

1	Special Education Data Standards Processes		
KDE Contact (Data Steward)	Joseph McCowan	Updated	2/9/2017
Description	<p>The purpose of the Special Education Data Standards is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. The Standards provide a series of screen shots and an explanation of the data elements required for state and federal reporting. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state.</p>		
Data Standard Reg sites, data use, etc.	<u>The Kentucky Administrative Regulations Title 707</u>		
How is data used	<p>Data are used to meet Federal Reporting Requirements under Sec. 618 of the IDEA:</p> <ul style="list-style-type: none"> • December 1 Child Count • Special Education Exit Report • Special Education Behavior/Safe Schools Report <p>State Performance Plan/Annual Performance Report (SPP/APR)</p>		
Noted changes for current year – these affect Child Count	<ul style="list-style-type: none"> • Clarification on exiting a student from special education: <ul style="list-style-type: none"> ○ When a student exits special education, change Special Ed Status in the Enrollment Tab to “<i>I: Inactive</i>”. ○ If you are NOT using the Amend tool to end an IEP when a student exits special education, do NOT change the Special Ed Status in the IEP to “<i>I: Inactive</i>”. Leave it as “<i>A: Active</i>”. (This affects Child Count) ○ If you do use the Amend tool to end an IEP when a student exits special education, follow the instructions for <u>Amend to End</u>. ○ When a parent revokes services, change the Special Ed Status to “ER: Eligible – Parents Refused”. ○ *NOTE: If the student re-enrolls in the district, it is important to change the Special Ed Exit Status and Special Ed Exit Date fields in the Enrollment Tab to blank, as well as change the Special Ed Status back to “<i>A: Active</i>”, if appropriate. ○ Additional Scenarios <p>Additional screenshots in Amend instructions.</p>		

Available Ad-Hoc & Reports	<ul style="list-style-type: none"> • KY State Reporting <ul style="list-style-type: none"> ○ IDEA Dec 1 Count Extract ○ Special Ed Exit Report ○ SpEd_Evaluation_Detail • KY State Reporting > KDE Reports <ul style="list-style-type: none"> ○ SPED EOY Behavior Data • Student Information > Reports <ul style="list-style-type: none"> ○ Caseload Summary Report ○ Testing Accommodations (KY)
Available Training	Additional resources can be found on the Special Education Resources for Using Infinite Campus (IC) webpage.

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Enrolling a Student

Please refer to the [Student Enrollment data standard](#) for information on how to enroll a new student.

Special education specific considerations:

- **Grade 14:** This grade level may only be selected for Special Education Students participating in Alternate Assessment, as determined by the student’s Admissions and Release Committee and documented on his or her IEP. This student must turn 17 years of age on or before October 1st of the current school year and must have progressed through a grade 12 assessment.
- **Service Type:** Remember that the default Service Type is “*P: Primary*”. If a student is a private school or home school student, attending the school for special education/related services only, the enrollment type should be “*N: Special Ed Services Only*”.
- **State Exclude:** Check this box if the student is being tracked in the Student Information System (SIS) for special education reporting only; therefore, attendance is not tracked for the student. This will allow users to exclude students on monthly attendance reports and applicable state reports. Do **NOT** check this for Preschool students.
- **District of Residence:** This element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.
- **Home Language:** This element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.

Special Ed Fields:

Special Ed Fields

Special Ed Status: A: Active (dropdown) Full Funding:

Primary Disability: 10: Specific Learning Disability (dropdown)

Setting: 6A: (age 6-21) >80% of day in general ed programs (dropdown)

Date Eligible but Refused: [calendar icon] Special Ed Exit Status: [dropdown] Special Ed Exit Date: [calendar icon]

PartC ID: [text input]

***NOTE:** The IDEA December 1 Child Count pulls **Special Ed Status** and **Setting** from the student’s IEP Enrollment Status editor. To be included on the child count report, data for the child **MUST** be populated on the IEP Enrollment Status editor.

Special Ed Status: From the drop list, select the option that defines the student’s status within the special education process at a specific school location. This information is used to determine if the student will be included in the December 1 Child Count.

Code	Title	Description
A	Active	Student is actively enrolled in special education
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parents Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.

***NOTE:** If the student is determined not eligible for special education services, this information **MUST** be populated on the Enrollment tab.

****NOTE:** When a student re-enrolls in a district, it is important to change the **Special Ed Exit Status** and **Special Ed Exit Date** fields to blank as well as change the **Special Ed Status** back to “A: Active” if appropriate.

*****NOTE:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, OSEP guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See *IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance*, April 2009.

Primary Disability: This is a read-only field populated from the [KY IEP](#) > Enrollment Status editor.

Full Funding: Check this box if the ARC has determined the student needs a shortened school day/week and the appropriate documentation ([waiver](#)) has been forwarded to the Division of Learning Services (DLS). The school is eligible for full funding for this student. This selection is required to determine the adjustment to be made to the Superintendent’s Annual Attendance Report (SAAR).

***NOTE:** This student MUST also be placed in the Partial Day Attendance Group (contact the school attendance clerk).

Setting: This is a read-only field populated from the [KY IEP](#) > Enrollment Status editor.

Date Eligible but Refused: If the parent has declined special education services, enter the date services were declined.

Special Ed Exit Status: From the drop list, select the reason the student is no longer receiving Special Education and Related Services.

***NOTE:** Please verify that the special education exit status corresponds with the appropriate general enrollment end status, if applicable.

Code	Description
01	Transferred to Regular Education
02	Graduated with Diploma
03	Alternative High School Diploma
04	Maximum Age

Code	Description
05	Deceased
06	Moved, Known to Continue
07	Dropped Out

Special Ed Exit Date: Enter the date in which the student was released from special education services.

***NOTE:** If special education services end because enrollment within the district has ended, please verify that the special education exit date corresponds with the appropriate general enrollment end date.

****NOTE:** When a student re-enrolls in a district, it is important to change the Special Ed Exit Status and Special Ed Exit Date fields in the Enrollment Tab to blank, as well as change the Special Ed Status back to “A: Active”, if appropriate.

Part C ID: This is the Student Identification number assigned to infants and toddlers who have been identified and receive services under the state's Part C Program known as First Steps. [Part C](#) refers to the part of the Individuals with Disabilities Education Act (IDEA) that provides for services to infants and toddlers with disabilities ages birth through two (until their third birthday). Schools and districts must track and report if these children have been referred for services under Part B and if so, when Part B eligibility status is determined; and if eligible, when services began. The Part C ID number is currently provided to either the district's Preschool Coordinator or Director of Special Education four times during the school year. This information is made possible through a Memorandum of Understanding between the Kentucky Department of Education and the Cabinet for Health and Family Services, which administers the Part C program in Kentucky.

Procedures for Releasing a Student from Services

Campus Path:

- **Student Information > General > Enrollments > Special Ed Fields**
- **Student Information > General > Transportation**
- **Student Information > Special Ed > General > Team Members**
- **Student Information > Special Ed > General > Documents**

To exit a student from special education services, please follow the steps below:

- Student Information > General > Enrollments > Special Ed Fields
 - Change the **Special Ed Status** in the **Enrollments tab** to *“I: Inactive”*
***NOTE: Do NOT change the Special Ed Status in the IEP.**
 - Set the appropriate **Special Ed Exit Status**
 - *“01: Transferred to Regular Education”*
 - *“02: Graduated with Diploma”*
 - *“03: Alternative High School Diploma”*
 - *“04: Maximum Age”*
 - *“05: Deceased”*
 - *“06: Moved, Known to Continue”*
 - *“07: Dropped Out”*
- Student Information > General > Transportation
 - If applicable, end date the Transportation of *“T5: Special Transported”*
- Student Information > Special Ed > General > Team Members
 - End date each Team Member, indicating the last date of service
- Student Information > Special Ed > General > Documents
 - End date the IEP ONLY if the **Special Ed Exit Status** is
 - *“01: Transferred to Regular Education”*
 - *“02: Graduated with Diploma”*
 - *“04: Maximum Age”*
 - *“05: Deceased”****NOTE:** If the status is *“02: Graduated with Diploma”*, be sure the **Special Ed Exit Date** is the same date as the **Enrollment End Date**, and should not be before the last day the student attended.
 - If the student is transferring to private school or homeschool and continuing to receive services, end date the IEP and create a Private School Service Plan (PSP), if appropriate.
 - Do NOT end date the IEP if the **Special Ed Exit Status** is
 - *“03: Alternative High School Diploma”*
 - *“06: Moved, Known to Continue”*
 - *“07: Dropped Out”*

Examples:

Scenario 1 - Student was receiving special education services when his mother revoked services.

Use the following settings in the **Enrollment Tab**:

- **Special Ed Status** of “*ER: Eligible – Parents Refused*”.
- Do **NOT** change the **Special Ed Status** on the IEP.
- **Special Ed Exit Status** of “*01: Transferred to Regular Education*”.
- **End Date the IEP**. Put in comments that parents revoked services.

***NOTE:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, OSEP guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See *IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance*, April 2009.

Scenario 2 - Student is receiving services in Kentucky District A. He moves to Kentucky District B during the school year. Use the following settings in the **Enrollment Tab**:

- **Special Ed Status** of “*I: Inactive*”.
- **Special Ed Exit Status** of “*06: Moved, Known to Continue*”.
- **Special Ed Exit Date**: Date student last attended.
- Do **NOT** end date the IEP.
- Do **NOT** change the **Special Ed Status** on the IEP.

***NOTE:** If the student re-enrolls in the district and continues receiving special education services, it is important to change the **Special Ed Exit Status** and **Special Ed Exit Date** fields in the Enrollment Tab to blank, as well as change the **Special Ed Status** back to *A: Active*, if appropriate.

Scenario 3 - Student transfers from out of state with an IEP.

- District determines Kentucky Eligibility Determination using an **Initial** Evaluation Form (*OSEP policy letter can be found at <http://education.ky.gov/specialed/excep/documents/guidance%20documents/kde%20policy%20letter%200-%20eligibility%20question%20and%20answer.pdf>*).
- Data from sending state may be used provided that it is current.

***NOTE:** If the student was previously enrolled in Kentucky, follow the same guidelines for Scenario 3.

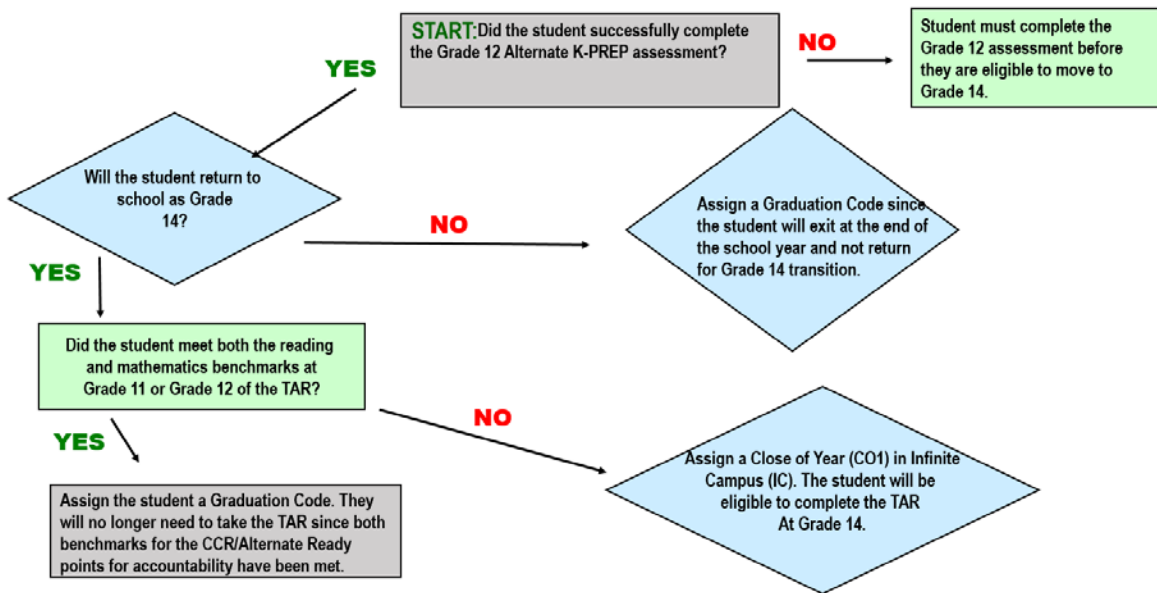
Scenario 4 - Student returns to school as a grade 14 after completing requirements for an Alternative High School Diploma. Use the following settings in the **Enrollment Tab**:

- **Special Ed Status** remains “A: Active” until the student ages out of the program (21 years of age or longer if district’s policy allows) or does not return to school.
- **Special Ed Exit Status** remains (or is changed back to) *blank* until one of the following options occurs:
 - The student does not return to school, OR
 - The student reaches benchmarks on the Transition Attainment Record (TAR) in addition to completing requirements for the Alternative High School Diploma.
 (Refer to [flowchart for additional information.](#))
- **Special Ed Exit Date** will be the student’s enrollment end date.

***NOTE:**

- In the **General Enrollment Information**, the **End Status** should be set as *C01: Close of Year* when a student completes the requirement for an Alternative High School Diploma at the end of the current school year, **if** the student intends to return the following school year.
- Continue to create a *New Enrollment* each subsequent year until the school year after the student turns 21 OR until the child fails to re-enroll.
- If a student exits and returns at a later date, a new enrollment must be created. Each end status after the G code will be a C01. See [enrollment data standards](#) for more information.
- If the student does not show up on the first day of school, he may be exited as a no-show. If this happens, change the **last C01** end status to a G code. Enter the diploma date and diploma type on the graduation tab. This diploma date should be within the date range of that academic year. See [graduation data standard](#) for more information.

Flowchart for Assigning a Graduation Code for Alternate Assessment Students who will return as Grade 14



Scenario 5 – Student transfers to private school or homeschool and continues receiving services

Use the following settings in the **Enrollment Tab**:

- **Special Ed Status** remains “A: Active”.
- **Special Ed Exit Status** remains blank.
- **Special Ed Exit Date** remains blank.
- [End date the IEP](#) and start Private School Service Plan (PSP).
- Change General Enrollment **Type** from “P: Primary” to “N: Special Ed Services”, and check “State Exclude”. The student will continue to appear on the child count report.
- Remember to end date Transportation and Team Members.

Scenario 6 – Student transfers to private school or homeschool and parent refuses services

Use the following settings in the **Enrollment Tab**:

- **Special Ed Status** becomes “ER: Eligible, Parent Refused”;
- **Special Ed Exit Status** becomes “01: Transferred to Regular Education”.
- **Special Ed Exit Date** is the date the student is withdrawn.
- [End date the IEP](#).
- General Enrollment procedures will be the same as withdrawing a regular education student.
- Remember to end Transportation and Team Members.
- All special education services cease and the student becomes a general education student.

***NOTE:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, OSEP guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See *IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance*, April 2009.

Scenario 7 – Student transfers to private school or homeschool and district does not offer services

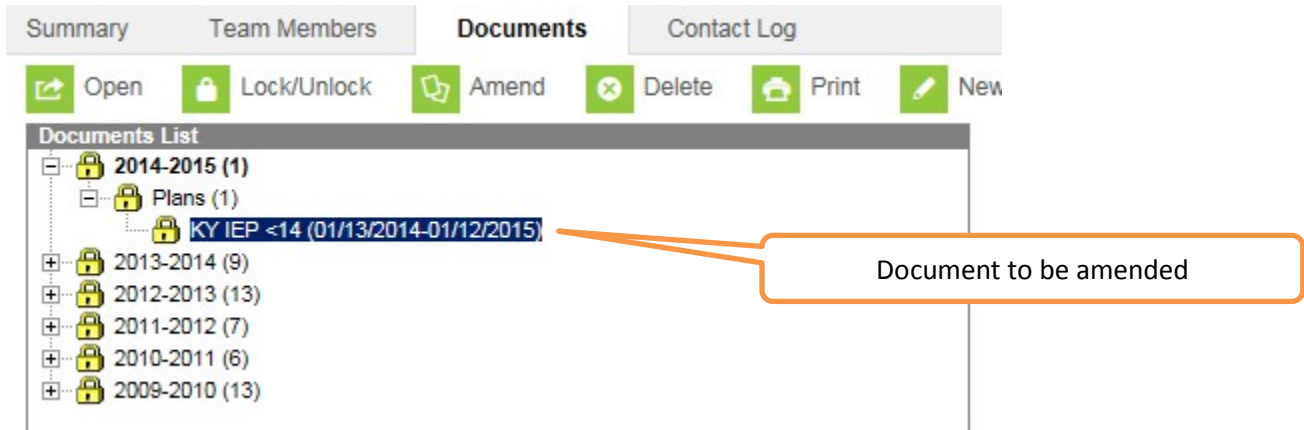
Use the following settings in the **Enrollment Tab**:

- **Special Ed Status** remains “A: Active”.
- **Special Ed Exit Status** becomes “06: Moved, Known to Continue”.
- **Special Ed Exit Date** is the date the student is withdrawn.
- General Enrollment procedures will be the same as withdrawing a regular education student.
- Remember to end date Transportation and Team Members.

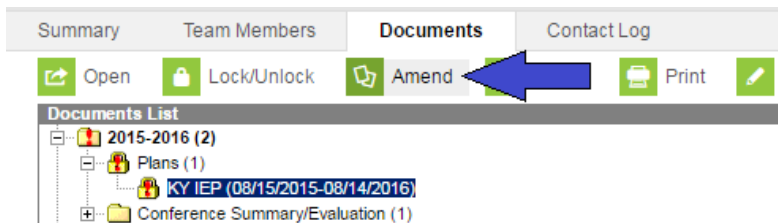
Amending an IEP Using the Amend Tool

Campus Path: Student Information > Special Ed > General > Documents > [Select Calendar] > Plans

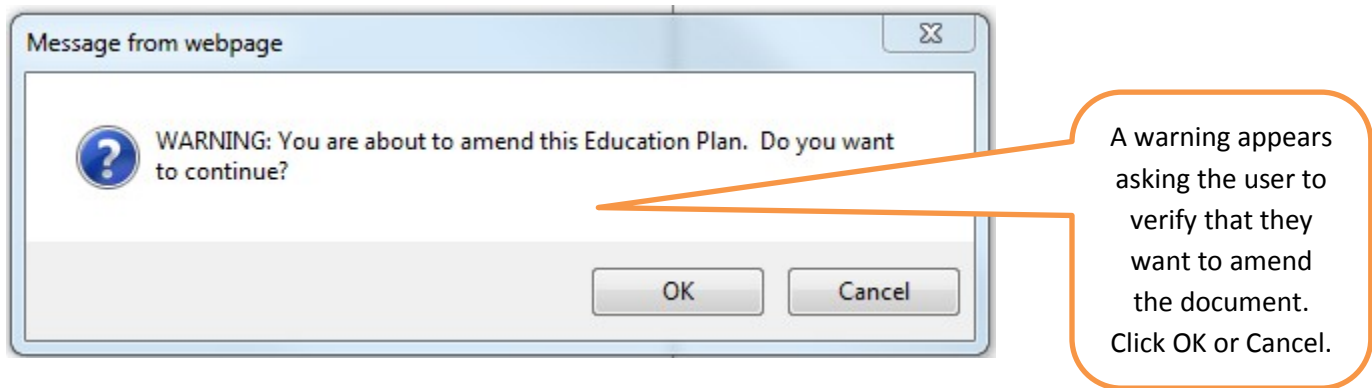
1. Select the IEP to be amended



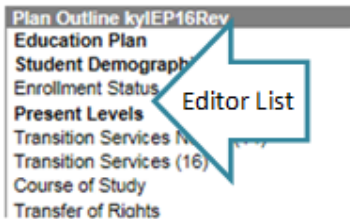
2. Click the **Amend** button in the action bar



3. Click **OK** to continue



4. For each editor that needs to be amended:
 - a. Select the appropriate editor from the list



- b. Click **Amend Editor**

- c. Enter the **Amendment Reason**

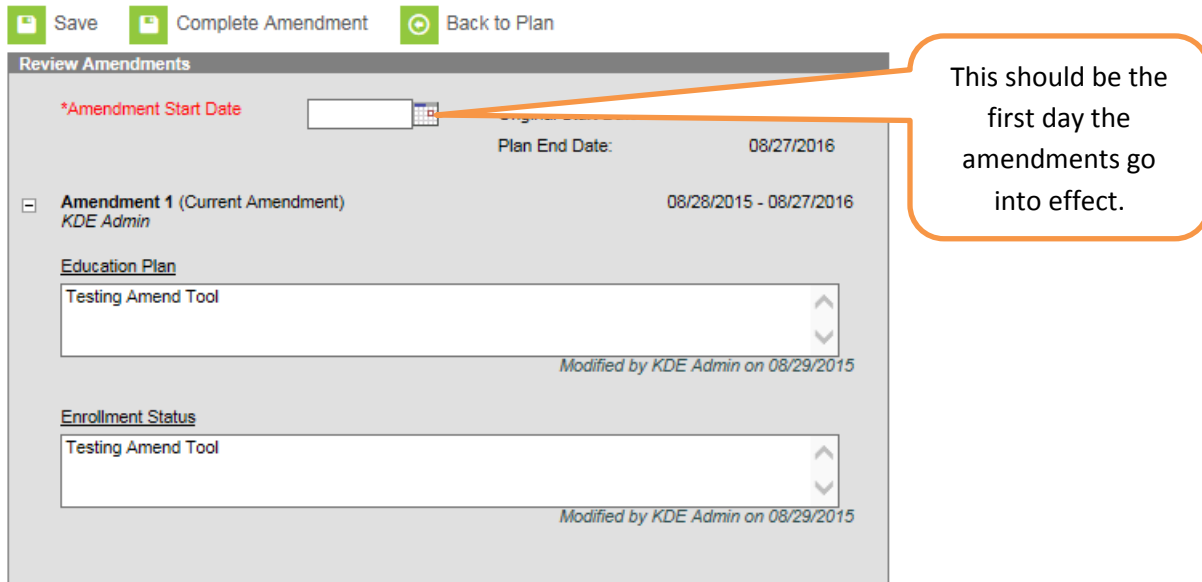
- d. Make appropriate changes as needed
 - *NOTE:** See [KY IEP/PSP](#) data standards for details on each editor
 - e. Click **Save**
 - f. Repeat for each applicable editor where changes are needed

5. After making necessary changes to the IEP, click “*Review Amendments*”

***NOTE:** This step **MUST** be completed to finalize changes

6. Review the changes

7. Enter the **Amendment Start Date**. This should be the first day the amendments go into effect.

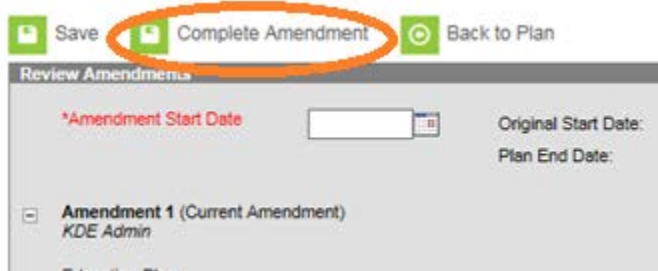


The screenshot shows the 'Review Amendments' interface. At the top, there are three buttons: 'Save', 'Complete Amendment', and 'Back to Plan'. Below the buttons, the form displays the following information:

- *Amendment Start Date:** A date selection field.
- Plan End Date:** 08/27/2016
- Amendment 1 (Current Amendment):** KDE Admin, with a date range of 08/28/2015 - 08/27/2016.
- Education Plan:** Testing Amend Tool. Modified by KDE Admin on 08/29/2015.
- Enrollment Status:** Testing Amend Tool. Modified by KDE Admin on 08/29/2015.

An orange callout box points to the 'Amendment Start Date' field with the text: "This should be the first day the amendments go into effect."

8. Click **Complete Amendment**



This screenshot is similar to the previous one, but the 'Complete Amendment' button is circled in orange to indicate it should be clicked.

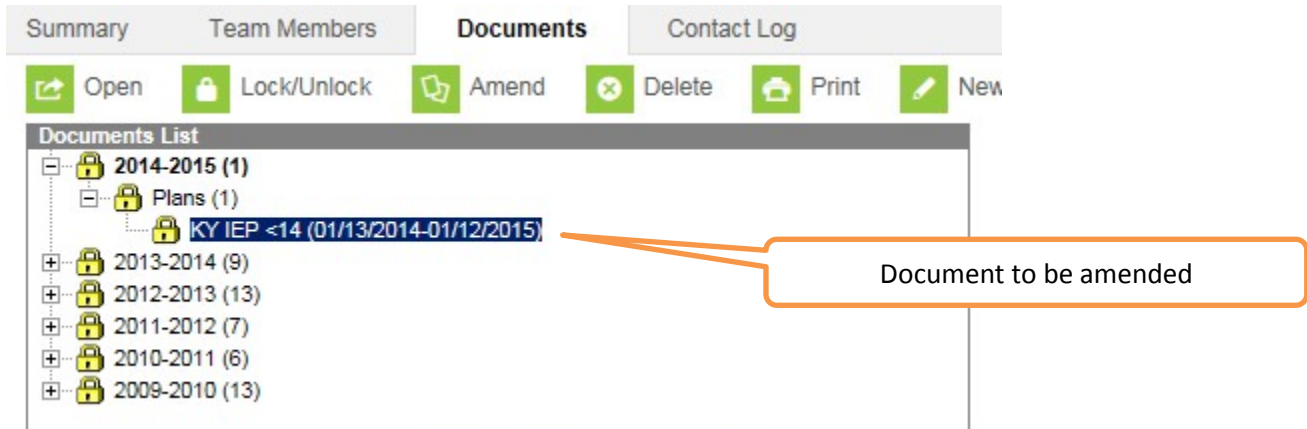
***NOTE:** **Complete Amendment** **MUST** be clicked to finalize and lock the amended IEP. Clicking **Save** will **NOT** complete the process.

End Date IEP Amendment Process

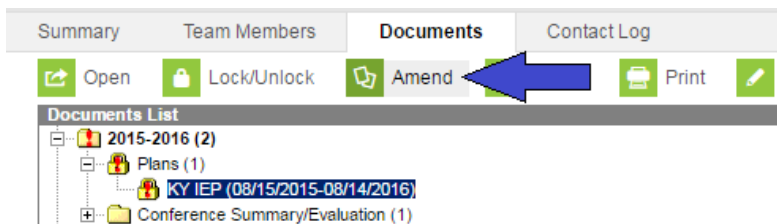
Campus Path: **Student Information > Special Ed > General > Documents > [Select Calendar] > Plans**

***NOTE:** While it is sometimes necessary to end date an IEP (see [Procedures for Releasing a Student from Services](#)), using the **Amend** tool to end date an IEP is not a requirement. It is a district decision whether to use the Amend tool or to open the IEP and end date it. However, do NOT mark the IEP as inactive if the Amend tool was not used to end date the IEP.

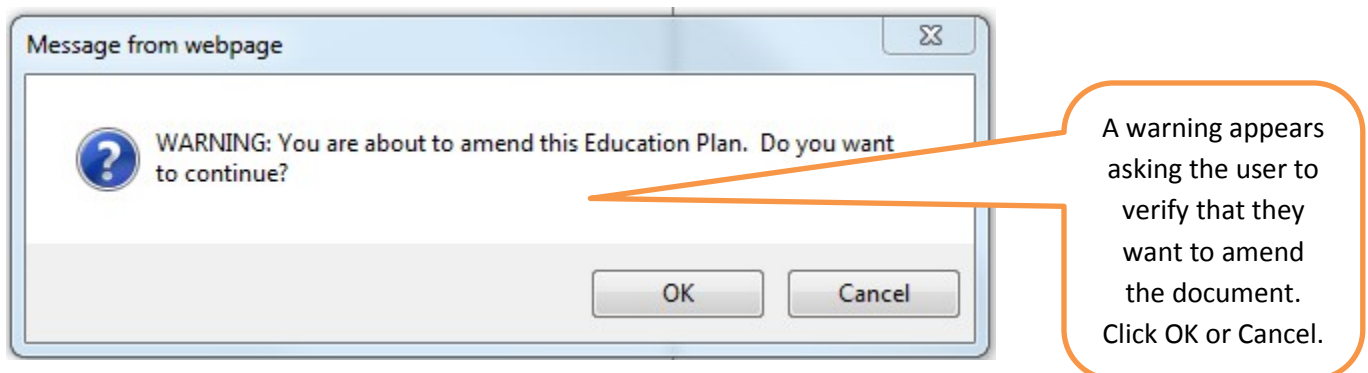
1. Select the IEP to be amended



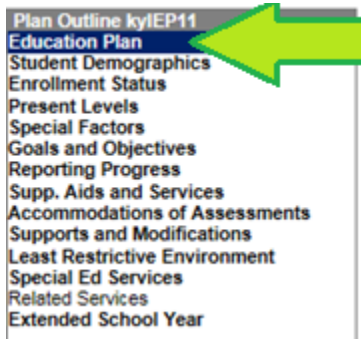
2. Click the **Amend** button in the action bar



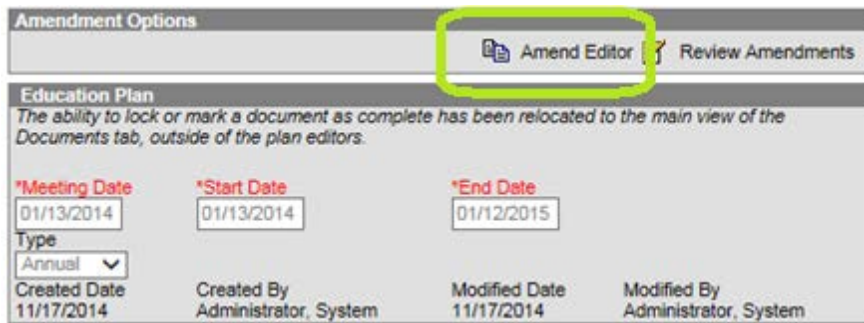
3. Click **OK** to continue



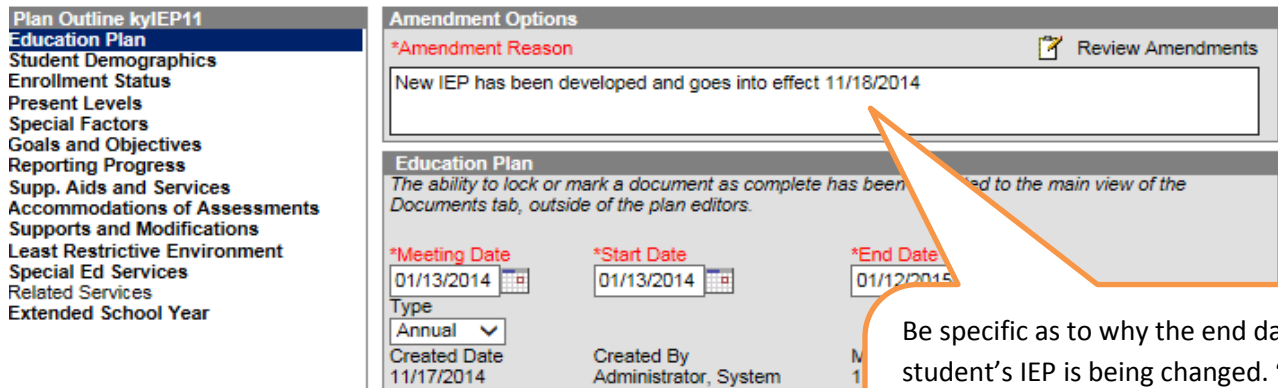
4. Select the **Education Plan** editor



5. Click **Amend Editor**



6. Enter the **Amendment Reason**



7. Enter the new **End Date**

Amendment Options
*Amendment Reason Review Amendments
New IEP has been developed and goes into effect 11/18/2014

Education Plan
The ability to lock or mark a document as complete has been relocated to the main view of the Documents tab, outside of the plan editors.

*Meeting Date: 01/13/2014
*Start Date: 01/13/2014
*End Date: 11/17/2014

Type: Annual
Created Date: 11/17/2014
Created By: Administrator, System
Modified Date: 11/17/2014
Modified By: Administrator, System

Change the End Date to **the day BEFORE** the new IEP goes into effect **OR the Date the ARC determined the student was no longer eligible** for whatever reason.

8. Click **Save**, then click **Review Amendment**

Save Save & Continue Print Print Editor

Plan Outline kyIEP11
Education Plan
Student Demographics
Enrollment Status
Present Levels
Special Factors

Amendment Options
*Amendment Reason Review Amendments
New IEP has been developed and goes into effect 11/18/2014

9. Click **Complete Amendment** to finish the amendment process

Save **Complete Amendment** Back to Plan

Review Amendments

*Amendment Start Date: 11/17/2014
Original Start Date: 01/13/2014
Plan End Date: 11/17/2014

Amendment 1 (Current Amendment)
System Administrator
11/17/2014 - 11/17/2014

Education Plan
New IEP has been developed and goes into effect 11/18/2014
Modified by System

If **Complete Amendment** is not clicked, the Amended IEP will **not** lock.

The Amendment Start Date should be **the day BEFORE** the new IEP goes into effect **OR the Date the ARC determined the student was no longer eligible** for services.

This is how it will look in the active school year when an IEP is amended:



***NOTE:** If the ARC meeting is on the last day of the current active IEP AND the new IEP starts the following day, there is no need to amend the end date of the current IEP. Only amend to end date if two IEP's have overlapping dates.

Transfer of Student Special Education Records

Campus Path:

- **Process Inbox > Transfer Released Link**
- **Student Information > General > Records Transfer**

Please see the [Student Record Transfer Data Standards](#).

Behavior Management

Campus Path: Behavior > Admin > Event Types

The Behavior Management Tool should be utilized to document behavior incidents, behavior events, behavior resolutions and behavior responses.

For more information about entering behavior data into IC see the link below.

<http://education.ky.gov/districts/tech/sis/Documents/DataStandard-Behavior.pdf>