

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

WHAT'S NEW IN GO-IEP 2.0

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GO-IEP 2.0

GO-IEP 2.0 has many intuitive changes designed to make it easier to navigate and use the application. You will see enhancements requested by users. These screenshots highlight some of these changes. The overall navigation through the program will still feel familiar.

NOTE: Most of the changes related to the Reevaluation Process are not yet in GO. We will share more about those as they become available.

1. Dashboard - On Eligibility and IEP panels, new groups have been added.
 - School filter does not show PROGRAMS
 - Override Not Submitted - This shows the number of students who have been assigned to a Case Manager, but the override is not yet submitted. In the past, these students were included in the NO ELIG or NO IEP list. This will help system admins know the students for whom the Override needs to be submitted. The list of students with NO ELIG or NO IEP should only include students in the initial referral process or students who are recent transfers and the ELIG OR IEP was not accepted and a new one needs to be completed soon in your district.
 - **QUESTION: Is the meaning of the label NO ELIG / NO IEP clear? Are there suggestions for renaming this?**

Active Case: [No Active Student] Search Student Ceasar, James

Select School: -- Select School --

Primary Disability	
Disability	Student Count
AUTISM	520
DEAF	1
DEAF / HARD OF HEARING	42
EMOTIONAL/BEHAVIORAL DISORDER	180

Case Manager	
Case Manager	Student Count
	3
	2
	1
Achampong, Mizpah	36
Adame, Paula	2

Eligibility	
Due Date Range	Student Count
Overdue	251
Overdue in 4 Weeks	36
Overdue in 4-24 Weeks	640
Overdue in >24 Weeks	3952
NO Eligibility	687
Override Not Submitted	306

IEP	
Due Date Range	Student Count
Overdue	1455
Overdue in 1 month	588
Overdue in 2-3 months	1586
Overdue in > 3 months	1193
NO IEP	744
Override Not Submitted	306

Student Status	
----------------	--

Progress Report Status	
Progress Report Status	Progress Report Count
OVERDUE PROGRESS REPORTS	5674

For all reports in the dashboard, when the link is selected, and the list is displayed, each column will be sortable. School filter does not show PROGRAMS

Active Case: [No Active Student] Search Student Caine, Jose

Report Search Criteria

Search Criteria

Reports: Students By Case Load

Search Students By Case Load

System: Dundee School System

Schools: All

Case Manager: All

IEP Due
 IEP Due in 1 Months
 Eligibility Due
 Eligibility Due in 1 Months
 GAA Student
 Disability
 Interpreter Language
 Pending Evaluations

Clear Selection Show Student Information

Export to Excel

First Name	Last Name	GTID	DOB	Grade	Race	Gender	Case Manager	School Name	IEP Due Date	Eligibility Due Date	Primary Disability	Second Disability
Abby	Jeter	9002358295	05-20-2011	01	White	Female	TestStudent AtFloyd	Columbus Elem School	07-27-2018	06-18-2021	AUTISM	
Aurea	Fellows	9000869235	07-03-2011	01	White	Male	William Gordon	Eagleton Elementary School	11-17-2018	08-17-2021	AUTISM	EMOTIONAL BEHAVIOR DISORDER
Caridad	Reno	9001596618	06-04-2005	06	White	Female	Jose Caine	Red Lodge Middle	08-13-2019	08-01-2021	AUTISM	

- On the report details page, the search/filter options at the top are collapsed once a student list is displayed to provide more screen space for the report. To get back to the search criteria "Click to view Report Search Criteria" to expand the search panel.

Active Case: [No Active Student] Search Student Caine, Jose

Click to View Report Search Criteria

Export to Excel

First Name	Last Name	GTID	DOB	Grade	Race	Gender	Case Manager	School Name	IEP Due Date	Eligibility Due Date
Lurline	Colby	9001950619	11-26-2010	01	Multi-Racial	Female	Jose Caine	Eagleton Elementary School	01-15-2018	01-01-2021
Abby	Jeter	9002358295	05-20-2011	01	White	Female	TestStudent AtFloyd	Columbus Elem School	07-27-2018	06-18-2021
Emil	Jury	9002099584	04-24-1992	09			Janet Sue	Drummond Middle School	07-31-2017	08-01-2021
Keira	Borrego	9001550583	02-19-2007	05	White	Female	Deborah Beverly	Eagleton Elementary School	08-14-2018	04-15-2021
Lane	Coaxum	9003327326	11-06-2001	10	White	Female	TestStudent AtFloyd	Kim Undivided High School	01-15-2018	01-01-2021
Leanne	Faulk	9000297428	05-25-2006	06	White	Female	Jose Caine	Red Lodge Middle School	06-08-2018	05-15-2021
Long	Collings	9002031569	01-09-2010	01	White	Female	Linda Thomas	Park Elementary School	01-15-2018	01-01-2021
Lorilee	Pearce	9003183141	03-25-2004	08	White	Female	Linda Thomas	Fort Sumner High	08-15-2018	01-21-2021
Lorine	Gladden	9000681924	11-18-2001	07	White	Female	Jose Caine	Kim Undivided High School	03-30-2018	03-15-2021
Caryl	Quintanilla	9001262137	05-13-2002	08		Male	Marge Johnson	Drummond Middle School	03-30-2018	04-01-2021
Rena	Coats	9000093273	02-09-2001	11	White	Female	Janet Sue	Kim Undivided High School	01-14-2018	01-01-2021
Romeo	Akers	9000335542	01-27-2008	02		Male	Jose Caine	Park Elementary School	01-22-2018	10-31-2021
Shanelle	Smithson	9000830440	01-05-2002	09	White	Female	Deborah Beverly	Fort Sumner High	08-13-2018	01-15-2021
Shaun	Coley	9003155491	01-23-2006	05	White	Female	Marge Johnson	Eagleton Elementary School	01-15-2018	01-01-2021
Shelly	Cohen	9003329493	10-16-2004	08	Black	Female	Jose Caine	Red Lodge Middle School	01-15-2018	01-01-2021
Stacy	Carmon	9003766725	08-26-2010	02		Female	William Gordon	Mesilla Park Elem	05-18-2018	05-15-2021
Tonya	Quinn	9002055566	07-20-1998	12		Female	SpEd Teacher User16	Fort Sumner High	05-04-2018	05-01-2021

- On Search Student a new option has been added for “New Students”. This search will display students for whom your district owns the GTID and the student does not already have an active case. They are NEW students that need to be assigned to a casemanager in your district.

Also, on this page ACTIVE is the default selection. ACTIVE will display students who currently have an active case in GO for your district whether or not your district owns the GTID.

- School filter does not show PROGRAMS
- **QUESTION: Is the meaning of the label NEW and ACTIVE clear? Are there suggestions for renaming this?**

Active Case: [No Active Student] Search Student Caine, Jose

Search Student

If you are unsure of the exact spelling of any information simply enter the first letter or letters of the name and search.

Personal Information	Location Information	Student Status
GTID First Name Last Name Select Grades	Select LEA Dundee School System Select School All Schools By Case Manager Select Case Manager	<input type="radio"/> Active Students <input type="radio"/> Exited Students <input checked="" type="radio"/> New Students

Search

Lookup Student Start Over

This application is based on the Maryland Online IEP, which was developed and produced by the MSDE, Division of Special Education/Early Intervention Services, in collaboration with the Johns Hopkins University/Center for Technology in Education. IDEA Part B Grant #H0270900035A is funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The views expressed herein do not necessarily reflect the views of the U.S. Department of Education or any other federal agency and should not be regarded as such. The Division of Special Education/Early Intervention Services received funding from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

- On the SEARCH screen, after selecting the “Lookup Student” button, the results page collapses so you will not see the search/filter options. This provides better use of screen space. To get back to the search criteria, select the “Show Search” button.

Search Student

If you are unsure of the exact spelling of any information simply enter the first letter or letters of the name and search.


Show Search





Student Search Results

More than 50 student records found. Please narrow your search.

Student Name	Current GTID	School	Grade	DOB	IEP Case Manager
Babb , Abe	9003727314	Columbus Elem School	05	Sep 12, 2006	Christina Bailey
Babcock , Tianna	9003102049	Columbus Elem School	01	Mar 24, 2010	Jose Caine
Baca , Kermit	9000057521	Highland Elementary School	KK	May 3, 2012	Jose Caine
Backes , Julian	9003592783	Drummond Middle School	06	Feb 21, 2005	Jose Caine
Baer , Gaynelle	9001329161	Eagleton Elementary School	04	Apr 28, 2007	Jose Caine
Baez , Ian	9000554294	Eagleton Elementary School	01	Dec 8, 2012	Jose Caine
Baggett , Emelia	9003159701	Kim Undivided High School	10	Apr 6, 2001	Jose Caine
Bagley , Tim	9002422997	Park Elementary School	01	Jan 24, 2010	Jose Caine

- The Profile page is designed such a way that it groups Personal/Demographic and Disability data. The menu is also moved to the top of the screen from the left hand side. We have added the Case Manager Name to this page. Unimportant fields were removed to make the page cleaner.

- On the Parents/Guardians page Click on the button “Add Parent/Guardian/Surrogate” to add a parent. Click on the  to delete/remove a parent. Added parents will be automatically added as team members. Delete parents will be automatically deleted as team members. A new audit will prevent deletion a parent if he/she is part of open meeting. If deletion is needed, then delete first from the meeting notice. A new audit will require a language to be selected if English is not primary language

Name	Relationship	Email Address	Action
Rutledge, Claudine			 
Ross, Mike	Father		 

Active Case: Armijo , Thu [Search Student](#) Caine, Jose ▾

Profile | **Team Members** | Timelines | Meetings | Eligibility | IEP | Log | Documents | Progress Reported | Tickets

User Type: System Users ▾

User Name: Select a user ▾

IEP Team Title: Select a Team Title ▾

Add Team Member

No	Last Name ▾	First Name ▾	User Type ▾	IEP Team Title ▾	Delete
1	Armijo	Thu	Student	Student	
2	Bhel	Jessica	Parent/Guardians	Parent	
3	Ross	Mike	Parent/Guardians	Parent	



- On the Parent Consent to Evaluate, we added a drop-down list to select WHO referred the student for evaluation (BCW, SST, Parent). Also, the names of the parent are populated in a dropdown to select the parent who gave/denied consent.

Active Case: Almeida , Bulan [Search Student](#) Caine, Jose ▾

Grade: 11 LEA: Dundee District School: Kim Undivided High School

Primary Disability: Parental Consent for Evaluation [Print Consent to evaluate](#)

Parental Consent for Evaluation


Reevaluation: SST  Date Sent *: 08/01/2018 


Contact Name *: TestStudent ATGilmer Contact Phone: 111-222-3333 Contact Role *: Case Manager


Parental Consent for Evaluation Signed and Received

Consent: Yes No

Parent Comments:

Select Parent:  Mike Ross
Parent: PHONE

Date Signed *: 

Date Received *: 

Submit Parent Consent **Cancel**

Initial IEP Meeting

8. On the Meetings page, all the buttons to modify the location, date and time, meeting purpose, parental rights have been grouped to independent panels.

The screenshot shows the 'Meetings' page for an active case 'Almeida, Bulah'. The page has a navigation bar with tabs: Profile, Team Members, Timelines, Meetings, Eligibility, IEP, Log, Documents, Progress Reported, and Tickets. The 'Meetings' tab is selected. Below the navigation bar, there are three main sections:

- Meeting Information:** Contains fields for Meeting Name (InitialEligibility), Status (In Development), Meeting DateTime (08/19/2018 6:59 AM), and Meeting Location (Kim Undivided High School). Each field has a small edit icon. Two red arrows point to the Meeting DateTime and Meeting Location fields.
- Meeting Purpose:** Contains a text area with 'Determine initial eligibility status' and a 'Modify Meeting Purpose' button.
- Procedural Safeguard Parental Right:** Contains a 'Modify Parental Rights' button.

Below these sections is a table for 'Meeting Attendees Count: 3' with columns: Name, IEP Team Title, Meeting Role, Edit, and Delete. The table lists three attendees: Bulah Almeida (Student), Christina Bailey (Adapted PE Teacher), and Mike Ross (Parent). A 'Submit' button is located at the bottom left.

9. While modifying the date and time of meeting, you can modify the time by minute, either by typing or by clicking on the time control.

The screenshot shows a 'Meeting Date Time' modal window overlaid on the Meetings page. The modal contains a calendar for August 2018 and a time picker. Two red arrows point to the calendar and the time picker. The calendar shows the date 08/16/2018 12:48 PM selected. The time picker shows 12:48 PM. The modal has 'Save' and 'Close' buttons at the bottom.

10. In the meeting notice the *Meeting Role* column has been added. This column will also show on the signature page of all forms.

An Individualized Education Program (IEP) Team meeting for your child, **Bulah L Almeida**, has been scheduled for 8/19/2018 at 6:59 AM at Kim Undivided High School.

You are invited and strongly encouraged to participate in this meeting. If you are unable to attend on this date or at this location, you are encouraged to request to reschedule the meeting. You may also request another method of participation (e.g. conference call).

The Purpose(s) of this meeting:

- * Determine initial eligibility status
- * Develop an initial IEP, if appropriate
- * Develop/Update Transition Plan

At a **minimum** the IEP Team must include the parent, one General Education Teacher, one Special Education Teacher, a Local Education Agency Representative (LEA), and someone who can interpret how evaluation results relate to classroom instruction (this person may be one of the persons already listed above). The child with a disability should be included when the transition services plan is being discussed or earlier when appropriate. A representative of any agency that is likely to provide or pay for any transition services should also be invited to any meeting where this may be discussed.

The following people have been invited to attend the meeting:

Members who may attend:		
Name	IEP Team Title	Meeting Role
Bulah Almeida	Student	Student
Christina Bailey	Adapted PE Teacher	School Psychologist, LEA Rep or Designee
Karen Lynn	Special Ed Teacher	Special Ed Teacher
Diane Jones	LEA Rep or Designee	General Education Teacher, School Psychologist
Jessica Bhel	Parent	Parent

If transition is being discussed and another agency is likely to be providing or paying for service, a representative from that agency will be invited with the consent of parent or student, if age 18 or older. For children previously served in Babies Can't Wait, you may request a representative of that agency attend to assist with transition services.

11. An LEA column has been added on the History portion of the Meeting, Eligibility and IEP tab to identify the LEA that created each document.

Active Case: [Search Student]

Profile | Team Members | Timelines | Meetings | Eligibility | IEP | Log | Documents | Progress Reported | Tickets

Meetings Include Closed Meetings


Meeting Name	Date	Time	Status
No meetings available for the selected case.			

Meetings History

Meeting Name	LEA	Date	Time	Status
ReDetermination	Coweta County	10/17/2017	2:45 PM	Completed
Annual Review	Coweta County	10/21/2016	2:30 PM	Completed
Amend IEP	Coweta County	08/30/2016	8:00 AM	Completed
Amend IEP	Coweta County	03/04/2016	8:00 AM	Completed
Amend IEP	Coweta County	03/04/2016	8:00 AM	Completed
ReEligibility	Coweta County	10/30/2015	8:00 AM	Completed
Amend IEP	Coweta County	09/29/2015	12:00 PM	Completed
ReDetermination	Coweta County	05/04/2015	1:15 PM	Completed
Annual Review	Coweta County	11/12/2014	1:30 PM	Completed

12. Eligibility: Case History – To improve the ease of use, questions such as 1.3, 1.4, 1.5 shows sub options and text boxes based on choice selected to avoid potential issues.

Active Case: Abbott, Sophie [Search Student](#) Caine, Jose ▾

1.3 Is this student age appropriate for grade level?
 Yes No 

If No, please check all of the following that apply:
 Retained
 Started School Late
 Held Out of School by Parents
 Unknown

1.4 Is the student's hearing within normal limits?
 Yes No
 Attach documentation [Add New Document](#)

No.	Document ▾	Name ▾	Type ▾	Document Date ▾	Delete
No records found					

Describe hearing difficulties

Student's hearing is within normal limits with a hearing aid?
 Yes No

1.5 Is the student's vision within normal limits?
 Yes No
 Attach documentation [Add New Document](#)

13. Interventions - The intervention data is sortable and editable. The issue which caused <k to generate an unexpected error has been resolved!

Area of Difficulty Details : HEARING

Beginning Date: 08/01/2018 In Progress Ending Date: 08/31/2018 Frequency: 2 Weeks

What was the baseline performance for this area of difficulty? Include date, data, and performance summary.

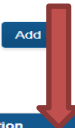
Baseline Date	Baseline Data	Baseline Summary
08/08/2018	Testing	Testing

What was the intervention data for this area of difficulty? Include date, data, and performance summary.

Note: Multiple data collection points should be recorded individually.

Intervention Date	Intervention Data	Intervention Summary	Action
<input type="text"/>	<input type="text"/>	<input type="text"/>	Add
08/15/2018	Testing	Testing	
08/20/2018	Testing	Testing	

[Update](#) [Close](#)



14. In most fields in GO, text entered will maintain its formatting/spacing.

No.	Assessment Date	Source	Delete
1	08/02/2018	Adaptive Behavior Assessment System - Third Edition (ABAS-3) Adult Form (Ages 16-89)	

Add Source

Select Assessment Date Select Assessment Source **Add New Source**

Student Strengths:

1. Testing
2. Testing
3. Testing

Student Weaknesses:

Optional Information:

Save **Close**

15. Evaluation Date – Changes will be made for the collection of this date. **IMPORTANT** – The date entered should now be the date of the COMPLETION OF THE EVALUATION PROCESS. This means that all evaluations have been completed AND all evaluation reports have been written.

Active Case: Almonte, Mac [Search Student](#) Caine, Jose

Complete Complete Complete Complete Complete Complete Complete Complete **In Process**

1 Case History 2 Progress Monitoring 3 State Assessments 4 Student Data 5 Decision Making 6 Eligibilities To Consider 7 Exclusionary Factors 8 Considerations And Determination **9 Audit / Finalize**

Audit Final Audit completed successfully.

9. ELIGIBILITY TEAM INFORMATION [Print Team Information](#)

Notes and Outcomes:

What was the date of the initial Evaluation ?

Meeting Notes:

16. On the last page of the Eligibility section, the **Committee Rationale** text box is not available unless the disability has been checked.

Active Case: Almonte , Mac [Search Student](#) Caine, Jose ▾

Consider Determination

8. SUMMARY OF CONSIDERATIONS AND DETERMINATION Print Considerations and Determination

8.1 Based on the above summary and exclusionary factor information, eligibility is being considered in the following areas:
Check the box for each disability category for which committee members agree that the student should be found eligible. Enter the rationale for each disability selected.

No.	Disability Category	Select	Committee Rationale
1	DEAF / HARD OF HEARING	<input checked="" type="checkbox"/>	Test data
2	MILD INTELLECTUAL DISABILITY	<input type="checkbox"/>	

17. In the IEP section, the navigation bar was moved from the side to the top.

Active Case: Almeida , Bulah [Search Student](#) Caine, Jose ▾

Profile | Team Members | Timelines | Meetings | Eligibility | **IEP** | Log | Documents | Progress Reported | Tickets

IEP Report: Initial IEP Date: 08/19/2018 Status: Finalized on Print IEP Report

PLAAPF | Other Info | Transition | Special Factors | GAA | Math Rubric | State Testing | Student Supports | ESY | Transportation | Services | **Audit/Finalize**

ACADEMIC AND FUNCTIONAL AREAS ASSESSED Print Area Affected

How often will the parent be notified of the student's progress? Select Progress Period ▾ Save

Provide information on all areas assessed. This should include, but is not limited to, all areas in which the student has academic, developmental, and/or functional needs.

Add Area

18. IEP – Present Levels – the lookup list for Sources will be a replication of the Sources list in the Eligibility which allows you to enter the date of the assessment as the Sources are added.

The screenshot shows a web form titled "Area Assessed". At the top, there are two dropdown menus: "Category:" with "DAILY LIVING" selected, and "Area:" with "Select Area" selected. Below these is a text area for "Summary of Assessment Findings (including dates of administration) for areas assessed. This should include, but is not limited to, all areas in which the student has academic, developmental, and/or functional needs:". Below the text area is a "Select Source" dropdown menu, which is open to show a list of assessment methods. A red arrow points to this dropdown menu. To the right of the dropdown is a "Select Assessment Date" field. Below the dropdown list, there are "Add" and "Delete" buttons. The dropdown list includes the following items:

- Select Source
- Achenbach System of Empirically Based Assessment [ASEBA]
- Adaptive Behavior Assessment System - Third Edition (ABAS-3) Adult Form (Ages 16–89)
- Adaptive Behavior Assessment System - Third Edition (ABAS-3) Parent Form (Ages 5–21)
- Adaptive Behavior Assessment System - Third Edition (ABAS-3) Parent/Primary Caregiver Form (Ages 0–5)
- Adaptive Behavior Assessment System - Third Edition (ABAS-3) Teacher Form (Ages 5–21)
- Adaptive Behavior Assessment System - Third Edition (ABAS-3) Teacher/Davicare Provider Form (Ages 2–5)
- Method(s) for addressing the weakness

19. IEP – Other Discussion – In response to concerns that in an IEP meeting, when this page is being projected and discussed, often discussion may take time and the page was timing out. To avoid this, a SAVE button has been added below each box. SAVING will anything entered anywhere on the page. Each save restarts the amount of time before the next timeout.

The screenshot shows a web form titled "Other Discussion". At the top, there is a navigation bar with tabs: "PLAAP", "Other Info", "Transition", "Special Factors", "GAA", "Math Rubric", "State Testing", "Student Supports", "ESY", "Transportation", and "Services". Below the navigation bar is the "Other Discussion" section. It contains two text boxes. The first text box is labeled "What is the parental input regarding the student's educational program?" and has "Test data" entered. Below this text box is a "Save" button, with a red arrow pointing to it. The second text box is labeled "What are the student's academic, developmental, and functional strengths, interest areas, significant personal attributes, and personal accomplishments?". Below this text box is another "Save" button, with a red arrow pointing to it.

20. GAA 2.0 Decision making criteria has been updated. Functionality is the same as the Math rubric. Answer questions by clicking on links under Criteria. (NOTE: Accommodations for GAA will be added soon)

21. GAA Instructional Needs:

- When the “Yes” option is selected, additional sub options become available.

22. GAA Disability:

Disability

Does the student have a significant cognitive disability?

A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).

Yes No

Results of Individual Cognitive Ability Test

Results of Adaptive Behavior Skills Assessment

Other

Justification:

Save **Close**

23. GSE Access:

GSE Access

Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)?

Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.

Yes No

Results of Individual Cognitive Ability Test

Results of Adaptive Behavior Skills Assessment

Anecdotal Notes and Observations

Benchmark Data

Progress Monitoring Data

Results of language assessments including English Learner (EL) assessments, if applicable

other

Justification:

Save **Close**

24. GAA Adaptive Behavior:

Adaptive Behavior

Does the student require specialized supports to demonstrate age appropriate adaptive behavior?

A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

Yes No

Results of Individual Cognitive Ability Test

Results of Adaptive Behavior Skills Assessment

Other

Justification:

Save Close

25. On IEP Services – daily has been removed as an option

Length of Time (Select the length of time that the service is provided during each session).

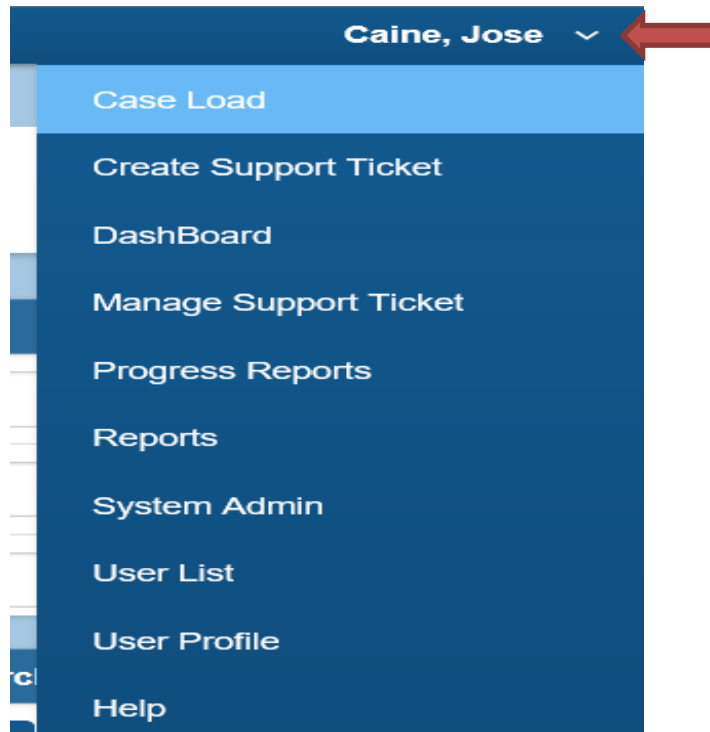
Hours:

Minutes:

Frequency: Weekly Monthly Yearly Only Once Quarterly Semi-annually

Total service time: Not enough information to calculate service time.

26. Under the name of the logged in user, there is a lookup list. As a system admin, clicking on the name will show the list. This is another example of using screen space more efficiently.



27. User list – Works much faster!

- The **Mapping** option is available from this screen.
- Easier to change the user name you are checking.
- Easier to modify schools & primary schools

User Name	Primary School	Name	Roles	Status	Mapping	Creation Date	Last Activity Date
Thomas6 651 0110		Dubois, Barbara	SpecialEdTeacher, SchoolAdmin			09/13/2011	
10013553 651 0197	Andrew Jackson Learning Center	Bailey, Christina	SpecialEdTeacher, SystemAdmin			07/24/2014	
Coweta3 651 0105		Beverly, Deborah	Default			11/16/2011	

28. A clarification message shows at the top of the Access Log.

Access Log

The access log in GO-IEP displays a list of people that have logged into the specific student's record in GO. Only authorized employees of the participating agency are able to access GO-IEP through the local SIS. Therefore, a separate access log should also be attached to the student's paper special education folder. Any individual accessing the special education file except parents and authorized employees of the participating agency, must sign, date, and give reason for obtaining access. This additional Access Log should be with every student file at all times and be provided if your district is participating any type of monitoring activity.

Regulation:

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to review or use the records.

— [34 C.F.R. § 300.614]

29. A new validation has been added when uploading documents anywhere in GO. A comma cannot be used in the file name. When using Chrome, a comma in the file name prevents the file from opening.

Upload Case Documents

Upload File :

C:\Users\Linda.Castellanos\Desktop\VH Screening.docx

Document Name :

Castellanos, Linda VH screening

Document Type :

Vision - Screening

Document Date :

08/01/2018



Document Upload: Document name should not contain comma(,).

30. Reevaluation – Review of Existing Data

- The name of the form is being revised.
- The option available in the past to evaluate but not for eligibility purposes is no longer available.

2.0 Recommendations

The IEP team recommends the following:

A. Additional assessment is being requested in order to determine continued eligibility status and/or to aid in instructional planning.

B. Adequate data is available for making the decision regarding continued eligibility status. The data has been reviewed and documented above.

2.2 B. Adequate Data available

The student DOES continue to have educational needs that require the provision of special education and related services and continues to exhibit characteristics below:

AUTISM

OTHER HEALTH IMPAIRMENT

SPEECH OR LANGUAGE IMPAIRMENT

SPEECH OR LANGUAGE IMPAIRMENT

The fields which were here in the past indicating that assessments were needed but NOT for eligibility purposes are no longer available. Testing to aid in instructional planning means the student needs to be reevaluated and a new eligibility report should be completed.

31. Browsers

- If you encounter issues when using other browsers, please try to do the same work in Chrome. Then let us know what didn't work correctly. Please provide details including the browser used and the version of that browser when you encountered issues.