

SIRAS LEVEL 2 TRAINING AGENDA

BEYOND THE BASICS

1. Finalizing meetings and submitting to District Office
2. Validating data on the MIS Summary prior to Print/Preview
3. Review of meeting:
 - a. Edit button for changing meeting purpose
 - b. Continued meetings vs. cancelled vs. rescheduled
 - c. Delete button for removing forms submitted in error
4. Meeting issues:
 - a. Initial meetings for students found not eligible at the meeting
 - b. Initial meetings for students previously found not eligible and referred again
 - c. Triennial meetings for students found no longer eligible - exiting student can only be done at tri
 - d. Initial meeting for student previously exited
 - e. Exit Summary for all exiting students in gr. 12+
 - f. Issues concerning re-activating meetings (see handout)
5. Accessing Spanish Forms - Translation feature (checkbox)
 - a. Must submit English form to get Spanish form
 - b. Don't open Spanish form until it is completely filled out
 - c. Submitting Spanish form stops communication - can delete & reopen
 - d. Uncheck box after sending out Pre-IEP forms unless the entire IEP needs translated
6. Developing Progress Reports
 - a. See handout Developing Progress Report
 - b. Student Level under: Student Info/Data Collection and Progress/Progress Report
 - c. Caseload Level: under Reporting Menu/Bulk Progress Report (finds all records in potential need of a Progress Report.
7. Using the Goals Developer (see handout on developing goals)
 - a. Index feature to put goals in order
 - b. Current Goals
 - c. Next Year's Goals
 - d. Archive Goals
 - e. Advancing goals
 - f. Customizing the Goals Wizard (favorites & custom goals)
8. Printing the Data Collection form
9. Uploading assessment reports and other documents
10. Using Student Lists
11. Searching for students for various purposes and saving query for future use
12. User Questions & Answers
13. IEP Practice Time

Issues Related To Finalizing and Reactivating IEPs

After an IEP is developed in the IEP Manager, it is expected that the case manager will click on the 'Print/Preview' to create a draft of the IEP. After the meeting, is held, the case manager should click the Meeting Held button and enter the Parent Participation information. This lets anyone who looks at the IEP Manager know the status of the meeting.

If a computer and printer are not available during the meeting, the hard copy draft of the IEP should have changes on it written in by the case manager or other members of the team. At the very least, the team would need to add the Parent Comments to the Present Levels page on this copy. In most instances there will also be meeting notes written onto the IEP. Any other changes to the draft of the IEP would also be written onto the hard copy. At the close of the meeting, the parents will be asked to initial and sign this copy. This will then be the legal copy of the IEP.

The case manager is now responsible for going into the electronic copy of the IEP, and entering all changes made by hand on the paper copy so that the electronic copy of the IEP in SIRAS matches the hard copy of the IEP signed by the parent. Once this process is complete, the case manager should Finalize the meeting, enter the Parent Input and Follow-up information on the IEP Manager, and send the hard copy of the IEP to the CASEMIS staff to verify that the hard copy and electronic copy match.

The IEP should never be Finalized before the case manager has a chance to make the electronic copy in SIRAS the same as the hard copy of the IEP because once the IEP has been Finalized, it no longer pushes new information into the MIS Summary page. In the event that the case manager accidentally Finalizes a meeting prior to completing the electronic copy, s/he will need to contact a CASEMIS staff person who can go to the archived meeting in the IEP Manager and Re-activate that meeting.

Once the meeting has been reactivated the case manager can enter the corrections on the IEP forms and Finalize the meeting again; however, once a meeting has been Finalized there is NO data transfer between the re-activated forms and SIRAS. This could result in compliance errors. For this reason, any corrections and/or changes to CASEMIS data after a meeting has been reactivated must be entered on the MIS Summary page as well as on the IEP meeting forms.

In the event that something superficial was left out on the IEP which was noticed AFTER the parent signed the hardcopy, it is permissible for the case manager to do an Addendum or Administrative Amendment (per district policy). Some examples would be things like entering vision or hearing test results, adding an accommodation, or checking a box on one of the pages. In the event that the change is more significant such as dismissing and adding a service it is recommended that an Other Review be held.

It is never permissible to make changes to the electronic copy of the IEP that are not on the original hard copy of the IEP signed by the parents. The IEP document is a legal agreement between the parent/guardian/adult student and the district cannot be altered after it is signed without permission from the parent/guardian/adult student. Any changes to the IEP must be made by one of the methods listed above.

Accessing Spanish Forms/Translating IEP Forms into Spanish

Spanish forms will only become available after you have developed the form in English, saved it, and clicked the box for Translation Needed on the blue menu bar across the middle of the IEP Manager screen. Make sure you have completely filled out the English form and saved it before opening the Spanish form because all of 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. For this reason, it is suggested that you not check the box for Translation Needed until all of the English forms have been completed. If you need to make changes to the English version of any form after submitting the Spanish form to SIRAS, you will need to delete the saved Spanish form so SIRAS will bring over all of the revised information entered on the English form.

An exception to this suggestion would be Pre-IEP forms. The Spanish versions will be needed before the IEP meeting has been held. For Pre-IEP meeting forms, fill out all of the forms that will be needed in English first and save them. Then check the Translation Needed box. You will then see a new tab for Spanish Pre-IEP forms. The Spanish versions of the English forms that have been saved will be available under this tab. The only information that will need to be translated on these forms would be information which was typed onto the form rather than selected from the menus. Once the Spanish Pre-IEP forms have been printed, it is strongly advised that you uncheck the Translation Needed box so that other users will not be tempted to open the Spanish forms before the English forms have been completed.

All information entered onto the English IEP forms will be translated into Spanish except for information typed onto the form by the user. Any information typed onto the English form will show in English on the Spanish form. The translator does not need to view the English form. S/he can then just pull up the Spanish form and translate the English entries directly on the Spanish form.

Progress Reports can be printed in Spanish provided the goals have been translated. If staff members used the Goals Wizard to develop the English goals, SIRAS will automatically translate them into Spanish. However, any goals that were customized or changed on the English version will need to have the same changes made on the Spanish version. Goals written without using the Goals Wizard will have to be translated completely. Goals should always be translated in the Goals Developer. Then the translated versions will go directly into the Spanish IEP forms and progress report. To access the Spanish version of the goal, click on Edit Text to bring up the English goal, then click the button to access the Spanish version and make any changes needed, and save. Any comments typed by the user for the goals (rather than using the comments menu) or at the bottom of the Progress Report will also have to be translated.

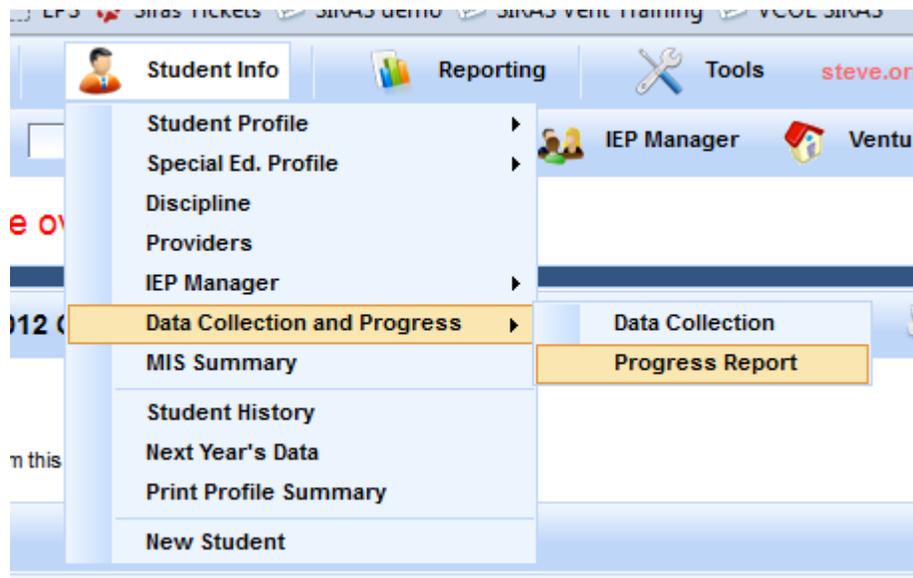
Note: There is a special role in the program which is called Translator. Any user assigned the role of Translator can see all and only students who have "Translation Needed" checked. When the translation is finished, the Translator will check "Translation Complete," and the record will no longer be listed. If a Translator needs to be assigned to another role in addition to that of Translator, the students with IEPs needing to be translated will have to be assigned to that provider. The Translator role cannot be combined with any other role.

Developing Progress Reports

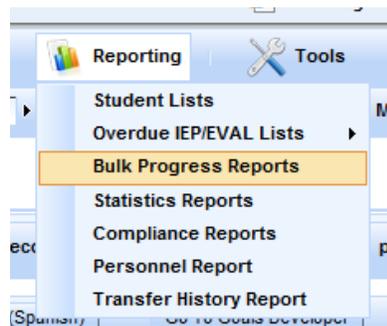
Progress Reports must be sent to parents at the intervals specified on the Agreement/Attendance page. It is expected that they will be sent concurrent with report cards unless otherwise specified. Enter dates only when you are ready to do the Progress Report for the student. It is very important that you complete your Progress Report before you advance any new goals from the Next Year's Goals section of the Goals Developer because otherwise you will lose access to your current goals for the Progress Report.

There are two ways to access the Progress Report to enter data collected for the report:

1. Select a student and go under Student Info to Data Collection and Progress to the Progress Report Tab. This approach will allow you to enter Progress Report data for this student only. If you have collected data for a particular student and wish to enter it, this is the most convenient approach.



2. Go under Reporting to Bulk Progress Reports. This approach will allow you to enter data for any student on your caseload with an IEP in SIRAS. If you have all of the Progress Report data for your entire caseload, this approach will be more convenient.



The Progress Reports function under Reporting searches for all students with active goals and pulls them up. Students who do not yet have goals in SIRAS will not appear on the list.

Regardless of the option selected for developing the Progress Report (by student or by group), the first step on either screen is to enter the date for the Progress Report. Use the calendar to the right of the date field and select the date for the report. This date will then be recorded as the first reporting

date for that student. Then select the grading period for the report from the menu (quarter, semester, trimester). The next step is 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 4 components:

Required:

1. Progress Report Date - The date defaults to the date selected for the Progress Report to be sent home. If the report date needs to be changed, it should be corrected using the calendar at the top of the page.
2. 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.
3. 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.

Optional:

4. 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.

Once you have filled out all four fields on this screen, click on the Save button, and your information will be entered into the Progress Report. Repeat the above steps for each goal and/or benchmark. Be sure not to skip any goals or benchmarks. If you make a mistake, you can always correct it by clicking on Edit Progress Report.

Note: If a goal is 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.

This process should be repeated at each scheduled reporting date. When doing the final Progress Report for the IEP meeting, you must also indicate whether each goal was met (under Action). Once you do this, you will see the word "Clear" appear. That feature will allow you to remove the "Yes" or "No" (in case you did this by accident before the final reporting period). This is important because when you mark "Yes" a green check mark and the words "Goal Met" will appear on the Progress Report. When you check "No" a red circle with an exclamation point and the words "Goal Not Met" will appear on the Progress Report to remind you that you need to address this area of need in the next IEP.

If you check "No," you will also be given a choice as to whether or not you wish to "Keep/Revise" the goal for the next IEP. You may mark that on the Progress Report screen or in the Goals Developer when you are working on new goals. Note, if you elect to "Keep/Revise" a goal, then it will not be archived in the system and you will not have an archived record of the student's progress toward that goal. For this

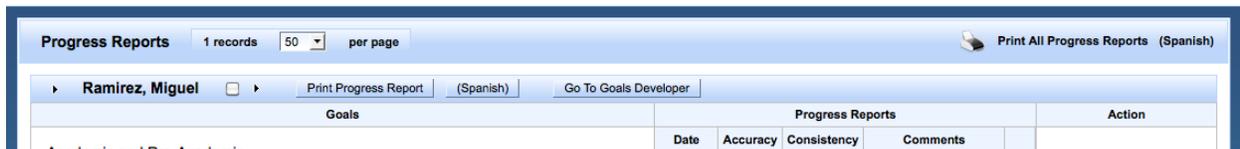
reason, it is recommended that you archive all goals and write a new goal to replace the one that was not met. You need to go to the Goals Developer to Archive and Advance goals. Once you archive a goal, the progress reports for that goal will also be archived.

If you notice any blank goals and/or goals with errors (lines with empty ___ or XXX), you need to go back to the IEP Manager/Goals Developer to correct these mistakes.

There is also a box at the bottom (below the goals) called "Overall Comments" where you can enter other information regarding the student's progress. Information entered in this box will print at the bottom of the actual Progress Report and will be saved for the next reporting time. For this reason, it is suggested that you date your comments so you can add on to them at the next reporting time. The Spanish Progress Report also has a box for overall comments which will need to be translated from the English version of the Progress Report.

When you have entered all of the data for the student, you can print the report for any student from either of the Progress Report screens (under Student Info or Tools) in either English or Spanish. If you want to print the progress report in Spanish, click on the word Spanish.

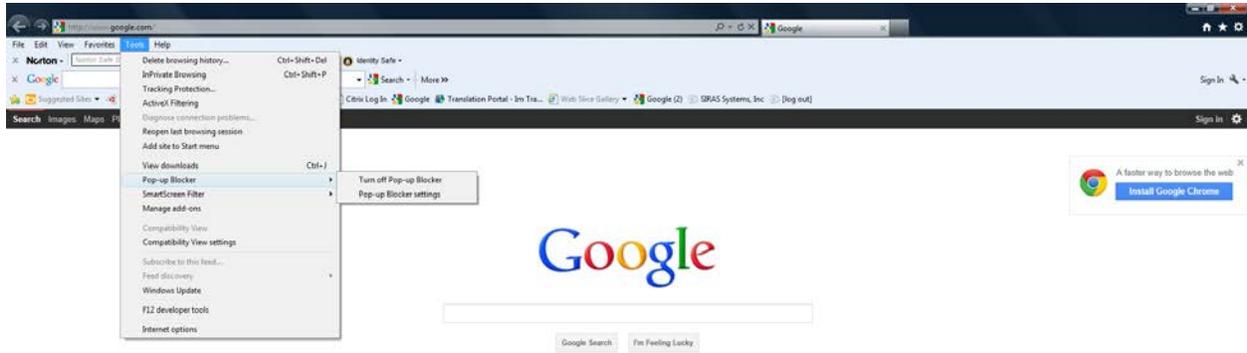
On the Progress Report screen under Reporting there is also an option to Print all of the Progress Reports at the same time using the button at the top right of the screen.



There is also an option to 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.

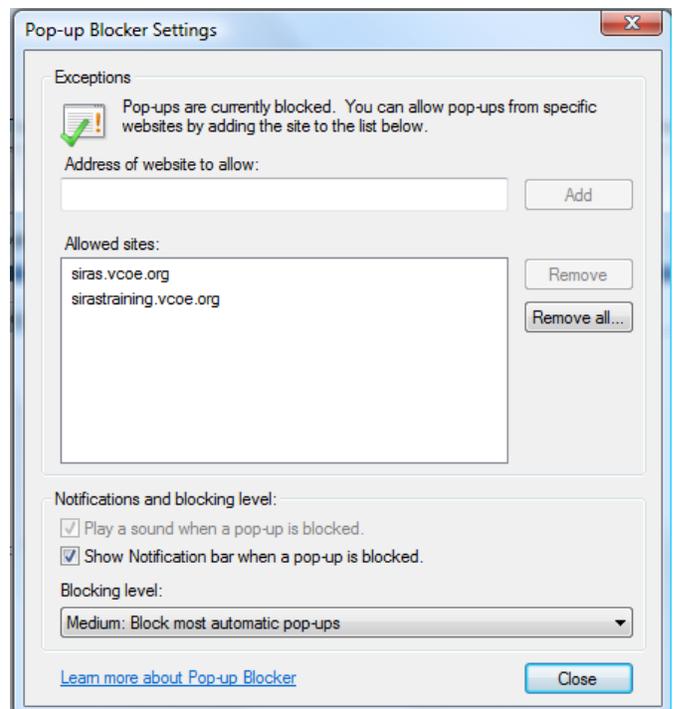
Before you print your Progress Report(s) from either screen, you will need to be sure that your pop-up blockers are turned off. Progress Reports are in HTML which is a different format than the IEP forms. These forms are much more flexible and can "grow" to fit any amount of information needed for the 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. If your pop-up blockers are on, the program will not respond. So if nothing happens when you try to print, that will be a reminder to turn off your pop-up blockers.

To turn off your Popup Blockers for all sites, open your browser and look under Tools on the menu bar and scroll down to Pop-up Blocker, then select "Turn off Pop-up Blocker".

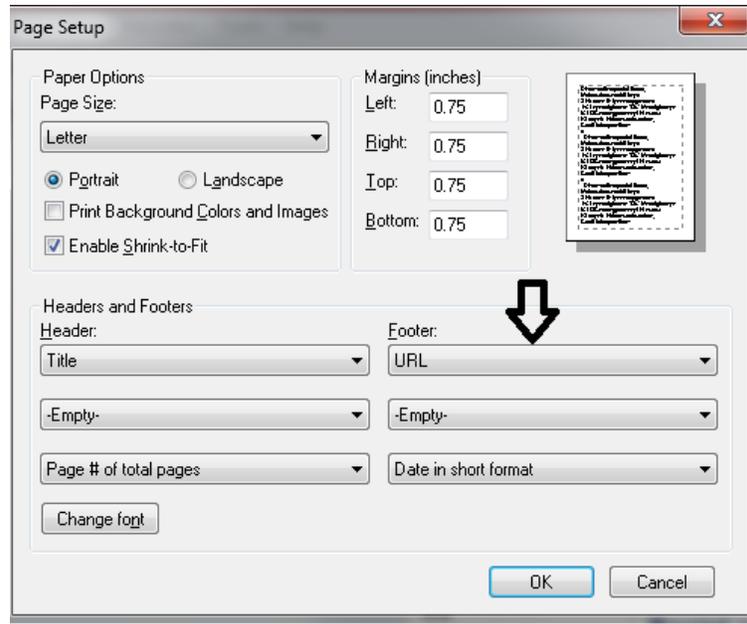


If you do not want to turn off your pop-up blockers for other sites on your computer, go under "Tools" on the Menu bar for your browser (not the one for SIRAS) to "Pop-up Blocker Settings" and add siras.vcoe.org to the list of sites that allow pop-ups.

Note: If you do not see a Menu bar for your browser, right click in the grey area underneath the URL and select "Menu". Then you will see "Tools" as a choice.



It is also recommended that you go to the Menu bar for your browser and go under "File" to "Page Setup" and change all of the settings for your header and footer to "Empty". Otherwise the things listed such as Title, page numbers, dates, and URL will print on your report



When you click on Print, the program will open a new window (or sometimes a new tab, depending on the computer) for you to view and complete the Progress Report. You may also enter additional overall comments at the bottom of the page before printing. You can also "preview" the report before printing by going under the File menu in your browser to Print Preview. When you have finished printing the Progress Report(s), close the new window or tab to get back where you were in the program.

See document on *Printing in SIRAS* for more detailed information.