I. Roles and Responsibilities – identify the role responsible for implementing all tasks in your procedural manual, encompassing the entire scope of your local data collection methods.
   a. Clearly identified the roles of staff of involved on the MIS project.
      i. Who coordinates the local collection of data
      ii. Who is conducts the oversight and evaluation of MIS staff
      iii. Who does the data entry
      iv. Who checks the accuracy of the MIS
           1. student level information
           2. calendars
           3. building schedules and sessions in the State Directory
      v. Who responds to verifications
      vi. Who provides staff training
      vii. Who provides back up support to the MIS clerk
      viii. Who answers MIS question from local providers
   b. Clearly identify the responsibilities of key MIS staff
      i. What are the responsibilities of the MIS coordinator
      ii. What are the responsibilities of the MIS data clerk
      iii. What are the responsibilities of the MIS data clerk backup?
   c. KIDS administrator
      i. How is student information exchanged between special education and KIDS
         1. New referrals
         2. Private / parochial students on an IEP
         3. Preschoolers on IEP
         4. Move ins with an IEP
         5. IEP Students placed in local correctional facilities
   d. Categorical Aid Personnel System
      i. Who manages CAPS to obtain educational provider ID numbers?

II. Data Entry – IEP Data
   a. How is IEP data entered to your MIS database?
i. Imported – electronic transfer of data
ii. Typed entry – from IEP hard copies or viewed from IEP program
iii. Combination

b. What is the Source of your MIS data?
   i. Teacher information page
   ii. Read the IEP and enter MIS codes based on knowledge of MIS rules
   iii. MIS section of the IEP
   iv. Other sources / combination of sources

c. How is your data managed?
   i. MIS is managed with in the IEP program
      1. Data is analyzed, fine-tuned, corrected, then exported
         A. Data is filtered through the KSDE MIS Database application
   ii. MIS is managed with in the KSDE MIS Database application

d. Amended IEPs or changes of placement – how is the data captured between IEPs when services have changed?
   i. Notification from provider by phone / e-mail
   ii. Receive a hard copy of the notice
   iii. New IEP service page is generated
   iv. New import of student record
   v. Other

e. Transfer in students – how is the data from the sending district’s IEP captured and services from the “IEP in Hand” entered into your database beginning with enrollment?
   i. Require staff to enter the “IEP in Hand” into your IEP program
   ii. Require staff to provide you with a hard copy of the IEP

f. Time Lines - What timelines are followed to get data entered into your MIS?
   i. Data is entered daily
   ii. Data is entered quarterly
   iii. Data is entered as it is received
      1. Hard copy of IEP is delivered to MIS clerk
      2. local IT guys provide new MIS records
      3. upon request
   iv. Data is entered only at the collection points

g. How are providers notified when students on their case load have expired IEPs?
   i. What procedures are in place to collect current IEPs in a timely manner?

III. Identifying Data Sources
   a. What is the source of student demographic data not pulled from KIDS records?
      i. The IEP – MIS information section
      ii. Local student information systems (Power School, SASSI, etc.)
      iii. Other sources
   b. What is the source of school level data (grade, buildings, attendance, etc?)
      i. The IEP – MIS information section
      ii. KSDE KIDS data
iii. Local student information systems (Power School, SASSI, etc.)
iv. Building staff – enrollment, attendance, records request, etc
v. ESY participation – who provides the attendance records for ESY
vi. Other sources
c. Where is the source of the area of disability?
   i. Notice of Identification
   ii. Evaluation Documents
   iii. The IEP – MIS information section
d. What other data sources are identified
   i. SRS / JJA placements
   ii. Special education transportation
   iii. Behavior intervention plan
   iv. Other
e. How is calendar data collected?
   i. Contact is made with the district office
   ii. Private / parochial schools are contacted directly
   iii. District web site
   iv. Community based preschools are contacted directly
      1. Where is the contact information stored? (Name, phone, etc.).
f. How are your building Directory schedules and sessions managed?
   i. Who reviews the Directory updates to assure schedules and sessions are complete and accurate for the current school year
      1. Class and building times are accurate
      2. Kindergarten and preschool sessions are accurate
      3. the building level programs are accurately coded and match to the MIS settings
      4. the building has a correct calendar designation
   ii. Confirmations are made with the district office
   iii. Confirmations are made with the private / parochial schools
   iv. Confirmations are made with the Community based preschools
      1. Where is the contact information stored? (Name, phone, etc.).
g. How are provider ID numbers obtained?
   i. CAPS application
   ii. KSDE website
   iii. Other source

IV. Exit Data
a. How is exit data captured for data entry? Do MIS clerks peruse (initiate the collection) of exit information from providers, case managers etc. (i-iii) or do MIS clerks wait and see if exit data happens to be discovered (iv-v)?
   i. Rosters are run for providers to confirm caseloads
      1. Timeline - How often are rosters run?
         A. beginning of the school year
         B. end of the school year
         C. September 20 / December 1
         D. Monthly / Quarterly
2. What are your requirements of staff to respond to rosters
   A. “Predetermined number” of school days to respond
   B. Log kept to track rosters and responses
   C. What is done when responses are incomplete?
   ii. Hard copy of LEA’s exit form is used as the source of exit data
      1. What are your requirements of staff to turn in exit forms
         A. “Predetermined number” of school days from exit date
      iii. Attendance logs are generated from local student information systems
           1. Dates and basis of exit is compared to KSDE KIDS data
      2. Building staff are consulted
   iv. Notice of change of placement used as source
   v. Staff enter exit information into IEP program, exit data imported into MIS
b. How is evidence collected to support exit dates and basis of exit reported to KSDE?
   i. LEA requires all Notice of change of placement to be delivered to the MIS clerk for review, documentation and filing.
   ii. LEA requires all requests for general or special education records to be delivered to the MIS clerk for review, documentation and filing.
   iii. Periodic reports are generated from local student information systems and delivered to the MIS clerk for review, documentation and filing.
c. Where are documents supporting the reported date and basis of exit stored?
   i. In student’s IEP file
   ii. Central file location
   iii. Other locations (specify)
d. For transfer students, are receiving agencies (requesting records) identified in the Evidence box in your MIS database?

V. General Data Management – how can you data be found?
   a. Where is the working current data set of MIS records located?
      i. Stored within the local IEP program
      ii. Text files on the Clerk’s workstation
      iii. Text files on the Network server
      iv. Text files on the External hard drive
b. Where are the final MIS Exports for each school year located?
   i. Stored within the local IEP program
   ii. Text files on the Clerk’s workstation
   iii. Text files on the Network server
   iv. Text files on the External hard drive
   v. Text files on the Off site, outside location
   vi. Other
c. How are your MIS folders sorted / organized / directory echelon?
   i. By date
      1. what is your dating scheme
   ii. By name
      1. what is your naming scheme
   iii. By collection
d. Where are your verification reports stored after responding / completion?
i. In the individual student’s file
ii. Central file location
iii. Multiple locations (specify)

VI. Rolling Over Data - Transitioning MIS databases across time.
   a. When the collection window closes how is the data managed?
      i. Prior database is copied, saved and archived
         1. Where are the MIS Data and MIS files archived
            A. Local workstation (NOT RECOMMENDED)
            B. External Storage
               i. On a CD
               ii. External hard drive
               iii. Off site, outside storage location
            C. On your Network / Server
            D. Other
         2. How are the databases organized?
            A. By collection points
            B. By school year
         3. How are the files named?
            A. Consistent unique naming schemes
      ii. Database remains live no back ups are made
         1. Only a single database is maintained
         2. New records, IEPs etc., are continuously added to the database
   b. How is data transitioned between school years
      i. The process started fresh with an empty database.
         1. New records are re-typed
         2. MIS roll-over process is utilized
         3. New data is imported for current collection from the source application
   c. How is provider data transitioned between school years?
      i. What process is used to track providers?
         1. How are outgoing providers discovered
         2. How are new providers discovered
      ii. How is your provider data saved and stored by school year?

VII. Participation in Regular Early Childhood Programs
    a. How is Participation in Regular Preschool Programs collected?
       i. From Parent / Guardian
          1. At IEP meeting
          2. At the beginning of school
       ii. What forms are used to collect the data?
       iii. How does the data flow into the MIS
       iv. How is the data stored in the student’s file for review

VIII. Data Verifications
    a. When is your student data analyzed?
       i. When it is entered into the MIS

ii. When it is flagged for verification
iii. When other analysis brings the data to our attention.
b. How often is the student data verification run?
   i. Each time a student records added
   ii. Upon import
   iii. Weekly / monthly / quarterly / during the KSDE collection window
c. What are the processes used to discover solutions verifications / discrepancies?
   i. IEP is reviewed
      1. Evaluation documents are reviewed
      2. Notice of Identification and Placement documents are reviewed
   ii. Provider is contacted
      1. Phone
      2. e-mail (if allowed under local security policy)
      3. inter-office mail
      4. US mail
   iii. Local Exit form is reviewed
   iv. KSDE KIDS Data is checked
   v. Building level data is checked
      1. attendance logs
   vi. KSDE data manager is consulted
d. What is the feedback or correction process when the IEP contains the discrepancy?
   i. Provider is notified or error and is responsible for correction
      1. New IEP meeting is held
      2. MIS data source is changed (TIP / MIS section of IEP) by provider
   ii. What is the expected time line for feedback and corrections
e. What tools are used to discover data discrepancies
   i. MIS verification routines
   ii. Processes in the MIS database
      1. Duplicate record checks
      2. Find missing data functions (no services on…)
      3. Overlap report / Gap report
      4. Rosters
      5. Child count reports
      6. Confirmation report
   iii. Local Match with KSDE KIDS data

IX. Supervision and Oversight
   a. How does the agency administration guarantee data quality and accuracy?
      i. Student records are sampled for validation, a “file review” to determine MIS accuracy
         1. Comparison the MIS data to actual services on the student’s IEP and other relevant documents, (evaluation, placement etc.)
      ii. Are sources of data discrepancies are identified
         1. addressing discrepancies with staff
         2. implementing corrective action plans with staff
      iii. Are all verification flags and corrections made reviewed?
1. Administration signs off on verification responses.
   iv. Data accuracy is part of staff’s performance outcomes
   1. How MIS duties are supervised, monitored and evaluated?
   2. Expectations of quality and measurable targets are met
b. Examination of in-service materials
   i. Presentations of MIS standards to staff are erudite, factual and current
   ii. Tech support documents are disseminated to staff
c. What measures are in place to assure that all MIS standards are followed by all staff
   i. How are cases of misinterpretation of MIS rules / standards addressed
   ii. How are cases of disregard of MIS rules / standards addressed

X. Data Validation – performing a self assessment of 618 data (Federally required data points).
   a. How often is the MIS data reviewed for accuracy?
      i. Weekly
      ii. Monthly
      iii. Quarterly
      iv. During the collection window
   b. What students are sampled for data validation?
      i. Random sample
      ii. Targeted sample
      1. records with verification
      2. Students from a specific building / grade / etc.
      3. students from a specific provider
   c. What are the administrations’ methods of data validation?
      i. Comparison of MIS data to IEP, evaluation and placement documents.
         1. Is the MIS data current and up-to-date?
         2. All services are correctly accounted for in the correct school year
         3. Frequently and duration of services is reported as they occur
         4. Location of services is accurate
         5. Area of disability(s) are accurate at the collection point
         6. Status of the student is accurate at the collection point
            A. Actively receiving services
            B. Exited from special education
      ii. Interviews with providers
      iii. Review locally generated MIS reports
      iv. Review of reports generated at the state level
         1. Child Count
         2. LRE
         3. Exiting
   d. Are sources of data discrepancies identified?
      i. The discrepancies are a result of procedural problems – The local data collection process is flawed. Current methods do not deliver accurate data.
      ii. The discrepancies are a result of conceptual problems – The errors are based on incorrect interpretations or disregard of MIS reporting standards.
      iii. The discrepancies are a result of data entry problems – Errors are a result of typographical, mathematical calculations or human error.
e. What procedures are used to address (correct) continued reoccurrence of data errors made by the same source?
   i. Local collection methods are changed to align with MIS standards
   ii. Clarification is made with specific staff
      1. additional training is provided
   iii. Supervision routines are reevaluated

XI. Training of local staff
a. Make reporting of 618 data part of your annual staff in-service.
   i. Are knowledgeable staff presenting MIS issues to IEP authors
   ii. Are tech support documents from KSDE presented to IEP authors
b. How are instructional documents, guidelines and support material (Data Dictionary, MIS workshop presentations, standards etc.) disseminated to all staff?
   i. Mail
   ii. In-service hand out
   iii. Posted on web site
c. How is on going support provided to IEP authors?
d. An evaluation process of the MIS in-service is in place.

XII. Security
a. Where are backups of your MIS data sets?
   i. Local workstation (NOT RECOMMENDED)
   ii. Stored in local IEP program
   iii. External Storage
      1. On a CD
      2. External hard drive
      3. Off site, outside storage location
   iv. On your Network / Server
   v. Other
b. How often is the database backed up?
   i. Daily
   ii. Weekly
   iii. After the collection is completed
c. Access to the MIS Database
   i. Who has access?
      1. All users are identified
d. Local security policy is applied to the MIS database
   i. Passwords
      1. Where are passwords stored
         A. How are passwords secured?
         B. How does one obtain a password?
      2. How often are passwords changed?
         A. Are passwords set according to local security policy?
e. Is access to the back up databases documented?

XIII. Time lines
a. When do you roll over your MIS from the current school year to the next?
1. After data was submitted
2. After verifications are resolved
3. Date the collection window closes
4. When a finalization notification comes from KSDE.

b. When do you enter next year’s building settings, calendars and providers?
   i. In July when the application is open for the current year
   ii. Building settings, calendars and providers Buildings and providers are changed when they are known

c. How often is the database queried for students with upcoming IEP due dates, reports run and providers notified?
   i. Weekly
   ii. Monthly
   iii. Quarterly
   iv. At the collection point

XIV. Other Topics

a. When / how often is your procedural manual updated?
   i. Revised procedures are documented added to manual
      1. In a timely manner (as the revised procedure is made)
      2. Noted as a revision on manual page
      3. Date of the revision is note on the manual page