

# Miami-Dade County Public Schools

SPED-EMS

End User Manual

March 2010



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## SPED EMS GENERAL INFORMATION

### *Security*

All SPED EMS information is confidential. The server uses Secure Socket Layer (SSL) technology to encrypt all information as it flows across the Internet. This is the same technology that online merchants and banks use to protect your credit card number and other sensitive information.

Please adhere to the following procedures to ensure security:

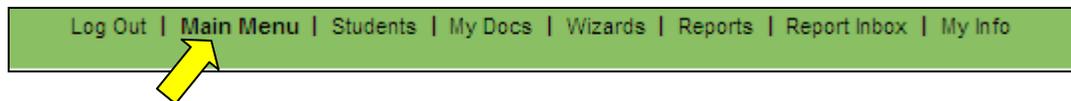
- **Do not give your account name or password to anyone.**
- **Do not write your password down where it can be seen by others.**
- **Do not save documents or reports to an unsecured computer or disk.**
- **Always log off of SPED EMS and close your browser when you are finished.**

#### *Note:*

SPED EMS will automatically log you out of the system after a period of sixty minutes if no data has been saved to the system.

### *Navigation*

SPED EMS is menu bar driven with **links** along the top on the screens that are used to navigate through the system. Clicking different links takes the user to different parts of the database. Users will primarily use the “Students” tab to complete work.



### *Saving Changes*

In the SPED EMS module, after a change is made it is very important to click the ‘Update the Database’ button, or the ‘Save’ or ‘Save and Continue’ buttons at the bottom of each screen to save the changes. ‘Update the Database’ is equivalent to *Save*. Any information entered will be lost if Users forget to click ‘Save’ or ‘Save and Continue.’

In the SPED EMS module each page includes the buttons below

‘**Save**’ will update the current page that the user is working on

‘**Save & Continue**’ will take the user to the next Step in the process

‘**Update the database**’ will also update the current page



### Important Symbols in SPED EMS

Below is a list of icons and a description of functionality for each that appears on many of the pages of SPED EMS.

	<i>Help</i> - This link shows general help information. See the End User Manual for updated, specific information.
	<i>Drop down menu</i> - Only one selection can be made. Click once on the gray box and select an option.
	<i>Check box</i> - More than one selection can be made. To add a check, click once on the box. To delete a check, click again on the box.
	<i>Spell Check icon</i> – Click on the icon to launch the spell check function for a specific text box.
	<i>Calendar icon</i> – To add a date, click on the calendar and scroll through the screens to find the appropriate date.
	<i>Required</i> – Indicates a required field. You will not be able to finalize a plan until these fields have been completed.
	<i>Optional</i> – Indicates an optional field.

SPED EMS prompts users on the page when required information is not entered and saved. The screen shot below shows an example of the validation checks in the system.

**Supplementary Aids and Services for Michael Frankel**

**ERRORS:**

- Please enter the "Frequency" of Michael's Collaboration in Language Arts service.
- Please enter the Begin Date for the service Collaboration in Language Arts.
- Please enter the End Date for the service Collaboration in Language Arts.

To add supplementary aids and services for Michael click the button below, click one or more of the drop-down menus and highlight the requested service.

Add Supplementary Aids and Services >>

Save & Continue >>

Show Section

Click "Show Section" to view how this section will appear on Michael's IEP. Click "Save and Continue" to save the changes and move to the IEP Process page.

Delete	Supplementary Aid	Amount of Service	Frequency	Begin Date	End Date	Pct	Log
<input type="checkbox"/>	Collaboration in Language Arts	60 min per day	session(s) per day	<input type="text"/> 	<input type="text"/> 	18.18	-----
		Consult/Collaborate <input type="checkbox"/>		Provider	TD Irwin		

## LOGGING INTO THE SYSTEM

- 1) To log into the system, go to the Dadeschools.net home page at:

<http://www.dadeschools.net>

- 2) Select the 'Employees' tab



- 3) On the **Employees** page, select the 'Login to Portal' button



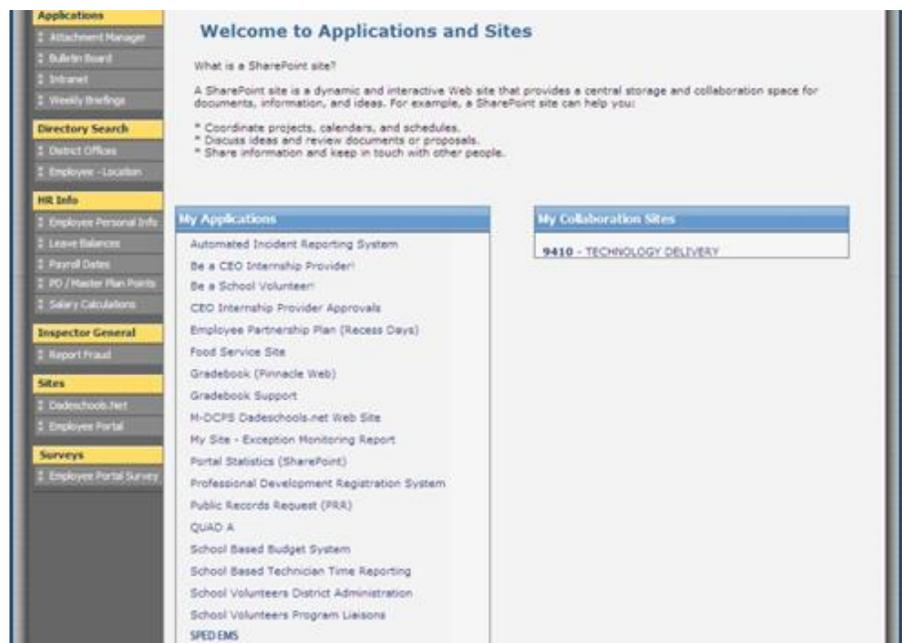
- 4) On the **Log On Required** screen, type in your username and password, and press Enter



- 5) On the **Employee Portal**, select the 'Applications/Sites' tab



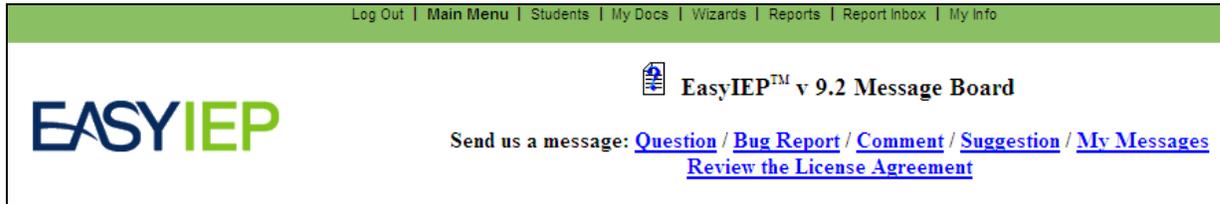
- 6) On the Application/Sites tab, under My Applications, select 'SPED EMS'



## MAIN MENU TAB

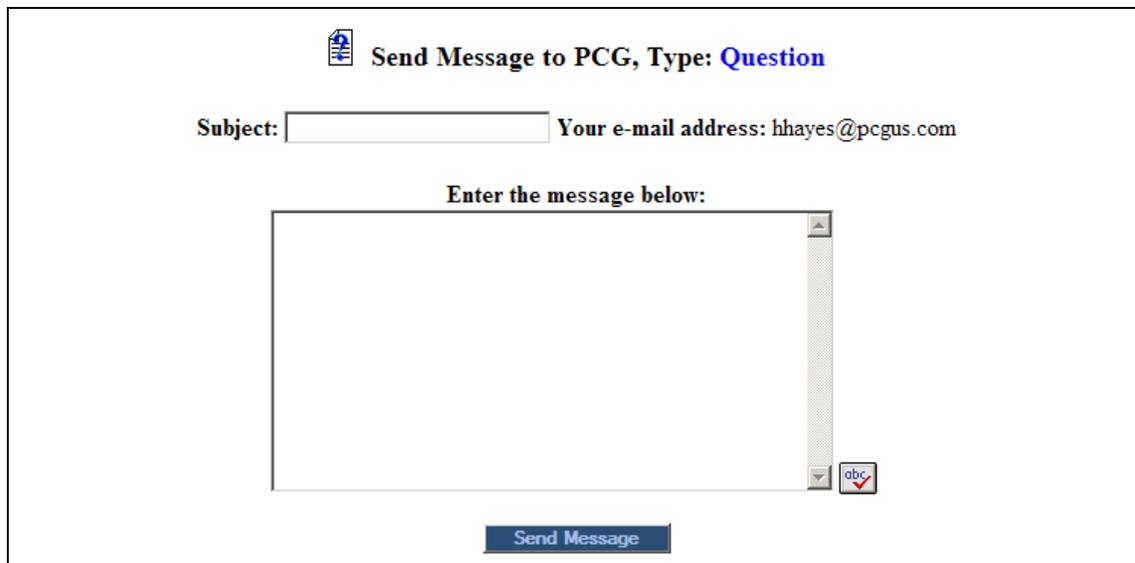
### *Message Board*

To inform Miami-Dade County Public Schools (M-DCPS) and Public Consulting Group (PCG) of any issue, we suggest that users *send us a message* via one of the following links on the SPED EMS “Main Menu” page:



To send a Question, Bug Report, Comment or Suggestion:

- 1) Select which type of message you would like to send by clicking on the appropriate [blue](#) hyperlink.
- 2) Type the subject of your message in the *Subject* box. Be as specific as possible.
- 3) Enter your email address in the *Your e-mail address* box so PCG can respond to you. Your e-mail address will automatically populate if the district provided PCG with your email address.
- 4) Add your message to the text box.
- 5) Click once on the ‘Send Message’ button.

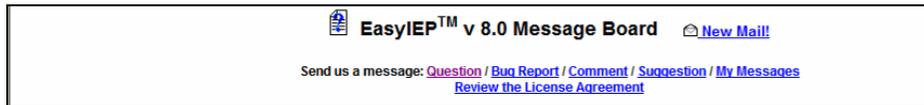
A screenshot of the "Send Message to PCG, Type: Question" form. The title is "Send Message to PCG, Type: Question". Below the title, there is a "Subject:" label followed by an empty text box. To the right of the text box is the text "Your e-mail address: hhayes@pcgus.com". Below this, there is a label "Enter the message below:" followed by a large, empty text area with a vertical scrollbar. At the bottom right of the text area is a small icon with the letters "abc" and a checkmark. Below the text area is a blue button labeled "Send Message".

Question, Comment, Suggestion: Use these links for all questions, comments, student transfer requests or suggestions. Messages will be handled as they are submitted.

Bug Report: Use this link when a feature or function of SPED EMS is not working correctly.

Once PCG responds to your message, you will receive an e-mail informing you that you have a new message in SPED EMS. All messages and message responses are sent internally within the

system in order to keep sensitive information secure. Once you have received a reply, the ‘[New Mail](#)’ link will appear on your “Main Menu” next to the *Message Board* message options.



To access your new message, you can do one of the following:

- 1) Click on ‘[New Mail](#)’
- 2) Click on the ‘[My Messages](#)’ Link

Choosing either of these links will direct users to the following screen, which displays *New Messages*, as well as stores a user’s *Previous Messages*.



Once you have read all new messages, you will no longer see the ‘[New Mail](#)’ icon on your “Main Menu” screen.

### ***Message of the Day***

Below the *Message Board* you will find the *Message of the Day*. This message is edited by your district’s administrators and will alert you of any important information. Please check this message often to stay informed with district wide changes or updates.

### ***Uploaded Files***

At the bottom of the “Main Menu” page you will see various files that have been made available to you for viewing or downloading. Instead of sending e-mail attachments to everyone in your district, Administrators or PCG staff will often upload the necessary file to the main page of SPED EMS. To view a file, click on the name of the file (denoted by a [blue](#) hyperlink). The file will open and you will have the option of saving it to your computer. When you are finished viewing the file, click on the “Main Menu” tab at the top of your screen. Do not close your browser as you are still logged in to SPED EMS.

## STUDENTS TAB



### Student Overview

When searching for students, please remember that your district is using a separate Student Information System (SIS) that provides information to SPED EMS. The system will only allow a certain number of students to appear on the screen at once. You can narrow your search by entering the student's ID, school, or choosing either General Ed or Special Ed and the beginning letters of the child's last name. Some users might not be able to search for students and may only be able to view their individual caseload.

- 1) From the Main Menu, click the "Students" tab
- 2) Enter the criteria you wish to search by, such as *Student Last Name or Student ID*.

A screenshot of a web application interface. At the top is a green navigation bar with the following text: Help | Main Menu | Students | My Docs | My Reports | Wizards | Schools | School System Information | Users | My Info | | PCG. Below the navigation bar is a white content area with the title "Criteria for Selecting Students to View" and a small icon of a person. The form contains several search criteria:

- Grade Level:  \* (dropdown menu)
- School:  \* (dropdown menu)
- Student Last Name:   Exact Match
- Student First Name:   Exact Match
- Student Middle Name:   Exact Match
- Student ID:   Exact Match
- State ID Number:   Exact Match
- Status:  General Ed  Evaluation  Discontinued  
 Child Study  Special Ed  EP Eligible  
 Initial Parent Consent  IEP  EP
- Sort List By:  \* (dropdown menu)

At the bottom of the form are three buttons: "View Students", "Advanced Student Search", and "View My Caseload".

- 3) The student's record will appear if that student fits the entered criteria or a list of students with the same last name exists in the database.
- 4) To select a specific student record, click on the name of the student.

 **Select a Student**

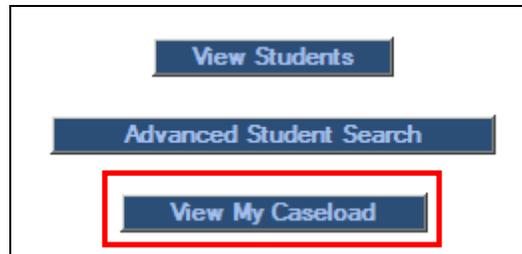
CP	Proj Elig	IEP End	Gifted Elig	EP End	School	Grade	Name	Student ID	Age	Date Of Birth	Dis	Gifted	Case Manager
	09/07/2009						<a href="#">David Scott Escobar</a>	221468	7 Years	12/05/2001		No	
	10/01/2012				TS	02	<a href="#">Michael Frankel</a>	TEST001	9 Years	02/26/2000	DEF,VI	No	<a href="#">Carmen Molinaris</a>
							<a href="#">Robert Joseph Frankel</a>	36219	11 Years	09/01/1998		No	

(3 Students)

### Viewing Caseloads

Once you are assigned to a student, you will have a “view my caseload” button that will take you directly to your entire caseload. Within two simple clicks you can enter a student record.

- 1) Click the ‘View My Caseload’ button at the bottom of the Student Search page.



- 2) The following ‘Select a Student’ page will list all the students who you serve.
  - a. The name of the team facilitator is listed in the last column.
  - b. If you are a member of the IEP team, the student will appear in this list.

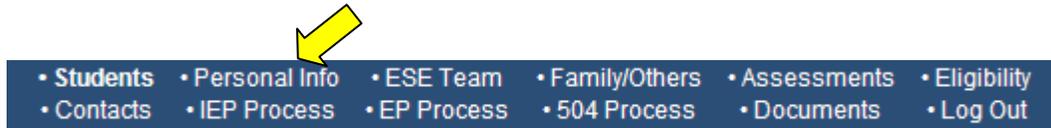
 **Select a Student (Caseload of Carmen Molinaris)**

CP	Proj Elig	IEP End	Gifted Elig	EP End	School	Grade	Name	Student ID	Age	Date Of Birth	Dis	Gifted	Case Manager
	10/01/2012				TS	02	<a href="#">Michael Frankel</a>	TEST001	9 Years	02/26/2000	DEF,VI	No	<a href="#">Carmen Molinaris</a>
	10/28/2012				9041	06	<a href="#">Adam Test StudentIEP</a>	TESTSTUDENTNEW	8 Years	10/01/2001	EBD,ID,VI	No	<a href="#">Carmen Molinaris</a>
	11/09/2012				9041		<a href="#">Adam test</a>	PCGIEPTST	9 Years	11/09/2000	AUT,DEF,ID	No	<a href="#">Carmen Molinaris</a>
					4541	03	<a href="#">Carmen Test</a>	TEST0101089	7 Years	10/07/2002		No	<a href="#">Carmen Molinaris</a>
					7751		<a href="#">Johnny Test</a>	1231231	14 Years	10/26/1995		No	<a href="#">Carmen Molinaris</a>
					2121	02	<a href="#">Natalie Training Test</a>	NFTEST001	9 Years	02/26/2000		No	<a href="#">Carmen Molinaris</a>

(6 Students)

## PERSONAL INFO TAB - STUDENT INFORMATION

After you have selected a student, the Personal Information containing basic demographic data for that student will appear. This information is imported from your student information system. The "Personal Info" tab in SPED EMS is accessible as *view only*. To maintain data integrity, users are not permitted to edit information on this page. If you see an error please alert your student data contact in order to make the changes in the system.



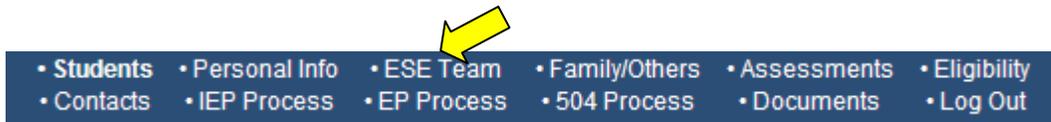
 **Personal Information for Michael Frankel**

**Also Known as Former Name:**

<b>Name:</b>	Michael Frankel
<b>Gender:</b>	Male
<b>Race:</b>	White, Non-Hispanic
<b>Date of Birth:</b>	02/26/2000 (Age: 9 Years)
<b>Grade:</b>	2nd Grade
<b>Student ID:</b>	TEST001
<b>State ID Number:</b>	
<b>School:</b>	Test School
<b>School Track:</b>	-none-
<b>Matriculating School:</b>	Arch Creek Elementary School
<b>Soc. Sec. #:</b>	
<b>Prim. Language:</b>	
<b>Length of School Day:</b>	5.50 hour(s) (Std)

## ESE TEAM TAB

From the student specific menu bar, the “ESE Team” tab is used to add other team members who are users in the SPED EMS system. The team should include any individuals that will be participating in the student’s IEP/EP meeting, or those that will be involved in facilitating any of the services and components of the student’s plan.



To add an individual to this page:

- 1) From the Students Menu – Click on the “ESE Team” Tab.
- 2) To select a Team Facilitator, select a name from the dropdown menu.
- 3) To add additional team members, click the ‘Select IEP Team’ button.



The screenshot shows the 'ESE Team for Michael Frankel' interface. At the top left is a small icon of a person. The title is 'ESE Team for Michael Frankel'. Below the title is a 'Team Facilitator:' label followed by a dropdown menu showing 'Carmen Molinaris'. Below this is a table with two columns: 'Name' and 'Relationship'. The table contains three rows: 'TD Irwin' with an empty relationship field, 'Terry Reyes-Gavilan' with 'Supervisor, Medicaid', and 'Joe Frankel' with 'Parent'. At the bottom of the form are two buttons: 'Select IEP Team' and 'Update the database'.

Name	Relationship
TD Irwin	
Terry Reyes-Gavilan	Supervisor, Medicaid
Joe Frankel	Parent

- 4) If any names have been added to the Family/Others tab, they will appear at the top of the screen. The system will then display a list of Miami-Dade personnel who have permissions to be on this student’s IEP team. Check the box next to any names that you would like to add, then click Update the Database.

 **Select IEP Team Members for Michael Frankel**

**Team Facilitator:** Carmen Molinaris

**Parents, etc. who will receive IEP Information:**

Parent Name(s)	Relationship
<input checked="" type="checkbox"/> Joe Frankel	Parent

**Other Users at Test School who can access IEP Information:**

User Name	View Only?
<input checked="" type="checkbox"/> Irwin, TD	<input type="checkbox"/>

**Users associated with all schools who can access IEP Information:**

User Name	View Only?
<input checked="" type="checkbox"/> Alonso, Lourdes, Staffing Specialist	<input type="checkbox"/>
<input type="checkbox"/> Ariza, Maria	<input type="checkbox"/>

5) The names you selected now appear on the ESE Team tab.

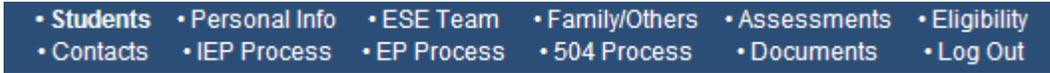
 **IEP Team for Michael Frankel**

**Team Facilitator:**

Name	Relationship
Lourdes Alonso	Staffing Specialist
TD Irwin	
Terry Reyes-Gavilan	Supervisor, Medicaid
Joe Frankel	Parent

## FAMILY/OTHERS TAB

From the student specific menu bar, the “Family/Others” tab is used to add parents, guardians and regular education teachers. It is also used to add team members who participate from outside agencies and, if applicable, the student.



To add an individual to this page:

- 1) From the Students Menu – Click on the “Family/Others” Tab.
- 2) Click the ‘Add New Parent/Guardian’ button.

Family/Others for Michael Frankel

Del	Pos	New Pos	Name *	Relation	Home Ph	Work Ph	Cell Ph	
<input type="checkbox"/>			Joe Frankel	Parent				Details

Update the database

Add new parent/guardian

- 3) Enter all the relevant information.
  - a. *Student Lives Here* must be checked for at least one parent/guardian.
  - b. If you wish for the person to appear on the IEP/EP Team, check *Include on the IEP Team*.
- 4) Click the ‘Update the Database’ button.

 **Add Parent(s)/Guardian for Michael Frankel**

**Full Name:**  \*

**Relationship:**  \*

**Language:**

**Address:**

**City, State, Zip Code:**

  Student Lives Here

**E-Mail:**

**Home Phone:**

(Note: For consistency, if both parents work, enter the father's work phone number first, and the mother's second)

**Work Phone:**

  Include on IEP Team  
 Include on RTI Team

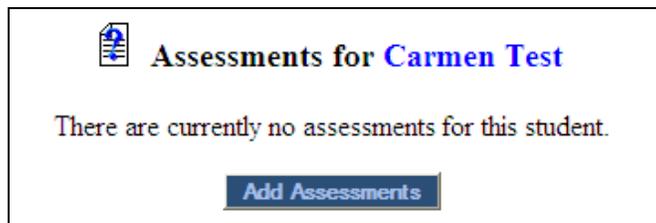
**Comments:**

# ASSESSMENTS TAB

- Students
- Personal Info
- ESE Team
- Family/Others
- Assessments
- Eligibility
- Contacts
- IEP Process
- EP Process
- 504 Process
- Documents
- Log Out

To add Assessments:

- 1) From the Students Menu – Click on the “Assessment” Tab.
- 2) You can either choose an assessment from the dropdown menu or add a custom assessment.



- 3) After you click the ‘Add Assessments’ button, fill in the appropriate information for the student.
  - a. Category
  - b. Assessment
  - c. Subject Area
  - d. Scores Reported
  - e. Begin/End Dates

Add New Assessment(s) for Carmen Test				
Category	Assessment	Subject Area	Scores Reported	Begin/End Dates
Special Education Assessments	FCAT	<input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Science	<input checked="" type="checkbox"/> SSS Score (grades 3up)	09/01/2008 12/31/2009

- 4) To add custom assessments fill out the blank forms in the next section on this screen.
  - a. Assessment
  - b. Subject Area
  - c. Scores Reported
  - d. Begin/End Dates

	<input type="text" value="Custom Assessment"/>	<input type="text" value="Subject Area"/>	<input checked="" type="checkbox"/> Std. Score <input checked="" type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> Scaled Score <input type="checkbox"/> Scalescore <input type="checkbox"/> Performance Level <input type="checkbox"/> Total Score <input type="checkbox"/> SSS Score (grades 3up)
--	--	---	---

- 5) Click Update the Database.



- 6) You can log assessment scores by clicking on the 'Log' button beside the assessment

Assessments for Carmen Test							
Del	Pos	New Pos	Assessment	Subject Area	Scores Reported	Begin/End Dates	
<input type="checkbox"/>	1		FCAT	Writing	SSS Score (grades 3up)	09/01/2008 12/31/2009	<a href="#">Details</a> <a href="#">Log</a>

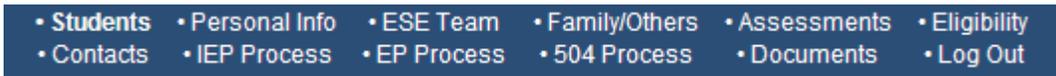
- 7) On the next page, you can log multiple instances of the assessment by filling in all of the following information:
- Date
  - Provider (select from IEP team)
  - Score

Log Scores for Assessment FCAT (Writing) - for Carmen Test			
Del	Date	Provider	SSS Score (grades 3up)
	10/01/2008	Carolyn Torres	56 <input type="text"/>
			<input type="text"/>
			<input type="text"/>
			<input type="text"/>
			<input type="text"/>

[Update the database](#)

- 8) Click 'Update the database'

## ELIGIBILITY TAB



To enter Eligibility information or change a student’s disability:

- 1) From the Students Menu – Click on the “Eligibility” Tab.
- 2) Enter all of the appropriate date information:
  - a. Initial Parent Consent Date
  - b. Eligibility Meeting Date
  - c. Eligibility Date
  - d. Evaluation Completion Date

**Eligibility Process ( ● )**

for Michael Frankel

Initial Parent Consent Date:	<input type="text"/>
Eligibility Meeting Date:	<input type="text"/>
Eligibility Date:	03/02/2010
Projected Eligibility:	10/01/2012
Evaluation Completion Date:	<input type="text"/>

- 3) Select any assessments that were used as a part of the eligibility determination, also select Observation Forms or Anecdotal Records if applicable.

Evaluation information used for the proposed actions:	Date
<input type="checkbox"/> Modified M-DCOLPS-R from Continuum of ESOL Placement Test for Exceptional Students	-
<input type="checkbox"/> CELLA	-
<input type="checkbox"/> Observation Forms	-
<input type="checkbox"/> Anecdotal Records	-

- 4) Indicate if the student is eligible for Gifted.
  - a. If the student is eligible for Gifted, set the “Change Gifted Status” drop-down menu to “Yes”
  - b. Enter the “Start Gifted Eligibility” date
  - c. Select the Gifted Criteria Code.

Eligible for Gifted placement:	Currently Eligible: No	Gifted Eligible Date:
Change Gifted Status: <input type="button" value="Yes"/>	Start Gifted Eligibility: 03/02/2010	<b>Gifted Criteria Code</b> <input checked="" type="radio"/> A <input type="radio"/> B

- 5) Make the appropriate selection as to whether or not the student meets eligibility criteria for exceptional student education:
  - a. The evaluation of your child indicates that he/she does not meet eligibility criteria for exceptional student education
  - b. Your child has been determined eligible for exceptional student education and your child meets the eligibility criteria for:

If the student does not meet eligibility criteria, the user should still indicate which disabilities the student was evaluated for, even though the student was not eligible. This is done for reporting purposes. If the student does meet eligibility criteria, the user should select the Primary Disability and Secondary – Tenth Disabilities as appropriate.

Exceptional Student Eligibility											
<input type="radio"/>	The evaluation of your child indicates that he/she does not meet eligibility criteria for exceptional student education.										
<input checked="" type="radio"/>	Your child has been determined eligible for exceptional student education and your child meets the eligibility criteria for: <table border="0" style="width: 100%;"> <tr> <td>Primary Disability*: <input type="text" value="Autism Spectrum Disorder"/></td> <td>Secondary Disability: <input type="text" value="Speech Impaired"/></td> </tr> <tr> <td>Third Disability: <input type="text" value="Developmentally Delayed"/></td> <td>Fourth Disability: <input type="text"/></td> </tr> <tr> <td>Fifth Disability: <input type="text"/></td> <td>Sixth Disability: <input type="text"/></td> </tr> <tr> <td>Seventh Disability: <input type="text"/></td> <td>Eighth Disability: <input type="text"/></td> </tr> <tr> <td>Ninth Disability: <input type="text"/></td> <td>Tenth Disability: <input type="text"/></td> </tr> </table>	Primary Disability*: <input type="text" value="Autism Spectrum Disorder"/>	Secondary Disability: <input type="text" value="Speech Impaired"/>	Third Disability: <input type="text" value="Developmentally Delayed"/>	Fourth Disability: <input type="text"/>	Fifth Disability: <input type="text"/>	Sixth Disability: <input type="text"/>	Seventh Disability: <input type="text"/>	Eighth Disability: <input type="text"/>	Ninth Disability: <input type="text"/>	Tenth Disability: <input type="text"/>
Primary Disability*: <input type="text" value="Autism Spectrum Disorder"/>	Secondary Disability: <input type="text" value="Speech Impaired"/>										
Third Disability: <input type="text" value="Developmentally Delayed"/>	Fourth Disability: <input type="text"/>										
Fifth Disability: <input type="text"/>	Sixth Disability: <input type="text"/>										
Seventh Disability: <input type="text"/>	Eighth Disability: <input type="text"/>										
Ninth Disability: <input type="text"/>	Tenth Disability: <input type="text"/>										

- 6) Next, the user should indicate which team members were a part of the eligibility meeting.

Title	Team Members
Parent	<input type="text" value="Joe Frankel"/>
Student	<input type="text"/>
LEA / ESE Representative *	<input type="text" value="Carmen Molinaris"/> <input type="text" value="Administrator"/>
General Education Teacher *	<input type="text"/>
ESE Teacher/Provider *	<input type="text" value="Terry Reyes-Gavilan"/>
Evaluation Specialist *	<input type="text" value="TD Irwin"/>
Speech-language Pathologist	<input type="text"/>
Interpreter	<input type="text"/>

Additional Team Members	
<input type="checkbox"/>	Carmen Molinaris (Staffing Specialist)
<input type="checkbox"/>	TD Irwin
<input type="checkbox"/>	Terry Reyes-Gavilan (Supervisor, Medicaid)
<input type="checkbox"/>	Joe Frankel

Users Titles will appear as listed above.

- 7) Next, the user needs to input the Name, Title and Phone Number for one to two school district contacts, so the parent knows who to contact in regards to the eligibility decision and document.

Contacts/Signatures (Name, Title and Phone)		
Name: <input type="text"/>	Title: <input type="text"/>	Phone: <input type="text"/>
Name: <input type="text"/>	Title: <input type="text"/>	Phone: <input type="text"/>

- 8) The final step is to indicate if the document should be translated into any additional languages, and then to create the draft eligibility document.

**Create Eligibility Notice**

*For Final Document creation please select the appropriate 'Exceptional Student Eligibility'.*

Create with language version: Spanish ▼

**Create Draft Eligibility Report**

Create Final Eligibility Determination (Sped)

- 9) Once the draft eligibility document is created, the user should review the output of the document for accuracy and then create the final document. Please note that after clicking “Create Draft Eligibility Report” when the user returns to this page, they must indicate that the student is eligible again. This is a failsafe to prevent users from creating multiple eligibility events by accident.
- 10) Once the accuracy of the eligibility information and the document is confirmed, the user should click “Create Final Eligibility Determination (Sped)”, which will create the final eligibility document and create the event in the system that establishes the student as eligible.
- 11) To review Eligibility determinations made for a student, click on the compliance symbol next to the student’s name on the Eligibility tab.

**Eligibility Process ( ● )**

for Michael Frankel

Initial Parent Consent Date:	<input type="text"/>
Eligibility Meeting Date:	<input type="text"/>
Eligibility Date:	03/02/2010
Projected Eligibility:	10/01/2012
Evaluation Completion Date:	<input type="text"/>

- 12) You will see a list of Eligibility, Non-Eligibility and IEP events for the student.

**Student History for Christopher Kennedy**

Event ID	Event Date*	Event Type	Disability	Begin Date	End Date	User	Document	Date Created	
53	02/24/2006	Eligibility Determination	TBI	02/24/2006	02/24/2009			11/11/2008 21:21 (261 days)	<a href="#">Details</a>
367	08/20/2007	Eligibility Determination	TBI	08/20/2007	08/20/2010			11/19/2008 14:19 (253 days)	<a href="#">Details</a>
201	09/19/2007	IEP	TBI	09/19/2007	09/17/2008			11/19/2008 13:55 (253 days)	<a href="#">Details</a>
537	09/21/2007	IEP	TBI	09/21/2007	09/19/2008			01/06/2009 15:18 (205 days)	<a href="#">Details</a>

(4 Events)

\* NOTE: Items in this table are sorted in chronological order by Event date.  
Except that child events (e.g. Progress Report Card) are listed below the parent event.  
Event Date is the Meeting Date for IEPs and Eligibilities.

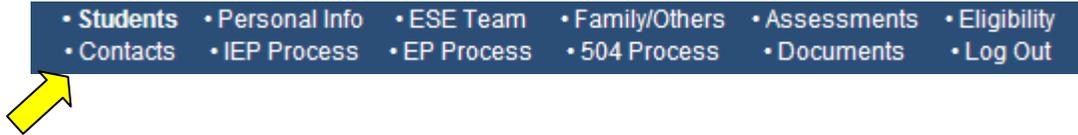
**Legend:**

	= Currently Valid Eligibility
	= Previous IEP
	= Currently Valid IEP

## CONTACTS TAB

### To Document Contacts:

- 1) From the Students Menu – Click on the “Contacts” Tab.



- 2) Click on ‘Add a Contact’ to add a Parent contact or ‘Add a non Parent Contact’ to add another type of contact.

A screenshot of a web form titled 'Parent Contacts for Lauren Baker'. The form has a 'View:' dropdown menu set to 'Workspace'. Below the title, there are two lines of text: 'There are no Parent Contacts for this student yet.' and 'There are no Non Parent Contacts for this student yet.'. Below that is a 'Matriculating School:' dropdown menu with '-none-' selected. At the bottom of the form, there are three buttons: 'Update the database', 'Add a Contact', and 'Add a non Parent Contact'. The 'Add a Contact' button is highlighted with a red rectangular border.

- 3) Your name will automatically appear in the “Person making contact” box - type over the text to change.
- 4) Select “Person Contacted”, “Contact Method” and “Contact Result” from the dropdown menus, and choose the “Contact Date” using the date icon.
- 5) Fill in any other information necessary and click ‘Update the Database’



### Add Parent Contact for Lauren Baker

Person making contact: Eric Shaw \*

Person Contacted: Julie Parker \*

Contact Method: Letter \*

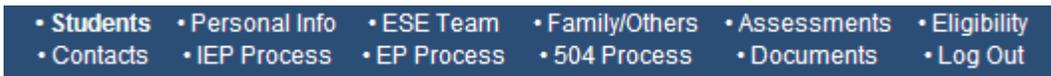
Contact Date:  \*

Contact Result:

Notes:

Update the database

## IEP PROCESS TAB – TO CREATE AN IEP



### IEP Process Overview:



- Enter the dates for the IEP at the top of the page and click ‘Save and Continue.’ This is important because the system uses these dates to determine whether the student needs a Transition IEP.
- There are compliance symbols beside each of the IEP sections. The clear check mark means that you have not yet clicked on and visited this tab. The red X means that there are still errors that need to be corrected on this tab before you can finalize the IEP. The green check mark means that everything is in compliance.
- You need to have ALL green check marks in order to create a final IEP.

## IEP Process for Michael Frankel

Beginning Date of IEP:   Ending Date of IEP:  

Save & Continue >>

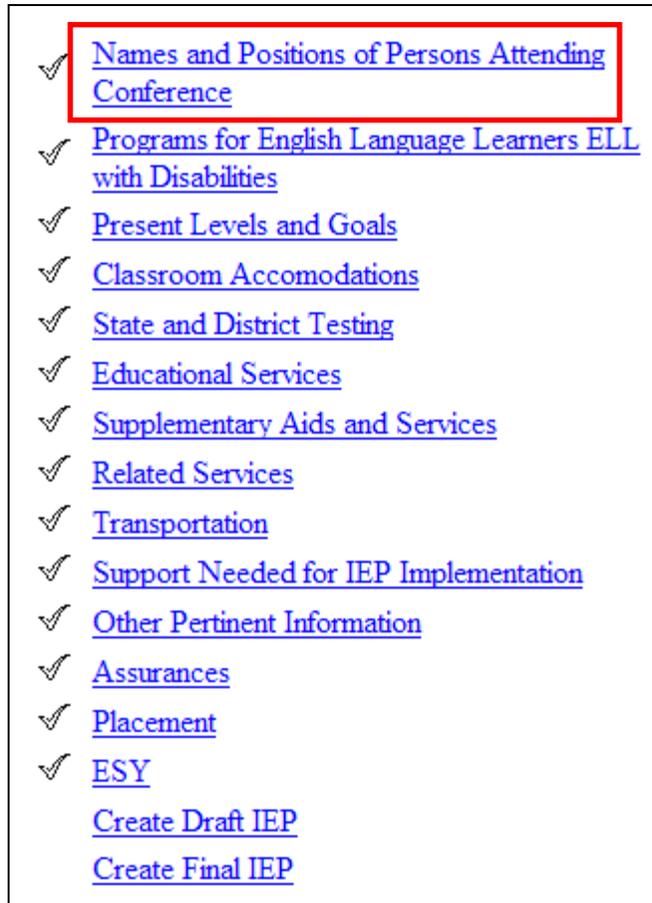
- [Names and Positions of Persons Attending Conference](#)
- [Programs for English Language Learners ELL with Disabilities](#)
- [Present Levels and Goals](#)
- [Classroom Accomodations](#)
- [State and District Testing](#)
- [Educational Services](#)
- [Supplementary Aids and Services](#)
- [Related Services](#)
- [Transportation](#)
- [Support Needed for IEP Implementation](#)
- [Other Pertinent Information](#)
- [Assurances](#)
- [Placement](#)
- [ESY](#)

## *Names and Positions of Persons Attending Conference*

### Names and Positions of Persons Attending Conference Tab:

\*\* On this tab, IEP team members will be selected.

- 1) From the IEP Process Tab – Click on the “Names and Positions of Persons Attending Conference” link.



- 2) Select the “Team Members” using the dropdown menus. Check any additional team members at the bottom of the page under ‘Additional Team Members’

**Names and Positions of Persons Attending Conference for Natalie Test**

Title	Team Members
Parent	George Test
Parent	
Student	
LEA Representative	Natasha Foster - Specialist
General Education Teacher	Teacher Test
ESE Teacher/Provider	Carmen Molinaris
Evaluation Specialist	
Interpreter	

**Additional Team Members\***

Carmen Molinaris     Kate Cadieux  
 Fifi Derby         Natasha Foster  
 George Test         Teacher Test

\* If no title is selected, the person's title in the system will be used.

- 3) To add or delete team members who are not users in the SPED EMS system, go to the "Family/Others" Tab (pg 14). To add or delete team members who are users in the SPED EMS system, go to the "ESE Team" tab (pg 12).
- 4) Click 'Save and Continue' to return to the "IEP Process" page

## *Programs for ELL*

### Programs for English Language Learners (ELL) Tab:

\*\* On this tab, the user will select whether or not the student is an English Language Learner, and enter any proficiency, entry and exit assessments.

- 1) From the IEP Process Tab – Click on the “Programs for English Language Learners ELL with Disabilities” link.



- 2) If ESOL does not apply to this student, check the box next to N/A and click ‘Update the Database’.

**Programs for English Language Learners ELL with Disabilities**

  N/A (N/A includes non-ESOL or students who are Speech and/or Language Impaired only. See ELL Plan for those students).

**Annual Language Dominance Proficiency Assessment**

**Add Test**

**ESOL ENTRY**

**Add Test**

**ESOL EXIT**

*If a student is in Grades 3 or above and scores a Level V on the M-COLPS-R or the Modified M-DCOLS-R, the IOWA Test of Basic Skills must be administered. IOWA scores need to be entered in ISIS before the IEP Meeting.*

**Most Recent Standardized Test (if applicable)**

**Add Test**

- 3) If ESOL does apply to this student, click the ‘Add Test’ button below the Annual Language Dominance Proficiency Assessment to add the assessment.
- 4) Select the Assessment from the dropdown list and click ‘Add Assessment’.

**Add the following Annual Language Dominance Proficiency Assessment assessments:**

**Assessments From List**

CELLA  
Miami Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)  
Modified M-DCOLPS-R from Continuum of ESOL Placement Test for Exceptional Students  
Relative Language Dominance Assessment test from Continuum of ESOL Placement Test (RLDA-B)  
Relative Language Dominance Assessment test from Continuum of ESOL Placement Test (RLDA-C)  
Relative Language Dominance Assessment test from Continuum of ESOL Placement Test (RLDA-D)

- 5) The assessment you selected now appears on the main tab. To enter the details for the assessment, click the ‘Log Score’ button to the right of the assessment.

**Programs for English Language Learners ELL with Disabilities**

N/A (N/A includes non-ESOL or students who are Speech and/or Language Impaired only. See ELL Plan for those students).

**Annual Language Dominance Proficiency Assessment**

Del	Test Used	ESOL Level
<input type="checkbox"/>	Relative Language Dominance Assessment test from Continuum of ESOL Placement Test (RLDA-B)	<input type="button" value="Log Score"/>

**ESOL ENTRY**

**ESOL EXIT**

- 6) The next page will display a table where you can enter the date of the assessment, the provider, and the resulting ESOL Level from the assessment. Once this information is entered, click 'Update the Database'. Once all data has been entered, click the 'Back' button to return to the ELL tab.

 Log Scores for Assessment **Relative Language Dominance Assessment test from Continuum of ESOL Placement Test (RLDA-B)**

*Date, Provider, and ESOL Level are required to log a score.*

ID	Del	Date	Provider	ESOL Level
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- 7) To add assessment information for ESOL Entry and Exit, follow the steps above (#6) after clicking 'Add Test' for each area.
- 8) You will not be able to enter an ESOL Exit assessment unless the score for the Annual Proficiency Assessment is Level V. Once a Level V score has been entered, Exit information will display on the main ELL tab.

**ESOL ENTRY**

**ESOL EXIT**

*If a student is in Grades 3 or above and scores a Level V on the M-COLPS-R or the Modified M-DCOLS-R, the IOWA Test of Basic Skills must be administered. IOWA scores need to be entered in ISIS before the IEP Meeting.*

**Most Recent Standardized Test (if applicable)**

**POST PROGRAM REVIEW**

Date	No Change In Status	Refer to IEP Team	Teacher's Name
<input type="text"/> <input type="button" value="12/23"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/> <input type="button" value="12/23"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/> <input type="button" value="12/23"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/> <input type="button" value="12/23"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Reclassify  Date:

**CELLA Cluster Scores**

Reading	Writing	Listening	Speaking	Total Composite
<input type="text"/>				

- 9) After exiting ESOL, this tab will also be used to track the Post Program Review of the student's progress.
- 10) When all information has been entered for this tab, click 'Save and Continue' to return to the 'IEP Process' tab.

## *Present Levels and Goals*

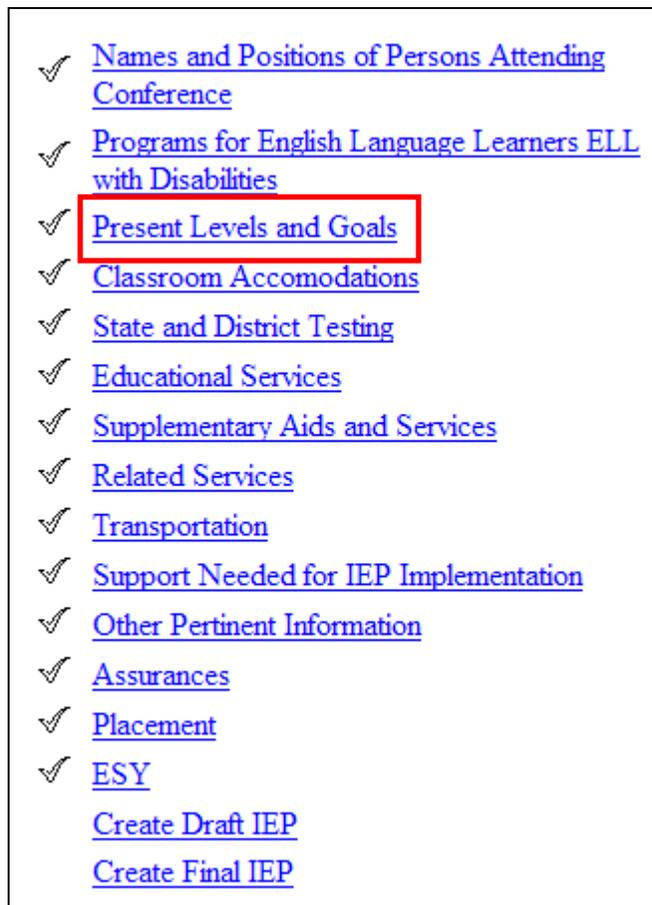
### Present Levels and Goals Tab:

\*\* On this tab, the user will enter Present Levels of Performance, Priority Educational Needs, Parent Input, Desired School/Post School Outcomes, and goals and benchmarks.

\*\* Remember, the IEP dates you enter on the IEP Process tab determine whether or not the system displays the information needed for a Transition IEP

### For a Regular IEP:

- 1) From the IEP Process Tab – Click on the “Present Levels and Goals” link.



- 2) Select the sources of data used to describe the student’s present levels of performance, and summarize the parent input.

**Present Levels and Goals for William Test Student**

Select the sources of data used to describe William's Present Level of Academic Achievement and Functional Performance and Priority Educational Needs:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Review of previous IEP, including status update(s) | <input type="checkbox"/> Evaluation/Reevaluation | <input type="checkbox"/> District/Statewide assessment(s) |
| <input type="checkbox"/> Report Cards/Progress Reports                      | <input type="checkbox"/> Other Assessment(s)     | <input type="checkbox"/> The BIP                          |
| <input type="checkbox"/> General Ed Teacher(s)                              | <input type="checkbox"/> SPED Teacher(s)         | <input type="checkbox"/> Student                          |
| <input type="checkbox"/> Psychologist                                       | <input type="checkbox"/> Parent(s)               | <input type="checkbox"/> Other <input type="text"/>       |

Summarize parent input received concerning William's strengths, weaknesses, interest, and goals in relation to his educational needs:

- 3) The next section contains 5 'Yes/No' questions. The answers selected for these questions will determine whether the student should be taking the FCAT or the Florida Alternate Assessment. These answers will determine what displays on the State and District Testing tab.
  - a. If the answer to all of these questions is 'Yes,' the student should take the Florida Alternate Assessment. There will still be the option to override this decision if the parent still wants the student to take the FCAT.
  - b. If the answer to any of these questions is 'No,' the student must take the FCAT.

Questions to Guide the Decision-Making Process to Determine Whether a Student Takes FCAT or Florida Alternate Assessment

Is the student unable to master the grade-level Sunshine State Standards, even with appropriate and allowable course accommodations?

Is the student's demonstrated cognitive ability the primary reason for the inability to master grade-level standards?

Is the student participating in a modified or functional curriculum based upon competencies in the Sunshine State Standards Access Points for all academic areas? (where applicable)

**Curriculum Choices**

Sunshine State Standards  Sunshine State Standards (Access Points)

Does the student require extensive direct instruction in academics based on alternate academic achievement standards and vocational competencies as well as domestic, community living and leisure activities?

Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?

- 4) Enter the strengths for the student for each of the Domains (Curriculum and Learning Environment, Social/Emotional Behavior, Independent Functioning, and Communication).

The strengths and abilities fields must be completed for all domain areas.

## Curriculum and Learning Environment

The strengths of the student

Strength's of the student.



Yes No

Does Natalie's disability affect her involvement and progress in general education?

Yes No

Does Natalie have a Priority Educational Need(s) in the Domain of Curriculum and Instruction?

Save

- 5) Select the 'Yes' or 'No' button for each of the questions below the narrative. If you answer 'Yes', a narrative box will appear to describe further. Click the 'Save' button after completing each domain area.

The strengths of the student

Strength's of the student.



Yes No

Does Natalie's disability affect her involvement and progress in general education?

The affects of the disability

Affects of the disability.



Yes No

Does Natalie have a Priority Educational Need(s) in the Domain of Curriculum and Instruction?

- 6) If you select 'No' for Priority Educational Needs, the 'Save' button will bring you down to the next domain. If you select 'Yes' for Priority Educational Needs, you will see both a 'Save' and a 'Save and Continue' button. Select the Priority Educational Need(s) from the dropdown menus, and then click the 'Save and Continue' button to continue to the Goals page for that domain.

## Curriculum and Learning Environment

The strengths of the student

Strengths of the Student.

Yes No

Does Carmen's disability affect her involvement and progress in general education?

The affects of the disability

Affects of the disability.

Yes No

Does Carmen have a Priority Educational Need(s) in the Domain of Curriculum and Instruction?

The Student's Priority Educational Need (PEN) is:

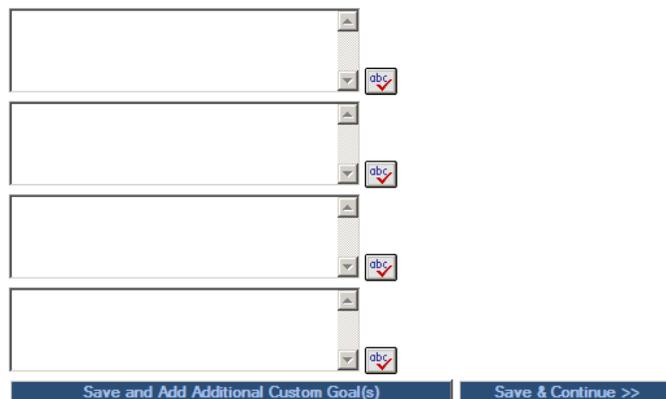
Reading Skills

- 7) Once you click 'Save and Continue,' you can add a list of custom goals for the student in that domain area.

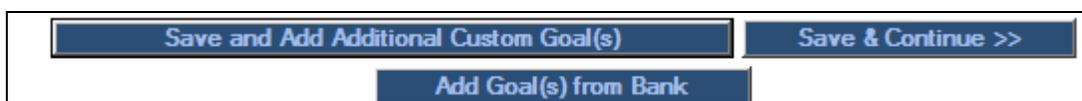
## Present Level of Academic Achievement and Functional Performance for Natalie Test - Add Custom Goals

Annual goals and benchmarks are based on the Present Levels of Academic, Developmental and Functional Performance Statement, peer reviewed research to the extent predictable, and address the Priority Educational Needs (PEN). Goals include a condition, an observable behavior and mastery criterion (e.g., % accuracy, \_\_\_ of \_\_\_ opportunities, for \_\_\_ minutes, \_\_\_ of \_\_\_ occurrences). Benchmarks are mandatory for students with disabilities who take the Florida Alternate Assessment aligned to the Sunshine State Standards Access Points. Benchmarks are optional for any other student with disabilities, at the discretion of the IEP.

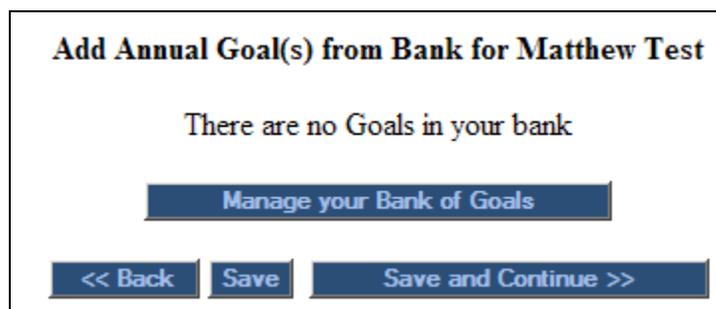
### Enter new custom Goals for Curriculum and Learning Environment



- 8) Or you can add goals from your personal Goal Bank.
  - a. The goal bank allows users to enter and save generic goals so that they can be pulled quickly and easily.
  - b. Click on the 'Add Goals from Bank' button.



- c. Then click on 'Manage Your Bank of Goals.'



- d. Here, you can enter custom goals to add to your bank or you can import goals from students on your caseload.
- e. To import goals, click 'Import Goals to my Goal Bank from my Caseload'

There are no Goals in your bank

**To add custom goals to your goal bank, enter them below:**

Goal Text	
	<input type="text" value="abc"/>

[Import Goals to my Goal Bank from my Caseload](#)

[Create Categories for my Goal Bank](#)

[<< Back](#)
[Save](#)
[Save and Continue >>](#)

- f. You can choose to import goals from the current student you are working on, or to import all goals for students where you are the Case Manager. You can also choose to create categories for these goals when they are imported, sorting them based on the Domain Area.

**Import Annual Goals to Goal Bank for Laura Conlon**

- Only import goals from William Test Student
- Only include students for whom I am Team Facilitator
- Create Categories from the Goal Area of the Goal

[Save and Continue >>](#)

- 9) Once you have entered or selected goals for the student, click ‘Save and Continue’.
- 10) Enter the details for the goal (evaluation procedures, title of person measuring student’s progress, dates if applicable). If no dates are entered, the system will automatically print the IEP begin and end dates, with a break for the summer recess.

Del	Area of Need: Instruction (INST)		
<input type="checkbox"/>	<b>Begin Date</b>	<input type="text"/>	<b>End Date</b>
<b>Annual Goal</b>	Goal for Math Skills		
<b>Evaluation Procedures:</b>	<input type="checkbox"/> Clinician Tallies <input type="checkbox"/> Graded work samples <input type="checkbox"/> Short Answer-Oral, Written <input type="checkbox"/> Documented Teacher Observation <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Standardized Test <input type="checkbox"/> Documented Therapist Observation <input type="checkbox"/> Parent Report <input type="checkbox"/> Student Self Assessment <input type="checkbox"/> Other <input type="text"/> <input type="checkbox"/> Teacher Made Tests <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Rubric <input type="checkbox"/> Performance Demonstration <input type="checkbox"/> Portfolio Evaluation		
<b>Student's progress towards goal will be measured by</b>			
<b>Title:</b>	<input type="checkbox"/> Teacher <input type="checkbox"/> Deaf/Hard of Hearing Teacher <input type="checkbox"/> Job Coach <input type="checkbox"/> Visually Impaired Teacher <input type="checkbox"/> Agency Representative <input type="checkbox"/> Family Counselor <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Other <input type="text"/> <input type="checkbox"/> Speech Language Pathologist <input type="checkbox"/> Behavior Support Teacher <input type="checkbox"/> Guidance Counselor <input type="checkbox"/> Physical Therapist		
<b>how often:</b>	<input type="text"/>		

- 11) You can click ‘Save and Return to PLEP’ to save your work and return to the PLEP section, ‘Save & Add Benchmarks’ to move on and add benchmarks for the goal, or you can add additional goals.

[Save and Return to PLEP](#)
[Save & Add Benchmarks >>](#)

[Save and Add Additional Custom Goal\(s\)](#)
[Add Goal\(s\) from Bank](#)

Click "Save and Return to PLEP" to save the data and return to the PLEP section.  
Click "Save and Add Benchmarks" to save the Custom Annual Goal(s) and add benchmarks for this Annual Goal.  
Click "Save and Add Additional Custom Goal(s)" to add additional custom Annual Goals.  
Click "Add Goal(s) from Bank" to add the Annual Goals from your Goals Bank.

- 12) From the Goals page, click ‘Save and Continue’ to enter benchmarks. Similar to the goals, you can enter custom benchmarks, or you can enter benchmarks from your personal bank.

**Present Level of Academic Achievement and Functional Performance for Natalie Test - Add Custom Benchmarks**

Annual Goal: Goal for Math Skills.

To add custom short-term benchmarks - type the benchmarks into the text boxes.  
Click "Save and Continue" to save the benchmarks and move back to the Goals page.  
Click on "Save" to save the benchmarks within a table and edit them.  
Click on "Save and Add Additional Custom Benchmarks" to add additional benchmarks.  
Click "Add Benchmark(s) from Bank" to add objectives from your bank.

**Enter up to 4 new custom benchmarks:**

- 13) Once you have entered benchmarks, click ‘Save and Continue.’ This will bring you back to the Goals page. From here, you can enter more goals, edit details, or click ‘Save’ to return to the PLP page.
- 14) Once you have entered information for all domains, click ‘Save and Return to Process’ to return to the IEP Process tab or click ‘Show Section’ to see the PLP Goals section as it will print on the IEP. This will open a pdf file of the PLP Goals section.

**Communication**

The strengths of the student

Yes No  
  Does Natalie's disability affect her involvement and progress in general education?

Yes No  
  Does Natalie have a Priority Educational Need(s) in the Domain of Communication?

Click "Save" to save this section and continue with the next domain.

DRAFT

**PRESENT LEVELS OF ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL PERFORMANCE, MEASURABLE GOALS AND BENCHMARKS**

Annual goals and benchmarks are based on the *Present Levels of Academic, Developmental and Functional Performance Statement*, peer reviewed research to the extent predictable, and address the Priority Educational Needs (PEN). Goals include a condition, an observable behavior and mastery criterion (e.g., % accuracy, \_\_ of \_\_ opportunities, for \_\_ minutes, \_\_ of \_\_ occurrences). Benchmarks are mandatory for students with disabilities who take the Florida Alternate Assessment aligned to the Sunshine State Standards Access Points. Benchmarks are optional for any other student with disabilities, at the discretion of the IEP team.

**Based on reports from:**

<input checked="" type="checkbox"/> Previous IEP <input checked="" type="checkbox"/> Annual Goals/Progress Report <input type="checkbox"/> Report Card <input type="checkbox"/> Progress Monitoring Plan (PMP) <input type="checkbox"/> Student Input	<input type="checkbox"/> Parent Input <input type="checkbox"/> Informal Assessments <input type="checkbox"/> Portfolio Contents <input type="checkbox"/> Teacher/Observation/Input <input type="checkbox"/> Evaluation Specialist Report
---	--

Curriculum and Learning Environment

The strength's of the student:  
 Strength's of the student.

For a Transition IEP:

- 1) From the IEP Process Tab – Click on the “Present Levels and Goals” link. Remember, the transition fields appear based on the IEP begin and end dates on the IEP Process tab.
- 2) Select the sources of data used to determine the present levels of performance, summarize the parent input, select transition assessments and measurable postsecondary goals for the appropriate areas.

**Present Levels and Goals for Natalie Test**

Select the sources of data used to describe Natalie's Present Level of Academic Achievement and Functional Performance and Priority Educational Needs:

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Previous IEP                 | <input type="checkbox"/> Report Card                    | <input type="checkbox"/> Teacher/Observation/Input    |
| <input type="checkbox"/> Parent Input                            | <input type="checkbox"/> Portfolio Contents             | <input type="checkbox"/> Student Input                |
| <input checked="" type="checkbox"/> Annual Goals/Progress Report | <input type="checkbox"/> Progress Monitoring Plan (PMP) | <input type="checkbox"/> Evaluation Specialist Report |
| <input type="checkbox"/> Informal Assessments                    |   |   |

Summarize parent input received concerning Natalie's strengths, weaknesses, interest, and goals in relation to her educational needs:

Parent Input

*These goals must occur AFTER the student graduates or ages out and they must be measurable (what the student will do). Each Measurable Postsecondary Goal must have at least one transition assessment associated with it. Check the box "Interagency Linkage is needed" only if interagency services are required.*

**Transition Assessment - Educational/Training**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Adaptive Behavior Scale                      | <input type="checkbox"/> American College Test (ACT)        | <input type="checkbox"/> Armed Services Vocational Aptitude Battery (ASVAB) |
| <input type="checkbox"/> Behavioral Data (ABC Checklist)              | <input type="checkbox"/> Brigance                           | <input type="checkbox"/> Career Aptitude Test                               |
| <input type="checkbox"/> Career Development Portfolio (Dare to Dream) | <input type="checkbox"/> Career Interest Inventory          | <input type="checkbox"/> Career Planning Instrument (facts.org)             |
| <input type="checkbox"/> Career Scope                                 | <input type="checkbox"/> Casey Life Skills Inventory        | <input type="checkbox"/> Chapter Tests/Exams (from vocational electives)    |
| <input type="checkbox"/> Choices Explorer                             | <input type="checkbox"/> College Career Planner (facts.org) | <input type="checkbox"/> College SAT  |
| <input type="checkbox"/> Community Site Assessment (CSA)              | <input type="checkbox"/> Employee Evaluations               | <input type="checkbox"/> Community Based Work Experience (CBWE)             |
| <input type="checkbox"/> Employment Portfolio                         | <input type="checkbox"/> Employment Related Questionnaire   | <input type="checkbox"/> Employee Screening Test                            |
| <input type="checkbox"/> Florida Alternate Assessment                 | <input type="checkbox"/> Functional Behavioral Assessment   | <input type="checkbox"/> FCAT   |
| <input type="checkbox"/> Life Centered Career Education (LCCE)        | <input type="checkbox"/> Performance Based Work Measures    | <input type="checkbox"/> Job Observation and Behavior Scale (JOBS)          |
| <input type="checkbox"/> Stanford Achievement Test (SAT)              | <input type="checkbox"/> Targeted Life Skills               | <input type="checkbox"/> Preliminary SAT (PSAT)                             |
| <input type="checkbox"/> TEACCH Transition Assessment Profile (TTAP)  | <input type="checkbox"/> Work Behavior Checklist            | <input type="checkbox"/> Task Analysis                                      |
| <input type="checkbox"/> Other <input type="text"/>                   |   |   |

**Measurable Postsecondary Goal - Educational/Training**

- 3) If you select that Interagency Linkage is needed, you will be asked to provide additional information. Fill in the information and click 'Save and Add Additional Service' if more than one is needed, or click 'Save and Continue' to save your work and continue to the next area.

**Measurable Postsecondary Goal - Educational/Training**

Interagency Linkage is needed

**Service 1:**

**Indicate the name of the agency responsible for this transition service:**

**Indicate the title of the person responsible for documenting the follow-up of this transition service.**

**Describe the responsibilities of this person/agency for this transition service:**

**If an agency is listed for this service, provide the referral date:**

- Continue filling the page out with the applicable information, such as post-school outcome, diploma options, course of study statement, expected graduation year, level one courses, and self-determination.

**A statement of the student's post-school outcome and statement of the student's transition services needs:**

**Diploma Options:**

*Provide a statement describing the student's coursework. This must be related to the desired post-school outcome for the student.*

**Course of Study Statement**

*Expected Graduation Year: This is the date Natalie expects to get her diploma. For students returning for FAPE, the date here is the expected age-out date.*

**Expected Graduation Year:**

*Level One Courses (High School Only): These courses count toward elective credits only for a regular Academic Diploma.*

**Indicate the Level One Courses:**  
 Math  English  Reading

*Self-determination needs to be discussed at every IEP meeting*

Self-determination was discussed  
 Information in self-determination was provided.

**Natalie needs instruction in self-determination.**

*If Natalie requires instruction in self-determination, then check the areas below in which self determination will be provided.*

**Instruction in self-determination will be provided in the following areas:**

Instruction  
 Community Experience  
 Employment  
 Post School Adult  
 Daily Living  
 Functional Vocational Evaluation

5) The next section contains the Transition Areas, where you will enter the student's strengths, involvement and progress in general education, and priority educational needs.

*The strengths and abilities fields must be completed for all domain areas.*

**Instruction (INST)**

The strengths of the student

Strengths of the student

Yes No  
  Does Natalie's disability affect her involvement and progress in general education?

Yes No  
  Does Natalie have a Priority Educational Need(s) in the Transition Area of Instruction ?

6) The Transition Areas operate the same way as the Domain Areas. If you select 'Yes' for Priority Educational Needs in a transition area, 'Save and Continue' will take you

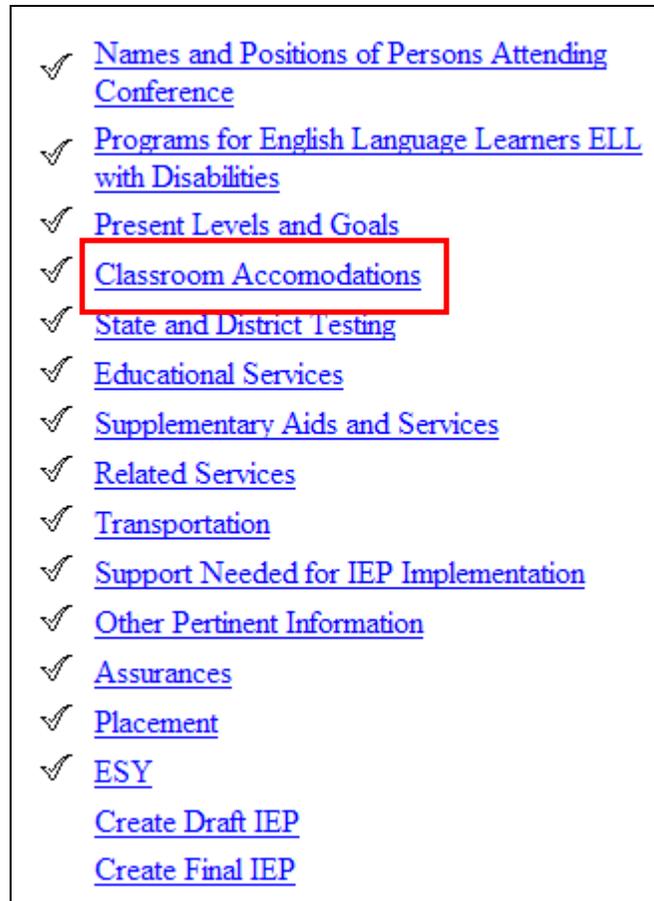
to the goals page to add goals and benchmarks. For more information, please see instructions for a Regular IEP in the section above.

## *Classroom Accommodations*

### Classroom Accommodations Tab:

\*\* On this tab, you will add any necessary accommodations for the classroom. In order to add an Accommodation for the FCAT on the State and District Testing tab, there must be a corresponding classroom accommodation selected here.

- 1) From the IEP Process Tab – Click on the “Classroom Accommodations” link.



- 2) You can either add an accommodation from the list or add a custom accommodation. Most classroom accommodations should be available in the list.
- 3) Select the classroom accommodations from the dropdown menu and then click ‘Save and Continue.’ You can select up to four accommodations at one time, but can always return and select more.

**Add Classroom Accomodations for Natalie Test**

---

Flexible Responding-Use of tape recorders, computer, word processor for responding

Flexible Scheduling/Timing-Extra time for processing information (written)

-none-

-none-

---

Save & Continue >>

---

Save and Add Classroom Accomodations from a List >>
Save and Add Custom Classroom Accomodations >>

4) Enter the appropriate frequency and location for each classroom accommodation.

**Classroom Accomodations for Natalie Test**

---

*To add a classroom accommodation for Natalie, click on either option below (Add Classroom Accommodation from a List or Add Custom Classroom Accomodations) then click on one or more of the drop-down menus and highlight the necessary aid and service.*

Add Classroom Accomodations from a List >>

Add Custom Classroom Accomodations >>

Delete	Classroom Accomodation	Frequency	Begin Date	End Date	Location
<input type="checkbox"/>	Flexible Responding-Use of tape recorders, computer, word processor for responding	<input style="width: 40px;" type="text"/> session(s) per <input style="width: 40px;" type="text"/> day	<input style="width: 60px;" type="text"/>	<input style="width: 60px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
<input type="checkbox"/>	Flexible Scheduling/Timing-Extra time for processing information (written)	<input style="width: 40px;" type="text"/> session(s) per <input style="width: 40px;" type="text"/> day	<input style="width: 60px;" type="text"/>	<input style="width: 60px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>

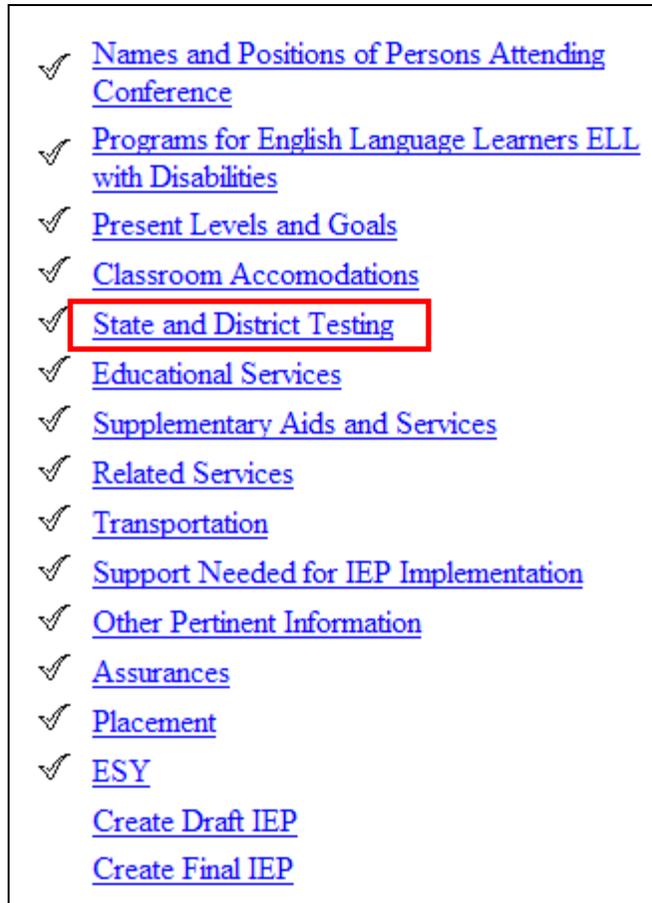
5) Click 'Save and Continue' to return to the "IEP Process" page

## *State and District Testing*

### State and District Testing Tab:

\*\* On this tab, you will determine whether the student should take the FCAT or the Florida Alternate Assessment. You will also select any accommodations necessary to take the test.

- 1) From the IEP Process Tab – Click on the “State and District Testing” link.



A screenshot of a web application menu. The menu items are listed vertically, each preceded by a checkmark icon. The item "State and District Testing" is highlighted with a red rectangular border. Below the menu items are two additional links: "Create Draft IEP" and "Create Final IEP".

- ✓ [Names and Positions of Persons Attending Conference](#)
- ✓ [Programs for English Language Learners ELL with Disabilities](#)
- ✓ [Present Levels and Goals](#)
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- ✓ [Educational Services](#)
- ✓ [Supplementary Aids and Services](#)
- ✓ [Related Services](#)
- ✓ [Transportation](#)
- ✓ [Support Needed for IEP Implementation](#)
- ✓ [Other Pertinent Information](#)
- ✓ [Assurances](#)
- ✓ [Placement](#)
- ✓ [ESY](#)

[Create Draft IEP](#)

[Create Final IEP](#)

- 2) Answer the questions regarding the parent’s notification of the implications of a student’s non-participation in the FCAT.

State and District Testing for Natalie Test

The IEP team assures that parents are informed of the implications of a student's non participation in the FCAT and the implications for a student who is provided with classroom accommodations or modifications that are not permitted on FCAT.

The implications of the student's nonparticipation in FCAT It is appropriate to indicate N/A for PreK-2 students; and students who have already passed the FCAT.

Informed  Informed, but N/A

the implications of the student being provided with classroom accommodations or modifications that are not permitted on the FCAT. It is appropriate to indicate N/A for PreK-2 students; and students who have already passed the FCAT; and/or students whose classroom accommodations are all permitted on the FCAT.

Informed  Informed, but N/A

- 3) The answer selected for the 5 'Yes' or 'No' questions on the Present Levels and Goals tab will determine whether the student should be taking the FCAT or the Florida Alternate Assessment.
  - a. If the answer to all of these questions is 'Yes,' the student should take the Florida Alternate Assessment.
  - b. If the answer to any of these questions is 'No,' the student must take the FCAT.
- 4) If the student qualifies for the Alternate Assessment, but the team decides the student should still take the FCAT, select the box to override the system's decision.

If the student is taking the FCAT, click this box to override the below options.

Reason student is not participating in FCAT and justification for Alternate Assessment selected below:

Student Meets All Exemption Criteria

Indicate why the district assessment is inappropriate

The assessment does not accurately measure the student's abilities

Select the Alternate Assessment for Natalie.

The alternate District Approved Assessment to be given is the

Florida Alternate Assessment (FAA)

Comprehensive Planning Handbook (CPH)

Brigance Inventory of Early Development II (IED-II)

- 5) If the student must take the FCAT, select whether the student will participate with or without accommodations, will not participate, or has already passed the FCAT. Click 'Save and Continue.'

<p><i>Natalie will be required to participate in State/District Testing. Indicate if Natalie will participate without accommodations or will participate with accommodations. If Natalie will participate with accommodations, the "Add Accommodation" button appears on the page and can be used to add testing accommodations.</i></p>	
<p>FCAT and/or District Norm-Referenced Achievement Tests</p>	<p> <input checked="" type="radio"/> Will Participate Without Accommodations  <input type="radio"/> Will Participate With Accommodations  <input type="radio"/> Will Not Participate  <input type="radio"/> Passed FCAT-Will Not Participate         </p>

- 6) If you select the student will participate with accommodations, a button will appear to 'Add Accommodations.'

<p><i>Michael will be required to participate in State/District Testing. Indicate if Michael will participate without accommodations or will participate with accommodations. If Michael will participate with accommodations, the "Add Accommodation" button appears on the page and can be used to add testing accommodations.</i></p>	
<p>FCAT and/or District Norm-Referenced Achievement Tests</p>	<p> <input type="radio"/> Will Participate Without Accommodations  <input checked="" type="radio"/> Will Participate With Accommodations  <input type="radio"/> Will Not Participate  <input type="radio"/> Passed FCAT-Will Not Participate         </p>
<p>Accommodations/Modifications for FCAT and /or District Norm-Referenced Achievement Tests:</p>	
<p>Flexible Presentation-Enlarge print</p>	
<p>Flexible Responding-Write on test itself, rather than answer sheet</p>	

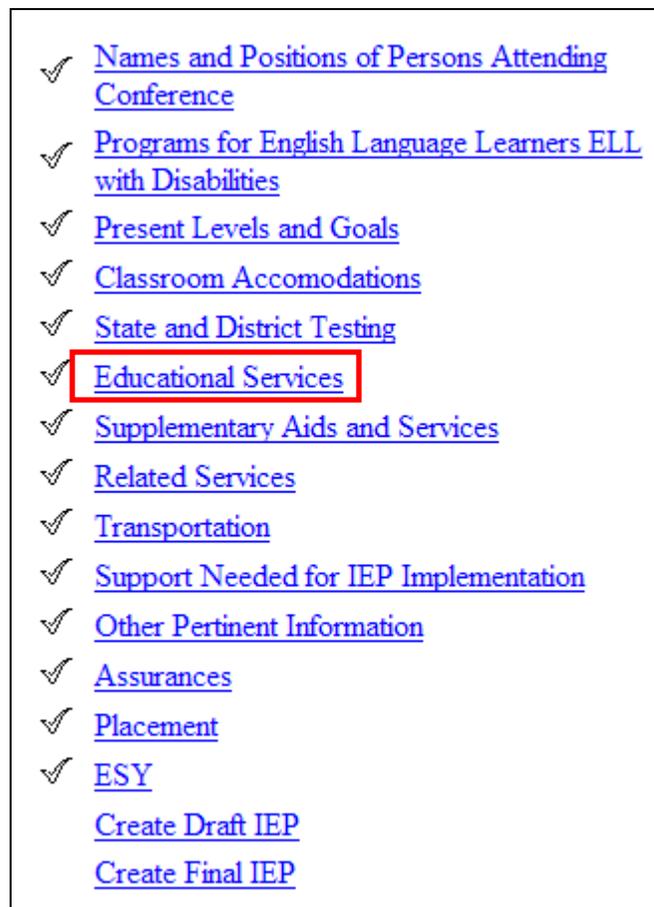
## *Educational Services*

### Educational Services Tab:

\*\* On this tab, the user will document the necessary educational service(s) to be provided to the student. He or she will specify the type of service(s), who will provide the service, where it will be provided, how long and how often the service(s) will be provided and the dates the service(s) will start and end.

\*\* Note that the Begin/End dates of the service cannot be outside the range of the IEP Begin/End date.

- 1) From the IEP Process tab – Click on the “Educational Services” link.



- 2) Check the activities that in which the student will participate with general education students and complete the LRE statement in the text box given.

**Educational Services for Natalie Test**

Indicate participation in non-academic and/or extracurricular activities with general education students: (check all that apply)

clubs       meals       recreational activities  
 recess       employment       community service  
 assemblies       counseling services       athletics  
 transportation       health services       other

Explain why the student cannot participate with students in general education class(es) and other non-academic activities for all or part of the school day.

LRE

Will the student be educated in the school he or she would attend if non-disabled?  
 Yes    No

- 3) The Priority Educational Needs selected on the Present Levels and Goals tab will automatically appear as Educational Services on this tab. Enter the amount, frequency, provider, location, and begin and end dates.

Priority Educational Need (PEN)	Amount & Frequency	Begin Date	End Date	Pct	Log
Anger Management Skills Area: Social/Emotional Behavior	<input type="text"/> min per <input type="text"/> day <input type="text"/> session(s) per <input type="text"/> day	<input type="text"/>	<input type="text"/>	0.00	
Provider		<input type="text"/>			
Location: <input type="text"/>					
Serving School: <input type="text" value="Avocado Elementary"/>					
Priority Educational Need (PEN)	Amount & Frequency	Begin Date	End Date	Pct	Log
Math Skills Area: Curriculum and Learning Environment	<input type="text"/> min per <input type="text"/> day <input type="text"/> session(s) per <input type="text"/> day	<input type="text"/>	<input type="text"/>	0.00	
Provider		<input type="text"/>			
Location: <input type="text"/>					
Serving School: <input type="text" value="Avocado Elementary"/>					

- 4) Click 'Save and Continue' to go back to the "IEP Process" page.

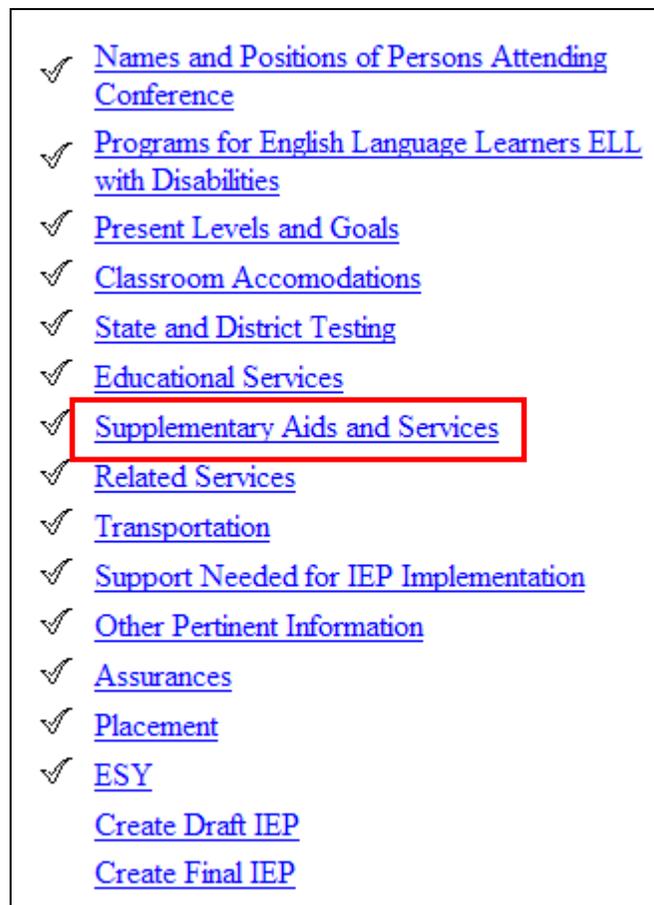
## *Supplementary Aids and Services*

### Supplementary Aids and Services Tab:

\*\* On this tab, the user will document the necessary supplementary aids and service(s) to be provided to the student. He or she will specify the type of service(s), who will provide the service, where it will be provided, how long and how often the service(s) will be provided and what days the service(s) will start and end.

\*\* Note that the Begin/End date of the service cannot be outside the range of the IEP Begin/End date.

- 1) From the IEP Process tab – Click on the “Supplementary Aids and Services” link.



- 2) Click on the ‘Add Supplementary Aids and Service(s)’ button.

**Supplementary Aids and Services for Natalie Test**

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*To add supplementary aids and services for Natalie click the button below, click one or more of the drop-down menus and highlight the requested service.*

Add Supplementary Aids and Services >>  
Save & Continue >>     Show Section

- 3) Select the necessary service(s) to be provided to the student using the dropdown menus. You can select up to four supplementary aids and services at once. Click ‘Save and Continue’ to return to the main “Supplementary Aids and Services” page.

**Add Supplementary Aids and Services for Natalie Test**

---

---

<< Back     Save & Continue >>

- 4) A table will now appear on the main “Supplemental Aids and Services” page for each of the services you selected. The following fields are required: Location, Serving School, Provider, Begin/End Date, and Frequency. Amount of Service is also required for services that are not consultative/collaborative.

Delete	Supplementary Aid	Amount of Service	Frequency	Begin Date	End Date	Pct	Log
<input type="checkbox"/>	Consultation in Social Studies	<input type="text"/> min per <input type="text"/> day	<input type="text"/> session(s) per day	<input type="text"/>	<input type="text"/>	0.00	-----
		<input type="checkbox"/> Consult	<input type="checkbox"/>	Provider	<input type="text"/>		
	Location: <input type="text"/>						
	Serving School: <input type="text" value="Barbara Goleman Senior High"/>						
There are no logs for this service							
Delete	Supplementary Aid	Amount of Service	Frequency	Begin Date	End Date	Pct	Log
<input type="checkbox"/>	Collaboration in Behavior	<input type="text"/> min per <input type="text"/> day	<input type="text"/> session(s) per day	<input type="text"/>	<input type="text"/>	0.00	-----
		<input type="checkbox"/> Consult	<input type="checkbox"/>	Provider	<input type="text"/>		
	Location: <input type="text"/>						
	Serving School: <input type="text" value="Barbara Goleman Senior High"/>						
There are no logs for this service							

- 5) If the services are consultative, click the check box next to “Consult.” Remember that Amount of Service is not required.

Delete	Supplementary Aid	Amount of Service	Frequency	Begin Date	End Date	Pct	Log
<input type="checkbox"/>	Consultation in Social Studies	<input type="text"/> min per <input type="text"/> day	<input type="text"/> session(s) per day	<input type="text"/>	<input type="text"/>	0.00	-----
		<input type="checkbox"/> Consult	<input type="checkbox"/>	Provider	<input type="text"/>		
	Location: <input type="text"/>						
	Serving School: <input type="text" value="Barbara Goleman Senior High"/>						
There are no logs for this service							

- 6) Click ‘Save and Continue’ to go back to the “IEP Process” page.

## ***Related Services***

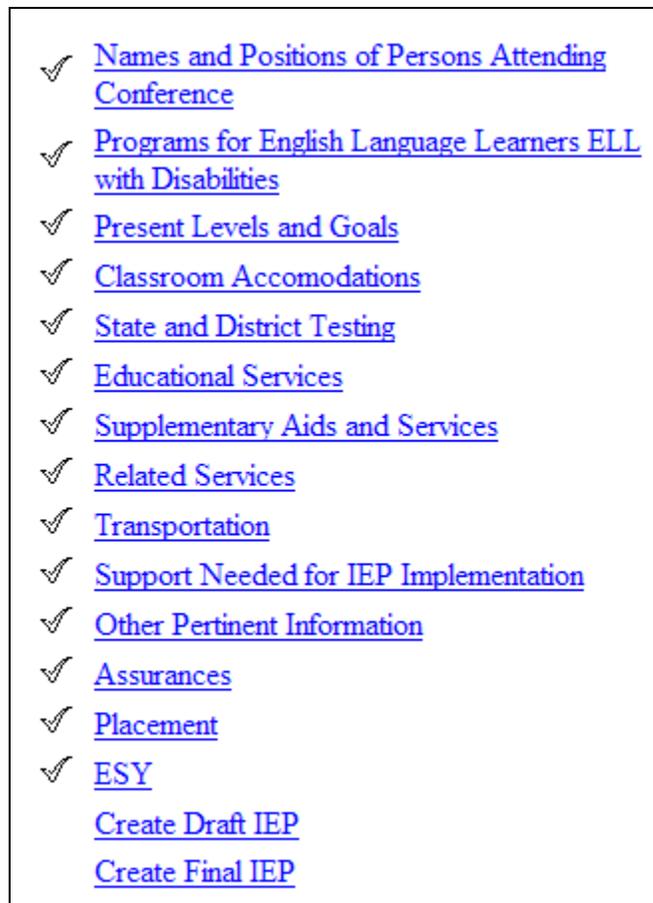
### Related Services Tab:

\*\* On this tab, you will enter any related services that the student receives during the regular school year. ESY services will be entered on the ESY tab.

\*\* Note that the Begin/End dates of the service cannot be outside the range of the IEP Begin/End date.

### To Add a Related Service:

- 1) From the IEP Process Tab – Click on the “Related Services” link.



- 2) Click ‘Add Related Services’ to add a new service.

**Related Services for Matthew Test**

To add a related service for Matthew click the button below, click one or more of the drop-down menus and highlight the requested service.

Click "Show Section" to view how this section will appear on Matthew's IEP.  
Click "Save and Continue" to save the changes and move to the IEP Process page.

There are no Related Services for this student yet

For consultative/collaborative services, the "Amount of Service" is not required.

- 3) Select the service(s) from the dropdown menus. You can add up to four related services at one time. After making your selection(s), click 'Save and Continue.'

**Add Related Services for Matthew Test**

Occupational Therapy

-none-

-none-

-none-

- 4) Enter the details for each Related Service and click 'Save' to save the changes and stay on the Related Services tab, or click 'Save and Continue' to return to the IEP Process tab.

Delete	Related Service	Amount of Service	Frequency	Begin Date	End Date	Pct	Log
<input type="checkbox"/>	Occupational Therapy	30 min per day	1 session(s) per day	07/01/2009	06/30/2010	9.09	<input type="button" value="Log"/>
	Location: ESE Class	Provider: Natasha Foster					
	Serving School: Barbara Goleman Senior High						
There are no logs for this service							

To Log a Related Service:

- 1) From the IEP Process Tab – Click on the “Related Services” link.
- 2) Click the ‘Log’ button beside the service you want to log.

Delete	Related Service	Amount of Service	Frequency	Begin Date	End Date	Pct	Log
<input type="checkbox"/>	Occupational Therapy	30 min per day	1 session(s) per day	07/01/2009	06/30/2010	9.09	Log
Location:		Provider					
ESE Class		Natasha Foster					
Serving School: Barbara Goleman Senior High							
There are no logs for this service							

- 3) Enter the service details and click ‘Update the Database.’ You must fill in all fields with an asterisk (\*).

Date of Service:	07/02/2009	*	Service Type:	Therapy - 314.01 - ADHD	*
Duration of Service:	Hours: <input type="text"/>	Minutes: 30	Group Size:	1	*
Progress Report:	Maintaining	*			
Comments:	<input type="text"/>				
<b>Areas Covered/Assessed: *</b>					
<input checked="" type="checkbox"/> Activities of Daily Living	<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Play / Social Interaction			
<input checked="" type="checkbox"/> Adaptive Equipment Application	<input type="checkbox"/> Home Visit	<input type="checkbox"/> Posture/Positioning Activities			
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> Neuromuscular Development	<input type="checkbox"/> Sensorimotor			
<input type="checkbox"/> Balance/Coordination	<input type="checkbox"/> Orthotics/Prosthetics	<input type="checkbox"/> Visual Motor			
<input type="checkbox"/> Developmental	<input type="checkbox"/> Parent/Teacher/Staff Consultation	<input type="checkbox"/> Visual Perceptual			
<input type="checkbox"/> Feeding/Oral Motor Training	<input type="checkbox"/> Planning/Organizational Skills				
<b>Update the Database</b>					

- 4) Review the service information you entered. If it is correct, click ‘Yes, log this service’ to save and return to the Related Services tab, or ‘Yes, log this service, then allow me to log another service for this student’ to continue logging. If the

information is not correct, click 'No, allow me to correct this information; to return to the service details screen and correct the errors.

 **Confirm Service Log Entry for Matthew Test (Occupational Therapy)**  
**Begin/End Date:** 07/01/2009..06/30/2010 **Time Spent:** 30 min/day **Frequency:** 1 times/day  
**Provider:** Deneen Gorassini **Location:** ESE Class **Serving School:** The Quest Center

Do you, **Heather Hayes**, confirm that the following information is correct?

<b>Service:</b>	Occupational Therapy
<b>Service Provided by:</b>	Heather Hayes
<b>Student's Name:</b>	Matthew Test
<b>Date of Service:</b>	07/02/2009
<b>Service Type:</b>	Therapy
<b>Duration of Service:</b>	30 mins
<b>Group Size:</b>	1
<b>Progress Report:</b>	Some progress; anticipate meeting goal
<b>Comments:</b>	
<b>Areas Covered/Assessed:</b>	Sensorimotor Fine Motor

[Yes, log this service](#)

Yes, log this service, then allow me to log another instance for this student/service

[No, allow me to correct this information](#)  
*(Please use this button to make corrections)*

To View Related Service Logs:

- 1) From the IEP Process Tab – Click on the “Related Services” link.
- 2) If there are logs entered for a service, you will see a ‘View Service Logs’ button below the service information. Enter the date range for the logs you want to see and click ‘View Service Logs.’

Delete	Related Service	Amount of Service	Frequency	Begin Date	End Date	Pct	Log
<input type="checkbox"/>	Occupational Therapy	30 min per day	1 session(s) per day	07/01/2009	06/30/2010	9.09	<a href="#">Log</a>
	<b>Location:</b> ESE Class	<b>Provider:</b> Natasha Foster					
	<b>Serving School:</b> Barbara Goleman Senior High						
	<a href="#">View Service Log -&gt;</a> On or After: 01/24/2010 Before: 02/25/2010 (1 logs exist from 02/01/2010 to 02/01/2010)						

- The next screen gives an overview of the service logs entered for the date range you specified. To see more detail about a particular service, click the 'Details' button to the right of the service.

Service Log for <b>William Test Student (01/24/2010..02/25/2010)</b>														
Service: Occupational Therapy Begin/End Date: 07/01/2009..06/30/2010 Frequency: 30 min/day														
Request Removal	Log ID	Date	Date/Time Signed	Type	Provider	Duration	Group Size	Progress	Comments	Areas Covered/Assessed	Bill Amt	BillID	Paid Amt	
<input type="checkbox"/>	7	02/01/2010	02/24/2010 12:19:00	Therapy - 314.01 - ADHD	Laura Conlon	0:30	1	Maintaining		Fine Motor Home Visit	0			<a href="#">Details</a>

- This screen displays the details for the service you selected.

Service Log Details for <b>Matthew Test (Log # 2562625)</b>	
Service: Occupational Therapy Begin/End Date: 07/01/2009..06/30/2010 Frequency: 30 min/day	
<b>Service Log ID</b>	2562625
<b>Date</b>	07/02/2009
<b>Date/Time Signed</b>	07/30/2009 10:49:00
<b>Type</b>	Therapy
<b>Provider</b>	Heather Hayes
<b>Duration</b>	0:30
<b>Group Size</b>	1
<b>Status</b>	Some progress; anticipate meeting goal
<b>Comments</b>	
<b>Areas Covered/Assessed *</b>	<ul style="list-style-type: none"> <li>Fine Motor</li> <li>Sensorimotor</li> </ul>

To Request Removal of Service Logs:

- From the IEP Process Tab – Click on the “Related Services” link.
- Follow the steps above to ‘View Service Logs.’
- On the service log summary page, you will see a ‘Request Removal’ checkbox to the left of the services. If you discover a mistake and need a log to be removed, check this box and click the ‘Request Removal’ button at the bottom of the screen.

Request Removal	Log ID	Date	Date/Time Signed	Type	Provider	Duration	Group Size	Progress	Comments	Areas Covered/Assessed	Bill Amt	BillID	Paid Amt	
	7	02/01/2010	02/24/2010 12:19:00	Therapy - 314.01 - ADHD	Laura Conlon	0:30	1	Maintaining		Fine Motor Home Visit	0			<a href="#">Details</a>

**Request Removal**

- 4) On the confirmation page, select ‘Yes, I wish this log entry to be removed’ and enter a short explanation as to why the log needs to be removed. (e.g., wrong date, wrong time, duplicate log, etc.) Then click ‘Request Log Removal.’

**Request Service Log Removal for William Test Student**

**Service:** Occupational Therapy  
**Begin/End Date:** 07/01/2009 .. 06/30/2010  
**Frequency:** 30 min/day

**Please confirm that you want to request that the following service log entries be removed.**

Date	Type	Provider	Duration	Group Size	Status	Comments	Areas Covered/Assessed
02/01/2010	Therapy - 314.01 - ADHD	Laura Conlon	0:30	1	Maintaining		Fine Motor Home Visit

**Are you sure you wish to request removal of this service log?**

Yes, I wish to request that this log entry be removed

**Why does this log need to be removed?**

Duplicate Log

NOTE: This page only submits a *request* that a log be removed. The log will not immediately be removed from the system. To make corrections this service must be re-logged after the existing log is removed

**Request Log Removal**

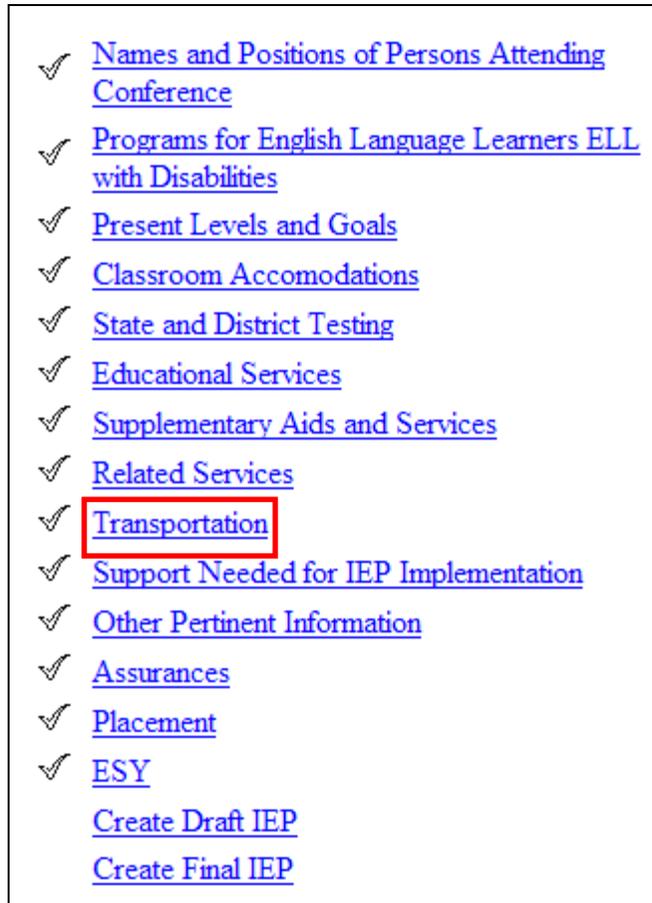
- 5) This will notify the system administrator that the log needs to be removed. Once the log has been deleted, you will receive a confirmation notice in your SPED EMS ‘Message Inbox.’

## ***Transportation***

### Transportation Tab:

\*\* On this tab, you will specify any special transportation needs for the student and fill in any relevant information.

- 1) From the IEP Process Tab – Click on the “Transportation” link.



- 2) Select whether transportation is required for the student using the dropdown menu. If transportation is not required, click ‘Save and Continue’ to return to the ‘IEP Process’ tab.

### Transportation for Natalie Test

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Transportation:

---

3) If transportation is required, you will see additional fields to fill out. Select the Primary and/or Secondary Transportation Modes, then click 'Save and Continue' to return to the IEP Process tab.

### Transportation for Natalie Test

---

Transportation:

**PRIMARY TRANSPORTATION MODE**  
(Check One Only)

Individualized Stop With Supervision   
  Lift Bus With Supervision   
  Car Seat (Under 40 lbs.)   
  Safety Belt/Unique Seating Device Individualized Stop With Supervision

Individualized Stop Without Supervision   
  Lift Bus Without Supervision   
  Safety Vest Individualized Stop With Supervision   
  Alternate Mode of Transportation May Be Required\*

\*Specify

**SECONDARY TRANSPORTATION MODE(S)**  
(Check all that apply)

Medically Fragile Student (Refer to Medical Consultative Review)   
  Community Based Vocational Education (CBVE)   
  Medical Equipment\*   
  Shortened School Day or Alternate School Day Time(s)

Student Transported Out of School District   
  Community Based Instructional (CBI)   
  Vocational/Share Time Program   
  Scholarship Program for Students with Disabilities

Aide Required

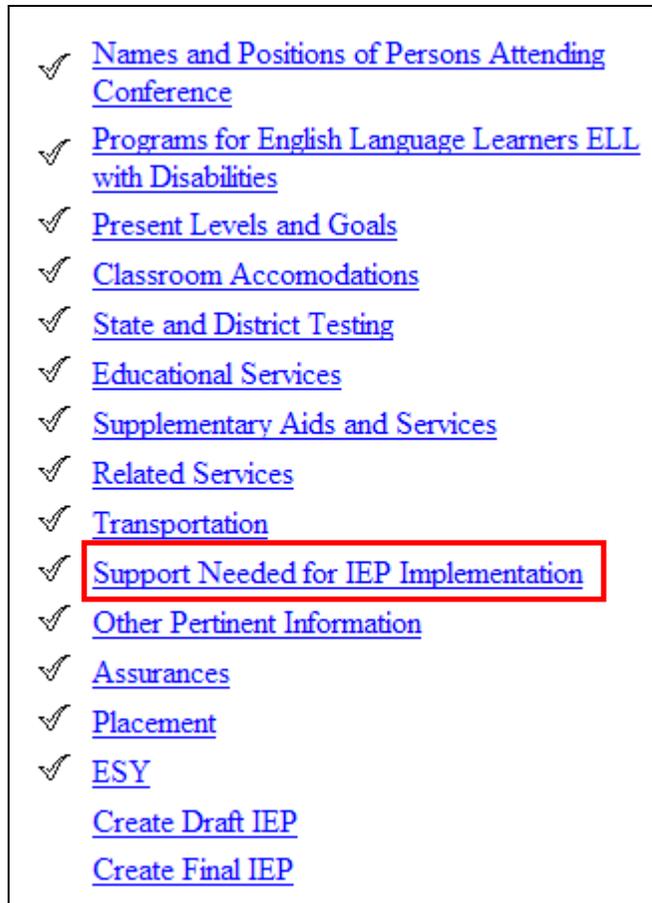
\*Specify

## ***Support Needed for IEP Implementation***

### Support Needed for IEP Implementation Tab:

\*\* On this tab, you will specify any specialized support needed for staff for the implementation of this student's IEP.

- 1) From the IEP Process Tab – Click on the “Support Needed for IEP Implementation” link.



A screenshot of a web application menu. The menu items are listed vertically, each preceded by a checkmark icon. The item "Support Needed for IEP Implementation" is highlighted with a red rectangular border. Below the menu items are two additional links: "Create Draft IEP" and "Create Final IEP".

- ✓ [Names and Positions of Persons Attending Conference](#)
- ✓ [Programs for English Language Learners ELL with Disabilities](#)
- ✓ [Present Levels and Goals](#)
- ✓ [Classroom Accomodations](#)
- ✓ [State and District Testing](#)
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- ✓ [Transportation](#)
- ✓ [Support Needed for IEP Implementation](#)
- ✓ [Other Pertinent Information](#)
- ✓ [Assurances](#)
- ✓ [Placement](#)
- ✓ [ESY](#)

[Create Draft IEP](#)

[Create Final IEP](#)

- 2) If there is a support service needed for staff to implement the IEP, fill out the appropriate fields.

Supports for School Personnel for William Test Student	
<input type="checkbox"/> None needed at this time.	
Add New Service:	
Title(s) of Individuals	Needs
<input type="text"/> <small>abc</small>	<input type="text"/> <small>abc</small>
<input type="button" value="Save and Add Additional Service"/>	
<input type="button" value="Save &amp; Continue &gt;&gt;"/> <input type="button" value="Show Section"/>	

- 3) If more than one service is needed, click ‘Save and Add Additional Service.’ When all services have been entered, click ‘Save and Continue’ to return to the IEP Process tab.

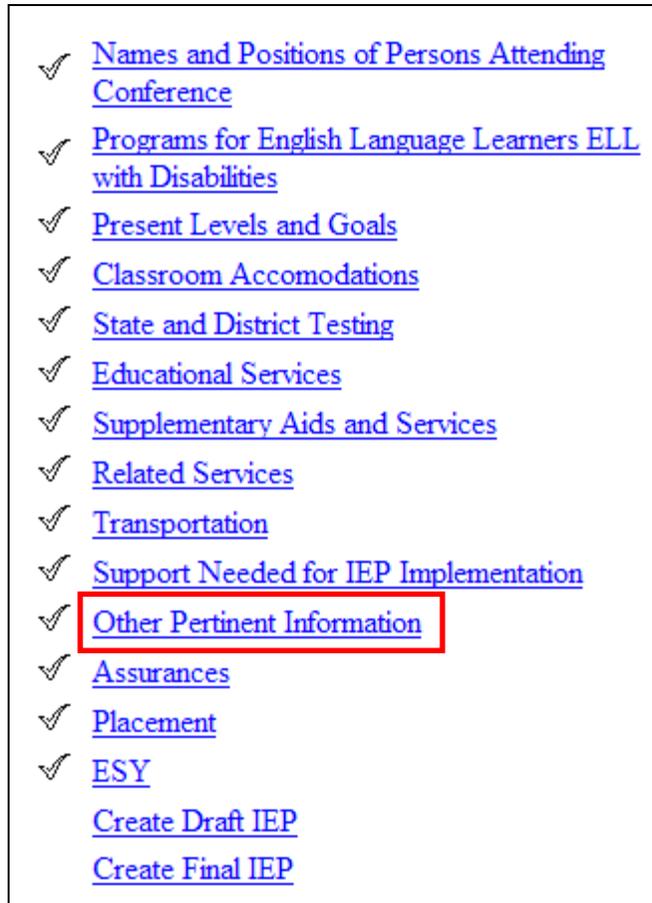
Supports for School Personnel for William Test Student		
<input type="checkbox"/> None needed at this time.		
Delete	Title(s) of Individuals	Needs
<input type="checkbox"/>	<input type="text" value="Title"/> <small>abc</small>	<input type="text" value="Needs"/> <small>abc</small>
<input type="button" value="Save and Add Additional Service"/>		
Add New Service:		
Title(s) of Individuals	Needs	
<input type="text"/> <small>abc</small>	<input type="text"/> <small>abc</small>	
<input type="button" value="Save and Add Additional Service"/>		
<input type="button" value="Save &amp; Continue &gt;&gt;"/> <input type="button" value="Show Section"/>		

## ***Other Pertinent Information***

### Other Pertinent Information Tab:

\*\* On this tab, you will specify any special considerations needed by the student in the following areas: health care, behavior, adaptive PE, assistive technology, transportation and communication.

- 1) From the IEP Process Tab – Click on the “Other Pertinent Information” link.



A screenshot of a web-based interface for creating an IEP. It features a list of options, each preceded by a checkmark icon. The options are: [Names and Positions of Persons Attending Conference](#), [Programs for English Language Learners ELL with Disabilities](#), [Present Levels and Goals](#), [Classroom Accomodations](#), [State and District Testing](#), [Educational Services](#), [Supplementary Aids and Services](#), [Related Services](#), [Transportation](#), [Support Needed for IEP Implementation](#), [Other Pertinent Information](#) (highlighted with a red rectangular box), [Assurances](#), [Placement](#), and [ESY](#). Below the list are two buttons: [Create Draft IEP](#) and [Create Final IEP](#).

- 2) Fill out any applicable information on this tab, then click ‘Save and Continue’ to return to the ‘IEP Process’ tab.

**Other Pertinent Information for Michael Frankel**

---

**Medications:**  
There are no Medication Services for this student yet.

(No items available)

Physical Restraint Procedures may be used if the student presents a danger to self/others

Other (e.g. allergies, restrictions)

3) To add medication services click the ‘Add Medication Services’ button.

**Medications:**  
There are no Medication Services for this student yet.

4) Fill out the Medication, Route, Dose, Days and Time information, and click the ‘Add Services and Return to Other Info Page’ button

**Add Medication Treatment Services for Michael Frankel**

Medication	Route	Dose	Days					Time		
			Mon	Tue	Wed	Thur	Fri			
Clobazam	Oral	5 capsule	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	00	pm

## *Assurances*

### Assurances Tab:

\*\* On this tab, you will specify any special considerations needed by the student in the following areas: health care, behavior, adaptive PE, assistive technology, transportation and communication.

- 1) From the IEP Process Tab – Click on the “Assurances” link.

<ul style="list-style-type: none"><li>✓ <a href="#">Names and Positions of Persons Attending Conference</a></li><li>✓ <a href="#">Programs for English Language Learners ELL with Disabilities</a></li><li>✓ <a href="#">Present Levels and Goals</a></li><li>✓ <a href="#">Classroom Accomodations</a></li><li>✓ <a href="#">State and District Testing</a></li><li>✓ <a href="#">Educational Services</a></li><li>✓ <a href="#">Supplementary Aids and Services</a></li><li>✓ <a href="#">Related Services</a></li><li>✓ <a href="#">Transportation</a></li><li>✓ <a href="#">Support Needed for IEP Implementation</a></li><li>✓ <a href="#">Other Pertinent Information</a></li><li>✓ <a href="#">Assurances</a></li><li>✓ <a href="#">Placement</a></li><li>✓ <a href="#">ESY</a></li><li><a href="#">Create Draft IEP</a></li><li><a href="#">Create Final IEP</a></li></ul>
--

- 2) Answer the questions on the tab using the dropdown menus and select boxes.

**Assurances for Natalie Test**

---

*Please answer "Yes" or "No" for each category listed.*

Assistive Technology devices and services needs\*

Specific "Assistive Technology Needs" include:

<input type="checkbox"/> adapted keyboard	<input type="checkbox"/> adapted mouse
<input type="checkbox"/> adapted utensils	<input type="checkbox"/> adapted writing utensil
<input type="checkbox"/> alternative calculator	<input type="checkbox"/> auditory alerts
<input type="checkbox"/> enlarged text	<input type="checkbox"/> environmental control unit
<input type="checkbox"/> magnifying devices	<input type="checkbox"/> manual communication
<input type="checkbox"/> mobility devices	<input type="checkbox"/> onscreen keyboard
<input type="checkbox"/> operation system adaptations	<input type="checkbox"/> organizers
<input type="checkbox"/> picture/symbol communication system	<input type="checkbox"/> portable word processor
<input type="checkbox"/> positioning equipment	<input type="checkbox"/> specialized access software
<input type="checkbox"/> static display	<input type="checkbox"/> switch
<input type="checkbox"/> touch screen	<input type="checkbox"/> visual schedule
<input type="checkbox"/> voice output communication aid	<input type="checkbox"/> voice recognition software
<input type="checkbox"/> other	

- 3) If 'No' is selected, there are no additional items to fill out for that area. If 'Yes' is selected, a list of additional items will appear. Follow the directions and enter the appropriate information.

**Assurances for Natalie Test**

---

*Please answer "Yes" or "No" for each category listed.*

Assistive Technology devices and services needs\*

Positive behavior Interventions, strategies, and supports for students whose behavior impedes learning\*

Behavior is addressed through Goals and Benchmarks:

A Positive Behavior Intervention Plan has been developed for the student:

The Functional Behavioral Assessment will be conducted by   and

a Positive Behavioral Intervention Plan will be developed if appropriate based on the Functional Behavioral Assessment.

Details:

reaws

- 4) Click 'Save and Continue' to return to the "IEP Process" page.

## *Placement*

### Placement Tab:

\*\* On this tab, you will indicate the areas of participation or removal from general education.

- 1) From the IEP Process Tab – Click on the “Placement” link.

<ul style="list-style-type: none"><li>✓ <a href="#">Names and Positions of Persons Attending Conference</a></li><li>✓ <a href="#">Programs for English Language Learners ELL with Disabilities</a></li><li>✓ <a href="#">Present Levels and Goals</a></li><li>✓ <a href="#">Classroom Accomodations</a></li><li>✓ <a href="#">State and District Testing</a></li><li>✓ <a href="#">Educational Services</a></li><li>✓ <a href="#">Supplementary Aids and Services</a></li><li>✓ <a href="#">Related Services</a></li><li>✓ <a href="#">Transportation</a></li><li>✓ <a href="#">Support Needed for IEP Implementation</a></li><li>✓ <a href="#">Other Pertinent Information</a></li><li>✓ <a href="#">Assurances</a></li><li>✓ <a href="#">Placement</a></li><li>✓ <a href="#">ESY</a></li><li><a href="#">Create Draft IEP</a></li><li><a href="#">Create Final IEP</a></li></ul>
--

- 2) Select the factors considered in selecting the student’s placement.

*Check all factors considered in selecting the student's placement and ensuring that it is in the least restrictive environment*

CONSIDERATIONS: Check all factors considered in selecting the student's placement and ensuring that it is in the least restrictive environment

<input type="checkbox"/> student frustration and stress	<input type="checkbox"/> student self-esteem and worth
<input type="checkbox"/> disruption of students in general education classes	<input type="checkbox"/> disruption of students in special education classes
<input type="checkbox"/> distractibility	<input type="checkbox"/> need for lower pupil-to-teacher ratio
<input type="checkbox"/> time required to master educational objectives	<input type="checkbox"/> need for instructional technology
<input type="checkbox"/> mobility problems in a large school setting	<input type="checkbox"/> safety concerns due to physical conditions
<input type="checkbox"/> health and safety concerns requiring adaptive equipment	<input type="checkbox"/> lack of emotional control causing harm to self and others
<input type="checkbox"/> social skills causing increased isolation	<input type="checkbox"/> difficulty completing tasks
<input type="checkbox"/> other: <input type="text"/>	

- 3) You can also indicate the student's Home School, which defaults to the school that the student is assigned to on their Personal Information page, or the student's Assigned School.

**Home School:**

**Assigned School:**

- 4) You will see a table at the bottom where the system calculates the student's minutes per week, percent of time with nondisabled peers, the percent of time removed and the placement. These are calculated based on the amount of time entered for Educational Services, Supplementary Aids and Services, and Related Services with an ESE location.

Total time in School Week (minutes/week)	08/20/2010	-	11/10/2010	1650
Minutes per Week with Non-Disabled peers	08/20/2010	-	11/10/2010	1620
Percent of time with Non-Disabled peers	08/20/2010	-	11/10/2010	98.18%
Percent of time removed	08/20/2010	-	11/10/2010	1.82%
Placement (based on IDEA percent of time with non-disabled students)	08/20/2010	-	11/10/2010	General Education Class

- 5) You should also make all of the appropriate selections for any student that is eligible for gifted.

**Gifted Services**

Delivery Model(s):

Elementary Content       Elementary Full-time       Middle School Gifted Courses

Senior High School Gifted Courses       Consultation (Senior High School or Hospital/Homebound or Alternative Ed only)

Location of Services

Ada Merritt K-8 Center/Region 3

Number of Gifted Contact Hours (per week):

10

6) Make all of the appropriate selections for an ELL student.

*TYPE AND LOCATION OF ELL SERVICES: (Check all that apply based upon present levels of performance, behavioral observations, and the language dominance/proficiency assessment.)*

Type and Location of ELL Services:	General Education	ESE Program
English for Speakers of Other Languages (ESOL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curriculum Content in English (Math, Science, Social Studies, Computer Lit.) Using ESOL Strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum Content in the Home Language (Elementary) (Math, Science, Social Studies, Computer Lit.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bilingual Curriculum Content (Secondary Schools) (Math, Science, Social Studies, Computer Lit.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Home Language Arts (Spanish-S/Haitian Creole)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

7) Click 'Save and Continue' to return to the "IEP Process" page.

## ***Extended School Year (ESY)***

### ESY Tab:

\*\* On this tab, you will enter information regarding Extended School Year services for the student.

- 1) From the IEP Process Tab – Click on the “ESY” link.

<ul style="list-style-type: none"><li>✓ <a href="#">Names and Positions of Persons Attending Conference</a></li><li>✓ <a href="#">Programs for English Language Learners ELL with Disabilities</a></li><li>✓ <a href="#">Present Levels and Goals</a></li><li>✓ <a href="#">Classroom Accomodations</a></li><li>✓ <a href="#">State and District Testing</a></li><li>✓ <a href="#">Educational Services</a></li><li>✓ <a href="#">Supplementary Aids and Services</a></li><li>✓ <a href="#">Related Services</a></li><li>✓ <a href="#">Transportation</a></li><li>✓ <a href="#">Support Needed for IEP Implementation</a></li><li>✓ <a href="#">Other Pertinent Information</a></li><li>✓ <a href="#">Assurances</a></li><li>✓ <a href="#">Placement</a></li><li>✓ <a href="#">ESY</a></li><li><a href="#">Create Draft IEP</a></li><li><a href="#">Create Final IEP</a></li></ul>
--

- 2) Select the answers to the questions presented from the dropdown menus and enter the data sources used to answer those questions.
- 3) Select whether the student is in need of ESY services. If the answer is ‘No’ or ‘To be determined’ this tab is complete. Click ‘Save and Continue’ to return to the IEP Process tab.

1. Significant or substantial regression will occur on IEP goals/related services without extended school year services?

Specify the data sources used to answer the question above (must be completed for all students).

Data sources used.

2. Emerging critical life skills will be significantly impacted without extended school year services?

Specify the data sources used to answer the question above (must be completed for all students).

Data sources for emerging life skills.

3. Behaviors related to the disability will be significantly impacted without extended school year services?

Specify the data sources used to answer the question above (must be completed for all students).

Data sources for behaviors.

4. Previously learned critical life skills/goals will be significantly impacted without extended school year services?

Specify the data sources used to answer the question above (must be completed for all students).

Data sources for previous life skills.

Is the student in need of ESY services?

- 4) If you select 'Yes' the student is in need of ESY services, below these questions, you will enter any Educational or Related Services the student will receive during ESY. You will see the services the student currently receives during the regular school year, but these are not yet identified for ESY.
- 5) To add an ESY Service, click the 'Save and Add Additional Special Ed Services' button.

*Review the service(s) listed below for Michael and then add the appropriate ESY Supplementary Aids and Services by clicking on "Add ESY Supplementary Aids and Services for ESY". Please remember that service(s) provided during ESY can not exceed those services provided during the school year.*

*Enter the "Amount of Service" and "Frequency" for each of Michael's Supplementary Aids and Services  
Enter a "Begin Date" and/or "End Date" for ESY services.  
For consultative/collaborative services, the "Amount of Service" is not required, but "Frequency" is still required.*

Service	Amount of Service	Frequency
Collaboration in Language Arts	60 minute(s) per day	
Consult/Collaborate	No	

- 6) Select any ESY Educational Services and click 'Save and Continue.' You can add up to four Educational Services at a time.

**Add ESY Supplementary Aids and Services for Michael Frankel**

Consultation in Daily Living ▼  
 -none- ▼  
 -none- ▼  
 -none- ▼

<< Back
Save & Continue >>

- 7) The service(s) you selected now appear on the ESY page. Enter the details for the service(s) and click 'Save and Continue.'

Service	Amount of Service	Frequency
Pre-Academic Skills	minute(s) per day	
Consult/Collaborate	No	

Delete	Service	Amount of Service	Frequency	Begin Date	End Date
<input type="checkbox"/>	Consultation in Daily Living	<input type="text" value="30"/> min per day	<input type="text" value="1"/> session(s) per day	<input type="text" value="07/01/2009"/>	<input type="text" value="08/06/2009"/>
	Location: ESY District School Site	Consult/Collaborate <input type="checkbox"/>			

Save & Continue >>
Show Section

- 8) Repeat the process above for any ESY Related Services.
- 9) Below the Related Services section, you will see all of the goals currently entered for the student. Select at least one goal to be implemented during ESY, and click 'Save and Continue.'

ESY	Area of Need	Annual Goal/Benchmark(s)
<input type="checkbox"/>	Social/Emotional Behavior	This is a goal that can be reused.
<input type="checkbox"/>	Independent Functioning	This is a goal that can be reused.

10) The ESY Assurances questions are the located below the Goals section. Answer these questions using the dropdown menus. You should be sure to fill in all associated questions with each assurance that you answer “Yes” to.

Select the Assurances required for ESY by selecting "yes" or "no" from the drop-down menu, then check the ESY box next to the specific special consideration for those specific needs required for ESY.

Assistive Technology devices and services needs\*:

Positive behavior Interventions, strategies, and supports for students whose behavior impedes learning\*:

Communication Needs of the student\*:

Language needs for students with Limited English Proficiency

Braille ESY:

Is Braille necessary?

If Braille is not necessary, a rationale must be provided

because he can read

11) Click ‘Save and Continue’ to return to the “IEP Process” page.

## *Create Draft IEP*

### Create Draft IEP Tab:

\*\* On this tab, the user will create a draft IEP.

- 1) From the IEP Process Tab – Click on the “Create Draft IEP” link.



A screenshot of a web application interface for creating a draft IEP. The interface is enclosed in a black rectangular border. It features a list of 14 items, each preceded by a blue checkmark icon. The items are: [Names and Positions of Persons Attending Conference](#), [Programs for English Language Learners ELL with Disabilities](#), [Present Levels and Goals](#), [Classroom Accomodations](#), [State and District Testing](#), [Educational Services](#), [Supplementary Aids and Services](#), [Related Services](#), [Transportation](#), [Support Needed for IEP Implementation](#), [Other Pertinent Information](#), [Assurances](#), [Placement](#), and [ESY](#). Below this list are two more links: [Create Draft IEP](#) and [Create Final IEP](#).

- 2) Fill in the IEP Meeting Date and check that the beginning and end dates of the IEP are correct.
- 3) Select the appropriate conference information.
- 4) Select the parent contacts that are associated with this IEP.
- 5) If you would like the document to be translated into Spanish or Creole, select the desired language from the dropdown menu.

### Create Draft document for Michael Frankel

The following information is required before you can create this Draft Document

IEP Meeting Date: 11/02/2009

Beginning Date of IEP: 11/04/2009

Ending Date of IEP: 11/03/2010

A copy of the procedural safeguards was provided on: 10/20/2009

#### CONFERENCE INFORMATION:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Annual Review<br><input type="checkbox"/> Transition (must be checked age 14 and older)<br><input type="checkbox"/> Consideration to/from Alternative Education Program<br><input type="checkbox"/> Modification of Placement Status | <input type="checkbox"/> Reevaluation (Copy of evaluation report was issued to parent)<br><input type="checkbox"/> Manifestation Determination<br><input type="checkbox"/> Other <input style="width: 100px;" type="text"/><br><input type="checkbox"/> Revision (Interim) |
|--|--|

Please indicate which of the following contacts relate to this IEP:

	Person making contact	Parent	Contact Method	Contact Date	Contact Result
<input checked="" type="checkbox"/>	Natalie Foster	Joe Frankel	Letter	10/01/2009	Parent will attend meeting
<input checked="" type="checkbox"/>	Natalie Foster	Joe Frankel	Letter	10/06/2009	Parent will attend meeting

If you would like this document translated into another language, please select it from the list:

- 6) Check the box to confirm that a parent of the student was given the Procedural Safeguards.

Parent(s) indicated concern with the recommendations of the professional staff on the IEP committee and were provided with Procedural Safeguards. The IEP will be implemented unless the parent exercised one of the options described in Procedural Safeguards.

- 7) Select the persons responsible for the implementation of the IEP, fill in any conference notes desired, and click 'Create Draft IEP.'

**Person(s) responsible for the implementation of this IEP include:**

General Education Teacher(s)   
 ESE Teacher(s)   
 Speech/Language Pathologist  
 Physical Therapist   
 Occupational Therapist   
 Orientation and Mobility Specialist  
 Psychologist   
 Other(s):

Notification and explanation of responsibilities will be made to persons indicated above by:

**Conference Notes**

Date:  

conference notes here.....

**Create Draft IEP**

8) The system will create a Draft IEP. Click 'View the IEP' to open the document. If any errors appear, these must be fixed before a Final IEP can be created.

**Download Draft Document for [Lauren Baker](#)**

Click here to [view the IEP](#)

**Note:** Draft documents are not official documents. They are intended for review only.

(2.99 secs.)

## *Create Final IEP*

### Create Final IEP Tab:

\*\* On this tab, the user will create a Final IEP.

- 1) From the IEP Process Tab – Click on the “Create Final IEP” link.

<ul style="list-style-type: none"><li>✓ <a href="#">Names and Positions of Persons Attending Conference</a></li><li>✓ <a href="#">Programs for English Language Learners ELL with Disabilities</a></li><li>✓ <a href="#">Present Levels and Goals</a></li><li>✓ <a href="#">Classroom Accomodations</a></li><li>✓ <a href="#">State and District Testing</a></li><li>✓ <a href="#">Educational Services</a></li><li>✓ <a href="#">Supplementary Aids and Services</a></li><li>✓ <a href="#">Related Services</a></li><li>✓ <a href="#">Transportation</a></li><li>✓ <a href="#">Support Needed for IEP Implementation</a></li><li>✓ <a href="#">Other Pertinent Information</a></li><li>✓ <a href="#">Assurances</a></li><li>✓ <a href="#">Placement</a></li><li>✓ <a href="#">ESY</a></li></ul> <p><a href="#">Create Draft IEP</a></p> <p><a href="#">Create Final IEP</a></p>
--

- 2) All of the fields will already be filled in with the information you entered on the “Create Draft IEP” Tab. If there are still errors, click the ‘View Errors’ button to see a list.

<p><b>You cannot create a final IEP at this time. Click the 'View Errors' button to see all errors that must be corrected.</b></p> <p style="text-align: center;"><a href="#">View Errors &gt;&gt;</a></p> <p style="text-align: center;"><a href="#">Save &amp; Continue &gt;&gt;</a></p>
--

You have indicated that Natalie will participate with Accommodations, but you have not entered any accommodations, please select the appropriate accommodations or select the option that Natalie "Will Participate WITHOUT Accommodaitons"

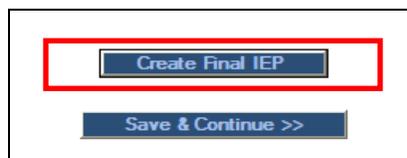
You indicated that Natalie has Assistive Technology Needs, but you have not indicated any specific Assistive Technology Needs. Please select the appropriate specific assistive technology needs for Natalie.

ESY 1 Please answer ESY question number 1. ESY 2 Please specify the data source used to answer ESY question number 1. ESY 3 Please answer ESY question number 2. ESY 4 Please specify the data source used to answer ESY question number 2. ESY 5 Please answer ESY question number 3. ESY 6 Please specify the data source used to answer ESY question number 3. ESY 7 Please answer ESY question number 4. ESY 8 Please specify the data source used to answer ESY question number 4. ESY 9 Please indicate whether or not Natalie is in need of ESY services.

Please check all factors considered in selecting the student's placement and ensuring that it is in the least restrictive environment

You do not have all green check marks on the IEP Process tab. Please go back and make sure you have gone to all of the tabs in the process. Please select an individual responsible for notification and explanation of responsibilities.

- 3) You can print this screen if desired to return to the tabs and correct the errors.
- 4) After correcting all errors, make any necessary changes to the meeting information and click 'Create Final IEP.'



- 5) The system will create a Final IEP. Click 'View the IEP' to open the document.



- 6) If you discover mistakes in the document after creating the Final IEP, you can re-create the Final IEP within 24 hours of the original. The system will replace the previous version with the new version you create. After 24 hours, a Final IEP must be removed by an administrator.
- 7) If you need to replace a previous IEP within 24 hours, check the box that appears when you click the 'Create Final IEP' link on the "IEP Process" tab.

Create Final document for Lauren Baker



An IEP was created for Lauren Baker on 07/30/2009, which is only 0 days ago.  
If that IEP should be deleted and replaced with the one you are about to create, click in this checkbox.

The following information is required before you can create this Final Document

IEP Meeting Date: 05/27/2009

Beginning Date of IEP: 05/09/2009

Ending Date of IEP: 05/08/2010

## DOCUMENTS TAB

• Students	• Personal Info	• ESE Team	• Family/Others	• Assessments	• Eligibility
• Contacts	• IEP Process	• EP Process	• 504 Process	• Documents	• Log Out

### To Create a Document:

- 1) From the Students Menu – Click on the “Documents” Tab.
- 2) Any documents that have already been created for that student will be displayed at the bottom of the page.

Documents created for Lauren Baker				
<u>Doc ID</u>	<u>Date Generated</u>	<u>Generated By</u>	<u>Document</u>	<u>Status</u>
180	07/27/2009	Eric Shaw	<a href="#">Eligibility</a>	(Draft)
138	04/20/2009	Troy Irwin	<a href="#">Eligibility</a>	Final
137	04/20/2009	Troy Irwin	<a href="#">Matrix of Services</a>	Final
136	04/20/2009	Troy Irwin	<a href="#">Parent Participation Form</a>	Final
135	04/20/2009	Troy Irwin	<a href="#">Progress Report (Spanish) (2008-2009 RP 4)</a>	Final
132	04/20/2009	Troy Irwin	<a href="#">IEP-At-a-glance</a>	Final
130	04/20/2009	Troy Irwin	<a href="#">IEP</a>	Final
117	04/17/2009	Eric Shaw	<a href="#">Matrix of Services</a>	Final
39	01/05/2009	Eric Shaw	<a href="#">Matrix of Services</a>	Final
32	01/05/2009	Eric Shaw	<a href="#">IEP Closeout</a>	Final

- 3) Click on the circle next to the document you would like to create.

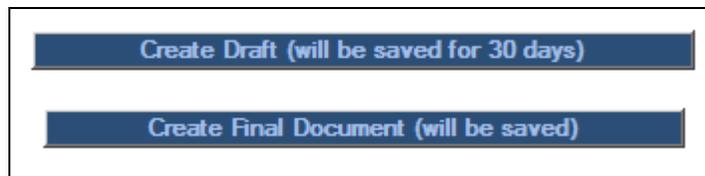
 **Documents for Michael Frankel**

**Documents:**

<input type="radio"/> Interim IEP	<input type="radio"/> Transition Exit Summary
<input type="radio"/> IEP-At-a-glance	<input type="radio"/> Education Plan
<input type="radio"/> IEP Excusal Input	<input type="radio"/> FLMiami Eligibility
<input type="radio"/> IEP Team Excusal Permission	<input type="radio"/> FLMiami Eligibility (Denial)
 <input type="radio"/> Miami Manifestation Determination	<input type="radio"/> 504 Eligibility
<input type="radio"/> Matrix of Services	<input type="radio"/> Miami - Notice of Proposal/Refusal
<input type="radio"/> Physical Restraint Notification	<input type="radio"/> 6238 Transfer Of Rights
<input type="radio"/> Progress Report	<input type="radio"/> 504 Plan
<input type="radio"/> PSSP Document	<input type="radio"/> 504 Non-Eligibility

**Letters:**  4851 Notification of Meeting  FL-Miami-PlacementConsent

- 4) Click the ‘Create Draft’ button to create a document with a draft watermark (this will be saved for 30 days).
- 5) Click the ‘Create Final’ button to create a final document  
*\*\* Remember: Always create a draft document and ensure there are no errors before creating a final document. \*\**



- 6) If there is additional information needed to create the document, you will see this on the next page. Fill out all necessary information and click ‘Create’.
- 7) The next page will have a link to view the document in pdf format.  
*\*\* You must have Adobe Acrobat Reader to view documents. If you do not, go to the login screen and click on the link on the bottom left \*\**

 **Download Draft Document for Lauren Baker**

Click here to [view the Eligibility](#)

To view all documents created for any of your students:

- 1) From the Main Menu tab – click on the “My Docs” button.

- 2) In the Document Type column, click on the [blue link](#) of the document you wish to view.
- 3) You can sort the list by any of the column titles by clicking on the [blue link](#) of the column name.



### Documents for students of Eric Shaw

This page lists documents you've created, or that were created by someone else for students for whom you are the Case Manager, within the past year (including draft documents that have not expired), or a subset of those documents if the search page was used or if coming from the Progress Report Card Wizard. This page appears immediately after running the Progress Report Card Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

<a href="#">Date Created</a>	<a href="#">Created By</a>	<a href="#">Student</a>	<a href="#">Batch</a>	<a href="#">Document</a>	<a href="#">Year / Report Pd</a>	<a href="#">Status</a>
07/27/2009	Eric Shaw	Lauren Baker	<input type="checkbox"/>	<a href="#">Eligibility</a>		(Draft)
04/20/2009	Troy Irwin	Lauren Baker	<input type="checkbox"/>	<a href="#">Eligibility</a>		Final
04/20/2009	Troy Irwin	Lauren Baker	<input type="checkbox"/>	<a href="#">Matrix of Services</a>		Final
04/20/2009	Troy Irwin	Lauren Baker	<input type="checkbox"/>	<a href="#">Parent Participation Form</a>		Final
04/20/2009	Troy Irwin	Lauren Baker	<input type="checkbox"/>	<a href="#">Progress Report (Spanish) (2008-2009 RP 4)</a>	2008-2009 / Marking Period 4	Final
04/20/2009	Troy Irwin	Lauren Baker	<input type="checkbox"/>	<a href="#">IEP-At-a-glance</a>		Final
04/20/2009	Troy Irwin	Lauren Baker	<input type="checkbox"/>	<a href="#">IEP</a>		Final
04/17/2009	Eric Shaw	Lauren Baker	<input type="checkbox"/>	<a href="#">Matrix of Services</a>		Final
01/07/2009	Troy Irwin	Avery Fargos	<input type="checkbox"/>	<a href="#">Matrix of Services</a>		Final
01/07/2009	Troy Irwin	Nicholas Ernestson	<input type="checkbox"/>	<a href="#">Matrix of Services</a>		Final

# REPORTS TAB

Log Out | Main Menu | Students | My Docs | Wizards | Reports | Report Inbox | My Info

To Create a Report:

- 1) From the Main Menu – Click on the “Reports” Tab.
- 2) Click on the [Report Name](#) you wish to create.



## Reports

<b>Student Reports</b>	<b>User Reports</b>
(None Available)	(None Available)
<b>Service Reports</b>	<b>Service Log Reports</b>
(None Available)	<a href="#">Service Documentation Review</a>
<b>Scheduled Reports</b>	
<a href="#">All Services Summary</a> <a href="#">Active Student Listing (pdf)</a> <a href="#">Caseload Report - Summary</a> <a href="#">Duplicate Students</a> <a href="#">Caseloads Report - Student Information</a> <a href="#">Recent Logins</a> <a href="#">Services Documentation Review Printed</a> <a href="#">Inactive Student Listing (PDF)</a>	<a href="#">Logged Related Services Summary</a> <a href="#">Projected/Missed Eligibility Meetings</a> <a href="#">Projected/Missed IEP Meetings(PDF)</a> <a href="#">Service Log</a> <a href="#">Service Log (text version)</a> <a href="#">Printable Service Report</a> <a href="#">Monthly Documentation Report</a>

- 3) Fill in the appropriate information
- 4) Click the ‘Next’ or ‘Continue’ button at the bottom of the page.

**Service Documentation Review**

Type of Date to Use:

Start Date:

End Date:

Order the results by:

\*\* Some reports are generated in excel or txt format, but others simply display the results in the web page.

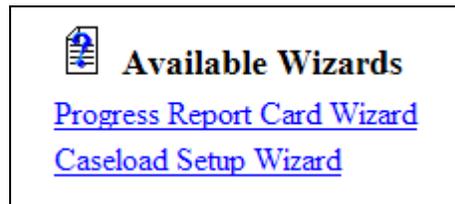
## PROGRESS REPORT WIZARD

Students | My Docs | My Reports | RTI-Wizards | **Wizards** | Select a School | School System Information | Users | Update Information



### To Use the Progress Report Wizard:

- 1) From the Main Menu – Click on the “Wizards” Tab.
- 2) Then click on the [Progress Report Card Wizard](#).



- 3) Then click on the [Progress Report Card Wizard](#).
- 4) The School Year field will default to the current school year. Select the Reporting Period from the dropdown menu.
- 5) Select the student(s) for whom you would like to update status and/or generate Report Cards and click ‘Continue.’



## Progress Report Card Wizard (Select Students)

This wizard will guide you through generating Progress Report Cards for your students.

Please be sure to select the correct Reporting Period.

School Year: 2008-2009

Reporting Period:

- Select the students for whom you would like to update status and/or generate Progress Report Cards.
- Students that do not have a currently valid final IEP / ISP / IFSP will not show in this list.
- Students who transferred into this school system with events but without detailed historical information may show as having a current IEP / ISP / IFSP, but will also not appear below and will need a new IEP / ISP / IFSP before a Progress Report Card can be created.

Adrian Adams

  Tyron Biffi

Bryan Tellez

George Edward Trapani

(4 available students)

6) Update all information for each student.

7) You can click the *Skip this student* Button if you do not want to create a report card for the student.



### Progress Report for Adrian Adams (2008-2009 - Marking Period 1) (Student 1 of 4)

**Annual Goal:** In the classroom setting, when given objects/colors/shapes, Adrian will match them, given verbal and visual prompting in 4 out of 5 trials by September 2009.

**Status:**

**Annual Goal:** Adrian will sit and attend to an activity for 20 minutes with minimal teacher prompting in 4 out of 5 trials by September 2009.

**Status:**

8) Once you have updated the information, you have 4 options:

- a. Create a final report card for the student
- b. Create a draft report card for the student
- c. Just update the database, which saves your work and keeps the screen on the current student
- d. Update the database to save your work and move to the next student.

<b>Status Summary Narrative:</b>	
<b>Create Final Progress Report Card and Move to Next Student</b>	
<b>Create Draft Progress Report Card and Move to Next Student</b>	
<b>Just Update the Database</b>	
<b>Update and Move to Next Student</b>	

# MATRIX OF SERVICES DOCUMENT

- Students
- Personal Info
- ESE Team
- Family/Others
- Assessments
- Eligibility
- Contacts
- IEP Process
- EP Process
- 504 Process
- Documents
- Log Out

## To Create a Document:

- 1) From the Students Menu – Click on the “Documents” Tab.
- 2) Any documents that have already been created for that student will be displayed at the bottom of the page.

<b>Documents created for Lauren Baker</b>				
<u>Doc ID</u>	<u>Date Generated</u>	<u>Generated By</u>	<u>Document</u>	<u>Status</u>
180	07/27/2009	Eric Shaw	<a href="#">Eligibility</a>	(Draft)
138	04/20/2009	Troy Irwin	<a href="#">Eligibility</a>	Final
137	04/20/2009	Troy Irwin	<a href="#">Matrix of Services</a>	Final
136	04/20/2009	Troy Irwin	<a href="#">Parent Participation Form</a>	Final
135	04/20/2009	Troy Irwin	<a href="#">Progress Report (Spanish) (2008-2009 RP 4)</a>	Final
132	04/20/2009	Troy Irwin	<a href="#">IEP-At-a-glance</a>	Final
130	04/20/2009	Troy Irwin	<a href="#">IEP</a>	Final
117	04/17/2009	Eric Shaw	<a href="#">Matrix of Services</a>	Final
39	01/05/2009	Eric Shaw	<a href="#">Matrix of Services</a>	Final
32	01/05/2009	Eric Shaw	<a href="#">IEP Closeout</a>	Final

- 3) Click on the circle next to the ‘Matrix of Services Document.’ Click the ‘Create Draft’ button to create a document with a draft watermark (this will be saved for 30 days). Click the ‘Create Final’ button to create a final document  
*\*\* Remember: Always create a draft document and ensure there are no errors before creating a final document. \*\**

 **Documents for Michael Frankel**

**Documents:**

<input type="radio"/> Interim IEP	<input type="radio"/> Transition Exit Summary
<input type="radio"/> IEP-At-a-glance	<input type="radio"/> Education Plan
<input type="radio"/> IEP Excusal Input	<input type="radio"/> FLMiami Eligibility
<input type="radio"/> IEP Team Excusal Permission	<input type="radio"/> FLMiami Eligibility (Denial)
<input type="radio"/> Miami Manifestation Determination	<input type="radio"/> 504 Eligibility
<input checked="" type="radio"/> Matrix of Services	<input type="radio"/> Miami - Notice of Proposal/Refusal
<input type="radio"/> Physical Restraint Notification	<input type="radio"/> 6238 Transfer Of Rights
<input type="radio"/> Progress Report	<input type="radio"/> 504 Plan
<input type="radio"/> PSSP Document	<input type="radio"/> 504 Non-Eligibility

**Letters:**  4851 Notification of Meeting  FL-Miami-PlacementConsent

- 4) Enter the Date Reviewed and Reviewed By fields.
- 5) The Total Minutes in School per Week defaults to the total from the student's personal info tab. Make adjustments if necessary.
- 6) The Minutes per Week with Non-ESE Persons defaults to the number calculated on the student's Placement tab. Make adjustments if necessary.



### Create Draft document for **Lauren Baker**

The following information is required before you can create this Draft Document

### Florida Department of Education Matrix of Services

For funding under the Florida Education Finance Program

For Lauren Baker

Date Reviewed:  By:

Date Reviewed:  By:

Date Reviewed:  By:

#### Total Minutes in School per Week:

#### Minutes per Week with Non-ESE Persons:

Calculated value for this student is 1005

- 7) Select the names of people completing the matrix.
- 8) Scroll through each Domain (A through E) and the Special Considerations at the bottom, checking all items that apply to the student. The system will automatically calculate the Matrix Cost Reporting Factor and print this on the document.

#### Names of People Completing the Matrix:

- |  |   |                                       |
|--|---|---------------------------------------|
| <input checked="" type="checkbox"/> Carla Samson | <input type="checkbox"/> Julie Parker   | <input type="checkbox"/> Michael Howe |
| <input type="checkbox"/> Dan OLD Wistman         | <input type="checkbox"/> Kayte Bellusci | <input type="checkbox"/> Pat Baker    |
| <input checked="" type="checkbox"/> Eric Shaw    | <input type="checkbox"/> Lois Lidle     |                                       |

Instructions: Check all items that apply to the student. The system will automatically calculate the Matrix Cost Factor Rating and place this on the document for you.

#### Domain A - Curriculum and Learning Environment

##### Level 1

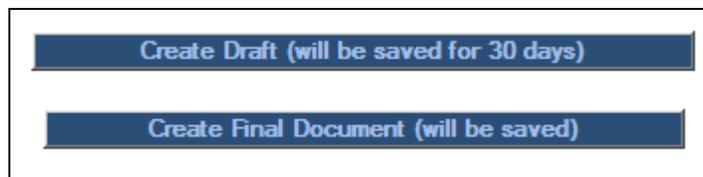
Requires no services or assistance beyond that which is normally available to all students.

##### Level 2: Requires simple adaptations to curriculum or learning environment

- Adaptation to the general curriculum
- Electronic tools (e.g. tape recorders, word processors)
- Curriculum compacting
- Modified assessment procedures/materials
- Specially prepared notes, materials
- Referrals to agencies
- Consultation on a monthly basis with teachers, family, agencies or others

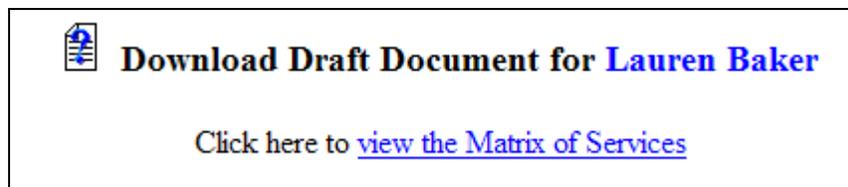
Domain B - Social/Emotional Behavior	
Level 1	
<input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students.	
Level 2	
<input type="checkbox"/> Consultation on a monthly basis with teachers, family, agencies or others <input type="checkbox"/> Specialized training in self-advocacy and understanding exceptionality <input type="checkbox"/> Special behavior system in general class <input type="checkbox"/> Monthly counseling or guidance <input type="checkbox"/> Monthly assessment of behavior or social skills	
Level 3: Requires weekly personal assistance, intervention or behavior management	
<input type="checkbox"/> Small group training in social skills, self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority, and socialization <input type="checkbox"/> Weekly counseling or guidance <input type="checkbox"/> Behavior contract, including behavior outside the classroom (e.g., lunch, bus, home) <input type="checkbox"/> Weekly family counseling, assessment, interventions <input type="checkbox"/> Referral and follow-up for transitions to and from community-based programs <input checked="" type="checkbox"/> Weekly assessment of behavior as part of special behavior system <input checked="" type="checkbox"/> Collaboration with teachers, family, agencies, or others	

- 9) When you have finished, click the ‘Create Draft’ or ‘Create Final’ button at the bottom of the page.



- 10) If there is additional information needed to create the document, you will see this on the next page. Fill out all necessary information and click ‘Create’.

- 11) The next page will have a link to view the document in pdf format.  
 \*\* You must have Adobe Acrobat Reader to view documents. If you do not, go to the login screen and click on the link on the bottom left \*\*



**Florida Department of Education  
Matrix of Services  
For funding under the Florida Education Finance Program**

District: School Board of Broward County	Date Completed: 07/31/2009
Student Name: Lauren Baker	Student ID: 0000002
Student Grade: 9th Grade	Student School: Elementary School
Minutes per Week with Non-ESE Persons: 956	Total Minutes in School per Week: 1650
Other Eligibilities: OHI OT	Primary Eligibility: Speech Impaired
Names of Persons Completing Matrix: Carla Samson, Eric Shaw	
Cost Factor Rating: 255	
Date reviewed: 02/01/2009 By: Eric Shaw	
Date reviewed: 01/09/2009 By: Eric Shaw	
Date reviewed: 05/21/2009 By: Eric Shaw	



**Instructions**

1. Check Services or supports to be provided by school district to student in Domain A through E.
2. Mark appropriate level(1 through 5)for each domain and record level at bottom of each domain.
3. Check applicable special considerations, if any, and record total special considerations rating.
4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page.
5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.

(Note: For more information, see the *Matrix of Services Handbook*.)

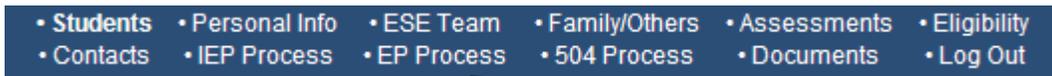
12) The student's cost factor rating will also appear on the student's personal information tab under 'Funding Option.'

<b>Name:</b>	Mark Graves
<b>Gender:</b>	Male
<b>Race:</b>	Asian or Pacific Islander
<b>Date of Birth:</b>	01/14/1990 (Age: 19 Years)
<b>Grade:</b>	8th Grade
<b>Student ID:</b>	00000630
<b>State ID Number:</b>	
<b>School:</b>	Blake Middle School
<b>School Track:</b>	-none-
<b>Matriculating School:</b>	-Unknown-
<b>Soc. Sec. #:</b>	
<b>Prim. Language:</b>	
<b>Length of School Day:</b>	6.00 hour(s) (Std)

--- Current Funding Option ---

Primary Option	Secondary Option	Option Begin Date	Percent of Day
255		01/07/2009	

## EP PROCESS TAB – TO CREATE A GIFTED EDUCATION PLAN



### EP Process Overview:

- There are compliance symbols beside each of the EP sections. The clear check mark means that you have not yet clicked on and visited this tab. The red X means that there are still errors that need to be corrected on this tab before you can finalize the EP. The green check mark means that everything is in compliance.
- You need to have ALL green check marks in order to create a final EP.

**EP Process**  
for Natalie2 Test

---

- ✓ [Conference Information](#)
- ✓ [Present Levels of Educational Performance](#)
- ✓ [Goals and Benchmarks](#)
- ✓ [Gifted Services](#)
- ✓ [Create Draft](#)
- ✓ [Create Final](#)

---

## Conference Information

### Conference Information Tab:

- 1) From the EP Process Tab – Click on the “Conference Information” link.

**EP Process  
for Natalie2 Test**

---

- ✓ [Conference Information](#)
- ✓ [Present Levels of Educational Performance](#)
- ✓ [Goals and Benchmarks](#)
- ✓ [Gifted Services](#)
- ✓ [Create Draft](#)
- ✓ [Create Final](#)

---

- 2) Select the appropriate conference information and the EP Team Members.

**Conference Information for Mark Test**

---

**CONFERENCE INFORMATION:**

Initial (Copy of evaluation report was issued to parent)    Expulsion Meeting  
 EP Review

Title	Team Members	
Parent	Father Test	
Parent		
LEA Representative*	Isabel Garcia	Administrator
Teacher of the Gifted*	Fifi Derby	
Evaluation Specialist	Rosalia Gallo	
General Education Teacher*		
Administrator	Zaira Cendros	
Student	Mark Test	
Interpreter	Carmen Molinaris	

**\*Required**

3) Select any additional EP Team Members and enter the dates the Procedural Safeguards and copies of the EP were provided to the appropriate people.

**Additional Team Members\***

Brenda Catanese     Isabel Garcia  
 Carmen Molinaris     Isabel Lopez-Trudelle  
 Cathy Orlando     Jacqueline Glaze  
 Christine Master     Jeannette Macias  
 Cindy O'Donnell     Lisa Parker  
 Daniel Ore     Lisette Camps  
 Deborah Nunez     Mary Lawson  
 Dolores Mendoza     Rosalia Gallo  
 Father Test     Steve Kupfer  
 Fifi Derby     Wendy Gonsler  
 Ginger Gifted     Zaira Cendros

\* If no title is selected, the person's title in the system will be used.

A copy of the *Procedural Safeguards for Exceptional Students who are Gifted* was provided on:  

**English Language Learners**

4) If the student is ELL, provide the appropriate test data. If a student is Level 4, indicate whether there is adequate progress or if modifications are required.

N/A

**Annual Language Dominance Proficiency Assessment**

Del	Test Used	Scale Score
<input type="checkbox"/>	CELLA	II <a href="#">Log Score</a>

**ESOL ENTRY**

[Add Test](#)

**ESOL EXIT**

*If a student is in Grades 3 or above and scores a Level V on the M-COLPS-R or the Modified M-DCOLS-R, the IOWA Test of Basic Skills must be administered. IOWA scores need to be entered in ISIS before the IEP Meeting.*

**Most Recent Standardized Test (if applicable)**

[Add Test](#)

ESOL Level V Students     Adequate Progress     Modification Required

5) If the student is not ESOC, then check N/A. No further information is required.

Curriculum	<input type="checkbox"/> Provide research and reference materials in student's native language
	<input type="checkbox"/> Encourage journal writing/stories/poems in student's native and second language
	<input type="checkbox"/> Teach essential vocabulary and provide a word bank
	<input type="checkbox"/> Reinforce language learning along with content
	<input type="checkbox"/> Provide opportunities to develop comprehension of idiomatic expressions and enhancement of vocabulary usage
	<input type="checkbox"/> Institute independent and/or small group research projects using native language resources
Instructional Strategies	<input type="checkbox"/> Provide for reinforcement of language skills through oral and hands-on activities
	<input type="checkbox"/> Provide opportunities for language development in native and second language
	<input type="checkbox"/> Use questioning strategies to ensure comprehension
	<input type="checkbox"/> Incorporate student focused activities based on student interest
Assessment	<input type="checkbox"/> Use oral portfolios
	<input type="checkbox"/> Utilize performance-based activities in the evaluation process
Parental Involvement	<input type="checkbox"/> Have parent conferences in the student's native language
	<input type="checkbox"/> Provide materials in the student's native language

[Save & Continue >>](#)    [Show Section](#)

6) Click “Save and Continue”.

## Present Levels of Educational Performance

### Present Levels of Educational Performance Tab:

- 1) From the EP Process Tab – Click on the “Present Levels of Educational Performance” link.

### EP Process for Natalie2 Test

---

- [Conference Information](#)
- [Present Levels of Educational Performance](#)
- [Goals and Benchmarks](#)
- [Gifted Services](#)
- [Create Draft](#)
- [Create Final](#)

- 2) Add the appropriate tests by clicking on the “Add Test” button. Available test data will pull in.

**Present Levels of Educational Performance and Gifted Priority Educational Need for Natalie2 Test**

The overall Present Level of Education Performance and Gifted Priority Educational Need describes the student’s current performance documented by:

Formal Assessment

Del	Date	Instrument	Area Assessed	Scores Reported:	Level/Ability
<input type="checkbox"/>	<input type="text" value="02/03/2010"/> <input type="text" value="02/02/2012"/>	Relative Language Dominance Assessment test from Continuum of ESOL Placement Test (RLDA-B)	<input type="text" value="Curriculum and Learning"/>	<input type="checkbox"/> Raw Score	<a href="#">Log Score</a>
Del					
<input type="checkbox"/>	<input type="text"/> <input type="text"/>	Arizona Articulation Proficiency Scale	<input type="text"/>		<a href="#">Log Score</a>
Del					
<input type="checkbox"/>	<input type="text"/> <input type="text"/>	Mullen Scales of Early Learning (MSEL)	<input type="text"/>		<a href="#">Log Score</a>

3) If test data is not available in the system, click on the log scores button to enter manually.

 **Log Scores for Assessment** [Relative Language Dominance Assessment test from Continuum of ESOL Placement Test \(RLDA-B\)](#)

ID	Del	Date	Provider	Raw Score
14	<input type="checkbox"/>	10/31/2009 	Natasha Foster 	16
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			

[Update the Database](#)

[Back](#)

4) Click “Update the Database”

5) Select the informal assessments, the GPEN (Gifted Priority Educational Need) and the modifications. Complete the teacher statement. The parent will provide a statement during the meeting.

**Informal Assessments**

Portfolio/Product    Teacher Observation    Student-Led Conference  
 Class Work    Report Card    District Assessment

---

**Parent Statement**  
 What is the child's academic strength and interests?  
  
 

---

**Teacher Statement**  
 What is the child's academic strength and need beyond the general curriculum?  
  
 

---

**Gifted Priority Educational Need: Student's Strength**  
**Custom Data Field 'EPGPEN' does not exist in this system!**

---

**Specially Designed Instruction and Curriculum Modification**

Acceleration through: <b>Custom Data Field 'EPAcc' does not exist in this system!</b>	Enrichment Through: <b>Custom Data Field 'EPEnrich' does not exist in this system!</b>
--	---

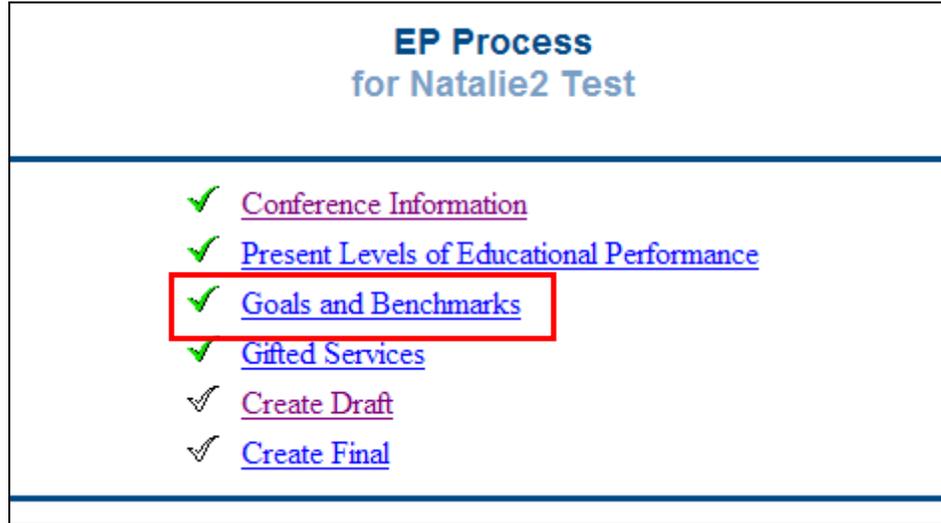
[Save & Continue >>](#)   [Show Section](#)

6) Click “Save and Continue”

## Goals and Benchmarks

### Goals and Benchmarks Tab:

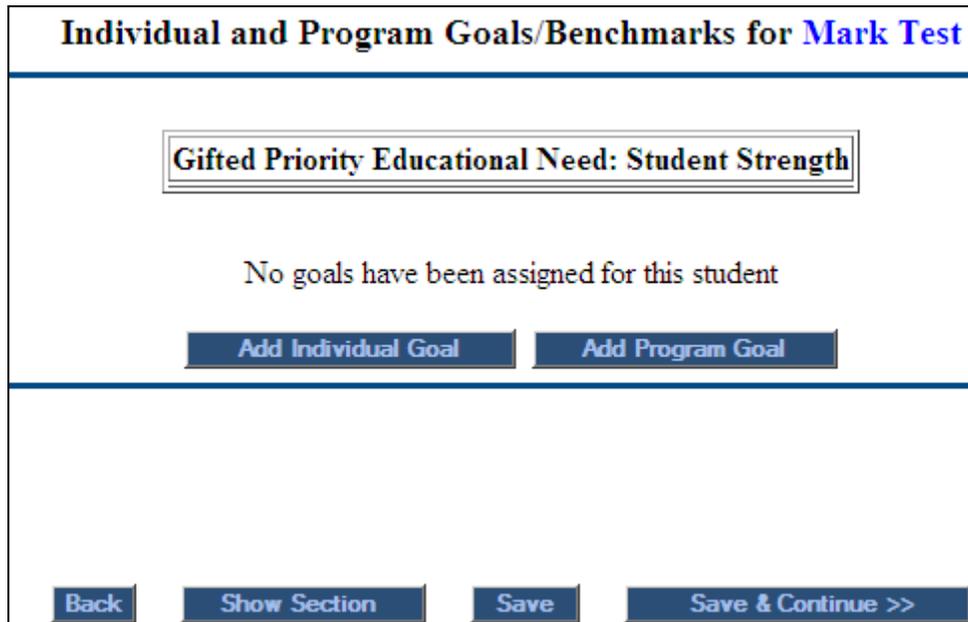
- 1) From the EP Process Tab – Click on the “Goals and Benchmarks” link.



**EP Process  
for Natalie2 Test**

- ✓ [Conference Information](#)
- ✓ [Present Levels of Educational Performance](#)
- ✓ [Goals and Benchmarks](#)
- ✓ [Gifted Services](#)
- ✓ [Create Draft](#)
- ✓ [Create Final](#)

- 2) Here users will add one Individual Goal and one Program Goal as well as two benchmarks for each goal. They will also specify Evaluation Procedures, Evaluation Criteria, and an Evaluation Schedule.



**Individual and Program Goals/Benchmarks for Mark Test**

**Gifted Priority Educational Need: Student Strength**

No goals have been assigned for this student

[Add Individual Goal](#) [Add Program Goal](#)

[Back](#) [Show Section](#) [Save](#) [Save & Continue >>](#)

## Individual Goal and Benchmarks

- 3) Users can enter an Individual goal and benchmarks by clicking on the “Add Individual Goal” button. Users can then add the appropriate Individual goal in the text box provided.
- 4) Benchmarks can be copied and pasted from the “Next Generation Sunshine State Standards” link at the top of the page to the custom benchmarks text boxes. They can also be entered by hand. Click on “Save and Continue”.

**Goal Benchmark for Mark Test**

[Next Generation Sunshine State Standards](#)

---

Goal: This is my individual goal for Mark Test.

Enter up to 2 new custom Benchmarks:

Custom Benchmark 1:

↑  
↓

abc  
✓

Custom Benchmark 2:

↑  
↓

abc  
✓

---

[<< Back](#)      [Add Objectives >>](#)

- 4) Then click “Add Objectives”.
- 5) Benchmarks can be deleted by placing a checkmark in the “Del” box.
- 6) Once you have added an Individual goal and benchmarks, you will select Evaluation Procedures, Evaluation Criteria, and an Evaluation Schedule.

Gifted Priority Educational Need: Student Strength		
Del	Goal	# Benchmarks
<input type="checkbox"/>	This is my individual goal for Mark Test	2
		<div> <input type="checkbox"/> Del  <input type="checkbox"/> custom benchmark 1  <input type="button" value="Update Benchmarks"/> </div> <div> <input type="checkbox"/> Del  <input type="checkbox"/> custom benchmark 2  <input type="button" value="Update Benchmarks"/> </div>
	<b>Evaluation Procedures:</b> <input type="checkbox"/> Graded work samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Standardized Test <input type="checkbox"/> Teacher Made Tests <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Rubric <input type="checkbox"/> Performance Demonstration <input type="checkbox"/> Portfolio Evaluation	<b>Evaluation Criteria</b> <input type="checkbox"/> 90%-100% Mastery <input type="checkbox"/> 80%-89% Mastery <input type="checkbox"/> 3 out of 5 Occurrences <b>Goal Evaluation Schedule</b> <input type="checkbox"/> Annually <input type="checkbox"/> Bi-Annually
<input type="button" value="Add Individual Benchmark(s)"/>		
<input type="button" value="Add Program Goal"/>		
<input type="button" value="Save"/> <input type="button" value="Save and Return to PLEP"/>		

### Program Goal and Benchmarks

Gifted Priority Educational Need: Student Strength		
Del	Goal	# Benchmarks
<input type="checkbox"/>	This is my individual goal for Mark Test	2
		<div> <input type="checkbox"/> Del  <input type="checkbox"/> custom benchmark 1  <input type="button" value="Update Benchmarks"/> </div> <div> <input type="checkbox"/> Del  <input type="checkbox"/> custom benchmark 2  <input type="button" value="Update Benchmarks"/> </div>
	<b>Evaluation Procedures:</b> <input type="checkbox"/> Graded work samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Standardized Test <input type="checkbox"/> Teacher Made Tests <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Rubric <input type="checkbox"/> Performance Demonstration <input type="checkbox"/> Portfolio Evaluation	<b>Evaluation Criteria</b> <input type="checkbox"/> 90%-100% Mastery <input type="checkbox"/> 80%-89% Mastery <input type="checkbox"/> 3 out of 5 Occurrences <b>Goal Evaluation Schedule</b> <input type="checkbox"/> Annually <input type="checkbox"/> Bi-Annually
<input type="button" value="Add Individual Benchmark(s)"/>		
<input type="button" value="Add Program Goal"/>		
<input type="button" value="Save"/> <input type="button" value="Save and Return to PLEP"/>		

1) Click on the “Add Program Goal” button. Choose a goal category from the dropdown. Place a checkmark in the box to the left of the chosen program goal.

**Gifted Priority Educational Need: Student Strength**

Annual Goal Category: Critical Thinking

The student will demonstrate growth in critical thinking.

<< Back
Save & Continue >>

2) Once you have added a Program goal you will select Evaluation Procedures, Evaluation Criteria and an Evaluation Schedule. Next click on the “Add Program Benchmarks” button.

**Gifted Priority Educational Need: Student Strength**

Del	Goal	# Benchmarks
<input type="checkbox"/>	This is my individual goal for Mark Test	<div style="text-align: center; margin-bottom: 5px;">2</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <span>Del</span> <span style="font-size: small;">abc</span> </div> <div style="border: 1px solid black; padding: 2px;">                         custom benchmark 1                     </div> <div style="text-align: right; margin-top: 5px;"> <span style="background-color: #4a7ebb; color: white; padding: 2px 5px;">Update Benchmarks</span> </div> </div> <div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <span>Del</span> <span style="font-size: small;">abc</span> </div> <div style="border: 1px solid black; padding: 2px;">                         custom benchmark 2                     </div> <div style="text-align: right; margin-top: 5px;"> <span style="background-color: #4a7ebb; color: white; padding: 2px 5px;">Update Benchmarks</span> </div> </div>
	Evaluation Procedures: <input type="checkbox"/> Graded work samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Standardized Test <input type="checkbox"/> Teacher Made Tests <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Rubric	Evaluation Criteria <input type="checkbox"/> 90%-100% Mastery <input type="checkbox"/> 80%-89% Mastery <input type="checkbox"/> 3 out of 5 Occurrences

<input type="checkbox"/> Performance Demonstration <input type="checkbox"/> Portfolio Evaluation		<b>Goal Evaluation Schedule</b> <input type="checkbox"/> Annually <input type="checkbox"/> Bi-Annually
<input type="button" value="Add Individual Benchmark(s)"/>		
Del	Goal	# Benchmarks
<input type="checkbox"/>	The student will demonstrate growth in critical thinking.	<b>There are currently no benchmarks for this goal.</b>
	Evaluation Procedures: <input type="checkbox"/> Graded work samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Standardized Test <input type="checkbox"/> Teacher Made Tests <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Rubric <input type="checkbox"/> Performance Demonstration <input type="checkbox"/> Portfolio Evaluation	Evaluation Criteria <input type="checkbox"/> 90%-100% Mastery <input type="checkbox"/> 80%-89% Mastery <input type="checkbox"/> 3 out of 5 Occurrences Goal Evaluation Schedule <input type="checkbox"/> Annually <input type="checkbox"/> Bi-Annually
<input type="button" value="Add Program Benchmark(s)"/>		
<input type="button" value="Save"/>		<input type="button" value="Save and Return to PLEP"/>

3) Choose two benchmarks by placing a checkmark in the box to the left. Click “Add Objectives”.

Goal Benchmark for <b>Mark Test</b>	
Goal: The student will demonstrate growth in critical thinking.  Benchmark Category: <input type="text" value="Critical Thinking"/>	
<input type="checkbox"/>	Given statements, relationships, and their grounds, the student will be able to judge whether a statement follows a premise (deductive reasoning).
<input type="checkbox"/>	Given statements, relationships, and their grounds, the student will be able to judge whether a statement is an assumption based on the adequacy of evidence presented.
<input type="checkbox"/>	Given statements, relationships, and their grounds, the student will be able to judge whether an observation statement is reliable.
<input type="checkbox"/>	Given statements, relationships, and their grounds, the student will be able to judge whether an alleged authority is reliable.
<input type="checkbox"/>	Given statements, relationships, and their grounds, the student will be able to judge whether a simple generalization is warranted.
<input type="checkbox"/>	Given statements, relationships, and their grounds, the student will be able to judge whether a hypothesis is warranted.
<input type="checkbox"/>	Given statements, relationships, and their grounds, the student will be able to judge whether an argument depends on ambiguity or a shift in reasoning.
<input type="checkbox"/>	Given statements, relationships, and their grounds, the student will be able to judge whether a statement is over vague or over specific.
<input type="checkbox"/>	Given statements, relationships, and their grounds, the student will be able to judge whether a reason is relevant.
<input type="button" value=" &lt;&lt; Back"/> <input type="button" value=" Add Objectives &gt;&gt; "/>	

## Gifted Services

### Gifted Services Tab:

- 1) From the EP Process Tab – Click on the “Gifted Services” link.

**EP Process  
for Natalie2 Test**

---

- ✓ [Conference Information](#)
- ✓ [Present Levels of Educational Performance](#)
- ✓ [Goals and Benchmarks](#)
- ✓ [Gifted Services](#)
- ✓ [Create Draft](#)
- ✓ [Create Final](#)

- 2) Here staff will indicate the Delivery Model(s), the Location of Services, and the number of Gifted Contract Hours (per week).

**Educational Services for Mark Test**

---

Delivery Model(s):

<input type="checkbox"/> Elementary Content	<input type="checkbox"/> Elementary Full-time	<input type="checkbox"/> Middle School Gifted Courses
<input type="checkbox"/> Senior High School Gifted Courses	<input type="checkbox"/> Consultation (Senior High School or Hospital/Homebound or Alternative Ed only)	

Location of Services

Select ▼

Number of Gifted Contact Hours (per week):

Select ▼

Save & Continue >>    Show Section

- 3) Click “Save and Continue”

## Create Draft

### Create Draft Tab:

1) From the EP Process Tab – Click on the “Create Draft” link.

**EP Process**  
for Natalie2 Test

---

- ✓ [Conference Information](#)
- ✓ [Present Levels of Educational Performance](#)
- ✓ [Goals and Benchmarks](#)
- ✓ [Gifted Services](#)
- ✓ [Create Draft](#)
- ✓ [Create Final](#)

2) Enter EP Meeting Date and Beginning Date of EP. Select translations (as appropriate) and enter dates that copies of the EP were given to the parent and the General Education teacher. Place a checkmark in the box if the parent waives Gifted Services. If not, leave blank.

**EP Creation Section**  
for Mark Test

---

EP Meeting Date:  

Beginning Date of EP:  

If you would like this document translated into another language, please select it from the list:  

A copy of the EP was given to the parent(s): Date:  

A copy of the EP was given to the General Education Teacher: Date:  

Parent waives the Gifted services at this time

[Display EP Errors](#)

3) Not all rules need to be met when creating a draft, but users can still see the errors by clicking the “Display EP Errors” button.

Display EP Errors

Click on the button below to create a draft EP. No errors will be checked.

Create Draft EP

Del	Date Generated	Document Type	Received
<input type="checkbox"/>	02/22/2010	<a href="#">Education Plan</a>	(Draft)

Save Save & Continue >>

4) Once you have corrected your errors, choose “Create Draft IEP”. Your draft will appear at the bottom of this screen. To view, click on the hyperlink “Education Plan”.

## Create Final

### Create Final Tab:

- 1) From the EP Process Tab – Click on the “Create Final” link.

**EP Process**  
for Natalie2 Test

---

- ✓ [Conference Information](#)
- ✓ [Present Levels of Educational Performance](#)
- ✓ [Goals and Benchmarks](#)
- ✓ [Gifted Services](#)
- ✓ [Create Draft](#)
- ✓ [Create Final](#)

---

- 2) All errors must be fixed before you can finalize a document.

**EP Creation Section**  
for Natalie2 Test

---

Enter the EP date information below.

EP Meeting Date:

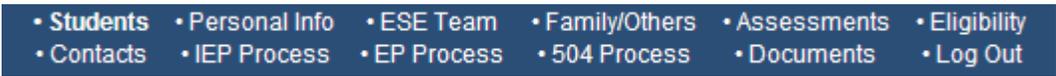
Beginning Date of EP:

If you would like this document translated into another language, please select it from the list:

You cannot create a Final EP at this time. Please fix all Errors. To see a list of errors please click on Display EP Errors.

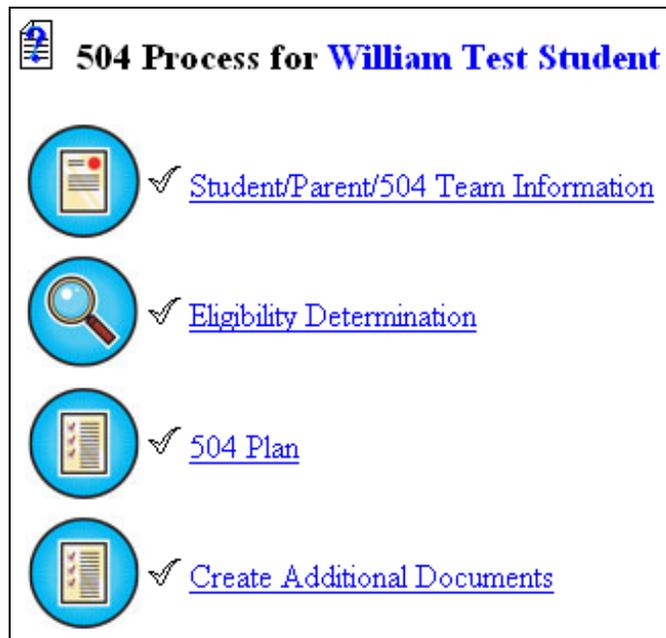
Del	Date Generated	Document Type	Received
<input type="checkbox"/>	02/22/2010	<a href="#">Education Plan</a>	(Draft)

## 504 PROCESS TAB – 504 ELIGIBILITY DETERMINATION AND 504 ACCOMMODATION PLAN



### 504 Process Overview:

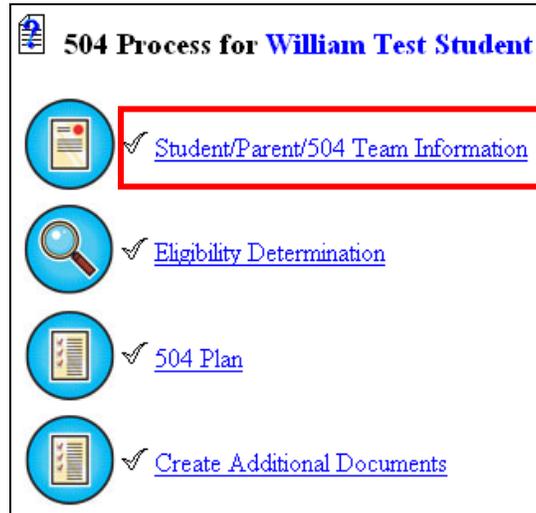
- There are compliance symbols beside each of the 504 Process sections. The clear check mark means that you have not yet clicked on and visited this tab. The red X means that there are still errors that need to be corrected or missing information that needs to be entered on this tab before you can finalize the IEP. The green check mark means that you have met the requirements of that section.



## ***Student, Parent, 504 Team Information***

\*\* On this tab, 504 Plan Committee members are selected.

- 1) From the 504 Process Tab – Click on the “Student / Parent / 504 Team Information” link.



- 2) To add or delete team members who are not users in the SPED-EMS system, click on the ‘Add New Parent’ button. This includes General Education Teachers and any other team member who is not a user in the system.

<b>Parent Information</b>						
Delete	Name	Relationship	Home Phone	Work Phone	Cell Phone	
<input type="checkbox"/>	Susan Test	Mother	(124) 234-0988			<a href="#">Details</a>
<input type="checkbox"/>	Thomas Student	Father	(873) 873-0987	(873) 838-8763		<a href="#">Details</a>
<input type="checkbox"/>	Teacher Test	General Education Teacher		(654) 765-9876		<a href="#">Details</a>

[Add New Parent](#)

- 3) Select the 504 Team Members using the dropdown menus. Click the ‘Select 504 Team’ button to select the users in SPED-EMS who can be added to the team. Be sure to click ‘Save and Continue’ or ‘Save’ to ensure your changes are captured by the system.

**504 Team**

504 School Coordinator:

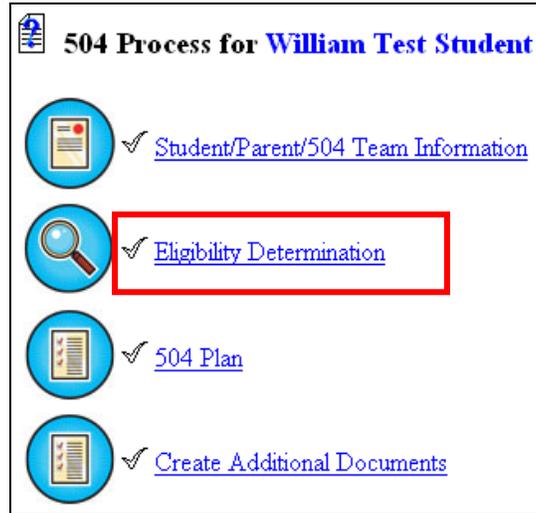
Name	Relationship
Susan Test	Mother
Thomas Student	Father
Teacher Test	General Education Teacher

- 4) Click ‘Save and Continue’ to save your changes and continue to the Eligibility Determination page.

## Eligibility Determination

\*\* On this tab, the user indicates the student's impairment and its impact. The **Section 504 Eligibility Determination** document is also created on this tab.

- 1) From the 504 Process Tab – Click on the “Eligibility Determination” link.



- 2) Indicate the student's impairment using the drop-down menu and entering the description in the text box.

**Eligibility Determination for William Test Student** (✓)

Section 504 Eligibility Date: 02/22/2010    Proj Section 504 Eligibility D

*A person is substantially limited when he or she is limited as to the condition, manner, or duration under which an individual can perform a particular major life activity as compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity.*

1. Does the student exhibit a physical or mental impairment?

1a. What is the student's impairment?  Yes  No

Impairment:

- 3) Indicate the major life activities impacted by the student’s impairment by clicking the appropriate checkbox(es). The symbols will be updated once the page has been saved.

2. Does the student's impairment substantially impact a major life activity? Yes  No

Select all that apply.

Yes	No	LifeActivity
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Self Care
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Seeing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Breathing
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Walking
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hearing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communicating
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Speaking
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Performing manual tasks
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reading
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Concentrating
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Thinking

- 4) Based on the answers selected for questions 1. and 2. regarding the student’s impairment, the system will display whether the student is 504 eligible or non-eligible. You must click ‘Save’ at the bottom of the page to update this statement.
- 5) Next, indicate the sources of information used in making the determinations above.

**504 Eligibility Sources**

Teacher Observations

Information from Parents

Information from Medical Providers

Standardized Test Scores

Grades

Other:

- 6) After all information is entered, create the draft **Section 504 Eligibility Determination** document by clicking the ‘Create Draft Document’ button.

- 7) Once you click ‘Create Draft Document’ button, enter the Section 504 Eligibility Date and whether the document should also be translated into Spanish or Haitian Creole. Click ‘Create Draft 504 Eligibility Document’.

**Create Draft 504 Eligibility Document for William Test Student**

Section 504 Eligibility Date:  

If you would like this document translated into another language, please select it from the list:  

Spanish  
 Creole

- 8) To view the PDF document, click on the blue link as shown below.

**View Document for William Test Student**

Click here to [view the 504 Eligibility](#)

Once you have carefully reviewed the draft document and confirmed its accuracy, you can create the final document. NOTE: You can create as many draft documents as you want, but you should only create a final document when you are completely certain the document is accurate, complete, and ready for the parent signature.

- 9) To create the final, click on the Eligibility Determination tab as shown in step 1 above. Scroll to the bottom of the screen and click ‘Create Final Document.’ If there are any errors or missing information you will not be allowed to create the final document until these are corrected.

- 10) Ensure that the Eligibility Date is correct. Click ‘Create Final 504 Eligibility Determination Document’ to finalize the **Section 504 Eligibility Determination** document.

**Create Final 504 Eligibility Document for William Test Student**

Section 504 Eligibility Date:  

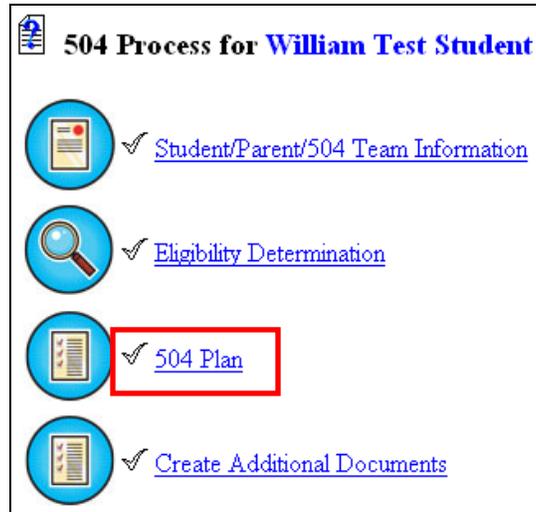
If you would like this document translated into another language, please select it from the list:  

The final **Section 504 Eligibility Determination** document indicates a milestone event in the student history by creating a “Section 504 Eligibility” event. You should only create a final document when you are completely certain that the draft version is completely accurate and ready for the parent signature.

## 504 Plan

\*\* On this tab, the user will enter all the services on the Section 504 Plan document.

- 1) From the 504 Process Tab – Click on the “504 Plan” link.



- 2) Enter the specific needs for the student. If you need additional text boxes, click on the ‘Add Additional Student Needs’ button.

A screenshot of a web form titled "504 Plan for William Test Student". The title is in blue. Below the title is the heading "Specific Needs" followed by the instruction "(Enter only as many as needed.)". There are four text input fields. The first field contains the text "A snack/source of glucose must be readilyavailable". The second field contains "Blood glucose monitoring". The third field contains "Administration of Insulin". The fourth field is empty. At the bottom of the form is a button labeled "Add Additional Student Needs".

- 3) Select the necessary accommodations for the student. Accommodations are broken out by category. In the screenshot below, the Accommodation Category of “Physical Environment” is listed. Other Accommodation Categories may include Instructional Materials, Instructional Methods, Home Learning, Testing, Extra-Curricular Activities and Behavior.

**Accommodations**

Select ***only*** those accommodations that the student needs.

Physical Environment		
Yes	No	Accommodation
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Seat student near the teacher
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Seat student in an area free from distractions
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Seat student out of main traffic areas
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Provide more space for student to store and use various instructional aids

- 4) Enter the Services information for the student. To add a new service, click on the ‘Add Service(s)’ button and select the service(s) from the dropdown menus.

**Services**

Services designated with an asterisk (\*) must be approved by the service provider.

Del	Section 504 Service	Amount of Service	Frequency of Service:	Dates Start/End	
<input type="checkbox"/>	504-Occupational Therapy	45 min per day	2 session(s) per week		<a href="#">Details</a>



You are required to enter the length of service (amount), how often the service will be delivered (frequency).

- 5) Click the ‘Details’ button to view or edit the details of a service (as shown below). Be sure to click ‘Save’ or ‘Save and Continue’ to ensure any data you enter is saved in the system.

**Section 504 Services Details for William Test Student (504-Occupational Therapy)**

Service Name: 504-Occupational Therapy

Provider:

Dates Service Provided: Begin:  End:

Frequency of Service: 2 session(s) per week

Location:

Serving School: - Assigned School - (\* denotes external school)

- 6) Indicate whether the student requires transportation services. If you select ‘Yes’, you will be required to complete additional information regarding the primary and secondary modes of transportation.

**Transportation**

Transportation:

**PRIMARY TRANSPORTATION MODE**  
(Check One Only)

Individualized Stop With Supervision   
 Lift Bus With Supervision   
 Car Seat (Under 40 lbs.)   
 Safety Belt/Unique Seating Device Individualized Stop With Supervision  
 Individualized Stop Without Supervision   
 Lift Bus Without Supervision   
 Stop With Supervision   
 Safety Vest Individualized   
 Alternate Mode of Transportation May Be Required\*

**\*Specify**

**SECONDARY TRANSPORTATION MODE(S)**  
(Check all that apply)

Medically Fragile Student (Refer to Medical Consultative Review)   
 Community Based Vocational Education (CBVE)   
 Vocational/Share Time Program   
 Scholarship Program for Students with Disabilities  
 Student Transported Out of School District   
 Community Based Instructional (CBI)   
 Shortened School Day or Alternate School Day Time(s)   
 Transportation under two (2) miles due to health / safety needs at safest and closest stop.  
 Aide Required   
 Medical Equipment\*

**\*Specify**

- 7) If the student requires Medication services, indicate the medication information including expected time of delivery. If any medications have already been added to the system on the “Medications” tab, they will be listed here. If you make changes to the information listed (e.g. the time of delivery changes), click ‘Update Medication Services’ to ensure your changes are stored in the system.
- 8) If a medication is no longer necessary, check the box to the left of the medication then click ‘Update Medication Services’ to remove it.
- 9) To view or edit the details of a medication service, click the ‘Details’ button. To view or edit details for all of the medication services listed, click ‘View Details for All Medications.’
- 10) To add a new medication, click ‘Add Medication Services.’

Medications													
Del	Medication Service	Route	Dose		Days					Time			
					Mon	Tue	Wed	Thur	Fri				
<input type="checkbox"/>	Wellbutrin XL	Oral	100	tablet	☑	☑	☑	☑	☑	10	15	am	<a href="#">Details</a>

- 11) If the medication is in the SPED-EMS system, simply select the medication(s) from the dropdown list. If the medication is not listed, you may also enter a custom medication if necessary. After entering the medication(s) information, click 'Save Services and Return to 504 Services Page'.

**Add Medication Treatment Services for William Test Student**

Medication	Route	Dose	Days					Time
			Mon	Tue	Wed	Thur	Fri	
-none-		capsule	<input type="checkbox"/>					
-none-		capsule	<input type="checkbox"/>					
-none-		capsule	<input type="checkbox"/>					
-none-		capsule	<input type="checkbox"/>					

Custom Medication	Route	Dose	Days					Time
			Mon	Tue	Wed	Thur	Fri	
		capsule	<input type="checkbox"/>					

- 12) After entering all service information for the 504 Plan, you are ready to create the **Section 504 Accommodation Plan** document. To create a draft, click 'Create Draft Document'. You will see any documents that have already been created for the student in a table at the bottom of the page.

<a href="#">Doc ID</a>	<a href="#">Date Generated</a>	<a href="#">Generated By</a>	<a href="#">Document</a>	<a href="#">Status</a>
328	02/24/2010	Eric Test User	<a href="#">504 Plan</a>	(Draft)

(1 Document)

- 11) Enter Section 504 Meeting Date, the purpose of the meeting, and whether the document should also be translated into Spanish or Haitian Creole. After entering this information, click 'Create Draft 504 Plan Document'.

**Create Draft 504 Plan Document for William Test Student**

Section 504 Plan Meeting Date:  

Meeting Purpose:  

If you would like this document translated into another language, please select it from the list:  

12) To view the PDF document, click on the blue link as shown below.

**View Document for William Test Student**

Click here to [view the 504 Plan](#)

Once you have carefully reviewed the draft document and confirmed its accuracy, you can create the final document. NOTE: You can create as many draft documents as you want, but you should only create a final document when you are completely sure the document is accurate, complete, and ready for the parent signature.

13) To create the final, click on the 504 Plan tab as shown in step 1 above. Scroll to the bottom of the screen and click on the ‘Create Final Document’ button. If there are any errors or missing information you will not be allowed to create the final document until these are corrected.

14) Ensure that all information is correct. Click ‘Create Final 504 Plan Document’ to finalize the **Section 504 Accommodation Plan** document.

**Create Final 504 Plan Document for William Test Student**

Section 504 Plan Meeting Date:  

Meeting Purpose:  

If you would like this document translated into another language, please select it from the list:  

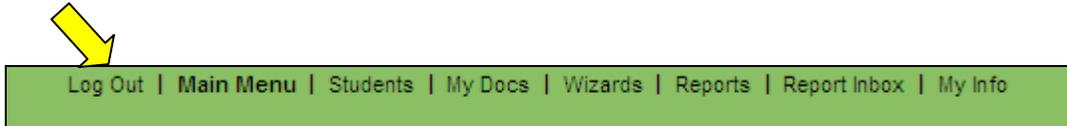
The final **Section 504 Accommodation Plan** document indicates a milestone event in the student history by creating a “Section 504 Plan” event. You should only create a final document when you are completely certain that the draft version is completely accurate and ready for the parent signature

## ***Create Additional Documents***

\*\* Additional documents related to the 504 Process are currently being developed. When these are completed, users will be able to create these documents on this tab.

## **LOGGING OUT OF SPED EMS**

From the SPED EMS Main Menu:



To log out of SPED EMS:

- 1) Click the “Log Out” tab at the left of the menu bar.
- 2) After you log out, close your browser:
  - a) Click on *File* in the upper left hand corner of your screen and then choose *Exit*.
  - b) Mac users - Click the  in the upper left hand corner of your screen.
  - c) PC users – Click the ‘X’ in the upper right hand corner of your screen.

- \* You can log out from any part of the system.
- \* You do not have to go back to the Main Menu.
- \* You must log out of SPED EMS and close your browser if you:
  - Step away from your computer.
  - Finish using the system.
  - Leave for the day.

**\*\* Always Log Out and Exit the Browser \*\***

\*\* If you do not Log Out and close your browser, anyone can access information in SPED EMS or record information under your log-in name.

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**<http://fdlrs-south.dadeschools.net>**



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