

2020-2021 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)

Reporting standard:

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

DATA SUBMISSION SCHEDULE
Current School Year Collection Cycle

Time Line: -

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

Beginning Year Set-up:

July 1 Complete calendars for the current school year
to Building settings are entered and submitted to KSDE for approval.
August 31 Current year providers are entered.

September 1 - 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.

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

February 28 – 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 **Feb. 28** target data pull.

April 1 to April 30 - *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

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

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

September 15 – 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 **Sept. 15**

Continuous ongoing activity - *Tasks Required* – All Students **served** at any time 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.

An Equal Employment/Educational Opportunity Agency

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Landon State Office Building, 900 SW Jackson Topeka, KS 66612, 785-296-3204

General Supervision – Timely and Accurate Reporting

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. If a data file or any part of a data file is submitted to KSDE and contains fabricated or manipulated data, KSDE considers the entire file to be invalid and out of compliance. KSDE will not accept any data file(s) that contain fabricated or manipulated information. KSDE will examine the accuracy of **ALL** data including the timeliness and accuracy of MIS data submissions and reports this on the District Score Sheet. Any agency not meeting the deadline or identified as submitting invalid or inaccurate data will be considered non-compliant for timeliness and/or accuracy.

Key dates used to measure 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 District General supervision - Timely and Accurate scoresheet.

February 28 – 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. Subsequent changes to data will result in loss of points for Indicator 20.

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 District General supervision - Timely and Accurate scoresheet.

September 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

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
- Agency directors will be notified when data submitted to KSDE failed to meet deadlines.

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.

The District Score Sheet – An annual report of timeliness and accuracy of data submitted to KSDE by organization. The score sheet awards points (on an all or nothing basis) for the successful completion of submitting timely and accurate data to KSDE in accordance with the collection timelines and requirements, standards, guidelines and rules. Timeliness and accuracy will be measured for several categories, including 618 data, SPP indicators and training attendance. LEAs that submit data for multiple districts may be awarded or subtracted points by member district.

2020-2021 KSDE - IDEA Part B and Gifted Special Education Data Dictionary
FY 2021 ASCII TEXT FILE 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 2020 –2021 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.
- 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
Fields 1 - 21	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
	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)
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	Alpha	Optional
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	Alpha	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

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Creating Batch Import Files

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, 2019 & Nov. 3, 2020 IEP dates
Initial submission – (August 2020) report the services associated to the 11/18/2019 IEP.

Subsequent submission – (November 2020) Report all current school year services from both IEPs, on one record including both IEPs. List the service from the Nov. 18, 2019 IEP starting on the first day of school to Nov. 2nd, the Nov 3, 2020 IEP with 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, 2020 IEP date

Initial submission – Report all current school year services, first day of school to Apr. 9, 2021

Subsequent submission – Report all current school year services, first day of school to Apr. 9, 2021, Include next IEP and report all current school year services to last day of school or exit date, (Whichever event happens first).

Example 3 – A new student begins special education in your LEA for the first time in October 2020

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

Please note: In the case of example 3, 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. 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

If the student exits and returns under the same IEP

Report all current school year services, first day of service to exit. Then additional services for service return to annual IEP review date or last day of school which ever date comes first.

If the student exits and returns with services covering multiple IEPs

Report all current school year services as above from all 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
- 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.

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Creating a School Calendar

Step 1 - Go to the calendar list 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** - Step 3 - Using the board approved calendar,

- ⊙ Enter the students' first day of school (attendance) and last day of school. ESY is not considered.
- ⊙ Identify all days students are not in attendance, by clicking on the specific day and graying out the specific day as not in session. Partial or half school days count as a whole day and are **not** marked or grayed out as not in session.
- ⊙ The number of student contact days will determine the number of total days in session for the school year for which a student may receive services.
- ⊙ Create a separate school calendar for each district within a COOP or Interlocal.

July					August					September					October					November					December				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7		1	2	3	4				1	2	2	3	4	5	6		1	2	3	4
6	8	8	9	10	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	16	17	18	20	20	14	15	16	17	18
20	22	22	23	24	24	25	26	27	28	21	22	23	24	25	20	20	21	22	23	23	24	25	26	27	21	22	23	24	25
27	28	29	30	31	31					28	29	30			26	27	28	29	30	30					28	29	30	31	

January					February					March					April					May					June				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5	1	2	3	4	5				1	2	3	4	5	6	7		1	2	3	4
4	5	6	7	8	8	9	10	11	12	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
11	12	13	14	15	15	16	17	18	19	15	16	17	18	20	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
18	19	20	21	22	22	23	24	25	26	22	23	24	25	26	20	20	21	22	23	24	25	26	27	28	21	22	23	24	25
25	26	27	28	29						29	30	31			26	27	28	29	30	31					28	29	30		

The above calendar is only 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 grade level.

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

Reporting snow days in the MIS depends on how providers are reporting snow days on the student's IEP. If providers are adjusting the service line start and end dates to account for the snow days, then the district calendar in the MIS is also adjusted so the dates and total days of service match.

DOCUMENT CONTROL

DOCUMENT INFORMATION

Title:	KSDE - IDEA Part B and Gifted Special Education Data Dictionary
Revision:	Version 31.0
Issue Date:	July 1, 2020
Security Level:	Public

DOCUMENT HISTORY

Version Number	Date	Summary of Major Change
V30 to v31	FY 2021	K time guidance revised to remove examples Kindergarten students
V30 to v31	FY 2021	Language of Parent codes revised to CEDS values

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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 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) Select the responsible USD or agency belonging to the responsible building claiming the student. Organization associated with the Accountability or Funding school in the student's KIDS records. 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 must be a member of the of the submitter's organization
Organization must have a D0 or S0 prefix.
Outside districts / agencies will fail to import.
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.

Permitted 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
Blank is treated as zero

BUILDINGS -

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
Null / Blank value 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 is treated as zero

Neighborhood School Building (Field, #7) – The student's neighborhood school (A – D) is determined by:
First – Parental selection for general education, by residence or private / parochial choice - apply 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 apply test IV (i - iii), below, in that order:
-
- II. The school where the student would attend if not placed elsewhere for educational services.
- 3) If the student is placed by an LEA in a building for special education services, thus general education is delivered in the same building. or
 - 4) If the student is placed in KSB, KSD, state special purpose schools by an LEA or by the parent. or
 - 5) If the student is placed by KDOC, KDCF or JJA in a Psychiatric Residential Treatment Ctr., residential, out of state SPED day school or correctional facility. Then the Neighborhood School = IV below

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- 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.
- i) The school the parent chooses to enroll the student's siblings for general education.
 - ii) The public school determined by the student's family residence.
 - iii) If i or ii are unknown, report the student's last elementary or secondary school of enrollment

Please contact the KSDE Special Education MIS Data Manager if assistance is needed in determining neighborhood school for student's placed in special purpose, JJA or KDOC schools.
All out of state students placed in Kansas programs, report organization X0440 all out of state building.

Allowable Import Values 4-digit building identifier found in State Educational Directory
Null / Blank value will fail to import

Multiple Service Locations - If a student receives services in more than one location, then additional sets of service data are appended to the student's record. 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. Enter the responsible district or agency number into the assign child count field.

Responsible School Building - (Field, #R3) - The school building identified by the LEA in terms of Accountability and / or funding. These buildings are identified in the KIDS Collection Record in the Accountability School field (KIDS D2) or the Funding School field (KIDS D15). 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.**

Allowable Import Values 4-digit active building identifier found in State Educational Directory
Buildings outside the submitter's organization will fail to import.
Null / Blank value or 3 digits or less will fail to import

Possible variances - USD building or central office listed as funding school:

- A private / parochial student receiving services from an LEA would use the funding school.
- A home school student receiving services from an LEA would use the funding school.

* Enrollment information for determining responsible school is found in the student's KIDS record.

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 as determined by test (A. 1-2) or [B. 3-5(i, ii or iii)] above.

- (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 responsible public school as claimed in KIDS, during 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 agency claiming the student in KIDS.
Responsible BLDG - the responsible school as claimed in KIDS, during the range of IEP services received.

A public preschool 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 responsible public school as claimed in KIDS, during the range of IEP services

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

A private / parochial school student receives services at the 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, claiming the student in KIDS.
Responsible BLDG – the responsible public school as claimed in KIDS, during the range of IEP services received.

A student attends and/or receives services from a Special Purpose School, KDOC, JCF, or State school.

NBH BLDG - the private / parochial school building number where the student receives 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 responsible agency as claimed in KIDS, during the range of IEP services received.

A private / parochial preschool 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 responsible public school as claimed in KIDS, during the range of IEP services received.

Note: Non-Accredited Private / Parochial schools are found under Organization X0440. X0440 buildings bounded within the User's catchment will be filtered to the top of the Neighborhood school list on the student profile drop down. **Any Private / Parochial Neighborhood school calculates the student into the OSEP Environment category of Private / Parochial.**

C) Home School Students

A student is home schooled and receives services at the 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 at a 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.

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D) Other Special Cases

A student belongs to your district, but attends out of state.

A student belongs to your district, but attends out of state.

NBH BLDG - the building number as determined by test (I. 1-2) or [II. 3-5 (i or ii)] above.

(13) ATT BLDG = USD out of state 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.

A student resides out of state, or is an out of state placement made by KDCF or JJA and attends and 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 building number as determined by test (I. 1-2) or [II. 3-5 (i, ii or iii)] above.

(15) ATT BLDG = USD off-site 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 responsible public school as claimed in KIDS, during 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 responsible public school as claimed in KIDS, during the range of IEP services received.

Examples of reporting K time under the ATT BLDG / Service location

A student attends a district run preschool in the "R" classroom in the morning. In the afternoon his parents pay for him to attend Frog Family Group Daycare. 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 K – Time without SPED services building, using the 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 responsible public school as claimed in KIDS, during the range of IEP services received

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

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

(18) ATT BLDG - USD building / Community based preschool, the 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 responsible public school as claimed in KIDS, during the range of IEP services received

A student attends a regular preschool (B) class in a USD building / elementary school.

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

(19) ATT BLDG - the USD building / same classroom, using the K setting and 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 responsible public school as claimed in KIDS, during 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 file specifications.

Catchment Area – The geographical area served by an LEA, COOP or Interlocal. Individual districts within the COOP or Interlocal are part of the COOP's catchment area. This is a factor in determining the basis of exit when a student moves. See exiting.

Claiming Indicator - (Field, #18)

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Claiming Code 1 = Yes - Student **is to be** counted / claimed for Federal and State MIS collections and reports by the submitting organization.

Claiming Code 0 = No - Student **is not** being counted / claimed for Federal and State MIS collections and reports by the submitting organization. These students are not required to be submitted to KSDE.

Examples of Students with Claim Code = No:

- 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 attending KSB or KSD,
- D) Students claimed for NPE reimbursement for the KSD or KSB summer term.

Allowable Import Values 1 = Yes, the student is being claimed by the reporting agency
 0 = No, the student is not being claimed by the reporting agency
 Null / Blank value will fail to import

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.

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

Other optional codes: OC – Other Country, UU – Unknown, ZZ - Other States WY - Wyandotte
 For residents of neighboring states use: CO – Colorado, MO - Missouri, NE – Nebraska, OK – Oklahoma

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

Birth Date - (Field, #4), (KIDS D9) the date of birth as reported in the student’s KIDS record.
 Allowable Import Values 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

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Exit Date - (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.

- ① **Special Case: Unknown Exit Dates** 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 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.
- Students who move between a Coop or Interlocal’s member districts do not qualify as exiters
- 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.

IEP Date (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, the date the IEP team formally adopts the revisions and all required procedures are completed may be used if the team indicates a review of the full IEP was completed as required for an annual review. If the IEP was amended outside of the IEP team meeting, it cannot be considered an annual review of the IEP.

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

Invalid IEP Dates –

- ⊙ 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)
- ⊙ 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 age 3 – 9 only.	
ED: Emotional Disturbance	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 age 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 not use Developmentally Delayed as a primary or secondary disability.

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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 Disturbance
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.

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 responsible LEA. Special education or related services have been discontinued by the responsible LEA. See page 16 for the Basis of Exiting Coeds.

❖ **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.

Reporting Exits to KSDE – 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.

Gifted Students with a Disability who Exit Part B Services – 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.

Criteria for Moved category – 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.

Not an Exit – Examples of when the student data is not 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.
- **Students who move between a Coop or Interlocal’s member districts do not qualify as exited**

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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.

Allowable Import Values 1 = Yes, student participated in an ESY program
 0 = No, student did not participate in an ESY program
 Blank 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, 2020 and concludes on June 30, 2021 is reported as FY 2021.

Allowable Import Values YYYY format
 School years for which a collection is not currently open, will fail to import
 Null / Blank value 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 in service is not valid
 Blank is treated as zero

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

Allowable Import Values 0 = Female
 1 = Male

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

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

Allowable Import Values 1 = Yes, Student is gifted
 0 = No, student is not gifted
 Blank 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	1 st →	06	2 nd →	07	3 rd →	08	4 th →	09	5 th →	10
6 th →	11	7 th →	12	8 th →	13	9 th →	14	10 th →	15	11 th →	16	12 th →	17

Grade crosswalk between MIS (displayed value) and KIDS (reported value in the MIS import file).

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

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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 or agency. Include all IEPs authored by the responsible district or agency and all IEPs implemented from other districts or agencies.

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.

Addressing Gaps in service – If a new IEP has not been written by the anticipated end date, then the anticipated end date is not correct when these services continue. The end date must be extended (total days adjusted if applicable) to the point when new services begin.

- ☒ Sets of service data –A new set of MIS service data is appended 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.
 - ⦿ The student exits – Anticipated weeks are prorated to actual weeks served. Future sets are deleted.
 - ⦿ IEP team has changed the placement – Old placement data is prorated; new placement is appended.

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, placements or time.
- ⦿ 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.

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	KOR – Korean	M - Mode of Communication
BOS - Bosnian	GER – German	LAO – Lao	- 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	IRA – Farsi (Iranian)	SOM – Somali	N - Non-Verbal and Non-Sign
FIL – Filipino - Tagalog	KHM – Khmer / Cambodian	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 Exact spelling of last name as reported in the student’s KIDS record

Optional field Not required to submit	Exact match of Last Name will pass match to KIDS record Null / Blank / mis-matching value will trigger import alert
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Modification of Data: - Criteria for addressing verifications, corrections or modifications of student data in the MIS. Revisions may be based on discrepancies found through the verification process, duplicate student check or other issues discovered by KSDE project staff. KSDE will analyze all reported data submissions and modifications. KSDE will require additional data verification, modification or correction if

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the reported information is determined to be erroneous, impossible or illogical. KSDE will require modification or correction to any student data variable when supporting evidence is presented that existing MIS data is inaccurate, erroneous or unreliable.

LEAs must make all data modification in the current MIS application.

➤ Consult with service providers, administrators, or IEP teams to obtain correct data.

- ☑ Data may not be fabricated for any reason, including setting false data trends, avoiding verification checks.
- ☑ Impossible, erroneous service settings or time scenarios may **NOT** be verified as OK, but must be corrected.
- ☑ Additional exceptionalities may not be added to the MIS in an attempt to match delivered 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 and **not** averaged across the year.
- ☑ Inactive or exited students must have complete data entered in all fields. Blank fields are not an option.
- ☑ Data discrepancies found to be accurate legitimate scenarios must be verified as correct or OK.
- ☑ Data corrections provided to KSDE must be made in local databases to assure maintenance of correct data in the LEA.
- ☑ **KSDE will not accept any data files, corrections or modifications that contain fabricated data.**

Overlaps and Duplicates - OSEP requires all reports to be comprised of an unduplicated count of students. The KSDE verification process considers a student to be a duplicate if service dates between 2 or more LEAs overlap and the student has the same KIDS ID number. Duplicate student records can be found using the Projected End of Year report and Overlap Report, generated from the MIS report page.

Part C to Part B Transition – When a Part B IEP team decides to use an IFSP to serve as the IEP for children found eligible under Part B, enter the meeting date in the IEP date Field, regardless of who provides the service. For example: Current IFSP is dated January 12, student turns 3 on May 9, on May 1st the IEP team decides services in the IFSP are appropriate and Pt. C (infant Toddler Network) will provide services through an agreed upon future date. Thus, the IEP date in the MIS = May 1st. Service beginning date = May 9. For summer birthdays, report the appropriate service beginning date in the fall. **Students who do not transition in the school year they turn 3 and begin services in the subsequent school year are considered New Referrals in the school year services begin under Part B**

Placed by Code (Field, #19) – **for local calculations of Indicators 5, 6, 9, & 10.**

Report the corresponding code of the decision maker responsible for the student's December 1 placement.

Allowable Import Values J = JJA 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, **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, Psychiatric Residential Treatment Center.
2. The Dept. of Children and Families (KDCF), the Juvenile Justice Authority (JJA) or the child's parent placed the student in the residential, correctional facility or PRTC (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 Indicators 5, 6, 9 & 10. Those not 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 must be reported with current year grade level and current year status starting with initial submission (Import or keyboard entry) of records for the school year. All students with current status of B, E, I, N, & R are promoted to C – continuing on July 1 of each school year.

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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 – Each teacher / provider must be assigned at least one role. These roles are based on their responsibilities as associated to students they serve.

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 claims. The same providers are listed on the student’s service at the non-public service location.

NPE contract providers are sent to the KSDE 618 data manager in March for review prior to marking this role on the provider’s profile in the MIS. Provider’s contracted service location will be verified.

Service line data is associated to specific providers. Reporting fictitious providers and fictitious ID numbers (9999999999) are not allowed. Creating fictitious provider profiles is considered a fabrication of data. This include listed Assignment organization where the providers do not work or provide services. Erroneous information affects the data accuracy, reliability and organization’s level of determination.

School Psychologist (Field, #11) – The Provider ID of the school psychologist associated with the student.

Speech Language Pathologist (Field, #12) – The Provider ID of the Speech Language Pathologist associated with the student

Case Manager (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.

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

Primary Provider (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.**

Allowable Import Values 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 / child care centers, Preschool age at risk programs, preschool classes offered to eligible pre-kindergarten children by the public school system. 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 2020-2021 school year, enter 2021.

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. Q4 as non-compliant for failing to follow the reporting standards and guidance.

Service Setting Delivery Models

Indirect Service - When service providers deliver special education or related services to a student through another person. For example, when provider consults with someone who has direct contact with the student. The time (M/D/W) 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.

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SERVICE-SETTINGS-

The service setting is 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.

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, PRTC 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

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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 centers; community based or private preschools, group child development / child care centers, 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 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 during the school week. Includes any facility, which provides living accommodations and is considered the domicile or temporary sojourn of the students 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 problems (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.

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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.

Ⓢ **Do not average times or services** Ⓢ

➤ 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.
Allowable Import Values 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 per year	99

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

Service Beginning and End Dates. 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.

Allowable Import Values 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 end with the old values and start 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 start and end dates.

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)

R18 Allowable Import Values = 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.

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Special Education / Related Service Codes – (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.

Multiple Services - 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.

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Current Status Codes - (Field, #09) Current status of the student when the record is submitted.

ACTIVE STATUS: The status of student during the course of 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.

E - Entering from another District, Agency, **State or Country** – from outside the catchment area, this school year.

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

N - New Referral – Students who are referred for special education services the first time in their life under Part B of IDEA or as Gifted by the Part B agency. Gifted only students who are later found eligible under IDEA, are New Referrals the first school year served as an IDEA student.

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

Annual Status – The student’s first active status of the current school year. This status is stored.

Current Status – As determined by student activity. Exiting, reinitiation, returning, entering anew.

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 exits, then later re-enters special ed in the responsible LEA.

- 1) For students who move out of an agency (L- Left State or T- Moved known to be continuing) and; Returns in the same school year, status = E. Returns in a future school year, status = E.
- 2) For students who exit from SPED due to D- dropping out, or O- completing objectives and; Returns to SPED in the same school year status = R. Returns to SPED in a future school year status = R.
- 3) For Children turning 3 during the current school year; the only possible active status can be B or N. The child begins services in your district or agency served under your initial IEP, status = B or N. The child enters your district or agency with an IEP from another district or agency, status = B or N.
- 4) For IDEA students who exit as W- Revoke Consent for services and subsequently began services again; Returns in the same school year, status = I. Returns in a future school year, status = I.
- 5) For students who exit due to A- action taken by parent. Then subsequently restart IEP services again; For students grade KG – 12th who transfer from private / parochial, or home school, status = R. For Preschool children who discontinue services and are not KG eligible, status = R.

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Current STATUS CODES - (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: The reported basis may change if evidence of subsequent activity (relevant to the same school year) occurred after the date of the initial reported exit.

A – Action initiated Withdrawn from Special Education – by parent or student to cease 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.

⇒ Include (A and W) students who exit SPED services for Home Schooling, enroll in a private / parochial or virtual school, and **NO** Special Ed services are provided. Status “A & W” **do not apply** as part of the local procedure for dropping out of general and special education or **GED transfers**

D - Dropped Out of School – (KIDS D27 - 14) 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 D27 - 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 D27 - 3) LEA has obtained evidence student is continuing in General or Special Education in an LEA outside the state of Kansas.

M - Maximum Age – (KIDS D27 - 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 D27 - 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 during the same school year.

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.

X – Deceased (KIDS D27 - 10)

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 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 will be listed as unresolved exits. To resolve these students, 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.

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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

Acronyms

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)
APQC	American Productivity and Quality Center	KLN:	Kansas Learning Network
APR:	Annual Performance Report	KPP:	Kansas Preschool Program
21 st CCLC:	Century Community Learning Centers	LCP:	Local Consolidated Plan
CAPS	Categorical Aid Personnel System	LEA:	Local Education Agency
CCSSO:	Council of Chief State School Officers	LEP:	Limited English Proficient
COE:	Certificate of Eligibility	LOD:	Levels of Determination
CSI:	Comprehensive Support and Improvement	LRE:	Least Restrictive Environment
CSPR:	Consolidated State Performance Report	MFL:	Migrant Family Literacy
CTE:	Career & Technical Education	MIS:	Management Information System
DLM	Dynamic Learning Maps (Assessment)	MOA:	Memorandum of Agreement
EC:	Early Childhood	MOE:	Maintenance of Effort
ECSE:	Early Childhood Special Education	MOSS:	Measures of Student Success
EDEN:	Education Data Exchange Network	MOU:	Memorandum of Understanding
EDGAR:	Education Department General Administrative Regulations	MTSS:	Multi-Tier System of Supports
EIPA:	The Educational Interpreter Performance Assessment	NASDME	National Association of State Directors of Migrant education
EIS:	Early Intervening Services	NASDSE:	National Association of State Directors of Special Education
ELL:	English Language Learners	NASTID:	National Association of State Title I Directors
ELP:	English Language Proficient	N&D:	Neglected & Delinquent
ESEA:	Elementary & Secondary Education Act of 1964	OMB:	Office of Management and Budget
ESI:	Emergency Safety Interventions	OSS:	Office of State Support (Title programs)
ESL:	English as a Second Language	OSS	Out-of- School Suspension
ESSA:	Every Student Succeeds Act	OSEP	Office of Special Education Programs
FAPE:	Free & Appropriate Public Education	OVT	Onsite Visitation Team
FAQ:	Frequently Asked Questions	OWS:	Outcomes Web System
FERPA:	Family Educational Rights & Privacy Act	PD:	Professional Development
HQT:	Highly Qualified Teacher	PII:	Personally Identifiable Information
IAES:	Interim Alternative Educational Setting	SEA:	State Education Agency
ICC;	Interagency Coordinating Council	SEAC:	Special Education Advisory Council
IDEA;	Individuals with Disabilities Education Act	SEEK:	System for the Education Enterprise in Kansas
IEP;	Individualized Education Program	SIG:	School Improvement Grant
IHE	Institution of Higher Education	SNP:	School Nutrition Program
ISS	In-School Suspension	SPDG:	State Personnel Development Grant
KASEA:	Kansas Association of Special Education Administrators	SPP:	State Performance Plan
KDHE:	Kansas Department of Health and Environment	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
KIAS:	Kansas Integrated Accountability System	TSI:	Targeted Support and Improvement
KIDS:	Kansas Individual Data on Students	YODA:	Youth Outcomes Driven Accountability

Catastrophic Aid

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.

1. KIDS ID - **REQUIRED** Must be a current year student profile with matching KIDS ID.
2. Student Last Name - Must Match the Student's Legal Last Name OR blank
3. Student Gender – 0 = Female, 1 = Males, or blank
4. Student First Name - Must Match the Student's Legal Last Name OR blank
5. School year – **REQUIRED** format YYYY, For the School Year for which the claim is being submitted.
6. 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

7. Describe the student's unique or severe physical, mental, social, emotional or educational characteristics that require additional costs.
8. 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.
9. 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
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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 net cost 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.

Deduction = 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.

Deduction = 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. $(\$28,000 \div 8) = \$3,500$.

Hours of service may also be used. For example, provider serves the student 279 hours of the school year, $(279 \div 1116) = 25\%$. $(\$28,000 \times 25\%) = \$7,000$. 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.

Deduction = 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. See Formula:

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

Service	Hours	Agency	Start date	End date	Provider License
AM	1090	Heartspring	7/1/2015	6/30/2016	IR
AM	50	Heartspring	7/1/2015	6/30/2016	SL *

- Multiply the number of hours for each service by the hourly rate on the formula memo
 - $1090 \text{ hrs.} \times .000149 \text{ (hourly rate for AM service)} = .16241 \text{ - FTE equivalent}$
 - $50 \text{ hrs.} \times .000045 \text{ (hourly rate for SL service)} = .00225 \text{ - FTE equivalent}$
- Sum fractional - FTE equivalents
 - $.16241 + .00225 = .16466$
- Multiply total FTE equivalent by the estimated current year categorical aid per teacher entitlement
 - $.16466 \times \$28,000 = \$4,610$
- 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.

Deduction = 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 FY2012 was \$3,089,555, on December 1 the agency had a total of 2,371 IDEA students $(\$3,089,555 \div 2,371) = \$1,303$. The amount of \$1,303 is entered on line D3.

D4. Medicaid funds received

Deduction = enter the amount of Medicaid funds received on line D4

D5. Medicaid replacement funds received

Deduction = enter the amount of Medicaid funds received on line D5

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

*\$28,000 is used for an example only. It is not intended to be actual per teacher entitlement.

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Contracts for Provision of Special Education 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 Contract Data Set ↓	R1	IEP Date	10
	R2	Assign Payment LEA	5
	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

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Criteria for Submitting NPE Contracted Services Data:

Assign Payment LEA (F# R2) - LEA that entered into the contractual agreement – **REQUIRED**, Must match 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 – 1116

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.

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 *
Note: * Service types will default payment to the corresponding provider license		
		VO - Vocational Special Education *

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

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

NPE Provider License Codes							
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		

2020-2021 KSDE - IDEA Part B and Gifted Special Education Data Dictionary

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 whenever a school district wishes to contract 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.

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

Part of the cost of the Contracted Services:

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 Equivalent for the current School Year for hourly rates.

Transportation Reimbursement

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.

Revision of Contracts-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 must 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 must 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.

2020-2021 KSDE - IDEA Part B and Gifted Special Education Data Dictionary

Checklist of Completed MIS Annual Tasks

Time line	Task	Date Completed	Time line	Task	Date Completed
July	Promote student active status to Continuing		January	Update December & Jan. IEPs and exits	
	Promote up student Grade levels			Address / Resolve Verifications	
	Promote Buildings PreKG – Elem – Mid - High			Run Overlap report, resolve service dates	
August	Enter Current year providers			Review Projected December 1, Gifted summery and EOY reports for accuracy	
	Create Current year calendars		February	Update January & Feb. IEPs and exits	
	Discover program types for each building, inform board clerk. Align programs to settings			Address / Resolve Verifications	
	Complete building settings and submit			Run Overlap report, resolve service dates	
	Run Unknown Exit report. Change status “T” for students <u>not</u> continuing elsewhere in Kansas			Review Projected December 1, Gifted Summery and EOY reports for accuracy	
	Review Projected EOY, Table 4 Exit and Table 5 Discipline reports for accuracy.		March	Save and make backups of the final December 1 report. Save on local network.	
September	(9/1) - Enter Current year students into the MIS			Update February & March IEPs and exits	
	(9/15) - Complete Unresolved Exit report. Prior year Unresolved Exit Report is blank			Run Overlap report, resolve service dates	
	(9/15) - Complete Overlap report, resolve service dates. Prior year Overlap report is blank			Address / Resolve Verifications	
	(9/15) - Complete Exit Status Report, Correct Exit status codes. Exit Status Report is blank			Review Projected EOY, Table 4 Exit and Table 5 Discipline reports for accuracy.	
	(9/15) - Address / Resolve Prior year Verifications. Prior year Verifications are blank		April	Prep Catastrophic and NPE claims	
	Review unapproved settings to Directory program types. Inform board clerk of errors.			Update March & April IEPs and exits	
	Enter current year Directory data in local IEP program			Address / Resolve Verifications	
	Confirm correct population of exiters is present in prior school year by exit category (Graduate)			Run Overlap report, resolve service dates	
	Removed students exited in the prior year, from current year MIS			Review Projected EOY, Table 4 Exit and Table 5 Discipline reports for accuracy.	
	Resolve any Directory issues, including missing or incorrect program types. Session minutes or days per week missing or in error			Submit Catastrophic and NPE claims	
	Update August & September IEPs and exits		May	Review Cartographic Aid data and NPE summery reports for accuracy	
	Mark ESY = Yes in current year records			Update April IEPs and exits	
October	Save and make backups of the final reports from prior year. Save on local network. EOY, Table 4 Exit, Table 5 Discipline reports			Review Table 5 Discipline Incident and summery report data for accuracy	
	Address / Resolve Verifications			Review Projected EOY, Table 4 Exit and Table 5 Discipline reports for accuracy	
	Run Overlap report, resolve service dates			Run Overlap report, resolve service dates	
November	Update October & November IEPs and exits			Address / Resolve Verifications	
	Run Overlap report, resolve service dates			Report Gifted students who exited Part B	
	Review Projected December 1, Gifted summery and EOY reports for accuracy			Verify Discipline data	
	Address / Resolve Verifications			Confirm Graduation counts	
December	Update November & December IEPs and exits		June	Update May IEPs and exits	
	Review Projected December 1, Gifted summery and EOY reports for accuracy			Address / Resolve Verifications	
	Find active students with services ending prior to December 1			Run Overlap report, resolve service dates	
	Run Overlap report, resolve service dates			Review Projected EOY, Table 4 Exit and Table 5 Discipline reports for accuracy.	
	Address / Resolve Verifications			Crosscheck MIS Exits to IEP Exits & KIDS system Exits	
	Compare MIS counts to IEP system			Review and correct service line locations for students with out of school suspensions or expulsions	
	Confirm exits prior to December 1				

Data Codes used in MIS reports

Discipline data codes: - Key to the codes found in the MIS discipline data table

Basis of removal codes:

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 Environment Codes for LRE and Indicators 5 & 6

Early Childhood Environments		School age Environments	
	Age 3-5 preschoolers		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 student’s participation in a qualified regular early childhood program per week.

OSEP 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		

Directory Updates – 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, district board clerk and **KSDE SPED Data manager** have permissions to complete Directory updates.

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	Directory value	Setting Code	Program Type	Directory value	Setting Code
Headstart	6	B, K	SPED Reverse Mainstream	9	W
Preschool age At-Risk	7	B, K	All other Reg / Gen Ed Preschool	10	B, K
Integrated SPED	8	R	Itinerant Services – All other	10	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

Full Sessions

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.

Participation in Regular Early Childhood Programs

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 3 - 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 4 - 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 meal time is open to all children attending any early childhood program in the facility. No - if the meal time is only open to children participating in the special education program.

Example 5 - 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 4 above.

Example 6 - 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.

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Special Education Program types, descriptions and examples

Off Site / off campus, Non-public - , MIS default settings - D, E, U, T, X Directory level – 12

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 level – 15

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 level – 19

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 level – 18

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/MIS possible settings - B, K, R, W Directory level –14

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 level – 21

Organized structured child care program not housed in a public school building, were no Special education services or support occurs. Used only for before or after school participation.
 Mary Jones child care, St. Patrick’s church day care, YMCA child care, etc.

Incarceration MIS default settings - I, T, X Directory level – 16

Local or county, regional jail facilities
 Douglas County jail, Topeka Juvenile, etc.

Hospital MIS default settings - L, T, X Directory level – 13

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

Full Sessions Defined– 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

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 – must have an ID from KSDE teacher licensure or CAPS

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.

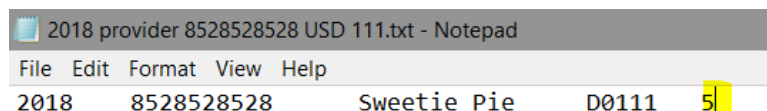
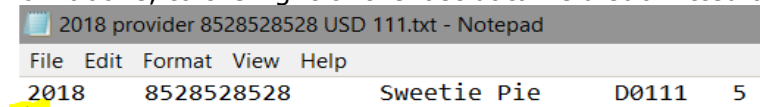
Format – D0, S0, X0, Z0 prefix followed by 3-digit organization number.

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.



2020-2021 KSDE - IDEA Part B and Gifted Special Education Data Dictionary

Verification Checks for Student MIS

Codes Description

- 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 on or after the Profile Exit Date – Indicator that Gifted students who Exited Part B is reported correctly.
- 0019 Student has an inactive status and no exit date
- 0020 Exit date is present and valid and Profile status is an active status.
- 0022 Student is claimed and does not have a primary disability or Gifted Marked Yes
- 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 classroom possibilities
- 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.
This verification may not be reported to KSDE as OK, MIS data must be corrected.

2020-2021 KSDE - IDEA Part B and Gifted Special Education Data Dictionary

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 is not the date services ended. Align the latest service end date and exit date to be equal.
0145	Data in MIS shows student is entering from another agency; change Status to "E"
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 earliest service start date and the latest end date within the same school year.
0170	Student's Current Status is "B" and student's third birthday was in the prior school year.
0171	Student's Status is "D" and student has appeared in another district.
0172	Student's Status is "T" and no subsequent district is found for the student
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
0204	Student counted on OSEP table 4 but modified data removes the student from the report.
0205	Student did not count on OSEP table 4 but modified data includes the student from the report.
0207	IEP is over 1-year-old
0208	Student was included on the Final OSEP Table 5 Discipline Report but no longer meets the criteria to be included on the report for this LEA.
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 <u>Responsible school</u> , area of <u>Disability</u> or Educational <u>Environment</u> 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

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Verifications that address accurate reporting of OSEP data categories

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
OSEP Unduplication requirement – 0085, 0123, 0124, 0169
OSEP Timely and accurate requirement – 0203, 0204, 0205, 0210, 0220, 0221, 0224

Verifications that address accurate reporting of state level data.

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

MIS reports that address accurate reporting of OSEP & State Level data categories

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 w/o service line reports.
OSEP Unduplication requirement – Projected 12-1, Projected EOY, Overlap reports
OSEP Timely and accurate requirement - Projected 12-1, Projected EOY, Overlap, Gained student, Verification reports.
State Level Data – Projected Gifted Summary, Projected EOY, NPE Summary reports

Verification Alerts, - FYI

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

Virtual school or Virtual programs Guidance for IEP students' participation

Service line guidance

Location of Service -Direct SPED support from responsible LEA.

Home - 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, the service location setting = A

On Campus - for students participating in the virtual classroom in a district building and SPED support is delivered in this classroom by the SPED provider, the service location setting = H. Because this classroom can have a blend of IEP and Non-IEP students.

If the student is removed from the virtual classroom to a resource room setting the location of service = G

Off Campus - for students accessing the virtual curriculum non-school location such as the public library or internet café, etc. and SPED support is delivered in this building by the SPED provider or through interactive software, the service location setting = D.

Location of Service - Indirect SPED support

- a) Consultative - for students participating in the virtual curriculum in any location and the virtual teacher consults with the SPED provider regarding the virtual student; the service location is X.
- 2) Building numbers for location of services
 - a) Virtual School - this building has a KSDE assigned building number in the state directory
 - b) Virtual program - the building where the program is housed, such as Public off-campus.
 - c) Other locations -
 - i) Home is the XXXX building in the relevant USD where the student resides
 - ii) Non-school location is the YYYY location in the relevant USD's catchment area.
- 3) Responsible school - the school accountable in terms of AYP or funding
 - 1) Accountability School - the building where the average daily attendance and assessment score are assigned and reported to KSDE for public school students

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- 2) Funding School- the public school building for which funds are assigned for private, parochial or home school students

Student profile guidance

- 1) Neighborhood school - where the student chooses to enroll for general education
 - a. Virtual School - this building has a KSDE assigned building number in the state directory
 - b. Virtual program - the building where the program is housed, such as the high 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.

Other cases

- 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 June 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 collection
 - a) The child count will be awarded to the organization providing direct service in the "brick and mortar" building on December 1
 2. June Collection
 - a) Records from both organizations will be collected and the relevant amount of student FTE will apply to both organizations.