

# Behavior Questions and Answers

- Q) How do users handle a student enrolling at another school during a suspension from my school?**
- A) The resolution is started and should be end dated as of the withdrawal. If the student returns, the user should start the suspension again when they reenroll.
- Q) If a student is removed from a classroom and sent out in the hallway for 10 minutes is that considered an In School Removal (INSR)?**
- A) If there is a behavior referral to the office and it is documented, then yes it is considered an in-school removal.
- Q) If a violation is a board violation and a law violation which do we choose?**
- A) A law violation trumps a board violation. There are some perceptions that are not accurate with the law violations. It does not mean that the school has to call the police for it to be a law violation. A law violation is something that does break the law but not necessarily that the student is going to be arrested or sent to jail. See the [behavior data standards](#) for details on board and law violations that will report on the school report card and district extract.
- Q) If a student is removed from their regular school and placed in an alternative program is this an INSR?**
- A) Yes, if the behavior incident resulted in alternative placement. The school in which the incident occurred should record the behavior. It is considered an in school removal for the amount of time they are gone to that alternative placement. If student is a special education student and ARC determines the placement of the student to the alternative setting, the INSR behavior event should be end dated on the day the ARC determines placement.
- Q) Who does KDE send notifications to in regards to Safe Schools?**
- A) Notifications are sent to the safe school coordinators and some districts do have an additional contact. The notifications are also forwarded to the KSIS point of contact. If you feel you need to get these notifications you're not, please send a request to [Windy Newton](#). However, it is up to the safe schools coordinator to distribute the notifications to the appropriate staff in the district responsible for recording behavior data.
- Q) What shows in the drop list for resolution type?**
- A) It shows description not the code so it would show In School Removal not INSR.
- Q) Why does my admin Behavior Resolution Type Detail screen show a sub-type?**
- A) The sub-type field is optional for your district. The sub-types are detention, suspension, and expulsion. You can use this to map local codes to these categories. There is another place in Infinite Campus where you can track those numbers. KDE does not use this field for reporting.
- Q) Have the data standards been sent out?**
- A) Yes, they were sent to Safe Schools Coordinators in July. They are posted on the KDE website under [School Improvement | Safe School | Safe Schools Data Collection and Reporting](#).
- Q) Will the Resolution Start Date and Resolution End Date be red (required fields)?**
- A) They will not be red because they are not required for all resolutions. For instance, a local resolution of an attendance letter will not have a start and end date so we cannot require it for the screen. However, resolutions that map to state codes will require these fields.

# Restraint and Seclusion Questions and Answers

**Q) Is there a way to generate a parent notification letter from the information submitted on the Restraint and Seclusion tab?**

A) Currently, the answer is no. A KDE custom report has been pushed down to districts with the E.1330 release (August 14, 2013).

**Q) Since there is so much on the Restraint and Seclusion tab that has to be entered in, is it really important to enter data in on the behavior management tool portion?**

A) Yes, because the behavior management tool generates the Safe School Extract. When the user chooses a resolution which maps to the state codes SSP7 and SSP8 in behavior management, the user must enter the required data elements on the resolution detail screen and then complete the additional data elements on the Restraint and Seclusion tab.

**Q) If you use SSP7 and SSP8, how much detail should be included on the behavior management tool?**

A) KDE advises completing only the required fields via Behavior Management: resolution, start and end dates, start and end times, the law or board violation on the event detail; additional data elements will be required on the Restraint and Seclusion tab.

**Q) How do I access the restraint videos?**

A) Currently, the restraint and seclusion training videos are available on the KET website and the [KDE Restraint and Seclusion website](#).

**Q) Do you know of any restraint and seclusion checklists or listings for a) all procedures to follow for a restraint / seclusion and b) do's and don'ts for all school staff a listing of acceptable deescalating techniques?**

A) The regulation specifies the limitation on the use of physical restraint and seclusion. KDE recommends that users refer to the regulation and local district policies and procedures when implementing a restraint or seclusion. De-escalation techniques are included in Promoting Positive Behavior in Schools, the web-based option for the training required by the regulation. Promoting Positive Behavior in Schools may be found at [www.ket.pbslearningmedia.org](http://www.ket.pbslearningmedia.org). Users must either Sign up for FREE or Login with your PBS account. For assistance on enrolling and navigating through the course, download the User's Guide or watch the video tutorials on How to Enroll and Navigating the Course.

**Q) Lync comment: You may want to check your restraint / seclusion board policy because if they adopted KSBA policy they may have adopted the administrative policy, which also includes the notification of parents.**

A) This information will have to come from [Gretta Hylton](#) @ (502) 564-4970.

**Q) Can you push the video links out to your contact list?**

A) We'll do that.

**Q) Will the KDE custom report tell us that the user entered in a SSP7 or SSP8 on the behavior management tool but did not complete the Restraint and Seclusion tab?**

A) Currently, the answer is no. There will not be that type of edit check tool but KDE may create some type of ad hoc report to test and may push that down. Currently, the KDE custom report is a detail of all the data entered that is required by regulation.

**Q) Will the Restraint and Seclusion tab transfer automatically with a student when they change districts since other custom tabs do not transfer between district?**

A) No, the tab data will not be available in Infinite Campus at another district. The report is a PDF file which is required to be put in the student's records. Users may want to provide it to the ARC team to give to the parents or student representative. But it is also important to include this information when a student transfers to another district. When a student has SSP7 or SSP8 records in their behavior record, which is an additional PDF document that users should send to the district.

# Persistence to Graduation Tool (PtGT) Questions and Answers

**Q) When should I run my PtGT report?**

A) After hours, it is very stressful on the servers. It will take a while to run.

**Q) Is there a way to submit the report for batch processing?**

A) We are not aware of way to schedule the execution of this report.

**Q) What should I do if I have problems running PtGT?**

A) Contact Bonnie Tomberlin [bonnie.tomberlin@education.ky.gov](mailto:bonnie.tomberlin@education.ky.gov) or (502) 564-4970 ext. 4517

**Q) Can the report be run for K-12?**

A) Yes, it can be run on every student in a district.

# Technical Education Data System (TEDS) Questions and Answers

Q) How will school codes for students moving to alternative schools have to be entered in TEDS or literally what do I have to do in Infinite Campus to make sure it is correct in TEDS?

A) Response updated on 8/19/13.

- ❖ If student is placed in an alternative program and **will** continue the CTE program at the school, then
  - BEFORE end dating existing enrollment, create an enrollment at the Alternative School with a start status of R02, start date as first day enrolled in alternative
  - THEN open enrollment at the A1 School and enter an end status of W02, with an end date as the last day of attendance
  - This will keep the TEDS record for the CTE program at the school in which the student will continue CTE classes
- ❖ If student is placed in an alternative program and **will not** continue the CTE program at the school, then
  - End the students enrollment at the A1 School with an end status of W02 and an end date as of the last day of attendance
  - THEN create an enrollment at the Alternative School with a start status of R02, start date as of first day enrolled in alternative
  - This will end date the TEDS record upon withdrawal from the A1 School

# English Language Learners (ELL) Questions and Answers

**Q) When will LEP assessment scores be available?**

A) We have the ACCESS assessment scores in the state edition now. We've been told by the Office of Assessment and Accountability (OAA) that they are undergoing a district review. As soon as they give us the green light, we are ready to push the button and send them out.

Update from OAA: The 2013 ACCESS scores will be pushed down from the state once there is the last data review of the scores by the district and that will not happen until after August 29 when SDRR closes.

## Teaching Method/Instructional Setting Questions and Answers

**Q) What is the difference between the 3<sup>rd</sup> Party Contract and the Dual Credit – College Offered?**

A) The difference is dual credit options are giving dual credit and 3<sup>rd</sup> Party Contract may not be for dual credit. We added the Dual Credit – College Offered so we could keep track of the fact that it is dual credit course. The employment concept is exactly the same. So it is somebody that you contract with an entity and that entity hires the teacher.

**Q) Is the class offered at the school or the college?**

A) The location of the class does not matter. If the district contracts with the college for the course, it does not matter whether you send the student to the college or the college sends the teacher to you. You'll use Dual Credit – College Offered for either case. It matters who employs the teacher.

**Q) What if the teacher is employed by the community college?**

A) You'll use Dual Credit – College Offered because the course is offered by a college employed teacher. Just think about who is teaching the course not where it is being taught.

**Q) If a student is in an alternative high school and is actually using APEX to finish their diploma, so it is a combination of Digital Learning Provider and direct instruction, how is that done?**

A) If there is any direct instruction involved, we want to see direct instruction because certification rules apply and highly qualified. If it is at a setting like that and the student is only doing APEX but it is not for credit recovery, then you would use teaching method 10 which is digital learning provider without the credit recovery piece.

**Q) If we are sharing a teacher with another district, what will the setting be?**

A) If it is a course that one district is sending a teacher to another district, then that would be 3<sup>rd</sup> Party Contract because the district receiving the teacher is not going to pick or employ the teacher. They are contracting with the neighboring district for the first semester. Then the second semester, the co-district would have their courses as 3<sup>rd</sup> Party Contract. So one district is going to have responsibility for certification of the teacher and one is not, depending on who owns the teacher so to speak.

## Scheduling with LEAD Reporting in Mind Questions and Answers

**Q) We have one course called Credit Recovery and no matter what subject is taught, kids go into that same course. Are we going to have to setup a Credit Recovery Algebra class, a Credit Recovery Biology class, and so on for every credit recovery course we offer or is what we are doing sufficient? It transcripts out in the end what course they took.**

A) That has to be broken out and LEAD coordinators were advised about it in a LEAD manual last year. It is the same thing for alternative schools. You cannot have just one class for everything because we won't know as we start getting into the teacher student data links what content they are actually taking. And since content and HQ status do matter with all of this, they do have to actually break those out by every single content.

**Q) Is it the same if they are going to community college?**

A) Yes, it is the same if they are going to community college, because we want to be able to see are our students primarily using these community college classes for electives or are they using it for core requirements like Math and English. We need to know what the content is that is being delivered so that is why they have to be tied to the appropriate State Course Codes. It is also important to determine which students have to take End of Course assessments. The students cannot graduate without them so it is very important even if they are in credit recovery.

**Q) Are we going to have to go back and change all those?**

A) Ideally yes, enrichment courses still have to have the right content. If it is science enrichment, we would like to see it. And there are a lot of independent study and special course codes available. But middle schools especially, operate under the assumption that enrichment courses do not have to have a teacher certified for the content in which they are enriching which is not accurate. If it is an enrichment course, you still have to be certified for the basic content. Now you can be doing an extension on that all day long. Find the best related course code. I know there are enrichment courses being offered that really don't fit in our state course code list, at all. That is where that 909999 course code really needs to come in. If they are doing something really creative and off-the-wall, that doesn't match any of the 1900 state course codes that we have then they can use that school defined course. But if it matches up with those contents, we really need to match them up appropriately if at all possible.

**Q) In my district for elementary, we do an elementary self-contained class then we skinny all the courses under it. Is that going to work?**

A) Yes, that's the same thing. Skinnying all those classes under one or two periods as long as they are in the instructional minutes is going to work for this. The main thing with that is making sure the courses that you skinny are assigned to the right teachers as far as how they link up with the students. A lot of times in the past, those courses have been skinnied but they've all been to the homeroom teacher and that is not going to be the right way to do that. If you've already been doing that, based on who is teaching what content then you are really in great shape on this.

**Q) Were they are doing reading enrichment and the science teacher maybe doing reading in science, do they have to have different course numbers for that enrichment?**

A) Yes, because it is going to be tied to what the teacher's certification is. In talking to people about reading through the curriculum that is supposed to be happening, the keyword is **through** the curriculum. It is not necessarily supposed to be a stand-alone class, where they do this is our time when we are going to teach reading and science together. The reading should be integrated through the science curriculum all the time based on the way the standards are written. That is something that middle schools really like to make it its own separate class.

Because they are content related, they do need to be tied. Because you are going to have teachers that are teaching math and reading together who are going to get a growth percentile for math. And so you are going to want to make sure that it is tied to an actual math class.

**Q) In our middles, for special schedules is there a course code for resource?**

A) For co-teaching, you are going to use a general course code. If it is a resource class, you are going to use the regular course code. If they are doing seventh grade math, they are going to be a seventh grade math class. The one thing that we do have for special ed and it cannot be used where end of course is required at the high school. We have the course in each of the core areas called multi-grade/multi-content math and multi-grade/multi-content science.

**Q) Can the multi-grade/multi-content course codes be used for FMD?**

A) It can be. Actually with FMD, there is a whole different set of state course codes depending on if they are alternate assessment students. But if you've got one special ed teacher that is doing all of your middle grades science in one resource class. They are doing life science and physical science and earth science, you can use the multi-grade/multi-subject course code so you don't have to break that out at the middle school. At the high school, it is more problematic because you get into end of course and things. But that is a course you can use so you don't have to show them individually and it still shows they are getting science content in this class, they are getting math content in this class. We do not have for special ed, except for FMD, a self-contained number so you would use the general course codes in those types of situations.

**Q) We have enrichment courses at the high school. They are all coded as enrichment project and then they teach a variety of topics. Are you telling us that all the topics will have to be broken down into what subject they are teaching? The projects vary from technology to music theory to dance. How will certification come into play for these types of enrichment courses?**

A) It should already be coming into play for enrichment courses like that if the teacher is providing instruction. Now we also get into project and performance based learning, where they are not meeting the seat time until the end. That is outside of what we are looking at right now. But you can do an enrichment course for overarching content so to speak. You know if it's arts and humanities or technology or a math or a science. Just do the overarching content versus its Biology or Physics and so on. You can do it as overarching but it does still need to be tied yes to the actual content because the certification implications and highly qualified implications are there. They have to be certified and highly qualified if they are delivering any content instruction. If it is project and performance based, then they can operate it as a performance based class and we're not going to have to see that in LEAD. Please see the Virtual and Performance Based Course session for more information.

**Q) We have a program called Bullet Alternative Math and Science. That program, I've always had those courses marked online and they do sit in a seat.**

A) Are they getting the instruction through a digital learning provider? Yes, they are. Okay, then the only change you'll need to make is take it off of online and put Direct Instruction and then make sure the teaching method says digital learning provider.

## Virtual and Performance Based Courses Questions and Answers

- Q) **If a student is special education and continues with co-teaching that is virtual, how is this documented?**
- A) When they say they're virtual is the student actually doing this at home on their own time? Yes. So you would set the course that they are in up as virtual course, you would put that the instructional setting is online. You would put the special ed teacher in as a teacher of that course. Because if they are special ed, you do have to have a teacher that is assigned to them even if they are doing in online.

## Common Reason and Resolutions for SSID Issues Questions and Answers

**Q) I have had this happen twice when searching for staff. I locate the staff member but then it asks for Hispanic, Yes or No, and Race. Our district does not ask for this. Is there a work around?**

A) You can put on there that they refused to give it and you can say that you chose that based on observation. But I think that it does require you to put it in. Make sure you mark it to say that the person did not designate their race.

**C) That seems to happen when Staff Locator finds a student record that is missing that information.**

R) That would make sense. I didn't think it was required on staff just on students. That is something we are starting to see a lot more of because students with Infinite Campus records are coming back as teachers.

**C) The Staff Locator does not take into account that you may be hiring an individual that is already in the database as a parent. Thus creating duplicate records and the combine person's tool has to be used.**

R) Yes, that is because your parent record won't have a social security number on it. So the staff locator is only going to find people where the social security number matches. We don't put SSNs on parents, so you are correct that would require you to run that combine persons tool to put them together.

**Q) Is the EPSB number on the teaching certificate?**

A) It is on newer certificates, but older certificates do not have the EPSB number. But you can require the new hire to provide their EPSB number so staff does not have to look it up.

# Free & Reduced Lunch Questions and Answers

**Q) Is there a possibility that a student might be in Infinite Campus but not in food service?**

A) The short answer is yes. We've got special education students coming in for therapies; we wouldn't have food service records for those type students. What I'm recommending is Infinite Campus has done an enhancement to their eligibility form, you can say observed state excluded on that Infinite Campus eligibility form and that won't remove those students if they are marked state excluded on that report so you can reconcile against what is in food service. Those students are not all that common.

**Q) So generally students who are primary enrollment should have a meal status in the POS?**

A) Yes, that is generally the case. There are exceptions to that rule like Job Corps but that is generally the rule.

**Q) Can you run an ad hoc to locate those students without a meal status?**

A) Yes, from State Published, you run FRAM Missing Meal Eligibility Records. There is one for the District and one for the School. You can look it up that way. The second way is you can look at the Eligibility Reports if you pull it up there is a matrix that says how they are certified. Across the top it says Free, Reduced and Paid. There is a blank line after the word Medicaid and that will be all students who do not have a meal status on file. So from the details on the report on how they are certified would be blank and you'd see a paid meal status.

**Q) In the warnings that show up on the reports you said could generally be ignored, all but one.**

A) So warnings occur on that slide that I just showed you, the child was identified as a foster child. There is a foster application and then they showed up on that state wide DC foster list so that became a direct meal student. Their meal status stays the same because foster children automatically get free meal service. However, when they show on the DC foster list, they become directly certified. What that simply means is state has said they are part of our system and they should be marked as DC. The warning message is simply saying "Hey, I'm changing this student from categorical to direct certification."

**Q) Are schools all qualify under Community Eligibility Option (CEO) we still going to use this?**

A) There is a session specifically about CEO tomorrow. In this district with all the schools under CEO, you will cutoff communication between your POS and Infinite Campus. We will be doing all the processing of socioeconomic status (free, reduced, and paid) from Infinite Campus. An important point is that CEO was intended to reduce the burden on schools. But what we are finding is that really can't reduced the burden on schools because you still need to collect that data in some other way. You can't use your food services people to do that because it can't be done from that fund. So it ends up being a very similar form to what was used in past. However, someone else is processing that and doing the work, not your food service workers. Honestly, that is a national discussion. We are using free and reduced as an indicator of socioeconomic status and the Department of Agriculture's rules and regulations on that are very specific. There is a lot of communication going on in Washington as to how you can and cannot use this data. There have been some communications indicating that we need to find this information some other way instead of using free and reduced because the CEO is making them rethink what has been done for years. So we are not the only state that knows that doesn't seem to make a lot of sense. So, there are some efforts going on to improve that.

**Q) Yesterday, I got a call from food service saying you don't have to fill out a new form this year because you'll get free lunch with CEO. But that is not true is it?**

A) No, you have to remember that your free/reduced indicators are used for your money: SEEK funding, KEES eligibility, e-Rates, etc. There is a lot of use of that information. And, yes, for CEO schools, your food service director is absolutely right that is less work for them. But Kentucky uses that indicator for so much more and we are not the only state that does that. So it's a national discussion on where we go from here. And no one disagrees that if CEO works for a school or district then that is what they should do. However, the mindset of reducing work, we are not seeing that. All we did was shift the collection somewhere else.

**Q) Doesn't this really double the work if the whole district is not CEO?**

A) I guess you could look at it that way. For CEO schools, someone other than food services must collect and process the data. For non-CEO schools, food services will still be the collection and processing point. I think that is why districts really need to look at this and see if it really works for them.

**Q) Can we get that pushed down to us from food service? In my district, there are probably 15% that are direct certified. That's going to be 1,000 kids. Do I have to do two forms on all of them?**

A) This person is probably the FRAM coordinator for the district and she has to process the pay forms for all the CEO students. If anybody, say you are in food service and you want to do direct certified and free meal status, you input SES status so you don't have to do the process at this point if they are directly certified. Going back to my presentation, the better data I have the more I can match those coming off the DC file. When I identify a student as DC then I can also identify their siblings as DC for the same household. If I can get a higher DC match rate, I reduce the burden on the FRAM coordinator, I increase the CEO reimbursement percentage, and I get the student a free meal status without having to fill out either the FFVP form or a household application. There are always benefits surrounding data quality.

**Q) How difficult is it to transfer data from Infinite Campus to the POS?**

A) Campus offers this as an option to school districts for a \$100 annual fee. New students and their associated information from Campus automatically populate in to the POS. Please submit a support ticket to Campus to more information on this service.

**Q) When students with a service type other than primary transfer do they advance to the POS?**

A) This question is actually surrounding the optional \$100 FRAM fee indicated by Infinite Campus. When new students come into the district, they are automatically pushed to the POS system. At this time all students, including primary enrolled students as well as special education services only students are being pushed down from Infinite Campus to the POS system.

# Data Use Questions and Answers

**Q) How are you going to find out teachers with a second job?**

A) Because we have the workforce data, so we can identify those teachers with data in the Munis system and have an additional workforce record outside of Munis. We want to look at those and see. I think questions like that are very important. When we think about the TELL Kentucky data, there is a question that asks teachers what they plan to do the next year. So we can actually tell you what they did the next year. So teachers that had that second job, did they leave education and then go to that second job full time? Did they leave education? All employers that pay unemployment have to submit records. So they only ones you'd miss are self-employed ones. From some analysis we've done of census data, we believe we are capturing 90% of the workforce in Kentucky.

# Preschool Questions and Answers

- Q) This question regards State Excludes. We've been told to mark students as State Exclude if they are not actually in our building but are in the HeadStart building or are just in for testing. Is that necessary?**
- A) I don't think that is necessary. It does not affect the enrollment at all. The State Exclude is basically for the K-12 if they are state excluded for collecting funds. They might be special ed or some other special situation. Preschool is not included in the K-12 count. It won't hurt anything but it is not recommended.
- Q) If a child is in HeadStart and receiving our services, do they still have to be scheduled in a course with a teacher?**
- A) Yes, I believe that is the case because you are also going to be doing assessments on the children. That information is used for the assessment.  
**Who would the teacher be? Is it a state funded teacher or a HeadStart teacher?**  
**We do not don't have the HeadStart teachers in our system. I'm not sure what the answer is going to be we're going to have to look into that and get back to you.**
- Q) If you have a student that is only receiving special services such as speech at the school, are they entered in Campus and also how are they collected in data?**
- A) From what I understand, you are providing the assessment data. You have the children who are enrolled in Infinite Campus. What they don't have is a Preschool tab that says the modality and the assessment used. Apparently, in the assessments you are able to the student's SSID number in there so when Infinite Campus gives the KEDS folks the data of children who are in the program that child would show up. And they would be able to connect the assessment information with the child.
- Q) You know how they collect throughout their time there during preschool on specific questions about language, etc. Would that be required for that child or are those fields just left blank knowing that child was not there?**
- A) Yes, we've heard this before where they say the child is only there for speech. But, currently they do need to be assessed in all the areas. I would say connect with other districts that are also doing that because it is on an individual basis who needs to be collecting all the comprehensive assessment data on the children if they are only seen by a speech language therapist.
- C) There is a lot of talk about State Exclude and pointing out that there are some Infinite Campus reports that will include the Preschool students if they are not marked State Exclude, especially for staff that works in all schools mode for data. One that is mentioned is the Enrollment Summary Report. If they are marked State Exclude, they can do an Enrollment Summary without those kids being counted if they are on State Exclude. It helps them figure out how many kids are in their building compared to how many are in their system because of receiving services.**
- R) I think what we wanted to emphasize is that so many people thought that if they didn't mark Preschool student as State Exclude, they would be included on their SARS report and that was their main concern and why they were marking all those children State Exclude. Preschool students do not appear on SARS so if that is the only reason you are doing it, it is not necessary. If there are other reasons you have in your district more marking them State Exclude, the Preschool counts don't take the State Exclude into consideration. If every is on the Preschool tab the way it should be, it is going to pull them regardless.

**Q) When should you enroll Preschool students in KSI?**

A) You enroll them after you have screened them and see that they have a possible disability or delay. You would enroll them soon afterwards. It depends on the children and their circumstances.