

GOALVIEW MANUAL FOR GRANITE SCHOOL DISTRICT SPECIAL EDUCATION

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Who to contact for help

- If you are having a problem using GoalView, transferring files to Granite School District from another school district, need to add staff names, etc., contact **Stephanie Murdock at 646-4650** or sgmurdock@graniteschools.org.
- Forgot your password? Contact **Janet Arakaki-Moulton at 646-4627** or jkmoulton@graniteschools.org.
- Student name(s) missing? Add to student accounting sheet and send to **Cynthia Halliday or call her at 646-4614** or cbhalliday@graniteschools.org.

Logging In to GoalView

- Type in the link for the live website which is **<https://goalview.com/ut>**. The live site holds all student data. You can also practice on the training site which is **https://goalview.com/training_ut** (there is an underscore between “training” and “ut”). Note: Nothing you work on in the training site will be saved for future use.
- The next screen that will come up is the login page. Type your User ID first. Your user ID is your Granite School District email address EXAMPLE: john.doe@granite.k12.ut.us
- Type your password next. The password is one you requested when you initially were trained for GoalView. If you have forgotten your password, please contact Janet Arakaki-Moulton at 646-4627 or jkmoulton@graniteschools.org.
- REMEMBER: YOUR USER ID AND PASSWORD ARE CASE SENSITIVE.
- Click “GO.”

Your User ID is: _____

Your Password is: _____

Adding a Student to Special Education

A. Student Identified with a Disability

The student must first enroll at the school he/she will be attending with the attendance secretary according to the school's procedures.

- Gather the following information and add it to your student accounting data base and send it into **Cynthia Halliday** at the district office through district mail. You can also email it to Cynthia at **Cynthia.Halliday@granite.k12.ut.us** or **cbhalliday@graniteschools.org**. If you choose to email it, you still need to send in a hard copy. If you are adding a new student(s) be sure to highlight their name(s) so it is easy for Cynthia to see what she needs to add.
 - School Name
 - Special Education teacher's name
 - Student's name
 - Student's school identification number
 - Student's enrollment date
 - Student's service code indicating how much time they are served in special education. (i.e. A, B, C)
 - Student's disability code. (i.e. SL for Learning Disabled, etc)
- If the student is coming from another district and has a GoalView IEP, please contact **Stephanie Murdock** at 646-4627, or **Stephanie.Murdock@granite.k12.ut.us** or **sgmurdock@graniteschools.org** to have the electronic file transferred to your school. It is important that you do this as soon as you receive the file because it takes an average of 5-7 days for the electronic copy to appear on GoalView for you to work on.
- If it is necessary to do an IEP for a student at the time of their enrollment because you don't have access to their current IEP information, you must do a 30 day temporary IEP on pre-printed district forms. Once the student is added to GoalView you must do a new IEP to replace the 30 day temporary one.
- Add your name as the student's case manager. At the beginning of the school year and any time you get a new student on your case file, you must add your name as the case manager.

● MOVING A STUDENT FROM GENERAL EDUCATION TO SPECIAL EDUCATION

1. Login to GoalView.
 2. On the left hand side of the screen select “General Ed: Students”
 3. Click on the school name where the student is attending.
 4. Click on the first letter of their last name and then scroll down the list until you come to the student’s name. Click on the student’s name.
 5. Click on “Edit” in the upper right hand corner.
 6. Scroll down to the section titled “ Placement for Student (student’s name)”
 7. Click on the arrow for the drop down menu next to “Education Program.”
 8. Choose “Special Education, Optional General Education.”
 9. Save changes by clicking “Save” anywhere you see it on the screen.
 10. Click on “Back to Goals” from the menu on the left hand side of the screen. This takes you back to the main screen and now you can click on “Special Ed: Students” to access the special education forms.
- **REMEMBER:** The student will only be moved to special education temporarily. Be sure to save everything you work on in the files so that it will not be lost. The next time you want to work on the student’s special education forms, you will need to move them back to special education. The reason for this is because we cannot **permanently** place them in Special Education until the Student Accounting has been updated.
 - **PROBLEM SOLVING:** If a student’s name does not show up on the special education list for your school, look on the general education list for the student’s name. Contact Stephanie Murdock after you have checked both lists and the student’s name **does not** appear on either one.
 - **PROBLEM SOLVING:** If a student is attending a Safe School program or is on Home and Hospital, contact Stephanie to receive temporary access to that school’s student list on GoalView.

B. Student Not Identified with a Disability - “New Referral” (How to add students to the Referral Folder)

- Login to GoalView
- Select General Ed: Students
- Click on the school’s name and then the first initial of the student’s last name
- Click on the student’s name
- Click on Referral and then Edit Form from the upper right hand corner
- Fill out the date of the referral, who is referring the student, and click on the box next to “Student Intervention Profile” form are attached with supporting data. Attach this information to the final copy of the form.
- Click on either the circle for “Evaluation recommended” and list the person who is responsible for the evaluation or “No Evaluation recommended at this time.” If you choose no evaluation recommended then the student’s name will not go to the referral folder.
- Print a final copy of the form. When you print a final copy of the form, the student’s name will automatically go to the Referral Folder. The final copy will include one for the parent/guardian and a “Staff Copy.” Be sure to have the LEA sign each one and put the staff copy in the file.
 1. To access the students in this folder click on “Referred: Students” from the main screen.
 2. Click on the student’s school and then the student’s name. All the special education forms will appear underneath the student’s name.
- The student’s name will stay in the referral folder until **all three** of the following things are done **IF the student qualifies** for special education:
 1. Complete the Eligibility form with the Results section indicating that the student **does** have a disability and **does qualify** for services. Print a final copy.
 2. Complete the IEP indicating next to the Placement Review (section 10) that it is an **Initial Placement**. Print a final copy.
 3. Complete the Prior Notice Initial Placement form and print a final copy.
 4. After completing the above three steps, the student’s name will move back to the general education list at your school until you complete and send in your student accounting.
- The student’s name will automatically go back to general education if you mark “**does not qualify**” on the Eligibility form.

General Terms and Functions of GoalView

Addendum to the IEP: Goalview does not have an addendum to the IEP. See Amending the IEP if you need to add or make changes to your existing IEP.

Amending the IEP: See the Special Education Programs and Procedures Handbook on page F.6.2, for instructions on when it is appropriate to amend the IEP or hold a new IEP meeting.

For minor changes to the IEP or any other form, follow these steps:

1. Contact the parents and review the change with them. This can be done over the phone.
2. Write the change on the hard copy, initial it and put the date you contacted parents.
3. Make the same changes you noted on the hard copy, online in GoalView.
4. Make an explanation of why the change was made, the date it was done, and when you contacted parent in the comments section of the online GoalView IEP.
5. Print a final copy of the last page of the IEP and the page(s) you changed. This will archive a current copy of the IEP.
6. Attach a copy of these pages to the existing IEP.

Autotext: By clicking on this, you will have choices of things to add to your IEP. It will automatically put them into complete sentences. Remember to save what you have selected by clicking on “save” in the upper right hand corner. **Not every Autotext is appropriate to use. Check the Goalview manual to reference which ones can/should be used.**

1. Click on Autotext next to the text box.
2. In the screen that comes up, click on one of the numbered sections across the top of the screen or scroll down to come to the preferred section of options.
3. Click on the box or boxes that are applicable or you can choose to type what you want in the text box under English. The options for English and Spanish are only on the IEP autotext.
4. Click on “Save” in the upper right hand corner.
5. The boxes selected will appear in the text box in complete sentences. You can edit, change or add anything as appropriate in the textbox.
6. If you type anything in the Spanish text box, it will only appear when you print a Spanish version of that form. It does not translate what you have written into Spanish.

Browser: The browser is the program you use to access things on the internet. You can use different browsers with GoalView. The most common one to use is Internet Explorer 7. However, another one that is good to use is Mozilla Firefox. You can download a free version for your computer by going to www.mozilla.org and click on the green “button” that says “Download Firefox Free.” Mozilla is safe to use and gives more specific error messages when there is a problem.

Case Manager: At the beginning of the school year and any time you get a new student, you must add your name on GoalView as the Case Manager for all your files. To do this complete the following steps.

1. Log on to GoalView.
2. Click on “Special Ed: Students”
3. Click on the school the student attends.
4. Click on the student’s name. The form that automatically appears is the basic data screen.
5. Click on Edit.
6. Scroll down and next to Case Manager, click on the down arrow key and scroll through names and click on yours. Do not enter anything next to Teacher.
7. Click on Save. Repeat for each student on your caseload.

Documents Folder: When you click on Documents from the list of forms for a student, it will take you to all the final copies for any form printed on Goalview. You can view any of these forms by clicking on View next to the date of the completed form. You have this option when you choose a student’s name in General Ed or Special Ed.

GoalBank Key:

UT – These goals are the Utah Core Standards.

NS – National Standards – Career Education goals for post-secondary students in applied technology and university programs.

SE – Special Education – Goals written by the Council for Exceptional Children (CEC) which focus on academic skills for students with disabilities at various levels of severity.

SE/LCCE – Special Education/Life Centered Career Education – Goals written by the CEC which focus on education and career transition skills.

SE/SP – Special Education/Spanish – Goals written by the CEC in Spanish.

Mouse functions for PCs:

Left Click: Click the left button on your mouse (for PC users only) to move your cursor to different positions on the screen.

Right Click: Click the right button on your mouse (for PC users only) to pull up an optional menu for printing a screen or copy and paste options.

Spelling: By first typing in the textbox and then clicking on autotext and then save, you can spell check anything you have typed into a text box. It does not check for grammatical errors.

Text Box: A box provided where you can choose things from Autotext to include on the IEP or type your own information. You type things into the text box by clicking inside it and then begin typing. There is a spell check option as well. See the definition under "Spelling" for more information.

How to Save - All Forms

- It is important to save your changes as you complete different parts of all the forms in GoalView. There is an autosave feature (only on the IEP) that will save what you have just completed before you go to the next section on the IEP. However, as a precaution, always save manually.
- To save, go to the upper right hand corner of your form and click on the down arrow key. Click on the words "Save Changes". The screen will "blink" quickly and show the time you saved last.
- If you are in a pop up screen or a form like basic data or progress reports, always check the upper right hand corner for the word save. Click on this word to save your changes to those forms.

How to Edit - All Forms

- When they first appear, the forms are in a “View Only” format. You must choose a section to edit.
- To edit the form, go to the top of the screen and click on the right down arrow next to edit. A pull down menu will appear. Click on either “Edit Form” or the different sections of the form, one at a time. The sections are identified by numbers. It is easier to navigate through the form and make changes by choosing one section at a time.
- There is another option for Edit on the Basic Data Screen and the Progress Report. This is located in the upper right hand corner of the screen. You click on it once and the screen will change so you can edit it.
- In order to edit the forms titled Re-Evaluation Data Review, Prior Notice Initial Placement, and Prior Notice Change of Placement, click on red or green folder with #1 next to the title across the top of the screen.

How to Print – All Forms

- To print the form you have just completed, go to the top of your screen and click on the down arrow key next to “View”. A drop down menu will appear that gives you a “Print” option. Click on “Print”.
- If your form is error free and ready to print, it will tell you this on the next screen in green. If there are errors on your form, it will show in pink. To print a final copy or draft copy, click on the down arrow in the upper right hand corner of your screen next to the word “Print”. You can only print if your document is error free or if you are printing a DRAFT.
- Another drop down menu will appear. You need to choose either PDF Draft or PDF Final. You need to wait for the computer to convert the form into an Adobe Acrobat file. Make sure you have Adobe Acrobat version 6.0 or newer.
- The next screen that comes up is where you can choose to print a Spanish copy. Click on Done in the upper right hand corner when you are finished. It will default to English automatically.
- When the converted file appears, click on the printer icon on the top left of the document.
- Select Ok from the printer options. If you want to only print one page of the form you can indicate it on this screen.
- **PROBLEM SOLVING:** If your document does not come up in Adobe Acrobat on the computer screen, you need to download a new version of Adobe. Go to www.adobe.com to find any version compatible for your computer. You need to have at least 6.0.2 or newer. This is a free copy.
- **NOTE:** Every time you print a final copy, it will archive a copy of the form.
- **In order to print a draft or final copy of the forms titled** Re-Evaluation Data Review, Prior Notice Initial Placement, and Prior Notice Change of Placement, click on “2. Print” along the top of the screen. You will get two options. If you select “2.1” you view a copy of the completed form; if you select “2.2” you will get the options to print a draft or final copy of the form. This is also where archived versions of the form are stored. Go back up and follow the rest of the directions for printing beginning with the second one.
- For all these forms there is Draft and Final across the top of the page. Depending upon which copy you are printing, a check mark will be in one of the boxes. Draft copies will not have a “Draft” watermark on it.

How to Print – Spanish Copies of Forms

All forms on GoalView except for the Progress Report have been translated into Spanish. Sometimes the whole form will not be translated if something has been typed into a text box. It is crucial that you review the English version of the form with an interpreter during the meeting and give parents a copy in Spanish for their records only. Do not use a district paid interpreter to translate information in text boxes. Their purpose is to translate the information in the meeting. ALWAYS PUT THE ENGLISH COPY OF THE FORM IN THE SPECIAL ED FILE.

- To print the form you have just completed, go to the top of your screen and click on the down arrow key next to “View”. A drop down menu will appear that gives you a “Print” option. Click on “Print”.
- If your form is error free and ready to print, it will tell you this on the next screen in green. If there are errors on your form, it will show in pink. To print a final copy or draft copy, click on the down arrow in the upper right hand corner of your screen next to the word “Print”. You can only print if your document is error free or if you are printing a DRAFT. If you want to print a DRAFT copy in Spanish then select it from the drop down menu.
- To print a final copy in Spanish, click on PDF Final. The next screen that comes up gives you English and Spanish with boxes next to them. English is automatic and not editable. This is where you choose to print a Spanish version. Click in the box next to Spanish and then Done.
- The form that will come up first is the English version. To access the Spanish version, go to Documents on the left hand side of the screen. You will find under the title of the form you want to print, the date you created the Spanish version and then Spanish. It generally appears at the top of the list.
- Click on VIEW next to that version.
- The Spanish version of that form will appear on the screen in PDF format.
- Click on the printer icon at the top of the screen to print a copy.

View or Print Archived Forms

There are two ways to access the information. Both are explained below

Option 1:

- Go to the form you want to access an archived form of.
- Go to the top of the form and select the pull down menu next to "View". From the pull down menu select "Print".
- The next screen that appears will tell you if the current form is error free and ready to print (in green) or has errors (in pink).
- Go to "Print" in the upper right hand corner and click on the down arrow key. At the bottom of this drop down menu are dates that correspond to when the last "Final Draft" of the form was printed. These are the archived forms. Select the date to view or print a copy of and click on it.
- The archived form will appear on the screen.
- To print, click on the printer icon on the top of the screen.

Option 2:

- Click on "General Ed: student" or Special Ed: Student" depending on where the student's name is located.
- Click on the school where the student attends.
- Click on the student's name.
- Click on Documents. Here you will find a list of all the archived final copies printed of all the forms.
- To print or view one click on View next to the date you want to look at.
- To print, click on the printer icon at the top of the screen.

Accessing Forms

Login to GoalView

- From the main menu on the left hand side of the screen, choose Special Ed: Student.
- Choose the school the student attends (if necessary).
- Choose the student's name.
- The student's basic data will automatically come up on the screen.
- Click on the form you want to fill out.
- Click on the school's name to choose another student's name.

How to print a report

Login to GoalView

- From the main menu on the left hand side of the screen, click on the button at the top that says "Views"
- Click on Student Data
- Click on the report you want to print that has a number next to it. These are the reports that are already created for you to use.
- Click on how you want the report to print, either HTML or PDF
- Click on the printer icon to print the report. Note: all the students in special ed at your school will show up on the report.
- You can choose to export the data using comma delimited and import it into an Excel spreadsheet. The benefit of doing this is that you can sort the data how you would like.

GoalView Forms

A. Goals

- Accessing this form will allow you to add goals to a student's IEP. You follow the same steps as you would on section 4 of the IEP.
- Choose the area where your goal belongs by clicking on it. Refer to the Goal Bank Key under Definition of Terms to know what each area covers.
- Choose a topic for your goal. If GoalView doesn't automatically advance to the next screen, click on "next" in the upper right hand corner.
- Choose a goal (only one) by clicking on the small white box next to the goal area –or- type your goal into the box at the bottom of the list. If you type your own goal, do not include the student's name (i.e. Joe will) or any punctuation. GoalView will automatically do that. Click "next."
- Choose objectives (at least two only if the student is taking the UAA assessment) by clicking on the small white box next to the objective or type your own in the text boxes provided. Type one objective per text box. Click "next."
- Set goal and objective criterion. Choose baseline data (if not included in the PLAAFP), and target criteria. If you don't want the criteria in a percentage you can choose an alternate target and type in your own criteria. You should only leave the Baseline and Target with a "?" if you have included the data in your PLAAFP and goal.
- **Do not mark anything else** on this screen. The information is not necessary and makes the goal too wordy.
- Scroll down and complete steps 5 and 6 again for the objectives. If the start date and end date for the objectives are not correct, update them so they reflect the current IEP date.
- Click "Save" in the upper or lower right hand corner.
- The "Bubble" screen appears and shows your goal and objectives in final format. If everything is correct, click "Save" and the window will close and take you back to your main IEP. If you want to change anything, follow the steps to "Edit a Goal."
- On the IEP, "Save Changes" in the upper right hand corner, so the goal appears on the screen.
- If you want to add additional goals, click on "Add Goals" above an existing goal on the IEP.
 - **Edit or Delete a Goal**
 1. Click on "Edit Goal" above the goal you want to edit or delete on the IEP.
 2. Click on the bubble next to the goal or objective to change. You can edit anything on this next screen that pops up.

3. Click “Save” in the upper right hand corner.
4. If you want to delete a goal, on the ‘bubble’ page click on the pull down menu next to the “Active” box. One of the options is to delete. Choose delete for the goal and each objective. If you want to delete only one objective, you can do so. If you delete the goal, both objectives will also be deleted.
5. Click “Save” in the upper right hand corner. If it doesn’t take you automatically back to the IEP screen, click on the red X in the upper right hand corner of the goals screen.
6. “Save Changes” on the IEP.

B. Progress Report – use this form to document progress on IEP

Goals

- Login to GoalView and click on “Special Ed: Students.”
- Select the school the student attends.
- Select the student’s name.
- Select the Progress report from the list of forms.
- Select the Goal title (i.e. SE Math). You must enter progress for each goal separately. The goal will appear on the right hand portion of the screen.
- Click on “Edit” at the top of the screen.
- Select objective progress by left-clicking on the arrow button next to the percentage box. The percentages are approximate ranges, so choose the percentage that most closely applies to the student’s ability. The average of the progress ratings set on the objectives will be calculated for the overall goal average.
- Select the applicable statement regarding student’s progress toward meeting the goal (sufficient progress, insufficient progress, goal met or not applicable). The box is on the right hand side of the screen and has a drop down menu to choose from. GoalView will track the selections across terms and save what you choose each time. Everything will be erased when you delete the goal from the main IEP.
- Save your changes by going to the top of the screen and clicking on “Save.” After you save another set of boxes will appear for the progress section. These are for the next time you report progress. Do not fill them in at this time. If you changed everything and saved it correctly, GoalView will print a statement at the top of the screen that says, “Saved by (your name) on (today’s date) with 100% compliance. Great work, you’re 100% compliant!”
- To add other data or information, select “Notes” from the top of the screen. This will open a text box beneath each goal and objective where you can type a message. Anything you type in this box will be visible on the progress report.

- Save changes by clicking on save at the top of the page.
- NOTE: If “Insufficient Progress” is selected two times, the goal needs to be revisited and rewritten so it more accurately reflects the student’s need.
- Enter progress for all goal areas listed on the left side of the screen under the student’s name. If you are the file holder, be sure to inform other members of the IEP team when you are reporting and sending progress home to parents so they can do the same on their goals.
- **PROBLEM SOLVING:** If you don’t see the goal appear on the progress report after you click on the title in the menu, the goal wasn’t saved all the way. See page 25 and look under #11 for instructions on how to correct this problem.
- Print a copy of the progress report.
 1. Select Progress Report under the student’s name on the left hand side of the screen. An animated picture of a person typing will appear while the progress report is generating. The progress report will open in an Adobe document, similar to the IEP.
 2. Print the Progress Report by clicking on the printer icon at the top of the adobe frame.
 3. The next screen that appears will give you the printing options. Choose to print only the first page then click on “OK.”
 4. GoalView automatically transfers progress information to IEP View and GoalCard View.
- Print a copy of a GoalCard report. You do not need to print a copy of the Progress Report and the GoalCard report. ONLY print one or the other.
 1. Login to GoalView.
 2. Click on the “Views” button at the top left-hand corner of your GoalView screen.
 3. Select GoalCards for Student on the list on the left hand side of your screen.
 4. Select the school where your student is registered.
 5. Select the student’s name. The GoalCard will then appear. The pictures will be colored in at a percentage equal to the student’s progress.
 6. To print this view, left click anywhere in the box surrounding the GoalCard. Select “File” from the Explorer toolbar or right mouse click. Select “print.” When this menu opens you must go to the options tab at the top of the print menu screen and select “only the selected frame.” If you do not do this, all students who are in SPED in a school will print on the GoalCard view.

C. Notice of Meeting - SPED 3

- Login to GoalView and follow the directions under how to access forms and select Notices.
- Under “Dear Participant”, you will see a text box. You are REQUIRED to use autotext here for the purpose of the meeting. See the page 6 for instructions on how to use autotext.

- Click on the arrow next to the empty start time box and select the appropriate time for the meeting.
- Type the date or click on the calendar box icon.
- Select the location of the meeting by clicking on the down arrow next to the box. This will provide you with options. You can type in a specific room number or area of the school in the box to the right of the school's name.
- There is an extra text box under the location to type other instructions as necessary.
- Select meeting participants by clicking on the arrow key next to the name box. Click on the name of the participant. *Note: all district staff names appear in the box along with staff at your school. If a teacher or other professional's name is missing, please contact Stephanie Murdock and tell her the school, person's name and position to be added to your list.
- Select how the person will be notified. It currently defaults to "Letter". To change this to either "Fax", "Phone", or "In Person", click on the down arrow key and then on your choice. If it is listed as "Letter" or "Fax" then a form will print to send to that person. Note: You MUST send a copy to the parent as well as keep a copy of it for the file.
- If the status is left on "Letter", a notice of meeting will print addressed to that individual. If you do not want a notice of meeting to print for an individual, choose "Phone" or "In Person."
- Leave Status on "Invited" for all participants.
- The file holder MUST list their name as one of the contacts at the bottom. You can choose to leave the other one blank or pick someone else from the school who will be attending the meeting. Any person you list here will have their name and email address added to the notice of meeting.
- Save Changes.
- Print

*Note: GoalView will automatically transfer individuals' names who have been invited on the notice of meeting to signature lines on the IEP or other forms where the IEP team needs to sign.

D. Pre-referral Intervention Form

This form is currently not in use by Granite School District Special Education teachers.

E. Referral to Special Education – SPED 1

NOTE: Before filling out the Referral to Special Education form, the school must first complete the **Student Intervention Profile form**. This form is not on GoalView, so contact the District Office for copies. Attach it to the Referral form when it is completed.

- Login to GoalView
- Select General Ed: Students
- Click on the school's name and then the first initial of the student's last name
- Click on the student's name
- Click on Referral and then Edit Form from the upper right hand corner
- Fill out the date of the referral, who is referring the student, and click on the box next to "Student Intervention Profile" form are attached with supporting data. Attach this information to the final copy of the form.
- Click on either the circle for "Evaluation recommended" and list the person who is responsible for the evaluation or "No Evaluation recommended at this time." If you choose no evaluation recommended then the student's name will not go to the referral folder.
- Print a final copy of the form. When you print a final copy of the form, the student's name will automatically go to the Referral Folder. The final copy will include one for the parent/guardian and a "Staff Copy." Be sure to have the LEA sign each one and put the staff copy in the file.
 3. To access the students in this folder click on "Referred: Students" from the main screen.
 4. Click on the student's school and then the student's name. All the special education forms will appear underneath the student's name.
- The student's name will stay in the referral folder until **all three** of the following things are done **IF the student qualifies** for special education:
 5. Complete the Eligibility form with the Results section indicating that the student **does** have a disability and **does qualify** for services. Print a final copy.
 6. Complete the IEP indicating next to the Placement Review (section 10) that it is an **Initial Placement**. Print a final copy.
 7. Complete the Prior Notice Initial Placement form and print a final copy.
 8. After completing the above three steps, the student's name will move back to the general education list at your school until you complete and send in your student accounting.
- The student's name will automatically go back to general education if you mark "**does not qualify**" on the Eligibility form.

F. Consent to Evaluate – SPED 2

- Access the Consent Form.
- Click on “Edit Form” from the pull down menu.
- Click the boxes for all the areas that will be evaluated.
- Save Changes.
- Print a final copy of form.
 1. Two copies will print. One for “Staff” or the student’s file and one for the parent.
 2. Have parents indicate if they do or do not give permission to evaluate and sign both forms. They keep their copy and the staff copy goes in the student’s Special Education folder.

G. Evaluation Results Summary Report

Note: Use this form to report any testing given to a student.

1. Student Info

- Click on the “Edit” pull down menu and select number one: “Student Info”
- Select the student’s language by clicking on the right arrow key to reveal a drop down menu. Select a language.
- Select the student’s **home** language by clicking on the right arrow key and selecting the language the student speaks at home.
- Fill in the meeting date you are reviewing the evaluation by clicking on the calendar icon or typing it in the box.

2. Evaluation

- Click on the “Edit” pull down menu and select number two: “Evaluation”
- In each area tested, select the source of data by clicking on the down arrow key next to the box and selecting a test from the list. If the test given is not listed, select “Other” and save changes to reveal a text box for typing in the name of the test used.
- Select the date the test was given.
- Use the bottom scroll bar to scroll to the right to reveal the next box.
- Under “Results,” select how you are going to report the data. There is a drop down text box for this.
- Click on the score box and type in the score you are reporting for that test. It is best to only type in a score in this field.

*This field is only 5 characters long and will cut off anything beyond that. If the data needs to be explained, you can use the summary text box located below each area of assessment.

For those tests that have subtest scores to report such as the Woodcock-Johnson, you need to list the name of the test and each of the subtest scores on different lines. For example, the first line will have the WJ-III listed without any scores. On the next line, choose other and then type in Math if reporting that standard score. Fill out the boxes under date, results and score. Repeat this step for any and all subtests.

3. Observations

- Click on the “Edit” pull down menu and select number three: “Observations.”
- Fill in the date for each observation
- Click in the box to type in the setting where the observation occurred.
- Type in the Target Student’s time on task for each observation.
- Scroll to the right.
- Type in the Class Comparison’s time on task for each observation.
- Explain how the data was measured by selecting an option from the drop down menu under “Measure” or typing in your own information under “Other Measure.”
- Click in the text box under “Significant Observation Information” to explain any behavior in more detail.
- If there is any information needed to explain anything else on this form, use the “Other Pertinent Information” text box.
- Save Changes.

3. Specific Learning Disabilities Observation Data

- In the text box explain any relevant behavior that was observed in the classroom of the suspected disability. Tell which of the above three observations it was and the date it was done and explain the observation in more detail as it pertains to academic functioning.
- Leave “Observation Conducted By” blank. Nothing should go here, it isn’t necessary information.
- Type any other pertinent information about the observation in the last text box.
- Save Changes.

H. Determination of Eligibility Form - SPED 4 – This is used for all disability classifications.

1. Student Info

- Click on the “Edit” pull down menu and select number one: “Student Info.”
- Fill in the box next to “student’s language” by clicking on the down arrow to reveal the drop down menu. This may already be filled out if you have previously completed this on the Evaluation form.
- Fill in the student’s home language box.
- Click on one of the bubbles to answer the statement about whether or not the home language influences the student’s academic performance.
- Save changes.

2. Considerations

- Click on the “Edit” pull down menu and select number two: “Considerations.”
- Select the “Primary Disability” label. If the student **does not qualify**, you still choose the disability the team was considering. This section cannot be left blank.
- Save changes.
- If you selected a disability category and saved your changes another set of questions and /or boxes to choose will come up depending on the disability. Read each question carefully and answer appropriately. The questions default to no. However, that is not necessarily the correct answer for your student. Be sure to scroll down so you are completing all the questions for that disability category. Answer all these questions for students who **do not qualify** as well.
- Save changes.

3. Results

- Click on the “Edit” pull down menu and select number three: “Results.”
- Click on one of the circles to indicate if the student has a disability or does not have a disability.
- Save changes.

4. Team Participants

- Click on the “Edit” pull down menu and select number four: “Team Participants.”
- Fill in the meeting date.

- If you haven't chosen the IEP team on any of the other forms or need to make changes, select the participants. The instructions for this are the same as those listed under number ten in the IEP section of this manual (page 28). Refer to that if you have questions.
- Save changes.
- Print the form.

I. Individualized Education Plan – SPED 5

****Reminder: To all FILE HOLDERS. If there are related service people who need to be a part of the IEP team, you MUST invite them and inform them in a timely manner of the meeting so they can complete their portion of the IEP beforehand.**

If you are doing an IEP that has already been done on GoalView, change only those things that are necessary for the current year. Remember that there is an archived copy of the previous IEP. If you need to report progress, do so before changing anything on the IEP.

1. Student Info

- Click on the "Edit" pull down menu and select number one: "Student Info."
- Fill in the IEP meeting date by typing it in the blank provided or by clicking on the calendar icon and choosing the date from the calendar provided.
- Save Changes.
- The IEP due date should automatically update a year from the IEP meeting date. If it does not, then manually change it to 364 days from the IEP meeting date. (Example: 1/3/05 meeting date, 1/2/06 due date.)
- Save Changes again, if necessary.
- **If your student is 16 years or older, go to the transition plan next before completing the rest of the IEP.**

2. Present Levels

- Click on the "Edit" pull down menu and select number two: "PLAAFP."
- Type your PLAAFP in the applicable box under the domain that identifies their disability. Each area of disability should have a separate PLAAFP written with the disability statement. Example: Math PLAAFP in the math section, Reading PLAAFP in the Reading section, etc. These sections are not for providing information if they do not have a disability.
- Check your PLAAFP for spelling errors by clicking on "Autotext" and then "Save."
- Save Changes.

- NOTE: Your PLAAFP must contain present levels for any and all goals that you will be writing.
- NOTE: Do not use Autotext here. It does not contain all the information that is required in an appropriate PLAAFP.

3. Special Factors

- Click on the “Edit” pull down menu and select number three: “Special Factors.”
- You must mark one of the statements for each special factor.
- Mark the statement by clicking in the circles next to the statement.
- If the IEP team decides that a special factor is applicable, then you must also mark that it has been addressed in the IEP. If this is selected it will ALWAYS remain YELLOW as a reminder that you need to address it in the IEP.
- Save Changes.

4. Annual Goals

- Click on the “Edit” pull down menu and select number four: “Annual Goals.”
- Select how progress toward annual goals will be **measured**. Remember to select all that apply for ALL the goals in your IEP.
- Select how progress toward goals will be **reported**.
- To add goals from the Goal Bank, click on the pink statement “click here to add goals for (student name)” link, or click on “ADD GOAL” above an existing goal.
- Another screen opens up on top of the IEP screen.
 1. Choose the **area** where your goal belongs by clicking on it. Refer to the Goal Bank Key under Definition of Terms to know what each area covers. If you are typing in your own goal, choose an area that relates to your goal. **DO NOT TYPE ANYTHING IN THE TEXT BOX HERE.**
 2. Choose a **topic** for your goal. If GoalView doesn’t automatically advance to the next screen, click on “next” in the upper right hand corner. If you are typing in your own goal, choose a topic that relates to your goal. **DO NOT TYPE ANYTHING IN THE TEXT BOX HERE.**
 3. Choose a goal (only one) by clicking on the small white box next to the goal area –or- type your goal into the box at the bottom of the list. If you type your own goal, do not include the student’s name (i.e. Joe will), GoalView will automatically do that. Click “next.”
 4. Choose objectives (at least two per goal if the student is taking the UAA assessment) by clicking on the small white box next to the objective –or- type

your own in the text boxes provided. Type one objective per text box. Click “next.”

5. Set goal and objective criterion. Choose baseline, and target criteria if they aren't already in the text of your goal. If you don't want the criteria in a percentage you can choose an alternate target and type in your own criteria. You can also include baseline criteria in your PLAAFP. If you choose either or both of these options, leave the Baseline and Target with a “?” It is not appropriate to mark anything else on this screen for your goal. It makes the goal too wordy and is not necessary.
 6. Scroll down and complete steps 5 and 6 again for the objectives. If the start date and end date for the objectives are not correct, update them so they reflect the current IEP date.
 7. Click “Save” in the upper or lower right hand corner.
 8. The “Bubble” screen appears and shows your goal and objectives in final format. If everything is correct, click “Save” and the window will close and take you back to your main IEP. If you want to change anything, follow the steps to “Edit a Goal.”
 9. On the IEP, “Save Changes” in the upper right hand corner, so the goal appears on the screen.
 10. If you want to add additional goals, click on “Add Goals” above an existing goal on the IEP.
 11. **PROBLEM SOLVING:** If you are trying to add a goal and it takes you automatically back to an existing goal, then that goal was not saved all the way. To correct the problem, simply click on next or save in the upper right hand corner until it takes you back to the main IEP screen. You do this after clicking on Add a Goal.
- **Edit or Delete a Goal**
 1. Click on “Edit Goal” above the goal you want to edit or delete.
 2. Click on the bubble next to the goal or objective to change. You can edit anything on this next screen that pops up.
 3. Click “Save” in the upper right hand corner.
 4. If you want to delete a goal, on the ‘bubble’ page click on the pull down menu next to the “Active” box. One of the options is to delete. Choose delete for the goal and each objective. If you want to delete only one objective, you can do so. If you delete the goal, both objectives will also be deleted.

5. Click "Save" in the upper right hand corner. If it doesn't take you automatically back to the IEP screen, click on the red X in the upper right hand corner of the goals screen.
6. "Save Changes" on the IEP.

5. Services

- Click on the "Edit" pull down menu and select number five: "Services."
- On this screen any time you choose an "other" option, save changes and a text box will appear where you can type in the specific option you want. You must type something in the text box. Leaving "other" is not specific enough or appropriate.
- If you want to DELETE an existing service on the IEP, simply check the green check on the left hand side of the screen and "Save Changes."
- Select service titles from pull down menus. List each service separately.
- Choose service location. Even though there is an "Other" option, do not use this. Type in whether the service is being received in a special education location or a general education location. For example, it is not appropriate to put the room's name such as GYM for Adapted PE. The service is being received either in a special ed setting or a general ed setting depending on who the main service provider is.
- It is optional to choose a service provider. It does not print on the IEP.
- Complete service time in minutes and select frequency setting. Use the following guide when calculating minutes. It is crucial that you are accurate because the district prints reports off this that will be sent to the State and Federal Government for funding for your program. GoalView figures the minutes into daily minutes so double check yourself by looking at the daily minutes at the bottom of the services page. This chart is only for reference. You need to subtract related services minutes from the totals for self contained services.

SETTING	MINUTES	FREQUENCY
Elem – Resource: list each service separately	# minutes served	Per Day
Elem – Year round / Self Contained class	1980 min	Weekly
Elem – Traditional / Self Contained class	1875 min	Weekly
Jr. High – Traditional 7 period day (one class)	43- 45 min	Daily
Jr. High – 7 period day/early release day (one class)	205 min	Weekly
Jr. High – Block Schedule/early release day (one class)	205 min	Weekly
Jr. High/High School A/B Block Schedule (one class)	45 min	Daily
Jr. High Self Contained	# minutes served	Per Day
High School Self Contained	# minutes served	Per Day

- Select related services, location, minutes of service and frequency. *Note: Please allow different professionals to set their own time and services. For example, speech pathologists should write their own goals and set their service pattern in GoalView.
- Select accommodations based on the student's disability.
- If the student is being bussed to school on a special ed bus, be sure to mark the box next to Transportation provided.
- Set the initiation of services date and the anticipated duration date (one year from the IEP date).
- Save Changes.

6. Assessments

- Click on the "Edit" pull down menu and select number six: "Assessments."
- Enter accommodations for State and District tests. The tests the student will take during the current and next school year will appear on the top of the screen.
- From the pull down menu next to each test, select if the student will take the test with accommodations (PA), modifications (PM), standard (SA), or Utah Alternate Assessment (UAA) or will not participate (WNP). You MUST mark a code in each blank box for the two years on the screen even if the student will not take the test during the IEP. The information could be useful to future IEP teams.
- Select the appropriate accommodations based on the student's disability. You ONLY mark the accommodation if they are taking the test. Do not mark all the boxes along that row for every test. The only exception for this is if the student is taking the UAA test. No accommodations should be marked if this option is selected.
- If you select UAA for any test then you are REQUIRED to type in a reason why the team chose this option in the text box provided. An appropriate statement could include: "Student uses a functional curriculum."
- If you need to look at the book titled Assessment Participation and Accommodations Policy, go to the Granite School District web page: www.graniteschools.org, then go to Special Education and then to Goalview. You will find a PDF version of the book you can look at or print.
- Save Changes.

7. Curriculum

- Click on the “Edit” pull down menu and select number seven: “Curriculum.”
- Enter modifications to regular curricular, extra curricular and non-academic activities as determined by the IEP team.
- Note: DO NOT use Autotext here. If you need to add something you should only list those things in the general education environment that the student WILL NOT participate in.
- Save Changes.

8. Transition

For students 16 and over do this step before completing any other part of the IEP.

- Click on the “Edit” pull down menu and select number eight: “Transition.”
- Complete the Transition form by clicking on the appropriate boxes and typing information in the text boxes.
- Complete all four areas under “Student’s desired long-range post school outcomes...”
- Complete the section on transition assessments.
- Write PLAFFP statements and include transition strengths and needs. This is in the transition PLAFFP box. If you have embedded your transition statement into another PLAFFP then put “please see the ___ PLAFFP” for the Transition present level.
- Mark either the N/A box or the other box indicating the IEP contains measurable goals/objectives for that area.
- Check the box next to “Refer to supplemental graduation requirements worksheet.”
- List appropriate interagency linkages.
- Print an Age of Majority form and have parents and student sign before the student’s 17th birthday. See page 29 for instructions.
- On the original final copy of the IEP, parent initials next to “Copy to Parent” and file holder initials next to “Original to file.”
- Save Changes.

9. Graduation

- Click on the “Edit” pull down menu and select number nine: “Graduation.”
- Click on autotext next to the text box. Select either “are not amended by the IEP” or “are amended by the IEP team per the supplemental graduation requirements worksheet.”
- Save Changes.

10. Participants

- Click on the “Edit” pull down menu and select number ten: “Participants.”
- Select on of the options for Extended School year. Be sure to base this decision on relevant data which could include current or past IEP goals, testing over long breaks during the school year, etc. If the option is chosen that “the child’s eligibility will be determined later,” once the testing is completed, you will need to change this option on the IEP and inform the parents of the results of the testing.
- Select one of the placement options as applicable.
- Select participants. If you need to add a parent contact or change the parent’s name, follow these steps:
 - i. Click on “New Contact”
 - ii. To add a guardian’s name, choose the relationship of this person to the student in the first box.
 - iii. Type the person’s name in the appropriate boxes.
 - iv. Scroll down and if you are adding another parent or guardian **select “yes” next to “Custody” and “Receive Notification.”** This will have the name automatically appear after you save your changes.
 - v. If you want to change the parent’s name (i.e. from father’s name to mother’s name), scroll down past the first section to add a name to “Legal Guardian” and change the name by typing the appropriate one in.
 - vi. Go to the upper right hand corner of this screen and select “Save Changes”
 - vii. Select “Save and Close.”
 - viii. Save changes on the main IEP screen.
 - ix. Either the name will automatically appear or it will be on a drop down menu next to “New Contact.”
- Check the box next to the statement that the team reviewed the previous year IEP.

J. Age of Majority – SPED 9

1. There is nothing to fill out on this form. All you need to do is print a copy of it for parents and student to sign.
2. Click on Age of Majority on the left hand side of the screen.
3. Click on Print and follow the instructions on page 11 of the manual to print a copy.

K. Re-evaluation Data Review

1. Select the form from below the student’s name.
2. Click on the folder with “1. Re-eval Data Review” next to it.

3. Type in the meeting date or use the calendar icon.
4. Select the data sources you will be reviewing.
5. With the parents, decide if the existing data is or is not sufficient to determine continued eligibility in special education.
6. If data is sufficient, fill in the IEP Team participants and print a final copy. Have each member of the IEP team sign the form.
7. If data is not sufficient, select the areas to be assessed and print out consent to evaluate form and have parents sign it.
8. Type in the date the evaluation will begin.
9. If parents want an evaluation to determine continued eligibility, mark the applicable box and all the areas of assessment. Be sure to get a signed consent to evaluate at the same time. Type in the date the assessment will begin that the parent's requested.
10. Next to Staff 1 put the LEAs name. Next to Staff 2 put the Special Education teacher's name. Next to Staff 3 put the Regular Education Teachers name. Next to Contact 1 put the parent's name. If the parent's name is missing, go to the IEP and enter it under New Contact. For instructions go to section 10 of the IEP.
11. Print a final copy and have all the appropriate team members sign it.

L. Prior Notice Initial Placement - SPED 6

1. Click on the folder "1. Prior Notice Initial Placement" across the top of the screen.
2. Type in the Meeting Date.
3. Type in the Proposed Placement Date.
4. Select placement (only one).
5. Select reason rejected – must choose at least 2.
6. Type in date of consent.
7. Save changes.
8. Print a final copy.

M. Prior Notice Change of Placement - SPED 7

1. Click on "1. Prior Notice Change of Placement" across the top of the screen.
2. Type in Meeting Date.
3. Type in Proposed Placement Date.
4. Select Placement (only one).
5. Select Reason Rejected (at least two).
6. Click on box next to Copy Received, indicating Parent/Guardian received a copy.
7. Print a final copy.

NOTES