SESIS for Dummies

Created by
Blake Rose, MS CCC SLP
PS 321
Brose4@schools.nyc.gov

SESIS for Dummies is a step by step instructional tool to help teachers and providers navigate the new online IEP system. It is mostly geared towards creating IEP's for annual reviews. This guide is not meant to replace direct training but rather to supplement the training. When you have to access the system independently you can have a tool to rely on to guide you and answer some of your questions (before coming running back to me!) Also, please note that the SESIS system is still under construction and changes periodically so you may find that some of the information here may become obsolete. If your questions are not answered here, please contact your school administrator (Elizabeth G), school psychologist (Jen B) or the SESIS help desk at 718-935-5100. Thank you and have fun!!!

Last updated 3/2/2011

Logging into SESIS

- ❏ Connect to the website - https://sesis.nycenet.edu/userlogin.aspx
- ❏ You will see **user ID** and the box will say Central/
- ❏ Leave Central/ and type your doe email after
  ex: central/brose4
- ❏ In the password box, enter your doe email password
- ❏ Click sign in

A few things to know first….
- ❏ Sections that are RED, are required fields and must be filled out. RED sections will turn YELLOW when you have completed the section
- ❏ If you are done working on a section for now (you can work on it later), click **Save, Done editing** to move on to the next section
- ❏ Click **Save, Continue editing** to save the info but it will keep you on the same section you are working on (you will still be in edit mode)
- ❏ I think the easiest way to navigate is using the arrow on the left under the child's name which when clicked on will show you each section
- ❏ If at any time you can't write in a section, it's probably because you are not in edit mode, under the child's name you will see **actions**, click **edit this section**
- ❏ Clicking on the child's name at the top will always bring you back to all of the child's documents (notice of IEP meeting, IEP etc)

- ❑ Clicking on **my homepage** will bring you back to the homepage and you can pick a different student to work on

My Home Page
- ❑ The homepage is a place to find messages, announcements, reports and student caseload (maybe)
- ❑ To find your student, click **students** on the left side of page
- ❑ Enter the students first name and last name
- ❑ The child's information should show up
- ❑ Click on the magnifying glass to see if the information is correct (I'm not sure what to do if it isn't. Perhaps call the help desk or speak with an administrator…)
- ❑ Click on the document icon (it looks like a chart/paper) to see students documents

Creating a Notice of IEP meeting
This is where you will need to start if you are the case manager. If you are not the case manager you can skip ahead to **Present Level of Performance Individual Needs**

- ❑ the first step is to create a **Notice of IEP meeting**
- ❑ you will see **create new document** and then a drop down box of choices
- ❑ scroll down to **IEP** and chose **Notice of IEP meeting**
- ❑ then click GO
- ❑ a new box will come up that says **comment**, below it you will click **create**
- ❑ *welcome to your first of several kinks* if it brings you back to **create new document**, it doesn't work on the computer you are using. Please find a newer computer with an updated operating system such as your school laptop. You should be able to work on the document on the old computer once it is created but for some reason the older computers don't let you create documents
- ❑ Once you have a Notice of IEP meeting, click on it
- ❑ You will see the letter to the parent notifying them about the IEP meeting
- ❑ You will have to enter today's date, the meeting date and time and the participants
- ❑ For General Education teacher, you will see a line and '**look up'**. Enter the teachers name here
- ❑ You will need to do this for all of the participants
- ❑ When you are done, you will click on **More Actions**
- ❑ Then click on **Change Status**
- ❑ Optional – you can send an email notice to the participants – See **Send Notification**
- ❑ Change status from draft to final
- ❑ You will the be prompted to create an IEP
- ❑ If you need to change the meeting date after you finalized the document, you can just create another notice of IEP meeting and delete the old notice of IEP

Creating an IEP
This is where you will need to start if you are not the case manager

- ❑ If you are first creating an IEP, you will be brought to the first section (Present Level) but below are the steps for accessing the IEP at anytime
- ❑ Once you are logged in, find your student (see above **student caseload, students)**
- ❑ After you have found your students profile, click on the document icon
- ❑ This will bring you to all the documents on the student, click on Individual Education Program (IEP)

I.   Cover Page

- ❑ Is this an amendment? Answer Yes or No – Yes is if you are just amending a service (like changing a mandate after an annual review)
- ❑ enter the date of the IEP meeting
- ❑ *Disability Classification* - Does _____ meet the criteria for one or more of the disability classifications – click YES
- ❑ Does _____ require approved special education services and programs? – Click YES
- ❑ Is the determining factor one of the following? Click NO
- ❑ Please specify – the child's classification should be listed here. You can not change this at an annual review so leave it. If you think it is incorrect, talk an administrator or psychologist
- ❑ Does ------ have a severe cognitive disability, significant deficits in communication/language, and significant deficits in adaptive behavior – Click NO (the only students that we click YES for are students with alt. Asses (MR, Mult Dis)
- ❑ Does ------- require a highly specialized educational program that facilitates the acquisition, application and transfer of skills across natural environments (home, school, community, and/or workplace)? Again all students except are students with alt. Asses (MR, Mult Dis), click NO
- ❑ Does -------require educational support systems such as but not limited to, assistive technology, personal care services, health/medical services, or behavioral intervention – if the child has FM unit, nursing, toileting, or behavior intervention plan click YES, otherwise click NO. If you clicked YES you will be asked to enter information about this in a later section
- ❑ Special Medical/Physical Alerts: This used to be on the first page of the IEP. Examples are asthma, heart condition
- ❑ When you are ready to move on, Click the green box **Save, Done Editing**
- ❑ **If you have finished all the required fields, it may prompt you to the next section (Present Level of Performance Individual Needs). If it doesn't, go back up to the child's name. Under the name is the section you are currently in. Click the arrow on the left to navigate to the page you want**

II. Present Level of Performance Individual Needs

- ❑ This has sections for *Academic Achievement* (old page 3), *Social Development* (old page 4) and *Physical Development* (old page 5)
- ❑ I**nstructional function level**, fill in the grade level that the child is functioning in (not what grade they are actually in) for reading and math
- ❑ *Evaluation Results* – this is where you fill in how the child has scored on any recent assessments – ECLAS, TC etc
- ❑ Below are the sections **Academic Achievement, Functional Performance and Learning Characteristics** – all participants may want to contribute to this section
    - o *Activities for Daily Living* – this describes how self sufficient the child is in all activities for daily living such as eating, dressing, cleaning
    - o *Level of Intellectual Functioning* – This is probably where the bulk of the information will go. You will describe how the student is currently functioning. The general education teacher should contribute to this. Speech/SETSS may also want to write in this section
    - o *Adaptive Behavior* – this describes how the child functions in Communication, Daily Living, Social and Motor – Yes I realize that this seems repetitive
    - o *Expected Rate of Progress in Acquiring Skills and Information* – This is where you state when you think the child will meet goals. For most students, in one year. You can also write about if they progress slow and steady or have bursts etc
    - o *Learning Style* – describe how the student learns best and what accommodations are made
    - o *Students Strengths* –describe the students strengths in all areas
    - o *Preferences* – describe how the student prefers to learn
    - o *Interests* – describe the students interests
    - o *Academic, developmental and functional needs of the student, including consideration of student needs that are of concern to the parent* – describe the students needs, accommodations etc ex preferential seating
- ❑ **Social Development –** if the child has Counseling, the counselor should contribute to this section. Fill in all sections
- ❑ **Student's Relationship with Peers –** make a choice from the two drop down boxes. If there is no area of concern, you can leave this blank because it is not red
- ❑ **Physcial Development –**if the child has OT or PT, the therapist should contribute
    - o If the child has a diagnosis, allergies or any remarkable medical history, enter it here
    - o Does the child need an accessible program? This is for children who have mobility issues (wheelchair bound) so in our school the answer is almost always NO

Management Needs – this may be repetitive of academic needs, physical needs, social needs*.* This is what you used to put at the bottom of page 3,4,5. For ex – preferential seating, verbal cues for transitions, small group and 1:1 instruction, clear expectations, checklists, close proximity to teacher, personal snack from home

When you are ready to move on, Click the green box that says **Save, Done Editing**
This doesn't mean that the section is finalized, you can come back and edit it at a later time

To navigate to the next section, look under the child's name
Listed will be the section you are currently on – Present Level of Performance
Click the down arrow to the left. This will show you all of the IEP sections. Click the section you want to work on
Or you may be prompted to the next section with the icon that looks like a talking person.

III. Student Needs Relating to Special Factors

❑ Most of the answers to these questions will be NO for almost all of our students at PS 321. If you answer YES, you may have to give more information
❑ If you click YES for behavior plan, you will have a complete a behavior plan at the end. See Behavior Plan
❑ When you have answered click Save, Done Editing
❑ The top of the page will ask you Click here to complete measurable annual goals or you can go back to the arrow at the top of the page to navigate to a different section

IV. Measurable Annual Goals

❑ **Annual Goal –** write the annual goal, its helps to start with "In occupational sessions and in class" so that you know which goal goes with which service

❑ **Criteria** – what percentage, _ out of _ trials, ___ minutes etc

❑ **Method** – how you will measure the goal – observation, teacher made materials, checklist etc

❑ **Schedule** – how often will you be taking data, once a week, once a month etc

The student's performance is approaching his/her promotional criteria as set forth on the current IEP – answer YES or NO
For students who are not anticipated to meet their annual goals and/or promotional criteria, we recommend that the IEP team be reconvened – YES or NO

ADVANCED – clicking on **insert statement** will give you choices for each box. If you are not interested, skip ahead to "Is IEP team likely to recommend alternate assessment"

- Under ANNUAL GOAL, click the blue writing that says **Insert Statement** (this will open a new window)
- In the drop down box it will say **Public Statements** and for this section none will be available.
- You can add statements by clicking **Private Statements, Edit Statements**
- Then type a statement that you may use for a lot of your students (ex: During speech sessions, First Name will increase receptive language skills by answering mixed 'wh' questions).
- To have 'first name' inserted, look at the bottom of the page that says Macros and click on 'first name'.
- Then click save.
- You will see your statements and click on the goal you want to have it pasted into your goal page.
- Close the statement page to return to your goal.
- You will see your goal written. Don't forget to replace 'first name' with the child's actual name.

- For CRITERIA, click on **public statements** and several options will appear. Click on the one you want. Don't forget to add in the actual number of percentage that you want the child to achieve. You can also create private statements that same way you did for annual goals.

- For METHOD, click on **public statements** and several options will appear. Click on the one you want. You can pick more than one if appropriate

- *Is the IEP team likely to recommend alternate assessment?* Check off NO, unless it is a child with MR or Mult Dis.

If YES, it will prompt you to enter short term objectives

- *To add another goal…*

Click **save done editing**

At the top of the page you will see several options

Click **Add new measurable objectives, click OK**

Another goal will be added. You will notice that at the top there is a drop down and you are now on goal 2. To go back to goal 1, click one.

You can continue to add goals until you are done

MORE ADVANCED – **shift measurable goals** will re-order the goals. So if the OT creates goal 1 but then the PT creates goal 2 and then the OT wants to write another goal and it is goal 3, you can shift the goals so that all the OT goals are consecutive.

VERY ADVANCED!For a child with a lot of goals and services you may want to align goals to service so you know which goal goes with each service
To do this, click **More Actions**, then **modify document setup**
Next to *include other sections*, click **Aligning Goals to recommended program**. Later you will be prompted to align the goals
This would also be a good time to exclude sections that are not necessary for school aged child
Next to **include which sections?** Uncheck **Measurable Post Secondary Goals** and **Coordinated Set of Transition Activities (we do not need these for elementary school age children)**
Click **Accept** to save your choices

To continue on go back to the arrow next *to Measurable Goals and click Reporting Progress to Parents*

V. Reporting Progress to Parents

So this section may be different depending on what kind of computer you are working on (I know, crazy). So here are directions for if you are working on an older desktop/older operating system

- ❏ Next to *period 1*, you will see a calendar. Pick a date that will be around the next report card period after your meeting (If meeting is Dec 2010, pick March 2011). Make sure to pick the correct year
- ❏ Continue to pick each report card date for period 1,2 and 3
  Ex – IEP is done in Dec, period 1 March, period 2 June, period 3 Nov

- ❏ For newer computers and laptops with newer operating systems you will only have to pick how many times you will report progress, not the actual dates. **Pick 3**

Click **Save Done Editing** to continue on

VI. Recommended Special Education Programs and Services

- ❏ *Special Education Program* – click the child's current program (you can not change the program at an annual review). If the child is in general education, leave it blank
  Collaborative Team Teaching (CTT) is now known as Integrated Co Teaching

- ❏ S*ervice Delivery* - you may have to enter a ratio and you will have to enter the language of instruction

- ❏ *Frequency* – this is how many times a day is the child in the recommended program. If its ICT then it is likely 5 (because they do not have a second teacher during preps or lunch)

- ❏ *Duration* - a period

- ❏ *Location* - every subject that they will be receiving that special education program. So un-click any prep period like gym, library, computer etc where the child may not be receiving ICT (they only have a GE teacher) or if 12:1 and they are mixed with another class

- ❏ *Projected date*- can be any date after the annual review conference date

- ❏ ***Related Services -***
  To add a service, click on **select** and chose the service. If the child has an individual session and a group session, those are two separate services
  Enter group or individual, frequency of session, location and start date
  Notice – you will NOT be asked to enter a group size. You will put this on the 'final notice of recommendation' because when it is entered in CAP it still needs to have a group size

- ❏ *Supplementary Aids*
- Click here if the child has a paraprofessional or any other aids listed below
-
  - ❏ *Assisted Technology*
  - ❏ if the child has assistive tech, enter it here
  - ❏ notice that they are in ABC order but FM unit is under U

Supports For School Personnel
on Behalf of the Student:

VII. 12 Month Service and/orProgram

- ❏ Click NO – none of the students in community school districts qualify for a 12 month school year

VIII. (Optional)Align Goals to Services

- ❏ You will see each service listed and click on the corresponding goal
- ❏ You can not have the goals attached to more than one service so if the child has a split mandate (group and individual), select different goals for each service
- ❏ Every goal must be associated with a service or it will not let you continue

IX. Testing Accommodation

- *Testing Accommodations* – time extension, separate location, directions re and re-read, questions read aloud, recorded in an alternate manner are the most common. Child can have more than one accommodation. To add accommodations continue to click the drop down box that appears below

- *Conditions* – state and local assessments

- *Implementation Recommendations* – double time, small group

It gives instructions below on how to fill out Conditions and Implementation Recommendations

If child is not in a testing grade or will not be in a testing grade next year, you will select none

X. Participation in State and District Wide Assessment

- *The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.* Click this selection for all students except for students with Alt Asses (MR, Mult Dis)
- *The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.* Click this selection ONLY for students with alt. Assess (MR, Mult Dis)

XI. Participation in Regular Class / Participation with students without disabilities

There are no red boxes in this section so if it doesn't apply you can leave it blank. Also note that the first box is for preschool students and the second box is for school aged students. Make sure to enter information in the appropriate section.

- *Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):* If the student is not allowed to go on trips, play gym etc explain in this section

- *If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:* If the student is participating in APE explain here

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT:

✗ No ✗ Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

Click YES for students with alt. Assess (MR, Mult Dis)

XII. Special transportation

❑ Click **NONE** if student does not have a bus

❑ Click **Student needs transport** if student is on a bus

❑ Does the student need transportation accommodations? Click NO (unless child is in wheelchair, requires a nurse, oxygen, lift bus etc)

❑ Have transportation requirements been determined by any of the following (impartial hearing, resolution, mediation, state review official decision) – Enter YES or NO

XIII. Summary Page (at last!!!)

❑ Check that all information is correct. If you try to edit this section it will say 'not editable'. So if you see a mistake you must go back to that section of the IEP to change it

❑ *Has the program changed* – you can not change a program at an annual review so the answer is NO

❑ You can give information about other programs that were considered but it is not in red so you can leave this blank

XIV. Attendance Page

❑ You should see the names that you entered on your notice of IEP meeting
❑ Click on the box of who is attending
❑ Add any additional participants by clicking "Look up", click on school name, click on the first letter of teachers last name, click on teachers name, click select
❑ Click Other to add participants such as OT, CO, lawyer etc. and type in their name
❑ Indicate if a participant participated by telephone and click YES or NO for each participants attendance

- ❑ Print – you will want to print this page so that you can have the participants sign at your meeting
- ❑ Click print, this section
- ❑ Click File, select page setup – choose landscape and OK
- ❑ Click Print and OK

Notice The attendance page does not have the date of your meeting on it! I would suggest to hand write the date at the top of the page

STOP!!!!!

Finalize the IEP

Do NOT finalize the IEP until AFTER the IEP meeting. Once it is finalized you can no longer make any changes

- ❑ When you have had the meeting (and have faxed in the final notice and the attendance page – see below), you can finalize the IEP

- ❑ Go to More Actions (make sure you are NOT in edit mode)
- ❑ Change Status of this document
- ❑ Change draft to final

XV. Other Sections

- ❑ This is where you will see Aligning Goals (if you've selected it to be included, see Measurable Goals, Very Advanced)

- ❑ You will also find the behavior plan here (if you've selected it to be included, see Special Needs Relating to Special Factors

Responsibilities for after your IEP meeting

Immediately after your IEP you will have to fax in the attendance page
- ❑ Go to the child's IEP
- ❑ Select attendance page
- ❑ Select print
- ❑ Print fax coversheet
- ❑ Category - select IEP
- ❑ Form – select attendance page

- ❑ Fill in date of meeting
- ❑ Click Print
- ❑ Fax this page and the attendance page to the number listed at the top. Fill in your name at the top

After the parent has signed the 'final notice of recommendation' you will need to fax that in as well
- ❑ Go to the page that lists all of the students documents
- ❑ Click create, under IEP, select Documents related to the IEP, click GO
- ❑ In the comment box, type Final Notice of Recommendation
- ❑ Click create, print, fax coversheet, category, document related to IEP, form document related to IEP
- ❑ Date recorded – enter the date that the parent signed the final notice, not necessarily the same date that the meeting was conducted
- ❑ Fax this page along with the final notice of recommendation page to the fax number
- ❑ Make sure that you fax both sides of the final notice of recommendation page as it is double sided

- ❑ Hand in the original attendance page and the final notice page to administrator
- ❑ Print a complete IEP to send home to the parent. You can do this in the second floor bookroom. The password for teacher is 'keyboard'. The SESIS website is bookmarked as a favorite

If a service has been terminated at the annual review…
- ❑ If a related service (that does not fall under the child's disability classification) is terminated at the annual review, that provider should submit a progress note stating why the service was terminated
- ❑ This progress note will also need to be faxed in
- ❑ Follow the same steps that you followed for the final notice but name the document "OT (or whatever service) discharge plan"
- ❑ Please note you can create this as a Document Related to IEP or Document Related to Assessment

Re-evaluation
A student who already has an IEP may require a re-evaluation for a few reasons
- ❑ The student receives a related service that needs to be terminated AND the child's label on their IEP matches that service. For example a child is labeled speech impaired and the speech therapist is recommending termination of speech but the child continues to require an IEP for other services or programs, then the child must be re-evaluated. If the child receives speech and their label is other health impaired, then the speech can be terminated at an annual review and no re-evaluation is necessary

- ❑ The child has an IEP but other services may be warranted. For example the child has an IEP for General Education with speech but the team feels like the child needs academic support and may qualify for SETSS then a re-evaluation is necessary. Or if the child receives speech and they need an OT evaluation then a re-evaluation is necessary

- ❑ Starting a re-evaluation
  - o Find the child under students and click on the document icon
  - o Find **create new document** and click on the drop down
  - o Under referral you will see **Request for Re-evaluation**
  - o You will see the new document "Request for Re-evaluation"
  - o Click on this document

  Date – Fill in today's date

  Academic – Describe how the child is functioning academically in the classroom, you can include any recent assessments

  Social/Behavioral Development:– describe the child's behavior

  Please provide an explanation regarding why the student's needs warrant a Reevaluation – this is where you can describe why the re-eval is necessary and what evaluations you think the child should receive

  Click here if Student being considered for a change in program recommendation – the answer will be YES only if the child's classroom program is changing. For example the child current IEP is for general education but you are recommending a change to ICT or 12:1

- ❑ **Click Save, Done editing**

- ❑ You will NOT be able to finalize this document. Only an administrator will be able to do that. So when you are finished follow these steps

Click on **More Actions**
Send Message with Document
Under Look Up, click on **Staff User ID**
Click on **At15PSK321 (or your school)**
Find the administrators name and click on **select**
Click **send** to send the email to the administrator

Progress Notes (to be distributed with child's report card)

 You must mark progress for each student on your caseload and send home report with students report cards. For students who have had IEP's created on SESIS, you must use SESIS for your progress report

- ❑ Click student, enter students last name and first name

- ❑ Click on document icon

- ❑ Click on IEP (the IEP status must be 'final')

- ❑ Click on the arrow to navigate to **Measurable Annual Goals**

- ❑ Find the goal for your service (it may not be the first goal, to navigate select the next number

- ❑ Click **Edit this section**

- ❑ Scroll down until you see progress

- ❑ Click the appropriate progress report to check box (ex 1st progress, 2nd progress)

- ❑ Click the **Methods of Measurement** dropdown and select method

- ❑ Click the **Report of Progress** dropdown and select progress

- ❑ Click the **Progress Towards Annual Goal** dropdown and select

- ❑ Check box **Print Goals/Progress report**

- ❑ Click **Save, Done editing**

- ❑ Click **Print**, select **Print this section**

- ❑ Make sure you are in landscape, then select File, then print

- ❑ This process must be done for each goal that the child has for your service

- ❑ Send home printed goal and progress with child's report card

SESIS for Experts

Here are some advanced options

To send someone a message through SESIS
Other Sections
More Actions
Send message with document
Type U then person's doe email ex UBROSE4
Or look up by clicking *Staff User ID*

To read messages through SESIS
You will find your messages, on your homepage under messages
Click on the envelope to read message

When you create the notice of IEP meeting you can send this notice to the other participants

Recording Events

❑ When you want to have a record of an event, you can record an event
❑ This could be a classroom observation, review of the file, conversation with teacher, team member or parent
❑ Go to **students**
❑ Enter child's last name and first name, click **search**
❑ Click on the document icon
❑ On the top right of the screen, click **Events**
❑ On the left you will see **Actions,** click **Add new event**
❑ Fill out the description of the event as well as the date and time
❑ Fill out an other pertinent information
❑ Click **Accept**

Deleting Documents
❑ If you make a mistake you can delete a document that you created
❑ To delete, click on document you want to delete
❑ Click on More Actions
❑ Click Delete this document
❑ Click Delete
❑ Click OK