New Hampshire Department of Education

Bureau of Special Education

New Hampshire Special Education Information System

(NHSEIS) Training Manual

For Special Education Administrators, Case Managers, Special Education Teachers, Related Service Providers & Others

May 2015

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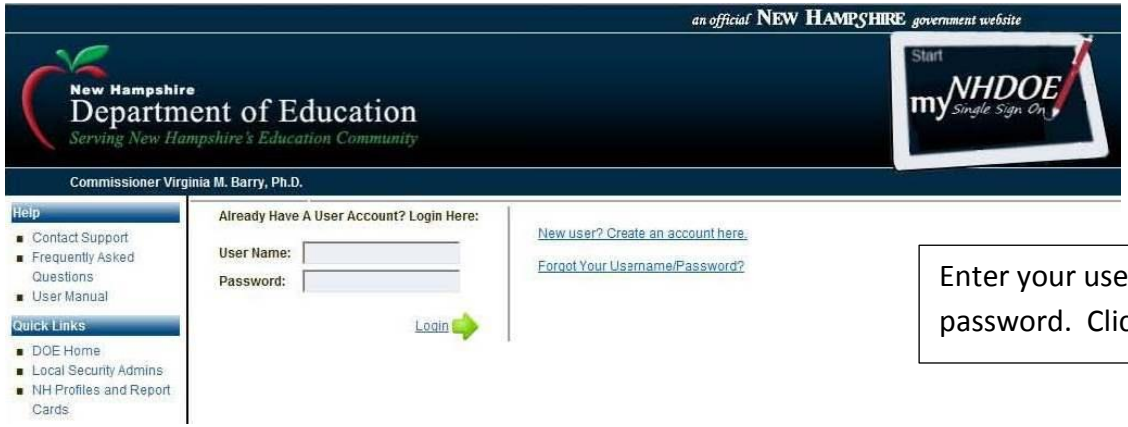
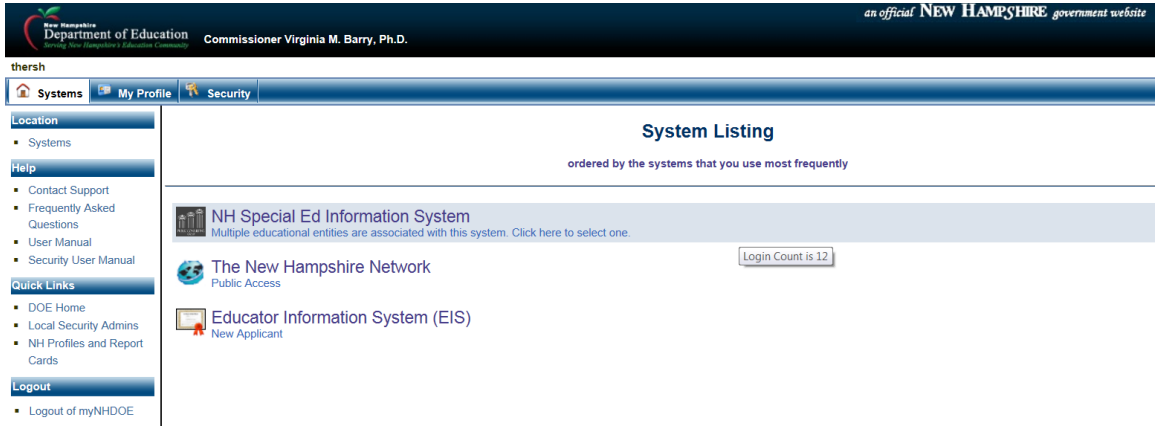
STEPS TO ACCESS

NEW HAMPSHIRE SPECIAL EDUCATION INFORMATION SYSTEM (NHSEIS)

To access the system through MyNHDOE, single sign on, login to MyNHDOE. https://my.doe.nh.gov/myNHDOE/Login/Login.aspx



Enter your user name and password. Click login.

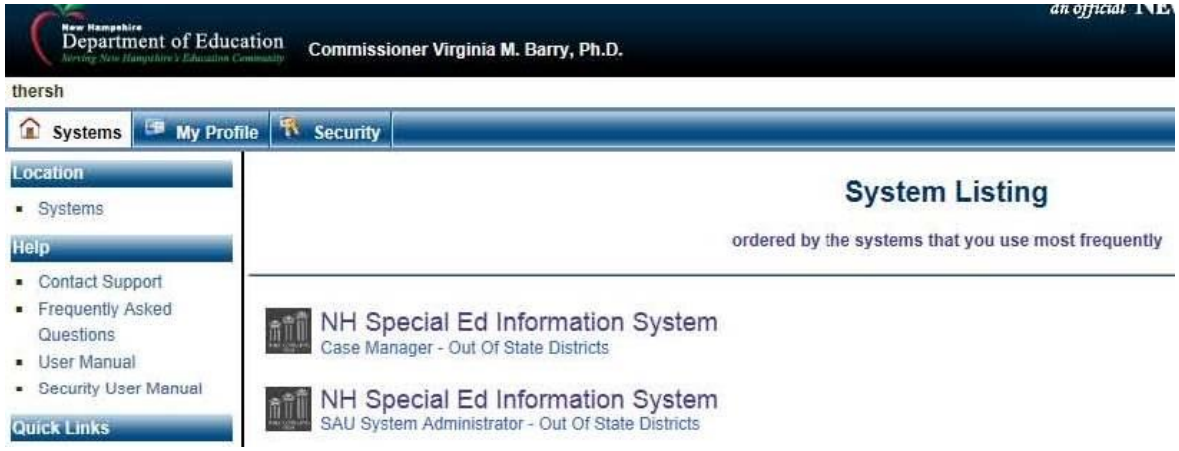


Select NH Special Ed Information System

STEPS TO ACCESS

NEW HAMPSHIRE SPECIAL EDUCATION INFORMATION SYSTEM (NHSEIS)

Click the appropriate link to access the NHSEIS. The NHSEIS links are district and User Type specific.



Districts assign NHSEIS users a User Type which determines the user's authority. The User Type is shown in the user's profile. The User Type is also on the NHSEIS link in MYDOE, as shown in the above screen shot.

The following User Types must assess NHSEIS through MYDOE: Case Manager, District Administrator, District IT Administrator, SAU District Administrator, SAU System Administrator, SAU System Staff, and School Administrator.

STEPS TO ACCESS

NEW HAMPSHIRE SPECIAL EDUCATION INFORMATION SYSTEM (NHSEIS)

NHSEIS users that have a Provider, General Ed Teacher or IEP Team Member User Types must access NHSEIS through the SAU specific web address shown below.

The Name field is not case sensitive. The Password field is case sensitive.

To access the system, you must have a user name and a unique password; NHSEIS is a secure website.

1. Access the Internet from your computer and proceed to the NHSEIS website. The web address for NHSEIS is:

   https://nhses.ed.state.nh.us/nhSAUNAME/

   (for example for Concord replace nhSAUNAME with nhconcord)

   It is important to note the "s" in "https." This indicates a secure website, and you must include it in the address.
2. In order to make accessing NHSEIS quicker and easier in the future, you may use the "Bookmark" or "Favorites" function in your Internet browser.
3. The first time you log onto the system you will be asked to view an End User License Agreement for NHSEIS. Scroll to the end of the page and click "Agree".
4. Enter your designated, unique and confidential "Name" and "Password." Single-click the "Login" button or press "Enter" on your keyboard.

NHSEIS MAIN PAGE

The "Welcome" page will appear when you log in. When you see this screen, you have successfully logged into NHSEIS. The "Main Menu" bar is located across the top of the screen. The Menu bar allows you to click on different areas of the EASY IEP at any time.

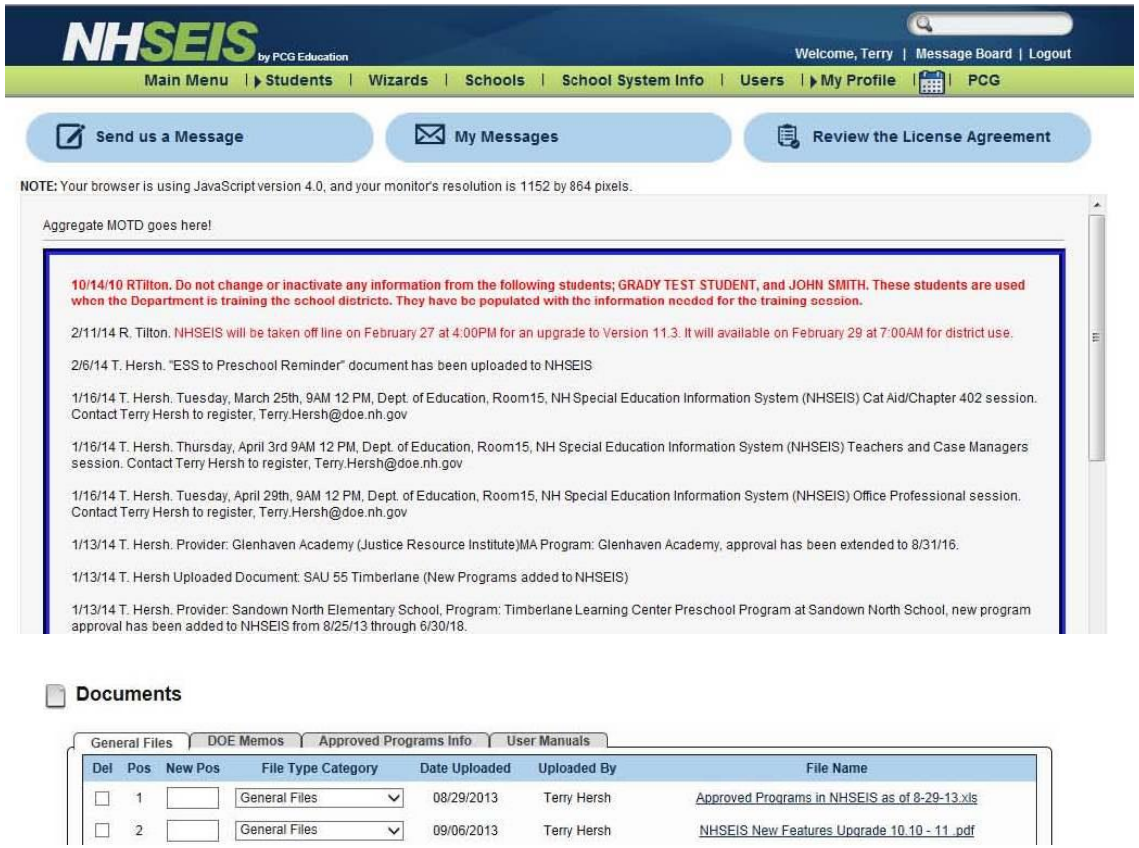
NOTE: Check the Main Menu Message Board often to stay current with changes and updates to the NHSEIS system.

This Message Board has three sections. The first section is used by the DOE to relay important information. This should be read frequently. The second is for SAU Administrators to create and post their own messages. The third section contains posted reference documents from both DOE and an SAU. To access a document in Section 3, locate the document on the list and open by right clicking on the blue link.

Section 1 for DOE messages.

Section 2 for SAU Administrators.

Section 3 posted reference documents. Note: Each "Tab" will list different documents. Click "Tab" for access.



NHSEIS SYMBOLS

- "Back" will bring the user back to the previous page but will not save changes

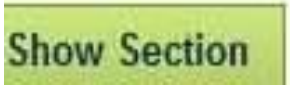
- " Save" will save changes the user made but will not move the user to the next page

- "Save & Continue" will save changes the user made and will move the user to the next page

- "Details" will allow you to view or enter more information

- "Calendar" button will open up a calendar from which you can select a date for fields that require a date; you can also simply enter in the date with your keyboard

- Click the "Spell Check" button to check spelling in any text box



- Click the "Show Section" button to show how the data will appear on the document.

NOTE: When spending a lot of time typing on one web page, you should SAVE periodically (every 5-10 minutes) to keep from being timed off the Internet by your web browser.

NAVIGATING FROM THE MAIN MENU

The bar below is what you will see at the top of your Main Menu page. These buttons have specific functions when entering information into NHSEIS. They help to navigate through the system.

- "LOG OUT" – Logs the current user out of NHSEIS
- "MAIN MENU"- Displays the Message Board
- "STUDENTS" Dropdown of Students or Advanced Student Search Selection Students -"Criteria for Selecting Students to View" or "My Caseload". Advanced Student Search" – Allows user to Search for students by selecting more specific criteria.
- "WIZARDS" – Administrator functionality
- "SCHOOLS" – A list of all SAU schools including the school abbreviation, school code, address, phone and email address. Authorized users can access the "Add New School" button.
- "SCHOOL SYSTEM INFO" – Displays the School System Name, Current School Year, School System Code, as well as the address and contact information.
- "Users" – Authorized users can display a list of all user information with access to the SAU site, Contains user information with the ability to change or add users functionality
- "My Profile" – Dropdown of My Documents, My Reports, and Update Profile. Documents generated for your students within the past year, and includes draft documents generated within the past month. My Profile has your user profile, User Type, schools, and email address.
- - Allows user access to the SAU calendar

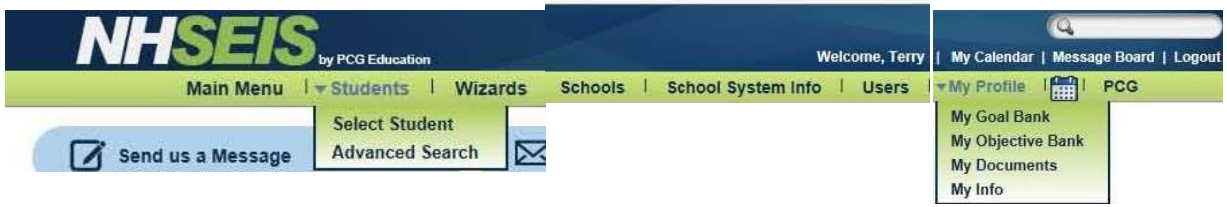
NHSEIS MAIN MENU PAGE

On the main menu page, click students to access, select student or Advanced search.

Click Wizards to access the available wizards.

Click Schools, to view the list of schools or to add or remove schools.

Click My Profile to access:
-My Goal Bank
-My Objective Bank
-My Documents
-My Reports
-My Info



	Cp	School Name	Abbrev	Code	Address	City, State Zip	Phone	Fax	Email
		8.3 Test School	82sb	s83t	1 Brentwood Dr	Concord, NH 01234	603-225-0800		
		8.5 Test School	8.5	0085	12 Smith Lane	Manchester, NH 03101			
		8.7 Test School AR	8.7	8.7 TSA		Manchester, NH 24432			
		Academy for Science and Design					603 595-	603 262-	

UPDATE USER PROFILE

Note: Password section in NHSEIS is

Not available to SSO (Single Sign On through MyDOE

- To Update Personal Information
  - Select “My Profile” button, select “My Info” from the dropdown. Update Profile.
  - Enter current password and new password in both boxes to change Password.
  - Type new information into the appropriate boxes
  - Click “Update the Database” button
  - (Please make sure you write down your password. There is no mechanism which to retrieve your password. If you forget or lose your password you must contact your SAU System Administrator to get a new password.)

FINDING ACTIVE STUDENTS

STEP 1: Select "Students" from Main Menu

STEP 2: Search for Student based on Name, Grade, School, Student ID, or SASID number.

STEP 3: Enter the criteria in the boxes

STEP 4: Click "View Students"

Case Manager User Types will get a list of students on their caseload.

- Click "Print Search Results" button to print the list of students
- Click "Export Search Results" to export list of students to and excel file.

Main Menu | Students | Wizards | Schools | School System Info | Users | Super User | My Profile | PCG

Criteria for Selecting Students to View

Grade Level:	All Grades *
School:	All Schools *
Student Last Name:	☐ Exact Match ?
Student First Name:	☐ Exact Match ?
Student Middle Name:	☐ Exact Match ?
Student ID:	☐ Exact Match ?
SASID:	☐ Exact Match
Status:	☐ General Ed ☐ Eligibility Determination ☐ IEP ☐ ESS Data Transfer ☐ Special Ed ☐ Discontinued ☐ Referral
Additional Programs:	☐ Stay Put
Sort List By:	Student's Last Name *

View Students ?

Advanced Student Search

Select a Student (Caseload of T Hersh-CM)

CP	Last Elig	IEP End	School	Grade	Name	Student ID	SASID	Age	Hist Dis	Dis	Case Manager
●	01/30/2012	03/03/2013	HIGH	11	Johnny 402 Doe	2055334	6666655544	16 Years	ED	ED	T Hersh-CM
●	05/01/2013	05/01/2014	ELEM	4	Paula TEST Placement	2057135	8855229966	10 Years	SLD	SLD	T Hersh-CM
⏸		09/19/2013	MIDD	7	John Sample1	2055353	9879879870	14 Years	SLD,SP		T Hersh-CM
●	04/01/2013	06/19/2014	MIDD	7	Jill Sample2	2055366	6666005555	10 Years	DD,SP	DD,SP	T Hersh-CM
●	03/15/2013	05/24/2014	MIDD	8	Jane Sample3	2055412	2122232425	14 Years	SP	SP	T Hersh-CM
✓	10/24/2012	12/04/2014	LMS	10	John L Smith	2031582	0011223345	19 Years	ORT,AUT,OHI	ORT,AUT,OHI	T Hersh-CM

(6 Students)

Print Caseload | Export Caseload

FINDING ACTIVE STUDENTS CONT…

When the list of students appears:
-This is the starting point for viewing and developing an IEP for a student.

-To create an IEP click the Student Name. The Personal Information page will appear.
-**CLICK the IEP PROCESS button.**

Select a Student (Caseload of T Hersh-CM)

CP	Last Elig	IEP End	School	Grade	Name	Student ID	SASID	Age	Hist Dis	Dis	Case Manager
●	01/30/2012	03/03/2013	HIGH	11	Johnny 402 Doe	2055334	6666655544	16 Years	ED	ED	T Hersh-CM
●	05/01/2013	05/01/2014	ELEM	4	Paula TEST Placement	2057135	8855229966	10 Years	SLD	SLD	T Hersh-CM
⏸		09/19/2013	MIDD	7	John Sample1	2055353	9879879870	14 Years	SLD,SP		T Hersh-CM
●	04/01/2013	06/19/2014	MIDD	7	Jill Sample2	2055366	6666005555	10 Years	DD,SP	DD,SP	T Hersh-CM
●	03/15/2013	05/24/2014	MIDD	8	Jane Sample3	2055412	2122232425	14 Years	SP	SP	T Hersh-CM
✓	10/24/2012	12/04/2014	LMS	10	John L Smith	2031582	0011223345	19 Years	ORT,AUT,OHI	ORT,AUT,OHI	T Hersh-CM

(6 Students)

Print Caseload | Export Caseload

-CP stands for "Compliance Symbol", click the CP column header to display the Compliance Symbols and Definitions.

-The list of students caseload can be printed or exported in excel format.
-Caseload can be sorted by clicking any of the blue column headings.
(For example, "Grade" or "School"). The default setting is by Name.
The list will remain sorted when printed or exported.

COMPLIANCE SYMBOL DEFINITIONS

From the select a student screen, click the "CP" for the list of compliance symbols and definitions.

Compliance Symbol Definitions

General Education	
✓	Student is not eligible for any type of special education.
II	This compliance symbol displays for any student for which a discontinuation of referral or parent consent denial occurred. The student has returned to the general education population.

Special Education	
✓	The student is fully compliant with all IEP / ISP / IFSP and Eligibility requirements.
✉	The student has a new Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
✉	The student has an overdue Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
⊘	The student's new IEP / ISP / IFSP or SPED / IFSP Eligibility has been Rejected and a new one must be Proposed.
!	The student has a Rejected IEP / ISP / IFSP or SPED / IFSP Eligibility and it has been over a set period of time after the rejection.
△	The student is Eligible and has an IEP / ISP / IFSP and will soon require that a new IEP / ISP / IFSP be written.
●	The student is Eligible and has an IEP / ISP / IFSP, but is now past due to have a new one written and is now out of compliance.
	The student has recently transferred into this school system and will soon require that a new IEP / ISP / IFSP be written.
R↑	The student has recently been re-activated in this school system and will soon require that a new IEP / ISP / IFSP be written.
	The student has been determined Eligible for IFSP or Special Education and will soon require their re-evaluation.
	The student has been determined Eligible for IFSP or Special Education but is past due for their re-evaluation and is out of compliance.
	Student has been referred (and may have Parental Consent to Evaluate). The student will soon need their initial Eligibility determination completed.
	Student has been referred (and may have Parental Consent to Evaluate). The student is now past due to receive their initial Eligibility determination and is out of compliance.
	Student will soon require an Evaluation.
	Student is past due for an Evaluation.

COMPLIANCE SYMBOL DEFINITIONS CONT…

	Student has been referred or is eligible, but will soon require Parental Consent to Evaluate.
	Student has been referred or is eligible, but is past due to receive Parental Consent to Evaluate. The student is now out of compliance.
	Student has been referred to child study. The student is coming close to requiring further action (i.e. they are in a 'warning' state).
	Student has been referred to child study. The student has not received necessary action and is now out of compliance.
	Student has been referred to child study.
	Student has been referred for reevaluation. The student is coming close to requiring further action (i.e. they are in a 'warning' state).
	Student has been referred for reevaluation. The student has not received necessary action and is now out of compliance.

Question: How many days after the Parent Consent to Evaluate, does the system give a warning symbol?
The yellow triangle warning symbol appears 30 calendar days before any event is due. So 30 days before Eligibility is due the symbol appears. Because the NHSEIS system sets an Eligibility due date as 45 days after a Consent to Evaluate, it should be 15 calendar days after consent. If there is an IEP or something else also coming due, however, the symbol may not always hold.

Question: How many days prior to a three year re-evaluation before the child's data has a red stop sign compliance symbol indicating the parental consent is due?

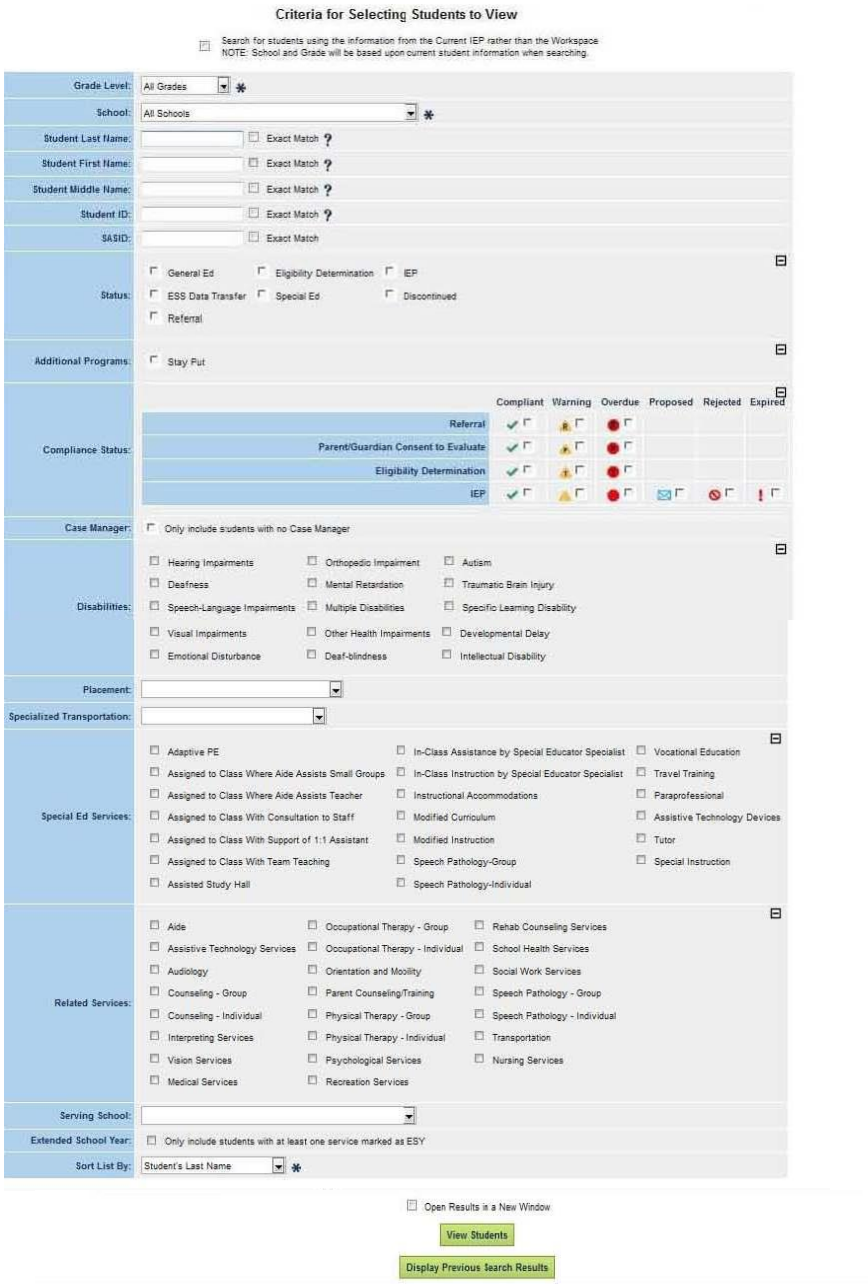
When eligibility is entered, NHSEIS projects the next eligibility to occur 3 years after. NHSEIS also projects the Consent to Evaluate to occur 45 calendar days before the projected eligibility.

ADVANCED STUDENT SEARCH

Select the Criteria for selecting students to view.

For example, in the Compliance Status section, if you select all four check boxes in any of the four areas, the system will display only students with the selected criteria.

Selecting "Only include students with no Case Manager" will show newly added, transfered and transitioning students.



IEP PROCESS – DEVELOPING AN IEP

STEP 1: Click the student's name, the student Personal Information page will appear.

Select a Student (Caseload of T Hersh-CM)

CP	Last Elig	IEP End	School	Grade	Name	Student ID	SASID	Age	Hist Dis	Dis	Case Manager
●	01/30/2012	03/03/2013	HIGH	11	Johnny 402 Doe	2055334	6666655544	16 Years	ED	ED	T Hersh-CM
●	05/01/2013	05/01/2014	ELEM	4	Paula TEST Placement	2057135	8855229966	10 Years	SLD	SLD	T Hersh-CM
⏸		09/19/2013	MIDD	7	John Sample1	2055353	9879879870	14 Years	SLD,SP		T Hersh-CM
●	04/01/2013	06/19/2014	MIDD	7	Jill Sample2	2055366	6666005555	10 Years	DD,SP	DD,SP	T Hersh-CM
●	03/15/2013	05/24/2014	MIDD	8	Jane Sample3	2055412	2122232425	14 Years	SP	SP	T Hersh-CM
✓	10/24/2012	12/04/2014	LMS	10	John L Smith	2031582	0011223345	19 Years	ORT,AUT,OHI	ORT,AUT,OHI	T Hersh-CM

(6 Students)

Print Caseload | Export Caseload

STEP 2: Click IEP Process

NHSEIS by PCG Education

Welcome, Terry | Message Board | Logout

Main Menu | Students | Wizards | Schools | School System Info | Users | Super User | My Profile | PCG

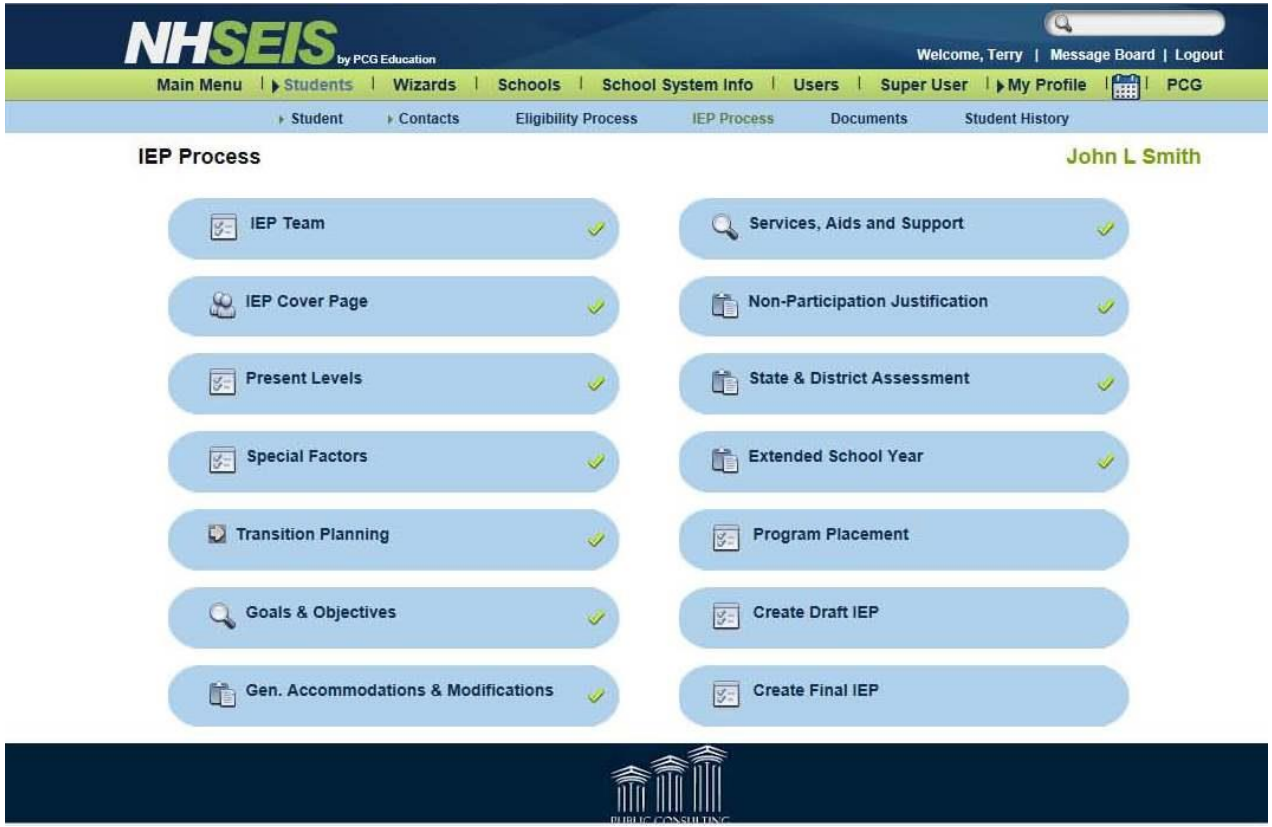
Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Personal Information — John L Smith

View: Workspace

Name:	First: John; Middle: L; Last: Smith; Suffix:		
Student ID:	2031582		
SASID:	0011223345 *		
Date of Birth:	05/01/2000 * (Age: 14 Years)	Place of Birth:	?
Gender:	Male *	Prim. Language:	English ?
Grade:	10th Grade ?	Language of Instruction:	English ?
School:	Lebanon Middle School ?	Hispanic/Latino Ethnicity:	No *
Length of School Day:	5.50 hour(s) ? (Std)	Race: *	☐ American Indian or Alaska Native ☐ Black or African American ☑ White ☐ Asian ☐ Native Hawaiian or Other Pacific Islander
Student is Responsible	☐ Yes (Student has Parent's Rights)		

IEP PROCESS



The IEP Process is broken up into "sections". Click each section to enter IEP information. Each section has a compliance symbol, making it easier to know when data is complete.

Menu Bar

On the blue menu bar, dropdowns are available to add additional information.

Click Student to access student information, eligibility information, discipline and financial summary.

Click Contacts dropdown to enter parent/guardian contact information or contact logs.

Click Eligibility Process to enter referral, parent consent to evaluate, assessments and evaluations and eligibility determination.

Click IEP Process to enter IEP information.

Click Documents to enter document information and create documents.

Click Student History to access events in the student history.

Menu Bar

Student | Contacts | Eligibility Process | IEP Process | Discipline | Documents

Documents John L Smith

Click HERE to access the New Hampshire DOE, Bureau of Special Education.

Documents:

- IEP
- Report Card
- IEP At-a-Glance
- NH Assessments
- Letter of Consent
- Report Card (Test)

Letters:

- IEP Notice
- Meeting Invitation Letter
- Letter of Prior Written Notice

Create Draft (will be saved for 30 days) ?

Create Final Document (will be saved) ?

(NOTE: Use the "Create Final Document" button to create a Proposed IEP.)

Documents created for John L Smith

Del	Doc ID	Date Generated ?	Document ?	Status
E	5067	06/23/2014	IEP	I accept the IEP/Program Placement as developed
☐	4901	09/24/2013	IEP At-a-Glance	☐
E	4900	09/24/2013	IEP	I accept the IEP/Program Placement as developed

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Student History John L Smith ( )

Status	Child Study Date	Referral Date	Consent Date	Proj Consent Date	Elig Date	Proj Elig Date	IEP Date	Proj IEP Date
SpecialEd		08/28/2008		09/06/2017	10/21/2014	10/21/2017	12/05/2013	12/04/2014

Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
4698	10/21/2014	Eligibility Determination (Based on Event 4697)	10/21/2014	10/21/2017	Terry Hersh	Eligibility Determination Document (ID# 5191)	12/30/2014 07:27 (0 days)	Details
4697	10/21/2014	Proposed Eligibility Determination	10/21/2014	10/21/2017	Terry Hersh	Eligibility Determination Document (ID# 5191)	12/30/2014 07:26 (0 days)	Details
4700	10/05/2014	Parent/Guardian Consent to Evaluate			Terry Hersh		12/30/2014 07:55 (0 days)	Details

STUDENTS - STUDENT INFO

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Student Information John March

This is the new Student Information page. We hope you find it more intuitive. Please send any questions to the Message Board from the main menu!

Demographic Information

Name:	First: John	Middle:	Last: March; Suffix: *
Student ID:	2068944	SASID:	8887779994 *
Date of Birth:	04/15/2005 * (Age: 10 Years)	Place of Birth:	?
Gender:	Male	Prim. Language:	English
Grade:	4th Grade ?	Language of Instruction:	English ?
School:	Elementary School ?	Hispanic/Latino Ethnicity:	No *
Length of School Day:	5.50 hour(s) (Std)	Race: *	☐ American Indian or Alaska Native ☐ Black or African American ☑ White ☐ Asian ☐ Native Hawaiian or Other Pacific Islander
District of Liability::	Concord ?	Town of Residence::	Concord ?

Section 402 Placement

Court Placement Date:

Stay Put Placement

☐ The student Entered stay put on this date

Additional Information

☐ Check this box if student is Responsible (student has parent 's rights)

☐ Check this box if the student has limited English proficiency.

No Student was transferred to NHSEIS from ESS

Notes

Update the Database

Step 1: Begin by filling in the Student Demographic information.

Step 2: Next, fill in the Length of School Day – Length of School Day is the time the school age student spends in school. For children ages 3-5 enter the students' length of week. Go to www.nhssect.org for the online module for reporting on children ages 3-5. This field is used for Federal Reporting (See NHSEIS - Key Fields for Reporting for more information).

Step 3: If applicable: Once the "Court Placement Date" is entered, click "save" you will then be prompted to enter the "Begin Date" in that section.

If the school the student attends is not in the drop down list, it will need to be added to the district's school list.

Fields with a drop down arrow come from a standardized list.

Note: All Fields proceeded by an asterisk are required fields.
District of Liability and Town of Residence are required fields.

STUDENT – ELIGIBILITY INFO

Top Eligibility Info screen shot shows a newly added student with a Referral and Parent/Guardian Consent to Evaluate Date.

Main Menu | Students | Wizards | Schools | School System Info | Users | Super User | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Eligibility Information — John Newfebruary (E)

New Mail!

Referral Date:	01/01/2015	Referral Source:	Father		
Parent/Guardian Consent to Evaluate Date:	02/20/2015			Proj Eligibility Determination Date:	04/21/2015
Eligibility Determination Date:		Eligible?	No		
Last IEP Date:	-none-				

-- Additional Programs --

Stay Put:		Not Enrolled

----- No Evaluation Components Selected -----

Parent Consent to Eligibility Determination	-Select-
Date Parent Consented to Eligibility Determination	

Update the Database ?

Select Evaluation Components ?

Lower Eligibility Info screen shot shows a student with a Referral, Parent/Guardian Consent to Evaluate Date, Eligibility Determination Date, Disability and Evaluations.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Eligibility Information — John March ( )

New Mail!

Referral Date:	01/10/2015	Referral Source:	Mother	Proj Parent Consent Date:	12/12/2017
Parent/Guardian Consent to Evaluate Date:	-none-			Proj Eligibility Determination Date:	01/26/2018
Eligibility Determination Date:	01/26/2015	Eligible?	Yes	Proj IEP Date:	02/25/2015
Last IEP Date:	-none-				

-- Additional Programs --

Stay Put:	-none-	Not Enrolled

Current Eligibility Disabilities: ?

Primary:	Other Health Impairments
Secondary:	-none-
Third:	-none-

----- Evaluation Components -----

Academic Performance Eval Completed:	01/20/2015
Communication Skills Eval Completed:	01/20/2015
Health Eval Completed:	01/20/2015
Intelligence Eval Completed:	01/20/2015
Hearing Screening Eval Completed:	01/20/2015
	01/20/2015
Parent Consent to Eligibility Determination	01/20/2015
Date Parent Consented to Eligibility Determination	

STUDENT – DISCIPLINE

You must record all discipline incidents that occurred with the student.

Step 1: Click the "Add a Discipline Event" button.

Step 2: Select "Removal/Expulsions" from drop down list.

Step 3: Select "Offense" from drop down list.

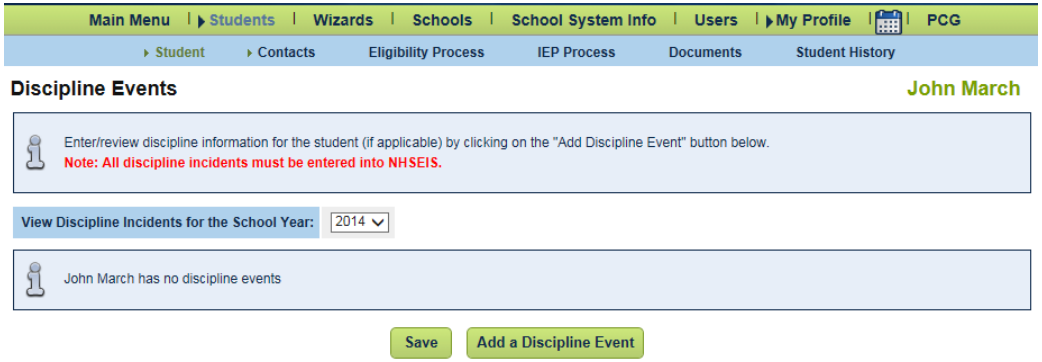
Step 4: Enter number of days.

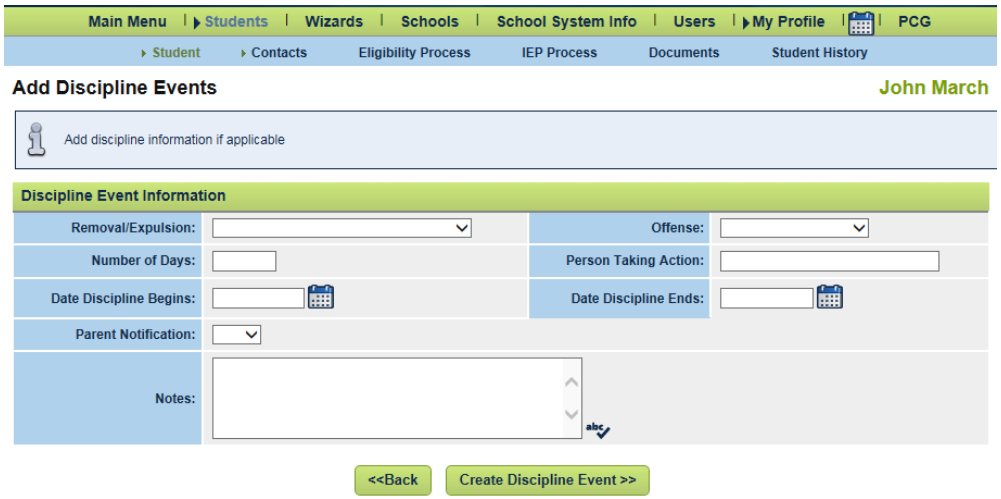
Step 5: Enter "person taking action".

Step 6: Enter "Date Discipline Begins" & "Date Discipline Ends".

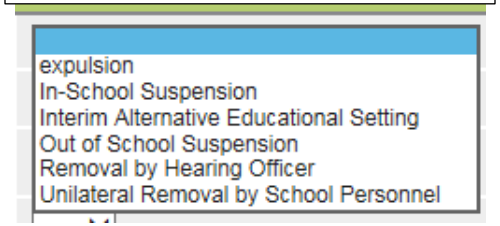
Step 7: Select "Parent Notification" "Yes" or "No"

Step 8: Click "Save & Continue"

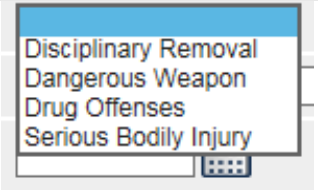




Removal Expulsion dropdown list



Offense dropdown list



Parent Notification dropdown list

STUDENT – DISCIPLINE

Step 9: Select "Yes" or "No" from the drop down to answer the question concerning "…interim alternative education", if applicable enter "name of alternative educational setting", as well as "Interim Alternative Placement" Begin Date & End Date.

Step 10: "If the student was not provided an interim placement, indicate the reason…" by selecting from the drop down list and enter specifics in the text box.

Step 10: Check the boxes regarding "result of discipline…" if applicable.

Step 11: Click "Save and Continue."

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Add Discipline Details — John March

See discipline details below.

Discipline Event Information

Removal/Expulsion:	In-School Suspension	Offense:	Disciplinary Removal
Number of Days:	1.0	Person Taking Action:	Mr. Tom
Date Discipline Begins:	03/01/2015	Date Discipline Ends:	03/01/2015
Parent Notification:	Yes		
Notes:			

Placement Change Information

Did the District provide the interim alternative education?	Yes	If student was offered an interim alternative education, enter the name of the setting:	name of the setting
Interim Alternative Placement Begin Date:	03/01/2015	Interim Alternative Placement End Date:	03/01/2015
If not provided an interim placement, indicate the reason:	Excluded fewer then 10 days Moved/Transferred out of state Refused/ did not respond Other	If other, please specify:	

☐ Check this box if as a result of discipline there was a unilateral change in student placement by a Hearing Officer

☐ Check this box if as a result of discipline there was a unilateral change in student placement by School Personnel

<<Back | Save and Continue >>

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Discipline Events — John March

Enter/review discipline information for the student (if applicable) by clicking on the "Add Discipline Event" button below.
Note: All discipline incidents must be entered into NHSEIS.

View Discipline Incidents for the School Year: 2014

Discipline Incidents

Delete	Removal / Expulsion	Offense	Days	Begin Date	End Date	Details
☐	In-School Suspension	Disciplinary Removal	1.0	03/01/2015	03/01/2015	Details
Total:		1	1			

Save | Add a Discipline Event

STUDENT – FINANCIAL SUMMARY

Case Manager User Types do not have the authority to add Invoices in the Financial Summary.

Administrative users can add invoices by clicking the Add New Invoice for 2014-2015.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Financial Summary — John March

New Mail!

Student: **John March** Student ID: **2068944** SASID: **8887779994** DOB: **04/15/2000** District of Liability:: **Concord**

☐ Lock School Year

Financial Summary for School Year: 2014-2015

Annual Totals

Invoice Total:	0.00
Non-Medicaid Reimbursable Total:	0.00
Disallowed:	0.00
Reimbursements:	0.00
Net 402 Cost:	0.00
Net Cat Aid Cost:	0.00

Invoices

Vendor	Invoice Number	Invoice Date	Amount	Disallowed	
None					View Line Item Changes

Add New Invoice for 2014-2015

Reference: FY 2015 Memo #1 - Catastrophic Aid (CAT AID)

NHSEIS by PCG Education

Welcome, Terry | My Calendar | Message Board | Logout

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

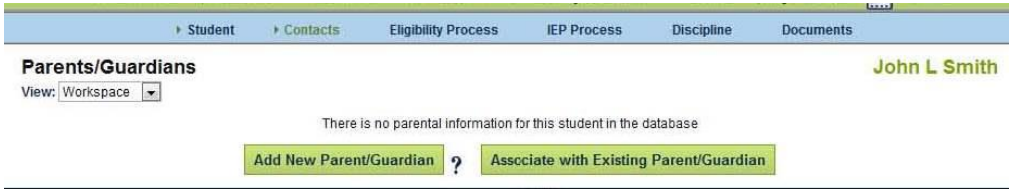
School System | System Info | Reports | Inactive Students | User Types | Assign Teachers | Transfer Student

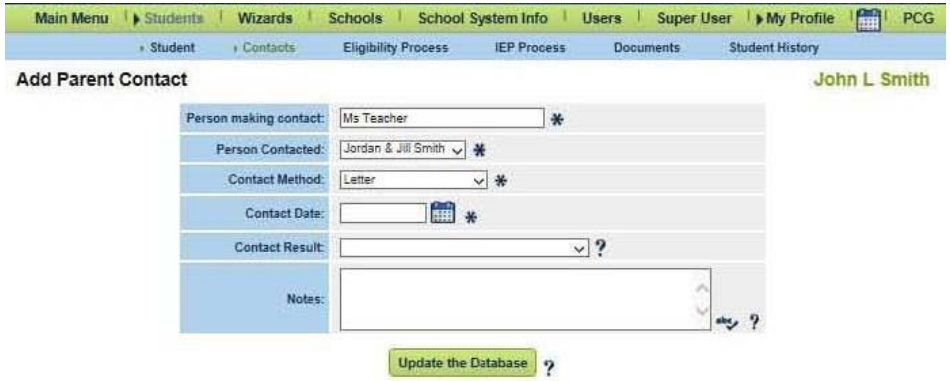
Log Out | Main Menu | Summary | Lists | Inactive Users | User Type Assign | Financial Summary | Assign Schools

Administrators can also access the Financial Summary by clicking "School System Info" and "Financial Summary."

CONTACTS – CONTACT INFO

- Contacts, who are not users in NHSEIS need to be added on this page. Examples include: Parents, Legal Guardian, Regular Ed Teacher, Friend, and Emergency Contact.
- Click "Contacts", "Contact Info."
- Click "Add New Parent/Guardian" to add a contact.





NOTE: At least one contact must be designated as the student's legal guardian and at least one contact type must be included on the IEP Team. Please click on the Details button to complete this information.

CONTACT INFO

- By clicking “Student Lives Here” the address of this contact will populate all addresses on the IEP document.

If parents are entered separately and both have “guardian responsibility” checked, both will appear separately on the IEP, “Parent/Guardian Information” section and on the progress reports. Also, entering parents together and separately will allow the option of both or an individual parent to sign the IEP.

Note: Only the Home Phone and Work Phone will appear on the IEP.

CONTACT INFO
ADD NEW PARENT / GUARDIAN

Contacts who are not users in NHSEIS need to be added on this page. Examples include: Parents, Legal Guardian, Regular Ed Teacher, Friend, and Emergency Contact.

- To edit the parent information Click the "Details" button.

Student | Contacts | Eligibility Process | IEP Process | Discipline | Documents

Parents/Guardians — John L Smith

View: Workspace

Del ?	Pos	New Pos ?	Name *	Relation ?	Home Ph ?	Work Ph ?	Cell Ph ?	?
☐			Jordan & Jill Smith	Both Parents	225-5151			Details

Update the Database ?

Add New Parent/Guardian ? Associate with Existing Parent/Guardian

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Edit Parent/Guardian Information — John L Smith

Full Name:	Jordan & Jill Smith *
Title:	Mr. & Mrs.
Relationship:	Both Parents *
Language:	English ?
Address:	222 Smith Road ?
City, State, Zip Code:	Concord ? NH ? 03301 ?
Home Phone:	225-5151 ?
Home Fax:	?
	☑ Student Lives Here ?
	☑ Guardian Responsibility ?
	☑ Include on IEP Team ?

	Father	Mother
Work Phone:	?	?
Work Fax:	?	?
Cell Phone:	?	?
Other Phone:	?	?
E-Mail:	?	?

Comments: ?

Update the Database ?

CONTACTS/CONTACT LOG

Person Contacted list comes from the people entered in the Contacts/Contact Info

The Contact must be entered in the Contact Info section prior to creating a draft document to appear in the dropdown list.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Contacts

View: Workspace

John March

New Mail!

There are no Parent Contacts for this student yet.

There are no Non Parent Contacts for this student yet.

Add a Contact ?

Add a non Parent Contact ?

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Add Parent Contact

John March

New Mail!

Person making contact:	Terry Hersh *
Person Contacted:	Bill and Mary March *
Contact Method:	Phone Call *
Contact Date:	01/10/2015 *
Contact Result:	Parent contacted - will attend meeting ?
Notes:	

Update the Database ?

Contact Method list

Letter
Phone Call
Fax
Email
In person conversation

Contact Result list

Parent contacted - will attend meeting
Parent contacted - will not attend meeting
Parent could not be reached
No response
Other: Please add notes below.
Meeting reschedules

CONTACTS/CONTACT LOG

Example of correspondence record created in NHSEIS. Previously entered contact correspondence can be viewed via the “Contacts” button, and “Details” button.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Parent Contacts

View: Workspace

John March

New Mail!

Parent Contacts

Del	Contacting Person *	Person Contacted *	Contact Method *	Contact Date *	Contact Result *	Document *	
☐	Terry Hersh	Bill and Mary March	Phone Call	01/10/2015	Parent contacted - will attend meeting	-none yet-	Details

There are no Non Parent Contacts for this student yet.

Update the Database ?

Add a Contact ?

Add a non Parent Contact ?

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

View Contact Details

John March

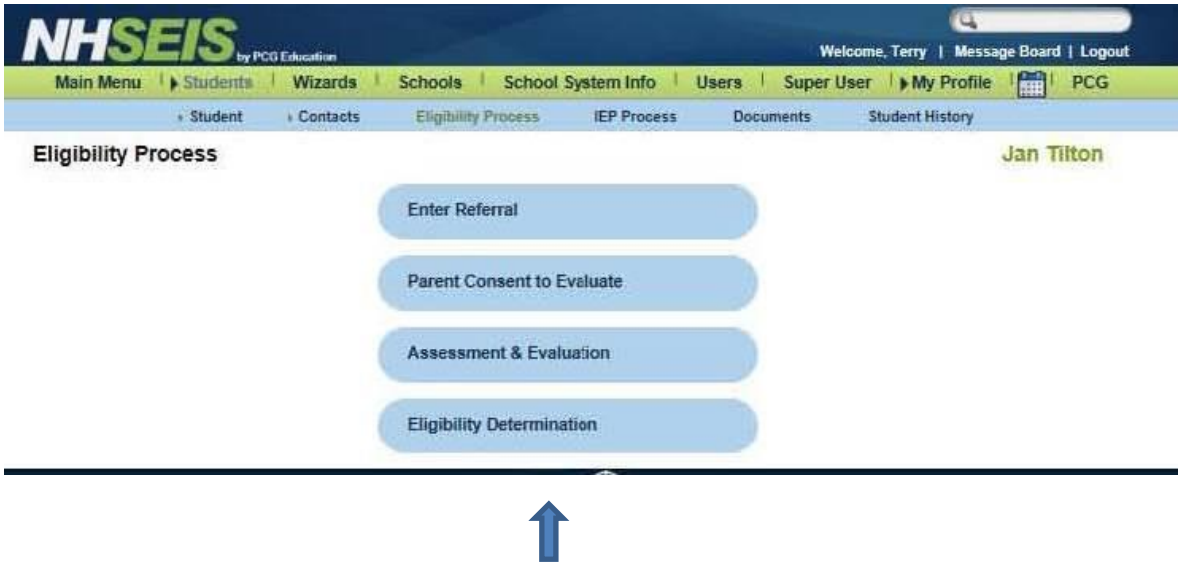
New Mail!

Person making contact:	Terry Hersh
Person contacted:	Bill and Mary March
Contact Method:	Phone Call
Contact Date:	01/10/2015
Contact Result:	Parent contacted - will attend meeting
Document:	-none yet-
Notes:	

Update the Database

ELIGIBILITY PROCESS

- The Eligibility Process is for entering the student's Referral, Parent Consent to Evaluate, Assessments & Evaluations and the Eligibility Determination.
- Eligibility information should be entered for all children with completed evaluation, even if the child is found "not eligible".
- Click on "Assessment Evaluation" to enter or review evaluation information.



- New students in this section will show "none" in the eligibility fields until eligibility determinations have been made.
- Click the "Eligibility Process" button to add the student's most recent eligibility information.

ELIGIBILITY PROCESS

Enter Referral

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Referral — John March

Instructions - Use this page to record the student's *initial* referral to Special Education. This information need only be entered once unless the student exits Special Education and returns later.

Referral Date:		Referral Source:		Confirm Referral	☐

<<Back | Save and Continue >>

Enter the receipt date of the referral in the "Referral Date" box. (Initial referral to include students who are no longer identified but parent/staff has made new referral.)

Enter Referral Source and Click Confirm Referral check box.

Parent Consent to Evaluate

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Parent Consent to Evaluate — John March

Instructions - Use this page to enter information related to the Parent/Guardian granting consent to evaluate the student for Special Education

Current Parent/Guardian Consent to Evaluate Information

Current Parent/Guardian Consent to Evaluate Date:	Not Applicable	Projected Parent/Guardian Consent to Evaluate Date:	Not Applicable

New Parent/Guardian Consent to Evaluate Information

New Parent/Guardian Consent to Evaluate Date:		Consent Granted:	-Select-	Check to confirm:	☐

<<Back | Save | Save and Continue >>

Enter the receipt date of the Parent/Guardian Consent to Evaluate in "Parent Consent to Evaluate Date" box.

Select Consent Granted, "Yes" or "No". Click check box to confirm.

Click Save or Save and Continue.

ELIGIBILITY PROCESS

Assessment & Evaluation

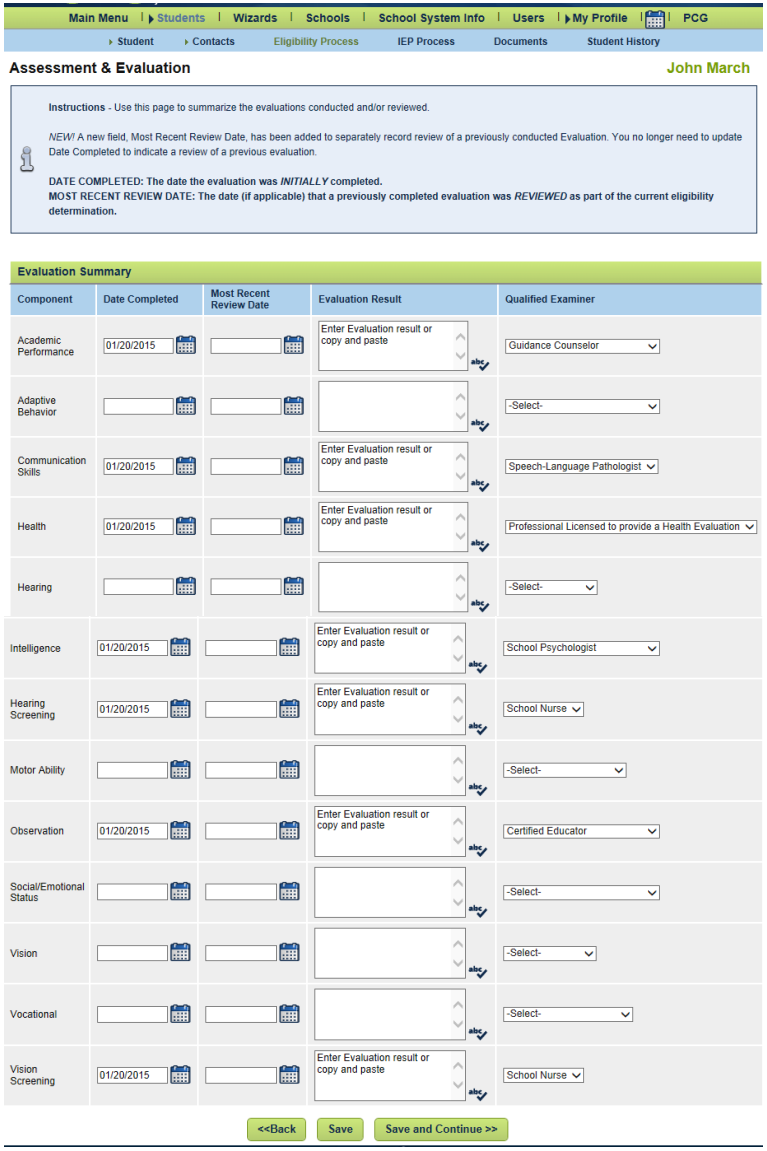
Step 1: Enter the date that the evaluation was completed in the "Date Completed" box. If the evaluator met with the student more than one time, please put in the date of the last meeting in the "Date Completed" box.

Step 2: If reviewing of previous evaluation data please enter the date the team reviewed the evaluation data.

Step 3: If accepting previous evaluation data please identify date of original evaluation data in the "Evaluation Result" text box.

NOTE: To prevent an error message when drafting an IEP – If the Date Completed or Most Recent Review Date are filled in, then you must have text in the "Evaluation result box" and select a "Qualified Examiner."

NOTE: All evaluation assessments used to determine disability must be dated on or after the parent/guardian consent to evaluate date.



ELIGIBILITY PROCESS

Eligibility Determination

Enter eligibility date.

In the “Eligible?” box select “Yes” if student was determined eligible, and select primary disability, and secondary or third if applicable. Please select “No” if student was not determined eligible.

Click create draft eligibility of create proposed eligibility.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Eligibility Determination John March

Instructions - Use this page to create an Eligibility Event for the student. Please remember to create a Final copy of the Eligibility Reporting Form to create a *Proposed* event, then make sure to enter the Parent Response.

View Evaluation Requirements

Current Eligibility Information

Current Eligibility Date:	None	Projected Eligibility Date:	03/11/2015	Current Disability Identifications:	Primary: Secondary: Third:

New Eligibility Information

New Eligibility Date:	01/25/2015	Eligible?	Yes	New Disability Identifications:	Primary: Specific Learning Disability Secondary: -none- Third: -none-

No documents have been generated yet for John March.

<<Back | Create Draft Eligibility | Create Proposed Eligibility

NOTE: Disabilities can only be selected if appropriate assessments have been completed.

ELIGIBILITY PROCESS

Click “View the Eligibility Determination Document” to view the document.

Click “Continue” button.

Click “Create Proposed Eligibility.”

Enter the New Eligibility date.

Select eligible “yes” or “no”.

Select the Disability Identification(s).

Click “Create Proposed Eligibility.”

NOTE: Student non-eligibility will clear the referral date, referral source, parent/guardian consent to evaluate date and the eligibility determination date.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Eligibility Determination John March

Instructions - Use this page to create an Eligibility Event for the student. Please remember to create a Final copy of the Eligibility Reporting Form to create a *Proposed* event, then make sure to enter the Parent Response.

View Evaluation Requirements

Current Eligibility Information

Current Eligibility Date:	None	Projected Eligibility Date:	03/11/2015	Current Disability Identifications:	Primary: Secondary: Third:

New Eligibility Information

New Eligibility Date:	01/25/2015	Eligible?	Yes	New Disability Identifications:	Primary: Specific Learning Disability Secondary: -none- Third: -none-

Doc ID	Date Generated ?	Generated By	Document ?	Status
5382	04/23/2015	Terry L HERSH	Eligibility Determination Document	(Draft)

(1 Document)

<<Back | Create Draft Eligibility | Create Proposed Eligibility

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Download Draft Document John March

Click here to view the Eligibility Determination Document

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

(0.37 secs.)

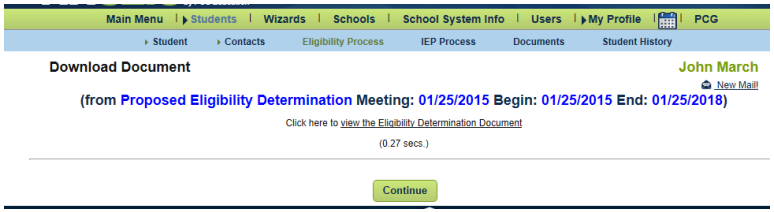
Continue

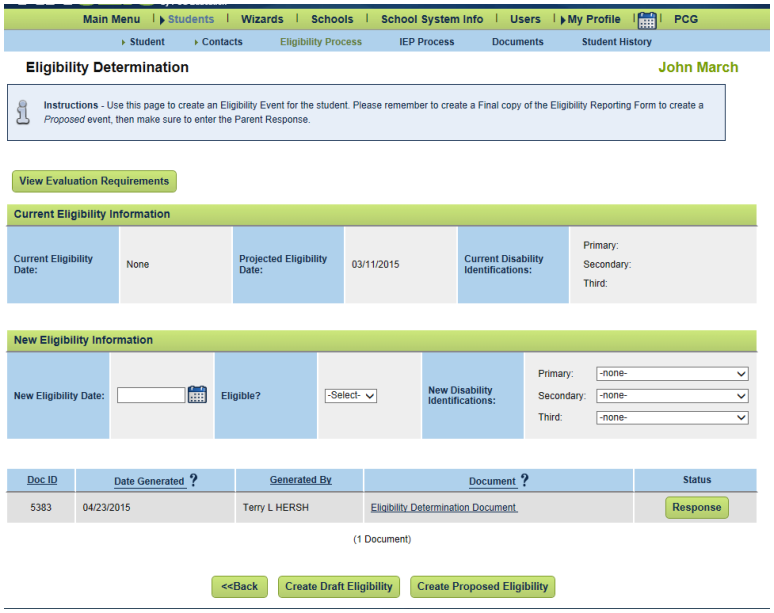
ELIGIBILITY PROCESS

Click “View the Eligibility Determination Document” to view the document.

Click the “Response” button.

NOTE: Eligibility Events must be entered in proper order to ensure accurate date (Referral, Parent Consent to Evaluate, Eligibility Determination and Parent Consent to Eligibility Determination)





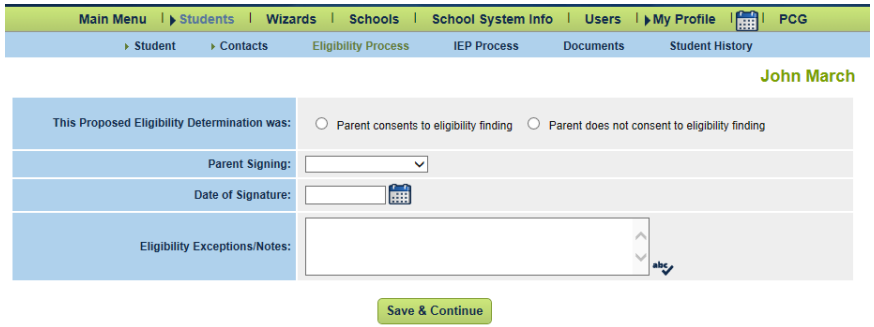
“RSA-186-C:2 I-a. **“Developmentally delayed child”** means a child **at least 3 years of age or older, but less than 10 years of age**, who, because of impairments in development, needs special education or special education and related services, and may be identified as having a developmental delay provided that such a child **meets the criteria established by the State Board of Education.”**

Note: The eligibility determination can be less than 3 years, if the student is DD and reaches age 10 before the usual 3 year eligibility determination end date.

ELIGIBILITY PROCESS

Select Parent consents to eligibility finding or Parent does not consent to eligibility finding. Select Parent Signing and enter Date of Signature.

Save and Continue



The Eligibility Determination Process creates an Internal Eligibility Reporting Document.

Eligibility Reporting Document

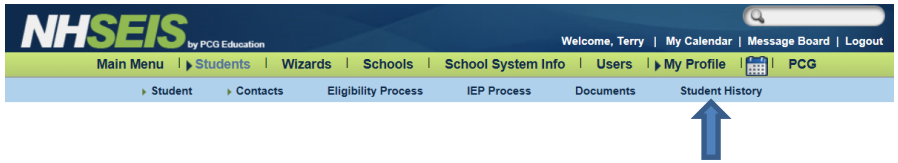
Please Note: This document is intended for INTERNAL purposes only and is used by NHSEIS for reporting purposes. This form need not be printed for any reason.

Student Name: John March
SPED ID: 2068944
SAU: New Hampshire Training Site

Eligibility Type: Eligibility Determination
Determination Date: 01/25/2015
Disability Information:
Primary: Specific Learning Disability
Secondary:
Tertiary:

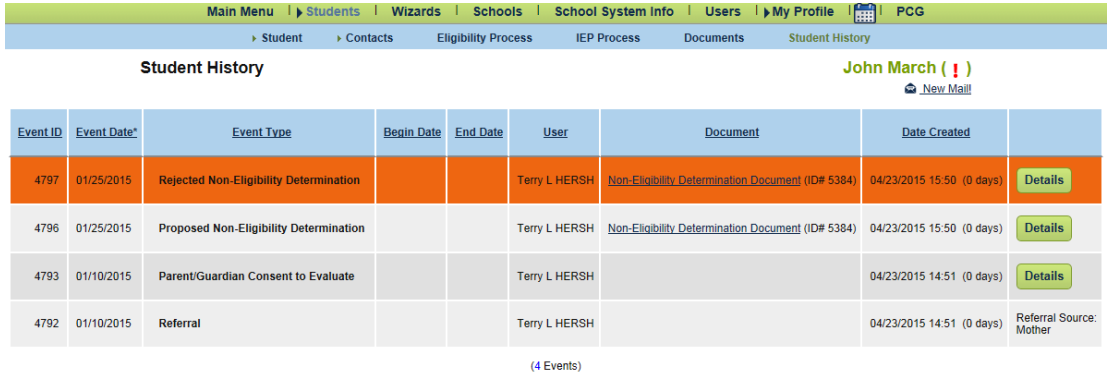
Remember: Please remember to enter the Parent Response to Evaluation information related to this Eligibility Event on the Eligibility Determination page of the process.

IEP PROCESS – STUDENT HISTORY - ELIGIBILITY & NON ELIGIBILITY



In the blue menu bar, click Student History to view the events in the history.

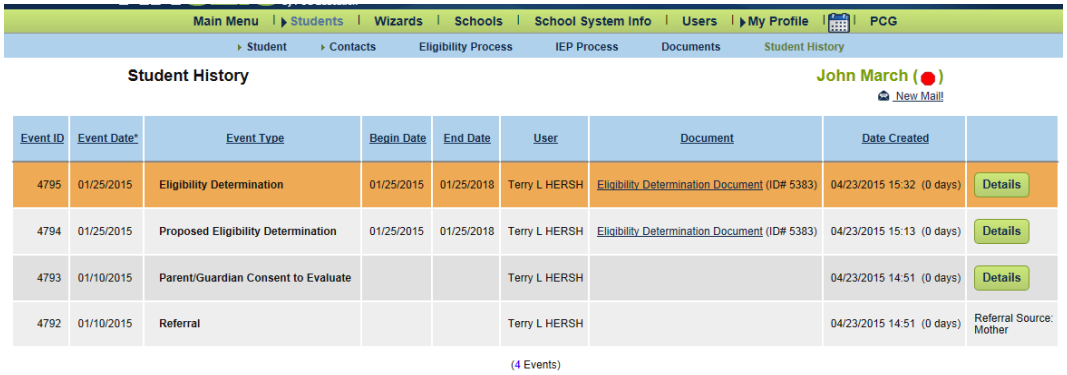
History of a student determined <u>not eligible</u> for Special Education.



Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
4797	01/25/2015	Rejected Non-Eligibility Determination			Terry L HERSH	Non-Eligibility Determination Document (ID# 5384)	04/23/2015 15:50 (0 days)	Details
4796	01/25/2015	Proposed Non-Eligibility Determination			Terry L HERSH	Non-Eligibility Determination Document (ID# 5384)	04/23/2015 15:50 (0 days)	Details
4793	01/10/2015	Parent/Guardian Consent to Evaluate			Terry L HERSH		04/23/2015 14:51 (0 days)	Details
4792	01/10/2015	Referral			Terry L HERSH		04/23/2015 14:51 (0 days)	Referral Source: Mother

(4 Events)

History of a student determined <u>eligible</u> for Special Education.



Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
4795	01/25/2015	Eligibility Determination	01/25/2015	01/25/2018	Terry L HERSH	Eligibility Determination Document (ID# 5383)	04/23/2015 15:32 (0 days)	Details
4794	01/25/2015	Proposed Eligibility Determination	01/25/2015	01/25/2018	Terry L HERSH	Eligibility Determination Document (ID# 5383)	04/23/2015 15:13 (0 days)	Details
4793	01/10/2015	Parent/Guardian Consent to Evaluate			Terry L HERSH		04/23/2015 14:51 (0 days)	Details
4792	01/10/2015	Referral			Terry L HERSH		04/23/2015 14:51 (0 days)	Referral Source: Mother

(4 Events)

IEP PROCESS – IEP TEAM

- The IEP Team section is where the student's IEP Team is identified.
- Select Case Manager from the drop down list. NOTE: All students must have a Case Manager. You will not be able to create a draft IEP if the Case Manager is not identified.
- Click "Select IEP Team" to add IEP Team member names.

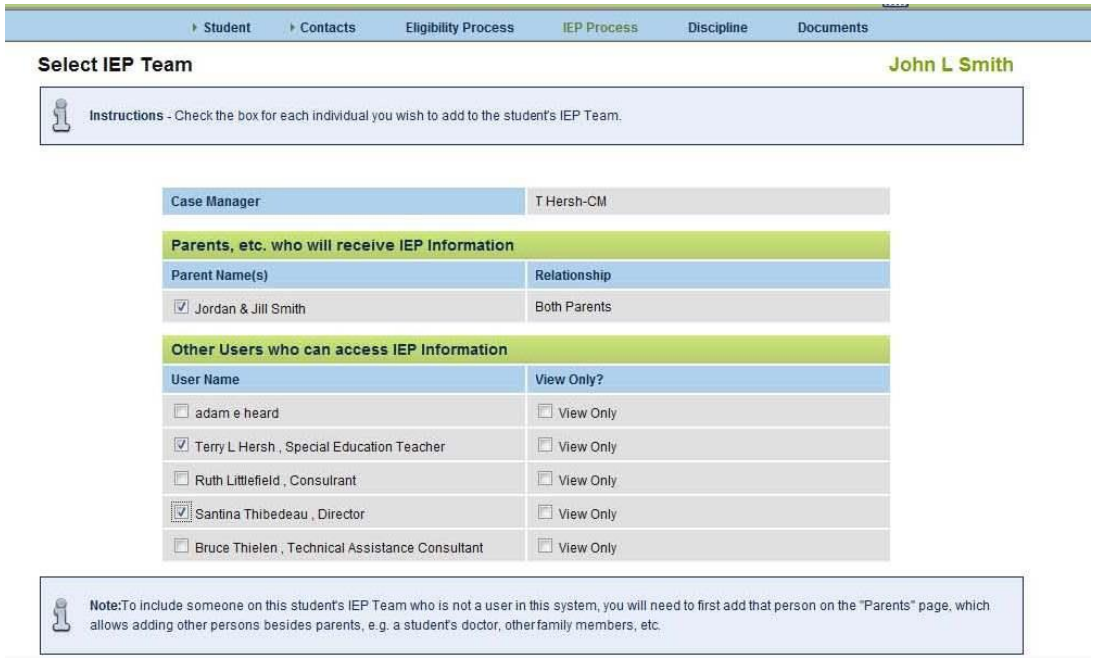
IEP PROCESS – IEP TEAM

- In order to populate into this list, Case Managers and IEP Team members must be users in NHSEIS with authority to access student's school.

Step 1: Click "Select IEP Team" button.

Step 2: Select the check box of anyone you want to add to the IEP Team or Uncheck the check box to remove someone from the IEP Team.

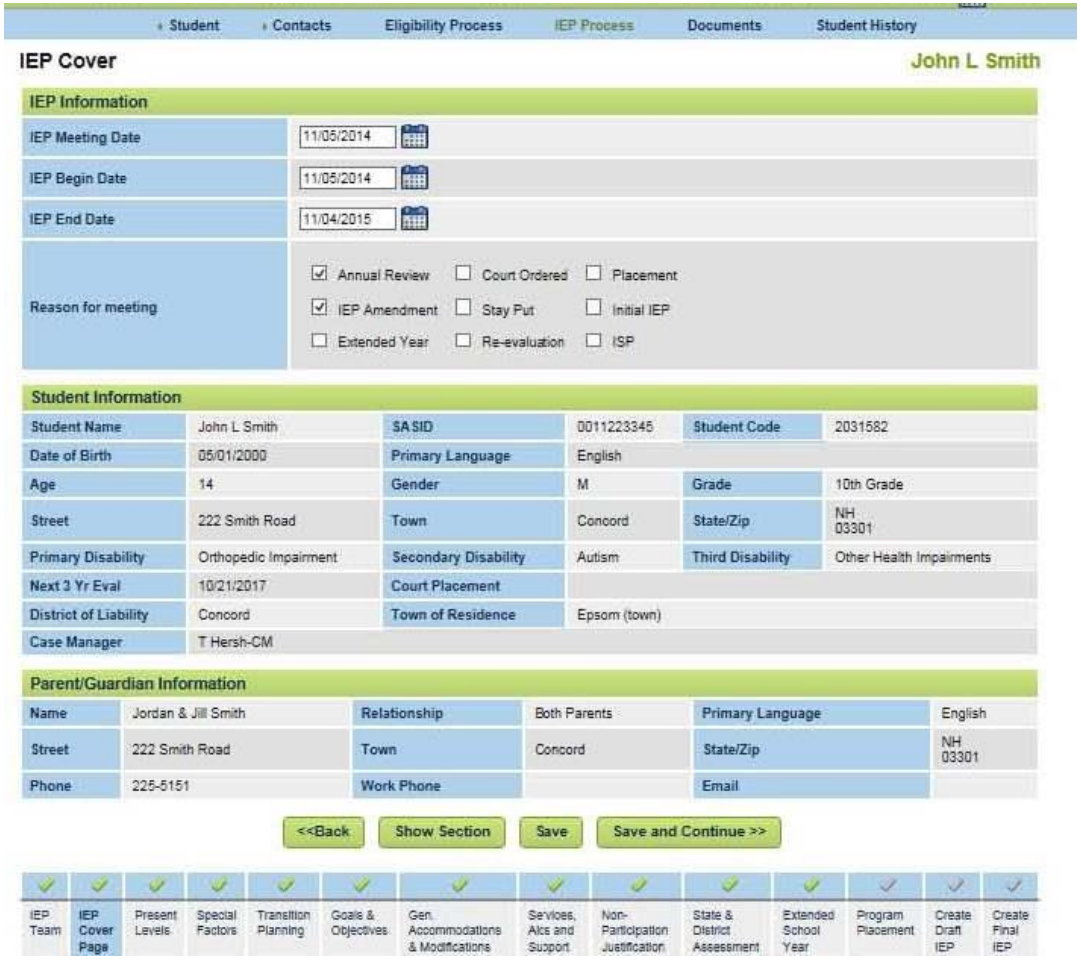
Step 3: Click "Just Save" or "Save and Continue" to update the IEP Team.



Check "View Only" box if this person will have the viewing privileges to the IEP.

Check "View Only" box if this person will have the viewing privileges to the IEP.

IEP PROCESS – IEP COVER PAGE



Step 1: Click "IEP Cover Page"

Step 2: Enter the IEP Meeting Date, IEP Begin Date, IEP End Date, and check the applicable box "Reason for meeting.

NOTE: Click "Show Section" button. The information will appear on the document being created.

IEP PROCESS – IEP COVER PAGE – Show Section

Show section – IEP front page

IEP Cover Page

<<Back | Show Section | Save | Save and Continue >>

IEP Team	IEP Cover Page	Present Levels	Special Factors	Transition Planning	Goals & Objectives	Gen. Accommodations & Modifications	Services, Aids & Support	Non-Participation Justification	State & District Assessment	Extended School Year	Program Placement	Create Draft IEP	Create Proposed IEP

NHTrain001
Lebanon Middle School
3 Moulton Ave
Lebanon, NH 03766

Individualized Education Program

Begin Date:11/05/2014 **End Date:**11/04/2015

[ ] Initial IEP [X] Annual Review [ ] Re-evaluation [X] IEP Amendment [ ] Extended Year
[ ] Stay Put [ ] Court Ordered [ ] Placement [ ] ISP

Student Information

Student Name: John L Smith **SASID ID:**0011223345 **SPED ID:**2031582
Date of Birth:05/01/2000 **Primary Language:**English
Age: 14 **Gender:**M **Grade:**10th Grade
Street: 222 Smith Road **Town:** Concord **State/Zip:**NH 03301
Home Phone:225-5151 **Work Phone:** **Email:**
Primary Disability: Orthopedic Impairment **Secondary Disability:**Autism
Third Disability: Other Health Impairments
Next Date of 3 Year Evaluation:10/21/2017
Court Placement Date:
District of Liability: Concord **Town of Residence:** Epsom (town)
Case Manager: T Hersh-CM **Phone Number:**603 448-1634

Parent/Guardian Information

IEP PROCESS

In the IEP Process, click the Present Levels section, enter the student's present levels of performance.

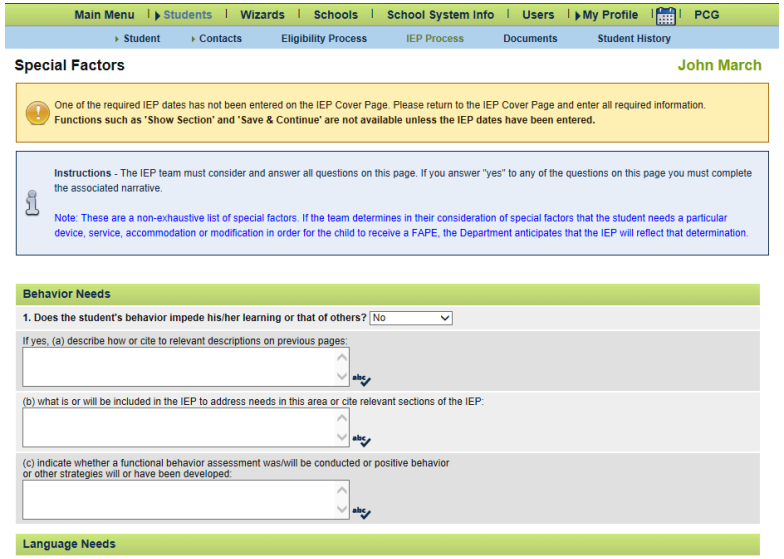
- Enter the student's strengths and needs in the text boxes.
- Click the "Save" button below each text box, when you are done writing in each text box.
- Click the "Save and Continue" button to move to the next section.
- If you spend a lot of time (10-15 minutes) developing the student's narratives on this page, make sure that you save your work by clicking on the "Save" button below each area.

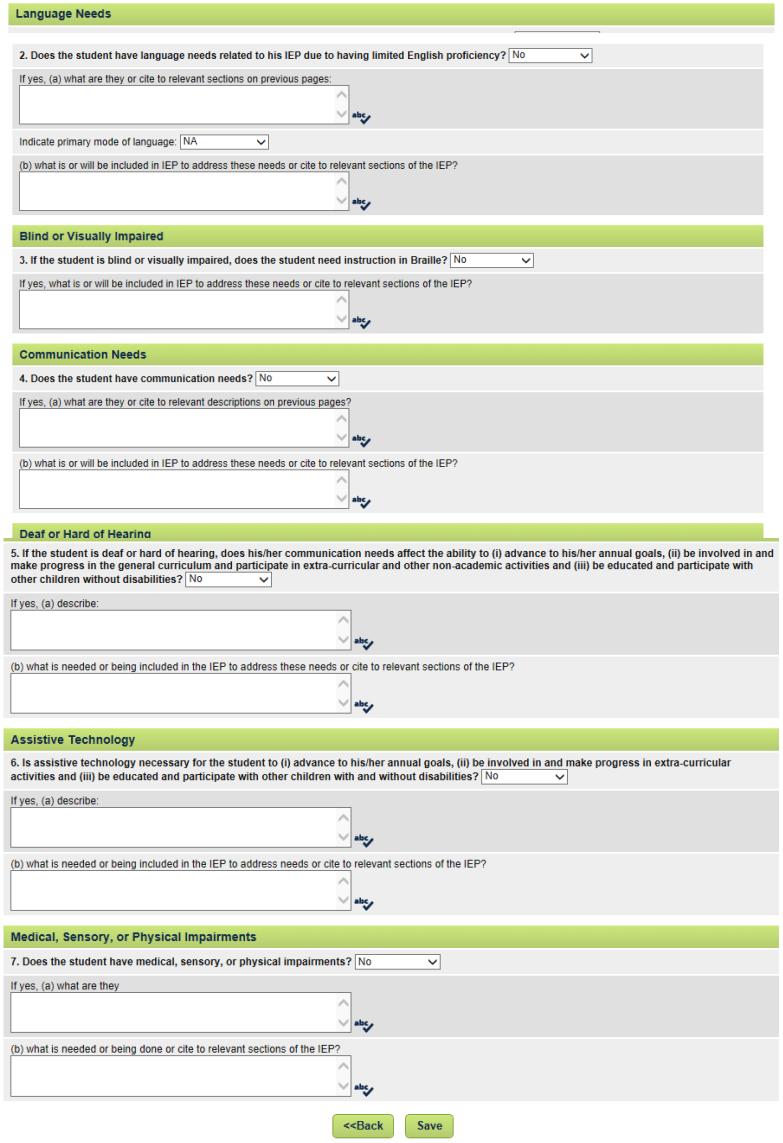
The text boxes expand as needed.

NOTE: There must be text in each box, under present level, in order to draft an IEP.

IEP PROCESS

- Answer the special factor questions on the page. If you answer "yes" to any of the questions on this page, you must complete the associated narrative.





IEP PROCESS

- In the Transition section enter the student's transition, Student Interests, Preferences, Needs & Post-Secondary Goals.
- The transition section will only print if applicable for the student. If the student is younger than 14, the student section is optional.

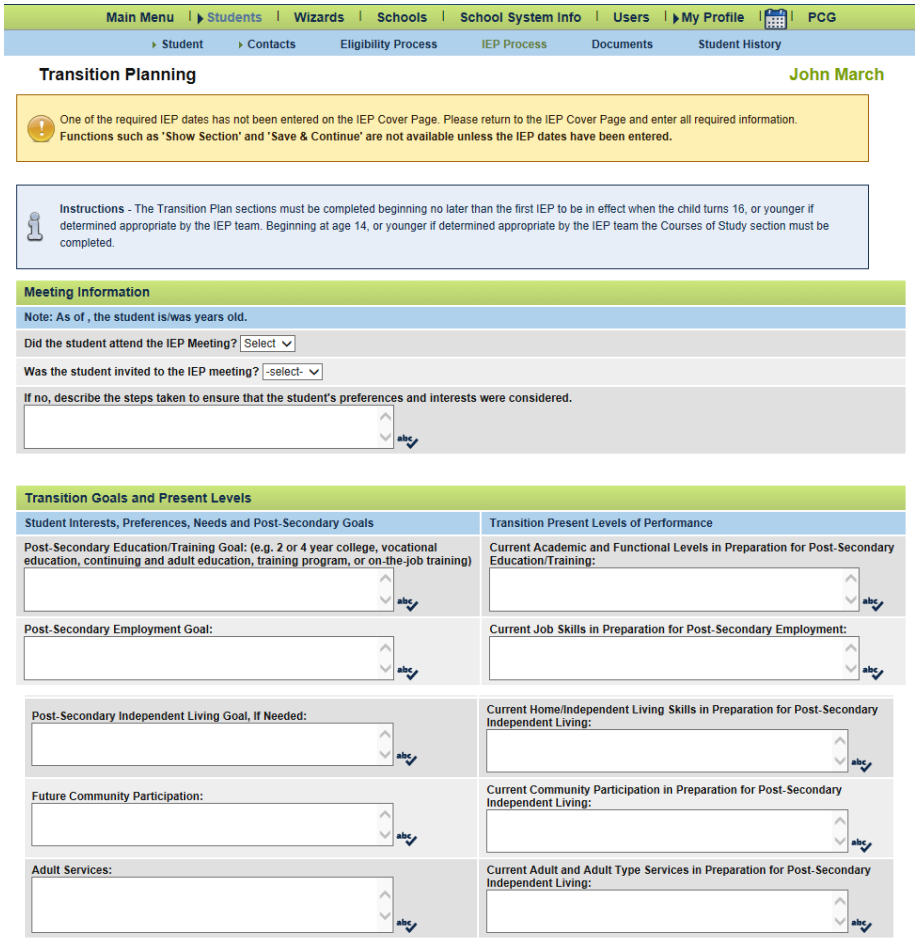
Step 1: Click "Transition Planning" button.

Step 2: Answer if the student attended the IEP meeting via the yes/no drop down list.

Step 3: If the student did not attend the meeting, answer the next question.

Step 4: Enter Transition Goals and Present Levels in the text boxes.

Step 5: Enter the Post Secondary Goals and Educational Training, Future Community Participation and Adult Services in the text boxes.



Step 6: Enter the projected course information in the text boxes. Be sure to enter the credits required for graduation, diploma type and expected graduation date.

Transition Planning

Transition Academic Plan

Projected Courses 8th Grade:

Projected Courses 9th Grade:

Projected Courses 10th Grade:

Projected Courses 11th Grade:

Projected Courses 12th Grade:

Projected Courses Ages 18-21:

Total number of credits required for graduation, number of graduation credits cannot be below state mandate of 20:

Diploma Type:

Expected Graduation Date:

There are currently no transition services for this student.

Add Transition Service

IEP PROCESS

Transition Planning

Add Transition Service

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Add Transition Services John March

Please select transition service below

Custom Transition Services

Del	Transition Service	Transition Area	Person	Agency	Begin Date	End Date
		-none- Instruction Community Experiences Employment Related Services Adult Living and Post School Objectives Daily Living (if appropriate) Functional Vocational Assessment (if appropriate)				
		-none-				

To add more Transition Services than this page allows, simply return to this page after you've added these Transition Services.

<<Back | Save | Save and Continue >>

Step 7: Click "Add Transition Service" button to add custom transition services. Select Transition area from dropdown.

Step 8: Enter the NHVRS Notification.

Step 9: Select the answer to the question on NHVRS and enter the date, NHVRS was notified.

Step 10: Review Transition services and NHVRS Notification information.

Add Transition Service

NHVRS Notification

Did the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation Services (NHVRS) assistance?
Select

Date NHVRS notified:

<<Back | Save

IEP Team	IEP Cover Page	Present Levels	Special Factors	Transition Planning	Goals & Objectives	Gen. Accommodations & Modifications	Services, Aids & Support	Non-Participation Justification	State & District Assessment	Extended School Year	Program Placement	Create Draft IEP	Create Proposed IEP

IEP PROCESS

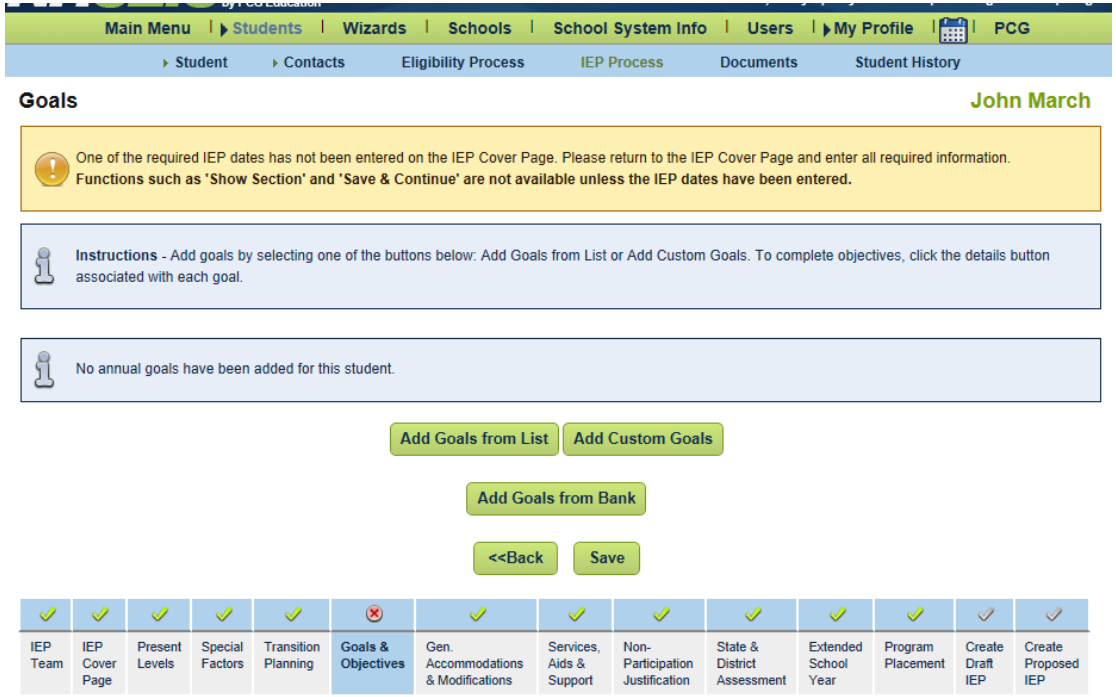
- Click "Goals & Objectives" button.
- All information related to the student's goals and objectives are entered.

To add a goal to the student's IEP you have three options:

1. You can select a goal from a pre-existing list of goals by clicking on the "**Add Goals from List**" button.

2. Or, you can add your own customized goal by clicking on the "**Add Custom Goals**" button.

3. Or, you can add your own goal by clicking on the "**Add Goals from Bank**" button.



Note: NH Rules for the Education of Children with Disabilities

- **Ed 1109.01 (a)(6): "Short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child's annual goals;"**
- **Ed 1109.01 (a)(7): "Short-term objectives or benchmarks for all children who take alternate assessment based on alternate achievement standards;"**

Add Goals from List

Step 1: Select the Annual Goal Category from the drop down menu. The list is specific to the Category selected.

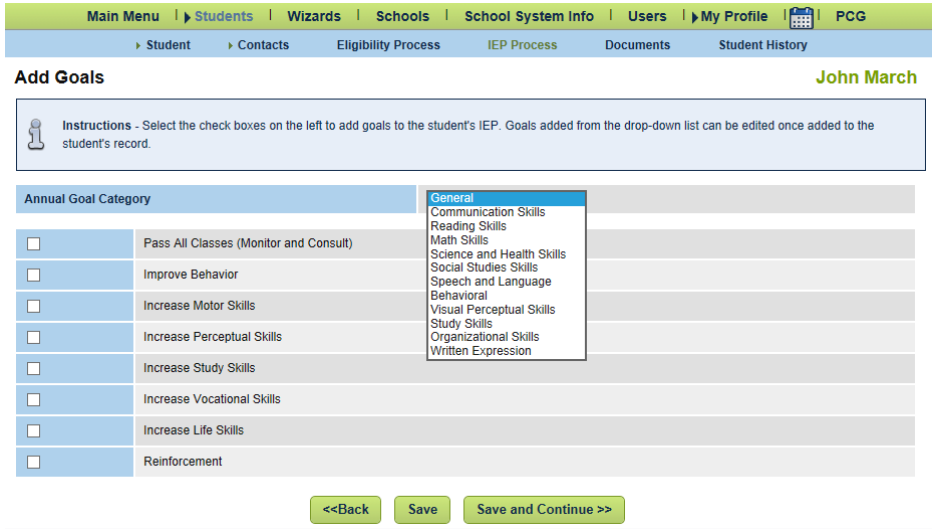
Step 2: Select the goal from by checking the selection box of the goal being added.

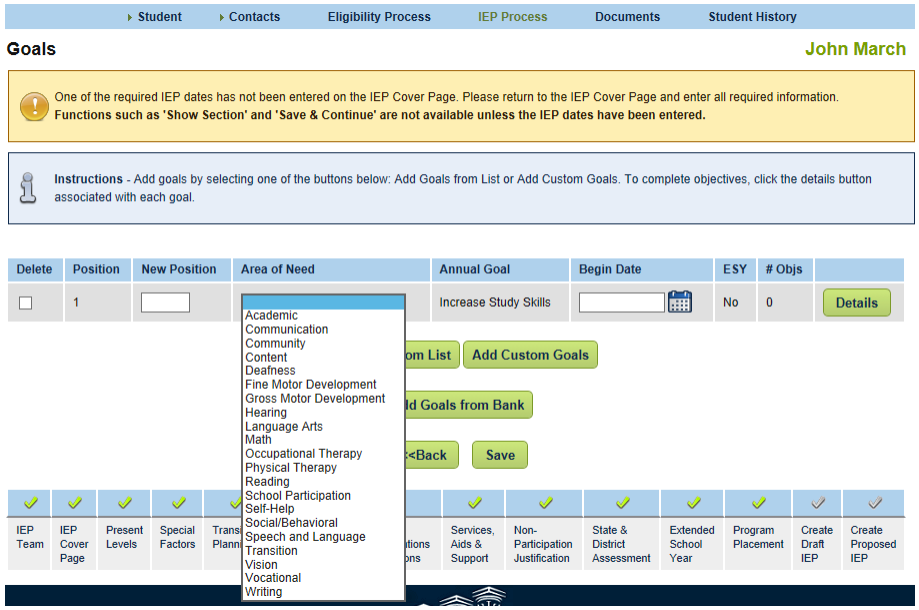
Step 3: Click save or save and continue to add the goal.

Step 4: Indicate the area of need that the goal covers by selecting an item from the drop down list.

Step 5: Enter the Begin Date of the goal.

Step 6: Click Details button.





PROCESS WIZARD

On the "Goal Details" page you can enter the following information relating to the goal:

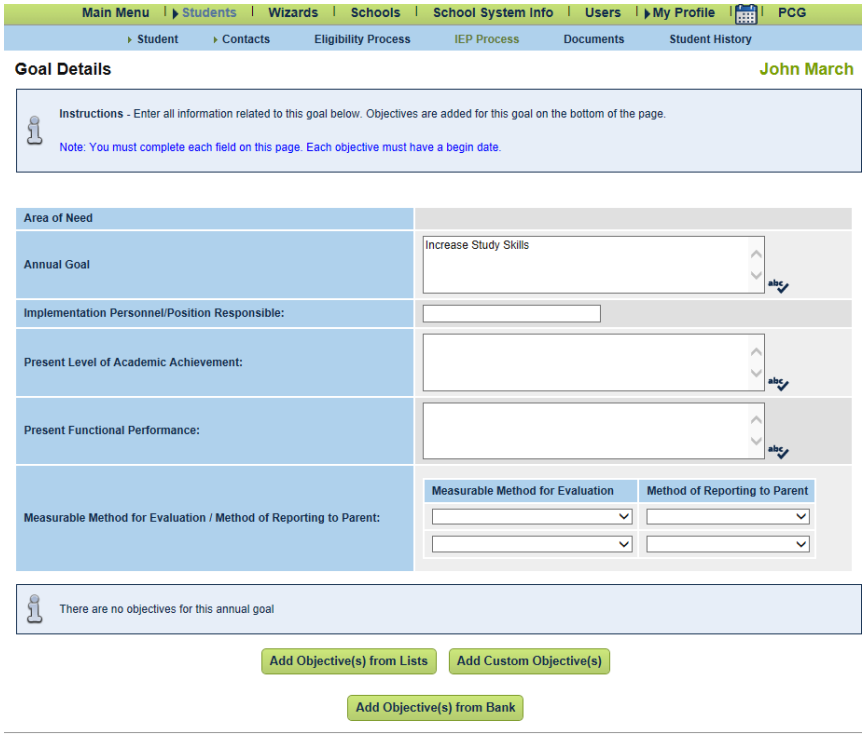
Step 7: --Implementation Personnel/Position Responsible

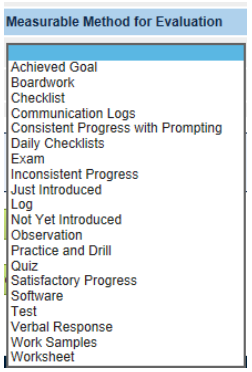
--Present Level of Achievement

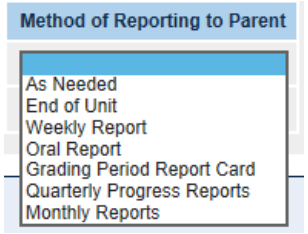
--Present Functional Performance

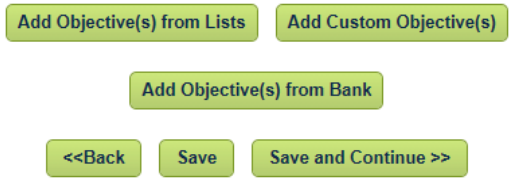
--Measureable Method for Evaluation/Method of Reporting to Parent (only one required)

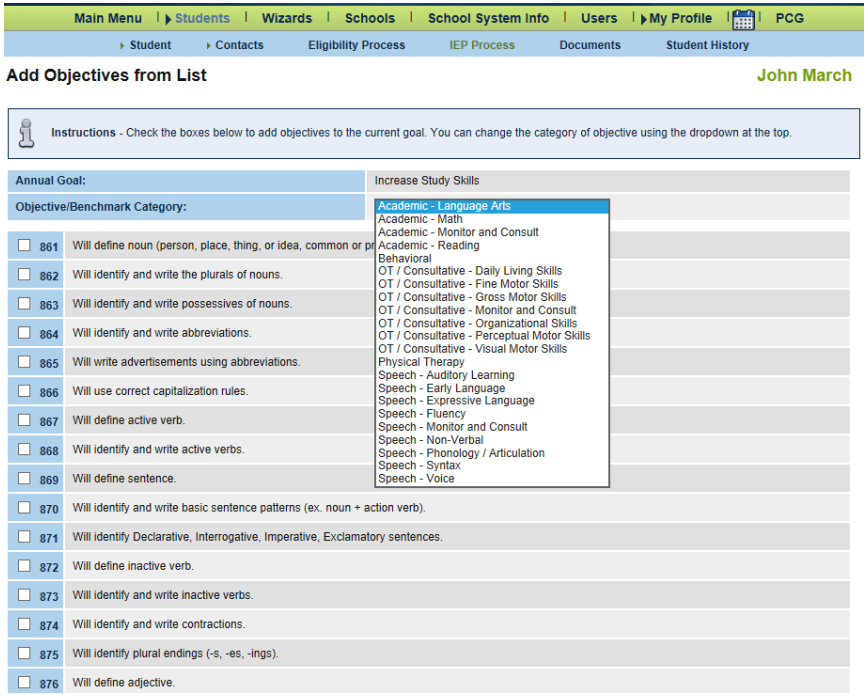
--Objectives are required if applicable, use the "Add Objectives" buttons.











Add Objective(s) from List

Step 8: Click the Add Objectives buttons to add Objectives from a List, Custom or Bank.

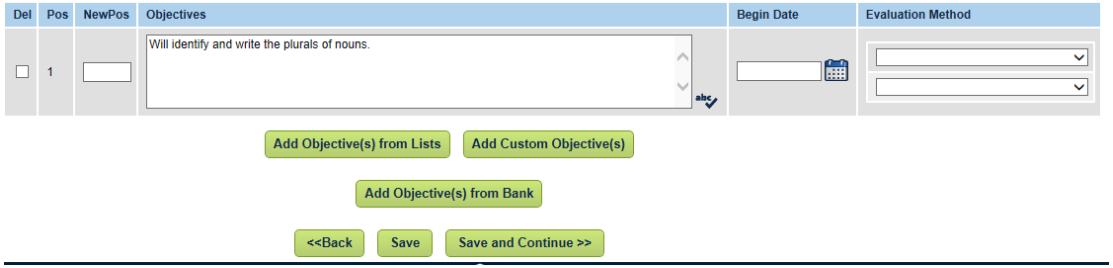
Step 9: Select the Objective(s) from list by checking the selection box of the goal being added.

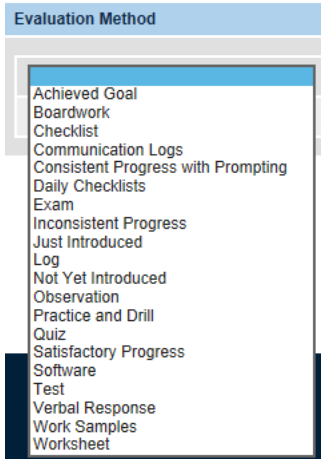
Click save or save and continue.

PROCESS WIZARD – ADDING GOALS & OBJECTIVES

Step 10: Once you have added an objective, you must enter the begin date and select evaluation method.

Click "Save" or "Save and Continue."





IEP PROCESS – ANNUAL GOAL CATEGORY

Annual Goal Category General

- Pass All Classes (Monitor and Consult)
- Improve Behavior
- Increase Motor Skills
- Increase Perceptual Skills
- Increase Study Skills
- Increase Vocational Skills
- Increase Life Skills
- Reinforcement

<< Back | Just Save | Save & Continue >>

Annual Goal Category Communication Skills

- Increase Oral and Written Communication Skills - Grammar
- Increase Oral and Written Communication Skills - English and Written Language
- Increase Oral and Written Communication Skills - Spelling
- Increase Oral and Written Communication Skills - Penmanship
- Increase Oral and Written Communication Skills - Receptive / Expressive Language

<< Back | Just Save | Save & Continue >>

Annual Goal Category Reading Skills

- Increase Reading Skills - Decoding
- Increase Reading Skills - Comprehension
- Increase Reading Skills - Vocabulary

<< Back | Just Save | Save & Continue >>

Annual Goal Category Math Skills

- Increase Math Skills - Sets, Numbers and Numeration
- Increase Math Skills - Measurement
- Increase Math Skills - Fractions and Decimals
- Increase Math Skills - Problem Solving and Application
- Increase Math Skills - Geometry
- Increase Consumer Math Skills

<< Back | Just Save | Save & Continue >>

Annual Goal Category Science and Health Skills

- Increase Science and Health Skills - Earth Science
- Increase Science and Health Skills - Biology
- Increase Science and Health Skills - Physics
- Increase Science and Health Skills - Chemistry
- Increase Science and Health Skills - Health
- Increase Science and Health Skills - General Science

<< Back | Just Save | Save & Continue >>

Annual Goal Category Social Studies Skills

- Increase Social Studies Skills - World History
- Increase Social Studies Skills - World Geography
- Increase Social Studies Skills - American History
- Increase Social Studies Skills - Map Skills
- Increase Social Studies Skills - General History
- Increase Social Studies Skills - Government

<< Back | Just Save | Save & Continue >>

Annual Goal Category Speech and Language

- Articulation: The student will improve effective communication in the classroom by increasing intelligibility for academic and social success.
- Fluency: The student will improve effective communication in the classroom by increasing fluency for academic and social success.
- Language (Receptive and Expressive: The student will improve his/her ability to use and understand language for success in the classroom.
- Language (Receptive: The student will increase his/her receptive language skills for improved communication within the classroom setting.
- Language (Expressive: The student will improve his/her expressive language skills needed for classroom success.
- Pragmatics: The student will improve their pragmatic (social) skills for communication success in the school environment.
- Voice: The student will improve vocal quality for academic and social success.

<< Back | Just Save | Save & Continue >>

Annual Goal Category Behavioral

- Given a small group setting, the student will interact appropriately with a small group both genders.
- Given a class setting, the student will respond appropriately to inappropriate small-group behavior.
- Given the opportunity, student will develop a working relationship with a counselor.

<< Back | Just Save | Save & Continue >>

IEP PROCESS – OBJECTIVE CATEGORY

Add Objectives from List John Marc

Instructions - Check the boxes below to add objectives to the current goal. You can change the category of objective using the dropdown at the top.

Annual Goal:	Increase Study Skills
Objective/Benchmark Category:	Academic - Language Arts

861	Will define noun (person, place, thing, or idea, common or proper, concrete or abstract, collective).
862	Will identify and write the plurals of nouns.
863	Will identify and write possessives of nouns.
864	Will identify and write abbreviations.
865	Will write advertisements using abbreviations.
866	Will use correct capitalization rules.
867	Will define active verb.
868	Will identify and write active verbs.
869	Will define sentence.
870	Will identify and write basic sentence patterns (ex. noun + action verb).
871	Will identify Declarative, Interrogative, Imperative, Exclamatory sentences.
872	Will define inactive verb.

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Add Objectives from List John March

Instructions - Check the boxes below to add objectives to the current goal. You can change the category of objective using the dropdown at the top.

Annual Goal:	
Objective/Benchmark Category:	

534	Will attend LD study hall two times a week during fi
535	Will bring assignments to study hall.
536	Will pass all classes with a "D" or better in the first
537	Will attend LD study hall as deemed necessary acc

<<Back

Academic - Language Arts
Academic - Math
Academic - Monitor and Consult
Academic - Reading
Behavioral
OT / Consultative - Daily Living Skills
OT / Consultative - Fine Motor Skills
OT / Consultative - Gross Motor Skills
OT / Consultative - Monitor and Consult
OT / Consultative - Organizational Skills
OT / Consultative - Perceptual Motor Skills
OT / Consultative - Visual Motor Skills
Physical Therapy
Speech - Auditory Learning
Speech - Early Language
Speech - Expressive Language
Speech - Fluency
Speech - Monitor and Consult
Speech - Non-Verbal
Speech - Phonology / Articulation
Speech - Syntax
Speech - Voice

Add Objectives from List John March

Instructions - Check the boxes below to add objectives to the current goal. You can change the category of objective using the dropdown at the top.

Annual Goal:	Increase Study Skills
Objective/Benchmark Category:	Academic - Math

538	Will identify numerals 0-10.
539	Will demonstrate 1-1 correspondence.
540	Will match the numeral with an equal number of objects (0-10).
541	Will write the numerals 1-10.
542	Will use one to one matching to identify equivalent sets.
543	Will compare sets in ten of more than 20, fewer than 100
544	Will identify numerals 11-16, 20-50, 51-99.
545	Will count numerals 11-19, 20-50, 51-99.
546	Will read numerals 11-19, 20-50, 5 -99.
547	Will write numerals 11-19, 20-50, 51-99.
548	Will order is more than , is less than
549	Will identify place value I's and 10's in an
550	Will use ordinal numbers 1-5.

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Add Objectives from List John March

Instructions - Check the boxes below to add objectives to the current goal. You can change the category of objective using the dropdown at the top.

Annual Goal:	Increase Study Skills
Objective/Benchmark Category:	Speech - Auditory Learning

1	Will focus attention on sound.
2	Will discriminate environmental sounds.
3	Will match sound to source.
4	Will differentiate long vowel sound from short.
5	Will discriminate between voiced and voiceless sounds.
6	Will discriminate sibilant sounds
7	Will comprehend details of a sentence in a conversation.
8	Will recall rhymes, songs, or finger plays.
9	Will recall major events in a story.
10	Will listen to story.
11	Will complete sequencing tasks.
12	Will follow simple oral directions.
13	Will follow multi-step oral directions.
14	Will recall simple detail in a spoken message.

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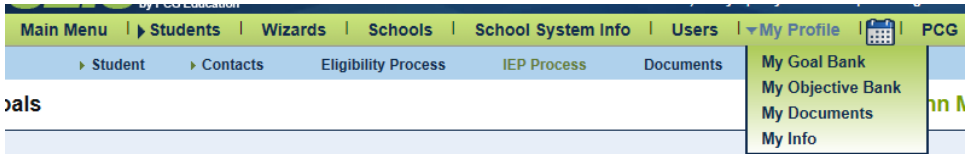
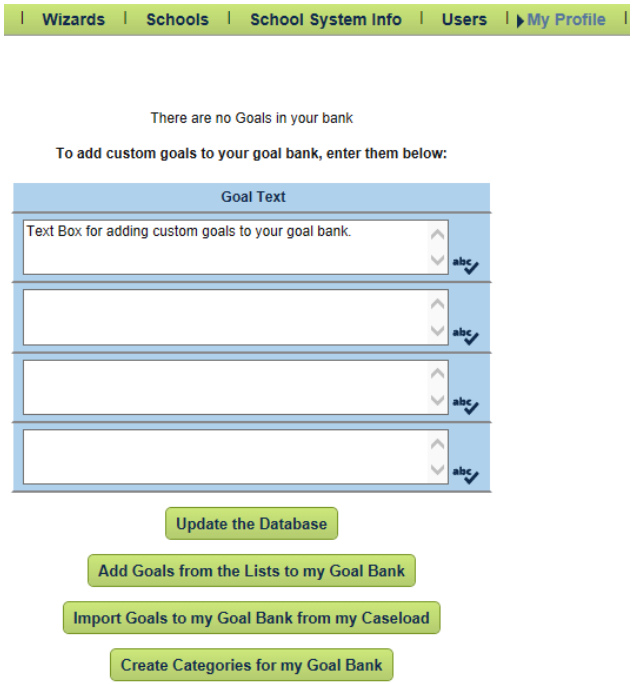
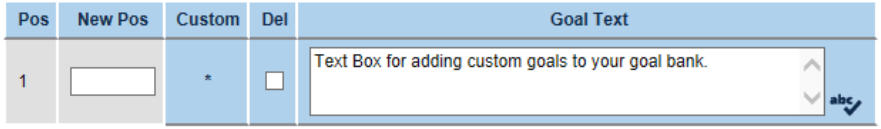
ADDING GOALS to BANK

Step 1: Click "My Goal Bank" to add custom goals to your bank.





Note: Goals can be added to Bank from Goal Lists and Imported from Caseload.



IEP PROCESS

Gen. Accommodations & Modifications

Use the drop down menus to indicate whether each participation area requires accommodations or modifications.

If you select accommodations or modifications needed, the "Add Accommodations/Modifications from List" and "Add Custom Accommodations/Modifications" buttons appear.

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Gen. Accommodations/Modifications John March

One of the required IEP dates has not been entered on the IEP Cover Page. Please return to the IEP Cover Page and enter all required information.
Functions such as 'Show Section' and 'Save & Continue' are not available unless the IEP dates have been entered.

Instructions - For each of the areas below, first select whether accommodations or modification are required. If you select required, buttons will show where you can add accommodations/modifications from the NHSEIS pre-populated list or type in your own custom options. To associate with goals, click the Details button for an accommodation or modification.

Participation Area	Participation Level	Accommodations/Modifications
Academic General Accommodations	Accommodations Needed Add Accommodations/Modifications from List Add Custom Accommodations/Modifications	There are no Academic General Accommodations

Participation Area	Participation Level	Accommodations/Modifications
Non-Academic General Accommodations	No Accommodations Needed	There are no Non-Academic General Accommodations

Participation Area	Participation Level	Accommodations/Modifications
Academic General Modifications	No Modifications Needed	There are no Academic General Modifications

Participation Area	Participation Level	Accommodations/Modifications
Non-Academic General Modifications	No Modifications Needed	There are no Non-Academic General Modifications

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IEP Team	IEP Cover Page	Present Levels	Special Factors	Transition Planning	Goals & Objectives	Gen. Accommodations & Modifications	Services, Aids & Support	Non-Participation Justification	State & District Assessment	Extended School Year	Program Placement	Create Draft IEP	Create Proposed IEP

IEP PROCESS

Gen. Accommodations & Modifications

Add Accommodations/Modifications from List

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Add Accommodations from List John March

Participation Area:	Academic General Accommodations
Category:	Smarter Balanced Assessment Accommodations

- [x] American Sign Language (ASL)(for ELA Listening and math items): Embedded
- [ ] Braille: Embedded
- [ ] Closed captioning (for ELA Listening items): Embedded
- [ ] Text-to-speech (for ELA Reading passages): Embedded
- [ ] Abacus: Embedded
- [ ] Alternate Response Options: Non-Embedded
- [ ] Calculator (for calculator allowed items only): Non-Embedded
- [ ] Multiplication table (for grade 4 and above math items): Non-Embedded
- [ ] Print on demand: Non-Embedded
- [ ] 1. Read aloud (for ELA passages, grades 6-8 and 11): Non-Embedded
- [ ] 2. Read aloud (for ELA passages, blind students in grades 3-8 and 11 who do not have adequate braille skills): Non-Embedded
- [ ] Scribe (see Designates Supports for math and non-writing ELA): Non-Embedded
- [ ] Speech-to-text: Non-Embedded
- [ ] Unique accommodations for individual students (must be approved by State Leads and submitted to Smarter Balanced): Embedded/Non-Embedded
- [ ] Noise Buffers: Non-Embedded

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If applicable, click the "Add Accommodations/Modifications from List", select the Category from the dropdown list, and select the check box to add accommodations/modifications.

Click Save or Save and Continue.

Add Custom Accommodations/Modifications

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Add Custom Accommodations John March

Participation Area:	Academic General Accommodations

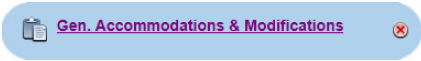
Enter up to 10 new custom Accommodations/Modifications

<<Back | Save | Save and Continue >>

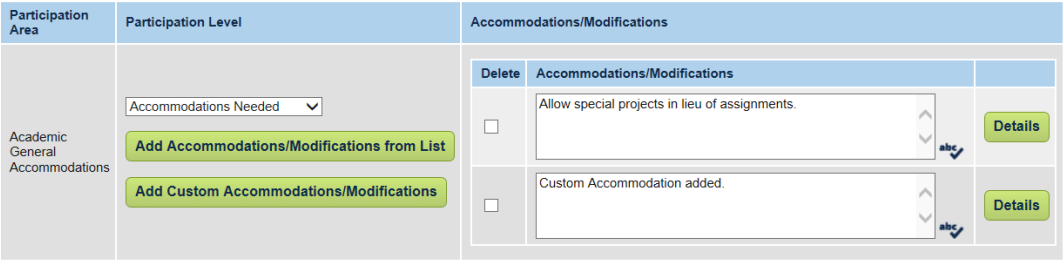
If applicable, click the "Add Custom Accommodations/Modifications" and add the information in the expandable text boxes.

Click Save or Save and Continue.

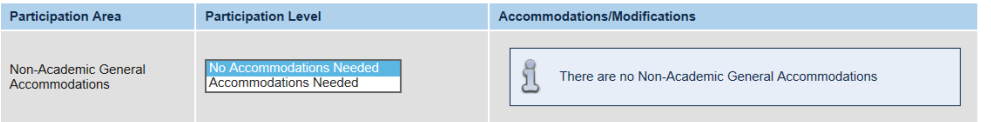
IEP PROCESS



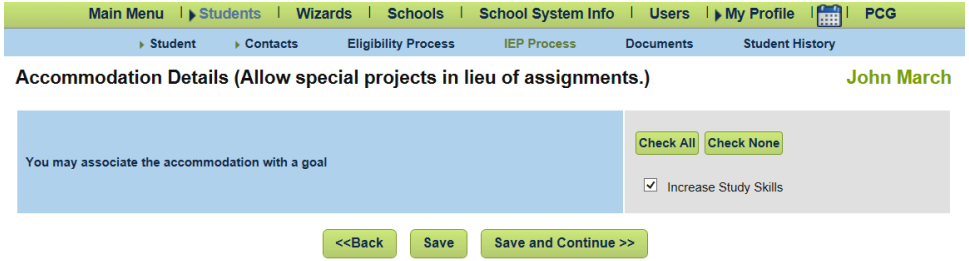
The added Accommodations/Modifications will appear on the screen. Select "Detail" button to add additional information.

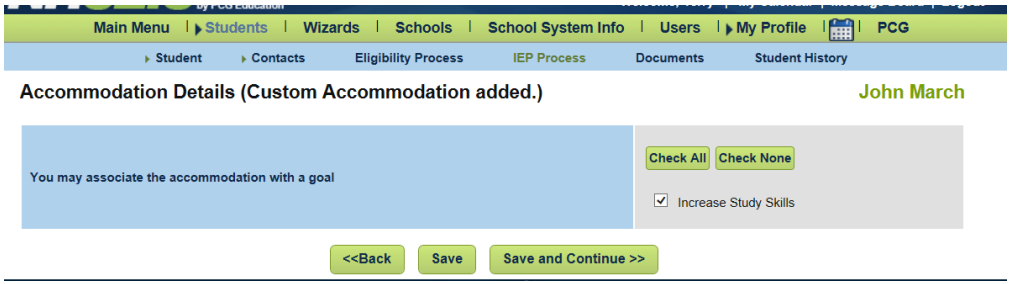


NOTE: To delete an accommodation, click on the "Delete" check box and then click "Just Save"



The details button allows you to associate the accommodation/modification with a goal.





IEP PROCESS

Services, Aids & Support

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Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Services, Aids and Support — John March

Instructions - On this page, you can add services and supports, as well as transportation information, to the IEP.

Notes: If you add a service on this page, you must enter the associated information. You will then need to click on the Details button for the service and complete the fields on that page. Leaving the begin and end dates blank will cause them to default to the begin and end dates of the IEP.

Special Ed Services

There are no Special Ed Services for this student yet

Add Special Ed Services

Related Services

There are no Related Services for this student yet

Add Related Services

Supplementary Aids

There are no Supplementary Aids for this student yet

Add Supplementary Aids

Supports for Personnel

Participation Area	Participation Level	Accommodations/Modifications
Supports for Personnel	Not Applicable	There are no Supports for Personnel

Transportation

Transportation: -none-

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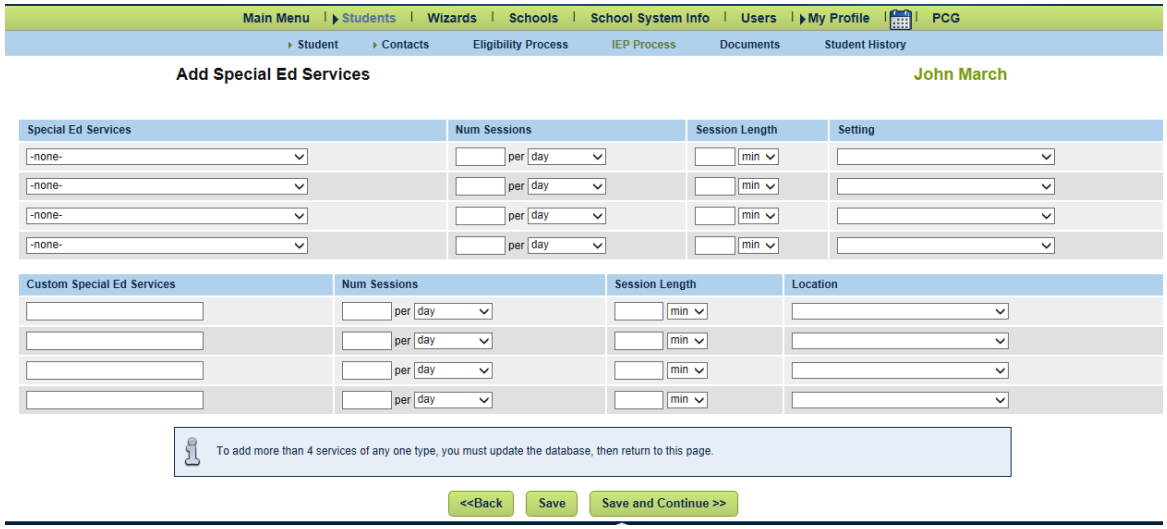
IEP Team	IEP Cover Page	Present Levels	Special Factors	Transition Planning	Goals & Objectives	Gen. Accommodations & Modifications	Services, Aids & Support	Non-Participation Justification	State & District Assessment	Extended School Year	Program Placement	Create Draft IEP	Create Proposed IEP

IEP PROCESS



Add Special Ed Services

From the "Services, Aids and Support" page, simply click on the "Add Special Ed Services" button, if applicable. SPED Service dates must be within the IEP dates.

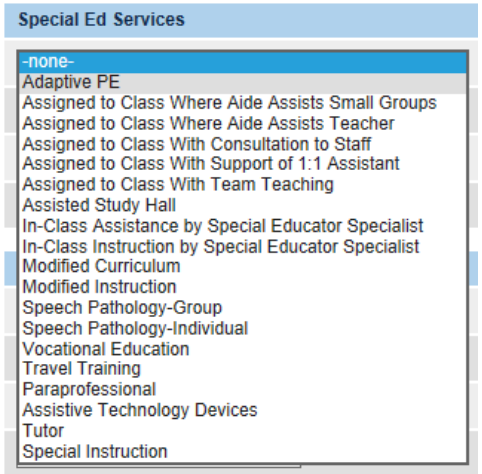
The steps to add a special education service are as follows:

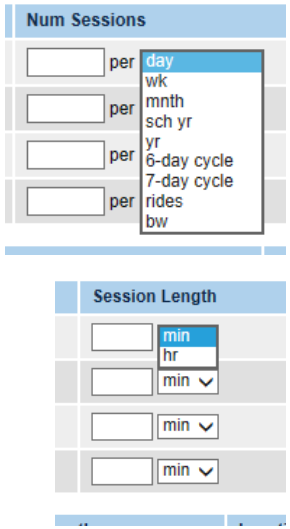
Step 1: From the drop down menu, select the "Special Ed Service" you would like to add

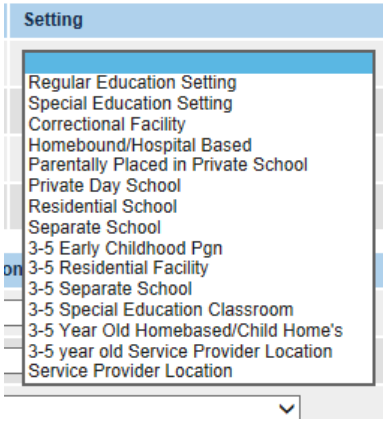
Step 2: Enter the "Number of Sessions" and "Session Length"; 1 unit=1/2 hour i.e. 2 units for 30 min=1 hour (number of sessions for children ages 3-5 is per week)

Step 3: From the drop down menu, select the "Setting" of the service

Step 4: Click "Save and Continue"







IEP PROCESS

Once you have added a Special Education service, enter the "Start and End Dates" for the service. Leave dates blank to default to the IEP dates.

Click on the "Details" button to enter additional information related to the service, such as service coordinator title, service provider title and associate goals.

Services, Aids & Support

Add Special Ed Services

Special Ed Services

Delete	Special Ed Service	# Sessions	Session Length	Setting	Medically Necessary	Dates Start/End	# Goals	
☐	Speech Pathology-Individual	1 per wk	30 min	Regular Education Setting	☐		0	Details
☐	Custom Special Ed Service	1 per day	30 min	Special Education Setting	☐		0	Details

Add Special Ed Services

NOTE: For Children age 3 through 5 "The setting selected from the NHSEIS drop down list should begin with "3-5".

FY' 13 Memo #9 provides more information. Go to www.nhssect.org for the training module.

FY' 13 Memo #22 provides more information. Service Provider location should only be used for children with IEPs ages 3-5.

NOTE: The column "Medically Necessary" is a feature of the system. The NHDOE does not use this feature.

NOTE: Both Special Education Services from a drop down list and Custom Special Ed Services can be added to the IEP.

IEP PROCESS

Services, Aids & Support

Add Special Ed Services

Select the Service Coordinator Title, Service Provider Title and Associated Goals.

"Save" or "Save and Continue"

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Services, Aids and Supports John March

Instructions - Please review and complete the information below for the service selected.

Service Name	Speech Pathology-Individual
Service Coordinator Title	Speech Language Pathologist
Service Provider Title	Speech - Language Assistant
*Dates Service Provided:	*Begin: 01/26/2015 *End: 06/15/2015
*Setting:	Regular Education Setting

Associated Goals

Check All Check None

☑ Increase Study Skills

<<Back Save Save and Continue >>

IEP PROCESS

Services, Aids & Support

Add Special Ed Services

Service Coordinator Title

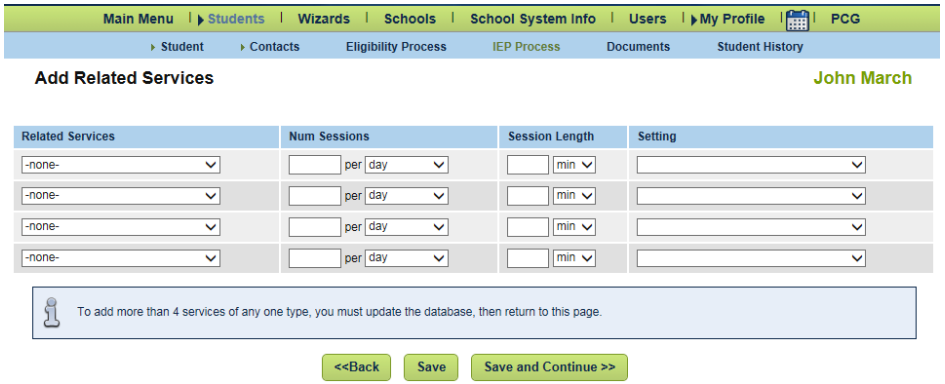
- select -
Counselor
General Ed Teacher
Occupational Therapist
OT/PT
Physical Therapist
Parent
School Nurse
Social Worker
Special Ed Teacher
Speech Language Pathologist
School Psychologist
Paraeducator
Psychologist
Transporter
Teacher for the Visually Impaired
Teacher for the Deaf
Teacher for the Hearing Impaired
Nurse LPN
Nurse RN
Recreational Therapist
Reading and Writing Specialist
Speech - Language Assistant
Behavior Consultant
Job Coach
COTA
Educational Interpreter
Speech-Language Specialist
Aide
Assistive Technology Professional
Audiologist
Physical Therapist Assistant
Certified Orientation and Mobility Specialist (COMS)

Service Provider Title

Speech Language Pathologist
Counselor
General Ed Teacher
Occupational Therapist
OT/PT
Physical Therapist
Parent
School Nurse
Social Worker
Special Ed Teacher
Speech Language Pathologist
School Psychologist
Paraeducator
Psychologist
Transporter
Teacher for the Visually Impaired
Teacher for the Deaf
Teacher for the Hearing Impaired
Nurse LPN
Nurse RN
Recreational Therapist
Reading and Writing Specialist
Speech - Language Assistant
Behavior Consultant
Job Coach
Speech-Language Specialist
COTA
Educational Interpreter
Aide
Bus Monitor
Assistive Technology Professional
Audiologist
Physical Therapist Assistant
Certified Orientation and Mobility Specialist (COMS)

IEP PROCESS

From the "Services, Aids and Support" page, simply click on the "Add Related Service" button, if applicable. Related Service dates must be within the IEP dates.



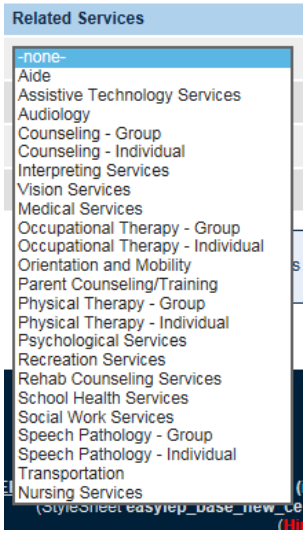
The steps to add a related service are as follows:

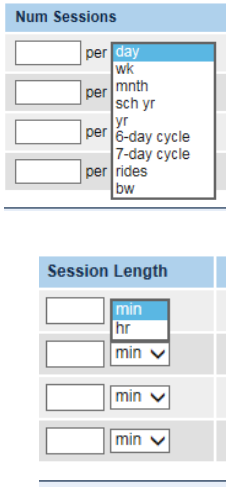
Step 1: From the drop down menu, select the "Related Service" you would like to add

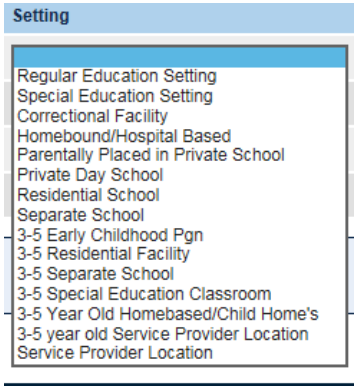
Step 2: Enter the "Number of Sessions" and "Session Length"; 1 unit=1/2 hour i.e. 2 units for 30 min=1 hour (number of sessions for children ages 3-5 is per week)

Step 3: From the drop down menu, select the "Setting" of the service

Step 4: Click "Save and Continue"







IEP PROCESS

Services, Aids & Support

Add Related Services

Related Services

Delete	Related Service	# Sessions	Session Length	Setting	Medically Necessary	Dates Start/End	# Goals	
☐	Aide	1 per day	3 hr	Regular Education Setting	☐		0	Details

Add Related Services

Once you have added a Related Service, enter the "Start and End Dates" for the service. Leave dates blank to default to the IEP dates.

Click on the "Details" button to enter additional information related to the service, such as service coordinator title, service provider title and associate goals.

NOTE: For Children age 3 through 5 "The setting selected from the NHSEIS drop down list should begin with "3-5".

FY' 13 Memo #9 provides more information. Go to www.nhssect.org for the training module.

FY' 13 Memo #22 provides more information. Service Provider location should only be used for children with IEPs ages 3-5.

NOTE: The column "Medically Necessary" is a feature of the system. The NHDOE does not use this feature.

IEP PROCESS

Services, Aids & Support

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Services, Aids and Supports — John March

Instructions - Please review and complete the information below for the service selected.

Service Name	Aide
Service Coordinator Title	Aide
Service Provider Title	Aide
*Dates Service Provided:	*Begin: 01/26/2015 *End: 06/15/2015
*Setting:	Regular Education Setting

Associated Goals

Check All | Check None

☑ Increase Study Skills

<<Back | Save | Save and Continue >>

Add Related Services

Select the Service Coordinator Title, Provider Title and Associated Goals.

"Save" or "Save and Continue."

IEP PROCESS

Services, Aids & Support

Add Related Services

Service Coordinator Title

- select -
Counselor
General Ed Teacher
Occupational Therapist
OT/PT
Physical Therapist
Parent
School Nurse
Social Worker
Special Ed Teacher
Speech Language Pathologist
School Psychologist
Paraeducator
Psychologist
Transporter
Teacher for the Visually Impaired
Teacher for the Deaf
Teacher for the Hearing Impaired
Nurse LPN
Nurse RN
Recreational Therapist
Reading and Writing Specialist
Speech - Language Assistant
Behavior Consultant
Job Coach
COTA
Educational Interpreter
Speech-Language Specialist
Aide
Assistive Technology Professional
Audiologist
Physical Therapist Assistant
Certified Orientation and Mobility Specialist (COMS)

Service Provider Title

Counselor
General Ed Teacher
Occupational Therapist
OT/PT
Physical Therapist
Parent
School Nurse
Social Worker
Special Ed Teacher
Speech Language Pathologist
School Psychologist
Paraeducator
Psychologist
Transporter
Teacher for the Visually Impaired
Teacher for the Deaf
Teacher for the Hearing Impaired
Nurse LPN
Nurse RN
Recreational Therapist
Reading and Writing Specialist
Speech - Language Assistant
Behavior Consultant
Job Coach
Speech-Language Specialist
COTA
Educational Interpreter
Aide
Bus Monitor
Assistive Technology Professional
Audiologist
Physical Therapist Assistant
Certified Orientation and Mobility Specialist (COMS)

IEP PROCESS

Services, Aids & Support

Add Supplementary Aids

Step 1: First, click on the "Add Supplementary Aids" button, if applicable.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Add Supplementary Aids John March

Supplementary Aids	Setting
-none-	
-none-	
-none-	
-none-	

Custom Supplementary Aids	Location

To add more than 4 services of any one type, you must update the database, then return to this page.

<<Back | Save | Save and Continue >>

Step 2: Select the Supplementary Aids from the drop down list.

Step 3: Select the Setting of the Supplementary Aids from the drop down menu.

Click "Save" or "Save and Continue."

NOTE: On this page, you will also have the option to add a "custom supplementary aid."

Supplementary Aids

-none-
Assistive Technology Device
Calculator
Prosthetic/Orthotic Device
Wheelchair

-none-

Setting

Regular Education Setting
Special Education Setting
Correctional Facility
Homebound/Hospital Based
Parentally Placed in Private School
Private Day School
Residential School
Separate School
3-5 Early Childhood Pgn
3-5 Residential Facility
3-5 Separate School
3-5 Special Education Classroom
3-5 Year Old Homebased/Child Home's
3-5 year old Service Provider Location
Service Provider Location

IEP PROCESS

Services, Aids & Support

Add Supplementary Aids

Supplementary Aids

Delete	Supplemental Aid / Service	Setting	Medically Necessary	Dates Start/End	# Goals	
☐	Assistive Technology Device	Regular Education Setting	☐		0	Details

Add Supplementary Aids

Step 4: Enter the Start and End Date.

Step 4: Click the "Details" button, and select the Service Coordinator Title and Service Provider Title from the drop down list.

Step 5: Select Associated Goals.

Step 6: **"**Save & Continue."

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Services, Aids and Supports John March

Instructions - Please review and complete the information below for the service selected.

Service Name	Assistive Technology Device
Service Coordinator Title	General Ed Teacher
Service Provider Title	General Ed Teacher
*Dates Service Provided:	*Begin: 01/26/2015 *End: 06/15/2015
*Setting:	Regular Education Setting

Associated Goals

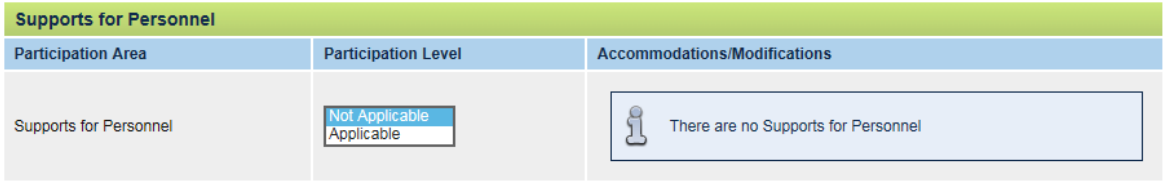
Check All Check None

☑ Increase Study Skills

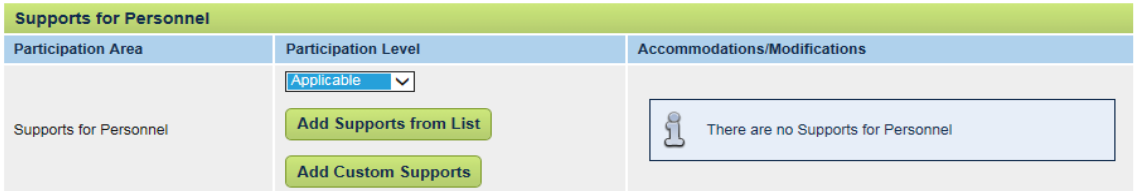
<<Back Save Save and Continue >>

IEP PROCESS

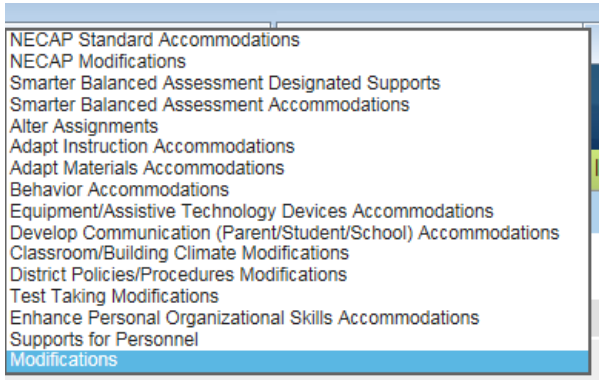
From The drop down menu, indicate if Support for School Personnel is “Not Applicable” or “Applicable.”

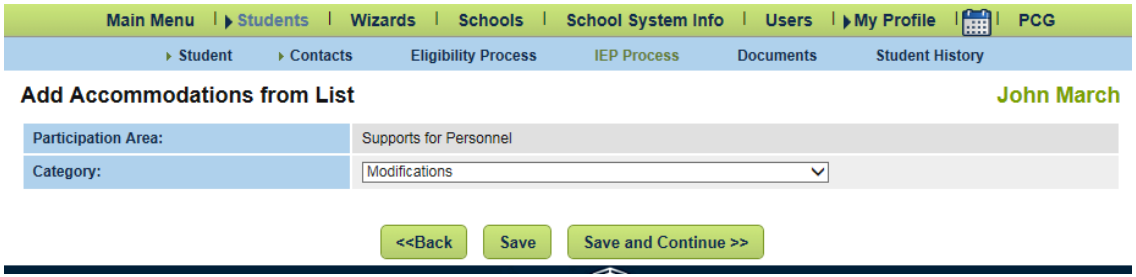


If Supports for Personnel are “Applicable” two options appear “Add Supports from List” and “Add Custom Supports”.



Select from List of Categories





IEP PROCESS

Services, Aids & Support

Select check box of Accommodations or Modifications you want to add for Supports for Personnel.

Click “Save” or “Save and Continue”

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Add Accommodations from List — John March

Participation Area:	Supports for Personnel
Category:	Smarter Balanced Assessment Accommodations

- [x] American Sign Language (ASL)(for ELA Listening and math items): Embedded
- [ ] Braille: Embedded
- [ ] Closed captioning (for ELA Listening items): Embedded
- [ ] Text-to-speech (for ELA Reading passages): Embedded
- [ ] Abacus: Embedded
- [ ] Alternate Response Options: Non-Embedded

Click “Details” button to associate Accommodation or Modification with a goal.

Supports for Personnel

Participation Area	Participation Level	Accommodations/Modifications
Supports for Personnel	Applicable; Add Supports from List; Add Custom Supports	Delete / Accommodations/Modifications: [ ] American Sign Language (ASL)(for ELA Listening and math items): Embedded — Details

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Accommodation Details (American Sign Language (ASL)(for ELA Listening and math items): Embedded) — John March

You may associate the accommodation with a goal

Check All | Check None

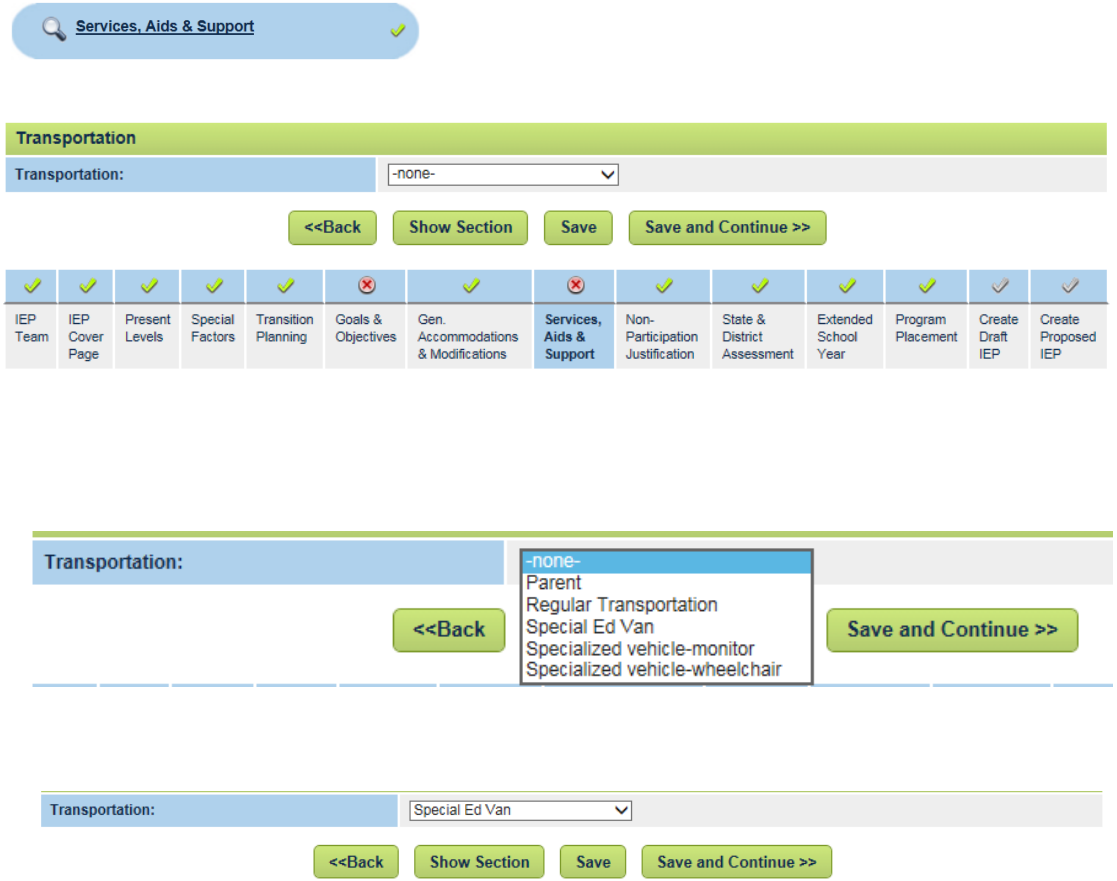
- [x] Increase Study Skills

<<Back | Save | Save and Continue >>

IEP PROCESS

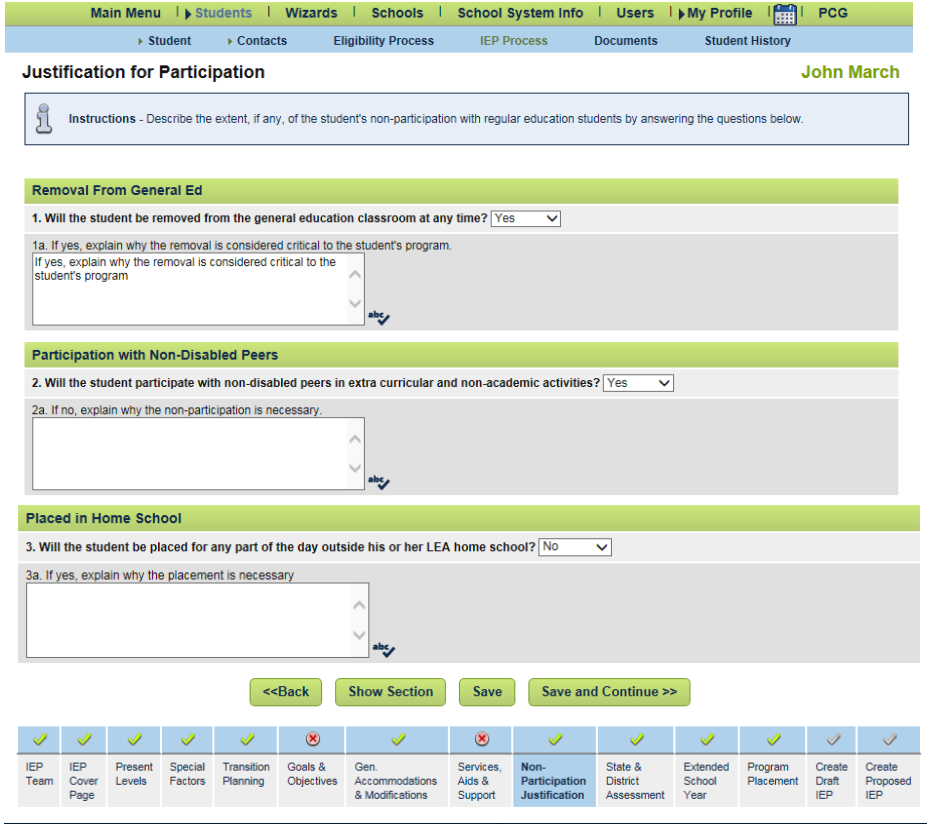
If applicable, select the student's need for specialized transportation.

Add as a Related Service as well.

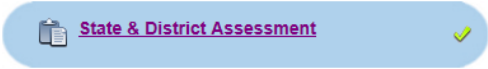


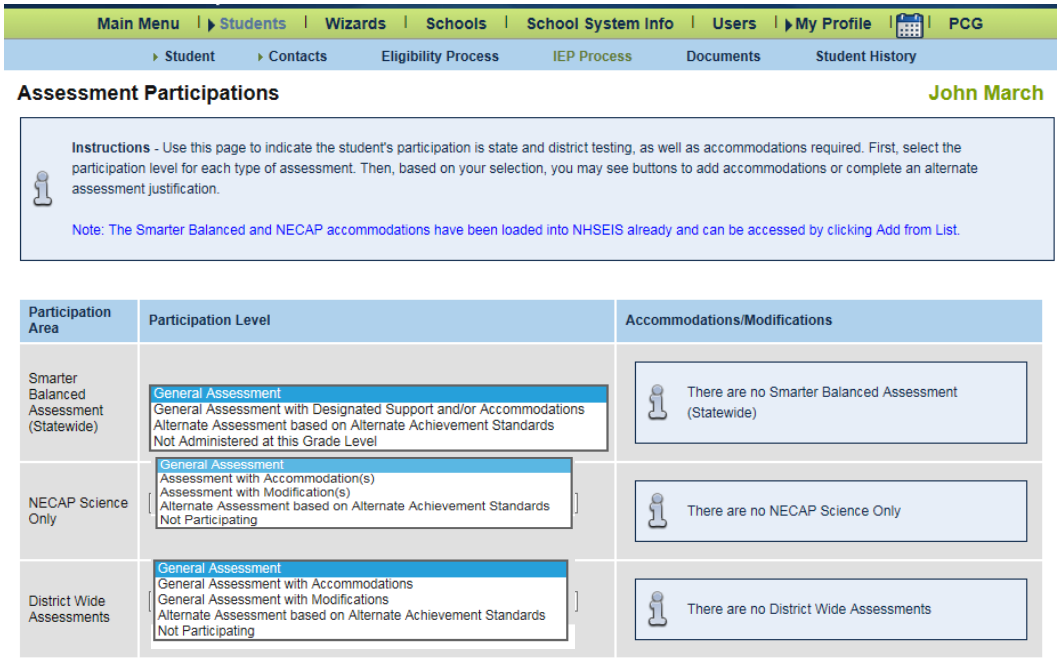
IEP PROCESS

- Answer the Justification for Participation questions. Enter a narrative response in the text box if applicable.
- A child age 3-5, is considered to be “removed from the general education classroom” when the child is placed in a setting that is not a regular ed. setting or the child’s home.

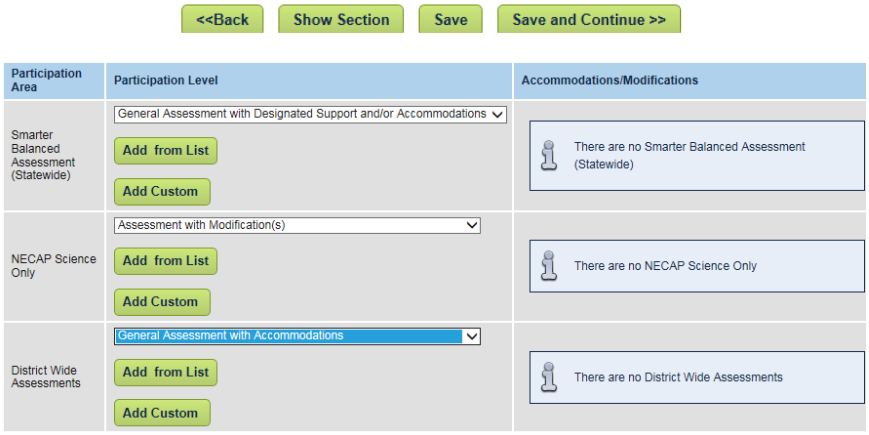


IEP PROCESS



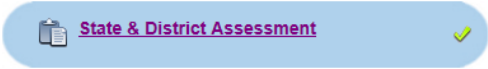


- Add the assessment information by selecting from the Participation Level dropdown.
  Click “Save” or “Save and Continue”

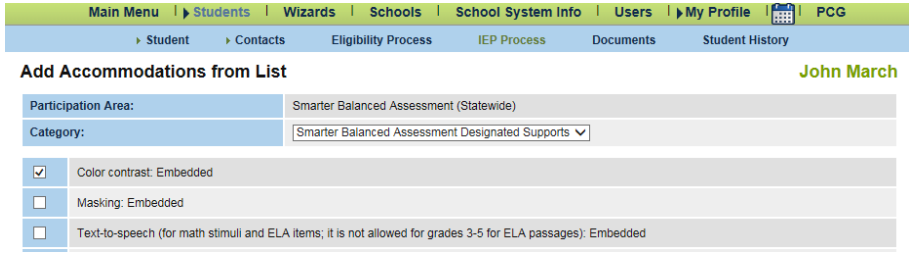


- Click Add From List or Add Custom

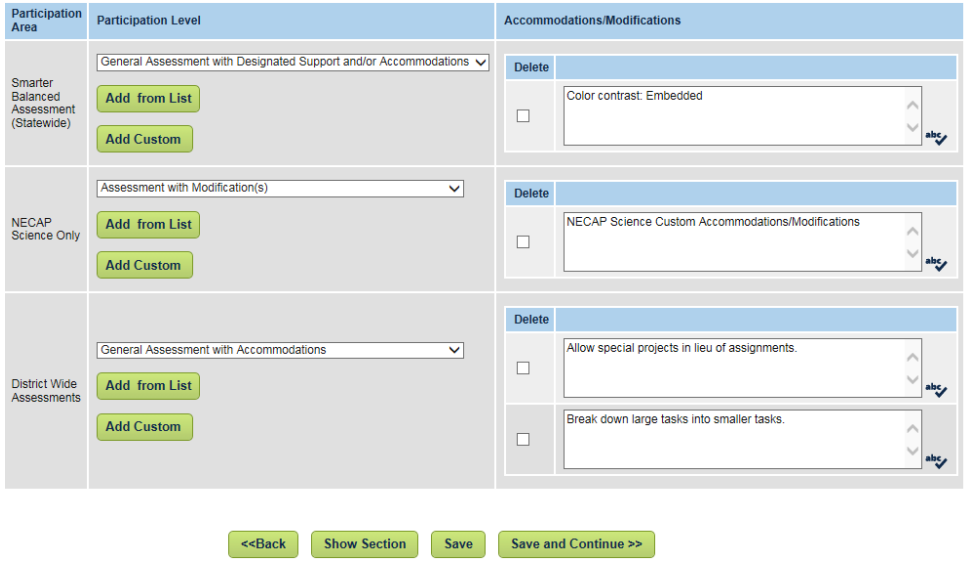
IEP PROCESS



- Add From List select area check box



Once the Accommodations/Modifications are added, they appear on the Assessment Participation page.



IEP PROCESS

- The following reviews the steps necessary to complete the ESY section of a student's IEP using the Process Wizard. An IEP should cover a year-long period; 7/1/14-6/30/15.

Step 1: Indicate the date ESY was determined and answer the ESY related questions.

Step 2: If the student requires ESY services, click: "Add Current Special Ed ESY Services" or

"Add New Special Ed ESY Services," or

"Add Current Related ESY Services" or

"Add New Related ESY Services".

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Extended School Year John March

Instructions - Indicate the student's extended school year (ESY) needs and services below. You must select at least one service that the student will receive during the ESY period.

ESY Determination

Date ESY was/will be determined:

1. Does the student require a longer school year? --select-- / No / Yes / The IEP team will determine ESY by the date entered above.

1a. If yes, describe student needs.

yes

2. Does the student require a longer school day? --select--

2a. If yes, describe student's needs.

ESY Services

There are no Special Ed ESY Services for this student yet

Add Current Special Ed ESY Services | Add New Special Ed ESY Services

There are no Related ESY Services for this student yet

Add Current Related ESY Services | Add New Related ESY Services

Extended School Year Goals

ESY	Area of Need*	Goal
☑		Increase Study Skills

<<Back | Show Section | Save | Save and Continue >>

IEP Team | IEP Cover Page | Present Levels | Special Factors | Transition Planning | Goals & Objectives | Gen. Accommodations & Modifications | Services, Aids & Support | Non-Participation Justification | State & District Assessment | Extended School Year | Program Placement | Create Draft IEP | Create Proposed IEP

IEP PROCESS

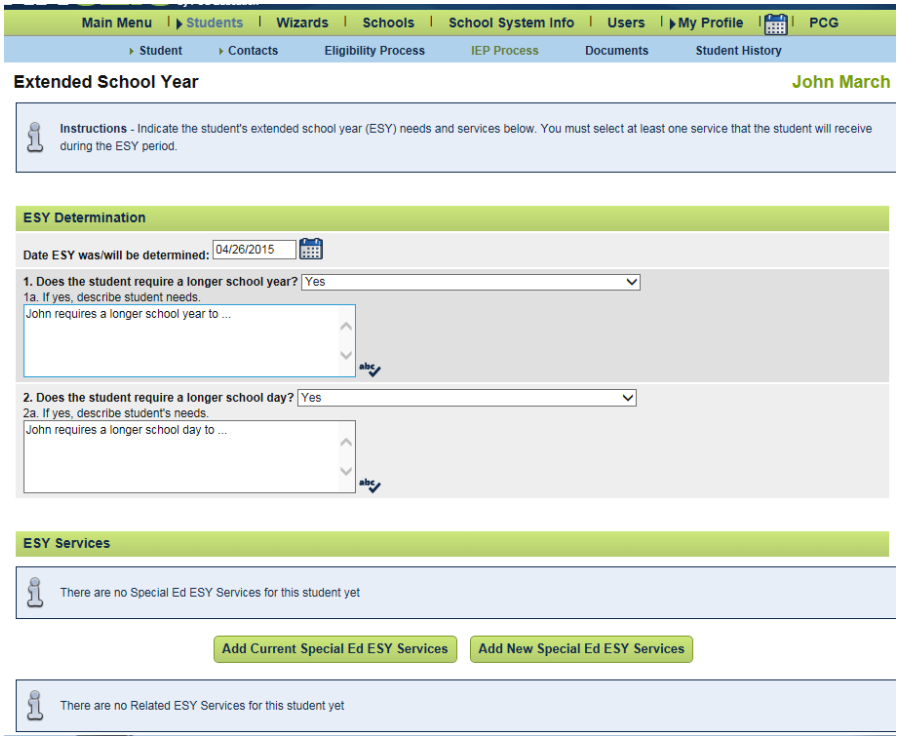
Step 3: Indicate the student's extended school year (ESY) needs and services.

Required Field for ESY is the determination date.

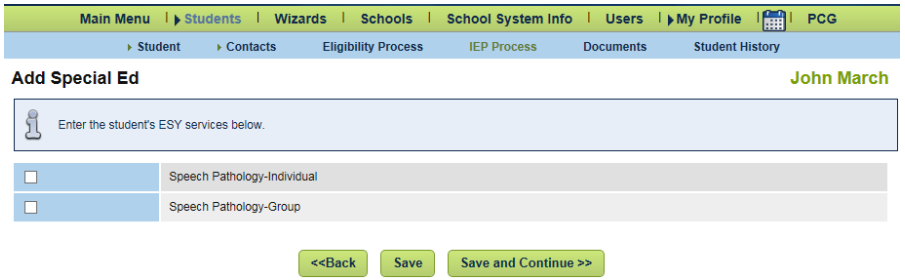
For example: Date ESY was/will be determined: 4/26/15

Required Field for ESY is the determination of a longer school year.

For example: Does the student require a longer school year? yes

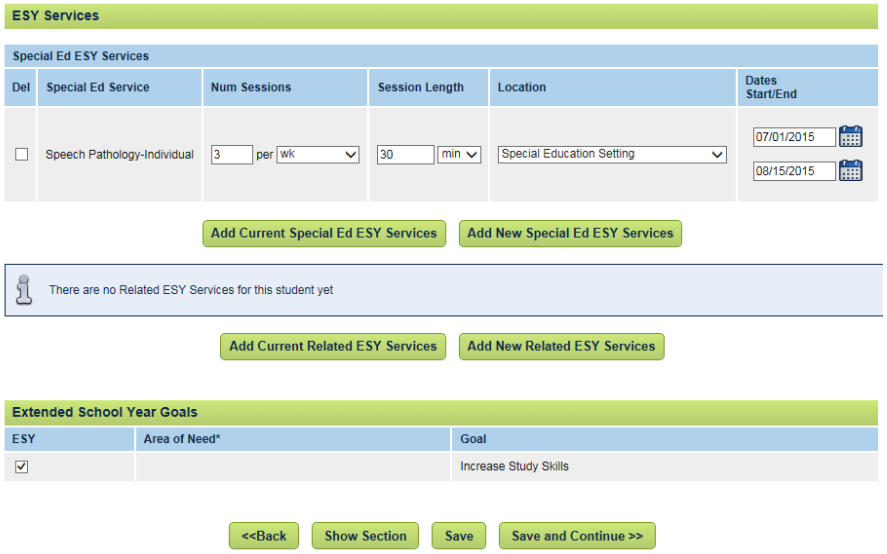


- To add ESY Service, select check box of Service(s).
  Click "Save" or "Save and Continue"



IEP PROCESS

NOTE: If student receives services all year, services can be entered in the Special Ed Services or Related Services area of the process wizard with a start and end date that includes the summer. ESY Services are added to an IEP by creating an amended IEP or creating a new annual IEP.



For example: IEP dated 1/26/15 – 1/25/16. ESY determined on 4/26/15.
ESY service 7/1/15-8/15/15 is easily added and IEP amended.

IEP PROCESS

Program Placement

Steps needed to search for State-Approved Programs.

Step 1: Click “Add State-Approved Programs.”

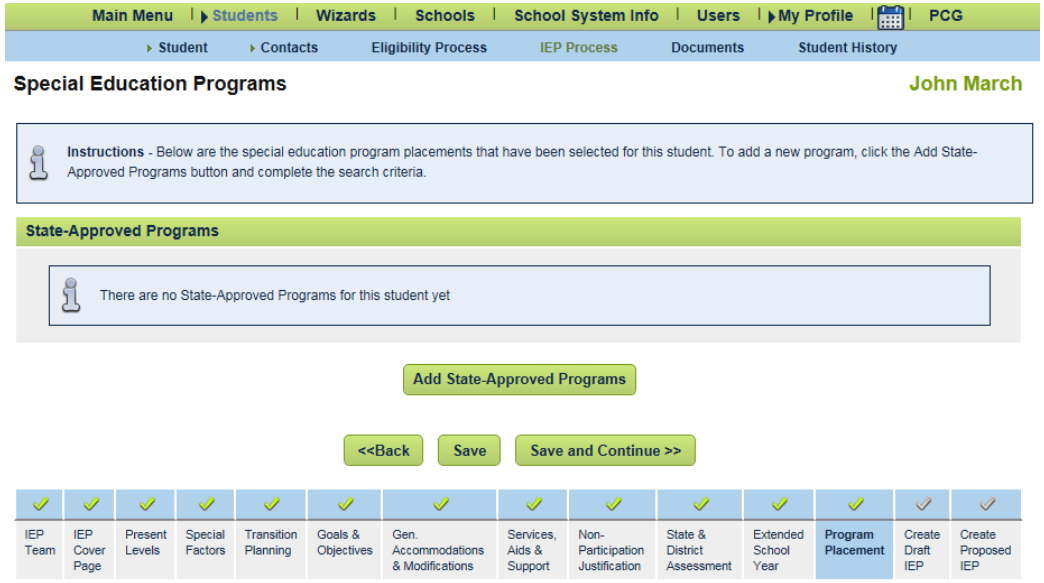
Step 2: Enter the “Program Begin Date” and “Program End Date.” This must be the student’s actual placement and correct start and end dates of placement.

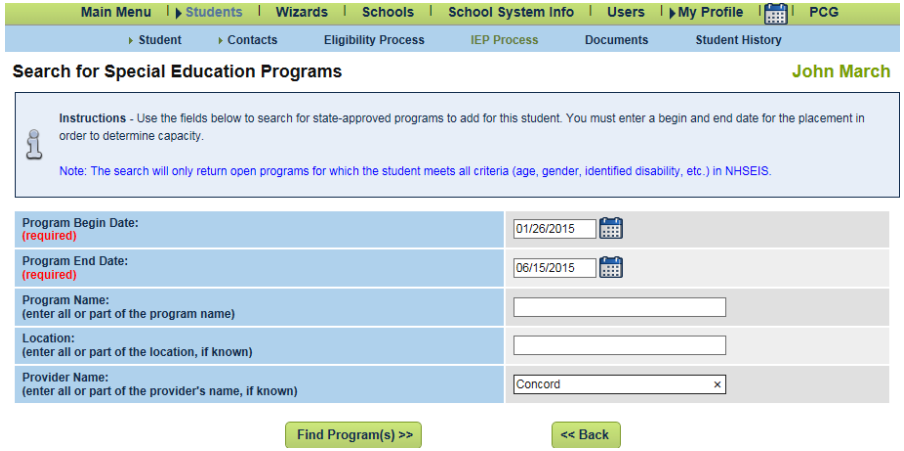
Step 3: Enter the first few letters of the Provider Name.

If the program entered is not spelled as shown on the NHSEIS Approved Programs list (uploaded document on the main menu page) or the student entered does not meet the criteria for the program, the placement will not appear.

Step 4: Click the “Find Program(s)” buton.

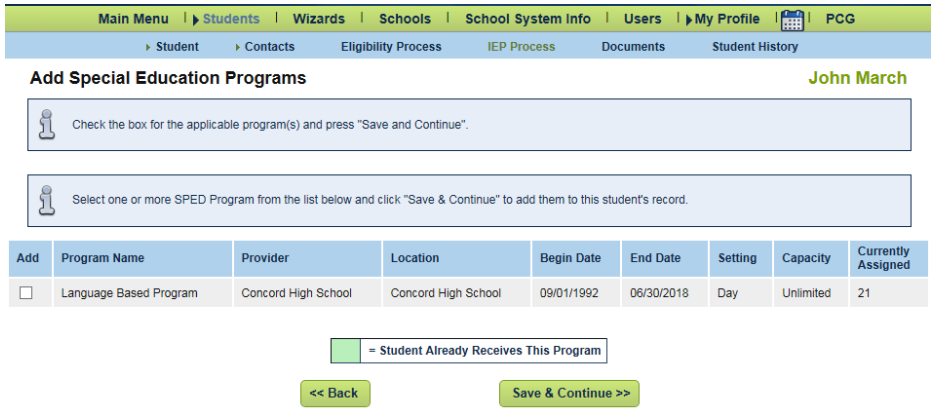
Step 3: Click the “Find Program” button.





IEP PROCESS

Step 4: A list of programs that meet your search criteria and student will appear on the screen. Click on the "Add" box for the desired program. Note the Begin and End dates are the State Approval Period.

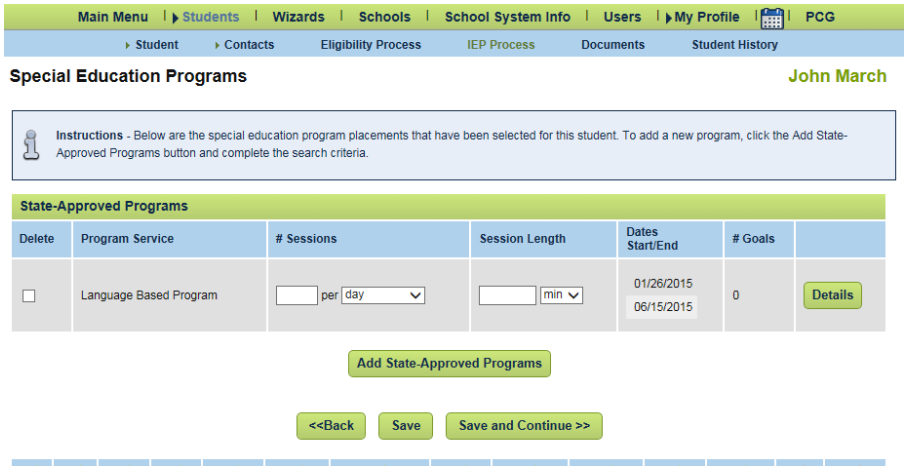


Step 5: Select the Add check box to add the program. Click "Save & Continue"

Step 6: Enter the number of sessions, select from the drop down list, than enter the length of the session.

From the "Special Education Programs" page click the "Details" button.

For children ages 3-5, select per week.



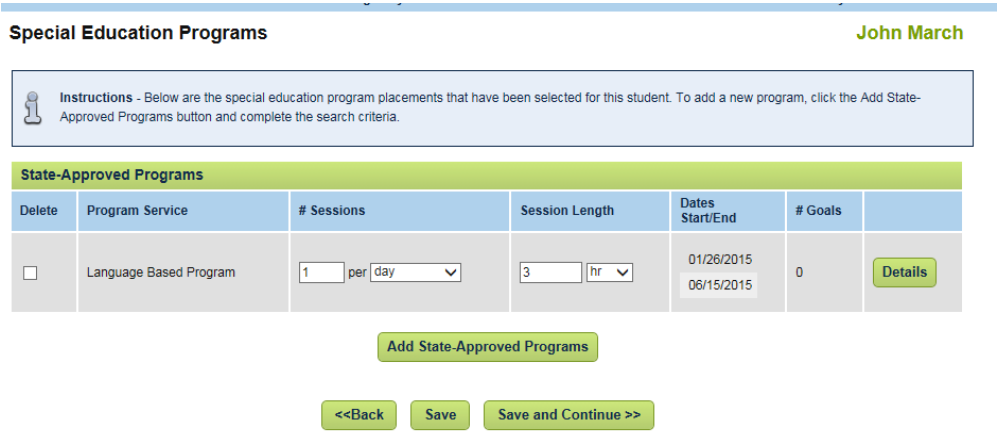
IEP PROCESS

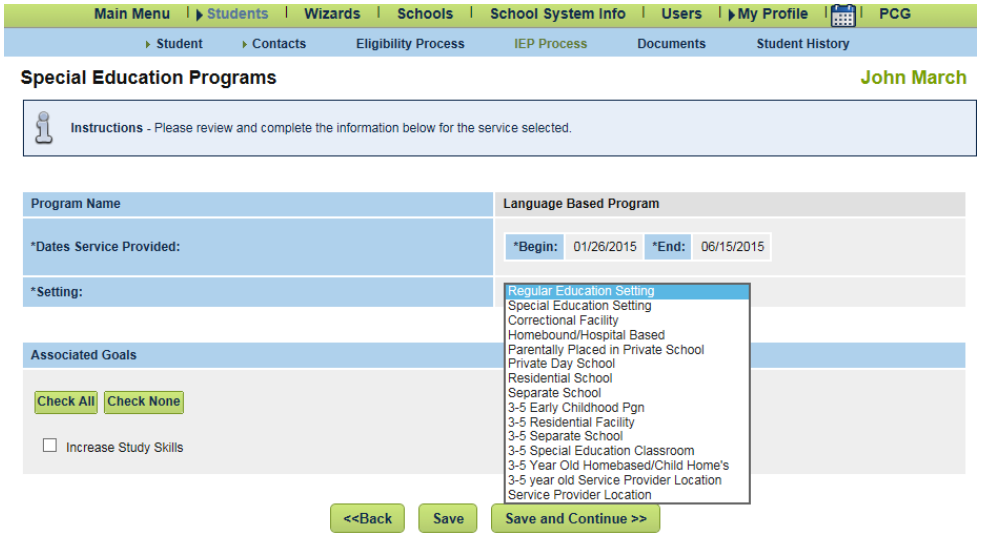
Step 7: Click "Details" button.

Select "Setting" from the drop down list.

Select "Associated Goals" using check box.

Click save & continue.





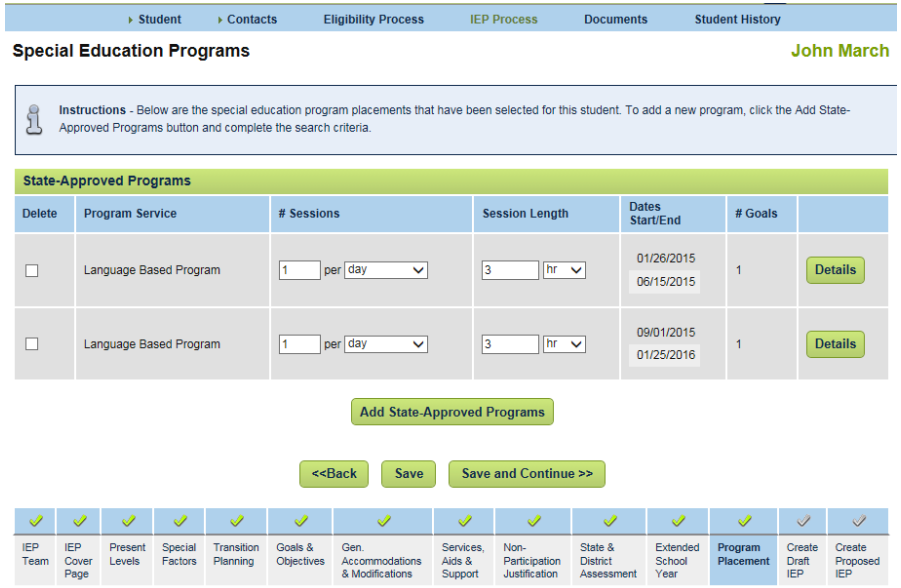
NOTE: For children ages 3-5, enter "Regular Early Childhood Program", when placement is in a regular early childhood program. Refer to FY'13 memo #9 for more information. Go to www.nhssect.org for the training module.

FY' 13 Memo #22 provides more information. Service Provider location should only be used for children with IEPs ages 3-5.

NOTE: The setting selected from the NHSEIS drop down list should begin with "3-5" for children not yet 6 years of age. On students 6th birthdate select a school age setting.

IEP PROCESS

The program will appear as unavailable with the reason "Exceeded Capacity", if any day of the placement period is over the program capacity, the program will be unavailable.



Reference: FY 14 Memo #23

Preschool Least Restrictive Environment: Entering Data

Entering Regular Early Childhood as the Program Placement into NHSEIS - Tip Sheet

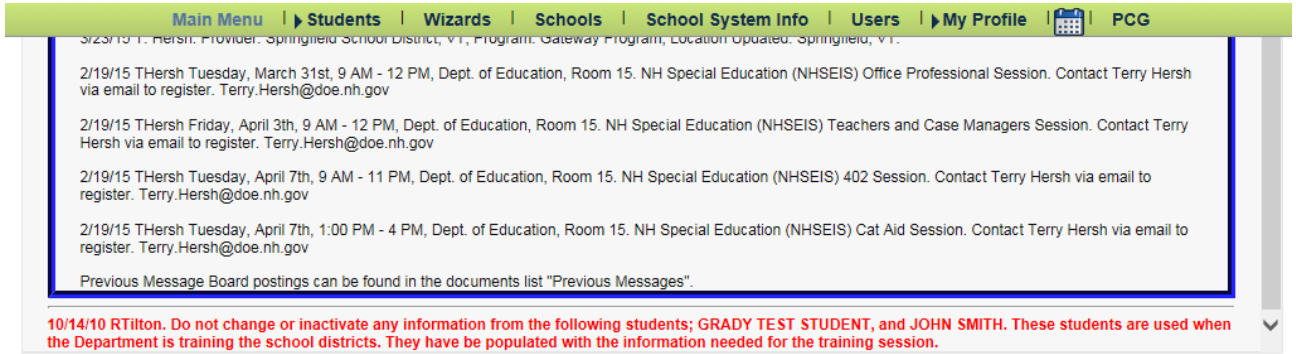
Reference: FY 15 Memo #14

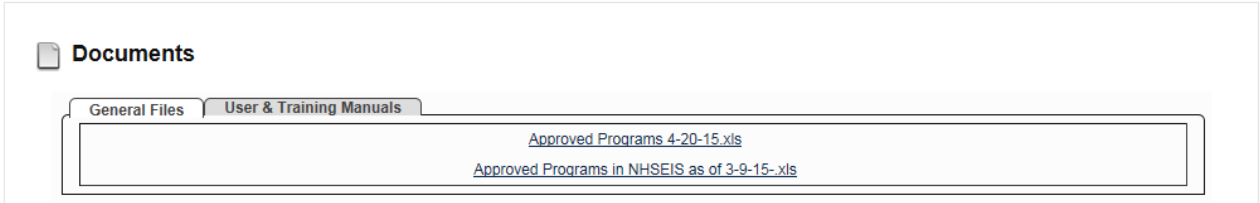
Ed 1111.05 Home Instruction for School-Aged Children

NOTE: If the LEA does not find the program they are looking for please contact the Bureau of Special Ed. at the main number and ask for the consultant responsible for program approval.

NOTE: A warning will appear if you inactivate an IEP with a Program Placement.

IEP PROCESS





The Main Menu page, documents section, has an Approved Programs list. This list is updated and uploaded regularly.

Right click and select “open” or “save target as” to view list.

Use “ctrl” and “f” to search document.

IEP PROCESS

Create Draft IEP

Click

Create Draft IEP

Click “Display IEP Errors” button.

View and correct error(s) if applicable.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Create Draft IEP John March

IEP Meeting Date:	01/26/2015
Date this IEP Begins:	01/26/2015
Date this IEP Ends:	01/25/2016
Meeting Purpose:	Placement, Initial IEP, Extended Year

☐ This takes into consideration the following special factors:

Click on 'Display IEP Errors' to check the entire IEP for errors and missing data.
These errors must be corrected before a Final IEP can be created.

Display IEP Errors

Click on 'Create Draft IEP' to create a draft of the IEP.
Drafts are saved for a limited time. New draft IEPs can be created at any time.

Create Draft IEP

All previously created IEP documents listed below may be accessed by clicking on the document name.

Draft documents are saved for a limited time.

No documents have been generated yet for this student

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Create Draft IEP John March

Program Placement
The **Number of Sessions** for the Program Placement service *Language Based Program (Program Services) must be indicated on the* ***Program Placement*** *page.*

IEP Meeting Date:	*01/26/2015*
Date this IEP Begins:	*01/26/2015*
Date this IEP Ends:	*01/25/2016*
Meeting Purpose:	*Placement, Initial IEP, Extended Year*

☐ *This takes into consideration the following special factors:*

IEP PROCESS

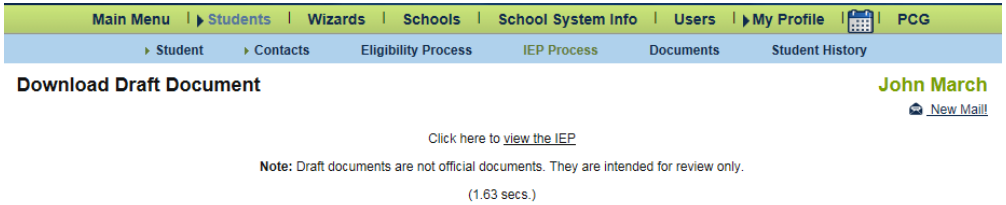
The system will generate error messages for sections that are not complete. You can view the draft without correcting the errors by clicking the "View IEP" blue hyperlink.

Note: You will not be able to create a FINAL IEP until ALL errors have been resolved.

The IEP and Error message appear in a separate pop-up window. Make sure your virus protection allows the pop-up.

Click the "view the IEP" hyperlink to view the IEP. The IEP appears in a separate pop-up window.

To print the IEP click on the printer icon in the IEP pdf document toolbar.

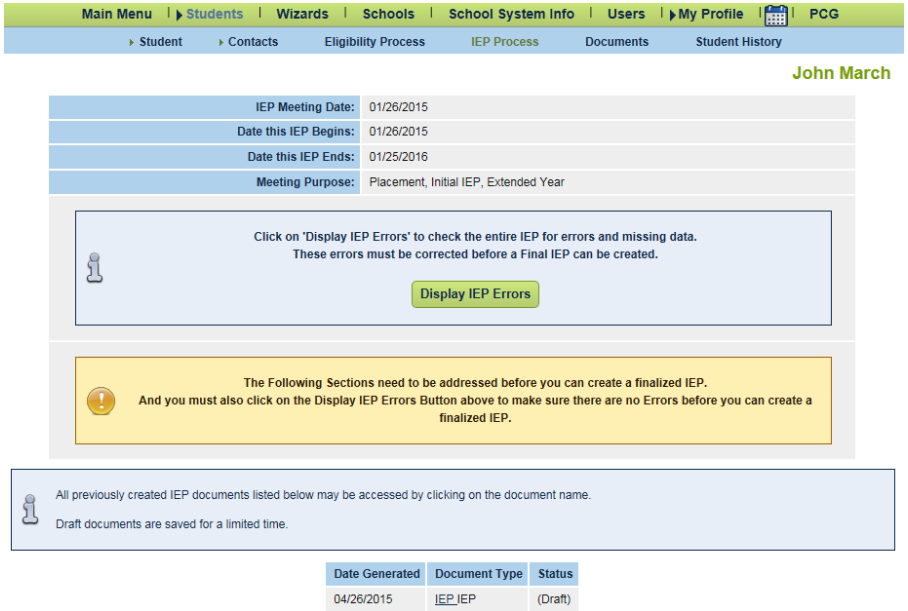


NOTE: Draft IEPs are automatically deleted after 30 days. If an additional draft is created, the previous draft will be deleted. A Proposed and Finalized IEP will not be deleted, and appear in the student history.

IEP PROCESS

Click

Click "Display IEP Errors"



Steps to create and view the Proposed, Final IEP

Step 1: Verify the IEP dates are correct and Click "Create Final & Continue"

Step 2: View IEP

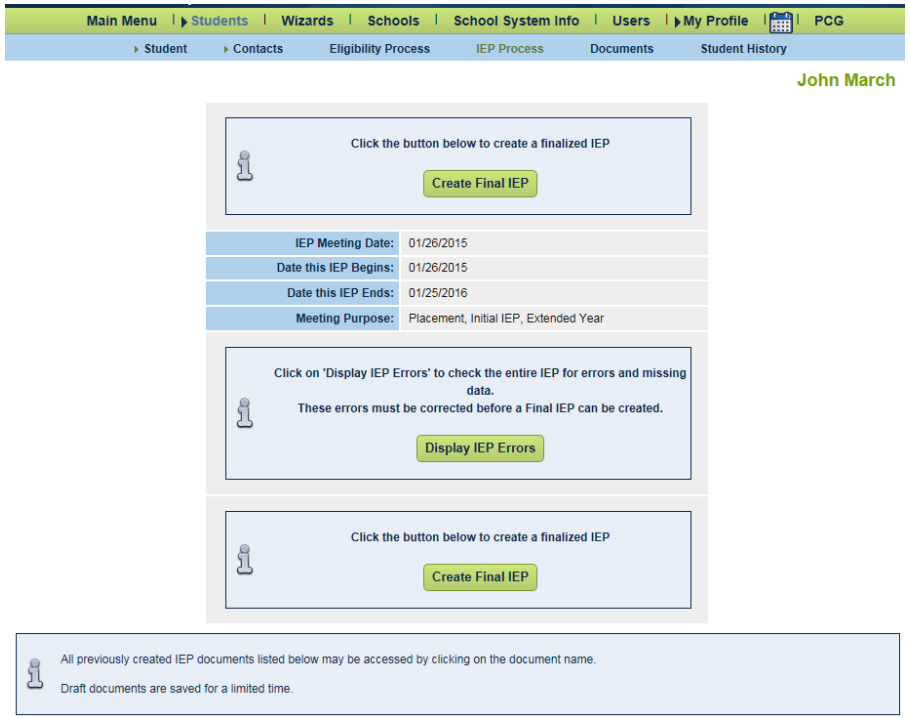
Step 3: Click "Save & Continue"

Note: Only SAU System Administrator and Case Manager User Types can finalize IEPs.

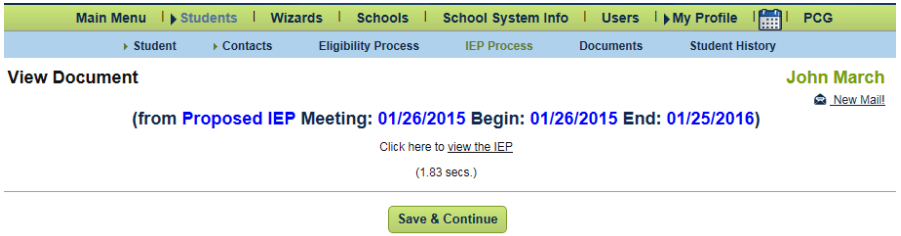
IEP PROCESS

All error must be corrected before a Final IEP can be created in NHSEIS.

Click “Create Final IEP” button.



IEP PROCESS - FINALIZE

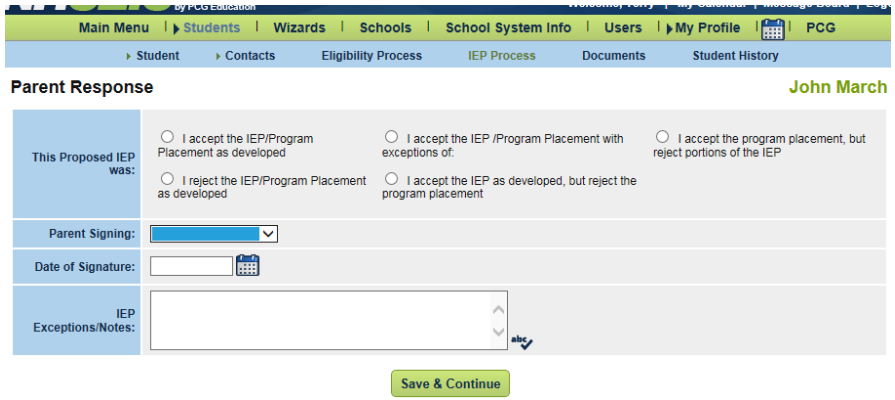


Click "Finalize" button, next to the IEP document in the list, to enter the Parent/guardian response.

Click "view the IEP" to view the IEP.

Select parent's response, select the name of parent or guardian signing and date of signature. Enter "IEP Exception Notes" in the text box.

Click "Save & Continue"



Note: The parent response "I accept the IEP/Program Placement with exceptions of" will be an accepted IEP and therefore will appear as a finalized IEP in the student history. Prior to 2/16/12, the parent response with exception was considered a rejected IEP.

- Once the parent approves the IEP it is considered finalized – Click "Save & Continue."

IEP PROCESS - FINALIZE

Click Student History to see finalized IEP. NHSEIS User that created the document and the date created.

IEP appears in Student History. Click IEP link to view the IEP. User name and date created also appear in the history.

Gen. Accommodations & Modifications

Create Proposed IEP

All previously created IEP documents listed below may be accessed by clicking on the document name.
Draft documents are saved for a limited time.

Doc ID	Date Generated ?	Generated By	Document ?	Status
5391	04/26/2015	Terry L HERSH	IEP	I accept the IEP/Program Placement as developed

(1 Document)

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Student History

John March ( )

New Mail!

Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
4806	01/26/2015	IEP Update	01/26/2015	01/25/2016	Terry L HERSH	IEP (ID# 5391)	04/26/2015 11:34 (0 days)	Details
4805	01/26/2015	Proposed IEP	01/26/2015	01/25/2016	Terry L HERSH	IEP (ID# 5391)	04/26/2015 11:23 (0 days)	Details
4804	01/25/2015	Eligibility Determination	01/25/2015	01/25/2018	Terry 1 Hersh	Eligibility Determination Document (ID# 5386)	04/26/2015 09:29 (0 days)	Details

IEP PROCESS - FINALIZE

The Finalized IEP appears on the IEP Process in the Documents section.

This section includes the Date Generated, who Generated, the type of Document and the Status.

All previously created IEP documents listed below may be accessed by clicking on the document name.
Draft documents are saved for a limited time.

Doc ID	Date Generated	Generated By	Document	Status
5401	04/27/2015	Kayte Bellusci	IEP	(Draft)
5393	04/26/2015	Terry L HERSH	IEP	I accept the IEP /Program Placement with exceptions of:
5391	04/26/2015	Terry L HERSH	IEP	I accept the IEP/Program Placement as developed

(3 Documents)

IEP PROCESS – DRAFT TO FINAL IEP REVIEW

Some tips about Draft IEPs, Proposed IEPs and Final IEP Review

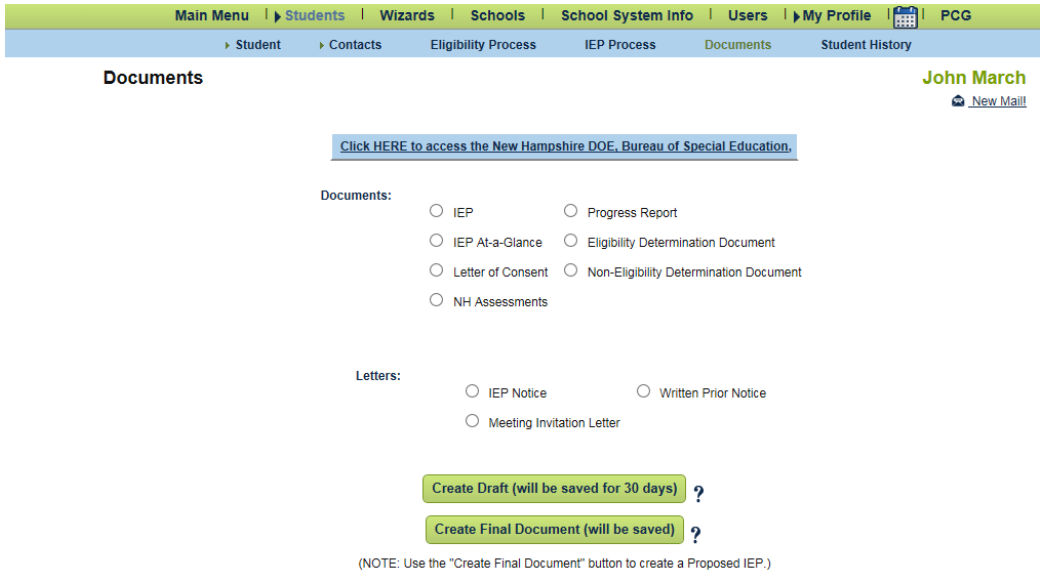
- A draft IEP is not saved permanently in NHSEIS. While proposed and final IEPs become events in the student's history.
- Ideally, the "DRAFT IEP" should be brought to the IEP meeting.
- Draft documents are working documents for the IEP team to discuss as the IEP is being developed.
- Once the IEP team has discussed and made changes to the draft document a proposed IEP is created.
- The proposed IEP is presented to the parents, additional changes may be made as agreed upon by the IEP team.
- Parents have 14 days to review the proposed IEP and indicate consent, consent with conditions, or denial of consent.
- Once consent is given by the parents for provisions of the IEP, a final IEP document can be created.
- Creating a final IEP in NHSEIS tells the system that there is a valid, legal IEP in place for the student. Before creating a final IEP, you will be required to complete all sections.
- Once a final IEP is created in NHSEIS, it will be permanently saved as part of the student's record. Both the Proposed and final IEP become events in the student's history.

DOCUMENTS

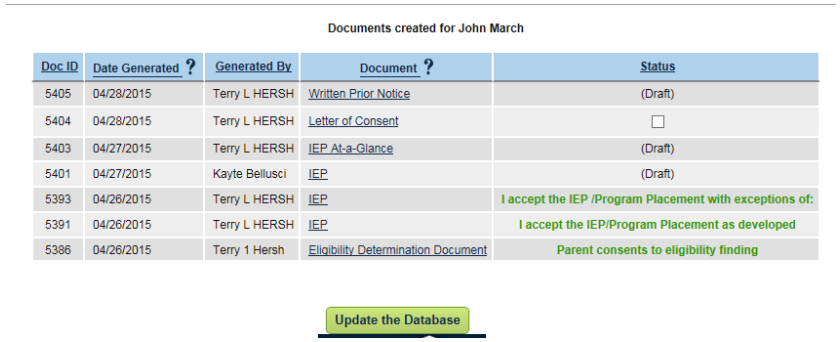
Note: To access the New Hampshire Bureau of Special Education Website click on the link at the top of this page.

Step 1: Click on the document you would like to create from the list of available documents.

Step 2: Click on either the "Create Draft" or "create Final" button to create the document that you selected.



- **The Meeting Invitation Letter includes the Titles of Required and Invited Team Member**
- **All previously created documents will be saved at the bottom of this page. To view a saved document, simply click on the link in blue.**



Documents created for John March

Doc ID	Date Generated	Generated By	Document	Status
5405	04/28/2015	Terry L HERSH	Written Prior Notice	(Draft)
5404	04/28/2015	Terry L HERSH	Letter of Consent	☐
5403	04/27/2015	Terry L HERSH	IEP At-a-Glance	(Draft)
5401	04/27/2015	Kayte Bellusci	IEP	(Draft)
5393	04/26/2015	Terry L HERSH	IEP	I accept the IEP /Program Placement with exceptions of:
5391	04/26/2015	Terry L HERSH	IEP	I accept the IEP/Program Placement as developed
5386	04/26/2015	Terry 1 Hersh	Eligibility Determination Document	Parent consents to eligibility finding

Update the Database

DOCUMENTS – IEP AT A GLANCE

Select IEP At-a-Glance radio button. Click “Create Draft (will be saved for 30 days)” or “Create Final Document (will be saved).

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Documents

John March
New Mail!

Click HERE to access the New Hampshire DOE, Bureau of Special Education.

Documents:

- IEP
- Progress Report
- IEP At-a-Glance
- Eligibility Determination Document
- Letter of Consent
- Non-Eligibility Determination Document
- NH Assessments

Letters:

- IEP Notice
- Written Prior Notice
- Meeting Invitation Letter

Create Draft (will be saved for 30 days) ?

Create Final Document (will be saved) ?

Enter “Academic/Social Management Needs Narrative” and “Comments/Special Needs Narrative.”

Click “Create Draft Document”

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Create Draft document

John March
New Mail!

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

IEP At-a-Glance

Academic/Social Management Needs Narrative

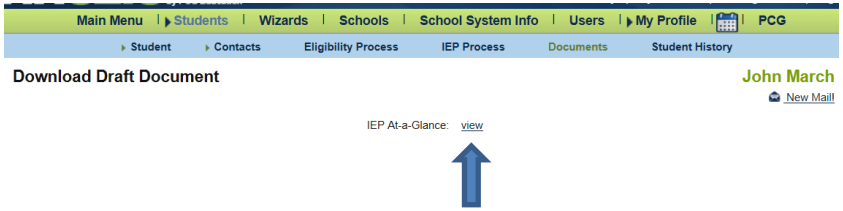
Academic/Social Management Needs Narrative

Comments/Special Needs Narrative

Comments/Special Needs Narrative

Create Draft Document

DOCUMENTS – IEP AT A GLANCE



Click "view" to review the draft "IEP At A Glance" pdf document.

Click Document

Click "Create Final Document (will be saved)

IEP At A Glance
New Hampshire Training Site Special Education
Date:04/27/2015

Student: John March **SASID: 8887779994** **School Year:2014**

IEP Goal(s)

Increase Study Skills
- Will identify and write the plurals of nouns.

No General Accommodations

Accommodations for Supports for Personnel
- American Sign Language (ASL)(for ELA Listening and math items): Embedded

Accommodations for Academic General Accommodations
- Allow special projects in lieu of assignments.
- Custom Accommodation added.

Accommodations for District Wide Assessments
- Allow special projects in lieu of assignments.
- Break down large tasks into smaller tasks.

Accommodations for NECAP Science Only
- NECAP Science Custom Accommodations/Modifications

Accommodations for Smarter Balanced Assessment (Statewide)
- Color contrast: Embedded

Academic/Social Management Needs:

Academic/Social Management Needs Narrative

Comments/Special Needs:

Comments/Special Needs Narrative

NHSEIS Page 1
Date Created: 04/27/2015

DOCUMENTS – LETTER OF CONSENT

Select “Letter of Consent’ radio button. Click “Create Draft (will be saved for 30 days)” or “ Create Final Document (will be saved).

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Documents

John March

New Mail!

Click HERE to access the New Hampshire DOE, Bureau of Special Education.

Documents:

- IEP
- Progress Report
- IEP At-a-Glance
- Eligibility Determination Document
- Letter of Consent
- Non-Eligibility Determination Document
- NH Assessments

Letters:

- IEP Notice
- Written Prior Notice
- Meeting Invitation Letter

Create Draft (will be saved for 30 days) ?

Create Final Document (will be saved) ?

(NOTE: Use the "Create Final Document" button to create a Proposed IEP.)

Enter Date Sent.

Click “Create Final Document” button.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Create Final document

John March

New Mail!

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

Letter of Consent

Date Sent: 04/24/2015 ?

Create Final Document

DOCUMENTS – LETTER OF CONSENT

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Download Document

John March

New Mail!

Letter of Consent: view

New Hampshire Training Site
Elementary School
Sometown, NH 11111

INFORMED CONSENT

Student Name: John March **Date Sent:** 04/24/2015

Parents: Please indicate your response to this special education proposal by checking the box which reflects your decision, and then sign the document in the space provided. Thank you.

☐ **I agree to the proposal** for the actions and services described in this document.

☐ **I do not agree to the proposal** for the actions and services described in this document.

☐ **I agree to the proposal** for the actions and services described in this document, **with the exceptions written below.** I understand that the portions of the document to which I have agreed will be implemented on the initiation dates set forth in the document.

Exceptions: _____

_____

_____

Parent's Signature: _____

Relationship to Student: _____

Date: _____

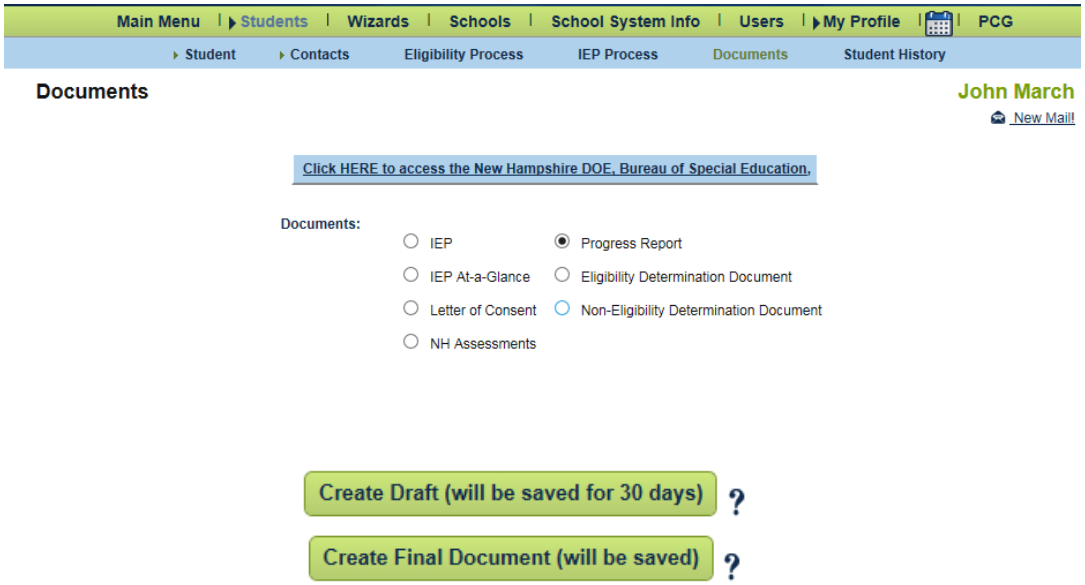
Click "view" to view the document.

DOCUMENTS – PROGRESS REPORTS

Steps to create Progress Reports

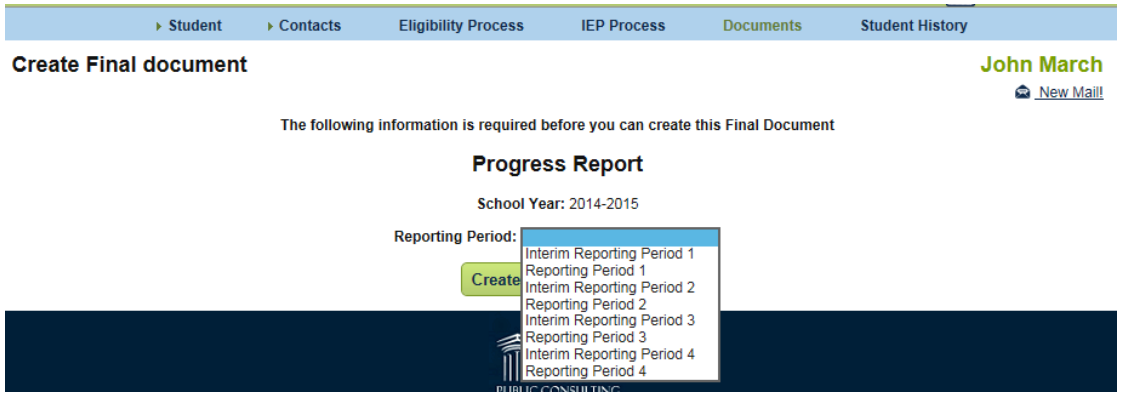
Step 1: Select Progress Report

Step 2: Click “Create Draft (will be saved for 30 days)” or “Create Final Document (will be saved).



Step 3: Select the Progress Report Period from the drop down list.

Step 4: Click “Create Draft” or Create Final”.



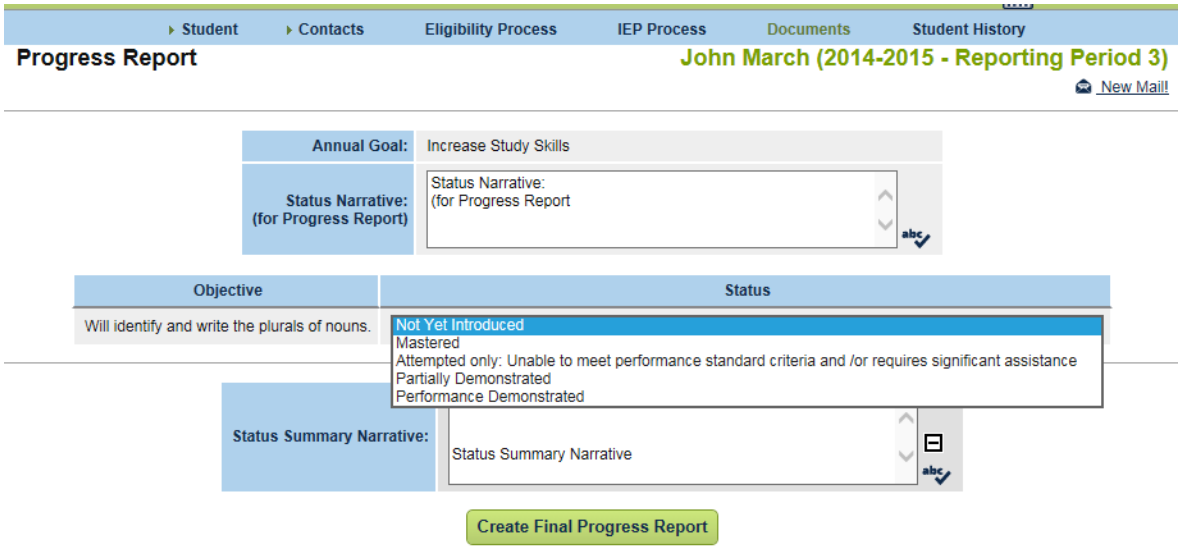
DOCUMENTS – PROGRESS REPORTS

Step 5: Enter the "Status Narrative".

Step 6: Select "Objective" "Status" from drop down list.

Step 7: Enter "Status Summary Narrative."

Step 8: Click "Create Final Progress Report."



Note: The progress report periods are determined and entered yearly by the SAU. Students can have one finalized progress report for each progress report period. The finalized progress report will appear in the student history.

DOCUMENTS – PROGRESS REPORTS

Click “view” to view the document.

Note: Finalized Progress Reports (Report Cards) appear as events in the student history.

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Download Document

John March

New Mail!

Progress Report: view

NH IEP Progress Report
New Hampshire Training Site
School Year: 2014

Student: John March
SASID: 8887779994

School: Elementary School
Case Manager: Terry L HERSH

Parent(s): Bill and Mary March
Address: 22 West St
Concord, NH 03301

Home Phone: 225-6666
Work Phone:

Key

NI	Not Yet Introduced
AO	Attempted only: Unable to meet performance standard criteria and /or requires significant assistance
PAD	Partially Demonstrated
PED	Performance Demonstrated
M	Mastered

Annual Goal:	Increase Study Skills
Narrative:	Status Narrative: (for Progress Report

Objectives	Interim Reporting Period 1	Reporting Period 1	Interim Reporting Period 2	Reporting Period 2	Interim Reporting Period 3	Reporting Period 3
Will identify and write the plurals of nouns.						NI

Status Summary Narrative:	Status Summary Narrative

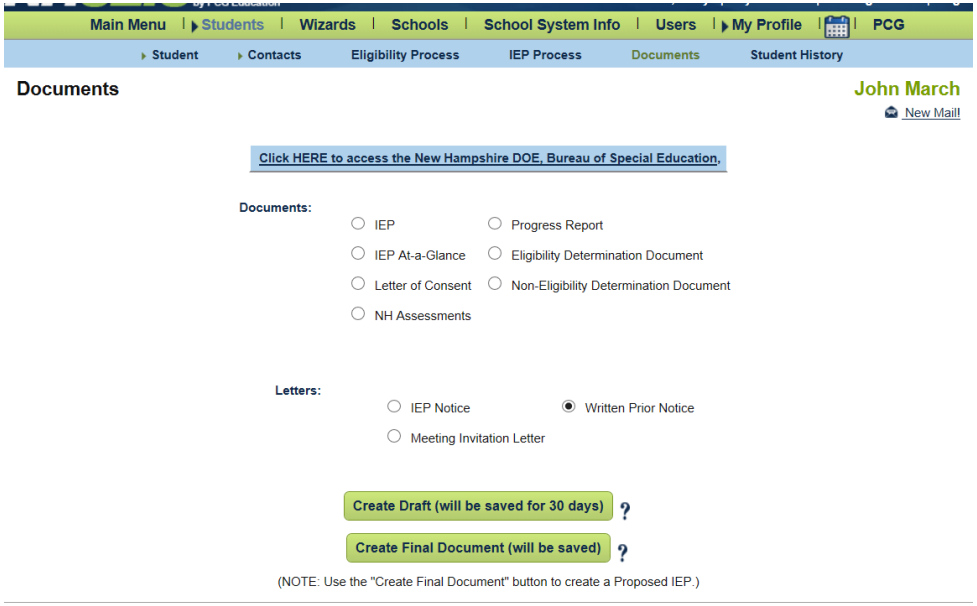
Created in NHSEIS on 04/29/2015

Page 1

DOCUMENTS – Written Prior Notice

Step 1: Select “Written Prior Notice”.

Step 2: Click “Create Draft (will be saved for 30 days)” or “Create Final Document (will be saved).



DOCUMENTS – Written Prior Notice

Step 3: Complete each question on the document.

Step 4: Click "Create Final Document" button.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Written Prior Notice

Letter will be addressed to: **Bill and Mary March**

Date Sent: 04/30/2015

Please complete the questions listed below before creating the document.

1. Description of the action being proposed or refused by the school district:

Description of the action being proposed or refused by the school district

2. Explanation of why the school district proposes or refuses to take this action:

Explanation of why the school district proposes or refuses to take this action:

3. A description of each evaluation procedure, assessment, record, or report used as a basis in making this decision (the proposed or refused action):

A description of each evaluation procedure, assessment, record, or report used as a basis in making this decision (the proposed or refused action):

4. A description of other options the IEP Team considered and why those options were rejected:

A description of other options the IEP Team considered and why those options were rejected:

5. A description of other factors which are relevant to the school district's proposal or refusal:

A description of other factors which are relevant to the school district's proposal or refusal:

List the sources for parents to contact to obtain assistance in understanding the content of this written prior notice:

List the sources for parents to contact to obtain assistance in understanding the content of this written prior notice:

Create Final Document

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Download Document

John March

New Mail!

Written Prior Notice: view

DOCUMENTS – Written Prior Notice

Reference: FY 2015 Memo #3

- Guidance on Written Prior Notice
- Written Prior Notice Guide
- Written Prior Notice Form

Reference: FY 2015 Memo #6

- New Hampshire Special Education Procedural Safeguards Handbook
- Procedural Safeguards Handbook

Elementary School

Sometown, NH 11111

WRITTEN PRIOR NOTICE

To:	Bill and Mary March 22 West St Concord, NH 03301
Child's Name:	John March
SASID #:	8887779994
Notice Date:	04/30/2015

The purpose of this form is to inform you when the School District proposes to initiate or change, or refuses to initiate or change, the referral, evaluation, determination or change in eligibility, individualized education program (IEP), educational placement, the provision of a Free Appropriate Public Education (FAPE) for your child, or is refusing to hold a meeting of the IEP team in response to a parental request to do so.

1. Description of the action being proposed or refused by the school district:
   Description of the action being proposed or refused by the school district

2. Explanation of why the school system proposes or refuses to take this action:
   Explanation of why the school district proposes or refuses to take this action:

3. A description of each evaluation procedure, assessment, record, or report used as a basis in making this decision (the proposed or refused action):
   A description of each evaluation procedure, assessment, record, or report used as a basis in making this decision (the proposed or refused action):

4. A description of other options the IEP Team considered and why those options were rejected:
   A description of other options the IEP Team considered and why those options were rejected:

5. A description of other factors which are relevant to the school district's proposal or refusal:
   A description of other factors which are relevant to the school district's proposal or refusal:

As the parent of a child with a disability, you have protections under the NH Procedural Safeguards of the Federal special education law, the Individuals with Disabilities Education Act (IDEA). You have been given a copy of the Procedural Safeguards Handbook at least annually, and may obtain an additional copy at any time by requesting one from the school district's Special Education Office. Sources for parents to contact to obtain assistance in understanding the content of this written prior notice are listed below:

List the sources for parents to contact to obtain assistance in understanding the content of this written prior notice:

Method and date of delivery: _____

ASSIGN TEACHERS

Assigning Teachers in NHSEIS.

NHSEIS users with certain authorities can Assign Teachers as student's Case Managers.

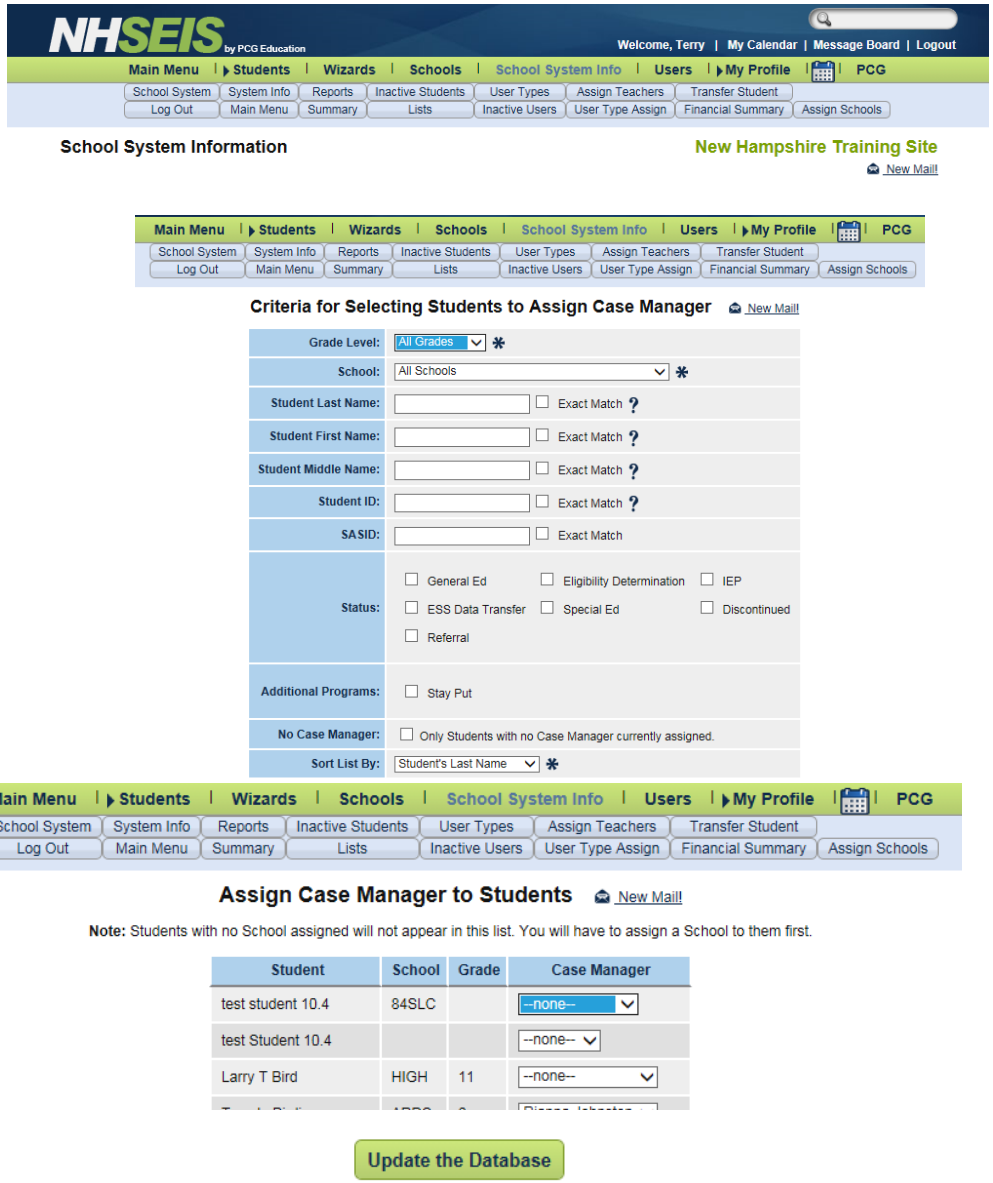
Step 1: Click "School System" button

Step 2: Click "Assign Teachers" button

Step 3: Select students using the available drop down lists. Students can be selected by school, or grade level.

Step 4: Select the Case Manager for selected students and click the "Update the Database" button.

Note: Case Managers must have been assigned access to the student's school to appear in the Case Manager drop down list.

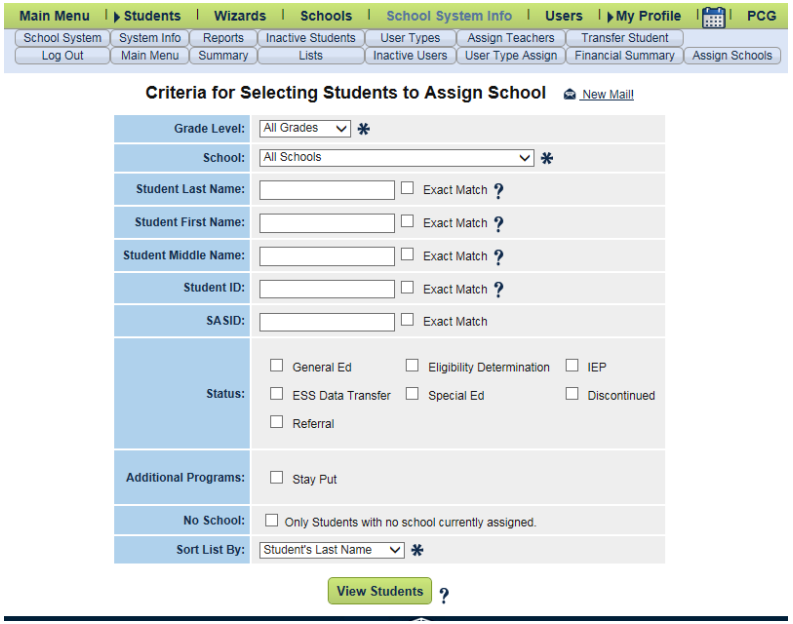


ASSIGN TEACHERS

Assigning Schools in NHSEIS.

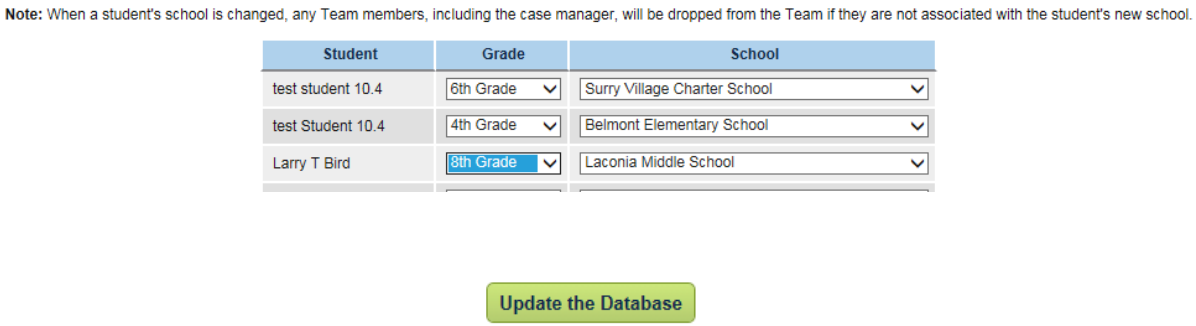
Step 1: Select the Students to Assign the School. Student's criteria can be determined by selecting from the grade level or school drop down list.

Step 2: Click "View Students" button.



Step 3: Select the student's school from the School drop down list.

Step 4: Click "Update the database"



VIEW USER ACTIONS

Step 1: Click the "Student History" to access Student History.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Student History

John March ( )

New Mail!

Student History

Ten Miguel Six ( )

New Mail!

Status	Child Study Date	Referral Date	Consent Date	Proj Consent Date	Elig Date	Proj Elig Date	IEP Date	Proj IEP Date
SpecialEd		07/01/2012		05/31/2015	07/15/2012	07/15/2015	07/15/2012	07/15/2013

Del	Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
☐	3823	07/15/2012	IEP Update (Based on Event 3822)	07/15/2012	07/15/2013	Miguel Salaman	IEP (ID# 4367)	08/11/2012 09:32 (991 days)	Details
☐	3822	07/15/2012	Proposed IEP	07/15/2012	07/15/2013	Miguel Salaman	IEP (ID# 4367)	08/11/2012 09:30 (991 days)	Details
☐	3816	07/15/2012	Eligibility Determination	07/15/2012	07/15/2015	Miguel Salaman		08/11/2012 08:41 (991 days)	Details
☐	3815	07/01/2012	Parent/Guardian Consent to Evaluate			Miguel Salaman		08/11/2012 08:39 (991 days)	Details
☐	3814	07/01/2012	Referral			Miguel Salaman		08/11/2012 08:39 (991 days)	Referral Source: Mom

(5 Events)

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

Legend:
= Currently Valid Eligibility
= Currently Valid IEP

Inactive Events*

Reactivate	Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	Date Inactivated	
☐	3824	08/11/2012	Progress Report (2012 rp 2)			Miguel Salaman	Report Card (ID# 4375)	08/11/2012 09:38	04/29/2015 18:08	Details

(1 Inactive Events)

* NOTE: Items listed here are "inactive" and will not be taken into account when calculating projected dates or the student's current Eligibility and IEP events.

To reactivate events, check off the appropriate boxes on the left and Update the Database.
To reactivate child events (e.g. Progress Report), you must first activate it's parent event, if it is also inactive.

Update the Database

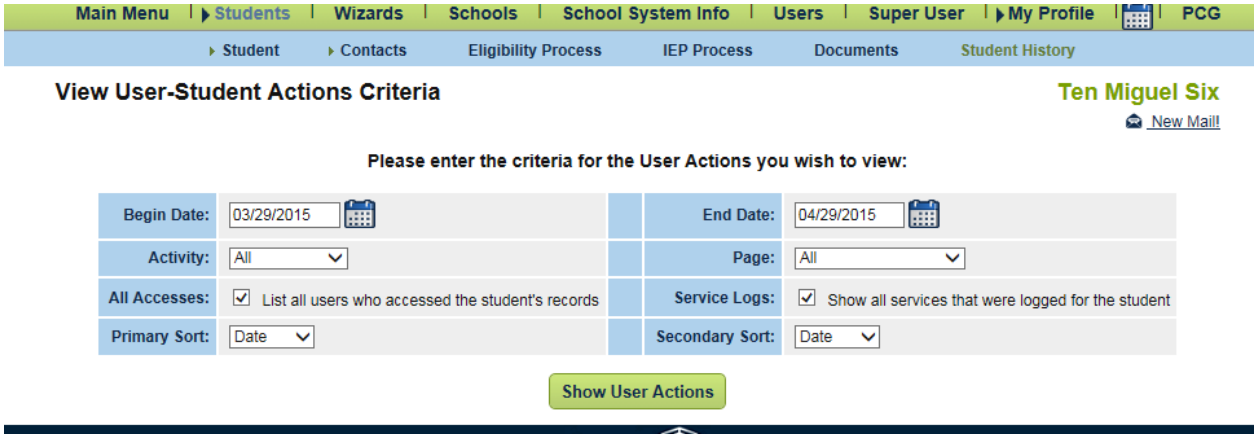
View User Actions

VIEW USER ACTIONS

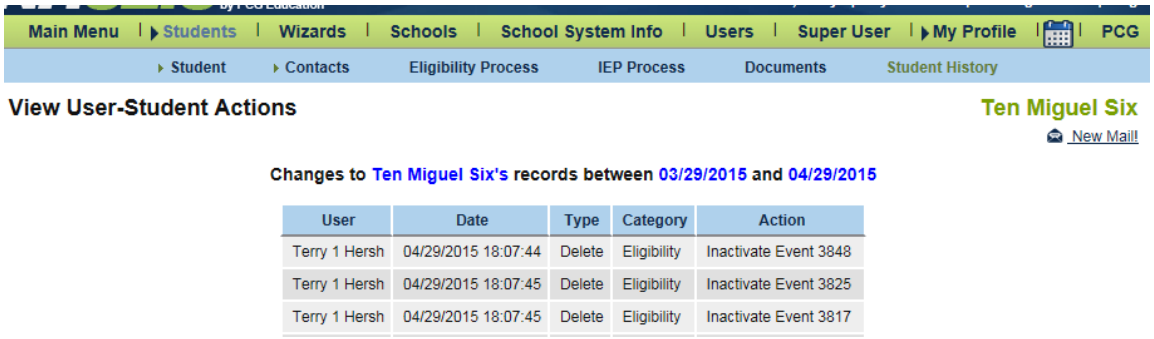
Step 2: Click the View "User Actions" button.

Step 3: Select the criteria for the User Actions.

Step 4: Click "Show User Actions" button.



The View User – Student Action screen appears. The user name, date & time, type of action, category and action are displayed.



User	Date	Type	Category	Action
Terry 1 Hersh	04/29/2015 18:07:44	Delete	Eligibility	Inactivate Event 3848
Terry 1 Hersh	04/29/2015 18:07:45	Delete	Eligibility	Inactivate Event 3825
Terry 1 Hersh	04/29/2015 18:07:45	Delete	Eligibility	Inactivate Event 3817

AMENDMENTS TO IEP

- When making service or placement changes within the components of an IEP, please remember to include the new "Start and End Date" of the changes. When making addendums to the IEP you do not change the Start and End Date to the IEP. When redrafting an entire IEP, creating a new IEP, then make changes to the Start and End Date of the IEP. Yearly IEPs are recommended.
    - **Example: The agreed upon IEP is dated 7/1/14 – 6/30/15. The IEP team agreed to add additional service starting 10/1/14. This additional service should have a start date of 10/1/14.**

Create/View the Draft IEP

- Enter same IEP Meeting date as the original IEP.
- Enter the same IEP begin and end date as the original IEP. If the IEP was less than a year, the end date may be extended for yearly compliance.
    - **Example: IEP 9/1/14 – 6/30/15 can be extended to 9/1/14-8/31/15. An IEP cannot be longer than 1 year.**

- Check box – IEP Amendment (and other IEP meeting purposes)

- Create Draft and Proposed IEP

- Click the Response button, select "Parent Signing" from drop down list of contacts, and enter the date of Parent's Signature for the Amended IEP.

  NOTE: If a new eligibility determination is made within the IEP dates then the "Meeting Date and the Start Date" have to be on or after the new eligibility determination date. The end date can remain the same.
  When data errors were made in a previous IEP, Districts are able to correct these data errors. To correct a data error of a previous IEP, Current, Proposed and Finalized IEPs must be inactivated.

LOG OUT OF NHSEIS AND EXIT

- To Log Out of NHSEIS, click on the "Logout" button at the left of the top menu bar.
- You can log out from any part of the system. You do not have to go back to the main menu.
- Macs – Click on the square in the upper right hand corner
- You must log out of Easy IEP and close your browser if: you step away from your computer, or you are finished using the system.
- If a student's IEP is downloaded to the desktop of your computer, delete or put it in the trash immediately.
- If you do not Log Out and close your browser, anyone can access information in Easy IEP or record information under your Log – in name.

HELPFUL HINTS

Helpful Hints for Using NHSEIS:

- If you take too long between entering records, you could "time out" of NHSEIS. This has been set in the system for security purposes. If you need time to gather additional information, log out of NHSEIS then log back in when ready; if you need to spend a lot of time typing on one page (e.g. Narratives) click on "Just Save" every 5-10 minutes to keep from being "timed out" by your browser.

- Remember that it is essential to keep student information CONFIDENTIAL. Just as you wouldn't leave a student's medical folder open on your desk, you must log out of NHSEIS and exit the Internet before you walk away from the computer.

- Do not share your username and password with anyone else and keep this information secure. This is your unique system identifier that is tied with your name and the students that you service. Therefore, we highly recommend that you update your password as frequently as necessary through the "My Profile/My Info" or NHMYDOE depending on how you access NHSEIS.

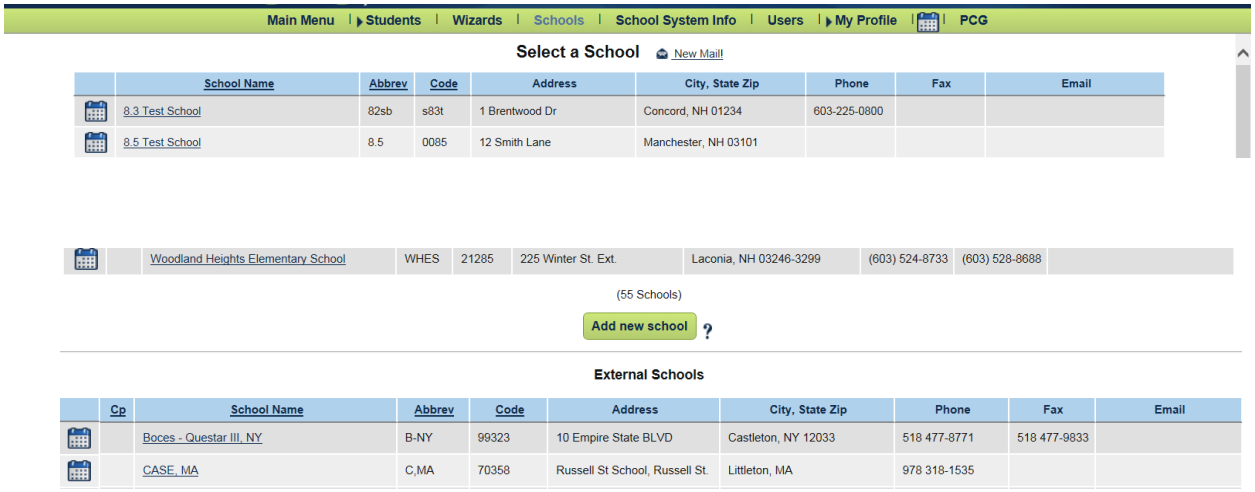
- Problems creating a draft IEP can happen if the web browser's pop-up blocker is turned on. Go to the web browser's security settings page and change the pop-up blocker so it will allow pop-ups on the NHSEIS site. Once pop-ups are allowed, when a draft IEP is created, the system may display a data edit, check "errors page" designating the type of error and what IEP section needs to be changed. Post a message to the message board if you need additional assistance.

- To get all the data on a page in the website to print, highlight all the text that you want to print with your mouse and then go to File>Print>Selection, versus just pushing print. You can also highlight all the text you want to print, copy and paste it into a Microsoft word document and then print that document.

ADDING SCHOOLS TO NHSEIS

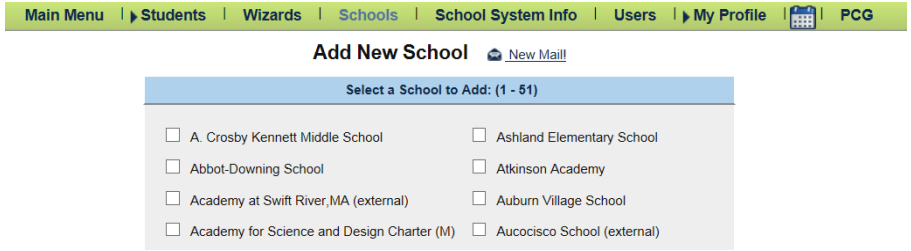
Step 1: Click the "Schools" button.

Step 2: Scroll down and click "Add New school" button.

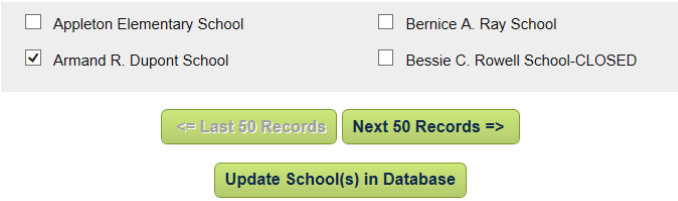


ADDING SCHOOLS TO NHSEIS

Step 3: Select the school (to Add or Remove) by clicking the check box.



Step 4: Use the "Next 50 Records" button to access additional schools in the alphabetical list. If you go pass the desired school, use the "Last 50 Records" button.



Step 5: To complete the task, click the "Update School(s) in Database" button.

If the school is not on the list of schools, check the DOE website.

www.education.nh.gov

Click "NH Schools"

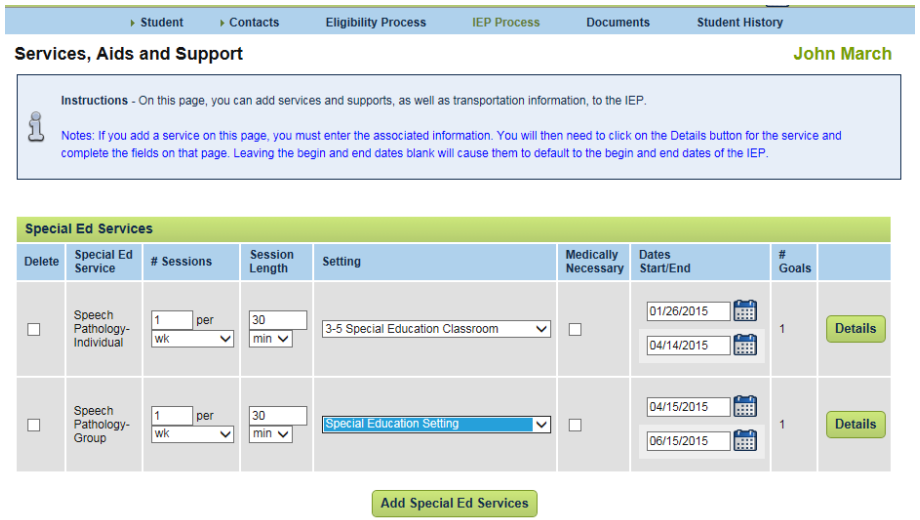
Click "All NH Schools and School Administrative Unit Information"

Click "School Information"

SELECTING SETTING FOR SERVICES AND PROGRAM PLACEMENT

OSEP requires states to collect data on environments based on age, not grade. To ensure we are collecting the necessary information, NHSEIS was recently changed to meet this requirement. This change impacts most significantly the way IEPs are developed for children who are transitioning to kindergarten. Now, when developing an IEP in NHSEIS for a five year old child who will be receiving a special education or related service in a kindergarten classroom, select the 3-5 year old regular early childhood setting (3-5 Regular Early Childhood Prgn). If the child turns six while in the kindergarten classroom, select the regular education setting from the drop down list effective with the date of the child's sixth birthday. This means for this child the service will be listed twice, once for when the child is 5 and once for when the child is 6. The Program Placement will also need to be entered twice to reflect the 3-5 year old early childhood setting for the 5 year old and the regular education setting once the child turns six.

Refer to "Bureau of Special Education FY'13 Memo #9"

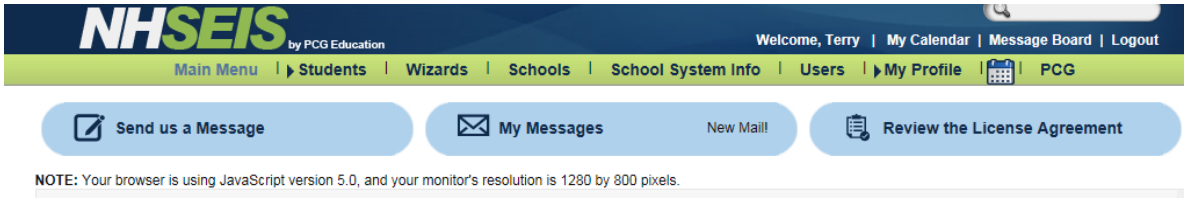


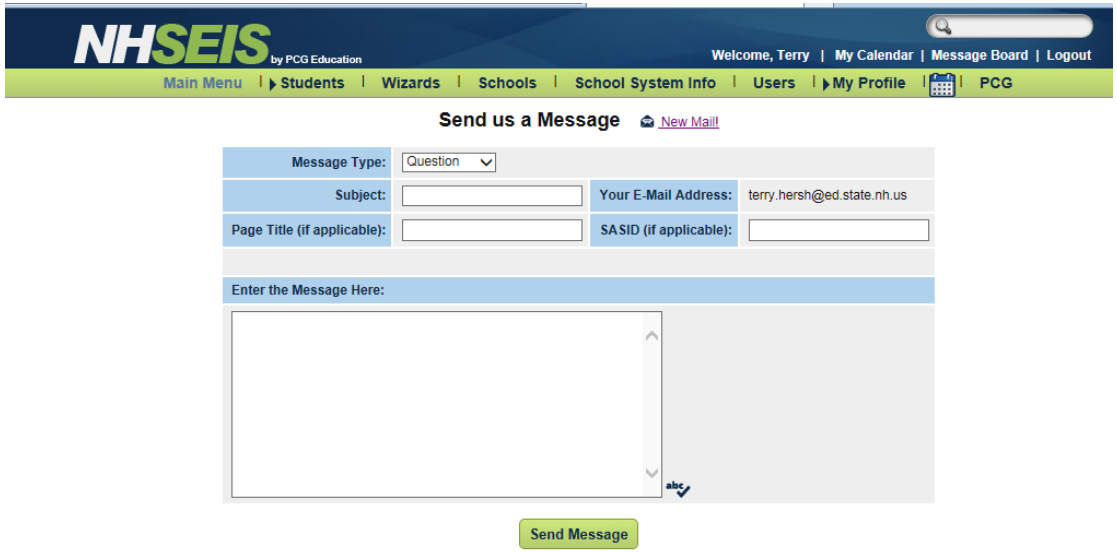
The child in the above screen shot has a date of birth 4/15/2009, and therefore turns 6 on 4/15/15.

- The setting for a student age 5 turning 6 during the IEP period who is in a kindergarten classroom should be entered as follows:
- Example: IEP 2/28/2013-2/27/2014 Student age 5, turns 6 on 9/15/2013.
- Special Education (or Related) Service 2/28/13-9/14/13 setting = 3-5 Early childhood pgn
- Special Education (or Related) Service 9/15/13-2/27/14 setting = Regular Ed Setting

  Other 3-5 settings and school age settings are available in the settings drop down.
- Program Placement 2/28/13-9/14/13: Regular Early Childhood Program then select 3-5 Early Childhood pgn setting
- Program Placement 9/15/13-2/27/14: Regular Early Childhood Program then select Regular Education setting

WHAT DO I DO IF I NEED HELP?





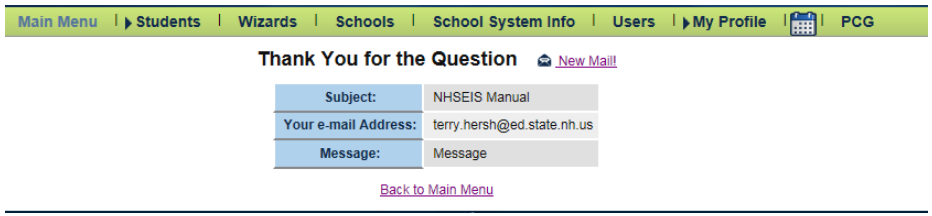
On the main menu page, click “Send us a Message”

Enter the needed information. Please be specific, so the NHSEIS staff can reply to your question

Include student sasid number if question is student specific.

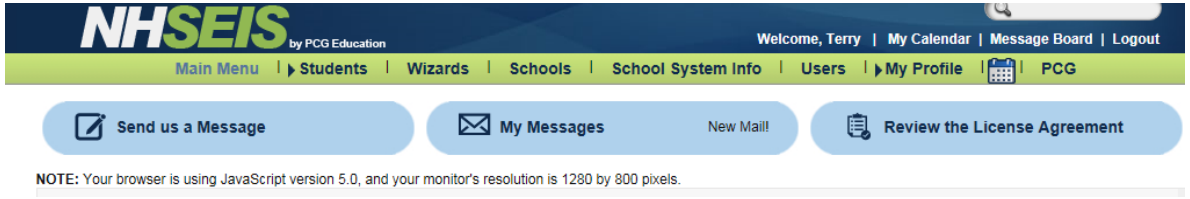
Click “Send Message” button.

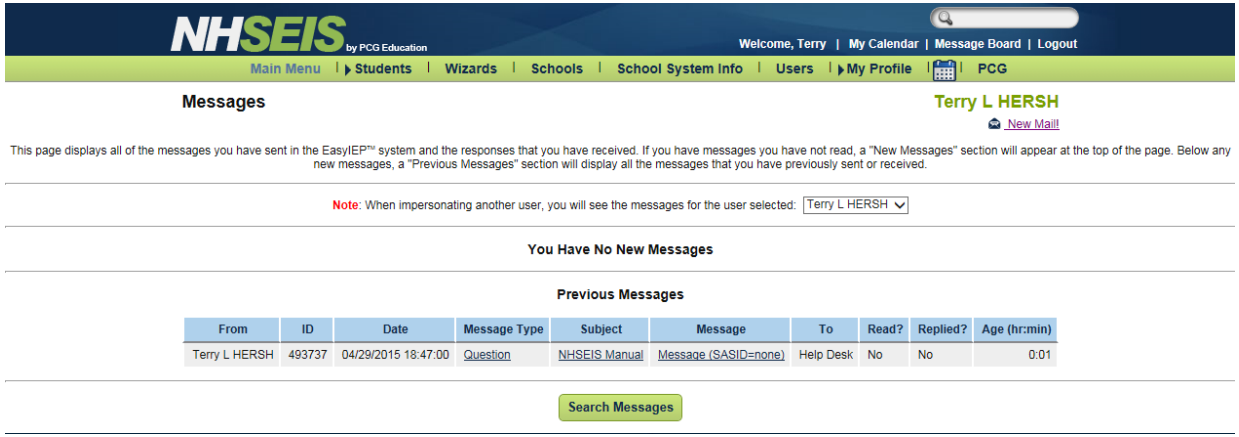
NHSEIS will send an acknowledgement to the message.



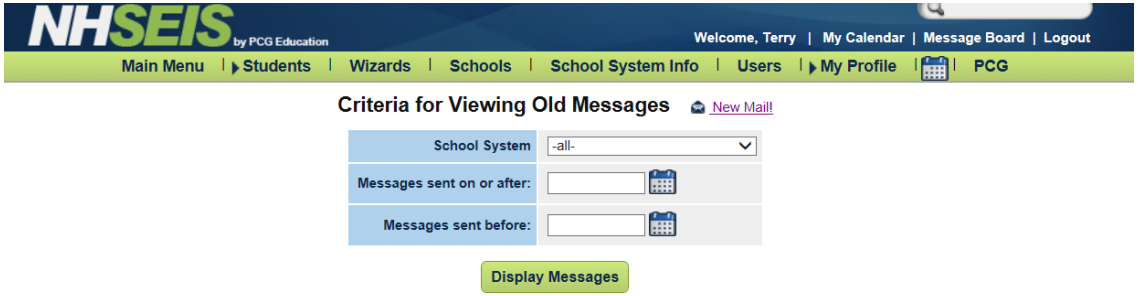
WHAT DO I DO IF I NEED HELP?

Click “My Messages” to view previously sent messages.





- Enter time period for messages to view.
- Click “Search Messages” button to search for previously sent messages within a period of time.
- Click “Display Messages” button



WHAT IF I FORGOT MY PASSWORD?

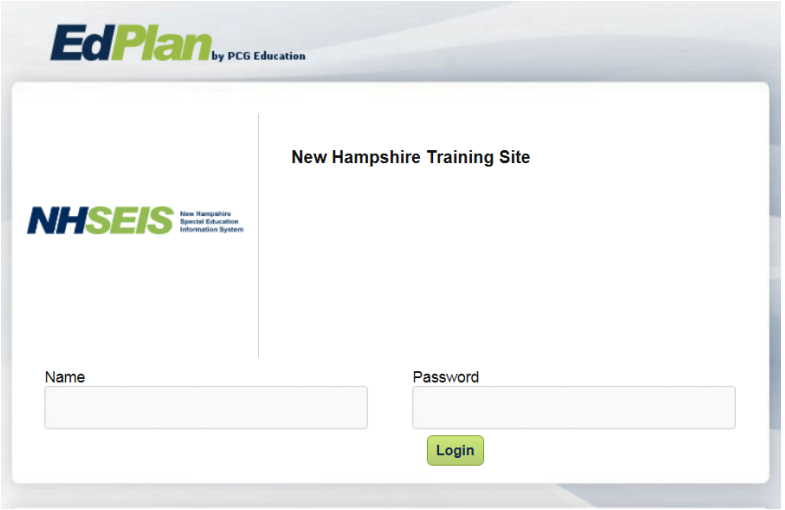
Contact your SAU System Administrator

The following User Types access NHSEIS using the NHSEIS web address:

General Ed Teacher
IEP Team Member
Provider

NHSEIS web address:
https://nhses.ed.state.nh.us/nhdistrictname/

Replace nhdistrictname , for example nhconcord for SAU 8 Concord.

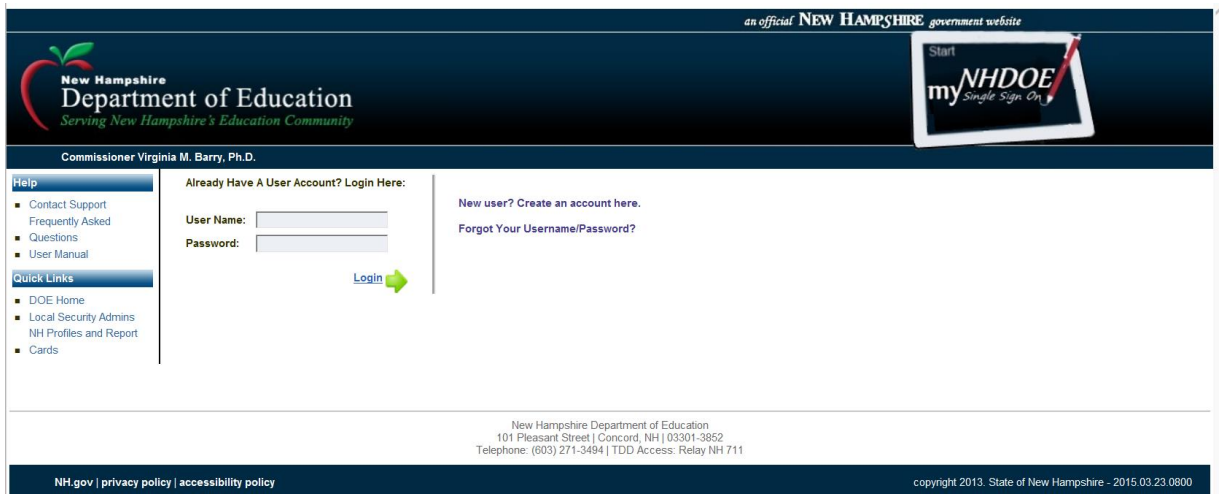


The following User Types access NHSEIS using through NHMYDOE SSO:

Case Manager
District Administrator
District IT Administrator
SAU District Administrator
SAUI System Staff
School Administrator

Link to NHMYDOE Login:

https://my.doe.nh.gov/myNHDOE/Login/Login.aspx
Click “Forgot Your Username/Password



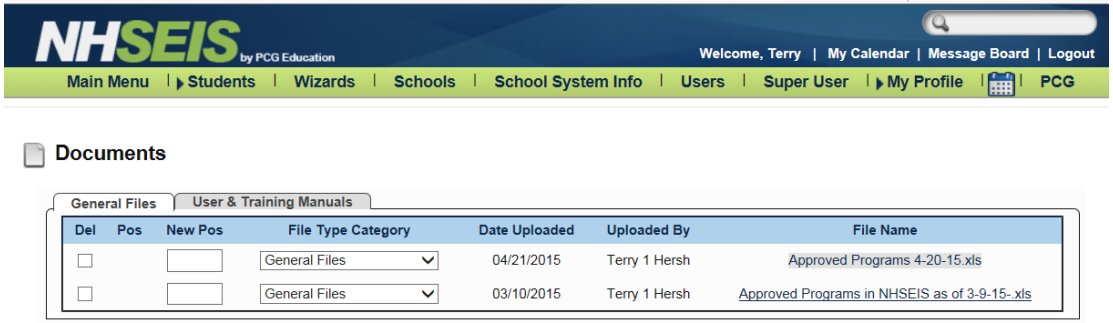
HOW DO I …?

How do I know the names of the Approved Providers and Programs in NHSEIS?

The NHDOE uploads a reference document of Approved Programs in NHSEIS as of (current document date). This document is available on the main menu page under "Files Available On-Line for Viewing/Printing.

- Right click the excel document and select "Open" to open or "Save Target as" to save.

The Approved Programs document identifies the Provider/Program Name/Approval Dates/Gender/ and Ages of students.



Approved Programs

Provider	Program Name	Location	Approval Start date	Approval End Date	Female	Male	Max Age	Min Age	Provider Address	Provider City	Provider State	Provider Zip	Private Provider
Concord High School	Home Instruction	Concord High School	7/1/1983	6/30/2018	Yes	Yes	21	14	170 Warren	Concord	NH	03301	No
Concord High School	Language Based Program	Concord High School	9/1/1992	6/30/2018	Yes	Yes	21	14	170 Warren	Concord	NH	03301	No
Concord High School	Prep Resource Room	Concord High School	7/1/1983	6/30/2018	Yes	Yes	21	13	170 Warren	Concord	NH	03301	No

HOW DO I …?

What if the In State or Out of State Program is not on the "Approved Programs in NHSEIS as of …" document?

For In State Programs not on the Approved Programs list, or Approved Programs that need extending, please contact 271-3741 or 271-3775.

For Out of State Programs not on the Approved Programs list, or Approved Programs that need extending the NHDOE/SPED will need the NHSEIS Program and School Forms completed and a copy of the out-of-state Department of Education's Certificate/Approval Letter. Once the information is received, it will be reviewed for input to NHSEIS. The forms are available on the NHDOE website: http://www.education.nh.gov/instruction/special_ed/forms.htm

REQUEST FOR OUT-OF-STATE PROGRAMS ENTERED INTO NHSEIS

Instructions for completing the request for out-of-state programs entered into the New Hampshire Special Education Information System (NHSEIS)

1. Work with the contact person at the out-of-state school, class or program to complete this form.
2. Submit with this form the host state's current certificate of special education approval for the school, class or program.
3. Submit the completed form and certificate of special education approval by mail, email or fax to:

Deborah Krajcik, Education Consultant
Bureau of Special Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
Email: deborah.krajcik@doe.nh.gov
Fax: (603) 271-1099

For NH Department of Education Use Only

Reason for addition or revision of NHSEIS:

_____

_____

_____

Approval for entry into NHSEIS: _____*Yes* _____*No*

Name of NH Department of Education (NHDOE) staff:

_____

Date: _____

Data Entry into NHSEIS by: (Name of NHDOE staff)

_____

Date entered into NHSEIS: _____

Out-of-state school:
(As it appears on the out-of-state approval certificate)

Program, if different name than above:
(As it appears on the out-of-state approval certificate)

Address:

Name and position of program contact:

Email address:

Telephone number:

NH school district:

Name and position of NH district personnel completing this form:

Email address:

Telephone number:

Student's IEP placement begin date:

Program approval end date: (From current out-of-state approval certificate)

Page **1** of **2**

REQUEST FOR OUT-OF-STATE PROGRAMS ENTERED INTO NHSEIS

Check the primary disabilities served for the school or program according to the out-of-state approval:

- ☐ **Autism**
- ☐ **Deaf-Blindness**
- ☐ **Deafness**
- ☐ **Developmental Delay (ages 3-9)**
- ☐ **Emotional Disturbance**
- ☐ **Hearing Impairments**
- ☐ **Intellectual Disability**
- ☐ **Multiple Disabilities**
- ☐ **Orthopedic Impairment**
- ☐ **Other Health Impairments**
- ☐ **Specific Learning Disability**
- ☐ **Speech-Language Impairments**
- ☐ **Traumatic Brain Injury**
- ☐ **Visual Impairments**

Age range program serves:

Minimum age:

Maximum age:

Gender served by program:

- ☐ **Males**
- ☐ **Females**
- ☐ **Both**

Program capacity:

Type of special education program: (Check one.)

- ☐ **Public School (out-of-state)**
- ☐ **Separate School**
- ☐ **Day Only**
- ☐ **Residential Only**
- ☐ **Both Day/Residential**

Number of days program is approved to operate:
(Please check one.)

- ☐ **30** ☐ **220**
- ☐ **45** ☐ **227**
- ☐ **60** ☐ **240**
- ☐ **180** ☐ **365**

Building type: (Please check one.)

- ☐ **SAU Operated**
- ☐ **LEA Operated**
- ☐ **State Operated**
- ☐ **Publicly Funded Regional**
- ☐ **Private Out-of-State**
- ☐ **Public Out-of-State**
- ☐ **ESS**

School type: (Please check all that apply.)

- ☐ **Grades Preschool/Kindergarten**
- ☐ **Grades 1-5 Elementary School**
- ☐ **Grades 6-8 Middle School**
- ☐ **Grades 9-12 High School**
- ☐ **Vocational High School**
- ☐ **Public Academy**
- ☐ **Other:**

Ed 1126.06 Out-Of-State Placements.
(a) Public agencies shall place children with disabilities, for the purpose of receiving special education and related services, in only those out-of-state schools, classes, or programs which are approved by the host state for the purpose of providing special education and related services within that state. Any limitation by the host state on the state's approval of the school's provision of special education and related services, such as by category of disability served or other comparable standard, shall apply to the schools, classes, and programs approved for New Hampshire children.
(b) If an out-of-state program does not meet the standards of Ed 1114.07-1114.09, the LEA shall not place a student in the program.

Page **2** of **2**

HOW DO I …?

How do I enter an Approved Program Placement in the IEP Process that has yearly Approvals in NHSEIS?

Approved Programs

Provider	Program Name	Location	Approval Start date	Approval End Date	Female	Male	Max Age	Min Age	Program Phone
Pine Haven Boys Center	Separate School Program, Day	Pine Haven Boys Center	7/1/2010	6/30/2011	No	Yes	15	6	
Pine Haven Boys Center	Separate School Program, Day	Pine Haven Boys Center	7/1/2011	6/30/2012	No	Yes	15	6	

In this example the "Pine Haven Boys Center" is approved for 2010/2011 and 2011/2012.

Special Education Programs John March

Instructions - Below are the special education program placements that have been selected for this student. To add a new program, click the Add State-Approved Programs button and complete the search criteria.

State-Approved Programs

Delete	Program Service	# Sessions	Session Length	Dates Start/End	# Goals	
☐	Separate School Program, Day	1 per day	6 hr	01/26/2015 06/15/2015	0	Details
☐	Separate School Program, Day	1 per day	6 hr	09/01/2015 01/25/2016	0	Details

Add State-Approved Programs

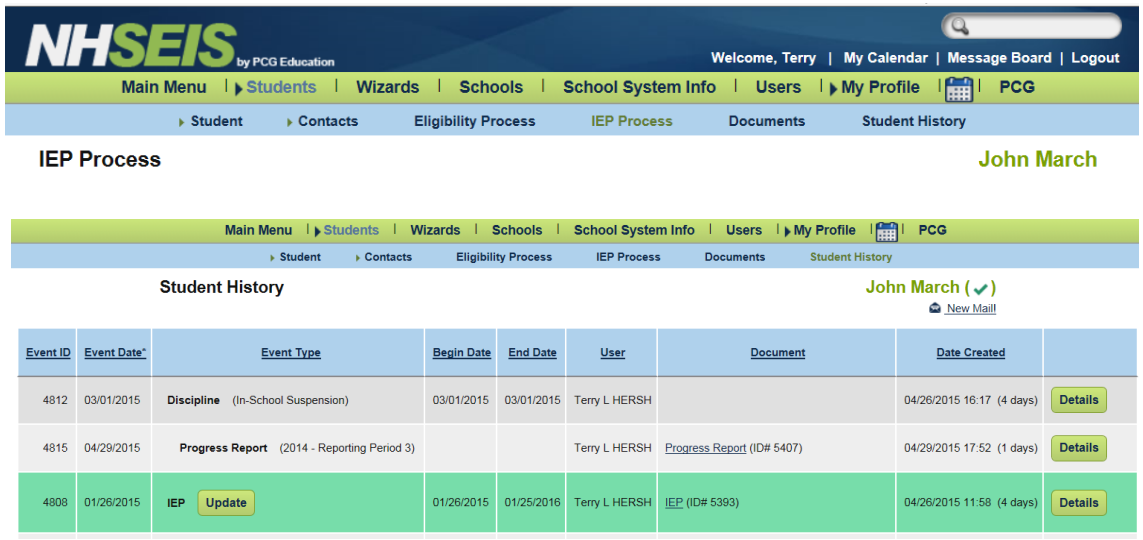
<<Back Save Save and Continue >>

The "Pine Haven Boys Center" "Separate School Program, Day" must be entered separately for each school year.

HOW DO I …?

How do I view a program Placement on an IEP?

- Click the "eligibility" section
- Click the compliance symbol at the top of the screen. In the example, the compliance symbol is a green check. This will display the student history.
- In the student history, click the blue "IEP" to view the IEP pdf formatted document.



Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
4812	03/01/2015	Discipline (In-School Suspension)	03/01/2015	03/01/2015	Terry L HERSH		04/26/2015 16:17 (4 days)	Details
4815	04/29/2015	Progress Report (2014 - Reporting Period 3)			Terry L HERSH	Progress Report (ID# 5407)	04/29/2015 17:52 (1 days)	Details
4808	01/26/2015	IEP Update	01/26/2015	01/25/2016	Terry L HERSH	IEP (ID# 5393)	04/26/2015 11:58 (4 days)	Details

The student placement appears near or on the last page of the IEP. In the "Parent's response to a Special Education Proposal" section, the Placement Provider, Program, begin date and end date are stated.

Student Name: John March
DOB:04/15/2000

New Hampshire Training Site
IEP Meeting Date:01/26/2015

PARENT'S RESPONSE TO EDUCATIONAL PLACEMENT PROPOSAL

This is a document for parents to indicate their formal response to a school district proposal related to educational placement for their child. Parents may take up to 14 calendar days from the date on which they receive the proposal to respond. This insures that the special education process can be conducted in a timely and appropriate manner. The 14-day time limit may be extended if both parent and School District agree to an extension.

Provider: Concord High School
Program: Language Based Program
Time Spent: 1 sessions/day of 3 hr
Begin: 01/26/2015
End: 06/15/2015

Provider: Concord High School
Program: Language Based Program
Time Spent: 1 sessions/day of 3 hr
Begin: 09/01/2015
End: 01/25/2016

PARENT'S NAME: dfgs
ADDRESS:

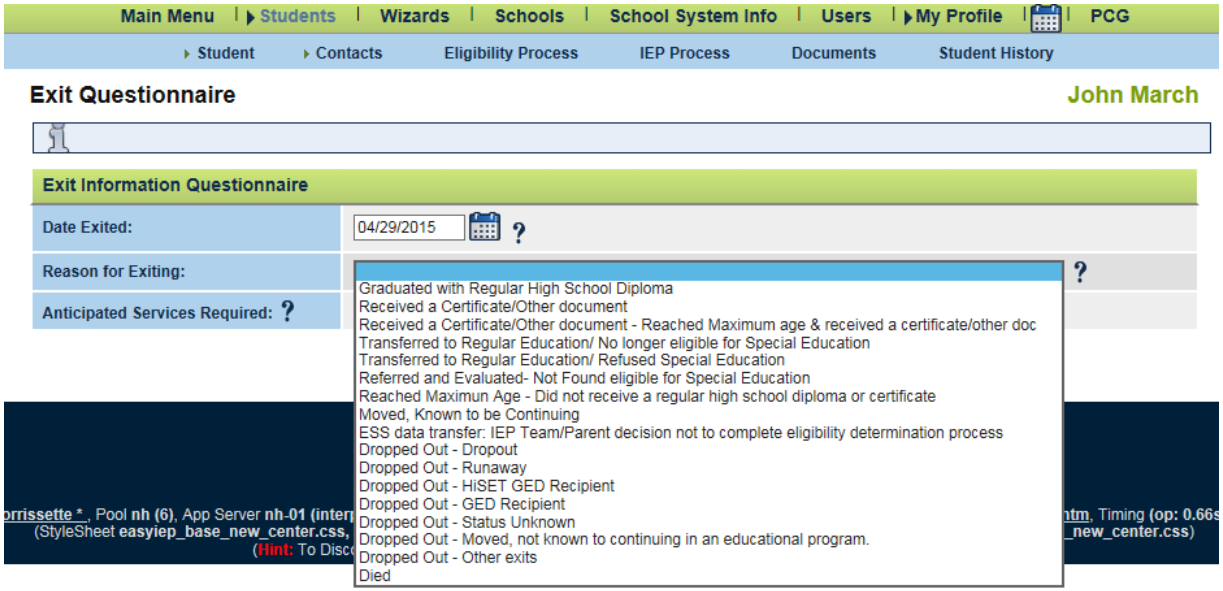
Proposal details are enclosed

STUDENT: John March
SASID NUMBER: 8887779994
DATE DOCUMENT TRANSMITTED: _____
TRANSMITTAL METHOD: _____
CONTACT PERSON: _____

HOW DO I …?

Which exit reason do I select for a child referred from ESS to Special Education that an IEP/Team Parent decides not to evaluate?

Select "ESS Data Transfer: IEP Team/Parent decision not to complete eligibility determination process."



Reference: FY 14' Memo #11

Deadline for Entering Data on Children Exiting Special Education for Reporting Requirements

Note: Page 3 – The FAQ for students exiting special education can be found at: http://www.education.nh.gov/instruction/special_ed/documents/faq_exit_special_ed.pdf

HOW DO I …?

How do I know how many units and the length of units are on the proposed or finalized IEP?

- Click the "Student History.
- Or click the compliance symbol at the top of the screen. In the example, the compliance symbol is a green check. The student history page appears.

NHSEIS by PCG Education

Welcome, Terry | My Calendar | Message Board | Logout

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

IEP Process John March

Select a Student (Caseload of Terry L HERSH) New Mail!

CP	Last Elig	IEP End	School	Grade	Name	Student ID	SASID	Age	Hist Dis	Dis	Case Manager
✓	01/25/2015	01/25/2016	ELEM	4	John March	2068944	8887779994	15 Years	SLD,SP	SLD,SP	Terry L HERSH
E			HIGH	9	John Newfebruary	2068740	9879875987	14 Years		SLD	Terry L HERSH
E			HIGH	9	John M Smith	2065945	8848848845	14 Years			Terry L HERSH

(3 Students)

Print Caseload | Export Caseload

- In the student history, click the details button of the Proposed or Finalized IEP.

Main Menu | Students | Wizards | Schools | School System Info | Users | My Profile | PCG

Student | Contacts | Eligibility Process | IEP Process | Documents | Student History

Student History John March (✓)

New Mail!

Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
4812	03/01/2015	**Discipline** (In-School Suspension)	03/01/2015	03/01/2015	Terry L HERSH		04/26/2015 16:17 (4 days)	Details
4815	04/29/2015	**Progress Report** (2014 - Reporting Period 3)			Terry L HERSH	Progress Report (ID# 5407)	04/29/2015 17:52 (1 days)	Details
4808	01/26/2015	**IEP** Update	01/26/2015	01/25/2016	Terry L HERSH	IEP (ID# 5393)	04/26/2015 11:58 (4 days)	Details

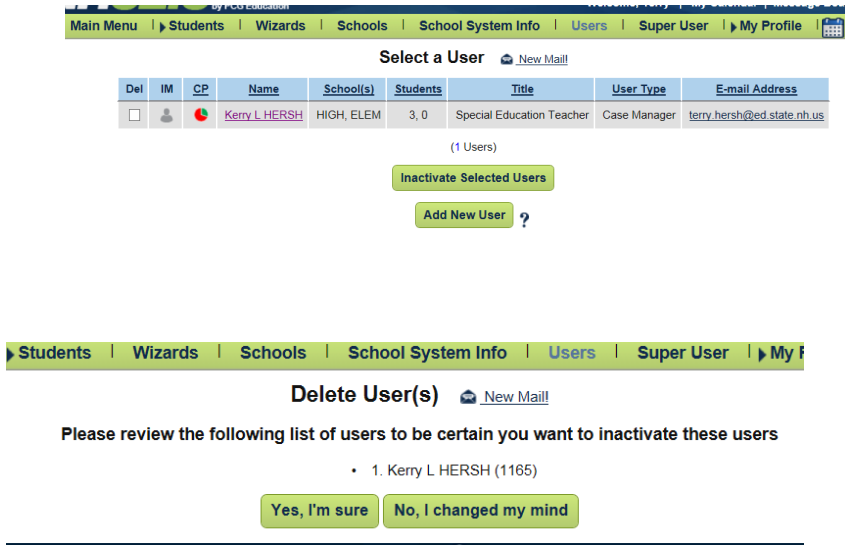
- In the services area, locate the specific service or program service (placement) to view the units, and length of unit.

Services

Service Class	Service	Service Code	Provider	Time Spent	Begin Date	End Date	Medically Necessary	ESY	Diagnosis	Program Vendor
Special Ed Services	Speech Pathology-Group	6466		1 sessions/wk of 30 min	01/26/2015	06/15/2015	No	No		
Special Ed Services	Speech Pathology-Individual	6467		3 sessions/wk of 30 min	07/01/2015	08/15/2015	No	Yes		
Special Ed Services	Speech Pathology-Individual	6467		1 sessions/wk of 30 min	01/26/2015	06/15/2015	No	No		
Related Services	Aide	3035		1 sessions/day of 3 hr	01/26/2015	06/15/2015	No	No		
Supplemental Aids & Services	Assistive Technology Device	3042			01/26/2015	06/15/2015	No	No		
Program Services	Language Based Program	3764		1 sessions/day of 3 hr	01/26/2015	06/15/2015	No	No		Concord High School
Program Services	Language Based Program	3764		1 sessions/day of 3 hr	09/01/2015	01/25/2016	No	No		Concord High School

HOW DO I …?

What do I do when a staff (NHSEIS user) leaves the district?



To delete a User from the database and reactivate User in database:

- From the main menu, click “School System” button, enter the User name, click “View User(s)” then click the User name.
- The View User screen appears. Select the “Del” check box and Click the “Inactivate Selected Users” button.
- The confirmation screen appears. Select “Yes, I’m Sure.” User becomes inactive.
- An SAU System Administrator cannot delete another SAU System Administrator, but can change the password of SAU System Administrator, preventing access to NHSEIS.
- The SAU System Administrator can Delete/Inactivate Users from the database.

KEY FEATURES OF THE SYSTEM

It is a web-based IEP management program.

- Special Education Management System, helps improve processes using NH specific IEP Process Wizard. The IEP Process breaks the Special Education process into manageable, easy to follow steps with on-page instructions, current with state and federal policies.
- Database stores key student, parent and school information for accurate and thorough IEPs and other documents. The system creates a virtual "filing cabinet" of a student's entire NHSEIS history or events and documents.
- NHSEIS has embedded checks in the IEP Process to assist with creating complete and compliant IEPs.
- Works with all web browsers and can be operated from either a Macintosh or PC computer.
- Can be used at work, home, library, or anywhere else with Internet access.
- Multiple users can simultaneously work on the same student.
- Maximum online security is built into the system to allow for necessary confidentiality.
- Provides Administrators with the ability to impersonate users for troubleshooting purposes.
- Administrators can quickly check compliance across schools and drill down to the student level.
- Main Message Board page that Administrators can use to post information and circulate documents for users
- Main Message Board for DOE to post information to all NHSEIS users.
- Questions or suggestions can be sent securely and directly to the DOE.
- NHSEIS has pre-populated Approved Special Education Programs and School information. SPED Program Placement included as part of the IEP process.
- Ability to transfer complete student records between SAUs.
- Easily export student search results to Excel spreadsheet.
- Drop down menus make it easy to select from pre-determined entries while also allowing for customization.
- The system automatically tracks due date and displays warnings for upcoming and overdue IEPs and reevaluations using symbols.
- Finance component tied to finalized IEP.
- NHSEIS has additional Reporting Benefits.

HELPFUL RESOURCES

Reference documents are available on the Main Menu page.

Copy and paste hyperlinks below into web browser address bar.

- Link to Department of Education Website: www.education.nh.gov

- Link to Department of Education – Special Education Website: www.education.nh.gov/instruction/special_ed/index.htm

- *Understanding Preschool Special Education Settings, Program Placement and Data Reporting Requirements* The module can be found on the front page of the SSECT website: **www.nhssect.org**

  or

  Link to the Preschool Module: http://www.nhssect.org/NHSEIS/player.html

- Link to CATASTROPHIC Aid Link to Catastrophic Aid Manual: **http://www.education.nh.gov/instruction/special_ed/documents/catastophic_aid_procedures_manual_May_2013.pdf**

NHSEIS – KEY FIELDS FOR REPORTING

When the DOE calculates educational environment, for Federal Table 3, "Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements", and Indicator 5 for the SPP/APR, the length of the school days is used to determine the total number of hours per week. (See Adding Admin Information #4 Fill in Length of School Day) If length of school day is left blank, NHSEIS defaults to the school's length of school day.

With information provided through NHSEIS; the NHDOE reports for federal and State in the following areas;

1. Federal Reporting out of NHSEIS with real time data:
   a. Table 1 Child Count
   b. Table 3 Environment
   c. Table 4 Exiting
   d. Table 5 Discipline

2. Provide the district data for the Annual Performance Report (APR):
   a. Indicator 2 Percentage of youth with IEPs dropping out of high school.
   b. Indicator 4 Rates of suspension and expulsion.
   c. Indicator 5 Educational environments of children with IEPs age 6 through 21.
   d. Indicator 6 Percentage of children aged 3 through 5 with IEPs attending a regular or separate special education class, separate school or residential facility.
   e. Indicator 9 & 10 Disproportionality in special education and related services and in specific disability categories that is a result of inappropriate identification.
   f. Indicator 11 Percentage of children who were evaluated within 60 days of receiving parental consent initial evaluation.
   g. Indicator 13 Percentage of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.
   h. Indicator 14 Percentage of youth who are no longer in secondary school, has IEPs in effect at the time they left school, and were: enrolled in IHE within one year of leaving; enrolled in IHE or competitively employed within one year; and enrolled in some other postsecondary education or training program or competitively employed within one year.

NHSEIS Reports

Tab "SAU Reports"

Address Labels pdf

Address Labels Parent Name

Data Quality Report

Usage Report

SPEDSYS

Related Service Report

User Missing Data

Student Missing Data

Active Student Listing (XLS)

Active Student List (PDF)

Inactive Student List (PDF)

Special Transportation

Inactive Student List (XLS)

Mailing Labels

Duplicate Student Report

Tab "State/Federal Reports"

Table 1 and 3 by District (pdf)

Table 4 Report

Table 4 Report Raw Data

Table 5 Report

Table 5 Report Raw Data

Table 1 and 3 by District (raw data)

Tab "Proj. Meetings Reports "

Projected Eligibility Meetings (PDF)

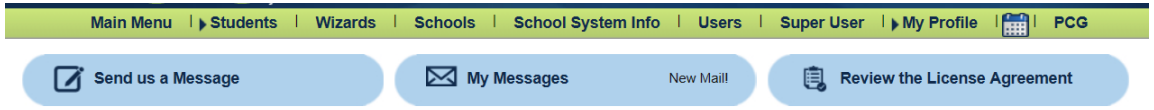
Projected Eligibility Meetings (XLS)

Projected IEP Meetings (PDF)

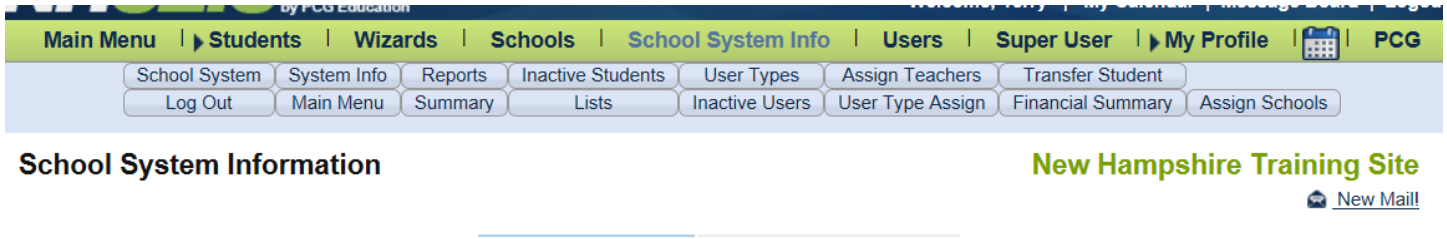
NHSEIS REPORTS

How to access reports in NHSEIS

Click “School System” button on the main menu.



Click “Reports” button.



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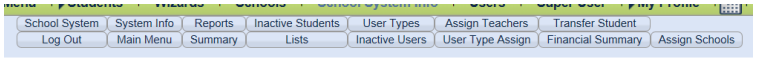
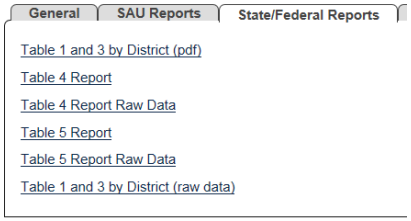
Select Report Tab: “General,” “SAU Reports,” “State/Federal Reports,” and “Proj. Meeting Reports.”

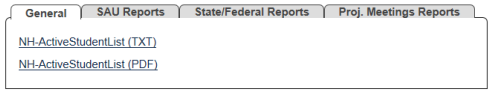
Click the Report to run the Report.



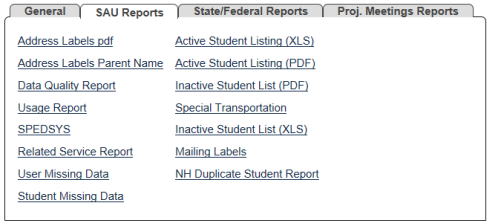
Drill-Down Reports

Student Reports	User Reports
(None Available)	(None Available)
Service Reports	**Service Log Reports**
(None Available)	(None Available)

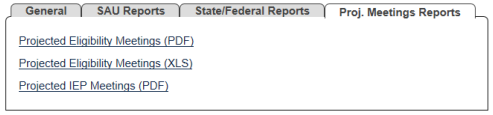




Scheduled Reports



Scheduled Reports



NHSEIS Reports

Click “Reports” button to refresh reports. When the report has been created by the NHSEIS system, the report will appear below the listed reports in the “Saved System Reports” section. Click the created report to access the report.

Scheduled Reports

General | SAU Reports | State/Federal Reports | Proj. Meetings Reports

NH-ActiveStudentList (TXT)

NH-ActiveStudentList (PDF)

Saved System Reports

Date Generated ?	Created By	Report Type ?	Expiration Date	Keep	Custom Name
04/30/2015 15:09:00	Santina Thibedeau	NH Duplicate Student Report	05/05/2015		
04/30/2015 15:01:00	Santina Thibedeau	Address Labels pdf	05/05/2015	☐	
04/30/2015 14:57:00	Santina Thibedeau	Data Quality Report	05/05/2015	☐	

(3 Reports)

Update the Database

NHSEIS Reports – Address Labels pdf

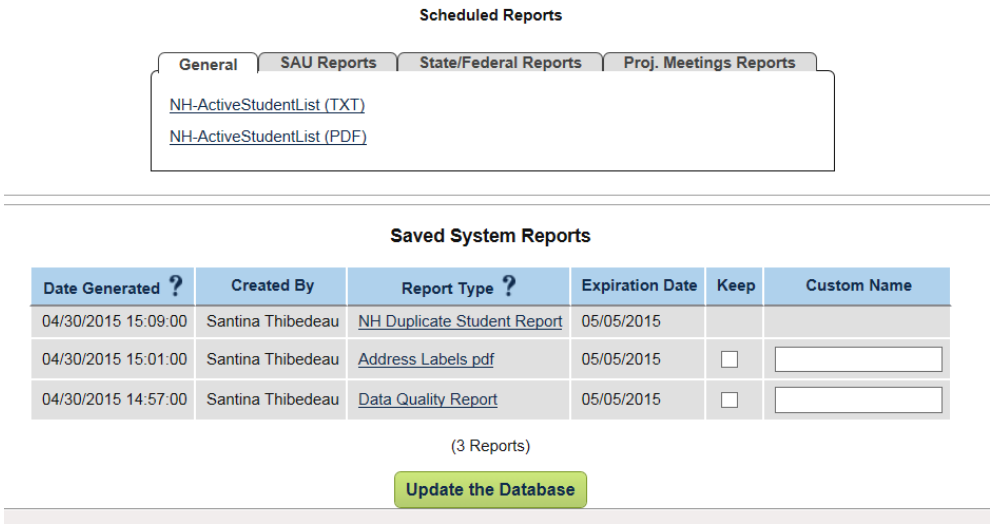
Title of Report: Address Labels pdf

Purpose of Report: To allow districts to create mailing labels from student and contact information in NHSEIS.

Click “School System”

Click “Reports”

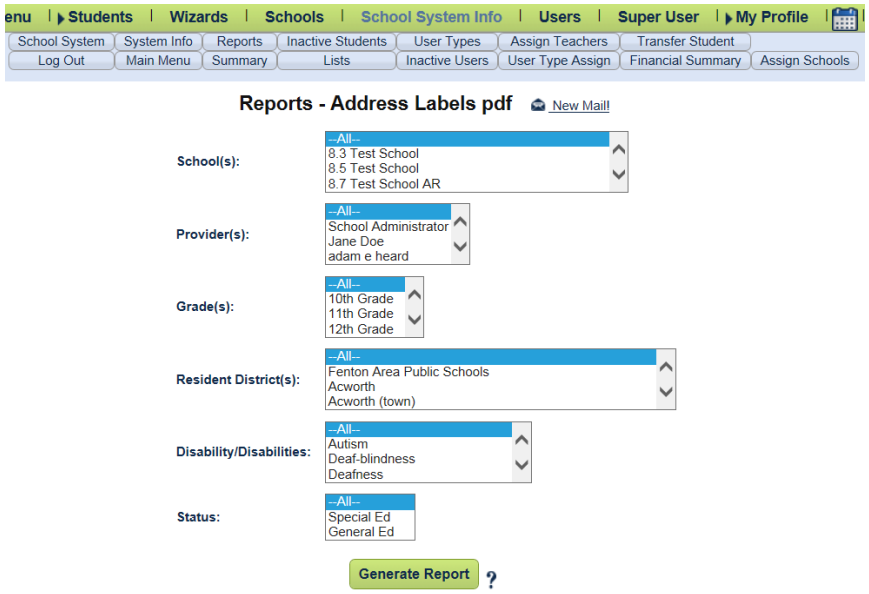
Click “Address Labels pdf”



Select from drop down lists for School, Provider, Grade,

Resident District(s), Disability/Disabilities, and Status. This feature allows NHSEIS users to filter the address label list.

Click “Generate Report”.



NHSEIS Report – Address Labels pdf

Allow time for NHSEIS to create the report.

Click “Reports” button to view NHSEIS created reports.

When created report appears below the reports, in the Saved System Reports area, click the report to access the report information.

Saved System Reports

Date Generated ?	Created By	Report Type ?	Expiration Date	Keep	Custom Name
04/30/2015 15:09:00	Santina Thibedeau	NH Duplicate Student Report	05/05/2015		
04/30/2015 15:01:00	Santina Thibedeau	Address Labels pdf	05/05/2015	☐	
04/30/2015 14:57:00	Santina Thibedeau	Data Quality Report	05/05/2015	☐	

(3 Reports)

Update the Database

Address Labels pdf is in a pdf format and will appear three across and ten down.

To the parents of:
John CatAid
22 Canterbury Rd
Canterbury, NH 03222

To the parents of:
Early Childhood
3213123 Street Street
Concord, NH 03301

To the parents of:
John Doe
2 Main St.
Concord, NH 03301

NHSEIS Reports – Address Labels Parents Name

Title of Report: Address Labels Parents Name

Purpose of Report: To allow districts to create mailing labels from contact information in NHSEIS.

Click “School System”

Click “Reports”

Click “Address Labels Parent Name”

Saved System Reports

Date Generated ?	Created By	Report Type ?	Expiration Date	Keep	Custom Name
04/30/2015 15:09:00	Santina Thibedeau	NH Duplicate Student Report	05/05/2015		
04/30/2015 15:01:00	Santina Thibedeau	Address Labels pdf	05/05/2015	☐	
04/30/2015 14:57:00	Santina Thibedeau	Data Quality Report	05/05/2015	☐	

(3 Reports)

Update the Database

Select from drop down lists for student’s School, Provider, Grade,

Resident District, Disability, and Status.

Click the Generate report button.

Main Menu | Students | Wizards | Schools | School System Info | Users | Super User | My Profile | PCG

School System | System Info | Reports | Inactive Students | User Types | Assign Teachers | Transfer Student

Log Out | Main Menu | Summary | Lists | Inactive Users | User Type Assign | Financial Summary | Assign Schools

Reports - Address Labels Parent Name New Mail!

School(s): --All-- / 8.3 Test School / 8.5 Test School / 8.7 Test School AR

Provider(s): --All-- / School Administrator / Jane Doe / adam e heard

Grade(s): --All-- / 10th Grade / 11th Grade / 12th Grade

Resident District(s): --All-- / Fenton Area Public Schools / Acworth / Acworth (town)

Disability/Disabilities: --All-- / Autism / Deaf-blindness / Deafness

Status: --All-- / Special Ed / General Ed

Generate Report ?

When report appears in the Saved System Reports, click the report title to access the report.

NHSEIS Reports – Address Labels Parents Name

Report appears in the format below in a pdf document. This document can be used to create address labels. The addresses are three across and ten down.

Johnny & Sally Smithson	John Laconia	Mom P Date
2 Street	2 Tilton Street	32321 Redsds Rd.
Concord, NH 03301	Concord, NH 03301	City, NH 03333

NHSEIS Reports – Duplicate Students Report

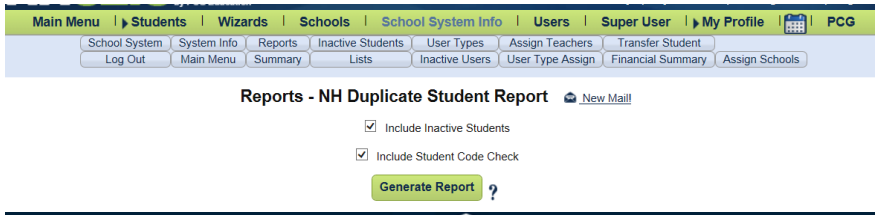
Title of Report: Duplicate Students Report

Purpose of Report: This report will show any student data that has been entered in NHSEIS twice. The district can report this information to the message board so the DOE can merge the data.

Click “School System”

Click “Reports”

Click “Duplicate Students Report”



After the report is created, click School System/ Reports / scroll down to Saved System Reports / click Duplicate Students Report

The report below is an example of one possible duplicated student records.

System	StudentID	SASID	Last Name	First Name	Middle Name	DOB	Gender	Active	Date Added
nhtrainingsite	2047143	4444555521	10.4	test	student	12/8/1996	M	A	2/25/2012
nhtrainingsite	2047142	4444555521	10.4	test	Student	12/8/2000	M	A	2/25/2012

Reports – Table 1 and 3 by District (raw data)

Report Title: Table 1 and 3 by District (raw data) Table 1 (child count) is the Report of Children with Disabilities receiving Special Education under Part B of the Individuals with Disabilities Education Act, and Table 3 (environment) Part B Individuals with Disabilities Education Act Implementation of FAPE Requirements. Raw Data refers to individual student data. The Federal tables utilize district data entered in NHSEIS to answer specific criteria for indicator 5 and 6.

Purpose of report: Table 1 and 3 data is sorted by district and used for Indicator 5 and 6. The Federal Office of Special Education Programs (OSEP) has indicators to guide SEAs implementation of IDEA. The Indicators are used to report SEAs progress and performance to OSEP and to report district level performance. Indicators are one of the ways in which States measure and report their performance in educating students with disabilities.

- Indicator 5 – Percentage of children with IEPs aged 6 through 21 served:
  A. Inside the regular class 80% or more of the day;
  B. Inside the regular class less than 40% of the day; and
  C. In separate schools, residential facilities, or homebound/hospital placements.
- Indicator 6 – Percent of children aged 3 through 5 with IEPs attending a:
  A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
  B. Separate special education class, separate school or residential facility.

NHSEIS Reports – Table 1 and 3 by District (raw data)

The Table 1 and 3 report consists of Part 1 and Part 2, described below. Data in Table 1 & 3 sorted by District is used for the Child Count in the District Data Profiles. Only a child, whose eligibility determination is current, has a finalized IEP and receiving services will be considered for the child count. The educational environment or setting is the type or category of environment in which the student receives special education services, related services and program services. The NHDOE reports annually to the USDOE Office of Special Education Programs (OSEP) on educational environments in which children receive their special education and related service. Districts can access this information from this report. Please refer to Bureau of Special Education FY'13 Memo #22 for further detail.

Part 1. The top section of the report is the student data used to create the summarized data in Part 2. The student can be listed multiple times because each IEP service is shown separately. Part 1 includes all students with services.

Part 2. This section of the report lists each student once. The individual services are combined to determine the amount of time in an environmental setting. Part 2 supports the Tables 1 and 3 by district. Part 2 breaks the data down into Table 3.

NHSEIS Reports – Table 1 and 3 by District (raw data)

The essential data points to districts (column headers) are:

Part 1

District Code - NHSEIS generated code, district identifier

District of Liability – District that is financially responsible

Student Code - NHSEIS generated student identifier

SASID – Unique student identifier

Date of Birth – Date child was born

Age – Age of the student on October 1st

Race – White, Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American and Native Hawaiian, or Other Pacific Islander

Race Code - NHSEIS generated code for race identified

Event Id – Event number in student history identifying IEP services

IEP Begin and End – These are the dates entered into NHSEIS that the IEP starts and ends

Disability – Primary disability only.

Service – Type of service being provided

Service Type – Special Ed service, related service, program service

Current Location – Not used

Service begin and end dates – These are the dates entered into NHSEIS that the service starts and ends

Number of Sessions – The number of sessions for the service

Session Length – Day or number of hours or minutes

Length of Day – The amount of time a student spends in a school day as reported on the student info section in NHSEIS.

NHSEIS Reports – Table 1 and 3 by District (raw data)

Part 2 – NHSEIS Data Reporting Requirements: Education Environments (settings)

District Code – NHSEIS generated code, district identifier

District of Liability – District that is financially responsible

Student Code – NHSEIS generated student identifier

SASID – Unique student identifier

Age – Age of the student on October 1st

Race - White, Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American and Native Hawaiian, or Other Pacific Islander

Grade – Students grade on October 1st

Gender – Male or Female

School Code – NHSEIS generated code, school identifier

Most Recent Disability Code – most recent primary disability entered in NHSEIS, NHSEIS generated code, disability identifier

Most Recent Disability – student's most recent primary disability

REC10YSVCS – The child age 3-5 is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).

REC10YOTHLOC – The child age 3-5 is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).

REC09YSSVCS -The child age 3-5 is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours per week).

REC09OTHLOC –The child age 3-5 is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program less than 10 hours per week).

SC – Separate Class – age 3-5

SS – Separate School – age 3-5

RF – Residential Facility – age 3-5

H – Home or Other – age 3-5

SPL – Service Provider Location – age 3-5

RC39 – Regular Ed setting less than 40% - age 6-21

SS – Separate School – age 6-21

RF – Residential Facility – age 6-21

HH – Home Bound / Hospital – age 6-21

CF – Correctional Facility – age 6-21

Part 2 (cont)

RC80 – Regular Ed setting at least 80% - age 6-21

RC79to40 – Regular Ed setting 40% to 79% - age 6-21

PPPS – Parental Placed Private School – age 6-21

LEP – Limited English Proficiency – age 3-21

To create the report:

Step 1: Click "School System" button

Step 2: Click "Reports" button

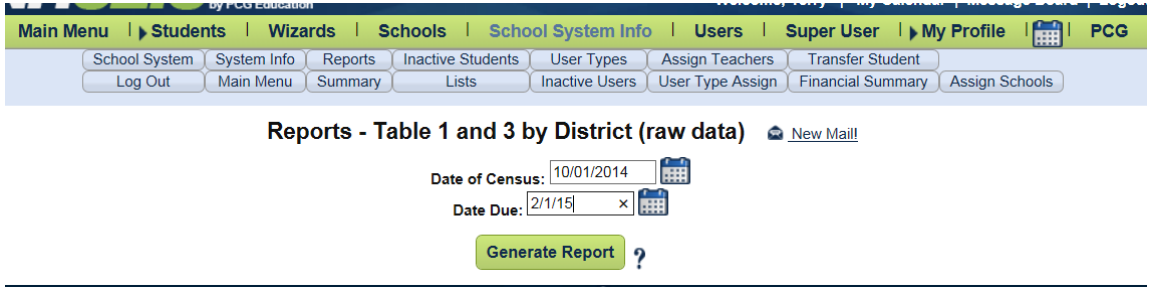
Step 3: Click the "State/Federal Reports" tab and Select -Table 1 and 3 by District (raw data) – click

NHSEIS Reports – Table 1 and 3 by District (raw data)

Step 4: Enter "Date of Census", for example 10/1/13, reference date for determination of student data eligibility and environmental settings and "Date Due" for example 2/1/14, deadline for receipt to OSEP of NH Child Count and Environmental data.

Step 5: Click "Generate Report" button

Allow time for NHSEIS to create the report.



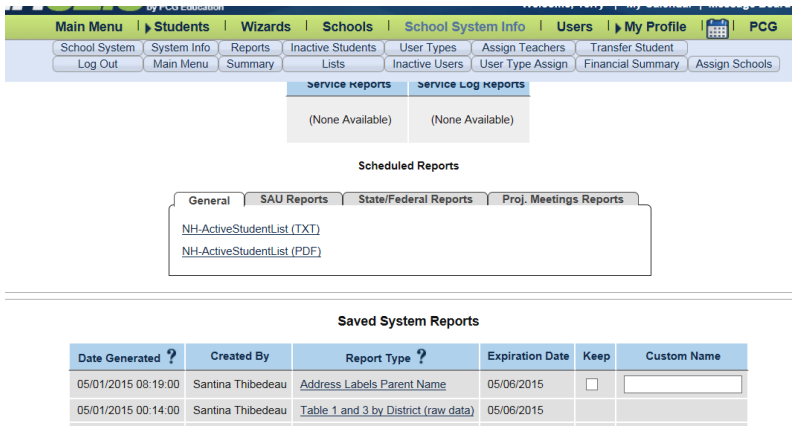
NHSEIS Reports – Table 1 and 3 by District (raw data)

Step 6: On the main menu, Click "School System" button

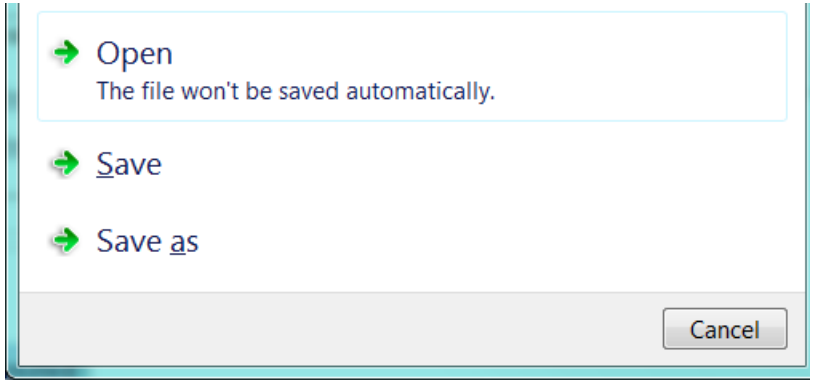
Step 7: Click "Reports" button

Once created, report appears below the scheduled reports (scroll down), in the Saved System Reports area.

Step 8: Click the report, Table 1 and 3 by District (raw data), to access the report information.



Step 9: Click "Open" to open report or "Save" or "Save as" to save the report



Reports – Table 4 Raw Data

Report Title: Table 4 Report Raw Data Table 4 (Reason for Exiting) is the Report of Children who had an IEP within the school year and exited from Special Education. Raw Data refers to individual student data. The Federal Tables utilize district data entered in NHSEIS to answer specific criteria used for Indicator 14.

Purpose of report: Table 4 is sorted by district and used for Indicator 14. This report is available for districts to review exited students within a time period. The Federal Office of Special Education Programs (OSEP) has indicators to guide SEAs implementation of IDEA. The indicators are used to report SEAs progress and performance to OSEP and to report district level performance. Indicators are one of the ways in which States measure and report their performance in educating students with disabilities.

- Indicator 14 – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  A. Enrolled in higher education within one year of leaving high school.
  B. Enrolled in higher education or competitively employed within one year of leaving high school.
  C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

The student data is used for the Annual Post School Outcome Survey mailed to exited students one year, after they leave high school.

The students included in the survey will have exited special education for the following

Reasons:

- Graduated with Regular High School Diploma
- Received a Certificate/Other Document
- Received a Certificate/Other document – Reached Maximum age & received a certificate/other doc
- Reached Maximum Age – Did not receive a regular high school diploma or certificate
- Dropped Out – Dropout
- Dropped Out – Runaway
- Dropped Out – GED Recipient

- Dropped Out – Status Unknown
- Dropped Out – Moved, not known to continuing in an educational program
- Dropped Out – Other exits

The NHDOE is required by OSEP in the Part B State Performance Plan (SPP) and the Annual Performance Report (APR) to collect post school outcome data on students who received special education services, one year after they have exited high school. Link for further information: http://www.education.nh.gov/instruction/special_ed/documents/spp_february_15_2013_final.pdf

(Pages 83-85 of the Special Education State Performance Report provide background information about our survey process and the data we collect for indicator 14)

The essential data points to districts (column headers) are:

Customer Name
District Code – NHSEIS generated code, district identifier
District of Liability Name – District that is financially responsible
District of Liability Code – NHSEIS generated code, district of liability identifier
SASID – Unique student identifier
Student ID – NHSEIS generated id number, student identifier
Last Name – Student's last name
First Name – Student's first name
Date of Birth – Student's date of birth
Gender – Student's gender
Race – Student's race
Age at time of exit – Student's age on exit date
Exit Date - Date student was exited from Special Education
Exit Reason – Selected reason student was exited from Special Education
Exit Reason Code – NHSEIS generated code for exit reason

Reports – Table 4 Raw Data

Disability Name – Student's Disability
Disability (on Exit) – Student's disability on exit date
LEP – Limited English Proficient

To create the report:

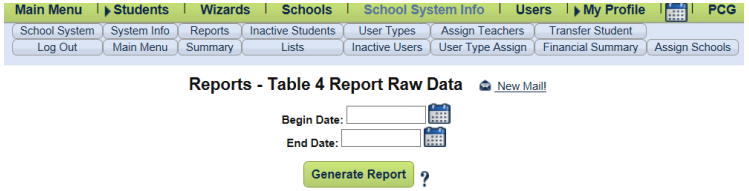
Step 1: Click "School System" button

Step 2: Click "Reports" button

Step 3: Click the "State/Federal Reports" tab and Select – Table 4 Report Raw Data – click

Step 4: Enter Begin Date and End Date, such as 7/1/13 and 6/30/14.

Step 5: Click "Generate Report" button



Allow time for NHSEIS to create the report.

Once created the report appears below the scheduled reports (scroll down), in the Saved System Reports area.

Step 6: Click the report, Table 4 Raw Data, to access the report information.

Step 7: Click "yes" to open report.

Reports – Data Quality Report

Title of Report: Data Quality Report

Purpose of Report: To determine students with incomplete data in the IEP process wizard. Missing fields can be easily identified on the spreadsheet.

Click “School System”

Click “Reports”

Click “Data Quality Report”

Click the Reports Button to Refresh saved reports.

Report will appear below in the Saved System Report area.

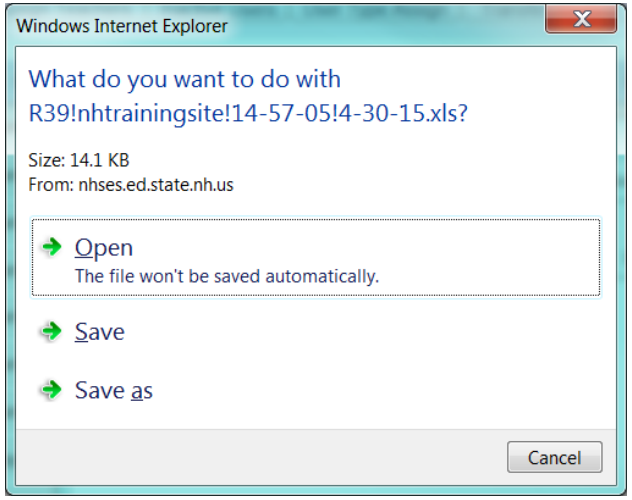
Click Report Title to run.

Saved System Reports

Date Generated ?	Created By	Report Type ?	Expiration Date	Keep	Custom Name
04/30/2015 15:09:00	Santina Thibedeau	NH Duplicate Student Report	05/05/2015		
04/30/2015 15:01:00	Santina Thibedeau	Address Labels pdf	05/05/2015	☐	
04/30/2015 14:57:00	Santina Thibedeau	Data Quality Report	05/05/2015	☐	

(3 Reports)

Update the Database



Click “Open” to open the file in excel format.

Click “Save” or “Save as” to save the report.

The Data Quality Report can be saved in Excel (xls) format.

Reports – Data Quality Report

Report Column Headers:

- Customer Name
- District of Liability
- Town of Residence
- Customer Code
- SASID number
- Student ID
- Student Last
- Student Middle Initial
- Student First
- Date of Birth
- Age
- Race
- Gender
- Primary Language
- Language of Instruction
- Grade
- Length of Day
- School
- Primary Disability
- Referral Date
- Parent Consent to Evaluate Date
- Parent Consent to Eligibility Determination
    - Parent Consent to Eligibility Determination Date