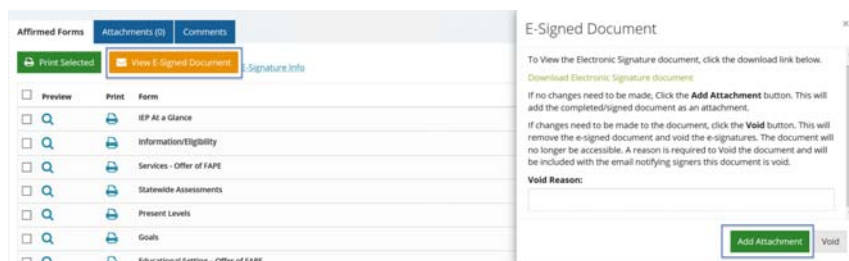
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# E-Signature - Current IEP

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.

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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.

| Affirmed Forms | Attachments (0) | Amendments (1) | Comm |
| --- | --- | --- | --- |

🖨 Print Selected    ✉ View Expired Package    E-Signature Info

E-Signature has Expired                                          ✕

The E-Signature package has expired due to all signatures not being obtained within 7 days.

The signatures that were obtained can be viewed/downloaded by clicking the link below.

Download Electronic Signature document

Click the **Add Attachment** button to add this document as an attachment.

If you do not wish to attach the signatures, enter a Void reason and click the **Void** button.

Void Reason:

[                    ]

Add Attachment    Void

**SEIS**

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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                                                                          Search:

| | Type | Meeting Date | Affirm Date | attestedBy | 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 |

**SEIS**

# Amendments

# Adding an Amendment

**Two validations will run:**

1. **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."

2. **To verify that the Future IEP date has not been updated.**
   - If a new meeting has been held, the IEP should be affirmed.
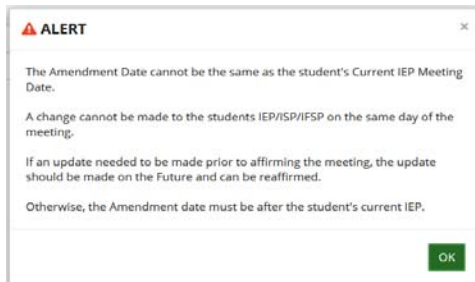   - If a meeting has not been held, the IEP date must be changed back to the Current IEP date.
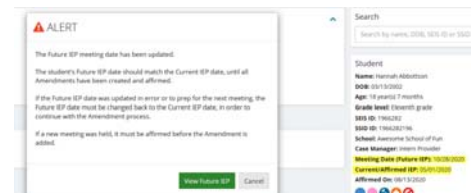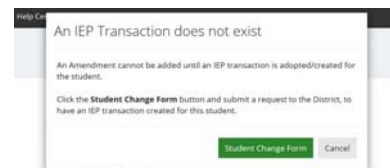
# Amendment Date

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.

**⚠ ALERT** ✕

The Amendment Date cannot be the same as the student's Current IEP Meeting Date.

A change cannot be made to the students IEP/ISP/IFSP on the same day of the meeting.

If an update needed to be made prior to affirming the meeting, the update should be made on the Future and can be reaffirmed.

Otherwise, the Amendment date must be after the student's current IEP.

OK

---

# 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.

**Amendment Date**
📅

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

# 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.

# Updating IEP Forms

There are specific fields that **<u>cannot</u>** 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

# 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 of when that version of the service will end.
- 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.

# Affirming an Amendment

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

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

# 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 | kvargas@sjcoe.net | fdgsdfgfd | Marjoram Ackerman |

Notify All   OK

---

# 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 | Amendment Purpose: | Additional Purpose of Meeting (If Needed): |
|---|---|---|
| 05/25/2021 | Amendment | |

**Parent/Legal Guardian/Adult Student Signature on Amendment**
- ○ Yes
- ○ No
- ○ Not Applicable

Continue   Cancel

# 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.

Continue    Cancel

---

# 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 |

# 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

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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 | | | |

# 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 PRs |

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

| Check/ Uncheck All | Annual Goal # | Description | Goal | | Ready for PR | Updated On / By | Added On / By |
|---|---|---|---|---|---|---|---|
| ☐ | 1 | Projected 20/21 Goal | (Annual Goal) By (date), Andi 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 Childers / 7/29/2020 11:59:35 AM | State Forms / 06/23/2020 |

# Writing Progress

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

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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.

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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.

# 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.

# 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.

# 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.

# Searches

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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.
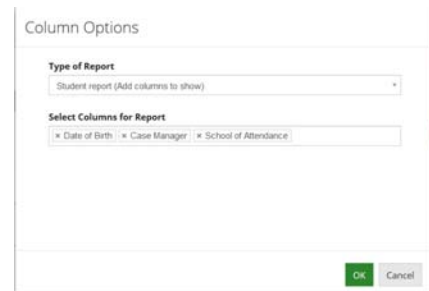
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# Column Options

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**

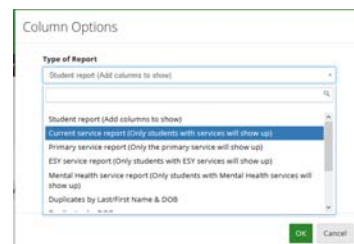Select any field from the Student Record or custom Field.

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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 DNR | 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 | | |
| 900 | Other special education/related services | Yes | Amended | 10/01/2019 | 08/05/2021 | 400 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 |

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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

# 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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# 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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# 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 | TXT \| XLS \| CSV |

# 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 | CSV |

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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.

Generate Report

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

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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
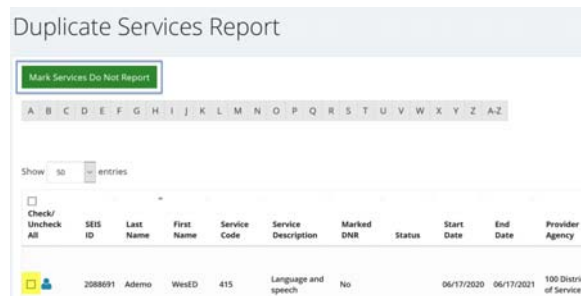
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# Duplicate Services

**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

| Check/ Uncheck All | SEIS ID | Last Name | First Name | Service Code | Service Description | Marked DNR | Status | Start Date | End Date | Provider Agency |
|---|---|---|---|---|---|---|---|---|---|---|
| ☐ | 2088691 | Ademo | WesED | 415 | Language and speech | No | | 06/17/2020 | 06/17/2021 | 100 District of Service |

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# SEIS Help Desk

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# How to Contact the Help Desk

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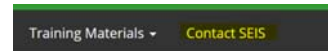


**SEIS Chat** is available for Provider level users!
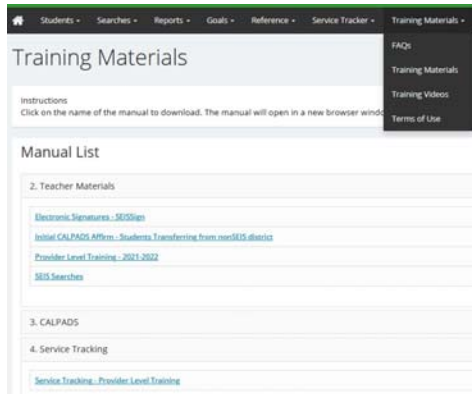
Click on the **Chat** icon to be directed to an agent.

# Training Materials

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

# 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

# Thank You!

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

**seisupport@sjcoe.net**

SEIS

**Contact**
1.866.468.2891
http://beta.seis.org

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