



# SESP Navigator

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Editor: Paula Lopez, Ph.D

## Upgrades made to SESP Program Over Recent Winter Break

In response to user feedback, changes in CASEMIS reporting requirements, and changes in graduation requirements related to CAHSEE, some new features have been added to SESP and a few forms have undergone minor revisions.

The articles that follow describe each of the changes made and the reason or rationale for the change.

## Federal Setting (ages 3-5) Added to Student Information and Services Page

The federal government has changed the options that can be listed as "preschool settings" for students ages 3-5, including Kindergarteners, so California made a corresponding change in the requirements in CASEMIS. Since this field is related to the amount of time a student spends in general education, the federal setting for students ages 3-5 has been added to the SIS page in the "In General Education" box. All service providers for students in preschool and Kindergarten need to fill in this field. If there is already information in the field it needs to be corrected because it was based on the old requirements.

A listing of the new options for the field can be found in the instructions by clicking on the blue question mark at the top of the SIS page in SESP. Scroll down to #29 to see the list.

Note: If there is information in this field for students 6 years of age or older, it should be deleted. To delete information click in the field and hit the backspace button.

## CAHSEE Requirements for High School Graduation Required Forms Changes

The Accommodations and Modifications page and the first page of the Exit Summary have been changed as a result of changes related to the requirement for passing CAHSEE in order to graduate from high school. Special Education students may now receive a diploma with an exemption from passing CAHSEE under Ed Code 60852.3 so this option is now listed on the Accommodations and Modifications page and has also been added to the list at the top of the first page of the Exit Summary.

Note that all students other than students taking the CAPA are still required to take the CAHSEE in tenth grade, and SELPA recommends that students should continue to take the exam throughout high school to give them an opportunity to pass and graduate without the exemption.

## Date Fields Modified to Help Prevent Errors

As a result of ongoing errors on dates within SESP, the date fields for Next IEP and Next Triennial have been modified so that it is not possible to enter a date greater than one year after the current IEP date or greater than three years after the current Tri date. It is strongly recommended that all users go to the Special Education tab on the Student Profile when entering new dates. Users who enter new dates on the Student Profile and then click on the arrow to enter the "Next" dates can be assured that they will have no date errors anywhere in the program.

The ability to enter the new IEP date too far in advance of the meeting has also been restricted. See **next page** for detailed information regarding this change.

**ENTRY OF NEW IEP DATE  
RESTRICTED TO 20 DAY WINDOW**

In response to user feedback (actually complaints) about IEP team members changing the IEP date before the Progress Report was printed, the program now restricts users from entering an IEP date more than 20 days prior to the date of the meeting. The Progress Report must be printed prior to changing the IEP date or entering the new goals so that it will reflect progress on the IEP currently being implemented and reported at the meeting.

Since the Progress Report serves as the basis for developing new goals and objectives as well as generates information for the present levels page, it really should not be done more than 3 weeks before the meeting. The 20 day window for entering new goals was created to provide sufficient time for entering new goals after printing the Progress Report; however, IEP teams will still need to work together to ensure that all members of the team have entered their progress information (accuracy, consistency, and comment) before the Progress Report is printed and that the IEP date is not changed until this is done. The 20 day window will not prevent someone from changing the date prior to the printing of the Progress Report, but it will prevent people from changing the date too far in advance of the meeting.

It is expected that the IEP date will be entered once the meeting has been arranged with staff and the parents. If a projected IEP date is entered prior to actually arranging the meeting and paperwork is printed in advance, then there is a risk of having an incorrect date on the paperwork for the meeting because there is no way to ensure that the parent will be able to attend on that projected date. Furthermore, if a projected IEP date is entered too far in advance and the student happens to move, the record in SESP would not be an accurate reflection of the student's current status.

In most cases, it should be the case manager who enters the new IEP date because that is the person who would print off the Progress Report once it is completed. Other members of the team would then know they could enter new goals when they see the new IEP date has been entered.

It is also important to remember that the IEP meeting date drives certain functions in the program. For example, the reason students' names turn yellow is because the next IEP and/or next Tri date indicates that it is time to have a meeting. As soon as you enter a new IEP date, the student's name will turn to gray, and other team members will not have the "warning" that they have an upcoming IEP or tri. Also, if you want to use the list function and you have already entered dates into the future, when you sort for Next IEP, the list will put the students with dates in the future at the bottom of the list rather than at the top where you would expect to find them. The Next IEP date also appears in the Calendar on the Main Navigator, but once a new date is entered, the calendar will no longer show the expected date of the upcoming IEP, it will show the date of the IEP for the next year.

Members of the IEP team can still write reports in SESP and make changes to the Present Levels and other IEP pages more than 20 days ahead of the meeting without changing the IEP date, but changing the IEP date more than 20 days prior to the meeting does not allow the members of the IEP team sufficient time to enter information for the Progress Report and get it printed off prior to developing new goals.

**Comments/Concerns/Suggestions?**

User feed back and suggestions for changes to the program is always welcome. If you have ideas of how the program can be improved, please email [paulaleelopez@verizon.net](mailto:paulaleelopez@verizon.net) so they can be considered by the SELPA and the programmers.



# SESP Navigator

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Editor: Paula Lopez, Ph.D

## SESP 6.0 To Be Deployed

As announced in previous emails, EPS will begin the process of deploying an upgraded version of SESP at midnight on Thursday, September 24. Since all servers will have to be taken down, it is expected that the process will take a total of four days and that all servers will be up and running with the new program by Tuesday, September 29, if not before.

The first thing that users will notice in terms of changes is that there is a new page in the IEP. This new page was developed at the request of users who needed to enter information on IEPs held in the spring for students who would be having significant changes in services the following school year, but needed to continue in their present program through the end of the school year and/or summer school. The information entered on this new "Record of Changes to the IEP for the Next School Year" will automatically replace information on the Student Information and Services page at the end of the summer at the same time student's grade levels are advanced one year and other new school and service provider information is updated.

Another very noticeable change is on the goals and goals/objectives pages. There is now a separate field at the top of the page for the baseline. See separate article on changes to goals pages on page 3.

New fields have been added on the Communications Navigator so that users can enter the parent's response to whether or not they had input at the meeting at the same time as they record the parent response and participation in the meeting. Parents initial this on the Agreement & Attendance page, but it is now a CASEMIS requirement. Once the information is entered on the Communications Navigator, it will be transferred to the MIS form.

In addition, there were some field changes, particularly on the Positive Behavior Support plans. All three of these forms have been expanded at user request to two pages so there will be more room to write. As a result, most of the fields had to be redone, and some information in those fields from the previous version will no longer be there.

Another place where data will "appear" to be lost is in the Ethnicity/Race box on the Student Information and Service page. New fields had to be created for this box because the state is now following federal guidelines for collecting this information. Parents are first asked if the student has an ethnicity of Hispanic or Latino. Then they are asked to select from a list of race categories based on biological descendancy. The federal government lists only 5 choices for race: White; Black or African American; Asian; American Indian or Alaskan Indian; and Native Hawaiian or Other Pacific Islander. Note: Hispanic is not an option as a race.

The state is using these same categories, but has broken the Asian and Pacific Islander categories down into more specific terms. The choices made previously by the parents will still be listed on the MIS page under Ethnicity, but all users will have to fill out the new federal ethnicity field and the race fields. This can be done right on the MIS form and will then go to the new box on the cover page.

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## FROM THE DESK OF MARY SAMPLES

It is hard to believe that we are already several weeks into a new school year. I hope you were able to find time this summer for some rest and relaxation. Each one of you deserves thanks for your dedicated work with our students with disabilities.

This year the Ventura County SELPA will be involved in a State Review called Special Education Self Review (SESR). We are indeed fortunate to have our own customized IEP program, using forms created by us to help ensure compliance with all state and federal regulations. I want to thank all of the users for their ongoing suggestions for improving the program. Each year new items or features are added as a result of user feedback.

I especially want to thank Fran Arner-Costello, Director of SELPA Programs and Services, and Paula Lopez, SELPA Consultant, for their ongoing work to evaluate suggestions, map out program changes, to write/ rewrite the narrative directions in our Survival Guide, and to provide training and support to users.

I also want to thank Steve Ormbreck and Brian Marcontell, our wonderful vendors, who are always available to make changes to the program at our request, to update CASEMIS as required by the state, and to provide us all with endless patience and support.

Once again this year, we have made changes to the program and added some new features. In order for these changes to become "live" our program servers must be taken offline so that the newly revised program can be loaded. This will be done on September 25 – 28. I thank you in advance for your patience while the program is offline for these four days.

Best wishes for a great school year for us all!

## Neat New Features in SESP 6.0

**Inactive students** now show up as grey when you click on "Find All" or "Show Inactive" under Find Student. In addition, if a date and reason the student was made inactive was entered into the program, that information will appear on the line next to the student's name.

The **Assessment Plan** now has a "Clear Form" feature that will remove all of the selections on the plan from the previous assessment. This was requested as both a time saver and a way to be sure that there were no items accidentally left over from the previous assessment.

When you click on the box for "**Receiving**" **Mental Health Services** on the Student Information and Services page, it brings up a blue ? and a click on that will give you the guidance for recording those services in the Special Education Services box at the bottom of the page.

The program will now hold up to **six Additional Pages** so that information on those pages can be retained for a longer period of time. When you select "Additional Page" on the IEP Navigator, you will automatically be taken to the next available (blank) page. There is also a link to the next available Additional Page at the bottom of the Addendum and Administrative Amendment pages. If you want to view or add to an existing Additional Page, you can just click on it.

When you select the **assessment for preschoolers**, the program will provide a message telling you which students are allowed to take the DRDP-r and DRDP-access.

There is a "**Clear Disability**" **button** on the Student Information and Services page which will remove the disability for a student who is found to no longer be eligible for special education services. This will also check the "Not Eligible" box on the page.

## GOALS BANKS UNDERGO REVISIONS

Three sections of the Goals Bank have undergone revisions this year and a new category of goals has been added. Soonhyang Lee, SELPA PT, revised and expanded the gross motor goals section. Jean Kent and Yvonne O'Kane, SELPA APE specialists, revised and expanded the APE section. Paula Lopez expanded the CAPA V science goals. Health and Nursing is a brand new category of goals developed by the school nurses in Ventura County. It is expected that this new section will continue to grow as the school nurses become more familiar with the program and think of additional goals that need to be added.

Despite all of these changes, all of the goals in the program retained their same reference numbers except for the gross motor goals which no longer fit in the allotted space and had to have new numbers assigned.

## ASSESSMENT PROBES WANTED

Users will find an increased number of assessment probes have been added in the new version of SESP. There are many more high school reading and writing assessment probes, and new probes have been added for algebra and for the ELD/ELA section; however, there is still room in the program for many more probes. The programmers developed a new system for storing and accessing the assessment probes so that there would be room to add more probes into SESP.

All users are encouraged to submit assessment probes that match the behaviors in the goals bank. If you have developed assessments to measure your students' progress, please share them with your colleagues. If you have created any probes, send them as an email attachment to [paulaleelopez@verizon.net](mailto:paulaleelopez@verizon.net). You can do this at any time. Paula will be collecting them in an electronic file and putting them into the program. Just be sure to include the reference number for the goal so we can be sure to attach the probes to the correct behavior.

## GOALS PAGES CHANGED ON SESP v6.0

As mentioned in the article about the upgrade, there are some new features on the goals pages and the goals & objectives pages. The main difference is that the baseline is now reported separately from the description of why the goal is needed. This change was made for several reasons. First of all, some service providers were forgetting to include the baseline data; second, some service providers did not appear to understand how to write a baseline, but most important of all, SELPA with help from the programmers figured out a way to write the baseline as a part of developing the goal.

When you open the G/O Binder, you will notice that there is now a place where you make a choice as to whether you are developing a benchmark (goal) or a baseline. The program will allow you to develop these in any order. You can fill in the reporting date for the goal and the setting and condition when developing either the goal or the baseline, but these two items do not print when you select baseline. The baseline will simply read "Currently, the student will \_\_\_ with \_\_\_ accuracy for \_\_\_ as measured by\_\_\_." However, when you select the benchmark button, the text will include the date and setting/condition.

The good news is that all of the information stays in the G/O Binder until you close it so you can switch back and forth between the benchmark and baseline as you work on the goals. Essentially if you develop your baseline in the binder, all you will have to do is increase the accuracy and/or consistency and you will have your goal. With just a little practice on an empty goals page, you will see how easy it is to use this new feature and how using it will ensure that you have a baseline that is consistent with the goal you develop.

Another new feature on the goals pages is a function that reminds you to be sure to include accuracy and consistency measures when you report student progress. Whether you use the goals pages for reporting progress or use the Progress Report form, if you enter the comment without having first entered the accuracy and consistency measures, the program will give you a reminder in red type to "Enter Accuracy and Consistency first".

## PAULA'S POINTERS

**Save time and money!** Instead of running copies of the meeting notice for all of the members of the IEP team, download a free PDF writer at [www.cutepdf.com/products](http://www.cutepdf.com/products) and then select Cute PDF Writer as your "printer" when printing in SESP and save the document on your desktop. You can then send it as an email attachment to the other members of the team.

**Need to send a letter, IEP notice, or assessment plan to two sets of parents?** You can toggle back and forth from the primary address/phone to the secondary address/phone in the lower right corner of the first screen on the Communications Navigator. That will change the parents name, address, and phone on the forms listed above.

**Looking for information like the names of students who** have an emergency plan, are eligible for Mental Health services, are ELs, or have special transportation, etc.? Go to either the Student Profile or the Find Student page, and click on "Search". Once you get to the search page, be sure to check "Active" as well as any of the many other things you can select to get a list of students who meet those parameters.

**To find students who are in WorkAbility,** search under Transition service providers.

**To find students taking a particular level of CAPA,** search under STAR alternate assessment.

**To delete services from the cover page or MIS form,** use the trash can at the end of the line. That will remove all information (including the service code) and leave the line blank.

**To avoid problems** with different service providers changing things in a student's record, it is a good idea to develop procedures that everyone on the IEP team will follow. Most districts have a "rule" that the Case Manager will notify members of the team when it is time to do progress reports and will be responsible for printing off the progress report. Then the Case manager will enter the date of the new IEP, unprotect the goals and notify the team that they can start to work on the new IEP.

## IMPORTANT REMINDERS!

**The Print All button on the IEP navigator** will print out all the forms required for the student in English or Spanish. You must "protect" the goals for the student so the program will know to print the goals page.

**When adding your own goals to the G/O Binder,** be sure to specify the Domain and Category so that the goal can be researched. If the category is academics, you must also specify a standard for the goal. It's a good idea to mark the goals you create as "Favorites" so you can find them more easily in the future.

**If a student in your program resides in another district,** you must invite a representative from that district to the IEP. Only the District of Residence can authorize services at the IEP.

**The Community Agency Representative** on the IEP Notice is not the OT, or counselor, etc. It is a representative from an agency such as TCRC, CCS, or Behavioral Health who is not from the district or SELPA.

**The Report Date on the goals page** of the IEP should not be filled in until you actually do the report. Then you should enter the month, day, and year that the report was actually done. You only have to enter it once, and it will go to all the goals. This information can be entered on the IEP or the Progress Report, and it will be available in both locations. Either way, the report should be done in SESP (not by hand) so the information is available to all members of the IEP team.

**If you did an assessment report in Word** rather than in SESP, you can still copy and paste the body of the report into the Report Navigator so it will be available to other members of the IEP team. The reports for the nurses, psychologists, OTs, and PTs are really just outlines of what might be covered so you can simply delete the information in the report, and paste your own report form into that space. Speech-language pathologists and persons writing the academic assessment report would have to paste their reports in sections rather than all at once because there are headers in the program for each section.



# SESP Navigator

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## CDE Adds Three Additional Primary Services

CDE has recently announced that three services previously classified as related service may now be listed as primary services. These services are Adapted Physical Education, Vocational Training, and Travel Training. These services have been added to the Primary Services menu in SESP, and the definitions for these services now appear under both primary services and related services.

It should be noted that the memo announcing these new primary services also clearly specified that Travel Training was not limited solely to students with visual impairments. Any student requiring travel training to access the community qualifies to have travel training as a primary services.

It is important to remember, though, that the primary service should always reflect the service that is the most important one for the student. Primary services are considered to be “stand alone” services meaning that they can be offered even if the student does not need any other services. Related services other than those listed below do not qualify as stand alone services.

In summary, there are now a total of seven primary services:

- Specialized Academic Instruction (SAI)
- Intensive Individual Instruction (III)
- Individual and Small Group Instruction  
(for preschool only)
- Speech-Language Therapy
- Adapted P.E.
- Vocational Training
- Travel Training (not limited to VH)

## Accommodations & Modifications Unchanged for 2009 Administration

Despite the previous posting on the CDE website of a new Matrix of Variations, Accommodations, and Modifications for the 2009 administration of the STAR, there are no approved changes as of this date. The posting has been removed from the cde site. In his 3/27/09, response to an email inquiring about the removal of the 2009 Matrix, John Boivin, Administrator, Standardized Testing and Reporting (STAR) Office, Standards and Assessment Division responded that “*CDE has been in the process of updating STAR program regulations. Those changes in regulations will change the matrix. The 2007 version of the matrix is the most appropriate until new regulations are fully enacted.*”

It is, therefore, recommended that all IEP team members continue to use Appendices B and C from the Survival Guide when determining appropriate accommodations and modifications for the 2009 administration of the STAR. These Appendices were developed from the 2007 Matrix.

As a reminder, many of the options in the dropdown menus in SESP have been shortened to fit into the amount of space on the page and do not contain all of the information on the Appendices. For example, Manually Coded English or ASL is allowable as an accommodation for directions on all tests, but it is allowable as an accommodation for translating test questions on only some subtests. The same is true for a number of other items such as “Calculator,” “Arithmetic Table or Formulas,” and “Use of Manipulatives” to name a few. Just because an item appears on the popup menu for an accommodation does not mean that it is permitted for all tests. Use Appendices B & C to determine what is allowed on the various tests.

## Important Reminders

You must use an **exact date for goals and objectives** in the form of **mm/dd/yyyy**. The state has ruled that putting just the month and year is not sufficient. The date for goals should be one year from the date of the IEP. For objectives, it is suggested that you use the last day of the month in which report cards are sent out.

**Report dates** should also have an exact date. Do not put the report dates on the IEP when you develop it. Enter the date when you actually do the report.

Do **put numbers for both accuracy and consistency** when you report. Comments alone are not sufficient.

The SELPA forms do not have a place for **“last IEP date”**. You have to enter this separately. There is a place to enter it underneath the Student Information and Services page in SESP, but it is really best to enter dates on the Student Profile. That way you can use the arrows to advance the IEP date one year and the triennial date three years. Entering the dates in this way will ensure you have accurate information everywhere in the program.

The **IEP date you enter on the IEP Notice** does not go onto the cover page or anywhere else in the program. The reason for this is that the date is often changed after the notice is sent out so if the date had been entered from the Communications Navigator it would be wrong on the IEP. This is why it is recommended that all dates be entered on the Student Profile.

If you notice errors or encounter problems while working in the program, please email [paulaleelopez@verizon.net](mailto:paulaleelopez@verizon.net). The only way we can correct problems is if users let us know about them.

Also, remember that you want items added to any of the dropdown menus, email Paula. She will get them translated into Spanish and enter them into the program for you.

## Paula's Pointers

If you have students whose **parents are divorced and live at different addresses**, be sure to enter both a primary and secondary name and address in the Student Profile. Then you can change back and forth between the two sets of parents when sending out assessment plans, meeting notices, etc. on the Communications Navigator. Look at the Print Envelopes button on the screen. Under it are two radial buttons: “Pri” and “Sec”. Use these buttons to switch back and forth between addresses. The Primary name and address will come up as the default even if the radial button is not checked, but when “Sec” is checked, the program will switch to the secondary name and address. When you need the primary name and address again, just check “Pri”.

Many people have expressed confusion as to **how to report accuracy and consistency** when the goal is written as a percent of accuracy for \_\_\_ out of \_\_\_ trials. The information below should help clarify this reporting issue.

First of all, it is important to be certain that the behavior can be measured by a percentage. Sometimes it is easier to use with no more than \_\_\_ errors, rather than a percent. If using a percentage, be clear on what it means. One should think of the percentage as a minimum threshold, not an average. For example, if you write 80% accuracy in 4 out of 5 trials, it does not mean the student is expected to average 80% over the 5 trials; it means that the student is expected to achieve at least 80% accuracy in at least 4 out of the 5 trials.

Thus, if the student got scores of 80%, 90%, 70%, 70% and 80%, you would report 80% in 3 out of 5 trials. Think of it as a yes or no answer as to whether the student achieved 80% mastery on each trial, and count the number of trials on which that threshold was achieved.

On the other hand, if the student's best measure on the five trials was 70%, you could report 70% accuracy on the number of trials out of 5 on which 70% accuracy was achieved. That way the parent would know that the student had not reached the goal of 80% but would be informed as to the amount of progress from the baseline.



# SESP Navigator

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## Bugs Detected in Upgraded Citrix Software

Some users have noticed that the Citrix program that provides access to SESP on the web is now functioning differently. This is because the Technology Services Department of the Ventura County Office of Education (VCOE) upgraded the Citrix software used on the portal to a newer version. The good news is that Citrix is now performing better for MAC and Vista users; however, the bad news is that there seem to be a few “bugs” in this new version that are causing problems for some users.

First of all, the interface that was supposed to notify users that they needed to “detect” and/or “deploy” a new Citrix plug-in was not working immediately after the upgrade. Therefore, many users were unaware of the fact that VCOE had upgraded Citrix and did not know they needed to upgrade the Citrix plug-in. Some users did not seem to have any difficulties as a result of the upgrade, but others were unable to even get into the program. Unfortunately, the County upgrade of Citrix was done only a few days before Thanksgiving when SESP was upgraded, so most users who were having difficulties naturally assumed there was a problem with SESP. It would be putting it mildly to say that ESP was flooded with calls and emails asking for help. At the present time it appears that most of the access problems have been resolved, but there are still some bugs in the new version of Citrix that persist:

1. The Citrix home page has a tendency to jump out in front of the FileMaker program so SESP seems to disappear. Prior to the upgrade, Citrix used to stay hidden in the background. Now it

tends to randomly pop into the foreground. This has caused many users to think they had to log back into Citrix. This is not necessary; once you have gotten through Citrix and into SESP, you no longer need to be logged into Citrix. In fact, after you have successfully logged into SESP, you can either minimize or close the Citrix page.

2. There is sometimes a “disconnect” between Citrix and FileMaker which causes users to report that they have been “thrown out of the program” or that their “keyboard is frozen”. For some reason, even though all of the drop down menus (or pop-up menus) work just fine, when you go to enter data into an empty field, the program will sometimes not allow you to type in the field.

The County office is in the process of installing an even newer version of the Citrix client that will “fix” both of these bugs. They will be putting a link on the Citrix homepage. In the meantime, if you are experiencing either of these problems, you can go to <http://www.citrix.com:80/English/ss/downloads/details.asp?downloadId=1681207&productId=186&c1=sot2755> and download the **XenApp Plugin for Hosted Apps**. When asked if you want to Run or Save the program, click Run. If you do not get this option, then you do not have administrative access to your computer and you will need to contact your district technology department for assistance. EPS has contacted the technology departments of all districts so they are aware of the new plugin.

Some users are having printing difficulties. Unfortunately the newer version of Citrix does not support some older printers, and this problem cannot be resolved.

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The SESP Navigator is published when there are changes to the program or other new information which is needed by all users. If you have any questions/concerns not mentioned in this edition of the newsletter, please email [paulaleelopez@verizon.net](mailto:paulaleelopez@verizon.net) so they can be addressed in the next edition.

### **Citrix Password Reset Program No Longer on the Home Page**

When VCOE upgraded to the newer version of Citrix, the link to password reset program described in the last edition of the SESP Navigator was removed, along with the link to the instructions for the program. Those links have still not been restored to the Citrix home page, but they are still available.

The self-service password reset program is located at <http://selfserve.vcoe.org:8888/>.

This program allows the user to reset or change the password at anytime, regardless of whether it is expired. The only caveat is that you must sign up for this service before your password expires. The link to the instructions for signing up is at <http://www.vcoe.org/Portals/VcssoPortals/ts/SelfServeDomainHandout.pdf>

It is simple, and very similar to setting up a password reminder from a financial institution, etc. Just remember to write down the answers for each of the security questions. As mentioned in the last newsletter, the program has no tolerance for variations in the answers. For example, if you answer the question "What is your favorite color?" with "Blue" and then when you want to reset your password you answer "blue" it will NOT let you in. The same is true for dates. If you answer with the date of 10/8/2007 the first time and then answer 10/8/07, it will reject your entry

We suggest that users put their answers in lower case and all dates in mm/dd/yyyy format so that they will be able to remember what they did. It might be best for users to write down the 3 answers someplace separate from their other SESP stuff, but they should at least write down the reminder of all lower case and mm/dd/yyyy on the instructions.

Once you register for the Password Reset, if you forget your password, you can go to the Password Reset link on the Citrix screen, and if you successfully answer all 3 security questions, you will be given an opportunity to create a new password.

### **Important Reminders!**

When adding names to the drop down menus on the IEP Notice (Staff and/or Parent), always enter the name in alphabetical order by FIRST name. This makes it easier for other users to find the names and will prevent names from being added to the list more than one time. A recent check of servers found some names appeared two and three times on the same list. Also, as a courtesy to others, please do not erase any names on the list unless you know that person is no longer employed in the SELPA.

When choosing the "Location" for the services on the Student Information and Services (cover) page, you should select either "a general ed. classroom" or "a separate class, regular public school". The state considers the speech office to be a separate classroom. For some services such as OT or APE on the playground or some health and medical services, it may be more appropriate to select "any other location". Do not use "service provider location". This designation is reserved for services that are provided at locations that are not on the school campus (e.g. CCS and/or Mental Health).

After the IEP, you need to go to the Communications Navigator to log and clear the meeting information. If you fail to do this, the student's name will remain red, even though the meeting has been held. Enter the parents' response and participation in the fields and then hit the "Record & Clear" button. This records the information in the "Student Log & Notes" on the Data Records Navigator. If you have other information about the meeting that you want to record, you can go directly to this log, click into the notes and add anything else you wish.

Only one person can access a student's record at one time. The first person into the record can modify it; everyone else has "read only" as long as the first person is in the record. If you are going to walk away from your computer while logged in, please click on "Find Student" so that you will not be sitting in an open record.

You can log into SESP from any computer in any location so long as there is internet service. Go directly to <https://portal.vcoe.org> and log in the same way as you do at school. If the internet is out at your school site you can still log in from home.

## Goals Banks Explained

This article is written in response to questions from users regarding the organization of the revised sections of the goals binder. Three sections of the binder underwent massive revisions as a part of the fall upgrade: ELD (now called ELD/ELA), CAPA, and Preschool. The primary purpose of these revisions was to align the goals in the bank with state standards and assessments.

All of the ELD goals are now aligned with ELA standards. This section contains all of the same categories as the Academic-Reading and Academic-Writing sections. The bold goals in this section are the actual ELA standards. Underneath each of the bold entries are more versions of the same goal, one at each proficiency level (B – Beginning; EI – Early Intermediate, I – Intermediate, EA –Early Advanced, and A – Advanced). If teachers of students who are English Learners select their ELA goals for the student from the ELD/ELA section, they can be sure to have linguistically appropriate goals. It is further suggested that under “Area of Need” at the top of the goals page, you select either Academic-Reading or Academic-Writing, then click behind the one you select and type ELD.

The Functional Skills/CAPA goals are organized according to the standards measured on the various levels of the CAPA. The bold goal is an actual standard at that level of the CAPA, and the ones underneath are the steps leading to mastery of that standard. The goals for each level match the items on the SELPA Formative Assessment for that level. They arranged from hardest to easiest.

The Preschool goals section is organized according to the standards measured on the DRDP. Again, goals in bold are the desired outcome for that category. Those underneath are again arranged from hardest to easiest and represent the skills leading to mastery of the “desired result”. Skills actually appear on the DRDP are labeled as DRDP-R, DRDP-Ac, or DRDP R/A (for items tested on both the DRDP-R and Access. There are also a few categories (e.g. Fine Motor-Scissors) that are important, but not measured on the DRDP.

## Paula’s Pointers

After logging on to Citrix, click only once on the SESP icon. Double clicking will confuse the program and cause it to try to open two versions of SESP at the same time. This will also cause the program to take much longer to open. If you accidentally double click, you may get a message telling you that you “already have an instance of the application open”. If this happens, just click OK.

If on an initial assessment the student is found to be eligible, uncheck the blue pending box in the “Eligibility” box on the cover page and then check the appropriate disability. If the student is found to be not eligible at the initial IEP, uncheck the blue pending box, and the program will automatically check “Not Eligible”.

Round buttons on various screens of the program are called radial buttons. They are designed to prevent user error by forcing you to select only one answer. If you need to remove a check in a radial button (for example when a student is no longer eligible for services), hold down the shift key and click in the circle. That will remove the check.

If a student is found to be not eligible at the initial or the triennial, you also need to go to the MIS form on the IEP Navigator, and change field #10 to “Not eligible for special education or related services, no plan”. You will then get a message telling you that you do not have to fill in any further information..

When developing goals and/or objectives, you may find certain goals in the bank that you like. Instead of writing down the reference number for the goal, you can simply mark the goal as a favorite. When you are selecting goals on Step 2, you will see a box at the right side of the screen next to the word “Favorite”. Check that box, and the goal will be stored as one of your favorites. The next time you are looking for goals, you can click on the green “Find My Favorites” at the top left of the screen on Step 2, and the program will bring up all the goals you have saved as favorites. To return to the full selection of goals click on “Find ALL Behaviors”.



# SESP Navigator

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Editor: Paula Lopez, Ph.D

## SESP 5.7 To Be Released

EPS will begin the process of deploying an upgraded version of SESP on Thanksgiving Day. In order to upload the new version, each server will have to be taken down overnight. It is expected that the process will take a total of four days and that all servers will be up and running with the new program by Monday, December 1.

In addition to fulfilling almost all of the “wish list” requests such as adding the teacher’s name to the speech report, making more room in boxes on the PBS Plan A, expanding the field choices on the modified list and search page, and adding the ability to print all Data Collection Forms at once, the programmers have attempted to fix all problems reported by users. For example, there was a problem with the way the Special Ed Status on the Student Profile was operating. Many users reported that they would change the status, and it wouldn’t stay changed. This problem was resolved by developing an elaborate new system. All new records will now be coded as pending until the IEP is held. When the cover page of the IEP is filled out, the case manager will need to uncheck the blue “pending” box in the Eligibility box; then, the status will change to “eligible” when any disability is checked. If no disability is checked, the status will change automatically to “not eligible”. To enable this new system to operate properly, the Status field on the Student Profile will be locked.

Other new features include assessment probes for high school English/Language arts and new assessment probes for Algebra 1 with a larger font size (as requested by users) as well as revisions to the ELD, CAPA, and Preschool goals banks. (See article on page 3.)

New fields have been added so that users can enter next year’s service providers and next year’s district and school. This data will enable student records to be transferred automatically during the summer.

In addition, there were some field changes, particularly on the Goals and Goals/Objectives pages. All date fields have been changed so that they require entry of mm/dd/yy. The state is now requiring that goals and objectives specify a specific date for the goal (exactly one date from the date of the meeting) and for objectives, if any.

It is suggested that users put the last day of the month in which report cards come out as the date for objectives. Since progress reports will come out sometime during that month, the report will definitely be sent to the parents “By” that date. Also do not put ANY information in the boxes to the right of the page under “Measurement of Progress toward Annual Goal”. This information (including the date) should be filled out when progress reports are written.

A number of other fields have been changed throughout the program to help prevent user error. In cases where there should only be one box marked, the fields were changed to radial buttons that force the user to select only one item. When there is a need to uncheck a radial button (round rather than square), just hold down the shift key and click on it again. That will remove it.

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## USER LOG-IN & NETWORK QUESTIONS

### **I keep getting thrown off Citrix and have to log back in. Why does this happen?**

Citrix will tell you that you are logged off after a relatively short period of time because once you have logged into SESP, you are not “active” on Citrix. This does not mean you are logged off of the program. As long as SESP is open, you are logged on and your work is being saved. The only people who have to be concerned with staying active on Citrix are those who have access to more than one server and need to keep switching between them. Unless you are a multi-district user, you do not have to worry about staying on Citrix. As a matter of fact, once you have logged on to your SESP server, you can close Internet Explorer completely without affecting your connection.

### **I got a message saying my telling me that my “connection has been disrupted”. What does that mean and what should I do?**

The program has experienced a temporary internet connection problem. This can happen with a power failure, rainstorm, wind, or other difficulties. It is also common on wireless computers. The program will try to reconnect on it’s own. If the program is still open and you see a wavy arrow, just wait it out. DO NOT shut down your computer or when you try to get back on, you can be locked out because Citrix will still think you are logged on. If the program shuts down completely, you are probably logged off, but you can’t be sure. It is best to log back in right away and then log out correctly.

### **Why does my keyboard freeze at times so I can’t type anything?**

This can happen for a couple of reasons. If it happens to you regularly, then it is probably because you don’t have enough band width on your internet connection. The only solution for this is a better internet connection. If it happens only on occasion, it is the result of high traffic on the web site. If possible, you might want to come back later to do your work when fewer people are signed on to the program.

If your computer “freezes,” the one thing you do NOT want to do is use Control Alt. Delete to close down. Then you will not be able to get into the program at all because Citrix/SESP thinks you are still in. At times you may be able to log back into SESP, but you might not be able to get back into the record of the student you had been working on. Instead you will get a message saying that you are modifying the file and that you can only view it until you are finished. Talk about frustrating! Again, this is because you did not log out properly so you have to wait several hours until you are “timed out” of SESP before you can get back into that student’s record. ALWAYS log completely out of the program before shutting down your computer.

### **When I log onto SESP at home, I get a very small screen that is almost impossible to read. I don’t have that problem at school, what am I doing wrong?**

The problem is that your home computer is configured differently than the one at school. You can “fix” this by configuring the preferences for Citrix. After you log into Citrix, and before you click on the SESP icon, look at the title bar above the SESP icon that says, “Applications”. Look for the icon with two red checks on it. If you move the mouse over it, it will say “Click here to customize user interface”. Click on that icon, then select “Connection Preferences”. Under the window size, choose “Seamless”. Then click OK. That should allow you to change the size of the window on your screen. If that doesn’t work, you can select “full screen” (but you will not be able to make it smaller) or you can experiment with different window sizes until you find one that meets your needs.

### **Did you know that the link to page 3 of the Exit Summary isn’t working?**

Actually, the link is working fine. Occasionally the problem is resolved by turning off your phishing filter, but more often the problem is that the configuration of the computers in some districts will not allow you to access a link through Citrix. If this is the case in your district, you will have to open another Internet Explorer screen and go directly to [www.venturacountyselpa.com/TransitiontoAdultLife/ResourcesforTeachers/Publications/tabid/2015/Default.aspx](http://www.venturacountyselpa.com/TransitiontoAdultLife/ResourcesforTeachers/Publications/tabid/2015/Default.aspx)

**FROM THE DESK OF MARY SAMPLES**

First, I want to thank each of you for your diligent work on a daily basis with our special education students. Over the years, the Ventura County SELPA IEP software program (SESP) which is designed to assist staff with their paperwork has continued to evolve and get better as a result of input from our users. We are always glad to receive suggestions for improvement and try to accommodate user requests whenever we can.

Unfortunately, not all of our suggestions come from users. Every time there are changes in the law or in CDE requirements, we find that we must make additional changes in the program. These “nonuser” requests for change have been especially significant in the past five years. We understand how much work this generates for all of you, and your patience and professionalism in accepting these changes is truly appreciated.

As you know, we must submit our special education data to CDE twice yearly through the CASEMIS program. It is extremely important that we submit accurate data as the data is used by CDE and the US Department of Education to make funding and compliance determinations regarding our SELPA and districts. Our IEPs are the source of all the data for our CASEMIS submissions. When CDE requests new information which is not easily extracted from our forms, such as specifics on participation for each of the subtests on the STAR, we have added those fields in locations next to (but not in) the form. These fields do not print, but they do transfer to the MIS page. This form will validate the CASEMIS data and tell the user if there is any missing or incorrect information before the IEP is submitted for CASEMIS entry.

SESP is currently under major structural revisions to eliminate the double or triple data input that has been required to track special education data. The “new” program will have the capability of “talking” directly with district student information systems such as Zangle and TESIS as well as with CASEMIS.

To facilitate this conversion we have refined the MIS page in SESP to include all the elements required by CDE. It is essential that every case manager validates this form before the IEP is submitted for CASEMIS entry to ensure the most accurate and complaint data is submitted for each student.

Again, I want to thank each of you for all of your hard work in educating our special needs students and for your patience and cooperation as we strive to meet the ever changing (and increasing) requirements of CDE and the US Department of Education.

\* \* \* \* \*

**HAVE YOU SEEN A “BUG”?**

All software programs, including those developed by Microsoft and other major developers are subject to bugs. It’s a part of the business. Programmers come up with new ideas on how to make the software run faster or do a task seamlessly, and in the process they may create a “bug” or unforeseen problem.



Ventura County SELPA is lucky that the programmers for SESP and CASEMIS are extremely responsive when a bug is found, but they can only respond to problems that are reported to them. With the massive changes made to the program this fall, it is entirely possible that there will be problems that need to be reported.

If you find a problem with the software or think there is a bug, email [Steve@spedtech-eps.com](mailto:Steve@spedtech-eps.com) so it can be fixed. Don’t wait for someone else to do it or the programmers may never find out, and you will continue to be frustrated.

## GOALS BANKS UNDERGO REVISIONS

Three sections of the Goals Bank have undergone major revisions this year: ELD, CAPA, and Preschool. All three goals banks are much more comprehensive and larger than they were previously.

The ELD goals have been changed to more closely align the goals to the English/Language Arts standards. This section now gives the ELA standard, and then underneath that standard provides an appropriate goal for English Learners at each of the ELD levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels.

The CAPA and Preschool banks have been updated to align them with new testing instruments. The CAPA goals bank now lists each of the focus skills at each of the CAPA Levels I, II, III, IV, and V. The focus skills are in bold print. Under each of the focus skills there is a list of skills that would help the student master the focus skill. These new goals are from the Formative Assessments recently completed by the SELPA Report Card Committee. The Formative Assessments are designed as a means of determining students' instructional needs and are also used to fill out the CAPA report cards. Thus, we now have goals, assessments, and report cards that all match.

The Preschool goals bank has been revised to bring it into alignment with the new Desired Results Developmental Profiles (Revised and Access). Most of the goals were taken directly from the skills on DRDP-R and DRDP-Access student profile forms. The highest level skill in each area is listed first in bold print. Underneath these are other skills leading to mastery of the skill in descending order of difficulty. Some of the skills listed in the bank are not directly related to the DRDP but address other needs resulting from the disability. These goals were carried over from the previous Preschool goals bank.

As a result of the larger number of goals in these three sections of the goals binder, most of the other goal have new reference numbers. The only areas that do not have new goal numbers are academics, APE, community access, and D/HH.

## FORMS CHANGED ON SESP v5.7

First of all, all Spanish forms have been proofread and corrected. In addition, three forms underwent minor changes during the upgrade process. The Health Care Needs box on the Student Information and Services form (cover page) was changed at the request of the nurses to bring it into alignment with what they actually do. There are three choices for nursing services: Specialized physical health care services, Emergency Plan, and Health Care Plan. If the box for specialized physical health care services is marked, the service must also be entered in the services box at the bottom of the page with the location, frequency, minutes, and service provider specified. Two other fields were added to this box: Positive Behavior Support Plan for students with a plan in the IEP and N/A to indicate that none of the items in the box are applicable.

The test names on the Accommodations and Modifications page were changed to agree with the names on the STAR, and there is a blue ? next to the names of tests for which CMA is available that gives information on allowable accommodations.

The dotted line near the bottom of the IEP Notice that made it look like the parent was supposed to tear off the bottom and return it was removed. Since the instructions tell you to send two copies of the form so the parents can keep one and return the other, the dotted line was confusing.

Due to new requirements from CASEMIS, the MIS form has a few field changes. The field for social security number and overall participation in STAR have been removed since they are no longer required in CASEMIS. All of the fields related to infants were also removed since infant service providers do not use SESP. Four new fields were added due to changes in CASEMIS. Two of these provide a place to put the "reasons" for a late IEP when a student is referred before the third birthday or for an Initial IEP not being held within the 60 day timeline. It should be noted, however, that these "reasons" may or may not be accepted by CDE as an excuse for not meeting these requirements. The other two new fields are a place to put the student's participation in the History and Writing tests of the STAR.

## COUNTY OFFICE SETS UP SYSTEM FOR PASSWORD RESET

The County Office of Education has set up a system where users can now reset their own passwords and has put two new links on the Citrix home page. One link gets you the instructions for the new Password Reset system; the other link takes you to the Password Reset program. We need to get the word out to all users that this system is now operable; however, we also need to include the following warnings. You CANNOT use the password reset system unless you preregister for the program (while you DO still know your password). The system requires that you enter your current Citrix user name and password as well as a telephone number and email address. It will be too LATE to register if you have already forgotten your password.

The system also requires that you answer three security questions, and it will require you to answer the same three questions before you can reset your password. Please note that the system will only recognize the exact same answers to the questions. For example, if you answer the question "What is your favorite color?" with "Blue" and then when you want to reset your password you answer "blue" it will NOT let you in. The same is true for dates. If you answer with the date of 10/8/2007 the first time and then answer 10/8/07, it will reject your entry.

We suggest that users put their answers in lower case and all dates in mm/dd/yyyy format so that they will be able to remember what they did. It might be best for users to write down the 3 answers someplace separate from their other SESP stuff, but they should at least write down the reminder of all lower case and mm/dd/yyyy on the instructions.

Once you register for the Password Reset, if you forget your password, you can go to the Password Reset link on the Citrix screen, and if you successfully answer all 3 security questions, you will be given an opportunity to create a new password.

## CHANGES TO POPUP MENUS RESTRICTED

In the previous version of SESP, users have been able to personalize the popup menus by adding their own items. This was very convenient and worked fairly well on the stand-alone and networked version; however, now that we are on the web with many districts sharing the same program, we are experiencing problems with user errors in the menus. In some cases so many items have been added to the list that the list has become virtually useless because it is so long. In other cases, users have added items with spelling errors; then EPS gets emails and calls telling them of their mistake which wasn't really their mistake at all. In still other cases, users have added items without including the Spanish translations; then EPS gets more emails and calls complaining that the program has a bug because it doesn't translate the item into Spanish. In the worst cases, users have added items that are just plain wrong. This causes one of two problems: (2) other people use this wrong entry thinking it must have been approved by SELPA or (2) an informed person will contact SELPA to report that they have made a mistake on the menu. Even worse, some users have actually deleted items that SELPA put in.

In short, SELPA and EPS have decided that the only solution to the problems with user errors when adding things to the pop-up menus is to lock the menus so that items will have to be screened before they can be added. Paula Lopez, SELPA Consultant, will be handling this task. When any user tries to add an item to any of the menus where these kinds of problems have been found, there will be a message telling them to email Paula Lopez to have their item added. Paula will first consult with SELPA to determine whether the item is appropriate. If the item is appropriate, she will obtain a correct Spanish translation and add the item to the menu. She will also let the user who made the suggestion know when it is added and/or why it is not being added. In the meantime, all users can put their own items directly into a student's record by clicking into the field another time after the menu pops up. This allows the user to bypass the popup menu and type directly into the field.

This new procedure is not intended to discourage suggestions from users. We get some of our best ideas from the people in the field who are actually using the program on a daily basis.

## USER QUESTIONS

### **Why is it that when I print some pages, I get an extra blank page? Can you fix that?**

This problem is the result of trying to make all pages compatible with all printers. Our SELPA made the choice to fit as much information as possible on each page to keep the IEP as compact as possible. As a result, some pages have what we call “real estate problems”. In these cases, we had to make a choice between having the bottom of the page cut off with some printers or having an extra blank page on others. We chose what we thought would be the lesser of two evils. If you remember the pages with this problem, you can choose to only print page one on the Printer Set Up screen; then you will only get the page you need.

### **Speaking of printing, my reports don't print right any more. What's up with that?**

The reason for the printing problems we are now experiencing is that Citrix uses a “universal print driver” that is not compatible with all printers. This is something that is out of our control since the County uses Citrix to host SESP. As Mary Samples mentioned in her column (pg. 2), EPS is working on a major revision of SESP to convert it to a new software platform which will work more effectively with Citrix and may correct these printing problems. This is a huge undertaking at EPS's expense. It is unlikely that we will be making this changeover during this school year.

### **What's the difference between the general letter and the letter to the parents on the Communications Navigator?**

Information typed into the general letter goes into the general letter for all students on your case load, not just the record of the student where you type it. This enables you to write a general letter to the parents of all of your students and only have to type it once; however, because it goes into all records open at that time, the general letter will only be there during that session so be sure to print them before you log off. The letter to the parent goes only into the record of that student and will stay in that record until you remove it.

### **Is there some way that I can email the staff IEP notice to the team rather than having to print it out (wasting paper and ink) and then putting it in their mailboxes (wasting time)?**

Yes, you can, provided you have a PDF writer on your computer. When you get to the Print Set Up Box where you select your printer, choose your PDF writer program instead of your printer. You will then be prompted to “Save” the document. Give it a name (e.g. “Smith IEP notice”) and save it to your desktop. You can then email the notice as an attachment. If you do not have a PDF program, you can get Cute PDF for free at <http://www.cutepdf.com/Products/CutePDF/writer.asp>

### **Would this work for reports too?**

Yes and no. You can convert reports to PDF format before printing, but you may experience the same difficulties as you do with a regular printer (cut off lines, extra lines, etc.). The only real advantage is that you can view the PDF version before printing, see where the problems are, fix them by adding carriage returns to force page breaks, and then PDF again to see if it is OK before printing. It can take several tries before you get it right, but the process is very quick, and you would definitely get exactly what you see on the PDF document when you do print. Individual users can try this and determine for themselves whether or not it is worth the effort.

### **Why can't I get into the accuracy and consistency lists to add my own items?**

These two fields have been locked almost from the beginning. The items in these two lists were compiled by a SELPA committee to ensure that only compliant items would be listed as measures of accuracy (how well) and consistency (how often or how long). If you would like to have a listing of the items in these two fields or have an item you would like to add to either list, send an email to Paula Lopez [paulaleelopez@verizon.net](mailto:paulaleelopez@verizon.net) and she will send you one.

Many more fields will be locked in version 5.7 due to user errors. (See article on Changes to Popup Menus on pg. 4). If you want items added to any of the locked menus email Paula at the above address, and she will be glad to put them in for you.

## USER QUESTIONS CONTINUED

### How do I use the Modified List?

Once you are on the Modified List, click on the “Setup List” button (green). You will now see five spaces you can use to select the data you want to view. (There are actually 6 spaces, but one is taken up with the Students’ Names.) You then select (from the pop up menu) the fields you wish to view. Once you have made your choices, click on the orange “Build List Report” button. You can then sort by any of the fields at the top of the page if you wish.

The Modified List is intended as a means of developing a specific report needed at a particular time. It will remain in memory only for the duration of that login session so it is important that users remember to print off the report right away since when you log out, the modified report will be gone.

### Could we get some things added to the modified list?

EPS has added a number of fields to the menu of options for setting up a modified list in response to user requests. For example, all of the STAR participation fields are now on the list so that a case manager can see at a glance the tests the students are taking as well as whether they are getting accommodations or modifications. Another new addition is “Eligibility”. This allow the case manager to verify the sped status of all of the students on a modified list. If other fields are needed, please email your suggestions to Paula Lopez so she can discuss them with SELPA and the programmers. Once a decision has been made, she will let you know.

### What do I do when we have an addendum that adds a service or changes the amount of time for a service or time in general education?

You need to go to the MIS page and make those changes in the program. You would then reprint the MIS form and send it to the CASEMIS clerk along with your addendum. Remember, CASEMIS must always reflect the current status of the student, and the MIS form is your way of communicating that information to the CASEMIS clerk.

### What are the little trash cans for at the ends of the lines in the services box on the cover page, the transition page, and on the MIS form?

These trash cans will delete the entire line so you don’t have to do it one field at a time. Using the trash cans also ensures that all of the information, including the CASEMIS code, is deleted. Sometimes when you delete it one field at a time there can be information left behind which creates errors on the MIS page. If you ever see blank spaces in the service box on this page that are red and reported as errors, this is probably the reason. Just click on the trash can to totally clear the fields, and then validate the page again. That should take care of the errors.

### I teach high school. Is there some way I can see which of my students have passed the CAHSEE?

Use the “Search” feature located on the Find Student page, the lists pages, and the Student Profile. Click on Search, select “active” students, and scroll down to the bottom of the page where you will find the option to search for the students who have passed (or not passed) the CAHSEE. You can then select the list which you would like to use to view them. If you select, the modified list, you will have the ability to customize the data that you want to view.

### There are a whole bunch of incorrect zip codes and misspelled city names in the zip code field on the Student Profile. Can you fix this?

This is another one of those fields that kept getting messed up due to user error. Once a person typed in a city name and zip code it went automatically into the list. We have cleaned up the file several times, and have now decided to throw in the towel so to speak. While it was handy to have this feature where you select a zip code and it automatically put in the city name, it became a whole lot less handy as it filled up with errors created by users who did not use it correctly. For this reason that field is now an empty a data entry field so if a user types in the wrong zip code, the only error will be in that student’s record.

## PAULA'S POINTERS

### Better Safe Than Sorry

Please do sign up NOW for the password reset program. (See related article on pg. 4). Be sure to write down the answers to your 3 security questions exactly the way you entered them in the reset program.

If you try the wrong password too many times your account will be disabled. If this happens and you reset your password (or have one of us reset it), you will still not be able to get into the program. You get a message telling you that your account has been disabled. If this happens you need to email Brian Martcontell ([Brian@spedtech-eps.com](mailto:Brian@spedtech-eps.com)). He will contact the County to get your account back on line, but his process can take a few days.

### Working in the G/O Binder

Have you tried the Search feature in the G/O Binder? It's a really handy way to locate goals. You can enter a domain and category and then pull up a list of all of the behaviors in that category that you can print out for future reference. You can also just put in a single word (e.g. scissors, anger, food) in the behavior field, and it will pull up a list of all goals that contain that word regardless of the domain or category. Sometimes it is easier to find the behavior you are looking for by using the Search feature (button at the top of the screen in the G/O Binder).

### “Getting the Red Out” & Clearing the MIS

In case you haven't noticed, there are green validation bars at both the top and the bottom of the MIS form. If you tap one of the grey bars on the sides of the form they will take you directly to the top (bar on the right side with up arrows) or the bottom (bar on the left side with down arrows) of the page to make it quicker for you to validate. Once you make corrections on the form, you must click on the “Validate” bar to clear the errors.

When there are errors on the MIS form, the field(s) will be red so they are easy to find. The messages in the Validate box will tell you exactly what is wrong in the field.

If you have questions about the name or definition of any field on the MIS page, click on the name (blue) to bring up the definition of the field.

If you have cleared the MIS form and are still getting messages on the Main Navigator saying that an evaluation or tri is overdue and/or the student's name is still red, this may be an indication that the program is waiting for an assessment plan to be returned and/or waiting for you to finish the assessment. It is usually the result of incomplete or old information in the Communications Navigator.

Go to the Communications Navigator and look under the Assessment tab. You will probably see information in the date box and notice that it appears an assessment plan has been sent out. Just remove any information (even if it's just a question mark) from the date boxes and mark both questions “Assessment Plan Sent?” and “Returned” as N/A.

If the error message on the Main Navigator says that the meeting date has passed, then this means that you have not yet recorded this information in the program. Go to the Communications Navigator and enter the parent's response and participation, then click on “Record and Clear” so the meeting information will be put into the Student Log & Notes on the Data Records Navigator. This will also clear the error message and turn the student's name from red to green.

If you have a student is graduating in June, you do not need to put the exit date or reason on the IEP. The law (and the IEP) both clearly state that graduation from high school automatically exits the student from special education. You do not need to do an exit IEP in June, but you do need to do an Exit Summary. You also need to go to the MIS form and put in the exit date and reason. This information also needs to be sent to the CASEMIS clerk.

If a student is found to be no longer eligible for services at a triennial, be sure to change the plan type to “Not eligible for special education or related services/no plan” and enter the exit date and reason before validating the MIS form.



# Ventura County SELPA SESP Navigator

Volume 1, Number 2 February, 2008

Editor: Paula Lopez, Ph.D., SELPA Consultant

## SESP 5.5 Released

As a part of an ongoing process of upgrades to SESP, users will notice that they are now working in version 5.5. Most of the changes to the program are subtle modifications that make the program more user friendly. We have, for example, added a space for the name of the Community Agency Representatives on the Staff Notice of the IEP. This was a new field on the Parent IEP notice as required by changes in IDEA, but it had not previously been added to the staff notice.

A great deal of work was done to the MIS page. The previous version did not allow for duplicate services because they are not permitted in CASEMIS; however, we decided that duplicate services were often needed to fully describe the student's services on the IEP so the MIS form no longer counts these as errors. There were other changes to the MIS form as well due to changes in CASEMIS requirements. ( See separate article on CASEMIS on pg. 2 for further information.)

In addition some fields were changed from check boxes to radial buttons. For example, on the special factors section of the LRE page, it was possible to check both yes and no with the boxes; now with radial buttons you can only check one or the other. The same thing is true with the goal or no goal option on the Transition page. The only drawback to making these changes is that the radial buttons replace the boxes so that if you had data in them, you will have to reenter it. There is always a trade off when these kinds of changes are made but we felt that since so few IEPs had been

done on the web version and since this is a very quick correction to make, it would be worth it to make the change to prevent user error in the future.

Other field changes were made because it was evident that users were making errors. For example, the self-building fields for the Transition Assessments have been changed to pop-up fields which can be edited. We noticed that many users were making mistakes and putting aptitude tests as career interest tools and vice-versa. They were also entering personal comments about students rather than the names of the instruments given. We put the most popular assessments into the popup menu, but users can add other assessments as needed. It is hoped that having the list already in the field will guide users to enter the correct information.

Other changes were made on the basis of user feedback and requests. For example, we added a list of the student's services at the top of the Provider List in the Student Profile to help the person updating the provider list to remember which service providers were needed for the student. We also made room for the full middle name of the student.

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## **NEW FIELDS ADDED TO CASEMIS**

The California Department of Education Special Education Division has made some significant changes to the reporting requirements for CASEMIS (Calif. Special Ed. Mgt. Info. System). This is first time the state has made a change in CASEMIS requirements in the middle of the school year. Our June 30<sup>th</sup> report will require certain information that is not on our IEP forms and that we have never collected before.

CASEMIS has inquired for some time as to how the student participates in STAR (without accommodations, with accommodations, with modifications, CAPA, or out of age range (A-52). Now they have separated the CAHSEE (A-53) off by itself with the same categories and have added fields to describe the manner in which the student is being assessed in math (A-54), science (A-55) and ELA (A-56). The choices for each of these fields are CST with accommodations, CST without accommodations, CST with modifications, CMA with accommodations, CMA without accommodations, CAPA and out of age range.

There is also another field that has changed: #A-41 Federal Setting for Preschool. no longer asks just the setting (home, regular early childhood ed. program, residential facility, separate class, or separate school). It now requires that you enter the percentage of students in the regular early ed. class who are nondisabled. The range of percentage is from 50-69% and 70% or more. Anything less than 50% is considered a separate class.

Since none of these new fields exist on our current IEP forms, it was necessary to make some changes within the program itself. All of these fields are on the MIS form. The testing fields are also in the program between the Accommodations and Support page and the LRE page for convenience when writing a new IEP. For existing IEPs, each case manager will need to enter the data on the MSI page and send a copy to the CASEMIS clerk. That is the only way the clerk will be able to gather that information need for the June report.

## **FROM THE DESK OF MARY SAMPLES**

As an old expression goes, we've come a long way! When we first met Steve Ormbrek ten years ago and contracted with Educational Paperwork Solutions to develop a software program using our SELPA forms, we never dreamed that we would be where we are now. Our first version of SESP had our IEP forms, some reports, and a small bank of goals developed by people in our SELPA. The current version has many more forms, an expanded goals bank tied to state standards and various assessments (Essential Standards, CAHSEE, DRPD, SCANS, ELD levels) and a large database of assessment probes to help measure students' progress toward their goals. Now with input from the member districts, we have an IEP program that is not only legally compliant, but is also customized for our SELPA.

Both our CASEMIS program and SESP are now web-based with all districts online. Despite some growing pains, the conversion to the web has been amazingly smooth, especially for a SELPA so large.. Steve and his partner, Brian Marcontell, have provided tons of tech support to help us with the conversion to the web program, and Paula Lopez has conducted a number of workshops throughout the SELPA to assist users with the login process.

Thanks to Brian and Steve's persistence, we now have a Login process for MAC users. Brian and Steve continue to be very responsive to user requests and suggestions for changes to the program and make continual updates to make the program more user friendly.

## **WONDERING ABOUT THE DOTS?**

Have you noticed the dots behind each students' name on the Find Student Lists? They do have a purpose. If you enter the student's middle name in the Student Profile, his middle initial will show on the list with a period (dot) behind it. It will also show up on the IEP pages. This new feature was suggested because we have students who have the same first and last name as another student on the server, and they often look like duplicate records. Adding the middle name helps prevent the duplicate record warning and adds information to the IEP.

## **BE KIND TO YOUR NEIGHBOR** **aka The Joys of Networking**

It is important to remember that you are no longer working on a stand-alone version of SESP. It's helpful to think of the network as a neighborhood of users who all share the same program. Every change you make to a popup menu, goal, or global template will affect everyone else on your server..

For this reason it is important for users to consider their neighbors when making changes. It is fine to add a goal that is useful to you into the program. It might be one that others would like as well; however, if it is going to be useful to all, you need to be sure to include the domain, category, and standard number. Your new goal will automatically be given a number; do **NOT** change it. Numbers are assigned to avoid having two goals in the program with the same reference number. **Never** edit an existing goal; others want to use it the way it is. If you see an error, report it to Paula so it can be fixed on all the servers and on the master copy.

If you want to add something to one of the popup menus, please be sure it is something that it belongs in that menu. We have had instances of people adding things that were incorrect, would occur very rarely, or apply to only a few students. These should just be typed into the field rather than added to the menu.

**Never** change the global template. If you want to modify a section, you need to copy it (yellow button), then click on Create New, and paste your copy into the new item. Use your name for the title so you can find it easily when you want it.

### **BE EXTRA NICE**

Your neighbors (and the programmers) will like you even more if you can do two additional things when modifying one of the above:

1. Double check your spelling.
2. Add the Spanish translation when you add a goal or add an item to a popup menu.

We get a lot of complaints about "errors in the program" that were actually errors created by users when adding things to the program.

## **PAULA'S POINTERS** **How to clear errors on the MIS form**

We have had increased interest and questions from staff members about how to clear errors on the MIS form ever since we added those little boxes next to the students' names that indicate whether or not the MIS form has errors.

As people are learning how to clear the form, several questions have come up so I thought I would try to cover the most common ones for everyone. First of all, if a student is determined to be not eligible at the initial or no longer eligible at a subsequent IEP, be sure to change field A-25 to "not eligible for special education or related services, no plan;" otherwise you may get error messages about services and other things because the program thinks there is an IEP for the student.

Another common concern is that the MIS form reports an error when there is no transition goal for younger students who do not require a transition goal. For some reason, the state sees that as an error so just enter "None" in field A-45, and you will be all set.

On occasion, there will be fields that do appear to have the correct information that still turn up as errors. This will happen when the state decides to change their code numbers associated with that field. When you see information in a field that you know is correct, but is reported as an error, just reselect it, and the error should clear. If the error is in a row in the services box that "looks" empty, click on the trash next to it to clear it completely.

Remember any field corrected on the MIS form will also be corrected wherever it occurs within the program and on all IEP forms since everything is linked together. Most important of all, remember that just because you click on a field and correct an error does not mean the error report will automatically clear. You must click on the green "Validate" bar located at the top and bottom of the form before the error will clear. When all errors have been cleared, the student's name will turn green.

## **THERE ARE NO STUPID QUESTONS**

**1. I'm having difficulty with the Log and Clear function on the Communications Navigator. It doesn't give me enough time to enter the parent's attendance and response information before it automatically logs the meeting. How soon does this happen? Can we have more time?**

Your wish is our command. The program was set to log the information after two days, but we modified the program to make it 5 days. That should give you enough time. In the event that the meeting does get logged automatically before you have time to enter the information, you can go into the Student Log and Notes on the Data Records Navigator and fix any errors.

**2. There are mistakes on some of the menus but I can't figure out how to fix them. For example, on the subtest list on the SLD page, the word Broad is spelled Borad. What can I do?**

These lists are self-building which means they are based on existing entries. They were created to allow users to enter the test they like to use one time and have it be there for future use so they would not have to type the same things over and over. Unfortunately, there are drawbacks to this type of field in that careless users can mess up the list. The misspelling of "broad" is one example of this. The only way to remove this misspelling is to find the record that generated it, and change it there. That is why we have chosen to eliminate these menus from some pages (e.g. the transition assessments). These are convenient fields for the user, but we will have to change them to a different type if we have too many errors.

**3. I was unable to edit the address on the assessment plan and had to write it in manually. Who is responsible for changing the address?**

Any user can fix an address, but it can only be done on the Student Profile. The program is built so that most information is entered on the Student Profile and then automatically entered onto other forms in the program from the data in the Student Profile.

**4. Can more than one person access and input data into a student's record at the same time? For instance can a psychologist and case manager be editing an IEP at the same time?**

More than one person can access and "view" a student's record at the same time, but only the first person to access the record can edit it. Once that person moves to another record, the second person will be able to edit the record. You should get a message telling you that someone else is already using the record.

**5. Why are some of the fields such as the services list on the SIS page and the accuracy and consistency lists in the G/O Binder locked so I can't make changes?**

Different fields may be locked for different reasons. The services list on the SIS page is locked because these fields are tied to CASEMIS codes, and if you change them you will break the connection and get error messages on your MIS form. The accuracy and consistency lists are locked because users were adding things to them that were not correct and would result in errors on the goals. Other fields are left open so users can add items. In most cases, these fields contain suggested items for the IEP, but there is no way to include all possible items. The exception to this is the testing accommodations menus. Those are not locked so we can change them as the "rules" change. Users should not change them unless they are sure the accommodation is allowed.

**6. What is the difference between "eligible" and "yes" next to the student's name on the Find Student List?**

The "yes" came in from a previous program and/or CASEMIS. It was changed to "eligible" in the new program because some people were confused by the "yes". They mean the same thing, but if it bothers you, you can go to the Student Profile on the "Personal" screen and change the "yes" to "eligible". This is also where you would record that a student was found to be not eligible.

**7. I can't seem to print envelopes for my parents. What am I doing wrong?**

Go to the Communications navigator and click on "Print Envelopes". On the next screen select the student(s) for whom you need envelopes. Then press Print. Follow the instructions in the message boxes. Under Print Set Up," you **must** select your printer and choose #10 envelope as your "paper size," and align them correctly for your particular printer. If you are uncertain print a test "envelope" on a regular sheet of paper so you can tell how to insert the envelopes.

**8. Why do I have to fill out the MIS form? Where is it? What is it for?**

The MIS form is designed to verify all of the data you have in the IEP (dates, services, etc.) to be sure there are no errors. It will also find missing data if the data relates to CASEMIS. It is located on the right side of the IEP Navigator (green button). It is the responsibility of each case manager to verify that the MIS form is error free at the time of the IEP and print off a copy of the form to send to the district office with the original copy of the IEP. When the data is clean, the box next to the student's name in the Find Student List will be green; there will be a message on the Main Navigator that there are no errors; and the student's name will be green at the top of the MIS form.

In the past an experienced CASEMIS clerk could locate all of that information on the IEP, but it was a very time consuming process. With the new fields just added (see article on new CASEMIS fields, pg. 3), it is imperative that you send in the MIS form for each of your students because this information is not on the IEP. The only way the CASEMIS clerk will know what to put in the new fields is from the MIS form that you send in with the IEP.

**9. I had my MIS forms all cleared, and now they are red again. What happened?**

This is the result of the addition of the new CASEMIS fields. You need to fill in the information regarding assessment, and the names on your forms will all go back to green. Be sure to print off a copy of the form and send it to you CASEMIS clerk because she needs this new information for the June 30<sup>th</sup> pupil count.

**10. When I attempt to print a form from the program, I get a "Save As" window with a default file of "Master\_File". Why is that?**

You forgot to change from the default printer of Microsoft Document Image Writer to your own printer as directed in the message box that you get as soon as you press print.

**NEW FORM ADDED TO IEP**

SELPA has just added another page to the IEP. This new form is called "Permission for Use of Medical Insurance," and it is located in the lower right corner of the IEP Navigator just above the behavior forms.

This form is used only with students who receive certain health-related services and may be eligible for Medi-Cal reimbursement. Typically these will be students who are receiving speech & language services, physical therapy, OT, and nursing services. While the law does not allow us to inquire as to whether or not a student is eligible for Medi-Cal, it does require us to get permission before billing for any health-related service provided in the school environment so you will need to ask parents for permission for all student receiving health-related services prior to billing. Not all districts do bill for these services so not every district will be using this form; however, it is imperative that this form be signed before a district does bill for these services. Contact your district for guidelines on using this new form.

## FOR SESP ADMINISTRATORS ONLY

(If you do not have administrative access, you may skip this page. If you decide to read it, you may find you are glad you are not an administrator.)



### SITE ADMINISTRATORS (Level II):

If you are a service provider as well as a site level administrator, you do not have to check the administrator box to access your students. You should check the box only when you need to perform administrative duties for the teachers at your site. When working on your own student records it is easier if you do not check the box because you will have fewer students to scroll through and it will be easier to find your students. Please remember your site staff is dependent upon you for certain types of assistance.. The greatest need at this time is for your help in adding some service provider's names into students' records. The data in SESP transferred from CASEMIS so if the provider's name was not in the CASEMIS records, s/he will not have access to the student's record. When entering the names of the service providers, remember that a person's name only needs to appear once in the student's record; therefore, if a person is listed as a case manager, psychologist, or program specialist, you do not have to list that person again as a service provider. You may also be getting requests to add students middle names to the record. We are highly recommending that you do this to assist in distinguishing between students who have the same names or very similar names. If the names of the students are in all caps because they were that way in CASEMIS, we suggest that over time you gradually change them to upper and lower case letters. Once you see a goal page with the student's name all in caps you will know why. It almost screams his/her name at you.

### IMPORTANT REMINDERS:

Only district level administrators can add a record, delete a record, and change a student from active to inactive or vice-versa. **Both** district and site level administrators can change the name of the student, district, and school, and can modify the list of service providers.

### DISTRICT ADMINISTRATORS (Level I)

Please try to help out with adding middle names and changing student's names for Abc format rather than all caps. The site administrators would appreciate any names you fix. Even if this process is done gradually over the year as IEPs are due, it would help make the program more consistent and the IEP pages look better.

As district administrators, your primary responsibilities should be to start a new record when students first enter special education and to make students inactive when they leave special education. This is not always as simple as it seems. We are finding numerous cases of students who have more than one record which can cause major confusion and problems. It is important to remember that any student even on an initial IEP could have an existing SESP record. Before starting a new record it is important to look for any possible existing records. Be sure to check both active and inactive records in the district to be sure a newly identified student does not already have a file from a previous referral or a previous school. The program searches for the same name, birthdate, and ID number on the server, but it is possible to end up with duplicate records if you start a record without the birthdate and use the temporary ID number rather than the student's actual ID number. If you are unable to start a new record because the program tells you it is a duplicate and you cannot see the student in your district list, then the record may exist from a previous district that is on the same server as is your district.

## SESP ADMINISTRATORS INFORMATION CONTINUED

**Transfer Students** present a unique set of problems. If the student transfers into the district from another district within the SELPA, he or she should have an existing record within the system. You should not start a new record for a student who transfers into your district from another district within the SELPA. Instead, you should request that the record be transferred from the previous district to your district. You should contact the CASEMIS clerk or a program specialist from the previous district and ask them to change the district name and school name to match the name of the school the student will be attending. If you are on the same server as the previous district, this will send the student directly into your records. If you are on a different server, then you will need to contact Brian Marcontell by email Brian Marcontell [brian@spedtech-eps.com](mailto:brian@spedtech-eps.com) and ask him to transfer the student to your district. EPS is working on a system that will transfer students automatically across servers, but it is not completely refined yet. If a student is leaving your district to go to another district, do NOT make him/her inactive. Change the district name to the name of the district where the student will be going and notify Brian to transfer the student to that district.

A detailed procedure has been worked out for **transfers to/from County Schools (VCOE)**. When a student is referred to VCOE, the referring district should do assessments as needed and develop the IEP with input from staff at VCOE with respect to goals either by phone or fax. The referring district will input the VCOE goals into the IEP document and print of all of the forms. That way sending district will still show on the IEP as the “district of service” (which it is until after the IEP). The “Our of District Transfer” box on the SIS page should indicate that the student is going to VCOE. It should also list the name of the VCOE school and the date the transfer is effective. AFTER the IEP is held, the referring district should change the district name to VCOE and ask Brian to transfer the record. Similarly, when a student leaves VCOE, they should change the name of the district and school back to the student’s home district and school and request that Brian transfer the record. If everyone follows these procedures, we will not have to do double data entry and/or lose valuable information and we will not end up with duplicate records for these students..

### Procedures for NPS Students

To change a student’s school to an NPS, select NPS as the district of service; then select the school from the NPS list; and then change the district name back to the name of your district. Citrix accounts have been created for service providers from almost all of these schools. If you wish to verify whether or not a particular individual from an NPS has an account, please email Paula at [paulaleelopez@verizon.net](mailto:paulaleelopez@verizon.net) . She maintains the database of NPS service providers. Once a Citrix account exists and a district wishes for an NPS service provider to have access to a student’s record, they must do two things: (1) Create a SESP account for the user in their district, specifying that the individual will be a service provider and (2) Add the service provider’s name to the student’s record.

Note: The NPS list has recently been replaced. Only approved NPS with contracts with the SELPA are listed in this file. We found that districts had added many private schools, including religious schools, and even some public schools to the NPS list. Those schools have been removed. If you have a student enrolled in another private school other than an NPS, please do not add that school to this file. Instead, go under the HELP menu to District/School (SELPA file) and add the non NPS school to your own district list. Chances are no other district will be using that school, and having them on the NPS list would be confusing to other districts.

**Important Reminder!** When you change the name of the district on a student’s record, you will no longer have access to that record because you can only view records with your district name



# Ventura County SELPA SESP Navigator

Volume I, Number 1

Winter, 2007

Editor: Paula Lopez, Ph.D., SELPA Consultant

## REGULAR PUBLICATIONS PLANNED

This is the first in a series of periodic newsletters for SESP users. The name, SESP Navigator, was derived from the fact that the goal of the newsletter is to assist users in navigating through the program. It is also a play on the fact that the program has a series of “navigators” to help organize forms in the program. The SESP Navigator will not have a regular distribution schedule but will be released whenever there is new information which needs to go out to users. Examples of such information might be new features or upgrades to the program, forms changes, tech support based on common questions from users, or suggestions from users.

“Paula’s Pointers” will be a regular feature which will include reminders about features of the program that may not be fully utilized (see the column in this edition for examples). There will also be a regular “Q and A” column called “There Are No Stupid Questions” that will include questions submitted by users as to why they can’t do something or how to do something within the program. The title is reflective of the editor’s contention that all questions help all of us learn, even if the person submitting them is afraid they might sound “stupid”.

If you have questions, comments, concerns about the web-based version of SESP, please email [paulaleelopez@verizon.net](mailto:paulaleelopez@verizon.net) so that Paula can respond in the next edition of The SESP Navigator. She will also send you a personal reply prior to release in the newsletter so that you will not have to wait for the help you need. If Paula cannot answer your question she will get an answer from the developers, Steve Ormbrek and Brian Marcontell of EPS (Educational Paperwork Solutions).

## NPS SERVICE PROVIDERS ABLE TO ACCESS SESP

The SELPA has developed a list of the Non-Public Schools serving students from each of the districts. Both the districts and the NPS staff have been asked to submit names of service providers who need to be able to access SESP to assist in the development of IEPs for students in our SELPA. Paula Lopez created a database containing all schools and service provider names submitted to date.

Brian Marcontell has already created Citrix and SESP accounts for 42 potential SESP users from Casa Pacifica, Assistance League, C.A.P.E, Cal West, Keystone Ventura, Village Glen, and a number of other more distant NPS sites. If you are uncertain as to whether or not a service provider is already on the list, email Paula. She will add them to the list if they are not already included and/or let you know if they already have accounts.

It is important to remember that NPS service providers do NOT have access to any students until the district actually adds their names into the students’ records. Thus each district has complete control over who will be able to access the records of their students.



**UPGRADE NEWS**

Steve and Brian recently made some fairly significant changes to the program so a new version, SESP 5.4, has been uploaded onto the web.

One of the features of the new version is an MIS validation indicator on the Find Student screen. If the Case Manager has validated the MIS Form in the program, there will be a green bar behind the student's name. If the bar is yellow, there are potential errors that should be checked. If the bar is red, there are definite errors in the Student's Record. If there are errors, there will also be a warning on the Main Navigator. Remember, it is not necessary to go back to the Student Profile or IEP to make corrections. All corrections can be done on the MIS page, and they will then be changed in all the appropriate places in the program. Once you have made all the corrections, hit the dark green Validate bar at the top of the page to be sure you have fixed all the errors.

Two other features were added at the request of SESP users: (1) There is now an option to print all goals pages for a particular student at the same time rather than one at a time or as a part of the print all pages feature. Click on the Print button on the goal page to access this option. (2) All transfers of students to a new school or changes in service providers will be recorded in the Student Log and Notes in the Data Records Navigator.

Some of the menus and lists in the program have been changed to make access easier for users. The popup menu in the Providers section of the Student Profile have been reconfigured so that you do not have to scroll through so many names to get to the one you want. It is now a popup list so that you can begin typing the name you want, and it will take you to the right portion of the list. If you continue typing (rather than use the list) and type a name wrong or a name not on the list, the program will prevent you from entering it. Also, the self-building lists on the IEP notices for parents and staff have been changed to fields with a list that can be edited. You can then choose to either type the name or edit the list & add the name.

**FROM THE DESK OF MARY SAMPLES**

**REMINDER:** All worthwhile projects take time. Our transition to SESP is going extremely well, especially considering the number of students enrolled in our SELPA. We are the second largest multi-district SELPA in the state. We have had some "growing pains," but all in all we are very pleased with the way things are going.

**SESP ADMINISTRATORS:** Please remember to notify your CASEMIS clerk if a student moves or changes service providers. Also let that person know if there is a new Sped student who has not gone through the Sped office to enroll. CASEMIS clerks need to keep their student information current and accurate.

**MAC USERS:** The County is working hard with Citrix and EPS to develop a login process for MAC users. We expect this to be in place in the next few weeks and will be getting the word out as soon as we have some definite news.

**THANK YOU:** I want to thank everyone for all of their hard work in making our transition to the web so successful. I especially want to thank Steve Carr and his staff at the County Office of Education for hosting the program and working so cooperatively to make our dream a reality. I also want to thank Brian Marcontell and Steve Ormbrek for all of the extra time they have put into this project and for the upgrades and changes they have made to the program in response to user feedback. A final word of thanks goes to our SELPA consultant, Paula Lopez, for her support to districts and users when they call her for help and advice.

**SAVE THIS NEWSLETTER**

Please save this newsletter and subsequent editions as part of your reference library for SESP. All information in the newsletter is discussed at the regular monthly SELPA meetings for Special Education Directors, Coordinators, and Program Specialists. This newsletter is just an additional tool for communicating to other SESP users.

## **THERE ARE NO STUPID QUESTIONS**

### **1. When I try to login to Citrix sometimes it works, and sometimes it doesn't. What's up with that?**

The most common error during the login process is forgetting to change from "Oak Park" to "Hosting". Some users who are really fast on the keyboard have also found that it is possible to type the passphrase faster than Citrix receives it so there will be an error in the passphrase. Then, of, course, your credentials will not be valid.

### **2. I just noticed that the link at the bottom of page 2 of the Exit Summary is wrong. It doesn't take you to page 3 of the Exit Summary on the SELPA Website. Can you fix this?**

Yes, as a matter of fact, we just did. The SELPA recently moved page 3 of the Exit Summary to a different URL. The latest version of SESP does have the correct URL. Please note that when you get to that location on the SELPA web site, it tells you (in brown letters) to scroll down to find page 3 of the Exit Summary. This page is a PDF document further down on that screen.

### **3. My student's name is red at the top of the MIS Form, and there are red boxes on the page. What does this mean?**

The red means there are errors in the student's record. Anything red needs to be fixed. Corrections made on the MIS form will then be fixed everywhere the information appears in the student's record. Sometimes, when we change to a new program, you will have to reselect information that appears to be correct in order to clear the red. This happens whenever CASEMIS changes the field number for an item.

### **4. I fixed the information on the MIS form, but my student's name is still red. What's wrong?**

There's probably nothing wrong with your entries, you just need to validate the form using the bar at the top of the screen so the program will recognize your changes.

### **5. Why do I have to always keep clicking out of the program to be able to enter data, like my keyboard doesn't want to work?**

Your plug-in may need to be re-installed. Contact Brian Marcontell for more information. ([Brian@spedtech-eps.com](mailto:Brian@spedtech-eps.com)).

### **6. Why can't my name have a hyphen or an apostrophe in it?**

This is because Citrix cannot recognize a name with a hyphen or apostrophe. It also cannot recognize a name with more than 20 characters, including the period between your first and last name. Thus some names not only are put in without a hyphen, they also get truncated (computer speak for shortened). If this really bothers you, contact Paula Lopez. She can change your name in SESP and teach you how to use the "Correct Name" feature, but you will have to use this feature every time you sign on or you will not find your students.

### **7. I noticed some wrong zip codes and misspelled city names on the Contact section of the Student Profile? How can I get rid of these?**

These incorrect zip codes and misspellings are due to user error. Instead of using the zip code box as it was designed to enter the city name, users are still typing in the city name and zip. Because the list is self-building, all errors become a part of the list and can't be deleted until the original entry is corrected. We are working on a solution to this problem that will force correct data entry. We may have to create a list which cannot be modified by anyone except a SESP administrator. Look for more information. in the next issue.

### **8. Is there any way I can bring up my caseload by school?**

That depends on whether or not you are an administrator. Administrators can choose the school; other users cannot; however, if you go to "Lists" on the Main Navigator and sort first by student and then by school, you will put your records in alphabetical order by school. Go to the first name on the list and then use the arrows (rather than the Find Student button) to go through your files

### **9. When I try to print, nothing happens. What is wrong?**

SESP is not recognizing your printer—probably because you have printed from other locations or have access to more than one printer. SESP stores all printers you've ever used, but because it is in a remote location, it does not know which one to use each time. You need to go to page set-up and select your printer in the print dialogue box.

**10. I still have trouble remembering the difference between accuracy and consistency. Can you help me?**

The list below may be useful to you as you are developing goals and objectives. It contains all the entries on the pop-up menus in SESP.

**ACCURACY (How Well)**

(Criteria for how well the skill or behavior must be performed)

with less than \_\_\_\_ prompts

with less than \_\_\_\_ errors

with at least \_\_\_\_ correct

with a score of \_\_\_\_ out of \_\_\_\_

with 90% correct

with 80% correct

with 75% correct

with \_\_\_\_% correct

to \_\_\_\_ per observation period

to \_\_\_\_ per week

to \_\_\_\_ per day

to \_\_\_\_ per month

within \_\_\_\_ minutes

that is legible to \_\_\_\_\_

that is understandable by \_\_\_\_\_

in \_\_\_\_ of \_\_\_\_ opportunities

in each occurrence

with less than \_\_\_\_ tardies/absences

without prompts

independently

achieving at least \_\_\_\_ points

with a rating of “satisfactory” or better

**CONSISTENCY (How Long)**

(Period of time or number of trials in which accuracy must be demonstrated)

for \_\_\_\_ out of \_\_\_\_ trials

for \_\_\_\_ out of \_\_\_\_ periods

for \_\_\_\_ observations of \_\_\_\_ minutes

for \_\_\_\_ recess/lunch periods

for \_\_\_\_ consecutive trials

for \_\_\_\_ transitions

for \_\_\_\_ month(s)

for \_\_\_\_ weeks

for \_\_\_\_ days

for a semester

for a quarter

for a trimester

in \_\_\_\_ sentences

in \_\_\_\_ paragraphs

for \_\_\_\_ minutes

in \_\_\_\_ of \_\_\_\_

each opportunity