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

Purpose

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

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

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.

September 15 – Initial batch of current year active student population is submitted.

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

April 30 – 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 April 30 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.

November 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 November 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, Accurate, and Internal Control

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

Key dates and timeliness

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

December 1 Child Count Data Extraction:

- **December 31** – All current year students, their activity for the school year is accounted for in the MIS system.
- **January 31** – The process of responding to unresolved verifications for the current school year must begin before January 31. Those organizations starting after this date will be counted as untimely on the Timely, Accurate & Internal Control scoresheet.
- **April 30** – Target date of final data pull of students served on December 1. All discrepancies and verifications must be resolved by this date to be counted as timely on the District scoresheet.

End of Year Comprehensive Data Report Extraction:

- **June 30** - All current year students, their activity for the school year is accounted for in the MIS. Initial entries after this date will be considered untimely on the District Score Sheet.
- **August 15** – The process of responding to unresolved verifications for the current school year must start by August 15. Those organizations starting after this date will be counted as untimely on the Timely, Accurate & Internal Control scoresheet.
- **November 15** – Target date of final data pull of students served during the school year. All discrepancies and verifications must be resolved by this date to be counted as timely on the District Score Sheet. Subsequent data changes will result in loss of points for Timely and Accurate.
- **March 1 to 31** - Timely and Accurate results are released in early March for internal review. Any questions or challenges to Timely and Accurate results must be presented to KSDE during March. In April the final results are released to superintendents.

Date Stamps – The following methods will be used to measure the timeliness of data reported to KSDE.

- Data files uploaded to KSDE are date stamped by the MIS application.
- Keyboard corrections to student records are date stamped by the MIS application.

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

Timely and Accurate District Score Sheet – An annual report measuring the data quality submitted to KSDE by organization. Score sheet points are awarded (on an all or nothing basis) for the successful completion of timely and accurate data submissions in accordance with the collection timelines, requirements, standards, guidelines, and rules. LEAs that submit data for multiple districts will be awarded points by member district.
# FY 2024 ASCII Text File Import Specification

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

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

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

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

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<th>Format</th>
<th>Constraints</th>
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| **Variable Length Service Data** |                             |       |               |                      |
| R1      | IEP Date                        | 10     | Date (MM/DD/YYYY) | Required             |
| R2      | Gap Allow                       | 1      | Numeric       | Permitted value or blank |
| R3      | Responsible School              | 4      | Numeric       | Required             |
| R4      | Primary Disability              | 2      | Alpha         | Conditional or blank |
| R5      | Secondary Disability            | 2      | Alpha         | Conditional or blank |
| R6      | Gifted                          | 1      | Numeric       | Permitted value or blank |
| R7      | Service Location (Attend Building)| 4  | Numeric | Required |
| R8      | Primary Service Location Indicator| 1 | Numeric | Optional |
| R9      | Setting Code                    | 1      | Alpha         | Required             |
| R10     | Service Code                    | 2      | Alpha         | Required             |
| R11     | Provider ID                     | 10     | Numeric       | Conditional on field R10 |
| R12     | Primary Provider Indicator      | 1      | Numeric       | Optional             |
| R13     | Service Start Date              | 10     | Date (MM/DD/YYYY) | Required             |
| R14     | Service End Date                | 10     | Date (MM/DD/YYYY) | Required             |
| R15     | Minutes per Day                 | 3      | Numeric       | Required             |
| R16     | Days per Week                   | 1      | Numeric       | Required             |
| R17     | Frequency                       | 2      | Numeric       | Conditional          |
| R18     | Total days                      | 3      | Numeric       | Conditional          |
Creating Batch Import Files - Guidance

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

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

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

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

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

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

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

Example 5 – A student exits your agency, then returns to IEP services
a. The student exits and returns under the same IEP
   Report all current school year services, first day of service to exit. Then resume services on the return date
to annual IEP review date or last day of school whichever event occurs first.
   
b. The student exits and returns with services associated to a new IEP
   Report all current school year services as example 1 (above) from all current year IEPs.

Note: Because the student is returning, service lines are marked as “allow gap” to avoid gap verifications.

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

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

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

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

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

- Enter the students’ first day of school (attendance) and last day of school. ESY is not considered.
- Mark all days the students are not in attendance. Clicking on the specific day not in session. This date will display as graying out. Partial or half school days count as a whole day and are not marked or grayed out as not in session.
- The total number of days in session / student contact days, equals the maximum number of days for which a student may receive IEP services during the school year.
- Create a separate district level calendar for each member USD of a COOP or Interlocal.

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

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

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

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

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

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

**Snow days**

Modifying calendars for snow days is predicated on how snow days are addressed on the student’s IEP. If the IEP service start and end dates are adjusted for snow days, then the MIS calendar is adjusted accordingly. If snow days are ignored in the student’s IEP, then the MIS calendar is not modified.

**Deadline:** Calendars must be created and save to the MIS by September 15 of the current school year.
## Document Control

### DOCUMENT INFORMATION

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<th>Title:</th>
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### DOCUMENT HISTORY

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<th>Version Number</th>
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<td>34.0</td>
<td>7/01/23</td>
<td>Clarifications to basis of exit definitions</td>
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<td>Clarification of Directory program types</td>
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<td>OSEP data category / data sets identified</td>
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<td>11/8/23</td>
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Data Elements Descriptions, Definitions & Business Rules

Student Data Item Descriptions

All Day or Extended Kindergarten / Preschool Time (Field, #16) - [Grades values 01-05] -
Permitted Import Values: 1 = Yes, Student attends more than 1 session, this school year.
0 = No, Student attends a ½ day session or less, this school year.
Examples of Yes:
Blank value is treated as zero
1) A student attends a full day kindergarten or preschool program.
2) A student attends two daily - ½ day sessions of any preschool / kindergarten / home combination.
3) Any combination of services that exceeds a building's single scheduled ½ day session.

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

Allowable Import Values: USD / agency including a member of the of the submitter's organization.
Organization must have a D0 or S0 prefix.
Unpermitted values: Outside districts and agencies or Null / Blank value will fail to import.

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

Allowable Import Values: 1 = Yes, Student had a BIP during the current school year
0 = No, Student did not have a BIP during the current school year
Blank / null values are 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
Blank / Null values will fail to import

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

Allowable Import Values:
1 = Yes, building is the primary service location
0 = No, building is not the primary service location
Blank / null values are treated as zero.

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

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

I. 1) The school the parent chooses to enroll (including open enrollment) their child for general education.
2) Preschoolers - The anticipated school the parent will choose to enroll their student for general ed.*
   Then Neighborhood school = A. Public School B. Private / Parochial School C. Home School
   * If the anticipated school remains unknown from test 2, then see examples (1) – (19) below

II. The school where the student would attend if not placed elsewhere for educational services.
3) Student is placed in KSB, KSD, state special purpose schools by an LEA or by the parent. or
   Student is placed by KDOC, KDCF or JJA in a Psychiatric Residential Treatment Ctr., residential, out of state SPED day school or correctional facility. Neighborhood School = examples (2), (7), (13), (15), (16)

III. The local school where the student would enroll / attend if s/he was not placed in the above programs.
   For students in tier II, the neighborhood school is determined for type "D" students, either i, ii or iii.
   a. The school the parent chooses to enroll the student's siblings for general education.
   b. The public school determined by the student's family residence.
i) If or b are unknown, report the student's last elementary or secondary school of enrollment.

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

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

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

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

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

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

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

Assigning Correct Buildings:

Before assigning buildings, it must be determined if the student is:

A) Public Schooled   B) Private / Parochial Schooled   C) Home Schooled   D) Other Cases

A) Public School Students

A student is enrolled in a public school and receives services from the public school.

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

A student attends and/or receives services in a Special Purpose, State School, KDOC, JCF, local correctional facility.

NBH BLDG - the public school in the student's home district where the student received general education.
ATT BLDG - the building where the student receives special education services.
Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A public 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).
ATT BLDG - the building where the student receives special education services. (home, preschool, etc.)
Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A Virtual school student is receiving services from the public school.

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

D) Other Special Cases  
A student is enrolled in your district but attends out of state.  
NBH BLDG - the school in the student’s home district where the student received general education  
(13) ATT BLDG = the out of state building 0114 under organization X0440  
Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.  
Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.
A student resides out of state or is an out of state placement made by an outside agency and attends / receives services in your district or agency.

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

(14) ATT BLDG - the building where the student receives services.
Assign Child Count – the current responsible organization number, claiming the student in KIDS.
Responsible BLDG – the responsible public-school as claimed in KIDS, during the range of IEP services received.

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

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

(15) ATT BLDG = USD off-site location, home or temporary service location (building number).
Settings: = U – Under suspension / Under expulsion
Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

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

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

(16) ATT BLDG - the building number of the residential or correctional facility.
Assign Child Count – the current responsible organization number, claiming the student in KIDS.
Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

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

A student participates in an Integrated “R” classroom in the morning. In the afternoon his parents pay for him to attend 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, “K” setting & same dates range as the IEP services.
Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A Student attends a 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, “K” setting & same dates range as the IEP services.
Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

A student participates in a regular early childhood preschool (B) classroom in a 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, “K” setting & same dates range as the IEP services.
Assign Child Count – the current responsible public-school USD number, claiming the student in KIDS.
Responsible BLDG – the public accountability school as claimed in KIDS, for the range of IEP services received.

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

Example 17 represents participation in a qualified K time program outside of school hours.
Example 18 – 19 represents participation in a qualified K time program during school hours’ excluding IEP support time.

**Catastrophic Aid** – See appendix for the catastrophic aid specifications.

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

**Claiming Indicator** - (Field, #18)

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

Claiming Code 0 = No – Student is excluded from Federal and State MIS child count and 618 reports by the submitting organization. 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 enrolled and attending KSB or KSD regular school term.
D) Students applying for NPE reimbursement for the KSD or KSB summer ESY session.
Compensatory Services: Compensatory services would not be duplicated in the MIS. If anticipated services were initially reported in the MIS but not provided, then the compensated services are not reported a second time. If anticipated services were removed from the MIS because of non-delivery, then later provided as Compensatory, these services are reported in the MIS. Compensatory services provided to students after the school year the student turned age 21, these services are not reported.

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

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

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

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

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</table>

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

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.

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 from the prior school year as the exit date.
Invalid Exit Dates - Examples of situations that would not yield legitimate exit dates

- The day the exit is discovered that the student is no longer being served by the LEA.
- The day a request for student records was received.
- The date withdrawal documents were signed.
- Anticipated dates the student is expected to exit, such as anticipated graduation date.
- The first day of school for students who moved over the summer.
- 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 and all required procedures are completed, including a full review of the IEP, then the IEP team may designate this date as the new IEP / annual review date. If the IEP was amended outside of the IEP team meeting, it cannot be considered an annual review of the IEP.

Allowable Import Values  MM/DD/YYYY format
Blank / Null values 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)
- Adoption date, the date an out of district IEP is adopted for a move in student
- Move in date, the date an IEP student moves in and begins services.
- Amendment dates, the date services change as a result of amending the existing IEP
- Dates of meetings held to assess the student’s progress or to determine participation or attendance in an ESY term and the meeting was not designated as the IEP annual review date.

Disability Categories

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

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

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

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

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

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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.

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

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

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

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

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

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**

Exit Date – The last day of delivered services, equal to the latest service line end date.
2023-2024 KSDE - IDEA Part B and Gifted Special Education Data Dictionary

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 Values

1 = Yes, student participated in an ESY program
0 = No, student did not participate in an ESY program
Blank value is treated as zero

ESY Attendance records are the data sources for determining ESY

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

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

Allowable Import Values

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

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

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

Allowable Import Values

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

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

Allowable Import Values

0 = Female
1 = Male

Optional field
Not required to submit

Exact match of Gender will pass match to KIDS record
Null / Blank / mis-matching value will trigger import alert

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

Allowable Import Values

1 = Yes, Student is gifted
0 = No, student is not gifted
Blank value is treated as zero

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

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

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

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

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

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

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

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

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

Sets of service data - A new set of MIS service data is added to the student record if:

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

Invalid IEP Data and Dates – Data and Dates that are not entered into the MIS – Do not enter new IEP dates, service, placement or time information if one of the following conditions is met:

- Scheduled or future IEP data, with new anticipated services, frequency, duration or locations.
- New IEPs written for students who are inactive but are expected to return at a future date.
- IEPs in development when a student moves. The IEP is completed, but the student is in another LEA.
- Erroneous IEP dates submitted to match service start dates of entering or returning students.

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

KIDS ID – (Field, #01), (KIDS D13)
This is the student's state assigned ID number. This number will be provided to the LEA by KSDE and will remain with the student until the student reaches the age of 21. This number will remain with the student if the student moves from agency to agency. If a student enters your LEA and the KIDS ID number is unknown, log onto and query the KIDS Assignment System found at: https://online.ksde.org/authentication/login.aspx

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

- ARA - Arabic
- BOS - Bosnian
- CHI - Chinese
- DIN - Dinka
- ENG - English
- FIL - Filipino
- NAI - Native American (Kickapoo, Pottawatomie, etc.)
- FRE - French
- GER - German
- HMN - Hmong
- HRV - Croatian
- KKM - Khmer / Cambodian
- KOR - Korean
- LAO - Lao
- M - Mode of Communication
- POR - Portuguese
- RUS - Russian
- THA - Thai
- SOM - Somali
- SPA - Spanish
- VIE - Vietnamese
- ARS - American Sign Language
- CASE / Signed English
- Oral Communication Methods
- Non-Verbal and Non-Sign
- Augmentative Communication
- Other

Additional Language codes - Appendix D, KIDS Collection file specifications

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

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

Optional field 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. KSDE will require correction of reported data if such data is determined to be erroneous, illogical, inaccurate, or impossible. Student records are revised to correct discrepancies found through the verification process, Projected or data quality report analysis. Revisions may be completed by keyboard edits or importation of a new student record replacing the discrepant record.

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

■ Data may not be fabricated for any reason, including setting false data trends, avoiding verification flags.

■ Erroneous building settings submitted to resolve service location errors will be declined.

■ Contrived exceptionalities may not be added to student records to match specific services.

■ Updated IEP information must include all updated data fields, not just the new IEP date.

■ Service times must accurately reflect the actual service delivery models - not averaged across a date range.

■ Inactive or exited students must have complete data entered in all fields. Blank fields are not permitted.

■ Evidence must be presented to KSDE to override flagged discrepancies found to be accurate and legitimate.

■ Data corrections must also be made in local databases to assure maintenance of correct data.

■ KSDE will not accept any records, corrections or modifications that contain fabricated data.

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

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

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

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

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

Students reported with KDCF / JJA or Parental placements are removed from local SPP / APR calculations for 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 active status upon initial submission (Import or keyboard entry). Students with status of B, E, I, N, & R in the prior school year are promoted to C – continuing as of July 1 before initial current school year submission.

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

Providers – The licensed special education teacher, related service provider or supervising professional delivering individualized instruction / IEP service(s) to the student.

Assigning organizations and roles – designated provider duties and service locations for MIS reporting

Organization assignments - Organization of the building where the provider works.

Provider roles – The position the provider holds in delivery of IEP services.

1. - Case Manager
2. - School Psychologist
3. - Speech Language Pathologist
4. - NPE provider
5. - Service line provider – a required role for all service line providers
NPE Providers – Are defined as service providers for Non-Public Equivalency contract services. NPE providers do not access Categorical Aid. NPE providers also have a service line provider role. The NPE provider is reported as both MIS service line and NPE contract service provider for NPE claims.

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

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

**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 / childcare centers, Preschool age at risk programs, preschool classes offered to eligible pre-kindergarten children by the public school. Informal settings such as weekly school-based or neighborhood playgroups or home settings do not qualify as Regular Early childhood programs. Informal settings do not qualify for K time participation minutes.

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

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

**Service Setting Delivery Models**

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

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

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

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

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

CODES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* Unless noted to the contrary, all definitions for the above service locations are Non-regulatory definitions for the regular school term developed by KSDE for data collection purposes.
**SERVICE TIMES** - Enter the actual amount of service time as specified on the IEP for each special education or related service delivered to a student for each different service setting.

- 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 selecting the frequency value in the MIS or by listing a frequency code in the import file.

<table>
<thead>
<tr>
<th>Frequency Code</th>
<th>Frequency Code</th>
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<th>Frequency Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every week 1</td>
<td>Every 3 weeks 3</td>
<td>Every 8 weeks 8</td>
<td>Every 12 weeks 12</td>
</tr>
<tr>
<td>Every 2 weeks 2</td>
<td>Every 4 weeks 4</td>
<td>Every 9 weeks 9</td>
<td>Every 18 weeks 18</td>
</tr>
<tr>
<td>3 of 4 weeks 19</td>
<td>1 day of service</td>
<td>import only</td>
<td>99</td>
</tr>
</tbody>
</table>

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

**Service Beginning and Ending 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

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)

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

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

**Current Status** – Present status of the student. Active or Inactive based on most recent events.

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

- **B** - Children age 3 who transition from Part C services to Part B by their 3rd birthday.
- **C** - Continuing Student – from previous school year. Served continuously by the responsible LEA last school year to this year.
- **E** - Entering from another District, Agency, State or Country – from outside the catchment area
- **I** - Reinitiation of Services; - IDEA Students who have had all their services revoked by the parent or self (if 18 years of age or older) and services resume this school year.
- **N** - New Referral – Students who are referred for Part B IDEA or Gifted special education services the first time in their life. Gifted only students who are later found eligible under IDEA, are New Referrals the first school year identified as a student with a disability. Children served under Part C and do not transition to Part B services in the school year they turn age 3 are reported as a New Referral in the school year Part B services begin.
- **R** - Returning to a Special Education Program: Students who previously received special education services in their life; completed objectives, dropped out or left services without a written revocation are reported as “Returning” in the school year they resume IEP services.

**Assigning an Active Status Code**

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

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

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

**Note:** The first record reported for the student in the school year must be a record with an active status code. This is to determine the student’s annual status. A student may not start a school year as inactive.

- **Initial records with inactive status will fail to import and do not save if keyboard entered.**

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

1) For students who move out of an agency [Left State (L) or moved known to be continuing (T)]

   Then subsequently moves back and resumes IEP services, - **status = Entering**.

2) For students who exit from SPED due to dropping out (D), or completing objectives (O) and.

   Subsequently resume special education services - **status = Returning**.

3) For children turning age 3 during the current school year; the only active status reported is B or N.

   The 3-year-old begins services in your organization served under your initial IEP, **status = B or N**

   The 3-year-old enters your organization with an IEP from another district or agency, **status = B or N**

4) For IDEA students whose services were Revoke (W) and subsequently resumed services.

   **Status = I** - Reinitiation of service.

5) For students who exit due to action taken by parent (A). Then subsequently resume IEP services.

   Grade KG – 12 home school students, Preschoolers not KG eligible - **status = Returning**.
**Status Code** - (Field, #09)

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

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

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

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

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

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

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

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

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

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

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

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

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

**X** – Deceased (KIDS D28 - 10)

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

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

Permitted Import Values
1 = Yes, Student had SPED transportation provided
0 = No, Student does not have SPED transportation provided
Blank value is treated as zero

**Student profiles** – A student profile represents the student's current organization association. A student would have only 1 profile per school year per LEA. Students who move within a Coop or Interlocal during the school year, only list one profile, new profiles are not created. A profile with exit information from a prior organization within the LEA catchment is not valid and not reported.
Unresolved Exits - Active students from the prior year not found in the current school year are listed as unresolved exits. To resolve students listed, update the prior year record with exit data or include the student in the current year population. Unresolved Exits may affect the determination of reporting accuracy.

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

### Acronym List

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

Rev. 11/08/2023

Page 25
Catastrophic Aid guidance, Import file specifications, deductions

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

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

All Catastrophic Aid claims must be submitted through the current year KSDE MIS collection application. The form may be submitted through keyboard data entry or as a batch file import.

A MIS student record must be submitted first then the catastrophic aid application amended to the student record. The catastrophic aid data must be reported to KSDE no later than the close of business April 30, of the current school year.

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.
7. The application Justification – This section consists of 3 open ended questions
   a. Describe the student's unique or severe physical, mental, social, emotional, or educational characteristics that require additional costs.
   b. 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.
   c. 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
8. The Breakdown of Expenditures – Must be whole dollars from 1 - 999999 OR blank (is treated as zero)
9. 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0137</td>
<td>Payment LEA is invalid</td>
</tr>
</tbody>
</table>

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 ÷ 8) = $3,500.

Hours of service may also be used. For example, provider serves the student 279 hours of the school year, (279 ÷ 1116) = 25%. ($28,000* x 25%) = $7,000. This amount is entered on line D2. Paras are done at 40%

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

**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.

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

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Hours</th>
<th>Agency</th>
<th>Start date</th>
<th>End date</th>
<th>Provider License</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>1090</td>
<td>Heartspring</td>
<td>7/1/2023</td>
<td>6/30/2024</td>
<td>IR</td>
</tr>
<tr>
<td>AM</td>
<td>50</td>
<td>Heartspring</td>
<td>7/1/2023</td>
<td>6/30/2024</td>
<td>SL *</td>
</tr>
</tbody>
</table>

1. Multiply the number of hours for each service by the hourly rate on the formula memo
   a) 1090 hrs. x .000149 (hourly rate for AM service) = .16241 - FTE equivalent
   50 hrs. x .000045 (hourly rate for SL service) = .00225 - FTE equivalent

2. Sum fractional - FTE equivalents
   b) .16241 + .00225 = .16466

3. Multiply total FTE equivalent by the estimated current year categorical aid per teacher entitlement
   c) .16466 x $28,000* = $4,610

4. Enter the dollar amount from step 3 on line D2 or D6 of the application.

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

**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 FY2023 was $3,089,555, on December 1 the agency had a total of 2,371 IDEA students ($3,089,555 ÷ 2,371) = $1,303. The amount of $1,303 is entered on line D3.

D4. Medicaid funds received

**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.

Note: (*$28,000 is used for an example amount only, it does not represent the current year amount)
Non-Public Equivalency Contracts for Provision of SPED Services

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

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

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

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

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

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

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

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

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

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

NPE Provider License Codes

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

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

Contracted Delivery Dates – Dates for contracted services delivered to student within a fiscal year.

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

Last Date of the Delivered Service: (F# R7) - The last day the contracted provider delivers the service directly to the student. Contracted services must end on or before June 30 of the current fiscal year.

*Note: Contract end dates may not be a future date beyond a student’s exit date.

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

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>149</td>
<td>Payment LEA Blank</td>
<td>152</td>
<td>Contract provider is missing</td>
</tr>
<tr>
<td>150</td>
<td>Payment LEA invalid</td>
<td>153</td>
<td>Provider not valid in current year</td>
</tr>
<tr>
<td>151</td>
<td>Contracted Agency blank</td>
<td>156</td>
<td>Service code is blank or invalid</td>
</tr>
<tr>
<td>219</td>
<td>NPE payment rate based on provider license</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contracts between school districts and Private non-profit Corporations, Public or Private Institutions

Instructions for KSDE Form C-03(a)(b) and MIS Contract for Services Data under K.S.A. 72-967

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

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

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

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

5) Non-public equivalency claims can be made by individual student for tuition fees paid for students attending the Kansas State School for the Blind or School for the Deaf summer ESY sessions. First Party is eligible for the following reimbursable expenses provided through an approved contractual agreement with a providing agency:

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Drug offense</td>
<td>H</td>
<td>Due Process Hearing Officer Determination</td>
</tr>
<tr>
<td>S</td>
<td>Serious Bodily Injury</td>
<td>V</td>
<td>Violation of a school's code of conduct</td>
</tr>
<tr>
<td>W</td>
<td>Weapon offense</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

OSEP data category / data set - Race / Ethnicity

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Category</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>A</td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>P</td>
</tr>
<tr>
<td>Asian</td>
<td>S</td>
<td>Two or more races</td>
<td>M</td>
</tr>
<tr>
<td>Black or African American</td>
<td>B</td>
<td>White</td>
<td>W</td>
</tr>
<tr>
<td>Hispanic</td>
<td>H</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>MIS Code</th>
<th>Description</th>
<th>OSEP Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Action Initiated withdrawal (no revocation) - Transfer to Home school</td>
<td>Transfer to General Education</td>
</tr>
<tr>
<td>D</td>
<td>Drop Out</td>
<td>Drop Out</td>
</tr>
<tr>
<td>G</td>
<td>Graduate with Diploma</td>
<td>Graduate with Diploma</td>
</tr>
<tr>
<td>H</td>
<td>Enroll in GED Program</td>
<td>Drop Out</td>
</tr>
<tr>
<td>L</td>
<td>Left State of Kansas - include out of state Public, Private &amp; Virtual schools</td>
<td>Moved know to be continuing</td>
</tr>
<tr>
<td>M</td>
<td>Maximum Age</td>
<td>Reach Maximum Age</td>
</tr>
<tr>
<td>O</td>
<td>Objectives Completed</td>
<td>Transfer to General Education</td>
</tr>
<tr>
<td>T</td>
<td>Moved know to be continuing - include in-state Public, Private &amp; Virtual schools</td>
<td>Moved know to be continuing</td>
</tr>
<tr>
<td>W</td>
<td>Revocation and participating in General Education</td>
<td>Transfer to General Education</td>
</tr>
<tr>
<td>X</td>
<td>Deceased</td>
<td>Deceased</td>
</tr>
</tbody>
</table>
Directory Updates, Special Education Programs - Guidance

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

**Recommended guidance for entering Directory data:**

Schedules require starting and dismissal times by A.M. and P.M. Do not use military times.  
Preschools and Kindergarten - enter the district standard schedule for each session by program type *  
SPED programs - Home, off site, off campus, community locations, Hospitals, etc. – enter the district standard schedule *  
Local correctional facilities, programs without a set schedule, – enter the district standard schedule *  
Non-accredited private / parochial school Organization X0440, – enter the actual daily schedule  
Before or after school K time programs w/o IEP support in other locations. Enter 8 am to 4 pm with zero lunch minutes.  
SPED programs - Address, phone number, e-mail, contact information – use the special education office.  
SPED programs - Administrators – list the director of special education as head teacher or principal.

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

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Setting Code</th>
<th>Program Type</th>
<th>Setting Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headstart</td>
<td>B, K</td>
<td>SPED Reverse Mainstream</td>
<td>W</td>
</tr>
<tr>
<td>Preschool age At-Risk</td>
<td>B, K</td>
<td>All other Reg / Gen Ed Preschool</td>
<td>B, K</td>
</tr>
<tr>
<td>Integrated SPED</td>
<td>R</td>
<td>Itinerant Services – All other</td>
<td>G</td>
</tr>
</tbody>
</table>

* 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 1* - Child 3 attends a RMS program for 180 minutes 4 days a week. The program has a 20-minute recess and a 15-minute snack time daily during the 180-minute session. Is the recess and snack times considered K-Time? No, because recess and snack times are part of the RMS program.

*Example 2* - Child 4 comes to the preschool for breakfast before the start of the RMS session. Is the pre-session breakfast considered K-time? Yes - if the mealtime is open to all children attending any early childhood program in the facility. No - if the mealtime is only open to children participating in the special education program.

*Example 3* - Child 5 attends both a morning and afternoon RMS session and stays for a lunch period between the sessions. Is the lunch period considered K-time? Same as example 2 above.

*Example 4* - Child 6 attends a morning Headstart session and spends the afternoon hours with his brother at babysitter's house. Is the time at the babysitters considered K-time? No – babysitters do not qualify as a regular early childhood program. However, the time the child spends in the Headstart classroom without SPED support does qualify as K-Time.
MIS Reports - Overview

Child Count reports
- **December 1 report** - A list of all Claimed IDEA students with IEP services intersecting the December 1 date.
- **Gifted Summary report** - A list of all Claimed Gifted students with Gifted services intersecting the December 1 date.
- **End of Year report** - A list of all Claimed IDEA & Gifted students with IEP services at any time in the school year.

Data Quality reports
- **Gained Student report** - A list of Claimed students with Exit status of (A, D, L, T) from another Agency in the Target School Year. The student has a KIDS record for the Child Count Org in the Target School Year with an Entry Date that is on or after the Exit Date. The student does not have a SPEDPro profile associated to Assign Child Count Org that has a Service End Date after the first Profile's Exit Date
  **Action:** Confirm the student's enrollment and IEP status.
  - If the student is enrolled and receiving IEP service, but no student record is present in SPEDPro, submit an initial SPEDPro record
  - If a student record is present in SPEDPro, no additional action is required.
- **Overlap report** - A list of Claimed students who have Service Line date ranges that overlap with IEPs within the same School Year at any Assign Child Count Org state-wide
  **Action:** Confirm the student's attendance dates. Adjust service start / end dates accordingly
  - If the student exited, then the service end dates maybe long. Truncate to resolve overlap.

Unclaimed student report - List of students to be excluded from Federal and State MIS child count and 618 reports
**Action:** Confirm the basis of inclusion / exclusion from Federal and State MIS reports
  - If the listed student does not meet a condition for exclusion (page 11), then update the claiming indicator on the SPEDPro student profile to a Yes value.
  - If the student meets a condition for exclusion (page 11), no additional action is required.

Discipline reports
- **Discipline incident report** - A list of all Claimed IDEA students subject to ISS, OSS or expulsion during the school year individually by Incident date and OSEP category
- **Discipline Summary report** - A cumulative total of all incidences by student by OSEP category
- **Discipline Incidence omitted from OSEP Table 5** - A cross check between the incident reported in KIAS and the service line dates in SPEDPro. Students listed do not have a corresponding service date on the incident date or an area of disability is not present in SPEDPro on the incident date.
  **Action:** Confirm the student's IDEA status on the incident date.
  - If the student was not a student with a disability on the incident date, inform the local KIAS user. The KIAS data must be updated to remove the IDEA indicator for this incident
  - If the student was a student with a disability on the incident date, update the SPEDPro services lines to include services and a disability category on the incident date.

Verification reports
- **Verification report** - A list of Claimed students or selected criteria with unresolved verifications. From the Verification list page
- **Verification 0224 report** - A list of Claimed students with a categorical change of December 1st Responsible school, area of OSEP Disability or OSEP Educational Environment.
  **Action:**
  - If current values are inaccurate, update December 1 service lines with correct values
  - If current values are accurate, no additional action is required.
Exiting reports

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

**Action:** To clear student from the report, change Exit Status Codes (A, D, L, O, or W) to “T”.

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

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

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

**Action:** Investigate the student's status for both school years. Confirm the ID number is unique.

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

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

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

Age 18-21 Transition program reporting chart

**Participation in outside Transition school programs, age 18 - 21**

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

These students must meet the following conditions.

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

<table>
<thead>
<tr>
<th>Reporting requirements</th>
<th>Database</th>
<th>Condition</th>
<th>Reporting standard</th>
<th>USD, Coop, Intercal</th>
<th>Transition School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim Student</td>
<td>KIDS Collection &amp; SPEDPro</td>
<td></td>
<td>Each school year of participation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Report Exit after grade 12 completion</td>
<td>KIDS Collection</td>
<td>Graduation requirements are completed</td>
<td>Exit Code 22</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Report Exit after grade 12 completion</td>
<td>KIDS Collection</td>
<td>Graduation requirements Not completed</td>
<td>KIDS records as normal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Report Exit after grade 12 completion</td>
<td>SPEDPro</td>
<td></td>
<td>Exit Not reported senior year</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>18-21 services reported in</td>
<td>SPEDPro</td>
<td>MIS reporting</td>
<td>Each school year of participation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Responsible School</td>
<td>SPEDPro</td>
<td>Same Accountability (High) School as reported in KIDS Collection</td>
<td>Each school year of participation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Service location reported</td>
<td>SPEDPro &amp; KIDS</td>
<td>Transition school = attendance building</td>
<td>Each school year of participation</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>Report Exit after program completion</td>
<td>SPEDPro &amp; KIDS</td>
<td>Graduate with Diploma or Reach Maximum Age</td>
<td>School year of completion</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Special Education Program Types – Guidance

Special Education Program types, descriptions and examples

Off Site / off campus, Non-public  
MIS default settings - D, E, U, T, X  
Directory Grades = PR-12
Directory PR Program type  
All Other (only)

Locations outside of school buildings or campus where students receive services  
Work locations, job sites, library, stores, restaurants, swimming pools, parks, etc.  
Includes locations for students served off campus due to out of school suspensions / expulsions

Home  
MIS default settings – A, O, P, T, U, X  
Directory Grades = PR-12
Directory PR Program type  
All Other (only)

Public off campus  
Directory Grades = KG-12

Programs run by a school district, Coop or Interlocal located outside  
of Elementary or Secondary school buildings. 18 – 21-year-old programs,  
Day schools, alternative schools, temporary setting in a district central office

Community based preschools  
MIS default settings - B, G, K, T, X  
Directory Grades = PR
Directory PR Program type  
Headstart
All Other

Preschool programs run by private organizations located in the community  
Yogi Bear preschool, Topeka head-start, Happy Diaper preschool, etc.

Public off site preschools  
MIS default settings - G, T, X/  
(Possible settings) - B, K, R, W  
Directory Grades = PR
Directory PR Program type  
(Gen Ed) At Risk, All other
(SPED) Integrated, RMS

Preschool administered / operated by a district, coop or Interlocal, not housed in a public-School building. For example - USD 123 preschool program

K time building  
MIS default settings - K  
Directory Grades PR
Directory PR Program type  
All Other (only)

Before or after school childcare program not housed in a public-school building.  
No Special education or related services occurring. Used only for participation.  
Mary Jones childcare, St. Patrick's church day care, YMCA childcare, etc.

Incarceration  
MIS default settings - I, T, X  
Directory Grades 9-12

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

Hospital  
MIS default settings - L, T, X  
Directory Grades PR-12
Directory PR Program type  
All Other (only)

Local or county hospitals  
Allen County Hospital, Kansas Rehab Hospital, Hays Medical Center, etc.

Standard Special Education Directory programs and default setting codes.

<table>
<thead>
<tr>
<th>Program</th>
<th>Default Settings</th>
<th>Program</th>
<th>Default Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>A, O, P, U, T, X</td>
<td>After School K time program</td>
<td>K</td>
</tr>
<tr>
<td>Hospital</td>
<td>L, T, X</td>
<td>Incarceration</td>
<td>I, T, X</td>
</tr>
</tbody>
</table>

* 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 – Roles, Batch file Import specs

Provider Import specifications

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Field Name</th>
<th>Field Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Year</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Provider ID</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Staff First Name</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>Staff Last Name</td>
<td>45</td>
</tr>
<tr>
<td>R1</td>
<td>Organization</td>
<td>5</td>
</tr>
<tr>
<td>R2</td>
<td>Staff Role</td>
<td>1</td>
</tr>
</tbody>
</table>

Field descriptions:
Header
School Year – format YYYY, must be for a year a collection is open
Provider ID – 10-digit ID as assigned by KSDE teacher licensure or PCA application
Provider First Name - Must Match the Provider’s Legal First Name
Provider Last Name - Must Match the Provider’s Legal Last Name

Repeating values – for each different set of applicable organization, role and / or licensure
R1. Organization – The organization associated to the buildings where the provider delivers services.
   Organizations associated to the student are not relevant in the provider profile.
   Format – D0, S0, X0, Z0 prefix followed by 3-digit organization number.
R2. Provider Role – Must be a valid Staff Position (codes - 1, 2, 3, 4, or 5)
   1. Case Manager
   2. School Psychologist
   3. Speech Language Pathologist
   4. NPE provider
   5. Service line provider

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

#### Verification Checks for Student MIS

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

This verification may not be reported to KSDE as OK, MIS data must be corrected.
Verification Checks for Student MIS

Codes Description

0083  Student is identified as Gifted and there are no Gifted services on services lines.
0084  Gifted services are listed on lines and Gifted exceptionality is not marked YES.
0085  There is more than 1 active student profile for the same student.
0090  Secondary disabilities are reported without a primary disability.
0096  Service line provider not found by ID and service location in provider list.
0123  Service line start date is causing an overlap with another service line on another IEP.
0124  Service line end date is causing an overlap with another service line on another IEP.
0139  Primary and Secondary exceptionalities cannot be the same.
0143  All day KG / preschool marked for a student grade 1 or higher.
0144  Student's exit date does not match the latest service end date. The latest service end date and exit date must be equal.
0145  Data in MIS shows student is entering from another agency; change Status to “Entering.”
0147  Continuing student does not have services within 10 days of the first day of school.
0148  Active students without services within 10 days of the last day of school. This verification becomes functional on June 1 of the current school year.
0169  There is a gap in services between the service end date and the subsequent start date within the same school year.
0170  Student's Current Status is “C to B transition” and student's third birthday was in the prior school year.
0171  Drop out status listed but student is active in another organization after the exit date.
0172  Student's Status is Moved, know to be continuing (in Kansas) but the student is not found in a subsequent organization.
0175  Assign Child Organization is not valid for the current School Year.
0176  There is not a KIDS record for this combination of school year and responsible building.
0179  Primary disabilities is blank and gifted is not marked YES.
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.
0203  Student was excluded from the December 1 final report, but new data includes on the December 1 child count report.
0207  IEP is over 1-year-old.
0210  Student was included on the December 1 final report, but new data excludes / removes the student from the final report.
0212  K time start and end dates are outside of the IEP service line start and / or end range of dates.
0213  Student has status “S” and student is not Gifted only at the time of the exit.
0214  Service line program type by setting code is not found in the directory.
0215  Annual status is an inactive, blank or does not match to current active status.
0216  Student does not have a disability and has services not appropriate for Gifted only.
0220  Services lines within a specific date range are not consistently listing primary / secondary disability, and / or gifted values.
0221  December 1st service lines have different responsible schools.
0224  December 1st Responsible school, area of Disability or Educational Environment has changed from the final 12-1 report.
0225  Multiple Responsible Schools reported for the same period of time.
0226  SPED Transportation service code and Yes / No Transportation indicator do not align.
0227  Most recent responsible school is not an Assign child count school on student profile.
0228  KT service and setting code K do not align.
Verification association to OSEP data and OSEP reports

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, 0225, 0227
OSEP Unduplication requirement – 0085, 0123, 0124, 0169
OSEP Timely and accurate requirement – all above are factors, plus - 0203, 0204, 0205, 0210, 0220, 0221, 0224.

Verifications that address accurate reporting of state level data.

State level data – 0010, 0038, 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 omitted from Table 5.
OSEP Unduplication requirement – Projected 12-1, Projected EOY, Overlap reports - remove duplicate ID numbers.
OSEP Timely and accurate requirement - Projected 12-1, Projected EOY, Overlap, Verification reports.
State Level Data – Projected Gifted Summary, Projected EOY, NPE Summary reports.

Verification Alerts, - FYI
0018 - Gifted student Exiting Part B services has been reported correctly.
0146 - Student is Claimed but does not show service on December 1. Confirm “allow gap” value and ask KSDE to review.

Virtual Schools and Virtual Programs - Guidance

Virtual school / Virtual programs Guidance for IEP students’ participation

Service line guidance
Location of Service - IEP support provided by the responsible LEA.
Home - the service location setting = A
For students accessing the virtual curriculum from their home and SPED support is delivered in the home through visits by the SPED provider or through interactive software.
On Campus - the service location setting = H
For students participating in the virtual classroom in a district building and SPED support is delivered in this classroom by the SPED provider. This classroom can have a blend of IEP and Non-IEP students.
On Campus, pull out locations - the service location setting = G
For students removed from the virtual classroom to a resource room setting
Off Campus - the service location setting = D
For students accessing the virtual curriculum at non-school location such as the public library, community center, internet café, etc. and SPED support is delivered at this location through visits by the SPED provider or through interactive software.
Indirect / Consultative services - the service location setting = X
For students participating in the virtual curriculum at any location and consultative services are provided.
Responsible school - the school accountable in terms of AYP or funding as designated by the USD or State school as reported in current year KIDS Collection records

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

Student profile guidance

Neighborhood school - where the student chooses to enroll for general education

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

Building numbers

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

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 End of Year MIS collection each agency will have the SPED support provided applied to their SPED FTE calculation.

2) Part time students - student who participate in both virtual programs and in programs in local school buildings.
   1. December 1 report -
      The child count will be awarded to the organization providing direct service in the “brick and mortar” building on December 1
   2. End of Year report -
      Records from both organizations will be collected and the relevant amount of student FTE will apply to both organizations.