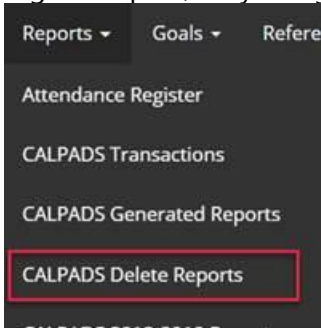


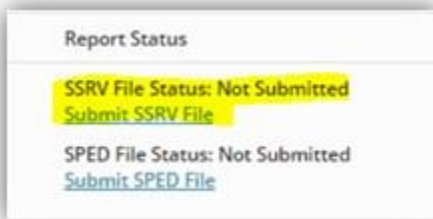
Here are the release notes from the SEIS system update. This information can also be found in the Help Center → Training Materials → System Updates.

### **CALPADS Delete Reports**

We have created a page under the Reports tab titled **CALPADS Delete Reports**. This report page will **only be visible to district level users who have duplicate transactions that need to be deleted in CALPADS**. **Users must run the delete files before proceeding with regular submissions**. If they attempt to submit a regular report, they will get an alert prompting them to the page.



To delete records, users must submit the files in reverse order deleting services first then Sped records. This is why we could not simply create the files under the CALPADS Reports page. No errors will be returned for these files. Once both have been submitted the process is complete.



Once the Delete report has been submitted (SSRV and SPED), users can proceed with regular submissions and the Delete Report page will no longer be visible. Users **MUST** generate a new CALPADS report. All previously generated reports have been deactivated (no submission links available) and can no longer be submitted for processing. Users can only view the data for these reports.

Please refer to the System Update Release Notes for additional details on the new CALPADS transaction process and additional CALPADS updates.

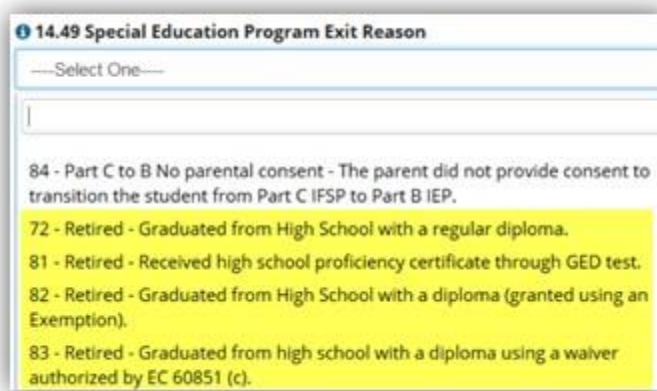
### **CALPADS Transactions**

Updates have been made to the creation of CALPADS transactions to prevent a duplication of a SPED transaction, resolving the SPED0375 – Duplicate SPED Transaction error.

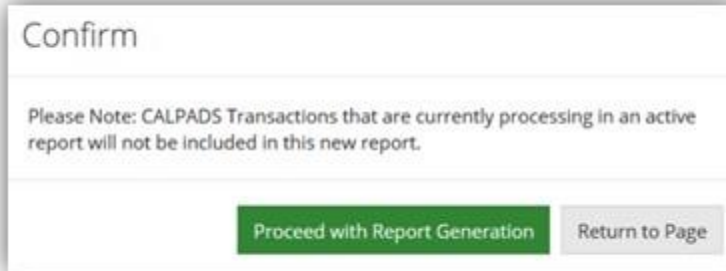
- **Type 1 – Affirm:** If an IEP is affirmed and an IEP transaction with the **same Meeting Date/Meeting Type** already exists, but there **was a change to the CALPADS fields** (sped or services), **the original/source record will be replaced with the new affirmed IEP transaction data** (a second/duplicate transaction will not be created).

#### **Scenarios:**

- If an IEP was affirmed and then the user went back to the Future IEP and updated a CALPADS field and reaffirmed, the original IEP transaction would be updated with the new CALPADS data and placed back in your reportable transactions bin for resubmission to CALPADS
- If an IEP was affirmed and then the user went back to the Future IEP and updated a nonCALPADS field and reaffirmed with the same meeting date and meeting type, an IEP transaction would not be created and the source would not be updated.
- If the user affirmed an IEP with Annual selected, but it was supposed to be a Triennial as well
  - The user would go back to the Future IEP, select Triennial (keeping Annual selected), and reaffirm
  - On the Transaction page, the Triennial Transaction would be created and there would not be a duplicated Annual transaction
- **Type 2 – Amendment:** If a reportable Amendment field or service is updated, an Amendment transaction will be created.
  - If a reportable Amendment is affirmed and a reportable Amendment transaction already exists with the same Amendment Date, the original Amendment transaction will be updated with the new Amendment transaction data and placed back in your reportable transactions bin for resubmission to CALPADS
- **Type 3 - Drop/Exit:** If a student is Exited with a CALPADS reportable Exit Reason and the student has an existing reportable transaction, the Exit Date/Exit Reason will be inserted into the transaction and placed back in your reportable transactions bin for resubmission to CALPADS to update the records with an exit date. A new Exit transaction will not be created.
- **Type 4 – DNQ:** If a student is DNQ'd and the student has an existing CALPADS reportable transaction with the same Meeting Date/Meeting Type and a CALPADS field was updated (sped record), the DNQ transaction data will replace the original/source record.
- The Duplicate Transaction filter has been removed, due to duplicate transactions no longer being created.
- When a CALPADS transaction is created, the **Meeting Date** and **Meeting Type** fields will no longer be editable. This also applies to transaction that have been accepted.
- **Field 14.49:** Special Education Program Exit Reason. The following 'Retired' Exit Reasons have been removed from the CALPADS transaction page.



- When a CALPADS report is processing (In Queue or In Process), users will not be able to delete or deactivate these reports in process.
- If a student is in an actively processing CALPADS report (In Queue, In Process), their transactions in process will not be included in additional reports.
  - If the student is selected to be included in a report (when the previous report is still processing), the user will receive this alert.



- If a CALPADS report is processing (In Queue or In Process), the transactions in that report will not be able to be edited or marked DNR.
  - If a user attempts to edit/mark DNR, the user will receive this alert.



### CALPADS Errors

- **NEW: SPED0517:** Special Education Program Exit date is greater than the Current Date.
  - If the student's Exit Date is greater than the current date, the SPED0517 error will result.

Rule #	Error Name	Error Description	Severity	Fields Validated	Suggested Resolution
SPED0517	Special Education Program Exit Date is greater than Current Date	Special Education Program Exit Date must be less than or equal to current date.	Fatal	14.46 Special Education Program Exit Date	Understanding the Error: Future Special Education Program Exit Dates can not be submitted to CALPADS  Things to check for in submission: Verify that the field listed in the Fields Validated column does not contain a future date.  Suggested Resolution: Do not submit the record with the future date until that date has passed

- **NEW: SPED0518:** Special Education Date is greater than Current Date
  - If the student's Meeting Date is greater than the current date, the SPED0518 error will result.

Rule #	Error Name	Error Description	Severity	Fields Validated	Suggested Resolution
SPED0518	Special Education Meeting Date is greater than Current Date	Special Education Meeting Date must be less than or equal to current date.	Fatal	14.21 Special Education Meeting Date	Understanding the Error: Future Special Education Meeting Dates can not be submitted to CALPADS  Things to check for in submission: Verify that the field listed in the Fields Validated column does not contain a future date.  Suggested Resolution: Do not submit the record with the future date until that date has passed

- **SPED0438:** Education Plan Amendment Date Mismatch
  - This error has been **reenabled**.

SPED0438	Education Plan Amendment Date Mismatch	If Education Plan Amendment Date is populated, then the SPED record being amended must exist in the system and match on the following in the ODS: -SSID -Education Plan Type Code -Special Education Meeting Type Code -Special Education Meeting Date -Special Education Referral Date -Initial Evaluation Parental Consent Date -Disability 1 Code -Disability 2 Code -Special Education Program Type Code -Parental Involvement Facilitation Code	Fatal	14.04 - Reporting LEA 14.08 - SSID 14.15 - Reporting SELPA 14.17 - Special Education Referral Date 14.19 - Initial Evaluation Parental Consent Date 14.20 - Special Education Meeting Type Code 14.21 - Special Education Meeting Date 14.24 - Education Plan Type Code 14.25 - Education Plan Amendment Date 14.28 - Disability 1 Code 14.29 - Disability 2 Code 14.35 - Special Education Program Type Code 14.45 - Parental Involvement Facilitation Code	1) Verify all validated fields are populated. 2) Verify that an initial SPED record (Education Plan Amendment Date is null) is in the ODS. A SPED record cannot be amended unless the initial record is in the ODS. 3) If 14.25-Education Plan Amendment Date is not null AND any of the following fields in SPED record do not match the same fields for the same SSID, Reporting LEA, and SELPA Code in ODS: 14.20-Special Education Meeting Type Code 14.21-Special Education Meeting Date 14.17-Special Education Referral Date 14.19-Initial Evaluation Parental Consent Date 14.28-Disability 1 Code 14.29-Disability 2 Code 14.35-Special Education Program Type Code 14.45-Parental Involvement Facilitation Code Either the data being submitted is incorrect, or the data in CALPADS is incorrect
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- **SPED0441: Missing Education Plan Amendment Date**
  - Changed from a Warning to a **Fatal Error**

SPED0441	Missing Education Plan Amendment Date	Education Plan Amendment Date must be populated if Education Plan Type Code = 100 (IEP), 150 (IFSP), or 200 (ISP) AND Special Education Meeting Type Code and Special Education Meeting Date match a SPED record for the same SSID, Reporting LEA, and SELPA Code in the ODS AND any of the following fields do not match: - Primary Residence Code - Special Education Program Setting Code - Preschool Program Setting Service Location Code - Ten or More Weekly Hours in setting Indicator - General Education Participation Percentage Range Code - IEP Includes Postsecondary Goals Indicator - Postsecondary Goals Updated Annually Indicator - Postsecondary Goals Age Appropriate Transition Assessment Indicator - Transition Services in IEP Indicator - Supportive Services Indicator - Transition Services Goals in IEP Indicator - Student IEP Participation Indicator - Agency Representative IEP Participation Code - Special Transportation Indicator	Warning	14.04 - Reporting LEA 14.08 - SSID 14.15 - Reporting SELPA 14.20 - Special Education Meeting Type Code 14.21 - Special Education Meeting Date 14.24 - Education Plan Type Code 14.25 - Education Plan Amendment Date 14.26 - Primary Residence Code 14.31 - Special Education Program Setting Code 14.32 - Preschool Program Setting Service Location Code 14.33 - Ten or More Weekly Hours in Setting Indicator 14.34 - General Education Participation Percentage Range Code 14.36 - IEP Includes Postsecondary Goals Indicator 14.37 - Postsecondary Goals Updated Annually Indicator 14.38 - Postsecondary Goals Age Appropriate Transition Assessment Indicator 14.39 - Transition Services in IEP Indicator 14.42 - Student IEP Participation Indicator 14.43 - Agency Representative IEP Participation Code 14.44 - Special Transportation Indicator	If 14.24-Education Plan Type Code = 100 (IEP), 150 (IFSP), or 200 (ISP) AND the SPED data being submitted* differs from the SPED data already in CALPADS (meaning a new record is being created), the 14.25 - Education Plan Amendment Date must be populated before the new data will be accepted in to CALPADS  *14.25-Education Plan Amendment Date is populated 14.26-Primary Residence Code 14.31-Special Education Program Setting Code 14.32-Preschool Program Setting Service Location Code 14.33-General Education Participation Percentage Range Code 14.34-General Education Participation Percentage Range Code 14.36-IEP Includes Postsecondary Goals Indicator 14.37-Postsecondary Goals Updated Annually Indicator 14.38-Postsecondary Goals Age Appropriate Transition Assessment Indicator 14.39-Transition Services in IEP Indicator 14.42-Student IEP Participation Indicator 14.43-Agency Representative IEP Participation Code 14.44- Special Transportation Indicator
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## CALPADS Field Updates

- **Person Initiating Infant Referral & Person Initiating Referral**
  - **Field Name from:** Student Study Team/Intervention **Plan**
  - **Field Name to:** Student Study Team/Intervention **Team**
- **Field 14.34:** General Education Participation Percentage Range Code
  - **Info from:** A coded value representing a range of the percentage of time a student with disabilities ages **6-22** participates in general education.
  - **Info to:** A coded value representing a range of the percentage of time a student with disabilities ages **6-23** participates in general education.
- **Field 14.47**
  - **Field Name from:** Workability 1 Work-Based Learning Program Completion (Work-Based Experience) Indicator
  - **Field Name to:** Transition Work-Based Experience
  - **Field definition:** An indication of whether or not a student successfully completed a minimum of 100 hours of work-based learning since entering 9th grade of a program for students with disabilities on an individualized education program (IEP) that offers students work-based learning experiences that develop knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements.  
These include one or a combination of the following:

1. Work-Based Learning: Participation in community-based experiences that develop knowledge and job skills through service learning and workplace mentoring experiences. Students may earn entry job certifications/permits (e.g., food handler's permit, forklift operations permit) preparing them for competitive integrated employment (CIE).
2. Employment/Work Experience: Assists the student to obtain subsidized/unsubsidized work, and on-the-job training experiences.

3. Job Retention: Provides training on maintaining, upgrading, and leaving employment.
4. Job Coach: Provides support and assistance either on or off the job. For example, teaching or support for job tasks.

Current year hours may be added to hours in previous school years to determine whether this indicator was met or not. A "Y" indicates the student has completed employment experience (one or more of these activities total a minimum of 100 hours). An "N" indicates the student has not completed 100 hours of employment experience since entering 9th grade.

- **Field 14.48**

- **Field Name from:** Department of Rehabilitation Student Services Work-based Learning Program Completion (Classroom-Based Work Exploration) Indicator
- **Field Name to:** Transition Classroom-Based Work Exploration
- **Field definition:** An indication of whether or not a student successfully completed the equivalent of 4 courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living since entering 9th grade. These include a combination of the following:

1. Career Awareness/Exploration Activities: Provides opportunities to engage in activities that increase knowledge of career options and enhance informed decision making (e.g., career fairs, tours, job shadowing and use of technology to explore choices).
2. Post-Secondary Education Planning: Instruction/counseling/guidance that supports career decision making. This includes using student interest, abilities, and goals to develop a course of study, which culminates in an individualized education/career plan.
3. Career Preparation/Job Search: Provides job readiness – basic job skills (soft skills, 21st Century Skills, SCANS skills), such as seeking and obtaining CIE, developing applications, interviewing, creating and updating resumes, maintaining a portfolio, using labor market information, utilizing social media responsibly to search and apply for employment opportunities.
4. Career/Vocational Assessments: Provides formal and/or informal Career assessment which help students identify post-school career interests, abilities and goals.
5. Curriculum Integration of Work-Readiness Skills/Contextual Learning: Career curriculum integration: Common core college/career readiness instruction integrated with career development and work-readiness, including soft skills.
6. Destination/Transportation Training: Training to use transportation resources, and support student independence (including use of public transportation and/or obtaining driver's license).
7. Life Skills/Independent Living: Training in the use of community resources, domestic skills, money management, finding and maintaining housing, identification of post-school support. Training may include benefits planning.
8. Family Participation & Support of Transition: Involves and trains parents/family and supportive adults to support and mentor youth as they transition. This includes knowledge of disabilities, accommodations, rights and access to programs and services.

The courses may have been completed during any grades 9 through 12. Current year courses may be added to courses completed in previous school years to determine whether this indicator was met or not. A "Y" indicates the student has completed the equivalent of 4 courses since 9th grade. An "N" indicates the student has not completed 4 courses since 9th grade.

Finally, we are pleased to announce that we have enabled the nightly job to create transaction. Currently there is a backlog of transactions waiting to be created. To avoid any interruption to your service this job will only run in the evening and we can only process so many each night. It may take several days to complete the process, so users may not see all of their transactions right away. Our goal is to have the backlog completed before the upcoming weekend.

