



# **Enrich® IEP | Training Workbook**

Q4 2012

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## Introduction

Enrich® IEP enables teachers to consistently monitor progress and achievement in order to ensure student success. Developed with participation and input from teachers and school administrators, Enrich IEP allows teachers to quickly and easily get information they can use to tailor their lessons to their students' needs. It also helps school districts measure the progress of all schools across the district.

Enrich Assess provides access to standardized test results, attendance and discipline data, and transcript and grade details for teachers and school administrators. It consists of a searchable database of student records that is integrated with the district Student Information System (SIS). Information integrated into Enrich allows teachers to customize instruction and provides a tool to automate the development of academic plans for students generating a wide range of valuable reports for use in data-driven decision making.

While Special Education case management is fundamentally the same from state-to-state and district-to-district, each district has unique interpretations and requirements. The Enrich IEP solution is built around a combination of core database elements dictated by state and federal requirements and the forms, reports, and processes specific to each district. Enrich IEP coupled with Enrich Assess is a comprehensive solution for managing and monitoring Special Education student needs and compliance requirements.

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## Enrich IEP Training

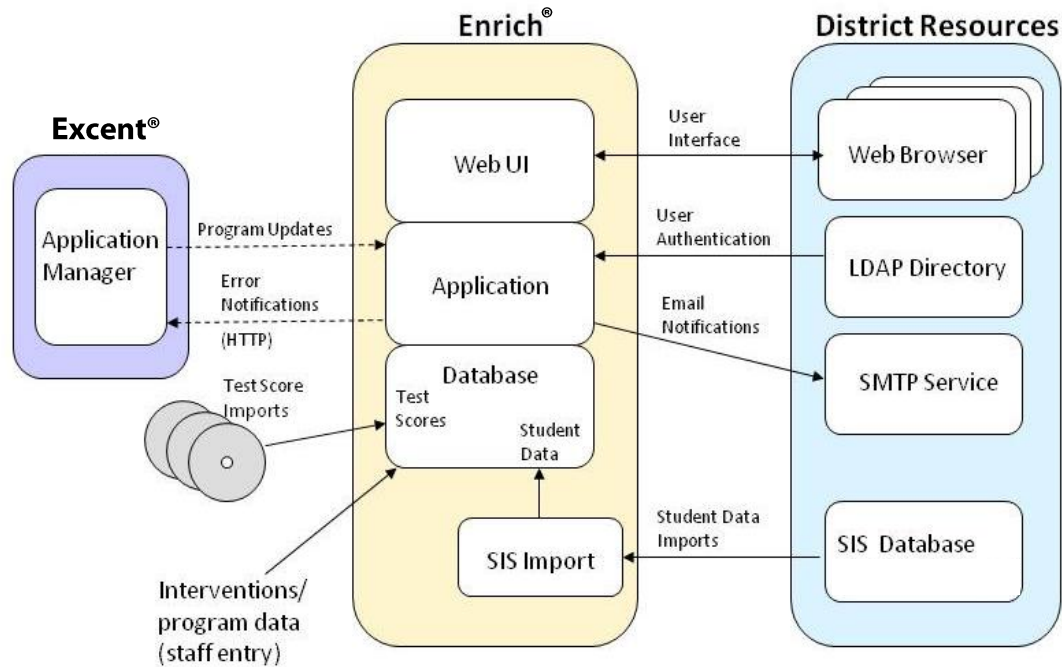
Enrich training sessions are customized to empower participants with the skills necessary to support users throughout the various phases and cycles of student records. Topics covered in this manual include: system navigation and functionality, creating referrals, consent for evaluation, eligibility determination, consent for eligibility, creating a transition IEP, and reporting.

System Admin tasks are normally performed by technical system administrators or other IT staff personnel and deal with user security and roles, system settings, and management of SIS imports.

The screen shots in this document have been captured from a generic database. Because one of the most powerful features of Enrich is the capacity for district-level customization, district screens may not match exactly those depicted; however, the general navigation and function will be consistent throughout all versions of Enrich. Also, the limited data available in a demo database may result in limited report results.

## System Configuration

The diagram below outlines the relationship and flow of information between Enrich applications and district resources:




























**This integration scheme:**

- Simplifies user management tasks by using the LDAP directory to authenticate username and password and profile management.
- Leverages SIS information by allowing faculty and staff to manage student data in the way that is most familiar to them.

## Help with Enrich

**Explanation and images of getting help within the program- help links; IDEA video clips; district specific help screens-list of IDEA video topics.**

	Accommodations and Testing	2/12/2010 5:55 PM	File folder
	Consent for Evals	2/12/2010 5:55 PM	File folder
	Consent for Svcs	2/12/2010 5:55 PM	File folder
	Eligibility Considerations	2/12/2010 5:55 PM	File folder
	Eligibility Determination	2/12/2010 5:56 PM	File folder
	ESY	2/12/2010 5:56 PM	File folder
	Evals and Reevals	2/12/2010 5:56 PM	File folder
	Evaluation Summary	2/12/2010 5:56 PM	File folder
	Goals and Objectives	2/12/2010 5:56 PM	File folder
	Instructional Accommodations	2/12/2010 5:56 PM	File folder
	Native Language	2/12/2010 5:57 PM	File folder
	Notice of Meeting	2/12/2010 5:57 PM	File folder
	Notice Transition	2/12/2010 5:57 PM	File folder
	Placement and LRE	2/12/2010 5:57 PM	File folder
	Present Levels	2/12/2010 5:57 PM	File folder
	Prior Written Notice with Evaluation Exa...	2/12/2010 5:58 PM	File folder
	Progress Monitoring Reports	2/12/2010 5:58 PM	File folder
	PWNEvals with new background	2/12/2010 5:58 PM	File folder
	Revocation	2/12/2010 5:58 PM	File folder
	Special Factors	2/12/2010 5:58 PM	File folder
	Team Participation	2/12/2010 5:58 PM	File folder
	Transition Course Study	2/12/2010 5:59 PM	File folder
	Transition Invite Agencies	2/12/2010 5:59 PM	File folder
	Transition Postsecondary Goals	2/12/2010 5:59 PM	File folder
	Transition Services	2/12/2010 5:59 PM	File folder

## SIS Updates

**Enrich updates student, teacher, school, class roster, grades, and transcript data from the district's Student Information System (SIS) on a nightly basis, unless configured otherwise by the district. As a result, information updated in the SIS will be reflected in Enrich the following day.**

## Support Guidelines

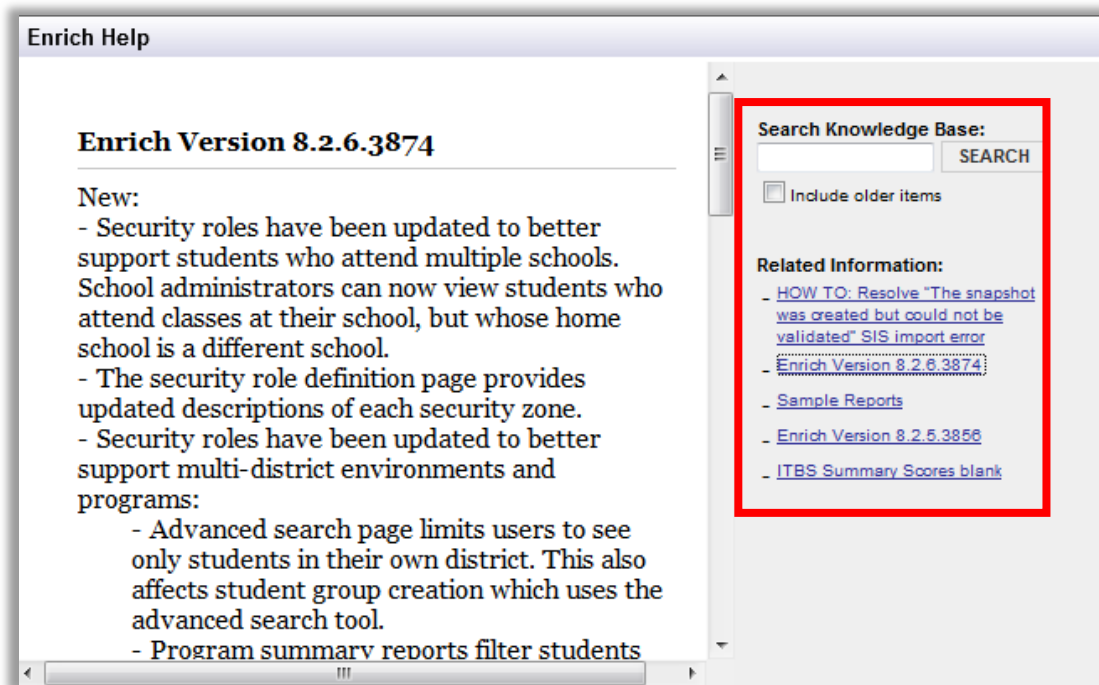
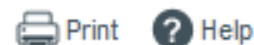
**Each school district has its own way of handling software support inquiries. The Enrich Support Desk is available to registered districts. Designated district staff personnel can direct questions and unresolved issues to the Customer Support Desk or visit the Support link at [www.excent.com](http://www.excent.com).**

**Recommended strategies for district administrators providing support beyond implementation include:**

- **Developing an internal support system that includes Enrich Customer Support, and assistance from district process specialists and super users working at various school locations.**
- **Establishing a tutoring program utilizing one-on-one coaching for end users.**
- **Conducting follow-up training sessions to address specific questions or review system functions.**

## Release Notes

Access to help is located in the upper right-hand portion of the Enrich pages. For information on current or past releases, simply click the link below related information or enter the appropriate release number for notes.



Note that the appearance of the help screen will vary depending upon the assigned security role and permissions. The Help screen can be used to perform the following tasks:

- Search for student
- View Programs Status
- View/manage reports
- View courses
- View/manage student groups



## **Getting Started**

## Navigation

The Enrich sign in screen displays three input fields for validation and access to the system. Begin a session in Enrich by signing in with district username and password. This is the same information used to sign in to the district network.

1. **School** – The drop-down list displays campus options. The user must select his/her assigned campus or sign in will not be successful.
2. **Username** – Usernames are the same as for district network login. Upon sign in, usernames will authenticate to users' network accounts.
3. **Password** – The same as for district network account
4. **Confidentiality Statement** – Statement of FERPA compliance
5. **I Agree** - Users agree to the confidentiality statement.
6. **Reminder** – The text is customizable by a district system administrator and may be used for reminders and updates.

## Teacher Dashboard

Depending upon the type of role access a user has been assigned, the Teacher Dashboard or the Admin Dashboard displays.

**Note:** What a user can view, add, edit, and delete is associated with role permissions which are assigned by the district System Administrator.

**To Do**

**Progress Monitoring** All Probes

Probes Completed This Week: N/A Overdue Probes: 6

**Deadlines** All Deadlines

	No Set Deadline	Overdue	May 15 - May 21	May 22 - May 28	May 29 - Jun 11	Jun 12 - Jul 9	Jul 10 - Aug 6	After Aug 6
Plans		5						6
Actions	14	10						
Compliance Timelines		10						7

**Meetings** All Meetings Today

Thursday May 19

3:00 PM Myla Judy Meeting

**Student Groups**

! Critical Status (3)

- My Students With Academic Plans (0)
- Reading Response to Intervention (8)
- Special Education (30)
- Special Education (SC) (0)
- Special Education (SC) (0)
- Reading Group (1)

+ Create New Group

**My Classes** Current

- 7TH HOMEROOM (70003200-06) (22)
- ACEDRICH (20997700-11) (17)
- GEOG (23107000-02) (30)
- GEOG (23107000-01) (23)
- W GEOG AAP (23107100-01) (18)

**Reports** Favorites

- + Create Report ✕ Manage Reports
- ☆ Copy of Past intervention plans
- ☆ Past intervention plans - select school

The Teacher Dashboard is composed of icons and sections that provide quick and efficient access to all program areas routinely used by teachers. All sections provide links to essential data as described:

- **Breadcrumbs** – Provide links back to each previous page the user navigated through to get to the current page
- **To Do Grid** – Manage Plans, Actions and Compliance Timelines for all special programs
- **Meetings** - List of upcoming meetings filtered by type and date
- **Student Groups** – Rosters for system-generated and manually-generated student groups
- **My Classes** – Rosters of all classes to which the user is assigned through the SIS

- **Reports – Access to personal and shared reports with the ability to develop and run new report templates**

## To Do Grid and Filtering

Selecting any hyperlinked number from the To Do grid takes the user directly to a screen where appropriate information may be entered or data may be filtered by changing the criteria options. In this example clicking the number 6 displays the Overdue Probes screen where past due probes can be entered and saved.

**To Do**

**Progress Monitoring** All Probes

Probes Completed This Week: N/A

Overdue Probes: 6

**Deadlines** All Deadlines

	No Set Deadline	Overdue	May 15 - May 21	May 22 - May 28	May 29 - Jun 11	Jun 12 - Jul 9	Jul 10 - Aug 6	After Aug 6
<b>Plans</b>		5						6
<b>Actions</b>	14	10						
<b>Compliance Timelines</b>		10						7

Filter options: All Probes, By Class, By Plan Type, By Probe Type

**To Do**

**Progress Monitoring** By Probe Type

Probes Completed This Week: N/A

Overdue Probes: 2

**Deadlines** All Deadlines

	No Set Deadline	Overdue	May 22 - May 28	May 29 - Jun 4	Jun 5 - Jun 18	Jun 19 - Jul 16	Jul 17 - Aug 13	After Aug 13
<b>Plans</b>		5						6
<b>Actions</b>	15	10						
<b>Compliance Timelines</b>		10				1		6

**Filters**

Displaying: Probe Type: Generate Words Orally  
Probe Status: Pending  
Ending: 5/21/2011

[Change](#)

Probes (0)

None

[Save](#) [Cancel](#)



Once a hyperlink from the To Do grid is selected, the input screen offers the option of changing the data displayed using criteria filters. The process and criteria options may vary slightly depending upon the type of data being displayed, but the filter function works the same in all situations-make desired selections from the drop-down lists and date picker fields, and click Search.

Start and Planned End Date information can be selected from the date picker.

**View Active Plans** Print Help

Export

**Filters**

School:  Team Position:  Planned End Date Used:

Plan:  **Start Date:** From:  To:  **Planned End Date:** From:  To:

Status:  **Progress Monitoring Used:**

Domain:

Grade Level:

**Plans (5)**

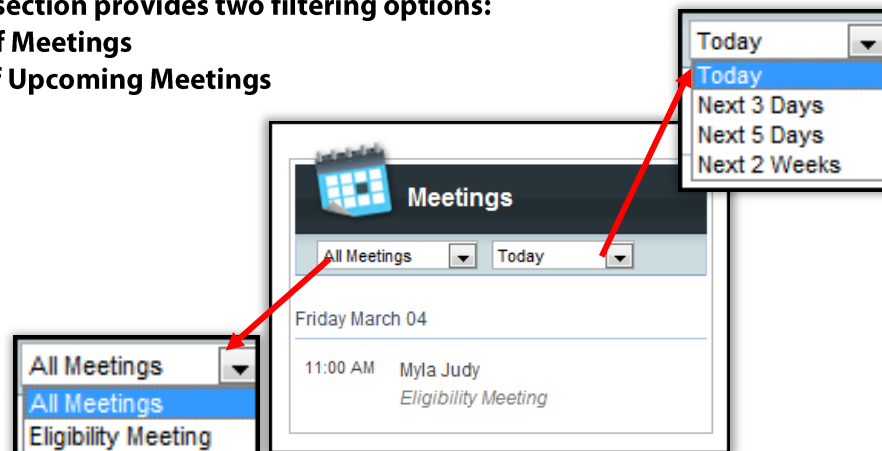
School ▲	Student	Grade	Domain	Plan	Status	Intervention	Start Date	Planned End Date	Interventionist	View
GMS	Attal, Rodney	07	Reading	Tier 1 Intervention	Tier 1	Fundamental TargetTeach Lesson 0 min, 0/wk, 0 wks	7/5/2010	9/30/2010	Sarah Spark	<a href="#">View</a>
GMS	Ayo, Katie	07	Mathematics	Tier 1 Intervention	Tier 1	SuccessMaker 10 min, 3/wk, 6 wks Math Wizards 30 min, 5/wk, 6 wks	2/7/2011	3/31/2011	--	<a href="#">View</a>
GMS	Defrancis, Fernando	07	Mathematics	Tier 1 Intervention	Tier 1	Math Wizards 20 min, 5/wk, 6 wks	2/4/2011	3/31/2011	--	<a href="#">View</a>
GMS	Defrancis, Fernando	07	Reading	Tier 2 Intervention	Tier 2	Fundamental TargetTeach Lesson 0 min, 0/wk, 0 wks	11/17/2010	1/13/2011	Carla Denmon	<a href="#">View</a>
GMS	Tonner, Ali	07	Reading	Tier 2 Intervention	Tier 2	Question-Generation 30 min, 3/wk, 12 wks	11/6/2010	2/15/2011	dennis crim	<a href="#">View</a>

1

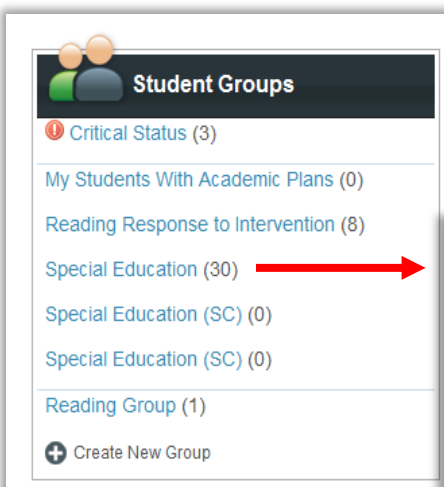
## Meetings

The Meetings section provides two filtering options:

- Type of Meetings
- Date of Upcoming Meetings



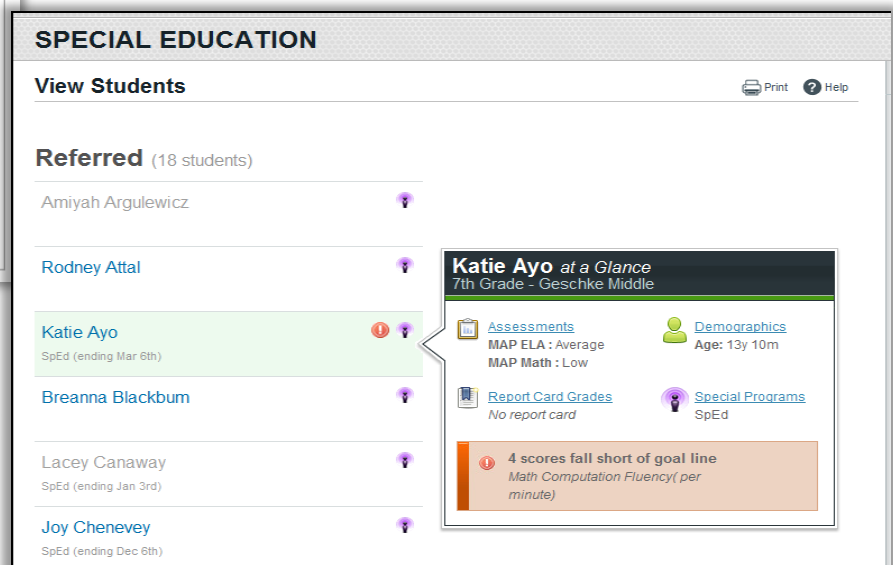
## Student Groups



Selecting a link from the Student Groups section takes the user to a roster of students in that group.

Hovering over a student name opens the at a Glance dialog box allowing users to view a summary of the student record and the significance of the icons.

Users may navigate to specific areas of the student's record by clicking the hyperlinks provided.



**Student Groups** are divided into three different categories, and light blue lines divide the group categories.

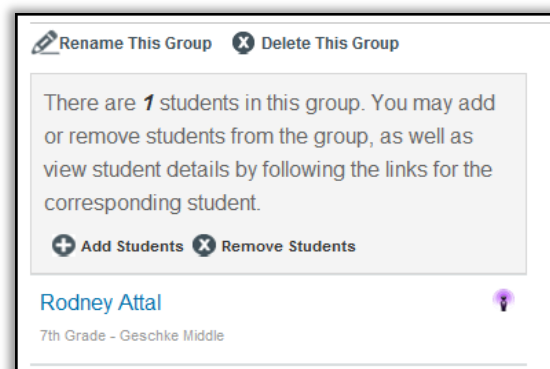
In the example shown, students in **Critical Status** based on inadequate progress appear at the top of the list.

The next groups are those generated automatically by Enrich due to student participation in any special program managed in the software including interventions, gifted and talented, and special education. Students cannot be manually added or removed from either of the first two group categories as these groups are managed by the software.

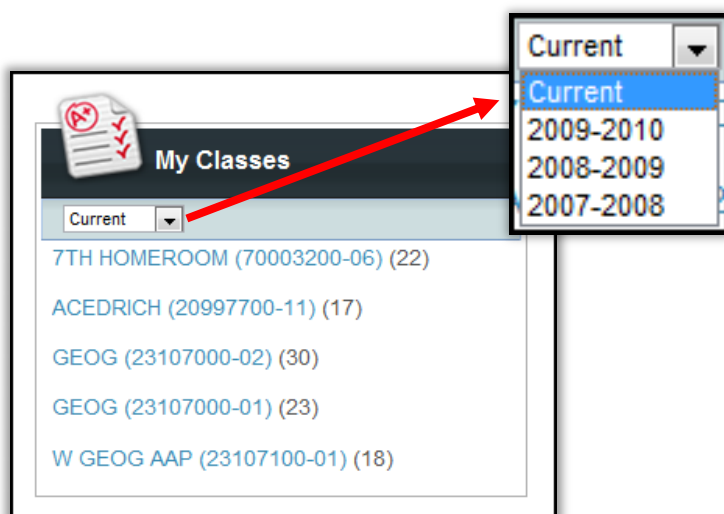


The last groups are those that the user manually generates and maintains.

Users may add or remove students from these groups at any time by clicking on a group name to open and using the links provided. Rename or delete the group and add or remove student names.



## My Classes



As in the Student Groups section, selecting a link from the My Classes section takes the user to a roster of students in that class.

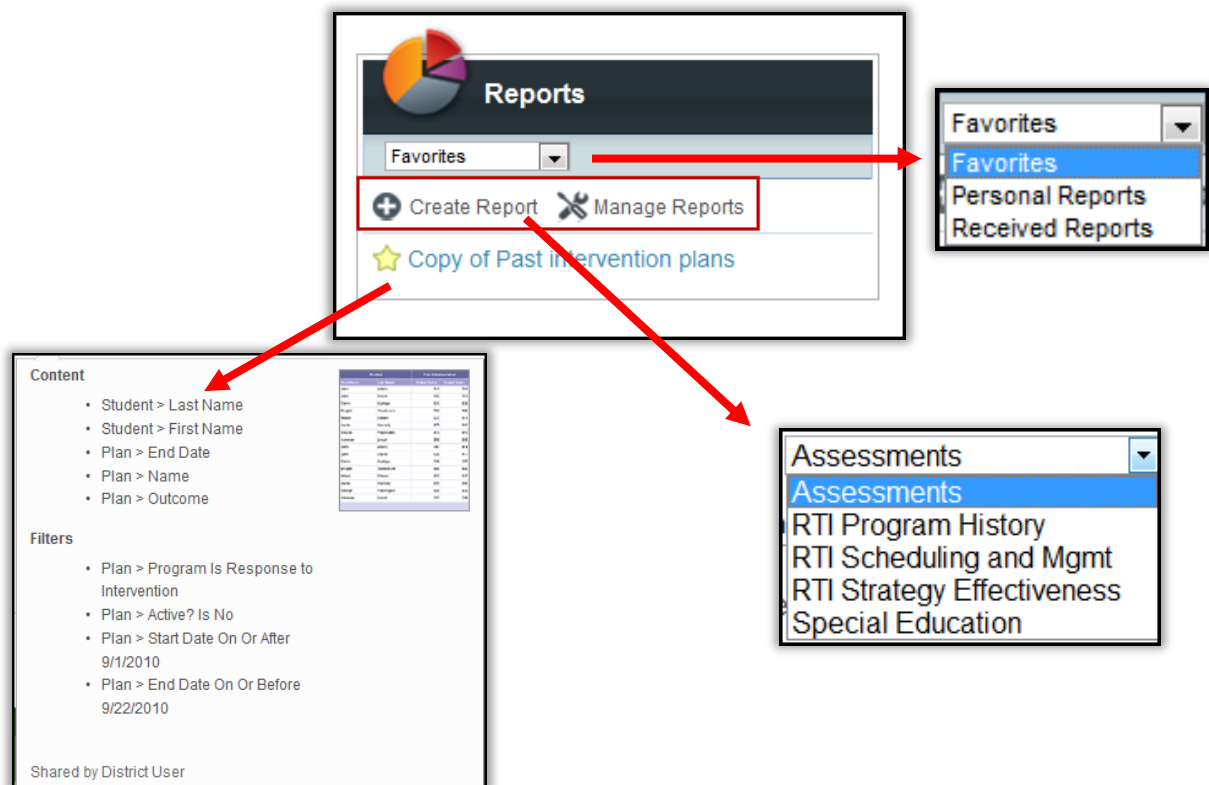
The navigation functionality provided in the roster listing is the same as in Student Groups.

Course lists can be filtered by previous years based on availability in the drop-down list, and all course information is maintained in and integrated from the district SIS.

## Reports

The Reports section of the Teacher Dashboard provides several options including:

- Filter report lists by Favorites, Personal, and Received
- Create original report templates for Assessments, RTI, and Special Education
- Run and edit reports from existing templates
- View summary of a report template when mouse hovers over the title



## Report Types and Templates

There are seven report categories available when attempting to create a new report. Some categories have report templates available, allowing reports to be run as is, or editing the criteria which can be saved as a new report. Each template shows a sample of the report output to the right of the template name.

All categories have the option to create different types of blank reports, each type focused on a particular area. By choosing a blank report, reports can be created “from scratch”.

### 1. Administration

There are no reports under administration however Audit Log entries are available under Blank Reports

## 2. Assessments

There are no report templates available under assessments.

### Blank Reports

- Test Score Details
- Test Score Distribution

## 3. Progress Monitoring

There are no report templates available under Progress Monitoring.

### Blank Reports

- Probe Scores: List of probe scores and associated information.

## 4. RTI Program History

### Templates

- Action counts by ethnicity:
- Intervention plan outcomes by ethnicity:
- Intervention plan outcomes by strategy and tier:
- Past intervention plans:
- Summary of intervention outcomes

### Blank Reports

- Actions: General information on student plans specific to a particular program or across all programs. Can be used to analyze plan outcomes and how student performance is impacted by plans
- Intervention Strategies: Strategies used on intervention plans. Can be used to analyze how different strategies impact interventions and student performance.
- Plans: General information on student plans specific to a particular program or across all programs. Can be used to analyze plan outcomes and how student performance is impacted by plans.

## 5. RTI Scheduling & Management

### Templates

- Overdue intervention plans:
- Upcoming meeting dates:

## Blank Reports

- **Meetings:** Information on meetings held as part of special programs. Can be used to report on a meetings specific to a particular program or all programs as well as meetings that take place during certain timeframes.
- **Pending items:** List of plans, actions, etc that are pending as a result of another item.
- **Plans:** General information on student plans specific to a particular program or across all programs. Can be used to analyze plan outcomes and how student performance is impacted by plans.
- **Program Involvement:** General information on the involvement of a student within a program.

## 6. RTI Strategy Effectiveness

### Templates

- **Attendance improvement rates by grade level/plan duration/school/strategy/team leader:**
- **Discipline referral improvement rates by grade level/plan duration/school/strategy/team leader:**
- **Probe score improvement rates by grade level/plan duration/school/strategy/team leader:**

## Blank Reports

- **Intervention Strategies:** Strategies used on intervention plans. Can be used to analyze how different strategies impact interventions and student performance.
- **Plans:** General information on student plans specific to a particular program or across all programs. Can be used to analyze plan outcomes and how student performance is impacted by plans.

## 7. Special Education

### Templates

**Actual services provided count by school and provider:** Number of services delivered by school and provider.

**Completed compliance check count by school and goal:** Number of completed compliance checks by school and goal that are on or after a selected due date.

**Completed compliance checks :** List of completed compliance checks on or after a selected due date.

**Incomplete compliance check count by goal:** Number of upcoming compliance check due dates by goal.

**Incomplete compliance check count by school and goal:** Number of upcoming compliance check due dates by school and goal.

**Incomplete compliance checks** List of upcoming compliance check due dates.

**Incomplete compliance checks for a selected goal:** List of upcoming compliance check due dates for a user selected goal.

**LRE count by placement:** Number of LRE placements by placement option selected.

**LRE count by school:** Number of LRE placements by school.

**LRE count by school and placement:** Number of LRE placements by school and placement option selected.

**LRE count by school, grade, and placement:** Number of LRE placements by school, grade, and placement option selected.

**Planned services count by school:** Number of services planned for delivery by school.

**Planned services count by school and provider :** Number of services planned for delivery by school and provider.

**Planned services count by school and service** Number of services planned for delivery by school and service.

**Planned services count by school, grade, and service** Number of services planned for delivery by school, grade, and service.

**Planned services count by service** Number of services planned for delivery by service.

**Referral outcomes list** Listing of all referral outcomes.

### **Blank Reports**

**Actions:** General information on student plans specific to a particular program or across all programs. Can be used to analyze plan outcomes and how student performance is impacted by plans.

**Actual Services Provided:** Number of services delivered.

**Assessment Participation:** List of students and accommodations for an assessment as specified in the Assessments Participation section.

**Compliance Checks:** List of compliance timelines for plans and actions.

**Disabilities:** List of current eligible disabilities for students.

**Draft Plans:** List of plans with a pending draft.

**Finalized Item Approval:** List of finalized plans and program level actions and their associated approval information.

**LRE Placement:** List of LRE (Least Restrictive Environment) placements.

**Meetings:** Information on meetings held as part of special programs. Can be used to report on a meetings specific to a particular program or all programs as well as meetings that take place during certain timeframes.

**Pending Items:** List of plans, actions, etc. that are pending as a result of another item.

**Planned Services:** Number of services planned for delivery.

**Plans:** General information on student plans specific to a particular program or across all programs. Can be used to analyze plan outcomes and how student performance is impacted by plans.

**Probe Scores:** List of probe scores and associated information.

**Program Involvement:** General information on the involvement of a student within a program.

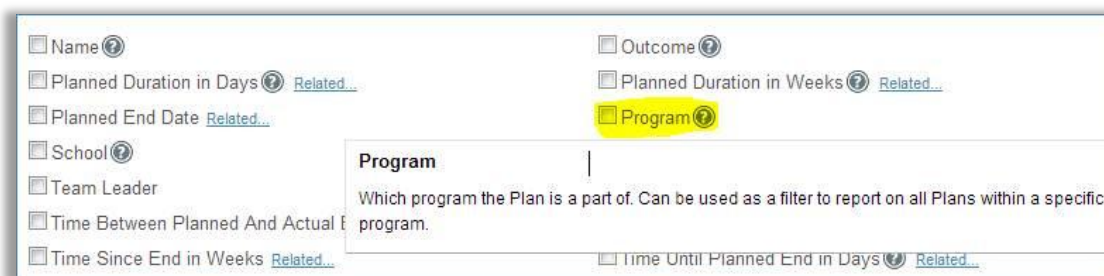
## Special Programs Reports

To generate various program reports (i.e., 504, Gifted and Talented, etc.), it is necessary to access blank reports through the RTI or Special Education reports area.

For example, if “RTI Program History” is selected, several template and blank reports display:

- Plans
- Intervention Strategies
- Actions

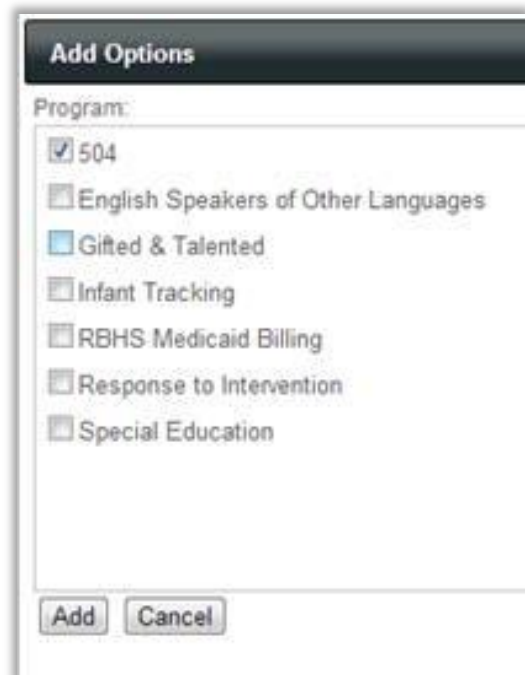
The Actions and Plans reports are actually multi-purpose. For example, if Plans is selected, then click Select Columns under Filter Criteria or Filter Prompt, the top-most grouping visible is Plans and a column for Program:





Select the Program checkbox to view the list of licensed programs to choose from for the report.

Other Plan fields (except Domain) are generic and applicable to custom programs.

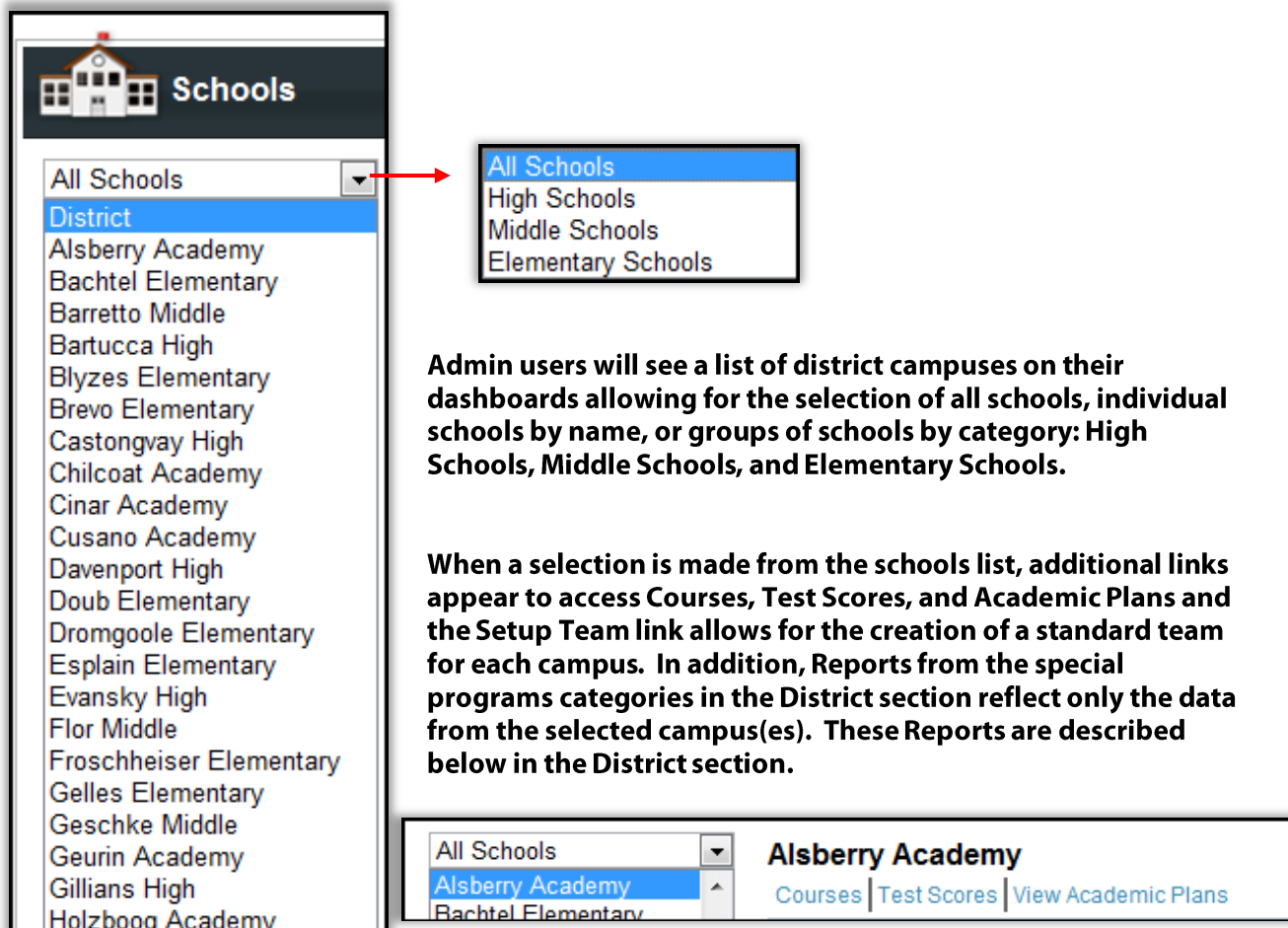


The image shows a software dialog box titled "Add Options". Inside the dialog, there is a section labeled "Program:" followed by a list of programs, each with a checkbox. The programs listed are: 504 (checked), English Speakers of Other Languages, Gifted & Talented, Infant Tracking, RBHS Medicaid Billing, Response to Intervention, and Special Education. At the bottom of the dialog, there are two buttons: "Add" and "Cancel".

Program	Selected
504	<input checked="" type="checkbox"/>
English Speakers of Other Languages	<input type="checkbox"/>
Gifted & Talented	<input type="checkbox"/>
Infant Tracking	<input type="checkbox"/>
RBHS Medicaid Billing	<input type="checkbox"/>
Response to Intervention	<input type="checkbox"/>
Special Education	<input type="checkbox"/>

## Admin Dashboard

The Admin Dashboard provides much of the same navigation access to program areas as the Teacher Dashboard. See previous pages for details related to Meetings, Reports, and Student Groups. There are two additional sections that provide administrative functionality assigned to users with the Admin role.



The screenshot shows the 'Schools' section of the Admin Dashboard. It features a header with a school icon and the word 'Schools'. Below this is a list of schools, with 'All Schools' at the top. A red arrow points from the 'All Schools' dropdown to a separate box showing the categories: 'All Schools', 'High Schools', 'Middle Schools', and 'Elementary Schools'. Below the list of schools, there is a section for 'Alsberry Academy' with links for 'Courses', 'Test Scores', and 'View Academic Plans'.

**Schools**

All Schools  
District  
Alsberry Academy  
Bachtel Elementary  
Barretto Middle  
Bartucca High  
Blyzes Elementary  
Brevo Elementary  
Castongvay High  
Chilcoat Academy  
Cinar Academy  
Cusano Academy  
Davenport High  
Doub Elementary  
Dromgoole Elementary  
Esplain Elementary  
Evansky High  
Flor Middle  
Froschheiser Elementary  
Gelles Elementary  
Geschke Middle  
Geurin Academy  
Gillians High  
Holzboog Academy

All Schools  
High Schools  
Middle Schools  
Elementary Schools

**Admin users will see a list of district campuses on their dashboards allowing for the selection of all schools, individual schools by name, or groups of schools by category: High Schools, Middle Schools, and Elementary Schools.**

**When a selection is made from the schools list, additional links appear to access Courses, Test Scores, and Academic Plans and the Setup Team link allows for the creation of a standard team for each campus. In addition, Reports from the special programs categories in the District section reflect only the data from the selected campus(es). These Reports are described below in the District section.**

All Schools  
Alsberry Academy  
Bachtel Elementary

**Alsberry Academy**  
Courses | Test Scores | View Academic Plans

**Note: See Administrator's Guide for additional information and functionality related to the role.**

## **Review 1 – Introduction and Navigation**

- 1. How will you know your Enrich username and password?**
- 2. What is the purpose of breadcrumbs?**
- 3. What is your district process for obtaining help with Enrich?**
- 4. What is the source of the student demographic data found in Enrich?**
- 5. List at least three special programs that can be managed using Enrich.**
- 6. Name at least two areas of the Teacher Dashboard.**
- 7. Give two reasons why the screens in this document may not look identical to those on your computer screen.**
- 8. Name a feature of the Admin Dashboard not seen on the Teacher Dashboard.**

## Search Functionality

- The Search link appears on every screen.
- A simple search is initiated using the drop-down list and selecting Students, Classes, or Users.
- The search field is dynamic and returns matches as the user starts typing.
- When there is a check in the *include historical data field*, students who are no longer enrolled will also be returned.
- Clicking the More Search Options link opens an Advanced Search window where users can perform searches using individual criteria-name, choice of school, choice of grade, or ID number-or a combination.
- When searching by ID number, it's possible to access multiple records by entering a series of ID numbers separated by commas.

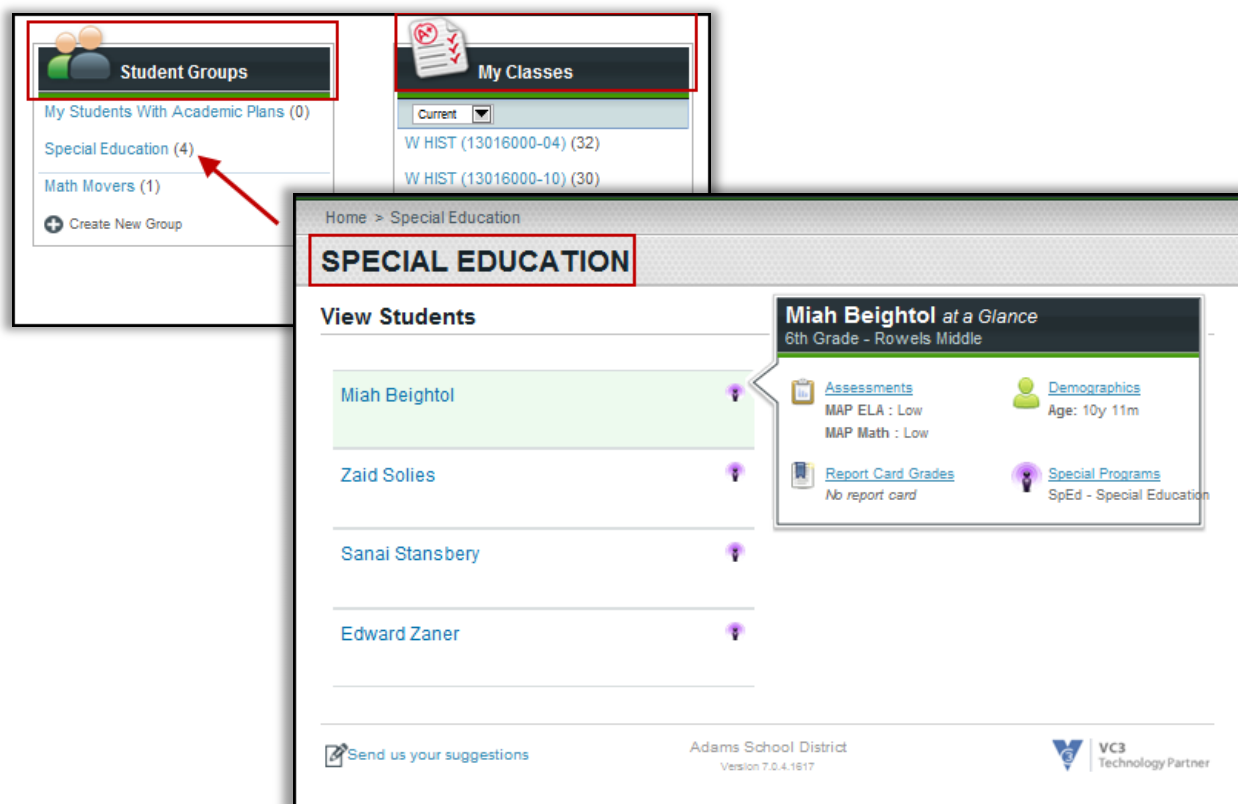
The image displays three screenshots of the Enrich IEP system's search functionality. The top screenshot shows the 'ADVANCED SEARCH' window, which has two main sections: 'Search by Name' and 'Search by ID'. The 'Search by Name' section includes fields for 'Last Name', 'First Name', 'School' (a dropdown menu currently set to 'All'), and 'Grade' (a dropdown menu currently set to 'All'). The 'Search by ID' section has a text input field with a red box around it containing the text 'Multiple values may be entered, each separated by a comma.' and a 'Search' button. The bottom-left screenshot shows a search bar with 'blackb' entered. Below the search bar is a tip: 'Tip: Last names can be typed first Example: jones, a'. Below the tip is a 'Search For:' dropdown menu set to 'Students' and a checkbox for 'include historical data'. A search result for 'Breanna Valery Blackbum' is shown, with '7th Grade - Geschke Middle' and a link to '» View All Student Results'. The bottom-right screenshot shows the profile page for 'BREANNA VALERY BLACKBUM'. It has tabs for 'Profile', 'Transcript', 'Attachments', and 'Programs'. Below the tabs are two buttons: 'Add to Group' and 'Edit Student Record'.

The search feature is dynamic and begins to return results as soon as the user starts typing a student name. When the correct student record appears in the list, click the name and the student Profile screen displays providing tab navigation to the different areas of student information.

**Note:** Inability to access student records may be related to insufficient security access right, or users may just need to select “include historical students” checkbox. As a general rule, however, if a student is withdrawn (s)he becomes inactive and visibility/access to the student record is disabled. In which case, it may be necessary to contact the district administrator to ensure the Enrich security configuration setting is not set to “Current Students”.

## My Classes and Student Groups

It is possible to locate a student record without using the Search feature of Enrich. Drill down to an individual student by clicking one of the Student Groups or My Classes links on the Teacher Dashboard screen. Either choice will open a class roster of all students who are part of the specific Student Group or Class.



Hovering over the Special Programs icon displays an *at a Glance* view of the student record which provides quick access links to Assessments, Report Card Grades (if available), Demographics, and Special Programs. Additional icons may display to alert users to specific details of progress toward goals.

When a Group or Class link is selected, the screen displays names of the students assigned or enrolled in that Group or Class.

Special Education students are displayed in categories according to current status of

- Referred
- Evaluating
- Eligibility Pending
- Eligible
- IEP
- Not Eligible

When an individual student record is selected, the student Programs screen displays with tab navigation options to additional student information. In this example, the Programs screen indicates the student is involved in Response to Intervention.

The screenshot shows the 'Programs' tab selected for student JULIA AUDRINA CARPENTER. The student's information includes Blyzes Elementary, 2nd Grade, ID: 200681045000, SSN: 540-18-6002, SUNS: 0540186002, and DOB: 1/7/2000. The 'Active Programs' section shows a 'Response to Intervention' program for 'Reading', with options to 'Add Action' or 'End Response to Intervention'. Below this, a 'Pending' status is shown for 'Tier 1' with dates 8/24/10 and 11/18/10.

JULIA AUDRINA CARPENTER	
Profile	Test Scores
Transcript	Attachments
Programs	

Blyzes Elementary 2nd Grade  
ID: 200681045000 SSN: 540-18-6002 SUNS: 0540186002 DOB: 1/7/2000

### Active Programs

+ Start Program View History

**Response to Intervention** + Add Action + End Response to Intervention  
Reading

Pending Tier 1  
8/24/10 11/18/10

## **Review 2 – Search Functionality**

- 1. List three different criteria that can be used to develop a student search.**
- 2. It is necessary to go to the home screen to perform a student search. (True or False)**
- 3. What will happen if include historical data field is checked during a student search?**
- 4. Explain the process of searching for multiple students by ID number.**
- 5. It is possible to search by partial names. (True or False)**
- 6. Describe two ways to locate a student record.**
- 7. Which two sections on the Teacher Dashboard provide class rosters?**
- 8. Which student tab displays information about student involvement in special programs?**

## Student Data Screens

### Profile Tab

Once a student record has been located in Enrich, data is accessed by using the navigation tabs at the top of the screen. The screen is populated with data that has been imported from district files and updated from the district Student Information System.

The Profile Tab always shows the date and time of the most recent data exchange with the SIS. A student's Profile information is used primarily for viewing only; some details may be edited by admin users, but changes are only effective until the next SIS upload occurs.

Any permanent changes must be made directly to the source application which is the district SIS. After an overnight transfer of data to Enrich, new information is available the following day. If data does not populate in a field, it's likely that the data is not available in the district SIS.

**Note:** If student demographic data is edited, the student record is paused which means no updates from the SIS system occur for this student until the record is unpaused. *This functionality is described more completely in the System Admin guide.*

**ELVIS BRYCE CROSSON** Gillians High 9th Grade  
ID: 110487522700 SSN: 225-78-4011 SUNS: 7225784011 DOB: 7/4/1993

**Profile** Test Scores Transcript Attachments Programs

**Profile** Add to Group Edit Student Record Audit Log

**Personal Information**  
Address: 110 Backman Plz  
Columbia, SC 29206  
(221) 598-6338  
Race: African-American  
Is Hispanic: No  
Gender: Male  
DOB: 7-4-1993

**Additional Information**  
English Proficiency: English Speaker II  
Language Spoken in Home: English  
Special Education: Yes  
Free/Reduced Lunch: Free  
Retain: Yes  
Past Enrollment: Rowels Middle

**Current Status**  
Currently Enrolled: Grade 09, Gillians High  
Current GPA: 1.4821  
Goals Progress: Words Read Correctly Per Minute: 5 scores fall short of goal line [View](#)

Days Absent: 20 [View Scores](#)  
Discipline Referrals: 1 [View Scores](#)

**Enrollment History**

Schools	Start Date	End Date
Rowels Middle		
Gillians High		

**Grade Levels**

Grade Level
08
09
10
09

SASisp data current as of Thu 11/12 5:50 AM

**Absences and Discipline Referrals**

Year: 2010-2011

**Absences**

Parent (2)

Un Tardy (14)

Unexcused (18)

**Discipline**

Assigned school detention (1)

Unexcused absence, Thu 9/30  
15th counted and 27th overall absence

Data displayed in the Additional Information area varies by school district and by student. Information will be displayed for a student if a value is specified in the SIS (that is, if the field is not empty).

If the student is a member of a group, the name(s) will be displayed on the right side of the screen. You can view the members of the group by clicking on the group name, or you may add this student to another group by clicking Add to Group. Progress monitoring information for those students with Intervention Plans also displays on the Profile screen.



**The Profile Screen displays any or all of the following data**

- **Personal (demographic) Information**
- **Additional Information**
- **Current Status**
  - Enrollment information and history
  - Current GPA
  - Attendance data
  - Discipline Referral data
  - Group Membership
  - Goals Progress
  - Notices
- **Date of most recent SIS data import**

**Selecting the View Chart button produces a detailed overview of attendance activity for a specified school year and a record of disciplinary incidents marked with red dots; hovering over a specific dot displays a tool tip with an explanation of the incident.**

## Test Score Tab

The Test Scores tab provides access to Enrich Assess, the module which displays student test scores. Scores are grouped by test type and imported from districts files; the import task must be performed by someone with District Admin access to the software.

If a user has the appropriate system permissions, it is possible to edit scores and delete tests, however, in most districts, teacher users are not able to edit and/or delete test scores. These actions are normally completed by District Admin users.

Users can view test score detail by clicking on the test date link under the Administration column header. In this example, the student has available test records for three tests – InView, MAP, and Terra Nova.

**MIAH KIANNA BEIGHTOL** Rowels Middle 6th Grade  
 ID: 942657520000 SSN: 025-75-6249 SUNS: 0025756249 DOB: 10/1/1999

Profile **Test Scores** Transcript Attachments Programs

**Test Scores** Print Help

+ Add New Test

**InView**

Administration	Grade	Sequences	Analogies	Quantitative Reasoning	Total Non-Verbal	Verbal Reasoning Words	Verbal Reasoning Context	Total Verbal	Total Score
		National Percentile by Age	National Percentile by Age	National Percentile by Age	National Percentile by Age	National Percentile by Age	National Percentile by Age	National Percentile by Age	National Percentile by Age
2008	05								

**MAP**

Administration	Grade	Reading		Math		Language		
		RIT	Percentile	RIT To Reading	RIT	Percentile	RIT	Percentile
2009 Fall	06	209	39	760	210	28		
2009 Spring	05	215	59	866	208	23	218	68
2009 Winter	05	216	68	894	198	11	214	60
2008 Fall	05	215	73	869	197	14	208	50

**TERRA NOVA**

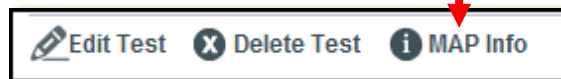
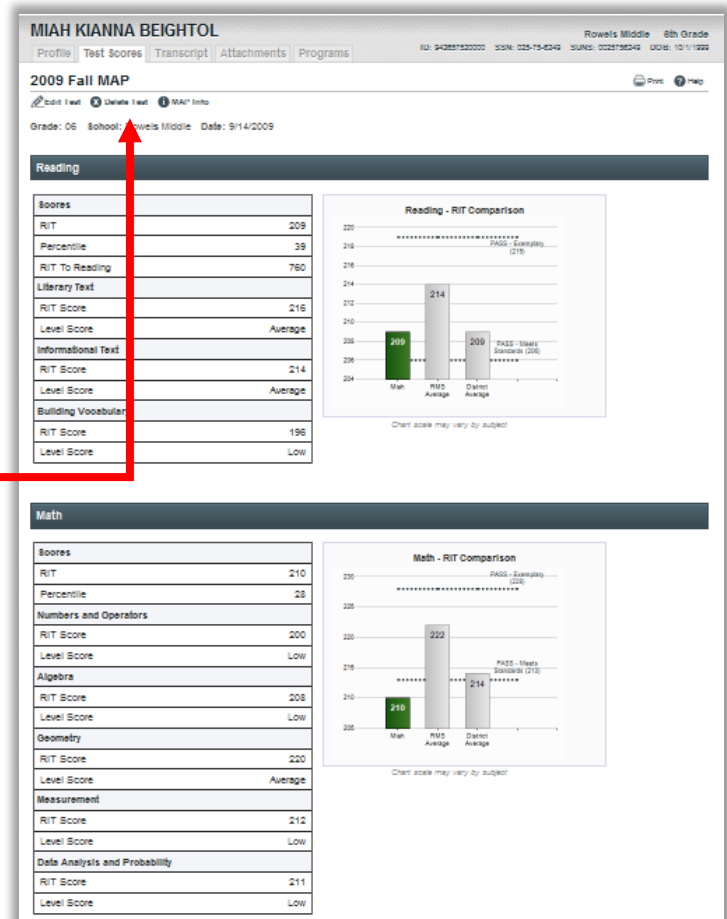
Administration	Grade	Science	Social Studies
		NP	NP
2008 Fall	05	46	53

**MAP**

Administration	Grade	Reading		Math		Language		
		RIT	Percentile	Lexile	RIT	Percentile	RIT	Percentile
2009 Fall	06	209	39	760	210	28		
2009 Spring	05	215	59	866	208	23	218	68
2009 Winter	05	216	68	894	198	11	214	60
2008 Fall	05	215	73	869	197	14	208	50

Click the 2009 Fall Administration link to open the screen which displays details of the Reading and Math components along with charts of the scores indicating how the student performed when compared to the school and district averages. The chart also indicates the PASS cut scores using the horizontal dotted lines.

The icons at the top of the Test Scores screen facilitate editing, deleting, or reading about test scores. Remember that the Edit and Delete actions may not be available for some district users.



Selecting the Edit Test link allows the user to manually change a test score or other data from the Test Scores Detail screen if the system permissions allow it. When changes are complete, click Save to complete the operation or Cancel to quit without changing the test information.

Selecting the Delete Test link allows those users with appropriate permissions to delete the specified test and scores from a student's list. Click OK if you are sure you want to permanently delete the test, or click Cancel to quit without deleting this test.

Descriptions of each test are available by clicking on the question mark  beside the test name in the table heading.

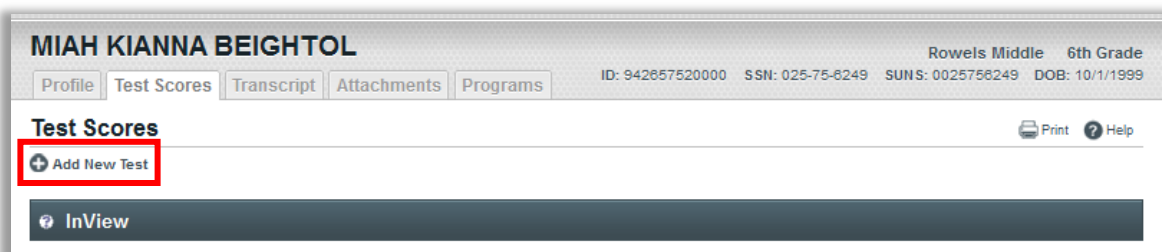
#### MAP - Measures of Academic Progress

MAP is administered twice a year, once in September and again in March, to grades 2-8 in Reading and Mathematics. Ninth graders take only the Reading test. We began giving the MAP in Spring 2002; therefore not all students have MAP scores.

There are three types of MAP scores:

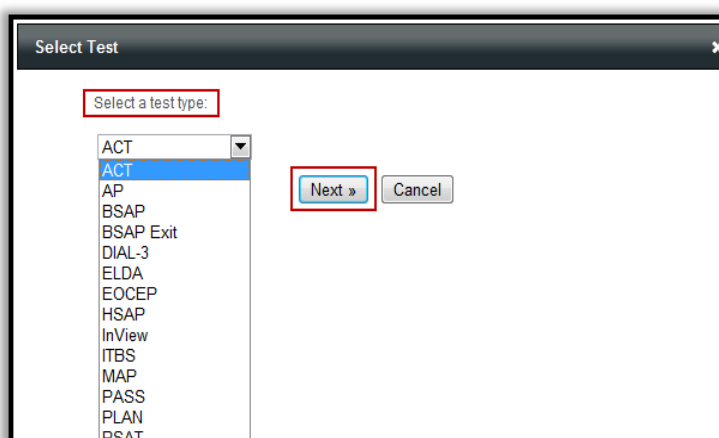
- The RIT score relates directly to the curriculum scale in each subject area. RIT scores range from about 150 to 300 depending upon the scale and test season..
- The percentile tells us how students are doing compared to other student in the same grade level nationally. For example, if a student is scoring at 76th percentile, it means they are scoring as good as or better than 76% of the students in the national sample of the same grade level taking that test. We consider the 60th percentile or higher to be good.
- The Lexile ranges will be found only in conjunction with Reading scores. A Lexile is assigned to students based on the questions they answered right or wrong on the MAP Reading test. Using the Lexile score, appropriate independent reading materials can be chosen from [www.lexile.com](http://www.lexile.com), under the Search Titles tab.

Returning to the original Test Scores screen, some users may see an Add New Test icon at the top. If there is a test that has not been imported into Enrich (and if your system permissions allow), you may enter the test information manually by clicking the Add New Test link.



The screenshot shows the user interface for MIAH KIANNA BEIGHTOL. At the top, there are tabs for Profile, Test Scores, Transcript, Attachments, and Programs. The Test Scores tab is active. Below the tabs, there is a section titled 'Test Scores' with a sub-section 'Add New Test' highlighted by a red box. To the right of the 'Add New Test' button are 'Print' and 'Help' icons. Below the 'Add New Test' button is an 'InView' button.

Select the test to be added from the district-defined test list and click the Next button.



The screenshot shows a 'Select Test' dialog box. It has a title bar with a close button. Inside, there is a label 'Select a test type:' followed by a dropdown menu. The dropdown menu is open, showing a list of test types: ACT, ACT (highlighted), AP, BSAP, BSAP Exit, DIAL-3, ELDA, EOCEP, HSAP, InView, ITBS, MAP, PASS, PLAN, and PSAT. To the right of the dropdown menu are two buttons: 'Next »' (highlighted with a red box) and 'Cancel'.

Complete all additional fields as needed; fields will vary depending upon the type of test that is selected. Use Save to complete the operation or Cancel to quit without adding the test information.

**Add New Test**

Administration:

Grade:  School:  Date Taken:

**Composite**

Scale Score	<input type="text"/>
Scale Score National Norm	<input type="text"/>
Sum of Scale Scores	<input type="text"/>

**English**

**Usage/Mechanics**

Scale Score	<input type="text"/>
Scale Score National Norm	<input type="text"/>

**Rethorical Skills**

Scale Score	<input type="text"/>
-------------	----------------------

## Transcript Tab

The Student Transcript screen displays the current year's transcript; if available, previous transcripts can be viewed by scrolling down the screen.

This information is available for viewing only and may not be edited.

**MIAH KIANNA BEIGHTOL** Rowels Middle 8th Grade  
 ID: 942857520000 SSN: 025-75-4040 SUNS: 0025750040 UOI#: 10/1/1999

Profile | Test Scores | **Transcript** | Attachments | Programs

**Transcript** Print Help

GPA: - Credits: 0.00

**2009-2010 Rowels Middle Grade 06**

Courses
6TH FRENCH 16106000-01 Bellace, R 08/17 - Now 70 1st Qtr
6TH GRMATH 11106000-01 Bargar, J 08/17 - Now 70 1st Qtr
6TH PHYSICAL EDUC 14400100-03 Raffield, C 01/12 - Now
6TH LANG ART \$ 10016000-08 Melrose, L 08/17 - Now 76 1st Qtr
BEG DRAM 15210000-02 Barrett, N 08/17 - Now 86 1st Qtr
GEN SCI 12016000-10 Colyott, Z 08/17 - Now 80 1st Qtr
LUNCH 73100000-06 Seamen, K 08/17 - Now
W HIST 13016000-04 Agricola, A 08/17 - Now 81 1st Qtr

**Grades with Class Percentiles**  
 Class / Grading Period: 1st Qtr

**2008-2009 Nakaoka Elementary Grade 05**

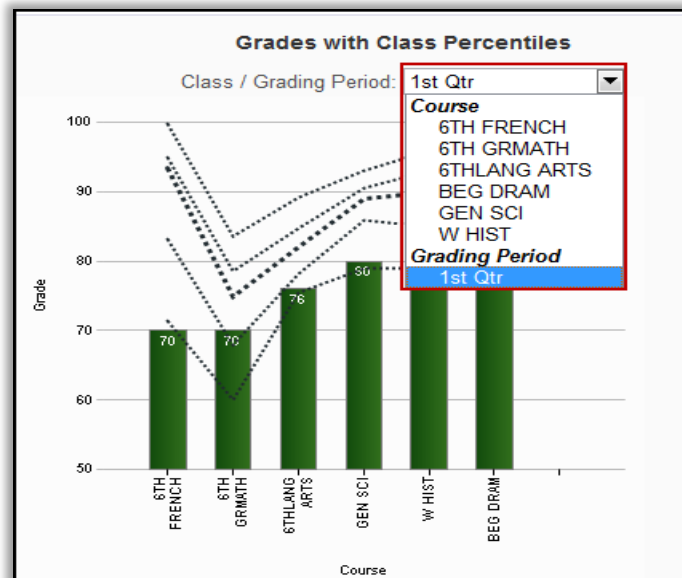
Courses
5TH SOCIAL STUD 13015000-JB Levario, D 08/18 - 07/01 81 Yr AvgN
ART 15015000-JB Weiman, R 08/18 - 07/01 3 Yr AvgN
HEALTH 14015000-JB Levario, D 08/18 - 07/01 81 Yr AvgN
HOMEROOM 90000005-JB Levario, D 08/18 - 07/01
LANG-ART 10015000-JB Levario, D 08/18 - 07/01 83 Yr AvgN
MATH 11105000-JB Sucharzewski, J 08/18 - 07/01 75 Yr AvgN
MUSIC 15615000-JB Vanhofwegen, G 08/18 - 07/01 3 Yr AvgN
P.E. 14405000-JB Makovec, R 08/18 - 07/01 3 Yr AvgN
SCIENCE 12015000-JB Levario, D 08/18 - 07/01 79 Yr AvgN
SPANISH 16505000-JB Mattas, L 08/18 - 07/01 3 Yr AvgN

**Grades with Class Percentiles**  
 Class / Grading Period: Yr AvgN

The right side of the screen visually displays student achievement by class or grading period.

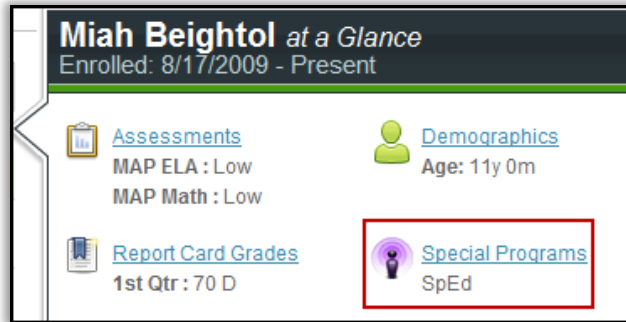
Courses			
<b>6TH FRENCH</b>			
<a href="#">16106000-01</a>	Bellace, R	08/17 - Now	70 D 1st Qtr
<b>6TH GRMATH</b>			
<a href="#">11106000-01</a>	Bargar, J	08/17 - Now	70 D 1st Qtr
<b>6TH PHYSICAL EDUC</b>			
<a href="#">14400100-03</a>	Raffield, C	01/12 - Now	
<b>6THLANG ARTS</b>			
<a href="#">10016000-08</a>	Melrose, L	08/17 - Now	76 D 1st Qtr
<b>BEG DRAM</b>			
<a href="#">15210000-02</a>	Barrett, N	08/17 - Now	86 B 1st Qtr
<b>GEN SCI</b>			
<a href="#">12016000-10</a>	Colyott, Z	08/17 - Now	80 C 1st Qtr

From the View Class screen, users can select from one of two tabs – Students and Teachers.



Clicking any of the listed courses opens a class roster screen.

<b>6TH FRENCH / 16106000-01 (2009-2010)</b>		Rovels Middle - French
Students	Teachers	Year: 2009-2010 Grade Level: 06
<b>View Class</b>		Print Help
Students on Roster: Currently		
<b>Current Roster (22 students)</b>		
Miah Beightol		
Emiliano Berendsen		
Kellen Bolender		
Arel Bonas		
Kristina Corbet		
Jazlynn Coyler		
Trey Daniels		
Kyra Devoy		
Erin Eisenstein		
Lee Katten		
Norah Kuhns		
Laura Lamorgese		
Braydon Leonhardt		
Dawson Miramontez		
Sam Orloff		
Clarissa Palecek		
Desmond Petteiger		
Janet Pych		
Alivia Sharick		
Kathryn Stulce		
Bobby Sweazy		
Gle Swenson		
<b>Test Score Reports</b>		
<b>Performance Groups (One Score)</b>		Students arranged into columns based on scores from one test administration
<b>Performance Groups (Two Scores)</b>		Students arranged into columns and rows based on scores from two test administrations
<b>Class Score Sheet</b>		Snapshot view of a single test administration
<b>Custom Report</b>		New custom report filtered on this student group
<b>Grade Reports</b>		
<b>All Students and Grades</b>		All report card grades for all students in the class in color-coded line graph
<b>Class Average Comparison</b>		Compares class average to other sections in the same school/department in our chart with overall percentiles



**Miah Beightol at a Glance**  
Enrolled: 8/17/2009 - Present

**Assessments**  
MAP ELA : Low  
MAP Math : Low

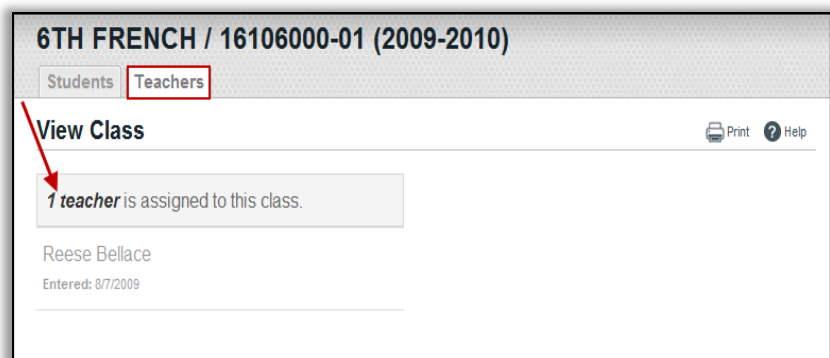
**Demographics**  
Age: 11y 0m

**Report Card Grades**  
1st Qtr : 70 D

**Special Programs**  
SpEd

The Students tab lists students enrolled in the class; mouse over a student name to see *at a Glance* student information.

The Teachers tab lists the teachers assigned to the class.



**6TH FRENCH / 16106000-01 (2009-2010)**

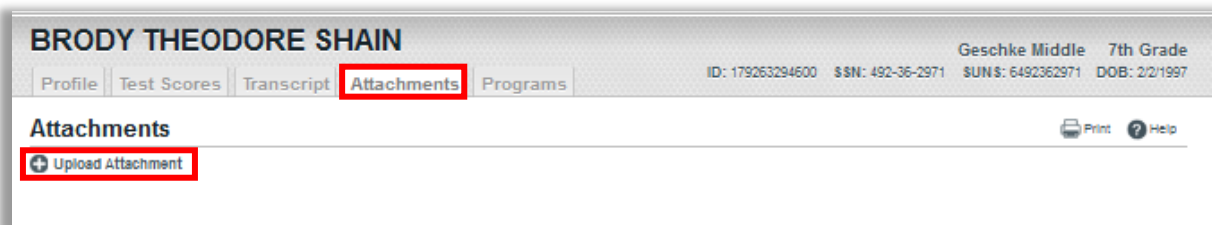
Students Teachers

**View Class** Print Help

1 teacher is assigned to this class.

Reese Bellace  
Entered: 8/7/2009

## Attachments Tab



**BRODY THEODORE SHAIN**

Profile Test Scores Transcript **Attachments** Programs

ID: 179263294600 SSN: 492-36-2971 SUNS: 6492362971 DOB: 2/2/1997

**Attachments** Print Help

**Upload Attachment**

The Attachments tab displays a list of all electronic attachments that have been added to a student record. The attachment process uses the Upload Attachment link and is explained later in this guide.

## Programs Tab

Select the Programs tab to create, develop, and monitor Intervention Plans, Individual Literacy Plans, Special Education actions and other special programs that may be available in the drop-down list.



**BRODY THEODORE SHAIN**

Profile | Test Scores | Transcript | Attachments | **Programs**

ID: 179263294600 SSN: 492-36-2971 SUNS: 6492362971 DOB: 2/2/1997

Geschke Middle 7th Grade

**Active Programs** [Start Program](#) [View History](#) [Print](#) [Help](#)

**Special Education** [Add Action](#) [End Special Education](#)

Referred 4/15/11 Eligibility Pending 5/2/11 Eligibility Due: 5/1/11 IEP Due: 5/31/11

**IEP - Transition (15+)** Jun 2 [Edit Draft](#)

**Pending: Eligibility Determination**  
Pending due to [Consent for Evaluation](#) ended on 6/2/2011 [Create](#)

**Scheduled Meetings** [Add](#)  
**IEP Meeting**  
Mon 6/6, 3:00 PM - 4:30 PM

**Team** [Manage Team](#)

Alaina Levar Roderick Cance Aiyana Toomey Tamara Lamotte  
Speech Language Pathologist Guidance Counselor Psychologist

**Add Item** [X](#)

Program: [▼](#)

- 504
- Gifted and Talented
- Individual Literacy Plans
- Infant Tracking
- Response to Intervention
- Special Education

Selecting the Start Program link displays a list of program options from which to select.

**BRODY THEODORE SHAIN**

Profile | Test Scores | Transcript | Attachments | **Programs**

ID: 179263294600 SSN: 492-36-2971 SUNS: 6492362971 DOB: 2/2/1997

Geschke Middle 7th Grade

**Programs History** [Print](#) [Help](#)

[View Active Programs](#)

There are 6 program items for the current student matching the filter criteria below.

**Program Involvements**

☒ Special Education

☒ 4/18/2011 to Present

Item Start Date Filter: 4/18/2011 - [▼](#)

**Item Types**

☒ IEPs

☒ Meetings

☒ Program Actions

[Refresh](#)

Item	Start Date ▲	End Date	Recommendation	Program
<a href="#">Referral for Special Education</a>	4/18/2011	4/18/2011	Evaluate - New Information Needed	SpEd
<a href="#">Consent for Evaluation</a>	4/18/2011	6/2/2011	Consent Received - Additional Data Needed	SpEd
<a href="#">Meeting</a>	4/18/2011	4/18/2011		SpEd
<a href="#">IEP - Transition (15+)</a>	6/2/2011			SpEd
<a href="#">Evaluation</a>	6/2/2011	6/2/2011	Evaluation Completed	SpEd
<a href="#">Meeting</a>	6/6/2011	6/6/2011		SpEd

From the Programs tab, it is also possible to view a history of all programs with which a student has been involved by clicking the View History link.

---

## Review 3 – Student Data Screens

1. Search and find a student who is not currently involved in any special programs and write his/her name here.
2. Provide the following information about your student-
  - Date of birth
  - Days absent last year
  - Number of discipline referrals
  - School of attendance
3. List the time and date of the last data exchange from the SIS.
4. Where does a user locate details of a student's GPA?
5. Explain the process of locating attendance information for a student.
6. Where does a user locate details of prior involvement in special programs?
7. Which tests have information available for your selected student?
8. How many years of student transcripts does the system display?



## **Managing Student Groups**

## Managing Student Groups

The Student Groups feature of Enrich is designed to manage large numbers of student records. Users can create groups for a specific class or other subset of students with which they work such as a tutoring or after school program. Using student groups simplifies the task of locating students because the groups appear on the Teacher Dashboard screen making it easy to click open a particular group and select a student record.

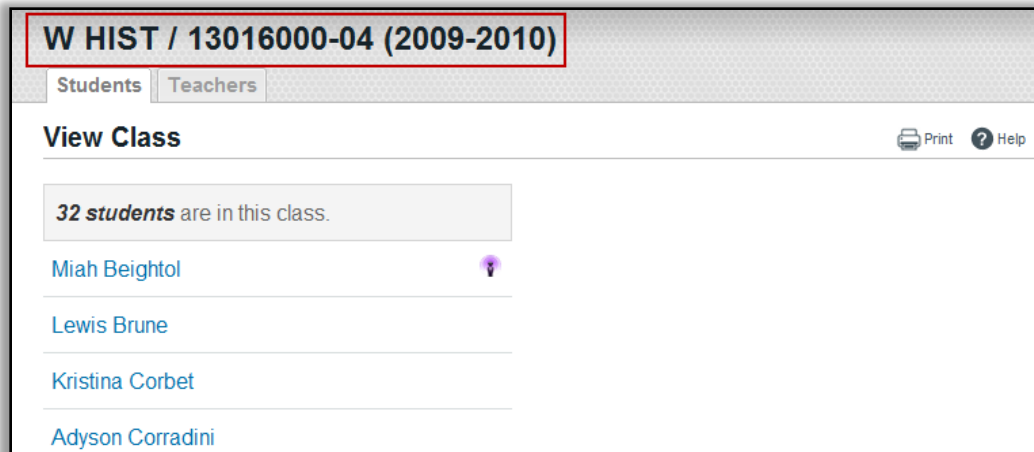
Student groups fall into three categories, each divided by a blue line.

The first category is students with system alerts related to limited progress toward intervention goals.

The second category is groups that populate automatically because students participate in special programs managed in Enrich; those groups cannot be edited or deleted nor can students be manually added or deleted.

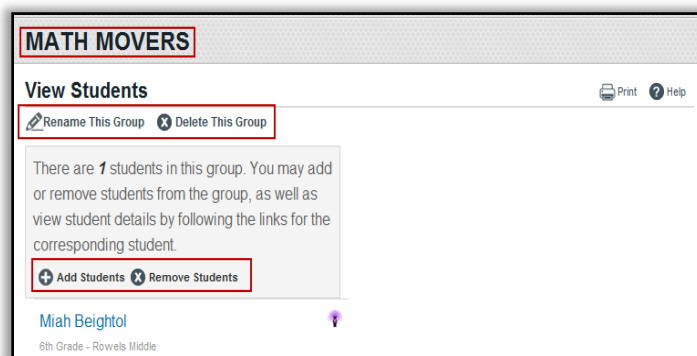
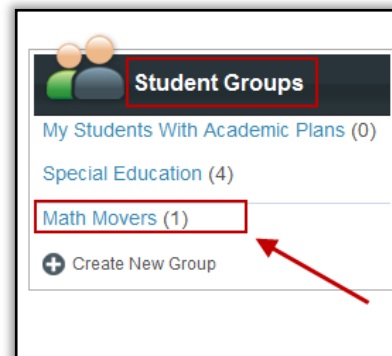
The final category is groups created and managed manually by the user.

**My Classes** are those to which a teacher has been assigned through the district SIS; opening these displays class rosters. These classes are maintained dynamically by communication between Enrich and the district SIS; classes cannot be edited or deleted nor can students be manually added or deleted from the courses; changes must occur through the class import from the district SIS.



### View a Student Group

To view a student group, click on any group name displayed on the Teacher Dashboard screen. In this example, the group **Math Movers** was created by the teacher because it falls below the blue dividing line.

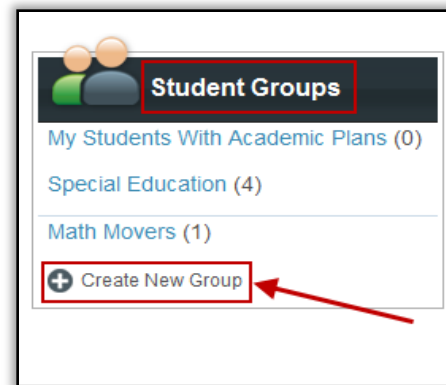


In this example, there is currently only one student in the group, but because it is a user-created group rather than one generated by the software, it is possible to edit the group name, delete the group completely, and add or remove students by selecting the appropriate action icons.

## Create a Student Group from the Teacher Dashboard

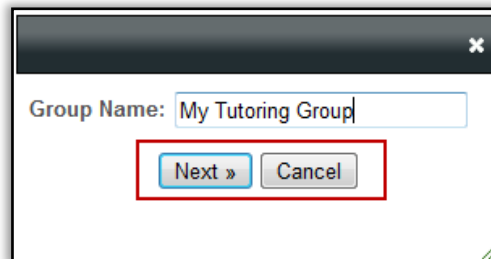
There are two mechanisms for creating new student groups:

- Teacher Dashboard
- Student Profile screen

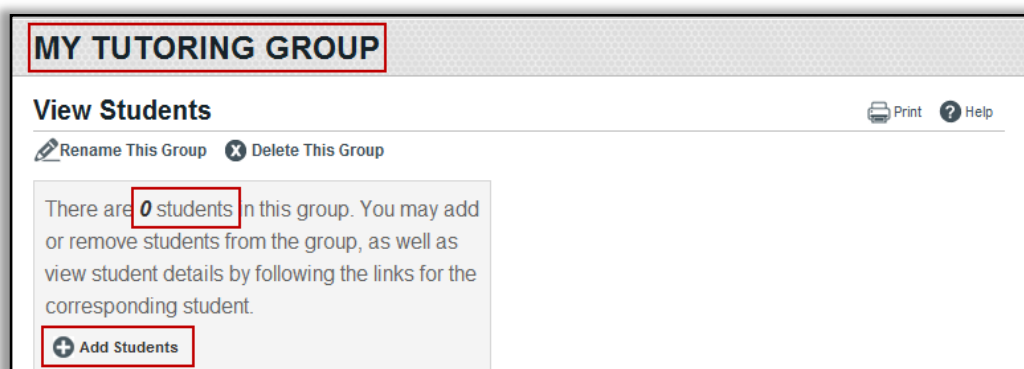


From the Teacher Dashboard screen, select the Create New Group link.

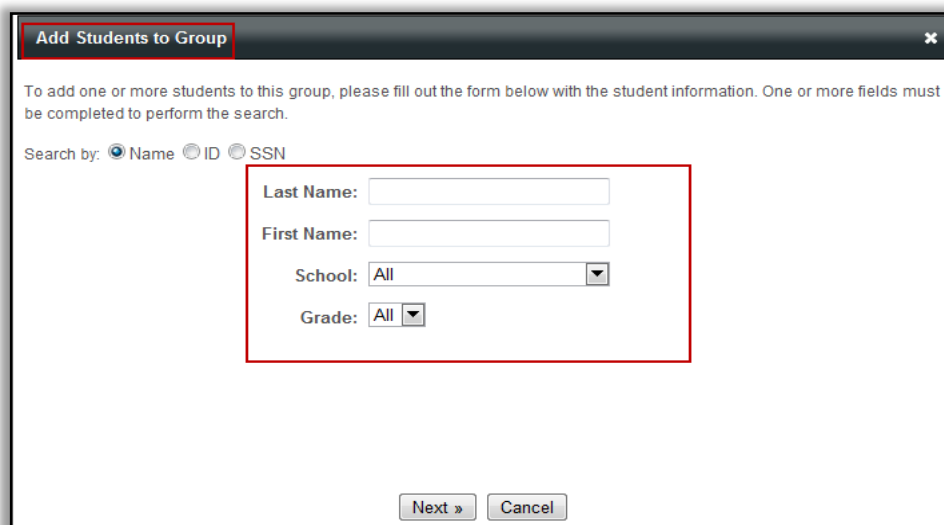
Create a name for the group and click Next to proceed or Cancel to discontinue.



The next screen appears with the title of the new group allowing the user to Rename This Group, Delete This Group, or Add Students.



New students can be added to a group using a variety of criteria; if search results return multiple students, specific names can be selected and saved with those selected now added as part of the new group.



The screenshot shows a dialog box titled "Add Students to Group". Inside, there is a text instruction: "To add one or more students to this group, please fill out the form below with the student information. One or more fields must be completed to perform the search." Below this, there are three radio buttons for "Search by": "Name" (selected), "ID", and "SSN". A red rectangular box highlights a form area containing four fields: "Last Name:" with a text input, "First Name:" with a text input, "School:" with a dropdown menu showing "All", and "Grade:" with a dropdown menu showing "All". At the bottom of the dialog are two buttons: "Next »" and "Cancel".

The newly added group displays on the Teacher Dashboard screen below the blue dividing line.



The screenshot shows a section titled "Student Groups" with a header icon of two people. Below the header, there is a list of groups: "My Students With Academic Plans (0)", "Special Education (4)", "Math Movers (1)", and "My Tutoring Group (0)". A red rectangular box highlights the "My Tutoring Group (0)" entry. A red arrow points to this entry from the right. At the bottom of the list is a button with a plus icon and the text "Create New Group".

## Create a Student Group from the Student Profile Screen

A student group can be added from a student Profile screen where current group membership information is available. Navigate to the Profile screen of a specific student and click the Add to Group link.

The screenshot shows the 'Profile' screen for a student named Brody Theodore Shain. The header includes the student's name, school (Geschke Middle), grade (7th Grade), and various IDs. Below the header, there are tabs for Profile, Test Scores, Transcript, Attachments, and Programs. The 'Profile' tab is active, showing 'Add to Group', 'Edit Student Record', and 'Audit Log' links. The 'Personal Information' section lists the student's address and phone number. The 'Current Status' section shows the student is currently enrolled in Grade 07 at Geschke Middle with a current GPA of --.

Add the student to an existing group using the drop-down list of all existing groups, or select the new group option and type a group name; click Add.

The screenshot shows a dialog box titled 'Add Student(s) to Group'. It asks 'Which group do you want to add the student(s) to?'. There are two radio buttons: 'Select One' (which is selected) and 'Or, a new group:'. The 'Or, a new group:' option has a text input field containing 'Rocket Readers'. Below the input field are 'Add' and 'Cancel' buttons.

The new group screen appears with the student listed as the first group member and the option of adding additional students.

The screenshot shows the 'ROCKET READERS' group screen. The title 'ROCKET READERS' is highlighted with a red box. Below the title, there are links for 'View Students', 'Rename This Group', and 'Delete This Group'. A message states: 'There are 1 students in this group. You may add or remove students from the group, as well as view student details by following the links for the corresponding student.' Below the message are links for 'Add Students' and 'Remove Students'. At the bottom, the student 'Miah Beightol' is listed as the first member, with '6th Grade - Rowels Middle' below their name.

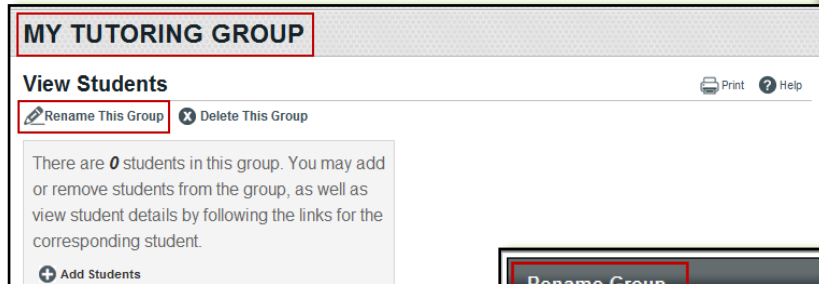


## Rename a Student Group

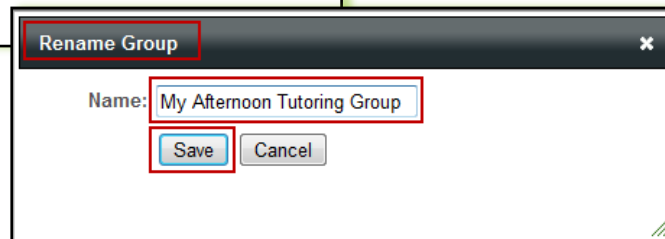
To rename a student group, open the group you wish to edit.



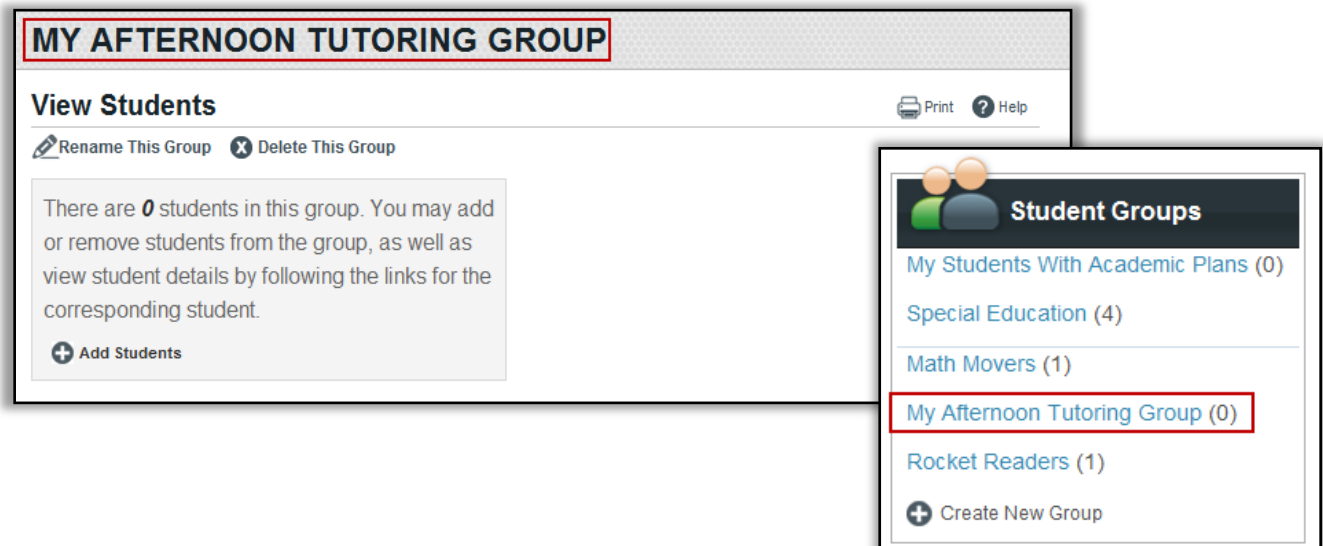
Select the Rename this Group link.



Type in the new name and click Save.



The new group name displays on the My Afternoon Tutoring Group screen and the Teacher Dashboard screen.



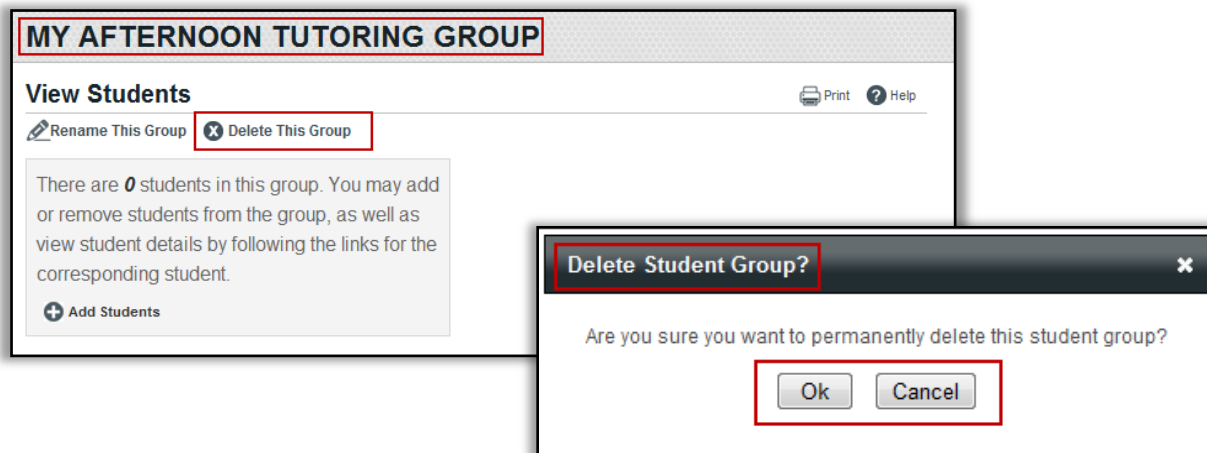
## Delete a Student Group

To delete a student group, open the group you wish to edit.

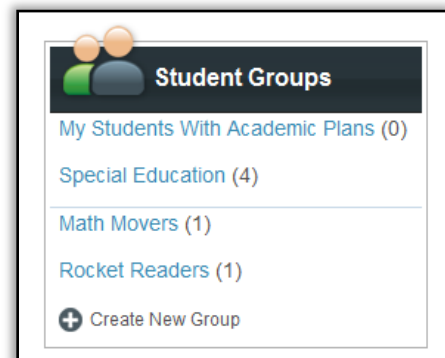


Select the Delete This Group link. Click OK to confirm or Cancel to

retain the group.

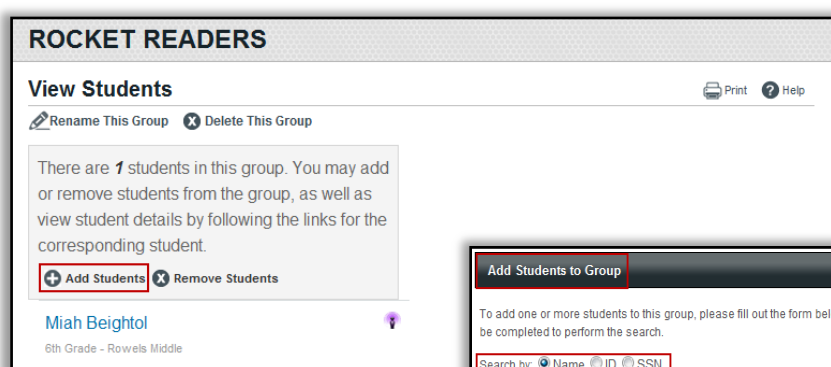


The deleted group no longer displays in the list of Student Groups on the Teacher Dashboard.



## Add Students to a Group

From the Teacher Dashboard, select the group to which students should be added. Select the Add Students link.

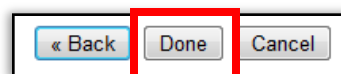


Complete as many search criteria fields as necessary and click Next.

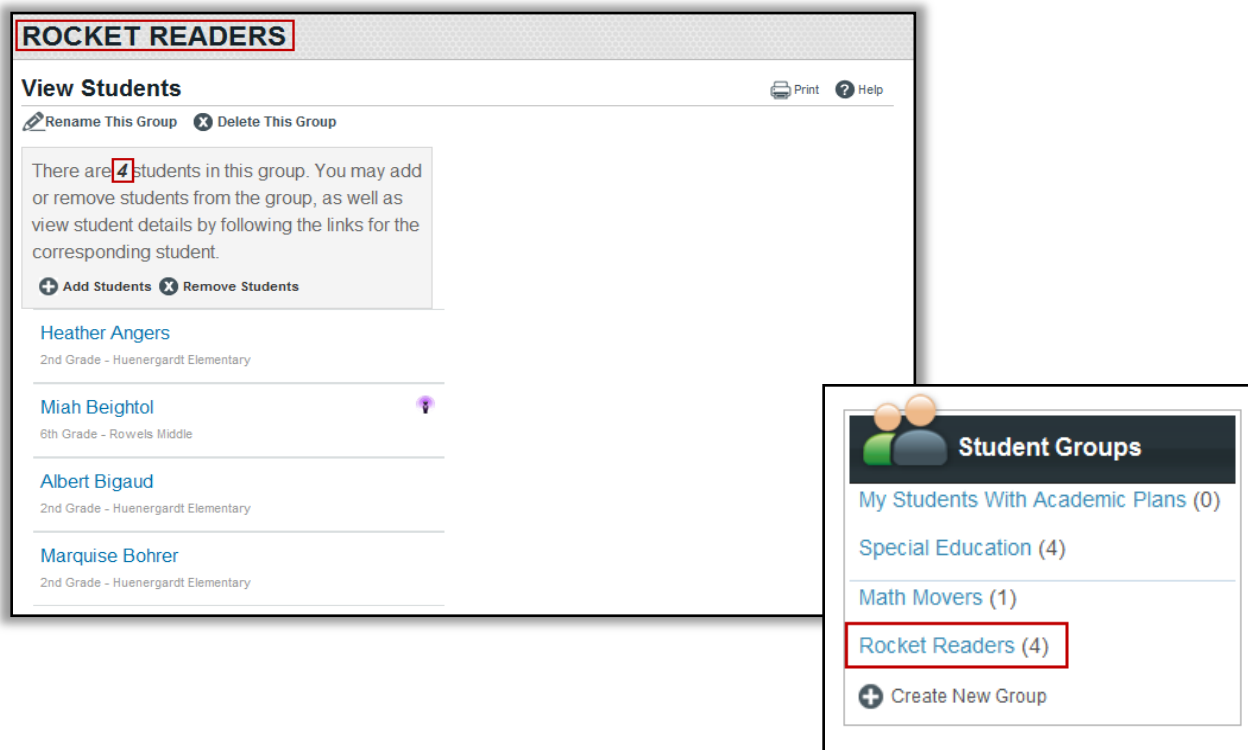
If multiple results display, use the checkboxes to select those students who are to be part of the group. It is possible to choose all students by placing a check in the box marked All at the head of the column. Click the hyperlink text to navigate directly to a student's Profile, Test Scores, Transcript, and Programs.

All	Last Name	First Name	School	Grade	View
<input checked="" type="checkbox"/>	Angers	Heather	HES	02	Profile Test Scores Transcript Programs
<input type="checkbox"/>	Anichini	Precious	HES	02	Profile Test Scores Transcript Programs
<input type="checkbox"/>	Beagle	Alfred	HES	02	Profile Test Scores Transcript Programs
<input type="checkbox"/>	Bennion	Yamilet	HES	02	Profile Test Scores Transcript Programs
<input checked="" type="checkbox"/>	Bigaud	Albert	HES	02	Profile Test Scores Transcript Programs
<input checked="" type="checkbox"/>	Bohrer	Marquise	HES	02	Profile Test Scores Transcript Programs

Once selection is complete, click Done.



The names of the selected students now appear as members of the group.



**ROCKET READERS**

**View Students** Print Help

Rename This Group Delete This Group

There are **4** students in this group. You may add or remove students from the group, as well as view student details by following the links for the corresponding student.

+ Add Students - Remove Students

**Heather Angers**  
2nd Grade - Huenergardt Elementary

**Miah Beightol**  
6th Grade - Rowels Middle

**Albert Bigaud**  
2nd Grade - Huenergardt Elementary

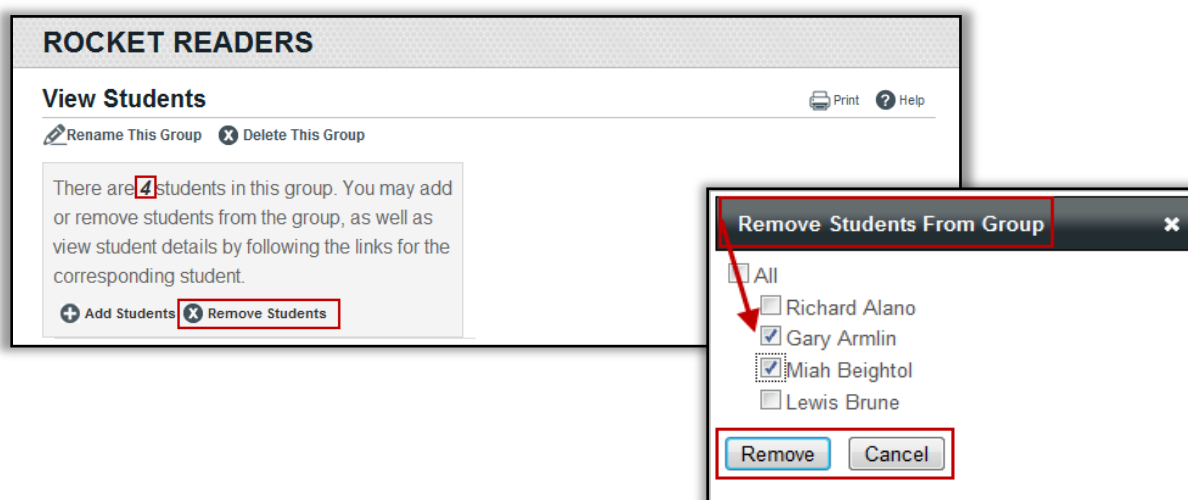
**Marquise Bohrer**  
2nd Grade - Huenergardt Elementary

**Student Groups**

- My Students With Academic Plans (0)
- Special Education (4)
- Math Movers (1)
- Rocket Readers (4)**
- + Create New Group

## Remove Students from a Group

Click a group name to open and select the Remove Students link.



**ROCKET READERS**

**View Students** Print Help

Rename This Group Delete This Group

There are **4** students in this group. You may add or remove students from the group, as well as view student details by following the links for the corresponding student.

+ Add Students - Remove Students

**Remove Students From Group** ×

- ☐ All
- ☐ Richard Alano
- ☒ Gary Armlin
- ☒ Miah Beightol
- ☐ Lewis Brune

Remove Cancel

Check All to delete every student from the group or select individual boxes for specific students; to complete the process, click Remove or Cancel.

The screenshot shows the 'ROCKET READERS' group page. The 'View Students' section has a message: 'There are 2 students in this group. You may add or remove students from the group, as well as view student details by following the links for the corresponding student.' Below this are links for 'Richard Alano' and 'Lewis Brune', both labeled '6th Grade - Rowels Middle'. A sidebar titled 'Student Groups' lists: 'My Students With Academic Plans (0)', 'Special Education (4)', 'Math Movers (1)', and 'Rocket Readers (2)'. The 'Rocket Readers (2)' link is highlighted with a red box. At the bottom of the sidebar is a '+ Create New Group' button.

**ROCKET READERS**

**View Students**

[Rename This Group](#) [Delete This Group](#)

There are **2** students in this group. You may add or remove students from the group, as well as view student details by following the links for the corresponding student.

[+ Add Students](#) [X Remove Students](#)

[Richard Alano](#)  
6th Grade - Rowels Middle

[Lewis Brune](#)  
6th Grade - Rowels Middle

**Student Groups**

- [My Students With Academic Plans \(0\)](#)
- [Special Education \(4\)](#)
- [Math Movers \(1\)](#)
- [Rocket Readers \(2\)](#)
- [+ Create New Group](#)

Notice that the list displays without the student(s) whose name(s) was (were) removed and the Teacher Dashboard is updated.

## **Review 4 – Managing Student Groups**

- 1. Create a new math group and add five students to the group including the student you selected in the previous section.**
- 2. Name two types of groups that cannot be deleted from Enrich and explain why.**
- 3. User-created groups can be deleted from Enrich. (True or False)**
- 4. Where does a user find a list of his/her student groups?**
- 5. Name two screens that provide the functionality to add student groups.**
- 6. Student groups are limited to a maximum of 30 students. (True or False)**
- 7. Explain the process of adding multiple students at one time to a student group.**
- 8. A student group cannot be renamed; the original group must be deleted and a new group created with a new name. (True or False)**



**Individualized Education Plan (IEP)**

## Introduction

## IEP Overview

An Individualized Education Plan (IEP) referral can be initiated by the school's student study team (SST) but often there is a direct request for special education evaluation.

The referral can originate from a parent, teacher or other school personnel. The Individual with Disabilities Education Act, (IDEA) mandates that school districts have the responsibility to identify, find, and evaluate students who live within their boundaries suspected of having a disability.

The IEP must include:

- Student's present level of functioning
- Strengths, weaknesses, abilities, and educational needs
- Area(s) of eligibility (based on the 13 categories named in IDEA)
- Annual goals and objectives
- Designated Instructional Services (DIS) or related services
- Program placement
- Accommodations and level of participation in assessments
- Transition plan

The IEP Team typically consists of:

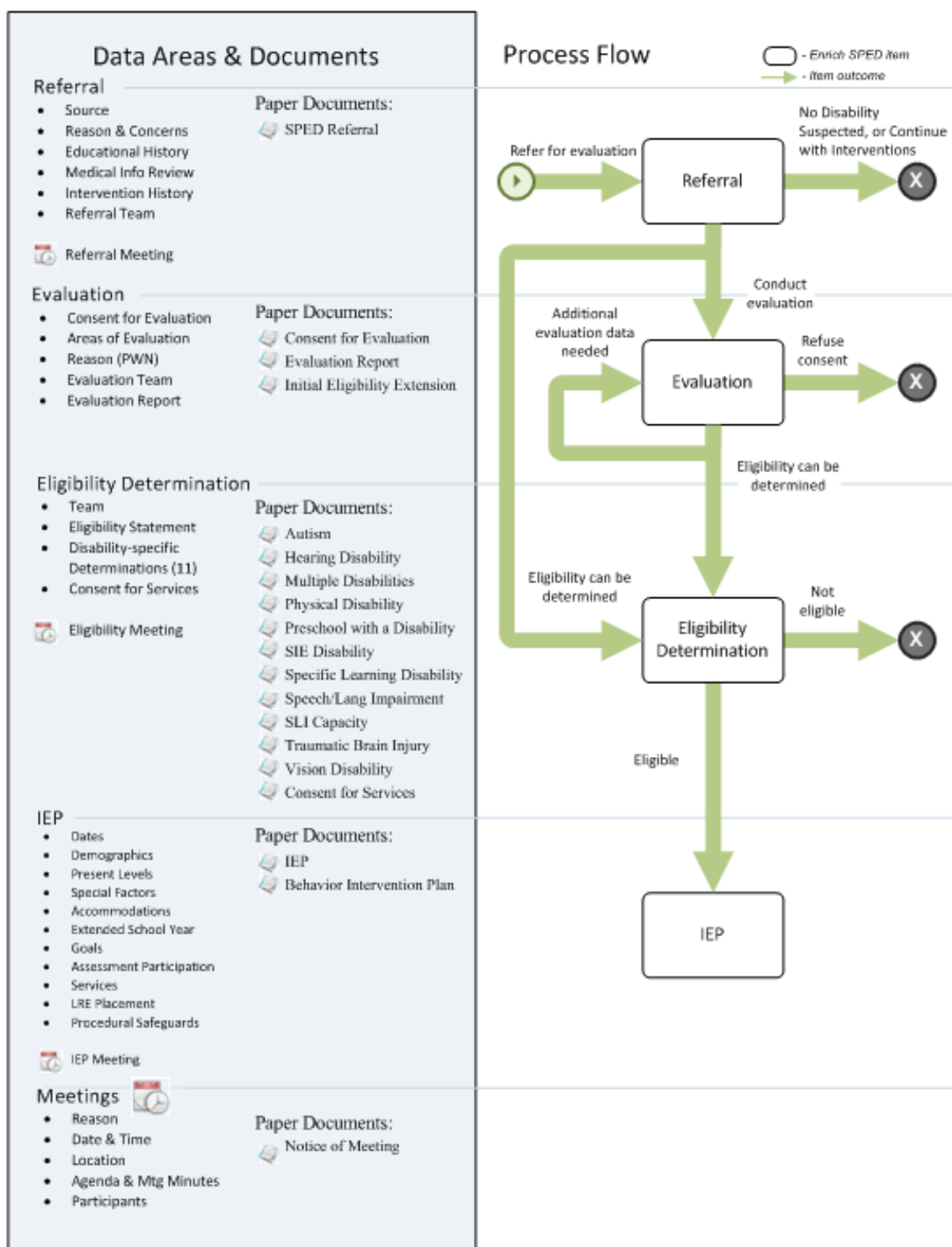
- Parent, guardian or representative
- School administrator
- Special education teacher
- General education teacher
- Professionals who performed the assessments
- Student (if appropriate)

The district provides an assessment plan and a copy of Procedural Safeguards within a designated number of days of receiving the referral. After which a series of processes and procedures are followed through completion of the IEP process.

As a framework program, Enrich<sup>®</sup> IEP is configurable by the district to meet specific IEP program process areas. The forms design and data entry screen configurations may vary. A sample outline of the IEP process is listed on the following page. A summary of the process areas and Enrich input/output features are also listed.



## The IEP Process – Sample

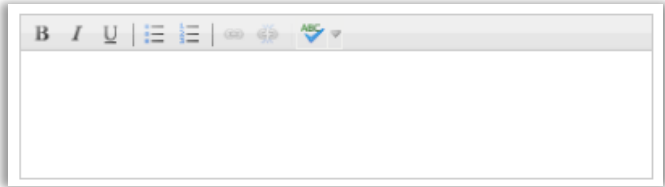
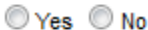
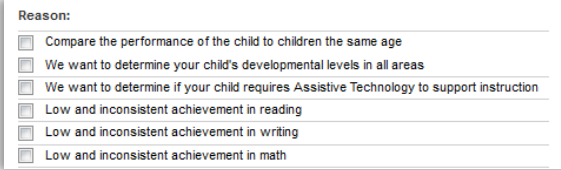
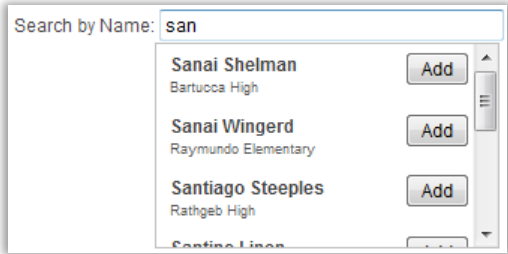
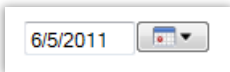
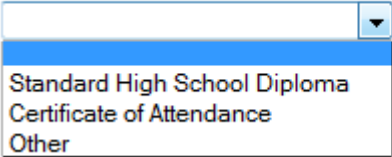
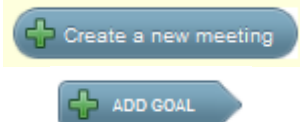


The following IEP processes are facilitated in Enrich:

Area 1- Referral	Area 5 - IEP
<ul style="list-style-type: none"> <li>Reason(s) for the referral</li> <li>Parent background information</li> <li>Primary language for parent(s) and student</li> <li>Previous special education services</li> <li>Behavioral Concerns</li> <li>Medical Information</li> <li>Student's strengths and interests</li> <li>Team recommendation</li> <li>Prior Written Notice information</li> </ul>	<ul style="list-style-type: none"> <li>Relevant dates: <ul style="list-style-type: none"> <li>- Start Date</li> <li>- Next Review Date</li> <li>- Next Evaluation Due Date</li> <li>- Date of Initial Eligibility</li> <li>- Date of Initial Consent</li> </ul> </li> <li>Service District and School</li> <li>Home District and School</li> <li>Considerations of Special Factors <ul style="list-style-type: none"> <li>- any special factor that has a support document is built into Enrich such as: <ul style="list-style-type: none"> <li>- Functional Behavior Assessment</li> <li>- Learning Media Plan</li> <li>- Communication Plan</li> </ul> </li> </ul> </li> <li>If Transition IEP, Post School Considerations including: <ul style="list-style-type: none"> <li>- Education/Training goal</li> <li>- Career Employment goal</li> <li>- Independent Living skills goal</li> </ul> </li> <li>Goals and Objectives</li> <li>Progress Monitoring and Reporting on Goals</li> <li>Accommodations and Modifications</li> <li>Extended School Year <ul style="list-style-type: none"> <li>- Eligibility</li> <li>- Services required to receive FAPE</li> </ul> </li> <li>State and District Assessments <ul style="list-style-type: none"> <li>- Participation</li> <li>- Accommodations</li> <li>- Modifications</li> <li>- Reason if student will not participate</li> <li>- Parent informed if alternate participation</li> </ul> </li> <li>Services</li> <li>LRE <ul style="list-style-type: none"> <li>- auto calculated based on Services</li> </ul> </li> </ul> <p><i>The following are additional IEP Related Actions that are incorporated and available in Enrich:</i></p> <ul style="list-style-type: none"> <li>Behavior Intervention Plan</li> <li>Consent for Medicaid Reimbursement</li> <li>Consent to Invite Agencies Related to Transition</li> <li>Consent to Release or Secure Confidential Information</li> <li>Exit Data Collection Tool</li> <li>Manifestation Determination</li> <li>Notice of Graduation</li> <li>Summary of Performance</li> <li>Transportation Request</li> </ul>
<p><b>Area 2 – Evaluation</b></p> <ul style="list-style-type: none"> <li>Consent for Evaluation <ul style="list-style-type: none"> <li>- date sent</li> <li>- date received</li> <li>- who signed the consent</li> </ul> </li> <li>Evaluation Report</li> </ul>	
<p><b>Area 3 - Eligibility Determination</b></p> <ul style="list-style-type: none"> <li>Incorporates Eligibility Determination data elements for each disability</li> </ul>	
<p><b>Area 4 - Consent for Placement</b></p> <ul style="list-style-type: none"> <li>Permission to provide special education services once agreed upon by IEP Team: <ul style="list-style-type: none"> <li>- date sent</li> <li>- date received</li> <li>- who signed the consent</li> </ul> </li> <li>Prior Written Notice (PWN) built into Consent for Placement</li> </ul>	

## Data Entry

Enrich screens are designed to collect all data required to meet special education requirements. Once data is entered, the necessary print documents are generated. Examples of the different data gathering tools are described below.

<b>Memo boxes</b> – allow for manual entry of narrative data or copy/paste of data from another source; text editing tools allow for formatting of text, spell check, and adding hyperlinks	
<b>Radio Buttons (single-select)</b> – most frequently used for Yes/No responses when only one response is allowed; either response may generate a memo box for explanation or rationale	
<b>Checklists (multi-select)</b> – most frequently used to allow for the multiple selections	
<b>User picker/Person picker</b> – select a name from the user table (populated from district LDAP directory) or from the person table (ie. parents/guardians and populated by data imported from Infinite Campus)	
<b>Date picker</b> – add or edit date	
<b>Drop-down menus</b> – select one from multiple available options	<p>What is the projected type of completion document?</p> 
<b>Action buttons</b> – allow or require the user to obtain additional data fields for gathering information	

## Programs Tab

Much of the work of managing student special education records is done from the Programs tab.

- 1) **Timeline Ribbon** – A color-coded date record shows when special education status changes occurred and the due date of future required actions in order to stay compliant with federal and state regulations.
- 2) **Add Meetings** – Meetings can be scheduled from the Programs tab or from within an action. Clicking the Add button displays the same fields (Date & Time, Location, Purpose, Agenda, and Participants) as when scheduling the meeting from within an action; allows for printing the Notice of Meeting; and provides a place to document Record of Parent Contact. Meetings created here can be associated with any action that may require a meeting.
- 3) **Active Programs** – Each action that is currently in process appears with a quick access link to open.
  - a. The process of finalizing an action places a pending action on the Active Programs screen. Use the Create link to open and begin work.
  - b. Actions in draft form can be opened and edited by using the Edit Draft link.
- 4) **Manage Team** – The Manage Team link enables users to associate specific individuals and their roles with a student. This team can be created after the first Special Education action is created and saved but can be modified at any time by returning to the Manage Team link. Each team member will be listed as someone to include as a meeting participant; to invite the individual, the user merely selects the checkbox associated with the name. Any upcoming action or due date for a student appears on the Teacher Dashboard of all team members.

- 5) **Add Action** – The link provides access to ‘stand alone’ actions that can be initiated during the Special Education program cycle and may not necessarily be precipitated by the finalization of a previous action or governed by legal timelines.

- 6) **Add IEP** – The Add IEP link is used to initiate an IEP. The Add IEP button does not display if a draft IEP is already in progress. After adding an IEP, the Save button must be selected in order to see the action on the Programs screen.

- 7) **End Special Education** – This link allows users to gracefully bring the special education process to a close when students, for a variety of reasons, will not continue in the program. By using the provided fields, timelines and future due dates are terminated in order to end the impact on reports and accurately document student status.

- 8) **Start Program** – Users initiate a student’s participation in a program by selecting Start Program and selecting the appropriate program.










- 9) **View History** – This link provides a view all previous program involvement (not just Special Education). Actions that are complete and have been finalized will show here with **Start/End Dates, Recommendations (Outcomes), and the Program name**. A filter feature allows users to limit what they see as the record of program involvement grows. Use the View Active Programs link to return to the current programs view.

Item	Start Date	End Date	Recommendation	Program
Referral for Special Education	4/8/2011	4/8/2011	Evaluate - New Information Needed	SpEd

### Timeline versus Status

The way to distinguish a timeline and status is to hover over each in the Programs tab. In this example, the green IEP is the Status and the Blue one is the timeline. It is confusing when the status and the timeline are named the same.

The student progress report will display the first reporting period based on the DATE after the IEP start date and the remainder periods will display sequentially, based on Date. If additional dates are included the progress reporting periods change based on the information in the Progress Monitoring section.

monthly			Edit	
Name	Abbreviation	Date	ESY Only?	Edit
 August	1Q	8/1/2011	No	<a href="#">Edit</a>
 September	2Q	10/3/2011	No	<a href="#">Edit</a>
 October	3Q	11/1/2011	No	<a href="#">Edit</a>
 December	4Q	12/31/2011	No	<a href="#">Edit</a>
 February	6Q	2/29/2012	No	<a href="#">Edit</a>
 April	AP	4/30/2012	No	<a href="#">Edit</a>
 January	JA	1/31/2012	No	<a href="#">Edit</a>
 March	Mar	3/31/2012	No	<a href="#">Edit</a>
 Add Period				

## Manage a Team

Special Education

Referred 6/6/11

Referral for Special Education  
IST Team Request Created Jun 6 by District User

View Details

Scheduled Meetings + Add  
No meetings scheduled.

Team + Add Team Members

Once a student is placed in Special Education through the addition of a Referral, an ISP, or an IEP Direct Placement, the Add Team Members link displays on the Programs tab.

Manage Team

Below are all the people assigned to this involvement team; they are the default members when new items are created. Editing this list will only affect new and ongoing items.

Team Lead:

Other Team Members:  
No team members currently

Add Person:

Save Cancel

Team Lead: denn

dennis crim  
Geschke Middle

Annalise Denny  
Rowels Middle

Begin typing in the Team Lead field and names that match begin to display. Select the desired name to fill the field. Continue the same process using the Add Person field to complete the team. For each member of the team, add a Role from the drop-down list. Once the list is complete, select Save. Role names are configurable by the district.

Other Team Members:

Person	Role
Finley Sallis	
Georgia Chalcraft	
Taniyah Pye	

Advocate  
General Education Teacher  
Guidance Counselor  
Interventionist  
LEA  
Literacy Coach  
Math Coach  
Physical Therapist  
Principal  
Psychologist  
Special Education Director or Designee  
Special Education Teacher  
Special Education Teacher/Provider  
Speech Language Pathologist  
Teacher  
Vice-Principal

Save Cancel

Manage Team

Below are all the people assigned to this involvement team; they are the new items are created. Editing this list will only affect new and ongoing

Team Lead:

Other Team Members:

Person	Role
dennis crim	
Finley Sallis	
Georgia Chalcraft	
Taniyah Pye	
Annalise Denny	

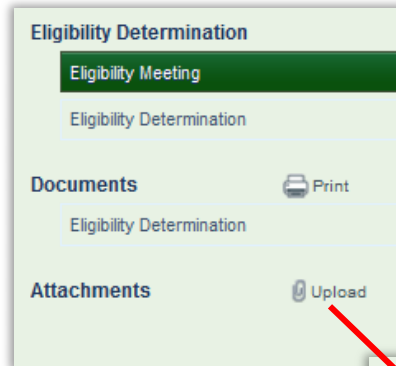
Add Person:

dennis crim is no longer listed as the Team Lead.

A Team Lead cannot be listed on the team using another role. If the same person is added to the team, his/her name is removed from the Lead position.

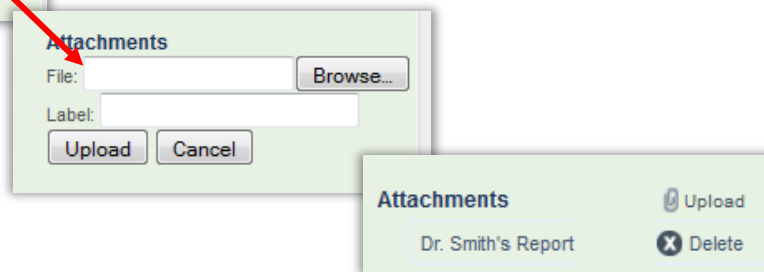
**Note:** People must be listed as users in the software in order to appear as a choice. If the name you need is not available, contact the District Helpdesk for assistance.

## Attachments



The Attachment feature is available on the Navigation Pane of any action and enables users to attach additional documentation appropriate to the specific action, for example, an evaluation from a private source or a physician's report.

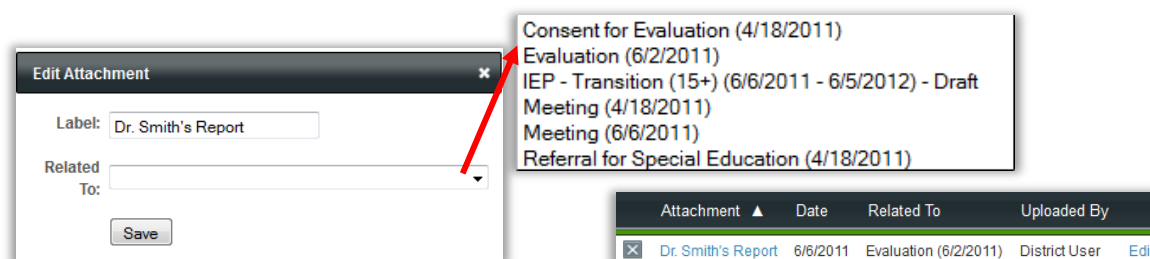
Much like email, begin the process by selecting the Upload link and Browse your computer to locate the appropriate electronic file.



Once the File is located, add a Label describing the attachment in click the Upload button. The labeled attachment now displays on the Navigation Pane where it can be opened and viewed by clicking the file title or deleted by using the 'x.'



All attached documents for a selected student can be managed from the Attachments tab including adding and deleting by using the appropriate buttons and opening, viewing, and printing by clicking the Attachment name. Selecting the Edit link allows an attachment to be associated with a specific meeting or action.



**Note 1:** Many districts develop policies related to what documents are appropriate for attachment to specific actions.

**Note 2:** Permission to upload, open, view, edit, and delete Attachments is governed by role security.



## Finalize

Finalizing an action is an essential process in Enrich. As users complete actions, finalizing ensures that all required information has been added and creates Pending actions keeping the special education process moving according to mandated timelines. Finalizing steps for every action are the same although the more data fields required for the action, the more complex the process.

When an action is started, the Save and Close buttons at the bottom of the screen allow draft data to be entered and saved.

Once an Outcome is entered, the Save button changes to Finalize.

Trying to Finalize an action with missing data generates an error message indicating what needs to be added or corrected.

In this example, when attempting to Finalize a Referral action, the message indicates that a Meeting is required.

Once the required changes or corrections are made, the Finalize process is completed successfully and a preview of the associated documents displays. Any or all of the associated documents can be printed at this time by using the Print button.

Item	Start Date ▲	End Date	Recommendation	Program
Referral for Special Education	6/6/2011	6/6/2011	Evaluate - New Information Needed	SpEd
Meeting	6/15/2011	6/15/2011		SpEd

The completed Referral action and Meeting are now listed on the History screen and the next step in the process-Consent for Evaluation-is a Pending action on the Active Programs screen.

The screenshot shows the 'Special Education' interface. At the top, there are buttons for '+ Add Action', '+ Add IEP', and '+ End Special Education'. Below this, a 'Referred' status is shown with a date of 6/6/11. A green box highlights a 'Pending: Consent for Evaluation' action, with a sub-note 'Pending due to Referral for Special Education ended on 6/6/2011'. To the right of this box is a green 'Create' button. Further right, under 'Scheduled Meetings', there is a '+ Add' button and a meeting entry: 'Referral Meeting' on 'Wed 6/15, 2:00 PM - 3:00 PM'.

### Finalizing an IEP Action

A row of four buttons: 'Validate', 'Finalize...', 'Save' (highlighted in green), and 'Close'.

### Printing

From the Documents section of the navigation pane, select the link to either view and print a specific document; or, select the Print icon to view a list of available documents that are to be routed directly to the printer without preview. Print options default to print all documents in list. Deselect by clicking the checkbox those items not desired for printing.

The screenshot shows the 'Documents' section with a list of documents: 'IEP - Transition' and 'Transition Service Needs - Age 14'. A 'Print' icon (a printer) is located to the right of the document list. A red arrow points from the 'Print' icon to the 'Print Documents' dialog box shown below.

The 'Print Documents' dialog box has a title bar with a close button (X). The main text says 'Choose the documents to print:'. Below this, there are two checkboxes, both of which are checked: '☒ IEP - Transition' and '☒ Transition Service Needs - Age 14'. At the bottom right, there are two buttons: 'Print' and 'Close'.

## Area 1

## IEP Referral

## Sample Referral

1. Locate the student record to be associated with the Special Education program.
2. On the Programs tab, click Start Program.
3. Select Special Education from the drop-down list.
4. Select Referral for Special Education from the Add Item drop-down list.
5. In the Reason drop-down list, select the appropriate option...
6. Click Next; the Create Referral for Special Education screen appears.

The screenshots illustrate the process of creating a Special Education referral for a student named Brody Theodore Shain.

**Screenshot 1:** The 'Programs' tab is selected in the student record for Brody Theodore Shain. The 'Start Program' button is highlighted with a red box.

**Screenshot 2:** The 'Add Item' dialog box is open, showing the 'Program' dropdown menu. 'Special Education' is selected from the list.

**Screenshot 3:** The 'Add Item' dialog box is shown with the following selections:

- Program: Special Education
- Item: Referral for Special Education
- Reason: IST Team Request

The 'Next' button is highlighted with a red box.

1. **Select Create a new meeting button to expand the screen fields and initiate a meeting request.**
2. **Use the date picker to enter the Start Date (defaults to current date but is editable).**
3. **The student home school is the default Location but can be changed manually.**  
**Select Add Person to enter the name(s) of the team participants and their role(s) from the drop-down list. Select the Add Participants link to enter additional names not listed. *Save entries to ensure this information is searchable in the future via People Picker.\****  
**Enter date, method of notification to parent and contact information. Also, indicate if the student should attend; if 'yes' the student name is added to the team and an additional copy of the meeting notice prints.**
- 4.
5. **Select additional meeting purposes, if needed, and name and location of the individual who should receive responses. If District or School is selected, the address prints on the document; if Other is selected, user completes address field.**
6. **Enter parent contact information including Date and Type of Contact. Return to this screen to add Result when a response is received or to indicate no response was received. Continue to record details of additional contact efforts as necessary using the Add button.**
7. **Indicate if the contact log is to be printed by checking the box.**

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**Screen 4A\*:** After selecting participant names, use the corresponding drop-down list to select their roles.

The screenshot shows the 'Referral Meeting' interface. The main form includes fields for 'Date & Time' (4/19/2011, 1:00 PM - 2:00 PM, 1 hour duration), 'Location', and 'Agenda'. Below these is a 'Participants' section with a table and a '+ Add Person' button. A red arrow points from the 'Remove' column in the Participants table to the 'Remove' button in the main form.

Person	Role	Absent?	Remove
Roderick Cance	Speech Language Pathologist	<input type="checkbox"/>	<input type="button" value="X"/>
Aiyana Toomey	Guidance Counselor	<input type="checkbox"/>	<input type="button" value="X"/>
Tamara Lamotte	School Psychologist	<input type="checkbox"/>	<input type="button" value="X"/>

+ Add Person

Should student participate in the meeting? No

The Absent? check box is selected by participants who are unable to attend the scheduled meeting. The IEP Team Member Excusal, enables required attendees to submit their assessments and provide input prior to the scheduled meeting date. *Refer to additional information about the IEP Team Member Excusal available in this guide.*

To remove a participant from the list, select the corresponding Remove link.

**Note:** Only the Roles will print on the document, not participant names.

After scheduling the Referral Meeting, respond to questions about the Referral request using fields provided.

The screenshot shows the 'Special Education Referral' form for Brody Theodore Shain. The form is divided into several sections. The 'Person who made referral' field is highlighted with a red box and labeled '8'. The 'Special Education Referral' section is also highlighted with a red box. The 'Referral Meeting' section is highlighted with a red box and labeled '8A'. The 'Has the student ever received special education services?' dropdown menu is highlighted with a red box and labeled '9'. The 'Add a different person' link is highlighted with a red box. The 'Enter New Person' dialog box is shown, with fields for First Name, Last Name, Agency, Title, Home Phone, Work Phone, Cell Phone, Email Address, Street, City, State, Zip, and Relation to Student. The dialog box is labeled '8A'.

8) Type in the first few letters of the name of the person making the referral to view the list of available selections; or

8A) If the person making the referral isn't on the list, select the Add a different person link to enter the appropriate name and contact information.

*Note: Parent/guardian information automatically defaults for all meeting notices.*

9) If the student has ever received special education services, select Yes from the drop-down list and enter a description of prior services in the memo box.

10) Do NOT select an Outcome at this time. Leaving the Outcome blank creates an open referral; return to this screen once the team has made a decision on whether or not to move forward with the evaluation process. If an Outcome is selected and needs to be removed, remove the date to reset fields.

11) Click Save

Return to the Programs tab. Notice that the Scheduled Meetings box shows the Referral Meeting with date and time. The blue Referral status indicator flag displays on the Timeline Ribbon with the date.

To enter the Outcome of the Referral action, select View Details and click the Edit Details button.

### Enter Referral Outcome

*This step is done at the end of the Referral Meeting and reconciles data input entries.*

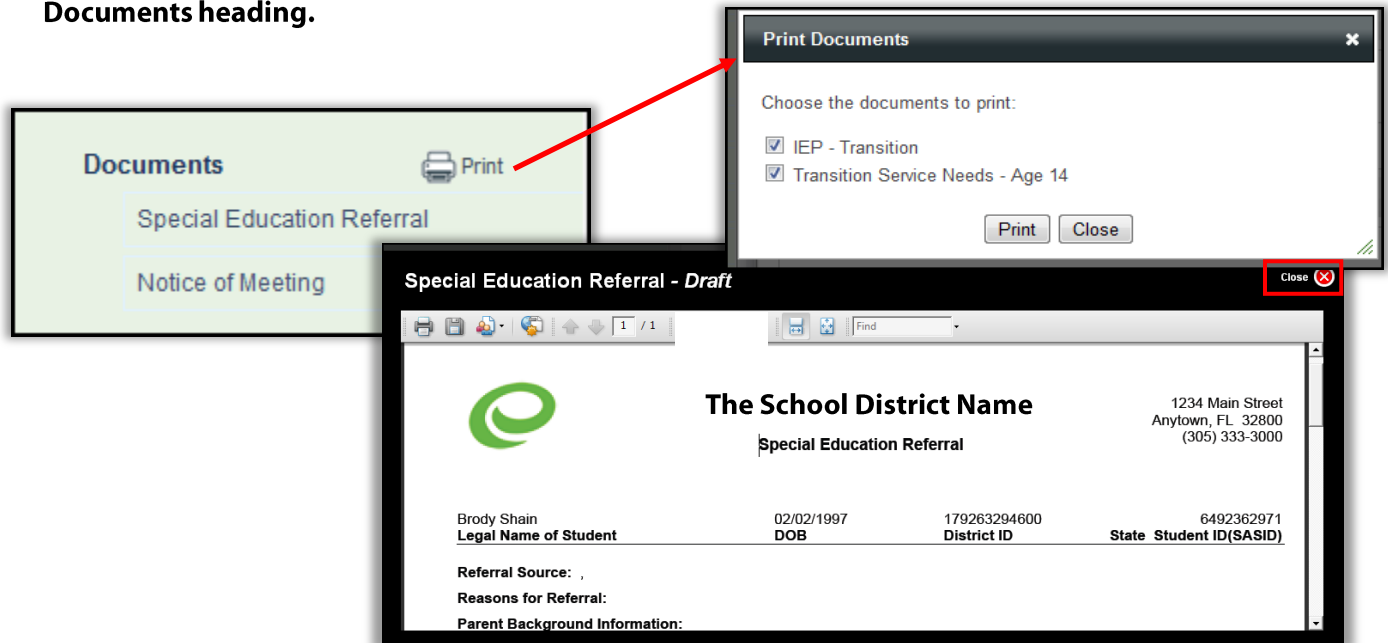
13. Scroll to the bottom of the Referral and enter the date (using date picker and Recommendation-in this case, Evaluate – New Information Needed.
14. The Save button changes to Finalize; select to initiate record reconciliation.

**Note:** The date defaults to the current date if Recommendation is entered and date is omitted. Once an Outcome is selected, it is necessary to complete the Finalize process.

#### Referral for Special Education 6/2/2011

[Edit Details](#) [Delete](#) [Audit Log](#)

To view a draft copy of the Referral document or Notice of Meeting select the appropriate link located in the navigation pane under the Documents heading.



PDF versions of the document(s) open in a new window and can be printed for distribution.  
*Ensure the appropriate Adobe Reader is installed if there are problems seeing the document.*

Select Close to keep the information and move on to the next area in the IEP process – Consent for Evaluation.



## **Review 5 – IEP Referral**

- 1. How is a Referral Meeting scheduled?**
- 2. What section/field must be entered to finalize the Referral in Enrich?**
- 3. If the Meeting Notice is blank, what piece of information is missing?**
- 4. What documents are available to print in the Referral process?**
- 5. What occurs if the primary language in the home is not English?**
- 6. When working in a previously saved Referral, what link must be selected in order to edit the fields or add an Outcome?**
- 7. How can an Outcome be cleared if it was inadvertently added?**
- 8. Locate your general education student and create a Referral action using a start date of April 18, 2011. Indicate that an evaluation is necessary and Finalize the action.**

## Area 2

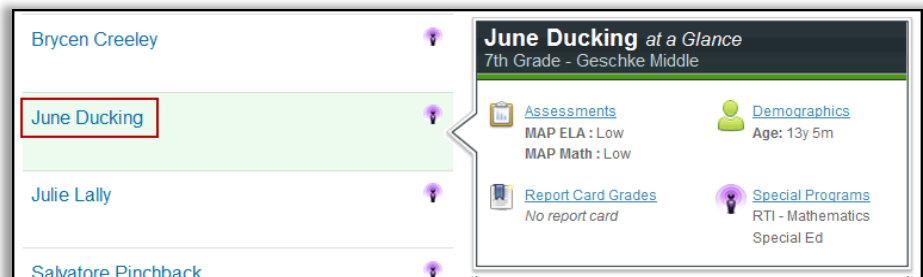
## Consent for Evaluation and Evaluation Report

## Sample Consent for Evaluation

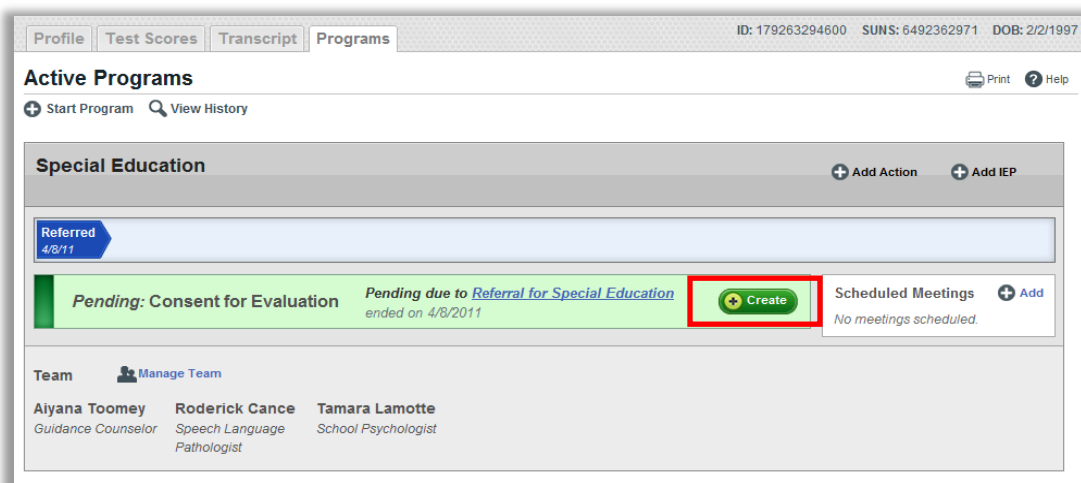
The Consent for Evaluation is used to notify the parent/guardian of the decision of the Multidisciplinary Team to move forward with formal evaluation which cannot proceed without parent/guardian approval.

To access a student with Referred Status, select Special Education from the Student Groups links on the Teacher Dashboard.

Navigate to student Programs tab by selecting the student name from the list that appears. Note the list is divided by special education status.

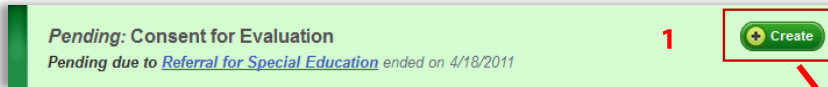


Select the Create link for the *Pending: Consent for Evaluation* to begin work.

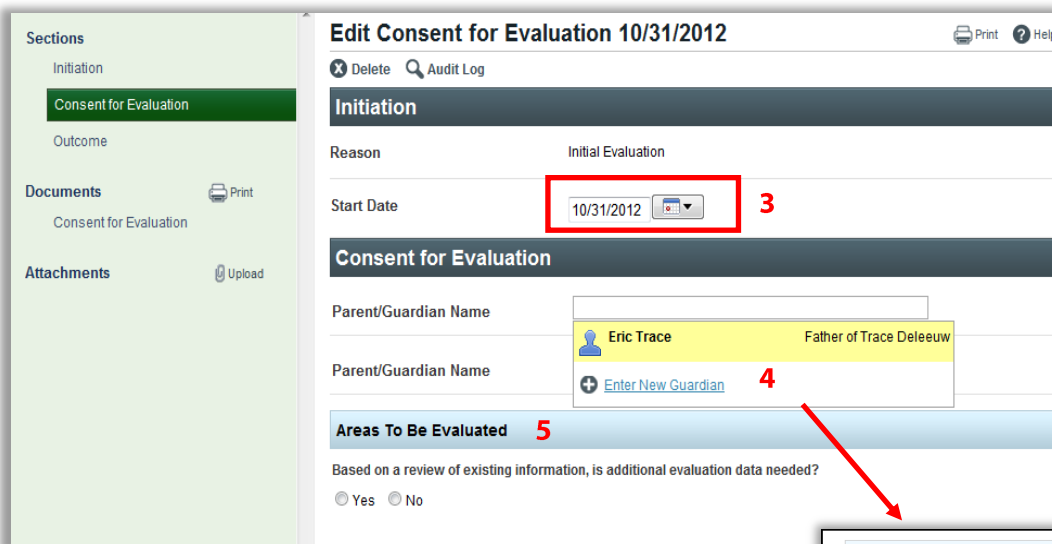
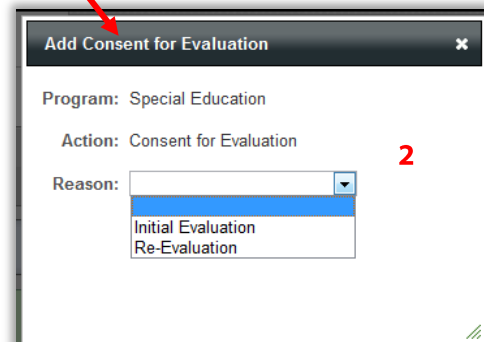


**Note:** If the Create link is not visible, verify that dates and Outcomes have been entered and the Referral has been finalized.

## Steps to initiate Consent for Evaluation



1. On the Programs tab, click Create the Pending Consent for Evaluation.
2. In the dialog box, select Reason as Initial Evaluation, then Next.
3. Enter Start Date (defaults to the current date but can be changed using date picker).



4. Name selections for Parent/guardians will appear as text is typed in the corresponding entry field. If the name isn't listed, select the Enter New Guardian link to enter the information.

5. Click the Yes button in Areas To Be Evaluated if additional evaluation data is needed. A text box opens along with pre-defined areas of need.

If Yes is selected for any option, a corresponding text box opens where reasons/responses can be entered. Text can also be copied and pasted from other applications.

**Areas To Be Evaluated**

Based on a review of existing information, is additional evaluation data needed?

☒ Yes ☐ No

Reason:

Cognitive:

☐ Yes ☒ No

Communication:

☐ Yes ☒ No

**Education:**

☒ Yes ☐ No

Reason:

Social/Emotional/Adaptive Behavior:

☐ Yes ☒ No

Physical/Health:

☐ Yes ☒ No

## Prior Written Notice (PWN)

The PWN explains in detail why actions are being recommended or refused by the district.

The notice from the school district typically includes:

1. A description of the action recommended or refused by the school district
2. Rationale for the recommendation or refusal
3. A description of any other options the IEP team considered and the reasons for the rejection of those options
4. A description of each evaluation procedure, assessment, record, or report the school district used as a basis for the recommended or refused action
5. A description of any other factors that are relevant to the school district's recommendation or refusal

The Prior Written Notice section of the Consent for Evaluation screen displays a list of questions and text boxes, which may or may not be required, depending on district standards and configuration.

Use the person picker to enter the name of the district contact and select the address.

If School or District Office is chosen from the drop-down, the appropriate address automatically prints on the document. If Other is selected, the user is prompted to enter additional details that will then print on the document.

Once all data has been entered, print the Consent document and obtain parent/guardian signature(s). If the parent/guardian is not immediately available, Save and Close the action.

**Record of Parent Contact**

Parent Contact Log

Date

Type of Contact

Result

Describe the details of this contact

+ ADD

After consent is received, enter the name of the individual who signed Consent Form:

Type of Contact

- Emailed
- Sent by US Mail
- Sent Home with Student
- Phone: Left Message
- Phone: Spoke with Guardian
- Delivered in Person
- Translated message through interpreter

It is critical to reopen the Consent for Evaluation action once the document has been returned and enter the date received and name of the person signing. The parent/guardian response is reflected in the Outcome selected at the bottom of the screen, and the date received begins the compliance timeline.

Multiple contact attempts can be captured by selecting the Add button.

**Note:** In order to edit the action, it is necessary to select Edit Details link at the top of the screen.

Select the Date and Recommendation to continue the process. Click Finalize to reconcile input before closing the input screen.

**Note:** If errors exist or required fields are not entered, a notification message will prompt the user indicating those sections where issues exist.

**Outcome**

Once this action has been completed, enter the outcome/recommendation below

Date

Recommendation:

Continue:

- ☐ Consent Received - Additional Data Needed
- ☐ Consent Received - No Additional Data Needed

Exit:

- ☐ Consent Refused by Parent
- ☐ Consent Refused Due to Parent Non-Response
- ☐ Exited District

Finalize... Close

Pending: Evaluation

Pending due to [Consent for Evaluation](#) ended on 6/2/2011

Create

Pending: Eligibility Determination

Pending due to [Consent for Evaluation](#) ended on 6/2/2011

Create

Verify the results on the Programs tab; if the Outcome is Consent is received and additional evaluative data are needed, the Eligibility Determination and Evaluation are both pending. Select the View History link and verify Consent for Evaluation Start Date, End

Date, and Recommendation (Outcome) are correct.

Return to the Teacher Dashboard and notice the student status on the Special Education group roster has moved from Referred category to Evaluating category.

### Programs History

View Active Programs

There are 1 program items for the current student matching the filter criteria below.

Program Involvements

☒ Special Education

☒ 4/8/2011 to Present

Item Start Date Filter: 4/8/2011

Item Types: ☒ Program Actions

Refresh

Item	Start Date	End Date	Recommendation	Program
Referral for Special Education	4/8/2011	4/8/2011	Evaluate - New Information Needed	SpEd

### Student Groups

**Critical Status (1)**

Mathematics Response to Intervention (2)

My Students With Academic Plans (0)

Reading Response to Intervention (4)

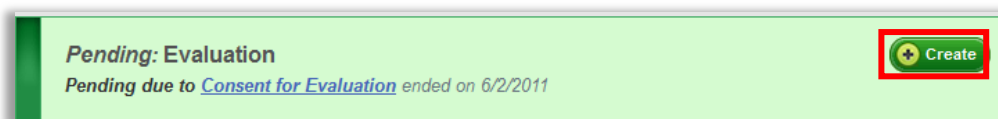
**Special Education (19)**

Special Education (SC) (0)

Special Education (SC) (5)

**Evaluating (3 students)**

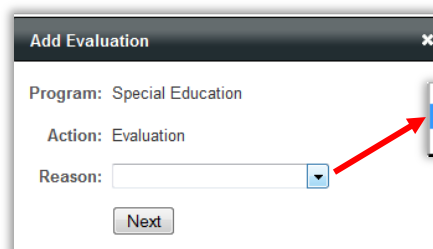
## Evaluation Report



**Pending: Evaluation**  
 Pending due to [Consent for Evaluation](#) ended on 6/2/2011

**Create**

Document results of assessment by clicking **Create** the **Pending: Evaluation**; select a reason from the drop-down list and click **Next** to begin work.



**Add Evaluation**

Program: Special Education

Action: Evaluation

Reason: ▼

**Next**

Initial Evaluation  
 Re-Evaluation



**Create Evaluation**

Reason: Initial Evaluation

Start Date: 5/24/2011 ▼

Enter Start Date (defaults to the current date but can be changed using date picker).

The Evaluation section displays the mandatory date of consent which populates the IEP screen. Without this information IEPs can't be finalized. The evaluation report action is typically generated as a result of the consent however, if it is selected as a manual action the IEP still will not finalize without a consent date.



**Sections**

- Initiation
- Evaluation**
- APS Evaluation Cognitive
- APS Evaluation Communication
- APS Evaluation Education
- APS Evaluation Social/Emotional/Adaptive
- APS Evaluation Physical/Health

**Create Evaluation**

**Initiation**

Reason: Initial Evaluation

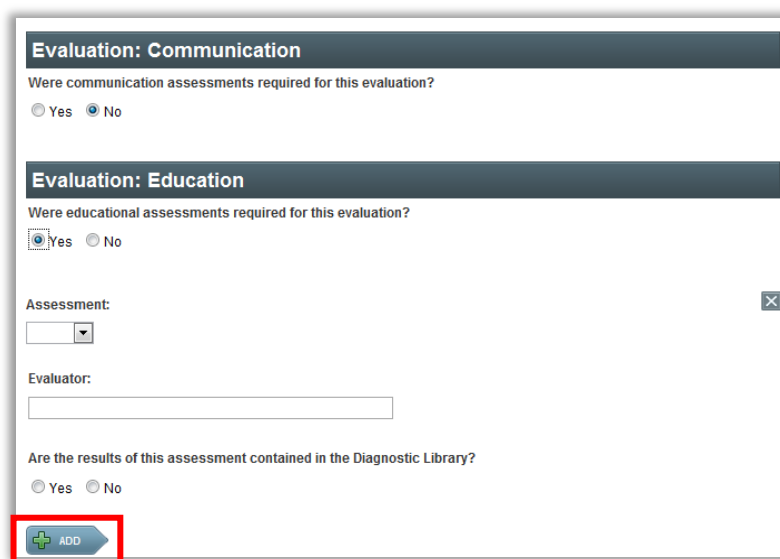
Start Date: 10/6/2011 ▼

**Evaluation**

Date of Consent: 9/28/2011

All areas of possible assessment default to No. When a Yes response is selected the screen expands; complete the fields for Assessment name, Begin and End Dates, Results, and Evaluator.

Use the Add button to document results of additional assessment.



**Evaluation: Communication**

Were communication assessments required for this evaluation?

☐ Yes ☒ No

**Evaluation: Education**

Were educational assessments required for this evaluation?

☒ Yes ☐ No

Assessment: ▼

Evaluator:

Are the results of this assessment contained in the Diagnostic Library?

☐ Yes ☐ No

**+ ADD**



Woodcock-Johnson III	Date: 10/01/2011
Reading Broad Age	9
Reading Broad Standard Score	14
Reading Broad Grade	2
Reading Skills Composite General Standard Score	56
Reading Skills Composite Letter Word Identification Age	7
Reading Skills Composite Letter Word Identification Standard Score	55
Reading Skills Composite Letter Word Identification Grade	6
Math Broad Age	9
Math Broad Standard Score	25
Math Broad Grade	2

**(Diagnostic Example)**

**Eval: Educational**

Is an educational assessment required for this evaluation?

☒ Yes ☐ No

Assessment:

Date:

Evaluator:

Are the results of this assessment contained in the Diagnostic Library?

☐ Yes ☐ No

**Complete the Evaluation Summary fields using the memo boxes provided.**

Once the report is finished or the action is stopped, select the appropriate Outcome and Finalize.

To Exit or End Special Education, select the hyperlink to preview the list of possible exit options. Notice a list of executed actions and exit reasons are listed in this area.

The image shows two screenshots of a software interface. The top screenshot is titled 'Outcome' and contains a date field, a 'Recommendation' section, a 'Continue' section with an 'Evaluation Complete' radio button, and an 'Exit' section with instructions and a link. A red arrow points from the 'End Special Education' link in the 'Exit' section to the 'End Special Education' form below. The bottom screenshot is titled 'End Special Education' and contains an 'Exit Date' field, an 'Exit Status' dropdown, and a table of 'Active Items'. A red arrow points from the 'End, with outcome:' dropdown in the 'Evaluation' row to a dropdown menu showing three options: 'Evaluation Complete', 'Halted - Consent Revoked', and 'Halted - Exited District'.

**Outcome**

Once this action has been completed, enter the outcome/recommendation below

Date

Recommendation:

Continue:

☐ Evaluation Complete

Exit:

You must finalize the student's other plans and actions before the student exits Special Education, or simply use the [End Special Education](#) link on the Programs tab.

**Finalize...** **Close**

**End Special Education** Help

Exit Date

Exit Status

**Active Items**

The items below must be completed in order to end the student's involvement in

Referral for Special Education 10/31/2012	<input type="radio"/> End <input type="radio"/> End, with outcome: <input type="text"/> <input type="radio"/> Delete
Meeting 10/31/2012	<input type="radio"/> End <input type="radio"/> Delete
Consent for Evaluation 10/31/2012	<input type="radio"/> End <input type="radio"/> End, with outcome: <input type="text"/> <input type="radio"/> Delete
Evaluation 10/31/2012	<input type="radio"/> End <input type="radio"/> End, with outcome: <input type="text"/> <input type="radio"/> Delete

Evaluation Complete  
Halted - Consent Revoked  
Halted - Exited District

The Programs tab now shows the *Pending: Eligibility Determination*, the student status has changed to *Eligibility Pending*, and the Timeline Ribbon indicates due dates for *Eligibility* and *IEP*.

Active Programs				
<a href="#">+ Start Program</a> <a href="#">View History</a>				
Item	Start Date ▲	End Date	Recommendation	Program
<a href="#">Meeting</a>	4/18/2011	4/18/2011		SpEd
<a href="#">Referral for Special Education</a>	4/18/2011	4/18/2011	Evaluate - New Information Needed	SpEd
<a href="#">Consent for Evaluation</a>	4/18/2011	6/2/2011	Consent Received - Additional Data Needed	SpEd
<a href="#">Evaluation</a>	6/2/2011	6/2/2011	Evaluation Completed	SpEd

Select the [View History](#) link to access the finalized Evaluation as well as other completed actions.

## **Review 6 – Consent for Evaluation and Evaluation Report**

- 1. What occurs when a Yes response is selected for an area of potential evaluation?**
- 2. What occurs when Other is selected as the address option for the district contact?**
- 3. What Special Education status does a student have once the Consent for Evaluation is finalized?**
- 4. When is the Finalize option initiated?**
- 5. How is the return date of the Consent document entered in Enrich?**
- 6. What Special Education status does a student have once the Evaluation report is finalized?**
- 7. Where can a user find the due date for Eligibility and IEP?**
- 8. Complete a Consent for Evaluation action and an Evaluation for your student.**

**Area 3****Eligibility Determination****Sample Determination of Eligibility**

Criteria states that to qualify for special education services, a child must have at least one of the 13 disabilities as defined by IDEA and the impact of the disability must create a need for services.

**Categories of special education defined by the Individuals with Disabilities Education Act (IDEA)**

Autism	Orthopedic Impairment
Blindness	Other Health Impaired
Deafness	Specific Learning Disability
Emotional Disturbance	Speech or Language Impairment
Hearing Impairment	Traumatic Brain Injury
Mental Retardation	Visual Impairment
Multiple Disabilities	

**Examples of adverse impacts include:**

- A discrepancy between performance and ability
- Limited progress, or deficiency in cognitive areas
- Evidence of emotional or behavioral disturbances
- Problems with fine or gross motor skills

Upon completing tests and evaluations, the IEP Team meets to interpret the data. The results are reviewed along with input from a variety of sources. The Eligibility Determination ensures that the information from all sources is documented and considered and that, if necessary, a psychological evaluation has been conducted.

**Steps to initiate the Eligibility Determination**

1. Access student record by searching the Special Education group from the Teacher Dashboard.

*Note: If no students are available in this category, confirm that 1) the Referral Outcome "Evaluate – New Information Needed" and 2) Consent for Evaluation Outcome "Consent Received – Additional Data Needed" have been selected and saved. These actions ensure the student record will display under Evaluation and Eligibility Determination pending.*

2. Select the Create link to begin work on the Eligibility Determination. *Note: If the Create link is not visible, confirm that the dates and Outcomes have been entered and saved for the Referral and Consent for Evaluation.*

Select **Create Pending: Eligibility Determination**, add a Reason from the drop-down list, click Next, and enter the Start Date.

**Pending: Eligibility Determination**  
Pending due to [Consent for Evaluation](#) ended on 6/2/2011

**Add Eligibility Determination**

Program: Special Education  
Action: Eligibility Determination  
Reason: ▼

Next

Initial Eligibility Determination  
Three-Year Reevaluation  
Special Evaluation

**Create Eligibility Determination**

Reason: Initial Eligibility Determination  
Start Date: 6/1/2011

There are two options for initiating a meeting; select an existing meeting from the list shown or use the **Create a new meeting** button to be created.

**Eligibility Meeting**

Select a meeting below to link to the Eligibility Determination OR **Create a new meeting**

Select 4/18/2011, 2:00 PM - 3:00 PM

**Eligibility Meeting**

Return to Meeting List

Date & Time: 11/1/2012 1:00 PM - 2:00 PM 1 hour duration

Location: Raymundo Elementary

Participants

Person	Role	Absent?
Eric Trace	Father	<input type="checkbox"/>

[Add Person](#)

Should the student be invited to the meeting? No

**Notice of Meeting**

☐ Invite all guardians with a single meeting notice.

Date Notice Sent:

Are there additional items to be discussed?  
☐ Yes ☐ No

Send Replies To:

Name:

At this address:

Select the meeting date and times from the date and time pickers, the home school defaults as the meeting location but can be changed manually. Click the **Add Person** link to select those who will be invited to the meeting. Indicate whether or not the student will be invited to attend the meeting. If Yes is the response, the student will be added to the Participants list and a copy of the Meeting Notice will generate for him/her.

**Note: Role titles will print on the Meeting Notice, not participant names.**

**A copy of the Meeting Notice will print for each participant who is not part of the district staff. If multiple copies of the notice are needed to accommodate parent(s)/guardian(s), each name needs to be added to the Participants list.**

**Use date picker to select the date the notice was sent to parent/guardian. If discussion is planned on topics other than Eligibility, check yes and enter Other Items in the text box.**

**Notice of Meeting**

☐ Invite all guardians with a single meeting notice.

Date Notice Sent

Are there additional items to be discussed?  
☒ Yes ☐ No

Are there additional items to be discussed?  
☒ Yes ☐ No

Other Items

Send Replies To:

Name

At this address

School  
District Office  
Other

School or District Name

Phone Number

Street

City

State

Zip Code

**Enter the name of notification recipients from the dynamic name search field and select the proper address. If Other is selected, additional details will be required of the user.**

Respond to each Multi-disciplinary team determination question by selecting either Yes or No.

Indicators for what responses result in student eligibility for services are provided for each question. As responses are entered where eligibility is confirmed, additional questions may display.

If the student meets the criteria for eligibility, select Yes from the drop down list.

*Note: The first disability in the list will be considered the child's primary disability. Use the Move Up and Move Down arrows to adjust the order of selected disabilities.*

Once a disability is selected, the appropriate Disability Worksheet questions expand requiring user input. The example shown is for a Specific Learning Disability.

Eligibility Determination

The multi-disciplinary team determination

The team has addressed each of the following statements and has determined:

1. Is the evaluation sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category? (Answer must be 'Yes' in order for the student to be eligible for services.)

☐ Yes ☒ No

2. The student can receive reasonable educational benefit from general education alone. (Answer must be 'No' in order for the student to be eligible for services.)

☐ Yes ☒ No

(All answers below must be 'No' in order for the student to be eligible for services.)

3. Is the student's performance due to a lack of appropriate instruction in reading, including essential components of reading instruction?

☐ Yes ☒ No

Is the student's performance due to a lack of appropriate instruction in math?

☐ Yes ☒ No

Is the student's performance due to limited English proficiency?

☐ Yes ☒ No

Add disabilities below for consideration. The first eligible disability will be considered as the child's primary disability.

Add Disability

select --

-- select --

Autism

Hearing Disability

Multiple Disabilities

Physical Disability

Preschool Child with Disability

Significant Identifiable Emotional Disability

Significant Limited Intellectual Capacity

Specific Learning Disability

Speech Language Impairment

Traumatic Brain Injury

Vision Disability

Specific Learning Disability

Up Down Delete

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

**Criteria**

The student meets the following criteria:

1. The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the areas identified below, when provided with experiences and instruction for his/her age or State-approved grade-level standards,	and	2. The student does not make sufficient progress to meet age or State-approved grade-level standards in the area(s) identified when using a process based on the student's response to scientific, research-based intervention.
--	-----	---

Check all areas that meet both conditions:

☐ Basic Reading Skills
 ☐ Reading Fluency Skills
 ☐ Reading Comprehension
 ☐ Written Expression
 ☐ Mathematical Calculation
 ☐ Mathematical Problem Solving
 ☐ Oral Expression
 ☐ Listening Comprehension

**Documentation (This section is only required if this is an initial evaluation.)**

Is this the Initial Eligibility Determination for this student?

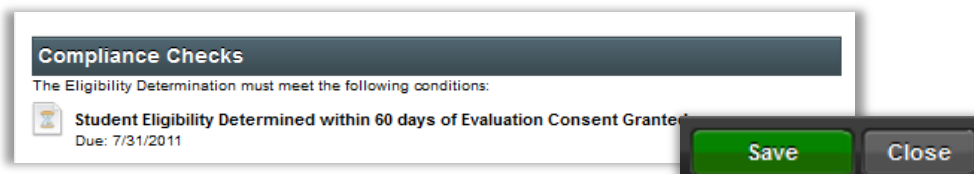
☐ Yes ☐ No



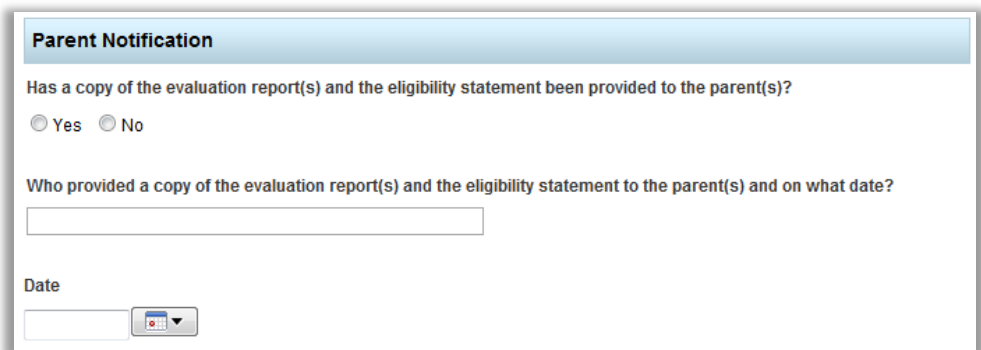
Once all questions related to the selected disability have been answered, additional disabilities can be chosen from the drop-down list.

Add Disability

Review the Compliance Checks detail, Save the input data and Close the action. This saves all input data for team review at the IEP meeting.



Select Yes if a copy of the evaluation report(s) and eligibility statement has been provided to the parent(s). Indicate who provided the information and date in the corresponding text box and date picker fields.



Because eligibility is usually determined at the IEP Meeting, the process of selecting an Outcome and finalizing the Eligibility Determination will likely occur at that time.

**Outcome**

Once this action has been completed, enter the outcome/recommendation below

Date:

Recommendation:

Continue:

☐ Eligible

Exit:

You must finalize the student's other plans and actions before the student exits Special Education, or simply use the [End Special Education](#) link on the Programs tab.

Selecting Not Eligible as the Outcome stops the Special Education process. On the Programs tab there are no pending actions and the new Status flag indicates Not Eligible. However, when the process stops, there may be existing actions or timelines remaining.

**End Special Education** Help

Exit Date:    
*Based on items in this involvement, the Exit Date must be on or after*

Exit Status:

**Active Items**

The items below must be completed in order to end the student's involvement in Special Education

Meeting: ☐ End  
6/5/2011: ☐ Delete

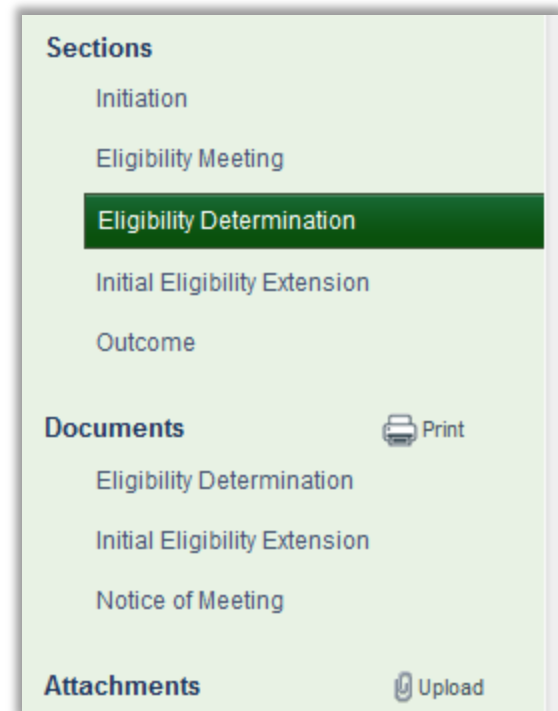
Use the End Special Education link to Delete or End any remaining actions or timelines.

Selecting Eligible as the Outcome of Eligibility Determination, places a *Pending: Consent for Placement* on the Programs tab; however, because the Outcome is usually not entered prior to needing to work in both the Consent for Placement and IEP actions, these are often added manually using the Add Action and Add IEP links. The next section of the guide will provide directions.

**Note:** *Eligibility and Consent for Placement dates are tied to the IEP validation process since an IEP can't exist for a student who does not have a disability and hasn't been granted permission for services. These dates stem from those actions in Enrich that occur prior to the creation of the IEP.*

Instances where a hard copy of the Eligibility Determination document is required (i.e., laptop may not be used at a meeting, etc.) a trigger to generate a print document can be invoked. By entering one or more disabilities, a form is generated and can be printed.

Select the Eligibility Determination link on the Navigation Pane to view and print a copy of the document.



## **Review 7 – Eligibility Determination**

- 1. How many disabilities can one student have?**
- 2. What is the compliance timeline from date of receiving Consent for Evaluation to the Determination of Eligibility?**
- 3. What happens if a student is found Not Eligible for Special Education?**
- 4. When is the Eligibility Determination action normally finalized?**
- 5. Describe the two methods of scheduling a meeting for Eligibility Determination.**
- 6. How does Enrich know which disabilities should be considered primary?**
- 7. How does the user document whether or not the parent/guardian responded to the Meeting Notice?**
- 8. Complete the Eligibility Determination action for your student selecting just one disability; Save the input but do not choose an Outcome or Finalize.**

**Area 4****Consent for Placement**

The goals of the individualized education plan (IEP) focus on reducing or eliminating the student's challenge(s). IEPs include ways to measure progress directly correlated to a student's identified disability. Goals do not rely only on subjective observations but concrete, objective measurements to determine if a student is making progress

IDEA mandates that a district offer a Free and Public Education (FAPE) and that a child be placed in the least restrictive environment. A child can only be placed in a separate school or class if the severity of the disability is such that appropriate educational services cannot be provided in a general education classroom, even with modifications. In most cases, school districts can provide services.

The schedule of services should be outlined in the individualized education plan and state when they are to begin, the frequency, duration and location. The IEP team determines what percentage of the day students will spend in a specialized program.

**Goals and Objectives**

The IEP must include measurable, annual goals and in some cases short-term objectives as well that describe how a child will achieve the goals. Goals are the nuts and bolts of a child's individualized educational plan. The goals and objectives reflect what the IEP team has determined to be appropriate. *Goals can be academic, social, emotional or behavioral.* Goals should be specific, measurable and enable educators to develop strategies that will meet the needs of the child.

Designated Instructional Services (DIS) refers to supplemental services that have been determined necessary to assist students. DIS Services are provided by specialists and are used to meet specific goals in the areas of:

- Speech/Language therapy
- Audiology
- Mobility
- Home/Hospital
- Adaptive PE
- Physical and Occupational Therapy
- Vision Therapy
- Counseling
- Psychological Services
- Medical Needs
- Transportation Needs

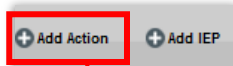
**Accommodations and Modifications**

The IEP team decides if a student needs to meet the same standards as non-special education students and if so, with or without accommodations and modifications.

Examples of accommodations include preferential seating, copies of notes, oral versus written quizzes, alternative assignments, use of a computer and an alternative testing environment. Modifications include changes in the content, curriculum, criteria and assessments.

The individualized education plan will list the needs of the student relative to the general education curriculum. The team also determines if the student will need modifications with regards to state testing and district wide assessments

Before special education can commence, parent(s)/guardian(s) must provide Consent for Placement. As described in the previous section, this action is usually added manually because the Eligibility Determination is not finalized until the IEP meeting is held and only finalized actions generate pending actions.



Click the Add Action link at the top of the

Programs screen and select the Consent for Placement action.

- Behavior Intervention Plan (BIP)
- Consent for Evaluation
- Consent for Medicaid Reimbursement
- Consent for Placement
- Consent to Invite Agencies Related to Transition
- Discipline Incident Record
- Eligibility Determination
- Evaluation
- Exit Data Collection Tool
- Functional Behavior Assessment (FBA)
- Initial Evaluation Extension
- Manifestation Determination
- Notice of Graduation
- Prior Written Notice
- Referral for Special Education
- Request to Release or Secure Confidential Info
- Summary of Performance
- Testing Program Action for fomlets and documents
- Transportation Request

### Consent for Initial Placement

This consent "opens the door" to special education services. It provides the Administrative Unit permission to provide special education services once they are agreed upon by the IEP Team. It is not an agreement regarding what specific services will be provided.

Parent/Guardian Name

Parent/Guardian Name

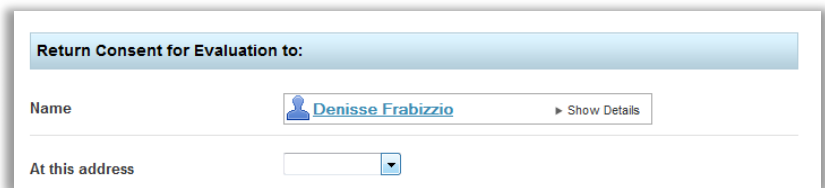
The provision of special education services is recommended because:

The provision of special education services is based on the following evaluation procedures, tests, records, and reports:


Add Start Date, name of parent/guardian, and cut and paste narratives into each memo box or enter text manually.


Use the person picker to enter the name of the district contact and select the address.

If School or District Office is chosen from the drop-down, the appropriate address automatically prints on the document. If Other is selected, the user is prompted to enter additional details that will then print on the document.

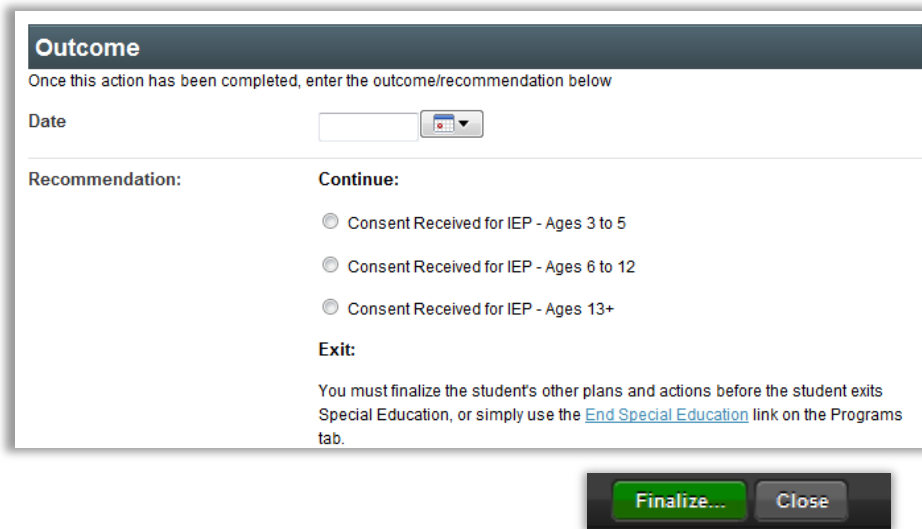


Return Consent for Evaluation to:

Name  Denisse Frabizzio [Show Details](#)


At this address 

Once all data has been entered, print the Consent document and obtain parent/guardian signature(s). If the parent/guardian is not immediately available, Save and Close the action. If Consent is obtained at the IEP Meeting, reopen the action and document date and name of person who signed, add the appropriate Outcome and Finalize the action. This process can be completed at the same time the Eligibility Determination and IEP are finalized.



**Outcome**

Once this action has been completed, enter the outcome/recommendation below

Date 

**Recommendation:**

**Continue:**

- ☐ Consent Received for IEP - Ages 3 to 5
- ☐ Consent Received for IEP - Ages 6 to 12
- ☐ Consent Received for IEP - Ages 13+

**Exit:**

You must finalize the student's other plans and actions before the student exits Special Education, or simply use the [End Special Education](#) link on the Programs tab.

**Finalize...** **Close**

**Note:** In order to edit an action, it is necessary to select *Edit Details* link at the top of the screen.

**Area 5****IEP**

There are five IEP options in Enrich:

- Direct Placement
- Early Childhood (3-5)
- School Age (6- 14)
- Transition (15+)
- Individual Service Plan

All IEP actions function in the same way although may gather slightly different data. Because federal requirements make the Transition IEP the most complex, it will be described in this guide. Specific sections are also applicable to the four other IEP types.

The transition IEP must include a statement about the student's future needs along with any services that will help develop the skills necessary to meet outlined goals.

Where appropriate, the transition IEP should also list any non-educational agencies that might provide additional support to the student. The IEP team considers what strategies will assist students in taking steps toward vocational, employment, independent, and post high school educational plans.

The Individual Transition Plan (ITP) helps create goals for students and is an ongoing assessment process of collecting data that reflects student needs, preferences, and interests as they move towards adulthood. Age appropriate assessments are mandated by the IDEA and include the areas of education, employment, and independent living, if appropriate.

**Transition Requirements:**

- **Age of Majority Statement** - is to be signed no later than 1 year before the student reaches 18. The statement declares that the student has been informed of his/her rights and is aware that these rights transfer to him/her at the age of 18. At age 18, the student has the right to approve the development and implementation of the IEP and they should sign it themselves.
- **Transition IEP Goals** - focus on training and/or education and include vocational education and adult education programs. Other goals include employment, either regular or supported, and independent living skills. Goals vary depending on the needs of the student.
- **Transition Services** - lists those services needed to assist students in reaching their post secondary goals.
- **Summary of Performance (SOP)** - is required when a student exits the school system either by obtaining a diploma or aging out. Schools must provide students with an SOP to assist in the process of moving from high school to post school activities. Content includes:



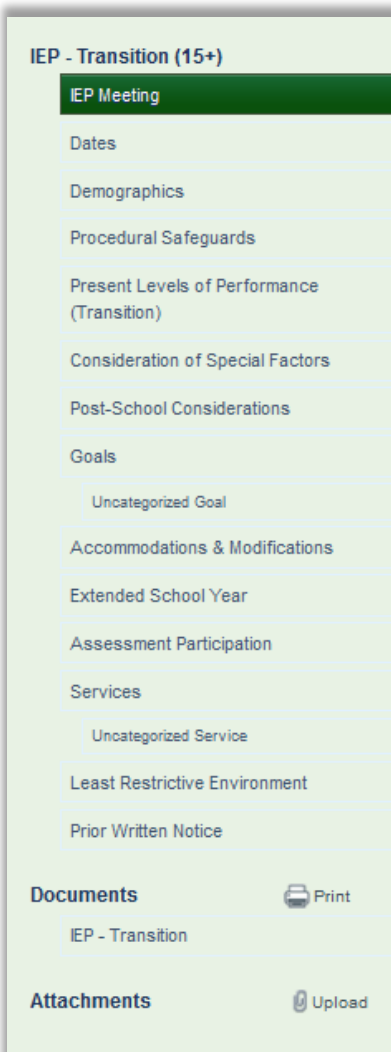
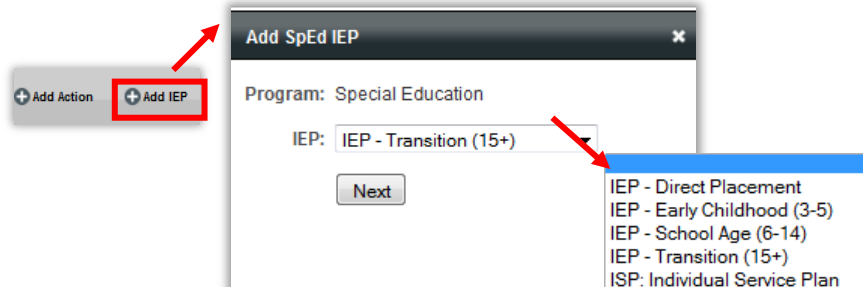
- a summary of the student's academic achievements and functional performance
  - recommendations on how to assist students in meeting postsecondary goals
  - list of accommodations and modifications that have been utilized in high school in order to help establish a student's eligibility and need for accommodations in postsecondary settings.
  - **Transition Planning Programs** - some school districts and county offices offer specific programs that students can participate in at the age of 16. Program examples include:
    - **Workability** - focuses on preparing high school students with disabilities for successful employment with an emphasis on work based learning opportunities. This program is for students with mild, moderate and severe disabilities. Students obtain work skills through internships at participating employers within the community.
    - **Transition Partnership Projects** - for students with significant disabilities who are interested in paid employment related to a career goal. This program provides service coordination, job development, and job coaching.
    - **Adult Transition Programs** - primarily for students over the age of 17 with developmental disabilities, this program emphasizes community-based instruction and job training experiences with goals of independent living and self-sufficiency.
    - **Bridges** - sponsored by the Social Security Administration and Department of Rehabilitation this program is intended for individuals with moderate to severe disabilities who are receiving SSI or who are eligible for SSI.
- 

**Strategies needed to assist students during the transition from high school to adulthood include:**

- **Self-advocacy models**
- **Learning decision-making skills**
- **Allowing students to safely take risks and try new things**
- **Helping students feel good about what they can do**
- **Helping students understand their disability and challenges**
- **Realizing that self-determination takes a lot of practice**

## Sample Transition IEP

To create a Transition IEP, locate the student record using the search lookup or locating the record from the Student Groups link on the Teacher Dashboard. Click the Add IEP link at the top of the Programs screen.

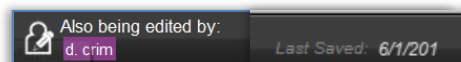
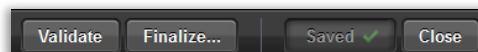


When the IEP screen opens, the Navigation Pane on the left provides links that correspond to the data input fields on the right. Although this tool is available for every action, it is especially valuable for navigating the IEP due to the length and complexity of the screens.

The menu is dynamic with additional entries displaying as the user add data to the IEP and responds to questions.

At the bottom of the pane is a link to print the documents that are part of the IEP action. This section will also change based on data entry, for example, once a meeting is scheduled, the Meeting Notice appears as an available document.

The final link allows a user to attach electronic copies of additional data much as one attaches documents to an email. Details of this process are described in another section of this guide.



Additional tools at the bottom of the screen provide options for saving, closing, finalizing, and validating the IEP action as well as indicating when the action was last saved and if another user is working in the same action at the same time.

To work in a section of the IEP, select the desired link on the Navigation Pane. To save a draft copy of data input select Save and Close. Validate and Finalize are used at the conclusion of all data input and once the meeting is concluded.

## Creating a Sample IEP Meeting

The IEP Meeting link corresponds to the IEP Meeting section of the input screen. A new meeting can be created or the IEP action can be attached to a previously schedule meeting by clicking the appropriate Select button.

Entering the name of the district resource the student should contact with questions will invoke a dynamic name search. Select the appropriate name from the list. *Refer to the Referral Meeting Notice section for details on how to create a new meeting.*

**IEP Meeting**

Select a meeting below to link to the IEP OR [+ Create a new meeting](#)

Select »	Thu 11/1, 1:00 PM - 2:00 PM	Eric Trace
Select »	10/31/2012, 1:00 PM - 2:00 PM	Eric Trace

**Student Invitation**

Who should the student contact if he/she has questions about the IEP meeting?

## Enrollment

All of the referenced fields auto-populate based on SIS information. By selecting the drop-down list arrow a list of district campuses displays allowing the user to edit the values .

**Enrollment**

Prior To Meeting	After Meeting
Service District	South Carolina School District ▼
Service School	Raymundo Elementary ▼
Home District	South Carolina School District ▼
Home School	Raymundo Elementary ▼

## Dates

Start Date defaults to the current date but is editable.

The remaining date fields populate based on timelines and actions previously finalized in Enrich. Most dates are editable using the date picker tool.

Planned End Date automatically defaults to 364 days from the Start Date.

Next Review Due By defaults to one year minus one day from the date of the current IEP.

Latest Evaluation Date, Next Evaluation Due By, Eligibility Date, and Date of Consent for Services will all populate once the Eligibility Determination and Consent for Placement are finalized.

The Eligibility Date and Date of Consent for Services cannot be entered manually but rather must auto populate from previously finalized actions. An IEP cannot be successfully validated and finalized without these dates, so if an error message appears when trying to complete the validation process, check to be sure all previous actions have been finalized.

**Note:** If the Eligibility Date displays as Ineligible, return to the Eligibility input screen (Parent Notification section) and confirm that a disability has been selected and the answer to 'Does the student meet the criteria to be eligible for the selected disability?' is Yes.

### For Converted IEPs:

The Initial Evaluation date is the date that the Special Ed student was first evaluated for Special Education. While this date may not always be available during conversion, it is required prior to completing/finalizing the IEP.

Dates	
Initiating Meeting Date	10/13/2011
Start Date	11/13/2011
Planned End Date	10/12/2012
Next Review Due By	11/12/2012
Initial Evaluation Date	<a href="#">10/28/2011</a>
Latest Evaluation Date	<a href="#">10/28/2011</a>
Next Evaluation Due By	10/27/2014
Eligibility Date	<a href="#">Ineligible</a>
Date of Consent for Services	11/13/2011

The Consent for Services Date is typically the date that the district most recently received consent from the parent or guardian for the student to receive services. If this is not available (with that name) the IEP Meeting Date may be used.

If the Initial Evaluation Date is not clearly identified during conversion, it will be left blank in the Converted IEP. The Consent for Services date will default to the IEP (Meeting) Date.

## Procedural Safeguards

*As a parent of a child who may receive special education, certain rights are guaranteed by federal law: the Individuals with Disabilities Education Act (IDEA). These rights are usually listed in a brochure and include information regarding rights to participate in meetings dealing with the identification, evaluation, and educational placement of their child and the provision of a free appropriate public education.*

*One of the rights is to be informed of all the rights available in writing and in the native language spoken (unless it is clearly not feasible to do so), and at a level understandable to the general public. Parents are entitled to a copy of these procedural safeguards at least one (1) time per year, and upon:*

- 1. Initial referral or parental request for evaluation;*
- 2. The initial filing of a complaint; and*
- 3. Request*

**Check the box if the parent(s)/guardian(s) have been provided the district special education Procedural Safeguards document in their native language or other mode of communication. A parent/guardian signature is required on the printed document to confirm receiving the document.**

***Depending upon district configuration, Procedural Safeguards can be generated in multiple languages. Refer to your Enrich system administrator for details.***


### Procedural Safeguards

☐ Parents have been provided the special education procedural safeguards in their native language or other mode of communication.

### Procedural Safeguards

- [Procedural Safeguards](#) - English
- [Procedural Safeguards](#) - Spanish

Parents have been provided the special education procedural safeguards in their native language or other mode of communication on:

11/13/2011 



## Present Levels of Performance (Transition)

Respond to all questions by copying and pasting text into the memo boxes or manually adding text.

### Present Levels of Performance

#### Student Strengths, Preferences, Interests

What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments? Be sure to include specific feedback from the student.

**B** *I* U | | |

#### Present Levels of Educational Performance Summary

Include results of initial or most recent evaluations.

**B** *I* U | | |

#### Student Needs and Impact of Disability

How does the student's disability affect his/her involvement and progress in general curriculum and participation in appropriate activities?

**B** *I* U | | |

## Post-School Considerations

Enter text or cut and paste responses for the Post-School Consideration areas:

- Post School Education /Training Goal
- Career Employment Goal
- Independent Living Skills (when appropriate)

Include Services and Agencies in the corresponding text boxes.

**Note:** This section only appears for Transition IEPs.

Select the appropriate Course of Study and Career Cluster.

State High School Diploma  
District Credential  
District Occupational Certificate

Finance  
Health Science  
Information Technology  
Hospitality & Tourism  
Science, Engineering & Mathematics  
Arts & Communications Technologies  
Agriculture, Food & Natural Resources  
Government and Public Administration  
Business Management & Administration  
Law, Public Safety & Security  
Human Services  
Education and Training  
Manufacturing Technologies  
Architectural and Construction Technologies  
Marketing, Sales & Service  
Transportation, Distribution & Logistics

**Post-School Considerations** Help

**Post-School Education/Training Goal**

Services & Agencies

**Career Employment Goal**

Services & Agencies

**Independent Living Skills Goal (when appropriate)**

Services & Agencies

Course of Study

Career Cluster



## Consideration of Special Factors

Select the Yes/No radio button for each question. Note that Yes responses prompt a text box to pen for entering additional information or additional fields to expand. These expanded fields become additional documents that display on the Navigation Pane.

**Note:** A variety of input methods can generate if the response to a question is Yes. A number of questions result in lengthy screens with a series of memo box data entry fields. Others will present a generic text boxy. Information entered in either method will print on documents – not in the IEP itself. See your administrator for details.

**Consideration of Special Factors** Help

Does this student exhibit behavior that requires a Behavior Intervention Plan?

☐ Yes ☐ No

Is the student deaf-blind?

☐ Yes ☐ No

Is the student deaf or hard of hearing?

☐ Yes ☐ No

Is the student blind or visually impaired?

☐ Yes ☐ No

Does the student require a Health Care Plan?

☐ Yes ☐ No

Does the student have Limited English Proficiency?

☐ Yes ☐ No

Does the student need Assistive Technology devices or services?

☐ Yes ☐ No

Does the student require Special Transportation?

☐ Yes ☐ No

**Is the student deaf-blind?**

☒ Yes ☐ No

If yes, generate Learning Media & Communication Plan.

**Learning Media and Communication Plan**

The IEP team has considered each area listed below and has not denied instructional opportunity based on the amount of the child's/student's residual hearing, the ability of the parent(s) to communicate, nor the child's/student's experience with other communication modes. To the extent appropriate, the input about this child's/student's communication and related needs as suggested from adults who are deaf/hard of hearing has been considered.

**1. Language and Communication**

1. a. The child's/student's primary language is one or more of the following.

Receptive	Expressive
<input type="checkbox"/> English	<input type="checkbox"/> English
<input type="checkbox"/> Native language (ASL, Spanish etc)	<input type="checkbox"/> Native language (ASL, Spanish etc)
<input type="checkbox"/> Combination of several languages	<input type="checkbox"/> Combination of several languages
<input type="checkbox"/> Minimal language skills; no formal primary language	<input type="checkbox"/> Minimal language skills; no formal primary language

[+ ADD NEW OPTION](#) [+ ADD NEW OPTION](#)

Describe:

**B I U** | **ABC** | **600** | **600** | **ABC**

bad behavior on bus

## **Learning Media Plan**

**Learning Media Plans are used for students who may be deaf and blind, or blind, or visually impaired.**

**Components of a Learning Plan include:**

- **A set of learning goals that the student is to within a specific period of time. It is often useful to divide larger goals in to more manageable sub-goals that can be realized within weeks or months.**
- **Learning goals with a series of concrete steps or actions/behaviors that the student will take to move towards the goal.**
- **Actions should be associated with one or more resources (interventions, etc.) and with evidence.**
- **Once a resource has been applied to a goal it is often helpful to rate the level of effectiveness, especially in cases where LMP is shared.**
- **Evidence is used to demonstrate that an action has been taken, that progress towards the goal has been made, and finally that the goal has been achieved.**

**Details of a Communication Plan that outlines actions needed to support and address student and parent needs for those students who are deaf or hard of hearing should be entered in the memo boxes provided.**

**Narratives and descriptions can be entered manually or cut and pasted from other sources.**

## ESY Predictive Factors

Enter responses to questions relating to each of the following predictive in the corresponding text boxes:

- Rate of Progress
- Type of Severity
- Behavioral
- Physical
- Alternative Factors
- Ability to interact with peers without disabilities
- Curriculum that need continuous attention
- Vocational needs
- Other relevant factors

**ESY Predictive Factors**

**Regression and Recoupment**

What does pre- and post-break data show regarding regression of learned skills?

**B** *I* U |

After extended breaks, how much time does it take the student to recoup lost skills?

**B** *I* U |

**Predictive Factors: Rate of Progress**

Describe the child's rate of progress and regression/recoupment in regards making progress on his/her goals and/or objectives.

**B** *I* U |

## Extended School Year

Yes responses will open a memo box where a description or reason may be entered.

Choose from one of three options for student eligibility for ESY: Yes, No, or TBD.

**Extended School Year** Help

**Criteria/Inquiry**

**NOTE:** Complete the ESY Predictive Factors before making a decision regarding ESY.

Did the student experience severe regression on his/her IEP goals and objectives?

☒ Yes ☐ No

Describe.

**Did the student require an unreasonably long period of time to relearn previously learned skills?**

☐ Yes ☐ No

Based on the body of evidence, determine if the student will, without continued supports and services, experience a loss of skill(s) or knowledge that will significantly jeopardize the educational benefits accrued to the student during the regular school year? If yes, then the student is eligible for ESY services.

**Is the student eligible for Extended School Year Services?**

Decision

Yes  
No  
TBD

## Adding Goals

1. **Progress Report Frequency** - Begin by indicating the frequency of Progress Reporting to parents; currently the only option is Quarterly, however additional options may be added; this is the frequency of reporting for all IEP Goal
2. **Area of Need** - Select an Area of Need from the drop-down list
3. **Post-School Area** - If the goal addresses a Post-School Area, select the appropriate area from the drop-down list and either or both of the other Post-School Areas
4. **Projected Achievement Date** - Defaults to a year minus one day or the effective period of the IEP, however this date can be edited using the date picker tool
5. **Goal** - Add text in the Goal memo box that describes the measurable goal
6. **Objectives** - Use the Add Objective button if objectives are to be written for the goal
  - a. Add text in the Objective memo box that describes the objective
  - b. Use the Add Objective button to for additional objectives
7. **Progress Monitoring (Goal)**– Check the box if data used in Progress Reporting will be collected regularly between Progress Report periods
  - a. **Probe Type** - Select from the drop-down list; available options are configurable at the district level
  - b. **Baseline** – Enter New Score based on student performance at the start of the goal period and add a date using the date picker tool
  - c. **Target** – Indicate target performance at the end of the goal period
  - d. **Schedule** – Select Daily or Weekly and complete appropriate details

**Goals** Help

Progress Report Frequency to Parents/Guardians 1

---

**Goal 1** Up Down Delete

Area of Need 2

Post-School Area 3

Start Date 11/1/2012

Projected Achievement Date 10/31/2013 4

Measurable Goal 5

Objectives 6

Progress Monitoring 7

☒ Collect detailed progress monitoring data at the goal level?

Probe Type:

Schedule:

☐ Daily

☐ Weekly

8. **Progress Monitoring (Objective)** – If objectives have been written, the option to collect detailed data appears; check the box if data used in Progress Reporting will be collected regularly between Progress Report periods
- Probe Type** - Select from the drop-down list; available options are configurable at the district level
  - Baseline** – Enter New Score based on student performance at the start of the goal period and add a date using the date picker tool
  - Target** – Indicate target performance at the end of the goal period
  - Schedule** – Select Daily or Weekly and complete appropriate details

Progress Monitoring

☐ Collect detailed progress monitoring data at the goal level?

☒ Objective 1 - Collect detailed progress monitoring data?

Probe Type: Generate Words Orally

Baseline: New Score 18 on 6/1/2011

Target: 45

Schedule:

☒ Daily every 3 day(s)

☐ Weekly

9. **Reorder and Delete Goals and Objectives** – Use tools provided to accomplish these tasks

10. **Add Goal** – Use this button to continue adding goals

11. **Navigation Pane** – Individual goals will appear listed on the Navigation Pane



**Note:** the Post-School Area section is only available for Transition IEP's.

## Accommodations & Modifications

1. Select an option from the drop-down list.
2. Once a selection is made from the drop-down, the choice displays. Multiple selections can be made. To delete an item, click the X located at the far right of the option.
3. If No curricular or non-curricular accommodations or modifications were identified by the team box is checked, the drop-down list is disabled.

### Accommodations & Modifications

Help

#### Accommodations:

What type(s) of accommodation(s) if any is (are) necessary for the student to access the general curriculum and/or appropriate activities to make effective progress?

Curricular: Large print

Curricular: Read allowed

Add Accommodations:

#### Modifications:

What standards, if any, need to be modified, expanded, and/or prioritized for the student to access the general curriculum and/or appropriate activities to make effective progress?

Add Modifications:

☒ No curricular or non-curricular modifications were identified by the team.

Non-Curricular

noncur accom 01  
noncur accom 02  
noncur modif 01  
noncur modif 02  
-- custom --

Curricular

Guided practice  
Increased instructional time  
Large print  
Modified units  
Multiple of frequent breaks  
Read allowed  
Reduce distractions to student

## Assessment Participation

Enter Yes or No from the Participation drop down list for the corresponding State or District Assessment. If Yes is selected, a list of accommodation options for the corresponding assessment are presented in the Accommodations drop down list.

Select Yes, No, or N/A to indicate if the parent has been informed of differences and effects of alternate participations.

Assessment Participation

Choose the appropriate level of participation for this student in each assessment category:

**State Assessments**

Assessment	Participation	Accommodations
EOCEP	Yes	
ELDA		
HSAP		
PASS		

Parent has been informed of all differences and their effects on any alternate participations:

- Presentation**
- cueing
  - customized forms
  - highlighting
  - oral administration
  - reading aloud to self
  - repeating/signing directions
  - signed administration
- Response Options**
- Braille test responses
  - dictation of responses
  - non-verbal indication of answer choices
  - responding in test booklet
  - typing responses or writing responses on bold-line paper or other special paper
- Timing**
- extended breaks
  - frequent breaks
- Scheduling**
- afternoon administration
  - multiple testing days
  - multiple testing sessions per day
- Setting**
- individual administration
  - preferential seating
  - separate location
  - small group



## Services

1. Begin with a narrative Service Delivery Statement entered using the memo box provided.
2. For each service, select the type of service to be provided from the drop-down list.
3. Select the Service Provider Role.
4. Indicate if it is Special Education or a Related Service
5. Indicate the setting Direct or Indirect.
6. Select Location from the drop-down.
7. Enter the Start date and End date for the service; system defaults to first and last day of the newly effective IEP but is editable using the date picker tool
8. Use appropriate fields to describe the amount of time and frequency of service delivery.
9. Continue to add and configure services using the Add Service button.

The screenshot shows the 'Services' configuration window. At the top is a 'Service Delivery Statement' memo box. Below it, two service entries are shown. Service 1 is 'Classroom Instruction' with a provider role of 'teacher', set to 'Special Education', 'Direct', in a 'General Ed Classroom' from 6/2/2011 to 5/31/2012, with an amount of 1600 minutes weekly. Service 2 is 'Speech/Language Therapy' with a provider role of 'Speech Language Pathologist', set to 'Related', 'Indirect', in a 'Therapy Room' for the same period, with an amount of 20 minutes weekly. A red box highlights the 'Average min/wk: 20' for Service 2. A red arrow points from the 'Amount' field of Service 1 to a callout box showing time unit options: 'times', 'hours', 'minutes', 'only once', 'monthly', 'daily', 'weekly', 'yearly'. Another red arrow points from the 'Location' dropdown of Service 1 to a list of locations including 'General Ed Classroom', 'Therapy Room', etc. A third red arrow points from the 'Service' dropdown of Service 1 to a list of service types including 'Classroom Instruction', 'Speech/Language Therapy', etc. At the bottom, a 'Total average min/wk for selected services: 1620' is displayed, and an 'ADD SERVICE' button is visible. A navigation pane on the right shows the list of services: 'Classroom Instruction' and 'Speech/Language Therapy'. At the bottom of the main window are 'Move Up', 'Move Down', and 'Delete' buttons.

**The average minutes per week calculates for each service and also for the total of all services.**

**The list of services displays on the Navigation Pane.**

Use tools to reorder the list of services or remove those not wanted.

## Least Restrictive Environment (LRE)

Select the Placement Options Considered from the drop-down list. Select Yes or No to indicate if the option considered was in fact selected.

Enter text or copy and paste description/reason in the memo box.

**Least Restrictive Environment** ? Help

Placement Options Considered

Was this option selected?

☐ Yes ☐ No

Describe the possible advantages and disadvantages of this placement option for the student and the modifications/supplementary aids and services considered to reduce possible disadvantages to the student.

**+** ADD

**Ages 6-21**

**+ Add Placement Date**

Placement Date:	11/1/2012
Total Instruction Time Per Week:	2200 min <a href="#">override</a>
Time Outside general ed:	0 min
Percent of time inside general ed:	100.00 %
Placement Option:	
Inside Regular Class 80% or more of the day	<input type="radio"/>
Inside Regular Class 79-40% of the day	<input type="radio"/>
Inside Regular Class less than 40% of the day	<input type="radio"/>
Separate School	<input type="radio"/>
Residential Facility	<input type="radio"/>
Homebound/Hospital - Medical Homebound	<input type="radio"/>
Homebound/Hospital - Hospital	<input type="radio"/>
Homebound/Hospital - Home-based	<input type="radio"/>
Correctional Facilities	<input type="radio"/>
Parentally Placed In Private Schools	<input type="radio"/>

Based on the Services selected in the previous section, Enrich automatically calculates the average time outside of general education, and displays the Percent of time in general education setting. This calculation is based on Total instructional time per week for the student's campus (set by the System Administrator). It is possible to use the override link and enter a number other than the default. The Percent of time in general education setting is recalculated based on the new instructional minutes per week number.

This information can be used to make the final LRE decision and select using the appropriate radio button. LRE codes are triggered by student age and bring forward information specific to that age group.

**Note:** Multiple LRE selections may be applied by selecting the Add button.

## Prior Written Notice

Enter the specific details why changes will or won't be made to the IEP.

Select Case Manager using the name picker as letters are entered into the entry field.

The screenshot shows a web form titled "Prior Written Notice". It contains three text areas, each with a rich text editor toolbar above it. The toolbars include buttons for bold (B), italic (I), underline (U), bulleted list, numbered list, link, unlink, and a dropdown menu with "ABC" and a checkmark. The first text area is labeled "Other Options Considered:", the second is labeled "Why those options were rejected:", and the third is labeled "Other Factors:". Below these text areas is a label "Case Manager:" followed by a text input field.

## Student Participation (Transition IEP)

In the event No is selected when a transition age student did not attend the IEP Meeting a memo text box displays and information can be entered.

The screenshot shows a web form titled "Student Participation (Transition)". It features a question "Did the student participate in the IEP Meeting?" with two radio button options: "Yes" and "No". The "No" option is selected. Below the question is a text area with a label "Describe the steps taken to ensure that the student's preferences and interests were considered." above it. The text area has a rich text editor toolbar with buttons for bold (B), italic (I), underline (U), bulleted list, numbered list, link, unlink, a dropdown menu with "ABC" and a checkmark, and a download icon.

## IEP Meeting Participants Finalized

Select the checkbox at the conclusion of the IEP meeting to view attendee names and roles on the finalized IEP document with signature line. Until this is checked, only the roles of meeting invitees display on the IEP draft.

### IEP Meeting Participants Finalized

- ☐ The IEP Meeting has been held; the names listed here as Meeting Participants accurately reflects those in attendance and will print to the IEP document.



## **Appendices**

## Appendix 1

## Enrich IEP Process Areas

The IEP process areas highlighted in red are covered in this manual. Additional drop-down list options include:

1. IEP Referral
2. Consent for Evaluation
3. Eligibility Determination
4. Consent for Placement
5. IEP Transition

### Add SpEd Action

Consent for Evaluation (2)  
Consent for Medicaid Reimbursement  
Consent for Placement (4)  
Consent to Invite Agencies Related to Transition  
Discipline Incident Report  
Eligibility Determination (3)  
Evaluation  
Initial Evaluation Extension  
Manifestation Determination  
Referral for Special Education (1)  
Request to Release or Secure Confidential Info  
Summary of Performance  
Testing Program Action for formlets and documents

### Add SpEd IEP

IEP - Direct Placement  
IEP - Early Childhood (3-5)  
IEP - School Age (6-13)  
IEP - Transition (14+) (5)  
ISP - Individual Service Plan

## Appendix 2

## Create an Excent Support Account

Navigate to the Support link on the Excent website (excent.com).



 A screenshot of the 'My Account' section of the Excent website. It shows a login form with fields for 'Username' and 'Password', a green 'Log in' button, a 'Create New Account' button (highlighted with a red box), and a 'Forgot Password' link.

Click the Create New Account button.

Complete all required information to create an account and select the Create new account button.

Once the information is submitted, you will receive a return email providing a temporary password to use in logging in the first time.

Log in with your email account and the password you received from Excent and navigate to the My Account link.

 A screenshot of the 'MY ACCOUNT' page on the Excent website. It shows a form for creating a new account with sections for 'Account information' (Username, Email Address) and 'Personal info' (First Name, Last Name, Title, School District, Phone, State). The 'Create new account' button at the bottom is highlighted with a red box.


 A screenshot of the 'My Account' page showing the login form. It includes fields for 'USERNAME' (wanda.duff@excent.com) and 'PASSWORD' (masked with dots). The 'Log in' button is highlighted with a red box.

When your account information displays, select the Edit link.

Enter your personal password (you can use the same one that you use to access Enrich), confirm the password and click Save. Once this process is complete, you will always use your personal email and password to access the support site. If you are the only user on your computer, it will often remember your login and password and when you access the website, you may find your account is already available.

Once logged in, you will see access to Videos and Training.

The Videos and Training link provides access to all print and video training resources.




## Appendix 3

## Tips, Tricks, and Troubleshooting


1. An on screen notification will display when a user fails to enter data into a required field.

The provision of special education services is recommended because:



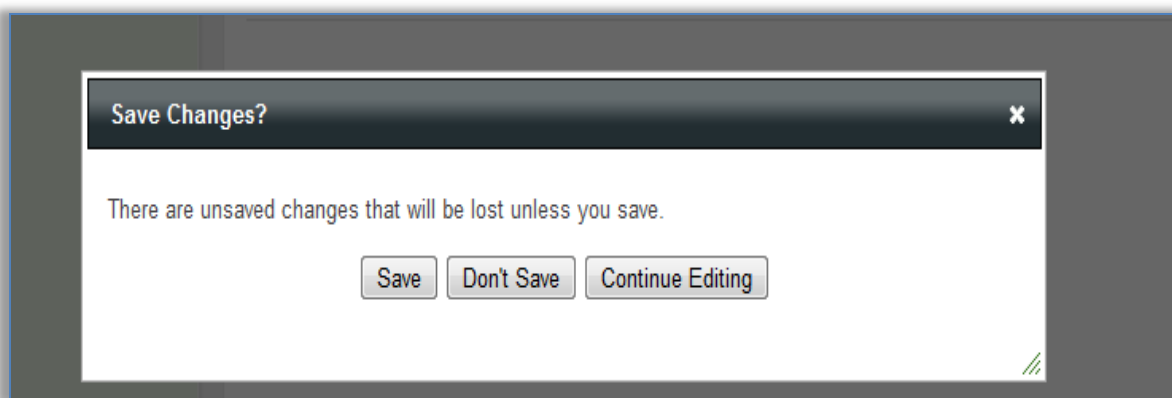
A screenshot of a text input field. Above the field is the text "The provision of special education services is recommended because:". The field has a rich text editor toolbar with buttons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Link, and Unlink. To the right of the toolbar is a dropdown menu showing "ABC" with a checkmark. A grey tooltip box with the text "Prov Recommended is required" is positioned over the right side of the text field.

- Fields are also identified if they aren't complete when attempting to finalize.



A screenshot of a text input field. Above the field is a rich text editor toolbar with buttons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Link, and Unlink. To the right of the toolbar is a dropdown menu showing "ABC" with a checkmark. Below the text field, the text "Prov Recommended is required" is displayed in red.

2. Onscreen reminder displays if user attempts to exit the input screen without saving.



3. If parents are in the student profile, they will automatically populate meeting notice participants.

Guardians
[Manage](#)

Mother:  
Mary Fingar  
Father:  
Martin Fingar

Person	Role	Absent?	Remove
Mary Fingar	Mother	<input type="checkbox"/>	<input type="button" value="X"/>
Martin Fingar	Father	<input type="checkbox"/>	<input type="button" value="X"/>
<input type="button" value="+"/> Add Person			

4. Time field in meeting notice is a “picker”; limited to after 6:00 AM start and end by 10:00PM

Date & Time
9/28/2011
12:00 PM - 1:00 PM
1 hour duration

Location
Winzelberg High

Participants

Person	Absent?	Remove
Mary Fingar	<input type="checkbox"/>	<input type="button" value="X"/>
Martin Fingar	<input type="checkbox"/>	<input type="button" value="X"/>
<input type="button" value="+"/> Add Person		

5. Users have the ability to add a custom accommodation.

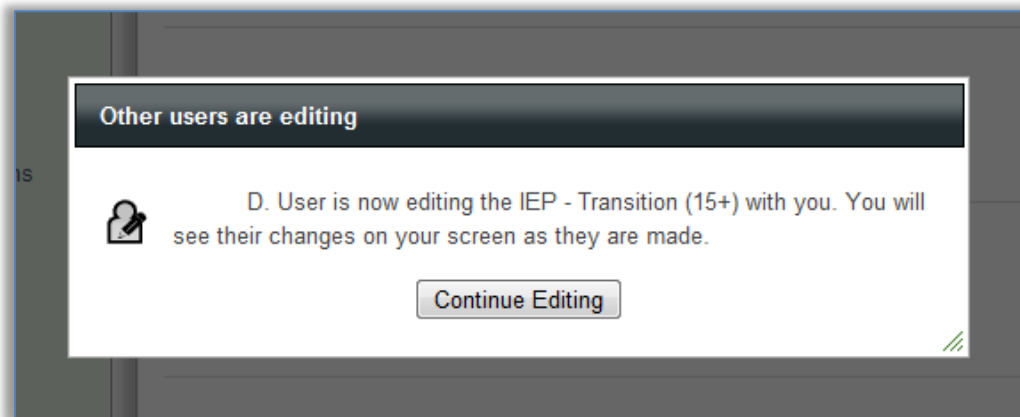
Non-Curricular Accommodations: Access to adaptive keyboard

Non-Curricular Accommodations: Written social stories to shape behavior, social skills

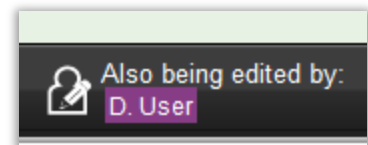
Non-Curricular Accommodations: I can type in this field

Add:

6. Concurrent message pop up displays when one or more users are logged in to the same student record.



In addition to the message popup, a message also appears in the bar across the bottom of the screen.



7. Standards are available in the goal area of the IEP. Drill Down to state level standard to associate with goals.



8. Daily and weekly monitoring are available for Progress Monitoring selections. Selecting specific days of the week is not an option.

**Progress Monitoring**

☒ Collect detailed progress monitoring data at the goal level?

Probe Type:

Schedule:

☐ Daily

☒ Weekly every  week(s)

9. Finalized IEP shows on the program's tab displaying services, progress monitoring status and a link to goal progress reports.

10. Two IEP's cannot be open at the same time. If there is a finalized IEP or no IEP in draft form, the ADD IEP link is available. If an IEP is opened in draft form, the Add IEP link is not available.

**Special Education** + Add Action + Add IEP + End Special Education

Significant Limited Intellectual Capacity, Speech or Language Impairment

Referred 9/19/11 Eligible 9/29/11 Eligible 10/3/11 IEP 10/3/11 IEP 10/6/11 IEP Due: 10/5/12 Eligibility Re-Eval Due: 10/2/14

**IEP - Transition (15+)** Oct 6 Team Lead: Lincoln Letters Copy View Details

**Services** View Service Log

**Instruction**  
65 minutes daily Assign Provider Log

**Speech/Language Services**  
120 minutes monthly Assign Provider Log

**Consultation**  
45 minutes monthly Assign Provider Log

**Goal Progress** View

Q1 progress report due on 10/10/2011 Enter

**Reading**  
Ratio probe Due on Thu 10/20 Enter

**Scheduled Meetings** + Add  
No meetings scheduled.

To convert IEP data entered for a specific IEP level into another, select the Convert button at the bottom of the screen. Data previously entered will be carried forward into the new IEP input form.

The screenshot shows the 'Convert IEP' process. At the top, there are buttons: Convert, Validate, Finalize..., Save (highlighted in green), and Close. Below these, a 'Consideration of Special Factors' section is visible. A 'Convert IEP' dialog box is open, stating: 'The IEP draft conversion process will replace the draft IEP with a new one. Choose the new IEP type:'. A dropdown menu is open, showing options: IEP - Direct Placement, IEP - Early Childhood (3 to 5), IEP - School Age (6 to 12), IEP - Service Plan, and IEP for Acceptance Testing. A 'Next »' button is visible. To the right, a 'Confirm conversion' dialog box is open, stating: 'Some data will not be moved into the new IEP due to differences between the two IEPs:'. It contains a table with two columns: Section and Warning.

Section	Warning
Present Levels of Performance	New IEP does not have this section
Student Participation (Transition)	New IEP does not have this section

Below the table, it says: 'Continuing will preview the converted IEP. If the conversion is acceptable you must SAVE to complete the conversion process. The old IEP will be deleted only after you SAVE.' At the bottom of the dialog are buttons: << Go Back, Close, and Preview Converted IEP ».

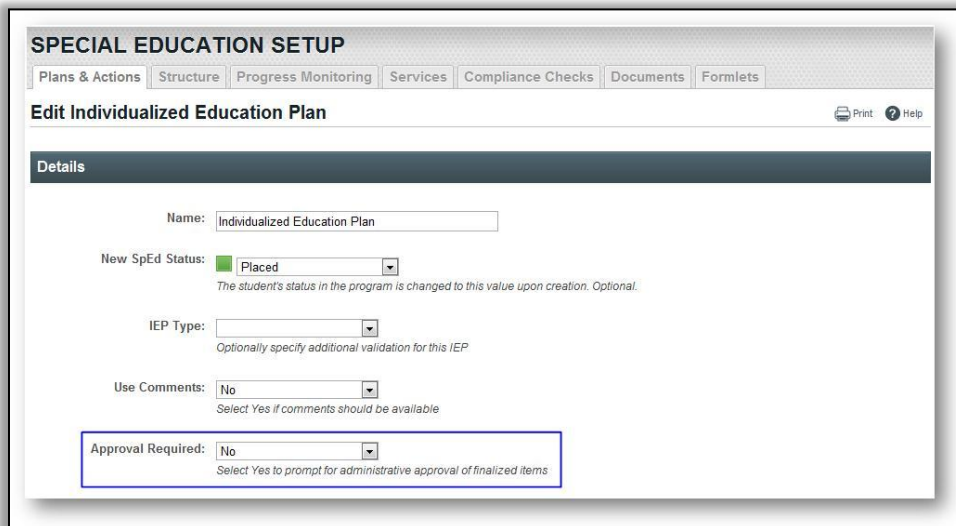
11. Related meeting cannot be in the future. System validation prohibits finalizing an IEP if the meeting date is in the future. Only the day of the meeting is considered for this validation, not the time of day.

The screenshot shows the 'Create Individualized Education Plan' form. At the top right are 'Print' and 'Help' icons. Below the title bar is a 'Meeting' section with a 'Return to Meeting List' link. Under 'Date & Time', there is a date field with '12/15/2011', a time field with '3:00 PM', and a duration field with '4:00 PM' and '1 hour duration'. A red error message is displayed below the date field: 'The related meeting may not be a future meeting.'

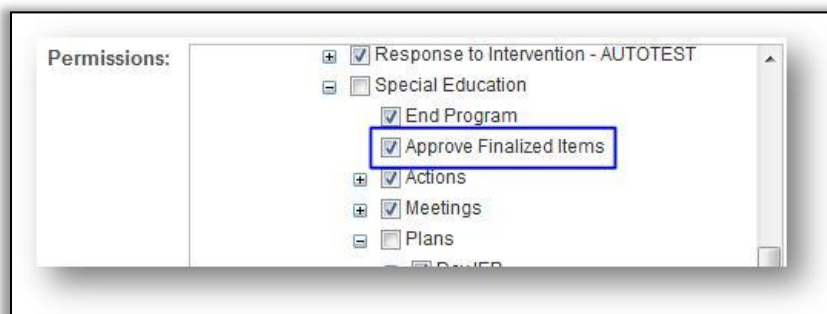
12. Default dates are not set for Transfer IEP's. The configuration *Use Default Start Date* will be checked by default for all existing and new section configurations. If this option is unchecked, the IEP will not default the *Start Date* when creating a new item. It is necessary to enter a *Start Date* before saving an item, as it is required.



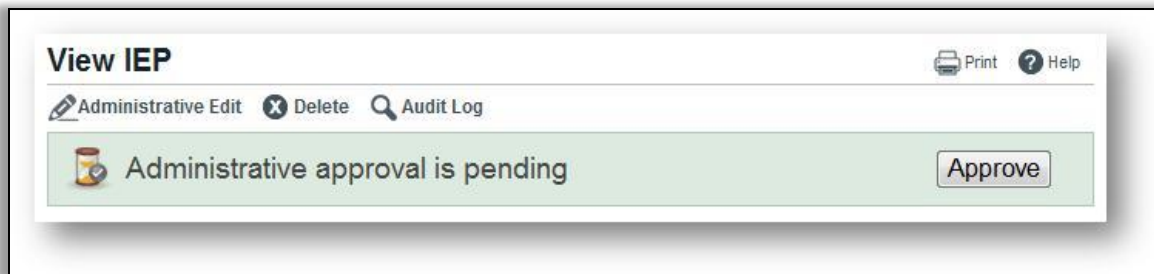
13. The Admin Approval of finalized items makes it possible for case managers and administrators to review and approve marked items prior to finalization. This option is available for IEPs and Program actions, only and can be enabled from the configuration component.



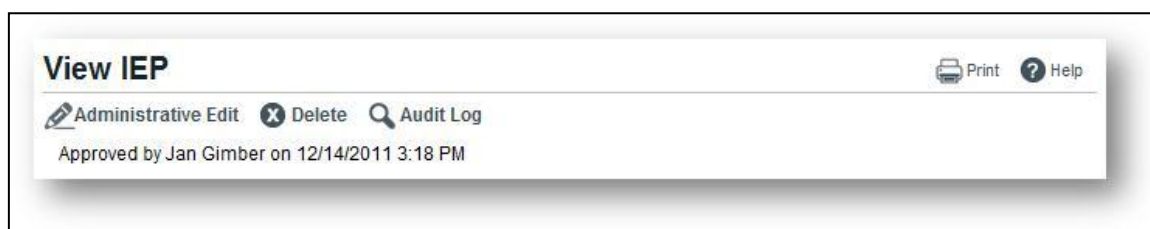
Additionally, on the security setup pages, the user account must be checked to grant that ability to select users. This is a program level security permission granting these rights to approve any item within a program.



Users viewing a finalized item where administrative approval is tracked will see the following status alert at the top of the screen. By clicking "Approve" users can indicate who approved the IEP, which will then be displayed in place of the status alert.

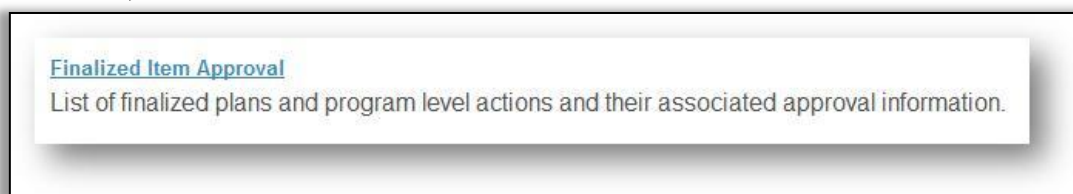


If 'Approve Finalized Items' feature is enabled, adjustment to permission sets for appropriate roles is necessary.

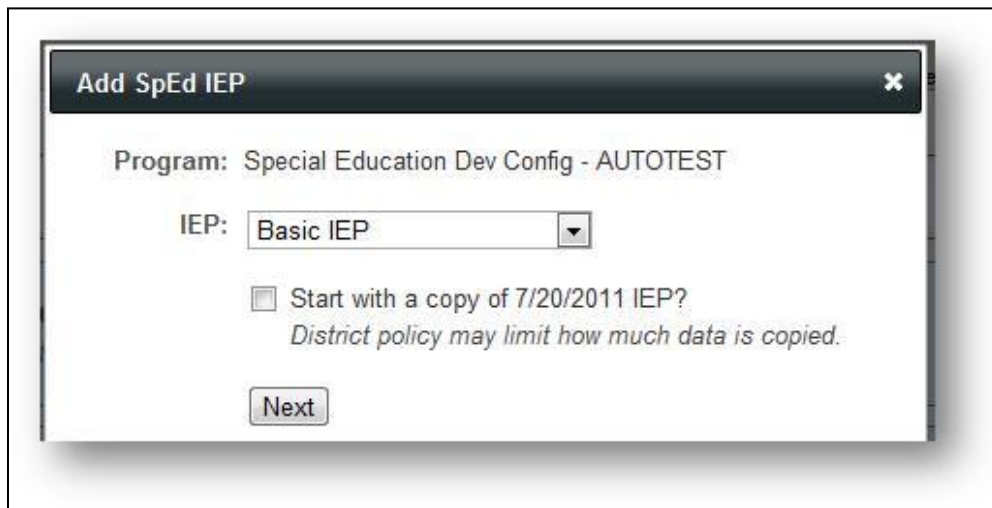


A report can be generated that lists finalized items that are:

1. Pending Approval
2. Who approved them
3. When they were approved



**14. Copying IEP Information forward can be achieved if configuration settings have been set by the district administrator.**

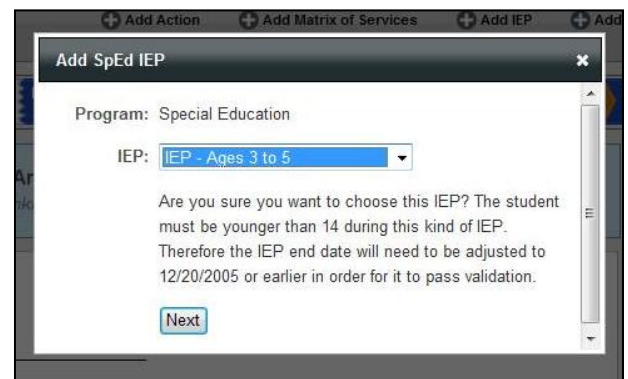


This option will show up if the following conditions are true:

- An IEP is being creating by using the “Add IEP” button
- There exists a finalized IEP (it does not have to be the same definition, and it can be ended)
- At least one section on the latest finalized IEP can possibly copy data to the new item you’ve selected. This considers whether the source section has been configured to allow copying and whether the source and destination section definitions have compatible configurations.

The IEP creation process is based on student's age and

- Defaults to the right IEP when only one is available.
- When a non-applicable IEP is selected warning is displayed.
- When more than one applicable IEP is available it does not default to any applicable IEPs.
- This behavior is applicable for 'Add IEP' and not on 'Start Program'





15. Progress reports defaults to the first period following IEP finalization. Progress reporting periods are related to the timeline of the individual student's IEP and the first period defaults to the next reporting period following the finalization of the IEP. In this example, the IEP was finalized on 12/14/2011 and the first reporting period is 12/31/2011 based on the configuration settings.

**Reading**

V

Achieve Ratio probe of 8 out of 10 or more

	December	January	February	March	April
Date	12/31/2011	1/31/2012	2/29/2012	3/31/2012	4/30/2012
Goal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Status	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Remarks	<div>December</div> <div> <b>B</b> <i>I</i> <u>U</u>        </div>				

16. Authorized users have the ability to add, edit or rearrange the order of Parents and Guardians from the Profile Tab.

Profile Test Scores Transcript Attachments

**Profile**

+ Add to Group Edit Student Record Audit Log

**Personal Information**

Address:  
10 Deer Harbour Ct  
Columbia, SC 29229  
(803) 788-9541

Race:  
Other

Is Hispanic:  
No

Gender:  
Female

DOB:  
10-12-1999

**Guardians** [Manage](#)

Father:  
Michelle 11 Painter

Father:  
Fatherof Joshen

Father:  
Father2 Mantai2

**Additional Information**

Gifted/Talented:  
Yes

Language Spoken in Home:

**Current School**

Currently Enrolled:

Current GPA:

Days Absent:

Discipline Ref:

**Enrollment**

**Schools**

School

Lake Carolina

Lake Carolina

**Grade Level**

Grade Level

00

01

01

**JOSHEN KAUR MANTAI**

Profile Test Scores Transcript Attachments Programs ID: 790010014497

**Manage Guardians**

+ Add Guardian

Guardian listed first is considered primary. Use arrows to re-order if necessary.

Move	Name	Relationship	Status	Edit
▲ ▼	Michelle 11 Painter	Father	Imported	<a href="#">Override</a>
▲ ▼	Fatherof Joshen	Father	Manually Entered	<a href="#">Edit</a>
▲ ▼	Father2 Mantai2	Father	Manually Entered	<a href="#">Edit</a>

[Return to Profile](#)

New information will not be impacted by the nightly SIS import. Changes to existing information originally coming from the SIS will be overwritten by the nightly import unless the change is made there as well. Adjustment of permission sets for roles is necessary in order to enable this functionality.

## Appendix 4

## Copying and Pasting from MS Word

Copying and pasting text from a Word document can be done in using the right mouse button or using keyboard shortcuts. The first step in using either process is to highlight the desired text by clicking at the beginning of the section to be copied with the left mouse button and while holding the button down, dragging through the text to the end of selection. When the mouse button is released, the area is highlighted.

- **Right Mouse Button**
  - o Click the right mouse button anywhere in the highlighted section and select **Copy** from the menu list that appears.
  - o The highlighted text has been copied to the Word clipboard.
  - o Click the left mouse button where the new text should appear.
  - o Click the right mouse button and select **Paste** from the menu list that appears.
  - o All copied text is now in the new location and can be edited as desired.
- **Keyboard Shortcuts**
  - o Once text is highlighted, hold down the Control key on the keyboard and press **C (Ctrl+C)**; this transfers the selected text to the Word clipboard.
  - o Click the left mouse button where the new text should appear.
  - o Hold down the Control key on the keyboard and press **V (Ctrl+V)**; this copies the selected text to the new location.
  - o All copied text is now in the new location and can be edited as desired.

## Appendix 5

## References

Refer to the Council for Exceptional Children (CEC) as well as the following Internet links for additional information and presentations:

1. National Center for Learning Disabilities – [www.nclld.org](http://www.nclld.org)
2. National Association of School Psychologists – [www.nasponline.org](http://www.nasponline.org)
3. National Center On Student Progress – [www.studentprogress.org](http://www.studentprogress.org)
4. Center for Applied Special Technology – [www.cast.org](http://www.cast.org)
5. University of Oregon, Dibels Data Center – <http://dibels.uoregon.edu>
6. National Research Center on Learning Disabilities – [www.nrclld.org](http://www.nrclld.org)
7. National Association of Special Education Teachers – [www.naset.org](http://www.naset.org)

For Special Education Information:

National Dissemination Center for Children with Disabilities

<http://www.nichcy.org/Laws/IDEA/Pages/module1.aspx>

National Institute on Legal Issues of Educating Individuals with Disabilities

<http://www.lrpinstitute.com>

Check with your local state and district sources for requirements regarding Special Education compliance.

## Appendix 6

## Special Education Terms and Definitions

*Definitions are from a variety of sources. The actual context and timeframes may vary from state-to-state and district-to-district.*

**Adapted Physical Education (APE):** Specially designed physical education program, using accommodations designed to fit the needs of students who require developmental or corrective instruction in PE.

**Accommodations:** Changes that allow a person with a disability to participate fully in an activity. Examples include extended time, different test format, and alterations to a classroom.

**ADD/ADHD:** Attention deficit disorder and attention deficit hyperactivity disorder are medical conditions characterized by a child's inability to focus, while possessing impulsivity, fidgeting and inattention.

**Assessment or Evaluation:** Term used to describe all of the testing and diagnostic processes leading up to the development of an appropriate IEP for a student with special education needs.

**Asperger's Syndrome:** A type of pervasive developmental disorder (PDD) that involved delays in the development of basic skills, including socializing, coordination and the ability to communicate.

**Autism:** A brain development disorder characterized by impaired social interaction, communication and by restricted and repetitive behavior. Signs usually begin before a child is 3 years old.

**Behavior Intervention Plan (BIP):** Special education term used to describe the written plan used to address problem behavior that includes positive behavioral interventions, strategies and support; may include program modifications and supplementary aids and services.

**Bipolar Disorders:** Characterized by cycles of mania alternating with depression. It is difficult to diagnose children with this disorder.

**Blindness:** Condition of lacking visual perception due to physiological or neurological factors.

**Cerebral Palsy:** A series of motor problems and physical disorders related to brain injury. CP causes uncontrollable reflex movements and muscle tightness and may cause problems in balance and depth perception. Severe cases can result in mental retardation, seizures or vision and hearing problems.

**Community Advisory Committee (CAC):** A committee whose membership includes parents of school children, school personnel and representatives of the public. This committee advises school administration and local school boards regarding the plan for special education, assists with parent education and promotes public awareness of individuals with special needs.

**Complaint Procedure:** A formal complaint filed with the County or State Board of Education if a district violates a legal duty or fails to follow a requirement under the Individuals with Disabilities Education Act. (IDEA)

**Cumulative File:** The records maintained by the local school district for any child enrolled in school. The file may contain evaluations and information about a child's disability and placement. It also contains grades and results of standardized assessments. Parents have the right to inspect these files at any time.

**Deafness:** Hearing impairment so severe that a child is impaired in possessing any linguistic information through hearing.

**Designated Instruction Services (DIS):** Instruction and services not normally provided by regular classes, resource specialist programs or special day classes. They include speech therapy and adaptive physical education.

**Differential Standards for Graduation:** Standards for graduation that may be modified for students with exceptional needs.

**Disability:** Physical or mental impairment that substantially limits one or more major life activities.

**Due Process:** Special education term used to describe the process where parents may disagree with the program recommendations of the school district. The notice must be given in writing within 30 days. IDEA provides two methods for resolving disputes, mediation or fair hearing.

**Early Intervention:** Programs for developmentally delayed infants and toddlers through 35 months of age; designed to help prevent problems as the child matures.

**Emotional Disturbance (SED):** Term used to describe a diagnosable mental, behavioral or emotional disorder that lasts for a significant duration that meets the criteria within the Diagnostic and Statistical Manual of Mental Disorders.

**Extended School Year Services (ESY):** Extended school year is special education services for students with unique needs who require services in excess of the regular academic year. Extended year often refers to summer school.

**Free Appropriate Public Education (FAPE):** Special education and related services are provided at public expense, without charge to the parents.

**Functional Behavioral Assessment (FBA):** A problem solving process for addressing inappropriate behavior.

**Hearing Impairment:** Full or partial decrease in the ability to detect or understand sounds.

**Home/Hospital Instruction:** Students with verified medical conditions, which prevent them from attending school, may receive services on a temporary basis in the home or hospital with a physician's referral.

**Inclusion:** Term used to describe service that places students with disabilities in general education classrooms with appropriate support services.

**Individuals with Disabilities Education Act (IDEA 2004):** The original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education and the right to be educated with their non-disabled peers. Congress reauthorizes this federal law. The most recent revision occurred in 2004.

**Individualized Education Plan (IEP):** Special education term used by IDEA to define the written document that states goals, objectives and services for students receiving special education.

**Independent Educational Evaluation (IEE):** A school district is required by law to conduct assessments for students who may be eligible for special education. If the parent disagrees with the results of a school district's evaluation conducted on their child, they have the right to request an independent educational evaluation. The district must provide you with information about how to obtain an IEE. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district. Public expense means the school district pays for the full cost of the evaluation and that it is provided at no cost to you.

**Individualized Education Program Team:** Term used to describe the committee of parents, teachers, administrators and school personnel that provides services to the student. The committee may also include medical professional and other relevant parties. The team reviews assessment results, determines goals and objectives and program placement for the child needing services.

**Least Restrictive Environment (LRE):** The placement of a special needs student in a manner promoting the maximum possible interaction with the general school population. Placement options are offered on a continuum including regular classroom with no support services, regular classroom with support services, designated instruction services, special day classes and private special education programs.

**Local Education Agency (LEA):** Term used to describe a school district participating in a SELPA.

**Mainstreaming:** Term used to describe the integration of children with special needs into regular classrooms for part of the school day. The remainder of the day is in a special education classroom.

**Manifestation Determination:** Within 10 school days of any decision to change the placement of a child with a disability because of violation of school code, the IEP team must review all relevant information in the student's file to determine if the conduct in question was caused by the child's disability or if the conduct was a direct result of the school district's failure to implement the child's IEP.

**Mental Retardation (now referred to as Intellectually Disabled):** This term has recently been changed. This disorder is characterized by below average cognitive functioning in two or more adaptive behaviors with onset before age 18.

**Multiple Disabilities:** An IEP term used to define a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation with blindness.

**Non-public School (NPS)** Districts contract with non-public schools when an appropriate placement cannot be found within the scope of the public education setting. Non-public school placement is sought only after efforts to find appropriate placement in public schools have been exhausted.

**Obsessive-Compulsive Disorder(OCD):** OCD is an anxiety disorder that presents itself as recurrent, persistent obsessions or compulsions. Obsessions are intrusive ideas, thoughts or images while compulsions are repetitive behaviors or mental acts that the child feels they must perform.

**Occupational Therapists:** Provide consultation and support to staff to improve a student's educational performance related to fine motor, gross motor and sensory integration development.

**Oppositional Defiant Disorder (ODD):** A child who defies authority by disobeying, talking back, arguing or being hostile in a way that is excessive compared to other children and this pattern continues for more than six months may be determined to have ODD. ODD often occurs with other behavioral problems such as ADHD, learning disabilities and anxiety disorders.

**Orthopedic Impairment:** Term used to define impairments caused by congenital anomaly, impairments by diseases and impairments by other causes.

**Other Health Impaired:** Term used to describe limited strength, vitality and alertness that results in limited ability in the educational environment. Impairment could be a result of chronic health problems such as asthma, attention deficit disorder, epilepsy, heart condition, hemophilia, leukemia, nephritis, rheumatic fever and sickle cell anemia.

**Parent Consent:** Special education term used by IDEA that states you have been fully informed in your native language or other mode of communication of all the information about the action for which you are giving consent and that you understand and agree in writing to that action.

**Physical Therapists:** Provide consultation and support to staff to improve a student's educational performance related to functional gross motor development.

**Private School:** There are new laws regulating the rights of students with disabilities whose parents place them in private schools. When a student is enrolled in private school and has academic difficulties, the school where the student attends needs to inform the parent and the local public school district of the student's difficulties. The district of residence may assess the student to determine if the student qualifies for special education. If they do qualify, the district of residence is responsible for writing an Individualized Education Plan

**Residential and Private Placements:** Part B of IDEA does not require a school district to pay for the cost of education for your disabled child at a private school or facility if the school district



made free appropriate public education available to your child and you chose to place your child in private placement.

**Resource Specialists:** Provide instructional planning and support and direct services to students who needs have been identified in and IEP and are assigned to general education classrooms for the majority of their school day.

**Resource Specialist Program (RSP):** Term used to describe a program that provides instruction, materials and support services to students with identified disabilities who are assigned to general classroom for more than 50% of their school day.

**School Psychologist:** Assist in the identification of intellectual, social and emotional needs of students. They provide consultation and support to families and staff regarding behavior and conditions related to learning. They plan programs to meet the special needs of children and often serve as a facilitator during an IEP meeting.

**Sensory Processing Disorder:** A complex brain disorder that causes a child to misinterpret everyday sensory information like movement, sound and touch. Children with SPD may seek out intense sensory experiences or feel overwhelmed with information.

**Specific Learning Disability:** Special education term used to define a disorder in one or more of the basic psychological processes involved in understanding or using language spoken or written that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical equations.

**Speech and Language Impairments:** Communication disorders such as stuttering, impaired articulation, language impairment or voice impairment.

**Speech and Language Specialists:** Assesses students for possible delayed speech and language skills and provides direct services in the area of phonology, morphology, syntax, semantics and pragmatics. They are also available regarding hearing impairments and amplification.

**SSDI:** Social security disability insurance benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who have paid into the system or has a parent who has paid into the Social Security system.

**SSI:** Supplemental Security Income benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who fall below certain assets and income levels.

**Tourette's Syndrome:** Disorder that includes multiple motor and one or more vocal tics, which occur many times per day, nearly daily. If a child has Tourette's syndrome, symptoms tend to appear between the ages of 3-10 years old.

**Traumatic Brain Injury:** An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment. Applies to open or closed head injuries.

**Transition IEP:** IDEA mandates that at age 16, the IEP must include a statement about transition



including goals for post-secondary activities and the services needed to achieve these goals. This is referred to an Individual Transition Plan or (ITP).

**Turner's Syndrome:** This rare genetic disorder affects females and is characterized by the absence of an X chromosome. Characteristics include small stature, limited development of sexual characteristics, low hairline and abnormal eye and bone development.

**Visual Impairment:** Impairment in vision that even with correction adversely affects a child's educational performance.

**Vision Specialists:** Provide consultation and support to staff and direct instructional support to students with visual impairments. They provide functional vision assessments and curriculum modifications including Braille, large type and aural media.

**Workability Program:** These programs focus on preparing high school students with disabilities for successful transition to employment, continuing education and quality adult life with an emphasis on work based learning opportunities.