



KSIS Beginning of Year Training

July 23–24, 2014

8:30 a.m. (CT) / 9:30 a.m. (ET)



Welcome and Housekeeping

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

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
- ***Important: Meeting link should be opened using Internet Explorer, not Chrome or Firefox.***

Questions and Information

- ▶ **Have a question for the presenter?** Post it in the Lync chat window and it will be answered during the Question and Answer period at the end of the session.
- ▶ **Have a technical issue?** Contact the KETS Service Desk.
 - (502) 564-2002 (local)
 - (866) 538-7435 (toll free)
 - Email: ketshelp@education.ky.gov
- ▶ **Presentations from Beginning of Year Training**
 - Available online:
<http://education.ky.gov/districts/tech/sis/Pages/KSIS-Training.aspx>

KSIS Beginning of Year Training Agenda

Start	End	Session	Presenter
9:00 am	9:30	Lync online meeting login and equipment test	
9:30	9:35	Welcome & Housekeeping	Becky Jenkins KIDS, Enterprise Data Division
9:35	10:20	ILPA module for Alternative Educational Programs	Sherri Clusky & Windy Newton ONGSD, Division of Student Success
10:20	11:05	Behavior Response (the new Restraint and Seclusion tracking tool)	Windy Newton ONGSD, Division of Student Success Gretta Hylton, ONGL
<i>11:05</i>	<i>11:15</i>	<i>Break</i>	
11:15	12:00 pm	Data Elements to consider for Course Setup	Cindy Godsey EPSB, Division of Certification
<i>12:00</i>	<i>1:00</i>	<i>Break</i>	
1:00	1:30	Preschool 2014-15	Annie Rooney French ONGL, Division of Program Standards
1:30	2:00	Gifted and Talented IC Preparations for Beginning of Year	Kathie Anderson ONGL, Division of Learning Services
2:00	2:30	Intervention Tab	April Pieper ONGL, Division of Learning Services
<i>2:30</i>	<i>2:40</i>	<i>Break</i>	
2:40	3:10	Preparing for Student Voice in Infinite Campus	Jeff Coles ONGL, Division of Next Generation Professionals
3:10	3:30	Setting up Other Professionals in Infinite Campus	Amy Jacobs ONGL, Division of Next Generation Professionals
3:30	4:00	CIITS	Lyndsey Robinson, Nick Gustin & Maritta Horne KIDS, Enterprise Data Division
4:00	4:30	Closing	DeDe Conner, Director KIDS, Enterprise Data Division



Alternative Schools / ILPA in Infinite Campus

Windy Newton, Systems Consultant IT
Sherri Clusky, Education Academic Program Consultant
Office of Next Generation Schools and Districts
Division of Student Success

“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

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.

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

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](#)

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](#)



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

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

Who is on the Transition Team?

Anyone who has an impact on the educational process of the student should be invited to the meeting.

Parents must be invited to be on the team.

Outside agencies when involved – Court designated workers, social workers, or counselors

Both the traditional and alternative programs should be represented on the team.

The student should be included when appropriate.

Regulation requires board policy to define guidelines for composition of the ILPA team.

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

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

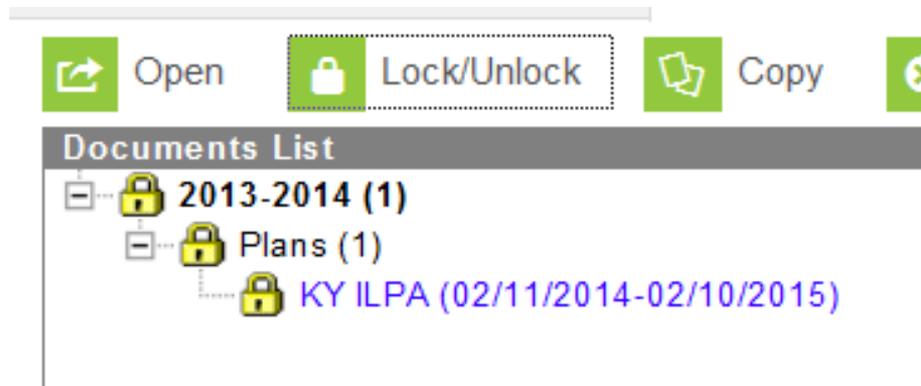
Copy ILPA

- ❑ 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

Reminder

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



Progress Report

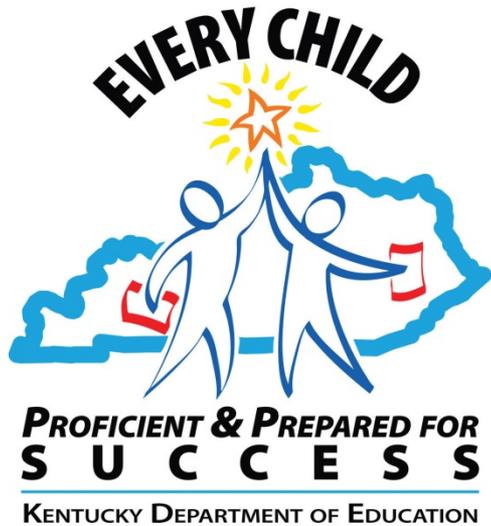
- Progress of the student's goals and objectives should be monitored on a regular basis. KDE recommends monitoring progress of the student's goals and objectives based on the same timeline as progress is reported within the other schools in your district.

Reference Section 28F of the data standards

Questions

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





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

Behavior Response Data

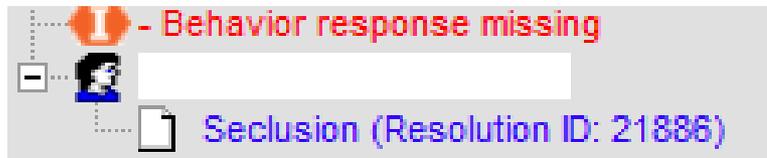
The regulation supports a positive approach to behavior that focuses on a school-wide systematic approach that embeds evidence-based practices and data-driven decision-making to create a school environment conducive to learning.

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

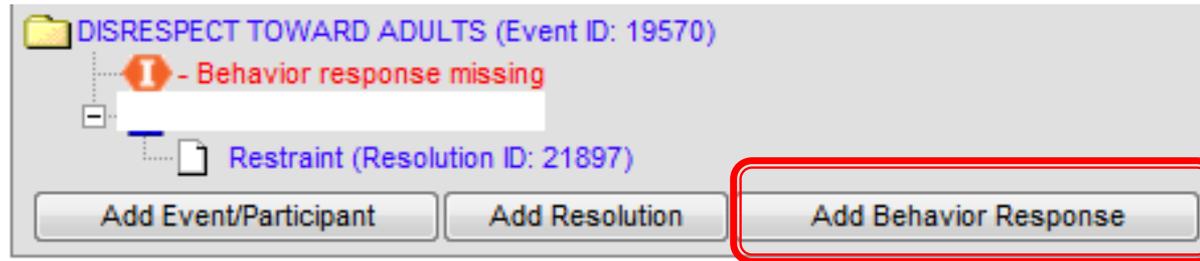
Resolution of SSP7 or SSP8

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



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

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.



Response Details

*Response Type

BR01: Control position restraint
BR02: Kneeling position restraint
BR03: Release / escape (self-protection) restraint
BR04: Seclusion
BR05: Standing position restraint
BR06: Transport position restraint

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.

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	<input type="text"/>	<input type="text"/>	

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:

- PRI01: Assigned seats
- PRI02: Behavior momentum
- PRI03: Communicate concerns with student
- PRI04: Independent activities
- PRI05: Involve students in the plan
- PRI06: Modify task
- PRI07: Opportunities to respond
- PRI08: Physical arrangement
- PRI09: Positive direction and limits
- PRI10: Present options
- PRI11: Problem solving
- PRI12: Prompting/cueing
- PRI13: Provide a specific direction
- PRI14: Provide choices
- PRI15: Provide reminders
- PRI16: Provide space
- PRI17: Provide warning and correction
- PRI18: Recognize and respond to behavior
- PRI19: Redirect
- PRI20: Relaxation strategies
- PRI21: Schedules/routines
- PRI22: Speak privately to student
- PRI23: Specific/concrete directions
- PRI24: Teach appropriate behavior
- PRI25: Teach standard consequence
- PRI26: Teacher proximity
- PRI99: Other - describe in pre-response text box

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

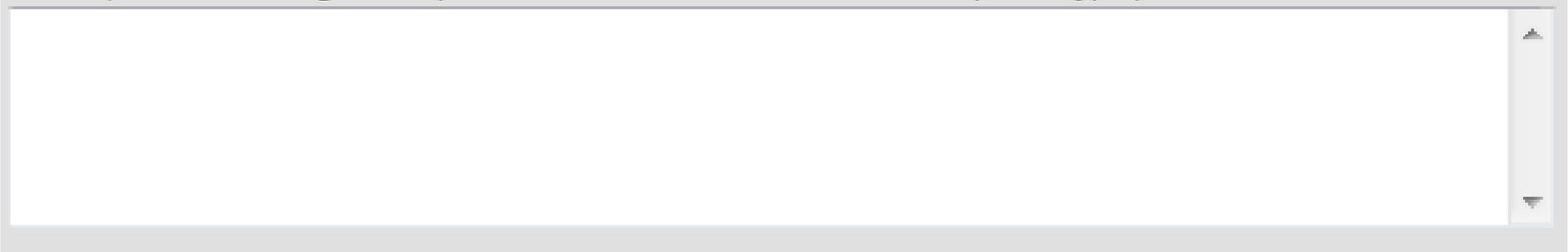
Pre-Response Actions: (For Restraint or Seclusion, document an account of the actions, by the involved students and staff, which led to this response. Include a description of any events leading up to the response, the effectiveness of any Pre-Response Interventions and how the student's behavior posed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

Response Details

Enter the following information into the Response Details text box:

- Document an account of the student's behavior during the response
- Describe how school personnel responded to the dangerous behavior
- Document interactions between the student and the school personnel during the response
- Document the effectiveness of this response type in de-escalating the situation

Response Details: (For Restraint or Seclusion, document an account of the student's behavior during the response, how school personnel responded to the dangerous behavior, interactions between the student and school personnel during the response and the effectiveness of this response type.)



Post-Response Actions

Enter the following information into the Post-Response Actions text box:

- Document an account of the student and staff following the response
- Document the effectiveness this response had in deescalating the situation
- Describe the planned positive behavioral interventions which shall be used to reduce the future need for restraint or seclusion of the student
- Document a referral to Program 504 or IDEA, if student not previously identified
- Describe basis for declining to refer the student to Program 504 or IDEA, if applicable
- Enter de-briefing session date, time and attendees
- Document any follow-up debriefing sessions

Post-Response Actions: (For Restraint or Seclusion, document an account of the involved students and staff following the response. Include a description of the effectiveness this response had in deescalating the situation as well as any planned positive behavior interventions that could reduce the need for a restraint or seclusion response in the future. If the student is not identified as eligible under 504 or IDEA, document a referral or why declining to refer. Document all people notified about this response as well as the date, time and attendees of any follow-up debriefing sessions.)

Student Details

- ▶ **Student was injured during the response:** Selecting this indicator will prompt two required fields
- ▶ **Describe any injuries to the student:** Describe injuries to student related to the restraint or seclusion
- ▶ **Injury Severity:** Select from the drop list the severity of the injuries to the student
 - ▶ 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
- ▶ **Apply To:** Select student in which to apply Behavior Response
- ▶ **Guardian Contacted:** Indicate that the guardian was contacted
- ▶ **Date:** Enter the date the guardian was contacted
- ▶ **Time:** Enter the time the guardian was contacted
- ▶ **Contact Name:** Enter the name of the guardian contacted
- ▶ **Details:** Enter any details discussed during the contact, such as the method of contact

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: Participant Name:

Students
School Employees
All People

- ▶ Select the Role of the Participant from the drop list

Role

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

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

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

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.

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.

Questions

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





Data Elements to consider for Course Setup

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

Topics to be covered

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

“But it cleared the LEAD report!”

»» Does this guarantee that is it correct?

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

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

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

The screenshot shows the 'Course Master Detail' form for course 270304 ALGEBRA I. The form is divided into several sections:

- Course Master Info:** Includes tabs for 'Course Master Info', 'Grading Tasks', and 'Standards'. Below the tabs are buttons for 'Save', 'Delete', and 'New'.
- Course Master Detail:** Contains the following fields:
 - *Course Catalog:** District Catalog (dropdown)
 - *Number:** 270304 (text input)
 - State Code:** 270304 (text input)
 - GPA Weight:** 1 (text input)
 - Type:** (dropdown menu)
 - Difficulty Level:** (dropdown menu)
 - *Name:** ALGEBRA I (text input)
 - Department:** MATHEMATICS (text input)
 - Transcript:**
 - Active:**
 - Instructional Setting:** 01: Onsite Classroom (dropdown)
 - Activity:** (dropdown)
- Description:** (text area)

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

Add Course

Save Delete

Course Information

*Number 11061504 *Name ART III Standards-based Active

Subject Type

State Code 500719 Department

Schedule Load Priority Max Students Terms Schedules Periods Sections to Build

0 0 0 0

GPA Weight 0.5 Bonus Points Transcript Required

Type

Difficulty Level Activity

Homeroom Allow student requests Allow teacher requests/recommendations Repeatable Attendance Unit Attendance

Teaching Method 01: Direct Instruction

Instructional Setting 01: Onsite Classroom

Comments

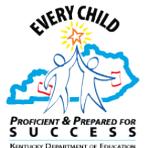


Element Considerations – Course Codes

- ▶ 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

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.
- ▶ 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.
- ▶ 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



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: 3rd Party Contract – course taught by a 3rd 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.**

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.

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

Element Considerations – Instructional Setting

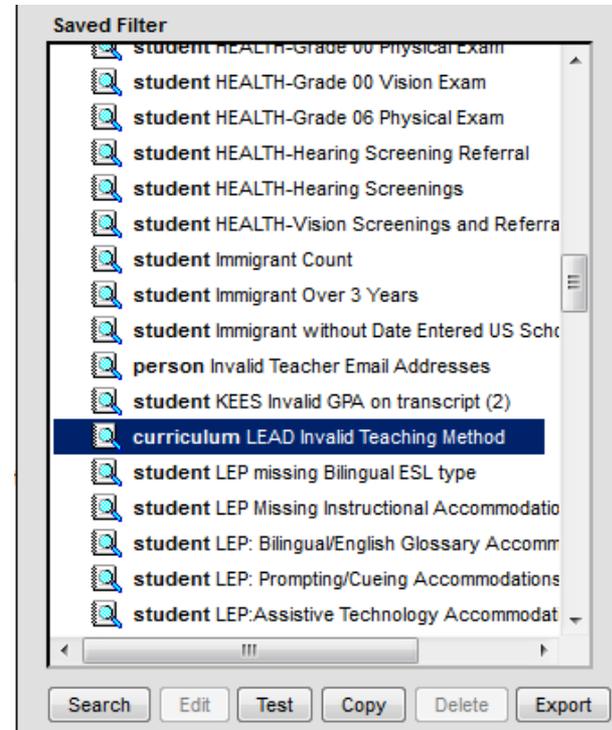
▶ Options:

- 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.



Data Cleanup

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



Data Cleanup

▶ Results:

https://icuat.education.ky.gov/campus/extract/adnocH1MIL.xsl?x=adnoc.AdmOCR

LEAD Invalid Teaching Method Total Records:2

All Records		
School	Course Number	Course Name
Alsip High School	41061999	ALG I
Alsip High School	61491999	EARTH/SPACE SCIENCE
All Records		

▶ View in Course Tab:

High School

41061999 ALG I

Course Sections Grading Tasks Sta

Save Delete

Course Information

CourseID 11095

*Number 41061999 *Name ALG I

Subject Type

State Code 270304 Department MATHEMATICS

Schedule Load Priority Max Students

GPA Weight 0.5 Bonus Points

Type

Difficulty Level

Homeroom Allow student requests Allow teacher re

Teaching Method 08: Other Virtual**

Instructional Setting 01: Onsite Classroom

Comments

Notice **



Data Cleanup

- ▶ Missing or Invalid Courses
- ▶ KDE Reports > Missing or Invalid Course State Codes
- ▶ Run each summer to catch code changes

The screenshot shows a web application interface for generating reports. On the left is a navigation menu with categories like 'User KDE', 'Student Information', 'Grading & Standards', and 'KY State Reporting'. Under 'KY State Reporting', 'KDE Reports' is expanded, and 'Missing or Invalid Course State Codes' is highlighted with a blue oval. The main content area has a blue header 'Courses with Missing or Invalid State Codes' and a message: 'This report may take several minutes to render. Please do not click Generate Report more than once. This report will find Active Courses in Instructional Periods with missing or invalid State Course Codes. Refer to the Uniform Academic Course Codes on the KDE website for course descriptions and parameters.' Below the message is a 'PDF' dropdown menu and a 'Generate Report' button.

Data Cleanup

▶ Results:

7/11/2014 12:00:00 AM

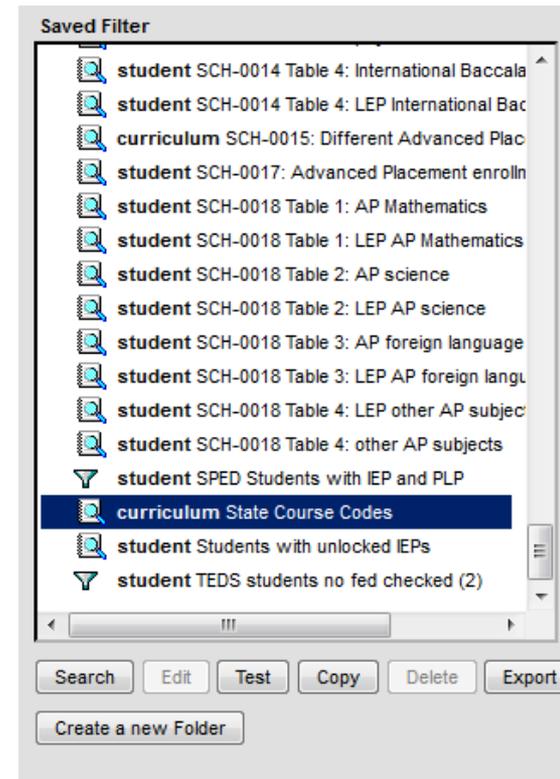
Courses with Missing or Invalid State Codes

School Name	District Course Code	Invalid or Missing State Course Code	District Course Name
Lynn Camp Schools	70416	230104	7TH HON LANG ARTS



Data Cleanup

- ▶ Verify the course code links for your courses
- ▶ State published Ad Hoc “curriculum State Course Codes”
- ▶ Review annually



State Course Codes

It continues to be very important that districts and schools have linked their local courses accurately to the Kentucky Uniform Academic Course Codes in Infinite Campus. The accuracy of the LEAD report and the teacher/student data link related to the attribution of student growth data both depend on the accuracy of the linking process at the school and district level. As a step toward this accuracy, this ad hoc report will allow schools and districts to see all course names, the state code and the description of the code so districts can verify their course codes.



Data Cleanup

▶ Results:

State Course Codes Total Records:344

All Records			
Course Number	Name	State Course Code	Description
010631505	LANDSCAPING	010630	Landscape Design
010631506	NURSERY TURF MNGMT	010631	Landscape & Turf Mgmt
71252504	Greenhouse	010641	Greenhouse Tech.
71252505	Greenhouse	010641	Greenhouse Tech.
71252514	Greenhouse	010641	Greenhouse Tech.
11010304	SP TP: HORTICULTURE	010652	ST: Hortic. & Plant Sci Sys.
1101504	AGRISCIENCE INTER	020101	Agriscience Interdisciplinary
71124504	PLANT & LAND SCIENCE	020221	Plant, Land Science
71124505	Plant and Land	020221	Plant, Land Science
010211505	Principles of Agriculture	030715	Prin of Agri-Sci & Tech., Gr 9
010211504	Principles of Agriculture	030715	Prin of Agri-Sci & Tech., Gr 9
76334504	WEBSITE DESIGN	060199	Web Page Design
76334505	WEBSITE DESIGN	060199	Web Page Design
76121504	FIN SERV I	060311	Financial Services I



Possible English Courses for Juniors

Course #	Name	State Code	Type	Difficulty	Teaching Method	Instructional Setting
230113	English 3	230113			01: Direct Instruction	01: Onsite Classroom
230113	English 3	230113			01: Direct Instruction	04: Home/Hospital one section
230113V	English 3 Virtual	230113	Virtual		10: Digital Learning Provider	05: Online
230113CR	English 3 Credit Recovery	230113			13: Credit Recovery – Direct Instruction	01: Onsite Classroom
230113CRD	English 3 Credit Recovery	230113			14: Credit Recovery – Digital Learning Provider	01: Onsite Classroom
230113SS	English 3 Independent Study	230113	Performance		19: District Provided Self Study	01: Onsite Classroom
230166	AP Language and Composition	230166		Advanced Placement	01: Direct Instruction	01: Onsite Classroom

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



Sample Algebra I Course Setup

270304 ALGEBRA I

Course Rules Fees Build Constraints

Course Sections Grading Tasks Standards

Save Delete

Course Information

CourseID 2689

*Number: 270304 *Name: ALGEBRA I

Subject Type

State Code: 27030 Department: MATHEMATICS

- Accelerated Algebra 1 (270306)
- Alg 1 Pt 1/Alg 1 Pt A/ Alg 0.5 (270302)
- Algebra 1 (Pt 2)/(Pt B) (270303)
- Algebra 1 Intervention (270308)
- Algebra 1 (270304)**
- Honors Algebra 1 (270305)
- Mathematics Intervention (270309)
- MST Algebra 1 (270307)
- Pre-Algebra (270301)

01: Direct Instruction

Instructional Setting: 01: Onsite Classroom

270304CR ALGEBRA I Credit Recovery

Course Rules Fees Build Constraints Ass

Course Sections Grading Tasks Standard

Save Delete

Course Information

CourseID 3860

*Number: 270304CR *Name: ALGEBRA I Credit Recovery

Subject Type

State Code: algebra 1 | Department: MATHEMATICS

- Accelerated **Algebra 1** (270306)
- Algebra 1** (Gr 6-8 - HS credit) (270232)
- Algebra 1** (Gr 6-8-non-HS cred) (270242)
- Algebra 1** (Pt 2)/(Pt B) (270303)
- Algebra 1** Intervention (270308)
- Algebra 1.5**/Intro. Algebra 2 (270310)
- Algebra 1** (270304)
- Honors **Algebra 1** (270305)
- MST **Algebra 1** (270307)

14: Credit Recovery - Digital Learning Provider

Instructional Setting: 01: Onsite Classroom



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

Sample Art 1 Course Setup

11011504 ART I

Course Sections Grading Tasks Standards

Save Delete

Course Information

CourseID 14323

*Number: 11011504 *Name: ART I

Subject Type: _____

State Code: 500711 Department: ARTS AND HUMANITIES

Schedule Load Priority: _____ Max Students: 30

GPA Weight: 0.5 Bonus Points:

Type: _____

Difficulty Level: _____

Homeroom: Allow student requests: Allow teacher requests/rec:

Teaching Method: 16: NAF Academy Course

Instructional Setting: 01: Onsite Classroom

Comments: _____

Teacher: None Assigned

Section Staff History Roster Attendance Gr

Save Delete

Section Editor

*Section Number: 0 Teacher Display Name: _____

Max Students: _____ Lunch Count: Milk Count: Adult Count:

Room: _____ Skinny Seq Team: _____ Homeroom:

Instructional Setting (Override): 04: Home/Hospital ()

*Highly Qualified: _____

Special Type: 01: None

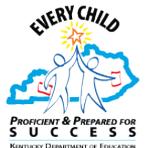
Population ID: _____

Core Content: Select a Value



“Quality is not an act, it
is a habit.”

»» Aristotle



Contact Information

- ▶ Difficulty, Type, Teaching Method, and Instructional Setting

Amy Patterson

Office of Next Generation Learners (ONGL), Division of Learning Services

amy.patterson@education.ky.gov

502-564-2106 x 4513

- ▶ LEAD

Cindy Godsey

Education Professional Standards Board, Division of Certification

Cindy.godsey@ky.gov

502-782-2133



Preschool 2014-15

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

Objective

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



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.

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



State Exclude

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

State Reporting Fields

State Exclude

Migrant

Immigrant Refugee

Out Of State Extra Year in Primary School Choice

Program 504

Homeless

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

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".

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 1st. A 4-year-old at-risk child must have their 4th birthday on or before August 1st.

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.



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.



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.



Enrollment Service Type P, S or N

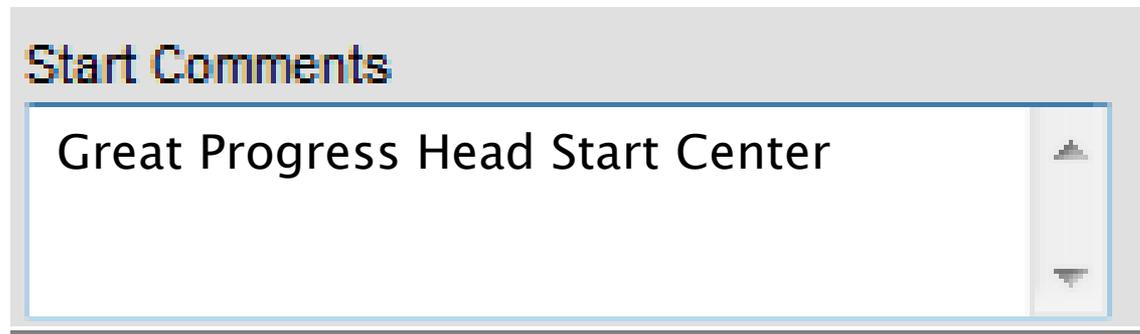
- ▶ The preschool children in a classroom setting are enrolled as enrollment service type “P” for Primary enrollment. The “S” for Partial is for children who have a primary enrollment in another school and only attend for a portion of the preschool program.
- ▶ Enrollment Service Type “N” is for children 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.

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 2nd 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.

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:



The image shows a screenshot of a software interface. At the top, the text 'Start Comments' is displayed in a blue, sans-serif font. Below this is a large, white rectangular text input field with a thin blue border. Inside the field, the text 'Great Progress Head Start Center' is written in a black, sans-serif font. To the right of the text field, there are two small, grey, triangular arrow icons pointing up and down, indicating a scrollable list.

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

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.



Head Start Enrolled

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



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)



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.

Head Start Enhanced

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

Preschool Type

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

or

Preschool Type

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

Or Disabled State Funded, Up to 150% of the Fed Poverty and Head Start Enhanced, or Over Income and Head Start Enhanced

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.



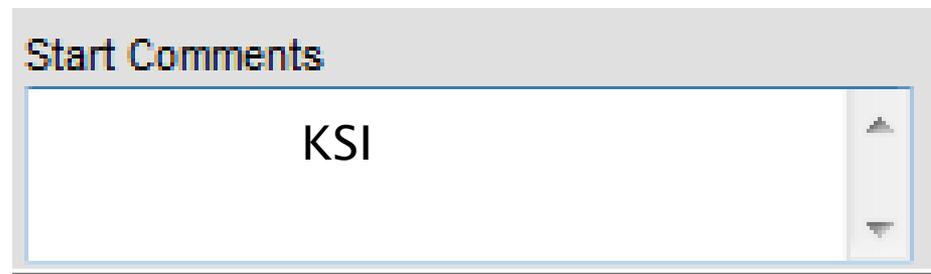
KSI/RTI

- ▶ 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.



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:



A screenshot of a software interface showing a text input field. The field is titled "Start Comments" and contains the text "KSI". The field has a blue border and a vertical scrollbar on the right side.

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.

Enrollment Editor			
Edit	Grade	Type	
	97	P	
<i>Start Status: R01 Transf</i>			
<i>End Status: CO1 Close</i>			
	97	P	
<i>Start Status: E01 First en</i>			
<i>End Status: W01 Transf</i>			

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.

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 Reporting

Home Primary Language

Spanish (1380) ✕ ▼

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.



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.



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.



Preschool Enrollment Counts

The screenshot shows a web application interface for generating preschool enrollment counts. On the left is a navigation menu with options like 'Index', 'Search', 'Help', and a list of reports including 'Preschool Enrollment Count'. The main content area has a blue header 'Preschool Enrollment Count' and a text box explaining the tool's purpose. Below this are 'Extract Options' with fields for 'Report Type' (radio buttons for Summary and Detail), 'Select One' (a dropdown menu set to 'Fall Enrollment Count'), 'Effective Date' (a date picker set to '12/01/2013'), and 'Format' (a dropdown menu set to 'State Format (CSV)'). A 'Generate Extract' button is located at the bottom of the form.

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.

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



Questions?





Gifted & Talented Beginning of Year IC Training 2014-2015

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

Permissions / Rights



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

Data Entry Screen



Data Entry Tab

Waiver | **Records Transfer** | **Gifted & Talented** | **Records Request**

 Add Gifted & Talented

KY Gifted & Talented Editor

Start Date	End Date	Year Identified	Category
------------	----------	-----------------	----------

Gifted & Talented Status

*Gifted Category:

*Year Identified:

*Start Date: 

End Date: 

Gifted Declined Services:

Gifted Underachieving:

Service Delivery Options:



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.

Service Delivery Options:

- Various Acceleration Options
 - Early exit from Primary
 - Grade skipping
 - Subject Area Higher Grade Level
 - Dual Enrollment Courses
 - Dual Credit Courses
 - Early exit from high school
- Advanced Placement and Honors Courses
- Collaborative Teaching and Consultation Services
- Special Counseling Services
- Differentiated study experiences in the classroom
 - Differentiated individual study
 - Differentiated for Cluster groups
- Distance learning
 - KVHS courses
 - Video courses
 - Other online course
- Enrichment services (school day)
- Independent study
- Mentorships
- Resources services
 - Pull-out setting
 - Appropriate instructional setting
 - Consortium
- Seminars
- Travel study options
- Special schools, 4-12
- Self-contained classrooms, 4-12

Data Entry: Evidences

Specific Academic Aptitude Evidence:

- | | |
|--|---|
| <input type="checkbox"/> Anecdotal records | <input type="checkbox"/> Checklist inventories |
| <input type="checkbox"/> Checklist inventories (underachieving or disadvantaged) | <input type="checkbox"/> Collection of evidence from portfolios |
| <input type="checkbox"/> Within the ninth stanine on one subject test score of an achievement test | <input type="checkbox"/> Continuous progress data |
| <input type="checkbox"/> Formal testing data | <input type="checkbox"/> High performance on test of academic achievement |
| <input type="checkbox"/> Informal assessments | <input type="checkbox"/> Nominations-Peer |
| <input type="checkbox"/> Nominations-Self or Petition | <input type="checkbox"/> Off-level testing |
| <input type="checkbox"/> Portfolio of high academic performance | <input type="checkbox"/> Primary review committee |
| <input type="checkbox"/> Referrals/Recommendations-Parent | <input type="checkbox"/> Referrals/Recommendations-Teacher |
| <input type="checkbox"/> Student awards or critiques | <input type="checkbox"/> Student progress data |
| <input type="checkbox"/> Other, Specify <input type="text"/> | |

- ▶ 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 9th stanine on a norm-referenced assessment
 - GIA – test of intellectual ability
 - SAA – Achievement test

9th stanine on comp. test of intellectual ability

Intellectual Ability Test

01: Cognitive Abilities Test
02: Test of Cognitive Skills (CTBS)
03: Kaufman Int. Test
04: Naglieri
05: Otis-Lennon School Ability Test
06: Raven Progressive Matrices
07: Stanford Binet
08: WISC
09: Woodstock Johnson
10: Other

Within the ninth stanine on one subject test score of an achievement test

Formal testing data

Informal assessments

Nominations-Self or Petition

Portfolio of high academic performance

Referrals/Recommendations-Parent

Student awards or critiques

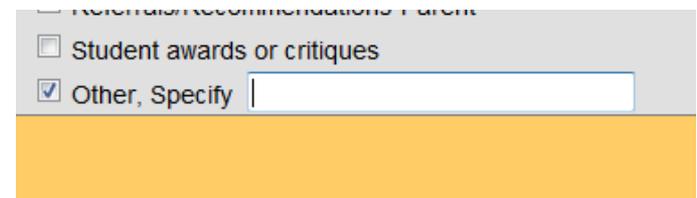
Other, Specify

Achievement Test

01: ACT
02: CTBS
03: Otis-Lennon
04: PLAN
05: PSAT
06: SAT
07: Sages II
08: Terra Nova
09: Woodcock Johnson
10: Other
11: ITBS

No 9th Stanine/ “Special Considerations”

- Students who **do not score at the 9th stanine** may be identified if they are an **exceptional, disadvantaged, or underachieving student**.
- This must be noted on their screen by selecting “Other, Specify” and then typing in the blank space: exceptional, disadvantaged, or underachieving student
- To save the record, click “Save”
- For all regulatory evidences, see 704 KAR 3:285 Section 3:
<http://www.lrc.state.ky.us/kar/704/003/285.htm>



Parent/Recommendations Parent

Student awards or critiques

Other, Specify

GT Records Transfer & Records Request



Gifted and Talented Records Transfer

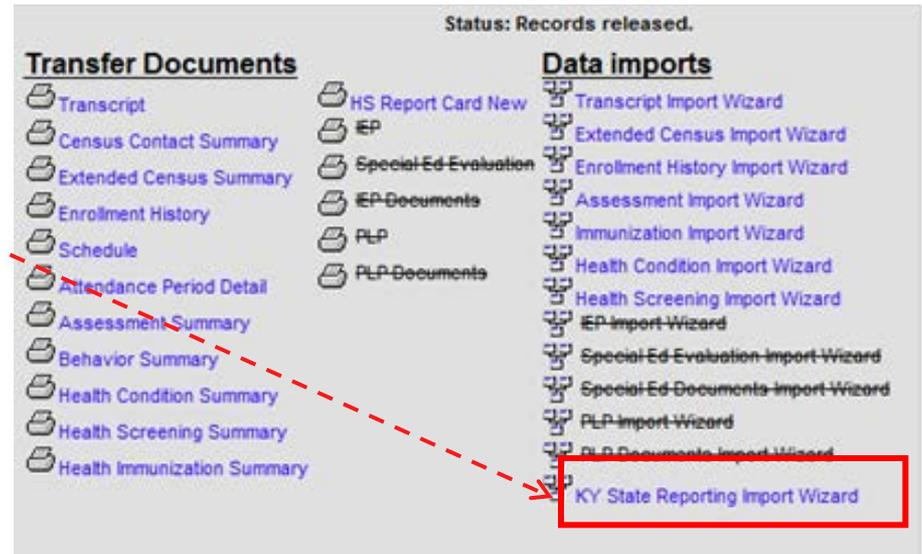
- ▶ Gifted and Talented records do NOT automatically transfer
- ▶ Enrollment personnel will see the screen below when a student's information has been released from the previous district

The screenshot shows a web application interface with a sidebar menu on the left and a main content area on the right. The sidebar menu includes items like System Administrator, Student Information, Instruction, Census, Behavior, Health, Attendance, Scheduling, Fees, Grading & Standards, Medicaid, Programs, Ad Hoc Reporting, Transcripts, and User Communication. The main content area has sections for District Notices, School Notices, and Process Inbox. The Process Inbox section includes a search bar with 'Date Range' and 'Display' dropdowns, and a 'Find Messages' button. Below the search bar is a 'Delete Selected Messages' button. A table below the search bar lists processes with columns for 'Process', 'Name', 'Posted Date', and 'Due Date'. The table contains one entry: 'Records Transfer' with a name 'Transfer Released: A... Ja... 19... 481' and a posted date of '08/15/2012'. The name cell is highlighted with a red box.

Process	Name	Posted Date	Due Date
Records Transfer	Transfer Released: A... Ja... 19... 481	08/15/2012	

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



GT Data Entry Screen

Gifted & Talented Status

*Gifted Category: 05: Specific Academic Aptitude-Math

*Year Identified: 2007 *Start Date: 08/01/2007 End Date:

Gifted Declined Services: Gifted Underachieving:

Service Delivery Options:

Various Acceleration Options

Early exit from Primary Grade skipping Subject Area Higher Grade Level

Dual Enrollment Courses Dual Credit Courses Early exit from high school

Advanced Placement and Honors Courses

Collaborative Teaching and Consultation Services

Special Counseling Services

Differentiated study experiences in the classroom

Differentiated individual study Differentiated for Cluster groups

Distance learning

KVHS courses Video courses Other online course

Enrichment services (school day)

Independent study

Mentorships

Resources services

Pull-out setting Appropriate instructional setting Consortium

Seminars

Travel study options

Special schools, 4-12

Self-contained classrooms, 4-12

Attendance Transferred Summary From Last Enrolled District

Present	Absences	Unexcused Absences	Excused Absences
86.00	2.0	0.0	2.0
Tardies	Unexcused Tardies	Excused Tardies	
1	1	0	
Absent Events Unexcused	Absent Events Excused		
0	2		
EHO Absence	AFD Absence	AFR Absence	ATA Absence
0.00	0.00	0.00	0.00

Save

- 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



PROFICIENT & PREPARED FOR
SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

GT Record Transfer Request

Grade: [redacted] DOB: 06/01/2004 Gender: F

System Administrator | Student Information | General | Counseling | Academic Planning | Program Participation | Health | Medicaid | PLF | Special Ed | Student Locator | Reports

Summary | Enrollments | Schedule | Attendance | Flags | Grades | Transcript | Credit Summary | Assessment | Behavior | Transportation | Fees | Lockers | Graduation | Athletics | AdHoc Letters

Waiver | Records Transfer | Gifted & Talented | FRYSC | Pre-School | Title 1 Services | Early Learning/Prior Settings | ESS | Attendance Group | TEDS | Report Comments | Restraint and Seclusion

New State Transfer Request

Request Date	Name	Status	Requesting District	Releasing District

Student Records Transfer

Request a Records Release
This is a Records Release containing the student information, the requesting district/user and the releasing district/user.

Student: Enrollment Type: Primary

Last Name	Newton	First Name	Test2	Middle Name	
Gender	M	Birthdate	04/16/1995	SSN	
Grade	10	School	09-10 LYNN CAMP HIGH SCHOOL	Start Date	09/15/2009

Requesting District & User

District	301 Knox County	Name	System Administrator	Username	admin
Request Date	09/15/2009	Work Phone		Email	

Comments



Gifted and Talented Reports



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

Gifted and Talented Detail Report

Index

Search

Help



Gifted and Talented Detail

- ▶ Transcripts
- ▶ User Communication
- ▶ Assessment
- ▶ System Administration
- ▶ FRAM
- ▶ Messenger
- ▶ Surveys
- ▼ KY State Reporting
 - ▶ Edit Reports
 - ▼ KDE Reports
 - At Risk ADM(prior to 2011-12)
 - Benchmark Report
 - Calendar Summary
 - CIITS Roles
 - EOC Assessment
 - Gifted and Talented Detail**
 - Gifted Benchmark Report DE
 - KEES Audit
 - KEES Eligibility

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 4-12. This report will pull students who have a Primary Talent Pool status and who are in grades Kindergarten through third grade. The count will also provide data for students regarding twice exceptionality, English Language Learners, gender and ethnicity.

Generate Report



Gifted Benchmark Report

Index Search Help <

- Kathie Anderson
 - ▶ Student Information
 - ▶ Census
 - ▶ Ad Hoc Reporting
 - ▶ Assessment
 - ▶ System Administration
 - ▼ KY State Reporting
 - ▼ KDE Reports
 - Gifted and Talented Detail KY...
 - Gifted Benchmark Report**
 - IDEA Dec 1 Count Extract
 - Preschool Enrollment Count

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 pushed 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.



Gifted Benchmark Cont.

Select Subject
Math

Select Gifted Category
Specific Academic Aptitude-Math

Generate Report

Validation Report

The screenshot displays a web application interface for managing 'Definition Groups'. On the left, a navigation sidebar is visible with a red box highlighting the path: 'Data Integrity Tools' > 'Data Validation' > 'Definition Groups'. The main content area is titled 'Definition Groups' and features a '+ New' button. Below this is a 'Data Validation Groups Editor' table with the following structure:

Name	State Published	Archived
PreK		
Gifted and Talented Group		
Chris Test Publish		

Each row in the table has a vertical ellipsis menu icon to its right. The 'Gifted and Talented Group' row is highlighted with a red box.

Validation cont.

Definition Groups

+ New
Save
Delete
Publish Group

Data Validation Groups Editor

Name	Published	Archived
Preschool		
Gifted and Talented Group	<input checked="" type="checkbox"/>	

Data Validation Group Detail

*Name: Gifted and Talented Group Preview Archived

Description
 Cutting and pasting from third party products, e.g., Microsoft Word, is not recommended.

This report will produce a list of Gifted and Talented students that are active in the current school year in State Edition. The report will include a list of students by School, SSID, Grade, Name and Category number. There will be multiple rows for students that are gifted in multiple categories. Please compare this list to what you have for your students and their categories. Gifted Categories: 01: Creative or Divergent Thinking, 02: General Intellectual Ability, 03: Psychosocial Leadership Skills, 04: Specific Academic Aptitude-Language Arts, 05: Specific Academic Aptitude-Math, 06: Specific Academic Aptitude-Science, 07: Specific Academic Aptitude-Social Studies, 08: Visual and Performing Arts-Arts, 09: Visual and Performing Arts-Dance, 10: Visual and Performing Arts-Drama, 11: Visual and Performing Arts-Music and 12: Primary Talent Pool. If you have questions please contact Kathie Anderson at kathie.anderson@education.ky.gov or 502-564-4970 x 4133. Thanks

Tags

GT

Definitions

Definition	Sequence	Severity	
Gifted and Talented Students with categories Show Description Preview	1	<input checked="" type="radio"/> Information <input type="radio"/> Warning <input type="radio"/> Fatal	<input type="button" value="X"/>



Validation Cont.

- Index
- Search
- Help
- <
- Behavior
- Health
- Attendance
- Scheduling
- Fees
- Grading & Standards
- Medicaid
- Programs
- Ad Hoc Reporting
- Transcripts
- User Communication
- Assessment
- System Administration
- FRAM
- Messenger
- Surveys
- KY State Reporting
- Data Integrity Tools
 - Data Validation
 - Definition Bank
 - Definition Groups
 - Reports
- Definition Group Extract

Definition Group Extract

The Definition Group Extract tool allows district users to select a validation group and report format to view and extract data. The Definition Group Extract also allows a district user to select the data source to view their data. A user can select their local data, or view their data in the state edition, via Batch Queue, to compare data in both editions.

Data Validation Group
Gifted and Talented Group

Group Name: Gifted and Talented Group

Description: This report will produce a list of Gifted and Talented students that are active in the current school year in State Edition. The report will include a list of students by School, SSID, Grade, Name and Category number. There will be multiple rows for students that are gifted in multiple categories. Please compare this list to what you have for your students and their categories. Gifted Categories: 01: Creative or Divergent Thinking, 02: General Intellectual Ability, 03: Psychosocial Leadership Skills, 04: Specific Academic Aptitude-Language Arts, 05: Specific Academic Aptitude-Math, 06: Specific Academic Aptitude-Science, 07: Specific Academic Aptitude-Social Studies, 08: Visual and Performing Arts-Art, 09: Visual and Performing Arts-Dance, 10: Visual and Performing Arts-Drama, 11: Visual and Performing Arts-Music and 12: Primary Talent Pool. If you have questions please contact Kathie Anderson at kathie.anderson@education.ky.gov or 502-564-4970 x 4133. Thanks

Definitions:

Report Format
HTML

Report Data Source
State Dataset (Will be sent to batch queue)

Generate Report

State Report Output

Refresh Show top 50 tasks submitted between 07/07/2014 and 07/14/2014

Batch Queue List			
Queued Time	Report Title	Status	Download



Validation cont.

DISTRICT: Knox
County

Data Validation Output



Time: Mon Jul 14
12:53:34 EDT 2014

Summary

Report	Occurrences	Severity
Gifted and Talented Students with categories	565	Info

Gifted and Talented Students with categories [Back To Summary](#)

School Name	SSID	Grade	First Name	Last Name	Category	Enrollment End Date
CENTRAL ELEMENTARY SCHOOL	9999999999	06	Candy	Johnson	05	
CENTRAL ELEMENTARY SCHOOL	1234567890	06	Kathie	Anderson	05	
CENTRAL ELEMENTARY SCHOOL	1234567890	06	Kathie	Anderson	04	

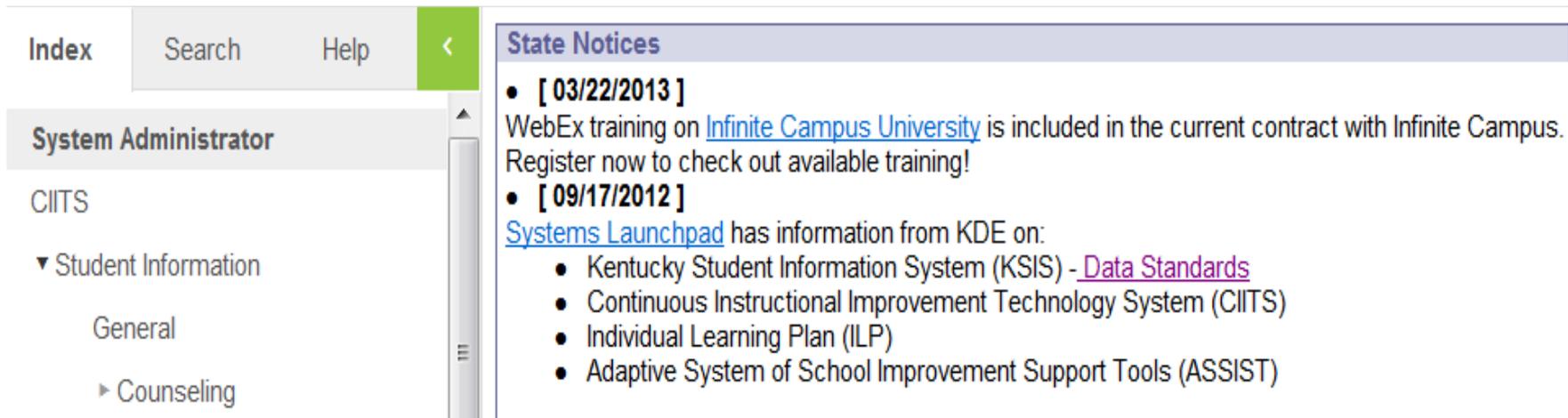


Missing Student Report

- ▶ Report **NOT** generated by district
 - Report is emailed as Excel spreadsheet to GTC
- ▶ Purpose: To compare and update GT student data
- ▶ Ensures no missing GT students & that all students are receiving services

GT Resources

▶ KSIS Data Standards



The screenshot shows a web interface with a navigation menu on the left and a main content area on the right. The navigation menu includes 'Index', 'Search', 'Help', and 'System Administrator'. Under 'System Administrator', there are links for 'CIITS', 'Student Information', 'General', and 'Counseling'. The main content area is titled 'State Notices' and contains two bullet points. The first bullet point is dated [03/22/2013] and mentions WebEx training on [Infinite Campus University](#). The second bullet point is dated [09/17/2012] and mentions [Systems Launchpad](#) with information from KDE on: Kentucky Student Information System (KSIS) - [Data Standards](#), Continuous Instructional Improvement Technology System (CIITS), 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>



Contact Information

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



Intervention Tab

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

Required For

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

Entering Intervention Data

Path: Student Information > PLP > General > Intervention

▼ Student Information

- General
- ▶ Counseling
- Academic Planning
- ▶ Program Participation
- ▼ Health
 - General
 - BlankForms
- Medicaid
- ▶ ILPA
- ▼ PLP
 - General**
 - Caseload (new!)
 - BlankForms

Summary Team Members Documents Contact Log **Intervention**

+ New Status

Custom Status Data List		
Date	Time	Custom Data

Demo from Campus training site

Questions?

April Pieper

April.pieper@education.ky.gov

502-564-4970 ext. 4519



Preparing for Student Voice in Infinite Campus

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

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

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

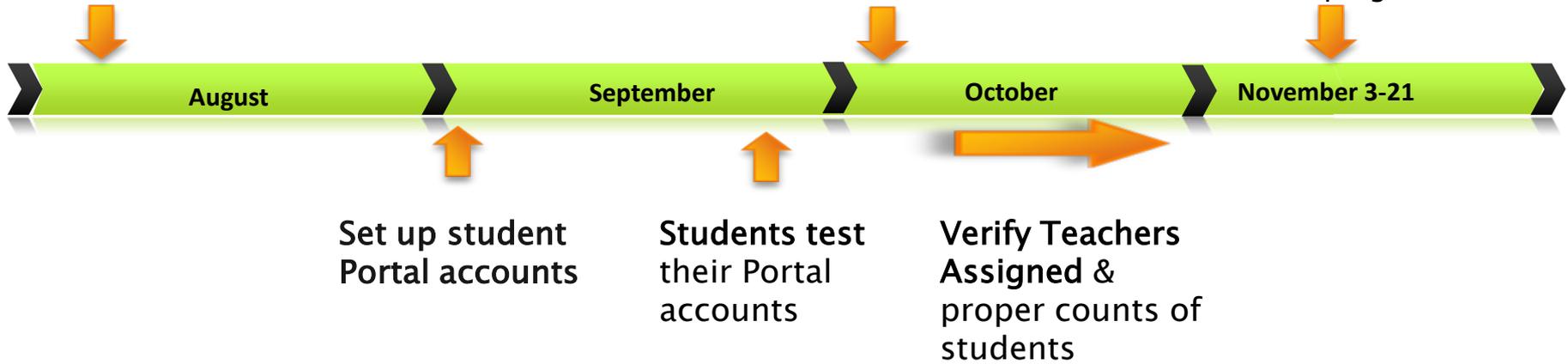
Critical Actions for Student Voice First Window

Make District/School Policy Decisions & Identify POCs

IC Populates Survey Grade Level

Assign Tool Rights

Administer Survey
monitor progress

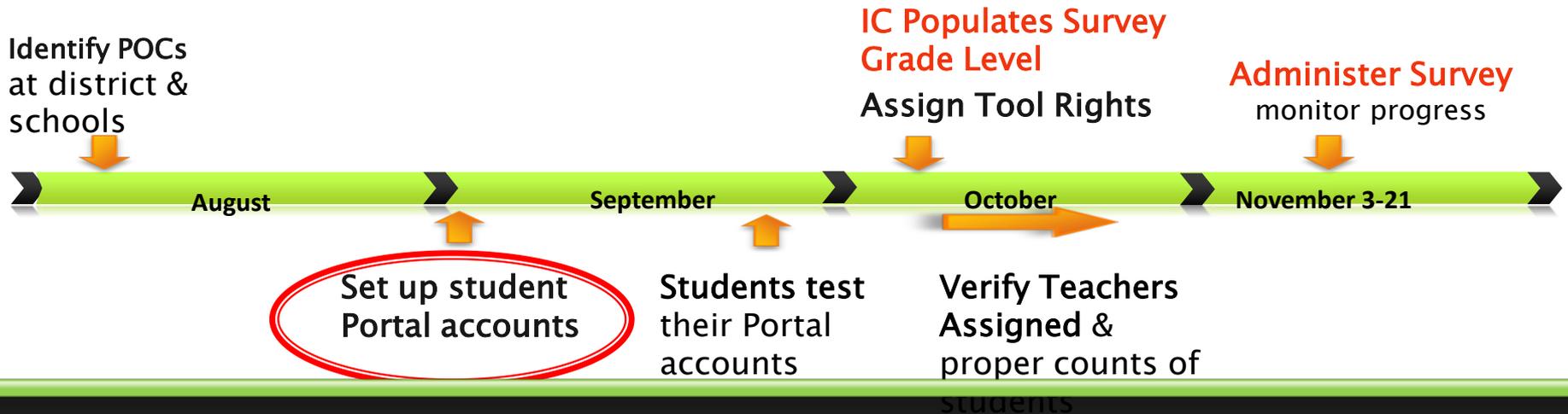


Student Voice Planning Timeline

Planning for Student Voice Survey

- ▶ What is your district's Student Voice plan?
 - See District's Certified Evaluation Plan
- ▶ Who is your district/school PGES contact?
- ▶ Will you have school Student Voice contacts?
- ▶ Who is creating and supporting student accounts?
- ▶ Who is assigning survey types to teachers?
 - How will changes be communicated in a timely manner to person making changes?
 - How do you make sure no one is missed?
- ▶ Who needs to run Student Voice reports?
- ▶ Who will make changes to courses and rosters in IC if needed?

Set Up Student Portal Accounts



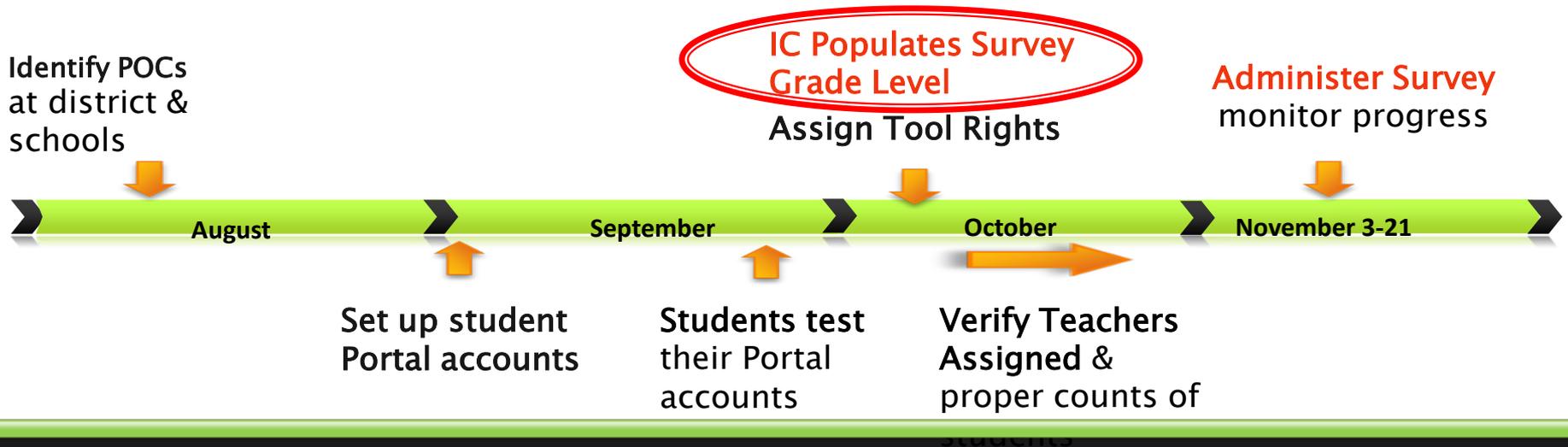
Student Voice Planning Timeline

- ▶ Create student accounts and passwords for students who don't normally utilize Campus Portal
- ▶ Have students test logging into Campus Portal
- ▶ Develop a plan for resetting forgotten passwords

See the "Preparing Campus Portal" tab in the Student Voice Web Page Toolkit for detailed instruction.



Auto Population of Teacher Survey Grade-level



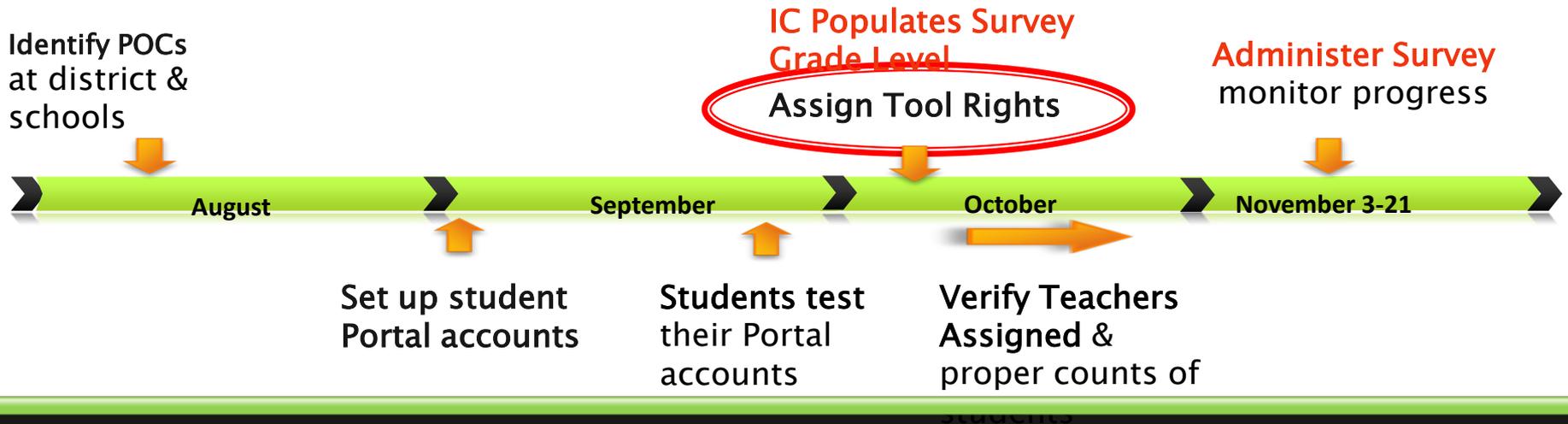
Student Voice Planning Timeline

- ▶ IC assigns default survey types for teachers statewide
 - District assignment = Teacher
 - Majority grade-level of students

“Administrator How-To” tab in the Student Voice Web Page Toolkit will contain detailed instructions.



Assigning Tool Rights



Student Voice Planning Timeline

- ▶ Anyone who is responsible for generating and monitoring reports
- ▶ Anyone who will be modifying survey grade level assignments

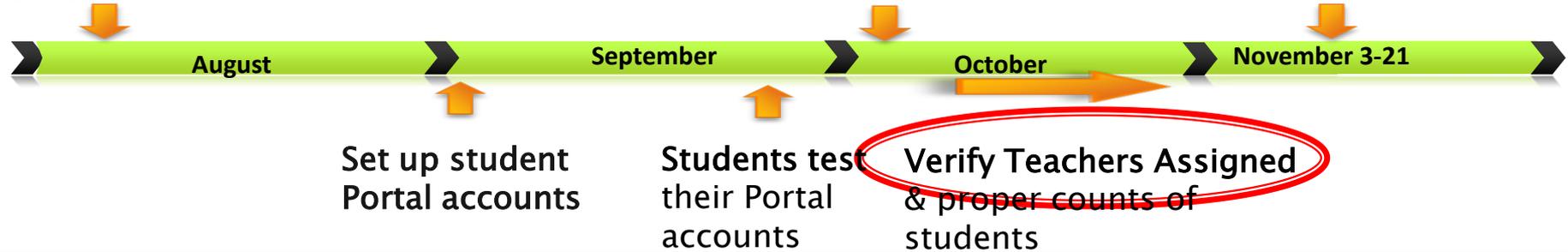
“Administrator How-To” tab in the Student Voice Web Page Toolkit will contain detailed instructions.



Verify Assigned Teachers

Identify POCs
at district &
schools

Administer Survey
monitor progress



Student Voice Planning Timeline

- ▶ School personnel run “Educators with Count” report to verify participating teachers and the number of students eligible to complete the survey
- ▶ Review listing of assigned teachers for completeness and correctness
- ▶ Adjust teacher assignments and rosters

“Administrator How-To” tab in the Student Voice Web Page Toolkit will contain detailed instructions.

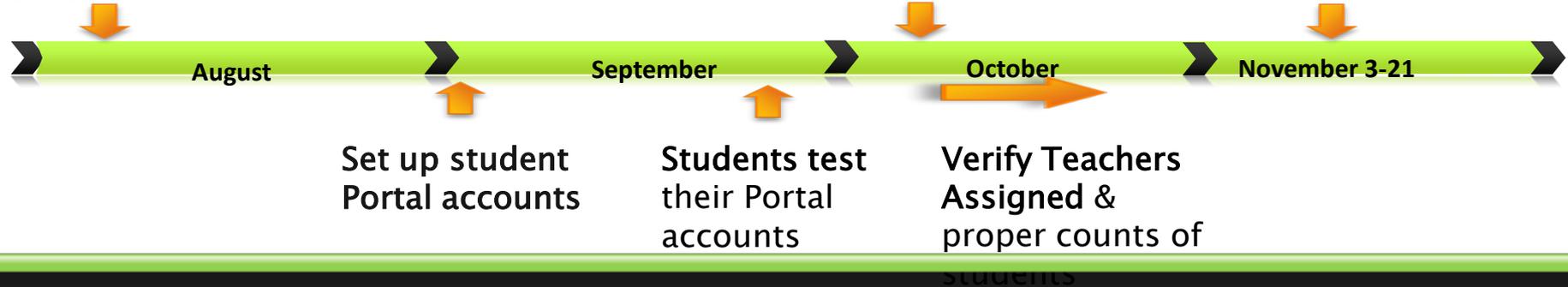


Administering Survey In First Window

Identify POCs
at district &
schools

Administer Survey
monitor progress

Assign Tool Rights



Student Voice Planning Timeline

- ▶ After Nov. 3rd, Monitor Completion of SV Survey using “Educator with List of Students” report.

“Administrator How-To” tab in the Student Voice Web Page Toolkit will contain detailed instructions.



Questions?

Contact:

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Education Administration Program Consultant

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Setting Up Other Professionals in Infinite Campus

Amy Jacobs, Education Consultant
Office of Next Generation Learners (ONGL)
Division of Next Generation Professionals

Acronyms

IC

Infinite Campus

OP

Other Professionals

OPGES

Other Professionals Growth
and Effectiveness System

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)

The screenshot displays a software interface with several tabs: Demographics, Identities, Enrollments, District Employment, and District Assignments. The 'District Assignments' tab is highlighted with a red box. Below the tabs, there is a 'New' button and a section titled 'Assignments'. Under 'Assignments', there is a tree view showing 'Boyle County' and a sub-entry 'Media Librarian - (08/01/2003-)' which is highlighted with a red box.

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**

The screenshot displays the 'Employment Assignment Information' form. The 'School' field is set to 'CENTRAL ELEMENTARY SCHOOL'. The '*Start Date' is '07/01/2012' and the 'End Date' is empty. The 'Type' dropdown menu is open and shows '07:Other' selected, which is highlighted with a red box. Below it, the 'Alternate Type' dropdown menu is also open and shows 'PSY: Psychologist' selected, also highlighted with a red box. Other fields like 'FTE of Assignment' are partially visible.

OPGES Job Categories

- ▶ The following Type values on the staff member's district assignment record(s) will be mapped to OPGES job categories for the pilot year

Type	Alternate Type	Description	Mapped to Job Category...
06		Librarian	Library Media Specialist
03		Counselor	School Guidance Counselor
07	REH	Rehabilitation Counselor	
07	SOW	Social Worker	
07	PSY	Psychologist	School Psychologist
05		Speech Therapist	Therapeutic Specialist
07	OCC	Occupational Therapist	
07	PHT	Physical Therapist	
07	REC	Recreation Therapist	
07	SPT	Speech Therapist	
07	ISC	School Instructional Specialist/Coach	School Instructional Specialist/Coach

Verify Setup

- ✓ Individual has:
 - ✓ Valid “kyschools.us” email address entered on the Demographics tab
 - ✓ Active District Employment record
 - ✓ Active District Assignment record
- ✓ The **Type/Alternate Type** value on all active district assignment records contains the same value

Resource

Refer to the Setting up Other Professionals in Infinite Campus Quick Reference Card for detailed setup instructions

http://education.ky.gov/districts/tech/ciits/Documents/QRC-OP_Setup_for_Pilot_Year.pdf

Questions?

Contact:

Amy Jacobs

ONGL, Division of Next Generation Professionals

amy.jacobs@education.ky.gov

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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

Acronyms

IC Infinite Campus

CIITS Continuous Instructional Improvement Technology System

IMS Instructional Management System

EDS Educator Development Suite

CIITS View

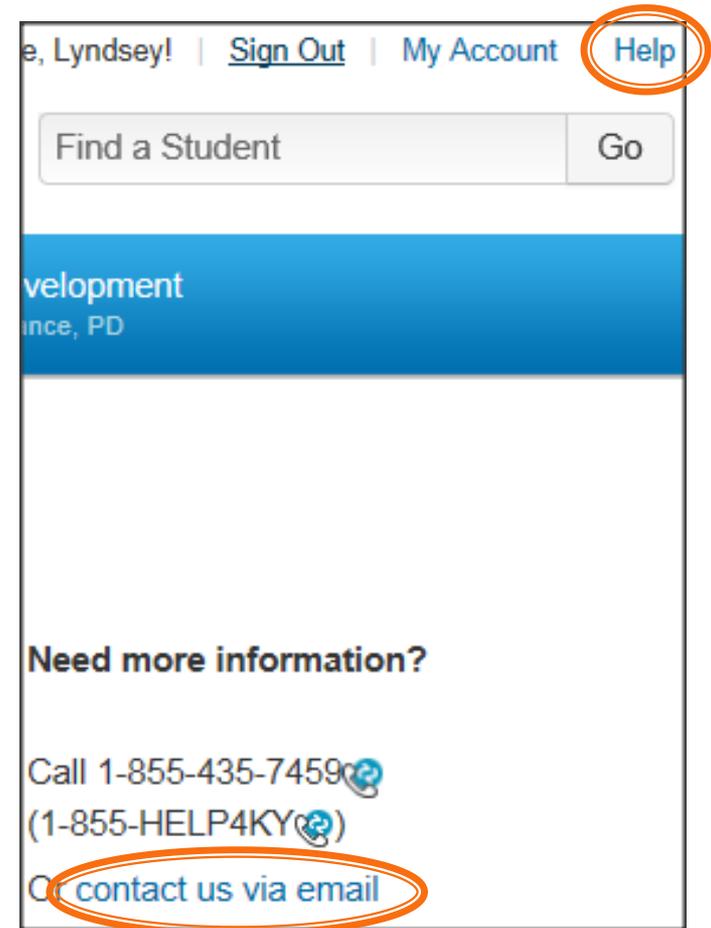
- ▶ You will not see anything in CIITS until the first day of enrollment.
- ▶ You may go ahead and create lessons, assessments, etc.
- ▶ Wait to schedule the lessons, assessments, etc. after the first day of enrollment.

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](#)

CIITS Issues

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

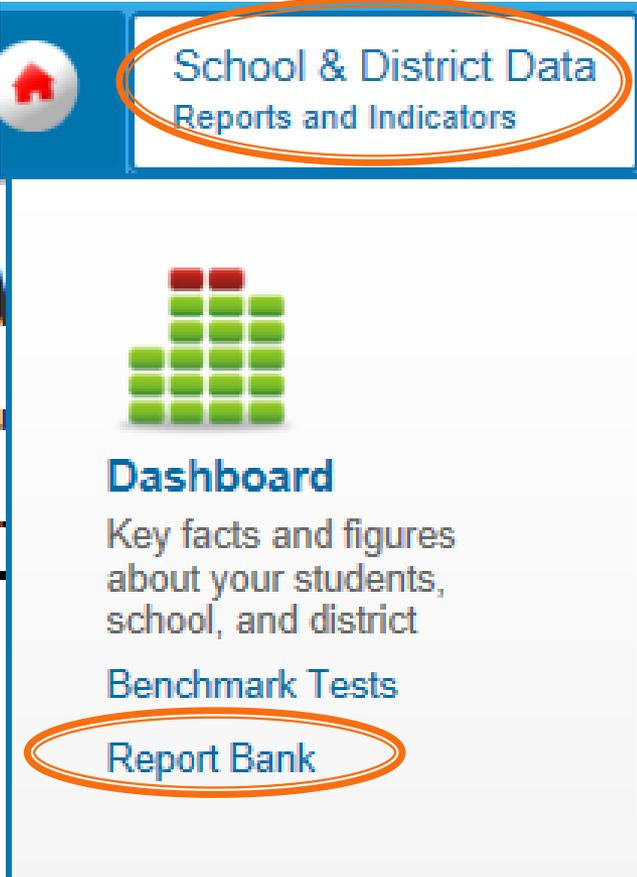


CIITS New School Year Resource Guide

- ▶ [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](#)

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



School & District Data
Reports and Indicators



Dashboard
Key facts and figures
about your students,
school, and district

Benchmark Tests

Report Bank

CIITS Report Bank

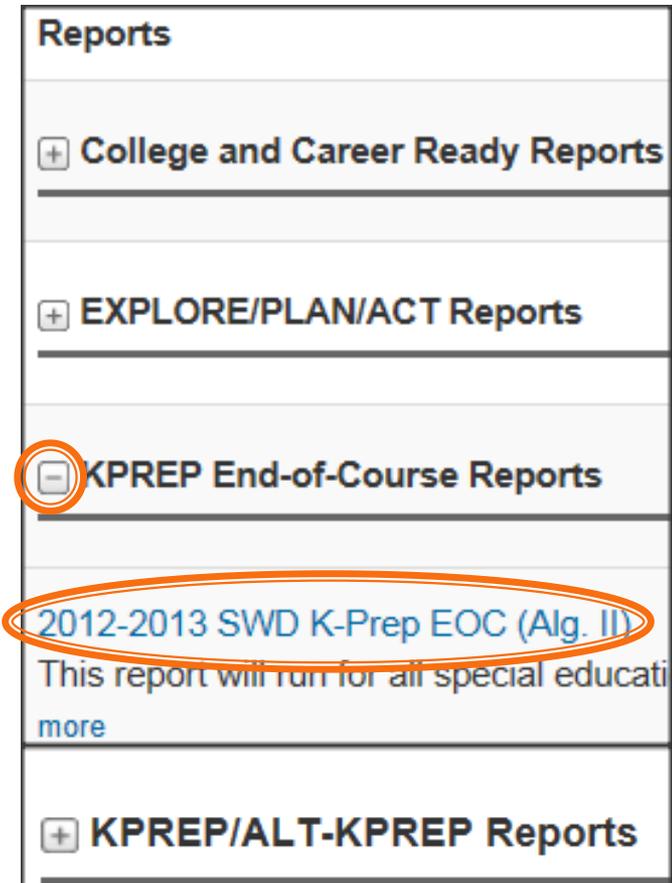
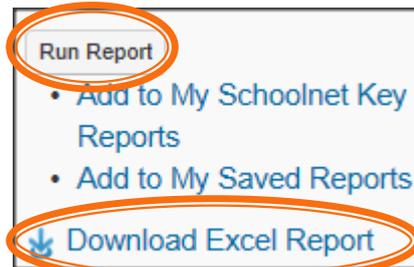
▶ Special Education

- 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



CIITS Student Performance for Teachers

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

A screenshot of the CIITS navigation menu. The menu items are: Benchmark Dashboard, Classroom Test Dashboard, Item Analysis, Skills Analysis, Standards Mastery, Summary Statistics, Student List (circled in orange), and Student Analysis. Below the menu, there is a text prompt: "There are 58 students in the selected Section. Select one or more students to add to a Student Group." Below that, there are radio buttons for "View By": Roster (circled in orange), Marks, Benchmark Results, and Student Groups. At the bottom, there are two buttons: "Currently Enrolled Students" and "All Students".

A screenshot of the CIITS top navigation bar. It contains two main sections: "School & District Data Reports and Indicators" and "Classrooms Standards and Instructional Materials" (circled in orange).

A screenshot of the CIITS dashboard. It features two main cards: "Student Performance" (circled in orange) with a bar chart icon and the text "Analysis by test, standard, section and skill", and "Student Groups" with a person icon and the text "For differentiated instruction".

A screenshot of the "Export" dropdown menu. The "Export" button is circled in orange. The menu options are "Batch-Create PDF Files" and "Create PDF".

- 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

A screenshot of the CIITS navigation menu. The menu items are: Benchmark Dashboard, Classroom Test Dashboard, Item Analysis, Skills Analysis, Standards Mastery, Summary Statistics, Student List, and Student Analysis (circled in orange). Below the menu, there is a text prompt: "To view a report, select a category then click a report name." At the bottom right, there is a button labeled "Advanced: Create your own report" (circled in orange).

Infinite Campus to CIITS - Weekly Data Refresh Cycle

Weekly Data Refresh Cycle

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

- **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.)

CIITS

Infinite Campus to CIITS - Daily Data Refresh Cycle

Daily Data Refresh Cycle

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

- 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.*

CIITS

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>

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

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.



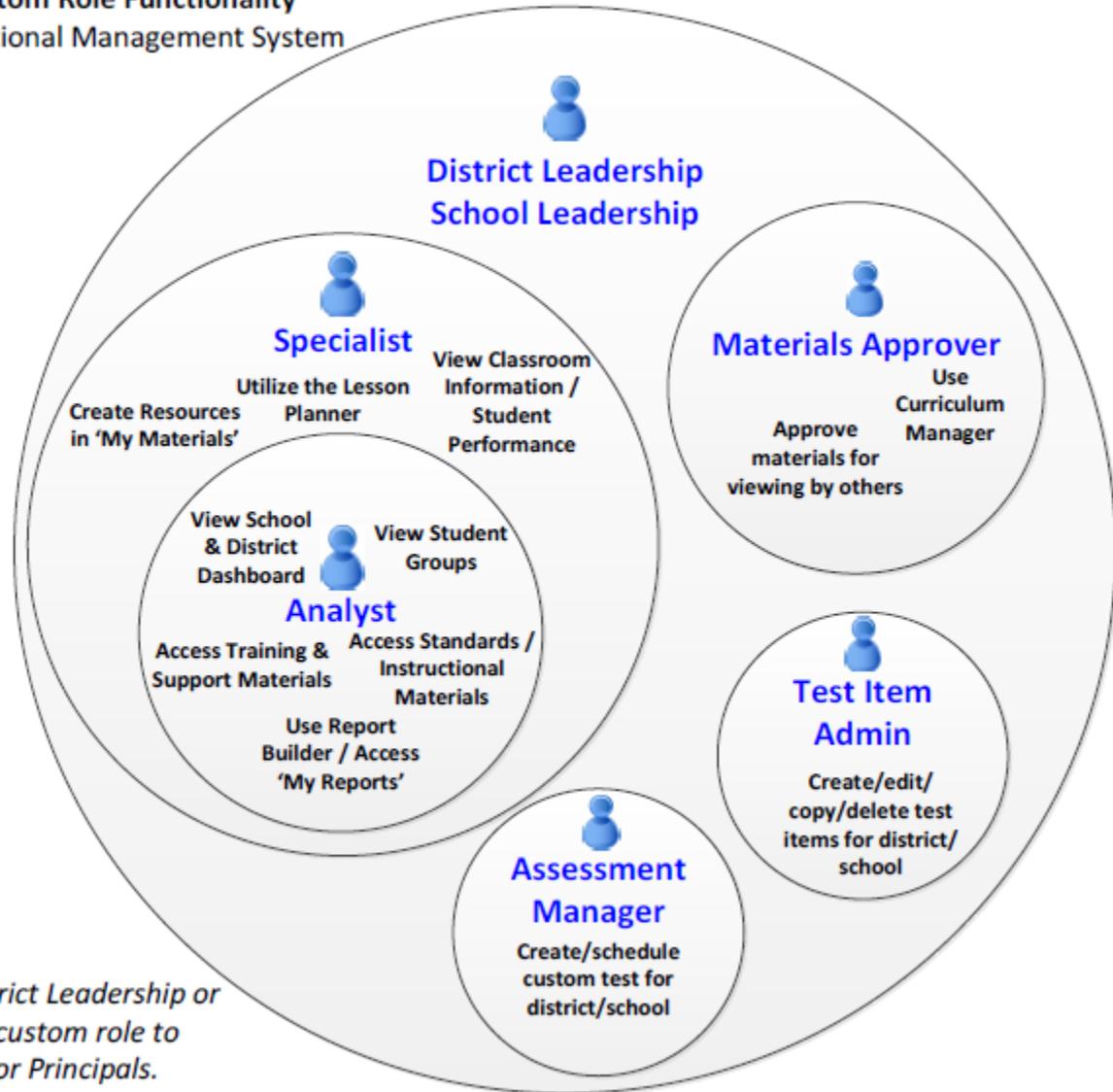
CIITS Custom Roles

- ▶ 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

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

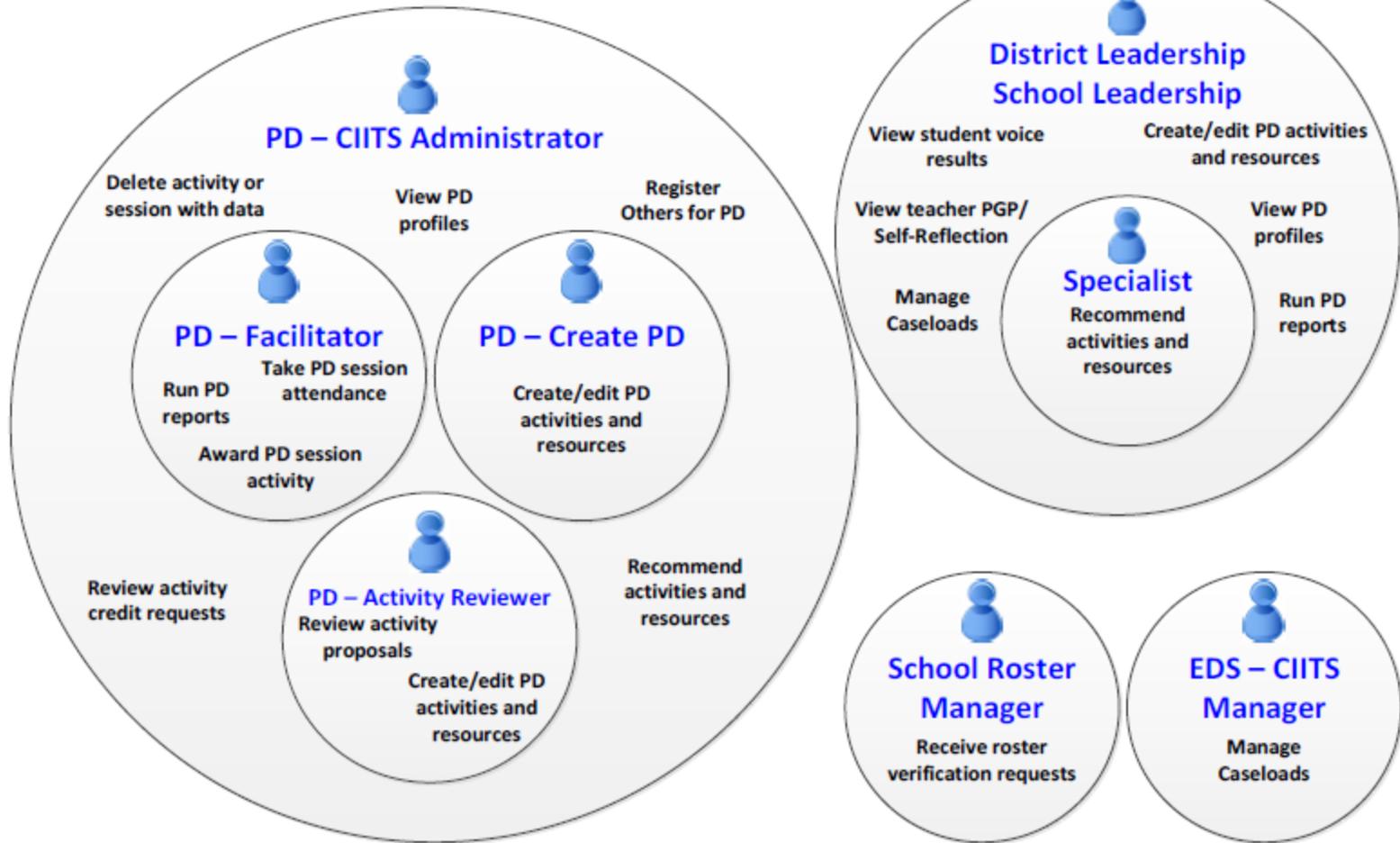
- ▶ Only assign “District” custom roles at the district office
- ▶ Only assign “School” custom roles at a school
- ▶ If a person is assigned a “District” custom role at the district, then it is **unnecessary** to assign them that same custom role at each school

Custom Role Functionality Instructional Management System



Do not assign the District Leadership or School Leadership custom role to Superintendents or Principals.

Custom Role Functionality Educator Development Suite



Do not assign the District Leadership or School Leadership custom role to Superintendents or Principals.

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

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

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](#)

Questions?

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Closing

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