

Kern County SELPA TROUBLESHOOTING GUIDE FOR SIRAS

This guide is currently under development. When you run into difficulties in SIRAS, first consult this guide and either look for your problem under the proper heading or use the "Find" feature to search for a topic by name.. If you do not find an answer or the answer is not clear, email Steve Ormbrek steve@sirassystems.com or Brian Marcontell brian@sirassystems.com for assistance. **If you feel you would benefit from more training**, go under Support (button in bottom left corner of SIRAS Home Page) and watch the training videos and/or read the documents posted.

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LOGIN PROBLEMS

The Login name will be your first name, then your last name separated by a period. i.e. mickey.mouse If you use variations in your name (i.e. Thomas or Tam), you will need to contact your CASEMIS clerk to get how your user name is spelled.

The default password is Siras access *This will be needed to initially log in or in you forgot your password and it needed to be reset.*

Look at the message right above your name. The message indicates why you were not able to log into the system.

If you log in and you have no record (0) then you will need to have someone who has admin access to assign you your caseload first.

ISSUES RELATED TO ACCESSING SUPPORT

I know that there is support information somewhere, but I forget how to access it.

Support information is available by clicking on the SUPPORT button in the lower left corner of any screen in SIRAS. The support section has the latest information regarding system requirements for SIRAS, how to Videos, longer instructional videos and a number of documents, including the Troubleshooting Guide.

I tried to watch the support videos, but nothing happened.

Be sure you have Adobe Flash installed on your computer. That software can be accessed at <http://get.adobe.com/flashplayer/> and is necessary to run the videos in the Support section of SIRAS.

PROBLEMS FINDING STUDENTS

Where is the Choose Student button?

The picture of the number of students on the upper left side (under the SIRAS logo) is the "Choose Student" button.

Choose student button does not work.

Look at the number of students listed at the top left of the screen. If the Choose Student feature doesn't work, look at the number of students you still have listed and available to you. If that number is "1" because you have already searched for a student, then it won't work because it has no place to go. You are already on the only student available to you. If this is the case you should see the words **Modify/Reset Search** to the right of the number of student assigned. The Reset Search button will bring back your full caseload, and then the Choose Student button will work.

When you log into the program and bring up a student by typing in the student's name in the little box and selecting him/her then you have "drilled down" into the program so that you now have access to only that one student. If you click on Reset Search you will bring them all back. Once you reset the search you will have all of your students and the Choose Student link will work.

I can't see all of my students and the program will not let me scroll down.

To scroll down, use the grey bar on the right edge of the Choose Student screen to scroll up and down to see all of the students on that screen. If you have more than 50 students you need to, click on the right arrow at the bottom of the Choose Student screen to see the rest of your caseload. It shows 50 records at a time. If you want to see more than that, you can change the box at the bottom right that says 50 to

either 100 or 200 or just use the green arrows to go back and forth between screens. If you cannot see the bottom of the screen, you may have increased your font size so much that it does not show. Use Control – (minus) to reduce the size of the screen so you can see all of it.

I tried to search for a student and got the message “No records found”.

You may have misspelled the student’s name or you may have been working in a smaller set of records due to a previous search. Click on “[Reset search](#)” to bring back all of the students and then try again. It is also possible that the student is "Inactive" (if released from sped) or "Pending" if not yet assessed. Try changing the Active Status (upper right corner of Choose Student screen) from "Active" to "All" so you will see all records in which you are listed as a provider.

How do I find students who have too many suspensions and/or need a manifestation review?

On the Choose Student screen, look for students under S (for suspensions) who have a yellow warning. This box turns yellow when a student has 7 or more suspensions. If the student gets more than 10 suspensions it will turn red to indicate "out of compliance". It is a good idea to check for suspensions on a regular basis and schedule a Manifestation Determination meeting before or as soon as the student gets to 10 suspensions unless the suspensions do not show a pattern. See the Worksheet for Determining Pattern of Suspensions under Tools, Added Forms for more information.

ISSUES WITH RESPECT TO SELECTING A MEETING TYPE

What happens if I select the wrong meeting type?

You can contact the person who arranged the meeting (listed under the Meeting Purpose on the IEP Manager). That person has the ability to "Edit" (change) the meeting type. Once the meeting purpose is changed, the program will keep the forms you have filled out and add any additional IEP forms needed based on the new meeting purpose.

What is the real difference between the various meeting types?

The most important difference is that an Initial IEP, Annual Review, or Triennial will affect the meeting dates. Those three types of meetings always reset your meeting dates. If the IEP happens to be a review that coincides with the triennial, always select the tri so that both the annual review and triennial review dates will be reset. The only other meeting type that can reset dates is the 30 Day Review, conducted after a student from another SELPA has been enrolled in the district in a temporary placement to allow the IEP team to determine the most appropriate placement for the student. Unless you select "Adopt out of SELPA IEP," this meeting type will function just like an Annual Review with all of the same required pages. If you elect to adopt the IEP from another SELPA you have access only to the SIS page, Meeting Notes, and the Agreement and Attendance page. The annual review due date from the other SELPA will be the due date for the next Annual Review. All of the other meeting types do not reset dates. If you are making only minor changes to the IEP you may choose to use the Addendum/Amendment meeting type according to district policy. The "Other" review is just that. It is a meeting held to discuss parent concerns, behavior, results of a limited assessment, etc. These meetings are more than just an addendum but are not a full annual or triennial so the team can use whatever forms they need to make changes to the current IEP.

Do I need to do another meeting to change the student's placement after a Manifestation Determination Review since Change of Placement is not indicated as a secondary purpose for this meeting?

A Manifestation Determination Review may result in a change of placement on the IEP. It is not necessary to do a second meeting to change the student's placement since one of the steps in the manifestation process is to determine if a change of placement is needed. Two statements on the form are directly related to a possible change in placement: "*The student will return to his/her current program, unless a change is agreed to by the IEP team.*" and "*Student placed in Interim Alternative Educational Setting.*" A change of placement is a possible outcome of any Manifestation Determination Review so it is not necessary to indicate Change of Placement as a secondary purpose.

What do we do if a parent cancels a meeting?

There also has been some confusion as to the difference between cancelling a meeting and rescheduling a meeting. In SIRAS the term "Cancelling" means clicking the red box to cancel the meeting and delete all of the forms. If a parent cancels a meeting for a particular date, that is not the same as cancelling the meeting in SIRAS. In this case all that is needed is a change of the meeting date.

How do I do an exit IEP for a graduating senior?

You don't. Seniors exit automatically upon graduation, they do not need an IEP to do so. What you do need to do is have an Exit Summary meeting with each student. The exit summary is listed as a meeting type to provide access to the Summary of Performance and Recommendation pages and to record the date of the exit summary meeting. Never put the graduation date on the IEP as an exit date. CASEMIS does not allow exit dates in the future. Also, an exit date on the IEP will make some required pages "disappear" from the document.

When do you have Transition to Kindergarten as a secondary purpose on an IEP?

Transition to Kindergarten is a secondary purpose for the Triennial that must be done when a student is enrolled in preschool and is moving up to Kindergarten. Transfer to Kindergarten may be used as a secondary purpose for an Other Review for a student who has been assessed and entered preschool within the past 90 days, and the team does not feel another assessment is required but wants to add something to the IEP.

Why isn't Transition to Kindergarten as a secondary purpose on an Initial IEP?

It can't be a secondary purpose for an Initial because the initial assessment would be done to enter the student into either preschool or Kindergarten depending on when the assessment is done. It would not be a Transition to Kindergarten meeting. (See information above)

PROBLEMS ENTERING INFORMATION IN THE STUDENT PROFILE (UNDER STUDENT INFO)**I entered new contact information for my student and then it wasn't there when I went back**

Information on the Student Profile saves automatically as you enter it. There is nothing you need to do to make it stick. Some users mistakenly think the "Refresh" button is a way to save their information. Actually the opposite is true. The "Refresh" button reloads the original information. The only time you would click refresh is if the program wasn't responding and didn't bring the information onto the screen. This would be extremely rare.

I changed the student from EL to RFEP and it asked for a date. Where do I get that?

If the student has been reclassified from EL to RFEP (Reclassified Fully English Proficient) then there will be a written record of that decision with a date on it. If the documentation is not in the student's cumulative file, contact the Language Acquisition Office to get a copy of the Reclassification Form. The reclassification date is required for the Student Information and Services page of the IEP.

Our district health records for vision and hearing only have month and year for the results, but SIRAS wants a specific day.

Just go ahead and enter a day in the middle of the month for the first time you are entering the data for your students this first year. In subsequent years, make note of the date the nurse checks the students in your program. Ask for a list of all of your students immediately after the vision and/or hearing testing and enter all the information for your caseload on the Medical tab of the Student Profile (Under Student Info) so whenever you are ready to do an IEP, the vision and hearing results will automatically be entered onto the Present Levels page.

On the Next Year's Data tab, I can't seem to enter the name of the school.

You have to enter the name of the District for next year before you get access to the list of schools in the district.

PROBLEMS LOCATING FORMS

Next Year's Data - Record of Change form

The Record of Changes page appears as an optional form right after the Student Information and Services page and before the Present Levels. This page will normally become page 2 of the IEP when it is filled out and submitted to SIRAS. Otherwise, the Present Levels page will be the second page in the IEP. The exception to this would be if a Manifestation Determination page is done in that IEP. It will appear right after the SIS page.

Student is an English Learner, but no ELD page came up

Check the demographics tab to be sure the student is actually listed as EL. If not, the page will not come up. If a student is found to be not eligible on an initial or no longer eligible on a tri, the page will disappear as it is no longer needed. Also this page does not come up for preschool students since their ELD information is at the bottom of the Preschool page.

Where is the Triennial Worksheet located?

It is an optional form for an Annual Review meeting. It is expected that you would do that form at the second annual review just prior to the tri.

Where are the Spanish forms?

Spanish forms do not appear until after you submit the English version of the form and check the Translation needed box on the IEP Manager (on the blue bar across the middle of the page). It is suggested that you do not check this box until after all of the English forms are complete because the information on the Spanish forms comes over directly from the English Forms. If you open the Spanish form and save in SIRAS and then make further changes to the English form those changes will not be reflected on the Spanish form. If you need to access the Pre-IEP meeting forms in Spanish, fill out the English forms, check the translation needed box to bring up the Spanish Pre-IEP forms, and print the needed Spanish forms. It is recommended that you then uncheck the Translation needed box so that other users will not be tempted to open the Spanish forms before completing the English forms.

Where is the parent contact log?

Go under Student Info to Student Profile to the Notes tab. You can put notes in there for various reasons, one of which is Parent Contact. You can start a new note each time or just continue to add more info in the same note if it is about the same topic. To view all notes about all students on your case load, go under Report to student Lists to the Notes List.

If you are in the process of setting up an IEP meeting and want to keep track of parent contacts to schedule the meeting, you can use the Notes box on the IEP Manager. These notes will be retained when you finalize the IEP, but they will be located on the IEP Manager rather than in the Notes List.

Does SIRAS have a place to figure out % of time in gen ed class?

No, unfortunately, there was no way to build this handy little feature onto the SIS page because it is now a PDF form. However, the formula for computing the percent of time in general education is exactly the same as it was in SESP, but instead of entering into the program, you will use a calculator. Enter the average number of minutes per day that the student is in a general education setting. (This includes lunch, recess, passing periods, etc.) Then divide by the total number of minutes in the school day (first bell to last bell). The answer will be a decimal (e.g. .37) that represents the percent (37%).

Where is the Data Collection form in SIRAS?

Go under Student Info to Data Collection and Progress Reports and Select Data Collection. To get the form similar to the one in SESP, click on "Print Data Collection Grid". That will generate the form you can print off to collect data about progress toward the goals. That same screen allows you to enter data you have collected (Click on Add Data Collection Date to record progress data directly into the program. If you do this over time you can generate a graph to show the student's progress toward the goal.) The graph will average one line for each Area of Need.

I am completing a 30-day IEP and SIRAS and noticed that the only forms made available to me are Student Info & Services, Record of changes to IEP, the Additional Page and the Agreement/Attendance page. How do I add other forms to this meeting (such as the present levels page and the goals page)?

Sounds like you checked the box for "Adopt out of SELPA IEP". You only check this box when you are not doing a full IEP but have decided to work off of the IEP from the student's previous SELPA. If that is the case, those are the only pages you need. Also under that scenario, the student's annual review date is not reset. The annual will be due on the date indicated on the out of SELPA IEP.

If you are doing a full review, uncheck that box and you will have access to all the forms. In this case, you will be doing the equivalent of an annual review, and it will reset the due date for the annual review. All of the pages for an annual will be there with some as required and others optional.

Completed an initial IEP and found the student "Not eligible". Forms that were not required are still on the list and printed as a part of the IEP.

It appears you filled out those forms prior to determining the student was not eligible and sent them to SIRAS. Therefore the program retained the information as though they were submitted as "optional" forms even though they were not required. If you do save forms that are not required for the meeting the box next to the form will turn red, and there will be a "Delete" button underneath the word Submitted. This allows you to delete the pages not required for the meeting that were submitted in error.

Accidentally submitting an optional form that I really didn't want.

All optional forms have a delete button underneath the word "Submitted" so the user can delete the form if it was submitted in error. Required forms cannot be deleted (except as noted above) but they can be changed/modified by reopening the form and making any corrections needed.

Can't find the forms for Assessment Reports

Assessment Report templates can be found under Tools in SIRAS. They are designed to be downloaded to the provider's computer to use as a template it for writing reports. Once you download a template onto your computer, you can customize it by adding your name and title as well as language you customarily use in your report and save a master template on your own computer. Once you have written a report and are ready to upload into the student's record, go under the Student Info tab to the Student Profile/Documents Folder. There you will see as simple download feature. Select the Category of Assessment Report, type in the name of the report (e.g. Psychoeducational Report) as well as the date of the report. Then browse to find it on your computer and "open" it. It will then come over and be ready to "upload". It is recommended that you change the report to a PDF before uploading so it is locked and cannot be changed.

Can't find the Parent Rights and Safeguards [Added Forms]

The Parent Rights and Safeguards as well as other SELPA and District forms not considered to be part of the IEP are located under Tools/Added Forms. They are designed to be downloaded to your computer

and customized for your use. Districts and SELPA administrators can upload their forms. These forms will not be interactive with SIRAS but are intended to be downloaded.

As an overview, IEP pages and forms directly related to the IEP will be in the IEP Manager. IEP pages (required and optional) are listed in order on the left side. To the right are tabs for Pre-IEP forms and Other Forms. The Pre-IEP forms section contains all of the forms you will need for the meeting based on type of meeting selected, the age, and grade of the student. 'Other Forms' tab contains forms commonly filled out at an IEP meeting that are not actually pages of the IEP. All students will have the *Medi-Cal Permission Form* under this tab, and students who are ELs will have the *Reclassification Worksheet* under this tab. Additional forms may be added as a need is revealed.

Some forms are available under the Tools Menu. "Blank Forms" is just a link to the PDF forms that can be used in an emergency situation, particularly, Pre-IEP forms such as the Assessment Plan for a student who does not yet have a record in SIRAS. These forms are not interactive in the program. Information written onto a blank form would have to be typed into SIRAS prior to submitting the IEP. "Added Forms" contains forms that are not IEP forms, but are related to the IEP. Those are uploaded by the SELPA. Requests to have additional forms added to this section should be sent to steve@sirassystems.com.

What is the IEP letter (continued) for (located in the Pre-IEP tab)?

That form is used only when a meeting has to be adjourned before it is finished and has to be continued on another date. The dates and times on this meeting notice allow you to send out another notice and do not change the IEP date. This form will indicate that this is continuation IEP from (date) in addition to the original meeting purpose. That way it clearly notifies the parents that meeting is being continued. Be sure that when a meeting is going to be "Continued" on another date that the meeting notes reflect that the meeting was not completed and will be reconvened or continued on another date. If the date to continue the meeting is agreed upon, indicate the date, time, and location in the meeting notes.

PROBLEMS OPENING PDF FORMS

Computer message saying that you must have Adobe Reader 10.3 or above installed in a compatible browser to use forms in SIRAS

This is usually an indication that you are either using an old browser and/or old version of Adobe Reader. Check on the SIRAS home page under Support (bottom left corner of screen) for the system requirements and recommended versions of operating systems, browsers, and Adobe Reader needed for SIRAS to run properly.

Note: This message also comes up at times when you hit the back arrow in your browser instead of using the buttons in SIRAS. The back arrow from your browser is designed to take you back to the former url on the browser, not back in SIRAS. Use of the back arrow can create all sorts of issues within the program. Instead use the SIRAS back button. That button is located just to the right of the SIRAS logo.

Page is grey after loading PDF form but it says "Done" at the bottom

This usually is an indication that you do not have the latest version of Adobe Reader installed. To check this out, go under Support (bottom left corner of screen) and click on the link on the left side of the page to "Detect Browser and Adobe Reader Plugin Version". If you do not have Adobe Reader 10.1.3 or above, click on the link at the right side of the page to install the latest version of Adobe Reader. If you already have Adobe Reader 10.1.3 or above, then this may just be an indication that your browser locked up. Try closing your browser and reopening it. If that doesn't work try restarting your computer. Another possibility is that your Adobe Reader is corrupted. To check out this possibility, Open Adobe, Select Help, and Click on Repair Adobe Installation.

Computer message saying you can't save the PDF forms on your computer

This is a message generated automatically by java script because most websites do not allow you to save a PDF form on your computer. The message may be across the top of the screen on a purple bar or it may pop up in a message window. This is not true in SIRAS. You can save. Get rid of the purple bar by clicking on the icon on the left side of the bar (looks like a paper), and get rid of the message box by clicking on never ask me again. Do check, though, to be sure you have the latest version of Adobe Reader (10.1.3) or above to be sure your computer will work properly with the PDF forms.

Can't load the SIS page. Warning box comes up at the top of the page saying the program needs permission install a component on your computer.

This is a message generated by the security system on your computer. The box will say something to the effect that if you trust this website, click here. Click there. Then it will ask you something else about the add on. The answer is to click "Run". Another possible scenario is that the computer will ask you to "Allow" something. If so, give it permission. This should allow your page to load. Then be sure you have Adobe Reader 10.1.3 or above loaded on your computer. The latest version works well with all browsers. If you do not have Adobe Reader 10.1.3 or above, go under Support (bottom left corner of any screen in SIRAS) and click on the link to install it. If you are on a school computer, you may need to have the technology people come out to install it for you.

DIFFICULTIES ENTERING INFORMATION ON PDF FORMS**Can't enter IEP date, location, and time on meeting notice**

You don't enter the date on the meeting notice in SIRAS. You enter it as a part of the new meeting information on the interface screen for the meeting. Then the program auto fills the pages for the meeting. Look at the top of the screen where it says Meeting. You will see a place for the meeting date, time, location, etc. Once you fill in the information there it will be on the IEP meeting letters.

Unable to delete information entered by mistake/incorrectly on the SIS page, STAR page, and others

Some of the menus in SIRAS are locked because the content is controlled by either CASEMIS data or state requirements. To remove an entry from a locked menu, click on the item and select the blank space at the top of the menu.

Unable to enter next year's testing information on the STAR page even though the student has already taken STAR this year.

You cannot enter the information for next year's testing on STAR because CASEMIS requires that the information on how the student took the STAR this year be left in place for the June 30th report. Use the Record of Changes page of the IEP to indicate next year's STAR data participation and it will be automatically updated during the summer to reflect how the student will participate in the STAR. If you want to indicate specific information for next year as to accommodations you can enter it at the bottom of the page or in the meeting notes. The following year you will be able to enter it into SIRAS under the Student Profile, Assessment tab. Some teachers wait and do an addendum in the fall and attach the STAR page so it will go in automatically

Changes to IEP team member names made on the meeting notice, did not change the provider names in SIRAS

Changes made to the names of providers on the meeting notice are intended to be temporary to enable you to indicate that a person other than the regular team member will be attending a particular meeting or

to add an administrator or general education teacher to the meeting notice. These names will be saved in SIRAS for future meetings, but they will not be added as providers for the student. Permanent changes to provider names can only be made by editing the provider list in SIRAS. This can only be done by someone with administrative access.

Missing information on the SIS page and unable to enter it on the page (parent contact information, case manager name & phone, EL status etc.

This information is entered on various interfaces in the program so that it can be entered one time only and then it will be entered automatically on any page where it is needed. Parent contact information (address, phone, email) is entered under Student Info, Student profile, Contacts. EL status is entered under Student Info, Student profile, Personal. Case manager is entered when a provider is designated as the case manager. The case manager phone and email address are entered under My Account in the Tools menu. All other information is entered on the Student Profile in the Student Info menu.

The page numbers are missing on the forms when I print them.

Page numbers are generated by using the Preview/Print button. If you print directly from the IEP page, there will be no numbers. When you use the Preview/Print feature, the program will put all of the pages together into a single PDF document and number them.

If you want to replace page numbering with 'Page ___ of ___' just to the left of the link Preview/Print (IEP Manager) is a carrot where you can remove the page numbering in favor of 'Page ___ of ___'.

When copying from a Word document to SIRAS the information is too large to fit in the available space

SIRAS fields are in a size 8 font. If you reduced the size of the font in your document to an 8 pt. font, it will copy and paste successfully into SIRAS. It is suggested that you use Arial size 8 since it looks nicer with the font in the program.

Field size is too small to enter the information needed even in size 8 font; it doesn't all fit.

This is a problem with the field size on the SELPA forms; it has nothing to do with SIRAS. Problems of this type can only be corrected by revising the SELPA form itself. Report this type of problem to Steve Ormbrek steve@sirassystems.com so she can add it to the list of needed changes to SELPA forms. Changes are typically made each summer based on user input. Additional room for information on the Present Levels page can be made by creating an additional page. In the meantime, use an Additional page for this information.

How do I create an Additional Page for Present Levels? Does the information go over automatically?

If you fill a box, you need to click on Add page (option available under the "Save and" menu) to create the additional page, and then copy and paste the information onto the second page. You would also want to check the box to show where the info came from and also put in a header for the topic if you end up with things from several different boxes on the same page. Then go back to the Present Levels page and put "See additional page" in the boxes you carried over. Not quite as easy as it was in SESP, but SIRAS holds a lot more information in a box and allows you to put more than one item on a page instead of having a separate page for each item you carry over to a another page like SESP did.

Case manager name and phone did not come over to SIS page even though I entered that information on My Account under Tools.

Check to be sure you are listed as the case manager. Go to Student Info, Providers to check this. In fact, it would be best to check all students to be sure a case manager name appears on every record. SLPs need to be listed twice, once as case manager and again as SLPs. They are the only ones that need to be listed twice. Special education teachers who are also case managers may be listed twice, once as case manager and once as special education teacher, but this is not necessary.

How can we retrieve information from SESP and enter it into SIRAS (e.g. from Present Levels)?

There are two choices: retype the information into SIRAS or copy and paste the information from SESP. To do the latter, open SESP and get to the correct student and the IEP form that you want. Then open SIRAS and the corresponding PDF page. At that point you can copy and paste the information from SESP into SIRAS. Remember the only information you must retain from SESP into SIRAS are the Cognitive box and the Impact of Disability box from the Present Levels (unless it is a tri) because this box these boxes are only revised every 3 years when a new assessment is done. When copying from SESP into SIRAS, use the Word shortcuts to save time. Click in SESP box, use Control A to highlight box, Control C to copy. Click in corresponding box in SIRAS and use Control V to insert that information. It makes it very quick.

Some of my changes on the English forms did not come over to the Spanish form

Changes made to the English form after the Spanish forms has been sent to SIRAS will not be reflected on the Spanish form after it has been saved to SIRAS. To ensure that all the information from the English form comes over to the Spanish form, you must completely fill out the English form before opening and saving the Spanish form. If you need to make changes to the English version of any form after submitting the Spanish form to SIRAS, you will need to contact steve@sirassystems.com so she can undo the submitted Spanish form to bring over the information from the English form.

What is the difference between Save and Save as? When I click save, nothing happens.

You have two choices:

"Save" will do exactly what it says and nothing more. Handy when you are on present levels & want to save so you won't time out. It will say "Processing" but does not appear to be doing anything because the screen doesn't change, but it is saving your data.

"Save and" will save your work and take you wherever you want to go. Default is the IEP manager but the down arrow brings up a list of all the IEP pages so you can choose to bypass the IEP Manager and go directly from form to form. There are also options to "Add page" or "Delete last page" when appropriate.

If you have problems with internet disconnections, we suggest that you type data into Word then copy & paste it in SIRAS form.

I accidentally opened an optional IEP form that I did not want and had to save it to SIRAS. Now it is in my IEP. How do I get rid of it?

When you open an IEP form by accident and realize that you do not want it, you do not have to save it to SIRAS. Instead, click on "Cancel" (red) in the upper right corner of the screen. That will allow you to close the page without saving it to SIRAS. If you do accidentally save an optional form to SIRAS you can use the "Delete" button to remove the page from your IEP.

PROBLEMS IN GOALS DEVELOPER

Unable to find the goals bank

When you are developing an IEP and want to do the goals or goals & objectives pages, start on the column to the right of the form (not on the form itself). First click on the button 'Add Blank Goal' to create several goals for the student in the Goals Developer. It is OK to have too many or too few, you can always add more or delete once you are in the Developer. Then select either Goals or Benchmarks to bring up the correct form. Next click on Go to Goals/Benchmarks. That will bring you directly into the Goals Developer where you can select how you want to develop the goal. Edit Goal Text brings up an empty box for you to type in your own goal. Develop with Wizard brings up a page for developing goals similar to the one in SESP where you can access the goals bank, mark goals as favorites, and develop custom goals. The new Goals Wizard has the complete goals bank from SESP and all of the features in the old Goals Binder, but it develops them all on one screen. As you develop your goal, you will be required to include all of the required elements. You will see the goal and baseline being developed at the top of the page. Once you are finished, select Assemble Goal. That will take you to the Edit Goal screen where you can make any changes you want to the goal. To replace any of the blank lines with a number, just double click on the line and then type in the number and click on the space bar. After you have made the changes you want to the goal and benchmark, click SAVE, and it will take you back to the first screen you were in. Then you can develop your next goal the same way. If you created more goals than you needed, just click 'delete' to get rid of them. Otherwise you will end up with blank goals on your IEP page. Note; you can also access the Goals/Benchmarks under the Student Info menu, then IEP Manager, then Goal Developer.

Warning:

If you change from goals to benchmarks after you have started developing the goals, you may "lose" the Goals and/or Goals & Objective page on the IEP manager. If this happens contact Steve, Brian, or Paula to reload the page into your IEP. If you had filled out the form, that information (Area of Need, Responsible Discipline, and Reason for Goal) may be gone, but your goals will still be there.

Unable to find custom goals in Goals Wizard

Go to the Domain and Category for the custom goal and click the box for Custom to find a custom goal in a particular area or just select Custom before selecting a Domain and it will bring up all the custom goals you created in the entire Goals Wizard.

No Spell check when you write your own goals in the Goals/Benchmarks section.

The spell check becomes active as soon as the goals are transferred onto the IEP page. Then the errors will be underlined in red. There is no way to build in a spell check within the goals developer when you are writing your own goals, but you can double check them on the IEP page.

Why don't you have IEP team on the menu for Responsible Discipline?

The Responsible Discipline is supposed to reflect the person(s) responsible for collecting the data and reporting on the progress. The entire IEP team may be helping the student achieve the goal, but normally only one person (or possibly two people) will actually be responsible for data collection and the progress report. This helps the parent understand which member(s) of the IEP team to contact if they have questions about the student's progress on a particular goal. As a rule of thumb, the first person listed is the one responsible for collecting data and reporting progress on that goal.

Empty blank goals on the goals page and/or goals & objectives pages

Blank goals are an indication that you created more goals than you needed in the Goals Developer. Go back to Goals/Benchmarks (either from the IEP manager to the right of the goals page or under the Student Info tab) and delete (click the delete link) the extra goals that you did not fill in or want.

Warning: Empty goals left in the goals developer can result in a extra bank goals pages after Finalized.

Unable to locate progress reports

Progress reports are found in two places. For individual students it is easier to go under Student Info, Data Collection/Progress Reports. You can also complete and print progress reports for your entire caseload (rather than student by student) if you go under Reporting to Bulk Progress Reports.

Unable to print progress report in Spanish

Go under Reporting to Bulk Progress Reports. There you will see all of your students with an option to switch to Spanish.

What if I want to start my goals before the case manager starts the meeting?

You can develop goals at any time by going Under Student Info to IEP Manager/Goals Developer. You can also develop additional goals there if needed for an addendum meeting. In addition, there is a section (tab) for Next Year's Goals to be used when developing the next IEP.

I prefer to just type my own goals directly onto the goals page, why should I use the Goals/Benchmarks section of the program?

Typing goals on the page rather than developing them within the system is not advised. For one thing, you could time out of the program while working on the PDF form and lose all of your work. Please click on Goals/Benchmarks (in the right column) and do your goals there. That will ensure that they are saved and put into the form correctly. If you wish to type your own goals rather than use the Goals Wizard, that is fine, but do it in the Goals/Benchmarks Developer so you don't take a chance on losing your work. To enter your goals without the Wizard, just click on Edit Goal to get an open field in which you can type. You should only open the Goals & Objectives page AFTER you have developed your goals in the Goal Developing system. The Goals Developer will also put your goals over directly into the Progress Report form that you will be using to report student's progress toward goals and objectives.

Is there a way to customize goals so I don't have to be limited to the ones in the Goals Wizard?

Not only can you customize goals, you actually customize the entire goals bank to meet your needs. Start a goal using the Wizard. Once you select a domain and category, read through the goals and pick out the ones you like by clicking on Add to Favorites on the far right side. After you get to the end of the category, click on Find Favorites. You will now have your own personalized goal bank within the program that contains only the goals you selected in that category. If there are additional goals you want to add, click on Custom Behavior (at the bottom of the goal list) and type in your own goal stem. Begin with the verb (not will) and type in the behavior. If it is an academic goal, you need to put in the standard number as well. Then click on Save, and you have added your own goal to your personal goal bank.

STEPS IN MAKING STUDENT NOT ELIGIBLE DURING AN INITIAL

DO Not Qualify for Special Educational Services - Initial entry or Re-entry into Spec. Ed. only

Note: you can only exit a student who is currently in special education. Do not exit a student who does not qualify for special education.

1. Select a Meeting Purpose either: "Other Review;" "Triennial Review;" or "Annual Review"

2. Enter Meeting Date and other relevant meeting info.
3. Then open the "Student Info and Services" form
4. FIRST enter the 'Exit Date' and 'Exit Reason'

Dates			
Initial entry (0-22)	11/12/2008	Next Review	9/19/2013
Initial IEP	10/13/2008	Next Triennial	9/19/2015
Annual IEP	9/19/2012	Exit Date	
Exit Reason			

5. THEN remove the Disability, Service lines by clicking the red [X] and any other irrelevant fields.
6. Click "Save and Return to IEP Manager" You will notice that many of the Required forms on the Basic Forms list have been removed as they will no longer required if the student is no longer eligible.
7. Develop a draft by clicking the "Preview/Print" button
8. After the meeting select the 'Meeting Held' checkbox and 'Finalize' meeting.
9. The State needs a snapshot of the MIS Summary page just BEFORE the student was exited; so the MIS Summary page will look the same except for the exit date and reason.

UNIQUE ISSUES RELATED TO IEPS FOR STUDENTS PREVIOUSLY FOUND TO BE NOT ELIGIBLE

I am trying to do an Initial IEP for a student who was previously tested and found to be not eligible, but the program won't let me.

An initial IEP for a student who was previously tested and found not eligible cannot be held until you notify the CASEMIS person in your district to change the IEP plan type on the MIS page from "not eligible - 90" to IEP. It's an extra step that has to be done to open up the forms. A student with plan 90 cannot have a meeting of any kind, and the only person who can change the plan type is the CASEMIS person. Your CASEMIS staff will also need to clear the information in the Referral box on the MIS Summary. You will replace that information as you fill out the interface to set up the IEP meeting and if the student is not eligible, the plan type will go back to 90 automatically. This extra step is necessary to protect the CASEMIS data stored in the program.

I am trying to do an Initial IEP for a student who was previously in special ed and dismissed, but the program won't let me

The process for this meeting is similar to the one above but slightly different. When a student exits, all of the information about how the student was receiving services is left in the program, so the student will already have a plan type 10 (IEP). You need to notify the CAEMIS person to clear the information in the Referral box on the MIS Summary. You will replace that information as you fill out the interface to set up the IEP meeting. In addition, the CASEMIS staff will need to remove Exit Date and reason information entered from the exit IEP. The system will not let you develop an IEP for a student showing an exit date and reason.

How do I get rid of the extra IEP pages that are not needed if a student is not eligible for services on an Initial IEP?

As soon as you check the Not Eligible box on the Student Information and Services page, the extra pages will no longer be required and will drop off of your list. If you find you made a mistake, and the student is eligible, put in the disability and uncheck the box and the other required forms will be back on the list.

PROCEDURE FOR EXITING STUDENT FROM SPECIALEDUCATION

1. Select a Meeting Purpose: "Initial Evaluation"

2. Enter Referral Date; Referred By; Assessment Plan Sent; and Assessment Plan Received.
3. Enter a Meeting Date; Time and Place
4. If the student will not be eligible remove the Next Triennial and Next IEP dates
5. Open the "Student Info and Services" form
6. Fill out form – do not enter a disability or services
7. CHECK THE CHECKBOX LABELED "Not Eligible – Initials Only"

The screenshot shows a form with several checkboxes for disabilities: Specific Learning Disability, Autism, Emotional Disturbance, Traumatic Brain Injury, Established Medical Disability (3-4 year olds), Orthopedic Impairment (LI), Hard of Hearing (LI), and Deaf/Blindness (LI). Below these is a dropdown menu for 'Secondary (if any)'. A red arrow points to the checkbox labeled 'Not Eligible - Initials Only (explanation/comments):'.

8. Click "Save and Return to IEP Manager" You will notice that many of the Required forms on the Basic Forms list have been removed as they will no longer required if the student is not eligible.
9. Develop a draft by clicking the "Preview/Print" button
10. After the meeting select the 'Meeting Held' checkbox and 'Finalize' meeting.
11. Confirm 'Plan Type' field on the MIS Summary Page says "Not Eligible for spec. Ed. or Related Services"

How do I remove information from the SIS page (implementation date, next annual, next triennial, disability, and services) when a student is found to be no longer eligible (exit) at a Triennial Review? Also, how do I get rid of the extra IEP pages that are not required for a student who is not eligible?

Open the SIS page and simply remove all of those items. First enter an exit date (using a 4 digit year) and reason (Return to regular ed, no longer eligible) and send to SIRAS. Use the red [X] box to the right of each service line to remove the service. Now click the red [X] button near the disability to remove the disability. Then remember to change the % of time in general education to 100%. Then As soon as you accept those changes the unneeded pages will drop off). If you ever find that you made a mistake and the student is still eligible, just go back into the SIS page and remove the exit date and reason, and submit to SIRAS again. The other information on the SIS page will come back (because it is still stored in the CASEMIS data) and the other required forms will be back on the list. You do not check the "Not eligible" box for students who have been in special education and are exiting. That is for students found to be not eligible at the initial assessment.

Note: Once you enter the exit date and reason, the student's record will be automatically changed to inactive. If you need to access the record again, on your choose student screen change the "Active Status" (upper right corner) from to "All" so that you will see the names of all of the students who have you listed as a provider in their records, including those who are inactive.

ISSUES RELATED TO SHARING FILES/EMAILING

In the Action column in the Basic IEP section, what does it mean when it says an IEP page is Open for editing?

This message tells you that another provider is working on that page, and that you should not go into the page until it says "Submitted". You could unlock the page then go into the page, but you run the risk of your data being in conflict with that of the other user and causing a loss of information inputted by one or

both of you. The reason the page is locked is because a member of the team has not finished with it, so it would be wise to never try to open a locked page.

This message may remain on your screen even after the person has exited the page because you are seeing information generated when you logged on. You can click the “refresh” button (top of the screen to the right of the student’s name) to bring up more current information, sometimes it can take as long as 30 seconds to even a minute before the program realizes that the other user has left the record. Another way to push the request is to log out and log back in.

I opened the IEP manager and it said "Read Only" & the IEP disappeared. What happened?

This is a rare occurrence that can happen if you and another provider for the student open the student's record at the same time or almost the same time. The second person will be temporarily locked out of the record. Log out, wait a few minutes, then log in again. The information is not "lost"--just temporarily unavailable. Again by clicking the Refresh button located on top of the IEP manager will push the request.

How can I email the IEP to the parent or general education teacher?

There are two options:

- You may “Save” a copy of the IEP while using the Print/Preview function & then attach it to an email
- You may “Print” a copy of the IEP under Print/Preview using Cute PDF Writer or Adobe, both of which will also save a copy that you can attach to an email

These same options can also be used to send individual pages of the IEP by email

PROBLEMS RELATED TO PRINTING AND FINALIZING THE IEP

‘Preview/Print’ button does not work

The Print/Preview button is designed to put all IEP pages in order and number them. This will generate your “Draft IEP”. Therefore, you must submit all required forms before you can preview and print the IEP using this feature. If you need to print one of the pages of the IEP prior to completion of all of the forms, you can print directly from that form, but it will not have a page number.

Message that the meeting cannot be finalized until it is marked as held.

Check the Meeting Held box to the right of the meeting date and then fill in the Parent Participation and Follow-up information before clicking on Finalize IEP. Note: You cannot check the Meeting Held until after the date of the meeting. This is a built in protection so that you will not accidentally finalize a meeting that has not been held. The dates on the MIS Summary do not change until you check Meeting Held.

DO NOT finalize until after the meeting has been held and you have made any necessary changes to the IEP as a result of things you wrote in during the meeting. Once you finalize the meeting you will no longer be able to make changes to the IEP document or have access to the other menus on the interface.

Message that the Student has # remaining error(s). Check the MIS Summary and fix any errors before finalizing the IEP

Go to the MIS Summary (button to the left of the IEP Manager). Note any fields highlighted in red, and make corrections. After corrections click on the green check mark at the top left of the page to validate again to be sure there are no additional errors. Then you can return to the IEP Manager and finalize the meeting. This is a rare occurrence in the current system and will usually happen only if you leave a field

empty (e.g. leaving a blank on the STAR page rather than entering "Not to participate") or a similar error in CAEMIS data such as forgetting to enter the percent of time in regular education.

After I finalized my initial IEP for a preschooler, I saw a message on the Home page under "Notifications and Messages" that I have "1 students who have their third birthday this year, and who have a overdue or incomplete initial evaluation date without a reason."

This notice is coming up because this student did turn 3 years old this year prior to the IEP. Any students who turn 3 years old listed this way because there are specific timelines involved with students who are getting services between the ages of 2 to 3 years old that are tracked in CASEMIS. Since this student was not in special ed prior to age three, the timelines do not apply. Please ignore this message and consider it just one of those CASEMIS warnings that we can't do anything about- at least for now.

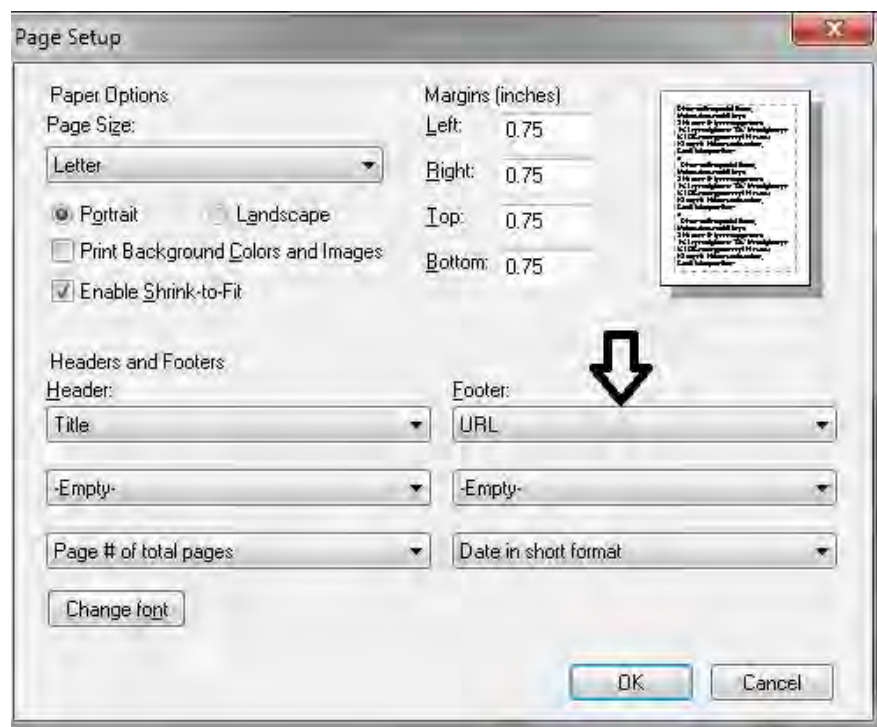
OTHER PRINTING PROBLEMS

I tried to print the Progress Report and nothing happened.

The Progress Report is actually an HTML form from within the program so it operates differently. You need to turn off all of your popup blockers permanently before you can print any HTML form in the program, including not only the Progress Report, but also the MIS Summary, Student Notes, STAR Participation list, and any other reports under the Reporting tab at the top of the page.

SIRAS website appears at the bottom of the Progress Report and/or SIRAS Report comes up at the top when printed

The progress report print function is very different from that of the PDF forms. The progress report actually prints through your browser. To get rid of the SIRAS website address on the progress report you will need to go under Page Setup in your browser (Internet Explorer or Firefox) and change the setting for the footer from URL to Empty and/or the header from Title to Empty. Look under File, then you should see Page Setup. See picture below for the change you need to make from URL to Empty:



A picture of a cat (or other animal) fixing a computer came up, and I was logged out of the computer. What happened?

Getting the "Kitty" can mean you have discovered a bug in the program. It can also be due to user error like you accidentally hit the back button for the browser on your computer or you were impatient and clicked on the same function more than once while SIRAS was still processing your first request. If you get the Kitty frequently, then it is most likely user error. When you do get the Kitty, log back in and go to the exact same place you were before and attempt the same task. If the Kitty comes up a second time on the same task, it is most likely a bug. It is important that you report this immediately by email (not a ticket within the program) to Steve Ormbrek steve@sirassystems.com and/or Brian Marcontell brian@sirassystems.com so it can be fixed right away.