

**SPED Forms**  
**2012 Incoming 9<sup>th</sup> Grade Training**  
**AGENDA**

1. Access & Login—page 2
2. Your Setup—page 3
  - A. Profile—page 3
    - 1) Change Password
    - 2) Change Default View to “Admin Menu”
    - 3) Enter Contact Information
  - B. Goals—page 4
  - C. Team Member List—page 5
3. Finding Students Using the Admin Menu—pages 5-7
  - A. Click “Students”
  - B. Enter Search Criteria
4. Access Forms—pages 8-9
  - A. Click “View”
  - B. Select Student Setup to view summary information
  - C. Select Individualized Education Program (IEP) to view IEP pages
5. Viewing and editing IEP pages for Transition IEP Meeting—pages 10-18
  - A. Forms 1 to 7
  - B. IEP Team Amendments Page
6. Selected Other Forms (Click Forms Menu) — page 19-21
  - A. Behavior Support Plan
  - B. Interim Placement/Transfer
  - C. Evaluation Plan
7. Validating IEP — page 22
8. After July 1st—page 23
  - A. Finalize Transition IEP - Only After July 1<sup>st</sup> — page 23
  - B. Assign IEP Team Members to Student — page 23
9. Access IEP History and Other Documents— page 23
10. Uploading Documents to SPED Forms — page 24
11. Exiting Students—page 24
12. Review and Guided Practice



Your server address has changed to improve performance.

**Please select your SELPA:**

[East County SELPA](#)

[North Inland SELPA](#)

[South Bay Service Area SELPA](#)

[Development site](#)

Choose EAST COUNTY SELPA to work with students in the EAST COUNTY SELPA.

To get here, enter this address:

<https://7.spedforms.org>



Please enter your user name and password.

User Name:

Password:

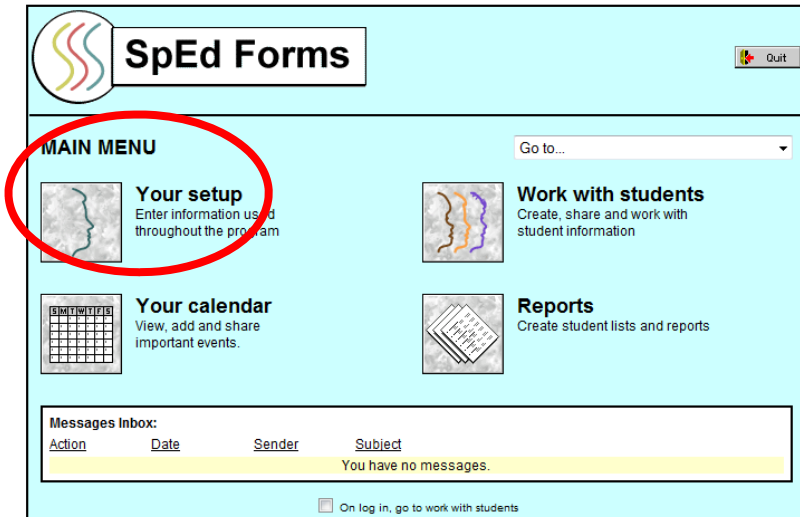
You must follow the browser setup instructions before using SpEd Forms. If you do not complete the browser setup, your information may not save and print correctly.

[Explorer setup instructions](#)

This is a great screen to Add to your FAVORITES. The address to this screen is:

<https://7.spedforms.org/3701>

(NOTE: The YELLOW box contains the required Setup instructions for Your browser)



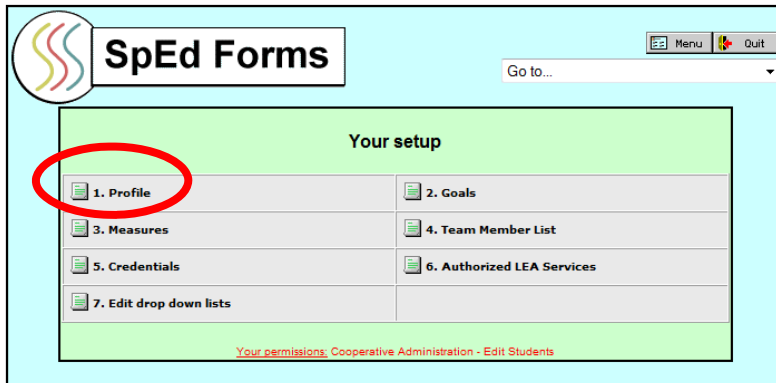
Click on YOUR SETUP

To go to your personal setup options in SpEd Forms

To set your default view to ADMIN MENU when you log in:

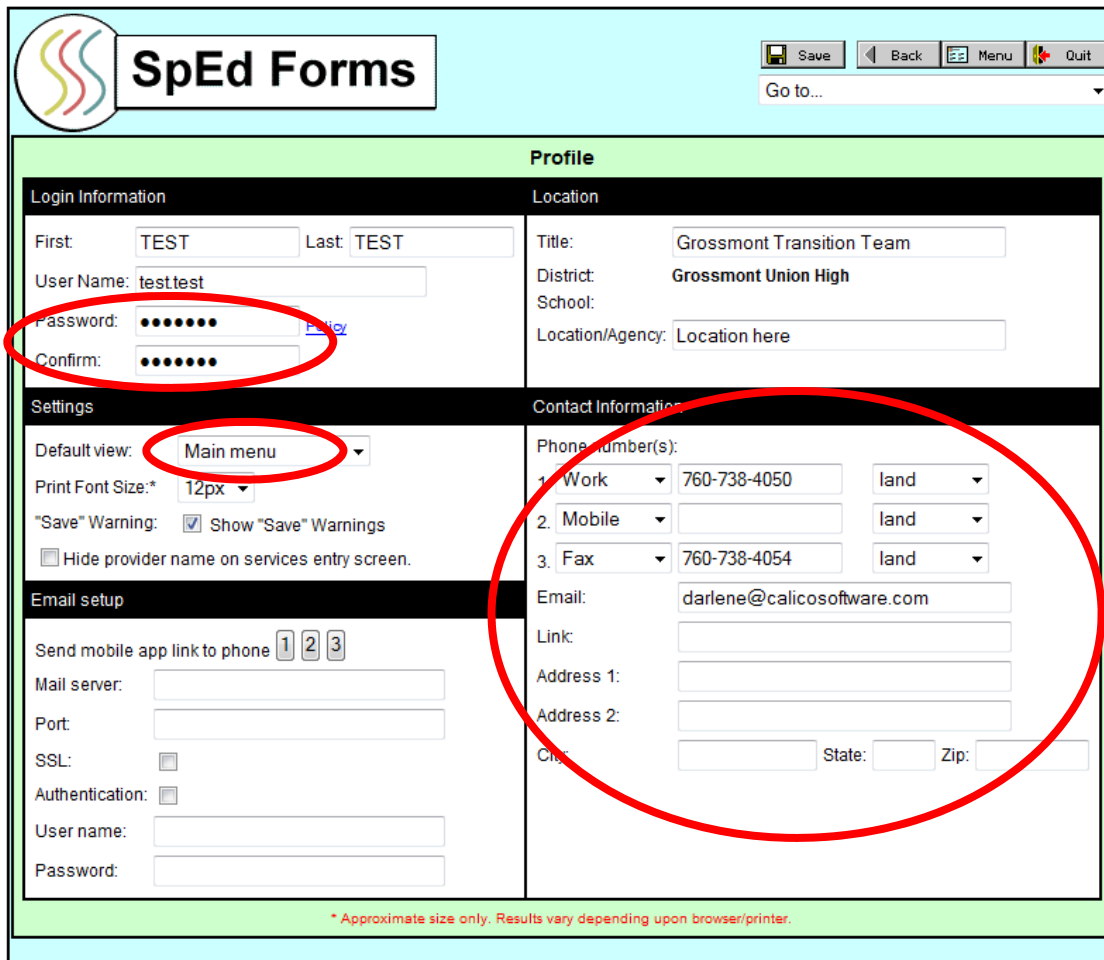
1. click on YOUR SETUP
2. Click on 1. PROFILE
3. Change DEFAULT VIEW to Admin Menu
4. Save

The next time you log in to SpEd Forms, the Admin Menu will appear.



Click on 1. Profile

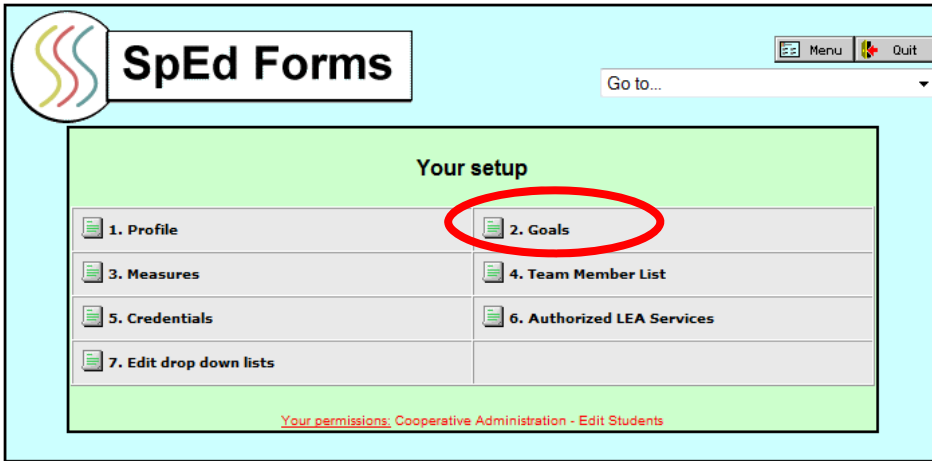
To change your Profile information or password



The DEFAULT VIEW will be set to log you directly to the MAIN MENU (aka Teacher Menu).

To change this setting so that you see the ADMIN MENU at log in, choose ADMIN MENU in the Default View option.

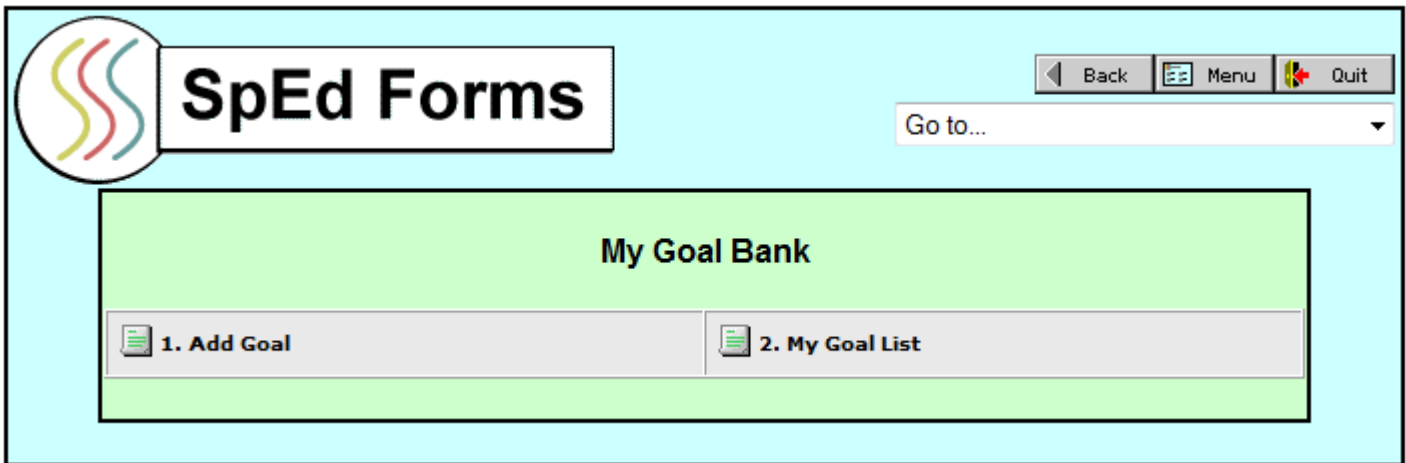
Please include a phone number and at email address in your Contact information so that others have a way to reach you if a question arises about any of your students.



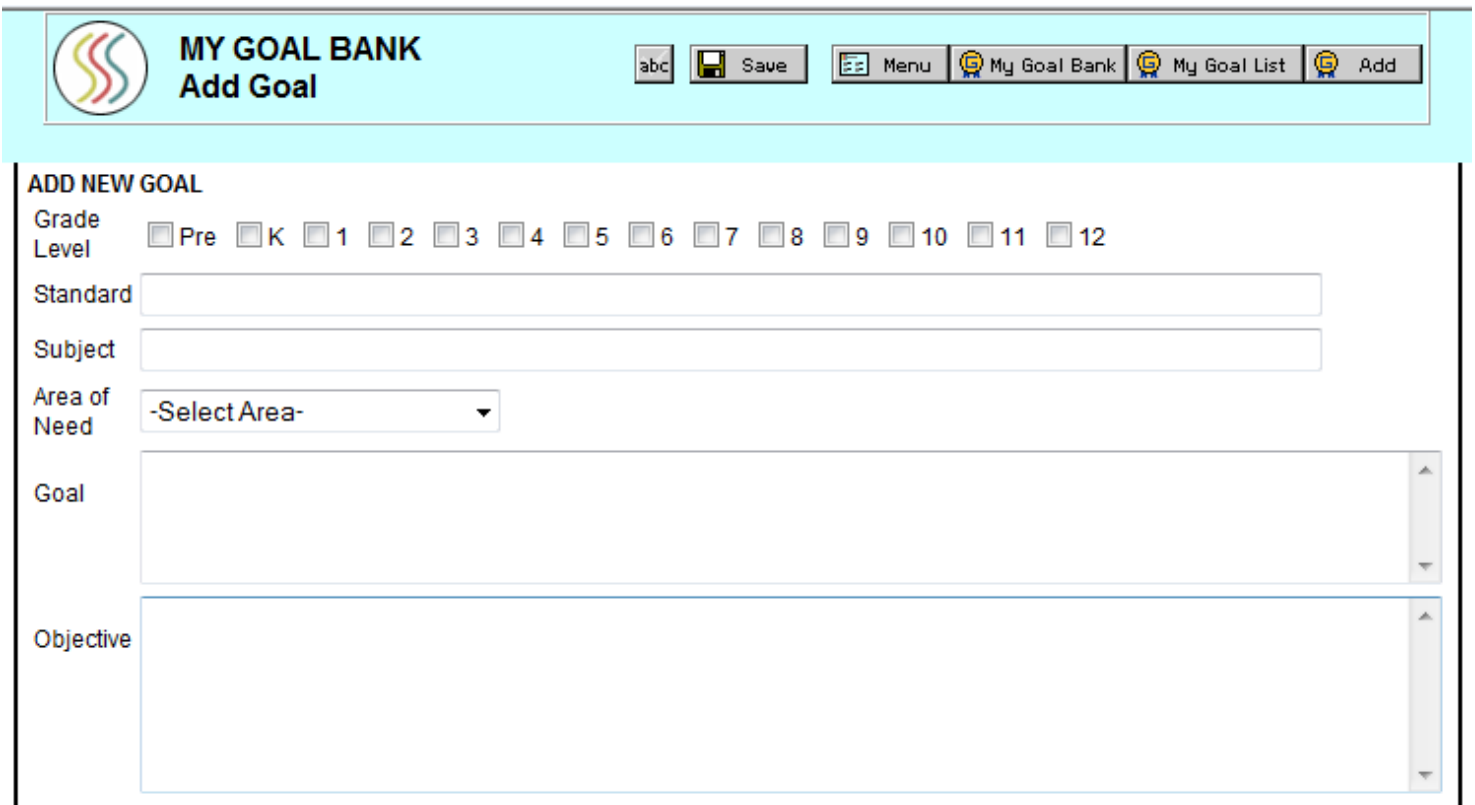
The screenshot shows the 'SpEd Forms' application interface. At the top left is the logo and the text 'SpEd Forms'. To the right are 'Menu' and 'Quit' buttons and a 'Go to...' search field. The main content area is titled 'Your setup' and contains a grid of seven menu items: 1. Profile, 2. Goals, 3. Measures, 4. Team Member List, 5. Credentials, 6. Authorized LEA Services, and 7. Edit drop down lists. The '2. Goals' item is circled in red. At the bottom, it says 'Your permissions: Cooperative Administration - Edit Students'.

Click on 2. Goals

To add or edit personal goals. This personal goal library will be available to you as a choice when you insert goals into a student's Goal on Goal Page 4.

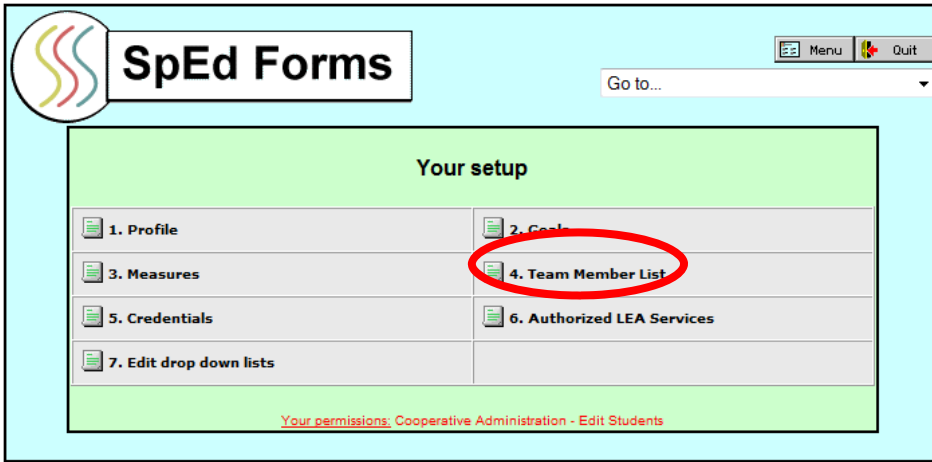


The screenshot shows the 'SpEd Forms' application interface. At the top left is the logo and the text 'SpEd Forms'. To the right are 'Back', 'Menu', and 'Quit' buttons and a 'Go to...' search field. The main content area is titled 'My Goal Bank' and contains two menu items: 1. Add Goal and 2. My Goal List.



The screenshot shows the 'MY GOAL BANK Add Goal' form. At the top left is the logo and the text 'MY GOAL BANK Add Goal'. To the right are 'abc', 'Save', 'Menu', 'My Goal Bank', 'My Goal List', and 'Add' buttons. The form has the following fields:

- ADD NEW GOAL**
- Grade Level**: Radio buttons for Pre, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
- Standard**: Text input field.
- Subject**: Text input field.
- Area of Need**: Dropdown menu with '-Select Area-' selected.
- Goal**: Large text area with a vertical scrollbar.
- Objective**: Large text area with a vertical scrollbar.



Click on 4. Team Member List

To add or edit a personal team member list. This personal team member list will be available on any form that requires staff names to be entered. It's a short-cut method for you to save a list of names/titles of staff with whom you frequently share students.

Team Member List									
<b>Mary Contrary</b>									
Mary	Contrary	Gen Ed Teacher							Remove <input type="checkbox"/>
First Name	Last Name	Title	Phone						
Address 1	Address 2	City	State	Zip	Email				
<b>Shane Dennis</b>									
Shane	Dennis	Teacher							Remove <input type="checkbox"/>
First Name	Last Name	Title	Phone						
Address 1	Address 2	City	State	Zip	Email				
<b>Jane Doe</b>									
Jane	Doe	Teacher							Remove <input type="checkbox"/>
First Name	Last Name	Title	Phone						
Address 1	Address 2	City	State	Zip	Email				
<b>Jack Horner</b>									
Jack	Horner	WorkAbility Coordinator							Remove <input type="checkbox"/>
First Name	Last Name	Title	Phone						
Address 1	Address 2	City	State	Zip	Email				
<b>Leo Lion</b>									
Leo	Lion	Speech Teacher							Remove <input type="checkbox"/>
First Name	Last Name	Title	Phone						
Address 1	Address 2	City	State	Zip	Email				
<b>Mama Mia</b>									
Mama	Mia	Teacher							Remove <input type="checkbox"/>
First Name	Last Name	Title	Phone						
Address 1	Address 2	City	State	Zip	Email				

You may add as many names/titles as you like. You will be able to select from this list when it is chosen on a signature or meeting notice page.

Educators	Students	Reports	Organization	Files
<div style="display: flex; justify-content: space-between;"> <span>---Select District---</span> <span>---Select School---</span> <span>Search</span> </div>				
<b>ACTIVE STUDENT RECORDS</b>				
Not evaluated				<a href="#">501</a>
Receiving services				<a href="#">2668</a>
504 plans				<a href="#">121</a>
<b>REFERRALS</b>				
Referrals in last 30 days				<a href="#">12</a>
Parent consent in last 30 days				<a href="#">4</a>
<b>SERVICE PLANS</b>				
Due within 90 days				<a href="#">855</a>
Due within 30 days				<a href="#">282</a>
Overdue				<a href="#">59</a>
<a href="#">More data&gt;&gt;</a>				

To find or work with a student or students:

1. click on STUDENTS at the top of the Admin Menu screen

**Search Criteria:**

SELPA:

Serving District:

Resident District:

School:

Case Mgr.:

Teacher:

CSIS ID:

Student Sch. ID:

First Name:

Last Name:

Ethnicity:

Form:

Referral:  /  /  to  /  /

Last IEP:  /  /  to  /  /

Exit Date:  /  /  to  /  /

Order By (1):

Status:

Exit Reason:

Trans. Lang.:  Yes  No

Disability:

Grade:

MHS Elig.:  Yes  No Agenda Selected:

CASEMIS data submitted:  Yes  No

Res. Status:

User Tag:

Race:

Consent:  /  /  to  /  /

Last Eval:  /  /  to  /  /

Plan Filed:  /  /  to  /  /









Order By (2):

**Enter your search criteria above and then click "Search"**

To find a student or students, identify the SERVING DISTRICT, STATUS, GRADE, or other criteria OR simply enter all or part of the student's first and/or last name. (Hint: entering at least the first 3 characters or both names gets great results if you're unsure of the spelling).

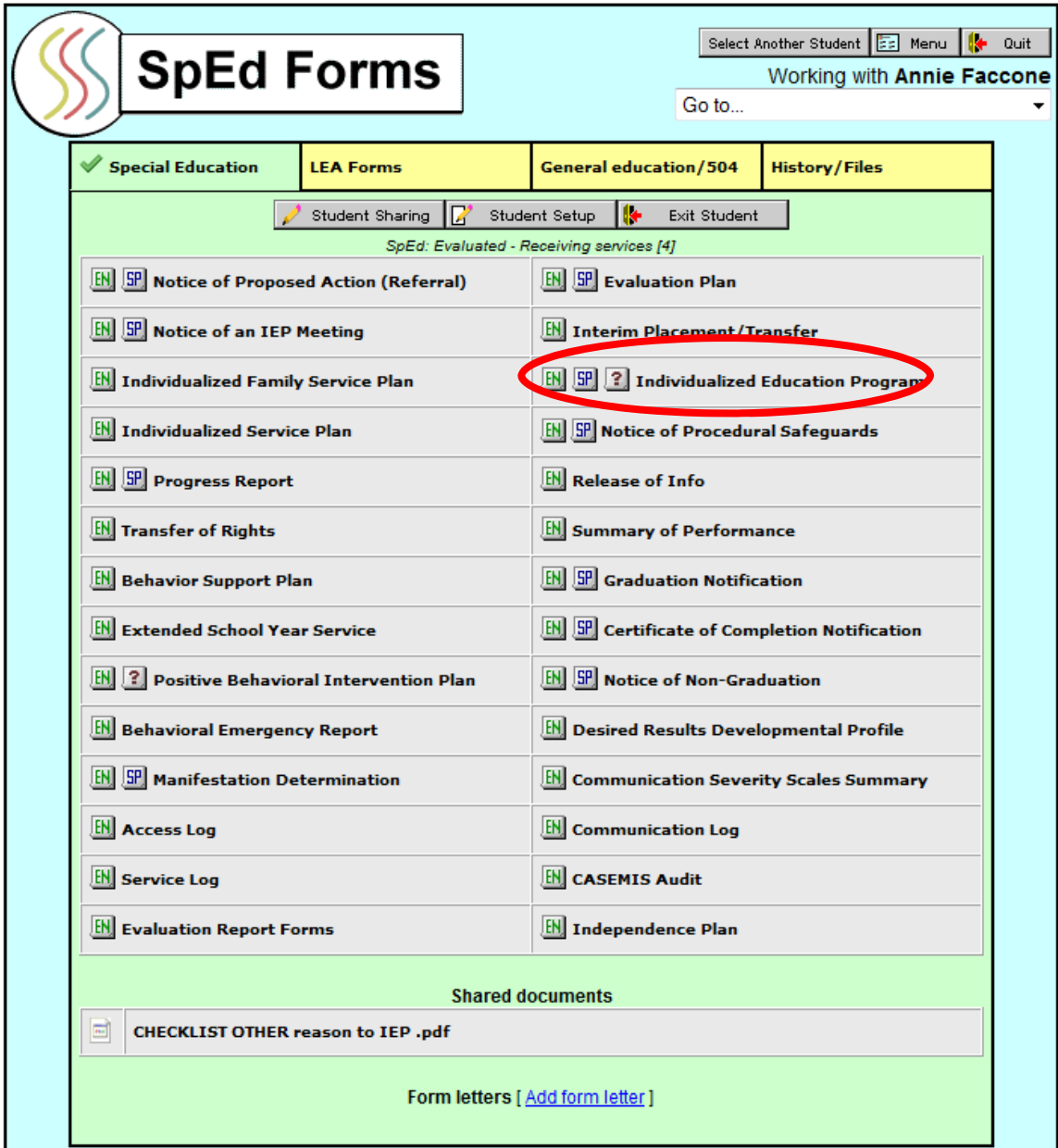
New search>>

3 Student(s) found. Last Name = faccone Showing page 1 of 1: 1 [\[Save to File\]](#)

CSIS ID	Student	Case Manager	Ref. date	Ref. by	Par. cons.	Init. eval.	Entry date	Last IEP	Last Eval	
T010045226	😊 Faccone, Annie	Faccone, Darlene	😞	😊	😊	😊	😊	😞	😞	 View  Delete  More >
T200000003	😊 Faccone, Molly	Faccone, Darlene	😞	😊	😊	😊	😊	😞	😊	 View  Delete  More >
T321321321	😊 Faccone, Nala	Faccone, Darlene	😊	😊	😊	😊	😊	😊	😊	 View  Delete  More >

Click VIEW or use the short-cuts in the MORE sub-menu to get to the student's FORM MENU or an option on the FORM MENU.

The FORM MENU (below) can be reached from VIEW or go directly to the IEP Menu by using the IEP selection on the MORE sub-menu.

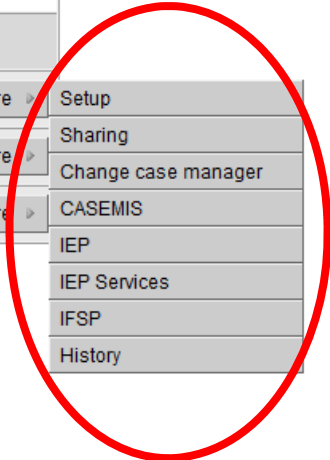


The screenshot shows the 'SpEd Forms' application interface. At the top left is the 'SpEd Forms' logo. On the top right, there are buttons for 'Select Another Student', 'Menu', and 'Quit', along with the text 'Working with Annie Faccone' and a 'Go to...' dropdown menu. Below this is a navigation bar with four tabs: 'Special Education' (checked), 'LEA Forms', 'General education/504', and 'History/Files'. Under the 'Special Education' tab, there are buttons for 'Student Sharing', 'Student Setup', and 'Exit Student'. The main area displays a list of forms under the heading 'SpEd: Evaluated - Receiving services [4]'. The forms are arranged in two columns. The form 'Individualized Education Program' is circled in red. At the bottom, there is a 'Shared documents' section with a document icon and the text 'CHECKLIST OTHER reason to IEP .pdf', and a 'Form letters [ Add form letter ]' link.

New search>>

3 Student(s) found, Last Name = faccone Showing page 1 of 1: 1 [\[Save to File\]](#)

CSIS ID	Student	Case Manager	Ref. date	Ref. by	Par. cons.	Init. eval.	Entry date	Last IEP	Last Eval	
T010045226	😊 Faccone, Annie	Faccone, Darlene	😞	😊	😊	😊	😊	😞	😞	<a href="#">View</a> <a href="#">Delete</a> <a href="#">More</a>
T200000003	😊 Faccone, Molly	Faccone, Darlene	😞	😊	😊	😊	😊	😞	😊	<a href="#">View</a> <a href="#">Delete</a> <a href="#">More</a>
T321321321	😊 Faccone, Nala	Faccone, Darlene	😊	😊	😊	😊	😊	😊	😊	<a href="#">View</a> <a href="#">Delete</a> <a href="#">More</a>



By using the IEP short-cut from the MORE sub-menu, the IEP Menu can be accessed directly from the Student List.

**SpEd Forms**

Select Another Student Form Menu Menu Quit

Working with Annie Faccone


Go to...

**Individualized Education Program**  
Last IEP Date: 3/9/2011 Finalized on: 3/9/2011

Validate IEP Print IEP

EN 1. Student Information	EN 1A. Individual Transition Plan 1
EN 1B. Individual Transition Plan 2	EN 2. Present Levels of Academic Achievement and Functional Performance
EN 3A. Special Factors	EN 3B. Statewide Assessments
EN 4. Annual Goals	EN 5A. Services
EN 5B. Educational Setting	EN 6. Signature and Parent Consent
EN 7. IEP Team Meeting Comments	EN 8. IEP Team Amendments Page
EN 9. Specific Learning Disability Team Determination of Eligibility	EN 9. Specific Learning Disability Discrepancy Documentation Report
EN 10. Teacher IEP Notification - ESY	EN 11. Teacher IEP Notification
EN 12. CASEMIS Audit	

By using the SETUP short-cut from the MORE sub-menu, the Student Setup form can be accessed directly from the Student List. On this form, you can visually see and verify dates, schools, projected schools/teachers and general information including parent names, addresses and phone number.



## SpEd Forms

Save Form Menu Menu Quit

Go to...

Your session will expire at 5:55:24 PM. Please remember to click **Save**.

**Student setup**  
 Please Note: To update CASEMIS records you must finalize the IEP.

Status: SpEd: Evaluated - Receiving services [4]  
 Administrator note:   
 Service plan filed:  /  /

**Student Information**

CSIS ID: T010043681 [\[ Edit \]](#) [Edit Parent Info-->](#)

SSN #:

Student Sch. ID:

County ID:

First Name:

Last Name:

Birthdate:  /  /  Age 14

Primary Disability: 240: Speech or Language Impairment (SLI)

Health Alert:  Educational Rights Alert:

Severely Disabled:  Yes  No

Grade: Second grade

Gender:  Male  Female

Ethnicity:  Hispanic or Latino  Not Hispanic or Latino  Intentionally left blank

Race Code(s):  
 1 Intentionally left blank (valid in Race 1 only)  
 2 --Select Race--  
 3 --Select Race--

English Learner:  Yes  No

Service Plan: Individualized Education Program (IEP)

Report to CASEMIS:  Yes  No

Referred by: Parent

Case Manager: Facone, Darlene

User Tag: --Select User Tag--

**Important Dates**

Initial Referral:  /  /

District Received Initial Parent Consent:  /  /

Initial Eval to Determine Eligibility:  /  /

Evaluation Delay: --Select Eval delay--

Began Receiving SpEd Services:  /  /

Last Annual IEP:  /  /

Third Birthday Delay: --Select delay reaso--

Next Annual IEP:  /  /

Last Evaluation:  /  /

Next Evaluation:  /  /

IEP Meeting:  /  /

Next Meeting Date:  /  /

CMH Review Date:  /  /

**School Information**

**Current school**

Serving District: zzDemoDistrict

School: Demo School

Program: --Select Program--

Res. District: Bartville School District

**Next school**

Student Sch ID:

District: --Select District--

School: --Select School--

Grade: --Select Grade--

Teacher: --Select Teacher--



# STUDENT INFORMATION

Student: Missy Faccione

abc



Save

IEP Menu

Form Menu

Forward



PRINT

Go to...

Your [exclusive rights](#) expire at 9:45:49 PM. Please remember to [check spelling](#).

IEP Date

SPED Entry Date

 /  / 

Last Name

First Name

Nickname/Middle

Last Annual IEP

 /  / 

Next Annual IEP

 /  / 

Last Eval

 /  / 

Next Eval

 /  / 

Purpose of Meeting

Initial

Annual

Triennial

Transition

Pre-expulsion

Please check ALL boxes that apply (i.e. INITIAL, TRIENNIAL or ANNUAL, TRIENNIAL, etc)

Expanded IEP

 /  / 

Amendment

 /  / 

Other

Birthdate

 /  / 

Age

Gender

Grade

Migrant

 No  Yes

Native Language

EL

No  Yes

Proficiency Level/Date

 /  / 

Interpreter

No  Yes

---Select Language---

SSID #

SSN

Student ID

To indicate that this IEP is now in Transition, checkmark the TRANSITION checkbox and click SAVE. The name of the IEP at the top of the IEP MENU will now read "TRANSITION INDIVIDUALIZED EDUCATION PROGRAM". To see the new name, click on the EP MENU button at the top of the screen (in the blue/green box with the gray SpEd Forms Navigation buttons).

The screenshot shows the SpEd Forms interface. At the top left is the logo and the text "SpEd Forms". To the right are navigation buttons: "Select Another Student", "Form Menu", "Menu", and "Quit". Below these is the text "Working with Missy Faccione" and a "Go to..." dropdown menu. The main content area has a green header with the title "Transition Individualized Education Program" circled in red. Below the title are two buttons: "Validate IEP" and "Print IEP". The main area contains a grid of 12 items, each with a green "EN" icon and a title:

1. Student Information	1A. Individual Transition Plan 1
1B. Individual Transition Plan 2	2. Present Levels of Academic Achievement and Functional Performance
3A. Special Factors	3B. Statewide Assessments
4. Annual Goals	5A. Services
5B. Educational Setting	6. Signature and Parent Consent
7. IEP Team Meeting Comments	8. IEP Team Amendments Page
9. Specific Learning Disability Team Determination of Eligibility	9. Specific Learning Disability Discrepancy Documentation Report
10. Teacher IEP Notification - ESY	11. Teacher IEP Notification
12. CASEMIS Audit	



# INDIVIDUAL TRANSITION PLAN 1

Student: Missy Faccione

abc Save Back IEP Menu Form Menu Forward PRINT

Go to...

Your exclusive rights expire at 9:50:22 PM. Please remember to check spelling.

Name Missy Faccione Date \_\_\_\_\_

Student Invited:  Yes  No If appropriate, and agreed upon, agencies invited:  Yes  No

Describe how the student participated in the process:

--- Type below or select from this preset list ---  
Interest Inventories

Age-appropriate transition assessments/instruments were used.  Yes  No

Describe the results of the assessments: Please provide narrative for each assessment used.

--- Type below or select from this preset list ---  
Brigance Life Skills Inventory

### Student's Post Secondary Goal Training or Education (Required):

Note: To attach services please enter them on the IEP Services page. Choose service codes 820, 880 or 890.

Upon completion of school I will:

test

Transition Service Code (Required):

Activities to Support Transition Service:

## NOTES:



# INDIVIDUAL TRANSITION PLAN 2

Student: Missy Faccione

abc Save Back IEP Menu Form Menu Forward PRINT

Go to...

Your exclusive rights expire at 9:51:39 PM. Please remember to check spelling.

Name Missy Faccione Date \_\_\_\_\_

### District Graduation Requirements:

#### Course of Study

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal (  see attached transcript documentation).

--- Type below or select from this preset list ---

Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?  Yes  No

CREDITS REQUIRED FOR GRADUATION  CREDITS EARNED  CREDITS NEEDED

Diplomas:  No  Yes

Certificate of Completion:  No  Yes Anticipated Completion Date:  /  /

Passed Algebra I  No  Yes  /  /

Form 1A

Individual Transition Plan 1

(see SpEd Forms for the entire form)

Form 1B

Individual Transition Plan 2

(see SpEd Forms for the entire form)

**PRESENT LEVELS**  
Student: Missy Faccone

abc Save Back IEP Menu Form Menu Forward PRINT

Go to...

Your [exclusive rights](#) expire at 9:57:04 PM. Please remember to [check spelling](#).

Name Missy Faccone Date \_\_\_\_\_

Strengths/Preferences/Interests

Missy understands the use of computers and their language. She however, does not know the difference between many other inanimate objects such as airplane and the fact that it flies in the air to her it is still a big bird, train, and other large objects of transportation she is willing to help people when the need

Concerns of parent/adult student relevant to educational progress

Mom is concerned about Missy's behavior and attention deficit.

Form 2  
Present Levels  
(see SpEd Forms for the entire form)

CA Standards Tests

English/Language Arts	<input type="checkbox"/> Adv	<input type="checkbox"/> Proficient	<input type="checkbox"/> Basic	<input type="checkbox"/> Below Basic	<input type="checkbox"/> Far Below Basic
Mathematics	<input type="checkbox"/> Adv	<input type="checkbox"/> Proficient	<input type="checkbox"/> Basic	<input type="checkbox"/> Below Basic	<input type="checkbox"/> Far Below Basic
Hist./Soc. Sciences	<input type="checkbox"/> Adv	<input type="checkbox"/> Proficient	<input type="checkbox"/> Basic	<input type="checkbox"/> Below Basic	<input type="checkbox"/> Far Below Basic
Science	<input type="checkbox"/> Adv	<input type="checkbox"/> Proficient	<input type="checkbox"/> Basic	<input type="checkbox"/> Below Basic	<input type="checkbox"/> Far Below Basic

CMA

English Language Arts	Mathematics	Science	Other
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

CAPA

English/Language Arts	<input type="checkbox"/> Adv	<input type="checkbox"/> Proficient	<input type="checkbox"/> Basic	<input type="checkbox"/> Below Basic	<input type="checkbox"/> Far Below Basic
Mathematics	<input type="checkbox"/> Adv	<input type="checkbox"/> Proficient	<input type="checkbox"/> Basic	<input type="checkbox"/> Below Basic	<input type="checkbox"/> Far Below Basic
Science	<input type="checkbox"/> Adv	<input type="checkbox"/> Proficient	<input type="checkbox"/> Basic	<input type="checkbox"/> Below Basic	<input type="checkbox"/> Far Below Basic

CELDT

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

NOTES:

**SPECIAL FACTORS**  
Student: Missy Faccone

abc Save Back IEP Menu Form Menu Forward PRINT

Go to...

Your [exclusive rights](#) expire at 9:58:02 PM. Please remember to [check spelling](#).

Name Missy Faccone Date \_\_\_\_\_

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

--- Type below or select from this preset list ---

Student does not require assistive technology devices and/or services.

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

--- Type below or select from this preset list ---

Student does not require low incidence services, equipment or materials.

Considerations if the student is blind or visually impaired

--- Type below or select from this preset list ---

Student is not blind or visually impaired.

Form 3A  
Special Factors  
(see SpEd Forms for the entire form)



Save



Back



IEP Menu



Form Menu



Forward



PRINT

Go to... ▼

Your [exclusive rights](#) expire at 10:02:19 PM. Please remember to [check spelling](#).

Name Missy Faccione

Date \_\_\_\_\_

Testing based on student's grade level.  
[CDE Statewide Assessments Form](#)

**Participation in Statewide Assessment Program, STAR**

(California Standards Test, California Modified Assessment Test, California Alternate Performance Assessment)

**English Language Arts (ELA)**

Outside of testing range (before grade 2 and after grade 11)

CST with testing accommodations

CST without testing accommodations

---Select --- ▼

---Select --- ▼

---Select --- ▼

and/or

CST with testing modifications

---Select --- ▼

---Select --- ▼

---Select --- ▼

CMA with testing accommodations

CMA without testing accommodations

---Select --- ▼

---Select --- ▼

---Select --- ▼

**Mathematics**

Outside of testing range (before grade 2 and after grade 11)

CST with testing accommodations

CST without testing accommodations

---Select --- ▼

---Select --- ▼

---Select --- ▼

and/or

CST with testing modifications

---Select --- ▼

---Select --- ▼

---Select --- ▼

CMA with testing accommodations

CMA without testing accommodations

---Select --- ▼

---Select --- ▼

---Select --- ▼

**Algebra**

Form 3B Statewide Assessments Form (see SpEd Forms for the entire form)

NOTES:



Your [exclusive rights](#) expire at 10:08:13 PM. Please remember to [check spelling](#).

Goal/Outcome  of 1  Objectives  Benchmarks

Annual goals must be measurable and relate to the baseline data. Goals must include:

- Who? (student)                      Given What? (conditions)
- Does What? (observable behavior)    How Much? (mastery, criteria)
- When? (By reporting date)            How Will It Be Measured? (performance criteria)

Name Missy Faccione \_\_\_\_\_

Date \_\_\_\_\_

**Area of Need**

Mathematics: Algebra I

---

**Baseline**

The baseline text goes here

---

**Measurable Annual Goal** [Measure Goal](#)

By 06/05/2012, when given the rules of exponents, Missy will define (taking the opposite, finding the reciprocal, taking a root and raising to a power) and give written examples of each rule with an average of 90% accuracy in 3 consecutive trials as measured by teacher-charted observations/student work samples. (CAHSEE)

---

Enables Student to be Involved/Progress in General Curriculum/State Standard

Addresses Other Educational Needs Resulting from the Disability     Linguistically Appropriate

Transition Goal      Behavioral goal

Person(s) Responsible

Form 4 Annual Goals (see SpEd Forms for the entire form)

NOTES:



# SERVICES

Student: Missy Faccione



Save



Back



IEP Menu



Form Menu



Forward



PRINT

Go to...

Your [exclusive rights](#) expire at 10:11:00 PM. Please remember to [check spelling](#).

Name Missy Faccione

Date \_\_\_\_\_

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

--- Type below or select from this preset list ---

Full-time placement in regular education classroom with supplementary aides or services is not appropriate because requires direct instruction in a small group environment.

### SUPPLEMENTARY AIDS, SERVICES & OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

Service --- Type below or select from this preset list ---			
# 1 Seat near the teacher during Algebra lessons			
Provider # 1155	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	Start Date 10 / 4 / 2010	End Date 10 / 29 / 2010
Provider: Lucy FaccioneTch			
Frequency Weekly	Duration 30	Location Regular classroom/public day school	<a href="#">Remove</a>

Add Supplementary Supports to Students and Staff

### SPECIAL EDUCATION and RELATED SERVICES

Service # 1 415 Language and Speech	Start Date 6 / 11 / 2006	End Date 6 / 11 / 2008
Provider # 1155	Supervisor # 1155	Provider District of Service
Provider: Lucy FaccioneTch		<input type="radio"/> Ind <input checked="" type="radio"/> Grp Independent Living
Frequency Yearly	Duration 30 minutes	Location Regular classroom/public day school
		<a href="#">Remove</a>

Service # 2 330 Specialized Academic Instruction	Start Date 4 / 30 / 2009	End Date 4 / 30 / 2010
Provider # 1155	Supervisor # 1155	Provider District of Service
Provider: Lucy FaccioneTch		<input type="radio"/> Ind <input checked="" type="radio"/> Grp Employment

Form 5A Services (see SpEd Forms for the entire form)

NOTES:



# EDUCATIONAL SETTING

Student: Missy Faccione



Save



Back

IEP Menu

Form Menu



Forward



PRINT

Go to...

Your [exclusive rights](#) expire at 10:13:52 PM. Please remember to [check spelling](#).

Name Missy Faccione

Date \_\_\_\_\_

Physical Education  General  Specially Designed  Other

### District of Service

zzDemoDistrict

### School of Attendance

Demo School

### School Type

10 Public day school

### Federal Setting

400: Regular classroom/Public day school

### Preschool Setting

440 Separate class

All special education services provided at student's school of residence?  Yes  No (rationale)

50 % of time student is outside the regular class, extracurricular, and nonacademic activities

50 % of time student is in the regular class, extracurricular, and nonacademic activities

Student will not participate in the regular class, extracurricular, and nonacademic activities for

Reading

because

--- Type below or select from this preset list ---  
Missy requires direct instruction in a small group setting.

### Other Agency Services

- California Children's Services (CCS)
- Probation
- Department of Social Services (DSS)
- County Mental Health (CMH)
- Regional Center
- Department of Rehabilitation
- Other

Student Eligible for educationally related mental health services (ERMHS)?  Yes  No

Mental Health Services Included on the IEP?  Yes  No 11 / 13 / 2009

Form 5B Educational Settings Form (see SpEd Forms for the entire form)

NOTES:



# SIGNATURE AND PARENT CONSENT

Student: Missy Faccone

abc Save Back IEP Menu Form Menu Forward PRINT

Go to...

Your exclusive rights expire at 10:15:55 PM. Please remember to check spelling.

Name Missy Faccone

Date \_\_\_\_\_

Order	Name	Title	Date		Remove
1	Tim Totman	LEA Representative	2 / 4 / 2011	Select	<input type="checkbox"/> Remove
2	Sally Sue	General Education Teacher	2 / 4 / 2011	Select	<input type="checkbox"/> Remove
3	Missy Faccone	Student	2 / 4 / 2011	Select	<input type="checkbox"/> Remove



# IEP TEAM MEETING COMMENTS

Student: Missy Faccone

abc Save Back IEP Menu Form Menu Forward PRINT

Go to...

Your exclusive rights expire at 10:16:44 PM. Please remember to check spelling.

Name Missy Faccone

Birthdate 5/1/2008

IEP Date \_\_\_\_\_

## Comments

Empty text area for comments.



# IEP AMENDMENT PAGE

Student: Missy Faccone

abc Save Back IEP Menu Form Menu Forward PRINT

Go to...

Your exclusive rights expire at 10:17:20 PM. Please remember to check spelling.

Name Missy Faccone

Birthdate 5/1/2008

Date [ ] / [ ] / [ ]

Parents have agreed that a meeting is not needed for this amendment.

## Purpose of Meeting

Empty text area for purpose of meeting.

Changes to the IEP Dated 6/19/2011

Empty text area for changes to the IEP.

Form 6, 7 and 8 Signature Form, IEP Team Meeting Comments, IEP Amendment Page (see SpEd Forms for the entire form)

To view Comments from previously Finalized (Saved to history) IEPs, please see the student's HISTORY menu. Meeting Comments and Amendment Comments are cleared from the "working copy" after the IEP is placed in History.

## NOTES:

Large empty text area for notes.



# SpEd Forms

Select Another Student Menu Quit

Working with Annie Faccone

Go to...

Special Education	LEA Forms	General education/504	History/Files
<p>Student Sharing Student Setup Exit Student</p> <p>SpEd: Evaluated - Receiving services (4)</p>			
EN SP Notice of Proposed Action (Referral)	EN SP Evaluation Plan		
EN SP Notice of an IEP Meeting	EN Interim Placement/Transfer		
EN Individualized Family Service Plan	EN SP ? Individualized Education Program		
EN Individualized Service Plan	EN SP Notice of Procedural Safeguards		
EN SP Progress Report	EN Release of Info		
EN Transfer of Rights	EN Summary of Performance		
EN Behavior Support Plan	EN SP Graduation Notification		
EN Extended School Year Service	EN SP Certificate of Completion Notification		
EN ? Positive Behavioral Intervention Plan	EN SP Notice of Non-Graduation		
EN Behavioral Emergency Report	EN Desired Results Developmental Profile		
EN SP Manifestation Determination	EN Communication Severity Scales Summary		
EN Access Log	EN Communication Log		
EN Service Log	EN CASEMIS Audit		
EN Evaluation Report Forms	EN Independence Plan		
Shared documents			
<p>CHECKLIST OTHER reason to IEP .pdf</p>			
Form letters [ <a href="#">Add form letter</a> ]			

NOTES:



# Behavior Support Plan (Page 1 of 2)

Student: Missy Faccone

abc



Save

Form Menu



Forward



PRINT

Go to...

Your [exclusive rights](#) expire at 8:51:07 AM. Please remember to [check spelling](#).

Finalize

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide

This BSP attaches to:

IEP

504 plan

Team meeting

date:  /  /

date:  /  /

date:  /  /

Student Name (first/middle/last)

Missy   Faccone

Today's Date

/  /

Next Review Date

/  /

- The behavior impeding learning is (describe what it looks like)
- It impedes learning because
- The need for a Behavior Support Plan  early stage intervention  moderate  serious  extreme
- Frequency of intensity or duration of behavior   
 reported by  and/or  observed by

## PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

### Observation & Analysis

5. What are the predictors for the behavior? [[Info](#)]

6. What supports the student using the problem behavior? [[Info](#)]



# Evaluation Plan

Student: Missy Faccone

abc



Save

Form Menu



PRINT

Go to...

Your [exclusive rights](#) expire at 8:52:39 AM. Please remember to [check spelling](#).

Finalize

Initial  Annual  Triennial  Transition  Interim  Other

To Parent/Guardian of Missy Faccone Birthdate  /  /  2008 Date  /  /

District  School  Grade

Primary Language  English Proficiency Level  /  /

To meet your child's needs, this evaluation will consist of assessments in only the areas checked by the district. Assessments will be conducted by qualified staff and, when appropriate, utilizing qualified interpreters. A variety of tools and strategies will be utilized, which may include observation of the student, teacher/parent/student interviews, formal assessments, and reviews of student records. You will be asked to participate in a meeting of the Individualized Education Program (IEP) team following completion of the assessment. All information and assessments results will be kept confidential. No changes in special education services will be made without your written consent.

Evaluation Area	Examiner Title
<input type="checkbox"/> <b>Academic Achievement</b> - These tests measure reading, spelling, mathematics, oral and written language skills and/or general knowledge.	<input type="text"/>
<input type="checkbox"/> <b>Health</b> - Health information and testing is gathered to determine how your child's health affects school performance.	<input type="text"/>
<input type="checkbox"/> <b>Intellectual Development</b> - These tests measure how well your child thinks, remembers, and solves problems.	<input type="text"/>
<input type="checkbox"/> <b>Language/Speech Communication Development</b> - These tests measure your child's ability to understand and use language and speak clearly and appropriately.	<input type="text"/>
<input type="checkbox"/> <b>Motor Development</b> - These tests measure how well your child coordinates body movements	<input type="text"/>



# Interim Placement/Transfer

Student: Missy Faccone

abc



Save

Form Menu

Forward



PRINT

Go to...

Your [exclusive rights](#) expire at 8:53:48 AM. Please remember to [check spelling](#).

Validate

Interim placement  Transfer

Today's Date  /  /

Implementation Date

30 Day Review

Last Eval

Last IEP

/  /

/  /

3 / 31 / 2011

6 / 19 / 2011

First Name

Nickname/Middle

Last Name

Birthdate

Age

Gender

Missy

Faccone

5 / 1 / 2008

3

Male

Social Security #

xxx-xx-6789

SSID #

1231231230

Grade

Fifth grade

District of Residence

Bartsville School District

School of Residence

---Select School---

Native Language

English

District of Service

zzDemoDistrict

School of Attendance

Demo School

Parent/Guardian

Darlene

Faccone

First Name

Last Name

Home Phone 760-738-4050

Home Address

416 Chestnut Lane

Work Phone 760-738-4050

Escondido CA 92025

Cell Phone 619-417-4050

NOTES:

**SpEd Forms**

Select Another Student | Form Menu | Menu | Exit

Working with Missy Faccone

Go to...

**Transition Individualized Education Program**  
11/20/2011 10:54 AM, Finalized on: 6/20/2011

Validate IEP | Print IEP

1. Student Information	1A. Individual Transition Plan 1
1B. Individual Transition Plan 2	2. Present Levels of Academic Achievement and Functional Performance
3A. Special Factors	3B. Statewide Assessments
4. Annual Goals	5A. Services
5B. Educational Setting	6. Signature and Parent Consent
7. IEP Team Meeting Comments	8. IEP Team Amendments Page
9. Specific Learning Disability Team Determination of Eligibility	9. Specific Learning Disability Discrepancy Documentation Report
10. Teacher IEP Notification - ESY	11. Teacher IEP Notification
12. CASEMIS Audit	

**VALIDATE IEP**  
Student: Missy Faccone

abc | Save | IEP Menu | Form Menu | PRINT

Go to...

Your exclusive rights expire at 8:58:19 AM. Please remember to check spelling.

The Validation screen has 3 sections:

1. General questions that act as reminders—these may change from time to time. The information is not collected or reported but you must actively check a box to move one. Sometimes a tickler is helpful!
2. The middle section checks all of the CASEMIS fields for VALID data for Student Table A and Services Table B. You may make changes to your CASEMIS data on this screen without having to go back to a Form (except Initial Referral, Initial Referred By and a few others that need to be changed only in the original place of entry). The fields are numbered using the same numbering system in the CASEMIS Technical Assistance Guide (TAG) for easier reference. The column on the far right (happy/sad faces) will appear GREEN when the data is valid, ORANGE when the data is incorrect or not selected, The ORANGE face will be shown in a BLUE background for a WARNING. Warnings are not considered an Error and will NOT stop the Validation process.

If the CASEMIS portion passes Validation, a “button” will appear at the top:

**Send CASEMIS data ONLY**

1. The last section checks for compliance and will display a message for each required field that is empty. A link is provided to the form requiring correction.

When ALL sections pass Validation, this button will appear:

**CASEMIS and IEP validation failed. Please correct all errors highlighted in yellow.**

SELF AUDIT	
Have all CMH fields on this IEP been verified? <small>(Educational settings form: Agency checkbox; MHS Eligible and MHS Language checkboxes; Services Form: 500 Services and appropriate corresponding Provider)</small>	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA
If this student is in Day Treatment, have you included Service 540 Day Treatment Services?	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA
If this student is in a Residential Treatment facility, have you included Service 545 Residential Treatment services; Residential status code 50; correct school selected?	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA

CASEMIS A VALIDATION		
A-2	SELPA Code <small>(selpa_code)</small>	1000
A-3	SELPA Transferred From <small>(selpa_from)</small>	1000
A-4	Serving District <small>(dist_serv)</small>	zzDemoDistrict
A-5	Resident District <small>(dist_res)</small>	Bartville School District
A-6	School Code <small>(sch_code)</small>	Demo School
A-7	School Type <small>(sch_type)</small>	10 Public day school
A-8	Last Name <small>(last_name)</small>	Faccone

IEP VALIDATION	
Student information	IEP date: Please enter the IEP date on the first page of the IEP.
	Purpose of meeting: <input type="checkbox"/> Initial <input type="checkbox"/> Annual <input type="checkbox"/> Triennial <input checked="" type="checkbox"/> Transition <input type="checkbox"/> Pre-expulsion <input type="checkbox"/> Expanded IEP <input type="checkbox"/> Amendment / / <input type="checkbox"/> <input type="checkbox"/> Other
Transition plan	
Present levels	
Special factors	
Goals	

**CASEMIS & IEP validation successful.**

Finalize IEP -and- Send CASEMIS Data
Send CASEMIS data ONLY

## Assigning IEP Team Members to Students

New search>>

ADMIN MENU | Student or GoTo Admin Students

3 Student(s) found. [Last Name = faccone](#) Showing page 1 of 1: [1](#) [\[Save to File\]](#)

CSIS ID	Student	Case Manager	Ref. date	Ref. by	Par. cons.	Init. eval.	Entry date	Last IEP	Last Eval	
T010045226	Faccone, Annie	Faccone, Darlene								<a href="#">View</a> <a href="#">Delete</a> <a href="#">More</a> <ul style="list-style-type: none"> <li>Setup</li> <li>Sharing</li> <li>Change case manager</li> <li>CASEMIS</li> <li>IEP</li> <li>IEP Services</li> <li>IFSP</li> <li><b>History</b></li> </ul>
T200000003	Faccone, Molly	Faccone, Darlene								<a href="#">View</a> <a href="#">Delete</a> <a href="#">More</a>
T321321321	Faccone, Nala	Faccone, Darlene								<a href="#">View</a> <a href="#">Delete</a> <a href="#">More</a>

## Accessing IEP History and Other Documents

Student Form Menu (from VIEW button)

SpEd Forms

Select Another Student
Menu
Quit

Working with **Annie Faccone**  
Go to...

Special Education
LEA Forms
General education / 504
History / Files

Student Sharing
Student Setup
Exit Student

SpEd: Evaluated - Receiving services [4]

Notice of Proposed Action (Referral)	Evaluation Plan
Notice of an IEP Meeting	Interim Placement/Transfer
Individualized Family Service Plan	Individualized Education Program
Individualized Service Plan	Notice of Procedural Safeguards
Progress Report	Release of Info
Transfer of Rights	Summary of Performance
Behavior Support Plan	Graduation Notification
Extended School Year Service	Certificate of Completion Notification
Positive Behavioral Intervention Plan	Notice of Non-Graduation
Behavioral Emergency Report	Desired Results Developmental Profile
Manifestation Determination	Communication Severity Scales Summary
Access Log	Communication Log
Service Log	CASEMIS Audit
Evaluation Report Forms	Independence Plan

Shared documents

CHECKLIST OTHER reason to IEP .pdf

Form letters [ [Add form letter](#) ]

## Uploading Documents (to History)

Student History (from Student Form Menu or short-cut on Student List)

The screenshot shows the SpEd Forms interface. At the top, there is a logo with three stylized 'S' characters in red, yellow, and blue, followed by the text 'SpEd Forms'. To the right, there are buttons for 'Select Another Student', 'Form Menu', 'Menu', and 'Quit'. Below these, it says 'Working with Missy Faccone' and a 'Go to...' dropdown menu. The main content area has a navigation bar with four tabs: 'Special Education', 'LEA Forms', 'General education/504', and 'History/Files' (which is selected and highlighted in green). Below the tabs, there is a table with columns: 'Date Filed', 'File Type', 'Filed By', and 'Delete'. The 'Upload file' link is circled in red. The table contains several entries, with the first one circled in red: '1/31/2012', 'Evaluation 20111011-MF', 'Darlene Faccone', and a red 'Delete' button. Below the table, there are buttons for 'Student Setup' and 'Exit Student' (circled in red).

Date Filed	File Type	Filed By	Delete
1/31/2012	Evaluation 20111011-MF Missy Faccone Initial Evaluation 10/11/2011	Darlene Faccone	Delete
6/20/2011	CASEMIS Data Recorded	Kelli Byrnes	Delete
6/20/2011	Individualized Education Program (2010/11) IEP date 6/19/2011 - Amended 6/20/2011	Kelli Byrnes	Delete
6/20/2011	CASEMIS Data Recorded	Kelli Byrnes	Delete
6/20/2011	Individualized Education Program (2010/11) IEP date 6/19/2011	Kelli Byrnes	Delete
4/4/2011	CASEMIS Data Recorded	Lisa Rhode	Delete
4/4/2011	Individualized Education Program (2010/11)	Lisa Rhode	Delete

Clicking on **UPLOAD FILE** will provide prompts to find your file and enter a user-friendly description (see the red description above for uploaded file "Evaluation 20111011-MF"). The file is uploaded and appears as an entry in the History Menu.

Keep in mind—if you upload a Word doc from a Mac or older version and someone else is using a new version, they may not be able to use, open or view the document. Also, if you upload a native document, someone else may be able to open and change your document.

Using PDF document may provide the best generic document for sharing and the least likely to be modified without your permission.

## Exiting Students from Special Education

Exit form from Student Form Menu

The screenshot shows the SpEd Forms interface. At the top, there is a logo with three stylized 'S' characters in red, yellow, and blue, followed by the text 'SpEd Forms'. To the right, there are buttons for 'Select Another Student', 'Menu', and 'Quit'. Below these, it says 'Working with Missy Faccone' and a 'Go to...' dropdown menu. The main content area has a navigation bar with four tabs: 'Special Education', 'LEA Forms', 'General education/504', and 'History/Files'. Below the tabs, there are buttons for 'Student Setup' and 'Exit Student' (circled in red). Below the buttons, there are links for 'View case manager' and 'Remove from my list'. At the bottom, there are buttons for 'Notice of Proposed Action (Referral)', 'Evaluation Plan', 'Notice of an IEP Meeting', and 'Interim Placement/Transfer'.

The **EXIT STUDENT** option at the top of the Student Form Menu will open the Exit Form. This form will allow you to write a comment, print and give to a parent without changing any of the required CASEMIS reporting information. When you finish the EXIT process, a CASEMIS record will be updated, a record will be sent to History and the Student eval\_status will be changed to reflect the student's new exited status of Inactive. Inactive students may be accessed by Admin level staff.

**REMEMBER!** Never remove a Disability, Service or any other information from the IEP of a student leaving Special Ed. Year-end reporting requires that we send the LAST IEP information even for Exited Students.

## WHAT IS IT CALLED AND WHERE IS IT ON SPED FORMS

*January 31, 2012*

WISER SCREEN	WISER FIELD	SPED FORMS FIELD	SPED FORMS SCREEN
Form 1: Actions & Dates	IEP Revision Date	IEP Date	IEP 1. Student Information
Form 1: Actions & Dates	IEP Action: Discipline Review	Pre-Expulsion	IEP 1. Student Information
Form 1: Actions & Dates	IEP Action: Incoming 9th	"Transition"	IEP 1. Student Information
Form 1: Actions & Dates	NA	Expanded IEP (no longer used)	IEP 1. Student Information
Form 1: Actions & Dates	GUHSD SE Start Date	Began SpEd Services at this district:	Student Setup
Form 1: Actions & Dates	Prior Intervention (always blank)	Has the student received IDEA Early Intervening Services... (always NO)	IEP 1. Student Information
Reassessment Plan Form	Reassessment Plan Form	Triennial (3-Year) Re-evaluation	IEP 1. Student Information
Reassessment Plan Form	<ul style="list-style-type: none"> <li>Option 2 (Reassessment using existing records)</li> </ul>	<ul style="list-style-type: none"> <li>Summary of Progress and Current Educational Performance</li> </ul>	IEP 1. Student Information
Reassessment Plan Form	<ul style="list-style-type: none"> <li>Option 3 (Reassessment which includes collection of additional data)</li> </ul>	<ul style="list-style-type: none"> <li>Full Re-evaluation</li> </ul>	IEP 1. Student Information
Reassessment Plan Form	<ul style="list-style-type: none"> <li>3-Year Review Option 1 (Parent &amp; District agree to waive 3-year reassessment)</li> </ul>	<ul style="list-style-type: none"> <li>Other (enter " Parent &amp; District agree to waive 3-year reassessment")</li> </ul>	IEP 1. Student Information
Form 2A: Transition/Grad	Concerns of Parent	Concerns of parent/adult student relevant to educational progress	IEP 2. Present Levels
Form 2A: Transition/Grad	Current Strengths, Preferences & Interests of Student	Strengths/Preferences/Interests	IEP 2. Present Levels
Form 2A: Transition/Grad	On or before the student's 17th birthday...	<ul style="list-style-type: none"> <li>On or before the student's 17th birthday...</li> <li>Transfer of Rights Form</li> </ul>	<ul style="list-style-type: none"> <li>IEP 1B: Individual Transition Plan 2</li> <li>Transfer of Rights Form</li> </ul>
Form 2A: Transition/Grad	How did student participate in post-secondary transition planning?	Describe how the student participated in the process:	IEP 1A: Individual Transition Plan 1
Form 2A: Transition/Grad	Age-appropriate transition assessments	Describe the results of the assessments:	IEP 1A: Individual Transition Plan 1
Form 2A: Transition/Grad	Results of transition assessments	Describe the results of the assessments:	IEP 1A: Individual Transition Plan 1
Form 2A: Transition/Grad	Projected date for completion of high school	Projected Graduation Date and/or Secondary Completion Date	IEP 5B: Educational Setting

## WHAT IS IT CALLED AND WHERE IS IT ON SPED FORMS

*January 31, 2012*

WISER SCREEN	WISER FIELD	SPED FORMS FIELD	SPED FORMS SCREEN
Form 2A: Transition/Grad	<ul style="list-style-type: none"> <li>Graduation Plan</li> </ul>	<ul style="list-style-type: none"> <li>-----</li> </ul>	IEP 1B: Individual Transition Plan 2
Form 2A: Transition/Grad	Diploma	Diplomas	IEP 1B: Individual Transition Plan 2
Form 2A: Transition/Grad	Certificate of Educational Achievement	NA	IEP 1B: Individual Transition Plan 2
Form 2A: Transition/Grad	CAHSEE Info	CAHSEE Info	IEP 1B: Individual Transition Plan 2
Transcript	NA	Passed Algebra 1	IEP 1B: Individual Transition Plan 2
Form 2A: Transition/Grad	See attached transcript	See attached transcript documentation	IEP 1B: Individual Transition Plan 2
Form 2B: ITP Courses	Course of Study	Course of Study	IEP 1B: Individual Transition Plan 2
Form 2B: <ul style="list-style-type: none"> <li>ITP Training/Ed</li> <li>ITP Employment</li> <li>ITP Ind Living</li> </ul>	Post Secondary Goal Fields	Post Secondary Goal Fields	IEP 1A: Individual Transition Plan 1
Form 2B:	Date and Results (of Transition Activities)	NA	NA
Form 2B: ITP Evaluation	8 ITP compliance questions	8 ITP compliance questions embedded within IEP 1A and 1B	<ul style="list-style-type: none"> <li>IEP 1A: Individual Transition Plan 1</li> <li>IEP 1B: Individual Transition Plan 2</li> </ul>
Form 2C Present Levels	GUHSD Assessment Profile	Results of Statewide Assessments	IEP 2. Present Levels
Form 2C Present Levels	Reading, Writing, Mathematics	Preacademic/Academic/Functional Skills(including classroom performance in all academic areas)	IEP 2. Present Levels
Form 2C Present Levels	Area of Need – Annual Goal(s) Needed	For student to receive educational benefit, goals will be written to address the following areas of need:	IEP 3A. Special Factors
Form 2C Present Levels	Other (area of need to be addressed with accomm/mod)	NA	NA

## WHAT IS IT CALLED AND WHERE IS IT ON SPED FORMS

*January 31, 2012*

WISER SCREEN	WISER FIELD	SPED FORMS FIELD	SPED FORMS SCREEN
IEP Form 3A: Special Factors	Special Factor Fields	Special Factor Fields	IEP 3A. Special Factors
IEP Form 3A: Special Factors	Parents will be Informed of Progress On IEP Goals	Parents will be Informed of Progress	IEP 5B. Educational Setting
IEP Form 3B: STAR	CMA is appropriate because (specified for each subject area)	<ul style="list-style-type: none"> <li>• The student will not participate in CST because (specified once)</li> <li>Participation in the CAPA/CMA is appropriate because (specified once)</li> </ul>	IEP 3B. Statewide Assessments
IEP Form 3C: Other Assessments	CAHSEE	CAHSEE	IEP 3B. Statewide Assessments
IEP Form 3C: Other Assessments	Physical Fitness Test	Physical Fitness Test	IEP 3B. Statewide Assessments
IEP Form 3C: Other Assessments	CELDT	CELDT	IEP 3B. Statewide Assessments
IEP Form 3C: Other Assessments	Alternate to CELDT	Other	IEP 3B. Statewide Assessments
IEP Form 4A/4B	Supports Post-Secondary Goals of (can select multiple Post-Secondary Goals)	Transition Goal (can only select one corresponding Post-Secondary Goal)	IEP 4. Annual Goals
IEP Form 5A: Aids & Supports	Supplementary Aids (for Student)	Supplementary Aids, Services & Other Supports For School Personnel, Or For Student, Or On Behalf Of The Student	IEP 5A. Services
IEP Form 5A: Aids & Supports	Supports for School Personnel	Supplementary Aids, Services & Other Supports For School Personnel, Or For Student, Or On Behalf Of The Student	IEP 5A. Services
IEP Form 5A: Aids & Supports	Modified Courses	Insert into Supplementary Aids, Services & Other Supports For School Personnel, Or For Student, Or On Behalf Of The Student	IEP 5A. Services

## WHAT IS IT CALLED AND WHERE IS IT ON SPED FORMS

*January 31, 2012*

WISER SCREEN	WISER FIELD	SPED FORMS FIELD	SPED FORMS SCREEN
IEP Form 5B: Services	End Date (may be left blank if service to continue to next AR)	End Date (must be entered)	IEP 5A. Services
Form 2B: • ITP Training/Ed • ITP Employment ITP Ind Living	Transition Service Codes as Appropriate (enter service(s) as appropriate)	Transition Area (for transition related services, specify the Post-Secondary Goal it supports – only one Post-Secondary Goal can be specified per service)	IEP 5A. Services
IEP Form 5C: Educational Setting	Recommended Educational Setting Fields	Next School Fields	Student Setup
IEP Form 5C: Transportation	Special Education Transportation: Check type of transportation	Transportation: Enter type of transportation (Use WISER types and descriptions)	IEP 5B. Educational Setting
IEP Form 5C: Transportation	Instructions/Special Arrangements	Use Transportation field	IEP 5B. Educational Setting
IEP Form 5C: Transportation	Start Date/End Date/Start Time/End Time	Use Transportation field	IEP 5B. Educational Setting
IEP Form 6: Signatures & Parent Response	Parent Response Received Date	Service plan filed Date (Finalized)	Student Setup
IEP Form 6: Signatures & Parent Response	LEA Approved (Proposed Status)	Validate CASEMIS (Validated Status)	CASEMIS Audit

## Getting Help will using SpEd Forms

1. At the login page, just before entering your ID and password, there is a Link in the Yellow box with Browser setup instructions. It will help you make changes to your browser, if needed, to make SpEd Forms work and print best on you computer. This should be checked and set for each computer you use to access SpEd Forms. Sometimes your browser will automatically update and change these settings, so if you are experiencing printing or other problems, check these settings and reset if needed.

**Tip,** Set the margins top and bottom margins as small as your browser will allow to eliminate page breaks that leave 1 or 2 lines from the bottom of one page on completely separate page. A page break can be inserted using the top menu bar to keep signatures and sections on the same page if the automatic break seems to cut up the flow of the IEP.)

2. Additional Help is available from the drop down arrow in the “Go To” box. You can go to specific instructions for Teachers and other providers but choosing the **Educator Guide** you can access the instructions for Administrators using **Admin Guide**.
3. To access the State SELPA forms manual, click on the “?” on the Student Forms menu beside the link to IEP. This provides legal and practical information about requirements for each page of the IEP.
4. Webinar Tutorials with audio and visual instructions are available on You Tube. Search “SpEd Forms” to get a list of topics. If YouTube is blocked at your school site, Teacher Tube also has the tutorials.

## REQUIRED STEPS PRIOR TO IEP IMPLEMENTATION

All of the following steps in SPED Forms must be completed before the IEP can be implemented:

1. **Parent participation entered on IEP Form 6** (if parent participated in the IEP meeting by attending, phone conference, or other means; or agreed meeting was not necessary to amend the IEP).
2. **Date parent signed IEP entered on IEP Form 6.**
3. **IEP Validated for CASEMIS** (button at top of *Individualized Education Program Menu*). This step ensures that all of the data comports with state reporting requirements.
4. **Service Plan Filed Date** is entered at top of *Student Setup* screen. This is the date the district received parent written consent to the IEP.
5. **Finalize IEP – and – Send CASEMIS Data** button is clicked. This button only appears after successful validation and is on the *Validate IEP Screen*. This action results in the “finalized” IEP being sent to *History*, which is accessible from the top of the *Forms Menu* by selecting *History/Files*. **For incoming 9<sup>th</sup> graders, this step is only completed after July 1.**