Infinite Campus

User Guide

2017- 2018 School Year

Student Services Division

Student Education Management Systems - SEMS

Table of Contents

Tips for Success! 1 – 2– 3

1 Start by going to:

http://ccsd.net/departments/student-education-management-systems

There you will find a wealth of information such as:
- The User Guide
- Quick References
- Special Education Forms
- Known Issues
- Training information

To access the User Guide, select Reference Materials >Infinite Campus IEP > Infinite Campus User Guide Download.

2 For important information, check out the SEMS icon on InterAct at:
InterAct > SSD Exchange >SSD Departments/Areas >SEMS

3 For assistance with the IEP in Infinite Campus, call the SEMS Help Desk at 702-799-0295 or 0099-0295. (*We do not answer Procedural questions.*)

We will need: Your Name
Location Name
Student ID you are working on

For password resets and computer settings, call User Support Services at 702-799-3300 or 0099-3300.

Introduction

The IEP in Infinite Campus (IC)

The Special Education module in Infinite Campus allows users the ability to create and amend a student's IEP plans, allows secure access to a student's assigned IEP Team and provides real-time progress information and reporting capabilities. It also populates a variety of forms automatically with Campus data and tracks changes made to a student's IEP Plan.

Definitions/Terminology

Amend	Used to revise and make minor changes to a part of a currently locked IEP.
App Switcher	Allows special education teachers and speech language pathologists to toggle between Campus Tools, Campus Instruction, and Campus Community.
Associate	A document that has been uploaded in Infinite Campus and Associated to an IEP plan.
Calendar	Functionality related to a specific school for a specific year.
Case Manager	The Special Education Teacher or Speech Language Pathologist assigned as the primary provider.
Continue	Allows a user to continue to the next editor screen without entering or saving any data on the current screen.
Editor	Data entry screens for completing certain forms within Evaluation and IEP Plan Types.
Enter New Team Member	Allows a user to add individuals to a Team Meeting who are not CCSD employees or student contacts but need to be included on the cover sheet of the IEP.
Fetch	Fetching teachers allows a Case Manager to pull all teacher on a student's schedule into the Team Member tab and gives those teachers online access to read the student's IEP.
Find & Link Team Member	Allows user to add staff members to a team who do not appear after classroom teachers have been fetched.
Help	Gives users assistance specific to the IC module in the area they are working in, if available.

Index	Allows user to navigate through the different tools in Infinite Campus. These are according to the tool rights given to the user.
Lock/Unlock	Allows user to lock IEP and Evaluations when completed. Standard user will not have unlock tool rights.
New Document	Used to create a new document including Evaluations, IEP Plans and Progress Reports.
Open	A user may highlight a Plan or Special Education Form and click this button to open it.
Plan	IEP or Evaluation
Print	Allows user to view or print information.
Process Alerts	Messages delivered to a Case Manager Process inbox alerting them of an upcoming due date or other information.
Save	Saves the data entered on the current editor screen without moving on to the next editor screen.
Save & Continue	Saves the data entered on the current editor screen and takes you to the next editor screen.
Search	Allows a user to perform various searches within Infinite Campus.
Special Education Forms	Can be found at sems.ccsd.net>Reference Materials>Special Education Forms
Staple	Allows user to attach a document that has been uploaded from outside of Infinite Campus and stapled to a specific Evaluation or IEP Plan.
Upload Document	Documents created outside of Infinite Campus that may be uploaded, and either Stapled of Associated to a plan or folder.
Template Bank	This icon appears within the editor screen to denote that a template bank is available for that field. Template Banks contain possible choices of information to be used within that specific field. (i.e.Goals and Benchmarks Guidelines, Six Justification Questions.)
Tool Bar	Bar across the top of each Campus screen that shows calendar information, APP Switcher, and Log Off button.

Getting Started

Browser, Web Address, Home Screen, Crosswalk of Terminology

Mozilla Firefox is the recommended browser to log into and work in Infinite Campus. To access, select this link: https://campus.ccsd.net/campus/clark.jsp

There is also an Infinite Campus icon on each user's desktop. Or, upon opening a Mozilla Firefox browser, select this link which will take you to the SEMS webpage. http://ccsd.net/departments/student-education-management-systems then scroll down to Infinite Campus Production (Mozilla Firefox).
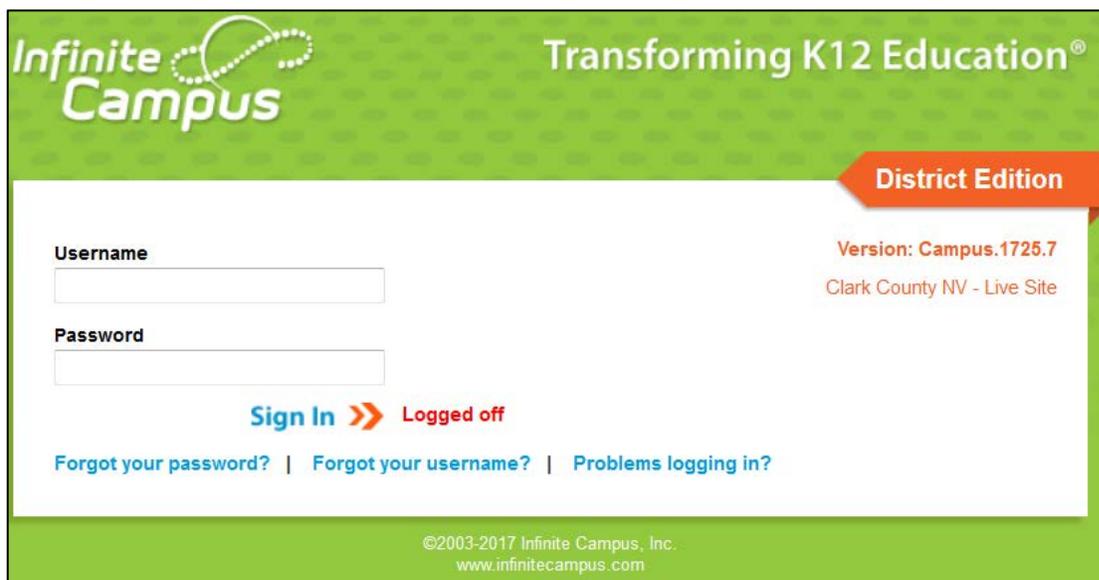
Log into IC using your Active Directory (AD) username and password. The same username and password you use to log into your computer.

Navigation

Once logged into Infinite Campus, the home page will display. Year and School are to the right on the green IC banner. Select the down arrow or school and the year and school will display dropdowns to the left.

To the right on the green toolbar is the bell icon which is for Notifications. Next to the bell is the App Switcher which contains Campus Community, Campus Tools and Campus Instruction. To the right of the App Switcher is Campus Help, and next to Campus Help is the Log Off icon.

District Announcements are announcements of interest to the entire District. School Announcements, those items specific to the school, and Process Alerts, are in the center of this page.

The Navigation Pane to the left of the main working area of the screen allows the user to navigate different modules of the IC program. The two components of the Navigation Pane are Index and Search. The left facing arrow next to Search will allow users to expand the screen to have more viewing space.
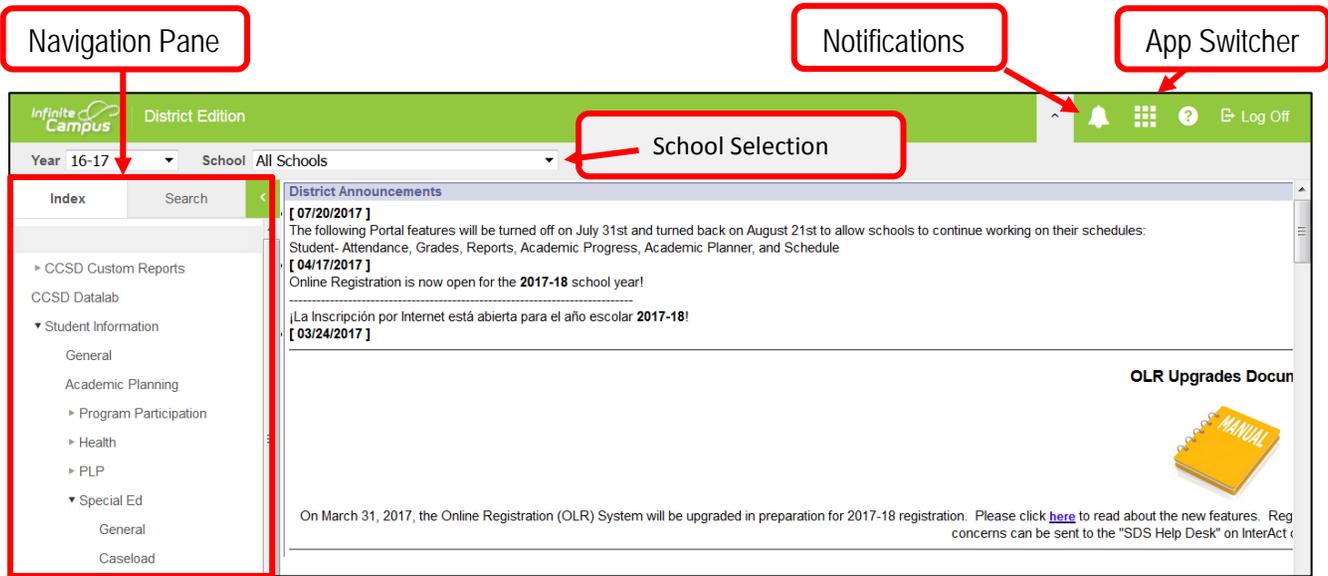
Special Education Module
Searching for a Special Education Student

Path: Student Information >Special Ed>General

To search for a Special Education student in Infinite Campus, you must follow this path: Student Information > Special Ed > General. The Search tab will be highlighted. On the dropdown, select the search criteria based on user rights. Here it's demonstrated using Student.

Input the last name or the first letter of the last name and select Go. A list of names will appear on the left. If the name is in red, this means that that student does not have an active enrollment. If the name is in black, the student is enrolled in your school. Select the student's name. Once you have selected the student, the right side of the screen will display the Special Ed tab and information. You should see an orange flag to the right of their name, if they are in Special Education.
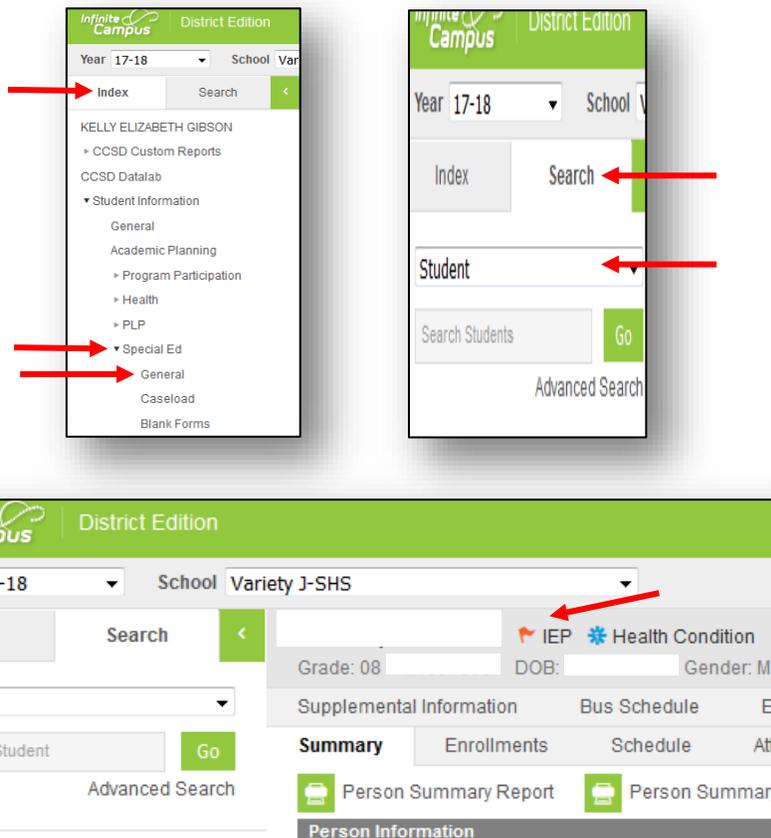
Different Ways to Search

Student

- Choose a specific school of All Schools in the School dropdown at the top of the screen.
- Navigate to the Special Ed Module.
- Under the Search tab, select Student in the drop list.
- Enter a last name of the student or at least the first few letters of the last name.
- If you selected a specific school, it will pull students with the last name at that school only.
- If you selected All Schools, it will pull students with that last name in the entire district.
- Advanced Search: This allows a user to search the Student area. You can search by many different criteria.

All People

- Choose a specific school of All Schools in the School dropdown at the top of the screen.
- Navigate to the Special Ed Module.
- Under the Search tab, select All People in the drop list.
- Enter a last name of the student or at least the first few letters of the last name or a student number.
- It will pull people with that last name in the entire district.
- If you used a student number, it will pull all students with those numbers in their student number.
- Advanced Search: This allows a user to search the Census area. You can search by many different criteria.

Summary
Path: Student Information >Special Ed>General>Summary

The Summary tab displays basic student demographic information about the student such as birthdate, address, telephone number, ethnicity, family members and emergency contact information.

Team Members
Path: Student Information > Special Ed > General > Team Members

Under the Team Members tab, you will find the following links:

Find & Link New Team Member

Allows users to assign Team members in IC to a student's IEP Team. Will show all individuals listed in Infinite Campus who have a connection to the student, either through the student's household, their class schedule, or staff members at school who would work with multiple students such as the school principal and the school counselor. Using this tab to add a team member will allow the user to build a caseload and get process alerts. *(Only the Case Manger role gets process alerts.)*

Enter New Team Member

Allows users to assign Team members outside of IC to student's IEP Team. Using this tab will not allow the user to build a caseload or get process alerts. CCSD does not use this tab.

Fetch Classroom Teachers

Allows users to add all of the student's teachers to the team all at once.

Print Active Only

Allows users to print active members of the IEP Team. Prints the current members of the IEP Team (*Their names will be in BOLD*).

Print All

Allows users to print all members associated with the students' IEP. Prints past or future members associated with the student's IEP.

Case Manager	Extended School Year	Child Find	Pending Placement Enrollment	SSD Transportation
Summary	**Team Members**	Documents	Contact Log	Case Mgmt Programs	SSD Transportation

➕ Find & Link New Team Member ➕ Enter New Team Member 🖨 Print Active Only 🖨 Print All

Team Member Editor

Start Date	End Date	Title	Name	Role
12/09/2016			**GRAUNITZ, TERRI**	**Case Manager**
12/09/2016		**SEIF**	**ROCK, LANAE**	**Service Provider**
12/06/2016	06/08/2017	Teacher	GRAUNITZ, TERRI	Read-Only

Fetch Classroom Teachers

Assigning Roles in Infinite Campus

Different roles can be assigned to team members. For Case Managers, you can leave the end date blank until the student gets a new Case Manager. There cannot be more than one user with the Case Manager role. To differentiate between people with the same role, you can update the Title. Teachers will have an end date starting when the student is no longer in their class. All other members can add an end date when they are no longer a member of the team.

Roles:

- **View Only** – Allows the user to know that there is an IEP Plan
- **Read Only** – Allows the user to read the contents of the IEP Plan. Special Education forms are not visible with this role
- **Write** – CCSD does not use this role
- **Advisor** – CCSD does not use this role
- **Service Provider** - Provides a related service to student*
- **Case Manager** – This role is for the Case Manager*

*Service Provider and Case Manager roles are the ONLY roles that can create a caseload! The Case Manger role is the only role that can get process alerts. There can only be one Case Manager role!

Title Field:

To identify the difference between team members with the same role, select the team member you want to edit, update the Title field (ONLY use the abbreviation) and select Save:

- **Case Manager**
- **SEIF**
- **SLP**
- **PSY**
- **OT**
- **PT**
- **Nurse**
- **VI**
- **APE**
- **DHH**

te: Team Members that are already tracked in the system should be added using the 'Find & Lim ember' tool. Team Members added through this interface will not appear in that user's caseload.

rt Date	End Date	Title	Role
/27/2017		Case Manager	Case Man
st Name		First Name	
ency			
dress			
alifications			

Viewing the Caseload

Path: Student Information > Special Ed > Caseload
In order to create a caseload, you must first assign yourself the role of
Case Manager or Service Provider in the Team Members Tab.
(Use the instructions under the Assigning Roles in Infinite Campus section.)
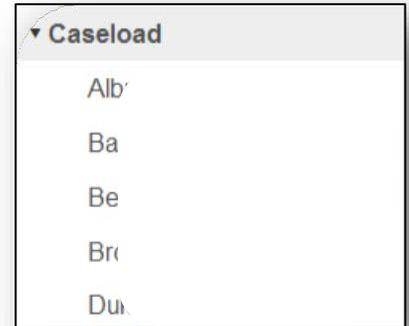
Once the student is assigned to you, the student will appear under the Caseload link in the Index tab. Selecting the student's name in the Navigation Pane on the left or selecting the folder on the right will take you directly to the Documents tab. Selecting the student's name on the right will take you to the Summary tab.

SPED Student		DOB	Grade	Last Eval	Last Plan	Primary Disability	SPED Status	SPED Setting	Exit Date
Alb Sta	🗂	09/14/2000 (15y6mo)	10	N/A	03/16/2015	HI: Health Impairment	1: Yes	B10: Regular class 40-79%	N/A
Ba Sta	🗂	02/05/2000 (16y1mo)	10	N/A	10/13/2015	HI: Health Impairment	1: Yes	B9: Regular class 80-100%	N/A
Be Sta	🗂	07/21/1999 (16y7mo)	11	N/A	11/09/2015	EH: Emotional Disturbance	1: Yes	B9: Regular class 80-100%	N/A
Br Sta	🗂	10/08/1998 (17y5mo)	11	N/A	02/05/2015	LD: Specific Learning Disability	1: Yes	B10: Regular class 40-79%	N/A
Du Sta	🗂	07/30/1997 (18y7mo)	12	N/A	05/04/2015	LD: Specific Learning Disability	0: No	B9: Regular class 80-100%	06/04/2015

Case Manager - 22 students

Process Alerts

Process alerts are designed to let you know when an event is coming due. These process alerts will appear in two places:
- At the bottom of the Campus Tools page – select your name at the top of the Navigation Pane to show the Process alerts listed at the bottom of the Campus Tools page

Index	Search	‹
REBECCA WRIGHT		

Process Alerts

☐	!	🗋	Process	Name	Posted Date	Due Date
No Process Alerts items at this time.						
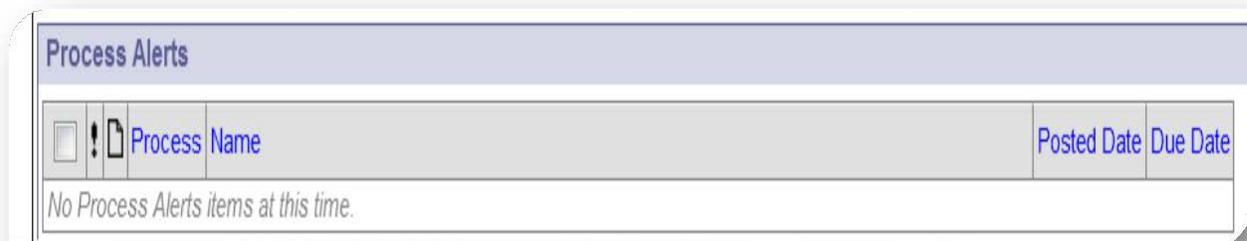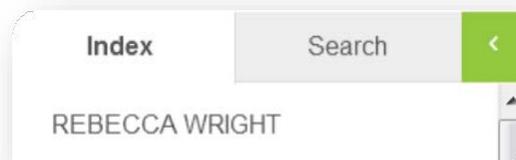
- At the top of the Campus Instruction page – select the Process Alerts button

Campus Instruction | REBECCA WRIGHT

| **1** | | All Items | Process Alerts | Announcements | 1 |

The Case Manager role is the ONLY role that gets Process Alerts.

To see a list of Process Alerts, click here.

How a Classroom Teacher Views an IEP

Select App Switcher
Select Campus Instruction
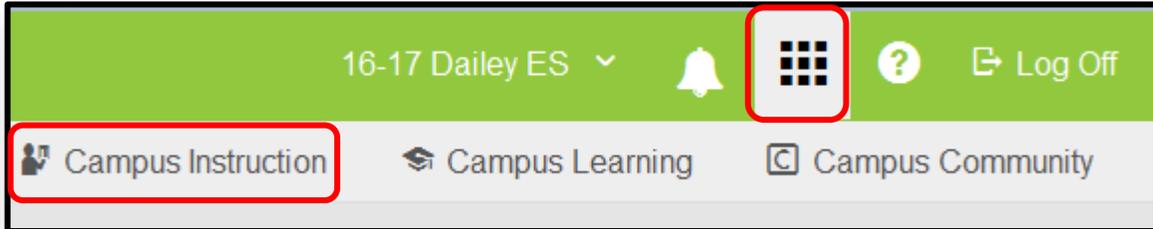
Select Roster
Choose correct term and section
Locate Student
Place the mouse over the paper icon and it will show who the Case Manager is and how to get in contact with him/her.
Double click the paper icon located in the IEP column to view IEP.
The IEP will populate in Adobe.

If the IEP does not populate, make sure that the gen ed teacher is Fetched on the Team Member's Tab.
The student MUST have a Locked IEP.

Documents Tab

Path: Student Information > Special Education > General > Documents

In the Documents tab, you can perform the following functions with plans and forms:

- **Open** – allows the user to **open** the plan or special education form

- **Lock/Unlock** – allows the user to **lock** the plan (users cannot unlock plans)
  *Special Education Forms do not lock

- **Copy** – users will **not** use the Copy function

- **Amend** – allows the user to **make changes** to IEP plans previously created and locked

- **Delete** – allows the user to delete unlocked documents (users cannot delete locked plans)

- **Print** – allows the user to **view** or **print** documents

- **New Document** – allows the user to create a **new document**

- **Upload Document** – allows the user to **upload a document** file (i.e. browse from desktop or saved file.) A document can be uploaded and either Stapled or Associated.

Summary	Team Members	**Documents**	Contact Log	Case Mgmt Programs	SSD Transportation OLD
⬈ Open	🔒 Lock/Unlock	🗐 Copy	🗐 Amend	⊗ Delete	🖨 Print	✏ New Document	⬆ Upload Document
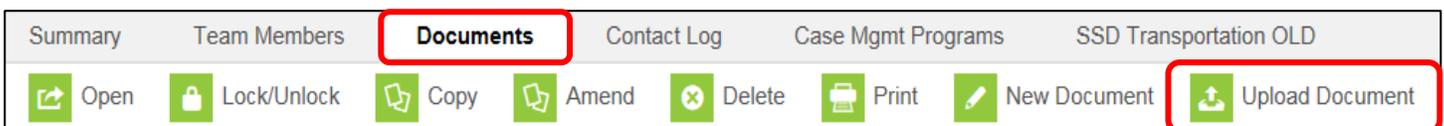
Stapling a Document

The Staple function allows the user to staple a document that has been uploaded from outside of IC to a specific **IEP/Evaluation Plan.**

Select **Upload Document**

Summary	Team Members	Documents	Contact Log	Case Mgmt Programs	SSD Transportation OLD
⬈ Open	🔒 Lock/Unlock	🗐 Copy	🗐 Amend	⊗ Delete	🖨 Print	✏ New Document	⬆ Upload Document
Documents List					
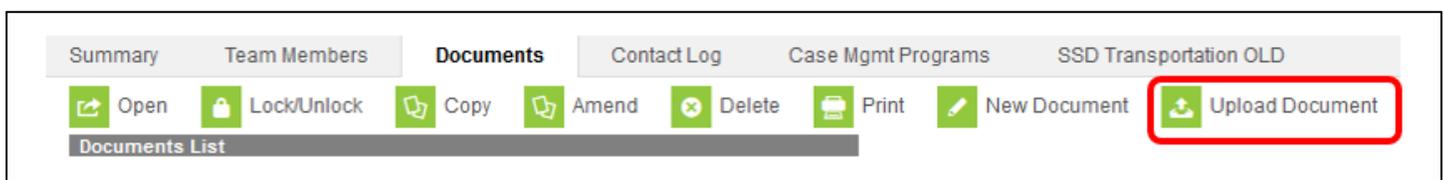
Input a **Name** (Use Special Education Forms Naming Conventions Handout or click _here_ to access the Quick Reference), the **Date**, **Comments** and **Check 'Staple this document to an existing form'**. Then select **Browse**, select the **Document**, you want, and then select **Open**. The document will be listed next to the **Browse** button. Select the **Document Year** and the **Plan** you want to attach to and then select **Save**.
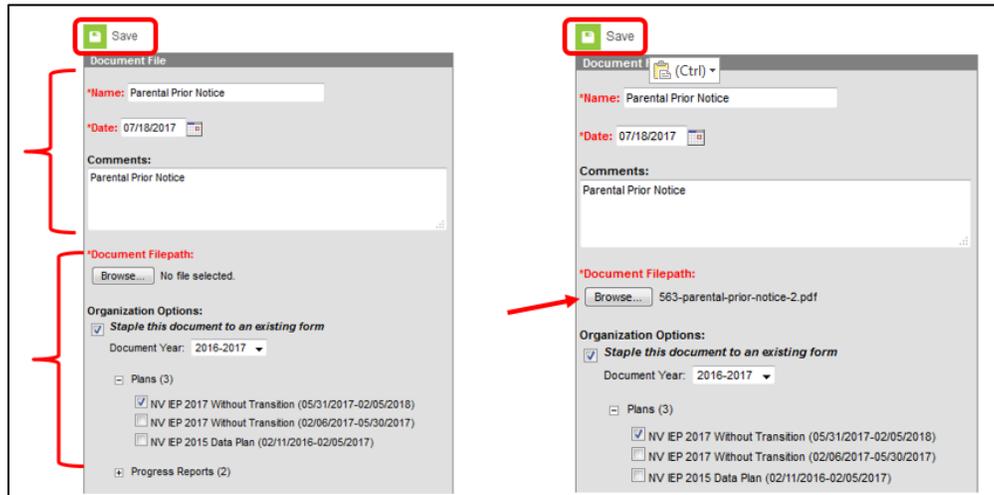
Select the plus sign (+) to expand and view stapler icon.
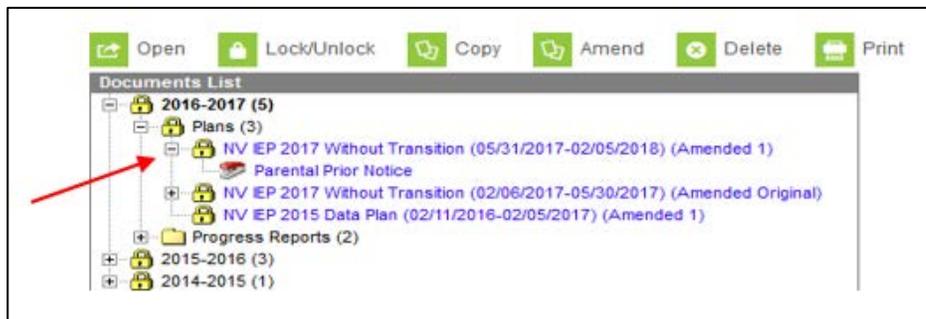
Associating a Document

The Associate Function allows the user to associate a document that has been uploaded from outside of IC with a specific form type and year.

Select **Upload Document**
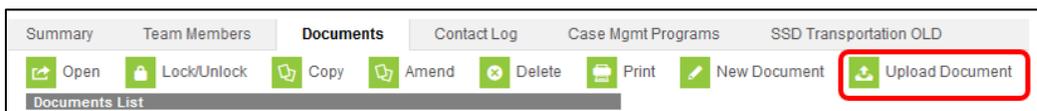
Input a **Name (**Use Special Education Forms Naming Conventions Quick Reference or click here to access the IC Quick Reference), the **Date**, **Comments** and **Check** *'Associate this document with a specific form type* and *year'*. Then select **Browse**, select the **Document** you want and then select **Open**. Select the **Document Year** and the **Form type**. Select **Save**.
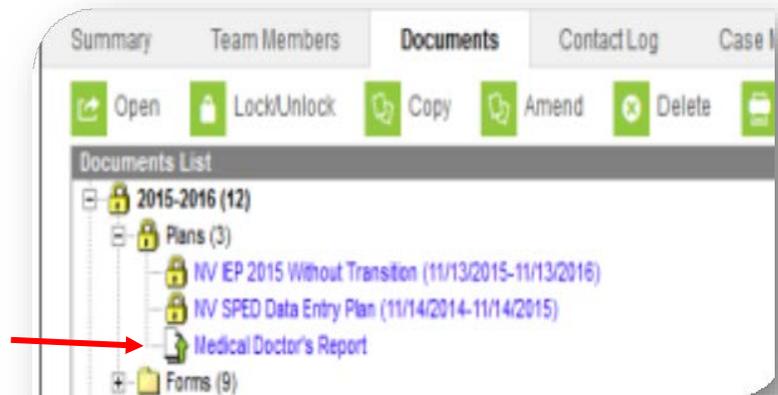
Special Education Forms

Path: sems.ccsd.net > Reference Material > Infinite Campus> Special Education Forms

Alternatively, when on the SEMS homepage, you can hover the cursor over "Reference Materials' and the link to 'Special Education Forms' will appear and can be selected. These forms are available to you when working off campus.

To download **Special Education Forms** you need, click here.

Complete the Special Education form.

PARENTAL PRIOR NOTICE - PROPOSED MEETING ARRANGEMENTS

Student Name:_____ Grade: _____ DOB: _____ ID#: _____

Date: _____

Dear Parent/Guardian/Student:
We have tentatively scheduled a meeting with you to discuss the information noted on the attached Parental Prior Notice Form. If this meeting time is not convenient for you, please review the options at the bottom of this sheet and return to the school at your earliest convenience. You have the right to invite persons who have knowledge or special expertise regarding your child to the meeting. (If your child is transitioning from Nevada Early Intervention Services (Part C Services) at age three, you may ask that the District invite a service provider or coordinator from that agency to participate in your child's initial IEP meeting. Please contact the person listed below if you would like the District to invite a Part C representative to participate in your child's initial IEP meeting).

The tentative meeting date is: _____ at _____ at _____ .
                                                              Time   Location
The following additional persons have been notified about the meeting and may be in attendance:

Principal/Designee		General Ed. Teacher	
Title	Name	Title	Name

To save a **Special Education** form, Select **File**, and Select **Save As**. **Special Education** Forms **Do NOT Lock**.
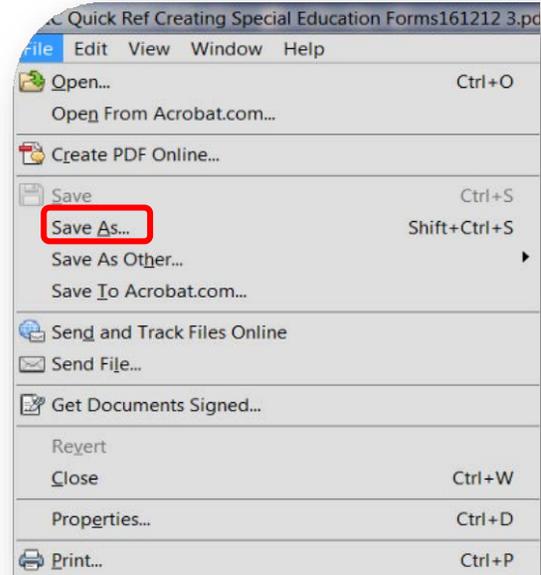
A pop-up will occur. On the left, choose where you want to save your form. In the **File Name text** box, type in the student's name and the name of the form. **(Use Simple Forms Naming Conventions.)** Select **SAVE**.

To see the IC Quick Ref Special Education Naming Convention, Click here.
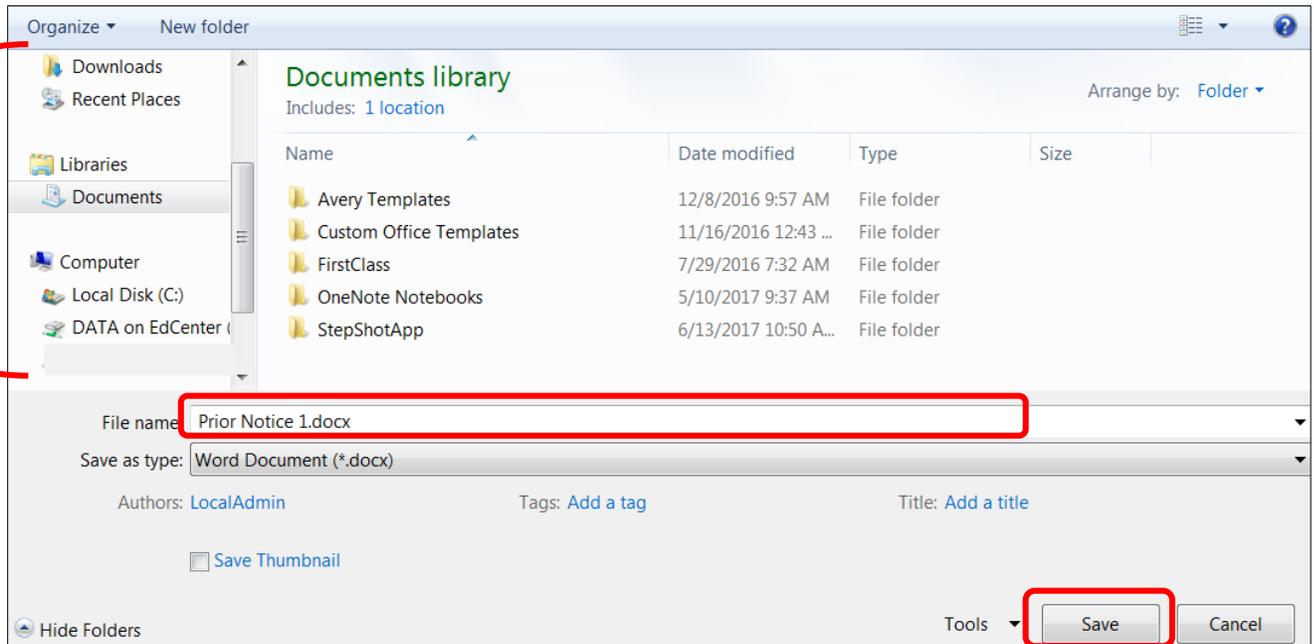
Print the form, close the form.

Select the **Documents** tab, Select **Upload Document**
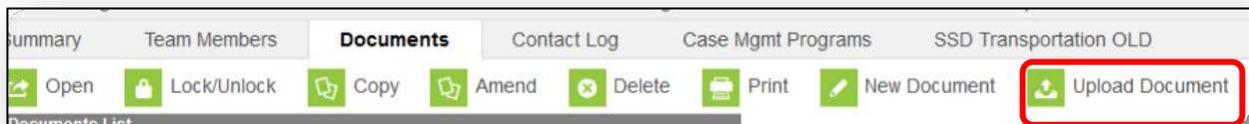
A window opens up.

Type in the name of the Document (use the IC Quick Ref Special Education Naming Convention Sheet.)

Select **Browse.**

Locate the Special Education form and Select
Open.
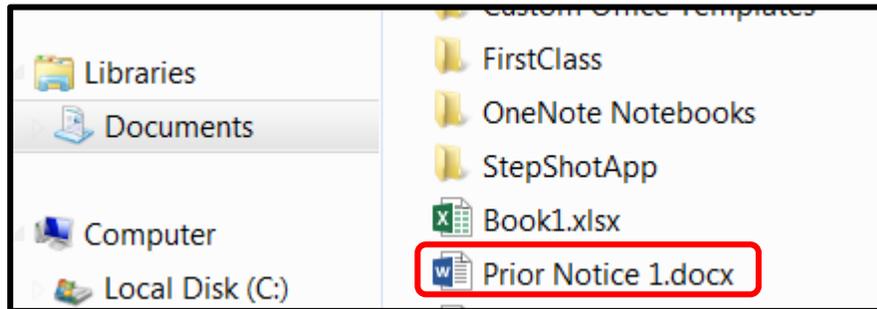
The file you selected is listed to the
right of the word Browse.

If you choose the wrong file, select Browse again
and find the new one. The new one will override the old
one.

Select Staple or Associate, depending on which
form you choose. Use the IC Quick Ref Stapling,
Associating sheet.
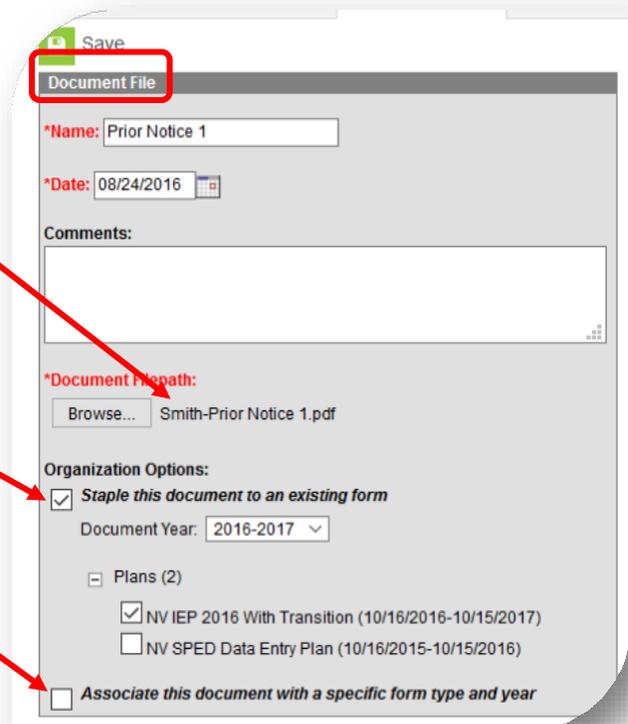
Create a New Evaluation

Path: Student Information > Special Ed > General > Documents > New Document > Create New Evaluation

Select the **Documents** tab and then select **New Document**
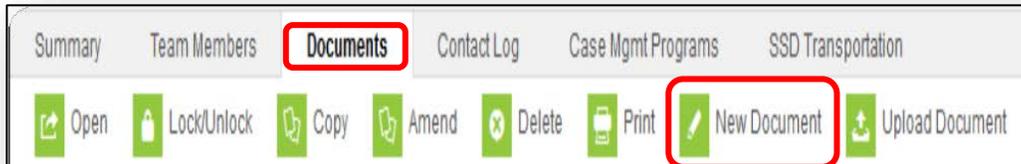
NV Determination of Eligibility

Next, select **Create New Evaluation**, **and NV Determination of Eligibility**. Finally select **Create Document**.
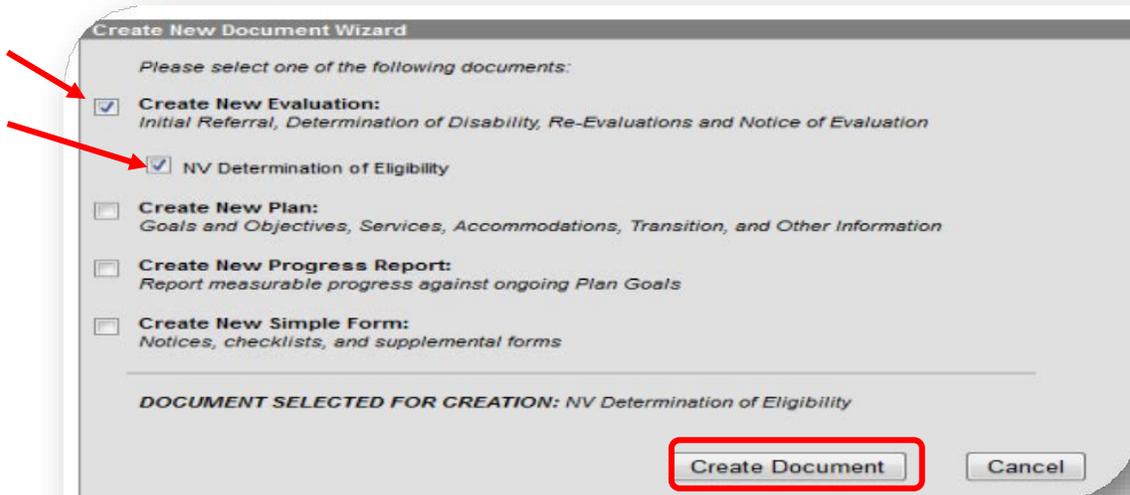
The Evaluation outline will appear on the left. The Eligibility Header will appear on the right.

Eligibility Header

**Anything in red must be completed in order to save the editor!

- ➢ **Evaluation Type –** Select Initial Evaluation or Re-evaluation (*CCSD does NOT use Transition.*)

- ▪ **Referral Date -** Enter the date the team met for the referral to special education.

- ▪ **Consent Date -** Enter the date the parent signed consent for testing or the date the No Additional Assessments was sent home.

- ▪ **MDT Date -** Enter the date the eligibility statement was signed for the primary disability.

- ▪ **Evaluation Date -** Enter the date the eligibility statement was signed for the primary disability.

- ▪ **Reason for Referral -** Capture referral source, suspicion of disability, and what was outcome of referral *(continue with interventions, proceed with evaluation, or do nothing.)*

- ▪ **Primary Language of the Home** - This information comes from Census > People > First Language. (*Do NOT change this information.*)

- ▪ **Determined by** - This information comes from Census > People. (*Do NOT change this information.*)

Student Demographics

This Editor pre-fills from student's census info.
Select **Refresh Student Information.**

Parent Demographics

This Editor pre-fills from student's census info.
Select **Refresh Guardian Information.**

Determination of Eligibility

Select **New Checklist.**

Eligibility Checklist

Select the Disability category in the dropdown menu to generate the Eligibility Checklist.

- Autism Spectrum Disorder
- Developmental Delay
- Health Impairment
- Hearing Impairment (Deaf/Blind)
- Intellectual Disabilities/Multiple Impairments
- Orthopedic Impairment
- Serious Emotional Disturbance
- Specific Learning Disabilities
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment(Deaf/Blind)

Eligible

Check this box if the student was found to be Eligible for Special Education services under the Disability Category listed in the "Checklist" dropdown menu.

Date of Eligibility Determination

Enter the date the eligibility statement was signed which matches the MDT Date and the Evaluation Date in the Eligibility Header.

Print in Eval

Check this box if you want the Statement of Eligibility to print.

Sequence

Enter the order that you want the Statement of Eligibility to print.

Create a New Document Plan

Path: Student Information > Special Ed> General > Documents > New Document > Create New Plan

Select **New Document**
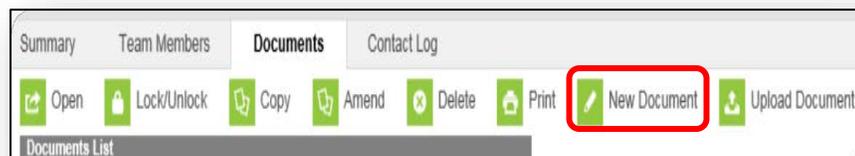
In the **Create New Document Wizard** click on the check box for "Create New Plan".

From the dropdown, select the appropriate NV IEP Plan:

- NV IEP 2017 Data Plan

- NV IEP 2017 With Transition - age of 14 years and older

- NV IEP 2017 Without Transition - age 3 to 13
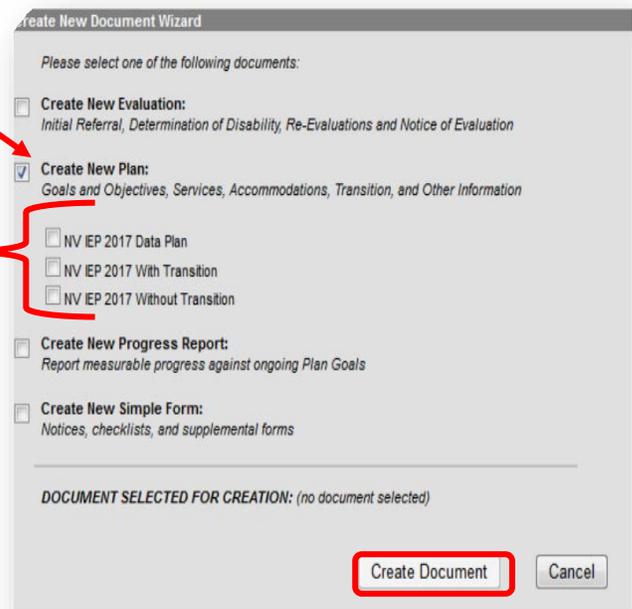
Education Plan Editor

Choose a Meeting Type:

- **Interim IEP**

    Select **"Interim IEP"** for the following scenarios:
    - Current Out of state eligibility but IEP is expired
    - Current NV eligibility but IEP is expired

- **Initial IEP**

    Select "**Initial IEP**" if the purpose of the meeting is for the initial development of a student individualized educational program

- **Annual IEP**

    Select "**Annual IEP**" if the purpose of the meeting is for the development of a student individualized educational program.

- **IEP Following 3-Yr Reevaluation**

    Select "**IEP Following 3-Yr Reevaluation**" if the purpose of the meeting is for the development of a student individualized educational program following a 3-Year Reevaluation.

- **Revision to IEP Dated**

    Select "**Revision to IEP Dated**" if the purpose of the meeting is for an addendum to a student individualized educational program. Enter date of IEP that is being revised.

    *Note: The Date field should be the same as the Start Date of the IEP that is being amended.

- **Exit**
    - Student is no longer eligible to receive services

- **Exit Graduation**

    Select "**Exit Graduation**" for the following scenarios:
    - Student is graduating High School with a Standard Diploma
    - Student is being exited from Special Education or Related Services
    - Student is aging out of the program (turning 22 years old)

IEP Revision Without a Meeting

➢ **Do NOT** use this option. CCSD does not warrant it.

Other

➢ **Do NOT** use this option. CCSD does not warrant it.

Date of Meeting

➢ Record the **Date of Meeting**.

Date of Last IEP Meeting

➢ Record the **Date of Last IEP Meeting** that was conducted as an annual review.

IEP Services will Begin

➢ Enter the date that **IEP Services will Begin** (month/day/year.)

Anticipated Duration of Services

➢ Enter the date which corresponds to the **Anticipated Duration of Services** (the expected length of time this IEP will be in effect.)

Eligibility Date

➢ Record the **Eligibility Date** of the most recent eligibility determination (month/day/year.)

Note: This is the same date as the Evaluation Date in the NV Determination of Eligibility Editor.
Note: This date will pre-fill from an eligibility plan.

Anticipated 3-Yr Reevaluation

➢ Project the Anticipated 3 Yr. Reevaluation from the most recent eligibility determination (month/day/year.)

Note: This date will pre-fill from an eligibility plan.

Comments

➢ Use the Comments text box to note any additional important information, e.g., that the meeting was conducted via telephone, that the meeting is being held in response to a parental request, that the parent is not in attendance, etc.

Interpreter Needed

➢ Interpreter Needed refers to any special arrangements needed for the parent or student to participate in the IEP meeting. If the parent or student requires an interpreter to participate in the meeting, note the arrangements that were made.

Other Accommodations Needed

➢ Other Accommodations Needed refers to any special arrangements needed for the parent or student to participate in the IEP meeting. If the parent or student requires other accommodations to participate in the meeting, note the arrangements that were made.

Student Demographics

This Editor pre-fills from student's census info. Select **Refresh Student Information**.

➢ Student Information should auto populate in this box.

➢ Select "**Refresh Student Information**" to pull the most current information from census.

➢ If information still is not populated, then the information must be first populated in the Census module.

Student Primary Language

This data is pre-populated from Census > People > Home Language.

Student English Proficiency Code

This data is pre-populated from Student Information > Program Participation > EL.

*Note: The EL status in the IEP should reflect the EL status located in the EL Module Path:
Student Information > Program Participation > EL

*Note: In order for the EL Status to show on the Special Education Count Day report, the EL Status will have to be completed in the EL module.

Assigned School Information

This information is pre-populated from the Census Module.

Parent / Guardian Information

This Editor pre-fills from the student's census info. Select **Refresh Guardian Information**.
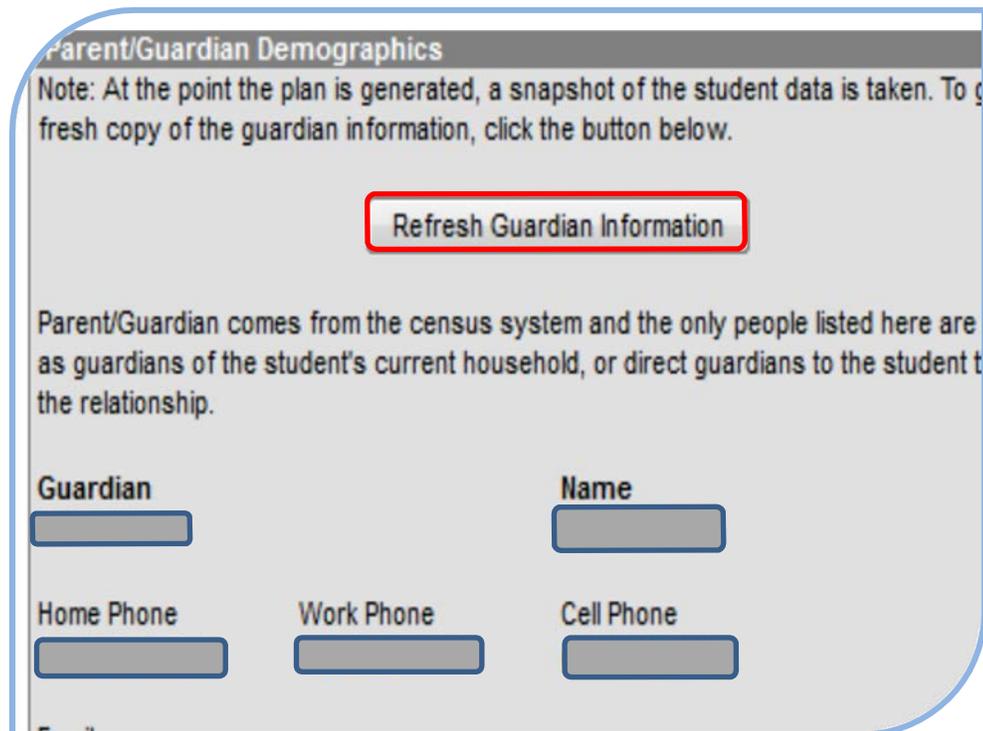
- ➢ Parent/Guardian Information should auto populate in this box.

- ➢ Select the "**Refresh Guardian Information**" to pull the most current information from census.

- ➢ If information still is not populated, then the information must be first populated in the Census module.

Procedural Safeguards

- ➤ A copy of the procedural safeguards must be provided to the parent at least once per year. (§300.504(a)) However, during the IEP meeting these rights should be explained to the parent. After the parental rights have been explained, ask the parent to check the Second box and sign the form.

- ➤ Check the appropriate box to indicate whether the student has been informed of the transfer of rights that will occur at age 18. (§300.320(c)) This process must occur at least one year prior to the student's 18th birthday. Consequently, if the student is 16 at the time an IEP is being developed, and there is no expectation that another IEP meeting will be held prior to the student turning 17, the rights transfer must be discussed when the student is 16; otherwise, it will not be discussed at least one year prior to the student's 18th birthday.

Present Levels (PLAAFP)

Sequence

Use this field to sequence the order of Assessments listed. Use the form *Student Services Division Student Education Management Systems Present Levels of Academic Achievement and Functional Performance Sequence List.*
Click here to go to that form.

PLAAFP Assessment
*Sequence #

*ASSESSMENT CONDUCTED

*ASSESSMENT RESULTS

*EFFECT ON STUDENT'S INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM OR, FOR EARLY CHILDHOOD STUDENTS, INVOLVEMENT IN DEVELOPMENTAL ACTIVITIES

Assessment Conducted

Write the name of the assessment that provides pertinent information for the development of the IEP. This may include formal or informal methods, norm or criterion referenced tests, classroom observations, student work samples, teacher-made or other achievement tests, recent evaluations, behavior rating scales, performance data from regular education teachers, parental input, etc.

Assessment Results

Describe the assessment results corresponding to the assessments conducted. Build a profile of the student's current abilities.

Effect on Student's Involvement and Progress in the General Education Curriculum or, For Early Childhood Students, Involvement in Developmental Activities

Describe how the student's disability affects his or her involvement and progress in the general curriculum. For early childhood students, focus on the student's involvement in appropriate developmental activities. Information recorded here should relate to the assessment results. In describing the student's current and anticipated level of participation in the general curriculum, consider the following:

- If the student is currently participating in regular education classes, the regular education teacher(s) must be consulted regarding the student's performance relative to the classroom expectations. The regular education teacher(s) should share information regarding the accommodations, modifications, or supports that are currently being provided or might be required in order for the student to participate meaningfully in the general curriculum.

- If instruction in the general curriculum is being provided in a resource or self-contained setting, regular education teachers should be consulted regarding curriculum content and achievement level expectations. If the student has not participated in the general curriculum due to the nature and severity of his or her disability, information about the student's performance in applied academics, functional academics, vocational skills training, and other alternative programs will also be useful to the team.

Strengths, Concerns, Interests, and Preferences

Statement of Student Strengths (§300.324(a)(i))

Formulate a statement of student strengths to capture key information that can be utilized in developing goals and objectives. A student's strengths are revealed through assessments, observations, and other data; strengths are also revealed through input from parents, teachers, and others who have worked with the student. Input from the student is also important in reflecting strengths.

Statement of Parent Educational Concerns (§300.324(a)(ii))

Complete the statement to reflect the parents' concerns as they relate to the student's educational success. This information should be taken into consideration when determining IEP services.

Statement of Student's Preferences and Interests (§300.321(b)(2))

Write a statement of student's preferences and interests if transition services are being discussed, beginning when the student is 14 or younger if appropriate. This information may be collected before the meeting or solicited from the student during the meeting. If transition will be discussed at the meeting, the student must be invited. **(§300.321(b)(1))** Also, the written notice of the IEP meeting must specify that transition services will be discussed and that the student is being invited. **(§300.322(b)(i))** If the student was not in attendance, document the steps taken to ensure that the student's preferences and interests were considered.

Special Factors

Consideration of Special Factors

*1. Does the student's behavior impede the student's learning or the learning of others?

☐ No. ☐ Yes.

If YES, IEP committee **must provide** positive behavioral strategies, supports and interventions, or other strategies, supports and interventions to address that behavior.

☐ Addressed in IEP

*2. Does the student require assistive technology devices and services?

☐ No. · ☐ Yes.

If YES, IEP committee **must determine** nature and extent of devices and services.

☐ Addressed in IEP

*3. Does the student have limited English proficiency?

☐ No. ☐ Yes.

If YES, IEP committee **must consider** the following (check box if IEP committee considered the item):

☐ Language needs of the student as those needs relate to the student's IEP.

*4. Is the student blind or visually impaired?

☐ No. ☐ Yes.

If YES, IEP committee must evaluate reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or use of Braille) and **must provide** for instruction in Braille and use of Braille **unless determined not appropriate** for the student.

☐ Braille instruction and use of Braille is not appropriate for student.

☐ Braille instruction and use of Braille is addressed in IEP.

*5. Is the student deaf or hard of hearing?

☐ No. ☐ Yes.

If YES, IEP committee **must consider** the student's language and communication needs and consider the following (check box if IEP committee considered the item):

☐ The related services and program options that provide the student with an appropriate and equal opportunity for communication access.

☐ The student's primary communication mode.

☐ The availability to the student of a sufficient number of age, cognitive, academic and language peers of similar abilities.

☐ The availability to the student of adult models who are deaf or hearing impaired and who use the student's primary communication mode.

Special Factors (continued)

☐ The availability of special education teachers, interpreters and other special education personnel who are proficient in the student's primary communication mode.

☐ The provision of academic instruction, school services and direct access to all components of the educational process, including, without limitation, advanced placement courses, career and technical education courses, recess, lunch, extracurricular activities and athletic activities.

☐ The preferences of the parent or guardian of the student concerning the best feasible services, placement and content of the student's IEP.

☐ The appropriate assistive technology necessary to provide the student with an appropriate and equal opportunity for communication access.

*6. Does the student have a Specific Learning Disability and Dyslexia?

☐ No.   ☐ Yes.

If YES, the IEP committee **must consider** the following instructional approaches (check box if IEP committee considered the item):

☐ Explicit, direct instruction that is systematic, sequential and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student.

☐ Individualized instruction to meet the specific needs of the student in an appropriate setting that uses intensive, highly-concentrated instruction methods and materials that maximize student engagement.

☐ Meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition.

☐ Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and student practice.

Consideration of Special Factors (§300.324(a)(i))

All six questions MUST be answered with a **"Yes"** or a **"No"**.

For questions 1 and 2, if **"Yes"** is marked, you must mark **"Addressed in IEP"**.

For question 3, if **"Yes"** is marked, you must mark **"Language needs of the student as those needs relate to the student's IEP"**.

For question 4, if **"Yes"** is marked, the IEP committee must evaluate reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or use of Braille) and **must provide** for instruction in Braille and use of Braille **unless determined not appropriate** for the student.

You must mark **"Braille instruction and use of Braille is not appropriate for student"** or **"Braille instruction and use of Braille is addressed in IEP"**.

For question 5, if **"Yes"** is marked, the IEP committee **must consider** the student's language and communication needs and consider the following (check box if IEP committee considered the item). At least one statement **MUST** be checked.

For question 6, if **"Yes"** is marked, the IEP committee **must consider** all of the following instructional approaches. Al statements **MUST** be checked.

Each of these factors may impact the development of a student's IEP.

The team may address special factors in a variety of ways, including goals and objectives, behavior plans, supplementary aids and services, related services, accommodations, or modifications.

Transition

Diploma Option Selected for Graduation (NAC §389)

- Check the box that reflects the IEP team's decision regarding the appropriate diploma option for the student. The team must select an option beginning at age 14 and review this choice annually.

STANDARD OR ADVANCED HIGH SCHOOL DIPLOMA

- Check box if student will complete all applicable credit requirements and pass the End of Course Exams (with permissible accommodations as needed).

ADJUSTED HIGH SCHOOL DIPLOMA

- Check box if student will receive an Adjusted High School Diploma for completion of IEP.

Student's Vision for the Future

Include the student's vision for the future-a short statement that directly quotes what the student wants for the future.

Statement of Transition Services: Course of Study (NAC §388.284.1(e))

Describe the anticipated course of study the student will be pursuing (such as participation in advanced placement courses or a vocational education program) that will promote movement to postsecondary goals. In completing this section, focus attention on how the student's educational program can be planned to help the student make a successful transition to his/her goals for life after secondary school. Consider the relationship of the course work selected to the student's preferences and interests [described in the vision statement and statement of measurable postsecondary goals] as well as present levels of academic achievement and functional performance. As indicated on the form the student's course of study is to be determined beginning at age 14 or younger if determined by the team.

Statement of Measurable Post- Secondary Goals (§300.320(b)(1))

- Measurable postsecondary goals must be written, at a minimum, for Training/Education and Employment.

- The descriptions reflect what the student wants to do after high school—the descriptions are measurable if the accomplishment of the postsecondary goal could be verified at some point in the future (e.g., whether or not a student obtained employment as an electrician.)

- Check and fill in Independent Living Skills and Other (as appropriate.)

Transition Services

Statement of Transition Services: Coordinated Activities (§300.320(b)(2))

➢ Write a statement of transition strategies or activities to work toward the measurable postsecondary goals already identified. The statement must address each type of coordinated activity: Instruction, Related Services, Community Experiences, Employment and Other Post-School Adult Living Objectives; and, if appropriate, Acquisition of Daily Living Skills and Functional Vocational Evaluation.

➢ Develop measurable annual goals and benchmarks or short-term objectives in the IEP for each strategy or activity the district will provide.

Instruction

Instruction is the use of formal techniques to impart knowledge. It is typically provided in schools (e.g., regular education classes, academic instruction, tutoring arrangements, etc.). Instructional activities may be provided by various entities or in other locations (e.g., adult basic education, 2+2 programming, and post-secondary schools).

Related Services

Enter services necessary to assist the student to benefit from specially designed instruction.

Describe areas where related services are being provided that support attainment of postsecondary goals. E.g. (RS in counseling supports positive student: peer interactions and positive student: adult interactions)

Community Experiences

Community experiences are those services provided outside of the school building, in the community settings, or perhaps by schools or other agencies (e.g., community-based work experiences, job site training programs, banking, shopping, transportation, community counseling, recreational services, independent living centers, adult service providers, etc.).

Employment and Other Post-School Adult Living Objectives

Employment and other post-school adult living objectives are services that lead to a job or career. The objectives may also include adult activities that are done infrequently, such as registering to vote, doing taxes, renting a home, accessing medical services, SSI, filing for insurance, etc. The school or other entities could povide these activities.

Acquisition of Daily Living Skills and Functional Vocational Evaluation

Daily living skills are those activities adults do every day (e.g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, personal grooming etc.). The school or other entities could provide these activities.

Functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes and skills. It may be gathered through situational assessments, observations, or formal measures. It should be practical. Schools or other entities could provide these activities.

Other

Use this area to add any other Agency involvement with the student (Optional).

Note: The above options must be addressed but can state, "None needed."

Goals and Objectives

- Select **"New Plan Goal"**.
- Use the Sequence Field to sequence the goals listed.
- To get the **Goals and Objective Guidelines,** select piece of paper, located next to **Measurable Annual Goal.**
  Select the + sign. Select blue font link, (A full Goal Bank is not available at this time) *
- In the Goal Editor, type a goal using the requirements listed in the guidelines.
- Select if the goal supports: the student's postsecondary goal, if appropriate.
- Identify the goal to which it relates to: Training/Education, Employment, Independent Living Skills, Other.
- Check if the goal will be addressed during the Extended School Year (ESY).
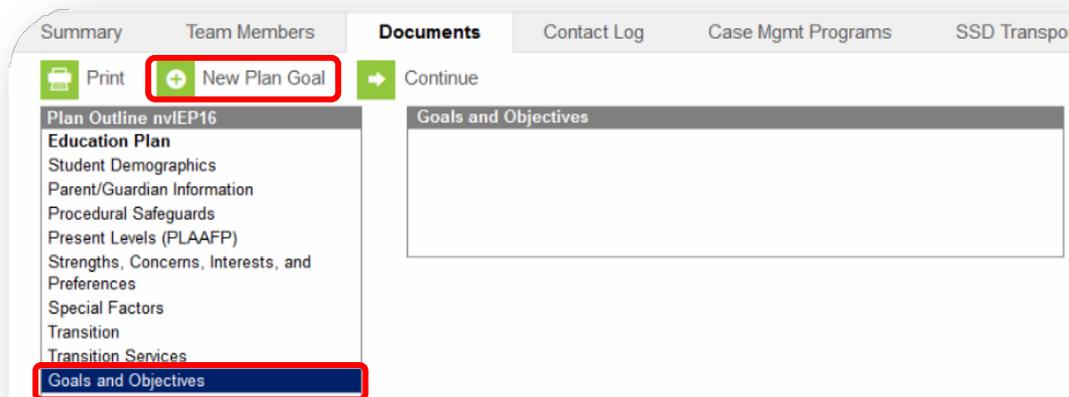
A few places you can go to see Sample of Goals and Objectives:

- Curriculum Engine
- Bridges4Kids.org
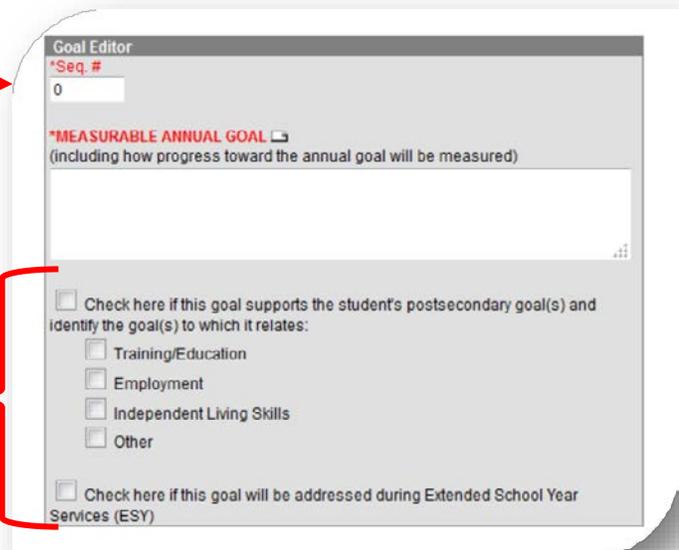
Measurable Annual Goal (§300.320(a)(2))

➢ Annual goals are developed for each area of need identified by the IEP team in the PLAAFP; STRENGTHS, CONCERNS, INTERESTS, AND PREFERENCES; and the STATEMENT OF TRANSITION SERVICES.

➢ There is a one-to-one correspondence between identified need, current performance level, and annual goal. Annual goals represent the IEP team's estimate of what the student can reasonably be expected to accomplish with specially designed instruction or support during the next 12 months. Annual goals reflect the IEP team's judgment, based on current levels of performance, potential for learning, and rate of development, regarding what the student should accomplish. The team answers the question, "With specially designed instruction, what do we expect the student to do or know at the end of the next 12 months?"

➢ Goal statements should have five parts: *Note: State Name of Deficit Area First.

  ▪ Direction of the behavior (e.g., increase, maintain, decrease;)
  ▪ Area of need (e.g., reading, social skills, communication;)
  ▪ Level of attainment or success (e.g., to grade level, with 100% accuracy, or as appropriate for a typical six-year-old;)
  ▪ How progress toward the annual goal will be measured
  ▪ As implemented / supported by

➢ The measurable annual goals should relate to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum and meeting each of the student's other educational needs that result from the student's disability.

➢ Beginning not later than the first IEP to be in effect when the student is 16, the IEP must include measurable goals that support the student's postsecondary goal(s) in the areas of training/education, employment, and (as appropriate) independent living skills. Check applicable boxes to indicate the areas addressed.

➢ If an IEP team determines that a student will receive Extended School Year (ESY) services, check applicable boxes to indicate the goal(s) to be addressed during ESY.

STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES (§300.320(b)(2))

➢ Write a statement of transition strategies or activities to work toward the measurable postsecondary goals already identified. The statement must address each type of coordinated activity: instruction, related services, community experiences, the development of employment and other post-school adult living objectives; and, if appropriate, acquisition of daily living skills and a functional vocational evaluation.

➢ Develop measurable annual goals and benchmarks or short-term objectives in the IEP for each strategy or activity the district will provide.

➢ Consider the following information entered in the **Transition Services editor**.

Benchmarks or Objectives

Select the goal for which you want to create objectives
Select **New Plan Goal Objective.**
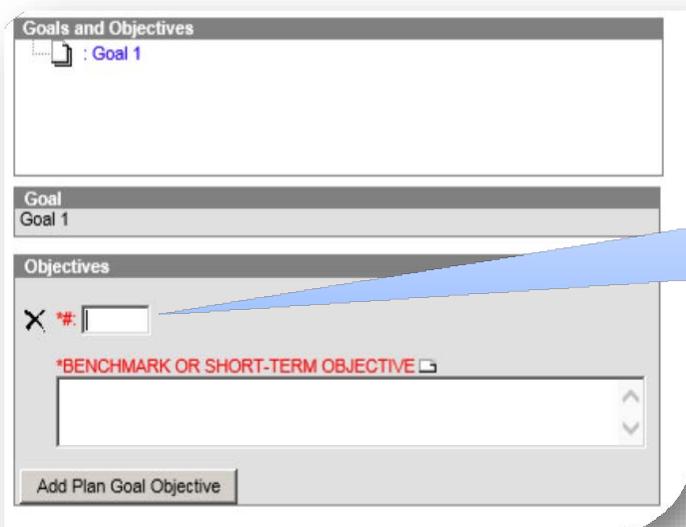
> **Number the Sequence in the order you want your objectives to appear.**

Sequence

Use this field to sequence the order of Objectives listed.

BENCHMARK OR SHORT-TERM OBJECTIVE (NAC §388.284.1(b))

Each annual goal must include either benchmarks or short-term objectives.

- **BENCHMARK** IEP teams may develop benchmarks, which can be thought of as describing the amount of progress the student is expected to make within specified segments of the year. Generally, benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of the student's progress toward achieving the annual goals

- **SHORT-TERM OBJECTIVE** Alternatively, IEP teams may develop short-term objectives that generally break the skills described in the annual goal down into discrete components.

- To Add another **Benchmark or Objective**, Select **Add Plan Goal Objective**, Select **Save**.

Method for Reporting Progress

Method for Reporting the Student's Progress Toward Meeting Annual Goals

Check **Specialized Progress Report** to reflect the methods by which progress will be reported.

Projected Frequency of Reports

Check the **Quarterly** box to project the frequency of reports.

SPED Services

Click on **New Service Provided.**
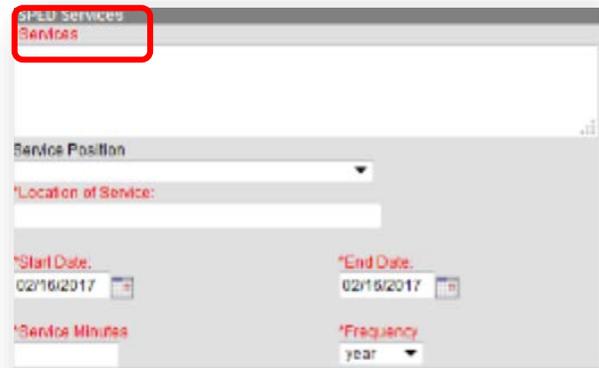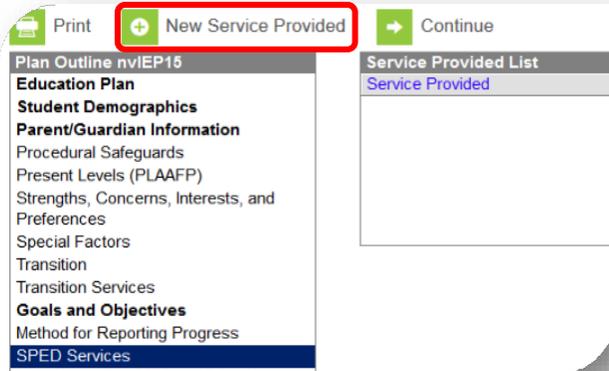
Services
Describe the area of need in which specially designed instruction will be provided.

Service Position
CCSD is not using this field.

Location of Service
Describe the location where the services will be provided.

Start Date
Enter the date when the specially designed instruction is scheduled to begin. This date will pre-fill from **IEP Services Will Begin** field on the Education Plan editor. Change it as needed.

End Date
Enter the date when the specially designed instruction is scheduled to end. This date will pre-fill from the **Anticipated Duration of Services** field on the Education Plan editor. Change it as needed.

Service Minutes
Provide the number of service minutes that corresponds with the frequency of the services that will be provided.

Frequency
In the drop down menu, select how often the services will be provided. Select **Save**

*Adjust the end dates for a Placement 1 (P1) and the start dates for a Placement 2 (P2)
*ESY is entered on this editor

**Select New Service Provided to add more Sped Services.

Supplementary Aids and Services

Select **New Service Provided**

Summary	Team Members	**Documents**	Contact Log	Case Mgmt Programs	S

🖨 Print   ⊕ New Service Provided   ➡ Continue

Plan Outline nvIEP17Rev	**Supplementary Aids List**		
Education Plan	Service Provided	Start Date	End Date
Student Demographics			
Parent/Guardian Information			
Procedural Safeguards			
Present Levels (PLAAFP)			
Strengths, Concerns, Interests, and Preferences			
Special Factors			
Transition			
Transition Services			
Goals and Objectives			
Method for Reporting Progress			
SPED Services			
Supplementary Aids and Services			

Modifications, Accommodations, or Supports for Student or Personnel
Enter the supplementary aids and services, program modifications or supports that will be provided for the student. Also, enter the frequency that this supplementary aids and services, program modifications or support will occur. Consult services on the Sped Services Editor page will be documented here.

Location of Service
Describe the location where the services will be provided.

Beginning Date
Enter the date when the Supplementary Aids and Services is scheduled to begin. This date will pre-fill from **IEP Services Will Begin** field on the Education Plan editor. Change it as needed.

Ending Date
Enter the date when the Supplementary Aids and Services is scheduled to end. This date will pre-fill from the **Anticipated Duration of Services** field on the Education Plan editor.

Frequency

Enter the frequency of the accommodation/modification. This field will take numbers and text.

**Select New Service Provided to add more Supplementary Aids and Services, Program Modifications or Supports, as needed.

Related Services

You must address all Related Services.

- Each related service can be considered individually and marked as direct, consult, assess or N/A

OR

- If a student does not require any related services, choose "None Needed"

Click on **New Service Provided**

Service
Select the related service that is necessary for the student to benefit from special education.

Service Type
Select **A** for assessment services, **C** for consultative services, or **D** for direct services.

Service Type Description
If other service delivery models are used, provide a description. Enter **ESY** if the service is for ESY.

Service Position
CCSD is not using this field.

Location of Service
Describe the location where the services will be provided.

Start Date

Enter the date when the Related Service is scheduled to begin. This date will pre-fill from **IEP Services will Begin** field on the Education Plan editor. Change it as needed.

End Date

Enter the date when the Related Service is scheduled to end. This date will
pre-fill from the **Anticipated Duration of Services** field on the Education Plan editor.

Service Minutes

Provide the number of service minutes that corresponds with the frequency of the services that will be provided. Select **Save**.

*Adjust the end dates for a Placement 1 (P1) and the start dates for a Placement 2 (P2).
*ESY can be entered on this editor.

**Select New Service Provided to add more Related Services, as needed.

Statewide and/or District-wide Assessments

Select **New Assessment**

All three assessments must be addressed for every student, regardless of the age or grade of the student.

Select **State Criterion-Referenced Test (CRT)**. This is the SBAC assessment.

- If the student will participate in the assessment within the date range of the IEP, mark **"Yes"**.
- Decide if the student needs accommodations or not.
- If the student needs accommodations, mark **"Yes"** and then write "**See NDE Accommodations Sheet**" in the text box. You can also type in all of the accommodations in the text box as well.
- Select **SAVE.**

<p align="center">OR</p>

- If the student will not participate in the assessment within the date range of the IEP, mark "N/A"
- Select **SAVE.**

Continue the above procedure for the **End of Course Exams**, **College and Career Readiness Assessment and Other Assessments**.

*****Refer to the chart below for further direction on what to choose for participation according to the grade the student is in during the date range of the IEP. *****

Statewide and/or District-wide Assessments for All Other Students with IEPs Chart

Assessment	Grade	Participation
CRT	Grades 3 - 8	Choose Yes
CRT	Grades PK - 2, 9 - Grad	Choose N/A
End of Course Exams	Grades PK - 6	Choose N/A
End of Course Exams	Grades 7 - Grad	Choose Yes* or N/A
*Based on class student is taking		
College and Career Readiness	Grades PK - 10 &12	Choose N/A
College and Career Readiness	Grade 11	Choose Yes
Other – WIDA (Non-proficient EL students)	K - Diploma	Choose Yes

Statewide and/or District-wide Assessments for Students With Significant Cognitive and Adaptive Skills Deficits

Select **New Assessment.**

Select **State Criterion-Referenced Test (CRT).** This is the SBAC assessment. If the student will participate in the assessment within the date range of the IEP, mark "**Alternate**".

A pop up will occur. It states that you **MUST** fill out the CRT Alternate Assessment editor. Select **OK**.

Select **"No"** for Accommodations. Select **SAVE**.

CRT Alternate Assessment

Answer the 6 questions and write a statement of why the student cannot participate in the regular assessment.

*If the student will participate in an alternate assessment, explain why the student cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate.

Select **SAVE**.

Continue the above procedure for the **End of Course Exams**, **College and Career Readiness Assessment and Other Assessments**.

*****Refer to the chart below for further direction on what to choose for participation according to the grade the student is in during the date range of the IEP.*****

Statewide and/or District-wide Assessments for Students With Significant Cognitive and Adaptive Skills Deficits Chart

Assessment	Grade	Participation
CRT	Grades 3 - 8	Choose Alternate
CRT	Grades PK - 2, 9 - Diploma	Choose N/A
End of Course Exams	All Grades	Choose N/A
College and Career Readiness	Grade 11	Choose Alternate
College and Career Readiness	All Other Grades	Choose N/A
Other – WAA	Grades 1 – Diploma	Choose Yes
Other – WIDA (Non-proficient EL Students)	K	Choose Yes

Extended School Year Services

Extended School Year Services

*Does the student require extended school year services?   ☐ No   ☐ Yes

If YES, IEP goals and benchmarks/short-term objectives and/or related services to be implemented in ESY must be identified.

If need for ESY is to be determined at a later date, indicate date by which IEP decision will be made: _____

EXTENDED SCHOOL YEAR SERVICES (§300.106)

If the IEP has determined that the student needs ESY, mark "Yes".

If the decision is to be made at a later date, mark "No" and then enter the date the team will reconvene to make the decision. An IEP Review/Revision must be held to make this decision.

Placement

The Placement editor in the IEP for P1

```
Plan Outline nvIEP17Rev
Education Plan
Student Demographics
Parent/Guardian Information
Procedural Safeguards
Present Levels (PLAAFP)
Strengths, Concerns, Interests, and
Preferences
Special Factors
Transition
Transition Services
Goals and Objectives
Method for Reporting Progress
SPED Services
Supplementary Aids and Services
Related Services
Statewide and/or District-wide
Assessments
CRT Alternate Assessment
Extended School Year Services
Placement
IEP Implementation
Enrollment Status
```

PLACEMENT CONSIDERATIONS

Check boxes to reflect any placements actually considered by the IEP team.

PERCENTAGE OF TIME IN REGULAR EDUCATION ENVIRONMENT

Calculate and list the percentage of time this student will spend in the regular education environment.

Placement

*PLACEMENT CONSIDERATIONS:

Select	Reject	
☐	☐	Regular class with supplementary aids and services (no removal)
☐	☐	Regular class and special education class (e.g., resource) combination
☐	☐	Self-contained program
☐	☐	Special School
☐	☐	Residential
☐	☐	Hospital
☐	☐	Home
☐	☐	Other: _____

*PERCENTAGE OF TIME IN REGULAR EDUCATION ENVIRONMENT:

The student will spend [0] % of his or her school day in the regular education environment

JUSTIFICATION FOR PLACEMENT INVOLVING REMOVAL FROM REGULAR EDUCATION ENVIRONMENTS*:

Explain why the IEP goals and objectives cannot be implemented in regular education environments, including the reasons why the team rejected a less restrictive placement. Include an explanation of any harmful effects on the learning of this or other students which affected the placement selection. 🗅

*Regular education environments include academic classes (which might include field trips

JUSTIFICATION FOR PLACEMENT INVOLVING REMOVAL FROM REGULAR EDUCATION ENVIRONMENTS

Select the piece of paper. Select the plus sign to open the template bank. Select the **Six Justification Statement Questions Link**. The questions will populate in the text field. Leave the questions in there and answer each question after each question.

For Placement 2 (P2), complete a Special Education form (Placement Page – CCF 606) and staple it to the IEP.

Path: sems.ccsd.net > Reference Material > Infinite Campus> Special Education Forms

INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP) PLACEMENT

Student Name:_____ Grade: _____ DOB: _____ ID#: _____

PLACEMENT: _____ to _____   Total minutes per week in school: _____

PLACEMENT CONSIDERATIONS		PERCENTAGE OF TIME IN REGULAR EDUCATION ENVIRONMENT
Selected **Rejected**		
☐ ☐	Regular class with supplementary aids and services (no removal)	_____ %
☐ ☐	Regular class and special education class (e.g. resource) combination	
☐ ☐	Self-contained program	
☐ ☐	Special School	
☐ ☐	Residential	
☐ ☐	Hospital	
☐ ☐	Home	
☐ ☐	Other: _____	

Alternatively, when on the SEMS homepage, you can hover the cursor over "Reference Materials' and the link to 'Special Education Forms' will appear and can be selected. These forms are available to you when working off campus.

To download **Special Education Form** you need click here. Complete the **Special Education** form.

IEP Implementation

If the parent attended via telephone, mark **"Parent/Guardian attended via telephone conference"**.

If the parent agreed with the IEP, mark the **"As the parent, I agree with the components of this IEP"** selection.

If the parent disagreed with the IEP, mark the *"As the parent, I disagree with all or part of this IEP"* selection.

If the parent did not attend the meeting, mark **"Parent did not attend the meeting" if the parent wants more time to review, mark disagree** selection.

Mark **"A copy of this IEP was provided to the student's parent on:"**, and fill in the date of the meeting.

Enrollment Status

DO NOT SELECT "Get Special Ed Status from Enrollment"

Primary Disability
Choose the Primary Disability of the student.

Secondary Disability
Choose the Secondary Disability of the student, if applicable.

Special Ed Status
Mark the Special Ed Status of the student

Special Ed Setting
Enter the Special Ed Setting that will be in effect for the future October 1 count

Special Ed Status Chart

Code	Title	Description
0	No	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services)
1	Yes	Student is actively enrolled in special education

*Setting: From the drop list, select the appropriate LRE description. LRE settings are based upon student's age as of the future October 1st date.

Code	Description
E1	**Reg EC Prog >= 10 hrs. wk./srvcs in Reg EC (Age 3-5)** The child 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
E2	**Reg EC Prog >= 10 hrs. wk./srvcs in Other Loc (Age 3-5)** The child 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).
E3	**Reg EC Prog <= 10 hrs. wk./srvcs in Reg EC (Age 3-5)** The child 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).
E4	**Reg EC Prog <= 10 hrs. wk./srvcs in Other Loc (Age 3-5)** The child 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.
E5	**SPED in Separate Class (Age 3-5)** The child is attending a special education program in a class with less than 50% nondisabled children. (Do not include children who also attend a regular early childhood program. These children should be reported in categories E1, E2, E3, or E4.)
E6	**SPED in Separate School (Age 3-5)** The child is receiving education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attend a regular early childhood program. These children should be reported in categories E1, E2, E3, or E4.)
E7	**SPED in Residential Facility (Age 3-5)** The child is receiving education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attend a regular early childhood program. These children should be reported in categories E1, E2, E3, or E4.)
E8	**Home (Age 3-5)** The child is receiving special education and related services in the principal residence of the child's family or caregivers, and the child attends neither a regular an early childhood program nor a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. The term caregiver includes babysitters.

Code	Description

E9 — **Service Provider Location (Age 3-5)**

The child receives all of the child's special education and related services from a service provider or some other location that is not in any other category, and the child attends neither a regular early childhood program nor a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:
- private clinicians' offices,
- clinicians' offices located in school buildings, and
- hospital facilities on an outpatient basis.

Do not include children who also receive special education at home. Children who receive special education both in a service provider location and at home should be reported in the home category.

B9 — **Regular class 80-100% (Age 6-22)**

The child receives special education and related services inside the regular classroom for 80% or more of the school day.
This may include
children with disabilities placed in:
- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

B10 — **Regular class 40-79% (Age 6-22)**

The child receives special education and related services inside the regular classroom between 40 and 70% of the school day. This may include children placed in:
- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

B11 — **Regular class 0-39% (Age 6-22)**

The child receives special education and related services inside the regular classroom less than 40% of the school day. These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include children who received education programs in public or private separate day or residential facilities. This category may include children placed in:
- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

B12 — **Separate school (Age 6-22)**

The child receives education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
- public and private day schools for students with disabilities;
- public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or
- public and private residential facilities if the student does not live at the facility

Code	Description

B13   Residential Facility (Age 6-22)

The child receives education programs and lived in public or private residential facilities during the school week. This   includes
children with disabilities receiving special education and related services, at public expense, for greater than 50   percent of the school
day in public or private residential facilities. This may include
children placed in:
- public and private residential schools for students with disabilities; or
- public and private residential schools for students with disabilities for a portion of the school day (greater than 50   percent) and
  in separate day schools
  or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility, but do not live there.

B14   Homebound/Hospital (Age 6-22)

The child receives education programs in homebound/hospital environment includes children with disabilities placed in and   receiving
special
education and related services in:
- hospital programs, or
- homebound programs.

Do not include children with disabilities whose parents have opted to home- school them and who receive special education   at the public
expense.

B15   Correctional Facilities (Age 6-22)

The child receives special education in correctional facilities. These data are intended to be a count of all children receiving   special
education in:
- short-term detention facilities (community-based or residential), or
- correctional facilities.

B16   Parentally placed in a private school (Age 6-22)

The child has been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education
is
paid through private resources and the child receives special education and related services at public expense from a local   educational
agency or intermediate educational unit under a service plan.2 Include children whose parents chose to home-   school them, but who
receive special education and related services at the public expense.

Do not include children who are placed in private schools by the LEA.

LRE Codes

Add age range to "Special Ed Setting" dropdown in the Enrollment Status Editor in the Data and IEP Plans.

E codes = ages 3-5
B codes = ages 6-21

- E1 Reg EC Prog >= 10 hrs. wk./srvcs in Reg EC (ages 3-5)
- E2 Reg EC Prog >= 10 hrs. wk./srvcs in Other Loc (ages 3-5)
- E3 Reg EC Prog <= 10 hrs. wk./srvcs in Reg EC (ages 3-5)
- E4 Reg EC Prog <= 10 hrs. wk./srvcs in Other Loc (ages 3-5)
- E5 SPED in Separate Class (ages 3-5)
- E6 SPED in Separate School (ages 3-5)
- E7 SPED in Residential Facility (ages 3-5)
- E8 Home (ages 3-5)
- E9 Service Provider Location (ages 3-5)

- B09 Regular class 80-100% (ages 6-21)
- B10 Regular class 40-79% (ages 6-21)
- B11 Regular class 0-39% (ages 6-21)
- B12 Separate school (ages 6-21)
- B13 Residential Facility (ages 6-21)
- B14 Homebound/Hospital (ages 6-21)
- B15 Correctional facilities (ages 6-21)
- B16 Parentally placed in a private school (ages 6-21)

In-State Transfer

There are two options to document an In-State Transfer. Review In-State records to determine which outcome is appropriate for the student. Follow the appropriate flow chart.

Option 1:

Select **New Document**

Summary	Team Members	**Documents**	Contact Log	Case Mgmt Programs	SSD Tran
↪ Open	🔒 Lock/Unlock	🗐 Copy	🗐 Amend	⊗ Delete	🖨 Print	✏ New Document

Select **Create New Plan**

Choose the appropriate IEP for the age of the student

Create New Document Wizard

Please select one of the following documents:

☐ **Create New Evaluation:**
Initial Referral, Determination of Disability, Re-Evaluations and Notice of Evaluation

☑ **Create New Plan:**
Goals and Objectives, Services, Accommodations, Transition, and Other Information

☐ NV IEP 2017.2 Data Plan
☐ NV IEP 2017.2 With Transition
☐ NV IEP 2017.2 Without Transition

☐ **Create New Progress Report:**
Report measurable progress against ongoing Plan Goals

☐ **Create New Simple Form:**
Notices, checklists, and supplemental forms

DOCUMENT SELECTED FOR CREATION: (no document selected)

Select **Create Document**

Create Document   Cancel

Progress Report completed in IC

Scan In-State IEP and staple to IEP Plan (optional)

Fill in the **Education Plan** editor and the **Enrollment Status** editor.

We recommend you fill in **Goals and Objectives**, **SPED Services**, **Supplementary Aids** and Related Services editors.

Select **SAVE**.

Highlight the Plan and select **lock**.

You can scan the In-State IEP and staple it to the plan

Option 2:

If you choose this option, you will complete a Progress Report from Special Education Forms and staple it to the plan.

Select **New Document**

Select **Create New Plan**

Choose **Data Plan**

Select **Create Document** at bottom

Fill in the **Education Plan** editor and the **Enrollment Status** editor.

Select **SAVE**.

| Save | Save & Continue | Print |

Highlight the Plan and select **lock**

| Summary | Team Members | **Documents** | Contact Log | Case Mgmt Programs | SSD Tran |

| Open | Lock/Unlock | Copy | Amend | Delete | Print | New Document |

Upload Document

Documents List
- 2015-2016 (1)
  - Plans (1)
    - NV IEP 2015 With Transition (04/28/2016-04/27/2017)

You can scan the In-State IEP and staple it to the plan.

The In-State Transfer Quick Reference is pending approval.

Out-of-State Transfer

The Out of State Quick Reference is pending approval. Once approved we will publish it.

Addendum to the IEP Process

Campus Path: Index> Student Information > Special Ed > General > Documents

The Special Education Document Amend tool allows users to make changes to IEPs that have already been locked.

Amend a locked plan for the following situations:

- Completing an IEP Review/Revision when the current annual IEP is in another system
- Completing an IEP Review Revision
- Holding an Annual IEP Prior to the Annual Due Date

Completing an IEP Review/Revision when the current annual IEP is in another System

A Stopper Plan amendment to the Data Plan will need to be created and locked prior to locking the IEP Review/Revision. Click here for those instructions or refer to the IC Quick Reference Amend Stop Plan that can be found on the SEMS website (sems.ccsd.net) under Reference Materials- Infinite Campus

Select **New Document**

Open	Lock/Unlock	Copy	Amend	Delete	Print	New Document

In the Create New Document Wizard
Click on the check box for **"Create New Plan"**

From the drop list, select the appropriate NV IEP Plan:

Select **Create Document**

Create New Document Wizard

Please select one of the following documents:

☐ **Create New Evaluation:**
Initial Referral, Determination of Disability, Re-Evaluations and Notice of Evaluation

☑ **Create New Plan:**
Goals and Objectives, Services, Accommodations, Transition, and Other Information

 ☐ NV IEP 2017.2 Data Plan
 ☐ NV IEP 2017.2 With Transition
 ☐ NV IEP 2017.2 Without Transition

☐ **Create New Progress Report:**
Report measurable progress against ongoing Plan Goals

☐ **Create New Simple Form:**
Notices, checklists, and supplemental forms

DOCUMENT SELECTED FOR CREATION: (no document selected)

Create Document   Cancel

Education Plan Editor

Select Meeting Type "**Revision to IEP Dated**"

Enter the date of the IEP that is being amended in the text box to the right of the word "**Date**".

Enter the **Date of the Meeting** for the revision.

Enter the date the **IEP Services will Begin**

Enter the **Anticipated Duration of Services** (The Annual IEP's end date)

Enter the **Eligibility Date** and **Anticipated 3-Yr Reevaluation**.

Select **Save & Continue** to move to the next editor or *Save* to save the changes and remain in the editor.

OR

Complete any additional editors as needed. Remember to Save each editor as it is being completed prior to moving on to the next editor.

   *To see which editors are mandatory and which ones are optional, click here to go to the IC Meeting Checklist.

Once all desired editors are completed and saved and the plan is ready to be locked:

Select **Documents** Tab
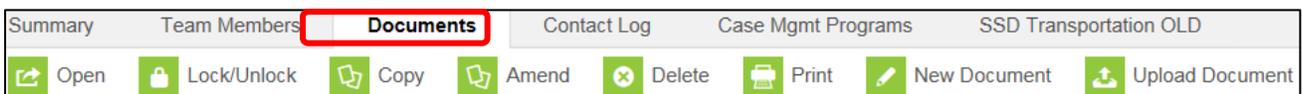
Click once on the plan to be locked to highlight
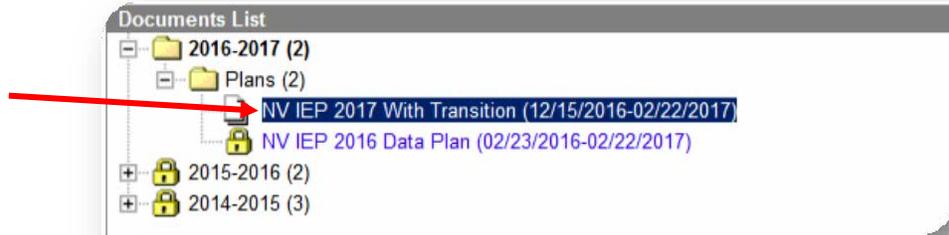
Select **Lock/Unlock to lock** the plan

Click **OK**

Locking this document will prevent future changes from being made. Users may still view and print a read-only version. Are you sure you want to lock this document?
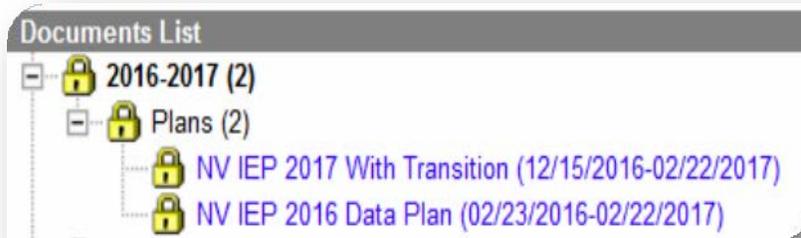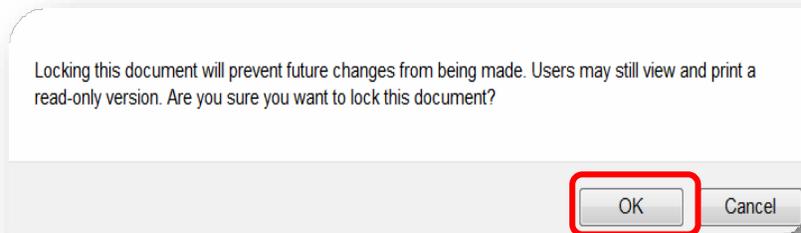
For future amendments to this IEP, follow the normal procedures for Addendum to the IEP Process.

Completing an IEP Review Revision

Highlight the Plan to be Amended.

Select the Amend button in the action bar

A warning appears asking the user to verify that they want to amend the document. Click **OK**

If IC does **NOT** open up to the Education Plan as shown below see the next page.

*Then it will be on the documents list with a white piece of paper in front of the plan (see below)

Double click on this plan to open it or select it once and then select **open**. Select the **Education Plan** editor.

Select the **Amend Editor** button above the editor on the right hand side.

Enter an **Amendment Reason**.
Choose the Meeting Type of "**Revision to IEP Dated**".
Enter the **Date** of the last Annual IEP in the text box to the right of the word date.
Enter the **Date of Meeting**.
Enter the date the **IEP Services Will Begin**.
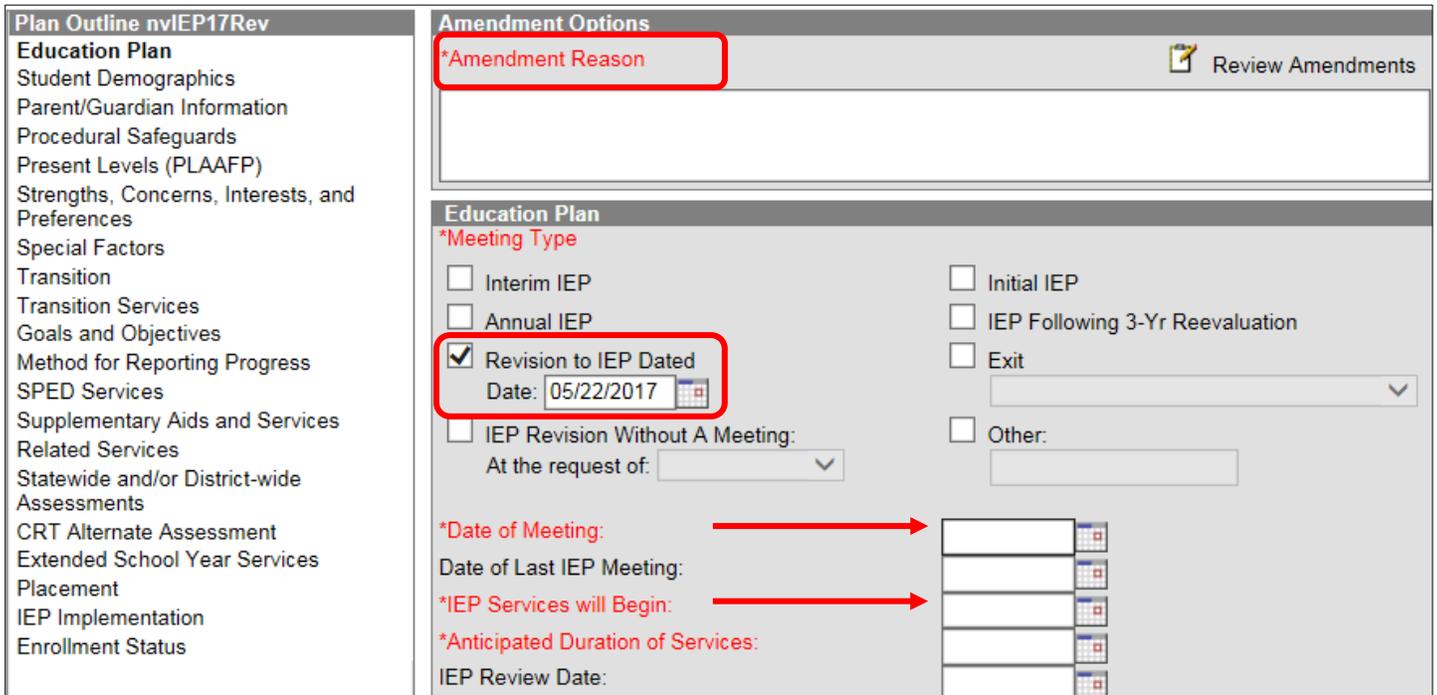
Select **Save & Continue** to move to the next editor or **Save** to save the changes and remain in the editor. Complete any additional editors as needed.

On each editor that you are amending, select the **Amend Editor** button above the editor. Enter an **Amendment Reason** and amend desired fields.

Select **Save & Continue** to move to the next editor or **Save** to save the changes and remain in the editor.

Plan Outline nvIEP17Rev	Amendment Options
Education Plan	*Amendment Reason ▭ Review Amendments
Student Demographics	
Parent/Guardian Information	
Procedural Safeguards	**Education Plan**
Present Levels (PLAAFP)	*Meeting Type
Strengths, Concerns, Interests, and Preferences	☐ Interim IEP ☐ Initial IEP
Special Factors	☐ Annual IEP ☐ IEP Following 3-Yr Reevaluation
Transition	☑ Revision to IEP Dated ☐ Exit
Transition Services	Date: 05/22/2017
Goals and Objectives	
Method for Reporting Progress	☐ IEP Revision Without A Meeting: ☐ Other:
SPED Services	At the request of: ▾
Supplementary Aids and Services	
Related Services	*Date of Meeting:
Statewide and/or District-wide Assessments	Date of Last IEP Meeting:
CRT Alternate Assessment	*IEP Services will Begin:
Extended School Year Services	*Anticipated Duration of Services:
Placement	IEP Review Date:
IEP Implementation	
Enrollment Status	

*To see which editors are mandatory and which ones are optional, click here to go to the *IC Handout Meeting Type Guideline Quick Reference.*

Once *all* desired editors are amended, select Review Amendments.

Amendment Options
*Amendment Reason   ▭ Review Amendments

Enter an **Amendment Start Date**. The Start Date of the amended plan will be changed to the value entered. Review data on the field. Select **Back to Plan** if changes are needed.

Select **Complete Amendment** to complete the amendment and lock the amended document. The End Date or the previous plan is updated to the day before the Amendment Start Date. Service dates are adjusted accordingly.

A new document appears above the original when the amendment has begun. The original is labeled **(Amended Original)** and the new document is labeled **(Amended 1)**.
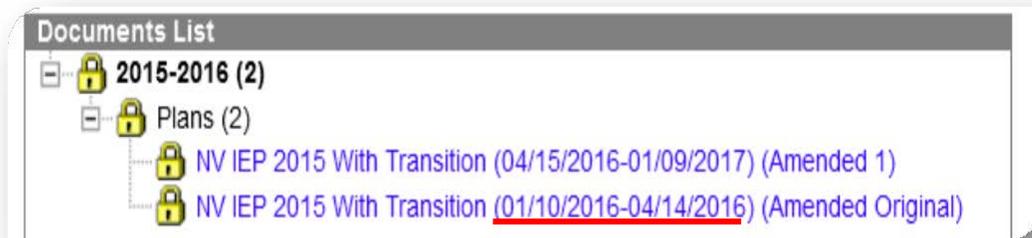
Holding an Annual IEP Prior to the Annual Due Date (AKA: "The Stopper Plan")

*VERY IMPORTANT! *The Stopper Plan can be left in Draft form, however, it MUST be locked **before** the Annual IEP plan is locked!

Highlight the Plan to be Amended.

Select the **Amend** button in the action bar.
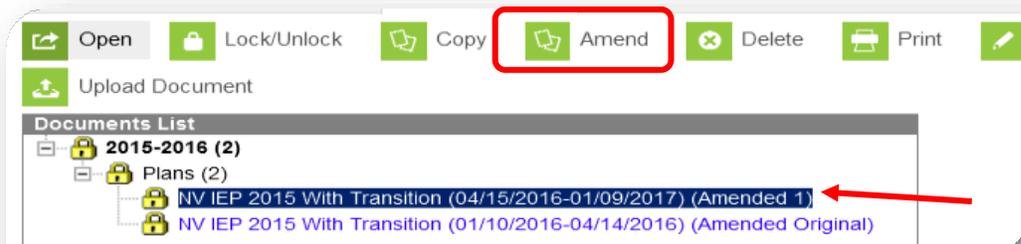
A warning appears asking the user to verify that they want to amend the document. Select **OK**

WARNING: You are about to amend this Education Plan. Do you want to continue?

OK   Cancel
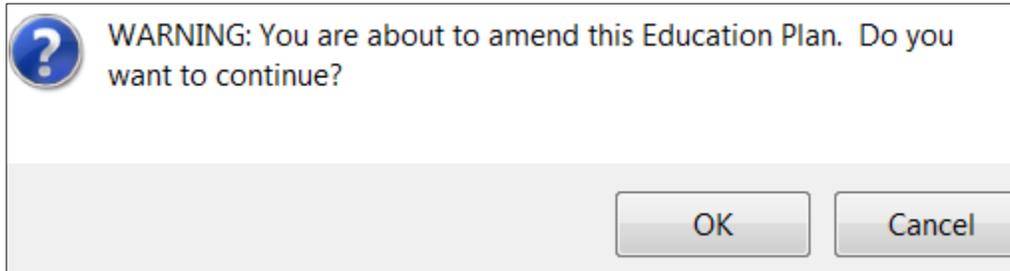
If the document does NOT open up to the Education Plan see below.

Plan Outline nvIEP17Rev
Education Plan
Student Demographics
Parent/Guardian Information
Procedural Safeguards
Present Levels (PLAAFP)
Strengths, Concerns, Interests, and Preferences
Special Factors
Transition
Transition Services
Goals and Objectives
Method for Reporting Progress
SPED Services
Supplementary Aids and Services
Related Services
Statewide and/or District-wide Assessments
CRT Alternate Assessment
Extended School Year Services
Placement
IEP Implementation
Enrollment Status

Amendment Options
*Amendment Reason   Review Amendments

Education Plan
*Meeting Type
☐ Interim IEP   ☐ Initial IEP
☐ Annual IEP   ☐ IEP Following 3-Yr Reevaluation
☑ Revision to IEP Dated   ☐ Exit
   Date: 05/22/2017
☐ IEP Revision Without A Meeting: ☐ Other:
   At the request of:

*Date of Meeting:
Date of Last IEP Meeting:
*IEP Services will Begin:
*Anticipated Duration of Services:
IEP Review Date:

*Then it will be on the documents list with a white piece of paper in front of the plan (see below)

Plans (2)
🔒 NV IEP 2017.2 With Transition (05/22/2017-05/21/2018) (Amended Original)
📄 NV IEP 2017.2 With Transition (05/22/2017-05/21/2018) (Amended 1)

Double click on this plan to open it or select it once and then select **Open**.

Select the **Education Plan** editor.

Select the **Amend Editor** button above the editor on the right hand side.

Enter an **Amendment Reason.**

Change "**Anticipated Duration of Services**" to one **day before** the new plan's date.

Select **Save** to save the changes and remain in the editor. Select **Review Amendments**.

Enter the **Amendment Start Date** – Use the Plan End Date.

Review data on the field. Select **Back to Plan** if changes are needed.

Select **Complete Amendment**.

A new document appears above the last locked plan when the amendment has begun. The last plan's end date is one day before the new plan's start date.
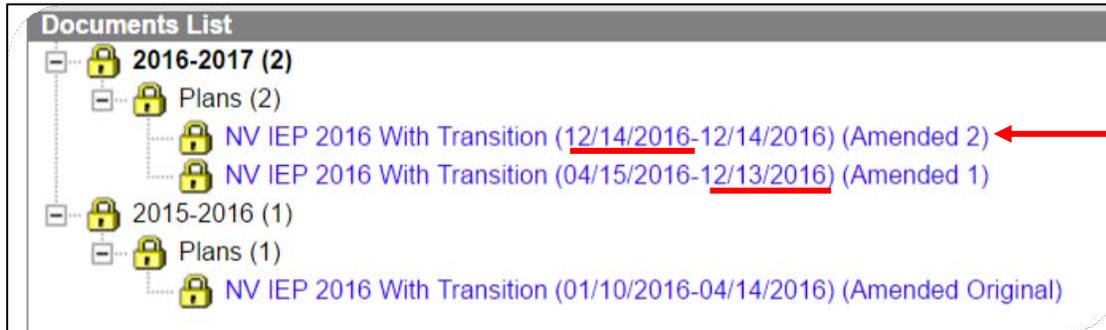
Exiting a Student from Special Education

There are two scenarios when a student is exited from Special Education:

- A student is no longer eligible to receive services as a student with special needs (found not eligible or graduated with a standard diploma)
- A student has aged out of the program

Select **New Document**
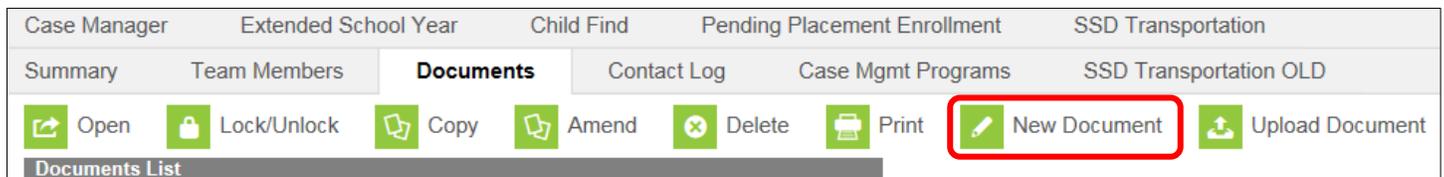
Select **Create New Plan**

Choose **NV IEP 2017 With Transition** or **NV IEP 2017 Without Transition** (choose the appropriate plan for the age of the student).

Create New Document Wizard

Please select one of the following documents:

☐ **Create New Evaluation:**
Initial Referral, Determination of Disability, Re-Evaluations and Notice of Evaluation

☑ **Create New Plan:**
Goals and Objectives, Services, Accommodations, Transition, and Other Information

☐ NV IEP 2017.2 Data Plan
☐ NV IEP 2017.2 With Transition
☐ NV IEP 2017.2 Without Transition

☐ **Create New Progress Report:**
Report measurable progress against ongoing Plan Goals

☐ **Create New Simple Form:**
Notices, checklists, and supplemental forms

DOCUMENT SELECTED FOR CREATION: (no document selected)

Select **Create Document**

[Create Document] [Cancel]

Education Plan

Meeting Type: Select **"Exit"** from the dropdown; Choose a reason for the Exit; Change "**Date of Meeting**" and "**IEP Services Will Begin**"; Change "**Anticipated Duration of Services**" to the student's **LAST** day of services; Enter "**Date of Last IEP Meeting**"; Change "**Eligibility Date**" and "**Anticipated 3-Yr Reevaluation Date**", if applicable.

There are only three Exit Reasons that we use when completing an Exit IEP plan in CCSD:

- B18: Standard Diploma
- D24: Transferred to Regular Education
- D43: Reached Max Age

Select **Save & Continue** to move to the next editor or **Save** to save the changes and remain in the editor.

Fill out all of the editors needed for this Exit IEP. Use *IC Meeting Type Guideline Quick Reference* to assist you in knowing which editors are required and which ones are optional. Click here to go to that form.

Enrollment Status Editor

Make sure that you mark **"NO"** for Special Ed Status. You must fill in **Primary Disability** (disability from which they are being exited) and **Special Ed Setting** (closest to 100%) as well.

Select the **Documents** Tab.
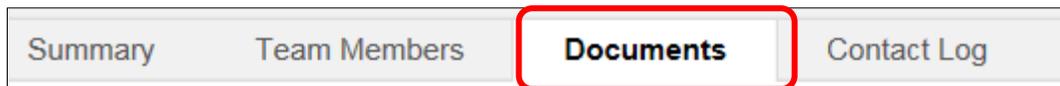
Summary	Team Members	**Documents**	Contact Log

Highlight the Exit Plan.

☐ 📁 Plans (1)
　　📄 NV IEP 2017.2 With Transition (07/19/2017-07/19/2018)

Select **Lock** and **Ok**

Team Members	**Documents**	Conta
🔒 Lock/Unlock	📋 Copy	📋 Amend

❓ Locking this document will prevent future changes from being made. Users may still view and print a read-only version. Are you sure you want to lock this document?

[OK] [Cancel]
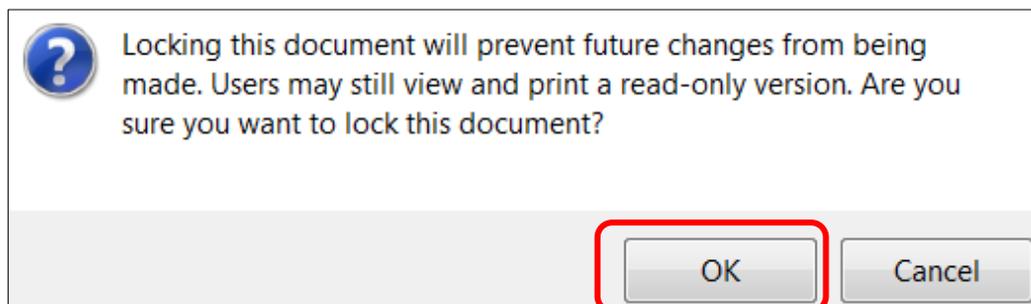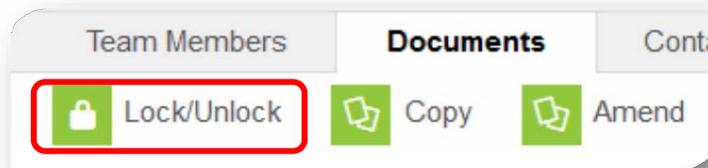
Click here to go to the Quick Reference for "Exiting a Student – No Longer Qualifies."

Click here to go to the Quick Reference for "Exiting a Student with a Standard Diploma where the Annual IEP is Due".

Click here to go to the Quick Reference for "Exiting a Student with a Standard Diploma where the Annual IEP is Current".

Click here to go to the Quick Reference for "Exiting a Student that has Reached Maximum Age where the Annual IEP is Due".

Click here to go to the Quick Reference for Exiting a Student that has Reached Maximum Age where the Annual IEP is current".

➢ Team Members Tab

   ➢ Enter an end date for each Team Member listed - This removes the paper icon from the roster for the teachers and removes the student from the caseload for anyone that has a Case Manager or Service Provider role.

➢ Case Manager Tab

   ➢ Enter an end date for the Case Manager (entry at top) – This removes the Case Manager and the Program from the reports.

➢ Transportation Tab

   ➢ Enter an end date for the current entry (entry at top) – This stops specialized transportation for the student.

- Index > Student information > General > Enrollment Tab

➢ Select the affected enrollment years
   ➢ Scroll to the bottom
   ➢ Select the plus sign (+) in front of Special Ed Fields
   ➢ Select the Special Ed Exit Reason
   ➢ Enter the Special Ed Exit Date
   ➢ Select SAVE

*Within 24 hours the IEP flag next to the student's name will disappear.

Progress Reports

Campus Path: Index> Student Information > Special Ed > General > Documents
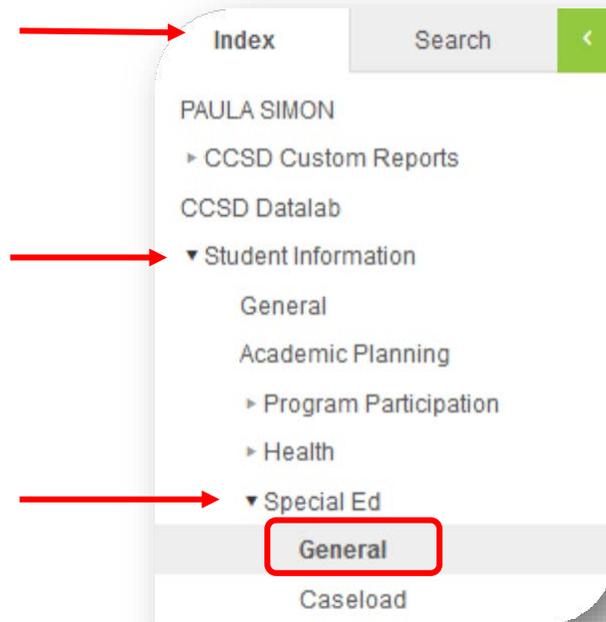
Select the **Documents** Tab. Select **New Document**
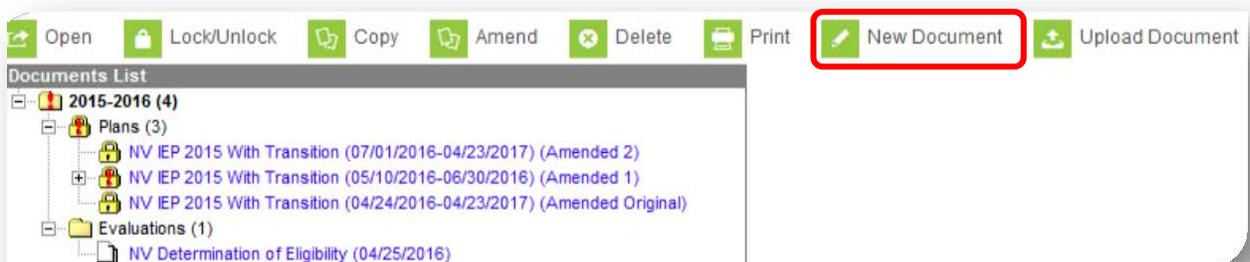
Select **Create New Progress Report**. Select **Progress Report** and make sure that you **Link to the Correct Enrollment Year**. Select **Create Document**.

Enter the **Report Date** and Select **SAVE**. *Make sure you select the correct IEP to report progress on.

Select **Goal/Objective Assessment**

Select **New Goal/Objective Assessment**

Select the goal from **Progress Report Editor**. **DO NOT** mark any of the objectives. Choose **Progress toward the annual goal** (drop down). Add Comments (optional). Select **Save**.

Repeat for the remaining goals

Select the Documents Tab. Select the IEP that you reported progress towards the goals. Go to the IEP Goal Page. Information from the Progress Report will be in the progress report section.

STATE OF NEVADA
INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

IEP GOALS, INCLUDING ACADEMIC AND FUNCTIONAL GOALS, AND BENCHMARKS OR SHORT-TERM OBJECTIVES

MEASURABLE ANNUAL GOAL (including how progress toward the annual goal will be measured)	PROGRESS REPORT
Writing: By annual review date in a classroom setting, with guidance and support from an adult Gabriela will write an opinion piece where she will introduce a topic, state her opinion, provide reasons that are supported by details and provide a concluding statement, achieving a criteria of 80% as documented by student work samples, teacher made rubrics and observations as implemented by Special Education Teacher and Staff.	1. Satisfactory Progress Being Made (continue) 2. Unsatisfactory Progress Being Made (need to review/revise) 3. Goal Met (note date)

☐ Check here if this goal supports the student's postsecondary goal(s) and identify the goal(s) to which it relates:	**Date** 06/05/2017	**Date**	**Date**	**Date**
☐ Training/Education ☐ Employment ☐ Independent Living Skills ☐ Other	1			
☐ Check here if this goal will be addressed during Extended School Year Services (ESY)				

BENCHMARK OR SHORT-TERM OBJECTIVE

1 By end of the first quarter of the 2017-2018 school year, in a classroom setting, with support Gabriela will write a grammatically correct topic sentence stating her opinion.

2 By end of the second quarter of the 2017-2018 school year, in a classroom setting, with support Gabriela will write a grammatically correct topic sentence stating her opinion and provide reasons that support her opinion.

3 By annual review date, in a classroom setting, with support Gabriela will write a grammatically correct topic sentence stating her opinion, and provide reasons that support her opinion and provide a concluding statement.

To print Progress Report, highlight the document and select print.
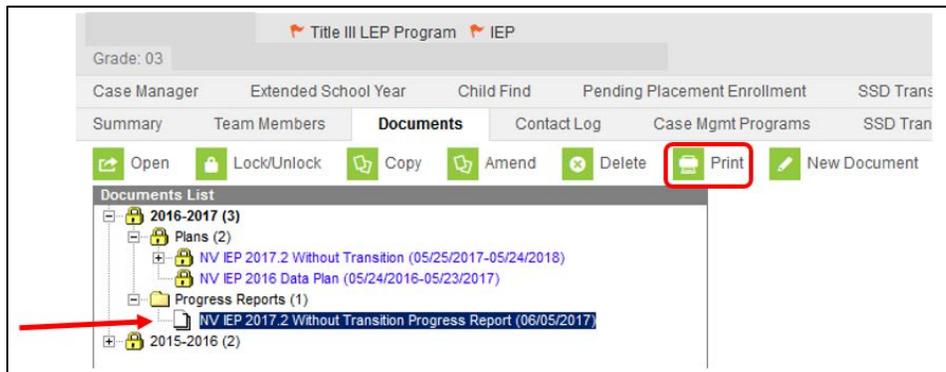
Reports

Caseload Summary Report

The Caseload Summary Report lists detailed information about each student in a caseload. Student data is reported, but the report is grouped into the caseloads of staff members. Report specifications can be set to determine which students will be included in a caseload summary and for which staff members a caseload will report.

This report can be used for IEP caseloads.

Generating the Caseload Summary Report

 a) Choose Caseload Summary
 b) Make sure your school is selected at the top
 c) Leave all grades
 d) Leave Enrollment Effective Date blank
 e) Leave Active Plan only (if you uncheck active plan only, it will pull unlocked plans also)
 f) Choose Case Manager under Team Roles
 g) Choose your name under Sped. Staff or Select All for Everyone
 h) Make sure your school is selected to the right
 i) Select Generate Report
 j) Click here to go to the *Caseload Summary Report Quick Reference.*

Plan Audit Report

The Plan Audit Report reviews basic data entered in special education plans and indicates areas that may have incorrect or missing data for the plan in general and services it describes. Once errors are identified, plans can be updated to reflect correct information.

Generating Plan Audit Report

 a) Leave All Students selected
 b) Clear the Enrollment Effective Date so it is blank
 c) Mark the Plan Audit Options of Plan Overlapping and Over a Year
 d) Select the Calendar(s) and School(s) that should be included in the report
 e) Leave Active Year selected
 f) Leave Active Plans selected
 g) Leave Start and End Date ranges blank
 h) Leave All Services selected
 i) Leave All Providers selected
 j) Indicate if the report should Print in HTML Format. Otherwise, the report generates in PDF format
 k) Select Generate Report to view the report in the desired format

 l) Click here to go to the Plan Audit Report Quick Reference.

Marking DRAFT on the IEP (Using Adobe Acrobat Pro)

Highlight the plan and select **Print**; the Plan will open in PDF.
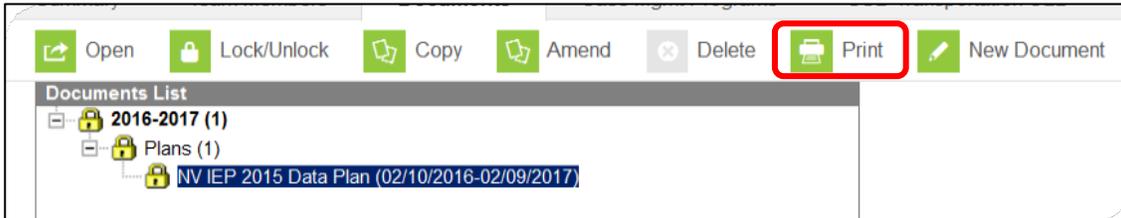
Select **Tools**.

Select **Pages**.

Select **Watermark**.
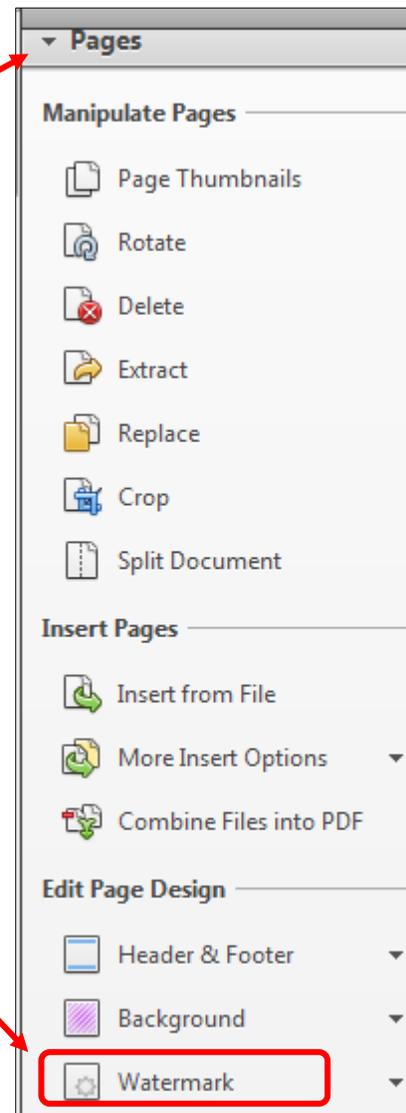
The **Watermark** window will appear.

Type **DRAFT** in the Text Box.

You can adjust the font size, appearance, and position to your liking. Select **Apply to Multiple.**
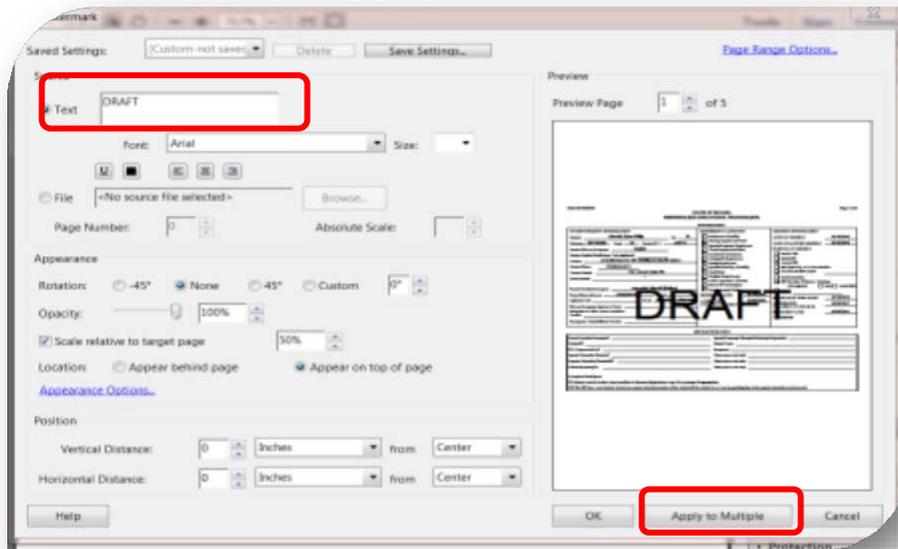
The **Watermark (Add)** window will appear.

Select **OK.**
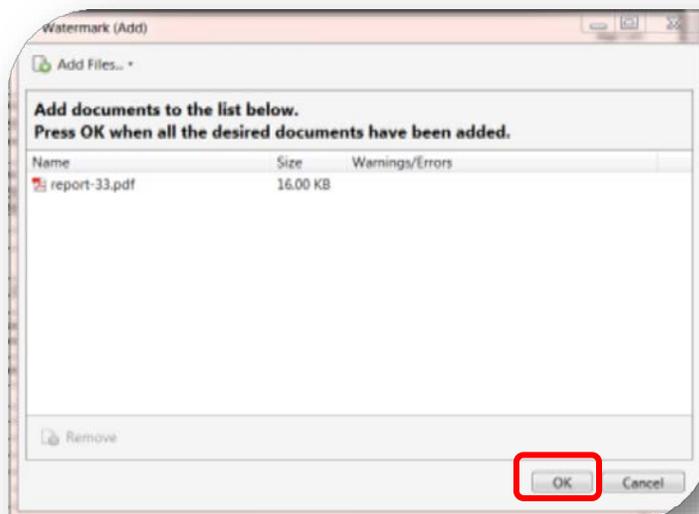
The **Output Options** window will open; Select **OK.**
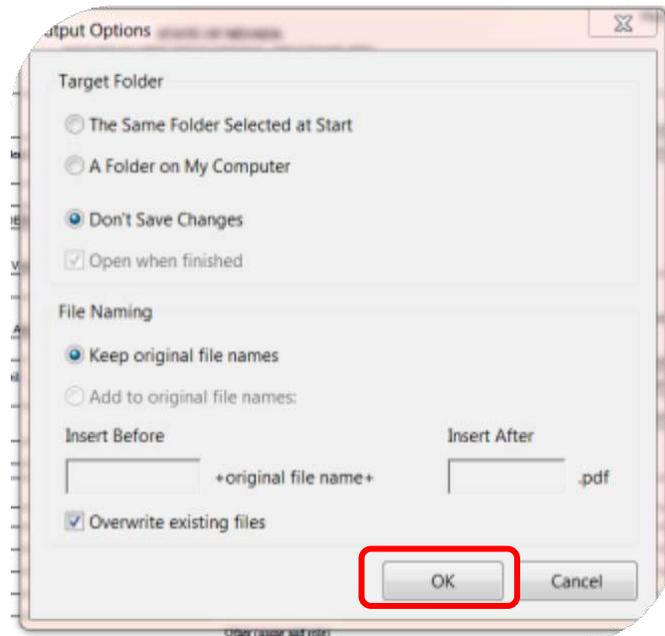
Select the **Printer Icon** in the tool bar at the top.
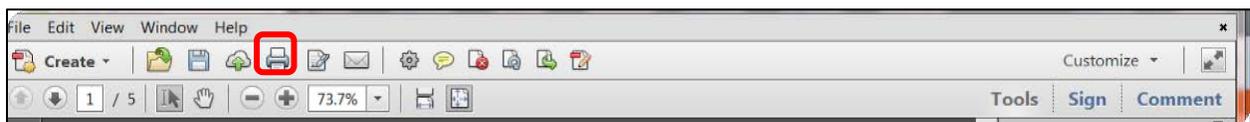
Ad Hoc Filters

To run filters, use the following instructions: Under Campus Tools go to:
Index > Ad Hoc Reporting > Data Export > Choose appropriate SSD Group > Choose Filter

Choose Delimited Values (CSV) to get a report that you can filter.

OR

Choose PDF and Export to get a report that you can print.

Appendix

Ad Hoc Filter Descriptions

BEH - Special Ed Removals – This filter displays the number of days active special ed students have been removed from school. It tracks the days out from all of the schools the student attended that school year.

SPECPRO - Case Manager Report – This filter displays the following information for active special ed students: basic demographic information, Case Manager Name and Start Date, IEP Start and End Date, IEP locked or not and the Program the student is in. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one plan that is active at the time the filter is run (overlapping plans) or there is more than on active Case Manager.

SPECPRO – Empty Enrollment Status Editor in IEP – The filter displays students that have an empty enrollment status editor in the latest IEP Plan. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reason: more than one plan that is active at the time the filter is run (overlapping plans) or there is more than one active Case Manager.

SPECPRO - ESY – This filter displays information for active special ed students. The following data pulls from an active IEP Plan: basic demographic information, IEP Plan Start and End Dates, Disability, LRE Setting and ESY status. There is also a column that states whether or not the IEP is locked. If there is more than one entry for a student, it could be that there is more than one plan that is active at the time the filter is run (overlapping plans). For the ESY column, Number 1 means the student does **NOT** get ESY, number 2 means they **DO** get ESY. If the ESY column is blank, then either the editor was not completed or it is an older plan that did not have the ESY editor.

SPECPRO - Eval Completed in IC – This filter displays information for active special ed students that have an evaluation completed in IC. The following information pulls from an active IEP Plan: basic demographic information, IEP Plan and Evaluation Dates, Disability, LRE Setting, Case Manager and Program. The Evaluation Start Date pulls from an evaluation that was completed in IC. There is also a column that states whether or not the IEP and/or the Evaluation Plans are locked. If there is more than one entry for a student, it could be that there is more than one plan that is active at the time the filter is run (overlapping plans) or there is more than one active Case Manager.

Compare the columns Eval Start Date on the IEP and the Eval Start Date. They should be the same.

SPECPRO – Exit IEP Process with Missing Information – This filter displays information for special ed students that were exited this school year that have a blank exit date and reason in the Special Ed Fields in the Enrollment Tab. The filter also displays if the Case Manger Tab and the Team Member Tab have been completed correctly for exit process. The information displayed is basic demographic information, Disability, Sped Status, IEP Start and End Date, IEP locked or not, Active today or not, Exit type and Exit reason, Case Manager and Team Member End Dates. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one plan that is active at the time the filter is run (overlapping plans), the student was enrolled in more than one school during this school year, there is an empty Case Manager end date or an empty or future date in the Team Member Tab.

SPECPRO - Expired Plans – This filter displays plans that have expired for active Special Ed students. If there is more than one entry for a student, there is more than one active Case Manager.

SPECPRO - IEP Plan and Eval Due Dates – This filter displays the following information for active special ed students: basic demographic information, Disability, IEP Start and End Date, Eval and Re-Eval Start and End Dates, IEP locked or not, type of meeting, Case Manager and Program. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reason: more than one plan that is active at the time the filter is run (overlapping plans) or there is more than one active Case Manager.

SPECPRO - IEP School Nurse Services – This report may take a few minutes to populate. This filter displays the following information for active special ed students: basic demographic information, LEP Status, Disability, IEP Start and End Date, Eval and Re-Eval Start and End Dates, IEP locked or not, Related Services for School Nurses, Type of Meeting, ESY, Case Manager and Program. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one plan that is active at the time the filter is run (overlapping plans) or there is more than one active Case Manager. For the ESY column, Number 1 means the student does **NOT** get ESY, number 2 means they **DO** get ESY. If the ESY column is blank, then either the editor was not completed or it is an older plan that did not have the ESY editor.

SPECPRO - IEP Services – This report make take a few minutes to populate. This filter displays the following information for active special ed students: basic demographic information, LEP Status, Disability, IEP Start and End Date, Eval and Re-Eval Start and End Dates, IEP locked or not, SDI, Related Services and Accommodations, Type of Meeting, ESY, Case Manager and Program. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one plan that is active at the time the filter is run (overlapping plans) or there is more than one active Case Manager. For the ESY column, Number 1 means the student does **NOT** get ESY, number 2 means they **DO** get ESY. If the ESY column is blank, then either the editor was not completed or it is an older plan that did not have the ESY editor.

SPECPRO - Incoming 6th Graders – *Make sure you choose the NEXT school year when you run this filter. This is located in the upper left corner under the "Year" drop down. This filter will only work for Middle or Junior High Schools.* This filter displays students receiving special ed services that will be entering the 6th grade. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one entry on the Case Manager Tab without an end date or more than one plan that is active at the time the filter is run (overlapping plans).

SPECPRO - Incoming 6th Graders with IEP Services – *Make sure you choose the NEXT school year when you run this filter. This is located in the upper left corner under the "Year" drop down. This filter will only work for Middle or Junior High Schools.* This report make take a few minutes to populate. This filter displays students receiving special ed services that will be entering the 6th grade. It displays the following information for active special ed students: basic demographic information, LEP Status, Disability, IEP Start and End Date, Eval and Re-Eval Start and End Dates, IEP locked or not, SDI, Related Services and Accommodations, Type of Meeting, ESY, Case Manager and Program. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one plan that is active at the time the filter is run (overlapping plans) or there is more than one active Case Manager. For the ESY column, Number 1 means the student does NOT get ESY, number 2 means they DO get ESY. If the ESY column is blank, then either the editor was not completed or it is an older plan that did not have the ESY editor.

SPECPRO - Incoming 9th Graders – *Make sure you choose the NEXT school year when you run this filter. This is located in the upper left corner under the "Year" drop down. This filter will only work for High Schools.* This filter displays students receiving special ed services that will be entering the 9th grade. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one entry on the Case Manager Tab without an end date or more than one plan that is active at the time the filter is run (overlapping plans).

SPECPRO - Incoming 9th Graders with IEP Services – *Make sure you choose the NEXT school year when you run this filter. This is located in the upper left corner under the "Year" drop down. This filter will only work for High Schools. This report make take a few minutes to populate.* This filter displays students receiving special ed services that will be entering the 9th grade. It displays the following information for active special ed students: basic demographic information, LEP Status, Disability, IEP Start and End Date, Eval and Re-Eval Start and End Dates, IEP locked or not, SDI, Related Services and Accommodations, Type of Meeting, ESY, Case Manager and Program. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one plan that is active at the time the filter is run (overlapping plans) or there is more than one active Case Manager. For the ESY column, Number 1 means the student does NOT get ESY, number 2 means they DO get ESY. If the ESY column is blank, then either the editor was not completed or it is an older plan that did not have the ESY editor.

SPECPRO – MISC: SpEd Health Eligibilities – This filter displays special ed students that have the following primary or secondary eligibilities: Health Impairment (HI), Orthopedic Impairment (OI), Traumatic Brain Injury (TB), Visual Impairment/Blind (VH), Hearing Impairment/Deaf (AH), Deaf/Blind (DB), and Multiple Impairments (MU). The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reason: more than one plan that is active at the time the filter is run (overlapping plans).

SPECPRO - NAA – This filter displays the following information for active special ed students: basic demographic information, Disability, LRE Setting, Locked or not and NAA. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reason: more than one plan that is active at the time the filter is run (overlapping plans). This filter pulls the NAA information from the NAA Check Box on the Enrollment Tab right above the Special Ed Fields. It does **NOT** pull from the IEP.

SPECPRO - Special Ed Students w/Disabilities – This filter displays the following information for active special ed students: basic demographic information, Special Ed Status, Disability, and LRE Setting. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one plan that is active at the time the filter is run (overlapping plans), or the Enrollment Status editor is empty in one of the plans.

SPECPRO - Speech Students by School – This filter displays active special ed students that have a Primary Disability or Secondary Disability as Speech and Language. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reason: more than one plan that is active at the time the filter is run (overlapping plans).

SPECPRO - Students by School with Ethnicity – This filter displays the following information for active special ed students: basic demographic information, Disability, LRE Setting, Program and Race/Ethnicity. The information displayed comes from an IEP Plan that is active at the time the filter is run. If there is more than one entry for a student, it could be for the following reasons: more than one plan that is active at the time the filter is run (overlapping plans) or there is more than one active Case Manager.

SPECPRO - Team Member Info – This filter displays the current teachers on the Team Member Tab and basic demographic information for active Special Ed students.

SPECPRO – Unlocked Evaluations – The filter displays active special ed students that have unlocked evaluations that have a start date less than today's date.

SPECPRO – Unlocked Plans – The filter displays active special ed students that have unlocked plans that have a start date less than today's date.

When you export a filter, if the row wraps down to the next column, there are either extra spaces or someone hit enter in the field right before the field that wrapped. Get the IEP unlocked, go to that field, and remove the extra space.

Adding a Filter to an Excel Document

Select the top row of the excel sheet.
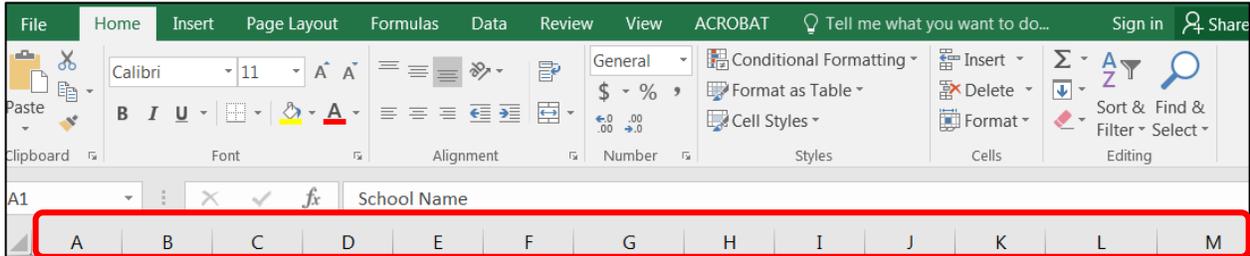
Select **Sort** & **Filter.**
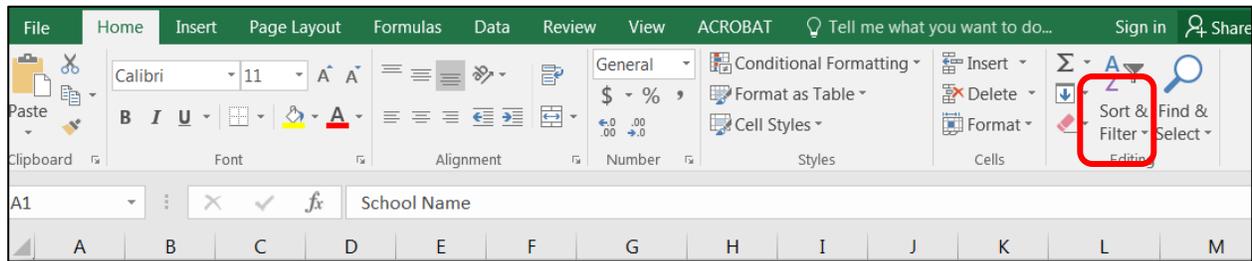
Select **Filter.**
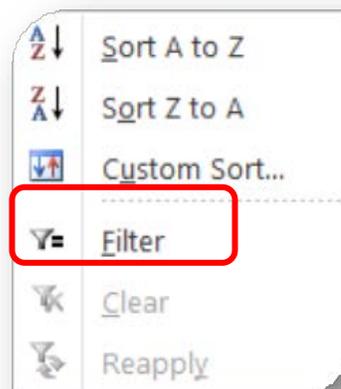
Now you can filter the columns.

Infinite Campus Eligibility Forms

Autism Spectrum Disorder

Health Impairment

Disabilities

Serious Emotional Disturbance

Speech and Language Impairment

Visual Impairment

Developmentally Delayed

Hearing Impairment Intellectual

Orthopedic Impairment

Specific Learning Disabilities

Traumatic Brain Injury

Infinite Campus Quick Reference Materials

Quick Reference Getting Started Download

Quick Reference Creating Plans Download

Quick Reference Amending Stop Plans Download

Quick Reference Amend Plan to Update LRE Code Download

Handout Ad Hoc Filters Download

Handout In-State Transfer Flow Chart pending approval

Handout Out-of-State Transfer Flow Chart Download

Handout Mtg. Type Checklist Download

Handout PLAAFP Sequence Download

Handout Process Alerts Download

Handout Special Education Forms Naming Convention Download

Quick Reference Caseload Summary Download

Quick Reference Case Manager Tab Download

Quick Reference Creating a Plan Audit Report Download

Quick Reference Exiting a Student-No Longer Qualified Download

Quick Reference Exiting a Student w/Standard Diploma with Annual Due Download

Quick Reference Exiting a Student w/Standard Diploma with Annual Current Download

Quick Reference Exiting a Student w/Reached Max Age with Annual Due Download

Quick Reference Exiting a Student w/Reached Max Age with Annual Current Download

Quick Reference Out of State pending approval

Quick Reference Progress Reports Download

Quick Reference Review Revision Download

Quick Reference Searching for Students with Disabilities Download

Quick Reference Stapling Associating Forms Download

Quick Reference Statewide and/or District-wide Assessments Download

Special Education Forms – (CCF)

Name of Form	Number
Behavior Plan - BIP	CCF 539.3
Consent for Evaluation	CCF 555
Consent for Evaluation - Spanish	CCF 555.1
Consent for Medicaid	CCF 538
Consent for Medicaid - Spanish	CCF 570.1
Consent for Placement	CCF 556
Consent for Placement - Spanish	CCF 556.1
NDE Testing Accommodations	
Intent to Implement	CCF 566
Intent to Implement - Spanish	CCF 566.1
Manifestation FBA	CCF 539
Meeting Arrangements	CCF 564
Meeting Arrangements - Spanish	CCF 564.1
No Additional Assessments Needed	CCF 607
No Additional Assessments Needed - Spanish	CCF 607.1
Notice of Refusal	CCF 567
Notice of Refusal - Spanish	CCF 567.1
Notification of Medicaid	English
Notification of Medicaid	Spanish
OSEP Calc Form and Tree	
OT PT Referral	CCF 557
Placement Page	CCF 606
Prior Notice	CCF 563
Prior Notice - Spanish	CCF 563.1
Referral	CCF 583
Release of Info	CCF 503
Release of Info - Spanish	CCF 503.1
Service Plan	CCF 613
Statement of Need for Reevaluation	CCF 531
Temporary Placement	CCF 554

Expandable Special Education Forms

Behavior Intervention Plan (BIP) – Expandable Download
Behavior Intervention Plan (BIP FBA) Download
FBA BIP Indirect Assessment – Expandable Download
Manifestation Determination – Expandable Download
Manifestations FBA – Expandable Download

Infinite Campus Process Alerts

- ➢ Age 3: 30 calendar days before 3rd birthday

- ➢ Age 6: 90, 60, 30 calendar days before 6th birthday

- ➢ Age 14: Diploma Type, course of Study: 30, 15, 5 calendar days before 14th birthday

- ➢ Age 15: Transition in the IEP: 30 calendar days before 15th birthday

- ➢ Age 18: 5 calendar days after 18th birthday

- ➢ Age 22: 30, 10 calendar days before 22nd birthday

- ➢ Annual IEP Due: 30 calendar days after evaluation determination date

- ➢ Annual IEP Due: 30, 15, 5 calendar days before plan end date

- ➢ Consent for Initial Provision of Services: 5 calendar days after evaluation determination date

- ➢ Evaluation Exceeded Days: 46 school days after evaluation consent date and evaluation determination date

- ➢ Progress Report Due: 10 calendar days after end term date

- ➢ Reevaluation Due: 90, 60, 30 calendar days before previous evaluation ends

State Eligibility Forms
Autism Spectrum Disorder

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
AUTISM SPECTRUM DISORDER

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.387):
- ☐ This pupil **is not eligible** for special education under the category of autism spectrum disorder.
- ☐ This pupil **is eligible** for special education under the category of autism spectrum disorder, based on the following criteria.

THE PUPIL HAS A SPECTRUM DISORDER WHICH:

- ☐ Significantly affects the verbal and nonverbal communication and social skills of a person and is often characterized by repetitive activities and stereotyped movements, resistance to changes in environment or daily routine and responding to sensory experiences in an unusual manner;

- ☐ Is usually apparent before the age of 3 years; and

- ☐ Adversely affects the educational performance of a pupil causing significant delays or irregular patterns in learning, or both.

- ☐ The pupil's educational performance is not adversely affected primarily because the pupil has an emotional disturbance.

- ☐ The controlling factor for the pupil's eligibility is not lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.

- ☐ The controlling factor for the student's eligibility is not limited English proficiency.

- ☐ By reason of the pupil's Autism Spectrum Disorder, the pupil needs special education and related services.

Eligibility Team Members:

Signature/School Psychologist	Agree/Disagree	Signature/Speech and Language Specialist	Agree/Disagree
Signature/Special Education Teacher or Autism Spectrum Disorder Specialist	Agree/Disagree	Signature/Parent	Agree/Disagree
Signature/Regular Classroom Teacher	Agree/Disagree	Signature/Other	Agree/Disagree

- ☐ Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Developmentally Delayed

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
DEVELOPMENTALLY DELAYED

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.430):
- ☐ This pupil **is not** eligible for special education under the category of developmentally delayed.
- ☐ This pupil **is** eligible for special education under the category of developmentally delayed, based on the following criteria.

CRITERIA FOR DEVELOPMENTAL DELAY

- ☐ The pupil is under the age of 6.

- ☐ The pupil demonstrates a delay of at least two standard deviations in one, or at least one standard deviation in two or more, of the following areas:

  - ☐ Receptive or expressive language

  - ☐ Cognitive abilities

  - ☐ Gross or fine motor function

  - ☐ Self help

  - ☐ Social or emotional condition

- ☐ The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.

- ☐ The controlling factor for the student's eligibility is not limited English proficiency.

- ☐ By reason of the pupil's Developmental Delay, the pupil needs special education and related services.

Eligibility Team Members:

Signature/Special Education Teacher or Specialist in the field of Early Childhood Education	Agree/Disagree	Signature/Other	Agree/Disagree
Signature/School Psychologist or Licensed or Certified Psychologist Trained in Assessing Preschoolers with Disabilities	Agree/Disagree	Signature/Other	Agree/Disagree
Signature/Parent	Agree/Disagree	Signature/Other	Agree/Disagree

- ☐ Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Health Impairment

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
HEALTH IMPAIRMENT

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.402):
- ☐ This pupil **is not** eligible for special education under the category of health impairment.
- ☐ This pupil **is** eligible for special education under the category of health impairment, based on the following criteria.

CRITERIA FOR HEALTH IMPAIRMENT

- ☐ The pupil has an impairment that limits the strength, vitality or alertness of the pupil, including, without limitation, a heightened alertness to environmental stimuli which results in limited alertness with respect to the educational environment, and which is caused by chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, childhood disintegrative disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, Rett's disorder and sickle-cell anemia.

- ☐ The pupil's health impairment adversely affects the pupil's educational performance.

- ☐ The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.

- ☐ The controlling factor for the student's eligibility is not limited English proficiency.

- ☐ By reason of the pupil's Health Impairment, the pupil needs special education and related services.

Eligibility Team Members:

Signature/School Psychologist	Agree/Disagree	Signature/School Nurse or Other Person Qualified to Interpret a Health Assessment	Agree/Disagree
Signature/Special Education Teacher	Agree/Disagree	Signature/Parent	Agree/Disagree
Signature/Regular Classroom Teacher	Agree/Disagree	Signature/Other	Agree/Disagree

- ☐ Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Hearing Impairment

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
HEARING IMPAIRMENT

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.390):

☐ This pupil **is not eligible** for special education under the category of hearing impairment.

☐ This pupil **is eligible** for special education under the category of hearing impairment, based on the following criteria.

CRITERIA FOR HEARING IMPAIRMENT

☐ The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.

☐ The controlling factor for the student's eligibility is not limited English proficiency.

DEAF

☐ (a) Routine auditory communication is impossible for the pupil or nearly so because of the pupil's inability to discriminate among and understand the sounds that reach the pupil;

☐ (b) The sense of hearing of the minor is nonfunctional for the ordinary purposes of life, whether as the result of congenital or postlingual deafness; and

☐ (c) The pupil has an average hearing threshold level, at 500, 1,000, and 2,000 Hz., of 92 decibels or more.

NOTE: A pupil is eligible as deaf if the pupil meets the criterion set forth in (c), notwithstanding the pupil's failure to meet the other criteria (a) and (b).

HARD OF HEARING

☐ (a) The pupil has the ability, if aided, to hear and understand most spoken words.

☐ (b) The hearing mechanism of the pupil, though defective, is sufficiently functional with or without the use of a hearing aid to allow a receptive flow of information; and

☐ (c) The pupil has an average hearing threshold level of 30 decibels or more.

NOTE: A pupil is eligible as hard of hearing if the pupil meets the criterion set forth in (c), notwithstanding the pupil's failure to meet the other criteria (a) and (b).

☐ By reason of the pupil's Hearing Impairment, the pupil needs special education and related services.

DEAF-BLINDNESS

☐ The pupil meets the criteria for hearing impairment above and is severely or moderately visually impaired (must complete eligibility statement for visual impairment).

☐ By reason of the pupil's Deaf-Blindness, the pupil needs special education and related services.

Eligibility Team Members:
The eligibility team may include a teacher or specialist in the field of hearing impairment and must consist of a parent of the pupil and not fewer than three persons with expertise in one or more of the following areas: audiology or the interpretation of an audiological report; hearing impairment; the interpretation of an assessment of health, communication skills and disorders, or academic achievement.

Signature/Parent	Agree/Disagree	Signature/Title	Agree/Disagree
Signature/Title	Agree/Disagree	Signature/Title	Agree/Disagree
Signature/Title	Agree/Disagree	Signature/Title	Agree/Disagree

☐ Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Intellectual Disabilities/Multiple Impairments

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
INTELLECTUAL DISABILITIES

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.410):
- ☐ This pupil **is not eligible** for special education under the category of intellectual disabilities.
- ☐ This pupil **is eligible** for special education under the category of intellectual disabilities, based on the following criteria.

CRITERIA FOR INTELLECTUAL DISABILITIES

- ☐ The condition exists concurrently with related limitations in two or more of the following adaptive skill areas:

☐	Communication skills	☐	Self-direction
☐	Self care	☐	Health and safety
☐	Home living	☐	Functional academics
☐	Social skills	☐	Leisure
☐	Use of community	☐	Work

- ☐ The condition manifested before the age of 18 years.
- ☐ The condition adversely affects the educational performance of the pupil.
- ☐ The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or appropriate instruction in math.
- ☐ The controlling factor for the student's eligibility is not limited English proficiency.

MILD

- ☐ The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least two standard deviations below the mean score for that test;
- ☐ The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicates that the pupil is experiencing difficulty; and
- ☐ The academic achievement of the pupil is generally consistent with the cognitive abilities and adaptive skills of the pupil.

MODERATE

- ☐ The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least three standard deviations below the mean score for that test;
- ☐ The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicate that the pupil has markedly lower capabilities; and
- ☐ The academic achievement and speech and language development of the pupil is generally consistent with the cognitive abilities and adaptive skills of the pupil.

1

June 2015

Intellectual Disabilities/Multiple Impairments

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
INTELLECTUAL DISABILITIES

SEVERE

☐ The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least four standard deviations below the mean score for that test;

☐ The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicate that the pupil has extensively lower capabilities; and

☐ The developmental functioning of the pupil is generally consistent with the cognitive abilities and adaptive skills of the pupil.

PROFOUND

☐ The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least five standard deviations below the mean score for that test;

☐ The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicate that the pupil has extremely limited capabilities; and

☐ The developmental functioning of the pupil is generally consistent with the pupil's cognitive abilities and adaptive skills.

☐ By reason of the pupil's Intellectual Disability, the pupil needs special education and related services.

MULTIPLE IMPAIRMENT

☐ The pupil meets the criteria for intellectual disabilities and any additional disabling condition other than a specific learning disability, developmental delay, or a speech and language impairment (must complete eligibility statement for additional disability).

Select the additional disabilities that the student is found eligible for must complete eligibility statement for additional disability).

☐ Autism Spectrum Disorder   ☐ Deaf-Blindness

☐ Serious Emotional Disturbance   ☐ Health Impairment

☐ Hearing Impairment   ☐ Orthopedic Impairment

☐ Vision Impairment   ☐ Traumatic Brain Injury

☐ By reason of the pupil's Multiple Impairment, the pupil needs special education and related services.

2

June 2015

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
INTELLECTUAL DISABILITIES

Eligibility Team Members:

Signature/School Psychologist	Agree/Disagree	Signature/Parent	Agree/Disagree
Signature/Special Education Teacher or Specialist in the field of Intellectual Disabilities	Agree/Disagree	Signature/Other	Agree/Disagree
Signature/Speech & Language Specialist	Agree/Disagree	Signature/Other	Agree/Disagree

☐   Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Orthopedic Impairment

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
ORTHOPEDIC IMPAIRMENT

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.400):
- ☐ This pupil **is not eligible** for special education under the category of orthopedic impairment.
- ☐ This pupil **is eligible** for special education under the category of orthopedic impairment, based on the following criteria.

CRITERIA FOR ORTHOPEDIC IMPAIRMENT

☐ The pupil suffers from a severe orthopedic impairment which adversely affects the pupil's educational performance.

☐ The pupil has one or more of the following conditions (check one or more):

    ☐ A congenital anomaly, including, without limitation, clubfoot or the absence of a member
    ☐ A disease, including, without limitation, bone tuberculosis or poliomyelitis
    ☐ Any other cause, including, without limitation, cerebral palsy, an amputation, a fracture or a burn causing a contracture

☐ The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.

☐ The controlling factor for the student's eligibility is not limited English proficiency.

☐ By reason of the pupil's Orthopedic Impairment, the pupil needs special education and related services.

Eligibility Team Members:

Signature/School Nurse or Other Person Qualified to Interpret a Health Assessment	Agree/Disagree	Signature/Physical Therapist/ Occupational Therapist/Other Specialist	Agree/Disagree
Signature/Regular Classroom Teacher	Agree/Disagree	Signature/Other	Agree/Disagree
Signature/Parent	Agree/Disagree	Signature/Other	Agree/Disagree

☐ Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

1

June 2015

Serious Emotional Disturbance

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
SERIOUS EMOTIONAL DISTURBANCE

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.415):
- ☐ This pupil **is not eligible** for special education under the category of serious emotional disturbance
- ☐ This pupil **is eligible** for special education under the category of serious emotional disturbance, based on the following criteria.

CRITERIA FOR EMOTIONAL DISTURBANCE

- ☐ The pupil exhibits <u>one or more</u> of the following characteristics (check one or more):

    - ☐ An inability to build or maintain satisfactory interpersonal relationships within the school environment, including:
        - • Withdrawal and isolation of the pupil from others.
        - • Efforts by the pupil to obtain negative attention from others through punishment, ostracism or excessive approval.
    - ☐ Inappropriate behavior or feelings under normal circumstances, including atypical behavior such as outbursts of anger, crying or head banging, without apparent cause or reason.
    - ☐ A pervasive mood of unhappiness or depression.
    - ☐ Fears or a tendency to develop physical symptoms associated with personal or school problems.

- ☐ These characteristics have been evident for at least 3 months.

- ☐ The characteristics adversely affect the ability of the pupil to perform developmental tasks appropriate to the pupil's age within the educational environment, despite the provision of intervention strategies; or in the case of a pupil under school age, in the home, child care or preschool setting.

- ☐ Special education support is required to alleviate these adverse effects.

- ☐ The pupil is not eligible solely because of sensory, intellectual, or health factors; social maladjustment; or conduct disorders.

- ☐ The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.

- ☐ The controlling factor for the student's eligibility is not limited English proficiency.

- ☐ By reason of the pupil's Serious Emotional Disturbance, the pupil needs special education and related services.

Eligibility Team Members:

Signature/School Psychologist	Agree/Disagree	Signature/Parent	Agree/Disagree
Signature/Regular Classroom Teacher	Agree/Disagree	Signature/Other	Agree/Disagree
Signature/Special Education Teacher or Specialist in the field of Serious Emotional Disturbances	Agree/Disagree	Signature/Other	Agree/Disagree

- ☐ Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

1

June 2015

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
SPECIFIC LEARNING DISABILITIES

Pupil's Name_____ Birthdate _____ Grade _____

ELIGIBILITY DETERMINATION:
According to state regulations (NAC 388.420):

☐ This pupil is **not eligible** for special education under the category of specific learning disabilities.
☐ This pupil is **eligible** for special education under the category of specific learning disabilities, based on the following criteria.

GENERAL CRITERIA FOR SPECIFIC LEARNING DISABILITIES BASED ON ASSESSMENT OF RESPONSE TO INTERVENTION <u>AND/OR</u> COMPARATIVE ANALYSIS:

☐ The pupil has been provided with learning experiences and instruction appropriate for the pupil's age.

☐ The determination that the pupil has a specific learning disability has been made based upon the results of the evaluation described in NAC 388.420. In interpreting the evaluation data, information was drawn from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the pupil's physical condition, social or cultural background, and adaptive behavior, and information from all of these sources was documented and carefully considered.

☐ The pupil does not achieve adequately for the pupil's age or to meet State-approved grade-level standards in one or more of the following areas (check all that apply):

☐ Oral expression   ☐ Written expression
☐ Listening comprehension   ☐ Basic reading skill
☐ Mathematical calculation   ☐ Reading fluency skills
☐ Mathematical problem solving   ☐ Reading comprehension

☐ Any identified underachievement is not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

☐ There is documented, data based evidence that any identified underachievement is not due to a lack of appropriate instruction in math or reading. This determination is based upon each of the following:
    ☐ Data that demonstrate that prior to, or as part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
    ☐ Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the pupil's progress during instruction, and which was provided to the pupil's parents.

☐ The controlling factor for the pupil's eligibility is not lack of appropriate instruction in math.

☐ The controlling factor for the pupil's eligibility is not lack of appropriate instruction in reading, including the essential components of reading instruction. Explicit and systematic instruction has been provided for each of the following:
    ☐ Phonemic awareness
    ☐ Phonics
    ☐ Vocabulary development
    ☐ Reading fluency, including oral reading skills
    ☐ Reading comprehension strategies

☐ Interventions implemented in general education classrooms have not remedied any identified underachievement.

☐ The following relevant behavior was noted during the observation of the pupil:

☐ None noted.
☐ As follows:_____

1

June 2015

Specific Learning Disabilities

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
SPECIFIC LEARNING DISABILITIES

_____

☐ Relationship of any relevant behavior to the academic functioning of the pupil:
_____
_____

☐ The following educationally relevant medical findings were noted:

☐ None noted.
☐ As follows:_____
_____

ADDITIONAL CRITERIA FOR ELIGIBILITY:

Additional Criteria for Response to Intervention:

☐ The pupil has not made sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified above (oral expression, listening comprehension, mathematical calculation, mathematical problem solving, written expression, basic reading skill, reading fluency skills, reading comprehension) when using a process based on the child's response to scientific, research-based intervention.

☐ The following instructional strategies were used:_____
_____
_____
_____
_____
_____
_____
_____

☐ The following student-centered data were collected:_____
_____
_____
_____
_____
_____
_____

☐ Any identified underachievement is not correctable without special education services.

☐ On (date)_____ the pupil's parents were notified about Nevada's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing the child's rate of learning; and the parents' right to request an evaluation.

2

June 2015

Specific Learning Disabilities

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
SPECIFIC LEARNING DISABILITIES

AND/OR

Additional Criteria for Comparative Analysis:

☐ The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

☐ The pupil exhibits a severe discrepancy between achievement and intellectual ability in one or more of the areas identified above (oral expression, listening comprehension, mathematical calculation, mathematical problem solving, written expression, basic reading skill, reading fluency skills, reading comprehension).

    ☐ The severe discrepancy has been determined through the use of a statistically valid formula which takes into account the age and level of ability of the pupil, the correlation between tests of ability and achievement, and the reliability of each test used. In the case of a pupil under the age of 6 years, a discrepancy may be identified through the use of one or more tests of language concepts or academic readiness skills.

OR

    ☐ In considering the continuing existence of a severe discrepancy between achievement and intellectual ability in a reevaluation of the pupil, the determination of a severe discrepancy has been made based upon information other than the statistically valid formula.

☐ The severe discrepancy is not correctable without special education services.

☐ The severe discrepancy is corroborated by classroom-based assessment.

Additional Information (Optional):

☐ By reason of the pupil's Specific Learning Disability, the pupil needs special education and related services.

Eligibility Team Members:

Any member who disagrees with the eligibility determination must prepare a statement of the conclusions of that member.

Signature/Regular Classroom Teacher	Agree/Disagree	Signature/Parent	Agree/Disagree
Signature/Special Education Teacher	Agree/Disagree	Signature/Other	Agree/Disagree
Signature/School Psychologist	Agree/Disagree	Signature/Other	Agree/Disagree

☐ Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

3

June 2015

Speech and Language Impairment

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
SPEECH AND LANGUAGE IMPAIRMENT

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.405):

☐ This pupil **is not eligible** for special education under the category of speech and language impairment.

☐ This pupil **is eligible** for special education under the category of speech and language impairment, based on the following criteria.

CRITERIA FOR SPEECH AND LANGUAGE IMPAIRMENT

PHONOLOGY OR ARTICULATION (three or more of the following conditions)
☐ Physiological potential to make the neuromuscular adjustments necessary for oral expression;

☐ The communicative ability of the pupil is interfered with by the pupil's lack of intelligibility;

☐ The pupil cannot adequately discriminate, imitate, or sequence sound patterns;

☐ The ability of the student to articulate is significantly less than that which is expected in view of the cognitive abilities and level of development of the pupil; or

☐ The deficit or disorder has an adverse social, emotional, or academic effect upon the pupil.

USE AND COMPREHENSION OF LANGUAGE (two or more of the following conditions)
☐ The ability of the pupil to comprehend language is significantly less than that which is expected in view of the cognitive abilities and level of development of the pupil;

☐ The use of expressive language by the pupil is significantly less than that which is expected in view of the cognitive abilities and level of development of the pupil;

☐ Pragmatic use of language by the pupil is inappropriate; or

☐ The deficit or disorder has an adverse social, emotional, or academic effect upon the pupil.

FLUENCY (two or more of the following conditions)
☐ The speech of the pupil is observed to be dysfluent;

☐ The severity of the deficit or disorder is such that it interferes with communication by the pupil; or

☐ The deficit or disorder has an adverse social, emotional, or academic effect upon the pupil.

QUALITY, PITCH, OR INTENSITY OF PUPIL'S VOICE (two or more of the following conditions)
☐ Voice therapy is recommended by a physician or another person certified as a specialist in the identification and treatment of oral, nasal, or laryngeal anomalies;

☐ The severity of the deficit or disorder is such that it interferes with communication by the pupil; or

☐ The deficit or disorder has an adverse social, emotional, or academic effect upon the pupil.

1

June 2015

Speech and Language Impairment

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
SPEECH AND LANGUAGE IMPAIRMENT

ADDITIONAL CRITERIA

☐   The pupil has demonstrated the ability to profit from speech and language therapy.

☐   The pupil requires a program of instruction because of the nature or severity of the pupil's impairment which is not feasible in the current educational setting of the pupil because:
  •   intensive remedial techniques or strategies which can only be implemented in a clinical or therapeutic setting are required to improve the communication skills of the pupil;
  •   the nature of the pupil's impairment requires that the pupil receive the services of a teacher of the speech and language impaired; or
  •   the pupil's impairment is of such severity or multiplicity that individual or small group management available only on a speech and language program is required.

☐   The pupil with limited proficiency in English is eligible for special services and programs of instruction on the same basis as other pupils if the pupil's impairment:
  •   manifests itself in the pupil's native language and in English; and
  •   is not attributable to the phonological system of the pupil's native language or to dialectical differences of articulation and language form between that language and English.

☐   The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or appropriate instruction in math.

☐   The controlling factor for the student's eligibility is not limited English proficiency.

☐   By reason of the pupil's Speech and Language Impairment, the pupil needs special education and related services.

Eligibility Team Members:

Signature/Speech and Language Specialist	Agree/Disagree	Signature/Parent	Agree/Disagree
Signature/Regular Classroom Teacher	Agree/Disagree	Signature/Other	Agree/Disagree
Signature/Special Education Teacher if the pupil has another disability in addition to speech and language impairment	Agree/Disagree	Signature/Other	Agree/Disagree

☐   Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

2

June 2015

Traumatic Brain Injury

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
TRAUMATIC BRAIN INJURY

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.407):

☐   This pupil **is not eligible** for special education under the category of traumatic brain injury.

☐   This pupil **is eligible** for special education under the category of traumatic brain injury, based on the following criteria.

CRITERIA FOR TRAUMATIC BRAIN INJURY

☐   The pupil suffered an injury to the brain caused by an external force that resulted in the pupil's total or partial functional disability or psychosocial impairment. The injury affects (check all that apply):

☐	Cognitive abilities	☐	Abstract Thinking
☐	Speech	☐	Judgment
☐	Language	☐	Problem solving abilities
☐	Information processing	☐	Sensory, perceptual, and motor skill abilities
☐	Memory	☐	Psychosocial behavior
☐	Attention	☐	Physical functions
☐	Reasoning		

☐   The injury was not congenital or degenerative, and was not induced by trauma during birth.

☐   The injury to the brain adversely affects the pupil's educational performance.

☐   The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or appropriate instruction in math.

☐   The controlling factor for the student's eligibility is not limited English proficiency.

☐   By reason of the pupil's Traumatic Brain Injury, the pupil needs special education and related services.

Eligibility Team Members:

_____		_____	
Signature/School Psychologist	Agree/Disagree	Signature/Speech & Language Specialist	Agree/Disagree
_____		_____	
Signature/Special Education Teacher or a Person with Specialized Knowledge of Traumatic Brain Injuries	Agree/Disagree	Signature/School Nurse of Other Person Qualified to Assess the Health of the Pupil	Agree/Disagree
_____		_____	
Signature/Regular Classroom Teacher	Agree/Disagree	Signature/Parent	Agree/Disagree

☐   Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

1

June 2015

Date_____

STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT
VISUAL IMPAIRMENT

Pupil's Name_____ Birthdate _____ Grade _____

According to state regulations (NAC 388.395):
☐ This pupil **is not eligible** for special education under the category of visual impairment.
☐ This pupil **is eligible** for special education under the category of visual impairment, based on the following criteria.

CRITERIA FOR VISUAL IMPAIRMENT

☐ The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or appropriate instruction in math.
☐ The controlling factor for the student's eligibility is not limited English proficiency.

SEVERE

☐ The visual acuity of the pupil does not exceed 20/200 in the better eye;
☐ The vision of the pupil in the better eye is restricted to a field which subtends an arc of not more than 20 degrees; or
☐ The pupil suffers from a progressive deterioration of the pupil's vision, the probable result of which will be one or both of the conditions described above.

MODERATE

☐ The visual acuity of the pupil is 20/70 or less in the better eye with the best possible correction; or
☐ The pupil suffers from a progressive deterioration of the pupil's vision, the probable result of which will be the condition described above.

☐ By reason of the pupil's Visual Impairment, the pupil needs special education and related services.

DEAF-BLINDNESS

☐ The pupil meets the criteria for visual impairment above and is deaf or hard of hearing (must complete eligibility statement for hearing impairment).

☐ By reason of the pupil's Deaf-Blindness, the pupil needs special education and related services.

Eligibility Team Members:
The eligibility team may include a teacher or specialist in the field of vision impairment and must consist of a parent of the pupil and not fewer than three persons with expertise in one or more of the following areas: vision, vision impairment, the interpretation of an assessment of health or academic achievement.

Eligibility Team Members:

Signature/Parent	Agree/Disagree	Signature/Title	Agree/Disagree
Signature/Title	Agree/Disagree	Signature/Title	Agree/Disagree
Signature/Title	Agree/Disagree	Signature/Title	Agree/Disagree

☐ Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

1

June 2015

Tips for Success! # 4

Now that you have:

- Attended a training
- Read and reviewed the Infinite Campus User Guide
- Seen the Quick References
- Know how to locate Special Education Forms
- Reviewed Known Issues
- And
- Worked with students on your Caseload…You should be a pro!

Thank you from the SEMS Department!

http://ccsd.net/departments/student-education-management-systems