SPECIAL EDUCATION REPORTING MANUAL 2023-2024

Last Updated: 03/11/2024

Kentucky Department of
EDUCATION

OSEEL

Office of Special Education & Early Learning

Contents

Introduction and Purpose

Under Section 618 of the Individuals with Disabilities Education Act (IDEA), State Education Agencies (SEAs) and Local Education Agencies (LEAs) are required to collect and submit special education data. SEAs are also required to publicly report special education data. This data includes:

- The annual count of children with disabilities receiving special education and related services;
- Behavior events resulting in removal from the special education program;
- Counts of students who exit the special education program during the school year.

In Kentucky, these data are all captured, collected, and reported in Kentucky's State Student Information System (KSIS), Infinite Campus (IC).

For additional information concerning IC, data entry, and data standards, please visit the Office of Special Education and Early Learning's (OSEEL's) Special Education Resources for Using Infinite Campus webpage.

Within this document, the use of italicized font is used to denote titles of documents, reports, and selection options within IC.

Some data are collected outside of IC. For example, special education personnel data are submitted annually through the Grant Management Application and Planning (GMAP) system. The *Personnel* data report is due June 1st, along with the LEA's IDEA application.

Infinite Campus Data Collection

Individuals with Disabilities Education Act (IDEA) December 1 Child Count
IDEA December 1 Child Count is the annual count of students with Individual Education Programs (IEPs) in the state. Uses for the data include:

- Reporting IDEA data to the U.S. Department of Education (USED) for students with disabilities
- Calculating the Support Education Excellence in Kentucky (SEEK) exceptional child add-on funding for districts
- Calculating certain indicators of Kentucky's Part B State Performance Plan/Annual Performance Report (SPP/APR)
  - Indicator 4: Discipline
  - Indicator 5: Placement for school-aged students
  - Indicator 6: Placement for preschool students
  - Indicator 9: Disproportionate Representation of racial/ethnic groups in the Identification of a Child with a Disability
  - Indicator 10: Disproportionate Representation of racial/ethnic groups for Children Identified in Certain Specific Disability Categories
- Calculating significant disproportionality under the IDEA
- Responding to internal and external data requests
- Informing decisions within the Kentucky Department of Education (KDE) and the Office of Special Education and Early Learning

For a state student identification (SSID) to appear on the *IDEA Dec 1 Count Extract* report in IC, all the following must be true:

- The student is aged three through 21.
- The student is enrolled in a non-excluded calendar in the district on December 1.
- The student has a locked IEP on December 1.
- The student's IEP has a *Special Ed Status* of *Active* (A), *Active/Referred* (AR), or *Inactive* (I). IEPs with a status of *Eligible, Parent Refused* (ER) will not appear on the *IDEA Dec 1 Count Extract* report.
- The student's IEP has a *Primary Disability* selected.
- If the *Primary Disability* on the IEP is *Developmental Delay* (DD), the student must be less than nine years old.

- The student has an age-appropriate *Special Ed Setting* (also known as Least Restrictive Environment (LRE)) selected.
- The student has a completed and locked *KY Evaluation/Eligibility Determination* form dated less than three years before the child count date.

Two reports are available for district personnel to use to review child count data.

- *IDEA Dec 1 Count Extract* report
  - IC Pathway: *KY State Reporting > IDEA Dec 1 Count Extract*
  - District personnel should run this report often to review the count of students with IEPs.
- *IDEA Dec 1 Federal Submission Validation* report
  - IC Pathway: *KY State Reporting > KDE Reports > IDEA Dec 1 Federal Submission Validation*
  - This report will be populated by KDE's Office of Education and Technology (OET) every Monday with data obtained from each district's IDEA Dec 1 Count Extract. This will occur each week beginning in November and will reflect the data as of the close of business the previous Friday.
  - The Director of Special Education (DoSE) must review the *IDEA Dec 1 Federal Submission Validation* report the Monday following the first Friday after December 1 to verify the data are correct. If there are any concerns, contact the OSEEL's Special Education Data Manager.
  - The *IDEA Dec 1 Federal Submission Validation* report is an identical copy of the *IDEA Dec 1 Count Extract* report created by KDE each Monday.
  - The purpose of the *IDEA Dec 1 Federal Submission Validation* report is to enable district personnel to know exactly which students KDE will be submitting in the "Children with Disabilities (IDEA)" federal report (child count).
  - Once data have been verified, the district DoSE must complete the Child Count Verification Survey.
  - Once the child count process has been completed, the final data will remain in IC in the *IDEA Dec 1 Federal Submission Validation* report for future reference.

IDEA Dec 1 Child Count Reporting

- District personnel should review data in the IC report: *KY State Reporting > IDEA Dec 1 Count Extract* and ensure all enrolled students with IEPs appear with accurate demographic data on the report.
- District personnel should make no changes affecting the *IDEA Dec 1 Child Count Extract* Report after 4:00 p.m. Eastern Time (ET) the first Friday following December 1.
- The KDE will run the official *IDEA Dec 1 Federal Submission Validation* report between 4:00 p.m. ET the first Friday following December 1 and 8:00 a.m. ET the following Monday (during the weekend).
- The Monday following the first Friday after December 1, the KDE will publish the official child count data in *KY State Reporting > KDE Reports > IDEA Dec 1 Federal Submission Validation*.
- DoSEs will be asked to review the data in the KDE-published IC Report, *IDEA Dec 1 Federal Submission Validation,* for accuracy and completeness on the Monday following the first Friday after December 1. The district personnel should email the OSEEL's Special Education Data Manager with any concerns.
- The KDE will email a survey link to all DoSEs the Monday data are due to verify that data in the IC report, *KY State Reporting > KDE Reports > IDEA Dec 1 Federal Submission Validation,* are accurate.

Students Moving to Kentucky from Out-of-State

If a student moves to Kentucky from another state and has an IEP, the Kentucky LEA must provide services comparable to the student's out-of-state IEP while conducting an initial evaluation in Kentucky. For out-of-state students who do not have a locked KY IEP and a *KY Evaluation/Eligibility Determination* form in IC prior to December 1, the DoSE must create a shell *KY Evaluation/Eligibility Determination* and *KY IEP*. To do this, complete the following actions for the student to be included on the *IDEA Dec 1 Count Extract.* Only students who are receiving special education services based on an active eligibility determination and IEP from another state may have a shell *KY Evaluation/Eligibility Determination* and *KY IEP* and be included on child count.

- Create a new *KY Evaluation/Eligibility Determination* form.
  - *Evaluation Header*:

- For *ARC Meeting Date*, list the ARC meeting date from the sending state, if possible.
- For *Evaluation Type*, select *Transferred*, which means the student has transferred from out of state, and the *KY Evaluation/Eligibility Determination* form is temporary.
- Click *Save & Stay*, then *Complete*.
  - *Enrollment Information*: Click *Complete*.
  - *Student Information*: Click *Complete*.
  - *Parent/Guardian Information*: Click *Complete*.
  - *Multi-Disciplinary Report*: Click *Complete*.
  - *RR-Review of Existing Data*: Click the arrow next to *Complete*, then click *Not Needed*.
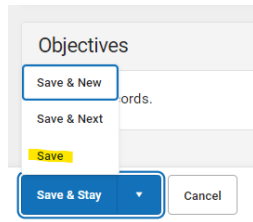

  - *RR-Review of Records*: Click the arrow next to *Complete*, then click *Not Needed*.
  - *RR-Review of Current Performance*: Click the arrow next to *Complete*, then click *Not Needed*.
  - *Eligibility Form*: Click *Complete*.
  - *Eligibility Determination*:
    - For *Date of Eligibility Determination*, select the date eligibility was determined in the sending state, if possible.
    - For *Primary Disability*: Select the primary disability closest to that on the student's current IEP from the sending state.
    - Click *Save & Stay*.
    - Click *Complete*.
- Lock the *KY Evaluation/Eligibility Determination* document.
  - Upload the student's out-of-state evaluation documentation, if possible.
  - Create a new *KY IEP* form.
  - *Education Plan*:
    - For *Type*, select *Transferred*.
    - For *Meeting Date*, select the start date of the IEP from the sending state.
    - For *Start Date*, select the start date of the IEP from the sending state.
    - For *End Date*, select the end date of the IEP from the sending state.
    - Click *Save & Stay*.

- Click *Complete.*
- *Student Information*: Click *Complete.*
- *Enrollment Information:*
  - Click the *Refresh* button at the bottom of the editor.
    - A window will open on the right-side titled Enrollments. Select the current enrollment.

  - Select appropriate *Special Ed Status.*
  - Select appropriate *Special Ed Setting.*
  - Click *Save & Stay.*
  - Click *Complete.*
- *Parent/Guardian Information*: Click *Complete.*
- *Present Levels of Academic Achievement and Functional Performance:*
  - District staff must either enter something in each textbox or check the checkbox next to *Performance Commensurate with similar age peers.*
  - At least one box must be checked under *Transition Needs.*
  - Director of Special Education should decide how to complete this editor.
  - Click *Save & Stay.*
  - Click *Complete.*
- *Transition Service Needs (14):* Click the arrow next to *Complete*, then click *Not Needed.*
- *Postsecondary Goals and Services:* Click the arrow next to *Complete*, then click *Not Needed.*
- *Course of Study:* Click the arrow next to *Complete*, then click *Not Needed.*

- *Transfer of Rights at Age of Majority:* Click the arrow next to *Complete*, then click *Not Needed*.
- *Special Factors:* Click *Complete*.
- *Goals and Objectives:*
  - Click the *New* button at the bottom of the editor.
  - The Annual Goals requires text entry. The Director of Special Education should decide what will be entered in that box.
  - Click the arrow next to *Save & Stay*. Select *Save*.

  - Click *Complete*.
- *Reporting Progress*: Click *Complete.*
- *Supplementary Aids and Services*: Click *Complete.*
- *Accommodations for State/Classroom Assessments*
  - At least one checkbox must be checked in this editor. Select the appropriate accommodations.
  - Click *Complete*.
- *Alternate Assessment Participation Guidelines*
  - If student is not being considered for the Alternate Assessment, click the arrow next to *Complete*, then click *Not Needed*.
  - The Director of Special Education should determine a policy for how to complete this editor for students considered for the alternate assessment.
- *Learner Characteristics Inventory*:
  - This will be marked *Not Needed* by default if the Alternate Assessment Participation Guidelines editor was marked *Not Needed*.
  - The Director of Special Education should determine a policy for how to complete this editor for students considered for the alternate assessment.
- *Supports and Modifications for School Personnel:* Click *Complete.*
- *Least Restrictive Environment:* Click *Complete.*
- *Special Ed Services:*
  - Click the *New* button at the bottom of the editor.
  - Select *Special Education* under *Service.*

- - The Director of Special Education should determine a policy for how to complete this editor.
    - Click the arrow next to *Save & Stay*. Select *Save*.
    - Click *Complete*.
  - *Related Services*: Click *Complete*.
  - *Extended School Year*: Click *Complete*.
- Lock the IEP.
- Upload the student's out-of-state IEP, if possible.
- When completing the evaluation process to determine eligibility in Kentucky, leave the above documents locked and do the following:
  - Create a new *Initial Evaluation/Eligibility Determination* form.
  - Create a new *KY IEP* form.

See Appendix B: Regulations for Out-of-State Transfer and Timelines

Discipline Data for Special Education

Discipline data for students with IEPs are used in the following ways:

- Reporting IDEA discipline data for students with disabilities
  a. FS005 — Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting
  b. FS006 — Children with Disabilities (IDEA) Suspensions/ Expulsions
  c. FS007 — Children with Disabilities (IDEA) Reasons for Unilateral Removal
  d. FS088 — Children with Disabilities (IDEA) Disciplinary Removals
  e. FS143 — Children with Disabilities (IDEA) Total Disciplinary Removals
  f. FS144 — Educational Services During Expulsion;
- Calculating Indicator 4: Suspension/Expulsion for Kentucky's Part B State Performance Plan/Annual Performance Report (SPP/APR);
- Determining if Significant Disproportionality exists in an LEA requiring implementation of Comprehensive Coordinated Early Intervening Services (CCEIS) as required under Part B of the IDEA;
- Responding to internal and external data requests; and
- Informing decisions within the KDE.

To be included in any special education behavior reports, a student must have a behavior event in the Safe Schools report in IC with a state resolution from one of the following codes:

- **SSP1:** Expulsion, with services
- **SSP2:** Expulsion, without services
- **SSP3:** Out-of-School Suspension
- **SSP8:** Seclusion
- **INSR:** In-School Removal
- ***INDR:** In-District Removal
- **IAES1:** Unilateral Removal by School Personnel-SPED use only
- **IAES2:** Removal by Hearing Officer-SPED use only

IC Removal Categories for IDEA Federal Reporting of In-School and Out-of-School Removals
- In-School Removal codes: SSP8, INSR
- Out-of-School Removal codes: SSP1, SSP2, SSP3, INDR

*Note: INDR is considered an out-of-school removal for IDEA reporting, but an in-school removal for Kentucky Safe Schools reporting.

According to the *Federal Register, Vol. 71, p. 46715 (August 2006):*

> An in-school suspension may not be considered a part of the days of suspension addressed in §300.530 as long as:
>
> 1. The child is afforded the opportunity to continue to appropriately participate in the general curriculum,
> 2. the child continues to receive the services specified in the child's IEP, and
> 3. the child continues to participate with nondisabled children to the extent they would have in their current placement.

If district personnel believe an in-school removal has met all the above requirements, this may be documented in the *Details* section of the *Resolution*. This documentation will need to explain in detail what the district personnel have done to ensure each of the three requirements above has been met. If the student was subject to removals of more than ten days, the student records are reviewed by the KDE to determine if policies, procedures, and practices comply with the requirements for Indicator 4.

Please see the 2022 Discipline-Behavior Guidance from the United States Department of Education's (USED's) Office of Special Education Programs (OSEP).

Safe Schools Report

- The data entry instructions are in the [Behavior Data Standards](#).
- If district personnel have questions about data entry for behavior incident reporting, please contact the Office of Continuous Improvement and Support (OCIS) Data Manager at (502) 564-5130.
- Please see [Safe Schools Data for Students with IEPs](#) below to learn more about running and analyzing the *Safe Schools* report.
- Data must be verified by the DoSE by June 30.
- The DoSE must sign off on the verification of the data at [Verification of KY Discipline Data for Students with IEPs](#).

Note: When running the *Safe Schools* report, the special education students will only be identified as special education if they have an active, locked IEP on the date the behavior incident occurred.

See [IDEA Dec 1 Child Count Reporting](#)

Safe Schools Data for Students with IEPs
The KDE's OSEEL will pull the behavior data from the LEAs' *Safe Schools* reports in IC. Below is a list of steps to support district personnel in running reports and reviewing data to ensure accuracy.

To run the *Safe Schools* report in the LEA's IC, district and school personnel will need to complete the following steps:

1. Go to *KY State Reporting > Safe Schools*.
2. Select the current school year and ensure the date range is set for July 1 to June 30 of the current school year.
3. Select all schools on the right under *Select Calendars*. Select all by clicking the first school, holding down the shift key, then clicking the last school.
   a. If district or school personnel run the report only for students with IEPs, select *Active Special Ed at the Time of Incident*.
4. Click *Run Extract*.
   o See the following screenshot for an example.

Safe Schools Report

The Safe Schools Report outputs as CSV (Comma Separated Value) file. The report contains behavioral information on students collected from schools and districts in Kentucky.

Enter dates to find incident which occurred during a date range, leaving the date range blank will find all incidents which occurred during the date range of the selected calendar(s).

Extract Options

Extract Type: Detail

Format: State Format(CSV)

Date Range: 07/01/2023 -- 06/30/2024

Report Selection ☑ All Reports

- ☑ SS1: Assault or Violence
- ☑ SS2: Possession of Guns or Other Deadly Weapons
- ☑ SS3A: Possession/Use or Distribution of Drugs
- ☑ SS3B: Possession/Use or Distribution of Alcohol
- ☑ SS3C: Possession/Use or Distribution of Tobacco Products
- ☑ SS4: Bullying or Harassment
- ☑ SS5: Other Events Resulting in State Resolutions

Select Students

◉ Grade

All Students
00
01
02
03
04
05
06
07
08

○ Ad Hoc Filter

☑ Active Special Ed at Time of Incident

Select Calendars

Which calendar(s) would you like to include in the report?

◉ active year
○ list by school
○ list by year

23-24
Arthur School 2024 A
Arthur School 2024 B
Buchanan Elem School 2024 A
Garfield High School 2024 A
Garfield High School 2024 B
Harrison Elem School 2024 A

CTRL-click or SHIFT-click to select multiple

5. After clicking the *Run Extract* button, district personnel will see an Error/Warning report, as depicted in the graphic below. The district personnel must edit records within the Behavior tab in IC, as appropriate, to resolve each of the errors and warnings in the Error/Warning report.

   For more information, visit the KDE's Safe Schools Data Collection and Reporting webpage.

There are errors and/or warnings in the extract (See below) [Click Here] to generate the Safe Schools Extract.

To view the errors and/or warnings in a CSV format click [Export to CSV]

Error/Warning Table of Contents: (If warning/error count is 0, there are no warnings/errors to report.)
ER01: The following students have state resolutions without a start/end date and/or time. These behavior events will not pull on the report. (Number of Records: 0)
ER02: The following students have a state resolution and the event does not have a state event code. These behavior events will not pull on the report. (Number of Records: 0)
ER03: The following events do not have a participant selected. These behavior events will not pull on the report.(Number of Records:2)
ER04: The following students have a resolution for a behavior event that occurred outside of the selected calendar(s) enrollment(s). These events will not pull on the report. (Number of Records: 0)
ER05: Suspension Attendance exists outside of an SSP3 Resolution. These events will not pull on the report. (Number of Records: 0)
WA01: An Out of School Suspension Resolution (SSP3) exists outside of a Suspension Attendance event. These events will pull on the report. (Number of Records: 0)
WA02: The following students have a behavior resolution of SSP7: Restraint or SSP8: Seclusion without a corresponding Behavior Response of Restraint or Seclusion. These behavior events will pull on the report. (Number of Records: 0)
WA03: Student behavior resolution start date is not within a district enrollment. These events will pull on the report. (Number of Records: 0)
WA05: The following students have a behavior response of Restraint or Seclusion without a corresponding State Resolution of SSP7: Restraint or SSP8: Seclusion. These behavior events will pull on the report. (Number of Records: 0)

ER03: The following events do not have a participant selected. These behavior events will not pull on the report. (Number of Records:2)
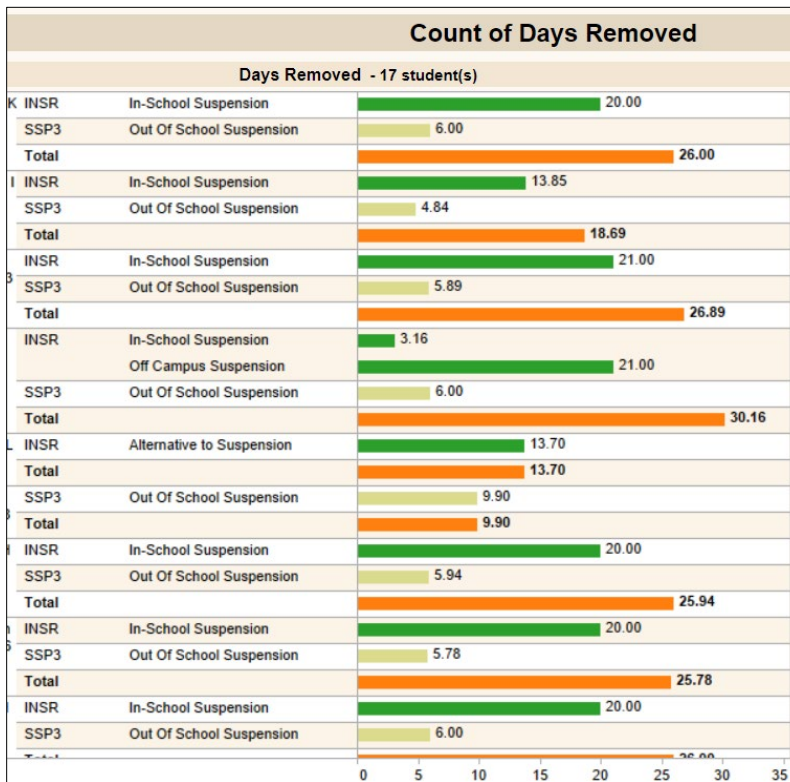
school	title	incidentDate	submittedBy	status	eventID	eventType
Jackson Elem School	Threatening Staff	10/18/2019		CM	33673	Threatening Staff
Polk High School	Insubordination	09/27/2019		CM	33581	Threatening Staff

6. Once district personnel have corrected the errors and warnings, select the *Click Here* button (highlighted in red in the above screenshot) to obtain the *Safe Schools* data.
7. Open the Safe Schools Excel spreadsheet. Go to the Home Menu, click Sort & Filter, then click Filter.
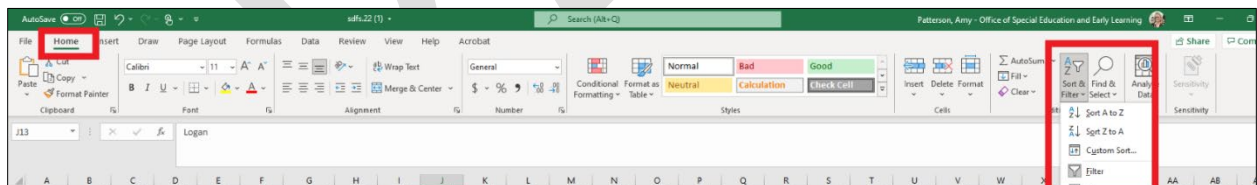
8. Click on the arrow in the **ResolutionStateCode** column (column AR).
   - o Uncheck Select All.
   - o Check IAES1, and IAES2, if there are any.
   - o Ensure all students with these resolutions have the following properties:
     - ▪ The **ActiveSPED** column (column N) has a Y.
     - ▪ IAES Reason column (column AV) says either Drugs, Weapons, or Bodily Injury.
9. Click on the arrow in the **ResolutionStateCode** column and check all the following codes that are available:
   - o **SSP1:** Expulsion, with services
   - o **SSP2:** Expulsion, without services
   - o **SSP3:** Out of School Suspension
   - o **SSP8:** Seclusion

- o **INSR:** In School Removal
- o **INDR:** In District Removal
- o **IAES1:** Unilateral Removal by School Personnel-SPED use only
- o **IAES2:** Removal by Hearing Officer-SPED use only

10. Click the arrow in the ActiveSpEd column (column N) and uncheck N (leave only Y).
11. Click on the arrow in the StateID column (column G) and select Sort Smallest to Largest.
    - For each student record, ensure there are not multiple entries with the same Res Start Date (column AQ) and Res Start Time (column AR).
    - Look at the Resolution Length column (column AU). Check all resolutions longer than ten days. Ensure they are accurate.
12. In addition to the *Safe Schools* report, district personnel may select an Extract Type of Aggregate School Level or Aggregate District level to provide total counts by the district.
13. The *Tableau Visualizations* in IC are also available for review. The link should appear at the top of the *Index* in IC. Please speak with the district's KSIS Administrator to obtain access.
    - o Choose *IC Behavior Analysis*.
    - o Then select *Count of Days Removed*. This will show the number of days each student has been removed.
    - o Filters are available on the right to filter by demographic, such as students with disabilities or race.
    - o Review each student record to ensure the accuracy of data.
        - See the following screenshot.

		Count of Days Removed	
		Days Removed - 17 student(s)	

Code	Type	Value
K INSR	In-School Suspension	20.00
SSP3	Out Of School Suspension	6.00
Total		26.00
I INSR	In-School Suspension	13.85
SSP3	Out Of School Suspension	4.84
Total		18.69
INSR	In-School Suspension	21.00
SSP3	Out Of School Suspension	5.89
Total		26.89
INSR	In-School Suspension	3.16
	Off Campus Suspension	21.00
SSP3	Out Of School Suspension	6.00
Total		30.16
INSR	Alternative to Suspension	13.70
Total		13.70
SSP3	Out Of School Suspension	9.90
Total		9.90
INSR	In-School Suspension	20.00
SSP3	Out Of School Suspension	5.94
Total		25.94
INSR	In-School Suspension	20.00
SSP3	Out Of School Suspension	5.78
Total		25.78
INSR	In-School Suspension	20.00
SSP3	Out Of School Suspension	6.00

Note: Please contact the OSEEL's Special Education Data Manager for questions specific to special education discipline.

Safe Schools Verification Reporting
Due June 30

- The six federal behavior reports (FS005, FS006, FS007, FS088, FS143 and FS144) are pulled from the *Safe Schools* report.
- Behavior data must be finalized by June 30 and are pulled during the first week of July.
- OSEEL's Special Education Data Manager sends a survey link by May 31 to the DoSEs to verify the discipline data.

SPED Exit Detail Report

Exiting data for students with IEPs are used in the following ways:

- Reporting IDEA data to the U.S. Department of Education for students with disabilities ages 14-21 who exited special education
  a. FS009 – Children with Disabilities (IDEA) Exiting Special Education
- Calculating specific indicators of Kentucky's IDEA Part B SPP/APR
  a. Indicator 1: Graduation
  b. Indicator 2: Dropout
- Responding to internal and external data requests
- Informing decisions within the KDE and the OSEEL

To be included in the *SPED Exit Detail Report*, a student must have documentation in IC that indicates the student:

- is at least 14 years old as of December 1, prior to the student's exit date;
- has a special education status of Active or Active/Referred on or before October 1 of the reporting year or on the last school day of the previous year and anticipated to return (no show); and
- has a *Special Ed Exit Status* and *Special Ed Exit Date* during the current school year OR has an Enrollment End Status that indicates the student exited the district during the current school year.

Important notes regarding the *SPED Exit Detail Report*:

- A *No Show* enrollment is used when a student was enrolled on the last school day of the previous year and was anticipated to return for the current school year but did not enroll on the first day. The SSID of a student with a *No Show* enrollment should appear on the exiting report if the student fails to return for the reporting year and if they were anticipated to return.
- The SSID of a student who graduates from high school should appear on the exit report, even if the student has an active status for special education services on the day of graduation.
- If a student is listed as a dropout at the end of a school year (known as the reporting year) but enrolls in a district on or before October 1 of the following school year, the student is not considered a dropout for the reporting year.

Please see the [Special Education Processes Data Standards](#) for information on completing the *Special Ed Exit Status* and *Special Ed Exit Date* when students exit special education.

Report Extract

To run the ==*SPED Exit Detail Report*==:
- Go to *KY State Reporting > KDE Reports > SPED Exit Detail Report.*
- Click *Generate Report.*

SPED Exit Detail Report Contents
- Sch Year: Indicates the school year for the data.
- Sch Number: Indicates the number of the school where the student was enrolled.
- Sch Name: Indicates the name of the school where the student was enrolled.
- State Classification: Indicates the type of school. (More information may be found on KDE's [School Classification](#) page.)
- SSID: State Student Identification Number.
- Last Name
- First Name
- Middle Name
- Birthdate
- Gender
- Disability: This disability code is obtained from the IEP that was active when the student exited special education in the district.
- Enrollment Start Status: Obtained from the Start Status on the Enrollment Editor. (See item number 1 in the following screenshot labeled **Figure 1**. For more information on enrollment codes, please see KDE's [Enrollment Data Standard](#).)
- Enrollment End Date: Obtained from the End Status on the Enrollment Editor. (See item number 3 in the following screenshot labeled **Figure 1**.)
- Enrollment End Status: Obtained from the Start Status on the Enrollment Editor. (See item number 2 in the following screenshot labeled **Figure 1**. For more information on enrollment codes, please see KDE's [Enrollment Data Standard](#).)
- Diploma Type: Obtained from the Diploma Type field in the Graduation tab.

- SPED Exit Status on Enrollment: Obtained from the Special Ed Exit Status in the Special Ed Fields in the Enrollment tab.
- SPED Exit Date on Enrollment: Obtained from the Special Ed Exit Date in the Special Ed Fields in the Enrollment tab.
- KDE Determined SPED Exit Date: Determined based on the Enrollment End Status and the crosswalk in Appendix C: Enrollment Code Crosswalk.
- State Final Enrollment: The cell will be "Y" if the row represents the final statewide enrollment for the student or "N" if the student enrolled in another Kentucky district after this enrollment.
- Review: The cell will be "Y" if the row has inconsistent information.
- IEP Expired: The cell will be "Y" if the student's IEP expired.
- Data Refreshed Date: The last date the data were refreshed.

Figure 1

Important Notes about the SPED Exit Detail Report:
- This report will only update on Monday mornings.
- If the KDE Determined SPED Exit Status is "Active Enrollment," it is because the student has a current enrollment. If school has ended, district staff should enter the *Enrollment End Status*.
- If a student's disability is missing, district staff will need to refresh the disability in the student's IEP.
  - If the student's most recent *KY Evaluation/Eligibility Determination* shows that the student was not eligible for special education services, unlock that *KY Evaluation/Eligibility Determination.*
  - Unlock the IEP that was active when the student exited.

- In the *Enrollment Information* editor,
  - Select the *Special Ed Status* and *Special Ed Setting*.
  - Click the *Refresh* button and select the appropriate enrollment on the right side of the editor.
  - Click the *Save & Stay* button.
  - Click the *Complete* button.
- Lock the IEP.
- Lock the IEP that was active when the student exited.

- If the SPED Exit Status on Enrollment and the KDE Determined SPED Exit Status are both *01: Transferred to regular education*, it is not a problem if the KDE Determined SPED Exit Date and the SPED Exit Date on Enrollment do not match.
- If the student is on the report but does not have an IEP in the district, the student had an IEP in a previous district during the school year. Please ensure all special education documents are transferred when a student enrolled in the district.
- If the SPED Exit Status on Enrollment is *06: Moved, Known to Continue,* but the student does not have a subsequent enrollment, the student will be considered Dropped Out.
- The Diploma Type must match the SPED Exit Status on Enrollment. For example, if the SPED Exit Status on Enrollment is *02: Graduated with Diploma*, the Diploma Type must be General Diploma. Likewise, if the SPED Exit Status on Enrollment is *03: Graduated with Alternative Diploma*, the Diploma Type must be Alternate Diploma.
- Please see "Scenario 4 – Student Earns Alternative High School Diploma": on page 11 of the Special Education Processes Data Standard for information on students who earn an Alternative High School Diploma.

The DoSE must confirm that they have reviewed these data in the Exiting Verification Survey by ==October 31==.

Special Education Exiting Verification Reporting
==Due October 31==

- The *SPED Exit Detail Report* is generated from IC at the state level.
- The OSEEL's Special Education Data Manager sends a link to the DoSEs by May 31 to verify the exiting data by October 31.

Reports available in Infinite Campus

Below is a list of reports designed to help LEAs validate and analyze data for special education reporting. If district personnel cannot access these reports in IC, please contact the district's KSIS Point of Contact (KSIS POC).

- *IDEA Dec 1 Count Extract*. This report provides districts with demographic information of students who are enrolled and have an active IEP on the *Effective Date* chosen when the report is run. The default *Effective Date* is December 1 of the selected school year.
- *IDEA Dec 1 Federal Submission Validation.* This report is updated annually beginning in October with data obtained from the LEAs' *IDEA Dec 1 Count Extract* report. This report allows LEAs to see the demographic information for students on the child count report that the state will report.
- *QA SPED*. This report has three options: *Detail report, Error report*, and *Aggregate report*.
  - *Detail report* returns demographic information for each enrolled student who has an IEP.
  - *Error report* returns an Excel file with a row for each error for any special education student that will appear on the Detail report.
  - *Aggregate report* returns a PDF with unduplicated counts of students with IEPs for each district selected in IC.
- *Alternate Assessment Tracking.* This report returns an Excel file with demographic information for all students with IEPs indicating they are eligible for alternate assessment.
- *SpEd_Evaluation_Detail*. This report provides districts with demographic information for all students for whom the district obtained *Consent for Initial Evaluation* during the selected school year. It provides the *Date of Consent for Initial Evaluation* and the *Date of Eligibility Determination*. Districts may use this report to choose student records to include on the Indicator 11 tab of the "Indicator 11 & 13 Spreadsheet" for reporting to KDE.
- *Safe Schools*. This report provides districts with information for all students who have had behavior events in IC during the selected school year. Districts may check the box at the bottom of the screen that says *Active Special Ed at Time of Incident* to only see a list of students with IEPs. This report is used for the discipline data.
- *SPED Exit Detail Report*. This report provides districts with demographic information for all students who began the school year with an active IEP and were not enrolled or did not have an IEP at the end of the school year, including graduates. This report is used for the "FS009 Children with Disabilities (IDEA) Exiting Special Education" data report submitted to the

federal government, as well as Indicator 1: Graduation and Indicator 2: Dropout for the SPP/APR.

- *Tableau Visualizations: IC Behavior Analysis.* This provides data visualizations to help districts analyze behavior data. This report may easily be filtered to only show a list of students with IEPs. To review data for the special education behavior data, the *Count of Days Removed* view is best.

Non-Infinite Campus Data Collection

End of Year Reporting

Personnel Reporting through Grant Management Application & Planning (GMAP)
Due June 1

- This report includes counts of special education teachers, paraprofessionals, and related service providers employed on December 1.
- The OSEEL's Special Education Data Manager emails the "Personnel" spreadsheet to DoSEs before December 1 annually. The DoSEs may use this spreadsheet to capture personnel data as of the Dec 1 Child Count date. These data may be used to complete the Personnel section of the annual IDEA application in GMAP.

Indicators 11, 12, and 13 Report

The IDEA requires each state to develop an SPP/APR that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

The SPP/APRs include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA.

A state is required to submit a state performance plan (SPP) at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR).

OSEP uses information from the SPP/APR, information obtained through monitoring visits, and any other public information to annually determine if the state:

- Meets requirements and purposes of the IDEA
- Needs assistance in implementing the requirements of Part B or Part C of the IDEA
- Needs intervention in implementing the requirements of Part B or Part C of the IDEA
- Needs substantial intervention in implementing the requirements of Part B or Part C of the IDEA. The definitions of these indicators may be found in the OSEP's SPP/APR Measurement Table.

Indicator 11 is the percent of children who were evaluated within 60-school days of receiving parental consent for initial evaluation.

Indicator 12 is the percent of children referred by Part C prior to age three who are found eligible for IDEA Part B and who have an IEP developed and implemented by their third birthday.

Indicator 13 is the percent of youth with IEPs aged 16 and above with an IEP that includes:

- appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- transition services, including a multiyear course of study that will reasonably enable the student to meet those postsecondary goals; and
- annual IEP goals related to the student's transition service needs.

There must be evidence that the student was invited to the Admissions and Release Committee (ARC) meeting when transition services are discussed. District personnel must provide evidence that, if appropriate, a representative of any participating agency likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the ARC meeting with the prior consent of the parent or student who has reached the age of majority.

By May 1, OSEEL's Special Education Data Manager emails the "Indicator 11 & 13 Spreadsheet" to DoSEs. The DoSEs must complete and submit the spreadsheet to the OSEEL via the Secure File Upload system by June 30 of the current school year.

For Indicators 11, 12, and 13, DoSEs submit the self-reported data to the Division of IDEA Monitoring and Results (DIMR) on whether they have complied with the three SPP indicators. DIMR randomly validates data through a review of 10% of the districts reporting 100% compliance with the Indicator requirements. An online randomization tool is used to select the 10%. The KDE does not conduct desk audits for districts acknowledging noncompliance with Indicators 11, 12, or 13.
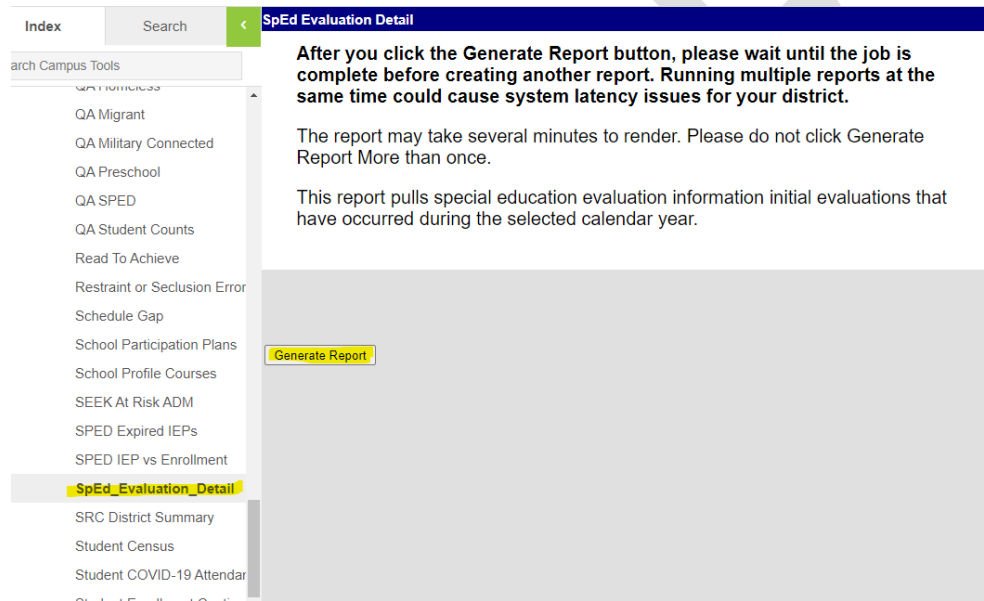
Indicator 11 Report

The *SpED_Evaluation_Detail* report in IC is an optional report for district personnel. This report provides a list of all students for whom the district personnel obtained *Consent for Initial Evaluation* during the year selected in IC. The DoSE randomly selects 10% of students from this list (or another comprehensive list of students created by the district) who meet the criteria for Indicator 11. The SSIDs of the 10% of students chosen are entered on the "Indicator 11 & 13 Spreadsheet" for reporting to the OSEEL. The "Indicator 11 & 13 Spreadsheet" includes for each

student the SSID, demographics, disability, evaluation consent date, determination date, Indicator 11 compliance, and if applicable, the number of days over the timeline and reason for not meeting the timeline.

To run the *SpEd_Evaluation_Detail* report,

- Go to *KY State Reporting*;
- Click on *KDE Reports*;
- Click *SpEd_Evaluation_Detail*; and
- Click *Generate Report*.
  Note: If district personnel cannot see the report, they should ask the district's IC coordinator for access to run the report.

Important notes regarding Indicator 11:

- If the *Date of Consent for Initial Evaluation* column lists "Missing Consent Date," the DoSE or designee manually enters the *Date of Consent for Initial Evaluation* in the *Consent for Evaluation* form.

- It is not a concern if the *Eligibility Determination Date* column in the *SpEd_Evaluation_Detail* report says "Missing Eligibility Date" if the ARC meeting to determine eligibility has not been conducted.
- If the *Eligibility Determination Date* column says, "Missing Eligibility Date" and an *Initial Evaluation/Eligibility Determination* form exists and is dated after the *Date of Consent for Initial Evaluation*, please contact the OSEEL's Special Education Data Manager.
- If a parent revoked services, please enter the Date of Revocation of Consent for Evaluation. This will appear on the *SpEd_Evaluation_Detail* report so you can filter it out when completing the Indicator 11 spreadsheet.

Once the list of student records with initial evaluations is obtained, the DoSE chooses a random 10% of student records from the list. If the district had fewer than 10 student

records on the list, all student records are submitted. If 10% of the number of student records on the list is less than 10, the DoSE submits a minimum of 10 student records. If 10% of the number of student records on the list is greater than 50, the DoSE submits a maximum of 50 student records. The DoSE provides the information for the required number of student records included in the "Indicator 11_13 Spreadsheet" and uploads it to Secure File Transfer (Dir of Spec Ed upload).

District personnel may choose the method of randomization. Districts may choose to use a randomization tool for selection. This tool may be found at https://www.random.org/

The OSEEL verifies the information provided by the DoSE in the "Indicator 11 & 13 Spreadsheet" through random reviews in IC. If information regarding the 60-school day timeline is not correct in the "Indicator 11 & 13 Spreadsheet", the OSEEL's Data Manager contacts the DoSE, notifying them to correct the error in IC and upload the updated "Indicator 11 & 13 Spreadsheet" again to Secure File Transfer (Dir of Spec Ed upload).

Indicator 12 Report

No report currently exists for Indicator 12 in IC because Part C providers do not use IC. Therefore, to determine compliance with Indicator 12 requirements, district personnel must maintain a list of children referred by Part C and report the data in the Indicator 12 survey as follows:

- For children receiving services under Part C, enter the required data into the Indicator 12 survey. This report does not use a random sample but must include all children referred for special education by Part C prior to age three.
- Survey questions 4 – 9:
  - The DoSE or Preschool Coordinator enters totals for the number of children in questions 4 through 9 in the survey.
  - The DoSE or Preschool Coordinator includes and reports on **all** children.
  - Completion of these categories is used to determine an Indicator 12 score for KDE use.
  - The sum of answers in questions 5 through 9 should equal the answer to question 4.

- Please maintain a list of all children, including SSIDs, referred by Part C. The Office of Special Education and Early Learning (OSEEL) will ask for this.

Indicator 13 Report

Run the *Detail report* option for *KY State Reporting > KDE Reports > QA SPED*, then filter for all students aged 16 and older.

Once the *QA SPED Detail report* is completed, the DoSE chooses a random 10% of student records from the list. If the district had fewer than 10 student records on the list, all student records are submitted. If 10% of the number of student records on the list is less than 10, the DoSE submits a minimum of 10 student records. If 10% of the number of student records on the list is greater than 50, the DoSE submits a maximum of 50 student records. The DoSE lists the information for the required number of student records included in the "Indicator 11_13 Spreadsheet" and upload it to Secure File Transfer (Dir of Spec Ed upload).

District personnel choose the method of randomization. Some suggestions include selecting every third student record on the report or going to https://www.random.org/ to utilize a randomization tool for selection.

Complete the Indicator 13 spreadsheet tab based on the current year's IDEA Compliance Record Review document on the OSEEL's Monitoring Documents website.

See IDEA Dec 1 Child Count Reporting

Indicators 11 and 13 Reporting
 Due June 30

- The "Indicator 11_13 Spreadsheet" are submitted via the **Secure File Transfer web application**.
- Only someone listed in IC as the DoSE in Person Role Manager, can upload the report. Please work with the Web Apps Admin Point of Contact (WAAPOC) to gain access if necessary.
- Please name the spreadsheet "###Indicator11_13.xlsx" replace ### with the district's number.

Appendix A: Calendar of Important Dates

District personnel are required to complete data-related activities annually by the dates listed below.

Due Date	Report	Data Location
Monday following the first Friday after December 1	IDEA Dec 1 Federal Submission Validation	The report is titled: *IDEA Dec 1 Count Extract* in IC. • Please see directions in the [Individuals with Disabilities Education Act (IDEA) December 1 Child Count](#) section above.
June 1	Personnel Report	District personnel access this report on the GMAP and enter special education personnel information within the report.
June 30	Indicator 11 & 13 Spreadsheet	The KDE emails a spreadsheet entitled "Indicator 11 & 13 Spreadsheet" to district DoSEs by May 1. • DoSEs enter district data for these indicators directly into the spreadsheet for the two indicators.
June 30	Indicator 12 Survey	The link to the Indicator 12 survey will be sent to DoSEs by May 1.
June 30	*Safe Schools* Report	The report is titled: *Safe Schools* District personnel run the report from IC. • Please see directions in the [Safe Schools Data](#) section above.
October 31	*SPED Exit Detail Report*	• The report is titled: *"SPED Exit Detail Report."* • The report is available in IC. • Please see directions in the [Exiting](#) section above.

Appendix B: Regulations for Out-of-State Transfer and Timelines

34 CFR Section 300.323 (f)
(f) IEPs for children who transfer from another State. If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency:
(1) Conducts an evaluation pursuant to §§300.304 through 300.306 (if determined to be necessary by the new public agency); and
(2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §§300.320 through 300.324.

34 CFR Section 300.301(c) indicates that initial evaluations for students suspected of having a disability, as outlined in IDEA, "must be conducted within 60 days of receiving parental consent for the evaluation; or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe…"

707 KAR 1:320 Section 2(3)
"An LEA shall ensure that within sixty (60) school days following the receipt of the parental consent for an initial evaluation of a child:
(a) The child is evaluated; and
(b) If the child is eligible, specially designed instruction and related services will be provided in accordance with the IEP."

707 KAR 1:320 Section 2(5)
"The sixty (60) school-day timeline shall not apply in the following situations:
(a) If the child moves to a new LEA after consent for the initial evaluation is given but before the evaluation can be completed, as long as the new LEA is making sufficient progress to complete the evaluation and the parent and the LEA agree to a specific time when the evaluation shall be completed; or
(b) If the parent repeatedly fails or refuses to produce the child for evaluation."

Appendix C: Enrollment Code Crosswalk

Withdrawal Code	Additional Criteria	KDE Determined SPED Exit Code
G01 - a pupil who graduates in less than four years	Diploma Type = General Diploma	02: Graduated with Diploma
G01 - a pupil who graduates in less than four years	Diploma Type = Alternative High School Diploma	03: Alternative High School Diploma
G02 - a pupil who graduates in four years	Diploma Type = General Diploma	02: Graduated with Diploma
G02 - a pupil who graduates in four years	Diploma Type = Alternative High School Diploma	03: Alternative High School Diploma
G03 - a pupil who graduates in five years	Diploma Type = General Diploma	02: Graduated with Diploma
G03 - a pupil who graduates in five years	Diploma Type = Alternative High School Diploma	03: Alternative High School Diploma
G04 - a pupil who graduates six or more years	Diploma Type = General Diploma	02: Graduated with Diploma
G04 - a pupil who graduates six or more years	Diploma Type = Alternative High School Diploma	03: Alternative High School Diploma
W01 - a pupil transferred to another grade, schedule structure, or enrollment service type, in the same school		Not an exiter
W02 - a pupil transferred to another public school in the same public school district		Not an exiter
W07 - a pupil withdrawn due to those	Subsequent enrollment in a district	06: Moved, Known to Continue

Withdrawal Code	Additional Criteria	KDE Determined SPED Exit Code
communicable medical conditions		
W07 - a pupil withdrawn due to those communicable medical conditions	No subsequent enrollment in a district	07: Dropped Out
W08 - a pupil withdrawn due to death		05: Died
W12 - a pupil under the jurisdiction of the court. For purposes of the W12 code, a pupil may be considered under the jurisdiction of the court on the day the petition is filed with the court	Subsequent enrollment in a district	06: Moved, Known to Continue
W12 - a pupil under the jurisdiction of the court. For purposes of the W12 code, a pupil may be considered under the jurisdiction of the court on the day the petition is filed with the court	No subsequent enrollment in a district	07: Dropped Out
W20 - a pupil transferred to a home school		06: Moved, Known to Continue
W21 - a pupil transferred to a nonpublic school (excluding home school)		06: Moved, Known to Continue
W22 - a pupil who has transferred to another Kentucky public school district and for whom a request for student	Subsequent enrollment in a district	06: Moved, Known to Continue

Withdrawal Code	Additional Criteria	KDE Determined SPED Exit Code
records has been received or enrollment has been substantiated		
W22 - a pupil who has transferred to another Kentucky public school district and for whom a request for student records has been received or enrollment has been substantiated	No subsequent enrollment in a district	07: Dropped Out
W23 - a pupil withdrawn for a second or subsequent time who initially withdrew as a W24 or W25 during the current school year	Subsequent enrollment in a district	06: Moved, Known to Continue
W23 - a pupil withdrawn for a second or subsequent time who initially withdrew as a W24 or W25 during the current school year	No subsequent enrollment in a district	07: Dropped Out
W24 - a pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated	Subsequent enrollment in a district	06: Moved, Known to Continue
W24 - a pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated	No subsequent enrollment in a district	07: Dropped Out

Withdrawal Code	Additional Criteria	KDE Determined SPED Exit Code
W25 – a pupil who is above minimum age for withdrawal and has dropped out of public school	Subsequent enrollment in a district	06: Moved, Known to Continue
W25 – a pupil who is above minimum age for withdrawal and has dropped out of public school	No subsequent enrollment in a district	07: Dropped Out
W26 - a pupil who has withdrawn from school after completing a secondary GED program and receiving a GED certificate	Subsequent enrollment in a district	06: Moved, Known to Continue
W26 - a pupil who has withdrawn from school after completing a secondary GED program and receiving a GED certificate	No subsequent enrollment in a district	07: Dropped Out
W27 - a pupil who has withdrawn from school and subsequently received a GED	Subsequent enrollment in a district	06: Moved, Known to Continue
W27 - a pupil who has withdrawn from school and subsequently received a GED	No subsequent enrollment in a district	07: Dropped Out
W28 - a pupil who has reached the maximum age for education services without receiving a diploma or	Student was on alternate diploma track	04: Reached maximum age

Withdrawal Code	Additional Criteria	KDE Determined SPED Exit Code
alternative high school diploma		
W28 - a pupil who has reached the maximum age for education services without receiving a diploma or alternative high school diploma	Student was not on alternate diploma track	07: Dropped Out
W29 – a pupil who has moved out of state or outside the United States		06: Moved, Known to Continue
W30 - a pupil with an IEP enrolled in Grade 14 who has previously received a certificate of attainment (Alternative High School Diploma), reenrolled and withdrew prior to the end of the reporting school year		04: Maximum Age
CO1: Close of Year	IEP ended during the school year with no new IEP	01: Transferred to Regular Education