STUDENT DATA ITEM DESCRIPTIONS

All Day or Extended Kindergarten / Preschool Time (K_S#22) – [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 (K_S#23) - 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 -

Service location / Attendance Building (K_S#R1), - The location where special education services are delivered. (Include participation in regular early childhood or kindergarten programs in school buildings vs. community based buildings or non-school locations for the recording of K time.)
- New buildings are not created in the building profile for programs in existing school buildings.

Building Numbers – The unique building number as assigned by KSDE for all MIS building fields defined in this "Building" section of the data dictionary.
➔ All buildings have state assigned building numbers found in the State Directory / Directory Updates. Report the 4-digit state assigned building numbers. Buildings not found must be created in the State Directory.

Primary Service Location (K_S#R2)– A Student may be associated with a primary service location for local MIS reports such as roster reports or case load reports by designating that building as primary on a service line. If no service locations are designated as primary, then the student and / or service location may be absent from various MIS reports that rely on a primary service location. Note: A student may have only 1 service location designated as "Primary". Not required if reports are not used.
Permitted values Y = Yes, primary service location, N = No, not primary service location.

Neighborhood School Building (K_S#07) – 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)].

A. 1) The school the parent chooses to enroll (including open enrollment) their child for general education.
2) Preschoolers - The anticipated school the parent will choose to enroll their student for general ed.*
Then Neighborhood school = I. Public School II. Private / Parochial School III. Home School
* If the anticipated school remains unknown from test 2, then apply test IV (i - iii), below, in that order:

B. The school where the student would attend if not placed elsewhere for educational services.
3) If the student is placed by an LEA in a building for special education services, thus general education is delivered in the same building. or
4) If the student is placed in KSB, KSD, state special purpose schools by an LEA or by the parent. or
5) If the student is placed by KDCF or JJA in a Psychiatric Residential Treatment Ctr., residential, out of state special ED day school or correctional facility. Then the Neighborhood School = IV below
IV. The school where the student would enroll in and attend if s/he did not have a disability.
For students in tier B, the neighbor school is determined under option IV below either i, ii or iii.
i) The school the parent chooses to enroll the student's siblings for general education.
ii) The public school determined by the student's family residence.
iii) If i or ii are unknown, report the student's last elementary or secondary school of enrollment

Please contact the KSDE Special Education MIS Data Manager if you are unable to identify the neighborhood building for student placed in your residential, correctional, state, special purpose, Psychiatric Residential Treatment Ctr or day school facilities.

Multiple Service Locations - If a student receives services in more than one location, then additional sets of service data are appended to the student's record. There is no limit to the number of special education service locations that can be reported on the student record.

Responsible District or Agency – Means the USD or agency responsible for the provision of FAPE (Free and Appropriate Education), including providing special education or related services to students enrolled in the Agency, USD or private, parochial or home schools within the USD's jurisdiction. Enter the responsible district or agency number into the assign child count field. **Do not USE COOP or Interlocal Numbers.**

Responsible School Building – (K_S#06) - The school building accountable for the student in terms of AYP and / or funding. These buildings are identified in the KIDS Collection Record in the AYP/QPA field or the Funding School field. The AYP/QPA field identifies the building for which the student's average daily attendance and assessment scores are assigned and reported to KSDE.

Possible Exceptions funding schools:
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.

Assigning Correct Building Numbers:

Before assigning buildings it must be determined if the student is:
I) Public Schooled II) Private / Parochial Schooled III) 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.

A Virtual school student is receiving services from the public school.
NBH BLDG - the Virtual school's building number where the student is enrolled for general education.
(4) ATT BLDG - the building where the student receives special education services. (Home, virtual school, etc.)
Assign Child Count – the 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.
(5) 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.
(6) 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.
(7) 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)
(8) 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.

III) Home School Students

A student is home schooled and receives services at the public school.
NBH BLDG = 9990 - Home
(9) 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
(10) 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)
(11) 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.
(12) 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.
(13) 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 KDCF or JJA and attends and receives services in your district or agency.
NBH BLDG = 9995.
(14) 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.
(15) 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 KDCF or JJA in a residential or correctional facility within the Responsible LEA's catchment area.
NBH BLDG - the school in the student's home district where the student received general education.
(16) ATT BLDG - the building number of the residential or correctional facility.
Assign Child Count – the 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:

- 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: (K_S#26) – 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 KDCF 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 - Wabaunsee
DP - Doniphan	KM - Kingman	PL - Phillips	WA - Wallace
DG - Douglas	KW - Kiowa	PT - Pottawatomie	WS - Washington
ED - Edwards	LB - Labette	PR - Pratt	WH - Wichita
EK - Elk	LE - Lane	RA - Rawlins	WL - Wilson
EL - Ellis	LV - Leavenworth	RN - Reno	WO - Woodson
Other optional codes: OC – Other Country, UU – Unknown, ZZ - Other States			WY - Wyandotte
For residents of neighboring states use: CO – Colorado, MO - Missouri, NE – Nebraska, OK – Oklahoma			

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

Birth Date - (K_S#02), (KIDS D9) the student's date of birth as documented on their birth certificate or superseding court document.

Exit Date - (K_S#10), - 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 Research all sources to ascertain the actual exit date.
A student was reported to KSDE as active on prior collections, but the active status is now in question.

- If an exit date remains uncertain because the student did not enroll or attend this school year,
  - ⇨ Enter the last day of school as the exit date.

Invalid Exit Dates – Examples of 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 (K_S#28) - The date the IEP team formally adopts a proposed IEP (when all required signatures are secured), thus designating this date as the annual IEP review date. If the IEP team revises an existing IEP, the date the IEP team formally adopts the revisions and all required signatures (if any) are secured may be used if the team indicates a review of the full IEP was completed as required for an annual review. If the IEP was amended outside of the IEP team meeting, it cannot be considered an annual review of the IEP.

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)
⦿ 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.

Initial Evaluation Consent Received Date - (K_S#12) – The date that the district receives the Initial Evaluation Consent document from the parent. For FY2012 annual status of N, B and I.

Re-Evaluation Completion Date - (K_S#13) - date when the evaluation team meets to discuss the evaluation results and determine whether the child continues to be a child with a disability.

Initial Evaluation Determination Date - the date when the evaluation team meets to discuss the evaluation results and determine whether the child is a child with a disability.

Re-Eval Due Date – calculated 3 years from the most recent (initial or Re) evaluation date.

Service Beginning and End Dates. Start (K_S#R7) - End (K_S#R8)
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 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 3rd birthday, but OSEP's Part B 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 3rd birthday.
Begin date - From the IEP date, the starting point of the service addressed in the student's IEP.
For children who start Part B services before age 3, use their 3rd birthdate as the service begin date.
End date – The anticipated day service(s) would cease, becoming the known date when services end.

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 - (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 filed 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 - (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.

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 DISABILITY - (K_S#17) from the following list of codes, Enter the student's category of disability as determined by the Eligibility Team.

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

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

SECONDARY DISABILITY - (K_S#18) if the student qualifies and is identified as having a secondary disability, enter the category from following list of codes.

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

Multiple Disabilities:
For cases where a student is identified as having three or more disabilities, the Eligibility Team determines which exceptionality is the Primary and which is Secondary. Students may receive any service as determined by the IEP team and not necessarily be identified with another disability, for example, an LD only student receiving speech / language as a related service.

GIFTED - (K_S#19) Students identified with an exceptionality of Gifted.
Permitted Values Y = Yes, Student is gifted
N = No, student is not gifted

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.

Exiting Continued

Gifted Students with a Disability who Exit Part B Services – Students identified with a disability who exit IDEA services, then begin Gifted services or students dually identified as Disabled and Gifted who exit IDEA services and continue in Gifted education, are considered an exit for OSEP reports

1. On the student profile with the area of disability marked, enter the basis of exit and exit date.
   a. Exit record - Funding code is 1 or 2, on the profile with the disability.
   b. Exit date is the date Part B services ceased. Basis of exit would be either W – Withdrawn or O – Objectives completed. Report only the IDEA services on service lines
2. Create a new student profile with only gifted marked Yes.
   a. Active Record – Funding code is 4, Gifted is the only exceptionality and report only gifted services on service lines.
   b. Submit data on MIS report.

Criteria for Moved category – Students who exit (as above) and leave the catchment area.

- Evidence must be obtained confirming the student is continuing in either general or special education (Request for records) to qualify a student for the Moved, known to be continuing category.
- If there is no evidence or any proof of continuing elsewhere, then student is reported as Drop Out. Evidence or lack of evidence that the student is continuing in general or special education is the only factor used to determine the correct moved category.

Not an Exit – Examples of when the student data is not reported to KSDE as an exit.

- Duplicate exit – A student can be reported an exit only once in a school year. See Exiting.
- Promotion from preschool to elementary school, elem. to middle school, middle to high school.
- Objectives are completed for one service, yet other services continue (excluding Gifted)
- A student moves from one school to another school within the same Catchment area.
- An IDEA 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,

Evidence (K_S#11) – for students who move from an organization, the specific organization where the student is subsequently enrolled in a general education or special education program is entered. The evidence is based on documentation (records request) the exiting agency has on file from the receiving organization. A blank field means the organization has no evidence the student is enrolled in a subsequent general education or special education program elsewhere. Documentation of evidence may be requested by KSDE to confirm the correct basis of exit.

Extended School Year Services (K_S#20) - Enter a **Y** if the student **received** extended school year services from your LEA. ESY Attendance records are the data sources for determining ESY

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.

Fiscal Year – (K_S#05)

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, 2010 and concludes on June 30, 2011 is reported as FY 2011.

Eligibility (Funding Source) Codes - (K_S#24)

Assign Child Count – Select the responsible district or agency belonging to the responsible building.
Do not USE COOP or Interlocal Numbers.

Eligibility (Fund) code 1 – Select the USD -the "responsible public school district".
Eligibility (Fund) code 2 – Select the state operated organization - the "responsible agency".
Eligibility (Fund) code 4 – Select Either the USD or the responsible agency.

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. Select "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 / organization" 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 3rd birthday.
C) Full time public school students attending KSB or KSD,
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.

Grade Level (K_S#08), (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.

PR-Preschool	**KG – K**inder**G**arten	**01-12** First Grade through Twelfth Grade

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. The KIDS values are reported in the K_S import file.

MIS	KIDS	MIS	KIDS	MIS	KIDS	MIS	KIDS	MIS	KIDS	MIS	KIDS	MIS	KIDS
PR	01-04	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 – (K_S#01), (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 – (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.

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 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.

Language of the Student – (KIDS D41) The student's primary expressive language.
Language of the Parent (K_S#27) **-** The language commonly spoken by the student's parent.

EN - English	**DIN** – Dinka (Sudanese)	**LO** – Lao	**M -** Mode of Communication
DE – German	**SO –** Somali	**TH –** Thai	- American Sign Language
ES – Spanish	**AR –** Arabic	**KHMR** – Khmer / Cambodian	- CASE / Signed English, - SEE II
FR – French	**IRA** – Farsi (Iranian)	**VI** – Vietnamese	- Oral Communication Methods
RU – Russian	**KO** – Korean	**ZH-ZH-CMN** - Mandarin	**N -** Non-Verbal and Non-Sign
HMN – Hmong	**PH** – Philippine- Tagalog	**ZH-YUE** – Cantonese	**A -** Augmentative Communication
YU – Yugoslavian, Croatian, Bosnian, Serb		**ZH-WUU** – Wu	**O –** Other

NAT-AM - Native American (Kickapoo, Pottawatomie, etc.) **CHK** – Chuukeese Marshall Islands / Micronesian

Modification of Data: - Criteria for addressing verifications, corrections or modifications of student data in the MIS. Revisions may be based on discrepancies found through the verification process, duplicate student check or other 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 require modification or correction to any student data variable when supporting evidence is presented that existing MIS data is inaccurate, erroneous or unreliable.

LEAs must 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.
- 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 (KIDS D5) - As documented on the birth certificate or superseding court document.

Last Name (K_S #02), (KIDS D4) - As documented on the birth certificate or superseding court document.

Note: Commas may **not** be used in any name field. For example use Smith Jr. (**Not** Smith, Jr.) Generation codes such as Jr., II, III, IV etc., would not be included with the last name when importing into KAN_Service

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

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).

Providers – Each teacher or provider entered in the MIS provider list table must be assigned a role or multiple roles. These roles are based on their responsibilities as associated to students they serve. Each provider must be assigned at least 1 role. The role(s) designated to each provider will determine the value list for which the provider can be selected in the MIS. Providers designated as Case managers will appear for selection in the Case Manager Field, etc.

Role types – roles may be defined based on a specified duty (1-4) or a non-specified duty (provider role)

1. Case Manager
2. School Psychologist
3. Speech Language Pathologist
4. Contract provider
5. Provider (service provider)

Contract providers – Contract providers are individuals not submitted to KSDE on Personnel for categorical aid reimbursement. Contract providers will be listed as service providers on Non-Public Equivalency contract data. Only contract providers require a license code to be selected when entered in the provider list table.
See appendix for additional Non-Public Equivalency contract information.

Student data may be associated with specific providers for local MIS reports such as roster reports or case load reports by listing a specific provider on the student profile in the MIS. If a provider is not listed on the student profile, then the student and provider may be absent from various MIS reports that rely on these specific provider roles.

Case Manager (K_S#16) – The SSN of the case manager associated with the student
School Psychologist (K_S#14) – The SSN of the school psychologist associated with the student
Speech Language Pathologist (K_S#15) – The SSN of the Speech Language Pathologist associated with the student

Service providers (K_S#R5)
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. Service providers are required for all service lines on all IEPs.

Primary Provider (K_S#R6)– A Student may be associated with a primary provider for local MIS reports such as roster reports or case load reports by designating a primary provider on a service line. If no providers are designated as primary, then the student and / or provider may be absent from various MIS reports that rely on a primary provider. Note: A student may have only 1 provider designated as "Primary". Permitted values Y = yes, primary provider, N = no, not primary provider.

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 development / child care centers, 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-SETTINGS-

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

Service Settings for Special Education Students:

(K_S#R3)–

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 may include, but is not limited to, the delivery of early childhood services in the child's home, a relative's home, a non-licensed child care / baby sitters home or virtual school students who receive services at home.

B: Early Childhood Locations: Includes programs for preschoolers or 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 Regular Ed Classroom in an Elementary or Secondary Building: Includes locations where students with disabilities are educated with typically developing peers, this includes but is not limited to general education classrooms, lunch room / cafeteria, recess, passing periods, and nurse or counselor office.

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

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

F: Early Childhood Special Education Classroom: Includes locations for preschool students who are:

1. 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.
2. 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 locations 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 outside Regular Ed Classrooms / locations in an Elementary or Secondary Building: Includes locations 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. Note: Settings may also blend non-identified peers receiving similar support.

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

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

J: Special Day School: "Special day school" means the delivery of special education services in a special purpose school 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
(3) interdisciplinary, ancillary, medical, psychiatric, or social services for exceptional children, or some combination of these services.

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 development / child care centers, 4-year old at risk programs, preschool classes offered to eligible pre-KG children by the public school system. The time reported in this location 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: For students confined to hospitals or convalescent homes for psychiatric or medical treatment on an in-patient basis and receive their special education services in this location.

M: Residential: "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: For students who receive their general education and special education services in the home school environment. Neighborhood and attendance buildings are listed as home.

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

R: Integrated Special Education: (age 3, 4, 5): Includes locations 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 %.

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

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

W: Reverse Mainstream ECSE Classroom: Programs for students age 3, 4, 5 who receive special education or related services in special education locations attended by children without disabilities at a ratio of 50 % or more.

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

Y: Juvenile Correction Facility: For students receiving special educations services in schools operated at a state juvenile correction facility. Including the Topeka and Larned facilities.

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

Special Education / Related Service Codes – (K_S#R4)

Services - Enter the code of the service the student is receiving from the following list of codes.

AC: Attendant Care – A non-instructional paraeducator.
AP: Adapted PE
AS: Assistive Technology – Services and / or support for hardware and software devices. Typically addressed in the accommodations section of the IEP not in the services section.
AT: Art Therapy
AU: Audiology
CM: Case Management *
CS: Counseling *
DI: Diagnostic Medical
DM: Dance Movement Therapy
GI: Gifted Education Services. Specially designed instruction for students identified as Gifted.*
IN: Interpreter Services
KT: Participation in an early childhood program w/o SPED support. (For KAN_Service only)
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 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 - (K_S#R9)–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 – (K_S#R10)–The actual number of days per week the student receives the specific service.

Weeks – (K_S#R11)–Number of weeks of service between the service start and end date. Used to count total days.

Frequency - (K_S#R12) – The regularity for which the service is delivered during the duration of the service between the start and end date. Used to count total days. Frequency can be reported incrementally by selected the frequency value in the MIS or by listing a frequency code in the import file.

Frequency	Code	Frequency	Code	Frequency	Code	Frequency	Code
Every week	1	Every 3 weeks	3	Every 8 weeks	8	Every 12 weeks	12
Every 2 weeks	2	Every 4 weeks	4	Every 9 weeks	9	Every 18 weeks	18
						3 of 4 weeks	19

Total Days – (K_S#R13)–The actual number of days of services delivered to the student for each special education services within the range of start and end dates of service. The MIS uses the number of school days in session from the school calendar as the basis for determining total days.

Total days may be arrived at / reported using 1 of 3 methodologies between the start and end dates. Select only one of the 3 methodologies constantly.

Days x weeks = total days,	5 days per week x 12 weeks = 60 total days
Days x frequency = total days	5 days per week x every other week = 30 total days.
Total days = total days	60 total days

Full Sessions – Students participating in special education programs such as Day Schools (J), Residential facilities (M), Integrated (R) and Reverse Mainstream (W) classrooms typically participate for the entire session for each day of attendance. Full sessions are determined by the sum of classroom minutes plus pull out minutes of services for each day of attendance. Interpreter, Attendant care, Nurse and School health services are not deduction from the session minutes because these services can occur simultaneously with special education and related services or are part of the special education program that the student participates in. Students in these programs with less than a full session will be flagged for verification.

Sex of the Student (K_S#03) – Gender of the student as reported in KIDS collection

Placement Code (K_S#25) – **for local calculations of Indicators 5, 6, 9, & 10.**
Enter a value of either **S** for KDCF, **J** for JJA, **P** for Parent 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, Psychiatric Residential Treatment Center.
2. The Dept. of Children and Families (KDCF), the Juvenile Justice Authority (JJA) or the child's parent placed the student in the residential, correctional facility or PRTC.
3. The LEA is providing services because the above facility is in the LEA's catchment area.

If the student was not placed by S, J or P, but placed by an LEA IEP team enter the value **L** for LEA. Students reported as KDCF /JJA or Parental placements are removed from local SPP calculations for Indicators 5, 6, 9 & 10. Those not marked as such will be included in the total population for these indicators and may impact indicator 20 if these fields are added after the collection closes. Please contact KSDE MIS Data Manager if KDCF / JJA status on a building needs to be updated.

Status Codes - (K_S#09) Annual 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 3rd 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: Students who previously received special education services at some point in their life; completed objectives, dropped out or left services without a written revocation are reported as "R" in the school year they returned to services.

Annual Status – The 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. IEPs are not a factor for changing an active status code. The new or next IEP does not change an active status 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, whichever 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 .
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.

STATUS CODES - (K_S#09)

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

The basis of the student's exit – Based on the intent or reason why the services are ceasing. 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. Reported to OSEP as a Drop Out.

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

H - Has earned 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. A and W do not apply as part of the local procedure for dropping out of general and special education.

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 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