

## April 2020 MIS – FAQ

### Monthly Tasks

MIS Annual Checklist of Completed Tasks			
Time line	Task	Date Completed	Purpose
April	Collect Catastrophic and NPE data		Save for KSDE Auditing
	Complete Catastrophic and NPE claims		Enter Catastrophic and NPE data in SPEDPro
	Submit Catastrophic and NPE claims		Submit Catastrophic and NPE data in SPEDPro
	Enter March & April IEPs and exits		Continuous Activity – Keeping data up-to-date
	Address Verifications		Continuous Activity – Keeping data accurate
	Review Projected End of year report		Continuous Activity – Keeping data accurate
	Update local procedural manual		Document April process and procedures.
April 2020	Adjust District Calendars and IEP Services		Account for school closure and Continuous Learning

#### Catastrophic and NPE Data Entry – Month of April – Target Due date April 30,2020

1. Using the completed NPE or Catastrophic forms claims are submitted through SPEDPro
  - a. Importing to SPEDPro
    - i. Import specifications can be found in the Data Dictionary
      1. Catastrophic – Page A-2
      2. NPE – Page A-4
    - ii. Import files can be created in Excel following the specifications, then saved in text file format (.TXT)
      1. From the Import Files page in SPEDPro > select the file type > browse> choose the file > Upload. Next check Import file history for alerts
        - a. Catastrophic aid claim can be reviewed on the Catastrophic Aid data page or by opening the student’s IEP list page > select the Catastrophic Aid button or the Catastrophic Aid form on the navigation pane
        - b. NPE claim can be reviewed by selecting the student profile > click the NPE Contract link on the navigation pane.
  - b. Keyboard entry in SPEDPro
    1. Catastrophic form is accessed by opening the student’s IEP list page > select the Catastrophic Aid button – SPEDPro User’s Guide pages 51 - 56
      - a. Answer the three Justification questions
      - b. Enter line item expenditures in whole dollars
      - c. Enter line item deductions in whole dollars
    2. NPE Contract form can be reviewed by selecting the student profile > click the NPE Contract link on the navigation pane. – SPEDPro User’s Guide pages 48 – 51
      - a. For each NPE service, click the new button at the top right of the page
      - b. Save each completed NPE service.
      - c. The NPE contracted agency would be the same building listed on the student’s MIS service lines
      - d. Submitted NPE claim totals are found on the reports page as NPE summery report.
2. NPE note: – If a student participates in the Kansas School for the Deaf of School for the Blind ESY summer program, the student’s neighborhood USD will need access to the student’s record in SPEDPro

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to complete the claim. To obtain access a KIDS record will be needed to make the student to district association.

- a. Contact the KIDS administrator as either KSD or KSB and request a new KIDS record be submitted listing a local elementary, middle high school, or the district’s central office as the funding school (D15) in the KIDS record.
- b. Completion of the NPE claim for students at the KSD or KSB summer program only need to create a student profile and completed NPE form. Do not create service lines. Service lines outside of the school calendar will trigger multiple verifications.

April 2020

Guidance for reporting students participating in a Continuous Learn Plan due to COVID-19 school closure

1. Update district and building calendars in SPEDPro to account for days of school closure where no IEP services are provided.
  - a. Mark these days as not in session
2. Mark days of Continuous Learning as days in session (SPEDPro Calendar), through the completion of Continuous Learning.
  - a. In some cases, a new last day of school would be designated
3. Align student service end dates with school closures. Resume service dates with Continuous Learning, ending on the last day of service.
4. Service location of services during Continuous Learning
  - a. “A” for homebased support / Virtual support
  - b. “X” for indirect support
  - c. The actual location for face to face services.
5. Service frequency and duration of services during Continuous Learning
  - a. From the student’s Continuous Learning Plan (or other documents outside of the IEP)
  - b. From the Prior Written Notice informing the parent of the services and supports the child will receive during the district’s implementation of its Continuous Learning Plan.
  - c. From the student’s IEP
6. Resubmit student records for those students participating in Continuous Learning and receiving special education services