

# **SECTION 13**

## **SEIS**

## **Special Education Information System (SEIS)**

A web-based IEP/school district system was developed in 2003 by San Joaquin County Office of Education and launched in Ripon Unified. The day to day operation and support personnel continue to be the responsibility of SJCOE CEDR Systems. SEIS is a large, multi-level, multiple component and multi-functional system now in wide use by over 900 school districts in California. The SEIS Help Desk is available via email or phone M-F 8-5. Training manuals, PowerPoints, FAQs, videos and recorded webinars are available online in the SEIS Help Center, and SEIS offers live webinars on different subjects throughout the year. Additionally quick tip videos are available on the CEDR YouTube channel and Facebook page. Tools, resources and trainings are available and are on-going. This handbook section is only an overview and not meant to be exhaustive. Watch for news announcements on your log in page for information from SEIS. Additionally, news announcements provided by your district and/or SELPA are provided on your home page. All are additional points of access for SEIS support and guidance.

### CEDR Systems/SJCOE

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### San Joaquin SELPA

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## **SEIS GLOSSARY**

**SELPA Administrative Functions:** A Program Specialist is designated at the SJCOE SELPA level and is responsible for State SELPA IEP forms and trainings, document library maintenance, CASEMIS oversight, news items on the SEIS home page and is the lead person interfacing with CEDR regarding SEIS functions.

**SELPA Level System Manager:** This person oversees and consolidates data for the submission of the CASEMIS final report to California Department of Education for San Joaquin SELPA. The SELPA system manager also serves as the system manager for direct service school districts (those with 900 or fewer average daily attendance ADA) as well as some local non-public schools.

**District Level System Manager:** The district level system manager is the lead person(s) at each district level who manages the system for teacher users. Each district is required to have a designated system manager, as well as a back-up system manager. Adding, dropping, managing caseloads, making eligible, granting user permissions and managing CASEMIS district data to SELPA are all functions of the district level system manager. System manager trainings are available.

**Case-manager:** The case manager is the one service provider per student who has the overall responsibility for affirming and attesting the completed IEP, affirming progress reports and usually sending the meeting notice. In most districts, the case manager is the service provider of greatest service (such as teacher), though that designation does vary from district to district and is determined at the district level.

**Related Service Providers:** All other staff assigned to a particular student to provide a service and has access to student records and IEPs in SEIS.

**Future IEP:** This is the section of the SEIS system where those with access to a student's record enter data on the IEP. This is the editable version where you prepare the IEP draft or work on the document online during the actual IEP meeting. Once the IEP meeting is complete, the FUTURE IEP is affirmed/attested by

the Case Manager. It then becomes the CURRENT IEP. CASEMIS fields (those required for twice annual reports) are highlighted on the IEP forms. It is important for teachers to understand that in the weeks leading up to Dec 1 and June 30 when these highlights turn RED that these fields are not changed as part of prep for IEPs to be held after the report date.

**Current IEP:** This is the version that has been affirmed and attested to match the legal hard copy that carries signatures. It is in a read-only format and cannot be edited. Once the next “Future” IEP is affirmed/attested, this current IEP goes into the history file and the most recently affirmed/attested IEP becomes the new Current IEP.

**History:** All previously affirmed/attested IEPs are stored here. They are PDF (read only), date stamped and can be reviewed by those with access to the student in SEIS, at any time.

**Affirm/Attest:** This is a case-manager responsibility and function. The statement means that the case-manager is affirming (and attesting to the fact) that the data in the SEIS system (future IEP doc and CASEMIS data) is a match to what the parent agreed to and signed on the hard copy, legal IEP at the end of the meeting. The LEGAL IEP is the hard copy, signed IEP. The on-line IEP is a tool. When affirm/attest is selected by the case-manager, SEIS runs a CASEMIS error check. When errors are corrected, the IEP is affirmed and becomes the CURRENT IEP.

**Progress Reports:** This is a case-manager and service provider function. Progress reports must be completed and sent home as frequently as general education students receive report cards/progress reports. Once all service providers complete the progress reports on goals, which they are monitoring, the case manager sends the copies of the progress reports home. In most districts, case managers affirm/attest progress reports and ensure that a copy of the final progress report is distributed to parent at the annual IEP and then filed. Note that case managers affirm the progress report and can print progress reports in bulk.

**Document Library:** This is a section of the SEIS system available in your navigation bar in which related documents and resources are available for reference and use.

**Goal Banks:** Multiple banks are available in SEIS and accessible two ways. One, from the navigation bar, simply browse the banks to see what is there. Two, from a goal page of a specific student’s future IEP, by clicking on the “choose goal” link, select a bank, goal, bring it to the specific student’s goal page and edit to match student need. Many goal banks are copyrighted and used only with permission of the author granted to SEIS.

## **GENERAL IEP FORM GUIDANCE**

- **All items on each form must be completed.** Do not leave blank spaces or write N/A in a section designed to have a statement written. Items and issues discussed at IEP meetings should be noted in the section in which the information was discussed or in the notes page. Comments must be made if a discussion occurred concerning any item.
- **Draft IEPs are permissible.** Present Levels of Performance may be filled in prior to the IEP meeting and added to as appropriate during the course of the meeting. Goals and Benchmarks to be considered should be drafted before the meeting and each should be discussed during the meeting with additions/deletions at the suggestion of the team. Each page prepared in advance should be marked clearly as “draft.”

- **Notes pages** are intended to capture the discussion points and input from the team members. Make sure to note suggestions, requests, and all agreements. Comments pages are not intended to take the place of detail and documentation from appropriate places on forms themselves. SJCOE SELPA staff has trainings available upon request regarding IEP note-taking. Use of the Structured Meeting Notes page is encouraged as it serves as a Prior Written Notice when completed thoroughly.
  
- **Duplicate services are not allowed in SEIS as they create CASEMIS errors.** Often, however, duplicate services are important and lend clarity and specificity to the document for accurate and defensible implementation. If you want to describe multiple same services there are two ways to do this:
  - 1) Combine all minutes into one service (as long as the frequency is the same) and break out detail in the text description box. (i.e. 60 minutes individual, 30 minutes group and 20 minutes consultation) OR
  - 2) Create a new service box for each component of the service and for all subsequent duplicate services under the first (and major service) AND click the DNR (do not report) box. Those additional service descriptions will not be reported to CASEMIS and therefore will not cause a CASEMIS error for duplicate services.
  
- **When parents refused to sign final district offer of FAPE**, as long as the district is finished and the meeting is not going to be continued, the best practice is to affirm and attest this IEP. In the “purpose box” on page 1, indicate in the “other” option “district offer of FAPE. No parent signature.” Then affirm and attest; this process will take this IEP off the unaffirmed IEP list for the district, clear CASEMIS errors and document the offer in the history tab. The next IEP would be developed as always in the future IEP document. We do recommend affirming even if the meeting is to be continued in order to lock the pages as they were at the end of that meeting. In this case, use the “continue” link in the Addendum section of the affirmed Current IEP. When selecting “continue”, forms will actually be taken to the Future IEP forms, but this will not change the original meeting date.
  
- **The legal IEP** is the hard copy that carries the original parent signature. The “current” IEP in SEIS is only as complete as the case-manager made it at affirm and attest. The Current IEP should be an accurate reflection of the most recent IEP meeting, whether signed, completed or not.
  
- It is the case manager’s responsibility to assure that the “future” IEP in SEIS (the hard copy signed by parent) reflects any and all changes made at the meeting and is affirmed within 7 days of the IEP meeting. Until affirmed, the “current” IEP in SEIS will not be the agreed upon document.
  
- **Ensure parent leaves with a copy of the IEP**--The parent has the legal right and we have the legal responsibility to provide them with the final IEP at the end of the meeting. They should leave with it. This is the legal IEP that carries the original signatures. It will likely be a combination of typed text from SEIS and hand writing that occurred during the meeting amending the draft. That is fine. It is also a copy of this final IEP that should go in school files etc. Case-managers should go back into SEIS and add the handwritten revisions prior to affirming and attesting. Remember, the legal IEP is the one done in the meeting that carries signatures.

## **Frequently Asked Questions**

### **Can the district hold a “pre-meeting” or “staffing” without the parent?**

YES

Case law has demonstrated that district personnel can meet to prepare for an IEP meeting without the parent, as long as no predetermination of placement or services is done. That means district personnel may not make IEP team decisions outside the IEP process and the parent must be afforded the opportunity to participate in all decisions as well as have information or requests “considered” by the IEP team.

### **What should I do if the parents refuse to check that they have had meaningful participation?**

SEEK MORE INFORMATION FROM THEM

Continue with the meeting or reschedule to seek more information as to what issue (s) the parent feels they have not had sufficient opportunity to contribute and have their concerns addressed. Make sure to document the concern or issue, the discussion surrounding the concern/issue, and the team’s decision. If parents continue to disagree, document their disagreement. Remember that there is a difference between having their concerns heard by the team and disagreeing with the team’s recommendations.

### **What should I do if the team can’t come to an agreement?**

DISTRICT MUST MAKE A CLEAR OFFER OF PLACEMENT AND SERVICES

IEP team decisions are made by consensus. This means that the team arrives at a plan of action including placement and services that everyone can agree to try. It is critical that the district offer the placement and services that district representatives believe will offer the student a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) appropriate to meet the student’s needs. If the team cannot reach consensus, meetings can be tabled and reconvened in an attempt to seek consensus. However, the IEP is not complete without ONE clear district offer of FAPE in the LRE. It is incumbent on the district, as the professional educators, to make ONE clear offer of placement and services. If the parents disagree with the district’s offer, the parties may seek resolution through due process.

### **Is it OK to tell the parents you will write the IEP in SEIS after the meeting so the parents can have a “clean copy”?**

NO

The parent has the legal right and we have the legal responsibility to provide them with the final IEP at the end of the meeting. They should leave with it. This is the legal IEP as it carries the original signatures. It will likely be a combination of typed text from SEIS and hand written revisions that occurred during the meeting amending the draft. That is fine. This is also the copy of the IEP that should be filed in school files. Case-managers should go back into SEIS and add the handwritten revisions prior to affirming and attesting. Remember, the legal IEP is the one done in the meeting that carries signatures. You may send the parents the “clean copy” once you have affirmed and attested the IEP, but this is NOT the IEP.

### **Can the parents take the IEP home to think about it before signing?**

YES

There is nothing in education code that requires parents to sign the IEP at the meeting. Make a copy for them to take home. Ask the parents to either come in and sign the original or sign the copy and return it within a

reasonable amount of time (about a week) after they have had an opportunity to review and discuss it. Make sure to follow up with parents if they do not return it within the agreed upon timeline.

**What should I do if the parents REFUSE to sign the IEP?**

**ONCE THE DISTRICT HAS MADE ITS OFFER OF PLACEMENT AND SERVICES, DOCUMENT THE OFFER IN SEIS**

As long as the district has addressed all required content, made a final offer of FAPE, and the meeting is not going to be continued, the best practice is to affirm and attest this IEP, even without the parent signature as this captures the district's offer of placement and services. The case-manager should follow all usual steps to affirm and attest the IEP, with a few additional steps. Once you click on the affirm/attest button, a screen indicating the purpose of the meeting should appear. In the "purpose box" on page 1, check the "other" option and type in the text box, "district offer of FAPE, No parent signature." Then affirm and attest; this will take this IEP off the unaffirmed IEP list for the district, clear CASEMIS errors and document the offer in the history tab. The next IEP would be developed as always in the future IEP document.

**Can I check more than one box on the purpose box?**

**YES**

You should check every appropriate purpose of the meeting in the purpose box. One meeting can accomplish multiple purposes.

**What if the annual or triennial meeting is due today and the parent didn't show for the meeting?**

**IN ORDER TO MEET TIMELINES, CONVENE, TABLE, AND RECONVENE**

Be ready for the meeting with a "draft" IEP with today's date, convene the meeting, indicate in the notes that the team met, however, parents did not show, so the team agreed to table the meeting and reconvene. Have participants sign the IEP and reschedule the meeting leaving all the original dates from the first meeting. Indicate the reconvened date in the notes, clearly stating this meeting is continued from the previous date, and proceed as usual, using a second consent page with the second meeting date.

This is NOT a strategy to procrastinate scheduling meetings until the last minute. Always try to schedule IEP meetings in plenty of time to cancel and reschedule within the timelines.