



## IMPORTANT INFORMATION for all users in SIRAS

### Changes over the summer

- During the month of August, SIRAS will be undergoing internal alterations to make the system compliant to the new CALPADS-CASEMIS standards. During this time, you may encounter bugs related to these alterations. If something does not work as expected, contact Siras at [SIRAS Support](#). Please include details about what you were doing in SIRAS when you encountered the bug, so that we can replicate and remedy the situation. Include a screenshot and a student ID# if it is related to a student record. Siras Systems will make every effort to make this transition as seamless as possible and appreciates your patience during this phase of the CALPADS-CASEMIS integration.
- There have been a few changes to IEP pages and forms over the summer. The EL status TBD now appears on the Student Information and Services page. TBD is for students who have not entered TK/K or are in their first 30 days of school in CA. There is a new category of accommodations on the Classroom Accommodations and Modifications page. Self-regulation has replaced Sensory. Menu choices to support behavioral and emotional need have been added and options in the other categories have been updated. A new dropdown menu of choices has been added to the Academic Achievement Deficit Area of the PSW form and updates reflecting the new ELPAC criteria have been made to the Reclassification form.
- There are [new college and career measures specifically for students with IEPs](#) (grades 9-12+) which may contribute to the College and Career Indicator on the CA School Dashboard. Work-based learning activities part of the transition plan, as well as experiences not on the IEP (e.g., DOR student services, internships, unsubsidized work), totaling 120 hours in a student's high school career meet the criteria for the measures. [Start logging your students' work-based learning activities using the Service Logs](#) located under the Student info menu / Data Collection and Progress section in SIRAS now. The measures will be collected annually during the end of year reporting in CALPADS.

### Reminders for returning to school

- Although you will be prompted to change your password every 365 days, get ahead of the new school year and change your password now! Go to Tools > My Account and click on Edit Account Details. Enter your new password, confirm and then click Update User Account.
- If you have forgotten your password over the summer, the Email Password Reset button appears if/when you type in the wrong password. Click on the button to have a password reset link emailed to you.
- Review your current student list in SIRAS. Use the 'Manage Caseload' button under the Student Info menu to request students to be added or removed from your caseload.
- Enter your student's scores on the SBAC, CAA and ELPAC from last school year into SIRAS. Go to the Student Info menu, select Special Ed. Profile/Assessment Info to enter scores and levels. Once you have entered the data for one student, move quickly through your caseload by using the green arrows on the main tool bar.
- Use notification links on your home page to monitor your caseload. Review your students who have Active meetings, that have [Upcoming dates](#), [Have not been held](#) and [Need to be Finalized](#). Students who have meetings that have not been finalized were not part of the summer grade advance/rollover. Contact your CASEMIS staff if a student from the [Need to be Finalized](#) link did not advance to their new grade this year. Review your students with Upcoming IEPs (due within the next 30 days) and EVALs (due within the next 75 days).

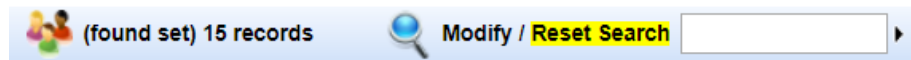
- 🔔 [9 active meetings \(Upcoming dates / Have not been held / Need to be finalized\)](#)
- 🔔 [17 meetings](#) with forms that need to be translated.
- 🔔 [7 students](#) with pending referrals.
- 🔔 [5 students](#) with upcoming IEP, IFSP or EVAL dates as of today.
- 🔴 [1 students](#) with overdue IEP or EVAL dates as of today.
- ⚠️ [1 students](#) whose initial evaluation date is more than 60 days since their parent consent date.

### Upcoming trainings

- **SIRAS for Advanced Users: Training for Trainers** is scheduled for August 14. Register on the [SELPA website](#).
- **Beginner and Intermediate for New Teachers/Case Managers** are scheduled in September and October. Registration is open on the [SELPA website](#).

## IMPORTANT Information for all users in SIRAS

- SIRAS has been undergoing internal alterations to make the system compliant to the new CALPADS standards. During this time, you may encounter bugs related to these alterations. If something does not work as expected, contact Siras at [SIRAS Support](#). Please include details about what you were doing in SIRAS when you encountered the bug, so that we can replicate and remedy the situation. Include a screenshot and a student ID# if it is related to a student record. Siras Systems will make every effort to make this transition as seamless as possible and appreciates your patience during this phase of the CALPADS-CASEMIS integration.
- Use the Reset Search link when you are in a found set and want to bring the rest of your student records back to your list. You will know that you are in a 'found set,' when under the SIRAS logo reads **(found set...)** rather than total number of active records. There is no need to log out and back in again.



- Enter your students' scores on the SBAC/CAA and ELPAC/VCCALPS into SIRAS. Go to the Student Info menu/Special Ed. Profile/Assessment Info to enter scores and levels. Once you have entered the data for one student, move quickly through your caseload using the green arrows on the main tool bar.
- There are [new college and career measures specifically for students with IEPs](#) (grades 9-12+) which may contribute to the College and Career Indicator on the CA School Dashboard. [Start logging your students' work-based learning activities now using the service logs in SIRAS.](#) The measures will be collected annually during the end of year reporting in CALPADS.
- Review your current student list in SIRAS. Use the 'Manage Caseload' button under the Student Info menu to request students to be added or removed from your caseload.
- It is recommended to finalize IEP meetings 24-48 hours after the meeting has been completed. This year, the finalized IEPs will be sent to the CDE as they occur (transactional method) throughout the year. The absence in reporting of an IEP meeting will appear to be late to the CDE and be a compliance concern.
- Use notification links on your home page to monitor your caseload. Review your students who have Active meetings, that have Upcoming dates, Have not been held and Need to be finalized. Review your students with Upcoming IEPs (due within the next month) and EVALs (due within the next 75 days).

- [9 active meetings \(Upcoming dates / Have not been held / Need to be finalized\)](#) ←
- [17 meetings](#) with forms that need to be translated.
- [7 students](#) with pending referrals.
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- [1 students](#) whose initial evaluation date is more than 60 days since their parent consent date.

## IMPORTANT Information for CASEMIS Staff in SIRAS

- District of Accountability is the new term for District of Residence and Reporting LEA is the new term for District Attending. Refer to the blue question mark mouseovers on the MIS Summary for the definitions.
- Exit students who were reported as active in June and did not return to school with an exit date and exit reason. New this year: use the actual date of exit (same as in your SIS), rather than 7/1.
- Go to Tools/SELPA/District/School Admin to enter your district/school progress report dates in SIRAS to match the regular report card dates. This will promote consistent progress reporting and benchmark dates for IEPs that have Goals and Benchmarks.
- Search Case Manager = *blank* (queries students with no case manager) and assign case manager to student.
- Search Predefined Queries for Upcoming +Unscheduled and Overdue + Unscheduled IEPs.


## UPCOMING Trainings in SIRAS

- *Goal Writing in SIRAS* is scheduled for November 6<sup>th</sup>. Register on the [SELPA website](#).
- *SIRAS for Site Administrators* is scheduled for November 12<sup>th</sup>. Register on the [SELPA website](#).


## IMPORTANT Information for all users in SIRAS

- SIRAS has been undergoing internal alterations to make the system compliant to the new CALPADS standards. During this time, you may encounter bugs related to these alterations. If something does not work as expected, contact Siras at [SIRAS Support](#). Please include details about what you were doing in SIRAS when you encountered the bug, so that we can replicate and remedy the situation. Include a screenshot and a student ID# if it is related to a student record. Siras Systems will make every effort to make this transition as seamless as possible and appreciates your patience during this phase of the CALPADS-CASEMIS integration. For more information about the CASEMIS to CALPADS (C2C) transition, see the [C2C News under this link](#).
- Due to the way student meeting records are sent to CALPADS, *Meeting to be continued* has been removed from the parent response options for Initial IEP meetings. If an Initial IEP meeting needs to be continued, do not check meeting held until after the meeting has been concluded. At that time, the meeting will be recorded as held and with the parent response reflecting the conclusion of the IEP meeting.
- When a goal from the Initial/Annual/Triennial needs to be discontinued mid-year, **do not delete the goal**. Instead go to the Student Info menu/Data Collection and Progress/Progress Report and click to 'Add Progress Report'. Enter the Accuracy and Consistency and write details in the Comments area about why the goal is being discontinued, such as 'Goal discontinued on (date) because goal has been attained.' Then mark Final Progress, whether the goal has been met in the Goal Met/Not Met area. At the time of the next progress reporting period, enter N/A in the Accuracy and Consistency and "Goal discontinued on (date)". At the time of the Annual/Triennial review, all goals from the previous year will be accounted for on the Final Progress Report. Coming soon in SIRAS: in the Goal met/Not Met area, staff will be able to indicate the goal was "Discontinued".
- It is suggested that Microsoft Windows users choose Chrome as their browser. Do not use Internet Explorer while working in SIRAS as Microsoft no longer supports Internet Explorer. All other browsers such as Firefox, Edge, and Safari are suitable to use while in SIRAS.
- There is a new resource to assist Preschool teams in determining Preschool Program Setting. [The Preschool Program Setting Questionnaire](#) has been shared with directors, program specialists and preschool teams. Program Settings are used for compliance monitoring, pulled from the Fall 1 Census data collection.
- It is recommended to finalize IEP meetings 24-48 hours after the meeting has been completed. Beginning this school year, finalized IEPs will be sent to the CDE as they occur (transactional method) throughout the year, rather than at the next reporting (formerly 12/1 and 6/30). The absence in reporting of an IEP meeting could appear to be late to the CDE and be a compliance concern.
- Use notification links on your home page to monitor your student records for CALPADS Errors. Click on the link from the homepage to see more details about the data that is missing or incorrect. Contact your Special Education Data Systems (SEDS)/SIRAS data staff person to address the error.

Ventura County SELPA has:

 [4109 CALPADS Errors](#) (imported 10/4/2019 3:06 PM)

[Find Students with Errors](#)

 [5723 active meetings](#) ([Upcoming dates](#) / [Have not been held](#) / [Need to be finalized](#))



## IMPORTANT Information for Special Education Data Systems (SEDS) Administrators in SIRAS

- A [Private School Help sheet](#) has been created to assist SEDS staff in enter data for students who are parentally placed in private schools. For more information on [Private Schools Guidelines](#) see the [SELPA website](#).
- Siras Systems has developed two Padlets of resources. [SIRAS for Admins](#) contains SIRAS Help sheets on hot topics needed for data staff. [Using SIRAS for CALPADS reporting](#) contains help documents for the new process in submitting the Special Education Data and Services (SPED and SSRV) files and certifying in CALPADS.

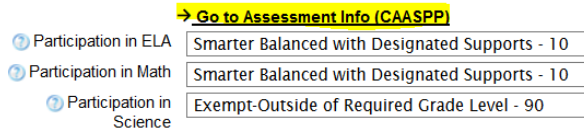
## UPCOMING Trainings in SIRAS

- *Goal Writing in SIRAS* is scheduled for November 6<sup>th</sup>. Register on the [SELPA website](#).
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## IMPORTANT Information for all users in SIRAS

**MIS Summary:** There are two new quick links.

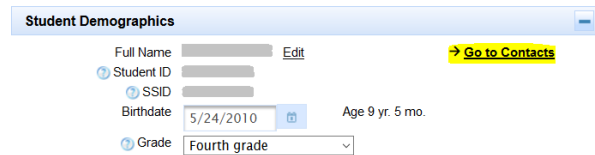
1) Assessment Info, which is directly above the test participations. This will take you directly to the Assessment Info/DRDP tab in SIRAS, where you can view the student's supports and accommodations for ELA, Math, Science, EL and DRDP.



→ Go to Assessment Info (CAASPP)

- Participation in ELA Smarter Balanced with Designated Supports - 10
- Participation in Math Smarter Balanced with Designated Supports - 10
- Participation in Science Exempt-Outside of Required Grade Level - 90

2) Contacts, in the Student Demographics area. This link will take you directly to the Student Profile/Contacts in SIRAS, where you can view the contact cards for the student.



Student Demographics

Full Name  Edit → Go to Contacts

Student ID

SSID

Birthdate 5/24/2010 Age 9 yr. 5 mo.

Grade Fourth grade

**Finalizing Meetings:** Review your homepage regularly for meetings that Need to be finalized. It is recommended to finalize IEP meetings 24-48 hours after the meeting has been completed. Beginning this school year, finalized IEPs will be sent to the CDE as they occur throughout the year, rather than at the next reporting period (formerly 12/1 and 6/30). The absence in reporting of an IEP meeting could appear to be late to the CDE and be a compliance concern.

**Goals and Progress Reports:** If you are noticing that the incorrect goals are in a student's progress report, it may be related to the Parent Response in the current IEP. Go to the IEP Manager and if the Parent Response is the parent Does not accept the plan, Delays consent or Partial consent, and has since changed, then change the Parent Response to Accepts the plan. Once this happens, the goals will archive and advance and your progress report will have this year's goals on them.

**Uploaded Documents:** It is beneficial to upload documents (10 MB or less) to student records that have signatures or are not otherwise in the IEP Manager. If the IEP was created in SIRAS, however, it is recommended to limit uploads accordingly. It is redundant to upload the entire IEP as it already exists in SIRAS. Directions for uploading Documents in SIRAS are found [under this link](#).

**DRDPs** (for infants and preschoolers) are due in SIRAS by December 20<sup>th</sup>. Create a DRDP record by going to the Student Info menu/Special Ed. Profile/Assessment Info/DRDP, fill in DRDP data and click 'Validate' when complete. Fix listed validation errors, re-validate until error free. See the [DRDP help sheet](#) for further instructions.

**ELPAC:** Beginning this Spring, the ELPAC will be a computer-based assessment and for K-2 students administered on paper for Writing and for Reading, Listening and Speaking administered via computer. With the new delivery model, additional Universal Tools, Designated Supports and Accommodations (UDAs) are available. The approved matrix of supports for ELPAC can be found [under this link](#). Alongside the changes to the ELPAC, the ELD form will be changed. The UDAs and new form are in development with an expected release this month. For IEP meetings prior to the new form added into SIRAS, you can write in the UDAs needed for ELPAC into the meeting summary notes using the matrix for available supports.

**Alternate ELPAC:** A new statewide Alternate ELPAC has been designed and approved for students with the most significant cognitive disabilities. This test will replace the VCCALPS in the 2020-2021 school year. This means that this year (2019-2020), if the IEP team determines that your student will take the Alternate, indicate this by checking the box on the new ELD form.

## IMPORTANT Information for Special Ed Data Systems (SEDS) Administrators in SIRAS

**Padlets:** Siras Systems has developed two Padlets of resources. [SIRAS for Admins](#) contains SIRAS Help sheets on hot topics needed for SEDS Admins. [Using SIRAS for CALPADS reporting](#) contains help documents for the new process in submitting the Special Education Data and Services (SPED and SSRV) files and certifying in CALPADS.

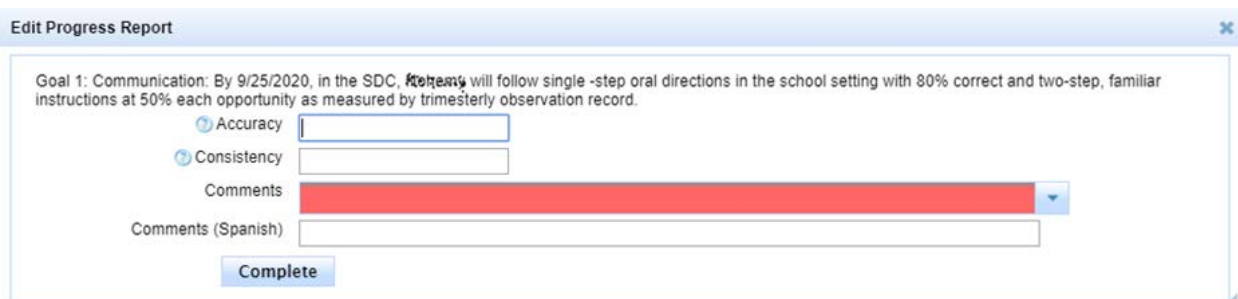
## IMPORTANT Information for all users in SIRAS

### ELPAC

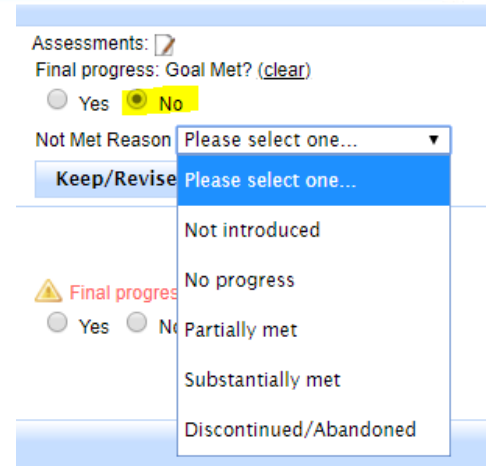
- The new English Language Development form is now in place. Beginning this Spring, the ELPAC will be computer-based. Embedded Universal Tools, Designated Supports and Accommodations (UDAs) are now included and supports are offered for all domains of the assessment, rather than by domain.
- If you have an IEP in development (that has not been held) and have already submitted the old English Language Development form, the old form has turned orange with the message 'Submitted but no longer applicable'. If you see this message, click the red 'X' to the right of the form link and complete the new version of the form.
- An IEP must be held to add accommodations or change supports. This can be done via an addendum/amendment/other review/annual or triennial. Consult with your director/ program specialist for their guidance about the meeting type they prefer in these cases.
- The list of 2019-2020 ELPAC Menu of UDAs are found in SIRAS under the Tools menu/Added Forms/ Menu Options which are based on California Department of Education's [Matrix 4](#).
- Last year's supports will remain listed for your reference in the Student Info menu/Student Profile/Assessment Info tab in SIRAS under Listening, Speaking, Reading and Writing and should be deleted once you no longer need them. The new supports will be listed under the top section labeled 'Overall'.
- There will be an ELPAC export of supports and accommodations for TOMS. This is currently in development and will be ready prior to the first administration of the ELPAC.

### Progress Reports

- In response to user feedback, Siras Systems has expanded the length of the Progress Report Comments line by 3 times its previous length. If the text continues to extend beyond the field parameters, use the left right arrow keys on your keyboard to access the truncated text.



- At the end of the student's year, when filling out the final progress report, if you check that a goal was not met, there is a new menu of choices to provide more information.



### DRDP

- **DRDPs must be entered into SIRAS by December 20.** The Infant DRDP can be archived for students who transition to Preschool after they have been assessed. Click on **edit** on the DRDP interface. No need to re-assess as a preschooler.



**IMPORTANT** Information for Special Ed Data System Administrators in **SIRAS****CALPADS Certification**

- In addition to sending SIS data to CALPADS this fall, LEAs must send SIRAS data (SPED and SSRV) files. **LEAs need to approve their SPED along with the regular CALPADS certification for Fall 1.** Following LEA approval, SELPA approves the certification.
- Remaining errors and warnings in SIRAS may not be relevant to your ability to approve your SPED data since approval is as of 10/2/2019. Remaining errors and CALPADS certification must indicate no fatal errors related to SPED records and all remaining warnings related to SPED are reviewed for resolution and/or clearly understood.
- If you plan to send changes after certification during the amendment window, the LEA team must communicate with each other and SELPA. Changes made after a snapshot is approved will not appear in the certification unless the snapshot is un-approved and re-approved again to accept the latest changes.
- The CALPADS reporting period is ending 12/20/2019, but SELPA will need time to review the SPED reports in advance. Any LEAs concerned they may not be able to approve their SPED data before 12/13 please make an appointment with [brian@sirassystems.com](mailto:brian@sirassystems.com) for a 1 on 1 webinar to review your remaining fatal errors. For additional support, review CALPADS Flash reports 161, 165 and 166. These resources and more can be found on the SIRAS Padlet @ <https://padlet.com/siras/siras4calpads>.

**Updates in SIRAS**

- **Exit Reason 74 'Dropped Out' will be discontinued** in SIRAS at the end of 2019. Please use this time to search for students exited after 7/1/2019 with this reason to comply with the direction of CALPADS Flash 166.

**Certification Errors**

- If you have **SPED 0406 or SPED 0434 errors**, please send screenshots of the student's SPED and SSRV records directly from CALPADS to [brian@sirassystems.com](mailto:brian@sirassystems.com) so he can advise on the best solution. Please follow the instructions for providing screenshots of CALPADS found in the 'SIRAS CALPADS Support Template' document in the [SIRAS Padlet](#).

**CAASPP and ELPAC data export to TOMS**

- The TOMS export is still required this year. Beginning in 2020, we believe there will be an ability for CALPADS to receive CAASPP and ELPAC data directly thru the API, along side the SPED and SSRV files.
- In order for students to have TOMS accommodations, **at least one SPED record must be sent from your district to CALPADS to indicate the student is in SPED at your district.**
- An ELPAC export will be released in January.

**DRDP**

- DRDPs are being reported by the SELPA as in past reporting periods. All data are due in SIRAS by December 20.
- Provide SELPA with a list of Unable To Rate DRDPs including SSID and the reason for no ratings. Use the 'DRDP Exception List' found on the [Padlet](#).
- Remember to export your caseload of DRDP records after DRDPs are complete, but before you go on break. This reporting period should be the last time you need to do this manually. *Next reporting period, SIRAS will be working with DRACCESS implement a method to send all user DRDP data directly to DRACCESS for you automatically so you don't have to export it from SIRAS and import it into DRACCESS. This will only work if the email you have in SIRAS matches the email you have on file with the DRACCESS.org website.*

**IMPORTANT INFORMATION** for all users in SIRAS

**Get Ready for CAASPP testing:** This is a great time to start reviewing your CAASPP data in SIRAS and to schedule IEPs needed to make necessary changes prior to the data export to TOMS. The [TOMS Export Help Sheet](#) contains guidance for case managers on data review, for SIRAS administrative staff on the data export for TOMS and for test coordinators on the upload of test supports and accommodations to TOMS.

**Get Ready for ELPAC testing:** This Spring (beginning as early as February 1), the Summative ELPAC will be administered electronically for the first time. Universal Tools, Designated Supports and Accommodations similar to those for the CAASPP, will be available for the ELPAC. A menu of the new supports available can be found in Tools/Added Forms/Menu Options. Changes to the menus on the ELD form and new supports were added in November. Now, it is time to conduct a review of the participation and supports for your caseload, grades TK through twelve. Starting this process now should allow you time to hold IEP meetings needed to add or change supports for the ELPAC and prepare the data for export prior to the beginning of testing.

You can review your caseload in two different ways: 1) To review your entire caseload of English Learners at a glance, go to the Tools menu/Student Lists/Predefined Lists/ EL Test Participation. 2) To look up supports for a single student, choose a student from your caseload and go to the Student Info menu/ Special Ed. Profile/ Assessment Info tab in SIRAS. You will also have a record of the supports previously on the IEP for the paper-pencil version of the ELPAC by domain (listening, speaking, reading and writing). This is for historical reference, for your use in assisting you to determine the supports needed for the electronic version of the assessment. Please note that if your student(s) are taking an alternate to the ELPAC (VCCALPS), there are no additional supports needed, as the assessment is administered in the student's preferred learning mode.

Student data will need to be reviewed for proper participation (ELPAC or VCCALPS) and supports needed. The information in the column labeled 'Participation in EL\_Overall' of the EL Participation List or the section labeled 'Participation in ELPAC' on the Assessment Info tab will be exported to TOMS. If the information in is incorrect or incomplete, please make the corrections and hold an IEP meeting prior the testing window in your district. Contact your director or program specialist of guidance as to which type of meeting to hold.

In order for your ELPAC Coordinator to have sufficient time to export supports to TOMS prior to testing, they will need to have the data ready in SIRAS at least two weeks prior to the first day of testing. Please check with your director, program specialist, SIRAS data administrator and/or your ELPAC testing coordinator for their due date.

The [TOMS Export for ELPAC help sheet](#) details specific instructions for case managers, SIRAS data administrators and notes for the ELPAC test coordinator.

**Core Content Connectors are coming soon to the Goal Wizard:** Core Content Connectors (CCCs) identify the most salient grade-level, core academic content in ELA and Mathematics found in the [Common Core State Standards \(CCSS\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next grade level, and identify priorities in each content area to guide the instruction for student learning for the California Alternate Assessment (CAA). Goal stems containing the English Language Arts CCCs and their broken-down counterparts will be added to the Goal Wizard shortly. Math CCCs are expected to be in SIRAS over the next few months.

**SAVE THE DATE:** The Spring training meeting for SIRAS and CALPADS data administrators and is scheduled for Friday, April 3. The flyer will be emailed.

## IMPORTANT Information for all users in SIRAS



**Get Ready for CAASPP testing:** This is a great time to start reviewing your CAASPP data (SBAC and CAA supports) in SIRAS and to schedule IEPs needed to make necessary changes prior to the data export to TOMS. The [TOMS Export Help Sheet](#) contains guidance for case managers on data review, for SIRAS administrative staff on the data export for TOMS and for test coordinators on the upload of test supports and accommodations to TOMS. There is also an export for ELPAC supports for which the process is essentially the same. The [TOMS Export for ELPAC help sheet](#) details specific instructions for getting ready for ELPAC.


**The Core Content Connectors are now in the GoalWizard:** Goal stems containing the English Language Arts Core Content Connectors (CCCs) and their broken-down counterparts have been added to the GoalWizard. CCCs identify the most salient grade-level, core academic content in ELA and Mathematics found in the Common Core State Standards (CCSS). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next grade level, and identify priorities in each content area to guide the instruction for student learning for the California Alternate Assessment (CAA). Math CCCs are expected to be in SIRAS within the next few months.

**Finalizing Meetings:** Review your homepage regularly for meetings that Need to be finalized. It is recommended to finalize IEP meetings 24-48 hours after the meeting has been completed. Finalized IEPs are sent to the CDE as they occur throughout the year. The absence in reporting of an IEP meeting could appear to be late and a compliance concern to the CDE.


**CALPADS Errors and Warnings:** Use notification links on your home page to monitor your student records for CALPADS Errors. Click on the link from the homepage to see more details about the data that is missing or incorrect. Contact your Special Education Data Systems (SEDS)/SIRAS data administrator to address the error.

### Ventura County SELPA has:

 [2017 State Program Errors/Warnings \(generated 2/3/2020 10:14 AM\)](#)   
[Find Students with Errors](#)

 [7081 active meetings \(Upcoming dates / Have not been held / Need to be finalized\)](#)

### Number of student records preferences:

 119 records

If you would like to view your Active and Pending students at all times, there is now a mechanism in Tools/My Account or Tools/Manage Users/Edit Preferences where you can tell SIRAS if you want to view Active/Pending. [Click Update Preferences](#). This preference will assist staff who are involved with initial evaluations and will be in effect each time you login. Change your preference back to Active only at any time by going to your account and click update.

## IMPORTANT Information for Special Ed Data Systems Administrators in SIRAS

**DRDP:** The SELPA has now submitted the Fall DRDP. This is the time to export your caseload of DRDP records upload DRDP data file to DRACCESS.org to print student level reports before the DRDPs are cleared out of SIRAS for Spring reporting. Go to Tools/Data Export to begin the process. Refer to the last section of the [DRDP Help sheet](#) for further instructions. This reporting period should be the last time you need to do this manually. *Next reporting period, SIRAS will be working with DRACCESS to implement a method to send all user DRDP data directly to DRACCESS.*

**CALPADS Reporting:** Any LEA in need of support surrounding CALPADS reporting, please make an appointment with [brian@sirassystems.com](mailto:brian@sirassystems.com) for a 1 on 1 webinar. Remember to include members of your data team from the special education and student information offices. For additional support, refer to the SIRAS Padlets for [CALPADS Reporting](#) and for [SIRAS Admins](#).

**SAVE THE DATE:** The Spring training meeting for SIRAS and CALPADS data administrators and is scheduled for Friday, April 3. The flyer will be emailed.



## **IMPORTANT** Information for all users in **SIRAS**

**Add Page feature:** In the past, when using the Add Page feature for a multi-page form, the additional pages would all be placed together at the end of the multi-page form. To alleviate difficulty with the readability and flow of the document, the additional pages will now appear right after the page it was added to. For example, when using the Comprehensive Behavior Intervention Plan (CBIP), a three-page form, an Add Page appended to page one of the forms will now appear right after the first page, rather than after the third page.


**Get Ready for CAASPP testing:** This is a great time to start reviewing your CAASPP data (SBAC and CAA supports) in SIRAS and to schedule IEPs needed to make necessary changes prior to the data export to TOMS. The [TOMS Export Help Sheet](#) contains guidance for case managers on data review, for SIRAS administrative staff on the data export for TOMS and for test coordinators on the upload of test supports and accommodations to TOMS.

**Core Content Connectors are now in the GoalWizard:** Goal stems containing the English Language Arts Core Content Connectors (CCCs) and their un-packed counterparts have been added to the GoalWizard. CCCs identify the most salient grade-level, core academic content in ELA and Math found in the Common Core State Standards (CCSS). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next grade level, and identify priorities in each content area to guide the instruction for student learning for the California Alternate Assessment (CAA). Math CCCs are expected to be in SIRAS within the next few months. As a reminder, un-packed CCSS goal stems are in the GoalWizard for ELA/Math which guide instruction for the Smarter Balanced Assessments of California (SBAC).

**Finalizing Meetings:** Review your homepage regularly for meetings that Need to be finalized. It is recommended to finalize IEP meetings 24-48 hours after the meeting has been completed. Finalized IEPs are sent to the CDE as they occur throughout the year. The absence in reporting of an IEP meeting could appear to be late and a compliance concern to the CDE.

**Errors and Warnings:** Use notification links on your home page to monitor your student records for CALPADS Errors and Warnings. Click on the link from the homepage to see more details about the data that is missing or incorrect. Contact your Special Education Data Systems (SEDS)/SIRAS data administrator to address the error.

Ventura County SELPA has:

 [2221 State Program Errors/Warnings](#) (generated 2/29/2020 2:28 PM)



## **IMPORTANT** Information for Special Ed Data Systems Administrators in **SIRAS**

**Need to be Finalized:** Review IEP meetings that have been marked as held, but not finalized in the home page notification link. Remind your case managers to finalize meetings and edit the parent response as appropriate.

**Spring DRDP:** All infants and preschoolers who have begun SPED services before March 1 (in any district), both enrolled with you at the time we turn in DRDP and students who have exited SPED, will need to have a DRDP. *DRDP data must be entered into SIRAS by Friday, May 29<sup>th</sup>.* Locate all DRDP eligible students by going to the Search button/Predefined Queries. See the [DRDP Help Sheet](#) for more information.

**Post-secondary outcome surveys:** The 2020 survey form will be released in March.

**CALPADS Reporting:** It is recommended to send your SENR, SPED and SSRV files regularly throughout the year.

**CALPADS/TOMS:** When new students enroll, update the MIS Summary and archive the record. Missing SENR, SPED and SSRV records in CALPADS will affect the status of newly enrolled students in TOMS.

**CALPADS CERT Errors:** Review your CERT Errors regularly and directly in CALPADS, being mindful that State Program Errors and Warnings in SIRAS are a reference only for data entry concerns.

**SIRAS/CALPADS Support:** Any LEA in need of support surrounding CALPADS reporting, please make an appointment with [brian@sirassystems.com](mailto:brian@sirassystems.com) for a 1:1 webinar. Remember to include members of your data team from the special education and student information offices. For additional support, refer to the SIRAS Padlets for [CALPADS Reporting](#) and for [SIRAS Admins](#).

## Guidance for SIRAS Admins

### Where can I find the SPED guidance from CDE?

Refer to [CDE SPED COVID-19 Guidance](#).

### Should I enter an overdue delay reason if the “late” meeting has yet to be held?

No, wait until the meeting is actually held. Follow guidance about noting reason for delay from your LEA, e.g. into the Scheduling notes of the IEP Manager, and/or in Student Info/Student Profile/Notes, and on the additional page of the IEP meeting (once it is held). For annual or triennial IEP reviews that fall on a day when the LEA is closed due to COVID-19, the CDE will take the exceptional circumstances causing the delay into consideration for purposes of LEA compliance monitoring. Use the delay reason of School Break as the reason for reporting overdue meetings to CALPADS.

### How do I mark school closures in the calendar of SIRAS?

Go to Tools/SELPA/District/ School Admin to create 2 new calendar events and enter the dates according to the instructions. Enter the dates the school was completely out (no services being offered) as a School Holiday and enter the date that distance learning began as a Non-Holiday. See example below.

School Holiday	School Closed COVID	3/14/2020	3/22/2020
Non-Holiday	Distance Learning Began	3/23/2020	3/23/2020

### My director is asking for a list of all students with SAI for each school, a list of all students with Speech for each school and so on. How do I get these lists?

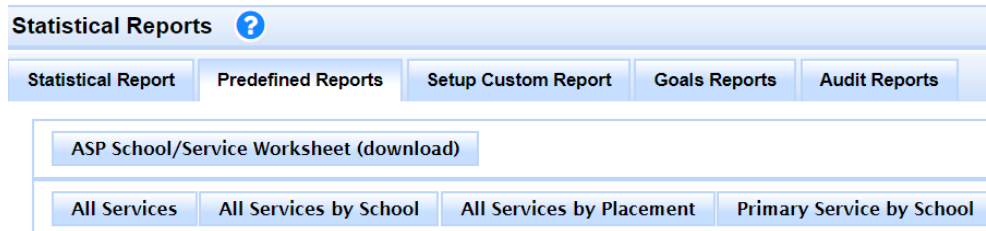
SIRAS has developed new Export Presets to make filling these requests easy. Go to Tools/Data Export/Export Presets. Choose a service from the menu below the new ‘Service by’ button, then click the ‘Service by’ button, then Start Process-Generate Export. Your export will query students receiving the category of services referenced in the menu choice and prepare a services export for you in My Finished Exports at the bottom of the page. Open the excel sheet, use your filters and sorting functions to prepare the report for your director.

**Export Presets**

CALPADS Student Data	CALPADS Service Data
CALPADS Post Secondary File	Student Data
Service Data	Services by Type
	All Services

## Is there a report that has the total service minutes by school and services?

Yes, go to Reporting/Statistical Reports/Predefined/All services by school. This will total the minutes per each service at the school.



## My district sent a PWN to each student. What do I need to do in SIRAS?

If you would like to keep a PDF copy in SIRAS, you can upload a copy of the PWN to the student record in SIRAS (Student Info/Student Profile/Documents File).

## Do I make changes to the services on the MIS Summary to reflect the Distance Learning in the PWN?

The MIS Summary should reflect the student's current services and setting. We are currently confirming that the CDE will want the temporary changes to services sent to CALPADS. If they do, they will need to be reflected on the MIS Summary, using the begin date of services from the letter.

## Do I need to change the Program Setting to reflect the Distance Learning in the PWN?

We are currently waiting for guidance from the CDE on this. Please hold off on making these changes until further notice.

## Do I need to make changes to the MIS Summary when everyone comes back to school and full implementation resumes?

The MIS Summary should reflect the services and setting a student is currently receiving. Once the regular school session resumes, LEAs should plan to make individualized determinations, in collaboration with the IEP team, regarding whether or not compensatory education and services may be needed for a student. Educational need can be measured by assessing whether or not the student continued making progress in the general education curriculum, or alternative course of study specified in their IEP, or toward meeting their individualized IEP goals and/or if any regression occurred during the period of school site closure.

**I am working from home due to the closure and cannot print my post-secondary surveys to mail them out. What should I do?**

We have not had an extension on the CALPADS EOY 4 submission. We may not get one and should devise alternative means of getting the info we need via phone calls or other communication methods. As always, team up with your WorkAbility staff. Work with your local team, including your director to determine the best way to glean the information needed for the Post-secondary follow up.

## Guidance for District Administrators

**Where can I find the SPED guidance from CDE?**

Refer to [CDE SPED COVID-19 Guidance](#).

**How many annuals (and for whom) are due in the next month? Or Two?**

Go to your homepage and click on the Upcoming IEPs. The found set are due within the next month. To determine how many are due in subsequent months, go the search button and add criteria Last IEP between for example, 4/26/19 and 5/26/19, then press Search to list. This process can be replicated for Triennials using the Upcoming Triennial link in the same way.

**When IEP meetings resume, what order should we hold them in?**

These discussions are occurring right now. Factors to consider in prioritizing are C to B transitions, meetings that are most feasible to hold over the phone/alternate communication methods, initial evaluations, the level of impact of the closure on student functioning, and meetings due by chronological order. We have directed these types of questions back to the SPED Directors.

**Teachers and specialists are asking whether they should fill out the IEP progress reports?**

Have them fill out the next progress report according to your regular report card dates. A new comment has been added in the Progress Report- 'Progress up through date of school closure beginning \_\_\_\_\_'. Subsequent reports will need to include progress made during distance learning. Contact your director for specific guidance about measuring progress during distance learning, A new option in the Reason Not Met menu can be used if the 'School closure affected progress.'

**My LEA has DINCs. Are they still due on May 15, 2020?**

No, the deadline has been delayed, without a new date given. More info to come.

**The DRDP due date in SIRAS is May 29<sup>th</sup>. Are we still expected to do our observations and fill out the DRDP in SIRAS?**

K-12 statewide assessments (SBAC/CAA/ELPAC) have been cancelled for this Spring. We are awaiting an official notice from the CDE about the DRDP.

**We are holding IEP meetings virtually. How can we obtain parent signature for consent?**

This is a current topic for discussion possible development in SIRAS. In the meantime, please communicate your guidance with your teams. See below for ideas for obtaining written consent. Include the parent's name and date of verbal consent in the meeting notes.

- Send home a copy of the IEP with an extra copy of the Agreement and Attendance form and a self-addressed-stamped-envelope for the parent to sign and return. Document the date and manner it was sent. Then, upload a copy of the signed form to the student's SIRAS record.
- Ask the parent to sign the hard copy of the document and text/email it. Then, upload a copy to the student's SIRAS record.
- If parent does not have a hard copy of the IEP, follow up by sending an email to the parent requesting they confirm the verbal consent given during the meeting in an email reply. Save a copy of the email chain and upload that email chain to the student's record in SIRAS.
- Offer an electronic signature option.
- If you were only able to obtain verbal consent, make record of the consent in the following places in SIRAS:
  - Scheduling Notes of the IEP Manager
  - Meeting notes of the current IEP
  - Meeting notes of the subsequent IEP meeting (where you are able to obtain written consent)

## Guidance for Case Managers and Service Providers

**Where can I find the SPED guidance from CDE?**


Refer to [CDE SPED COVID-19 Guidance](#).

**Should I fill out the Service Log while school is out during closure?**

For the time period while the district/school is not offering distance learning (school completely out), do not mark anything in the log. Dates school is completely out are kept in the SIRAS Calendar, which would be referenced once meetings resume and may be noted in the IEP meeting notes. Once we are offering distance learning, resume logging services. There are new options within the service log in SIRAS to log distance sessions. See screenshot.



**Create New Service Log**

Service Provider Joanna Della Gatta  
 Provider Role  No provider roles assigned

Type of Service 

- Please select one...
- IEP**
- Service Delivered
- Service Delivered w/o Progress Rpt
- Distance Learning
- Distance Learning w/o Progress Report

### Should I fill out the IEP progress reports?

Fill out the next progress report according to your regular report card dates. A new comment has been added in the Progress Report- 'Progress up through date of school closure beginning \_\_\_\_\_'. Subsequent reports will need to include progress made during distance learning. Contact your director for specific guidance about measuring progress during distance learning, A new option in the Reason Not Met menu can be used if the 'School closure affected progress.'

### What resources can I pull from SIRAS to assist with planning distance learning?

Accommodations: Pull lists of your students' current accommodations by going to Reporting/Student Lists/Predefined/Classroom Accommodations. Pull the Accommodations forms for each student by going to Tools/Labels and Batch/ Batch Forms/Classroom Accommodations or Preschool Strategies and Adaptations (for preschool students).

Goals/Objectives: To print a spreadsheet of your students' goals, go to Tools/Data Export/ Data Set= Goals. Press Start Process- Generate Report. You will find your spreadsheet in the My Finished Exports area at the bottom of the Data Export page.

Services Export: SIRAS has developed new Export Presets. Go to Tools/Data Export/Export Presets. Choose your service from the menu below the new 'Service by' button, then click the 'Service by' button, then Start Process-Generate Export. This will result in a services export for you in My Finished Exports at the bottom of the page. Open the spreadsheet and use the filters and sorting functions to print the list in a way that is most helpful to you.

**Export Presets**

CALPADS Student Data	CALPADS Service Data
CALPADS Post Secondary File	Student Data
Service Data	Services by Type <input type="text" value="All Services"/>

## **When IEP meetings resume, what order should we hold them in?**

Prioritizing is up to your director. Contact your director for guidance.

## **I am not able to login to SIRAS because I don't know my password. I am working from home and I have my SIRAS password at work. How can I get my password reset?**

You have the ability to generate a password reset link sent to your email. Go to the SIRAS login page, type your username and attempt your password. When the incorrect password is entered, an email password reset link button appears underneath the password field. Click on that link to have a password reset sent to your email inbox. If you don't see it right away, check your junk mail. After resetting your password, please do not save it in your browser. Write it down and keep it in a safe place to access from home, in case you have trouble recalling it in the future.

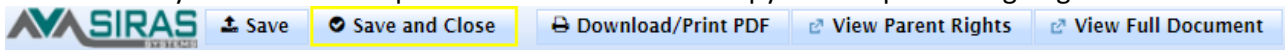
## **We are holding IEP meetings virtually. How can we obtain parent signature for consent?**

This is a current topic for discussion. Please communicate with your director for guidance. See below for ideas for obtaining written consent. Include the parent's name and date of verbal consent in the meeting notes.

- Send home a copy of the IEP with an extra copy of the Agreement and Attendance form and a self-addressed-stamped-envelope for the parent to sign and return. Document the date and manner it was sent. Then, upload a copy of the signed form to the student's SIRAS record.
- Ask the parent to sign the hard copy of the document and text/email it. Then, upload a copy to the student's SIRAS record.
- If parent does not have a hard copy of the IEP, follow up by sending an email to the parent requesting they confirm the verbal consent given during the meeting in an email reply. Save a copy of the email chain and upload that email chain to the student's record in SIRAS.
- Offer an electronic signature option.
- If you were only able to obtain verbal consent, make record of the consent in the following places in SIRAS:
  - Scheduling Notes of the IEP Manager
  - Meeting notes of the current IEP
  - Meeting notes of the subsequent IEP meeting (where you are able to obtain written consent)

## New Features and Features in Development in SIRAS

- **Electronic Signature:** Siras Systems has created the ability to send forms electronically, such as, the Meeting Notice, the Assessment Plan and the Agreement and Attendance forms, to non-SIRAS users (Parent/Guardian, General Education Teacher or Other Participants). Click [here](#) for further directions. Please contact [support@sirassystems.com](mailto:support@sirassystems.com) if you have questions or suggestions concerning this feature.
- **Parent Rights:** When the forms are opened by the parent, they will see a link to view an electronic copy of the Parent Rights. The Parent Rights have been added as an optional form to the Pre-Meeting tab, for easy download and/or printing.
- **Highlighted Fields:** When the Agreement and Attendance form is opened by the parent, the areas they need to initial are now highlighted in yellow. The case manager will not see the yellow highlights in the IEP Manager, only the parent as the recipient. The Save and Close button is also highlighted yellow to remind parents to click that button to send the form back to SIRAS.
- **DRAFT IEP:** When the Agreement and Attendance form is opened by the parent, there is now a link to the full document. When the parent clicks View Full Document, a copy of the draft IEP with DRAFT watermark automatically on the IEP. The parent can download this copy to read prior to signing the form.



- **Spanish Forms:** When the Translation Req'd box is checked and the forms are developed in Spanish, the parent will receive the form, associated instructions and the draft of the IEP in Spanish, as well as see buttons with Spanish translations.
- **Awaiting Parent Consent:** SIRAS has added a new Parent Response, 'Meeting Continue/Awaiting Consent,' which advances only the IEP meeting dates in the MIS Summary. Once consent is received, select 'Accepts the Plan' and then Finalize.
- **504 and SST Forms:** All of the 504 and SST form links for electronic signatures are ready for use.
- **Link to Finalized IEP:** SIRAS is developing a password protected link for the final IEP that can be emailed to parents or other participants; more information will be shared once completed.
- **Finalizing IEP Meetings during COVID-19:** SIRAS is developing a way to finalize unresolved IEP meetings. The case manager will enter the meeting delay reason and force finalize unresolved IEP meetings before we leave for summer. This will enable the correct information to be reported to CALPADS and prevent a compliance issue. Finalized IEP meetings that need to be continued or were not held prior to 6/30/2020 can be reactivated in the Fall. See [Finalizing Open IEPs During COVID-19 help sheet](#) for specific scenarios.

## IMPORTANT INFORMATION for [All Users](#) in SIRAS

- **Work-Based and Classroom-Based Experience:** Last year, two college/career indicators were released by the CDE which to be collected by CALPADS through the IEP system (SIRAS). The [CALPADS Flash #174](#) released on 4/1/20 renamed and redefined both indicators designed to meet the rigor and accountability of the other college/career measures that contribute to the CA School Dashboard. Check with your program coordinator for their guidance for data collection and submission and read more information on the [College Career help sheet](#) linked here.

## IMPORTANT INFORMATION for [SIRAS Administrators](#) in SIRAS

- **DRDP:** In light of school closures due to the COVID-19 pandemic, the CDE is not requiring the submission of rating records that would have been completed between March 16th and June 30th, 2020. You should submit any DRDP rating records that were completed prior to March 16th. Do not submit any partially completed rating records. Enter records completed prior to March 16th into SIRAS by May 29th.
- **Overdue as of 6/30/20:** Currently, meetings without meeting dates are not sent to CALPADS. Siras Systems is developing a way to send meeting delay reasons for open IEP meetings that are due by 6/30/2020, but no meeting will be held.

## UPDATES to Existing Features in SIRAS

- The Meeting Excusal form now has an 'Add Page' button for continued meetings.
- Meeting to be continued/Awaiting Consent has been renamed to Awaiting Consent. **If a meeting has been held and needs to be continued, do not check meeting held until the meeting is completely done.** SIRAS is developing changes to the program for continued meetings. See below for more information about finalizing IEP meetings.
- The Progress Report has a new tab called 'Links' that show a history of when the parent has opened the link to view the Progress Report. The SIRAS user will also receive a message when parent has opened the Progress Report link.
- The Parent initial and signature fields have been locked for all users except the parent. The parent can sign those fields through the link sent after the meeting has been held.
- SIRAS will continue to develop improvements and features related to the Electronic Signature, including form related changes over the summer. More details to come in subsequent newsletters related to these changes.

## IMPORTANT Information for all users in SIRAS

- Finalize your completed meetings (if possible), prior to leaving for Summer Break. If you have questions or are unsure about a situation, contact your District Administrator, SIRAS Administrator and/or SIRAS Support.
- If there is a meeting that has not and will not be held (ever), you should [Force Finalize it as abandoned](#).
- If an IEP team met and completed the meeting without the parent, mark it as Held, Parent did not attend.
- For meetings that have been Held and Awaiting written parent consent, attempt to obtain the signature again by re-sending the link and/or mailing a copy home with a self-addressed stamped envelope. Following unsuccessful attempts to obtain written consent, finalize the IEP in coordination with your district director's timeline. If finalizing without written consent, use the parent response of Does not accept the plan. If/when signatures eventually come in, the Parent Response and the MIS Summary will need to be updated and re-archived by the SIRAS Administrator for CALPADS reporting. Contact him/her if you change the parent response after finalizing.
- For all open Annual/Tri/Reevaluation/Review (30 day) IEP meetings where the meeting date is overdue, enter the appropriate Meeting Delay Reason. Once the meeting is Held and Finalized, the Meeting Delay Reason will be sent to CALPADS along with the rest of the meeting data. If the meeting will not be Held by the end of the school year, or will need to be continued next school year, it may be left open. Do not check Meeting Held unless all continuations are complete.
- For Initial Evaluation meetings finalized with the Parent Response of Does Not Accept the Plan (Initials only), contact your SIRAS Administrator. The services will need to be removed and the Plan Type changed to Eligible-no IEP, other reason (800) on the MIS Summary, archived and sent to CALPADS.
- If a student with an open meeting in SIRAS is moving out of district over the Summer, verify Scheduling Notes and meeting data in the IEP Manager are up-to-date for the next case manager and then [Force Finalize as Unresolved](#).
- Over the summer, all SIRAS records will be grade advanced and Next Year's Data applied. If there is an open meeting and Meeting Held has been checked; the record **will not roll over** until the meeting is finalized.
- The End of Year (EOY) data pull is fast approaching. Refer to Errors and Warnings on your SIRAS Home Page and on the MIS Summary page that alert you to compliance concerns. If you are unsure how to resolve Errors and Warnings, contact your SIRAS Administrator for assistance before you leave for summer.

## IMPORTANT Information for SPED Data Administrators in SIRAS

- The SELPA EOY due date is July 1, 2020. HS districts export your PSTS. NPS discipline must be reported by the district. Review the DSEA extract. CERT Errors in CALPADS must be zero. Verify all CERT Warnings are understood. The SIRAS/CALPADS district teams must review EOY 3 Discipline reports (District + NPS students) 7.6-7.8, EOY 4 reports 16.1-16.6, and Postsecondary 17.3-17.4 (HS only) prior to LEA Approval. SELPA Approval will follow.
- Enter Progress Report dates and School Holidays in excess of 5 days in Tools/SELPA-District-School Admin for the 2020-2021 school year.
- End of Year webinars are scheduled for June 10, June 23, July 7 at 1:00pm, offered via Zoom. The SELPA's Fall 1 training meeting is scheduled for August 28<sup>th</sup>, offered via Zoom. Registration to follow.

*On behalf of the SELPA, thank you for all that you do. Have a great summer!*