



**KSIS Beginning of Year Training**  
 July 23–24, 2014  
 8:30 a.m. (CT) / 9:30 a.m. (ET)

KSIS Beginning-of-Year Training, July 23–24, 2014

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**Welcome and Housekeeping**  
 Becky Jenkins, KSIS Service Manager  
 Office of Knowledge, Information & Data Services (KIDS)  
 Enterprise Data Division

KSIS Beginning-of-Year Training, July 23–24, 2014

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**EILA Credit / Lync Assistance**

- **EILA Eligible Training**
  - Registered participants are eligible for EILA credit. Online training evaluation survey must be completed for credit to be awarded.
  - If participating in a group setting, email a sign-in list to Linda Burton.
- **Lync Assistance**
  - If you need assistance with your Lync connection, audio or visual settings, contact the KETS Service Desk:
    - (502) 564-2002 (local)
    - (866) 538-7435 (toll free)
    - Email: [ketshelp@education.ky.gov](mailto:ketshelp@education.ky.gov)
  - **Important:** Meeting link should be opened using Internet Explorer, not Chrome or Firefox.



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“Alternative education is about meeting the needs of ALL students through discovering the method that can assist them in becoming college and career ready. It takes an open, creative, and innovative mindset to ensure these students succeed.”

Dr. Holliday

Windy Newton  
Sherri Clusky



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### KRS 160.380

"Alternative education program" means a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.

Windy Newton  
Sherri Clusky



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### 704 KAR 19:002

What has changed?

- Identify the program and its purpose
- How and why students are enrolled in an alternative program
- Process for development of the ILPA

Windy Newton  
Sherri Clusky



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## User Security

- The ILPA module was made available in Infinite Campus with the February release
- Districts must give users rights to access the new module
- User Security instructions can be found as a hyperlink in the [Alternatives/ILPA Data Standards](#)

Windy Newton  
Sherri Clusky



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## District set-up before initial use

- Before staff begin using the ILPA the district must set up the following items:
  - Attribute Dictionary: off-site locations, if applicable
  - Template Banks: categories that can be created by the district to populate within the banks available via the editors of the ILPA
    - Criteria for Re-Enrollment
    - Student's Strengths
    - Student's Needs
    - Goals and Objectives

\*Setting up the above template Banks is a local district decision, if districts choose to not set up the banks, users will enter the appropriate data into the textboxes  
Detailed instructions can be found as a hyperlink in the [Alternative/ILPA Data Standards](#)

Windy Newton  
Sherri Clusky



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## ILPA Requirement

- Student's transitioning to an alternative educational setting as long-term placement must have an ILPA. The exceptions to this are as follows:
  - Student's with an active IEP, the IEP will serve as the students plan for transition
  - Student's placed into a KECSAC (state-agency) school, these students have a plan created that is required by KECSAC

PATH: Student Information | ILPA | General

Windy Newton  
Sherri Clusky



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## ILPA Data Entry

Refer to the Alternative Education Programs/ILPA Data Standards

Please distribute this document to the appropriate staff in your district responsible for entering the ILPA data into Infinite Campus

Windy Newton  
Sherri Clusky



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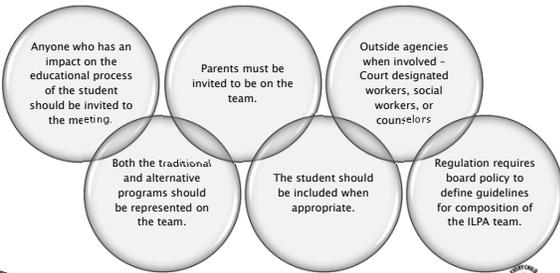
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## Who is on the Transition Team?



Windy Newton  
Sherri Clusky



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## Team Members Tab

- The Team Members Tab data will populate the Team Meeting information within the ILPA editors.**
- Enter all staff that will be participating in the transition planning for the specified student.**

Reference Section 28C of the data standards

Windy Newton  
Sherri Clusky



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## Documents Tab | ILPA

- Select New Document
- Select Create New Plan
- Select KY ILPA
- Create Document
- Enter data into each set of editors
  - Plan Information (Team Manager will auto-populate from Team Members Tab)
  - Student Information (refresh from Census)
  - Parent/Guardian Information (refresh from Household)
  - District/School Information
  - Transition Information (Anticipated Date of Transition will populate from the Plan Information editor)
  - Student Records (check all that apply)
  - Strengths and Needs
  - Goals and Objectives
  - Team Meeting

Reference Section 28D of the data standards

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## Copy ILPA

- Upon student's re-entry into the alternative educational program within the same academic year, a new ILPA is not required; a student's previous ILPA can be copied and updated as necessary
- Adjust the start and end dates
- Update to reflect new goals and objectives

Reference Section 28E of the data standards

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Sherri Clusky



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## Reminder

- The ILPA must be LOCKED on the Documents Tab for the student records to transfer and for reporting purposes



Windy Newton  
Sherri Clusky



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## Progress Report

- Progress of the student's goals and objectives should be monitored on a regular basis. KDE recommends monitoring progress of the student's goals and objectives based on the same timeline as progress is reported within the other schools in your district.

Reference Section 28F of the data standards

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Sherri Clusky



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## Questions

- Infinite Campus related questions should be directed to Windy Newton or Sherri Clusky at (502) 564-4772



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## Behavior Response

Restraint and Seclusion documentation

**Windy Newton, IC Contact**

Office of Next Generation Schools and Districts

**Gretta Hylton, Program Contact**  
Office of Next Generation Learners

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## Behavior Response Data

The regulation supports a positive approach to behavior that focuses on a school-wide systematic approach that embeds evidence-based practices and data-driven decision-making to create a school environment conducive to learning.

Windy Newton  
Gretta Hylton



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## Behavior Response

- ▶ Beginning with the 2014-15 School Year, the Restraint or Seclusion Custom tab will no longer be used
- ▶ The documentation of the restraint or seclusion will now be captured via the Behavior Response within the Behavior Management Tool

Windy Newton  
Gretta Hylton



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## Resolution of SSP7 or SSP8

- ▶ If resolution of SSP7 or SSP8 is selected, a Behavior Response will be required.
- ▶ User will see warning as shown below:



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Gretta Hylton



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## Add Behavior Response

- ▶ Select the Behavior Response button to enter the Restraint or Seclusion details



- ▶ The Add Behavior Response button will be grayed out until an event/participant has been created

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Gretta Hylton



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## Response Type

- ▶ Select from the drop list the appropriate technique used during the restraint:
  - BR01: Control position
  - BR02: Kneeling position
  - BR03: Release/escape (self-protection)
  - BR05: Standing position
  - BR06: Transport position
  - BR04: Seclusion (use only if Resolution SSP8 selected)

A new behavior response must be created for each response. If the technique changes during the SAME response, describe in the Response Details textbox below.



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Gretta Hylton



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## Multiple Responses

- ▶ Each restraint must be documented separately with one technique selected for the response type.
- ▶ If multiple techniques are used during the SAME response (i.e. the restraint position changes from standing to seated), then describe the techniques used in the Response Detail textbox.

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Gretta Hylton



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## Response Times

- ▶ Response Date will auto-populate from the Date of Incident field
- ▶ Enter the Start Time of the Behavior Response
- ▶ Enter the End Time of the Behavior Response
- ▶ Duration will auto-calculate based on start and end time entered

Response Date	*Response Start Time	*Response End Time	Duration
07/03/2014			

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Gretta Hylton




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## Pre-Response Interventions

Select the behavioral intervention(s) used immediately prior to implementation of restraint or seclusion

User can choose multiple pre-response interventions

Pre-Response Interventions:

Provide space    Provide a specific direction    Provide reminders    Teach standard consequence

Pre-Response Interventions:

- PR01: Assigned seats
- PR02: Behavior monitor
- PR03: Communicate concerns with student
- PR04: Independent activities
- PR05: Involve students in the plan
- PR06: Involvement
- PR07: Opportunities to respond
- PR08: Physical management
- PR09: Positive direction and help
- PR10: Praise options
- PR11: Problem solving
- PR12: Problem-solving
- PR13: Provide a specific direction
- PR14: Provide choices
- PR15: Provide reminders
- PR16: Provide space
- PR17: Provide warning and correction
- PR18: Recognize and respond to behavior
- PR19: Redirect
- PR20: Restorative strategies
- PR21: Schedules/routines
- PR22: Speak privately to student
- PR23: Specific/concrete directions
- PR24: Teach appropriate behavior
- PR25: Teach standard consequence
- PR26: Teacher assembly
- PR27: Other - describe in pre-response text box

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Gretta Hylton




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## Pre-Response Actions

Enter the following information into the Pre-Response text box:

- Document an account of the actions, by involved students and staff before the response
- Describe events leading up to the response, including possible factors contributing to the dangerous behavior
- Document the effectiveness of any Pre-Response Interventions
- Describe how the student's behavior posed an imminent danger of physical harm to self or others

Pre-Response Actions: (For Restraint or Seclusion, document an account of the actions, by the involved students and staff, which led to this response. Include a description of any events leading up to the response, the effectiveness of any Pre-Response Interventions and how the student's behavior posed danger or harm.)

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Gretta Hylton




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### Student Details continued

**Student Details**

Student was injured during the response  
 \*Describe any injuries to the student.

\*Injury Severity: [Dropdown]

Apply To: **DISRESPECT TOWARD ADULTS**

Guardian Contacted

\*Date: 07/15/2014 \*Time: [Dropdown] Contact Name: [Text]

Details [Dropdown]

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Gretta Hylton




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### Participant Details

- Search and add all participants involved in the behavior response

**Participant(s) Details**

Only participants in the response should be added to this section. Response participants are defined as the people who are restraining the student, assisting in the restraint or observing the restraint or seclusion.

Add Participant

Filter: [Dropdown] Participant Name: [Text] Search: [Text]

School Employees [Dropdown]

Students [Dropdown]

Staff/Observers [Dropdown]

All People [Dropdown] Go [Button]

Role: [Dropdown]

- P1: Staff Primary/Lead
- P2: Other Primary/Lead
- P3: SRO Primary/Lead
- P4: Student Primary/Lead
- S1: Staff Secondary
- S2: Other Secondary
- S3: SRO Secondary
- S4: Student Secondary
- O1: Staff Observer
- O2: Other Observer
- O3: SRO Observer
- O4: Student Observer

- Select the Role of the Participant from the drop list

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Gretta Hylton




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### Participant Details continued

- Participant was injured during the response:** Selecting this indicator will prompt two required fields
- Describe any injuries to the participant:** Describe injuries to the participant related to the restraint or seclusion
- Injury Severity:** Select from the drop list the severity of the injuries to the participant
  - 01: Minor
  - 02: Severe: Extreme Physical Pain
  - 03: Severe: Loss or Impairment of Function
  - 04: Severe: Protracted & obvious disfigurement
  - 05: Severe: Substantial Risk of Death
  - 06: Severe: Death

Windy Newton  
Gretta Hylton




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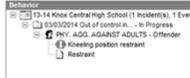
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## Behavior Response

- ▶ The response will appear within the student's behavior incident record



- ▶ A student report can be printed from the student's behavior tab

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Gretta Hylton




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## Behavior Response Data

- ▶ (a) Improve school climate and culture in order to achieve improved academic and social outcomes;
- ▶ (b) Increase learning for all students, including those with the most complex and intensive behavior needs;
- ▶ (c) Encompass a range of systemic and individualized positive strategies to reinforce desired behaviors;
- ▶ (d) Diminish reoccurrence of inappropriate or dangerous behaviors; and
- ▶ (e) Teach appropriate behaviors to students.

Windy Newton  
Gretta Hylton




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## Behavior Response Data

- ▶ Collecting and analyzing data is the only way to determine if the regulation is effective, and whether additional change is needed.
- ▶ KDE will review district data as a part of monitoring and audits.
- ▶ Data will be used to determine whether a district or school needs additional technical assistance in physical restraint and seclusion.

Windy Newton  
Gretta Hylton




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## Questions

- ▶ Infinite Campus Behavior Functionality,  
Windy Newton @ 502-564-4772
- ▶ Restraint and Seclusion regulation and  
requirements,  
Gretta Hylton @ 502-564-9850 ext. 4109



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## Data Elements to consider for Course Setup

Cindy Godsey, Program Consultant  
Education Professional Standards Board  
Division of Certification

KSIS Beginning-of-Year Training, July 23-24, 2014



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## Topics to be covered

- ▶ Elements for course setup
  - State Course Code
  - Teaching Method
  - Instructional Setting
- ▶ Reports/Ad Hoc for cleanup
- ▶ Sample course setup

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**“But it cleared the LEAD report!”**

»» Does this guarantee that is it correct?



Cindy Godsey 43

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**Basic information needed when creating a new course**

- ▶ Will this course have multiple teaching methods or types?
  - If yes, multiple course numbers must be created
- ▶ What is the title of the course?
  - Use identifiers to differentiate courses with different teaching methods or types
- ▶ What is the correct state course code?
  - Have schools use more than the title to determine the state code



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**Basic information needed when creating a new course**

- ▶ Will this course be taught in a variety of locations (instructional setting)?
  - If instructional setting is the only difference, one course number and name can be used but is not required
- ▶ What is the difficulty level of the course?
  - Advanced Placement and International Baccalaureate courses have unique course codes



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## Course Master

- ▶ This information prepopulates the Course Tab
- ▶ Enter district specific course number and title
  - Have a plan to identify multiple teaching method courses
- ▶ Use the lookup to enter the state code

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## Course tab

- ▶ Teaching Method
  - The method used for instruction
  - Identified ONLY on the course tab – multiple methods = multiple courses
- ▶ Instructional Setting
  - The location where instruction takes place
  - Can be identified on the course tab OR on the section tab
  - Use multiple courses for identification purposes in course number or title or if other data elements (i.e. "Type") are different
  - Use the section tab identifier if a limited number of sections happen elsewhere

Cindy Godsey

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## Element Considerations – Course Codes

- ▶ Selection of a state course code should be based on more than just the title
- ▶ View the state code list at: <http://education.ky.gov/curriculum/docs/Pages/Kentucky-Uniform-Academic-Course-Codes.aspx>
- ▶ Multiple changes happen to the course code list annually (Late spring) – have an internal audit procedure established for monitoring codes
- ▶ The code identifies content for LEAD, PGES, Highly Qualified, and multiple state and federal reports

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## Element Considerations – Course Code Reminders

- ▶ All Algebra II courses and all integrated, applied, interdisciplinary, occupational, or technical courses that have been substituted for the traditional Algebra II course are appropriately coded to 270311. Students enrolled in this course code will be take the QualityCore Algebra II End of Course. If you have questions, contact Robin Hill at [robin.hill@education.ky.gov](mailto:robin.hill@education.ky.gov).
- ▶ Changes to the list of courses that may trigger an End of Course Exam can be found at [KDE Course Codes Requiring EOC Exam 2014 Version 2.xls](#). If you have questions, contact Jennifer Stafford at [jennifer.stafford@education.ky.gov](mailto:jennifer.stafford@education.ky.gov).
- ▶ If a course is incorrectly linked to a Career and Technical Pathway state course code, the course will not count towards preparatory status during monitoring. This could cause schools to lose career readiness points from accountability. If you have additional questions, please contact [Kiley.whitaker@education.ky.gov](mailto:Kiley.whitaker@education.ky.gov)

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## Element Considerations – Teaching Method

- ▶ Data is part of the school report card
- ▶ Used for clearing teachers in LEAD
- ▶ Identifies the "how" of the learning environment
- ▶ Options:
  - **01: Direct Instruction (default setting)** – traditional course taught by a teacher employed by the district.
  - **02: 3<sup>rd</sup> Party Contract** – course taught by a 3<sup>rd</sup> party contractor **other than virtual, dual credit, or National Academy Foundation (NAF)**
  - **10: Digital Learning Provider** – virtual course that uses a digital platform **other than credit recovery**
  - **11: Dual Credit – District Offered** – dual credit course taught by a teacher employed by the district, and students **are not enrolled in the NAF Academy.**
  - **12: Dual Credit – College Offered** – dual credit course taught by a teacher employed by a postsecondary institution, and students **are not enrolled in the NAF Academy.**

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## Element Considerations – Teaching Method

- **13: Credit Recovery – Direct Instruction** – course taught by a teacher employed by the district that allows students to earn credit for a course they previously failed.
- **14: Credit Recovery – Digital Learning Provider** – computer-based course that allows students to earn credit for a course they previously failed
- **15: Transitional Course – KDE Curriculum** – course that uses the transitional curriculum framework sponsored by KDE (found at <http://education.ky.gov/educational/int/hscf/Pages/default.aspx>).
- **16: NAF Academy Course** – National Academy Foundation (NAF) curriculum course (see <http://naf.org/>) that is **not dual credit.**
- **17: NAF Academy Dual Credit – District Offered** – dual credit course taught by a teacher employed by the district, and students **are enrolled in the NAF Academy.**
- **18: NAF Academy Dual Credit – College Offered** – dual credit course taught by a teacher employed by a postsecondary institution, and students **are enrolled in the NAF Academy.**
- **19: District Provided Self Study** – independent self-study course.

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## Element Considerations – Instructional Setting

- ▶ Data is part of the school report card
- ▶ Used for clearing teachers in LEAD
- ▶ Identifies the “where” of the learning environment
- ▶ Can be selected on the section tab
  - ▶ Selecting an option from the drop list on the section tab overrides the course's instructional setting for this section only

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## Element Considerations – Instructional Setting

- ▶ Options:
  - **01: Onsite Classroom** – course taught primarily in the school building.
  - **02: Offsite CTE** – course taught at a vocational school away from the school building.
  - **03: Offsite College** – course taught at a postsecondary institution.
  - **04: Home/Hospital** –course taught in a home/hospital setting.
  - **05: Online** – course taught online with **no seat time**.
  - **06: Blended Learning (NEW FOR 2014-15)** – course taught in a setting consisting of both face-to-face instruction and online learning. Ideally, blended learning consists of 40–60% of the course being delivered online or digitally. There has to be that face-to-face component delivered by a highly qualified teacher. The digital/online content ideally should be created, reviewed and/or endorsed by a highly qualified teacher in that content area.

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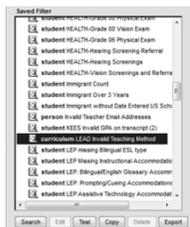
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## Data Cleanup

- ▶ Find old teaching methods:
  - Major changes to teaching method list in 2013
- ▶ State published Ad Hoc “curriculum LEAD Invalid Teaching Method



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## Sample Algebra I Course Setup

- ▶ Information from the school
  - Course Name: Algebra I
  - State Course Code: 270304
  - Multiple Teaching Methods?
    - Yes. We will be using both 01: Direct Instruction and 14: Credit Recovery - Digital Learning Provider
  - Multiple Instructional Settings?
    - No, all sections offered in Onsite Classroom
- ▶ Based on this what do we know?
  - Two different course numbers needed with identifiers
  - No special Type

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## Sample Algebra I Course Setup

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## Sample Art 1 Course Setup

- ▶ Information from the school
  - Course Name: Art 1
  - State Course Code: 500711
  - Multiple Teaching Methods?
    - No - all should be 16: NAF Academy
  - Multiple Instructional Settings?
    - Yes, one section is being offered to Home/Hospital students
- ▶ Based on this what do we know?
  - Only one course number needed
  - Instructional setting for H/H section can be set on the section tab

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## Preschool 2014-15

Annie Rooney French, Preschool Consultant  
Office of Next Generation Learners  
Division of Program Standards

KSIS Beginning-of-Year Training, July 23-24, 2014

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### Objective

To ensure that state-funded preschool children will show up in the Infinite Campus Preschool counts.



Annie Rooney-French  **68**

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### Preschool enrollment

- ▶ Eligible children include 3s and 4s with an active and locked IEP and 4 year-olds who whose family income is up to 150% of poverty. This is known as the at-risk category.
- ▶ Note: In 2015-16 the at-risk rate will go up to 160% of poverty
- ▶ Other children may be enrolled, but they are not counted for funding purposes.

Annie Rooney-French  **69**

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## Other Children Enrolled

Other preschoolers are enrolled if they are receiving services such as:

- Special Education only ("N")
- RTI/KSI (non-income eligible)
- Head Start in school building
- FRYSC child care
- Over income preschool (if space is available)
- Other: Title I, tuition, universal preschool



Annie Rooney-French

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## State Exclude

There is no need to check "State Exclude". Preschool students are not included in attendance funding.



- ▶ The "state exclude" status rolls over each year. Districts have lost funding when kindergarten children were excluded.



Annie Rooney-French

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## State Exclude

- ▶ Teachers have rosters in CIITS when the children have their KG Readiness and in later years a history of their first enrollment will show up, but it won't appear if the children are marked state exclude.
- ▶ A child coming from First Steps could enroll as enrollment service type "N" then if that child becomes eligible for classroom services, the enrollment service type would be changed to "P".



Annie Rooney-French

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### Grade 97, 98 or 99?

New beginning 2014-15: The eligibility age for preschool children has been moved from Oct 1 to Aug. 1.

To determine the grade of the children, look at their age on August 1<sup>st</sup>. A 4-year-old at-risk child must have their 4<sup>th</sup> birthday on or before August 1<sup>st</sup>.

Can a child be a grade 96, 95 or 94?

Yes. If your preschool program or Family Resource Center serves children less than 3 years old, you may enter a child according to their grade. Check to see if those grade levels are setup in your school.



Annie Rooney-French

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### Age Exception for 2014-15

An at-risk four year-old whose birthday is between Aug.1 and Oct. 1 is deemed income eligible and enrolled prior to July 15 may be enrolled in grade 99.

To qualify for funding, these students must be marked appropriately on the Preschool tab.



Annie Rooney-French

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### Indicating exceptions

**Preschool Type**

- Disabled State Fund
- Head Start
- Up to 150% of the Fed. Poverty
- Head Start Enhanced
- Over Income Preschool
- Other, Specify

PS715 Other

- Check "Up to 150% of the Fed Poverty" (Rate)
- Check Other (specify)
- In the Other textbox, enter: PS715

**These at-risk four-year-olds are eligible for state funding for only one year.**

Remember, the final decision for enrolling these children is with the parents, even if they were recruited prior to July 15, the parents may decide to not send their children until the following year.



Annie Rooney-French

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### Enrollment Service Type P, S or N

- ▶ The preschool children in a classroom setting are enrolled as enrollment service type "P" for Primary enrollment. The "S" for Partial is for children who have a primary enrollment in another school and only attend for a portion of the preschool program.
- ▶ Enrollment Service Type "N" is for children who are receiving special education services only. They include children who come to school for services (no preschool classroom enrollment), children who receive special ed services in their home, child care setting or Head Start.




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### Serving Eligible Children

- ▶ Remember districts may not have a waiting list and must serve all eligible children. This includes 3 and 4 year-olds with disabilities.
- ▶ Head Start may have waiting lists, but no children who are eligible for the state-funded preschool should be on the Head Start list.
- ▶ If any children turn 4 on August 2<sup>nd</sup> or later who are income eligible, they would be in grade 98, and they would be eligible for the following school year 2015-16 unless they qualify as an exception.




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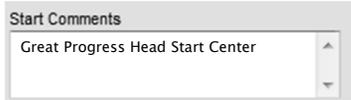
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### Special Issues-No school number

- ▶ What if some state-funded children are in a Head Start center or a contracted site that does not have a school number?
- ▶ Choose a school that is closest to the children's residence and write the location where the children are served in the Start Comments box on the Enrollment tab:




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## Head Start children

- ▶ Many school districts serve Head Start funded children in a variety of capacities. The Head Start children should be in Infinite Campus if they receive any type of service through the school district including, but not limited to:
  - ▶ special education services
  - ▶ classroom space
  - ▶ cafeteria services
  - ▶ transportation

Annie Rooney-French



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## Enrolling Head Start children

- ▶ If the children are served in a classroom on the school campus, set them up the same as regularly enrolled preschool children with an enrollment tab and start date.
- ▶ On the Preschool tab, click on “Head Start” for Preschool Type. Do not click on any of the other types of services
- ▶ Do not click on “Disabled State Fund” or “Up to 150% of Poverty”. These are check boxes for state-funded children only.

Annie Rooney-French



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## Head Start Enrolled

<b>Preschool Type</b> <input type="checkbox"/> Disabled State Fund <input checked="" type="checkbox"/> Head Start <input type="checkbox"/> Up to 150% of the Fed. Poverty <input type="checkbox"/> Head Start Enhanced <input type="checkbox"/> Over Income Preschool <input type="checkbox"/> Other, Specify <input type="text"/> Other	<b>Family Component</b> <input type="checkbox"/> Home Visit <input type="checkbox"/> Received Parent Education <input type="checkbox"/> Need Adult Education <input type="checkbox"/> Enrolled in Adult Ed/Literacy <input type="checkbox"/> Need Social Services <input type="checkbox"/> Received Social Services <input type="checkbox"/> Volunteered in the Classroom <input type="checkbox"/> Other Child in Preschool Home Visit 1 <input type="text"/> Home Visit 2 <input type="text"/>
*Setting 01: Public School	Assessment Instrument Used 7: COR-Preschool
Assessment Modality 2: Publisher's online	

There is no need to fill out the family component or the home visits; those items are collected through the Head Start program.

Annie Rooney-French



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### Head Start

- ▶ A child enrolled as Head Start will not be counted in the Preschool Enrollment Counts.
- ▶ State Published ad hocs created for identifying Head Start children in Infinite Campus include Head Start children with a Preschool tab, Head Start children with IEPs, and Head Start transported.



### HEAD START

An Office of the Administration for Children and Families  
Early Childhood Learning & Knowledge Center (ECLKC)



Annie Rooney-French

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### Head Start or Head Start Enhanced

- ▶ Children could be either Head Start or Head Start enhanced (never both).
- ▶ Head Start are federally funded children with very specific criteria for eligibility.
- ▶ Head Start Enhanced are state funded preschool children who are receiving Head Start services. These children are counted both by Head Start and the preschool program.
- ▶ Children who are Head Start Enhanced may not be counted as part of the Full Utilization number.



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### Head Start Enhanced

On the Preschool tab, always click on another preschool type when entering Head Start Enhanced children

<b>Preschool Type</b> <input checked="" type="checkbox"/> Disabled State Fund <input type="checkbox"/> Head Start <input type="checkbox"/> Up to 150% of the Fed. Poverty <input checked="" type="checkbox"/> Head Start Enhanced <input type="checkbox"/> Over Income Preschool <input type="checkbox"/> Other, Specify	OR	<b>Preschool Type</b> <input type="checkbox"/> Disabled State Fund <input type="checkbox"/> Head Start <input checked="" type="checkbox"/> Up to 150% of the Fed. Poverty <input checked="" type="checkbox"/> Head Start Enhanced <input type="checkbox"/> Over Income Preschool
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Or Disabled State Funded, Up to 150% of the Fed Poverty and Head Start Enhanced, or Over Income and Head Start Enhanced



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## Family Component

**Family Component**

- Home Visit
- Received Parent Education
- Need Adult Education
- Enrolled in Adult Ed/Literacy
- Need Social Services
- Received Social Services
- Volunteered in the Classroom
- Other Child in Preschool

Home Visit 1

Home Visit 2

Starting in the 2014-15 school year, KDE will be collecting the Family Component information through Infinite Campus. Be sure to fill out all the services the families received as well as the home visit dates for all children with a preschool tab with the exception of Head Start children because they have a separate data base.

This information may be updated throughout the school year, such as the date of the second home visit or if parents received Social Services.

Annie Rooney-French
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## KSI/RTI

- ▶ The Kentucky System of Intervention (KSI) is an intervention process required for each child suspected of having a disability.
- ▶ If this child is an income eligible 4 year old, go ahead and enroll child with a preschool tab enrollment type - up to 150% of poverty.
- ▶ The process is more complicated when a child is not income eligible.
- ▶ The non-income eligible child may have failed the initial screening or the parents have expressed a concern about their child.

Annie Rooney-French
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## KSI/RTI

- ▶ Enroll the child in IC according to their appropriate grade, 97, 98 or 99, but do not complete the Preschool tab until he/she has an IEP.
- ▶ If the child is not 3 years old by Aug. 1st, enroll him/her in grade 97.
- ▶ Create a course called KSI and schedule the child in this course.
- ▶ Write KSI in the comment box of the enrollment tab:

Start Comments

KSI

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87

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### KSI/RTI

- ▶ When the IEP is active and locked, end date the initial enrollment using the W01 code, and reenroll the child using the R01 code.
- ▶ Make sure the new enrollment matches the date of the IEP.
- ▶ Also remember to give the child a new preschool record with the new date of enrollment and end date the first preschool record.
- ▶ If the child was income eligible, there's no need to end date and reenroll the child.

Edit	Grade	Type
<input checked="" type="checkbox"/>	97	P
Start Status: R01 Transf		
End Status: CO1 Close		
<input checked="" type="checkbox"/>	97	P
Start Status: E01 First er		
End Status: W01 Transf		

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### Not eligible for special ed

The district has several choices if a child was not found eligible for special education.

- ▶ The child's enrollment could be end dated using the C01 code.
- ▶ The district could decide to allow the child to remain in the preschool program as an over income student or in the "other category". In this case, enroll the child similar to any other preschool child and enter the appropriate information on the Preschool tab.



Annie Rooney-French

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### English Learners

- ▶ Preschool children are not eligible for Title III services, nevertheless the state collects information on the number of English Learners starting at age 3.
- ▶ All children should receive the home language survey.
- ▶ Choose the language that is spoken in the child's environment.

▼ Census

People

Programs

Ad Hoc Renrolling

Home Primary Language

Spanish (1350)

Native American Language

Select a Value

Nickname

The program defaults to English if a home language is not chosen, and this could create problems for a kindergarten EL student if the child's language showed English in preschool.



Annie Rooney-French

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### Fall Enrollment Count

- ▶ The count is for children who are enrolled on Dec. 1 regardless of when they entered.
- ▶ If children leave the school district before Dec. 1, they will not count for funding purposes.
- ▶ The children do not need to be present on Dec. 1, just enrolled.




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### Fall Enrollment Count

- ▶ Data will be pulled at KDE on Dec. 2, 2014
- ▶ Districts should verify accuracy before the count date – starting in October.
- ▶ Ad hocs have been created for specific categories – at-risk, disabled, etc.
- ▶ The data count is final (no changes).
- ▶ There is a second data pulled on March 1, 2015, called the Spring Enrollment Count.
- ▶ The two counts will be averaged to determine funding for the following school year.




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### Preschool Enrollment Counts



The detailed extract will generate the district's count with the children's names and SSID numbers.

The Fall and Spring Enrollment counts are taken from the district data.




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## Contact

Please contact your KDE preschool consultant in your region if you have questions or concerns: phone (502) 564-7056

- Anderson RTC - Melody Cooper x 4763
- Ashland RTC - Sally Shepherd x 4716
- Berea RTC - Annie Rooney French x 4736
- Calloway RTC - Sally Shepherd x 4716
- Simpson RTC - Melody Cooper x 4763
- Administrative Support - Kim Wiley x 4710
- Branch Manager - Bill Buchanan x 4702



Annie Rooney-French

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## Questions?



Annie Rooney-French

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## Gifted & Talented Beginning of Year IC Training 2014-2015

Kathie Anderson, GT Consultant  
Office of Next Generation Learners  
Division of Learning Services

KSIS Beginning-of-Year Training, July 23-24, 2014

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## Permissions/Rights

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Kathie Anderson 97

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## Permissions/Rights

- ▶ Contact your Infinite Campus Administrator for permission/rights for:
  - GT Data Entry (tab)
  - Kentucky State Reporting
    - KDE Reports
      - Gifted and Talented Detail
      - Gifted Benchmark Report
      - Validation Report



Kathie Anderson 98

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## Data Entry Screen

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Kathie Anderson 99

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## Data Entry Tab

Kathie Anderson

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## Data Entry: Service Delivery Options

- Two Service Delivery Options must be chosen
- According to the state regulations, multiple service options must be offered at each grade level.

Kathie Anderson

101

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## Data Entry: Evidences

- State regulations mandate that 3 evidences must be selected for each student.
- Students who are selected for General Intellectual Ability (GIA) and Specific Academic Aptitude (SAA) must have scored at the 9<sup>th</sup> stanine on a norm-referenced assessment
  - GIA - test of intellectual ability
  - SAA - Achievement test

Kathie Anderson

102

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## Gifted and Talented Record Transfer

- The following steps must be completed by the person in charge of enrollment:
  - Click on **"KY State Reporting Importing Wizard"** in order to import GT Records
  - If the student has a GT record, it will display, select **"Save"**
  - Notify GT Coordinator/GT Teacher there is a new GT student in the district



Kathie Anderson

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## GT Data Entry Screen



- This screen will be displayed when you import the data from the "KY State Reporting Import Wizard"
- Click "Save" to save the record
- It is **very important** that the Enrollment personnel notify Gifted and Talented staff of new Gifted and Talented students to the district

Kathie Anderson

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## GT Record Transfer Request



Kathie Anderson

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# Gifted and Talented Reports

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- Gifted and Talented Detail
- Gifted Benchmark Report
- Validation Report



Kathie Anderson 109

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## Gifted and Talented Detail Report



The reports may take several minutes to render. Please do not click Generate Report More than once.

The Gifted and Talented Detail provides a list of students that have been identified in one or more of the gifted categories for students in grades K-12. This report will just students who have a Primary Talent Pool status and who are in grades Kindergarten through third grade. The report will also provide data for students regarding their exceptionalities: English Language Learners, gender and ethnicity.

Generate Report



Kathie Anderson 110

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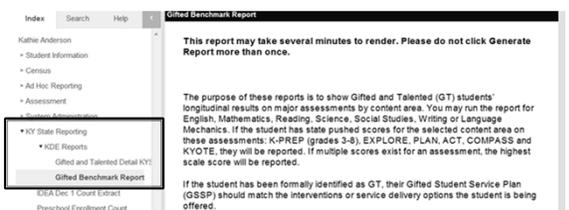
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## Gifted Benchmark Report



This report may take several minutes to render. Please do not click Generate Report more than once.

The purpose of these reports is to show Gifted and Talented (GT) students' longitudinal results on major assessments by content area. You may run the report for English, Mathematics, Reading, Science, Social Studies, Writing or Language Mechanics. If the student has state published scores for the selected content area on these assessments: K-PREP (grades 3-8), EXPLORE, PLAN, ACT, COMPASS and KYOTE, they will be reported. If multiple scores exist for an assessment, the highest scale score will be reported.

If the student has been formally identified as GT, their Gifted Student Service Plan (GSSP) should match the interventions or service delivery options the student is being offered.

Generate Report



Kathie Anderson 111

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# Gifted Benchmark Cont.

Select Subject  
Math

Select Gifted Category  
Specific Academic Aptitude Math

Generate Report



Kathie Anderson

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# Validation Report



Kathie Anderson

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# Validation cont.



Kathie Anderson

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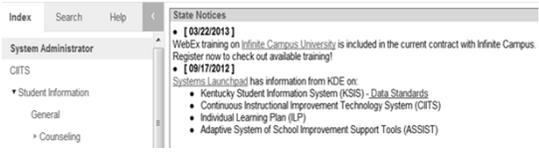
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## GT Resources

- ▶ **KSIS Data Standards**



The screenshot shows a webpage with a navigation menu on the left containing 'System Administrator', 'CITS', 'Student Information', 'General', and 'Counseling'. The main content area is titled 'State Notices' and lists two dates: [03/22/2013] and [09/17/2012]. The [03/22/2013] notice mentions 'WebEx training on Infinite Campus University' and 'Register now to check out available training!'. The [09/17/2012] notice mentions 'Systems Launchpad has information from KDE on:' followed by a list of items: 'Kentucky Student Information System (KSIS) - Data Standards', 'Continuous Instructional Improvement Technology System (CITS)', 'Individual Learning Plan (ILP)', and 'Adaptive System of School Improvement Support Tools (ASSIST)'.

- ▶ **GT Resources on KDE webpage**
  - ▶ <http://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>

Kathie Anderson  118

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## Contact Information

- ▶ Kathie Anderson, GT Consultant
- ▶ Email: [kathie.anderson@education.ky.gov](mailto:kathie.anderson@education.ky.gov)
- ▶ Phone: 502-564-4970 ext. 4133

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## Intervention Tab

April Pieper, Academic Program Manager  
Office of Next Generation Learners  
Division of Learning Services

KSIS Beginning-of-Year Training, July 23-24, 2014

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## Required For

- ▶ All ESS entry
- ▶ All high school seniors not meeting CCR benchmarks on their junior year ACT
- ▶ All 3<sup>rd</sup> Year Needs Improvement Schools
- ▶ All Read to Achieve students
- ▶ All Mathematics Achievement Fund students

April Pieper



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## Entering Intervention Data

*Path: Student Information > PLP > General > Intervention*



Demo from Campus training site

April Pieper



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## Questions?

April Pieper  
[April.pieper@education.ky.gov](mailto:April.pieper@education.ky.gov)  
 502-564-4970 ext. 4519

April Pieper



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## Preparing for Student Voice in Infinite Campus

Jeffrey Coles, Program Consultant  
Office of Next Generation Learners  
Division of Next Generation Professionals

KSIS Beginning-of-Year Training, July 23-24, 2014

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### Student Voice Changes for 14-15

- ▶ No Survey for Kindergarten through Grade 2
- ▶ Two Student Voice Survey Windows (November & March)
- ▶ Student Voice Windows Open for 15 days
- ▶ Initial Assignment of Survey Type Automated
- ▶ Dates must be followed - No extensions

Jeffrey Coles  **125**

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### Teacher Student Voice Survey

- ▶ Today's focus - IC System Administrator involvement in Teacher Student Voice Survey
- ▶ Additional Student Voice items will be covered in PGES Webcasts
- ▶ Full documentation available on Student Voice [webpage](#) by first of October

Jeffrey Coles  **126**

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### Acronyms

IC

Infinite Campus

OP

Other Professionals

OPGES

Other Professionals Growth and Effectiveness System

Amy Jacobs



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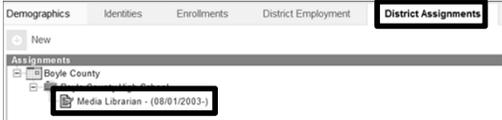
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### Specify Type on OP District Assignment Record

- ▶ Path: Census > People
- ▶ Search for staff member by last name
- ▶ Select the District Assignments Tab
- ▶ Ensure the staff member has at least one active (open-ended or future end date)



Amy Jacobs



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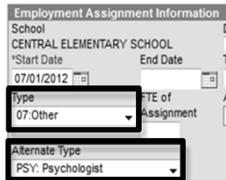
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### Specify Type on OP District Assignment Record

- ▶ Click on each active assignment to ensure the value in all **Type/Alternate Type** fields contain the same value
- ▶ **Alternate Type** is only required when 07: Other is selected in the **Type** field
- ▶ When done click **Save**



Amy Jacobs



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## Questions?

Contact:

Amy Jacobs  
ONGL, Division of Next Generation Professionals  
[amy.jacobs@education.ky.gov](mailto:amy.jacobs@education.ky.gov)  
502-564-1479 x4518



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## CIITS New Year Information and Infinite Campus Data Integration

Maritta Horne, CIITS Service Manager  
Nick Gustin, CIITS Technical Analyst  
Lyndsey Robinson, CIITS Integration Specialist  
Office of Knowledge, Information and Data Services (KIDS)  
Enterprise Data Division

KSIS Beginning-of-Year Training, July 23-24, 2014

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## Acronyms

IC Infinite Campus

CIITS Continuous Instructional Improvement Technology System

IMS Instructional Management System

EDS Educator Development Suite

Maritta Horne  
Nick Gustin  
Lyndsey Robinson



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### CIITS View

- ▶ You will not see anything in CIITS until the first day of enrollment.
- ▶ You may go ahead and create lessons, assessments, etc.
- ▶ Wait to schedule the lessons, assessments, etc. after the first day of enrollment.

Maritta Horne  
Nick Gustin  
Lyndsey Robinson



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### CIITS 16.0 IMS Product Update

- ▶ Restrict Teacher Access for benchmark tests
- ▶ American Sign Language for assessment items
- ▶ Ability to set Lexile Type for a passage
- ▶ Search for items to edit, and share approved items, in bulk
- ▶ Generate answer sheets and group by section or alphabetical order
- ▶ Copy a Rubric
- ▶ Training Site has also been updated to 16.0
- ▶ For more information:
  - Release 16.0 Preview or 16.0 Product Update

Maritta Horne  
Nick Gustin  
Lyndsey Robinson



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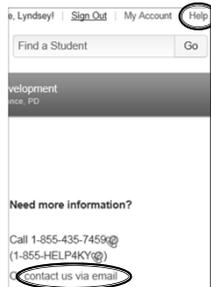
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### CIITS Issues

- ▶ Submit a help desk ticket by clicking **Help** and **Contact us via email**
- ▶ Helpdesk email: [ciitshelp@schoolnet.com](mailto:ciitshelp@schoolnet.com)
  - EDS, CC – Cathy White – [cathy.white@education.ky.gov](mailto:cathy.white@education.ky.gov)
  - IMS, CC – Maritta Horne – [maritta.horne@education.ky.gov](mailto:maritta.horne@education.ky.gov)



Maritta Horne  
Nick Gustin  
Lyndsey Robinson



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### CIITS New School Year Resource Guide

- ▶ [CIITS New School Year Resource Guide](#)
- ▶ Key Performance Indicators are for currently enrolled students
- ▶ “How to” for Prior School Years:
  - View Assessment Data – [Pre-Formatted Reports](#)
  - View Teacher Section Data – [Student Performance](#)
  - Search and Schedule assessments – [Find a Test](#)
- ▶ “How to” for this School Year:
  - Locate a student – [Find a Student](#)
  - Locate multiple students – [Custom Reports](#)
  - View calendar for new school year – [Lesson Planner](#)

Maritta Horne  
Nick Gustin  
Lyndsey Robinson



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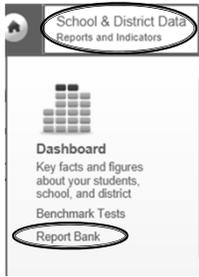
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### CIITS Report Bank

- ▶ School and District Leadership can access the Report Bank
- ▶ Available Categories:
  - EXPLORE/PLAN/ACT
    - Longitudinal
  - KPREP End-of-Course
    - Administrative, Student Listing
  - KPREP/ALT KPREP
    - Demographic, Student Listing, Scale Score, AT, TAR, Lexile/Quantile, Stanford 10 NRT
  - MAP
    - 2013-2014 by District/School



Maritta Horne  
Nick Gustin  
Lyndsey Robinson



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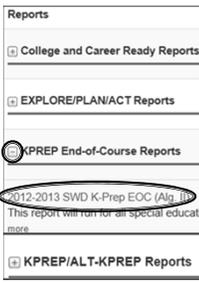
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### CIITS Report Bank

- ▶ Special Education
  - 2012-2013 SWD K-Prep (Math)
  - 2012-2013 SWD K-Prep (Reading)
  - 2012-2013 SWD K-Prep EOC (Alg. II)
  - 2012-2013 SWD K-Prep EOC (Eng. II)
- ▶ Report will list all students who took that test in that year
- ▶ Columns:
  - School(District)
  - SSID
  - Grade
  - Disability Category
  - Performance Level
  - Score



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### CIITS Student Performance for Teachers

- Teachers can access student Performance
  - Student List - view and print rosters, marks, results & groups

- Batch-Create PDF Files → use to select data & configure output
- Create PDF → will print student name, phone, birthday & Parent/Guardian
- Student Analysis - build reports and define columns

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### Infinite Campus to CIITS - Weekly Data Refresh Cycle

- Student Data**
  - Demographic data
  - Guardian data
  - Primary enrollment record
  - Course / section data related to primary/secondary enrollment record
  - Grades
  - Program data (SPED, Gifted, Title 1, Migrant, LEP)
  - Behavior data
  - Attendance data
- Staff Data**
  - Demographic data
  - EPSB license number
  - District / school assignment data
  - Classroom, course/section data (teachers)
- General Data**
  - School calendar days (instructional/holiday)
  - District / school data (name, address, etc.)

Data entered into Infinite Campus by Friday at 5:00PM CST will be loaded to CIITS on the following Monday night and will be available in CIITS on Tuesday morning.

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### Infinite Campus to CIITS - Daily Data Refresh Cycle

- Staff Data\***
  - Demographic data
  - District / school assignment data

\*Includes data for new individuals added to Infinite Campus during that day. CIITS accounts for new staff will be provisioned each night.

Data entered into Infinite Campus Tue-Fri by 4:30PM CST will be loaded to CIITS that night and will be available in CIITS the next morning.

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### IC Data Requirements for CIITS Account Provisioning

- ▶ Three data elements are required to be set up in IC for a person's CIITS account to be provisioned and active
  - Valid kyschools.us email address
    - Click path: Census>People>Demographics
  - Active district employment record
    - Click path: Census>People>District Employment
  - Active district assignment record
    - Click path: Census>People>District Assignments
  - Refer to Assigning Roles & Permissions documentation on the CIITS Login Support page on the KDE website  
<http://education.ky.gov/districts/tech/ciits/Pages/CIITS-Login-Support.aspx>

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### Superintendent/Principal Setup

- ▶ The Superintendent / Principal email for each district / school should be set up to provision them the default Leadership role
- ▶ District (Superintendent) click path:  
System Administration>Resources>District Information>Email field
- ▶ School (Principal) click path:  
System Administration>Resources>School>Principal Email field

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### CIITS Default Roles

- Leadership**
  - Email address on users demographic setup matches email address on district/school setup
- Teacher**
  - Type 01: Teacher on district assignment with the latest (or open-ended) district assignment record
- Staff**
  - Type other than 01: Teacher (or blank Type) on district assignment with the latest (or open-ended) district assignment

Note: If a person has two district assignments, one with Type 01 and one with a differing type, with equal end dates, then they will have a Teacher default role, provided they are not Leadership.

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# CIITS Custom Roles

- ▶ Assigned through the Title field when setting up district assignments
- ▶ Users may be assigned multiple custom roles
- ▶ Can provide access to additional functionality and data in CIITS

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# When setting up custom roles on district assignment records...

- ▶ Only assign "District" custom roles at the district office
- ▶ Only assign "School" custom roles at a school
- ▶ If a person is assigned a "District" custom role at the district, then it is unnecessary to assign them that same custom role at each school

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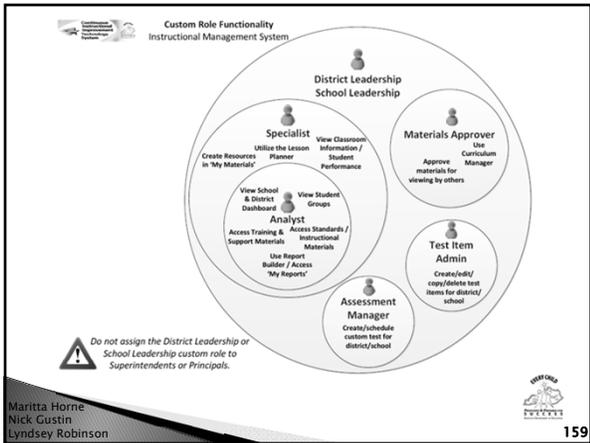
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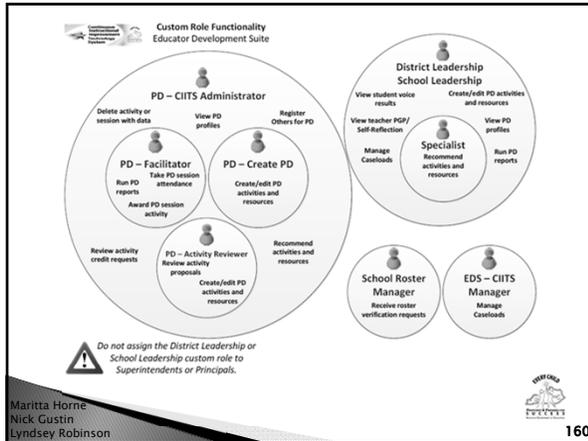
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### Other Data Setup and Reminders

- ▶ Section numbers must be unique within a course
- ▶ Course numbers must be aligned to a valid state course code
- ▶ The primary teacher and the first contributing professional for a section will have access to the section in CIITS
- ▶ Students must have a primary enrollment and a schedule to be searchable in CIITS
- ▶ State excluded students will not be loaded to CIITS

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### Grades / Grading Task Setup

- ▶ Term grades and final grades are *eligible* to be loaded to CIITS
- ▶ Two requirements for grades to be loaded in CIITS:
  - Set state reported indicator on term grading tasks and "Final Grade" grading task
  - Align only one state reported grading task (other than the "Final Grade" grading task) per term
- ▶ Both a term grading task and the "Final Grade" grading task may be aligned to one of the course's terms
- ▶ Refer to the **Grades Data Standard** for grading task setup information:  
*KDE home page > District/School Support > Technology > KSIS > KSIS Data Standards*

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## CIITS Resources

- ▶ CIITS Alerts & Notifications are available on the new KDE Notify system
- ▶ Information is available on the CIITS pages on the KDE website:

*KDE home page > District/School Support > Technology > CIITS*

- CIITS Alerts and Notifications
- CIITS Forms
- CIITS Help
- CIITS Instructional Resources
- CIITS Login Support
- CIITS Metrics and Reports
- CIITS News
- CIITS Support Materials
- CIITS Training

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## Questions?

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## Closing

DeDe Conner, Director  
Office of Knowledge, Information & Data Services (KIDS)  
Enterprise Data Division

KSIS Beginning-of-Year Training, July 23-24, 2014

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