

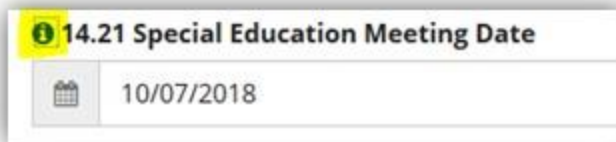
The CASEMIS to CALPADS transition will be split into two phases:

**Phase 1:** Student Record / remaining IEP forms - **will go live Friday, November 2<sup>nd</sup>**

**Phase 2:** CALPADS Extract/Report.

**Below are the updates for the Student Record:**

- **CASEMIS A** - will still be available, but will be a read-only page.
- **Dates** - has been renamed to Dates & Initial Placement information
- **CASEMIS B** - has been renamed CALPADS (Services)
- **CASEMIS D** – has been renamed to CALPADS (Post Secondary)
- **CALPADS (Student)**
  - This is the new reporting page. This is where the error check will be ran and data will be pulled for CALPADS reports.
  - The fields are in order by field number.
  - Click on the “info” icon to read the description of the field.



- **Demographics**
  - Due to CALPADS reporting, student name information has been updated to: Legal First Name and Legal Last Name
  - We have added a Legal Suffix field

**Below are the updates for the remaining IEP forms:**

- **Information/Eligibility**
  - Updated with the new CALPADS fields
  - Updated the Purpose of Meeting section
- **Educational Setting**
  - Updated with the new CALPADS fields
  - Graduation Plan section has been removed
- **Infant Data Sheet**
  - Updated with new CALPADS fields
  - Added Purpose of Meeting: Initial Evaluation and Annual Meeting
  - Removed Early Intervention

- **Service Plan (Private School)**

- Updated the “Student has been found Eligible” checkbox from 1 checkbox to 3 checkboxes.
  - If the checkbox was checked, the 1<sup>st</sup> checkbox will now be checked.

Student has been found eligible for special education services.

Parent/guardian(s) acknowledge, understand and agree that as a private school child with a disability, there is no individual entitlement to receive some or all of the special education and related services they would receive if enrolled in a public school. Parent/guardian(s) understand that in accordance with the Individuals with Disabilities Education Act (IDEA) 2004, their rights to due process do not apply in the private school setting.

Parent/guardian(s) acknowledge, understand and agree that if they are interested in special education and related services from a public school through development of an individualized education program (IEP), they must contact the DOR; the DOL may not contact the DOR without the express written consent of the parent/guardian(s).

- Added Parent Involvement field

As a means of improving services and results for your child did the school facilitate parent involvement?

Yes  No  No Response

Parent/Adult Student has received a copy of the Procedural Safeguards

Parent/Adult Student has received a copy of assessment report (if applicable)

Parent/Adult student has received a copy of the Service Plan

Next Annual Review Due By: \_\_\_\_\_

Triennial Review Due By: \_\_\_\_\_

- **Meeting Notice B**

- Removed “consent to invite other agency personnel” signature line.
  - The checkbox still remains, as well as the additional signature line.

- **EL Reclassification**

- Updated text from CELDT to ELPAC
- Changed from Alternate Assessment (ALPI) to Alternate Assessment (VCCALPS)
- Additional text updates

**Below are the updates for the affirm process:**

- Per CALPADS, only specific meeting types can be considered a “reportable transaction.”
- The accepted reportable meeting types are: Infant Initial Evaluation, Initial Evaluation, Annual, Triennial.
- All other meeting types must be completed using the Amendment process (30 day placements, Interim Placements, Exit IEPs, Transition, etc.).
  - If you are holding an accepted meeting type (Infant Initial Evaluation, Initial Evaluation, Annual, Triennial) along with an additional meeting type (30 day placements, Interim Placements, Exit IEPs, Transition, etc.), both purposes can be selected and would be considered a reportable transaction

- If the meeting type is solely for an Additional Purpose (30 day placements, Interim Placements, Exit IEPs, Transition, etc.), it must be completed through the Amendment process.
- The Meeting Type is located on the Information/Eligibility form and links to the CALPADS (Student) page. It will be included in the CALPADS error check.

**Below are the updates for the Search feature:**

- All new fields have been added as a Search Filter and in Columns to Show.

CASEMIS Field #	CASEMIS Field Title	Reuse CASEMIS Field or New Field	New Field #	CALPADS Field Title	Definition
	NA	New - read-only field	14.01	Record Type Code	A category describing the type of data record being submitted.
	NA	New - read-only field	14.02	Transaction Type Code	A category describing the action the system should take on the data record being submitted.
	NA	New - read-only field	14.03	CALPADS Extract Record Count	A record count in CALPADS extract, generated automatically in report. Field may display as blank.
A-4	DIST_SERV	Re-Use	14.04	Reporting LEA	A unique identifier for the educational service institution responsible for obtaining and maintaining a student's Statewide Student Identifier by way of an enrollment record in the California Longitudinal Pupil Achievement Data System (CALPADS).
A-6	SCH_CODE	Re-Use	14.05	School of Attendance	A unique identifier for the school that delivers a majority of educational instruction and services and is where the student attends.
	NA	New - Auto-Calculated Field field	14.06	School of Attendance NPS	A unique identifier (school code) for the certified non-public non-sectarian school the student attends. Field will be generated automatically in CALPADS extract based on School Type 14.49. Field may display as blank.
	NA	New - read-only field	14.07	Academic Year ID	A unique identifier assigned to a specific Academic Year. An Academic Year is the period during which school is in regular session and provides a required number of days of instruction (175 days in California).
A-11	SSID	Re-Use	14.08	SSID	The unique identifier for the student assigned to or by the first California district in which the student is enrolled in accordance with CDE established standards. This number follows the student from school to school throughout their association within the California educational system.
Existing Stu rec field	Demo page field	Re-Use	14.09	Student Information System Student ID	A unique identifier assigned to the student by a local educational agency. This may not necessarily be the same as the identifier assigned to the student at the school level.
A-10	STUDENT_ID	Re-Use	14.10	SEIS ID	A unique identifier assigned to a student by a Special Education Local Plan Area (SELPA) or State Operated Program (SOP), the identifier may or may not be the same as the identifier in the local student information system.
A-9	FIRST_NAME	Re-Use	14.11	Student Legal First Name	The Student Legal First Name of the student. The Student Legal First Name is the first name of the person which is given to a person after birth (e.g., birth, baptism, or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption, or name change).
A-8	LAST_NAME	Re-Use	14.12	Student Legal Last Name	The Student Legal Last Name of the student. The Student Legal Last Name is the name borne in common by members of a person's family, or the last name recognized as the formal and consistent last name given to a person after birth (e.g., birth, baptism, or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption, or name change).
A-13	BIRTHDATE	Re-Use	14.13	Student Date of Birth	The month, day, and year on which a person was born based on the Gregorian Calendar.

A-14	GENDER	Re-Use	14.14	Student Gender	A coded value representing the person's gender. Gender is a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.
A-2	SELPA_CODE	Re-Use	14.15	Reporting SELPA	A unique identifier assigned by the California Department of Education Special Education Division to each Educational Service Institution serving as a Special Education Local Plan Area.
A-5	DIST_RESI	Re-Use	14.16	District of Special Education Accountability	A unique identifier (county-district code) for the district or charter school that is responsible for ensuring that special education services are provided for a student participating in special education (students with an Individualized Education Plan (IEP), also known as the District of Residence. For example, if a student is transferred to another district for services because their district of geographical residence does not provide those services, the district of geographical residence would be the District of Special Education Accountability, and NOT the district that was providing the services (District of Service)
A-22 & A-26	IN_RFRDATE REFR_DATE	Re-Use (New Auto-calculated field but users will re-use existing fields)	14.17	Special Education Referral Date	The date a child or student was referred to assess and determine eligibility for special education services.
A-23 & A-27	IN_RFRBY REFR_BY	Re-Use (New Auto-calculated field but users will re-use existing fields)	14.18	Referring Party Code	A coded value representing the person initiating a child or student's referral for assessment and to determine eligibility for special education services.
A-24 & A-28	IN_PRNTCST PRNT_CSNT	Re-Use (New Auto-calculated field but users will re-use existing fields)	14.19	Initial Evaluation Parental Consent Date	The date the district/school received parental consent for initial evaluation to determine eligibility for special education services.
	PULL FROM IEP/AFFIRM PROCESS- Future IEP	New (Doing one time massing import from Future IEP)	14.20	Special Education Meeting Type Code	A coded value representing the type of evaluation being conducted for a child in the special education program.
A-36	Use A-36, if A-36 is blank, then pull max date from A-25 A-29 OR A-37	Re-Use	14.21	Special Education Meeting Date	The date of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), or Individual Service Plan (ISP) team meeting to review the initial evaluation, Annual IEP meeting, or triennial evaluation to determine eligibility for special education services.
		New - Auto-Calculated Field field	14.22	Student Special Education Evaluation or Amendment Identifier	A unique identifier of a specific evaluation or amendment for a child or student with disabilities. Components that would uniquely identify an evaluation or amendment would be: - SSID (14.08) - Special Education Meeting Type Code (14.20) - Special Education Meeting Date (14.21) - Education Plan Amendment Date (14.25) Note: Field will be generated automatically in CALPADS extract. Field may display as blank.
		New - this is a brand new calpads field, all need to start from scratch to populate it based on if Errors exist when CALPADS extract is ran thru CALPADS software	14.23	Evaluation Delay Code	A coded value representing the reason the Meeting Date exceeds the required timeline but should be considered timely.

A-32	PLAN_TYPE	Re-Use (New Code Set)	14.24	Education Plan Type Code	A coded value representing the type of plan by which the student is receiving special education services, Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or an Individual Service Plan (ISP), or other code as appropriate.
		New - Not Reporting	14.25	Education Plan Amendment Date	The date that a student's individualized program: Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or Individual Service Plan (ISP) was amended. Field will remain blank for this reporting period.
A-34	RESID_STAT	Re-Use (New Code Set)	14.26	Primary Residence Code	A coded value representing the student's Primary Residence Category. A Primary Residence Category is a category describing the location where an individual lives most often, whether or not the location is considered "permanent."
A-35	ENTRY_DATE	Re-Use	14.27	Special Education Initial Service Start Date	Based on information available from school records or parent statement, it is the date when the student first entered special education. It is also defined as the date when the student first received special education services, including infant services provided through an Individual Family Service Plan (IFSP) if applicable.
A-38	DISABILIT1	Re-Use	14.28	Disability 1 Code	A coded value representing a Disability 1 Category. Disability Category is the disability category that best describes an individual's condition -a physical or mental impairment that substantially limits one or more of the major life activities of such individual: a record of such impairment; or being regarded as having such an impairment. The phrase major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
A-39	DISABILIT2	Re-Use	14.29	Disability 2 Code	A coded value representing a Disability 2 Category. Disability Category is the disability category that best describes an individual's condition -a physical or mental impairment that substantially limits one or more of the major life activities of such individual: a record of such impairment; or being regarded as having such an impairment. The phrase major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
A-40	SOLE_LO	Re-Use	14.30	Infant Regional Center Services Eligibility Indicator	An indicator of whether or not the student, age 0-35 months, is eligible for regional center services. A "Y" indicates that the child is eligible, otherwise "N".
A-42, A-43, A-44	FEDSET_INF FEDSET_PRS FEDSET_SCH	New 3 Fields	14.31	Special Education Program Setting Code	A coded value representing the special education program setting in which the student is receiving or has received the majority of special education and related services according to the student's Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or Individual Service Plan (ISP).
A-43	Subset of FEDSET_PRS	New	14.32	Preschool Program Setting Service Location Code	A coded value representing the location a preschool student with disabilities is receiving a majority of their special education services.G39

<b>A-43</b>	Subset of FEDSET_PRS	New	<b>14.33</b>	<b>Ten or More Weekly Hours in Setting Indicator</b>	An indication of whether or not a student with disabilities is enrolled in a regular early childhood program or kindergarten for a minimum of 10 hours per week. A "Y" indicates that the student is enrolled a minimum of 10 hours per week, an "N" indicates that the student is enrolled less than 10 hours per week.
<b>A-45</b>	Auto-Cal Value from IN_REGCLS	New - Auto-Calculated Field field using CASEMIS IN_REGCLS percentage field	<b>14.34</b>	<b>General Education Participation Percentage Range Code</b>	A coded value representing a range of the percentage of time a student with disabilities ages 6-22 participates in general education. 1 Equal to or Greater than 80 percent 2 40 percent to 79 percent 3 Less than 40 percent
<b>A-41</b>	INFANT_SET	Re-Use (New Code Set)	<b>14.35</b>	<b>Special Education Infant Program Type Code</b>	A coded value representing the environment or location in which the infant, between ages birth and 35 months, is receiving or has received the special education instruction and related services according to the student's Individualized Family Service Plan (IFSP).
<b>A-47</b>	TRAN_REG1	Re-Use	<b>14.36</b>	<b>IEP Includes Postsecondary Goals Indicator</b>	An indicator of whether or not the student's Individualized Education Program (IEP) includes appropriate measurable postsecondary goal or goals that cover education or training, employment, and, as needed, independent living. A postsecondary goal refers to those goals that a child hopes to achieve after exiting high school. A postsecondary goal is not the process of pursuing or moving toward a desired outcome, but the identification of what the desired outcome will be. A Y would indicate yes and a N would indicate no.
<b>A-48</b>	TRAN_REG2	Re-Use	<b>14.37</b>	<b>Postsecondary Goals Updated Annually Indicator</b>	An indicator of whether or not there is evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment. Transition assessment is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future work, education, independent living, and social environments. A Y would indicate yes and a N would indicate no.
<b>A-49</b>	TRAN_REG3	Re-Use	<b>14.38</b>	<b>Postsecondary Goals Age Appropriate Transition Assessment Indicator</b>	An indicator of whether or not there is evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment. Transition assessment is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future work, education, independent living, and social environments. A Y would indicate yes and a N would indicate no.
<b>A-50</b>	TRAN_REG4	Re-Use	<b>14.39</b>	<b>Transition Services in IEP Indicator</b>	An indicator of whether or not there are transition services in the Individualized Education Program (IEP) that will reasonably enable the student to meet his or her postsecondary goal(s). A Y would indicate yes and a N would indicate no.

<b>A-51</b>	TRAN_REG5	Re-Use	<b>14.40</b>	<b>Supportive Services Indicator</b>	An indicator of whether or not the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s). Courses of study are a multi-year description of coursework needed to achieve the student's desired post-school goals, from the student's current to anticipated exit year. A Y would indicate yes and a N would indicate no.
<b>A-52</b>	TRAN_REG6	Re-Use	<b>14.41</b>	<b>Transition Services Goals in IEP Indicator</b>	An indicator of whether or no there is (are) annual Individualized Education Program (IEP) goal(s) related to the student's transition services needs. Annual goals are statements that describe what a child with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge [not an activity]) within a twelve month period in the child's special education program. These goals should directly align with the student's postsecondary goals and transition services needs. A Y would indicate yes and a N would indicate no.
<b>A-53</b>	TRAN_REG7	Re-Use	<b>14.42</b>	<b>Student IEP Participation Indicator</b>	An indicator of whether or not there evidence that the student was invited to the Individualized Education Program (IEP) Team meeting where transition services were discussed. It is a document in the IEP or cumulative folder showing that an invitation was extended to the student to attend the IEP meeting where transition services were discussed. A Y would indicate yes and a N would indicate no.
<b>A-54</b>	TRAN_REG8	Re-Use	<b>14.43</b>	<b>Agency Representative IEP Participation Indicator</b>	An indicator of whether or not there is evidence that a representative of any participating agency was invited to the Individualized Education Program (IEP) Team meeting with the prior consent of the parent or student who has reached the age of majority. A Y would indicate yes and a N would indicate no.
<b>A-55</b>	SPEC_TRANS	Re-Use	<b>14.44</b>	<b>Special Transportation Indicator</b>	An indicator of whether or not the student needs special transportation arrangements to participate in special education services.
<b>A-56</b>	PARINPUT	Re-Use	<b>14.45</b>	<b>Parental Involvement Facilitation Code</b>	A coded value representing the parent's response to the question, "Did the school district facilitate parent involvement as a means of improving services and results for your child?"
		Blank Field	<b>14.46</b>	<b>FIELD NOT IN USE</b>	A coded value representing the graduation plan for a student as indicated in the Individualized Education Program (IEP) or Individual Service Plan (ISP), age 13 years, 9 months or higher.
<b>A-64</b>	EXIT_DATE	Re-Use	<b>14.47</b>	<b>Special Education Program Exit Date</b>	This is the date the student exited the special education program and is no longer receiving services.
<b>A-65</b>	EXIT_RESON	Re-Use	<b>14.48</b>	<b>Special Education Program Exit Reason Code</b>	A coded value representing the reason the student was exited from the special education program.
<b>A-7</b>	SCH_TYP	Re-Use	<b>14.49</b>	<b>Type of School or Program</b>	This is the type of school or program where the student receives the majority of instructional services.
<b>A-15</b>	ETHNICITY	Re-Use	<b>14.50</b>	<b>Ethnicity of the student</b>	Is student Hispanic or Latino?



<b>A-16</b>	RACE1	Re-Use	<b>14.51</b>	<b>Race Identification or background (first)</b>	A student's race identification or background. A Race category is indicative of a biological descendant designation often, but not always, reflected in physical traits that distinguish it clearly from other races.
<b>A-17</b>	RACE2	Re-Use	<b>14.52</b>	<b>Race Identification or background (second)</b>	Student's second race identification or background, if any
<b>A-18</b>	RACE3	Re-Use	<b>14.53</b>	<b>Race Identification or background (third)</b>	Student's third race identification or background, if any
<b>A-19</b>	EL	Re-Use	<b>14.54</b>	<b>English Learner</b>	Whether or not the student is an English learner (EL), this definition includes non English proficient students as well. This refers to a student who's primary or home language is not English and who does not have the clearly developed English language skills of comprehension, speaking, reading, and writing necessary to succeed in the school's regular educational program.
<b>A-20</b>	NATIV_LANG	Re-Use (Additional new codes added)	<b>14.55</b>	<b>Native Language</b>	This should be based on the parent response to the Home Language Survey (HLS). This may be the student's home language or native language.
<b>A-33</b>	MIGRANT	Re-Use	<b>14.56</b>	<b>Migrant Program Participation eligibility</b>	Eligible for or is participating in the Migrant Program, Public Law (PL) 97-35
<b>A-46</b>	GRADE	Re-Use	<b>14.57</b>	<b>Grade Level</b>	Student's grade level.