August 2021 MIS – FAQ
Begin Year Set Up
What needs to be done early in the school year?

Time line	Task	Where Task is Done	Date Completed
August	Conduct Building / program Discovery process	With administrators	
	Update Directory Chart with current year, programs & schedules	Directory Chart	
	Provide updated Directory Chart to local board clerks	With local board clerks	
	Collect current year district, building and program calendars	Various locations	
	Update local IEP system		
	Promote student grade level to current year values	Local IEP system	
	Promote prior year active status codes to Continuing status	Local IEP system	
	Update Neighborhood, Responsible Schools and Attendance buildings for student transiting from Elementary to Middle and Middle to High school	Local IEP system	
	Align Directory programs types with setting codes prior to submission	SPEDPro	
	Compline roster of current year providers by organization of assignment	SPEDPro	
	Enter master calendar for current school year	SPEDPro	

Begin Year set-up tasks

1. Program discovery and building alignment.
   a. Discovery Process - Meet with administrators, confirm the type of preschool program and special education programs offered by the organization by building.
   b. Program sessions - Confirm all program starting time, dismissal time and lunch time minutes and days per week in session.
   c. Directory Alignment – Based on the current year programs types and sessions, review the building information from the directory. Contact local board clerk or KSDE to make corrections of inaccurate program types and / or sessions in the directory. The Directory Guidance Chart can be used to exchange building information with the local board clerk.
   d. Open and closed buildings – Document new buildings by name and number for the current school year. Note closed buildings by name and number for the current school year.
   e. Mapping program types to buildings – Based on current year programs offered, match the program type to the MIS setting codes by building number
   f. IEP program update – Update local IEP systems with current year building data. Share with providers all current year building details
   g. Special education program buildings – Confirm the Off—site non-public, home, community based preschool, Incarceration and hospital buildings have the same building minutes, class minutes and days per week as the local elementary school for all grade levels.
   h. X0440 buildings – Provide to KSDE the current year Directory schedule information for non-accredited private schools in your Catchment area. Email to KSDE special education data mgr.
   i. Directory Chart – Document current year building and class times, days per week in session, and program types for each building in the Directory Chart.

2. School Calendars.
   a. Discovery Process – Obtain current year calendars applicable for all IEP service locations
   b. District level calendars. – Create a master calendar for all grades, all buildings.
   c. State school calendars. – Create a master calendar for all grades, all buildings.
   d. Private / Parochial calendars. – Create a building level calendar for all grades.
   e. Other calendars
      i. Create building level calendars for those programs that do not follow the master calendar.

Do not create District level calendars for X0 or Z0 organizations. Only create building level calendars

3. Current Year Providers.
   a. Discovery Process – Discover current year provider population, their roles and organization of assignment.
   b. Update MIS Personnel List - Add new service line providers to current year personnel list, remove providers no longer serving students by the organization.
   c. Determine provider organizations – Discover where [the service location building(s)] each individual provider delivers IEP services. Only associate the relevant service organization to the service provider
   d. Assign provider roles – Mark all providers with the role of "Service line provider".
   e. Update current year MIS provider profiles – Enter current year provider roles and assign current year organizations.

4. Current year setting codes
   a. Discovery Process – Confirm the Directory updates correctly lists program types by building.
   b. Creating setting codes in the MIS – After the Discovery process is completed, create a new current year settings list by building in the MIS submit the same setting codes listed in the Directory for KSDE review and approval. Do not submit settings for Central office buildings or in schools where the setting does not exist.
   c. Special education program buildings – Follow Data Dictionary guidance for listing correct setting codes in the special education program buildings.

5. Prepare current year student data
   a. Discovery process – Using documented Local MIS Procedures, ascertain which individual students are active in the current school year. This population is the first batch of students to be submitted
   b. New building associations – Update local IEP systems to account for student who have new Neighborhood, responsible and attendance schools in the current school year.
   c. Updating Responsible School – Coordinate with local KIDS administrators to align current year Accountability School in KIDS to the student's responsible school in the MIS.
   d. Preschool to Kindergarten changes – Update current year service lines to reflect the change of preschool settings and service locations to Kindergarten based locations and settings.
   e. Promotion of Grade – Update each student's grade level in local IEP systems prior to initial MIS submission
   f. Promotion of Status – Update student status to continuing for each active student resuming services from the prior school year.
6. Target Submission dates
   a. August 31 or before – Target date for submission of Calendars, settings and providers
   b. Labor Day or before - Target date for initial batch submission of current year student records.

August 2021 MIS – FAQ

Closing Prior School year
Preparing for the September 15 deadline

Analyzing MIS reports is essential for assuring reliable and complete data for the school year. Using the report tools in the MIS to find discrepancies and making corrections based on these discrepancies, is key to assuring timely and accurate reporting and avoiding point deductions on the Indicator score sheet.

1. Projected End of Year report
   a. List of all student served by the LEA during the school year. Are all students accounted for?
      i. Is the report unduplicated? No student should be listed more than once
         1. FY2019 MIS workshop handbook shows how to find and remove duplicate records
      ii. Find and correct students with Active status and services that end before the last day of school. Active student would have services through the last day of school.
      iii. Find and correct unequal exit dates and latest service end date. These dates would always be the same date.
      iv. Compare the Transportation indicator (yes / no) to the all services data
         1. ST service and No in the transportation indicator, requires profile correction
         1. Yes in the transportation indicator and ST Service is not present may require an additional service line to be added.
      ii. Exit code of "S" and a disability is present, will likely require correction.
      iii. Students with DD disability over the age of 10 will require correction.
      iv. Missing / null values present in columns with expected values.
         1. Race / ethnicity – will require correction
         2. Grade level – will require correction
      v. Setting **"Z"** present in the all settings column will require correction
      vi. Age on June 30 is not 3-21 – will require correction

2. Overlap report
   a. List of students with service dates overlapping with another agency. More than one agency is claiming to have served the same student on the same dates in two or more different locations.
   b. To resolve overlaps, modify service start and / or exit dates to remove overlaps
   c. Speak with the Data Clerk from the overlapping agency and coordinate efforts as all overlaps must be resolved.
   d. Tip – Move in student – Are you reporting the same IEP services that were delivered from the sending agency? If yes, delete the service lines from the other agency
   e. Tip – Move out student – Is the overlap start date days before your exit date? If yes, then you exit date and service end dates may be long. The student was already in the new agency before the exit date. To fix it change the exit date and latest service end dates to equal the day before the overlaps starts.
      vii. This report should have no students listed by September 15

3. Exit status report
   a. List of students with subsequent activity after they exited your agency.
   b. The report is evidence the exit status reported needs to be changed to "T" – Moved known to be continuing in another Kansas organization.
      i. This report should have no students listed by September 15

4. Unknown exit report
   a. List of students reported as "T" – Moved known to be continuing in another Kansas organization. – However the student is not found elsewhere.
   b. Focus of student with exit dates From August through April
   c. Check with local KIDS administrator to see if the basis of exit should be different.
   d. Expect reported Exit codes to change for some students.
   e. Listed students may affect the accuracy of the OSEP Table 4 Exit report.
      i. This report should have no students listed by September 15

Reminder – Per OSEP requirements, the Exiting data is only applicable to the July 1 – June 30 time frame. Thus, a records request for students enrolling in the current school year are not applicable to exits from the prior school year. A student must continue elsewhere in a General education or Special Education program in the same school year they exited the prior organization. Enrollment before June 30 is required. For example: Student X drops out of USD 123 in March. USD 123 receives a records request for student X who enrolled in USD 999 in August. The correct status for student X is dropout for the prior school year.

5. Discipline Incident report for students with no IEP services
   a. Students without an area of disability on the incident date will require correction
   b. Students without an IEP services on the incident date will require correction
      i. Inaccurate disability and service date is corrected in the MIS
      ii. Inaccurate disciplinary incidences are corrected in KIAS
         1. This report should have no students listed by September 15

6. Table 5 discipline Report –
   a. Compare out of school suspensions and expulsions of more than 10 days to the MIS service lines
      i. Setting "U" would be present for student served in alternative locations during long term out of school suspensions or expulsions. Missing "U" settings will require correction on service lines.

7. Projected OSEP Table 4 exit report
   a. List of student who qualify for the OSEP exit report.
      i. IDEA students
      ii. Age 14 -21
      iii. Last exit of the school year (from any agency)
      iv. Has not become active SPED elsewhere after the exit date (excludes moved students)
      v. Student was in Special Education at the beginning of the school year (July 1)
   b. Does the list contain all of the qualified students with the correct basis of exit?