

## STUDENT DATA ITEM DESCRIPTIONS

**All Day or Extended Kindergarten / Preschool Time** (H#20) – [Grades PR, P3-6, KG] - Leave BLANK - If the student attends a ½ day sessions or less. Enter Y if any of the below conditions are met:

- 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.

**Behavior Intervention Plan** (H#19) - The term "Behavior Intervention Plan" means a plan (a separate document or a goal or accommodation addressed on an IEP), consisting of strategies and services to address the behavior of a child with a disability and to help the child learn socially appropriate and responsible behavior in the school and other community-based educational settings. Enter **Y** if this student has a Behavior Intervention Plan. Leave **BLANK** if student has **NO** plan.

### **BUILDINGS -**

**Attendance Center Building** (S#1.06), (KIDS D17) - The service 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.)

- New buildings are not created in the building profile for programs in existing school buildings.

**Building Identifier** – The unique building number as assigned by KSDE for all MIS building fields defined in this "Building" section of the data dictionary.

⊙ For users of the LEAMIS database, the unique building identifier runs in the background. All building numbers will appear on screen in the 4-digit format. No additional data entry is required.

⊙ For agencies not using the LEAMIS database, the building identifier format is as follows:

→ Accredited buildings with state assigned building numbers: - Report the 4-digit state assigned building numbers. Changes to original state assigned number are not necessary.

→ Generic default numbers for buildings without state assigned building numbers: - Report the 4-digit generic default number as a prefix (9992) with your USD or agency number appended to generic default number. For example USD 123 would report building 9994 as 9994123

Contact the KSDE MIS Data Manager to coordinate the addition of any building identifier to the MIS building profile

**Neighborhood School Building** (S#1.05) – To ascertain the student's neighborhood school (I – IV) determine how the student was placed in school. First – If parental enrollment without an IEP decision, then apply tier A. Employ test 1 or 2 (Resulting in I, II, or III). Or Second – If placed because of special education services, then apply tier B. Employ test 3, 4 or 5 [Resulting in IV (I, ii or iii)].



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Possible Exceptions funding schools: (KIDS D16)

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

A home school student receiving services from an LEA would use the funding school.

- Enrollment information for determining responsible public school can be found on rosters by building and grade at the superintendent's office. Also visit [www.ksde.org/](http://www.ksde.org/) > K-12 statistics, for counts.

### **Assigning Correct Building Numbers:**

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

**Public Schooled**

**Private / Parochial Schooled**

**Home Schooled**

#### **I) Public School Students**

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

NBH BLDG - the public school building number as determined by test (A. 1-2) or [B. 3-5(i, ii or iii)] above.

- (1) ATT BLDG - the building where the student receives special education services.

Assign Child Count – the responsible public school USD number.

Responsible BLDG – the responsible public school building in the Assign Child Count USD.

A student attends and/or receives services from a Special Purpose School, KDOC, JCF, or State school (fund 2).

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

- (2) ATT BLDG - the building where the student receives special education services.

Assign Child Count – the responsible fund 2 agency or special purpose school building number.

Responsible BLDG – the responsible fund 2 agency or special purpose school building number (optional).

A public preschool student is receiving services from the public school or it's contracted agency.

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

- (3) ATT BLDG - the building where the student receives special education services. (home, preschool, etc.)

Assign Child Count – the responsible public school USD number.

Responsible BLDG – the responsible public school building in the Assign Child Count USD.

#### **II) 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.

- (4) ATT BLDG - the private / parochial school where the student receives services.

Assign Child Count – the responsible public school USD number.

Responsible BLDG – the responsible public school building in the Assign Child Count USD.

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.

- (5) ATT BLDG - the public school building where the student receives special education services.

Assign Child Count – the responsible public school USD number.

Responsible BLDG – the responsible public school building in the Assign Child Count USD.

A student attends and/or receives services from a Special Purpose School, KDOC, JCF, or State school (fund 2).

NBH BLDG - the private / parochial school building number where the student receives general education.

- (6) ATT BLDG - the building where the student receives special education services.

Assign Child Count – the responsible fund 2 agency or special purpose school building number.

Responsible BLDG – the responsible fund 2 agency or special purpose school building number (optional).

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)

- (7) ATT BLDG - the building where the student receives special education services.

Assign Child Count – the responsible public school USD number.

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Responsible BLDG – the responsible public school building in the Assign Child Count USD.

### III) Home School Students

A student is home schooled and receives services at the public school.

NBH BLDG = 9990 - Home

- (8) ATT BLDG - the public school building where the student receives special education services.  
Assign Child Count – the responsible public school USD number.  
Responsible BLDG – the responsible public school building in the Assign Child Count USD.

A student is home schooled and receives services at a non-public school building.

NBH BLDG = 9990 - Home

- (9) ATT BLDG - the non-public school building where the student receives services.  
Assign Child Count – the responsible public school USD number.  
Responsible BLDG – the responsible public school building in the Assign Child Count USD.

A student is home schooled and receives service at home.

NBH BLDG = 9990 – (Home)

- (10) ATT BLDG = 9990 – (Home).  
Assign Child Count – the responsible public school USD number.  
Responsible BLDG – the responsible public school building in the Assign Child Count USD.

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.

- (11) ATT BLDG - the building where the student receives special education services.  
Assign Child Count – the responsible public school USD number.  
Responsible BLDG – the responsible public school building in the Assign Child Count USD.

### Other Special Cases

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

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

- (12) ATT BLDG = 9995. (Exception: Kansas has assigned numbers to several contracted schools)  
Assign Child Count – the responsible public school USD number.  
Responsible BLDG – the responsible public school building in the Assign Child Count USD.

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

NBH BLDG = 9995.

- (13) ATT BLDG - the building where the student receives services.  
Assign Child Count – the responsible public school USD number.  
Responsible BLDG – the responsible public school building in the Assign Child Count USD.

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

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

- (14) ATT BLDG = 9987 if off-site location, = 9994 if district building / office  
Settings: = U – Under suspension / Under expulsion  
Assign Child Count – the responsible public school USD number.  
Responsible BLDG – the responsible public school building in the Assign Child Count USD.

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

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

- (15) ATT BLDG - the building number of the residential or correctional facility.  
Assign Child Count – the responsible public school USD number.  
Responsible BLDG – the responsible public school building in the Assign Child Count USD



**Please** call the KSDE SPED Data Manager @ (785) 296-4945, if any of the below issues are in question:

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- A student has enrolled in your LEA and the home district and/or neighborhood school is unknown.
- Does a new, renamed, re-opened or out - of - state building have a KSDE assigned State building number?
- Updating a building profile, closing buildings, verifying the correct building identifier or calendar to use.

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

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

**County of Residence:** (H#12) – The county 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) the child lives in the district as a result of placement therein by a district court or by the secretary of social and rehabilitation services; or (3) the child is a homeless child. §72-1046(a). Students placed by SRS or JJA would report the county of their responsible district.

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

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

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

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

**Birth Date** - (H#7), (KIDS D9) The student's date of birth as documented on their birth certificate or superseding court document.

**Exit Date** - (H#13), (KIDS D27, D35) - The date the student exited from all SPED services.

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

**Special Case: Unknown Exit Dates**

A student was reported to KSDE as active on prior collections, but the active status is now in question.

① Research all sources to ascertain the actual exit date. Report discovered dates using the Exit Log.

- ❖ If an exit date remains uncertain because the student did not enroll or attend this school year,
  - ⇒ Enter the last day of school as the exit date.
- ❖ An Exit Log is provided in the appendix to report discovered exits to KSDE.

**Invalid Exit Dates** - Examples of days that would not be legitimate exit dates

The day the data clerk discovers the student is no longer being served by the LEA.

The day the special education office receives a request for student records.

The day special education records are mailed to the receiving LEA.

Anticipated dates the student is expected to exit, such as anticipated graduation dates.

The first day of school for students who moved over the summer.

**IEP Date** (S#1.02) - The date the IEP team formally adopts a proposed IEP, thus designating this date as the annual IEP review date. The date of the IEP that documents the frequency, duration and location of services and all review of the proposed IEP is completed. If the IEP team revises the existing IEP, this date may be used if the team indicates a review of the IEP was completed as required for an annual review. If the IEP was amended outside of the IEP team meeting, it cannot be considered an annual review of the IEP.

**Invalid IEP Dates** - Meetings or dates that are not designated as the IEP annual review date.

⊙ The next anticipated or scheduled IEP meeting to review the IEP currently in effect.

⊙ Initiation dates. A day in the future when the IEP services begin.

⊙ 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)

⊙ Signature dates - dates after the designated annual IEP meeting date when signatures are completed.

⊙ 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.

**Service Beginning and End Dates.** Start (S#1.15) - End (S#1.16)

Services are reported to KSDE within the defined school year. A typical scenario for a continuing student - services start on the first day of school, ending on the IEP meeting date. Then with a new IEP, services would resume from the IEP date to the

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end of the school year. In a given school year, the maximum duration for a service would be between the first day of school to the last day of school. IDEA allows for services to begin prior to the child's 3<sup>rd</sup> birthday, but OSEP's data requirements focus on students age 3 - 21. Thus KSDE will not collect service data until the child turns 3. As a result, service line beginning dates would not be prior to a child's 3<sup>rd</sup> 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 3<sup>rd</sup> birthdate as the service begin date.

End date - The anticipated day service(s) would cease, becoming the known date when services end.

**Gaps in services** - see page 9

### **Duplicated Student Records-**

OSEP requires all reports to be comprised of an unduplicated count of students. The KSDE verification process considers a student to be a duplicate if service dates between 2 or more LEAs overlap and the student has the same KIDS ID number, or First, Last Name and Date of Birth.

Upon receipt of a duplicate student check,

- If a duplicate check shows 2 students with the same name - verify the status of **your** student only.
- If a duplicate check shows 2 different student names, verify the KIDS ID of **your** student only.

**ETHNICITY / RACE** Select the ethnic and racial category(ies) for the student using the **definitions given below, as determined by parent or self declaration upon enrollment or in accordance with agency policy of determined by observer identification. Both race and ethnicity categories must be completed for all students.**

### **Ethnic Group** - (H#8), (KIDS D13)

Report Yes (value = Y) if student is Hispanic or Latino. Report No (value = N) if the student is not Hispanic or Latino. The field must be reported with a Y or N value.

*Hispanic or Latino:* A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."

### **Race Category** - (H#9), (KIDS D31)

Positions 1 - 5. - Report all the general racial category(ies) which have been identified for the student.

*American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

*Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa

Report Yes (value = 1) for each racial category identified by the student regardless of the ethnic group. Report No (value = 0) for categories not identified for the student. All five positions must be reported as Yes or No; represented with a value of either 0 (zero) or 1.

Positions:

Position 5 - White

Position 4 - Native Hawaiian or Other Pacific Islander

Position 3 - Black or African American

Position 2 - Asian

Position 1 - American Indian or Alaska Native

Allowable values in each position:

0 = No

1 = Yes

Pos. 5	Pos. 4	Pos. 3	Pos. 2	Pos. 1
White	NH/PI	Black	Asian	AI/AN

Field format details - This is a "bit" orientation format as used in the KIDS collection. The table above identifies the corresponding cell for each racial category. Each cell must report a 0 or 1 value. Position 1 is the right most of the 5 digits. For example; 00010 represents an Asian only student.

If a parent and /or student refuse to designate an ethnic and / or racial category upon enrollment, school district personnel must make the ethnic and racial determination for data reporting purposes.

## EXCEPTIONALITY

**PRIMARY EXCEPTIONALITY** - (S#1.07), (KIDS D33) From the following list of codes, Enter the student's category of exceptionality as determined by the Eligibility Team.

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<b>AM:</b> Autism	<b>DB:</b> Deaf-Blindness
<b>DD:</b> Developmentally Delayed - Students age 3 – 9 only.	
<b>ED:</b> Emotional Disturbance	<b>GI:</b> Giftedness
<b>HI:</b> Hearing Impairment	<b>LD:</b> Specific Learning Disability
<b>MD:</b> Multiple Disabilities	<b>MR:</b> Mental Retardation
<b>OH:</b> Other Health Impairment	<b>OI:</b> Orthopedic Impairment
<b>SL:</b> Speech / Language Disabilities	<b>TB:</b> Traumatic Brain Injury
<b>VI:</b> Visual Impairment	

For districts using Developmentally Delayed –

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

**SECONDARY EXCEPTIONALITY** - (S#1.08), (KIDS D34) If the student qualifies and is identified as having a secondary disability, enter the category from following list of codes.

<b>AM:</b> Autism	<b>DB:</b> Deaf-Blindness	<b>ED:</b> Emotional Disturbance
<b>GI:</b> Giftedness	<b>HI:</b> Hearing Impairment	<b>LD:</b> Specific Learning Disability
<b>MD:</b> Multiple Disabilities	<b>MR:</b> Mental Retardation	<b>OH:</b> Other Health Impairment
<b>OI:</b> Orthopedic Impairment	<b>SL:</b> Speech / Language Disabilities	
<b>TB:</b> Traumatic Brain Injury	<b>VI:</b> Visual Impairment	

### **Multiple Exceptionalities:**

For cases where a student is identified as having three or more exceptionalities, 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 exceptionality, for example, an LD only student receiving speech / language as a related service.

**Exiting – When the responsible LEA has discontinued providing services.**

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

- ❖ **All exited students must be reported in the same school year in which their 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.
- ⊕ Use the exit log to report exited students who were reported as active on the current collection.

**Exit Logs** – If a student has been reported as active for either the December 1 or June collection, and is subsequently discovered that the student actually exited prior to the collection point, then the student record must be updated with the relevant exit information. To update the active record to inactive, an electronic exit log must be submitted for the student. The exit log is a specific export file. Do not submit a “State MIS Export” record as a substitute for an exit log.

Non-LEAMIS users see appendix page for the file specification.

**Gifted Students with a Disability who Exit Part B Services** – Students identified as Gifted and Disabled who exit Part B and continue in Gifted education, are considered an exit for OSEP reports.

- 1) Copy the student record to the inactive file or database of exited students. Keep active as Gifted.
- 2) Exit Record – Funding code is 1 or 2, keep the area of disability. Submit data with June report.
  - a. Exit date is the date Part B services ceased. Basis of exit would be either W – Withdrawn or O – Objectives completed. Report only the special education and / or related service lines
- 3) Active Record – Funding code is 4, Gifted is the only exceptionality and report only gifted services.

**Criteria for Moved categories** – 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.

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- ❖ If there is no evidence or any proof of continuing elsewhere, then student is reported as Moved, **not** known to be continuing. 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)
- A student moves from one school to another school within the same Catchment area.
- A student is removed from their current 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.

**Exit Date** – The last day of delivered services. To determine the exit date - See Dates on page 5,

**Extended School Year Services** (H#18) - Enter a **Y** if the student **received** extended school year services from your LEA. ESY Attendance records are the data sources for determining ESY = Yes.

- 1) **Y** if, student received ESY services during the summer session prior to the start of the fall term.
- 2) Report all ESY services in the school year the ESY term ends. May and June begin dates are OK.
- 3) ESY is marked only once in the Fiscal year, after completion of the ESY session.
- 4) **Do not** enter a Y or any ESY data for anticipated services to be delivered in future sessions.
- 5) ESY data is collected and calculated for CIM reports from your December 1 data.
- 6) ESY services are **never** combined with regular term placement settings or service times.
- 7) ESY service lines including M/D/W are optional and are not required by KSDE.
- 8) Leave **BLANK** if student received **NO** Extended School Year Services.

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### **Fiscal Year** – (S#1.01), (KIDS D15)

The fiscal year / school year begins each year on July 1 and ends on June 30. The fiscal / school year is reported to KSDE in terms of the year in which the fiscal year concludes. Thus the fiscal / school year that begins on July 1, 2009 and concludes on June 30, 2010 is reported as FY 2010.

### **Eligibility (Funding Source) Codes** - (H#11)

**Assign Child Count** (S#1.03) – Enter the number of the responsible district or agency.

**Do not USE COOP or Interlocal Numbers.**

**Eligibility** (Fund) code 1 – Enter the 3-digit USD number -the “responsible public school district”.

**Eligibility** (Fund) code 2 – Enter the 4-digit agency number - the “responsible building”.

**Eligibility** (Fund) code 4 – Either the 3-digit USD number or the 4-digit “responsible building” number.

**SPED Eligibility Codes** - Select the appropriate code based on the student’s SPED eligibility:

**Eligibility (Fund) CODE 1** - Means the student is eligible for SPED services under Part B of IDEA and your organization is a “public school” a USD, COOP or Interlocal. Enter “responsible district” (USD) that is claiming the student for child count under Part B of the Individuals with Disabilities Education Act. These agencies enter a funding code 1 for all students with disabilities. **NO EXCEPTIONS.**

**Eligibility (Fund) CODE 2** - Means the student is eligible for SPED services under Part B of IDEA and your organization is a Kansas Operated State facility, such as a Special Purpose school, Juvenile Correctional Facility, the Kansas Dept. of Corrections or the Kansas State School for the Deaf or Blind. These facilities are the “responsible agency / building” that is claiming the student for child count under Part B of IDEA. These agencies enter a funding code 2 for all students with disabilities. **NO EXCEPTIONS.**

**Eligibility (Fund) CODE 4** - Means the student is eligible for Gifted services under Kansas Special Education regulations and is not being counted for under IDEA. If a student is identified as a student with a disability and as Gifted, the Funding source is IDEA (Funding code 1 or 2)

**Eligibility (Fund) CODE 5** – Student **not** being counted / claimed for funding by the reporting agency.

Examples of Eligibility (Fund) 5 students:

- A) Students served by your LEA under contract with the student’s responsible district.
- B) Students who have not reached their 3<sup>rd</sup> birthday.
- C) Full time public school students attending KSB or KSD,

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An exception to rule (C) may be applied based on consideration of the following circumstances:

- 1) A contractual agreement exists between KSB or KSD and the public school stipulating which agency is awarded the student for child count purposes.
- 2) Students who attend KSB or KSD part time and no such contractual agreement (item 1 above) exists. Then the agency that serves the student the most significant amount of time is awarded the child count.
- 3) If any agency KSB, KSD, public school or special purpose school does not provide complete, accurate and verifiable MIS information (including all services addressed on the student's IEP), then KSDE retains the right to award the child count to the agency reporting the complete and accurate MIS information.

**Gaps in Service** – A gap in service results when there is a break in service dates between the earliest ending date and the next beginning date of services. For students served the entire year by the responsible LEA, services would be continuous. If the MIS shows a gap in service due to an elapsed period between IEPs (delay of annual meeting), then the end date on the prior IEP is incorrect. Services would not have ceased while the new IEP was developed and implemented. To correct the lapse in service, update the service end date to the day before the new IEP services begin and adjust the number of weeks accordingly based on the school calendar. Anticipated end dates would **not be** extended for students who exit services and return in the same school year.

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**Grade Level** (H#10), (KIDS D10) - The student's current grade level as documented upon enrollment. The number of earned credits can also be used to ascertain the student's grade level.

<b>PR</b> -Preschool	<b>KG</b> - KinderGarten	<b>01-12</b> First Grade through Twelfth Grade
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Students who have been officially retained will have their grade levels adjusted accordingly. Arbitrary grades may not be indiscriminately assigned to eliminate Grade/Age Range verifications.

Grade crosswalk between MIS and KIDS

<b>MI S</b>	<b>KID S</b>	<b>MIS</b>	<b>KID S</b>	<b>MI S</b>	<b>KID S</b>	<b>MI S</b>	<b>KID S</b>	<b>MI S</b>	<b>KID S</b>	<b>MI S</b>	<b>KIDS</b>	<b>MI S</b>	<b>KID S</b>
PR	00-04	KG	05	01	06	02	07	03	08	04	09	05	10
06	11	07	12	08	13	09	14	10	15	11	16	12	17

**Identification Numbers – Required data, these fields may NOT be left blank.**

**KIDS ID** – (H#1), (KIDS D14)

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 another 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>

**Local ID** – (H#2), (KIDS D11)

The student's local identification number, as assigned by the district or building of enrollment. The student's general education ID number, as determined by district guidelines is entered in this field.

**Social Security Number of Student** - (H#6) (KIDS D12)

Enter the student social security number without hyphens. If the social security number cannot be obtained, follow the instructions "Assigning a Pseudo Social Security ID Number" found in the appendix of this document. Note: According to the Social Security administration: any SSN beginning with 000 is an invalid number, because it is non-existent, no legitimate SSN has a 000 prefix.

**IEP Data – Data to be Entered into the MIS** - Enter into the MIS all special education and related services provided to the student as documented on the student's IEP or amended IEP. Enter all IEPs that document services delivered to the student throughout the current school year or services delivered up to the student's exit date from responsible district or agency. Include all IEPs authored by the responsible district or agency and all IEPs adopted from other districts or agencies. *Overlapping or modified IEPs* - If a new IEP is written prior to the expiration of the current IEP, then the anticipated services on the preceding IEP must be reduced to the actual amount delivered. The total amount of weeks of service for all IEPs entered cannot exceed the LEA's maximum per the LEA's school calendar. See Creating MIS Data Files on page iii. 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

## 2009 - 2010 KSDE - IDEA Part B and Gifted Special Education Data Dictionary

relevant frequency, duration and location of services. *Addressing Gaps in service* – If a new IEP has not been written by the anticipated end date, then the anticipated end date is not correct when these services continue. The end date must be extended (weeks adjusted if applicable) to the point when new services begin.

- ☒ Sets of service data – A new set of MIS service data is appended to the student record if:
  - ⊙ Initial IEP is written (New student) – Enter the anticipated services per the initial IEP
  - ⊙ A new IEP is written (Continuing student) – A New set of Service Data is appended to the record
  - ⊙ Amended IEP is written (Modified IEP) -The old data is prorated; the new services sets are appended.
  - ⊙ The student exits – Anticipated weeks are prorated to actual weeks served. Future sets are deleted.
  - ⊙ IEP team has changed the placement – Old placement data is prorated, new placement is appended.

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

- ⊙ Scheduled or future IEP data, with new anticipated services, placements or time.
- ⊙ New IEPs written for students who are inactive, but are expected to return at a future date.
- ⊙ IEPs in development when a student moves. The IEP is completed, but the student is in another LEA.

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**Language of the Student (H#15) – (KIDS D41)** The student’s primary expressive language typically used in the home or learning environment

**Language of the Parent (H#16) -** The language commonly spoken by the student’s parent.

<b>B</b> – Dinka (2) (Sudanese)	<b>I</b> – Farsi (20) (Iraninan)	<b>R</b> – Russian (11)	<b>M</b> - Mode of Communication
<b>C</b> – Cantonese (1)	<b>J</b> – Khmer (6) (Cambodian)	<b>S</b> – Spanish (13)	- American Sign Language
<b>D</b> - Mandarin (1)	<b>K</b> – Korean (7)	<b>T</b> – Thai (18)	- CASE / Signed English
<b>E</b> - English	<b>L</b> – Lao (8)	<b>U</b> – Somali (17)	- SEE II
<b>F</b> – French (3)	<b>O</b> – Other (16)	<b>V</b> – Vietnamese (14)	- Oral Communication Methods
<b>G</b> – German (4)	<b>P</b> – Philippine (10) - include Tagalog	<b>W</b> – Wu (1)	<b>N</b> - Non-Verbal and Non-Sign
<b>H</b> – Hmong (5)	<b>Q</b> – Chuukeese (21) Marshall Islands / Micronesian	<b>Z</b> – Arabic (17)	<b>A</b> - Augmentative Communication
<b>X</b> - Native American (16) (Kickapoo, Pottawatomie, etc.)		<b>Y</b> – Yugoslavian (22) (Bosnian/ Serb / Croatian)	

**Modification of Data:** - Criteria for submitting verifications, corrections or modifications of student data to KSDE. Revisions may be based on discrepancies found through the verification process, duplicate student check or other incongruities discovered by the KSDE special education data manager. KSDE will analyze all reported data submissions and modifications. KSDE will require additional data verification, modification or correction if the reported information is determined to be erroneous, impossible or illogical. KSDE will not modify any student data variable without prior written instruction from the responsible LEA.

LEAs must mail or E-mail a hard copy of all data modification instructions to KSDE.

Examples include:

- ▶ Verification forms - signed and dated
- ▶ Duplicate record checks
- ▶ Exit

Logs

- ▶ Individual student data sheets – updating IEP data or correcting specific fields per KSDE data mgr

- ▶ Separate requests for verification of inconsistent data trends from KSDE data manager

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

- ☐ Data may not be fabricated for any reason, including setting false data trends, avoiding verification checks.
- ☐ Impossible, erroneous service settings or time scenarios may **NOT** be verified as OK, but must be corrected.
- ☐ Additional exceptionalities may not be added to the MIS in an attempt to match delivered services.
- ☐ Updated IEP information must include all updated data fields, not just the new IEP date.
- ☐ Service times must accurately reflect the actual service delivery models and **not** averaged across the year.
- ☐ Inactive or exited students must have complete data entered in all fields. Blank fields are not an option.
- ☐ Data discrepancies found to be accurate legitimate scenarios must be verified as correct or OK.

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- ☐ Data corrections provided to KSDE must be made in local databases to assure maintenance of correct data in the LEA.
- ☐ **KSDE will not accept any data files, corrections or modifications that contain fabricated data.**

### **NAMES -**

**First Name** (H#4), (KIDS D5) - As documented on the birth certificate or superseding court document.

**Last Name** (H#3), (KIDS D4) - As documented on the birth certificate or superseding court document.

**Middle Initial** (H#5), (KIDS D6) - As documented on the birth certificate or superseding court document (if student has no middle initial, enter - [hyphen]) Do **NOT** leave blank.

☛ **Note:** Commas may **not** be used in any name field. For example use Smith Jr. (**Not** Smith, Jr.)

**Part C to Part B Transition** – When a Part B IEP team makes a decision to use an IFSP to serve as the IEP for children found eligible under Part B, enter the meeting date in the IEP date field, regardless of who provides the service. For example: Current IFSP is dated January 12, student turns 3 on May 9, on May 1st the IEP team decides services in the IFSP are appropriate and Pt. C (infant Toddler Network) will provide services through an agreed upon future date. Thus, the IEP date in the MIS = May 1st. Service beginning date = May 9. For summer birthdays, report the appropriate service beginning date in the fall. (ref. KSDE Process Handbook Ch 4, sec D 1-3, P 4-12, 13).

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**Special Education / Related Service Codes** – (S#1.09)

**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
- 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
- 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.
- 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 – “work study”, consultation with employer, etc.

\* These services may be appropriate and will not generate a 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.

**SERVICE PROVIDER** - (S#1.14)

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Enter the social security number of the qualified teacher or related service provider. Do NOT enter the social security number of the paraprofessional, parent, or caregiver. If the service is provided by a para, teacher/para combination, enter the supervising teacher's social security number for the whole time. If the teacher's SSN is unavailable or unknown, use 999999999.

## SERVICE-SETTINGS-

The service setting is the location where special education or related service is being delivered. \*

### Service Settings for Special Education Students:

(S#1.10)

#### CODES:

- A:** Home-Based: "Home-based program" The delivery of any direct special education service provided 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 Setting: Includes settings for preschoolers or kindergarteners with disabilities that receive special education or related services in educational programs designed primarily for students without disabilities. See regular early childhood programs on page 14.
- C:** Special Ed Direct Services in a General Ed Classroom in an Elementary or Secondary Building: Includes settings where students with disabilities are educated with students who are not disabled, this includes but is not limited to general education classrooms, lunch room / cafeteria, recess, passing periods, and nurse or counselor office.
- D:** Non-School Settings: Includes settings for students who receive special education or related services in non-school or off-campus centers, such as Public libraries, doctor offices, rehabilitation centers, speech pathologist homes, church facilities, community centers, SRS Group Home, parks, recreational centers, settings 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 settings in which students develop skills where they will ultimately be performed. Service settings 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.
- F:** Early Childhood Special Education Classroom: Includes settings for preschool students who are: Removed from their regular preschool program to receive special education or related service(s) in separate locations or rooms apart from their non-disabled peers.  
Special education programs for preschoolers with disabilities that have classrooms with no (zero) non disabled peers. Including but not limited to one-on-one support for preschool children who come to the preschool and receive services on an itinerant basis.  
Early childhood special education program settings may be housed in, but is not limited to special education classrooms in public or private / parochial school buildings, off-site public or private preschool centers.
- G:** Special Ed Direct Services in a Special Ed Classroom in an Elementary or Secondary Building: Includes settings where students with disabilities are removed from the general education environment or preschool classrooms. Include resource room settings for preschool children who come to the elementary school and receive services on an itinerant basis.
- 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 settings for students who are incarcerated in any facility under the jurisdiction of the criminal justice system, including but not limited to local or Co. jails, juvenile or adult detention facilities, state penal institutions, **PRTC** or level 6 facilities. K.S.A. 72-8187.
- J:** Special Day School: "Special day school" means the delivery of special education services in a special purpose school or any segregated building that provides any of the following:
  - (1) specialized curricula for exceptional children;
  - (2) modified facilities and equipment for exceptional children; or

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(3) interdisciplinary, ancillary, medical, psychiatric, or social services for exceptional children, or some combination of these services.

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### SERVICE SETTING CODES: Continued:

- K:** Early Childhood Program Time with out Services (for ages 3, 4, 5) – Include the amount of time the child spends in regular early childhood programs, excluding time when special education services are delivered. These programs may include, but is not limited to: Head Start centers; kindergarten; community based or private preschools, group child care facilities, 4-year old at risk programs, preschool classes offered to eligible pre-KG children by the public school system. The time reported in this setting does not have to be publicly funded to qualify as regular early childhood program time. Early childhood students' school day capped at 480 minutes. Service time plus K time can not exceed 480 minutes for the building(s) were the student participates in regular early childhood program(s).
- L:** Hospital: "Hospital instruction" means the delivery of educational services to children confined to hospitals or convalescent homes for psychiatric or medical treatment on an in-patient basis.
- M:** Residential Setting: "Residential school" means a facility that provides a residential program of treatment and / or special education for exceptional children. Includes any facility, that provides living accommodations and is considered the domicile or temporary sojourn of the students attending and receiving services at the facility.
- O:** Home School: The home setting for students who are "Home Schooled" for general education and receive their special education services in the home school environment.
- P:** Homebound: "Homebound instruction" means the delivery of special educational services in the home of a child whose health problems (physical or mental) are so serious that school attendance is impossible. Students receiving special education services at home because of suspension or expulsion **do not** meet the definition of Homebound instruction.
- R:** Integrated Special Education Setting (age 3, 4, 5): Includes settings for preschoolers with disabilities who receive their special education and related services in programs designed primarily for students with disabilities, and includes a population of children without disabilities at a ratio of less than 50 %.
- S:** Extended School Year Setting: (Service lines are optional - not required by KSDE) Any setting where Extended school year services are provided. Extended school year means special education and related services that are provided to a child with a disability under the following conditions.  
(1) Beyond the school term provided to non-disabled children; (2) in accordance to the child's IEP; and (3) at no cost to the parents of the child Include summer term services. KAR 91-40-01(x)  
ESY services are **never** combined **or used** with regular term placement settings or service times.
- T:** Extracurricular: Includes settings for students who receive their special education or related services to support participation in school sponsored activities outside of the accredited school day. These nonacademic settings may include; counseling or health settings, athletics, supported transportation, recreational activities, special interest groups or clubs, etc., sponsored by the public agency.
- U:** Under Suspension / Under Expulsion: Includes settings for students who receive special education or related services in non-school settings due a disciplinary removal by district administrators.
- W:** Reverse Mainstream ECSE Classroom Setting: Settings for students age 3, 4, 5 who receive special education or related services in special education settings attended by children without disabilities at a ratio of 50 % or more.
- X:** Indirect Services: Indirect service is defined as special education personnel delivering special education and related 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.
- Y:** Juvenile Correction Facility: (Formally called Youth Center) Juvenile Correction Facility school means a school that is operated at a state correction facility to provide education services to youth admitted to the institution. Included are the Atchison, Beloit, Larned and Topeka Juvenile Correction Facilities

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

**2009-2010 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 that occurred  
in the 2009-2010 School Year

**Service Setting Delivery Models**

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

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

**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; kindergarten; community based or private preschools, group child care facilities, 4-year old at risk programs, preschool classes offered to eligible pre-kindergarten children by the public school system. **Participation in these programs without SPED services or support can be reported as K-Time.**

**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** ⊗

- Minutes / Days / Weeks must be a consistent, accurate representation of service delivery models.
- ☒ Block schedule times may be combined if services, settings and providers do not change.

**Minutes** – (S#1.11) The actual number of minutes per day of special education or related services delivered in each different service setting. **Not to exceed the total minutes in a single school day.**

**Days** – (S#1.12) The actual number of days per week the student receives the specific service.

**Weeks** – (S#1.13) The actual number of weeks out of the school year, the student receives a specific service. The weeks reported on the MIS must be within the current fiscal year.

Non-consecutive weeks must reflect the service delivery model and not be averaged across the year.

e.g. 18 weeks for 2 quarters, 9 weeks for monthly services, 18 weeks for bi-weekly (block) services.

If a response to verification flags, overlap of services, gap reports etc. includes changing or adding of additional service line data including minutes / days /

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weeks etc., then the additional service data must be entered locally in the MIS.  
The student(s) record must be exported from the local MIS database and re-  
submitted to KSDE through the MIS collection system.

**Sex of the Student - (H#22), (KIDS D8)** Gender of the student using the **M** (KIDS - 1) or **F** (KIDS - 0) codes.

**SRS / JJA / Parental Placement (H#21) – Optional - not required MIS data.**

Data is entered into this field only if ALL of the following 3 conditions are met:

1. The student is attending and receiving services in a residential facility, correctional facility or Psychiatric Residential Treatment Center.
2. The Dept. of Social and Rehabilitation Services (SRS), the Juvenile Justice Authority (JJA) or the child's parent placed the student in the residential or correctional facility.
3. The LEA is providing services because the above facility is in the LEA's catchment area.

If all 3 conditions are met, Enter the letter code. 

<b>S</b> for SRS,	<b>J</b> for JJA,	<b>P</b> for Parent,
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Leave the field blank if a USD, COOP or Interlocal IEP team placed the student.

Students reported as SRS /JJA or Parental placements are removed from local SPP calculations for [Indicators 5, 6, 9 & 10](#).

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**STATUS CODES** - (H#14) The status of the student for this school year at the collection point.

**ACTIVE STATUS:** The annual status of students currently receiving special education services.

- B** - Children age 3 who transition from Part C services to Part B by their 3<sup>rd</sup> birthday.
- C** - Continuing Student – from previous school year. Served continuously by the responsible LEA last school year.
- E** - Entering from another District or Agency – from outside the catchment area, this school year.
- I** – Reinitiation of Services; - IDEA Students who have had all of their services revoked by the parent or self (if 18 years of age or older) and services have been restarted this school year.
- K** - Under (Out of School) Expulsion – currently, at the time of the collection.
- N** - New Referral – Students who are referred for special education services the first time in their life under Part B of IDEA or as Gifted by the Part B agency. This status remains with student for the entire school year in which services begin, including those who enter from another LEA.
- Q** - Under Long-term (Out of School) Suspension - currently, at the time of the collection.
- R** - Returning to a Special Education Program: A student who has previously received special education services at some point in their life; completed objectives, dropped out or left services without a written revocation and then returned to services during current school year.

Annual Status – The first status code assigned to the student in the current school year.

### **Assigning an Active Status Code**

The only factor used in determining an active status code is how the student entered special education in the current school year. Active status codes do not change until the school year changes or the student exits. New IEPs written in the same school are not a factor in changing status active codes.

Continuing Status - Is assigned at the beginning of the school year (July 1) for students served last year and remains with the student as long as services are continuous or until the student exits.

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, which ever comes first. If a student originally coded as Transition from Part C, Entering, New Referral or Returning exits and returns - the active status code assigned upon return, shall revert back to the first active status code of the school year

Under Suspension or under Expulsion are assigned if this is the student's status at the time of the data collection.

→ Note: Status Codes "K and Q" shall revert back to the first active status code of the school year at the end of the Suspension or the Expulsion, then becomes "C" at the beginning of the new School Year (July 1).

### **How to code a student who exits, then later re-enters special ed in the responsible LEA.**

- 1) A student moves out of the agency (L-Left State, T-Known, U-Not known to be continuing) and;  
Returns in the same school year with active IEP status = E . With an expired IEP status = E .  
Returns in future school years with active IEP status = E . With an expired IEP status = E .
- 2) A student exits from SPED due to dropping out, or completing objectives and;  
Returns in the same school year with active IEP status = R . With an expired IEP status = R .

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Returns in future school years with active IEP status = R . With an expired IEP status = R .

- 3) A Child turns 3 during the current school year; the only possible annual status can be B or N.  
The child begins services in your district or agency served under your initial IEP status = B or N  
The child enters your district or agency with an IEP from another district or agency status = B or N
- 4) An IDEA student who had services revoked and subsequently began services again on or after 12/31/08  
Returns in the same school year with a new IEP status = I. Remains "I" until next year.  
Returns in future school years with a new IEP status = I. Remains "I" until next year.

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### STATUS CODES - (H#14)

**INACTIVE (EXIT) STATUS:** -Students who no longer receive special education or related service.

**The basis of the student's exit** – (KIDS D28) Documentation must be kept on file to support reported exit.

**D** - Dropped Out of School – (KIDS D28 - 14) **Students with disabilities 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 bases described below. This includes dropouts, runaways, expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters.**

Out.

Reported to OSEP as a Drop

**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 or **is enrolled in a GED program** (KIDS D28 - 19). Reported to OSEP as a Drop Out.

**L** - Left State - (KIDS D28 - 3) LEA has obtained evidence student is continuing in General or Special Education in an LEA outside the state of Kansas. If the student has left the state and the LEA has no evidence the student is continuing in another educational program, then the status is "D".

**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.

**W** - **Written revocation of services - by parent or by student (if 18 years of age or older) and the LEA has evidence the student is continuing in the general education environment.**

**A** - **Action initiated Withdrawn from Special Education – by parent or student if services have ceased due to an act taken by parent or student (without written revocation of services) and the LEA has evidence the student is continuing in the general education environment.**

⇒ **Include (A and W) students who exit SPED services for Home Schooling, enroll in a private / parochial or virtual school, and **NO** Special Ed services are provided.**

**X** – Deceased (KIDS D28 - 10)

**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 enrolled in General or Special Education in another Kansas district or agency.

### **Special Education Transportation Provided (H#17)**

Enter **Y** if this student receives transportation that is provided to Special Education students that is not available to Regular Education Students. Leave **BLANK** if **NO SPED** transportation provided.

**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 on a report indicating the nature of the discrepancy. A response is required for all students listed on this verification report. Responses must address the data discrepancy and may include information to either modify the

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original data or to confirm the original data is correct. A response of OK will not be accepted, without an explanation substantiating why data, that is outside of the verification parameters, is correct. KSDE will make changes to the MIS based on the instructions provided from the verification list. LEAs submitting data modification instructions to KSDE must make the same data modifications at the data source and in their local 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

Funds 1, 2 & 4: All fields will be checked for discrepancies. Fund 5: Verifications are not run

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)

### DATA SUBMISSION SCHEDULE

#### **Beginning Year Set-up: - School Calendars and Building Times**

##### **Time Line:**

**October 1** Agencies exchange calendars for out of district attendees.  
to KSDE will request all FY2010 calendars to be e-mailed to the SPED Data Mgr.  
**October 31** Updated building profiles will be provided by KSDE to all reporting agencies

#### **December 1 Child Count:**

*Data Required* – All Active Students - Each LEA must report to KSDE every active SPED student enrolled and receiving services from the responsible LEA on December 1 of the current school year.

**Reports must reflect the student's educational program in effect on December 1, for FY 2010**

##### **Time Line: -**

**November 15** – Collection window opens. Data may be uploaded to the MIS collection server.

**December 31** – Deadline for initial submission of MIS data for all active student to KSDE.

**January 31** – Deadline for initial Verification responses, all LEAs will be measured for timeliness.

**February 28** – Collection window closes. After this date, additional records, revisions, updates or exit logs will not be accepted. All final verifications, discrepancies, duplicates / overlaps must be resolved. Corrections to the preliminary child count and Indicators 9 & 10 the disproportionate representation tables must be reported to KSDE by **Feb. 28**.

All agencies will be measured for timeliness and accuracy based on the finalization of data.

**End of Year Comprehensive Report:** Collection of EOY data will be completed in two phases.

#### **(1) Students with Contracted Services for Non-Public Equivalency or Catastrophic Aid Reports:**

*Data Required* – All students with Non-Public Equivalency contracts or Catastrophic Aid applications.

##### **Time Line: -**

**April 1 to April 30**. Collection window is open and all data must be submitted to KSDE.

**May 1** Collection window closes. All verifications and discrepancies must be resolved.

#### **(2) All Part B & Gifted Students:**

*Data Required* – All Students who were **served** at any time during the current fiscal school year (July 1 through June 30). Include only the services delivered during the 2009-10 school year.

##### **Time Line: -**

**May 15** – Collection window opens. Data maybe uploaded to the MIS collection server.

**June 30** - Deadline for initial submission of MIS data for all students served to KSDE.

**August 15** - Deadline for initial Verification responses, all LEAs will be measured for timeliness.

**September 15** – Collection window closes. After this date, additional records, revisions, updates or exit logs will not be accepted. All final verifications, discrepancies, duplicates / overlaps must be resolved by **Sept. 15**.

All agencies will be measured for timeliness and accuracy based on the finalization of data.

**2008 - 2009 KSDE - IDEA Part B and Gifted Special Education Data Dictionary**

**2009 - 2010 KSDE - IDEA Part B and Gifted Special Education Data Dictionary**  
**OSEP Compliance Indicator 20**

Timely and Accurate submission of data: All Part B and gifted MIS student data submitted to KSDE must be an accurate representation of the student's special education program, determined by the student's IEP team. MIS data elements shall not be manipulated, fabricated or altered in any way that creates a distortion of the frequency, duration or location of services or attempts to avoid detection by the KSDE verification process. If a data file or any part of a data file is submitted to KSDE contains fabricated or manipulated data, KSDE considers the entire file to be invalid and out of compliance. KSDE will not accept any data file(s) that contain fabricated or manipulated information. KSDE compliance monitors will examine the accuracy of **ALL** MIS data including the timeliness and accuracy of MIS data submissions and reports this on the District Data Rubric. Any agency not meeting the deadline or identified as submitting invalid or inaccurate data will be considered non-compliant for timeliness and/or accuracy.

### **Key dates used to measure timeliness**

#### **December 1 Child Count:**

- December 31** – Deadline for initial submission to KSDE of MIS data for all active students.  
Initial submissions will be date stamped by the KSDE Authentication System. Initial submissions uploaded after this date will be considered untimely on the District Data Rubric.
- January 31** – Deadline for initial Verification responses.  
Initial verification responses date stamped after this date will be counted as untimely on the District Data Rubric.
- February 28** – Collection window closes. All data must be finalized  
All discrepancies and verifications must be resolved by this date to be counted as timely on the District Data Rubric. Subsequent changes to data will result in loss of points for Indicator 20.

#### **End of Year Comprehensive Report:**

- June 30** - Deadline for initial submission to KSDE of MIS data for all students served.  
Initial submissions will be date stamped by the KSDE Authentication System. Initial submissions uploaded after this date will be considered untimely on the District Data Rubric.
- August 15** - Deadline for initial Verification responses.  
Initial verification responses date stamped after this date will be counted as untimely on the District Data Rubric.
- September 15** – Collection window closes. All data must be finalized  
All discrepancies and verifications must be resolved by this date to be counted as timely on the District Data Rubric. Subsequent changes to data will result in loss of points for Indicator 20.

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

- Data files uploaded to KSDE through the MIS collection server will be date stamped by the KSDE Authentication System.
- Hard copies or paper forms submitted to KSDE must be postmarked by the deadline dates above. Agency directors will be notified when data submitted to KSDE failed to meet deadlines.

The District Rubric – An annual report of timeliness and accuracy of data submitted to KSDE.

The district rubric is a grid that awards points for the successful completion of submitting timely and accurate data to KSDE in accordance with the collection timelines, requirements, specifications, completeness of the data and following the collection standard, guidelines and rules. Timeliness and accuracy will be measured under several categories, including 618 data, SPP indicators and participation in training. Points will be awarded on an all or nothing basis. A rubric will be created for each school district. LEAs that submit data for multiple districts will be awarded or subtracted points for each district within their LEA. For example if a coop does not submit their data by the deadline, then all districts in the coop have points deducted for timeliness.

## 2009 - 2010 KSDE - IDEA Part B and Gifted Special Education Data Dictionary

### File Specifications

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 2009 –2010 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 1.01-1.16). For students receiving more than 1 service, additional sets of service data will be appended to the student's record. E.g., the 2nd service consists of fields 2.01-2.16, the 3<sup>rd</sup> service 3.01-3.16, 4<sup>th</sup> 4.01-4.16, etc.
- 3) All individual student records must be reported in ASCII text file format. Each field must be delimited with either a tab character (→) or a comma (,) and ending a carriage return (¶) following the last service field.

### FY 2010 ASCII TEXT FILE SPECIFICATION

	Sequence	Field Name	Max # of characters
Header Record  Fields 1 - 21	1	KIDS ID	10
	2	Local ID	20
	3	Last Name, Student's Legal	20
	4	First Name, Student's Legal	20
	5	Middle Initial, Student's Legal	1
	6	SSN of Student	9
	7	Birth Date	10
	8	Ethnic Group	1
	9	Racial Category	5
	10	Grade Level	2
	11	Eligibility Funding Source Code	1
	12	County of Residence	2
	13	Exit Date	10
	14	Status Code	1
	15	Language of Student	1
	16	Language of Parent	1
	17	Special Ed Transportation	1
	18	Extended School Year - ESY	1
	19	Behavior Intervention Plan - BIP	1
	20	All Day Kindergarten	1
	21	SRS / JJA / Parental Placement	1
	22	Sex	1
Variable Length Service Data Set  Fields 1.01 - 1.16	1.01	Fiscal Year	4
	1.02	IEP Date	10
	1.03	Assign Child Count	4
	1.04	Responsible Bldg Identifier	11
	1.05	Neighborhood Bldg Identifier	11
	1.06	Attendance Bldg Identifier	11
	1.07	Primary Exceptionality	2
	1.08	Secondary Exceptionality	2
	1.09	Service	2
	1.10	Setting	1
	1.11	Minutes	3
	1.12	Days	1
	1.13	Weeks	2
	1.14	Provider-SSN	9
	1.15	Start Date	10
	1.16	End Date	10

## **Creating MIS Data Files**

### LEAs using the LEAMIS Database:

December 1 – Exporting active students - Export Active student data from the LEAMIS Database to a text file by using the *Export-State MIS* process under the Utilities menu > Import Export. This data file will contain special education services entered for the current fiscal year. This includes all known services delivered up to the collection point (December 1), plus all of the student’s anticipated services for the current school year.

June 30 EOY – Exporting all students Active and exits - Export All MIS student data from the LEAMIS Database to a text file by using the *Export-State MIS* process under the Utilities menu > Import Export. This data file will contain all special education services delivered to the student by the responsible agency from the students first day of attendance to the student’s last day of attendance in the current school year.

When exporting contract service data, use the *Export-State Contract data* button under the Utilities Menu > Import / Export to create a separate contracted services text file.

When exporting catastrophic aid data, use the *Export-State catastrophic aid* button under the Utilities Menu > Import / Export to create a separate contracted services text file.

LEAs using the ASCII Text File Reporting Method: The student data is submitted to the Student Support Services Data Manager twice a year as an ASCII TEXT file. The file specifications are listed above, see FY 2010 ASCII TEXT FILE SPECIFICATION.

All buildings must be reported with a unique number. See Building Identifier for the format. Because the data reported is only relevant to the current school year, the source for this data may be derived by combining service data from more than 1 IEP to account for all days of services.

Example 1 – A continuing student with an November 3, 2009 IEP date

December 1, data – Report all services, known and anticipated services for the school year

June 30, EOY data – Report all services, known and anticipated services for the school year

For both data submissions report all IEPs that were in effect, the first set of weeks of service are from the Nov. 3, 2008 IEP, the Nov 3, 2009 IEP anticipates services to the end of the school year.

Example 2 – A continuing student with an April 10, 2009 IEP date

December 1 data – Report all services from the first day of school to April 9, 2010

June 30, EOY data – Report all services from the first day of school to April 9, 2010

Plus all services from the April 10, 2010 IEP to the last day of school.

Example 3 – A student begins special education in your LEA for the first time in October 2009

December 1 data – Report all services from the first day of service to the last day of school

June 30, EOY data – Report all services from the first day of service to the last day of school

Example 4 – A student exits your agency

December 1 data – If student is active on December 1 report as instructed above

December 1 data – If student exits prior to December 1, then student is reported in June only

June 30, EOY data – Report the actual number of weeks for all services delivered by your

agency between the student’s start date up to the date they exited your agency.

## **Reporting Data Files to KSDE**

All student data must correspond to the file specifications as described in the data dictionary, or they will be rejected. All **student** data files are submitted to KSDE by uploading the file the Special Education MIS Collection System at <https://online.ksde.org/authentication/login.aspx>.

File titles / names must contain the LEA number and be 10 characters or less in length. All files submitted for tech support must include the name “TIM” in the file title. Notify KSDE upon upload.

**Confidential student data may NOT be attached to e-mail messages and sent to KSDE**

## 2009 - 2010 KSDE - IDEA Part B and Gifted Special Education Data Dictionary

### **Creating a School Calendar** – Step 1- Determining the number of weeks of school.

A LEAMIS school calendar is a tool that performs an essential function for MIS data entry and verification. LEAMIS uses the number of weeks a school is in session, then automatically allocates the number of weeks of service across the school year on an MIS service line.

Complete the following steps using the agency’s board approved calendar, Identify the following

- ⊙ The students’ first day of school and the students’ last day of school. ESY is not considered.
- ⊙ Identify all days classes are not in session, including holidays, in-service days, conferences, etc.
- ⊙ Count the number of student contact days, divide this number by the number of school days. For example: 180 contact days ÷ 5 days a week = 36 weeks.

Partial or half school days count as a whole day. If total weeks are fractional, round up.

- ⊙ Create a separate school calendar for each district within a COOP or Interlocal.

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

  

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

**The above calendar is only an arbitrary example of how to do the calculation and is not representative of any school district and may not be used as an actual calendar for MIS purposes.**

### **Numbering the Weeks of School** – Step 2 – Allocating within the school year July 1 –June 30

After class days and weeks have been determined, the weeks of school are numbered. The number of school weeks must be accounted for within the number of calendar weeks. Follow these steps in order to reach the school week total. If at any point below the week total is reached from step 1, stop subtracting.

- 1) Subtract known weeks that are not in session such as Christmas / spring break from the calendar.
- 2) The first week of school, if it begins on a Thursday or Friday, subtract the first week from the calendar.
- 3) The last week of school, if it ends on a Monday or Tuesday, subtract the last week from the calendar.
- 4) Subtract a partial week such as Thanksgiving; school is typically in session only three days that week.

See example below; Enter the week numbers into the LEAMIS database and report to KSDE

Date	8/16	8/23	8/30	9/6	9/13	9/20	9/27	10/4	10/11	10/18	10/25	11/1	11/8	11/15
Week #	1	1	2	3	4	5	6	7	8	9	10	11	12	13
Date	11/22	11/29	12/6	12/13	12/20	12/27	1/3	1/10	1/17	1/24	1/31	2/7	2/14	2/21
Week #	14	15	16	17	17	17	18	19	20	21	22	23	24	25
Date	2/28	3/7	3/14	3/21	3/28	4/4	4/11	4/18	4/25	5/2	5/9	5/17	5/23	
Week #	26	27	28	28	29	30	31	32	33	34	35	36	36	

### **Accounting for a Relationship between Calendars and all Attendance Buildings**– Step 3

Fund 1 USD – Every USD has a calendar. Each attendance building relates to a specific calendar. The district calendar applies to all the district buildings unless, a building deviates from the district calendar.

**Only** then is a specific building calendar created. For students attending out of district buildings, **obtain** the calendar **from the responsible agency**. Some Private / Parochial schools may follow a USD calendar. Contact KSDE to set a relationship between the Private / Parochial school and the USD calendar.

Fund 2 agencies – Create one building specific calendar for each building in your agency.

### **Board Approved Calendars** – Step 4

The LEAMIS calendar function requires an anticipated calendar for the upcoming year to be created for auto entry of services. When the local board determines the official school calendar mark the updated calendar as “board approved”.

**Submitting calendars to KSDE:** - Calendars must be created in a LEAMIS file format, exported from LEAMIS and sent to KSDE as an e-mail attachment. Calendars are sent to KSDE upon request.

**Building Number Reference**

List of ATTENDANCE buildings that are not considered neighborhood schools		List of Default numbers for Non-Accredited Buildings	
<b>Bldg.</b>	<b>Name</b>		
0884	KSD - Elementary	<b>Do not</b> change any building with a state assigned building number to a generic default number below.	
0886	KSD - Sr. High		
1881	Heartspring		
3140	Hutchinson Correctional Facility	<b>Default Numbers for Buildings Without State Assigned Building Numbers</b> A = Attendance Building / N = Neighborhood school	
4680	George York (Osawatomie St. H)		
4727	Lakemary Center	<b>Bldg.</b>	<b>Name</b>
5804	Atchison JCF - Bert Nash	9987xxx	A Off-Site - Community Based locations and non-public school Buildings - Libraries, SRS Group Homes, Offices, Private Business, Recreation or Sports Centers, Treatment Centers, Private Alt Schools, Job Sites (off campus and temporary work positions on school property)
6952	Forbes Juvenile Attention Facility		
7347	Winfield Correction Facility		
7430	Lansing Correctional Facility		
7432	Lansing Correctional Facility-E		
7978	Hays Area Children's Center		
8156	Larned St Hosp - Elementary-Westside		
8158	Larned St Hosp - Secondary-Westside	9988xxx	A Hospitals
8362	Lamb Preschool Part C		
8411	Community Service Center KCK	9989xxx	A Off-Site Public School (administered) Preschool, Headstart <b>NOT</b> housed in a public school building
8427	Rainbow Mental Health Facility		
8428	KSB - Elementary	9990xxx	A Home - Home of the Student. Home schooled, N Home based or Homebound.
8432	KSB - Secondary		
8567	Topeka Correctional Facility	9991xxx	A Incarcerated-Buildings Under the Jurisdiction of Local Law Enforcement, JJA, KDOC, or the Court System, include level 6 Juvenile Detention Centers defined in KSA 72-6408(n).
8568	Capper Foundation		
8571	Topeka ARC		
8574	Topeka JCF - Lawrence Gardner		
8577	Greenbush Topeka - Project Plus	9992xxx	A Private / Parochial Schools N grades KG-12 (Non-Accredited)
8595	Project Alternative		
8614	Special Purpose School - Parsons S H	9993xxx	A Community Based - Non-Public (administered)- Preschool Day Care or Headstart (Incl. Federal)
9401	KUMC Hartley Family Center		
9494	Rainbows United		
9905	Early Ed Center of Hutchinson	9994xxx	A Public School Administered Special Day / Alternative Schools Off Campus Educational Centers Administration Buildings
9906	Futures Unlimited		
9915	Prairie View School		
		9995xxx	A Out of State Buildings N
		9996xxx	A Regular Early Childhood Program without special education services or support. Use for reporting of off campus - group child care K time only.
<p><b>Note:</b> xxx above indicates a USD (3-digit) or Agency (4-digit) number. For each generic default number (prefix) the USD (xxx) or Agency number (xxxx) is appended to the prefix to make these generic default numbers unique. All generic default numbers must be reported in this format.</p> <p style="text-align: right;">☞ See Buildings Identifiers</p>			

The field sequence numbers will be referenced with their corresponding field definition through out the Data Dictionary. Header data will be indicated with H# for example Birth Date = Header field 7 or (H#7)  
 Service data will be indicated with S# for example Assign Child Count = Service field .03 or (S#.03)



## **ASSIGNING A Pseudo Social Security ID NUMBER**

Since the 1994-95 school year, every student in the Special Education MIS data system has been required to have a unique ID number. The preferred number is the student's social security number. If it is not possible to obtain a student's social security number, the following procedures should be used to assign a pseudo number to be entered in the social security number field of the database.

### **Assigning the First Pseudo Social Security ID Number**

Begin a series or sequence of numbers. Make and keep a list of numbers used and the student the ID number are assigned to. Use this list as a reference, the next number in the series is the number assigned.

**USDs:** Those USDs and COOPs using funding code 1, 4.

All assigned numbers must be nine (9) characters with "X" being the first character. Determine the responsible district of the student. Assign that 3-digit number after the X. The first student will then be assigned the number 00001, the second number 00002, etc.

For example, if the responsible district is 123, first number assigned is X12300001; your next would be X12300002, etc.

**KSD, KSB, Special Purpose Schools, Dept. of Corrections or Part C Agencies:** Those agencies using funding code 2 or 4.

All assigned numbers must be nine (9) characters with "X" being the first character. Determine the responsible building of the student. Assign that 4-digit number after the X. The first student will then be assigned the number 0001, the second number 0002, etc.

For example, if the responsible building is 1234, first number assigned is X12340001; your next would be X12340002, etc.

### **Assigning subsequent numbers - use the following procedures:**

- 1.**For new referrals and continuing students:** At the time the IEP is done, and only if a social security number cannot be obtained, assign the next number in the series for students enrolled in that LEA or in that attendance building (fund 2).
- 2.**For students transferring in from another LEA:** Check the record carefully to see if a Social Security Number or a Special Ed ID number has already been assigned. Once a number is assigned to a student, it should stay with that student when transferring from district to district. If there has never been a number assigned, attempt to obtain the students Social Security Number. If the Social Security number is unobtainable, assign the next Special Ed ID numbers in your series.
- 3.**For students transferring out to another LEA:** Be sure a record of an assigned Special Education ID Number goes with the records to the new LEA. They will need it for their MIS database.
- 4.**When a social security number is obtained after a Special Education ID Number has already been assigned:** Use of the social security number is always preferable to the Special Education ID Number and the MIS database should be changed immediately when a Social Security Number is obtained.
- 5.**Retiring a pseudo special education ID number:** In the case where a legitimate social security number is discovered, the pseudo special education ID number must be retired and not reused for any other student.
- 6.If a student with a pseudo ID number appears on the duplicate verification and the matching student is a valid duplicate and has a legitimate social security number, it is acceptable to adopt the discovered social security number and retire the pseudo Special Education ID number.

**2009 - 2010 KSDE - IDEA Part B and Gifted Special Education Data Dictionary, Appendix**

**Verification Checks for Student MIS**

**Codes Check Description**

# Indicates the service line number that contained the data discrepancy that generated the verification check.

- A# Attendance building not a valid building number or blank.
- ACC Assign child count LEA or Building does not belong to reporting agency.
- AKG All Day kindergarten / Preschool confirmation field has an invalid character, (not Y or blank)
- AL# Alternative school setting used with a regular ed attendance building
- AS# Attendance building(s) and service settings do not correspond. *May not OK, Must correct!*
- B1 Date of birth missing or not a valid date.
- B2 Birth date in error because calculated Dec. 1 age is greater than 22, or age less than 3
- BMP Behavior Management Plan confirmation field has an invalid character, (not Y or blank)
- C# Calendar not found for attendance on service line #.
- CMB Location of services is community based (E) for a preschool student. Verify location of service.
- CST Consulting time is less than 3 or greater than 25 minutes. (Assistive technology & Audiology excluded)
- CTY County of residence missing or invalid.
- D# Days blank or exceed building maximum or exceed the range between the start and end dates
- EN# Service end date is blank or invalid {before the start date, not in the current Fiscal Year, extends beyond the start date of the next IEP, extends past the exit date or is an illogical integer (15/32/25)}
- ESD Earliest start date of services is after the collection point.
- EST Extended School Term confirmation field has an invalid character, (not Y or blank)
- ETH Ethnic Group (Hispanic or non- Hispanic) and / or all Racial Categories invalid or not reported.**
- EX1 Exit date outside range of July 1-June 30 of current fiscal year.
- EX2 Exit date is > 30 days after IEP expiration date.
- EX3 Exit date and the IEP date are the same day. *May not be verified as OK*, actual IEP date must be reported.
- EX4 Student is reported as exiting after collection point, after December 1 or June 30.
- EX5 Exit date missing or not a valid date for student with exit status.
- EX6 Exit date valid but status is not an exit status.
- F01 Funding missing or not 1, 2, 4, 5.
- F02 Funding=1 Primary exceptionality is "GI" and second exceptionality is "GI" or blank, or Assign child count is **not** a 3-digit number.
- F03 Funding=2 and Assign child count is **not** a 4-digit number.
- F04 Student's age is ≤ 2 or student's age is ≥ 23.
- F05 Funding=4 and primary exceptionality is "GI" and second exceptionality is a disability code.
- F06 Funding=4 and primary exceptionality is a disability code and second exceptionality is "GI"
- F07 Funding=4 and primary exceptionality is a disability code and second exceptionality is a disability code.
- F08 Funding=4 and primary exceptionality is a disability code and second exceptionality is blank.
- F09 Funding =2 and responsible USD is between 101 – 512 or LEA is between 202 – 637.
- FY# Invalid or blank fiscal year in the service line
- GR1 Grade missing or not one of PR, P3-6, KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12.
- GR2 Grade level does not match age range. Age verified to be with in a specific range for each grade.  

PR=3-6,	KG=5-7,	01=5-8,	02=6-9,	03=6-10,	04=7-11,	05=8-12,	06=9-13,
P3-6=3-6,	07=10-14,	08=11-15,	09=12-16,	10=13-17,	11=14-18,	12=15-22	
- GR3 Grade is ≥1 and the attendance building is a preschool
- GR4 Grade is ≤ 10 and status = Graduate with diploma.
- I1 Record contains an IEP staffing date that is missing or is an invalid date, illogical integer (15/32/25).
- I2 Student's most recent IEP date is older than 12/01/2008 for December 1, or 6/30/2009 for EOY collections.
- I3 IEP date is after the exit date. *May not be considered as OK, exit day or IEP day must be modified.*
- I4 Student's most recent IEP date is after 12/01/2009 for Dec. 1, or 6/30/2010 for EOY collections.
- INC Student has overlapping services of incarceration settings and settings outside of the correctional facility.
- INT Services - AC, SH, IN & NU times exceed the classroom possibilities

**Codes Check Description Verification Checks for Student MIS**

J#	Setting missing or not one of A, B, C, D, E, F, G, H, I, J, L, M, O, P, R, S, X, Y for service line(s).
JA	Building setting does not qualify for SRS, JJA or Parental placement data. Settings not (L, M, J, D, Y, I)
JHS	Homebound setting "P" is used in combination with school based settings.
KID	The KIDS student ID number is either blank or invalid.
KTS	The service line(s) that contains a K setting also contains a special ed or related service, or a provider.
KTX	The amount of K time in combination with service time exceeds the buildings cap per school day.
LGS	Language of student missing or not one of A, C, D, E, F, G, H, I, K, L, M, N, O, P, R, S, V, W, X.
LGP	Language of parent missing or not one of A, C, D, E, F, G, H, I, K, L, M, N, O, P, R, S, V, W, X.
M#	Minutes missing or minutes exceed amount of class time in the attendance building's school day. Review Building Profile for accuracy of minutes listed. (# = service line number.) N First, Middle, or Last name of student missing. non-alpha characters are used. NSL No service lines.
O1	Neighborhood building is invalid, #9987 - 9989, 9991, 9993 – 9994, State operated or admin bldg.
O2	Any service setting contains "O" and neighborhood school is not Home.
Q1	Primary Exceptionality missing or invalid.
Q2	Secondary Exceptionality invalid.
OSL	Only one service line and the student has 2 areas of exceptionality.
Q5	Primary exceptionality is DD and age is outside the 3 - 9 range.
Q6	Primary exceptionality is DD and Secondary exceptionality is a disability code.
Q7	Primary or Secondary exceptionality is SL (Speech Language) and SS (Related Service) is used.
P#	Provider SSN blank, not 9 digits or an invalid number on any service line. (# = service line number.)
PR#	Number of weeks of services may not have been prorated based on exit date (# = service line number)
PRS	Student's grade is 1 or higher and the location(s) of services are in a preschool classroom. (B, F, R, W)
R1	Responsible building is invalid, generic #9987-9995, private / parochial, administration or home.
R2	Responsible building does not belong to assign child count LEA (Fund 1), Fund 2 buildings do not match.
S1	Enrollment Status missing or not valid status code.
S2	Students age 3 (w/ DOB as of 06/01/06) and status is not (N) New referral or (B) Transition from Pt. C.
S3	Status code M used for a student under the age of 21.
SEX	Sex is not M or F, or is blank
SRS	Non-LEA placement code is invalid. Data must be coded as J, P, S or blank.
SSN	Student Social Security Number missing, all zeros or non-numeric (except 1st letter X) Student Social Security Number contains less than 9 numbers, or is an invalid number.
ST#	Service start date is blank or invalid {prior to the first day of school, after the service end date, past the exit date, before the student's 3 <sup>rd</sup> birthday, not in the current FY, prior to the IEP date, or an illogical integer (15/32/25)}
TME	Total time for all services exceeds amount of class time in the attendance building's regular school term. <u>This verification may not be reported to KSDE as OK, MIS data must be corrected.</u>
TRN	Transportation confirmation field has an invalid character, (not Y or blank)
USX	Student is reported as an out of school suspension or as an expulsion (at the collection point) and service setting is not "U".
V#	Service code invalid for service line. All service lines must have valid service code. (# = service line number.)
VGI	Student is identified as Gifted and there are no Gifted services reported on services lines. Gifted services are listed on lines and MIS does not report a Gifted exceptionality
W#	Weeks blank, not in the 1-52 range, or contradicts the week number assigned in the calendar based on the service beginning and end dates as calculated in "LEAMIS / MIS Time".

KSDE expects all LEAs to follow the MIS rules as instructed in this Data Dictionary. KSDE reserves the right to analyze all data element(s) submitted. This list of verifications may change as necessary with or without prior notice.

Verification may not be ignored! Unanswered verifications, responses of unknown or unavailable data are not acceptable and will be returned. If you are unable to determine how to make corrections to data flagged for verification, you must contact the KSDE special education data manager for instructions.

## What to Look For

### Possible Solutions and How to Answer the Verification Checks or Issues in Question

Below are some possible reasons why a student is flagged for verification. Based on the verification code, the following are explanations as to what data elements need to be modified to report correct information.

Code:

- AS# Service settings are not available in the attendance building. Based on the building profile. Check to see if correct attendance building is used. Have the programs in that building changed? Does a second attendance building need to be added or deleted, or are the settings wrong? This may not be verified as OK, something needs to be fixed
- GR2 Students age is outside the typical range for the student's grade level. Look at the student's date of birth – if date of birth is correct then, look at the reported grade level.
- TME Student record has more time that is available in the attendance building. Review total time in all service lines for errors in arithmetic, duplicated time in other lines, etc
- M# Minutes exceed the amount of class time as listed in the building profile. Check to see if time in extracurricular settings has been added into class time settings Check to see if the amount of class time has changed and the building profile needs to be updated. Check for blank or zero values in the Building Profile.
- OSL Student has more that one exceptionality, but there is only one service line. Verify the number of exceptionalities is correct. Has the student competed objectives for one exceptionality and is continuing to services for another. Look for a change of placement. Check to see that an exceptionality that was added later, got pasted into a prior IEP service line. Verify that all services delivered to the student are accounted for. The focus is on the number of services, not the provider nor the services setting.
- Q5# Student has an exceptionality of DD and based on the service line end dates, the DD designation extends beyond the student's 10<sup>th</sup> birthday. To fix, end the DD service line prior to the 10<sup>th</sup> birthday then add the appropriate disability code to service lines from that point forward.
- ST# Student has an invalid start date. Check the calendar start date. Services can not start prior to the first day of school. Start date can not be prior to the child's 3<sup>rd</sup> birthday. Check the IEP date; services can not start prior to the IEP date.
- No Services – At the beginning of the year – Student's annual status = "C" continuing services from the prior school year and the earliest service begin date is after the first week of school.  
Solutions: Status is incorrect, student is not continuing  
Correct calendar is not being applied to the building / program.
- No Services – At the end of the year – Student's annual status is an Active Status and the latest service end date is more that one week from the building's last day.  
Solutions: Status is incorrect, the student has exited services  
Service end date is incorrect; services were delivered beyond this point

## Managing Building Time

There are times when building data is not available from the Principal's Building Report. Examples include but are not limited to non-accredited private / parochial schools, community based preschools, special education programs in off campus settings, etc. It is the duty of MIS clerk to discover the information needed to complete the building profile

To determine building information to be entered in the building profile the following details must be known.

- I. The building's configuration
  - a. Is the building administered by the public school system {(USD or COOP) [type D0]} or is it privately run {type X0}.
  - b. What are the grade levels are present in the building? {Level 2 –High school, 3 – Jr. High, 4 middle school, 5 – preschool, 7 – elementary, 9 - multilevel, 10 – Infant toddler ntwk.}
  - c. What service settings are available in the building? Is it attended by only IEP students or a combination of IEP and non-IEP students, what type of preschool programs?
- II. The building's schedule
  - a. The bell schedule must be identified, first bell, dismissal bell, lunch period.
  - b. The number of days in session is needed
  - c. What school calendar does the building follow?

To determine this information the MIS clerk must call the building's administrator. The follow series of questions serve as an example of how to ask an administrator to discover the information needed.

1. Q. What time is first bell? – A. 8:10 am
2. Q. What time is dismissal bell? – A. 3:20 pm
3. Q. How much time is taken for lunch? – A. 30 minutes
4. Q. Is you school in session 5 days per week? – A. Yes, 5 days
5. Q. Can you fax me a copy of your school calendar?
6. Q. How many days per week is kindergarten in session? – A. 4 days.
7. Q. What is the start and end times of your Kindergarten session? - A. 8:15 am to 11:45 pm
8. Q. Is the kindergarten class a single session or a morning and afternoon session? - A. 1 session
9. Q. Does the building's preschool program follow the same daily schedule as the KG? – A. No
  - a. If no, then questions 5 through 8 must be asked in terms of the preschool.
  - b. New calendars must be created in all cases where the building or program does not follow the same calendar as the USD.

Using the data above one can determine the building profile information.

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Start	8:10 am		Days in session	5
End	3:20 pm		KG minutes	210
Total Day	430 minutes		KG days in session	5
(minus Lunch)	(30)		PR minutes	180
Class time	400 minutes		PR days in session	4
Calendar Designation	USD 123		Preschool Calendar	Building 8588

There are times when a kindergarten or preschool deviates from the schedule of grades 1-12. In this case a new building must be set up in the 99xx series to accommodate the program.

In any case it is imperative that all building profile data be coordinated with the KSDE SPED Data manager to assure the local building profile and the Master Profile are identical. All new buildings must be marked to "USE this building" in the building profile, retired buildings would have the "USE" deselected.

## Building Profile

This is a table in the MIS database that contains information about all buildings used in a student record.

### Definitions

1. Total Building minutes – The number of minutes between the starting bell and dismissal bell
2. Class time – The number of instructional minutes in the buildings school day (includes recess and passing periods). Class time equal the total building minutes minus the lunch period.
3. Kindergarten minutes – The number of minutes of the longest kindergarten session offered.
4. Days per week – The number of days per week the building is in session
5. Weeks per year – The number of weeks equals the total school days for the school year divided by the number of days per week The building is in session (rounded up to the next whole week).
6. Preschool Minutes per session - The number of minutes of the longest preschool session offered.
7. Preschool Days per week - The number of days per week the preschool is in session.
8. Preschool Weeks per year – The preschool weeks equals the total preschool days for the school year divided by the number of days per week the preschool is in session (rounded up to the next whole week).
9. Preschool calendar – The schedule of when the preschool is in session from the first day to the last day of preschool classes accounting for vacation dates, holidays, and other off days.
10. Total Preschool minutes per day – The total minutes of consecutive preschool session(s) per day
  - a. All day preschool – The minutes per session plus the lunch period
  - b. Single Half Day Session (children dismissed) – Same as minutes per session
  - c. Two Half Day Session (children dismissed between sessions) – Session 1 + session 2.
  - d. Two Half Day Session (children may stay for lunch) – Session 1 + session 2 + lunch
11. Preschool settings – The MIS code of the preschool program(s) offered in the building
  - a. B – Early Childhood settings (Headstart, regular preschool etc.)
  - b. F – Locations or rooms where preschoolers are removed to from their non-disabled peers.
  - c. G – Resource rooms in elementary or secondary buildings
  - d. R – Integrated Special education classrooms
  - e. W – Reverse Mainstream classrooms
  - f. K - Early Childhood settings (Headstart, regular preschool etc.) with out services.

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12. Itinerant services – Services delivered to children who do not participate in preschool programs but travel to an elementary or secondary school for services delivered in resource room settings, then depart upon completion of the services.

Itinerant preschoolers – If an elementary or secondary school does not offer preschool programs, but students are brought to the building for “itinerate” services, then preschool data must be entered into the building profile. To assure itinerate preschoolers calculate the same as other children, replicate the preschool session, days, weeks and calendar designation that is offered in another local elementary school. The service setting for itinerate preschoolers is “G”.

## Reporting 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 for 24 weeks. The MIS would be reported; Line 1 =  $180 \times 2 \times 24$ .

*Example 2* - The RMS program has 180 minutes per session 4 days per week.

Student 2 attends the program 4 days for 36 weeks and receives pull out services for 30 minutes 2 times per week.

The MIS would be reported; Line 1 =  $180 \times 2 \times 36$ , Line 2 =  $30 \times 2 \times 36$ , and Line 3 =  $150 \times 2 \times 36$ .

If a student falls on the “Not in full session” verification report; respond addressing these points

1. Student attends a full session. Refer to the “Reporting Time as it Occurs” support document. Correct the service lines to account for a full day session of services and resubmit the student record.
2. Student attends part time / not a full daily session. Respond as such on the verification report and return the verification report to KSDE.
3. The test for full sessions does not apply to general education programs such as headstart, 4-year old 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 (page 13). 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 <http://www.ksde.org/Default.aspx?tabid=2586>. Selected clarifications are provided below.

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

*Example 4* - Child 4 comes to the preschool for breakfast before the start of the RMS session. Is the pre-session breakfast considered K-time? Yes - if the meal

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

*Example 5* - Child 5 attends both a morning and afternoon RMS session and stays for a lunch period between the sessions. Is the lunch period considered K-time? Same as example 4 above.

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

*Example 7-* Child 7 is a 5 year old kindergartener who spends 90 minutes a day in the resource room. Do I need to report K-Time for a KG student? Yes the remainder of the KG session qualifies as K-Time. If K-Time is not recorded, the student may not count as attending a Regular Early Childhood Program.

## Catastrophic Aid

Because some students have unique or severe physical, mental, social/emotional, or educational characteristics that require expensive interventions, 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 \$25,000 for the school year. The intent of KSA 2000 Supp. 72-983 is to provide relief for costly services that cannot be delivered through the district's normal special education program (e.g., additional and intensive related services or private school placements in- or out-of-state). If the appropriation for the payment of grants under this act is insufficient to pay the full amount, payments will be prorated by KSDE.

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 money requested by the school district must be deposited in its special education fund. Districts also are required to provide financial information to KSDE upon request.

All Catastrophic Aid data must be submitted electronically. This includes both the Justification and Expenditures section. A LEAMIS database is available for data entry and data export to KSDE. To obtain a copy of a LEAMIS database please follow the instructions posted at [www.misdata.org](http://www.misdata.org)

See page iii of the MIS data dictionary for reporting procedures to KSDE. The catastrophic aid data must be reported to KSDE no later than the close of business **April 30, 2010**.

To access catastrophic Aid, LEA's are required to complete and submit the application with the student's MIS.

- A) The application Justification – This section consists of 3 open ended questions
  1. Describe the student's unique or severe physical, mental, social, emotional or educational characteristics that require additional costs.
  2. Justify the cost of the services/placement, as specified in all of the student's IEPs in effect during FY2009, explaining why the student needed the services/placement.
  3. 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
- B) The Breakdown of Expenditures – Enter all amounts in whole dollars
- C) Submit to KSDE the student's current up-to-date MIS record which lists all services provided, including the anticipated frequency, location, and duration of each service for those expenditures itemized on page 2 of the application.

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

### Submission Procedures:

- 1a. Enter the catastrophic aid information into LEAMIS and generate an export file, or
- 1b. Create a text file of the catastrophic aid information in the format as specified on the following page.
2. Export the student's current, up-to-date MIS record from your database. Set the export parameter as June of the current fiscal year. NOTE: MIS data must be complete, up to date and error free.
3. Upload both of these files (the catastrophic aid and student MIS record) to the MIS collection server.
4. Notify the KSDE special education data manager that your files have been posted.
5. **Local formulas for calculating catastrophic expenditures are to be submitted to KSDE upon request.**

### 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

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for payment. 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 SSN numbers is required for all providers to assure proper licensure and payment of catastrophic aid.

### Catastrophic Aid

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

ASCII Text File Format 2009 – 2010 School Year				
	Sequence		Field Name	Field Size
Student Data	1		KIDS ID Number	10
	2		Last Name (Student)	30
	3		First Name	25
	4		Middle Initial	1
	5		SSN of Student	9
	6		Birth Date	10
Justification	7		Question 1 Narrative	Open
	8		Question 2 Narrative	Open
	9		Question 3 Narrative	Open
	10		Assign Payment LEA	3
1000 Instruction	11	100	Personnel Services - Salaries	\$ 6
	12	200	Employee Benefits	\$ 6
	13	300	Purchased Professional and Technical Services	\$ 6
	14	320	Include contract services provided by an agency other than your school district.	\$ 6
	15	400	Purchased Property Services	\$ 6
	16	500	Other Purchased Services	\$ 6
	17	600	Supplies and Materials	\$ 6
	18	700	Equipment	\$ 6
	19	800	Other	\$ 6
2100 Support Services - Student	20	100	Personnel Services - Salaries	\$ 6
	21	200	Employee Benefits	\$ 6
	22	300	Purchased Professional and Technical Services	\$ 6
	23	320	Include contract services provided by an agency other than your school district.	\$ 6
	24	400	Purchased Property Services	\$ 6
	25	500	Other Purchased Services	\$ 6
	26	600	Supplies and Materials	\$ 6
	27	700	Equipment	\$ 6
	28	800	Other	\$ 6
2200 Support Services - Instructional Staff	29	100	Personnel Services - Salaries	\$ 6
	30	200	Employee Benefits	\$ 6
	31	300	Purchased Professional and Technical Services	\$ 6
	32	320	Include contract services provided by an agency other than your school district.	\$ 6
	33	400	Purchased Property Services	\$ 6
	34	500	Other Purchased Services	\$ 6
	35	600	Supplies and Materials	\$ 6
	36	700	Equipment	\$ 6
	37	800	Other	\$ 6
2700 Transportation Services - Student	38	100	Personnel Services - Salaries	\$ 6
	39	200	Employee Benefits	\$ 6
	40	300	Purchased Professional and Technical Services	\$ 6
	41	320	Include contract services provided by an agency other than your school district.	\$ 6
	42	500	Other Purchased Services	\$ 6
	43	600	Supplies and Materials	\$ 6
	44	700	Equipment	\$ 6
	45	800	Other	\$ 6

## Contracts for the Provision of Special Education Services-

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

The purpose of Non-Public Equivalency contracts is to provide a vehicle for the USD, Interlocal, or COOPs to access categorical aid reimbursement for those services delivered under contract by the second party providers. Use this section in lieu of mailing form KSDE C-03a to The Kansas State Dept. of Education.

**Data Fields for Contracted Services:** Please submit an ASCII text file (Tab or Comma Delimited) in the following field sequence.

ASCII Text File Format			
	Sequence	Field Name	Field Size
Header Record ↓	1	KIDS ID Number	10
	2	Last Name (Student)	30
	3	First Name	25
	4	Middle Initial	1
	5	SSN of Student	9
	6	Birth Date	10
	7	Assign Payment LEA	3
	8	Exit Date	10
Variable Length Service Data Set ↓	1.01	IEP or IFSP Date	10
	1.02	Contract Hours	4
	1.03	Contracted Service	2
	1.04	Providing Agency	40
	1.05	Service Start Date	10
	1.06	Service End Date	10
	1.07	Provider SSN	9
	1.08	Provider License Code	2
	1.09	Provider First Name	15
	1.10	Provider Last Name	30

**Requirements for all student records** – Every service delivered to the student under contract for the current fiscal year will be accounted for. Each IEP / IFSP will be itemized and listed individually on a separate service data sets.

Each student record will contain 1 leading header (fields 1-8) followed by at least 1 set of service data (fields 1.01 - 1.10).

For students receiving more than 1 service, additional sets of service data will be appended to the student's record. E.g., the 2nd service set consists of fields 2.01-2.08, the 3<sup>rd</sup> service 3.01-3.08, 4<sup>th</sup> 4.01-4.08, 5<sup>th</sup> 5.01-5.08, etc.

All individual student records must be reported in ASCII text file format. Each field must be delimited with either a tab character (↵) or a comma (,) and ending a carriage return (¶) following the last service field.

## Criteria for Submitting Contracted Services Data:

- The contracted services data must be reported to KSDE for the final FY categorical aid payment.
- Reported contracted service(s) must be delivered during the current Fiscal School Year.

**Assign Payment LEA (F# 7)** - Enter the first party LEA number.

**Contracted Hours (F# 1.02)** –The total number of hours for each service in-between the start and end date range. Round fractional hours up to the next highest hour.

**Contracted Special Education or Related Service Codes (F# 1.03)** - Enter the service code.

⇒ If the contracted service is not listed below, use the student’s Primary Exceptionality as the service code for students age 6-21. List only one service per service line with corresponding service dates.

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

**Exit Date (F# 8)** – The date a student exits and services are discontinued at a providing agency.

Examples of exits: A student moves, completes objectives, withdraws from services, or dies. For students who exit prior to the contract end date, the LEA must complete a contract revision and modify the contract end date.

**Providing Agency (F# 1.04)** - 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 Name and SSN (F# 1.07, 1.09, 1.10)** - The name and valid Social Security Number of the case manager or primary service provider is required for all providers to assure proper licensure and payment of categorical aid.

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

**First Date of the Delivered Service: (F# 1.05)** – 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# 1.06)** - 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 students exit date.

**IEP or IFSP Staffing or Annual Review Meeting Date (F# 1.01)** - The date of the IEP or IFSP documenting the services to be delivered under contract for the current fiscal year.

**Area of provider licensure (F# 1.08)** - Select from the table below

AD	Special Ed. Admin	EC	Early Childhood	MR	Mental Retardation	RC	Rehab. Counseling
AP	Adaptive PE	GI	Gifted	MT	Music Therapy/Ed	RD	Registered Dietician
AS	Assistive Technology	HI	Hearing Impaired	NU	Nurse	RE	Recreation Therapy
AT	Art Therapy	HO	Homebound	OM	Orient./Mobil. Specialist	SL	Speech/Language
AU	Audiology	IN	Educational Interpreter	OT	Occupational Therapy	SM	Severe Multiple Disability
BD	Behavior Disorder	IR	Interrelated Program	PD	Personnel Development	SU	Supervisor
BR	Braille Transcriber	IS	Integration Specialist	PE	Program Evaluation	SW	Social Work
CS	Counselor	IT	Infant/Toddler	PI	Physically Impaired	TR	Transition Services
DM	Dance/Movement Therapy	LD	Learning Disability	PS	Psychology	VI	Visually Impaired
DT	Diagnostic Teacher	MC	SEIMC	PT	Physical Therapy	VO	Vocational Special Needs
						WS	Work Study/Vocational

**Contract verification codes**

A	Payment LEA Blank or invalid	H#	Hours are blank, 0 or greater than 1116	S#	Start date is blank or invalid
B	Birthday is blank or invalid	I	Blank IEP / IFSP date	V	Service code is blank or invalid
D	Contracted Days is greater than 300	N	Student SSN is not 9 digits or blank	Y	Service set data is Incomplete
E#	End date is blank or invalid	P	Provider SSN is not 9 digits or blank	#	Equals the Service line number

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

- 1) Form C-03(a) must be completed whenever a school district wishes to contract with a private non-profit corporation, public or private institution or agency for the provision of special education and/or related services for a student identified with an exceptionality.
- 2) **The school district receiving the service(s) is designated as the First Party, and the agency is designated as the Second Party.**
- 3) The first party must hold the original (with all signatures) and one copy for auditing purposes for 5 years.
- 4) Non-public equivalency contracts cannot be written for any student receiving services from a specific individual service provider. To access categorical aid reimbursement for individual providers; list these providers on the KSDE Personnel Report.
- 5) First Party is eligible for the following reimbursable expenses provide through an approved contractual agreement with a providing agency:

Part of the cost of the Contracted Services:

Reimbursement due a district for a contract with an accredited providing agency shall be based on the ratio of the number of children served to the average special class size for a given category of exceptional children determined by the State Board as authorized by K.S.A. 91-12-37(a)(4).

See memo entitled Nonpublic School Equivalents for the 2009 – 2010 School Year (FY 2010).

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.
- 8) Reimbursement will be based on the dates documented in the individual students' Service Delivery Log. State auditors will compare contracts to Service Delivery Logs. Payments may be prorated if contract dates 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 contracted dates, then a contract revision must be completed to reflect the actual service start and end dates.
- 2) If the frequency of services change 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 anticipate amount to be delivered to the contacted end date. In the case of a new IEP or IFSP, the duration of the contract may be unaffected, only the hours of service are revised.
- 3) If a student changes programs (IT program 1 to IT program 2) and is still receiving services from the same agency and the dates of the contract have not changed, neither the contract nor the MIS needs to be revised.

Note: New contract data must be entered on separate MIS contract service lines if:

A contracted providing agency changes.

A contract expires and services resume at a later date, or if there is a break in service delivery.

A different service is delivered, i.e. from Developmentally Delayed (DD) to Speech / Language (SL)

**Multiple services are provided by different provider or at different times**

An exited student returns and services are resumed.

## Parent Information

KSDE will require, upon request contact information for parents/ legal guardians of students with disabilities. This information will be used only to conduct surveys as part of KSDE's State Performance Plan (SPP).

Please submit an ASCII text file in the following format. The ASCII text file may be delimited with either tabs or commas, and with a carriage return at the end of each record.

ASCII text file specification			
	Sequence	Field Name	Field Size
	1	KIDS ID Number of the student	10
	2	Parent Last Name	30
	3	Parent First Name	25
	4	Street Address	40
	5	Apartment number / PO Box / Suite	15
	6	City	20
	7	State (2 letter postal code)	2
	8	Zip Code	5
	9	Responsible LEA Number	3 (4)

### Criteria

1. IDEA 2004 defines a parent as:
  - a. A natural, adoptive, or foster parent of a child, if the foster parent has been appointed the educational advocate for the exceptional child.
  - b. Legal Guardian (but not the State if the child is a ward of the State),
  - c. An individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare or an individual assigned to be a surrogate parent.
2. **Submit both parent records if the parents have different mailing addresses.**
3. **Submit a separate parent record for each student the parent has in special education. For example Mary Smith has 3 children served in special education. Mary Smith will be reported 3 times each record with a different KIDS ID number.**

**Exceptions - parent information is not required for;**

- A. **Gifted only students**
- B. **Parents of students age 18 or older who are their own educational decision maker.**
- C. **Students who have exited.**



## Exit Log

Purpose: To report Exit data for students originally reported to KSDE as active on the current collection.

December 1 update: Exits logs are due on February 28.

June 30 EOY update: Exit logs are due on September 15.

Exit log procedures for the June 2010 Data collection

Your exit log is a LEAMIS export routine found as a menu item from the table of inactive students. Before you can run the exit log process you will need to do some house cleaning.

1. You may have students with exit dates from prior school years such as the FY2009 school year. These would be exit dates prior to June 30, 2009. Please move these records to you archives for FY2009 before you run the export Exit Log routine.
2. If there are exit records that were reported to KSDE in your June 2010 report, these are not re-submitted. Please move these records to archives for FY2010 before you run the export Exit Log routine
3. This should leave you with 3 remaining populations in your inactive table.
  - a. Those who exited after the 2009 ESY session and are marked as such.
  - b. Those who did not re-enroll for the FY2010 school year.
  - c. Those who did enroll and attend in FY2010, then exited after the first day of school

Those in group a. and group c. are considered FY2011 exits and would remain in your inactive table until your June 2011 report is submitted. These are not selected for the exit log.

Those in group b. are selected as a sub set for your FY2010 exit log. Because they did not re-enroll, they actually stopped receiving services in May 2010. Once you run the Exit Log process and submit this set, you will move them to the FY2010 archives.

For non LEAMIS users, below is the file specification for the creation of an exit log.

Sequence	Field Name	Field Size
1	KIDS ID	10
2	Local ID	20
3	Last Name	20
4	First Name	20
5	Middle Initial	1
6	SSN	9
7	Date of Birth	10
8	Exit Date	10
9	Basis of Exit (status)	1
10	Most recent IEP date	10

This file is to be saved as an ASCII text file, Tab or comma delimited with a carriage return at the end of each student record.

**Do NOT re-submit students on an Exit Log, originally reported as exited in your June EOY file.**