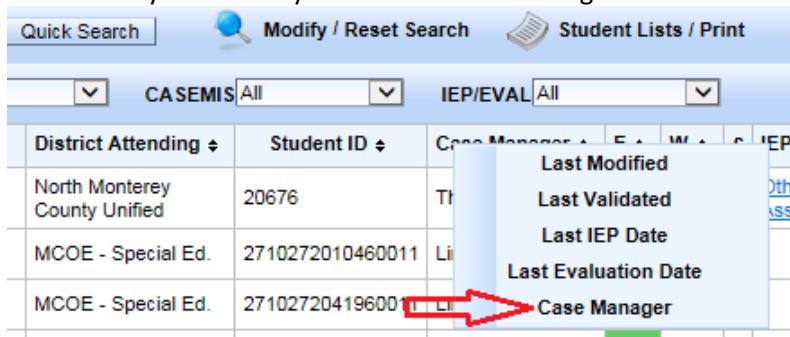


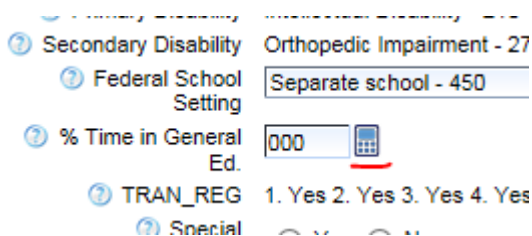
August, 2015

New **HOT** Features Introduced in response to user requests

- When using your Choose Student list, right click on “Last Validated,” you can now choose “Case Manager.” This will allow you to view your list with case managers listed.



- The Percentage in General Education Calculator is back! It can be found on the MIS Summary page. Use this tool for accuracy and consistency for percentage of general education minutes on your IEPs.



- Beginning in September, SIRAS passwords will be reset at the district level, which will streamline the process of password resets and the set-up of new user accounts. Be aware of more information as we approach September.

COOL Changes Made to Existing Features to make life easier

- A new IEP icon has been added to the bottom of the main toolbar. The user can access the current IEP by clicking on this icon. If an IEP had not been created in SIRAS then it will not show. You can also access the current IEP to the left of the name in the “Choose Student” list as before.



- There will soon be a data bridge from your school’s student information system (Zangle, Q, Aires) for suspension and contact information.


IMPORTANT Reminders for case managers when using **SIRAS**

Private School Students

When a student attending a private school is referred for special education services, the student should be entered into SIRAS as though s/he was attending his/her home school with school type as public school while the assessment is being conducted and the IEP is being developed. If the student is found to be eligible, the IEP will offer services at the home school. If the parent does not want to enroll the student in public school, the student may be offered services through an ISP (Individual Services Plan), depending on district guidelines. At this point the School Type should be changed to *Private school non-certified*, and the School Attending should be changed to the name of the Private School. The private school name for students taught at home by their parents is “School with No Name.” If an ISP is developed the plan type will automatically be changed to ISP (20). If an ISP is not developed, the plan type should be manually changed to Eligible, no plan, parent placed in private school (70).

September, 2015

New **HOT** Features Introduced in response to user requests

- Siras Systems, Inc. is announcing a new protocol which will enhance users' experience with support. SIRAS has welcomed Michael Brown to manage SIRAS Support and the new protocol. Michael is from Bakersfield and brings with him an extensive background working with SIRAS. He has a Master of Arts in Education and a Bachelor of Science in Business and has been working in education for the past 10 years.
- 
- A photograph of Michael Brown, a man with glasses, wearing a light blue and white checkered button-down shirt and a grey tie. He is standing in an office environment with a computer monitor and other office equipment visible in the background.
- When encountering a bug, if you need further support or have a question about how to do something, please follow these steps: 1) Try to solve the problem yourself first using the SIRAS Support page under the Tools menu and the **blue (?)** buttons throughout SIRAS; 2) Ask another user who is technically savvy or more familiar with SIRAS; 3) If the problem persists contact our new SIRAS support email anytime at support@sirassystems.com or our SIRAS Support hotline 844-33 SIRAS or (844) 337-4727 open Monday through Friday between 8am and 6pm. You are welcome to leave a message after hours and we will return your call as soon as possible.
 - Please **do not** use our old email or phone as it will be less expedient than using the SIRAS Support email or the SIRAS hotline.

COOL Changes Made to Existing Features to make life easier

- The CAASPP menus for Universal Tools, Designated Supports and Accommodations in SIRAS have been revised for this school year. If the IEP team determines that the student needs "Breaks" for the computer based SBAC for ELA or math, it is embedded and you do not have to choose any items from the dropdown menu. If, however, the student will need "Breaks" for either ELA or math paper pencil tests, you must chose "Breaks (for paper-based tests)," in the dropdown Non-Embedded Universal Tools menu. If the IEP team determines that your student will need text-to-speech for the items **and** passages for students in grades 6-8 and 11 in ELA, select text-to-speech in the Designated Supports Embedded dropdown menu **and** in the Accommodations Embedded dropdown.
- The Record of Changes page is no longer needed to indicate Next Year's State Assessment participation. Once CAASPP testing has been completed in your district, the CAASPP page will reflect the student's participation in the next grade. For diploma-bound students, CAHSEE participation for next year is indicated on the Course of Study page.
- You can now indicate services for ESY that are only related services, on the LRE page. This will be especially helpful for your students who receive ISES or only a single related service for the summer.

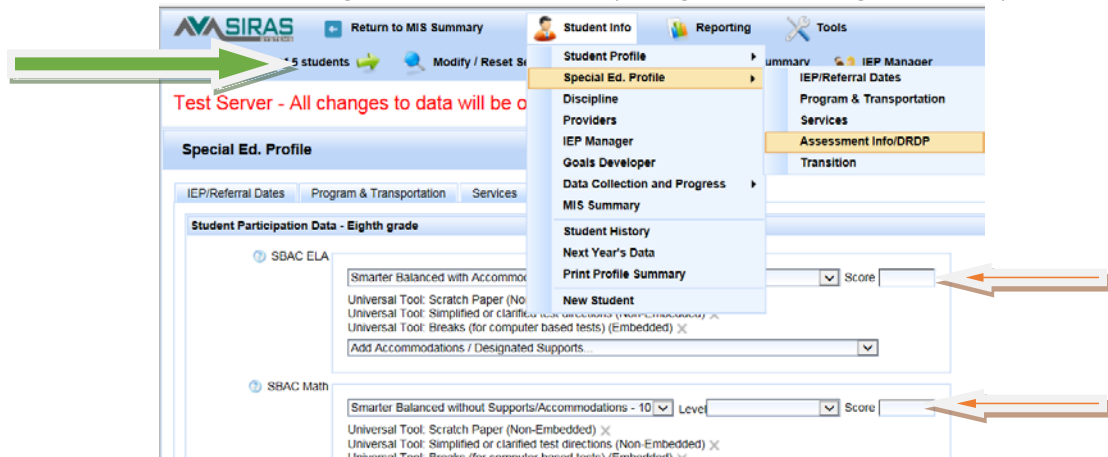
IMPORTANT Reminders for all users when using **SIRAS**

- Beginning in September, SIRAS passwords will be reset at the district level, which will streamline the process of password resets. Please contact your district CASEMIS staff directly **using your district email account** if you have password trouble.

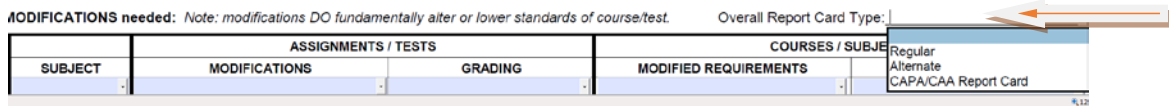
October, 2015

New **HOT** Features Introduced in response to user requests

- SBAC Levels have replaced the CST levels on the Present Levels page. You can now enter your students' scores directly into the Student Info/Special Ed Profile/Assessment Info/DRDP tab and the scores will go directly to the Statewide Assessments area on the Present Levels page. If you want to enter all of your students' scores at once, go to Student Info > Special Ed Profile > Assessment Info/DRDP and scroll quickly from one student to the next using the Green arrows or by using Ctrl and the right arrow key.

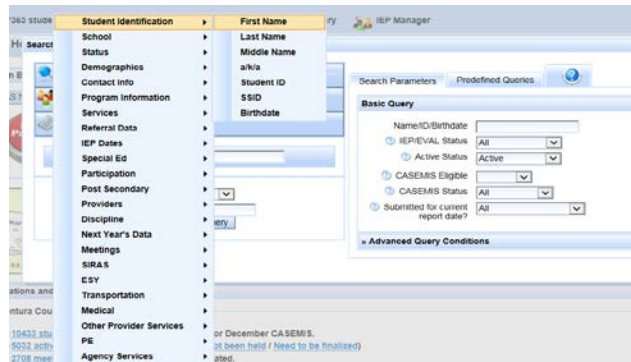


- You will soon be able to search SIRAS for students by the type of report card they receive. A new dropdown menu has been added onto the Classroom Accommodations/Modifications page where you can indicate the type of report card the student will receive. The choices are **“Regular,” “Alternate,”** and **“CAPA/CAA.”** A warning will appear in the IEP manager if the field has been left blank.



COOL Changes Made to Existing Features to make life easier

- The new DRDP data collection fields are in development to reflect the 2015 changes. Results for the fall administration of the test should be entered by staff before leaving for the Winter Break.
- Our capacity to search within SIRAS has increased! The list of search fields has been categorized and the menus are easier to view. To quickly find a known field, type into the empty search box. See the new menus in the screenshot.



IMPORTANT Reminders for all users when using **SIRAS**

- Please enter all of your students' SBAC participations in the Student Info > Special Ed Profile > Assessment Data/DRDP tab now, prior to the December 1st data collection. A red warning may result if the participation is left blank. There is no need to worry if this information changes at the student's next IEP meeting, the assessment info tab simply acts as a placeholder. See screenshot above as a reference.
- SIRAS passwords are now reset at the district level. Please contact your district/school CASEMIS staff directly **using your district email account** if you have password trouble.

November, 2015

COOL Changes Made to Existing Features to make life easier

- Results for the new DRDP2015 can be entered into the Student Info > Special Ed Profile > Assessment Data/DRDP tab and should be completed by the winter break.
- One menu choice on the CAASPP menu has moved. If the IEP team agrees that the test will be administered at the most beneficial time for the student, select it from the Non-Embedded/Designated Supports column. It was previously located in the Non-Embedded/Accommodations column.
- In October, the governor signed AB 172, which suspended the CAHSEE through 2018. The IEP forms are in the process of being updated.

IMPORTANT Reminders for all users when using SIRAS

Many of you are entering progress into **Progress Reports** for the first quarter. It is easy to enter Progress Report data for your entire caseload, by going to **Reporting menu > Bulk Progress**. This will locate the current goals for all active records. Open the student's progress report and enter the date for the Progress Report. Then select the grading period for the report from the menu (quarter, semester, trimester). To enter the information regarding the student's progress, click on "Add Progress Report." You will then get the Edit Progress Report interface that prompts you to enter the other 3 components: Accuracy (Required), Consistency (required), and Comments (optional).

1. **Accuracy** - Enter the current level of Accuracy the student has achieved. The accuracy must be expressed in the same terms as used in the goal or benchmark (number of times, errors, prompts, percentage, etc.). This is a report of how well the student is performing at this time.
2. **Consistency** - Enter the current level of Consistency that the student is able to achieve the reported level of accuracy. The consistency must be reported in the same terms as used in the goal or benchmark (number of weeks, trials, observations, etc.). This is a report of how often the reported level of accuracy was demonstrated.
3. **Comments** - Comments do not substitute for Accuracy and Consistency. They should serve as an explanation and/or summary of the reports of the levels of Accuracy and Consistency. For convenience, a menu of comments is available in the comments box. This menu can be bypassed by clicking directly into the box to access the field so you can type in your own comments. The box looks small, but it will expand to whatever size needed to enter your comments. Below the English Comment box, there is also a box for a comment in Spanish. If you selected a comment from the menu it will automatically be translated into Spanish; however, if you added on to the comment in the menu the connection to the Spanish translation will be broken, and the entire comment will need to be translated. Any comments not selected from the menu will also need to be translated.

Repeat the above steps for each goal and/or benchmark. If you make a mistake, you can always correct it by clicking on Edit Progress Report. If a goal was added after the first progress reporting period, it will be necessary to enter a "report" for each date already reported to get to the current report date. It is suggested that the user open each of the previous report dates and simply enter a comment "Goal added on date" to indicate why there were no reports for the previous reporting periods. When you have entered all of the data for the student, open the progress reports and enter data for the rest of your caseload.

You can print the report(s) for any or all of your student(s) in English and/or Spanish or select specific students to print or to exclude from printing. Check the box next to the names of the selected student(s). Once you have selected all the students, click on the arrow to the right of the box and it will bring up a menu of choices: Find only marked, Omit marked, or Save marked as a query so you can pull up those same students again without having to check the boxes. Once you have made a selection, you can then print all of the Progress Reports for the group defined by your choice. To bring back all of the records, click on Reset Search at the top of the screen.

Before you print your Progress Report(s) from either screen, you will need to be sure that your pop-up blockers are turned off. Progress Reports are in HTML which is a different format than the IEP forms. These forms are much more flexible and can "grow" to fit any amount of information needed for the comments section as well as the number of goals and/or goals and objectives you developed; however these forms require the extra step of turning off the pop-up blockers on your computer. For more information to turn off pop-up blockers go to Tools > Support > Support Documents > Technical and select "Printing in SIRAS."

December, 2015

COOL Changes Made to Existing Features to make life easier

You can now replace the blank Signature Page with the signed Signature Page in SIRAS.

1. Complete your IEP meeting in SIRAS and sign the Agreement and Attendance page.
2. Scan the Agreement and Attendance page and save it as a PDF document.
3. In the IEP Manager, upload the Agreement and Attendance page under the "Uploaded Documents" tab.
4. Select "Signature Page" from the Category dropdown. Enter a file description (e.g., Signature Page) and click the "Add" button. Select your saved PDF of the signature page. Click the "Upload" button.
5. Select "Basic" from the Attach to forms dropdown.

Now when you view the entire IEP either under Preview/Print or the Finalized IEP (Current IEP icon), the blank Signature Page will be replaced with your scanned and signed PDF of the Signature Page!

IMPORTANT Reminders for all users when using SIRAS

- When students enroll and their IEP is out of compliance, please attempt to hold the IEP as soon as possible. In the event of an upcoming reporting date (such as December 1), hold the meeting on or before December 1st to prevent a DINC.
- Correct errors and review warnings from your homepage for the Dec 1 data snapshot now. Final certifications will be submitted to SELPA on December 11th by your director.
- When a student exits, do not remove the services or the disability from the MIS Summary page.

Continued Meetings:

If a parent said they would be in attendance and then did not show up for the meeting and changing the meeting date/time results in an overdue/out of compliance, it is acceptable for the IEP team to open the meeting. The team should not be penalized with a CASEMIS error when the Case Manager has done due diligence, because the parent failed to show up.

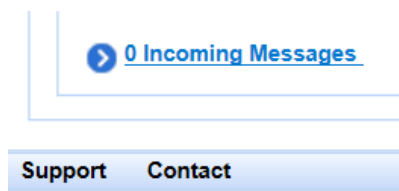
Document in the Meeting Summary that the IEP meeting was convened on (date) at (time) and that the following members of the IEP team were in attendance (name them with titles). State that the parent had confirmed the meeting date and time (on date) by (phone, written notice), but the parent was not present. Indicate that the school attempted to call the parent and the outcome of that telephone call: parent unable to be reached, left message; parent gave permission to continue meeting without him/her; or parent was informed that the meeting had been opened to meet compliance deadlines, but no action was taken by the IEP team, and the meeting will be continued on (give date if known or just ASAP). The **meeting date would not be changed**, and the team would send out the IEP Notice (Continued) which sets a new date for the continued meeting without having to change the meeting date. The team would also check the "Meeting Held" button to push the new dates over into the MIS Summary.

NOTE: If the parent never responded to the IEP meeting notice and does not show up; the meeting will be out of compliance. If the case manager failed to do due diligence and get a confirmation, then the meeting will just be late. The meeting would then be rescheduled and held at a future date.

January, 2016

New **HOT** Features Introduced in response to user requests

- When in an open meeting in the IEP Manager, you can send a SIRAS message to the user who created the meeting by clicking on the user's name in blue in the upper right corner, "Arranged by [Daffy Duck](#) on 12/1/2015."
- The message feature is also beneficial if you want to contact a provider for whom you do not have an email address. To do this, scroll to the bottom of your home screen and click on Incoming Messages > Compose Message. Search and choose for the provider by name. This will generate a message box for you to write your message. Once you have viewed messages, you can easily click to respond, archive or delete the messages.



- SIRAS will now notify case managers in the message center when a new student is added or removed from their caseloads.
- When you are entering a new student into SIRAS, there are two new fields for SELPA and District Enrollment dates. When the district opens a "Review (30 Day)," the SELPA Enrollment Date will be entered automatically. The District Enrollment Date is optional and can be entered manually in the student info > student profile > personal tab.

School of Residence Monte Vista Middle -
SELPA Enrollment Date

District Enrollment Date

COOL Changes Made to Existing Features to make life easier

- There is a new reason code for Third Birthday Delay, previously not accepted by CASEMIS. Now, "Official school break of more than 5 days," is permitted as a reason for third birthday delay.
- Changes to the Present Levels and Transition to Adult Life and Course of Study Diploma IEP pages were made to reflect the new legislation that eliminated the CAHSEE as a graduation requirement.

IMPORTANT Reminders for all users when using **SIRAS**

- Universal Tools, Designated supports and Accommodations (UDAs) for CAA have been released by CDE. All UDAs for the SBAC are available for the CAA with the exception of Text-to-speech, Braille, Closed Captioning, and American Sign Language (ASL) for the listening portion of the ELA exam. ASL is available for students taking the CAA on the ELA reading and writing portions of the exam. Participation menus on the CAASPP page and in the assessment tab in SIRAS are in the process of being revised to reflect the new changes.
- Enter all SBAC participations in SIRAS now. Your district will be preparing an export from SIRAS to TOMS prior to testing. That way, when your students log into the test, their UDAs will already be set in the system. Go to Student Info > Special Ed Profile > Assessment Data/DRDP tab to enter participations, regardless of whether you have an open meeting. The assessment data tab is a placeholder for this information, however, it does not preclude, the need for CAASPP page to be in place by the time testing begins.

February, 2016

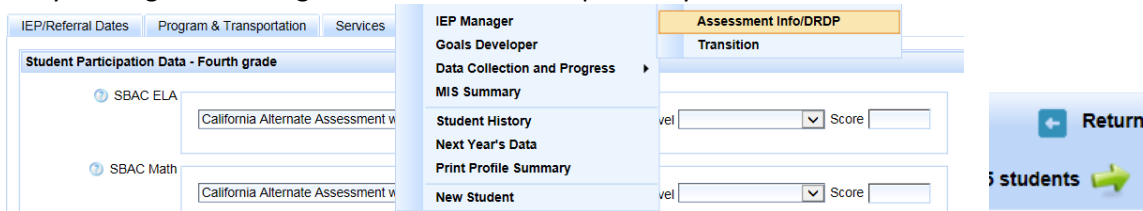
COOL Changes Made to Existing Features to make life easier

- All Universal Tools, Designated supports and Accommodations (UDAs) with a few exceptions are available for students who will take the California Alternate Assessment (CAA). The reason for the exceptions is that the test examiner administers the test one-on-one and in the language of instruction. The exceptions are: Braille, Closed Captioning, American Sign Language, Text-to-speech, Speech-to-text, Bilingual dictionary, Translation glossaries and Spanish stacked translation. The menu of choices has been revised and uploaded to Tools > Added Forms > Menu Options > CAASPP UDA menu.
- Students previously designated in SIRAS as participating in the Alternate Assessment for ELA and math are now designated to participate in “CAA without Supports/Accommodations.” Now you can add UDAs on the CAASPP page when you are drafting an IEP in the IEP manager. See screenshot below.

UNIVERSAL TOOLS - available unless turned off			DESIGNATED SUPPORTS (must use regularly in class)		ACCOMMODATIONS (must use regularly in class)	
<i>EMBEDDED</i>			<i>EMBEDDED</i>		<i>EMBEDDED</i>	
Digital Notepad	Keyboard Navigation	Color Contrast: White on Black	Streamlined Interface (rather than 2 columns)			
English Dictionary	Mark for Review	Turn off English Glossary				
English Glossary	Spell Check					
Expandable Passages	Strikethrough					
Global Notes	Writing Tools					
Highlighter	Zoom (14 pt. font)					
<i>NON-EMBEDDED</i>			<i>NON-EMBEDDED</i>		<i>NON-EMBEDDED</i>	
			Color Contrast (for colors not embedded)		Additional Instructional Supports (CAA only - must be on IEP)	

New HOT Features Introduced in response to user requests

- For students eligible for CAASPP you will need to confirm that their SBAC/CAA participation has been properly selected and Supports/Accommodations have been correctly entered. Go to Student Info > Special Ed. Profile > Assessment/DRDP (see screenshot below) to review and/or change your students' participations and/or UDAs. Once you have checked your first student, easily go to your next student record by clicking on the the green arrow near the top left of your SIRAS screen.



- The Percentage in General Education Calculator is now accessible in the IEP Manager, just to the right of the SIS page! Use this tool to calculate percentage of general education minutes on your IEPs.

Status	Action	Delete	% Time in General Ed.
Required			089

IMPORTANT Reminders for all users when using SIRAS

- Your district will be preparing an export from SIRAS to TOMS prior to testing. That way, when your students log into the test, their UDAs will already be set in the system.
- For students turning off embedded Universal Tools (UT), you will have to communicate which tools you have selected to turn off with your testing coordinator prior to testing. The TOMS system doesn't differentiate turning off one UT from another.
- More information about preparing and executing data for export can be found in SIRAS under Support > Support Documents > Technical > TOMS Export Help.
- If you have removed Supports/Accommodations or added Accommodations, an IEP must be held prior to testing. This can be done via an addendum/amendment/other review/annual or triennial. Check with your director/ program specialist for their guidance in these cases.

March, 2016

COOL Changes Made to Existing Features to make life easier

- Progress reporting dates can now be selected for each student from a dropdown menu in the Progress Report. See first screenshot below. In order to take advantage of this new feature, your CASEMIS Clerk will need to enter those dates in Tools > SELPA/District/School Admin. When you select a date from the dropdown, it will populate into the next available 'Dates report sent' field. This feature extends to the benchmark target dates for goals with objectives in the GoalWizard next to the Target Date. See second screenshot below.

Goals	Progress reports			
Reading (Reading Comprehension C)	Date	Accuracy	Consistency	Comments
	6/10/2015	70%	2 of 3 trials	Making great progress Edit
	12/14/2015	70%	on book quizzes	Making steady progress Edit

Language: English Spanish

Target Date: Select progress report date...
 Select progress report date...
 5/26/2016
 10/11/2016
 12/22/2016
 2/16/2017

Baseline: Currently, Domitila...

Benchmark (what the student should be able to do by the target date)

Final Goal: By 3/2/2017, in the community, Domitila will point to the front and back of the supervisor evaluation.

[Save Benchmark and Close](#) [Cancel](#)

- Now you can request that students are assigned to or removed from your caseload within SIRAS. Go to Student Info > Manage Caseload to initiate the process. The request will be sent to your district's CASEMIS Clerk. Once the request has been granted, you will be sent a message within SIRAS.

Request to Remove a student

Click this link then click on the student's name in the Choose Student list that you want removed from your case load.

Request to add a student

1. Select the 'Role' that you will have with the student.
2. Enter the student's First and Last Name.
3. Enter Birthdate, SSID or Student ID.
4. Click 'Find matching records.'

April, 2016

New **HOT** Features Introduced in response to user requests

- To assist IEP teams in selecting test participation and accommodations for next year without the need for an amendment/addendum meeting, a new feature in SIRAS will open the dropdown menu choices on the CAASPP page for Next Year. After **CAASPP testing** has begun, the dropdown menu choices on the CAASPP page will contain participation choices for the student's current grade **and** next year's grade. **Reminder:** While filling out the CAASPP page, keep in mind that students in grades 3-8 and 11 will participate in the SBAC/CAA for ELA and Math and students in grades 5, 8, and 10 will participate in the CST/CMA/CAPA for Science.

IEP meetings **BEFORE** CAASPP testing: If your student has NOT begun testing, indicate the student's participation for ELA, math and science for **this year** on the CAASPP page. Then select the appropriate UDAs the IEP team determines the student will use during CAASPP testing **this year**. Click save and return.

IEP meetings **DURING** or **AFTER** CAASPP testing: If your student has already begun or completed testing, indicate the student's participation for ELA, math and science for **next year** on the CAASPP page. Then select the appropriate Universal Tools/Designated Supports/Accommodations (UDAs) the IEP team plans for the student to use during CAASPP testing **next year**. Click save and return.

- Once all students in your district have completed CAASPP testing for the school year, the CAASPP page will "roll over" to the next grade. Then, only participation choices for next year will appear in the dropdown menus.
- If you have students in 2nd grade, the CAASPP page is now available as an optional form.

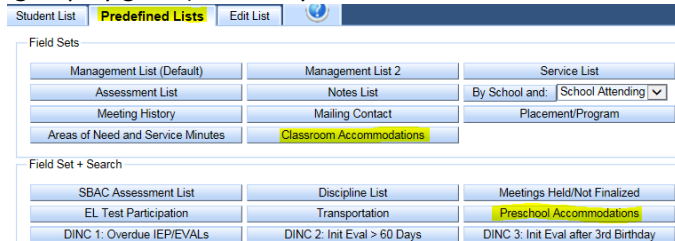
IMPORTANT Reminders for all users when using **SIRAS**

- Students who will be assessed with the CMA for Science still must have the second considerations box checked at the bottom of the CAASPP page and a grade level appropriate goal addressing the need. For students in 8th and 10th grade, there are Common Core State Standards (CCSS) that address reading and writing in the area of science. In the GoalWizard, select either the CCSS Reading: Science and Technical Subjects or CCSS Writing: History and Science category, the student's grade range and a goal stem that addresses the area of need on the present levels page.
- Students who will be assessed using alternate assessments (CAA for ELA/Math and CAPA for Science), check the first considerations box at the bottom of the CAASPP page. Discuss and select Accommodations the student will access for the alternate assessments from the dropdown menus. The accessibility supports selected on the CAASPP page should match the supports your students use in the classroom for daily assignments and assessments.

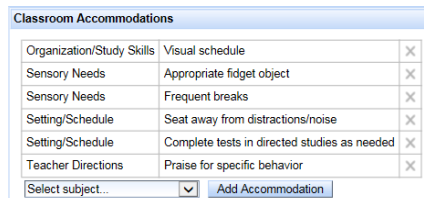
May, 2016

New **HOT** Features Introduced in Response to User Requests

- Now you can find a list of your students and their Classroom/Instructional accommodations. These are the accommodations listed on the “Classroom Accommodations and Modifications” or the “Preschool Strategies” forms in the IEP Manager. To access the list, go the Reporting menu > Student Lists and then select the Predefined Lists tab. Select either the “Classroom Accommodations” or the “Preschool Accommodations” buttons to generate the list. Customize your list (e.g., group by grade) to meet your needs from the Edit List tab.

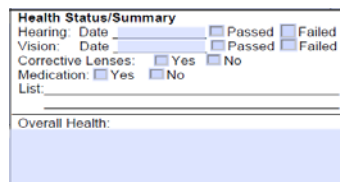


- You can also enter the Classroom/Instructional Accommodations by going to the Student Info menu > Special Ed Profile > Services. To add an accommodation, select the category and then the accommodation; then click Add Accommodation.



Organization/Study Skills	Visual schedule	X
Sensory Needs	Appropriate fidget object	X
Sensory Needs	Frequent breaks	X
Setting/Schedule	Seat away from distractions/noise	X
Setting/Schedule	Complete tests in directed studies as needed	X
Teacher Directions	Praise for specific behavior	X

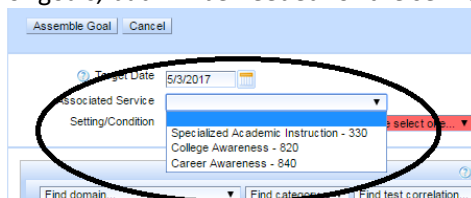
- Users requested the medication field in the Student Info > Student Profile > Medical tab in SIRAS be connected to the Emergency Health Care Plan and the Present Levels page. This will provide consistency of medications and health data on IEP forms and searchable fields for which reports can be created. Since the separate data fields were previously combined, the next time you do an IEP you may need to separate the medication info from the overall health info, as well as remove some irrelevant data in the medication field, if needed.



- The Health and Emergency Care Plan form now has room for two lines of text in the Diagnosis & History box.



- Service logs are in development in SIRAS. As part of the development of the new feature, there is an optional new dropdown in the GoalWizard and Goal Editor. It lists the student services, so that you can connect the service to the goal in development. This is optional for goals, but will be needed for the service log.



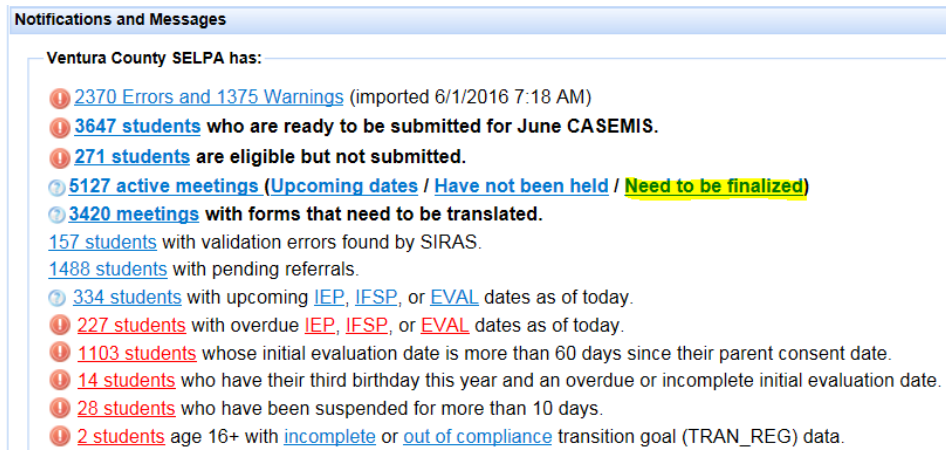
IMPORTANT for all users in **SIRAS**

- CASEMIS offline data collection will be replaced by sending CASEMIS IEP data directly to CALPADS from live SIRAS data in October of 2018. SIRAS Systems Inc. is pleased to be one of the pilot IEP programs partnering with the CDE in the upcoming CASEMIS to CALPADS transition. This means that we will have the opportunity to provide feedback, have firsthand access to the new process and procedures and be the most prepared for the transition in 2018.

June, 2016

IMPORTANT for all users in SIRAS

- District CASEMIS staff can enter vacation days and the date of the progress report for next school year. For holidays, enter the first and last calendar days that students do not attend school. For progress report dates, you can enter the regular report card dates for the district. If there are different reporting periods within your district, narrow your focus using the school house icon to the specific school with different dates. Utilize the “Description” column to name each reporting period (quarter, trimester, semester, P1, Progress Report 1, etc.). The entries done at the school level will supersede district entries. To manage both school holidays and progress reporting dates, go to the Tools menu and select **SELPA/District/School Admin**.
- As we approach the end of the school year, remember to finalize all meetings. To find out which meetings have yet to be finalized, check the link (see screenshot) on your login page under **Notifications and Messages**. Meetings left un-finalized will not be part of the summer rollover. This means that the student’s grade will not advance for the IEP in development. If a meeting **MUST** be continued over the summer, please be aware of the effects.

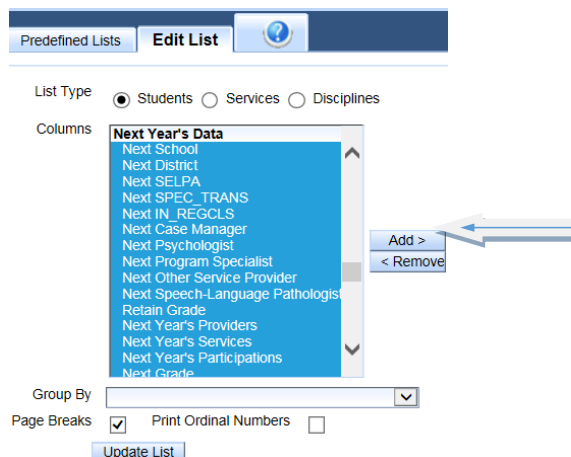


Notifications and Messages

Ventura County SELPA has:

- 2370 Errors and 1375 Warnings (imported 6/1/2016 7:18 AM)
- 3647 students who are ready to be submitted for June CASEMIS.
- 271 students are eligible but not submitted.
- 5127 active meetings (Upcoming dates / Have not been held / **Need to be finalized**)
- 3420 meetings with forms that need to be translated.
- 157 students with validation errors found by SIRAS.
- 1488 students with pending referrals.
- 334 students with upcoming IEP, IFSP, or EVAL dates as of today.
- 227 students with overdue IEP, IFSP, or EVAL dates as of today.
- 1103 students whose initial evaluation date is more than 60 days since their parent consent date.
- 14 students who have their third birthday this year and an overdue or incomplete initial evaluation date.
- 28 students who have been suspended for more than 10 days.
- 2 students age 16+ with incomplete or out of compliance transition goal (TRAN_REG) data.

- The June 30 CASEMIS data pull is fast approaching. All SIRAS users should refer to the links on the login page (see screenshot) under **Notifications and Messages**. There must be zero Errors and the Warnings reviewed for accuracy. Click on the blue and red hotlinks to determine compliance concerns. If you are unsure how to resolve issues that may be revealed, contact your CASEMIS staff for assistance before you leave for summer.
- If your students’ school, services, providers or transportation will change for next year, you can edit/confirm Next Year’s Data in SIRAS. To check data for an individual student, go to Student Info > Next Year’s Data or for your entire student list, go to Reporting > Student Lists > Edit List. In the right column, remove unneeded selections and add items from the left column that you want to review and update the list.



Predefined Lists **Edit List**

List Type Students Services Disciplines

Columns

- Next Year's Data
- Next School
- Next District
- Next SELPA
- Next SPEC_TRANS
- Next IN_REGCLS
- Next Case Manager
- Next Psychologist
- Next Program Specialist
- Next Other Service Provider
- Next Speech-Language Pathologist
- Retain Grade
- Next Year's Providers
- Next Year's Services
- Next Year's Participations
- Next Grade

Group By

Page Breaks Print Ordinal Numbers

Update List

On behalf of the SELPA, thank you all for the hard work you do for our students. Have a great summer!!!!

July, 2016

IMPORTANT for all users in SIRAS

- Clean up your students' SIRAS records. To do this quickly from the home page, look at your **Notifications and Messages**.

▲ **0 Errors and 1 Warnings** (imported 7/8/2016 8:37 AM)
❗ **30 students** who are ready to be submitted for June CASEMIS.
❗ **1 student** are eligible but not submitted.
🔔 **47 active meetings** ([Upcoming dates](#) / [Have not been held](#) / [Need to be finalized](#))
🔔 **350 meetings** with forms that need to be translated.
🔔 **1 student** with validation errors found by SIRAS.
🔔 **38 students** with pending referrals.
🔔 **6 students** with **upcoming IEP or EVAL** dates as of today.
❗ **1 student** with **overdue IEP or EVAL** dates as of today.
❗ **102 students** whose **initial** evaluation date is more than 60 days since their parent consent date.
❗ **1 student** who have their **third birthday** this year and an overdue or incomplete initial evaluation date.
❗ **1 student** who have been **suspended** for more than 10 days.

- ✓ Review your list of errors and warnings found by the CASEMIS software. There should be zero errors and minimal warnings. Address any warnings by discussing them with your CASEMIS staff.
- ✓ Review your students who have active meetings that have upcoming dates, have not been held and that have not been finalized.
- ✓ Review your students with upcoming IEPs (due within the next 30 days) and Evals (due within the next 75 days).
- ✓ Review your students with overdue IEPs, EVALs, initial evaluations and overdue/incomplete evaluations for students who have already had their 3rd birthday. Even when a valid delay reason is entered, the total number of overdue records will not decrease.
- ✓ Review your students with discipline incidents of more than 10 days for the school year to make sure that a manifestation determination meeting has been held.

IMPORTANT for CASEMIS Clerks/Special Ed. Secretaries in SIRAS

- District CASEMIS staff can enter progress reporting dates, vacations and ESY dates for next school year. Go to the Tools menu and select **SELPA/District/School Admin**.
 - ✓ Enter Progress Report dates for the 2016-17 school year and even the 2017-18 school year, if known. Enter the regular report card dates for the district. If there are different reporting periods within your district, narrow your focus using the school house icon to the specific school with different dates. Utilize the "Description" column to name each reporting period (quarter, trimester, semester, P1, Progress Report 1, etc.).
 - ✓ Enter all vacation days. For holidays, enter the first and last calendar day that students do not attend school. SIRAS will know if the vacation is in excess of 5 school days and apply those days to the assessment completion/countdown feature in the IEP manager.
 - ✓ A **new** choice in the dropdown is Extended School Year. You can now input the start and end dates for ESY.
 - ✓ Disregard the option to enter the CAASPP Test Period. We will be doing something different to advance testing options based on grade level next year.
- **Before the rollover** and grade advance, you can review school, services and providers to ensure that they are accurate. Go to the Reporting menu, select Student Lists, click the Predefined List tab, and then choose Next Year's Data. To quickly edit a student, right-click on the student name and select the appropriate option.
- **After the rollover** and grade advance, for students with meetings that continued over the summer (through the rollover), you will need to go to that student's IEP in development and manually advance the grade if appropriate. To avoid/reduce the need to do this in the future, complete meetings and finalize them before you leave for the summer.