2023-2024 School Year
KSDE Special Education Individual Student Data
Report Preparation Instructions and Data Dictionary
Guidelines for IDEA, Part B and Gifted Reporting of Special Education Data

Purpose

The purpose of this document is to establish consistent instructions, rules, and procedures for submitting Part B and gifted MIS data to KSDE. All agencies submitting MIS data to KSDE must strictly obey and comply with all instructions stipulated in this Data Dictionary, and do not have the authority to invent, change or ignore any instruction, definition, rule or procedure specified in this document. per §300.645, §300.211, §300.600(e)

<u>Reporting standard:</u>

Each LEA is required to keep the data as up to date and current as possible. Student records are reported at a <u>minimum of monthly updates</u>. Active and exiting students are reported together.

Data Submission Schedule

Current School Year Collection Cycle

<u>Time Line:</u> -

<u>July 1</u> - Application is open for all 618 data submissions, imports and keyboard entry

Beginning Year Set-up:

<u>July 1   to August 31</u>   Complete current school year Discovery process. Verify Directory programs and session times. When Discovery is complete, enter current year calendars and current year provider assignments. Align building settings to Directory program types, submit settings to KSDE for approval.

<u>September 1</u> - Target date for initial submission of current year student records. This initial submission will meet the Reporting Standard requirement of monthly updates. The initial population of current year students are also used to determine "Unresolved Exits" from the prior school year.

<u>September 15</u> – Initial batch of current year active student population is submitted.

<u>December 31</u> – Target date for accounting for SPED students enrolled and receiving services up to and through <u>December 1</u> of the current school year.

<u>April 30</u> – KSDE pulls the finalized December 1 child count from the MIS system. Subsequent records, revisions or updates to the December 1 population will not be included. All verifications, discrepancies, duplicates / overlaps, corrections to the preliminary child count and Indicators 5, 6, 9 & 10 must be resolved in the application by the <u>April 30</u> target data pull.

<u>April 1 to April 30</u> - *Data Required* – All students with Non-Public Equivalency contracts and / or Catastrophic Aid claims in the current school year are accounted for in the MIS

<u>May 1</u> – Target for the KSDE data pull of the finalized Non-Public Equivalency contracts and / or Catastrophic Aid claims from the MIS system

<u>June 30</u> - Deadline for submission of Suspension / Expulsion data to the KIAS system. Review and correction to building level discipline incidents must be completed by <u>June 30</u>.

<u>November 15</u> – KSDE pulls the finalized End of Year, Exiting and Discipline data from the MIS system. Subsequent records or updates will not be included in the final reports. All final verifications, discrepancies, duplicates / overlaps must be resolved by the <u>November 15</u>

<u>Continuous ongoing activity</u> - *Tasks Required* – All Students **served** at <u>any time</u> during the current school year (July 1 through June 30) must be accounted for in the MIS application. Review of projected reports are completed frequently. Maintenance of current year data, including revisions, data corrections, and updates are completed in a timely manner. Resolving verifications, discrepancies, duplicates / overlaps must be completed as close to "real time" as possible.

General Supervision – Timely, Accurate, and Internal Control

Timely and Accurate submission of data: All Part B and gifted student data submitted to KSDE must be an accurate representation of the student's special education program, determined by the student's IEP team. Data elements shall not be manipulated, fabricated or altered in any way that creates a distortion of the frequency, duration or location of services or attempts to avoid detection by the KSDE verification process. KSDE will not accept any data that contain fabricated or manipulated information. KSDE will examine the accuracy of **ALL** data for timeliness and accuracy and reports this on the District Scoresheet. Any district not meeting the deadline or identified as submitting invalid or inaccurate data will be considered non-compliant for timeliness, accuracy and/or Internal Controls.

Key dates and timeliness

Reporting Standard Monthly updates – Data is to be kept as up-to-date as possible with revisions and submissions at a minimum of monthly updates.

December 1 Child Count Data Extraction:

December 31 – All current year students, their activity for the school year is accounted for in the MIS system

January 31 – The process of responding to unresolved verifications for the current school year must begin before January 31. Those organizations starting after this date will be counted as untimely on the Timely, Accurate & Internal Control scoresheet.

April 30 – Target date of final data pull of students served on December 1.
All discrepancies and verifications must be resolved by this date to be counted as timely on the District score sheet.

End of Year Comprehensive Data Report Extraction:

June 30 - All current year students, their activity for the school year is accounted for in the MIS. Initial entries after this date will be considered untimely on the District Score Sheet.

August 15 – The process of responding to unresolved verifications for the current school year must start by August 15. Those organizations starting after this date will be counted as untimely on the Timely, Accurate & Internal Control scoresheet.

November 15 – Target date of final data pull of students served during the school year.
All discrepancies and verifications must be resolved by this date to be counted as timely on the District Score Sheet. Subsequent data changes will result in loss of points for Timely and Accurate

March 1 to 31 - Timely and Accurate results are released in early March for internal review. Any questions or challenges to Timely and Accurate results must be presented to KSDE during March. In April the final results are released to superintendents

Date Stamps – The following methods will be used to measure the timeliness of data reported to KSDE.
- Data files uploaded to KSDE are date stamped by the MIS application.
- Keyboard corrections to student records are date stamped by the MIS application

Unreliable Data: Upon discovery of uncorrected inaccurate, erroneous or unreliable data, KSDE will inform, present evidence and require the responsible agency to make data modifications as directed prior to the report finalization. Failure to make the correction may result in loss of Timely and Accurate points for not following KSDE directions or guidance.

Timely and Accurate District Score Sheet – An annual report measuring the data quality submitted to KSDE by organization. Score sheet points are awarded (on an all or nothing basis) for the successful completion of timely and accurate data submissions in accordance with the collection timelines, requirements, standards, guidelines, and rules. LEAs that submit data for multiple districts will be awarded points by member district.

FY 2024 ASCII Text File Import Specification

All information contained in MIS files and submitted to KSDE must conform to the following specifications.

1) The data reported to KSDE must be applicable, relevant and germane only to the 2023 –2024 school year. Data from prior school years or anticipated data for future school years is irrelevant to this collection.

2) Each student record will contain 1 header (fields 1-21) and at least 1 set of service data (fields R1-R18). For students receiving more than 1 service, additional sets of service data will be appended to the student's record. A single record is submitted for each student listing all services.

3) All individual student records must be reported in ASCII text file format. Each field must be delimited with a tab character (→) ending a carriage return (¶) following the last sequential field.

	Sequence	Field Name	Length	Format	Constraints
Header Record	1	KIDS ID	10	Numeric	Required
	2	Last Name, Student's Legal	≤ 60	Alpha	Match dependent or blank
	3	Student's Gender	1	Numeric	Match dependent or blank
	4	Student's Birth Date	10	Date (MM/DD/YYYY)	Match dependent or blank
	5	School Year	4	Numeric (YYYY)	Required
	6	Assign Child Count	5	Alpha / Numeric	Required
	7	Neighborhood Building Identifier	4	Numeric	Required
Fields 1 - 21	8	Grade Level	2	Numeric	Required
	9	Current Status	1	Alpha	Required
	10	Exit Date	10	Date (MM/DD/YYYY)	Conditional or blank
	11	School Psychologist Provider ID	10	Numeric	Optional
	12	SLP Provider ID	10	Numeric	Optional
	13	Case Manager Provider ID	10	Numeric	Optional
	14	Extended School Year	1	Numeric	Permitted value or blank
	15	SPED Transportation	1	Numeric	Permitted value or blank
	16	All Day Kindergarten	1	Numeric	Permitted value or blank
	17	Behavior Intervention Plan - BIP	1	Numeric	Permitted value or blank
	18	Claiming Code	1	Numeric	Required
	19	Placed By KDCF/JJA/LEA/Parent	1	Alpha	Required
	20	County of Residence	2	Alpha	Required
	21	Language of Parent	10	Alpha	Required
Variable Length Service Data	R1	IEP Date	10	Date (MM/DD/YYYY)	Required
	R2	Gap Allow	1	Numeric	Permitted value or blank
	R3	Responsible School	4	Numeric	Required
	R4	Primary Disability	2	Alpha	Conditional or blank
	R5	Secondary Disability	2	Alpha	Conditional or blank
	R6	Gifted	1	Numeric	Permitted value or blank
	R7	Service Location (Attend Building)	4	Numeric	Required
	R8	Primary Service Location Indicator	1	Numeric	Optional
Fields R1–R18	R9	Setting Code	1	Alpha	Required
	R10	Service Code	2	Alpha	Required
	R11	Provider ID	10	Numeric	Conditional on field R10
	R12	Primary Provider Indicator	1	Numeric	Optional
	R13	Service Start Date	10	Date (MM/DD/YYYY)	Required
	R14	Service End Date	10	Date (MM/DD/YYYY)	Required
	R15	Minutes per Day	3	Numeric	Required
	R16	Days per Week	1	Numeric	Required
	R17	Frequency	2	Numeric	Conditional
	R18	Total days	3	Numeric	Conditional

Creating Batch Import Files - Guidance

ASCII Text File Importing Method: The data is submitted to KSDE at a minimum of monthly updates.

Procedural overview: A student import file will have all services accounted from the responsible agency for the current school year. Each student record has 1 set of Header data (fields 1-21) followed by all IEPs and services (fields R1- R18) listed in a single record per student. Subsequent imports will include all IEP and service data for the current year. Please note: the system does not combine or merge data with student records existing in the application. Each import would contain the school snap shot of current year services known at the time of the import.

Example 1 – A student with more than one IEP e.g., a November 18, 2022 & Nov. 3, 2023 IEP dates
> Initial submission – (August 2023) report the services associated to the 11/18/2022 IEP.
> Subsequent submission – (November 2023) Report all current school year services from both IEPs, on one single record. List the service from the Nov. 18, 2022 IEP starting on the first day of school ending Nov. 2nd. The Nov 3, 2023 IEP lists services from Nov. 3rd to the end of the school year. If there are no ensuing data changes, no additional imports are required.

Example 2 – A continuing student with an April 10, 2023 IEP.
> Initial submission – Report all current school year services, first day of school to Apr. 9, 2024. Subsequent submission – Report all current school year services, from first day of school ending on the date prior to subsequent IEP or the exit date, (whichever event occurs first). The subsequent IEP lists services from the IEP date to last day of school or the exit date, (whichever event occurs first).

Example 3 – A new student begins special education in your LEA for the first time in October 2023
> Initial submission – Report all services from the first day of service to the last day of school
> Subsequent submission – Not required unless an ensuing data change occurs before years' end

> Example 3 note: The student had no subsequent activity or changes. No amended or new IEP, did not exit, etc. Thus, the student data is complete for the school year. There is no requirement to resubmit this student. The initial submission will apply to all current year MIS reports.

Example 4 – A student exits your agency
> Initial submission – The initial submission contains current year service up to exit date.
> Subsequent submission – required if the student returns to SPED in the current school year.

Example 5 – A student exits your agency, then returns to IEP services
> a. The student exits and returns under the same IEP
> Report all current school year services, first day of service to exit. Then resume services on the return date to annual IEP review date or last day of school whichever event occurs first.
> b. The student exits and returns with services associated to a new IEP
> Report all current school year services as example 1 (above) from all current year IEPs.
  Note: Because the student is returning, service lines are marked as "allow gap" to avoid gap verifications.

Example 6 - A student exits IDEA services, and (returns) or (continues) only in a gifted program

Student record layout
> a. Field R4 (Primary disability) is populated, Field R5 is conditional, up to the IDEA exit date
> b. Field 18 (Claiming) has a Yes (1) value.
> c. Field 09 (Status) contains an exit status, Field 10 (Exit date) contains an exit date
> d. Field R14 (service end date) of all IDEA services equals the exit date (Field 10)
> e. Field R13 (service start dates) subsequent to the exit date are GI only
> f. Field R6 (Gifted indicator) has a Yes (1) value
> g. Field R10 (service code) only contains Gifted (GI) services, for all service lines starting after the exit date on the student profile.

Creating Calendars - Guidance

Step 1 - Go to the calendar list page in the MIS from the link on the navigation pane.

Step 2 - **Set the calendar parameters** - Create a default master calendar for the district or organization and select all grades. This calendar will apply to all service locations unless a different calendar overrides the district level calendar (Step 5). Select the new calendar button to create a new calendar for the building / program that does not follow the master calendar.

Step 3 - **Mark the days not in session** - Using the board approved calendar,

⊙ Enter the students' first day of school (attendance) and last day of school. ESY is not considered.

⊙ Mark all days the students are not in attendance. Clicking on the specific day not in session. This date will display as graying out. Partial or half school days count as a whole day and are **not** marked or grayed out as not in session.

⊙ The total number of days in session / student contact days, equals the maximum number of days for which a student may receive IEP services during the school year.

⊙ Create a separate district level calendar for each member USD of a COOP or Interlocal.

The above calendar is an arbitrary example of how to mark calendar days not in session.

Step 4 - **Save the calendar** - Click the save button

Step 5 - **Accounting for a Relationship between Calendars and all locations of service**

D0 organizations, public school districts – A district level calendar for all grades is required for all districts. **Only** create a building or program calendar if the days in session are different from the district level calendar by building or if Preschool or Kindergarten grade levels differ.

S0 organizations, State operated schools – Create a default master calendar for the organization. This calendar will apply to all service locations unless a different calendar overrides the organization level calendar (Step 2).

X0 / Z0 organizations, Private / Parochial schools - Create individual building level calendars for X0 / Z0 buildings. Do not create a district / organization level calendars for X0 / Z0 organizations.

Snow days
Modifying calendars for snow days is predicated on how snow days are addressed on the student's IEP. If the IEP service start and end dates are adjusted for snow days, then the MIS calendar is adjusted accordingly. If snow days are ignored in the student's IEP, then the MIS calendar is not modified.
Deadline: Calendars must be created and save to the MIS by September 15 of the current school year.

Document Control

DOCUMENT INFORMATION

Title:	KSDE - IDEA Part B and Gifted Special Education Data Dictionary
Revision:	Version 34.1
Issue Date:	July 1, 2023
Security Level:	Public

DOCUMENT HISTORY

Version Number	Date	Summary of Major Change
34.0	7/01/23	Clarifications to basis of exit definitions
34.0	7/01/23	Frequency code clarification
34.0	7/01/23	Clarification of Directory program types
34.0	7/01/23	OSEP data category / data sets identified
34.0	7/01/23	Revision of MIS task list timelines
34.0	7/01/23	New Verification checks
34.0	7/01/23	Disability category title changes
34.1	11/8/23	Change of December 1 and End of Year collection finalization

Data Elements Descriptions, Definitions & Business Rules

STUDENT DATA ITEM DESCRIPTIONS

All Day or Extended Kindergarten / Preschool Time (Field, #16) - [Grades values 01-05] –

Permitted Import Values 1 = Yes, Student attends more than 1 session, this school year.

0 = No, Student attends a ½ day session or less, this school year.

Examples of Yes: Blank value is treated as zero

1) A student attends a full day kindergarten or preschool program.

2) A student attends two daily - ½ day sessions of any preschool / kindergarten / home combination.

3) Any combination of services that exceeds a building's single scheduled ½ day session.

Assign Child Count – (Field 6). The organization associated to the Accountability or Funding school in the student's KIDS Collection records and belonging to the current responsible school claiming the student. For students who move within a Coop or Interlocal, the ACC is the organization associated to the most recent (last) responsible school of the school year.

Allowable Import Values   USD / agency including a member of the of the submitter's organization.

Organization must have a D0 or S0 prefix.

Unpermitted values   Outside districts and agencies or Null / Blank value will fail to import.

Behavior Intervention Plan (Field, #17) - The term "Behavior Intervention Plan" means a plan (a separate document, goal or accommodation addressed on an IEP), consisting of strategies and services to address the behavior of a child with a disability.

Allowable Import Values   1 = Yes, Student had a BIP during the current school year

0 = No, Student did not have a BIP during the current school year

BUILDINGS -   Blank / null values are treated as zero

Building / Program Numbers – The unique building identifier as listed in the State Educational Directory. All buildings / programs must be 4 digits and active for the school year being reported.

New buildings & programs numbers not present may requested to open in the State Directory.

Attendance Building/ Service location (Field, #R7), - The location where special education services are delivered. (Include participation in regular early childhood or kindergarten programs in school buildings vs. community-based buildings or non-school locations for the recording of K time.)

Allowable Import Values 4-digit building identifier found in State Educational Directory

Blank / Null values will fail to import

Primary Service Location (Field, #R8) – A Student may be associated with a primary service location for local MIS reports such as roster reports or case load reports.   **This is not a required field.**

Allowable Import Values   1 = Yes, building is the primary service location

0 = No, building is not the primary service location

Blank / null values are treated as zero.

Neighborhood School Building (Field, #7) – The student's neighborhood school is determined by:

- **First** – Parental selection for general education by residence or private / parochial choice - a**pply tier I**. Or
- **Second** – If placed because of IEP team decision for special education services, **apply tier II**.

I.   1)   The school the parent chooses to enroll (including open enrollment) their child for general education.

2)   Preschoolers - The anticipated school the parent will choose to enroll their student for general ed.*

Then Neighborhood school = A. Public School   B. Private / Parochial School   C. Home School

* If the anticipated school remains unknown from test 2, then see examples (1) – (19) below

II.   The school where the student would attend if not placed elsewhere for educational services.

3)   Student is placed in KSB, KSD, state special purpose schools by an LEA or by the parent. or

Student is placed by KDOC, KDCF or JJA in a Psychiatric Residential Treatment Ctr., residential, out of state SPED day school or correctional facility. Neighborhood School = examples (2), (7), (13), (15), (16)

III. The local school where the student would enroll / attend if s/he was not placed in the above programs.

For students in tier II, the neighborhood school is determined for type "D" students, either i, ii or iii.

a.   The school the parent chooses to enroll the student's siblings for general education.

b.   The public school determined by the student's family residence.

i) If or b are unknown, report the student's last elementary or secondary school of enrollment.

Please contact the KSDE MIS Data Manager if assistance is needed in determining neighborhood school. Out of state students served in Kansas, list building 0114 (X0440) as neighborhood school.

<u>Allowable Import Values</u>4-digit building identifier found in State Educational Directory
Blank / Null values will fail to import.

Multiple Service Locations - Each different service location is required to be reported There is no limit to the number of special education service locations that can be reported on the student record.

Responsible District or Agency – Means the USD or agency responsible for the provision of FAPE (Free and Appropriate Education), including providing special education or related services to students enrolled in the Agency, USD or private, parochial or home schools within the USD's jurisdiction.

Responsible School Building – (Field, #R3) - The school building designated by the LEA in terms of Accountability and / or funding. The LEA reports the Accountability School field (KIDS D2) or the Funding School field (KIDS D15) in current year KIDS Collection Records. The Accountability School identifies the building for which the student's average daily attendance and assessment scores are assigned and reported to KSDE. **No other factor determines responsible school**.

<u>Allowable Values</u>　　　　　4-digit active building identifier found in State Educational Directory
Accredited public or state operated elementary, middle or high schools

<u>Unpermitted values</u>　　　　Buildings outside the submitter's organization will fail to import.
Null / Blank value or less than 4 digits will fail to import
Preschools, program buildings or Private / parochial schools.

Assigning Correct Buildings:

Before assigning buildings, it must be determined if the student is:
A) Public Schooled　　　B) Private / Parochial Schooled　C) Home Schooled　　D) Other Cases

A) Public School Students

A student is enrolled in a public school and receives services from the public school.
　　　　NBH BLDG - the public-school building number where the student enrolls for general education.
(1)　　　ATT BLDG - the building where the student receives special education services.
　　　　Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
　　　　Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A student attends and/or receives services in a Special Purpose, State School, KDOC, JCF, local correctional facility.
　　　　NBH BLDG - the public school in the student's home district where the student received general education.
(2)　　　ATT BLDG - the building where the student receives special education services.
　　　　Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
　　　　Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A public <u>preschool</u> student is receiving services from the public school, or it's contracted agency.
　　　　NBH BLDG - the public-school building number where s/he will enroll for kindergarten (local elementary).
(3)　　　ATT BLDG - the building where the student receives special education services. (home, preschool, etc.)
　　　　Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
　　　　Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A Virtual school student is receiving services from the public school.
　　　　NBH BLDG - the Virtual school's building number where the student is enrolled for general education.
(4)　　　ATT BLDG - the building where the student receives special education services. (Home, virtual school, etc.)
　　　　Assign Child Count – the current responsible public school USD number, claiming the student in KIDS.
　　　　Responsible BLDG – the responsible public school as claimed in KIDS, during the range of IEP services received.

B) Private / Parochial School Students

A private / parochial school student receives services <u>at the</u> private / parochial school.
　　　　NBH BLDG - the private / parochial school building number where the student receives general education.

(5)   ATT BLDG - the private / parochial school where the student receives services.
        Assign Child Count – the current responsible public-school USD number, reporting the student in KIDS.
        Responsible BLDG – the public school as reported in KIDS, during the range of IEP services received.

A private / parochial school student receives services <u>at the</u> public school.
        NBH BLDG - the private / parochial school building number where the student receives general education.
(6)   ATT BLDG - the public-school building where the student receives special education services.
        Assign Child Count – the current responsible public-school USD number, reporting the student in KIDS.
        Responsible BLDG – the public school as reported in KIDS, during the range of IEP services received.

A private / parochial student attends and/or receives services from a Special Purpose School, KDOC, or State school.
        NBH BLDG - the private / parochial school building number where the student received general education.
(7)   ATT BLDG - the building where the student receives special education services.
        Assign Child Count – the current responsible agency, claiming the student in KIDS.
        Responsible BLDG – the accountability school as reported in KIDS, during the range of IEP services received.

A private / parochial <u>preschool</u> student is receiving services from the public school.
        NBH BLDG - the private / parochial school where s/he will enroll for kindergarten. (Parents school of choice)
(8)   ATT BLDG - the building where the student receives special education services.
        Assign Child Count – the current responsible public school USD number, claiming the student in KIDS.
        Responsible BLDG – the public school as reported in KIDS, during the range of IEP services received.

Note: The Neighborhood school classifies students as either a public or private school students for the OSEP Environment category. Alert: **Do not change** the (Private / Parochial / Public) Neighborhood school reported for the Dec. 1 child count. Keep the P/P/P school for the remainder of the school year. Changes (adding or removing) of a P/P/P Neighborhood school will result in changing the student's OSEP environment category.
Non-Accredited Private / Parochial schools are associated to Organization X0440. X0440 buildings within the USD catchment are sorted to the top of the neighborhood school list on the student profile.

C) Home School Students

A student is home schooled and receives services <u>at the</u> public school.
        NBH BLDG = USD Home building (number)
(9)   ATT BLDG - the public-school building where the student receives special education services.
        Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
        Responsible BLDG – the responsible public school as claimed in KIDS, during the range of IEP services received.

A student is home schooled and receives services <u>at a</u> non-public school building.
        NBH BLDG = USD Home building (number)
(10)   ATT BLDG - the non-public school building where the student receives services.
        Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
        Responsible BLDG – the responsible public school as claimed in KIDS, during the range of IEP services received.

A student is home schooled and receives service at home.
        NBH BLDG = USD Home building (number)
(11)   ATT BLDG = USD Home building (number)
        Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
        Responsible BLDG – the responsible public school as claimed in KIDS, during the range of IEP services received.

If a family traditionally home schools their children and their preschool child is receiving services from the public school.
        NBH BLDG - the public elementary school providing services.
(12)   ATT BLDG - the building where the student receives special education services.
        Assign Child Count – the current responsible public school USD number, claiming the student in KIDS.
        Responsible BLDG – the responsible public school as claimed in KIDS, during the range of IEP services received.

D) Other Special Cases

A student is enrolled in your district but attends out of state.
        NBH BLDG - the school in the student's home district where the student received general education
(13)   ATT BLDG = the out of state building 0114 under organization X0440
        Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
        Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A student resides out of state or is an out of state placement made by an outside agency and attends / receives services in your district or agency.

        NBH BLDG = Out of state building (organization X0440, - building # 0114)

(14)   ATT BLDG - the building where the student receives services.

        Assign Child Count – the current responsible organization number, claiming the student in KIDS.

        Responsible BLDG – the responsible public-school as claimed in KIDS, during the range of IEP services received.

A student is under suspension or expulsion and the district provides services off campus.

        NBH BLDG - the school building number where the student enrolls for general education.

(15)   ATT BLDG = USD off-site location, home or temporary service location (building number).

        Settings: = U – Under suspension / Under expulsion

        Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.

        Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A student is placed by KDCF or JJA in a residential or correctional facility within the Responsible LEA's catchment area.

        NBH BLDG - the school in the student's home district where the student received general education.

(16)   ATT BLDG - the building number of the residential or correctional facility.

        Assign Child Count – the current responsible organization number, claiming the student in KIDS.

        Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

Examples of aligning K time participation to the K time Service location

A student participates in an Integrated "R" classroom in the morning. In the afternoon his parents pay for him to attend <u>Frog Family Group Daycare</u>. The USD does not have a Froggy Family Daycare building in the Directory.

        NBH BLDG - the public-school building number where s/he will enroll for kindergarten (local elementary).

(17)   ATT BLDG - the <u>K – Time without SPED services building</u>, "K" setting & same dates range as the IEP services.

        Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.

        Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A Student attends a <u>district</u> Group Day Care in a USD buildings / or a <u>local Community based preschool</u>.

        NBH BLDG - the public-school building number where s/he will enroll for kindergarten (local elementary).

(18)   ATT BLDG - <u>USD building / Community based preschool</u>, "K" setting & same dates range as the IEP services.

        Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.

        Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A student participates in a regular early childhood preschool (B) classroom in a <u>USD building / elementary school</u>.

        NBH BLDG - the public-school building number where s/he will enroll for kindergarten (local elementary).

(19)   ATT BLDG - <u>the USD building / same classroom</u>, "K" setting & same dates range as the IEP services.

        Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.

        Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

Note: K time must be within the same service date range as the IEP services. K time cannot start before or end after the IEP services. K time participation outside the range of IEP services is not applicable in the Indicator 6 calculations.

Example 17 represents participation in a qualified K time program outside of school hours.

Example 18 – 19 represents participation in a qualified K time program during school hours' excluding IEP support time

Catastrophic Aid – See appendix for the catastrophic aid specifications.

Catchment Area – The geographical area served by an LEA, COOP or Interlocal. Member districts of a COOP or Interlocal comprise the Catchment Area. See Exiting for additional Catchment Area guidance.

Claiming Indicator - (Field, #18)

Claiming Code 1 = Yes - Student is included / claimed for Federal and State MIS child count and 618 reports by the submitting organization.

Claiming Code 0 = No – Student is excluded from Federal and State MIS child count and 618 reports by the submitting organization. <u>These students are not required to be submitted to KSDE.</u>

<u>Examples of Students with Claim Code = No:</u>

    A) Students served by your LEA under contract with the student's responsible district.

    B) Students who have not reached their 3rd birthday.

    C) Public school students enrolled and attending KSB or KSD regular school term.

    D) Students applying for NPE reimbursement for the KSD or KSB summer ESY session.

<u>Allowable Import Values</u>1 = Yes, the student is being claimed by the reporting agency

0 = No, the student is not being claimed by the reporting agency

Blank / Null values will fail to import

Compensatory Services: Compensatory services would not be duplicated in the MIS. If anticipated services were initially reported in the MIS but not provided, then the compensated services are not reported a second time. If anticipated services were removed from the MIS because of non-delivery, then later provided as Compensatory, these services are reported in the MIS. Compensatory services provided to students after the school year the student turned age 21, these services are not reported.

County of Residence: (Field, #20) – School residence; definitions. (a) Any child who has attained the age of eligibility for school attendance may attend school in the district in which the child lives if: (1) The child lives with a resident of the district and the resident is the parent, or a person acting as parent, of the child; or (2) subject to the provisions of subsection (c), the child lives in the district as a result of placement therein by a district court or by the secretary for children and families; or (3) the child is a homeless child. §72-3122. Students placed by KDCF or JJA would report the county which the KDCF or JJA facility is located.

Code	State	Code	State	Code	State	Code	State	Code	State
AL	-Allen	DP	-Doniphan	JA	-Jackson	MR	-Morris	SA	Saline
AN	-Anderson	DG	-Douglas	JF	-Jefferson	MT	-Morton	SC	Scott
AT	-Atchison	ED	-Edwards	JW	-Jewell	NM	-Nemaha	SG	Sedgwick
BA	-Barber	EK	-Elk	JO	-Johnson	NO	-Neosho	SW	Seward
BT	-Barton	EL	-Ellis	KE	-Kearny	NS	-Ness	SN	Shawnee
BB	-Bourbon	EW	-Ellsworth	KM	-Kingman	NT	-Norton	SD	Sheridan
BR	-Brown	FI	-Finney	KW	-Kiowa	OS	-Osage	SH	Sherman
BU	-Butler	FO	-Ford	LB	-Labette	OB	-Osborne	SM	Smith
CS	-Chase	FR	-Franklin	LE	-Lane	OT	-Ottawa	SF	Stafford
CQ	-Chautauqua	GE	-Geary	LV	-Leavenworth	PN	-Pawnee	ST	Stanton
CK	-Cherokee	GO	-Gove	LC	-Lincoln	PL	-Phillips	SV	Stevens
CN	-Cheyenne	GH	-Graham	LN	-Linn	PT	-Pottawatomie	SU	Sumner
CA	-Clark	GT	-Grant	LG	-Logan	PR	-Pratt	TH	Thomas
CY	-Clay	GY	-Gray	LY	-Lyon	RA	-Rawlins	TR	Trego
CD	-Cloud	GL	-Greeley	MN	-Marion	RN	-Reno	WB	Wabaunsee
CF	-Coffey	GW	-Greenwood	MS	-Marshall	RP	-Republic	WA	Wallace
CM	-Comanche	HM	-Hamilton	MP	-McPherson	RC	-Rice	WS	-Washington
CL	-Cowley	HP	-Harper	ME	-Meade	RL	-Riley	WH	-Wichita
CR	-Crawford	HV	-Harvey	MI	-Miami	RO	-Rooks	WL	-Wilson
DC	-Decatur	HS	-Haskell	MC	-Mitchell	RH	-Rush	WO	-Woodson
DK	-Dickinson	HG	-Hodgeman	MG	-Montgomery	RS	-Russell	WY	-Wyandotte

Other optional codes: OC – Other Country, UU – Unknown, ZZ - Other States

For residents of neighboring states use: CO – Colorado, MO - Missouri, NE – Nebraska, OK – Oklahoma

DATES - Note: Format for all dates is MM/DD/YYYY.

<u>Birth Date</u> - (Field, #4), (KIDS D9) the date of birth as reported in the student's KIDS record.

<u>Allowable Import Values</u>   MM/DD/YYYY as reported in the student's KIDS record

Optional field	Exact match of date of birth will pass match to KIDS record
Not required to submit	Null / Blank / mis-matching value will trigger import alert

<u>Exit Date</u> - (Field, #10), - The date the student exited from all SPED services. The date the last IEP service was delivered in the school year. Exit date is equal to the latest service end date.

The student must be reported as an exit in the school year in which services ceased.

ⓘ <u>Special Case</u>: <u>Unknown Exit Dates</u> Research all sources to ascertain the (exit) date services ended.

❖ If an exit date remains uncertain because the student did not enroll or attend this school year,

⇨ Enter the last day of school from the prior school year as the exit date.

Invalid Exit Dates – Examples of situations that would not yield legitimate exit dates
- ➢ The day the exit is discovered that the student is no longer being served by the LEA.
- ➢ The day a request for student records was received.
- ➢ The date withdrawal documents were signed.
- ➢ Anticipated dates the student is expected to exit, such as anticipated graduation date.
- ➢ The first day of school for students who moved over the summer.
- ➢ <u>Students who move between a Coop or Interlocal's member districts do not qualify as exiters</u>
- ➢ <u>Students who exit and subsequently return to a Coop or Interlocal's member districts in the same school year do not qualify as exits from the original organization.</u>

<u>IEP Date</u> (Field, R1) **-** The date the IEP team completes all procedural requirements for development of an IEP. Procedural requirements for development of an IEP include conducting the meeting, providing a final Prior Written Notice to the parents of any changes the team is making to the IEP after the meeting, and, when necessary, securing the written consent of the parents. The date all these procedures are completed becomes the annual IEP review date. If the IEP team revises an existing IEP and all required procedures are completed, including a full review of the IEP, then the IEP team may designate this date as the new IEP / annual review date. If the IEP was amended outside of the IEP team meeting, it cannot be considered an annual review of the IEP.

<u>Allowable Import Values</u>   MM/DD/YYYY format
       Blank / Null values will fail to import
       Any date greater than the file Import date will fail to import

<u>Invalid IEP Dates</u> –
◉ The next anticipated or scheduled IEP meeting to review the IEP currently in effect.
◉ Meeting dates held to determine change of placement for students exiting SPED. (Exit Date)
◉ Re-evaluation dates for students determined to no longer qualify for services. (Exit Date)
◉ Adoption date, the date an out of district IEP is adopted for a move in student
◉ Move in date, the date an IEP student moves in and begins services.
◉ Amendment dates, the date services change as a result of amending the existing IEP
◉ Dates of meetings held to assess the student's progress or to determine participation or attendance in an ESY term and the meeting was not designated as the IEP annual review date.

Disability Categories
PRIMARY DISABILITY - (Field, #R4) from the following list of codes, Enter the student's category of disability as determined by the Eligibility Team.

AM: Autism	**DB**: Deaf-Blindness
DD: Developmentally Delayed - Students ages 3 – 9 only.	
ED: Emotional Disability	**HI**: Hearing Impairment
ID: Intellectual Disability	**LD**: Specific Learning Disability
MD: Multiple Disabilities	**OH**: Other Health Impairment
OI: Orthopedic Impairment	**SL**: Speech / Language Disabilities
TB: Traumatic Brain Injury	**VI**: Visual Impairment

For districts using Developmentally Delayed –
    Students ages 3 through 9 - Developmentally Delayed must stand alone as a primary disability. Students who meet the eligibility criteria and are identified with another disability would <u>not</u> use Developmentally Delayed as a primary or secondary disability.

SECONDARY DISABILITY - (Field, #R5) if the student qualifies and is identified as having a secondary disability, enter the category from following list of codes.

AM: Autism	**DB**: Deaf-Blindness	**ED**: Emotional Disability
HI: Hearing Impairment	**ID**: Intellectual Disability	**LD**: Specific Learning Disability
MD: Multiple Disabilities	**OH**: Other Health Impairment	**OI**: Orthopedic Impairment
SL: Speech / Language Disabilities	**TB**: Traumatic Brain Injury	**VI**: Visual Impairment

Multiple Disabilities: For cases where a student is identified as having three or more disabilities, the Eligibility Team determines which exceptionality is the Primary and which is Secondary. Students may receive any service as determined by the IEP team and not necessarily be identified with another disability, for example, an LD only student receiving speech / language as a related service.

<u>Discovery process</u> - Process of determining current year program types & session times for each building. Obtaining current year calendars, verifying Directory data, acquiring new provider ID numbers, identifying current provider assignments, removing inactive providers from personnel list.

Dual-program kindergarteners – Kindergarten students who participate in both Kindergarten class and other early childhood or preschool programs. IEP support in each program is reported separately by program type / setting and session minutes.

Exiting – When the responsible LEA has discontinued providing services.
Exiting means exiting special education from the <u>responsible LEA</u>. Special education or related services have been discontinued by the <u>responsible LEA</u>. See INACTIVE (EXIT) STATUS Codes.

> ❖ All exited students must be reported in the same school year in which the exit occurred.

If a student is inactive (absent, no service delivery) for 2 consecutive weeks or 10 consecutive school days, then the student must be exited from the MIS.

<u>Reporting Exits to KSDE</u> – Criteria for reporting a student as exited:
⚜ A student must have exited in the current school year, (July 1 – June 30).
⚜ Use the last day of delivered services to determine the exit date and school year
⚜ Report a student as an exit only once in a given school year.
⚜ The last exit of the school year takes precedent over prior exits earlier in the school year.

<u>Gifted Students with a Disability who Exit Part B Services</u> – Students identified with a disability who exit IDEA services, and continue or begin Gifted services are considered an exit for OSEP reporting
1.   On the student profile enter an inactive status as the basis of exit from the IDEA services
2.   List an exit date from the IDEA services on the student profile.
3.   Exit date will match the service line end dates of the IDEA services & disability category.
4.   Report all continuing gifted services on the service lines with Gifted identifier = Value 1 (Yes).
        Note: Verification 0018 will trigger as an alert the data is reported correctly.

<u>Criteria for Moved category</u> – Students who exit (as above) and leave the catchment area.
❖ Evidence must be obtained confirming the student is continuing in either general or special education (Request for records) to qualify a student for the Moved, known to be continuing category.
❖ If there is no evidence or any proof of continuing elsewhere, then student is reported as Drop Out. Evidence or lack of evidence that the student is continuing in general or special education is the only factor used to determine the correct moved category.

<u>Not an Exit</u> – Examples of when the student data is <u>not</u> reported to KSDE as an exit.
⊙ Duplicate exit – A student can be reported an exit only once in a school year. See Exiting.
⊙ Promotion from preschool to elementary school, elem. to middle school, middle to high school.
⊙ Objectives are completed for one service, yet other services continue (excluding Gifted)
⊙ An IDEA student is removed from their educational placement because of suspension or expulsion.
⊙ Students who drop out of school then re-enrolls in any district within the same school year.
⊙ Students withdraw from special education and re-enter special education in the same school year.
⊙ Students move out and move back into the same organization in the same school year.
⊙ <u>Students who move between a Coop or Interlocal's member districts do not qualify as exited</u>

Exit Date – The last day of delivered services, equal to the latest service line end date.

Extended School Year Services (Field, #14) – Participation in an ESY program in the months preceding the current school year. Attendance records for ESY participation would be the data source.

<u>Allowable Values</u>   1 = Yes, student participated in an ESY program
        0 = No, student did not participate in an ESY program
        Blank value is treated as zero

ESY Attendance records are the data sources for determining ESY

1) **1** if, student received ESY services during the summer session prior to the start of the fall term.
2) ESY is marked only once in the Fiscal year, after completion of the ESY session.
3) **Do not** enter a 1 or any ESY data for anticipated services to be delivered in future sessions.
4) ESY services are **never** combined with regular term placement settings or service times.
5) ESY service lines are not reported to KSDE.
6) Leave **BLANK** if student received **NO** Extended School Year Services.

Fiscal / School Year – (Field, #05)
The fiscal year / school year begins each year on July 1 and ends on June 30. The fiscal / school year that begins on July 1, 2023, and concludes on June 30, 2024, is reported as FY 2024.

Allowable Import Values   YYYY format
        School years for which a collection is not currently open, will fail to import
        Blank / Null values will fail to import

Gaps in Service – A gap in service means: there is a break in service dates from the latest service line end dates to the beginning date of subsequent services, in the same school year. Gaps are not measured across agencies. If the gap in service is due to an elapsed period between IEPs (delay of annual meeting), then the end date on the prior IEP is incorrect and would be extended to show continuous services.

Gap Allowed – (Field, #R2) Mark to indicate all services ceased at a point in time and resumed later in the same school year, as defined as a gap (above).

Allowable Import Values   1 = Yes, Gap in services is valid
        0 = No, Gap is service is not valid
        Blank value is treated as zero

Gender of the Student (Field, #03) – Gender of the student as reported in KIDS collection (D8)

<u>Allowable Import Values</u>   0 = Female
        1 = Male

Optional field Not required to submit	Exact match of Gender will pass match to KIDS record Null / Blank / mis-matching value will trigger import alert

Gifted - (Field, #R6) Students identified with an exceptionality of Gifted.

<u>Allowable Import Values</u>   1 = Yes, Student is gifted
        0 = No, student is not gifted
        Blank value is treated as zero

Grade Level (Field, #08), - The student's current grade level as documented upon enrollment. For school age students, the number of earned credits can also be used to ascertain the student's grade level. All preschool grade levels apply equally in determining calendar and classroom sessions.

Students who have been officially retained will have their grade levels adjusted accordingly.

Grade	Code	Grade	Code	Grade	Code	Grade	Code	Grade	Code	Grade	Code	Grade	Code
PR →	01-03	KG →	05	1st →	06	2nd →	07	3rd →	08	4th →	09	5th →	10
6th →	11	7th →	12	8th →	13	9th →	14	10th →	15	11th →	16	12th →	17

Grade crosswalk between MIS (displayed value) and KIDS (reported value in the MIS import file).
Note: Changing preschool or kindergarten grade levels after the December 1 report has been finalized will result in a change in the student's OSEP environment category for 5-year-old students. A change from the Finalized OSEP environment category can result in a point loss for timely and accurate reporting. Keep the Dec. 1 grade level all school year to avoid verification 0224.

IEP Data – Data to be entered into the MIS - Enter into the MIS, all special education and related services provided to the student as documented on the student's IEP or amended IEP. Enter all IEPs that document services delivered to

the student throughout the current school year or services delivered up to the student's exit date from responsible district organization. Include all services from IEPs authored by the responsible organization and all applicable IEPs adopted from other organization.

Overlapping or modified IEPs - If a new IEP is written prior to the expiration of the current IEP, then the anticipated services on the preceding IEP must be reduced to the actual amount delivered. The total amount of days of service for all IEPs entered cannot exceed the LEA's maximum per the LEA's school calendar.

Change of placement: If a student's placement changes for any reason, including interim alternative placements due to suspension or expulsion, the time the student is served in such placements must be accounted for on separate services lines with the relevant frequency, duration and location of services.

Artificial Gaps in service – If a new IEP has not been written by the annual review date, then the anticipated end date from the prior IEP may create a gap in service when the subsequent IEP is entered. If services continued during the service gap, the service end date(s) from the prior IEP must be extended to close the gap in service. Modify the service end date(s) from the prior IEP to the day before the subsequent IEP date.

⬔ Sets of service data –A new set of MIS service data is added to the student record if:
- ◉ Initial IEP is written (New student) – Enter the anticipated services per the initial IEP
- ◉ A new IEP is written (Continuing student) – A New set of Service Data is appended to the record
- ◉ Amended IEP is written (Modified IEP) -The old data is prorated; the new services sets are appended.
- ◉ Exiting student – Anticipated end dates are truncated to the exit date. Future services are deleted.
- ◉ IEP team changes placement – Original services are truncated. New services are added.

Invalid IEP Data and Dates – Data and Dates that are not entered into the MIS – Do not enter new IEP dates, service, placement or time information if one of the following conditions is met:
- ◉ Scheduled or future IEP data, with new anticipated services, frequency, duration or locations.
- ◉ New IEPs written for students who are inactive but are expected to return at a future date.
- ◉ IEPs in development when a student moves. The IEP is completed, but the student is in another LEA.
- ◉ Erroneous IEP dates submitted to match service start dates of entering or returning students.

Part C to Part B Transition IEP – If a Part B IEP team decides to use a compliant IFSP to serve children found eligible under Part B, the IEP date reported is the determination date equals regardless of who provides the service. For example: the IFSP is dated January 12, student turns 3 on May 9. On May 1st the IEP team determines the IFSP is Part B compliant, and Pt. C (Infant Toddler) will provide services. The IEP date reported in the MIS = May 1st. Service beginning date = May 9. For summer birthdays, the service beginning date is at the start of school.

KIDS ID – (Field, #01), (KIDS D13)

This is the student's state assigned ID number. This number will be provided to the LEA by KSDE and will remain with the student until the student reaches the age of 21. This number will remain with the student if the student moves from agency to agency. If a student enters your LEA and the KIDS ID number is unknown, log onto and query the KIDS Assignment System found at: https://online.ksde.org/authentication/login.aspx

Allowable Import Values   10-digit active KIDS ID number. Null / Blank value will fail to import

Language of the Parent (Field, #21) **-** The language commonly spoken by the student's parent.

ARA – Arabic	**FRE** – French	**LAO** – Lao	**M** - Mode of Communication
BOS - Bosnian	**GER** – German	**POR** - Portuguese	- American Sign Language
CHI - Chinese	**HMN** – Hmong	**RUS** – Russian	- CASE / Signed English, - SEE II
DIN – Dinka	**HRV** – Croatian	**THA** – Thai	- Oral Communication Methods
ENG - English	**KMN** – Khmer / Cambodian	**SOM** – Somali	**N** - Non-Verbal and Non-Sign
FIL – Filipino	**KOR** – Korean	**SPA** – Spanish	**A** - Augmentative Communication
NAI - Native American (Kickapoo, Pottawatomie, etc.)		**VIE** – Vietnamese	**O** – Other
Additional Language codes – Appendix D, KIDS Collection file specifications			

Last Name (Field #02), (KIDS D4) - Last name as reported in the student's KIDS record

Allowable Import Values - Spelling of last name as reported in the student's KIDS record

Optional field	Exact match of Last Name will pass match to KIDS record
Not required to submit	Null / Blank / mis-matching value will trigger import alert

Modification of Data: - <u>Criteria for addressing verifications, corrections, or modifications of student data in the MIS</u>. KSDE will require correction of reported data if such data is determined to be erroneous, illogical, inaccurate, or impossible. Student records are revised to correct discrepancies found through the verification process, Projected or data quality report analysis. Revisions may be completed by keyboard edits or importation of a new student record replacing the discrepant record.

➢ Consult with service providers, administrators, and IEP teams to obtain correct data.

◙ Data may not be fabricated for any reason, including setting false data trends, avoiding verification flags.
◙ Erroneous building settings submitted to resolve service location errors will be declined.
◙ Contrived exceptionalities may not be added to student records to match specific services.
◙ Updated IEP information must include all updated data fields, not just the new IEP date.
◙ Service times must accurately reflect the actual service delivery models - **not** averaged across a date range.
◙ Inactive or exited students must have complete data entered in all fields. Blank fields are not permitted.
◙ Evidence must be presented to KSDE to override flagged discrepancies found to be accurate and legitimate.
◙ Data corrections must also be made in local databases to assure maintenance of correct data.
◙ **KSDE will not accept any records, corrections or modifications that contain fabricated data.**

Overlaps and Duplicates - OSEP requires an unduplicated count of students. Duplicate records include, student(s) reported by a single LEA more than once or multiple LEAs with overlapping service dates. See Index of MIS support documents for identifying and removing duplicate records.

Placed by Code (Field, #19) – **for local calculations of Indicators 9 & 10.**
Report the corresponding code of the decision maker responsible for the student's December 1 placement.

<u>Allowable Import Values</u>	J = JJA / KDOC placement	L = LEA placement
	P = Parental placement	S = KDCF placement
	Null / Blank value will fail to import	

If the student was placed by an LEA IEP team, enter the value **L** for LEA.

Placements made outside of the IEP team are entered as **S** for KDCF, **J** for JJA / KDOC, **P** for Parent if **ALL** of the following 3 conditions are met:
1. The student is attending and receiving services in a residential facility, correctional facility, hospital or Psychiatric Residential Treatment Facility.
2. The Dept. of Children and Families (KDCF), the Juvenile Justice Authority (JJA), KS Dept. of Corrections or the child's parent placed the student in the residential, correctional facility, hospital or PRTF (above #1).
3. The LEA is providing services because the above facility is in the LEA's catchment area.

Students reported with KDCF /JJA or Parental placements are removed from local SPP / APR calculations for <u>Indicators 5, 6, 9 & 10</u>. Those <u>not</u> marked as such will be included in the total population for these indicators and may impact indicator 20 if these fields are added after the collection is finalized and submitted to OSEP. Please contact KSDE MIS Data Manager if KDCF / JJA status on a building needs to be updated.

Promotion of Grade and Status – Students <u>must be</u> reported with <u>current year</u> grade level and active status upon initial submission (Import or keyboard entry). Students with status of B, E, I, N, & R in the prior school year are promoted to C – continuing as of July 1 before initial current school year submission.

Note – The student's IEP, IEP origin, IEP meeting and / or the IEP date are not factors in determining a student' annual or current status. July 1 is the only factor that establishes a student's annual status.

Providers – The licensed special education teacher, related service provider or supervising professional delivering individualized instruction / IEP service(s) to the student.
Assigning organizations and roles – designated provider duties and service locations for MIS reporting
    Organization assignments - Organization of the building where the provider works.
    Provider roles – The position the provider holds in delivery of IEP services.

1. - Case Manager	2. - School Psychologist	3. - Speech Language Pathologist
4. - NPE provider	5. - Service line provider –	a required role for all service line providers

NPE Providers – Are defined as service providers for Non-Public Equivalency contract services. NPE providers do not access Categorical Aid. NPE providers also have a service line provider role. The NPE provider is reported as both MIS service line and NPE contract service provider for NPE claims.

Reporting fictitious providers and fictitious ID numbers (9999999999) is not allowed. Creating fictitious provider profiles is considered a fabrication of data. This includes listed Assignment organization where the providers do not work or provide services.

<u>School Psychologist</u> (Field, #11) – The Provider ID of the school psychologist associated with the student.
<u>Speech Language Pathologist</u> (Field, #12) – The Provider ID of the Speech Language Pathologist associated with the student
<u>Case Manager</u> (Field, #13) – The Provider ID of the case manager associated with the student

School Psychologist, Speech Language Pathologist, Case Manager are optional. Reporting is not required.

<u>Service Line Providers ID</u> (Field, #R11) - The ID number of the qualified teacher, supervising professional or related service provider. The unique number assigned by the state Educator Licensure System, or in the Personnel Categorical Aid Personnel System (PCA). Do NOT enter the Provider ID of the paraprofessional, parent, or caregiver.

<u>Primary Provider</u> (Field, #R12) – A Student may be associated with a primary provider for local MIS reports such as roster reports or case load reports.   **This is not a required field.**
<u>Allowable Import Values</u>1 = Yes, provider is the primary provider
                                    0 = No, provider is not the primary provider, Blank is treated as zero

Regular early childhood program – A program that contains at least 50% non-disabled children. These programs may include but is not limited to Head Start centers; community based or private preschools, group child development / childcare centers, Preschool age at risk programs, preschool classes offered to eligible pre-kindergarten children by the public school. Informal settings such as weekly school-based or neighborhood playgroups or home settings do not qualify as Regular Early childhood programs. Informal settings do not qualify for K time participation minutes.

School Year (Field, #5) the ending year of the current school year. For example, if it is the 2023-2024 school year, enter 2024.

Security – Personally, identifiable information (PII) – Including PII (student name and demographics), attached to or embedded in E-mail correspondences to KSDE, is a violation of the KSDE security policy. Infractions of this policy will result in a point deduction from the LEA Timely and Accurate report.

Service Setting Delivery Models
Indirect Service - When service providers deliver special education or related services to a student through another person. For example, a provider consults with someone who has direct contact with the student. The time spent in consultation shall be entered as an indirect setting of X.

Direct Service - When special education personnel provide the service to the student through direct contact, rather through an intermediate party. Direct service providers include: a) Special Education personnel who hold a valid certificate with the appropriate endorsement, license or waiver. b) paraeducators acting on behalf of certified special education personnel.

SERVICE-SETTINGS- the location where special education or related service is being delivered. *

Service Settings for Special Education Students:(Field, #R9)

Note: Do not assign a Service Setting / location code for buildings that do not have classrooms.

Deadline: Settings must be created and submitted after the Discovery process is completed, by September 15

CODES:

A: Home-Based: "Home-based program" The delivery of any direct special education service provided in a home environment, for students of any age who are not "Homebound" (P) or "Home Schooled" (O). A Home-based setting may include, but is not limited to, the delivery of early childhood services in the child's home, a relative's home, a non-licensed child care / baby sitters' home or virtual school students who receive services at home.

B: Early Childhood Locations: Includes programs for preschoolers or (dual-program) kindergarteners with disabilities that receive special education or related services in educational programs designed primarily for students without disabilities. Also includes district run universal preschools offering early childhood programming to 3, 4, and 5-year-olds. Matching Directory program types are Head Start, Preschool age at risk, all other district sponsored preschool.

C: Special Ed Direct Services in a Regular Ed Classroom in an Elementary or Secondary Building: Includes locations where students with disabilities are educated with typically developing peers, this includes but is not limited to general education classrooms, lunch room / cafeteria, recess, passing periods, and nurse or counselor office. "C" may be used Gifted services in any location.

D: Non-School locations: Includes locations for students who receive special education or related services in non-school or off-campus centers, such as Public libraries, doctor offices, rehabilitation centers, private speech pathologist / related service provider facility or office, church facilities, community centers, KDCF Group Home, public parks, recreational centers, locations on school property typically not used, etc. For children age 3, 4, 5 include service provider locations that the student is brought to for the child's only special education or related service.

E: Community Based Direct Instruction: Includes the actual off-campus locations in which students develop skills where they will ultimately be performed. Service locations include but are not limited to job sites, work study, life skills programs in business, shopping centers or restaurants and other organizations or establishments within the community.

G: Special Ed Direct Services outside Regular Ed Classrooms, / programs, / other locations. Locations where students with disabilities or giftedness are removed from the general education environment or preschool classrooms or other programs for additional IEP support. Including resource room settings for preschool children who come to the elementary school on an itinerant basis. Note: Settings may also blend non-identified peers receiving similar support.

H: Alternative School: A school / program that is nontraditional, especially in education ideals, methods of teaching. Include virtual school classrooms in district buildings.

I: Incarceration: Includes programs for students who are incarcerated in any facility under the jurisdiction of the criminal justice system, including but not limited to local or Co. jails, juvenile or adult detention facilities, state penal institutions, PRTF or level 6 facilities. K.S.A. 72-8187.

J: Special Day School: "Special day school" means the delivery of special education services in
a special purpose school, building or any segregated program that provides any of the following:
(1) specialized curricula for exceptional children;
(2) modified facilities and equipment for exceptional children; or
(3) interdisciplinary, ancillary, medical, psychiatric, or social services for exceptional
children, or some combination of these services.
Examples include but are not limited to: buildings or programs exclusively for IEP students only, transitional programs for 18-21-year-old IEP students, other programs for non-residential IEP students

SERVICE SETTING CODES: Continued;

K: Early Childhood Program Time without Services (for ages 3, 4, 5) – The portion of the school day a child is **not** in special education and participates in a qualified in a regular early childhood program. These qualified programs may include Head Start; community based or private preschools, group child development / childcare center, Preschool age at risk programs, district run universal preschool programs, preschool classes offered to eligible pre-KG children by the public-school system. K time programs do not have to be publicly funded to qualify as regular early childhood program. The amount of K time is limited to the class minutes of the program the student participates in. Note: K time only applies to the calculation of OSEP environment (Indicator 6) category using only services intersecting December 1 and are measured by participation in a qualified program based a 600 min. / 10 hours per week threshold. Informal settings do not qualify for K time participation minutes.

L: Hospital: For students confined to hospitals or convalescent homes for psychiatric or medical treatment on an in-patient basis and receive their special education services in this location.

M: Residential: Placement in residential setting means a facility where students receive IEP services in educational programs and live at the facility / on campus during the school week. Includes any facility, which provides living accommodations and is considered the domicile or temporary sojourn of the student while attending and receiving services at the facility.

O: Home School: For students who receive their general education and special education services in the home school environment. Neighborhood and attendance buildings are listed as home.

P: Homebound: "Homebound instruction" means the delivery of special educational services in the home of a child whose health conditions (physical or mental) are so serious that school attendance is impossible. Students receiving special education services at home because of suspension or expulsion **do not** meet the definition of Homebound instruction.

R: E.C. Special Education program classroom: (age 3, 4, and 5): Includes locations for preschoolers or (dual program) kindergarteners with disabilities who receive their special education and related services in programs designed primarily for students with disabilities and may be integrated with non-IEP peers at a ratio from 0% to no more than 50%. Matching Directory program type is "Integrated".

T: Extracurricular: Includes locations for students who receive their special education or related services to support participation in school sponsored activities outside of the accredited school day. These locations may include counseling or health facilities, athletics, supported transportation (outside of school hours), recreational activities, special interest groups or clubs, music programs, theatrical presentations, etc., sponsored by the public agency.

U: Under Suspension / Under Expulsion: Includes locations for students who receive special education or related services in non-school locations or Interim Alternative Educational Settings (IAES) due a disciplinary removal by district administrators.

W: Reverse Mainstream ECSE Classroom: SPED programs for preschoolers or (dual program) kindergarteners with disabilities age 3, 4, 5 who receive special education or related services in special education locations attended by children without disabilities at a ratio of 50 % or more. Matching Directory program type is Reverse mainstream.

X: Indirect Services: When special education personnel deliver services to a student through another person, meaning the student is not physically present or there is no interaction / contact with the student. This includes but is not limited to services such as brailing, scribing etc. or consultation between service providers, service providers and administrators, parents, employers etc. Classroom / curriculum / teacher preparation time or teacher training are not considered an indirect service.

Y: Juvenile Correction Facility: For students receiving special educations services in schools operated at a state juvenile correction facility. Including the Lawrence Gardner School Topeka.

* Unless noted to the contrary, all definitions for the above service locations are Non-regulatory definitions for the regular school term developed by KSDE for data collection purposes.

SERVICE TIMES - Enter the actual amount of service time as specified on the IEP for each special education or related service delivered to a student for each different service setting.

<div align="center">🚫 <u>Do not average times or services</u> 🚫</div>

➤ Minutes and total days must be a consistent, accurate representation of service delivery models.

Minutes Per Day- (Field, #R15)–The actual number of minutes per day of special education or related services delivered. **Service line minutes have a Maximum limit equal to the Class minutes of the associated session as listed in the Directory**. Amounts higher will result in a verification.
Note: If the student receives IEP support during the lunch period, then a separate service line is required to account for the lunch period minutes. - Allowable Import Values; Integer 1-999 or blank

Days Per Week – (Field, #R16)–The actual number of days per week the service is delivered.
<u>Allowable Import Values</u>Integer 1-5 or blank

Frequency - (Field, #R17) – The regularity for which the service is delivered during the duration of the service between the start and end date, used to determine total days. Frequency can be reported incrementally by selected the frequency value in the MIS or by listing a frequency code in the import file.

Frequency	Code	Frequency	Code	Frequency	Code	Frequency	Code
Every week	1	Every 3 weeks	3	Every 8 weeks	8	Every 12 weeks	12
Every 2 weeks	2	Every 4 weeks	4	Every 9 weeks	9	Every 18 weeks	18
3 of 4 weeks	19			1 day of service – import only			99

Allowable Import ValuesInteger 1-4, 8-9, 12, 18, 19, 99 or blank

<u>**Service Beginning and Ending Dates**</u>. Start (Field, #R13) - End (Field, #R14)
Services are reported to KSDE within the defined regular school year calendar. For a continuing student - services start on the first day of school, ending before the annual review date. With the subsequent IEP, services resume from the IEP date to the end of the regular term school year. KSDE does not collect summer term / ESY service data nor data prior to a child's 3rd birthday.
Begin date - From the IEP date, the starting point of the service addressed in the student's IEP.
For children who start Part B services before age 3, use their 3rd birthdate as the service begin date.
End date – The anticipated day service(s) would cease, becoming the known date when services end.

<u>Allowable Import Values</u>   MM/DD/YYYY format for FY collection being submitted
                                          Dates outside the FY collection being submitted, will fail to import
                                          Null / Blank value will fail to import

Note: Responsible building, area of disability and Gifted indicator must be consistent within a range of IEP services. If Responsible building, area of disability or gifted change due to an amendment, (not a new IEP), then all service lines <u>end</u> with the old values and <u>start</u> anew with the new values.

Total Days – (Field, #R18)–The actual number of days of services delivered to the student for each special education service within the service start and end dates range. Rank Order: - Importing a total day value overrides Frequency and days per week if both are included in the import record.
    Total days may be arrived at / reported using 1 of 2 methodologies between the <u>start and end dates.</u>
Keyboard   Total days only (Value of total days is applied), or
Keyboard   Days per week x Frequency = total days, (Applicable calendar determines total days)
Import   Total days (R18) only, (Value in R18 is applied) or
Import   Days per week (R16) x Frequency (R17) = total days only, or (Calendar determines total days)
Import   Total days (R18) and Days per week (R16) x Frequency (R17). (Value in R18 is applied)

<u>Allowable Import Values</u> Integer 1-365 or blank. Blank / null (not zero) is reported when desired total days' determination is intended to use the frequency and days per week method.

Note: Upon Import the system applies total days (R18), but retains Frequency reported for roll over to next year.

<u>Special Education / Related Service Codes</u> – (Field, #R10)

Services - Enter the code of the service the student is receiving from the following list of codes.

- **AC**: Attendant Care – A non-instructional paraeducator.
- **AP**: Adapted PE
- **AS**: Assistive Technology – Services and / or support for hardware and software devices. Typically addressed in the accommodations section of the IEP not in the services section.
- **AT**: Art Therapy
- **AU**: Audiology
- **CM**: Case Management *
- **CS**: Counseling *
- **DI**: Diagnostic Medical
- **DM**: Dance Movement Therapy
- **GI**: Gifted Education Services. Specially designed instruction for students identified as Gifted. *
- **IN**: Interpreter Services
- **KT**: Participation in an early childhood program w/o SPED support.
- **MA**: Mobility Assistance
- **MS**: Special Music Education
- **MT**: Music Therapy
- **NU**: School Nurse Services – Services provided by a qualified nurse in accordance with the IEP.
- **OM**: Orientation and Mobility-for individuals with visual impairments
- **OT**: Occupational Therapy
- **PC**: Parent Counseling *
- **PS**: Psychological Services *
- **PT**: Physical Therapy
- **RC**: Rehabilitation Counseling
- **RE**: Recreation Therapy
- **SE**: Special Education Services. Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. KSA 72-962(i)
- **SH**: School Health Services – IEP services provided by a school nurse or other qualified person.
- **SS**: Speech and Language as a related service. For students not identified with a S/L disability.
- **ST**: Special education transportation as related service as documented on the student's IEP. *
- **SU**: Supplementary Service – Supported / routine services delivered by an aide or Paraeducator under the supervision of a licensed OT or PT.
- **SW**: Social Work Services *
- **TS**: Transition Services
- **TT**: Travel Training
- **VO**: Vocational Special Education – Criteria examples for Vocational Special Education settings: * Community Based Setting (E) – Direct support - job coaches, para support, etc. Indirect Service Setting (X) – No direct support – consultation with "work study" employer, etc. Note – Time participating in a VO program without direct support is not reported as an Indirect service. This is considered general education and not reported in the MIS.

    * These services may be appropriate and will not generate verifications for a Gifted only student.

All Services – All special education and related services contained in the student's IEP must be itemized and reported on the MIS service lines or specific data confirmation fields (BIP, Transportation). No service may be excluded. This includes but is not limited to indirect services, vocational or transition services addressed in various sections of the IEP. The MIS is not limited to only those services listed on the placement section of the IEP or the teacher information page.

<u>Multiple Services</u> - For each special education / related service a student receives, an additional "Service Data Set" must be appended to the student's MIS record. There is no limit to the number of sets of service data that can be reported on the student's record.

Status Code - (Field, #09) Annual and Current status of the student.

Annual Status – The student's first active status of the current school year. This status is stored.
Current Status – Present status of the student. Active or Inactive based on most recent events.

ACTIVE STATUS: The status of student while receiving special education services.

B - Children age 3 who transition from Part C services to Part B by their 3rd birthday.

C - Continuing Student – from previous school year. Served continuously by the responsible LEA last school year to this year.

E - Entering from another District, Agency, State or Country – from outside the catchment area

I – Reinitiation of Services; - IDEA Students who have had all their services revoked by the parent or self (if 18 years of age or older) and services resume this school year.

N - New Referral – Students who are referred for Part B IDEA or Gifted special education services the first time in their life. Gifted only students who are later found eligible under IDEA, are New Referrals the first school year identified as a student with a disability. Children served under Part C and do not transition to Part B services in the school year they turn age 3 are reported as a New Referral in the school year Part B services begin.

R - Returning to a Special Education Program: Students who previously received special education services in their life; completed objectives, dropped out or left services without a written revocation are reported as "Returning" in the school year they resume IEP services.

Assigning an Active Status Code

The only factor used for determination of an active status code is how the student started in special education in the current school year. Active status codes do not change until the school year changes or the student exits. The IEP or subsequent IEP are not factors for changing an active status code.

Continuing Status – Active students served last school year must be promoted to Continuing Status prior to importing current year records. The promotion process is completed at the beginning of the school year (July 1) and remains with the student throughout the school year.

Children who transition from Part C, Entering, New Referral and Returning status codes are assigned at the time of their occurrence and remain with the student until the end of the school year (June 30), or until the student exits special education, whichever comes first.

Note: The first record reported for the student in the school year must be a record with an active status code. This is to determine the student's annual status. A student may not start a school year as inactive.
- Initial records with inactive status will fail to import and do not save if keyboard entered.

How to code a student who exit, then later re-enter special ed in the responsible LEA.

1) For students who move out of an agency [Left State (L) or moved known to be continuing (T)]
Then subsequently moves back and resumes IEP services, - status = Entering.

2) For students who exit from SPED due to dropping out (D), or completing objectives (O) and.
Subsequently resume special education services - status = Returning.

3) For children turning age 3 during the current school year; the only active status reported is B or N.
The 3-year-old begins services in your organization served under your initial IEP, status = B or N
The 3-year-old enters your organization with an IEP from another district or agency, status = B or N

4) For IDEA students whose services were Revoke (W) and subsequently resumed services.
Status = I - Reiniation of service.

6) For students who exit due to action taken by parent (A). Then subsequently resume IEP services.
Grade KG – 12 home school students, Preschoolers not KG eligible - status = Returning.

Status Code - (Field, #09)

INACTIVE (EXIT) STATUS: - For Students who no longer receive special education services.

The basis of the student's exit – Based on the intent or reason why the IEP services are ceasing. Documentation must be kept on file to support reported basis of exit.

Note: Use the Exit status report to identify students with evidence of subsequent activity (relevant to the same school year) occurring after the date of the reported exit. The student's basis would change to moved known to be continuing "T" based on the information on the Exit Status report.

A – Action initiated Withdrawn from Special Education – Ceasing of IEP services by an act taken by parent or student (without written revocation of services) and the LEA has evidenced the student is continuing / participating in the general education environment. Status "A" **does not apply** as part of the local procedure for dropping out of general and special education or GED transfers. Used for students transitioning to home school or non-attending preschoolers with an active IEP.

D - Dropped Out of School – (KIDS D28 – 14, 17) Students who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis listed *below*. This includes but not limited to; dropouts, runaways, status unknown, students who moved (not known to be continuing in another educational program), and Revocations required as part of the formal drop out process. Reported to OSEP as a Drop Out.

G - Graduation with Diploma – (KIDS D28 - 8) Students who meet the same graduation standards and receive a high school diploma identical to that which student without disabilities are eligible.

H - Has earned, is enrolled or participating in a GED program (KIDS D27 - 19). Including Revocations required as part of the formal process of transferring to a to GED program.

L - Left State - (KIDS D28 – 3, 21) LEA has obtained evidence student is continuing in General or Special Education in an LEA outside the state of Kansas. Include out of state virtual programs

M - Maximum Age – (KIDS D28 - 13) Student reaches age 21 in the current school year.

O - Objectives completed – Student no longer meets eligibility criteria and does not qualify as a child with a disability.

S – Gifted only students who have ceased receiving services due to out of school suspension or expulsion.

T - Moved, known to be continuing – (KIDS D28 - 2) Students who moved outside of the responsible LEA's catchment area and the LEA has obtained evidence student is continuing / participating in a General or Special Education in another Kansas district or agency subsequent to the exit date.

W - Written revocation of services - by parent or by student (if 18 years of age or older) and the LEA has evidenced the student is continuing / participating general education after the revocation. Status "W" **does not apply** as part of the local procedures for dropping out of general and special education or transferring to a GED program.

X – Deceased (KIDS D28 - 10)

Inactive status for Age 21 students - Students age 21 must be exited in the school year they turn 21. A student age 21 who completed Graduation requirements and receive a high school diploma are reported with "G" Graduation status. A student age 21 who has not completed Graduation requirements are reported with "M" Maximum Age status.

Special Education Transportation Provided (Field, #15), during the current school year.

Permitted Import Values   1 = Yes, Student had SPED transportation provided

                                     0 = No, Student does not have SPED transportation provided

                                       Blank value is treated as zero

Student profiles – A student profile represents the student's current organization association. A student would have only 1 profile per school year per LEA. Students who move within a Coop or Interlocal during the school year, only list one profile, new profiles are not created. A profile with exit information from a prior organization within the LEA catchment is not valid and not reported.

Unresolved Exits - Active students from the prior year not found in the current school year are listed as unresolved exits. To resolve students listed, update the prior year record with exit data or include the student in the current year population. Unresolved Exits may affect the determination of reporting accuracy.

Verification Process - All data submitted to KSDE will be verified for accuracy. If any data element is missing or invalid according to the verification parameters, the student will be flagged indicating the nature of the discrepancy. LEAs submitting data modifications to KSDE must make the same data modifications in their local source database systems. This assures the validity of the instructions made to KSDE and the modifications are legitimate. Below is the verification criterion. 20 U.S.C. 1418

APPENDIX

Acronym List

Acronym	Description	Acronym	Description
ACES:	Adverse Childhood Experiences	KIRC:	Kansas Instructional Resource Center (TASN Project)
AMO:	Annual Measurable Objective	KISN:	Kansas Instructional Support Network (TASN Project)
AMOSS:	Academic Measures of Student Success	KITS:	Kansas Inservice Training System (TASN Project)
APR:	Annual Performance Report	KLN:	Kansas Learning Network
21st CCLC:	Century Community Learning Centers	LCP:	Local Consolidated Plan
CCSSO	Council of Chief State School Officers	LEA:	Local Education Agency
CSI	Comprehensive Support and Improvement	LEP:	Limited English Proficient
CSPR	Consolidated State Performance Report	LOD:	Levels of Determination
CTE	Career & Technical Education	LRE:	Least Restrictive Environment
EC	Early Childhood	MIS:	Management Information System
ECSE	Early Childhood Special Education	MOE:	Maintenance of Effort
EDEN::	Education Data Exchange Network	MOSS:	Measures of Student Success
EDGAR:	Education Department General Administrative Regulations	MTSS:	Multi-Tier System of Supports
EIS	Early Intervening Services	NASDSE:	National Association of State Directors of Special Education
ELL	English Language Learners	N&D:	Neglected & Delinquent
ELP	English Language Proficient	NPE	Non-public Equivalency
ESEA:	Elementary & Secondary Education Act of 1964	OMB:	Office of Management and Budget
ESI:	Emergency Safety Interventions	OSS	Out-of- School Suspension
ESL:	English as a Second Language	OSEP	Office of Special Education Programs
ESSA:	Every Student Succeeds Act	OVT	Onsite Visitation Team
FAPE:	Free & Appropriate Public Education	OWS:	Outcomes Web System
FAQ:	Frequently Asked Questions	PD:	Professional Development
FERPA:	Family Educational Rights & Privacy Act	PII:	Personally, Identifiable Information
HQT:	Highly Qualified Teacher	SEA:	State Education Agency
IAES:	Interim Alternative Educational Setting	SEAC:	Special Education Advisory Council
ICC;	Interagency Coordinating Council	SEEK:	System for the Education Enterprise in Kansas
IDEA	Individuals with Disabilities Education Act	SIG:	School Improvement Grant
IEP	Individualized Education Program	SPDG:	State Personnel Development Grant
ISS	In-School Suspension	SPP:	State Performance Plan
KASEA:	Kansas Association of Special Education Administrators	SSIP:	State Systemic Improvement Plan
KELPA:	Kansas English Language Proficiency Assessment	SW:	Schoolwide
KESA:	Kansas Education Systems Accreditation	TAESE:	Technical Assistance for Excellence in Special Education
KGRS	Kansas Grants Reporting System	TSI:	Targeted Support and Improvement
KIAS	Kansas Integrated Accountability System	YODA:	Youth Outcomes Driven Accountability
KIDS:	Kansas Individual Data on Students		

Catastrophic Aid guidance, Import file specifications, deductions

The 1994 Legislature authorized reimbursement to school districts for excessive expenditures incurred in providing special education services. Reimbursement is granted at 75% of costs that exceed twice the per teacher entitlement for categorical aid (from the prior school year), after deducting all other state and / or federal aid for the student.

Amounts requested under this act can be used only to reimburse school districts for excessive expenditures in providing special education services for students who have unique or severe needs. All reimbursement granted to the school district must be deposited in its special education fund. Districts also are required to provide financial information to KSDE upon request. KSA 2000 Supp. 72-983

All Catastrophic Aid claims must be submitted through the current year KSDE MIS collection application. The form may be submitted through keyboard data entry or as a batch file import.
A MIS student record must be submitted first then the catastrophic aid application amended to the student record. The catastrophic aid data must be reported to KSDE no later than the close of business April 30, of the current school year.

2. KIDS ID - **REQUIRED** Must be a current year student profile with matching KIDS ID.
3. Student Last Name - Must Match the Student's Legal Last Name OR blank
4. Student Gender – 0 = Female, 1 = Males, or blank
5. Student First Name - Must Match the Student's Legal Last Name OR blank
6. School year – **REQUIRED** format YYYY, For the School Year for which the claim is being submitted.
7. Payment LEA – **REQUIRED,** must match a valid LEA or Assign Child Organization associated to the student claimed as Catastrophic.
   The application Justification – This section consists of 3 open ended questions
8. Describe the student's unique or severe physical, mental, social, emotional, or educational characteristics that require additional costs.
9. Justify the cost of the services/placement, as specified in all of the student's IEPs in effect during FY2017, explaining why the student needed the services/placement.
10. If your district is contracting with another school district or private agency for provision of the services/ placement specified in the current IEP, justify the cost of contracting with the other school district or private agency

10 – 44. The Breakdown of Expenditures – Must be whole dollars from 1 - 999999 OR blank (is treated as zero)
D1 – D6 - Deductions – Must be whole dollars from 1 - 999999 OR blank (blank is treated as zero).
   A worksheet is available at www.ksde.org to assist with these calculations

Note: Due process and administrative costs are NOT reimbursable under this program. Also, staff development and in-service for teachers are NOT allowable costs

Approval Process

All applications will be reviewed by the KSDE administrators for payment approval. Those applications with sufficient expenditures, valid justification and complete MIS data will be approved for payment. Justifications are compared to the MIS data for consistency. Conversely those applications with insufficient expenditures, inadequate justification or incomplete MIS data will be denied. Districts will be notified of a rejected application, the basis of the rejection and may reapply for funds if time allows. Valid Provider ID numbers is required for all providers to assure proper licensure and payment of catastrophic aid.

Data verification – the following verifications codes and descriptions may appear upon submission to KSDE

0137	Payment LEA is invalid

Please submit an ASCII text file (Tab Delimited) in the above field sequence.

Catastrophic Aid Itemized Deductions

Catastrophic Aid applications require itemization of both expenditures / cost of services and deductions for other sources of reimbursement. Total expenditures and total deductions determine the total <u>net cost</u> applied in the reimbursement formula.

D1. State SPED Transportation reimbursement. The total cost of SPED transportation of the student, including attendant care providers / bus paras accompanying the student during the travel time. Transportation costs are submitted to KSDE School Finance on form 308. These costs are listed in section 2700 of the catastrophic aid application.

> <u>Deduction</u> = 80% of the total transportation cost submitted on form 308 is listed on line D1

D2. State Categorical Aid: Students proportionate share. In cases of students served by licensed providers and / or para educators who are submitted for categorical aid by any USD, COOP or Interlocal.

> <u>Deduction</u> = the providers case load can be used to determine the students proportionate share. For example: A provider serving 8 students receives $28,000* in categorical aid. ($28,000 ÷ 8) = $3,500.
> Hours of service may also be used. For example, provider serves the student 279 hours of the school year, (279 ÷ 1116) = 25%. ($28,000* x 25%) = $7,000. This amount is entered on line D2. Paras are done at 40%

Non-Public Equivalency reimbursement: NPE pays on the number of hours for all services delivered by fully licensed providers from the qualifying agency for the fiscal school year. The NPE formula memo lists the rate per hour which converts to an FTE in the payment formula.

> <u>Deduction</u> = Calculate each contracted service separately by the rate per hour fraction by service type, unless the provider is only licensed in a lower payment category. The licensed Speech provider * (example below) cannot be paid at the higher Autism rate. Related services not listed in the memo pay at the rate of the student's primary disability. Sum each service line subtotal to a grand total. Multiply the grand total by the estimated per teacher entitlement for categorical aid to determine the dollar amount. Enter the resulting dollar amount on line D6.

Note: The NPE student level (MIS) report lists the FTE by service, which can be used to calculate the NPE deduction.

> **Formula:** based on hours of service from contractor invoices, NPE services or provider service delivery log.

Service	Hours	Agency	Start date	End date	Provider License
AM	1090	Heartspring	7/1/2023	6/30/2024	IR
AM	50	Heartspring	7/1/2023	6/30/2024	SL *

1. Multiply the number of hours for each service by the hourly rate on the formula memo
   a) 1090 hrs. x .000149 (hourly rate for AM service) = .16241 - FTE equivalent
      50 hrs. x .000045 (hourly rate for SL service) = .00225 - FTE equivalent
2. Sum fractional - FTE equivalents
      b) .16241 + .00225 = .16466
3. Multiply total FTE equivalent by the estimated current year categorical aid per teacher entitlement
      c) .16466 x $28,000* = $4,610
4. Enter the dollar amount from step 3 on line D2 or D6 of the application.

D3. Federal VI-B flow thru Funds- the student's proportionate share, based on the student's age on December 1 of the current school year. A student age 3, 4 or 5 would deduct both the VI-B preschool grant and 3-21 funds received.

> <u>Deduction</u> = the total Federal VI-B flow thru Funds (grants excluded) awarded to the LEA for the current Fiscal Year divided by the number of students on the LEA December 1 child count of the current school year. For example, the 3-21 COOP grant for FY2023 was $3,089,555, on December 1 the agency had a total of 2,371 IDEA students ($3,089,555 ÷ 2,371) = $1,303. The amount of $1,303 is entered on line D3.

D4. Medicaid funds received

> <u>Deduction</u> = enter the amount of Medicaid funds received on line D4

D5. Medicaid replacement funds received

> <u>Deduction</u> = enter the amount of Medicaid funds received on line D5

D6. <u>All other state or federal funds received not deducted under categories D1-D5 above.</u>

Note: (*$28,000 is used for an example amount only, it does not represent the current year amount)

Non-Public Equivalency Contracts for Provision of SPED Services

This section refers to students who receive specific special education or related services delivered by a contracted provider pursuant to K.S.A. 72-967(a)(5). These services are contracted by the USD, Interlocal, or COOP (the first party) to be delivered by a private nonprofit corporation or public or private institution (the second party) to a student within the jurisdiction of the first party.

The purpose of Non-Public Equivalency contracts is to provide a vehicle for the USD, Interlocal, or COOPs to access categorical aid reimbursement for those services delivered under contract by the second party providers. All NPE claims must be submitted through the current year KSDE MIS collection application. A MIS student record must be submitted first then the NPE application amended to the student record. The form may be submitted through keyboard data entry or as a batch file import by April 30 of the current school year. Do not mail form KSDE C-03a to KSDE.

Data Fields for Contracted Services: Submit an ASCII text file (Tab Delimited) in the following field sequence.

	Sequence	Field Name	Field Size
Header Record	1	KIDS ID Number	10
	2	Student's Legal Last Name	60
	3	Student's Gender	1
	4	Student's Birth Date	10
	5	School Year	4
Variable Length	R1	IEP Date	10
	R2	Assign Payment LEA	5
Contract Data Set	R3	Contract Hours	4
	R4	Contracted Service	2
	R5	Providing Agency	40
	R6	Service Start Date	10
	R7	Service End Date	10
	R8	Provider ID	10
	R9	NPE Contractor License Code	2
	R10	Provider's First Name	45
	R11	Provider's Last Name	45

Application form data elements

KIDS ID – **REQUIRED,** must be a KIDS ID for which a Profile exists in the Target School Year
Student Last Name - Must Match the Student's Legal Last Name OR blank
Student Gender - Must Match the Student's Gender OR blank
Date of Birth - Must Match the Student's Birth Date OR blank
School year – format YYYY, **REQUIRED,** must be a School Year for which data entry is Open
R1. IEP date – **REQUIRED,** must be a valid date that is equal to or prior to the date the File is imported
R3. Contract hours – must be an integer between 1-1116
R4. Contract Service – from the service code table below
R5. Providing / contracted agency, – open text. Consistent spelling of the agency is required
R6. Service start date – Format MM/DD/YYYY
R7. Service end date – Format MM/DD/YYYY
R8. Provider ID - **REQUIRED,** must be a valid provider ID
R9. Provider license code - **REQUIRED,** must be a valid provider license code
R10. Provider first name – must match provider first name or blank
R11. Provider last name – must match provider last name or blank

Criteria for Submitting NPE Contracted Services Data:

Assign Payment LEA (F# R2) - LEA that entered into the contractual agreement – **REQUIRED,** a valid LEA or Assign Child Organization for which the user's has access

Contracted Hours (F# R3) –The total number of hours for each service in-between the start and end date range. Must be an integer between 1 – 1600
Round fractional hours up to the next highest hour.

Contracted Special Education or Related Service Codes (F# R4) - From the table below.
⇒ If the contracted service is not listed below, use the student's Primary Exceptionality as the service code for students age 6-21. List only one service per service line with corresponding service dates.

Providing / contracted Agency (F# R5) - The name of the 2nd party agency providing services under the terms of the contract. Agency name must be entered exactly the same for all students on all fields.

Provider ID (F# R8) - REQUIRED Must be a valid Provider ID code with a provider role of Contract Provider

NPE Provider License Codes

Code	Description	Code	Description	Code	Description
AM	- Autism	ID	- Intellectually Disabled*	PT	- Physical Therapy *
DB	- Deaf-Blind	IT	- Infant Toddler Services (0-2)	MD	- Multiple Disabilities
DD	- Developmentally Delayed	IN	- Interpreter Services	LD	- Specific Learning Disabilities
ED	- Emotional Disturbance	OH	- Other Health Impaired	SL	- Speech / Language *
GI	- Giftedness *	OI	- Orthopedic Impairments	TB	- Traumatic Brain Injury
HI	- Hearing Impaired *	OT	- Occupational Therapy *	VI	- Visual Impairment *
				VO	- Vocational Special Education *

Note: * Service types will default payment to the corresponding provider license

Contracted Delivery Dates – Dates for contracted services delivered to student within a fiscal year.
First Date of the Delivered Service: (F# R6) – The first date the contracted provider delivers the service directly to the student. Contracts may begin on or after July 1 of the current fiscal year.

Last Date of the Delivered Service: (F# R7) - The last day the contracted provider delivers the service directly to the student. Contracted services must end on or before June 30 of the current fiscal year.
∗**Note:** Contract end dates may not be a future date beyond a student's exit date.

Area of provider licensure (F# R9) - Select from the table below

Code	Description	Code	Description	Code	Description	Code	Description
AD	Special Ed. Director	EC	Early Childhood	MT	Music Therapy/Ed	RS	Reading Specialist
AP	Adaptive PE	GI	Gifted*	NU	Nurse	SL	Speech/Language *
AS	Assistive Technology	HI	Hearing Impaired *	OM	Orientation. /Mobil. Specialist	SM	Severe Multiple Disability low incidence
AT	Art Therapy	ID	Intellectual Disability low incidence*	OT	Occupational Therapy*	SU	Supervisor
AU	Audiology	IN	Educational Interpreter	PD	Personnel Development	SW	Social Work
BD	Behavior Disorder high incidence*	IR	Interrelated Program	PS	Psychology	TR	Transition Services
BR	Braille Transcription	IS	Integration Specialist	PT	Physical Therapy *	VI	Visually Impaired*
BS	Behavior Analyst	IT	Infant/Toddler	RD	Registered Dietitian	VO	Vocational Special Needs*
CS	Counselor	LD	Learning Disability high incidence	RE	Recreation Therapy	WS	Work Study/Vocational

Note: * Payment rate can change if provider's area of license indicates a provider has different qualifications. For example: An AM service delivered by a licensed SL provider pays at the SL rate.
IEP or IFSP Staffing or Annual Review Meeting Date (F# R1) **-** The date of the IEP or IFSP documenting the services to be delivered under contract for the current fiscal year.

Contract verification codes

149	Payment LEA Blank	**152**	Contract provider is missing
150	Payment LEA invalid	**153**	Provider not valid in current year
151	Contracted Agency is blank	**156**	Service code is blank or invalid
219	NPE payment rate based on provider license		

Contracts between school districts and
Private non-profit Corporations, Public or Private Institutions
Instructions for KSDE Form C-03(a)(b) and MIS Contract for Services Data under K.S.A. 72-967

1) Form C-03(a) must be completed when a school district contracts with a private non-profit corporation, public or private institution or agency for the provision of special education and/or related services for a student identified with an exceptionality.

2) The school district receiving the service(s) is designated as the First Party, and the agency is designated as the Second Party.

3) The first party must hold the original (with all signatures) and one copy for auditing purposes for 5 years.

4) Non-public equivalency contracts cannot be written for any student receiving services from a specific individual service provider. To access categorical aid reimbursement for individual providers; list these providers on the KSDE Personnel Report.

5) Non-public equivalency claims can be made by individual student for tuition fees paid for students attending the Kansas State School for the Blind or School for the Deaf summer ESY sessions.

   First Party is eligible for the following reimbursable expenses provided through an approved contractual agreement with a providing agency:

   <u>Part of the cost of the Contracted Services:</u>

   Reimbursement due to a district for a contract with an accredited providing agency is based on a ratio of children served in an average special class size for a given category of exceptional children by hourly increments of service. State Board as authorized by K.S.A. 91-12-37(a)(4).
   See Formula memo for Nonpublic School Equivalents for the current School Year for hourly rates.

   <u>Transportation Reimbursement</u>

   Do NOT include transportation reimbursement. The amount equal to eighty (80%) of the actual travel expenses incurred for providing transportation for an exceptional child to special education services is submitted on Form #308, Special Education Transportation Reimbursement. The School Finance Department of KSDE mails this form to school districts on or about May 1.

6) Second Party is not eligible for any special education entitlements under K.S.A. 72-986.

7) Services provided by an accredited providing agency, or any other entity, using district personnel should not be submitted to KSDE on this contract form.

Reimbursement will be based on the hours documented in the individual students' Service Delivery Log. State auditors will compare contracts to Service Delivery Logs. Payments may be prorated if contract hours and Service Delivery Logs are not identical, or if there was a break in the student's direct services. See Appendix D of the Special Education Reimbursement Guide.

<u>Revision of Contracts-</u>Form KSDE C-03(c) Notice of Contract Revision or Termination

1). If the duration of the contract changes, i.e. services begin at a later date or are terminated prior to the original dates, then a contract revision <u>must</u> be completed to reflect the actual service start and end dates, and hours adjusted accordingly.

2) If the frequency of services changes from the original contracted amount, then a contract revision <u>must</u> be completed to reflect the actual amount (in hours) delivered up to that point, plus the anticipated amount to be delivered to the contacted end date. In the case of a new IEP or IFSP, the duration of the contract may be unaffected, only the hours of service are revised.

3) If a student changes programs (IT program 1 to IT program 2) and is still receiving services from the same agency and the dates of the contract have not changed, neither the contract nor the MIS needs to be revised.

Note: New contract data must be entered on separate MIS contract service lines if:
- A contracted providing agency changes.
- A contract expires and services resume at a later date, or if there is a break in service delivery.
- A different service is delivered, i.e. from Developmentally Delayed (DD) to Speech / Language (SL)
- Multiple services are provided by different provider or at different times
- An exited student returns and services are resumed.

Checklist of Completed MIS Annual Tasks

Timeline	Task	Date Completed	Timeline	Task	Date Completed
July	Promote student active status to Continuing		December	Update Nov. & Dec. IEPs and exits	
	Promote up student Grade levels			Confirm exits prior to December 1	
	Promote Buildings Pre-KG – Elem – Mid - High			Compare MIS counts to IEP system	
August	Discovery process - Determine program types & session times for each building, inform board clerk of changes. Obtain current year calendars. Align current provider assignments, remove inactive providers from personnel list			Review Projected December 1, Gifted Summary and EOY reports for accuracy	
By 8/31	Align Directory programs to settings			Use Projected EOY report to find active students with services ending prior to Dec. 1	
	Run Unknown Exit report. Change status "T" for students not continuing elsewhere in KS			Address / Resolve Verifications (004, 011, 039)	
	Review Projected EOY, Table 4 Exit and Table 5 Discipline reports for accuracy		January	Update December & Jan. IEPs and exits	
	Address / Resolve Verifications (004, 011, 053)			Run Overlap report, resolve service dates	
	Address / Resolve Verifications (004, 011, 053)			Review Projected December 1, Gifted Summary and EOY reports for accuracy	
September	Close prior year, Complete begin year set-up			Check EOY report for incomplete data. Active students with services ending before January	
By 9/10	Enter all Current year students into the MIS		February	Update January & Feb. IEPs and exits	
By 9/10	Complete Unresolved Exit Report, Correct Exit status codes. Exit Status Report is clear		By 2/22	Find and remove duplicate records from the Projected December 1 report	
By 9/10	Complete Exit Status Report, Correct Exit status codes. Exit Status Report is clear		By 2/22	Align service line locations for students with OSS / expulsions covering Dec. 1	
By 9/10	Complete Unknown Exit Report, Correct Exit status codes. Exit Status Report is clear		March	Save and make backups of the final December 1 report. Save on local network	
By 9/10	Confirm correct projected Exit population prior school year by exit category - Table 4			Update February & March IEPs and exits	
By 9/10	Review Discipline Omitted report data for accuracy. Omitted from Table 5 report is clear.			Address / Resolve Verifications	
By 9/10	Confirm correct projected Discipline population from prior school year by category - Table 5			Review Projected EOY, Table 4 Exit and Table 5 Discipline reports for accuracy	
By 9/10	Find and remove duplicate records & Overlaps from the Projected End of Year report			Prep Catastrophic and NPE claims	
By 9/10	Address / Resolve Prior year Verifications. Prior year Verifications are resolved		April	Update March & April IEPs and exits	
By 9/10	Removed students exited in the prior year, from current year MIS population			Address / Resolve Verifications	
	Resolve any Directory issues, - missing or incorrect program types, inaccurate or missing Session minutes and days per week		By 4/25	Submit Catastrophic and NPE claims	
	Review unapproved settings to Directory program types. Inform board clerk of errors		By 4/25	Review Cartographic Aid data and NPE Summary reports for accuracy	
	Enter current year Directory data in local IEP program			Review Projected EOY, Table 4 Exit and Table 5 Discipline reports for accuracy	
	Update August & September IEPs and exits		May	Update April & May IEPs and exits	
	Mark ESY = Yes in current year records			Review Projected EOY, Table 4 Exit and Table 5 Discipline reports for accuracy	
	Address / Resolve Verifications			Run Overlap report, resolve service dates	
October	Save and make backups of the final reports from prior year. Save on local network. EOY, Table 4 Exit, Table 5 Discipline reports			Verify Projected Discipline report data	
	Run Overlap report, resolve service dates			Confirm Gifted students who exited Part B and correct - Verification 0018	
	Update Sept. & Oct. IEPs and exits			Address / Resolve Verifications (019, 020, 144)	
	Address / Resolve Verifications (044, 047, 053)			Confirm Table 4 Exit counts by basis of exit	
November	Update October & November IEPs and exits		June	Update May IEPs and End of Year exits	
	Run Overlap report, resolve service dates		By 6/25	Address / Resolve Verifications (0148)	
	Address / Resolve Verifications (085, 0123, 0124)		By 6/25	Address / Resolve Verifications (0176)	
	Review Projected December 1, Gifted Summary and EOY reports for accuracy		By 6/30	Review Table 5 Discipline Incident, Summary & Omitted reports data for accuracy. Omitted report is clear	
	Check EOY report for incomplete data. Active students with services ending before November		By 6/25	Contact KIAS user for Discipline corrections	
	Run Duplicate student check in EOY report			Run Overlap report, resolve service dates	
				Review Projected End of Year, and Table 4 Exit report for accuracy	
				Align service line locations for students with OSS suspensions or expulsions	
				Crosscheck MIS Exits to IEP Exits & KIDS system Exits	
				Address / Resolve Verifications (028, 067, 171)	

Data Codes and descriptions used in MIS reports - Crosswalk

OSEP data category / data set - Discipline data - Basis of removal codes:

Code	Description	Code	Description
D	Drug offense	H	Due Process Hearing Officer Determination
S	Serious Bodily Injury	V	Violation of a school's code of conduct
W	Weapon offense		

Discipline records include numeric values for the number of days of removal by incident date and incident type.

OSEP data category / data set - Environment Codes for LRE and Indicators 5 & 6

Code	Early Childhood Environments Age 3-5 preschoolers	Code	School age Environments Age 6-21 & 5-year-old Kindergartners
TM	10 hours or more & Services 50% > in regular EC programs	RC	Less than 21 % outside reg. class
UM	less than 10 hours & Services 50% > in regular EC programs	RR	21 % - 60 % outside reg. class
TL	10 hours or more & Services < 50% in regular EC programs	SC	More than 60 % outside reg. class
UL	less than 10 hours & Services < 50% in regular EC programs	SS	Separate School
SP	Separate Class	RF	Residential Facility
RF	Residential Facility	HH	Homebound / Hospital
SS	Separate School	PP	Private / Parochial Student
HO	Home	CF	Correctional Facility
PL	Service Provider Location		

10-hour test is based on the preschooler's participation in a qualified regular early childhood program per week. Note: Changing preschool or kindergarten grade levels after the December 1 report has been finalized may result in a change in the student's OSEP environment category. A change from the Finalized OSEP environment category can result in a point loss for timely and accurate reporting.

OSEP data category / data set - Race / Ethnicity

Category	Code	Category	Code
American Indian or Alaska Native	A	Native Hawaiian or Other Pacific Islander	P
Asian	S	Two or more races	M
Black or African American	B	White	W
Hispanic	H		

OSEP data category / data set - Exit category – crosswalk from MIS Exit codes

MIS Code	Description	OSEP Category
A	Action Initiated withdrawal (no revocation) - Transfer to Home school	Transfer to General Education
D	Drop Out	Drop Out
G	Graduate with Diploma	Graduate with Diploma
H	Enroll in GED Program	Drop Out
L	Left State of Kansas - Include out of state Public, Private & Virtual schools	Moved know to be continuing
M	Maximum Age	Reach Maximum Age
O	Objectives Completed	Transfer to General Education
T	Moved know to be continuing - Include in-state Public, Private & Virtual schools	Moved know to be continuing
W	Revocation and participating in General Education	Transfer to General Education
X	Deceased	Deceased

Directory Updates, Special Education Programs - Guidance

The State Educational Directory is completed each annually with schools, building and program data. The Directory is a KSDE web application named Directory Updates. Each school year, class schedules are reported by start and dismissal time, lunch time times, kindergarten and preschool sessions by program type, and days per week. The Superintendent, and district board clerk have permissions to make Directory updates. Other KSDE staff have permissions to make Directory updates only under the guidance of LEA requesting assistance.

Recommended guidance for entering Directory data:

Schedules require starting and dismissal times by A.M. and P.M. Do not use military times.

Preschools and Kindergarten - enter the district standard schedule for each session by program type *

SPED programs - Home, off site, off campus, community locations, Hospitals, etc. – enter the district standard schedule *

Local correctional facilities, programs without a set schedule, – enter the district standard schedule *

Non-accredited private / parochial school Organization X0440, – enter the actual daily schedule

Before or after school K time programs w/o IEP support in other locations. Enter 8 am to 4 pm with zero lunch minutes.

SPED programs - Address, phone number, e-mail, contact information – use the special education office.

SPED programs - Administrators – list the director of special education as head teacher or principal.

Preschool program types for each directory session by start, dismissal times and days / week

Program Type	Setting Code		Program Type	Setting Code
Headstart	B, K		SPED Reverse Mainstream	W
Preschool age At-Risk	B, K		All other Reg / Gen Ed Preschool	B, K
Integrated SPED	R		Itinerant Services – All other	G

* Note – A local elementary school schedule for Grades PR, KG, 1-12 should be used as the district standard schedule.

Early Childhood Special Education Services

<u>Full Sessions</u>

Children that are enrolled in early childhood special education programs such as integrated special education classrooms or reverse mainstream (RMS) classroom would be considered to be receiving special education support for the entire time they attend these programs.

Example 1 – The RMS program has 180 minutes per session 4 days per week. Student 1 attends the program 2 days per week for 150 days. The MIS would be reported; Line 1 = 180 min for 150 days.
Example 2 - The RMS program has 180 minutes per session 4 days per week. Student 2 attends the program 4 days for 150 days and receives pull out services for 30 minutes 2 days per week.
The MIS would be reported; Line 1 = 180 min for 75 days, Line 2 = 30 min for 75 days,
and Line 3 = 150 min for 75 days.

If a student falls on the "Not in full session" verification report; respond addressing these points
Student attends a full session. Refer to the "Reporting Time as it Occurs" or "Time by days" support document. Correct the service lines to account for a full day session of services and resubmit the student record.
Student attends part time / not a full daily session. Respond as such on the verification report and return the verification report to KSDE.
The test for full sessions does not apply to general education programs such as headstart, Preschool age at risk, community based / private preschools, group day care facilities etc.

<u>Participation in Regular Early Childhood Programs</u>

OSEP LRE environments for early childhood students (age 3, 4 or 5 on December 1) are tiered between those children who attend a Regular Early Childhood Program (page 14) and those who do not. To assure children who participate in these Regular Early Childhood Programs are correctly accounted for; the MIS uses a data element known as K-Time. K-time represents the portion of the child's day that they are not receiving special education services and are participating in a program that has a ratio of 50% or more non-disabled peers. Support documents for collecting and calculating K-time are found at found on the MIS and Student Data page @ www.ksde.org. Selected clarifications are provided below.

Example 1 - Child 3 attends a RMS program for 180 minutes 4 days a week. The program has a 20-minute recess and a 15-minute snack time daily during the 180-minute session. Is the recess and snack times considered K-Time? No, because recess and snack times are part of the RMS program.
Example 2 - Child 4 comes to the preschool for breakfast before the start of the RMS session. Is the pre-session breakfast considered K-time? Yes - if the mealtime is open to all children attending any early childhood program in the facility. No - if the mealtime is only open to children participating in the special education program.
Example 3- Child 5 attends both a morning and afternoon RMS session and stays for a lunch period between the sessions. Is the lunch period considered K-time? Same as example 2 above.
Example 4- Child 6 attends a morning Headstart session and spends the afternoon hours with his brother at babysitter's house. Is the time at the babysitters considered K-time? No – babysitters do not qualify as a regular early childhood program. However, the time the child spends in the Headstart classroom without SPED support does qualify as K-Time.

MIS Reports - Overview

<u>Child Count reports</u>

<u>December 1 report</u> - A list of all Claimed IDEA students with IEP services intersecting the December 1 date.

<u>Gifted Summary report</u> - A list of all Claimed Gifted students with Gifted services intersecting the December 1 date.

<u>End of Year report</u> - A list of all Claimed IDEA & Gifted students with IEP services at any time in the school year.

<u>Data Quality reports</u>

<u>Gained Student report</u> - A list of Claimed students with Exit status of (A, D , L, T) from another Agency in the Target School Year. The student has a KIDS record for the Child Count Org in the Target School Year with an Entry Date that is on or after the Exit Date. The student does not have a SPEDPro profile associated to Assign Child Count Org that has a Service End Date after the first Profile's Exit Date

<u>Action:</u> Confirm the student's enrollment and IEP status.
- If the student is enrolled and receiving IEP service, but no student record is present in SPEDPro, submit an initial SPEDPro record
- If a student record is present in SPEDPro, no additional action is required.

<u>Overlap report</u> - A list of Claimed students who have Service Line date ranges that overlap with IEPs within the same School Year at any Assign Child Count Org state-wide

<u>Action</u>: Confirm the student's attendance dates. Adjust service start / end dates accordingly
- If the student exited, then the service end dates maybe long. Truncate to resolve overlap.

Unclaimed student report - List of students to be excluded from Federal and State MIS child count and 618 reports

<u>Action</u>: Confirm the basis of inclusion / exclusion from Federal and State MIS reports
- If the listed student does not meet a condition for exclusion (page 11), then update the claiming indicator on the SPEDPro student profile to a Yes value.
- If the student meets a condition for exclusion (page 11), no additional action is required.

<u>Discipline reports</u>

<u>Discipline incident report</u> - A list of all Claimed IDEA students subject to ISS, OSS or expulsion during the school year individually by Incident date and OSEP category

<u>Discipline Summary report</u> - A cumulative total of all incidences by student by OSEP category

<u>Discipline Incidence omitted from OSEP Table 5</u> - A cross check between the incident reported in KIAS and the service line dates in SPEDPro. Students listed do not have a corresponding service date on the incident date or an area of disability is not present in SPEDPro on the incident date.

<u>Action</u>: Confirm the student's IDEA status on the incident date.
- If the student was not a student with a disability on the incident date, inform the local KIAS user. The KIAS data must be updated to remove the IDEA indicator for this incident
- If the student was a student with a disability on the incident date, update the SPEDPro services lines to include services and a disability category on the incident date.

<u>Verification reports</u>

<u>Verification report</u> - A list of Claimed students or selected criteria with unresolved verifications. From the Verification list page

<u>Verification 0224 report</u> - A list of Claimed students with a categorical change of December 1st Responsible school, area of OSEP Disability or OSEP Educational Environment.

Action: - If current values are inaccurate, update December 1 service lines with correct values
- If current values are accurate, no additional action is required.

<u>Exiting reports</u>

<u>Exit status report</u> - A list of Claimed students with evidence the reported basis of exit should be changed to "T", moved, known to be continuing. The "Where Continuing" column provides evidence of additional activity after the exit date for students with Exit Status Codes of (A, D, L, O, or W).

<u>Action</u>: To clear student from the report, change Exit Status Codes (A, D, L, O, or W) to "T".

<u>Unknown Exit report</u> - A list of Claimed students with basis of exit of "T " moved, known to be continuing and no subsequent records are found in SPEDPro or KIDS Collection after the student's exit date

<u>Action</u>: Investigate the accuracy of the basis of exit. Ask for KSDE assistance with KIDS Collection inquiries. A different Exit Status Codes may be applicable

<u>Unresolved Exit report</u> - A list of Claimed students with active status codes (B, C, E, I, N, R) in the Target school year and the student ID number not found in SPEDPro in the subsequent school year under the same LEA.

<u>Action</u>: Investigate the student's status for both school years. Confirm the ID number is unique.

- If the student has not received IEP support in the first 10 days of the subsequent school year. Then exit the student from the target school year.
- If the student is receiving IEP support in current school year, then the SPEDPro record has not been reported in the subsequent school year or is reported under a different ID number.

OSEP data category / data sets – MIS data included in OSEP reports.

Demographics	Responsible building	Educational environment	Discipline removal	Data used in OSEP calculations
KIDS DOB / age	KIDS ELL status	Service lines	Days of removal	Neighborhood school
KIDS Race ethnicity	Exit date	Frequency	Basis of removal	Service date range
KIDS Gender	Basis of Exit	Duration	Type of removal	Grade level
Area of disability		Location	Expulsion services	Overlap / duplicate

Age 18-21 Transition program reporting chart

<u>Participation in outside Transition school programs, age 18 - 21</u>

Reporting guidance for students who participate in age 18 - 21 post high school transition program outside of the resident district catchment or Kansas State School for the Deaf or Kansas State School for the Blind

These students must meet the following conditions.

Completed their senior year of high school.
Student has not received a high school diploma.
Attends an out of catchment transition program.

Reporting requirements	Database	Condition	Reporting standard	USD, Coop, Interlocal	Transition School
Claim Student	KIDS Collection & SPEDPro		Each school year of participation	Yes	No
Report Exit after grade 12 completion	KIDS Collection	Graduation requirements are completed	Exit Code 22	Yes	No
Report Exit after grade 12 completion	KIDS Collection	Graduation requirements Not completed	KIDS records as normal	No	No
Report Exit after grade 12 completion	SPEDPro		Exit Not reported senior year	No	No
18-21 services reported in	SPEDPro	MIS reporting	Each school year of participation	Yes	No
Responsible School	SPEDPro	Same Accountability (High) School as reported in KIDS Collection	Each school year of participation	Yes	No
Service location reported	SPEDPro & KIDS	Transition school = attendance building	Each school year of participation	Yes	N/A
Report Exit after program completion	SPEDPro & KIDS	Graduate with Diploma or Reach Maximum Age	School year of completion	Yes	No

Special Education Program Types – Guidance

Special Education Program types, descriptions and examples

Off Site / off campus, Non-public	MIS default settings - D, E, U, T, X	Directory Grades = PR-12 Directory PR Program type All Other (only)
Locations outside of school buildings or campus where students receive services Work locations, job sites, library, stores, restaurants, swimming pools, parks, etc. Includes locations for students served off campus due to out of school suspensions / expulsions		
Home	MIS default settings – A, O, P, T, U, X	Directory Grades = PR-12 Directory PR Program type All Other (only)
Homes or a residence where students receive services Home based, home bound, home school or at home due to out of school suspension / expulsion		
Public off campus	MIS possible settings – G, H, J, U, T, X	Directory Grades = KG-12
Programs run by a school district, Coop or Interlocal located outside of Elementary or Secondary school buildings. 18 – 21-year-old programs, Day schools, alternative schools, temporary setting in a district central office		
Community based preschools	MIS default settings - B, G, K, T, X	Directory Grades = PR Directory PR Program type Headstart All Other
Preschool programs run by private organizations located in the community Yogi Bear preschool, Topeka head-start, Happy Diaper preschool, etc.		
Public off site preschools	MIS default settings - G, T, X/ (Possible settings) - B, K, R, W	Directory Grades = PR Directory PR Program type (Gen Ed) At Risk, All other (SPED) Integrated, RMS
Preschool administered / operated by a district, coop or Interlocal, not housed in a public-School building, For example - USD 123 preschool program		
K time building	MIS default settings - K	Directory Grades PR Directory PR Program type All Other (only)
Before or after school childcare program not housed in a public-school building. No Special education or related services occurring. Used only for participation. Mary Jones childcare, St. Patrick's church day care, YMCA childcare, etc.		
Incarceration	MIS default settings - I, T, X	Directory Grades 9-12
Local, county, or regional correctional facilities Douglas County jail, Topeka Juvenile, etc.		
Hospital	MIS default settings - L, T, X	Directory Grades PR-12 Directory PR Program type All Other (only)
Local or county hospitals Allen County Hospital, Kansas Rehab Hospital, Hays Medical Center, etc.		

Standard Special Education Directory programs and default setting codes.

Program	Default Settings		Program	Default Settings	
Off-site non-public	D, E, U, T, X	*+	Community based Preschool	B, G, K, T, X	
Home	A, O, P, U, T, X	*+	After School K time program	K	*+
Hospital	L, T, X	*+	Incarceration	I, T, X	*+

* - Indicates these programs only list the "All Other" preschool session in the Directory.

\+ - Indicates Daily Schedule, Preschool session & KG sessions are required in the Directory.

* Note – A local elementary school schedule for Grades PR, KG, 1-12 should be used as the district standard schedule.

Reporting Full sessions of Services

<u>Full Sessions Defined</u>– Students participating in special education programs such as Day Schools (J), Residential facilities (M), Integrated (R) and Reverse Mainstream (W) classrooms typically participate for the entire session for each day of attendance. Full sessions are determined by the sum of classroom minutes plus pull out minutes of services for each day of attendance. Interpreter, Attendant care, Nurse and School health services are not deductions from the session minutes because these services can occur simultaneously with special education and related services or are part of the special education program that the student participates in. Students in these programs with less than a full session will be flagged for verification.

Providers – Roles, Batch file Import specs

<u>Provider Import specifications</u>

Data Fields for Provider Imports: Submit an ASCII text file (Tab Delimited) in the following field sequence.

ASCII Text File Format			
	Sequence	Field Name	Field Size
Header Record	1	School Year	4
	2	Provider ID	10
	3	Staff First Name	45
	4	Staff Last Name	45
Repeating	R1	Organization	5
	R2	Staff Role	1

Field descriptions:

Header

School Year – format YYYY, must be for a year a collection is open

Provider ID – 10-digit ID as assigned by KSDE teacher licensure or PCA application

Provider First Name - Must Match the Provider's Legal First Name

Provider Last Name - Must Match the Provider's Legal Last Name

Repeating values – for each different set of applicable organization, role and / or licensure

R1. Organization – The organization associated to the buildings where the provider delivers services. Organizations associated to the student are not relevant in the provider profile.

Format – D0, S0, X0, Z0 prefix followed by 3-digit organization number.

R2. Provider Role – Must be a valid Staff Position (codes - 1, 2, 3, 4, or 5)

1. Case Manager
2. School Psychologist
3. Speech Language Pathologist
4. NPE provider
5. Service line provider

Importing note:

If the provider data is cut from the template and pasted into a blank text file such as Notepad, be sure the cursor is positioned to the right of the last data field submitted. If the cursor falls to the beginning of a new row below the data, simply backspace once to move the cursor to the end of the row above, to the right of the last data field submitted and save it.
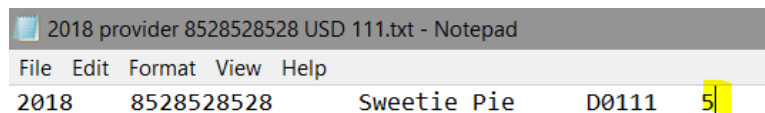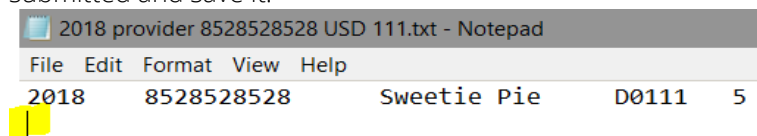
Verification codes – Descriptions

<u>Verification Checks for Student MIS</u>

<u>Codes Description</u>

0004	Service Line Setting is missing or not approved for the Service Location.
0005	Age of student is outside of the 3 to 21 range per service line dates for current school year
0007	Calendar not found for service location.
0008	Location of services is community based (E) or Regular class (C) for a preschool student.
0009	Consulting time is less than 3 or > than 30 minutes. (Assistive technology & Audiology excluded)
0010	County of residence missing or invalid.
0011	Days of service are blank, zero, or exceed building maximum or exceed the range between the start and end dates. According to the days marked as in session on the calendar used for this service line.
0012	Service End Date outside of the calendar range or overlaps the next IEP.
0014	Service end date is prior to or after student's exit date.
0018	IEP Date is after the Profile Exit Date – Indicator that <u>Gifted</u> students who <u>Exited Part B</u> is reported correctly.
0019	Student has an inactive status and no exit date.
0020	Exit date is valid for current school year, and current status on the student's profile is an active status.
0022	Student is claimed and does not have a primary disability or Gifted Marked Yes
0024	Service Code is missing or not Approved for the Target School year.
0025	Service Building is Closed or not valid for the Target School year.
0028	Grade is ≤ 10 and status = Graduate with diploma.
0035	Student has overlapping services of incarceration settings and settings outside of the correctional facility.
0036	Services - AC, SH, IN & NU times exceed the pull-out possibilities or service line has a negative total day value (-##)
0038	Service location does not qualify as a KDCF, JJA or Parental placement facility.
0039	Homebound setting "P" is used in combination with school-based settings.
0041	K Time service settings and KT service codes do not align and / or a provider is listed.
0042	The amount of K time in combination with service time exceeds the buildings cap per school day.
0043	Language of parent missing or is not a valid code.
0044	Minutes missing or minutes exceed amount of class time for the service location.
0045	No service lines are present for the IEP.
0047	Neighborhood school reported does not qualify as a neighborhood school.
0048	Any service setting contains "O" setting and neighborhood school is not Home.
0049	Primary disability code is blank or invalid.
0050	Secondary disability code is invalid.
0053	Age of student is outside of the 3 to 9 range per service line dates for current school, with DD disability.
0055	Primary disability is DD and Secondary disability is present.
0056	Primary or Secondary exceptionality is SL (Speech Language) and SS (Related Service) is used.
0058	Student's grade is 1 or higher and the location(s) of services are in a preschool classroom. (B, R, W)
0060	Responsible building is invalid, private / parochial, administration or home.
0063	Status code missing or not valid status code.
0065	Students turned age 3 in current school year and the current active status / Annual status is not (N) or (B).
0067	Status code M used for a student under the age of 21
0068	Placed by code is invalid. Data must be coded as J, P, S or L.
0070	Service start date is blank or invalid or prior to the first day of school.
0072	Service start date is after the exit date.
0073	Service start date is before the student's 3rd birthday.
0075	Service line start date is before the IEP date.
0077	Total time for all services exceeds amount building's daily minutes.

<u>This verification may not be reported to KSDE as OK, MIS data must be corrected.</u>

Verification Checks for Student MIS

Codes Description

0083	Student is identified as Gifted and there are no Gifted services on services lines.
0084	Gifted services are listed on lines and Gifted exceptionality is not marked YES.
0085	There is more than 1 active student profile for the same student.
0090	Secondary disabilities are reported without a primary disability.
0096	Service line provider not found by ID and service location in provider list.
0123	Service line start date is causing an overlap with another service line on another IEP.
0124	Service line end date is causing an overlap with another service line on another IEP.
0139	Primary and Secondary exceptionalities cannot be the same.
0143	All day KG / preschool marked for a student grade 1 or higher.
0144	Student's exit date does not match the latest service end date. The latest service end date and exit date must be equal.
0145	Data in MIS shows student is entering from another agency; change Status to "Entering."
0147	Continuing student does not have services within 10 days of the first day of school.
0148	Active students without services within 10 days of the last day of school. This verification becomes functional on June 1 of the current school year.
0169	There is a gap in services between the service end date and the subsequent start date within the same school year.
0170	Student's Current Status is "C to B transition" and student's third birthday was in the prior school year.
0171	Drop out status listed but student is active in another organization after the exit date.
0172	Student's Status is Moved, know to be continuing (in Kansas) but the student is not found in a subsequent organization.
0175	Assign Child Organization is not valid for the current School Year
0176	There is not a KIDS record for this combination of school year and responsible building.
0197	Primary disabilities is blank and gifted is not marked YES.
0198	Days per week on the service line exceeds the number of days per week the program is in session.
0199	Student in a (R, W, M, or J) program and has less than a full session of service time
0203	Student was excluded from the December 1 final report, but new data includes on the December 1 child count report.
0207	IEP is over 1-year-old.
0210	Student was included on the December 1 final report, but new data excludes / removes the student from the final report.
0212	K time start and end dates are outside of the IEP service line start and / or end range of dates
0213	Student has status "S" and student is not Gifted only at the time of the exit.
0214	Service line program type by setting code is not found in the directory.
0215	Annual status is an inactive, blank or does not match to current active status.
0216	Student does not have a disability and has services not appropriate for Gifted only.
0220	Services lines within a specific date range are not consistently listing primary / secondary disability, and / or gifted values.
0221	December 1st service lines have different responsible schools.
0224	December 1st Responsible school, area of Disability or Educational Environment has changed from the final 12-1 report.
0225	Multiple Responsible Schools reported for the same period of time.
0226	SPED Transportation service code and Yes / No Transportation indicator do not align.
0227	Most recent responsible school is not an Assign child count school on student profile.
0228	KT service and setting code K do not align.

Verification association to OSEP data and OSEP reports

<u>Verifications that address accurate reporting of OSEP data categories</u>

OSEP Environment – 0004, 0007, 0008, 0011, 0012, 0014, 0035, 0036, 0039, 0041, 0042, 0044, 0045, 0047, 0058, 0068, 0070, 0072, 0075, 0077, 0123, 0124, 0146, 0147, 0148, 0198, 0199, 0212, 0214, 0224

OSEP Age – 0005, 0073, 0176

OSEP Exiting – 0019, 0020, 0028, 0063, 0067, 0144, 0171, 0172.

OSEP Disability – 0022, 0049, 0050, 0053, 0055, 0090, 0139, 0197, 0220, 0224

OSEP Responsible school – 0060, 0175, 0176, 0221, 0224, 0225, 0227

OSEP Unduplication requirement – 0085, 0123, 0124, 0169

OSEP Timely and accurate requirement – all above are factors, plus - 0203, 0204, 0205, 0210, 0220, 0221, 0224.

<u>Verifications that address accurate reporting of state level data.</u>

State level data – 0010, 0038, 0043, 0056, 0058, 0065, 0083, 0084, 0096, 0145, 0170, 0207, 0215, 0216,

<u>MIS reports that address accurate reporting of OSEP & State Level data categories</u>

OSEP Environment – Projected 12-1 report,

OSEP Age – Projected 12-1, Projected EOY reports.

OSEP Exiting – Projected EOY, Unresolved Exit, Exit status, Unknown Exit, Projected Table 4 Exit reports.

OSEP Disability – Projected 12-1, Projected EOY reports.

OSEP Responsible School – Projected 12-1, Projected EOY reports.

OSEP Discipline – Projected Table 5 Incident report, Projected Discipline Summary, Incident omitted from Table 5.

OSEP Unduplication requirement – Projected 12-1, Projected EOY, Overlap reports - remove duplicate ID numbers.

OSEP Timely and accurate requirement - Projected 12-1, Projected EOY, Overlap, Verification reports.

State Level Data – Projected Gifted Summary, Projected EOY, NPE Summary reports.

<u>Verification Alerts, - FYI</u>

0018 - Gifted student Exiting Part B services has been reported correctly.

0146 - Student is Claimed but does not show service on December 1. Confirm "allow gap" value and ask KSDE to review.

Virtual Schools and Virtual Programs - Guidance

<u>Virtual school / Virtual programs Guidance for IEP students' participation</u>

<u>Service line guidance</u>

<u>Location of Service</u> - IEP support provided by the responsible LEA.

Home - the service location setting = A

For students accessing the virtual curriculum from their home and SPED support is delivered in the home through visits by the SPED provider or through interactive software.

On Campus - the service location setting = H

For students participating in the virtual classroom in a district building and SPED support is delivered in this classroom by the SPED provider. This classroom can have a blend of IEP and Non-IEP students.

On Campus, pull out locations - the service location setting = G

For students removed from the virtual classroom to a resource room setting

Off Campus - the service location setting = D

For students accessing the virtual curriculum at non-school location such as the public library, community center, internet café, etc. and SPED support is delivered at this location through visits by the SPED provider or through interactive software.

Indirect / Consultative services - the service location setting = X

For students participating in the virtual curriculum at any location and consultative services are provided.

<u>Responsible school</u> - the school accountable in terms of AYP or funding as designated by the USD or State school as reported in current year KIDS Collection records

1) Accountability School - the building where the average daily attendance and assessment score are assigned are reported in KIDS Collection for public school students
2) Funding School- the public-school building for which funds are assigned for private, parochial or home school students as reported in the student's KIDS Collection records.

<u>Student profile guidance</u>

<u>Neighborhood school</u> - where the student chooses to enroll for general education

a. Students participating full time in the Virtual school, report the KSDE assigned Virtual school building number as the neighborhood school.
b. Students participating part-time in the Virtual school, report the building where the majority of General education occurs as the neighborhood school.
c. Out of State Students – Report the neighborhood school as the All Out of state building 0114 under organization X0440
i. Students who reside outside of the state of Kansas are not eligible for general state aid.
ii. Students, who reside outside of the state of Kansas, may enroll in a Kansas Virtual school or program and may be required to pay tuition as a condition of enrollment.
iii. Students, who reside outside of the state of Kansas, and are enrolled in a Kansas Virtual school or program, will be required to submit a KIDS collection record to KSDE.
iv. IEP procedures for out of state virtual students would be the same as out of state student who move
v. Kansas special education providers can receive categorical aid for out of state students who receive support in Kansas schools.

Building numbers
a) Virtual School - The KSDE assigned building number in the state building Directory.
b) Virtual program – The KSDE assigned building number in the state building Directory.
c) Other locations -
Example 1 - Home – the student receives IEP support at home while participating in the Virtual school.
    Attendance building = "Home" building associated to the USD of the virtual school
    Setting = "A"
Example 2 - the student receives IEP support at a Non-school location while participating in the Virtual school.
    Attendance building = "off-site" building associated to the USD of the virtual school. Setting = "D"

<u>Other cases</u>
1) Students receiving educational support from more than 1 Kansas school system
a. The general state aid is determined by the amount of educational support provided by each agency by the number of minutes of support and the Sept. 20 FTE is divided proportionately.
b. For the December 1 MIS collection KSDE will assign the child count to the district providing the greatest amount of special education support
c. For the End of Year MIS collection each agency will have the SPED support provided applied to their SPED FTE calculation.
2) Part time students - student who participate in both virtual programs and in programs in local school buildings.
1. December 1 report -
The child count will be awarded to the organization providing direct service in the "brick and mortar" building on December 1
2. End of Year report -
Records from both organizations will be collected and the relevant amount of student FTE will apply to both organizations.